

Classroom Rules

OPEN Resource Introduction

WHAT: This collection of classroom environment resources is designed to help teachers establish simple classroom rules and expectations aligned with instructional best practices and CASEL’s social and emotional learning competencies.

What’s included:

- ✓ Classroom Rules Poster (11x8.5" 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. 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 positive and negative consequences of student behaviors. Using a variety of discussion formats can help you 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 those 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 classroom culture and give students a critical voice. This voice allows 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)
- [Establishing a Culture of Student Voice](#) (by John McCarthy)



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?

SHAPE America Outcomes Addressed (Personal Responsibility)

- ✓ **Standard 4 [E2.K-5]** Acknowledges responsibility for behavior when prompted (K); Follows the rules and parameters of the learning environment (1); Accepts responsibility for class protocols with behavior and performance actions (2); Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- ✓ **Standard 4 [M2.6-8]** Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk (6); Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class (7); Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school (8).
- ✓ **Standard 4 [H1.L1]** Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (L1).



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?

SHAPE America Outcomes Addressed (working with others)

- ✓ **Standard 4 [E4.K-5]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (e.g., small and large groups) (1); Works independently with others in partner environments (2); Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others, both more skilled and less skilled (4a); Accepts players of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).
- ✓ **Standard 4 [M4.6-8]** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).
- ✓ **Standard 4 [H2.L1]** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance (L1).



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?

SHAPE America Outcomes Addressed (safety)

- ✓ **Standard 4 [E6.K-5]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K); Follows teacher directions for safe participation and proper use of equipment without teacher reminders (1); Works independently and safely in physical education (2a); Works safely with physical education equipment (2b); Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✓ **Standard 4 [M7.6-8]** Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance (6); Independently uses physical activity and exercise equipment appropriately and safely (7); Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity (8).
- ✓ **Standard 4 [H5.L1]** Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (L1).



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