

Class Management

Guidelines for Class Rules

- **Positive** – State what behavior you want instead of saying “don’t...”
- **Clear** – Make the rules short and to the point.
- **Limited** – Instead of making a long list of rules, make the rules comprehensive. “Be respectful” is a great example. Think of how many rules can be covered in this one statement.
- **Student Centered** – Facilitate the creation of the rules by the students in the beginning of the semester. Ask them what they want and what they consider to be fair. You will generally end up with the same rules you would make, however this method allows students take ownership of the rules.

Positive Discipline Approaches

- Develop rapport and have positive interactions with the students.
- Restate your expectations during the lesson (prompting).
- Use non-verbal techniques such as physical proximity, eye contact, signaling, and wait time.
- Catch students being good and let them know.
- Reward students/class for good behaviors.
- Plan fun and thorough lessons to ensure smooth transitions.
- Create tasks that are challenging, but achievable. When students are about 50% - 80% successful with a task they are not as likely to get bored or frustrated. Boredom and frustration often lead to off-task behavior.
- Ignore minor disruptions.

Guidelines for Punishment

- Be consistent with all students.
- Follow through with what you say.
- Punish the behavior and not the person.
- Do not embarrass students.
- Use punishment sparingly (approximately 10% punishment, 90% positive reinforcement).
- Do not use physical activity as punishment. This can cause the student to have a negative association of physical activity with punishment.

Exercise as Punishment

Rosenthal, M., Pagnano-Richardson, K., & Burak, L. (2010). [Alternative Exercise as Punishment](#). *JOPERD*, 81(5), 44-48.

“Punishment or punitive feedback is discouraged by scholars in sport psych (Smith, 2006) and by the [National Association for Sport and Physical Education](#) (2004), the Women’s Sports Foundation (2007), the Centers for Disease Control and Prevention (1997), and the American Sport Education Program (2007). The recommended way to change negative behaviors is not to reinforce it at all, but to reinforce desired behaviors (Smith). Reinforcement of desired behaviors clearly shows students and athletes the positive consequences of their behaviors and, if practiced consistently, can lead to the elimination of many undesired behaviors.”



Protocols

Establishing effective classroom routines maximizes time for student activity and practice opportunities. Practicing the protocols early in the year will increase the efficiency of your lessons.

Class Routines include:

- Taking Roll
- Instant activities
- Turning in assignments
- Stop/Start signals
- Forming Groups
- Classroom organization
- Getting and putting away equipment

Stop/Start Signals

Using stop/start signals is an effective classroom management technique that quickly draws the students’ attention to the teacher.

Guidelines

- **Interactive:** Both the teacher and students should have a role.
- **Fun:** Make them fun so that the students enjoy doing them. No one likes to be told to “listen up” or “be quiet.”
- **Clear:** After the signal is done, it should be clear that you have all of the students’ attention.
- **Equipment:** Equipment should be placed on the floor to minimize distraction

Examples

1. **Clap Method:** Clap a specific pattern/rhythm. Students clap back with a specific response.
2. **Ice/Freeze:** Shout out “Ice!” The students then stop what they are doing and respond with “Freeze!”
3. **If You Can Hear Me:** Shout “If you can hear me, clap once. If you can hear

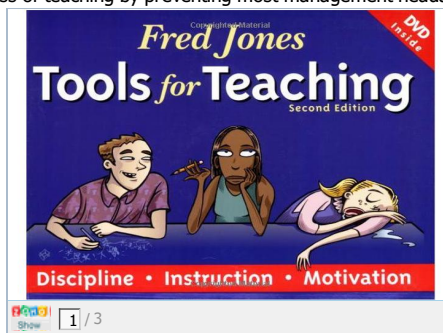
Equipment: Equipment should be placed on the floor to minimize discussion.

me, clap twice." Repeat until all students are responding.

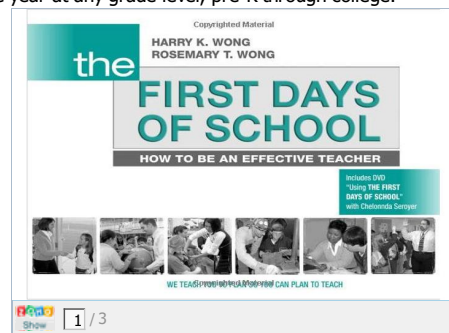
4. **Breathe:** Shout "Take a deep breath!" Students then take a deep breath, forcing them to focus on you.
5. **Music:** When the music starts, students begin the activity. When the music stops, students look to you for further instructions.
6. **Hands Up:** When you raise your hand, students stop what they are doing and respond by raising theirs.
7. **Whistle/Drum:** Primarily used when in an outdoor setting. Use a whistle or drum to get students attention.

Class Management Books

Fred Jones Tools for Teaching: Discipline, Instruction, Motivation describes the skills by which exceptional teachers make the classroom a place of success and enjoyment for both themselves and their students. Tools for Teaching integrates the management of discipline, instruction and motivation into a system that allows you to reduce the stress of teaching by preventing most management headaches.



The First Days of School: How to Be an Effective Teacher: The best-selling book ever on classroom management and teaching for student achievement with over 3.3 million copies sold. The book walks a teacher, either novice or veteran, through structuring and organizing a classroom for success that can be applied at any time of the year at any grade level, pre-K through college.



Responsible Educators Accountable for Learning

Promoting quality physical education through accountability and access to resources

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