

BEHAVIOR · Y2 TO Y6

# Class Charter Creation Pack

Co-create a charter children own

## Why most class charters fail

The standard class charter is created on day 1 of the school year. The teacher writes 'Be kind. Be respectful. Try our best. Listen carefully.' on big paper. Children sign it. It goes on the wall and is never spoken of again. This fails because:

- The values are too abstract for children to apply ('respect' means nothing to a 6-year-old)
- Children didn't truly co-create them — they ratified what an adult had decided
- There's no system for using the charter when issues come up
- Once signed, the charter becomes wallpaper

This pack runs across 4 lessons (45 mins each, ideally in the first two weeks of the school year). The charter that emerges is OURS, USABLE, and REFERRED TO every week. It's the difference between a poster and a constitution.

## Lesson 1 — What kind of class do we want to be?

**OPENING** (5 mins): • 'Imagine you're describing this class to a new child joining next week. What would you want them to be able to say about us?' **DISCUSSION** (10 mins): • Children call out ideas. Teacher writes ALL on the board, no editing. • Common things: 'fair', 'fun', 'we help each other', 'no shouting', 'we listen', 'no left-out', 'safe'. **GROUP WORK** (15 mins): • Split class into groups of 4. Each group must agree on their TOP 5 ideas from the board. • Stress: this is NOT what you think the teacher wants. This is YOU. **FEEDBACK** (10 mins): • Each group shares their 5. Teacher tallies. The 5-7 ideas that come up MOST become the candidate values. **CLOSE** (5 mins): • 'Tomorrow we'll work out what each of these actually MEANS in our day. Have a think tonight: what does it look like when this class is at its best?'

## Lesson 2 — What does it actually look like?

**OPENING** (5 mins): • Recap the 5-7 candidate values from yesterday. **MAIN ACTIVITY** (30 mins): • Each value gets a piece of A3 paper headed with the value (e.g. 'WE LISTEN'). • Below, two columns: 'WHAT IT LOOKS LIKE' / 'WHAT IT DOESN'T LOOK LIKE'. • Children rotate



around the papers in groups, adding to each. **THIS IS THE KEY MOVE** — they translate abstract values into observable behaviors. • Example for 'WE LISTEN': LOOKS LIKE: eyes on the speaker, hands down, waiting for them to finish before speaking, asking questions about what they said. DOESN'T LOOK LIKE: talking over, doodling, looking at the clock, copying their answer, saying 'I knew that already'. **FEEDBACK (8 mins):** • Quick share — anything surprising? Any disagreement? **CLOSE (2 mins):** • 'Now we know what these values LOOK LIKE. Tomorrow we draft our charter.'

### Lesson 3 — Drafting the charter

**OPENING (5 mins):** • 'Yesterday we agreed what each value looks like. Now we turn that into a charter.' **MAIN ACTIVITY (30 mins):** • In groups of 3-4, children write 1-2 sentences for each value. Format: 'In our class, we [behavior]. We don't [behavior].' • Example: 'In our class, we listen by looking at the speaker and waiting for them to finish. We don't talk over each other.' • At the end: each group has 5-7 paired sentences. **WHOLE CLASS (10 mins):** • Compare drafts. Pick the strongest version of each pair. • Vote where there's disagreement. Move on if stuck. **CLOSE:** • 'I'll write up the agreed charter tonight. Tomorrow we'll sign it.'

### Lesson 4 — The signing + the routine

**OPENING (5 mins):** • Display the agreed charter. • 'This is YOURS. You wrote it. Have a final read.' **MINOR EDITS (5 mins):** • Anyone want a wording change? Vote if needed. **SIGNING (10 mins):** • Each child signs the bottom of the charter. As they sign, they say one thing they personally promise to try harder at. • Teacher signs too — with what THEY will try. **WEEKLY ROUTINE (15 mins) — INTRODUCE THIS NOW:** • 'Every Friday for 5 minutes, we'll do a charter check-in.' • Three questions: 1. WHICH PART OF OUR CHARTER did this class do BEST this week? 2. WHICH PART do we need to work on NEXT week? 3. WAS THERE ANY MOMENT this week when our charter was REALLY VISIBLE? (positive only) • Children share examples. **CLOSE (10 mins):** • Charter goes on display — large, child-eye-level, signatures visible. • Children take a smaller A4 copy home for parents.

#### Charter template (final form)

---



---



---



---



---



---



---



**Using the charter when something goes wrong**

---

---

---

---

---

---

---

**Common pitfalls**

---

---

---

---

---

---

---

