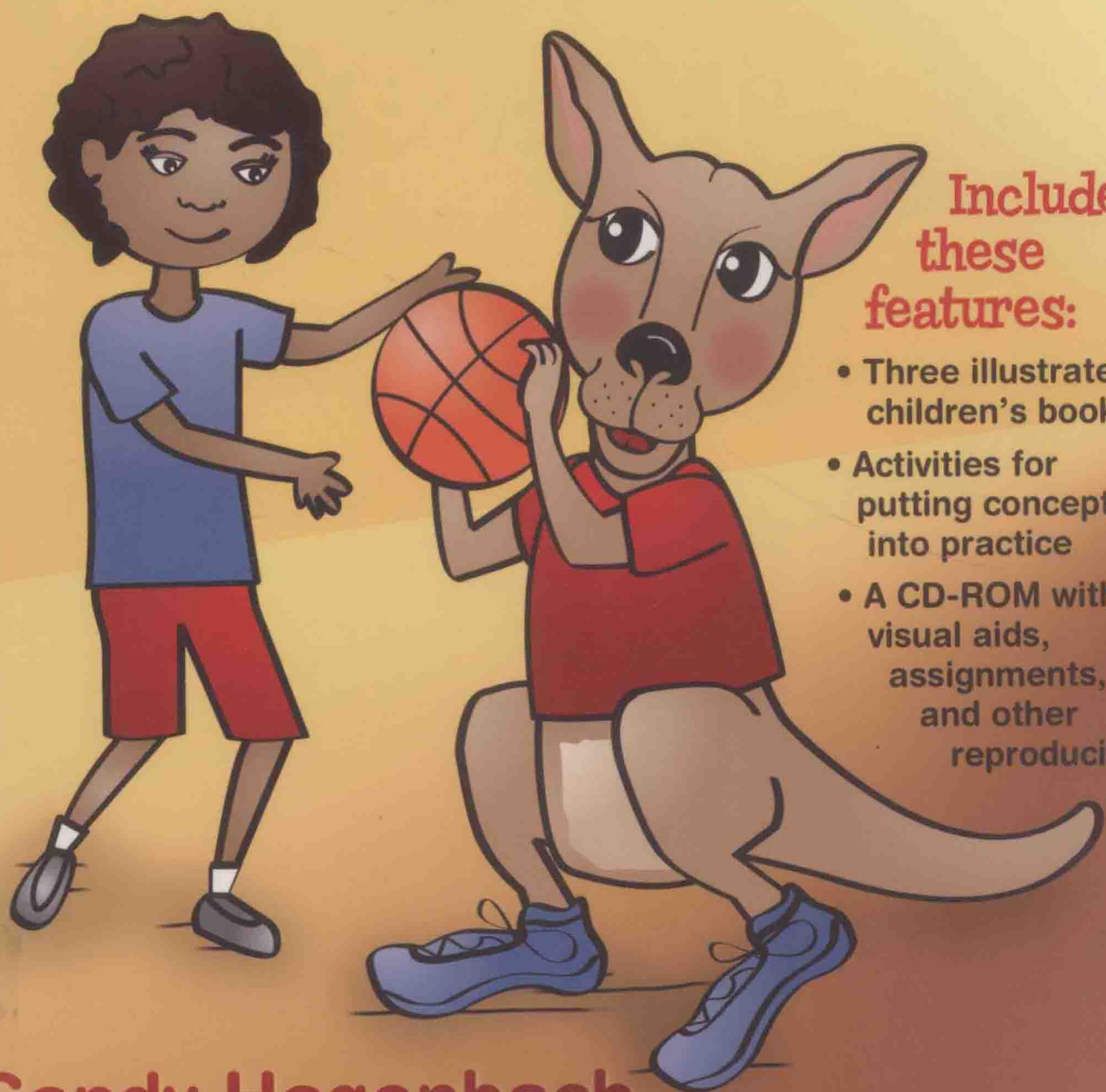


# Teaching Children Responsible Behavior

## A Complete Toolkit



**Includes  
these  
features:**

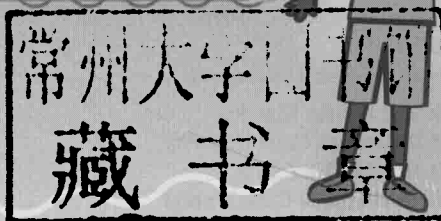
- Three illustrated children's books
- Activities for putting concepts into practice
- A CD-ROM with visual aids, assignments, and other reproducibles

**Sandy Hagenbach**

# Teaching Children Responsible Behavior



A Complete Toolkit



Sandy Hagenbach



Human Kinetics

Library of Congress Cataloging-in-Publication Data

Hagenbach, Sandy, 1956-

Teaching children responsible behavior : a complete toolkit / Sandy Hagenbach.

p. cm.

Includes bibliographical references.

ISBN-13: 978-0-7360-8431-4 (soft cover)

ISBN-10: 0-7360-8431-2 (soft cover)

1. Preschool children--Psychology. 2. Behavior modification. 3. Early childhood education. 4.

Classroom management. I. Title.

HQ774.5.H34 2010

372.39'3--dc22

2010026423

ISBN-10: 0-7360-8431-2 (print)

ISBN-13: 978-0-7360-8431-4 (print)

Copyright © 2011 by Sandra Hagenbach

All rights reserved. Except for use in a review, the reproduction or utilization of this work in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including xerography, photocopying, and recording, and in any information storage and retrieval system, is forbidden without the written permission of the publisher.

**Acquisitions Editor:** Scott Wikgren, **Developmental Editor:** Jacqueline Eaton Blakley, **Assistant Editor:** Anne Rumery, **Copyeditor:** Mary Rivers, **Permission Manager:** Dalene Reeder, **Graphic Designer:** Bob Reuther, **Graphic Artist:** Kathleen Boudreau-Fuoss, **Cover Designer:** Keri Evans, **CD Face Designer:** Susan Rothermel Allen, **Art Manager:** Kelly Hendren, **Associate Art Manager:** Alan L. Wilborn, **Illustrator:** Keri Evans, **Printer:** United Graphics

Printed in the United States of America 10 9 8 7 6 5 4 3 2 1

The paper in this book is certified under a sustainable forestry program.

**Human Kinetics**

Web site: [www.HumanKinetics.com](http://www.HumanKinetics.com)

*United States:* Human Kinetics

P.O. Box 5076

Champaign, IL 61825-5076

800-747-4457

e-mail: [humank@hkusa.com](mailto:humank@hkusa.com)

*Canada:* Human Kinetics

475 Devonshire Road Unit 100

Windsor, ON N8Y 2L5

800-465-7301 (in Canada only)

e-mail: [info@hkcanada.com](mailto:info@hkcanada.com)

*Europe:* Human Kinetics

107 Bradford Road

Stanningley

Leeds LS28 6AT, United Kingdom

+44 (0) 113 255 5665

e-mail: [hk@hkeurope.com](mailto:hk@hkeurope.com)

*Australia:* Human Kinetics

57A Price Avenue

Lower Mitcham, South Australia 5062

08 8372 0999

e-mail: [info@hkaustralia.com](mailto:info@hkaustralia.com)

*New Zealand:* Human Kinetics

P.O. Box 80

Torrens Park, South Australia 5062

0800 222 062

e-mail: [info@hknewzealand.com](mailto:info@hknewzealand.com)

### **This book is dedicated to my family**

My dad, Wally, the eternal optimist, saw the beginning of the book but not the end.

My mom, Marvel, has supported me and given me my creative gene.

My awesome husband, Mark, whose love and patience made this book possible.

My son Ryan, who has taught me patience and given me the gift of appreciating every child.

My son Benjamin, aka OBI, whom I have watched grow into a Challenger both on and off the court. He is my future professional.

# Activity Finder

Activity name	Unit		Page
Be a Star Dance	Level 2 Challenge		89
Challenge Coach	Level 2 Challenge		91
Challenge Stations	Level 2 Challenge		82
Common Mixer	Level 3 Teamwork		122
Conflict Resolution	Level 3 Teamwork		128
Conflict Resolution Review	Level 3 Teamwork		134
Create a Definition	Level 3 Teamwork		132
Create a Game	Level 3 Teamwork		134
Fitness Goal Graph	Level 2 Challenge		86
Goal Day	Level 2 Challenge		84
Good Sports Around the Town	Level 3 Teamwork		127
Jack Frost Tag	Level 3 Teamwork		131
Jump Rope Skill Challenge	Level 2 Challenge		87
Ocean Kingdom	Level 3 Teamwork		131
Partner Dance (Amigos Forever)	Level 3 Teamwork		123
Pigs Out of the Pen	Level 1 Respect		39

Activity name	Unit	Page
Praise Phrase	Level 3 Teamwork 	125
Praise Phrase Stations	Level 3 Teamwork 	125
Puppies and Penguins	Level 3 Teamwork 	124
Respect Dance and Chant	Level 1 Respect 	35
Respect Puzzle Relay	Level 1 Respect 	41
Respect Tag	Level 1 Respect 	36
Rock-Paper-Scissors	Level 3 Teamwork 	124
Scooter City	Level 1 Respect 	42
Share and Catch Relay	Level 3 Teamwork 	126
Spiders in the Web	Level 2 Challenge 	81
Splash	Level 2 Challenge 	81
Taking-Turns Stations	Level 3 Teamwork 	125
Team Scoop	Level 3 Teamwork 	127
Teams Add Up	Level 3 Teamwork 	122
Warm-Up Chant	Level 1 Respect 	42
Winter Wonderland	Level 3 Teamwork 	130



# Preface

**T**he job of teaching children responsible behavior is increasingly falling to schools. It doesn't take new teachers long to confront the sad reality that some children enter school without the most basic self-management abilities, and that this has detrimental effects on class environment and learning. As classroom management challenges and character education initiatives abound, the need to effectively teach children essential standards of positive behavior becomes more pressing at all age levels, throughout the curriculum.

Physical education is the perfect setting for teaching social skills. In these classes, children are often free to interact with classmates and are expected to share, take turns, and honestly follow rules. They are put in situations in which teamwork and problem solving are essential for success. Furthermore, physical education has a national standard that specifically addresses responsible personal and social behavior. There is no better laboratory for teaching these life lessons than the gym. Physical educators have the exciting challenge of leading the way in teaching responsible social behavior to children.

This book is a form of advocacy for the profession I love. If it helps children become successful because of a strong, well-rounded physical education program, I will be happy. The book was written for anyone interested in helping children reach their potential by acquiring socially responsible behavior, but especially for physical education teachers and those aspiring to careers in physical education. My 20 years of experience contributed to the development of this level-based process of teaching socially responsible behavior. One of my goals is to help teachers save some time by providing time- and classroom-tested materials. But I also want to help a lot of children—far more than I can reach in my own classroom—learn to take responsibility for their behavior choices, as well as teach them the social skills needed to achieve their potential.

## My Journey

As a seasoned teacher, I have worked in a variety of settings. I've taught in elementary schools with various combinations of grades (schools with fifth and sixth grade only, kindergarten through fifth grade, and kindergarten and first grade). I taught preschool gymnastics and swimming at a YMCA, and presently I am teaching at a kindergarten through fourth-grade school in De Pere, Wisconsin. I learned early that being organized and prepared with engaging lessons that kept students involved helped minimize behavior problems.

When I switched from teaching kindergarten through fifth grades to just kindergartners and first graders, I became more aware of social situations with the younger students that I wanted to eliminate, such as fighting over the color of a ball. Watching two students partner up and not allow another student to join in would

break my heart, knowing my son with autism was most likely the one being left out at his school. Safety concerns also arose. I'd see students run to line up, sliding on their knees in order to be first in line, and I'd wait for an injury or accident to occur. Having students follow rules to behave started to seem shallow. Instead, as both a teacher and a parent, I saw the need to teach social skills, skills built on awareness of and empathy for all.

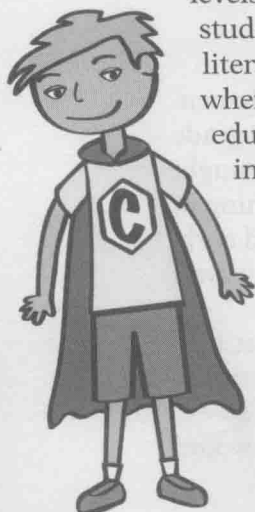
It was during this time that I attended a session led by educator and author Don Hellison on teaching responsible behavior. Hellison's concept of having students take ownership of their behavior, using an intrinsic approach, made a lot of sense, and his book *Teaching Responsibility Through Physical Activity* was soon on my shelf. Becoming acquainted with Hellison's levels was the first of the three pivotal moments that helped me create the method of teaching responsible behavior described in this book and CD package.

My second inspiration was the discovery of literature's power in teaching physical education. While teaching in Mundelein, Illinois, my principal observed me doing a movement lesson to the book *Where the Wild Things Are* by Maurice Sendak. She was amazed to see literature integration in the gym. A short time later I had my review meeting on the lesson. As part of the review process, the principal set a goal for me to incorporate one piece of literature into a lesson once a month. My passion was fired. I loved the opportunity to create engaging lessons that taught skill development, creative movement, or fitness concepts using children's literature as the medium. I longed for children's literature that was written for the gym setting and taught physical education concepts.

The third and most difficult inspiration was my experience with my autistic child. My son Ryan has taught me to be patient, to think on my feet, to differentiate instruction, and to be ready to put out fires and control tantrums. I learned the importance of *social stories* for helping autistic children learn social skills and preparing them for unknown situations. In a social story, the autistic child is the main character in a narrative that shows him or her making positive social decisions and how the situation will look and feel with the positive outcome plainly stated.

Whether the skill was sharing a seat on the bus or staying close to Mom at the mall, social stories helped Ryan. When Ryan was diagnosed with epilepsy, the road became even rougher, and later, the social stories became more important as I wrote one for him in preparation for his brain surgery.

These three experiences have inspired my teaching of responsible behavior, as well as the book and CD you hold in your hands. I have modified Don Hellison's levels to create a structure for teaching responsibility that empowers elementary students to be accountable for their own behavior. My passion for integrating literature into physical education and the power of social stories came together when I wrote the three children's stories that teach social skills in the physical education setting. Hellison's levels and the children's stories form the core of my integrated system for teaching responsible behavior for elementary students.



## Help Is Here!

This book and CD offer the tools you need to teach students how to show respect (level 1), challenge themselves (level 2), and be a friend while demonstrating teamwork (level 3). It is full of resources to help you implement the three modified elementary levels.



The book is divided into two parts. Part I sets the stage for implementing this system of teaching responsibility in your class or other environment (such as a youth center). Chapter 1 discusses the reasons for teaching responsible behavior and describes the many benefits for your students, your class, and you. It also addresses some issues you might face with implementation, such as integrating the levels with an existing character education program or with a behavior management model that might be in use in your district. Because a positive environment is absolutely vital to teaching responsibility, chapter 2 describes simple, proven ways to make your class a positive place and suggests ways to infuse social skills instruction into every aspect of teaching, from the language you use to the ways you begin and end class time. Chapter 3 emphasizes the importance of assessment when teaching responsibility. How can you know when your students are making progress? In this chapter, I describe how both formal and informal assessments can be used, not only to gauge your students' improvement and your success as an educator, but as ways of communicating with parents about their children's progress and inviting their cooperation. In addition, the CD accompanying this book has many assessment resources that will help you with this process.

Part II provides the resources you need to incorporate the three levels of responsible behavior into your curriculum. Three units are included, each corresponding to one of the three levels: Teaching Level 1 Respect, Teaching Level 2 Challenge, and Teaching Level 3 Teamwork.

Each unit includes an illustrated children's story written specifically to introduce a particular level to the students. "Who Wears Gym Shoes? A Respectaroo" introduces students to Level 1 Respect. "Where Will You Be After PE?" introduces students to Level 2 Challenge, and "Who Will You Be in PE?" introduces the concept of being a friend as it relates to Level 3 Teamwork. These stories are set in a physical activity setting. They are written specifically for physical education teachers as a tool to reach their varied learners.

In addition to an illustrated story, in each unit you will find games, activities, dances, homework and assessment ideas, and tools for communicating with parents. You will be taken step by step through the introduction of each level, for both primary and intermediate students. An age-appropriate progression may be followed to reinforce the concepts taught by each of the three modified elementary levels.

Each unit includes national physical education standards as well as outcomes and *I can* statements, child-friendly restatements of district benchmarks or goals. My district in De Pere encourages teachers to post their *I can* statements so students know what they are supposed to be learning. This is a great way to communicate to your students what their goal for the lesson is. I present my *I can* statements as a word wall. I put up the term that is the focus of our lesson, such as *overhand throw*, near the door. At the end of class, it becomes part of our closure. Later the word is transferred to the word wall, a prominent place high on the wall first seen as you walk into the gym.

The CD included with this book is full of easy-to-use tools that supplement the class activities and help with the implementation of the three levels. The CD includes the children's stories (in color) in PDF and PowerPoint formats. Posters used to teach and reinforce the levels are also on the CD. Task cards for challenge activities and respect tag are ready to be printed, along with fitness graphs, a fitness goal sheet, and an entire jump rope unit. Communication tools include notes to parents about each of the levels and the children's stories, as well as an elementary

progress report to inform both parents and their student of the child's progress toward demonstrating responsible behavior. The CD is a treasure trove of resources; you can choose which materials you want to use.

## Your Journey Begins

My goal is that everyone will find something of interest and value in these materials. I hope seasoned teachers will appreciate the assessment ideas and activities that go with each of the levels and welcome the opportunity to integrate literature into the physical education classroom. New teachers or undergraduates preparing for a career in teaching physical education will have a standards-based behavior management system that teaches children social skills and how to take responsibility for their behavior. The wealth of tips and information based on my years of experience teaching this material, as well as the many activities and resources at your disposal, can be useful to any caring adult striving to teach responsible behavior to a group of elementary school-aged children.

Your journey will be different from anyone else's, and this book and CD resource is meant to support your unique needs. One teacher may use only the game activities and one children's story, while another may use all of the book and CD material, perhaps even be inspired to create additional materials to supplement the teaching of responsible behavior. It may take one teacher a month or two to implement the levels and then create the culture to support them. Other teachers may leave this book on the shelf, think for a while about how this will work for them, and then take the plunge months later. I encourage you to use the resources that are best for you and your teaching style and situation. My hope is that I can save you some time and trouble so that your journey will not take you the 10 years that mine did.

I am not an expert. I am a passionate teacher who took an expert's idea and made it fit her teaching environment. My hope is that you, as a passionate teacher, will use my map to guide your journey and find your treasures.



# Acknowledgments

**T**his book would not be possible without the values instilled by my parents and the faith they nurtured. I believe we should share our God-given talents. According to Gardner's seven types of intelligence, my talents lie in the kinesthetic and musical intelligences. My weakness is as a linguistic learner. The words of this book came from a higher power, I am sure. Thanks be to God!

My family has given me as much time as I have needed to put toward this book. I appreciate all the love, support, and help given to me by my best friend and husband, Mark. Ryan, my special son, has not only taught me patience and perseverance but joyful acceptance of every child no matter what his abilities are. He was the reason I wrote the children's books. I saw how much he learned through stories, and I wanted to use literature as another teaching tool to help my students learn. Benjamin is my Challenger. I have watched him since kindergarten develop a passion for basketball. He set goals and worked hard on the court through great times and rough ones. I took his work ethic and used it for this book.

Friends to whom you can pour out your heart's fears and dreams are treasures. Judy and Terry have been with me through thick and thin and have kept me going. Thanks for teaching me about being a Friendly.

My school district, the Unified School District of De Pere, has provided me the opportunity to be innovative and to grow as both a teacher and an individual. I have had wonderful support from my past and present principals, Dr. Emmy Mayer and Kathy Van Pay. Shelly Thomas, our curriculum director, has been another valuable resource. The staff at Heritage Elementary School and the De Pere elementary physical education team have supported many of my programs through the years and have continued their support through the learning journey of writing this book.

A warm thank-you goes to the families of Heritage Elementary for making this book possible. Parents, thank you for sharing your children with me; they have taught me so much. Thank you as well for all the support you have given through the years for the various programs I run. And to the Husky students, you are awesome. You make teaching fun, exciting, and rewarding. The levels and books were created for you. Thanks for letting me share them with other teachers.

The Wisconsin Association for Health, Physical Education, Recreation and Dance (WAHPERD) has given me the opportunity to share ideas at numerous conventions and workshops. These experiences gave me the courage to risk submitting my ideas to Human Kinetics. Thanks to WAHPERD for letting me challenge myself.

The three children's stories evolved over time, and I so appreciate the support and input from the youth director at a local youth agency, Ryan Zietlow, of the Greater Green Bay YMCA, and from my friend Sharon Paprocki.

Without the people at Human Kinetics (Scott Wikgren for his belief in this project and Jackie Blakley for developmental guidance), this book would still be just a dream.

# How to Use This Book and CD

**T**his book and CD package is full of resources from which you may choose to suit your teaching style and situation. For example, I see my students for 30 minutes three times a week; some physical education specialists see their students for 40 minutes twice a week, and others may see their students just once a week for 30 to 40 minutes. Time is just one of the factors that will affect how you use this book's resources. This guide is meant to be a flexible one.

This section offers an overview of the book and CD resources as well as some guidance on how they can be used. More detailed descriptions of many of these resources are found in the three units that correspond with the levels: Teaching Level 1 Respect, Teaching Level 2 Challenge, and Teaching Level 3 Teamwork. Each unit includes a children's story on the unit's theme, as well as activities to help the teacher introduce and reinforce the theme. The CD includes worksheets, parent notes, posters for teaching concepts and for reinforcement, graphing ideas for reflection, and some resources for specific activities. Use what works for you. We've included a variety of resources so you have options.

## Children's Stories

Each unit features an illustrated children's story that is essential to introducing and reinforcing the unit's concept. The children's stories are available on the CD, and they may also be found in the book at the end of each respective unit. Each story was written to help teach one of the three modified elementary levels, respect, challenge, and teamwork. All the stories help children see that their choices make a difference, to both themselves and others.

As with all of the book's resources, you may use the stories in whatever way is best for your class. You can read these stories directly from this book or print them out from the CD. A bulletin board can also be created by using individual pages of the books.

Stress the positive in all the stories. If you question a child about his choices, use a positive question. "Are you choosing to be a Challenger?" is more positive than "Are you being a Waster or a Challenger?" Keep them thinking and let them know their choices have consequences, hopefully positive ones. (Creating a positive environment is discussed fully in chapter 2.)



Illustrated children's stories help students learn essential concepts.

## Activities

Three units in part II offer a general guide to teaching the three levels, complete with activities, tips, assessments, and CD resources that supplement the material. Each unit gives a brief overview of the level being taught and then discusses the children's story used to assist in teaching the level. This is followed by guidance on introducing and then reinforcing the level's concepts to various elementary age groups through the use of inclusive games and activities. Next, reflective activities and tools are discussed, such as homework and assessments, along with ways to get parents involved. Each unit closes with a list of National Association of Sports and Physical Education (NASPE) standards and performance outcomes that are addressed by the material in the unit. Throughout each unit, CD resources are highlighted when they are available to supplement an activity or concept.

The units offer a general approach, but it's important to understand that teaching the levels is an integrated effort. The goal is for the levels to become not just a theme you cover every now and again but a part of your classroom culture, a part of everything you teach, so that whether you are doing station activities or teaching a soccer unit, you are still constantly emphasizing respect, challenge, and teamwork. Thus, the way you incorporate the levels will be dictated by your unique situation; this book and CD will accommodate this need for individuality.

A sample block plan for each grade level is shown on pages xxi to xxviii to demonstrate one way the resources might be used in a typical physical education class. This block plan is a plan, not a contract! It is only one way to illustrate how this can work. Change it as needed to fit your teaching situation, your goals, and the needs of your students.



## CD Resources

The CD offers tools to supplement the teaching of the levels. Some of the types of resources you will find are discussed here.

### Readers

The CD includes three readers (one for each unit) to use with third and fourth graders. Each reader has an article and some follow-up questions. These readers could be used in the gym in varying ways. You might print enough readers for your students and laminate them. Take a few minutes to popcorn read, having students take turns reading a paragraph of one of the stories, and follow with a short discussion. This could be done in one class as an introduction or review of the level or over a few classes during the year to reinforce the concepts being taught. Or you could copy enough readers for each student to read a portion in class and challenge the students to finish the reader at home. If you have a good rapport with the classroom teacher, she could use the reader as a review in the classroom to reinforce physical education concepts.

### Parent Notes

Each unit's Communication folder includes a letter to parents explaining the children's story being taught in that unit and the importance of teaching its corresponding concepts in physical education. Included with each note is a pledge sheet that students can sign. (This is a form of goal setting that should be explained to the students.) Pledge sheets can be printed on the back of the parent note and sent home or used separately in class. The notes and pledges are geared toward parents of primary students and are a great way to advocate for your physical education program.

Readers include short essays and follow-up questions.

### Challenging myself is the way to go if I want to learn and grow!

Challenges, perseverance, and goal setting are all building blocks of success. If you want to achieve something, you will need to challenge yourself and persevere while you try to meet the goal you have set. This is usually not an easy task; it takes hard work. As you know, when you challenge yourself, you must think, practice, and make tasks a challenge. Olympic athletes are great examples of how the building blocks of challenge, perseverance, and goal setting helped them reach their goals and dreams.

### Olympic Challengers

Keri Sprag was the youngest American Olympian in the 1992 Barcelona Games. She then competed at the 1996 Atlanta Games where she showed perseverance during her last vault. Keri reached some of her goals through the building blocks of success.

Keri first started challenging herself when she fell in love with gymnastics at four years old when she was already doing flips. By the time she was eight years old, she was competing in gymnastics meets. Keri set the goal of becoming an Olympic gymnast and moved away from home to train when she was 13.

Bela Karolyi was a famous gymnastics coach who demanded hard work. Keri practiced under Bela's watchful eye six or seven days a week for eight hours a day! Keri challenged herself daily, always trying new things, thinking about her form, and doing more than what was required. She reached her goal and became the youngest Olympian at the 1992 Barcelona Games.

After the 1992 Olympics, Keri's coach Bela Karolyi retired. Keri then worked with three other coaches. Twice she had injuries once to an abdominal muscle and once to her back. Each injury required six months of recovery. Keri persevered and continued to challenge herself to reach her new goal: to become the all-around Olympic champion.

In 1996 Keri was on her way to achieving her new goal. She was competing in the team event when she fell on her first vault, a vault she had done a thousand times, and hurt her ankle. She thought her team needed her to score well on her last vault in order to win the gold medal, and she wanted to advance to the individual all-around final. Keri had persevered in the past and worked through pain. She had the challenge of a lifetime ahead of her, to do her best vault, and help the U.S. team win gold.

Keri met her challenge. After she stuck her landing in her second vault, her ankle was too sore for her to walk on. Her old coach Bela carried her to the medal stand to a cheering crowd. She didn't reach her goal to be the Olympic all-around champion, but she did help her team win gold.

Check out Keri's Web site at [www.sprag.org](http://www.sprag.org).

From S. Haginbach, 2011, *Teaching children responsible behavior: A complete toolkit* (Champaign, IL: Human Kinetics).

challenger don't always win sometimes they come in last. For Keri, the opportunity to compete is all. On the road to success, they had to persevere to make the right to their country. The most famous athlete to come in last is John Wiley.

Harriet Tarrant in the 1908 Games in Mexico City. He ran the marathon, a 26-mile race. He is one of the oldest Olympic athletes in the world. He is the oldest Olympic athlete to come in last is John Wiley.

challenged himself for years and running several miles a day, he set off to reach his goal. He was injured in the road to be representing his country, he set off to reach his goal. He was injured in the road to be representing his country, he set off to reach his goal.

to the Olympic stadium with a group of only 1,000 were on their feet to cheer for people who started the did not finish, but John showed perseverance and an hour after the winning and his gold medal. When he quit with such a bad you don't understand. My and me 11,000 kilometers they sent me 11,000 is."

you know the three success were challenge, and setting. John taught perseverance by being the you come in last. Take you as you set goals and

### What have you learned?

Read each statement and circle the A if you agree and the D if you disagree with the statement. Remember that you must be able to support your opinion!

You must be a winner to be successful.  
A D

Perseverance is never giving up.  
A D

Reaching goals should be easy.  
A D

Challenging yourself is hard work.  
A D

Perseverance means you are injured.  
A D

Training for the Olympics is the biggest challenge any athlete will ever have.  
A D

Musicians and scientists set goals.  
A D

People who have special needs cannot have goals.  
A D

What are the three building blocks to success that these two Olympic challengers used?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

From S. Haginbach, 2011, *Teaching children responsible behavior: A complete toolkit* (Champaign, IL: Human Kinetics).

The All Levels folder on the CD includes a note you can send home with parents to explain the three-level approach. Two progress reports are also found in this folder: One for students who are excelling and one for students who need to evaluate some behavior choices.

Some teachers may choose to use just one or two of the stories and not implement any levels. Another teacher may choose to implement the levels but not read any of the stories. Use what fits your teaching style and the students, school, and resources you have.

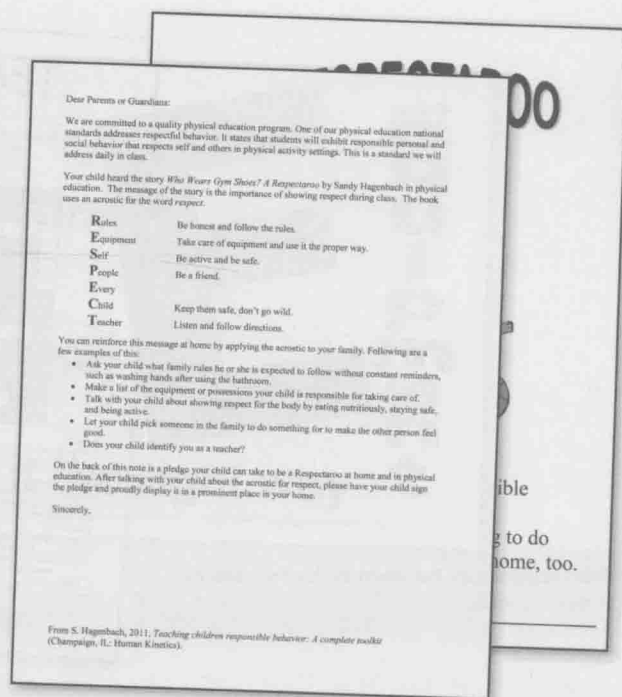
## Guest Teacher Resources

When you are out of the classroom, you can easily help guest teachers reinforce the levels with the resources on the CD. Kris Boggess, a fellow De Pere physical education teacher, gave me the great idea of leaving a three-ring tabbed binder on the desk in plain sight for the guest teacher. Include the following tabs:

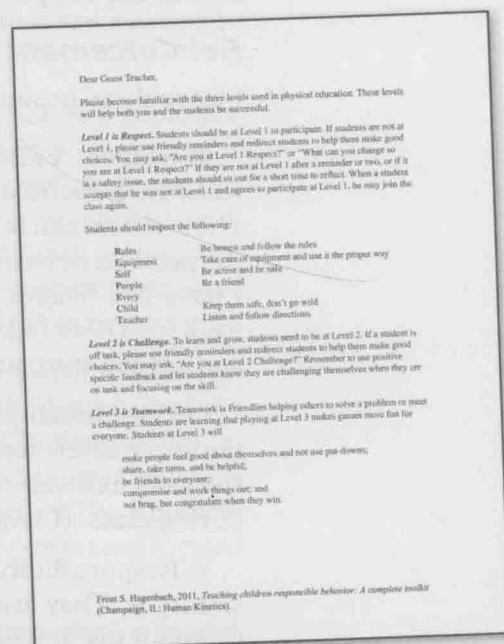
- **School information:** Include any pertinent information along with fire and disaster drill procedures. Also include whom to contact in an emergency and how.
- **Class procedures:** Include your schedule, a note about the levels, and the note about class procedures found on the CD in the All Levels folder. Include a description of any key phrases that you use in class such as “Freeze” and how students enter and leave the gym.
- **Warm-up ideas:** Include instant activities and warm-ups students are familiar with. You could include the Team Warm-Up found in the Level 3 Teamwork folder on the CD.
- **Lesson plan ideas:** Include games students have played that a guest teacher can quickly set up and play with students.
- **If you have a strong conviction about your program,** make sure you leave a note at the front of the binder. My note says to never play games where students are human targets: No dodgeball!

## Homework and Assessments

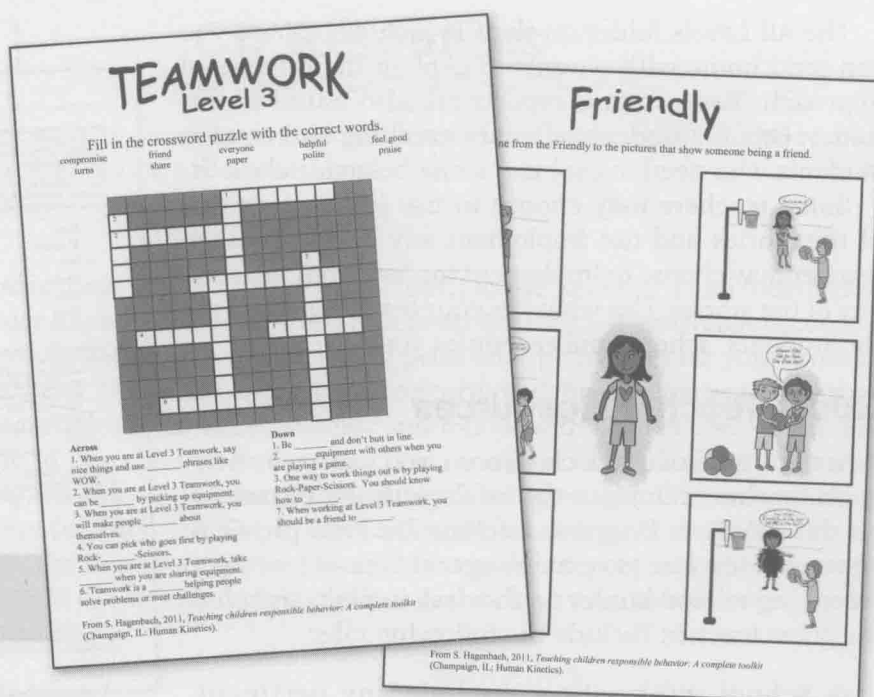
The CD includes five worksheets for each level (one for each grade, K-4) that can be used to reinforce the concepts for fun, as homework, or even as an assessment. Remember to be flexible and creative as you adapt the resources to suit you and your students. There also are several rubrics that may be used with students. An upper level and lower level How Are You Doing rubric assesses all the levels, and a Challenge Coach rubric is modified for upper and lower level students.



Use parent notes and student pledges to get the whole family involved.



The guest teacher note ensures that anyone can step in and maintain your positive class environment.



Worksheets can be used as homework or assessments.

## Posters

Two types of posters are included on the CD: Posters that reinforce each unit's themes and posters used in *poster talks* to teach a concept. Any of the pages from the children's stories could be adapted as posters also. More specific directions on how to use the posters are found in each unit.

### Reinforcement Posters

I leave these posters up all year to reinforce key concepts.

- **Respect banner:** You can create a banner from posters with the letters RESPECT, each letter representing what should be respected (for instance, r = rules). These letters can be found on the CD (Level 1 Respect/Activities/RespectPuzzleRelay/RespectPuzzleBanner). These can be run off to make a bulletin board or a banner. I have this banner on the wall outside my gym so students see it every time they walk in. These individual letter posters are also used in a teamwork relay activity and are cut into puzzle pieces.

- **Level touch poster:** This is a four- to six-piece banner or poster that displays the three levels and level zero. It can be placed on the wall near the door where students exit. As students leave the gym, they can touch the levels they worked at during class. (Chapter 2 explains this in more detail.) It is in the All Levels folder.

- **Responsibility poster:** These two posters can be used to teach what responsibility is. They are in the All Levels folder (the last two pages of the Level Touch Chart). I use it with the touch posters. I put it at the top to remind students it is their responsibility to be at Levels 1, 2, and 3 during class.

- **Teamwork poster:** This poster reminds students that teamwork is Friendlies helping others solve problems or meet challenges.

- **Sportsmanship poster:** This poster reminds students that sportsmanship is respecting the rules, officials, coaches, fans, and all players, while knowing how to



Reinforcement posters are constant visual reminders of key concepts.

win without bragging and lose without pouting. This poster supports the teamwork reader and can be used with the Create a Game unit you may teach. The Teamwork poster is on the CD in the Create a Game subfolder of Level 3 Teamwork.

### Posters for Poster Talks

A poster talk is a way of helping visual learners grasp spoken information. The CD includes posters designed to teach or reinforce a level concept that can be used to supplement discussion of the concepts.

- ◉ **Respect:** There are 12 miniposters (in the Respect Poster Talk K-1 subfolder of the Level 1 Respect folder): 6 show what respect looks like and 6 show what it does not look like. These are used to review the *acrostic* for younger students. (An acrostic is a set of letters, each of which starts a word or phrase to be remembered. This acrostic appears in the illustrated story used to introduce Level 1 Respect.) These posters are hung by students on two different charts, one representing good choices and the other poor choices. Specific directions are found in the respect unit.

- ◉ **Challenge:** There are five posters for challenge: One explains what a challenge is, the second describes the characteristics of good and safe challenges, and the third talks of different ways to create challenges. The fourth, A Challenger Will .... poster gives guidelines for effective practice that can be used with any Challenge Coach activity. There is also a poster for primary students: I Spy, I Try. Students search the poster and spy children challenging themselves. These posters are located in the Level 2 Challenge folder, in the Posters subfolder.

- ◉ **Teamwork:** The levels have been adapted to create a conflict resolution model, found in the Teamwork unit. The Using the Levels to Solve Problems poster may be used when introducing this model. The model shows students how to collaborate and work through the levels. Using this method will help students make connections, practice communication skills, and collaborate to arrive at an acceptable conflict resolution. Scenarios for students to act out are also part of the lesson and included on the CD, in the Level 3 Teamwork folder.