

Classroom Rules

OPEN Resource Introduction

WHAT: This collection of classroom environment tools is designed to help teachers establish simple classroom rules and expectations that foster feels of safety and trust and are aligned with CASEL’s social and emotional learning competencies.

What’s included:

- ✓ Classroom Rules Poster (Printable)
- ✓ Believe In You Student Empowerment Rights Poster (Printable)
- ✓ SEL Alignment and Sample DOK Questions (3-page packet)
- ✓ Classroom Rules Large Icons (Downloadable PNG Image Files)

HOW: Use OPEN’s three classroom rules as category umbrellas for establishing classroom norms with input from your students. Align the discussion of these norms to the Believe In You Student Empowerment Rights in order to focus student attention on social and emotional learning concepts.

Share the rules one at a time, and then take 5–10 minutes to discuss what each rule looks like, sounds like, and feels like in your physical education setting. Discuss class rules, along with the impact student behaviors on student empowerment rights. Use a variety of discussion formats to build a positive and respectful culture of collaboration. Consider talking in large and small groups as well as in pair-share partner discussions.

WHY: Teaching toward student behavioral outcomes will require student trial and error — just like all other skills and concepts. We must recognize that making behavioral mistakes is an important part of the process. Quickly growing from mistakes and then swiftly restoring order to classroom management routines is the ultimate goal and requires a classroom culture of mutual respect, support, and acceptance. Authentic discussions that provide students with ownership of class rules and consequences will strengthen culture and give students a critical voice. This voice empowers students to own class rules and routines rather than feel like all expectations have been forced on to them from the top down.

WHEN: Establish, discuss, apply and reinforce class rules and norms on day one and on every day after that. Just like with all other skills and concepts, correct behavior issues when you see them. If needed, revisit class rules and have ongoing discussions on why established norms are important.

Looking for more help with behavior management? [Edutopia](#) is always a great place to do some research and reading. Here are two blog posts to get you started.

- [8 Proactive Classroom Management Tips](#) (by Youki Terada)

OPENPhysEd.org

Physical Literacy Equity of Access Focused Advocacy

A public service of
US Games



Rule #1:

Respect Self

CASEL's SEL Competencies Addressed

Self-Awareness

- **Self-Efficacy:** Follow Directions
- **Growth Mindset:** Demonstrate Effort, Identify Strengths and Limitations

Sample DOK Question Set for Self-Awareness

- ⇒ **DOK 1:** How can you recognize a student who is following directions in physical education class? What do they look like? What do they sound like?
- ⇒ **DOK 2:** How can you demonstrate effort in physical education class?
- ⇒ **DOK 3:** Can you list 2 of your personal strengths? How are those strengths related to effort and improvement?
- ⇒ **DOK 4:** Can you list 2 of your personal limitations? Create a plan to improve and overcome those limitations.

Self-Management

- **Impulse Control:** Focus on Physical and Emotional Safety of Self
- **Self-Motivation:** Be Ready, Actively Participate, Set Goals
- **Organization:** Be Prepared

Sample DOK Question Set for Self-Management

- ⇒ **DOK 1:** What would you include on a list of things that can keep you safe (both physically and emotionally) in physical education class?
- ⇒ **DOK 1:** What does active participation look like?
- ⇒ **DOK 2:** How does active participation affect the learning environment in physical education class?
- ⇒ **DOK 2:** What do you know about being prepared for physical education class?
- ⇒ **DOK 3:** How is being prepared for class related to your ability to actively participate?

OPEN Priority Learning Outcomes Addressed (Demonstrates Responsible Behaviors)

Personal Responsibility & Safety

- ✓ (K) Follows directions for safe participation and proper use of equipment with minimal reminders.
- ✓ (1) Follows directions for safe participation and proper use of equipment without reminders.
- ✓ (2) Works independently and safely in physical education.
- ✓ (3) Works independently and safely in physical activity settings.
- ✓ (4) Exhibits responsible behavior in independent group situations.
- ✓ (5) Engages in physical activity with responsible interpersonal behavior.
- ✓ (6) Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.
- ✓ (7) Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.
- ✓ (8) Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
- ✓ (HS) Applies best practices for participating safely in physical activity, exercise, and dance.



Rule #2:

Respect Others

CASEL's SEL Competencies Addressed

Self-Management

- Impulse Control: Focus on Physical and Emotional Safety of Others

Sample DOK Question Set for Self-Management

- ⇒ **DOK 1:** What would you include on a list about safety in physical education?
- ⇒ **DOK 2:** How does your behavior affect class safety?
- ⇒ **DOK 3:** How is respect related to class safety (both physical and emotional)?
- ⇒ **DOK 4:** Let's develop a class safety plan for creating a positive learning environment.

Social Awareness

- Appreciate Diversity: Accept and Support All Classmates
- Empathy: Help and Encourage All Classmates

Sample DOK Question Set for Social Awareness

- ⇒ **DOK 1:** How can you recognize words and actions that encourage others to be their best?
- ⇒ **DOK 2:** How would you compare and contrast encouraging words with discouraging words?
- ⇒ **DOK 3:** How is acceptance of others related to encouragement?
- ⇒ **DOK 4:** What information can you gather from your classmates that would help us build an inclusive and supporting physical education learning environment?

Relationships

- Communication: Listen and Speak Respectfully
- Teamwork: Cooperate and Demonstrate Sportsmanship
- Social Engagement: Resist Inappropriate Social Pressure and Negotiate Conflict

Sample DOK Question Set for Relationships

- ⇒ **DOK 1:** What does it sound like when peers are speaking and listening respectfully?
- ⇒ **DOK 2:** How does speaking and listening respectfully affect your ability to cooperate?
- ⇒ **DOK 3:** How might you convince a classmate to use positive language during discussions?
- ⇒ **DOK 4:** How could we practice respectful communication in physical education class?

OPEN Priority Learning Outcomes Addressed (Demonstrates Responsible Behaviors)

Working with Others

- ✓ (K) Shares equipment and space with others.
- ✓ (1) Works independently with others in a variety of class environments.
- ✓ (2) Accepts responsibility for class protocols with personal and cooperative behavior.
- ✓ (3) Works cooperatively with others.
- ✓ (4) Accepts "players" of all skill levels into the physical activity.
- ✓ (5) Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.
- ✓ (6) Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.
- ✓ (7) Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.
- ✓ (8) Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
- ✓ (HS) Uses communication skills and strategies that promote positive team/group dynamics.



Rule #3:

Respect the Things We Use

CASEL's SEL Competencies Addressed

Responsible Decision-Making

- Responsibility: Respect Equipment and Space
- Problem Solving: Share Equipment and Space
- Reflecting: Assess the Situation and Plan Ahead

Sample DOK Question Set for Responsible Decision-Making

- ⇒ **DOK 1:** What does it look like when we respect physical education equipment?
- ⇒ **DOK 2:** What do you know about sharing physical education equipment?
- ⇒ **DOK 3:** How is sharing equipment and space related to a positive learning environment in physical education class?
- ⇒ **DOK 4:** What would be some positive consequences of respecting and sharing our equipment and space in the physical education classroom? What would be some negative consequences of not respecting or sharing equipment and space?

OPEN Priority Learning Outcomes Addressed (Demonstrates Responsible Behaviors)

Personal Responsibility & Safety

- ✓ (K) Follows directions for safe participation and proper use of equipment with minimal reminders.
- ✓ (1) Follows directions for safe participation and proper use of equipment without reminders.
- ✓ (2) Works independently and safely in physical education.
- ✓ (3) Works independently and safely in physical activity settings.
- ✓ (4) Exhibits responsible behavior in independent group situations.
- ✓ (5) Engages in physical activity with responsible interpersonal behavior.
- ✓ (6) Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.
- ✓ (7) Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.
- ✓ (8) Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
- ✓ (HS) Applies best practices for participating safely with equipment in physical activity, exercise, and dance.

Learn more about the OPEN Priority Learning Outcomes:
www.openphysed.org/best-practices/priority-outcomes



Rule #1:

Respect Self



Rule #2:

Respect Others



Rule #3:

Respect the Things We Use

Share your greatness with the world. Share your greatness with the world. Share your greatness with the world.

ALL STUDENTS HAVE THE RIGHT TO...

- ✓ Live optimistically.
- ✓ Act on positive motivation.
- ✓ Live with respect for self and others.
- ✓ Communicate with a unique voice.
- ✓ Make choices about how to share their greatness.

EMPOWERMENT /noun/

The process of becoming stronger and more confident, especially in controlling your life and claiming your rights.

Share your greatness with the world. Share your greatness with the world. Share your greatness with the world.