

RULER ANCHOR

THE CHARTER

FOURTH GRADE

MY NAME _____

DATE _____

Duration: 45 minutes

1

Family members and caregivers, please read this before your child leads the activity.

Key Ideas:

- The quality of how we interact socially in the classroom – among students and teachers – creates the emotional climate of the classroom and influences how we feel about ourselves and one another.
- Research shows that when we feel emotionally connected and respected, we are more successful learners, and have a greater sense of well being.

Activity Goals:

The goal of this assignment is for your fourth grader to:

- Learn more about the purpose of the Charter by teaching it.
- Engage family members in thoughtful conversation about emotions and learning.

Activity Description:

“While we teach, we learn.” —Seneca

It is often said that the best way to understand a concept is to explain it to someone else. In this activity, your child will take on the role of a teacher, sharing some key ideas related to the Classroom Charter. We hope that you, and other family members, will take 15-minutes to be “students” and actively engage in this process with your child. After the “lesson”, your fourth grader will reflect on the process of teaching and explaining about the Charter.

Have fun and enjoy the experience of your child in this role as a teacher!

2

Student, have fun doing the Activity!

THE ACTIVITY

Student, read this first.

Introducing the Charter to your family!

You've been learning all about the Classroom Charter at school, and now you are ready to be the teacher at home! This week, your activity is to teach your family some key ideas related to the Classroom Charter.

On Your Own:

1. Prepare in advance. What materials do you need for your lesson?
2. Think about what the Charter is for and review two Classroom Charter questions:
 - a. How do we want to feel at school?
 - b. What do we have to think or do to have these feelings more often?

Do This With Your Family:

1. Say: "Welcome! Thank you for coming. This will last for about 15-minutes."
2. Say: "I am going to ask three questions and we'll have a conversation together. We will be exploring 'emotional climate'."
 - a. "Why do you think emotions matter at school?" (Listen to everyone's ideas).
 - b. "How do you think the emotional tone in the classroom can affect learning?" (Listen to everyone's ideas).
 - c. "What are some things people can do to shift the emotional climate of their environment?" (Listen to everyone's ideas).

Now, turn to the next page to teach your family more.

2

Student, have fun doing the Activity!

THE ACTIVITY

Student: Here's what you can teach your family. Pass out Activity Sheet 1 to each family member before you begin.

Say: "Your ideas about this were helpful! Here is a little more information."

Why do emotions matter at school?

Emotions influence nearly everything we do!

1. Emotions influence our attention, memory, and learning. How we feel has a direct impact on how we learn. Have you ever had a hard time concentrating or remembering because you were worried about something?
2. Emotions also influence our decision-making, relationship quality, and physical and mental health. Have you ever made a bad decision because of how you were feeling in the moment or let your emotions get in the way of your relationship with another person?

How do you think the emotional tone in the classroom can affect learning?

Emotions are contagious! How a teacher feels can affect all of the students in a classroom and how the students feel can affect the teacher. When we all work together to create an environment that is warm, welcoming, and inclusive – we all learn better.

What are some things people can do to shift the emotional climate of their environment?

There are a lot of things people can do to shift the emotional climate of their environment. In a classroom, for example, if a teacher wants to create a more positive, upbeat environment, the teacher might play a fast-paced song or lead students through a standing/stretching activity. If a teacher wants to create a more calming environment, the teacher can turn off the lights, play a slow song, or lead students in taking a few deep breaths. All of us can learn and use strategies that help us regulate our emotions better.

Student: Back on your own

1. Collect the Activity Sheets and review them
2. Fill out the self-reflection questions on Activity Sheet 2.

3

Ask your family members to fill in this sheet. Give one sheet to each person.

ACTIVITY SHEET 1

Name

Why do you think emotions matter at school?

How do you think the emotional tone in the classroom can affect learning?

What are some things people can do to shift the emotional climate of their environment?

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4

Write down your reflections after you have reviewed your family members' answers on Activity Sheet 1.

ACTIVITY SHEET 2

SELF-REFLECTION

Overall, do you think people understood what you were teaching them?

Write two things you think you did well and two you could improve upon.

If you were to give advice to another student about teaching the Classroom Charter to their family, what would you say?