



Grade 3 Lesson Plan: Unit 4 – Rule Development

SOLs (Health Standards of Learning)

- 2.1 k, 2.2 o, 2.2 q, 2.3 j, 2.3 k
- 3.1 j, 3.1 q, 3.1 r, 3.2 l, 3.3 o, 3.3 p

SOLs (Physical Education Standards of Learning)

- 3.4 a
- 3.4 b
- 3.4 c

Objectives/Goals

- Students will work cooperatively to create classroom rules.
- Students will demonstrate respect while allowing other students to have an opinion.
- Students will maintain an emotionally and physically safe learning environment.

Materials

- Blank paper
- Pencils
- Crayons/markers
- Larger poster board or butcher paper for teacher use

Procedure

Introduction: Creating a safe environment for everyone. What does it mean if we are safe?

- Responses should include ideas associated with physical AND emotional safety. (ex: to feel safe to answer a question aloud, demonstrate an activity in front of peers, feel a sense of inclusion, etc.)
- Introduce group activity: Characteristics of a Successful Student

Activity: Characteristics of a Successful Student

- Remind students that successful students may look different in different classes so while there may be similarities, it is definitely okay to have differences. Teacher can specify to the specific class if it helps. (ex: Characteristics of a Successful Physical Education Student)

- Teacher will break students into small groups. Each group come up with a list of characteristics of what they think a successful student might exemplify. Give the groups 5-10 minutes to create their lists.
- Bring the groups back together to share their ideas. Teacher will explain to students that their ideas will help create our classroom rules.
- Teacher will create a master list of the qualities of successful students on a big paper that all students can see. Use those as the material for creating your class rules.
- Remember to use positive language when creating both the characteristics list and the class rules. Example:
Say: Be a good listener
Instead of: Don't talk while others are talking

Closure: Student vote

- Discussion: Classroom rules should be statements that help keep ourselves, each other, and our equipment safe. They should allow for the most learning and fun to take place.
- On the way out, allow each student to put a mark (using a marker) next to which characteristic (from mass list) they believe to be the most important.
- Next class have the finalized rules available for all to see.

Assessment Idea

Ongoing observation of rule following. It is acceptable and encouraged to revisit rules often and perhaps edit as needed as learning takes place.

References

- Education World: https://www.educationworld.com/a_lesson/lesson/lesson274.shtml
- The Physical Educator: <https://thephysicaleducator.com/2017/09/28/first-lessons-of-the-school-year-part-one/>
- Education Development Center: <https://www.edc.org/why-does-social-emotional-learning-matter>
- Responsive Classroom <https://www.responsiveclassroom.org/>

Handout

The next page includes an example of what a “master list” might look like and include at the end of the lesson.

Characteristics of a Successful Student Master List (examples)

(Students would then mark beside which one they feel is most important)

Good listener

Helps clean up

Takes turns

Understanding

Shares equipment

Uses conflict corner

Helps others when they fall down

Positive attitude

Freezes when asked

Grateful

Shows and chooses kindness

Responsible

Thoughtful in their work

Respects equipment

Tries their best

Good partner

Respects others

Good team member

Plays fairly

Following directions

Positive sporting behavior

Flexible

Gives compliments

Resolve conflicts

Encourages others

Has fun!