



THE FIXES GAMES™

A CLASSROOM BEHAVIOR
FIELD DAY RESET

Run it in one class, one grade team,
or across the **whole school**.

Fix the **system**. **Not the kids.**



START HERE — READ THIS FIRST

1



WHAT THIS IS

- A 5-day behavior field day reset built around active practice.
- Use it in one classroom, a grade team, or across the whole school.
- Students learn by doing, not by sitting through another lecture.

2



WHAT YOU DO

- Choose your reset mode.
- Print only the pages you need.
- Gather simple materials.
- Run one Fix per day.
- Use the scripts, games, and reflection questions.

3



WHAT STUDENTS DO

- Listen to the Fix.
- Watch the demo.
- Play the game.
- Try again if they miss it.
- Reflect before they leave.

4



WHAT STAFF DO

- Read the script.
- Run the station.
- Redirect with the Fix phrase.
- Keep the pace moving.
- Celebrate effort.

5



IMPORTANT NOTE

- You do not need to run this perfectly.
- Start small if needed.
- Clear directions + simple routines = better results.



Fix the system. **Not the kids.**

CHOOSE YOUR RESET MODE



QUICK CLASS RESET

 **Best for:** 1 teacher + 1 class

 **Time:** 20–30 minutes

 **Use when:** You want a simple first try

STEPS:

1. Pick 1 Fix.
2. Read the kickoff script.
3. Run 1 game or 2 mini stations.
4. End with a 5-minute reflection.



GRADE TEAM RESET

 **Best for:** 2–4 teachers

 **Time:** 30–45 minutes

 **Use when:** You want shared stations without a whole-school event

STEPS:

1. Choose 3–4 stations.
2. Assign one adult to each station.
3. Rotate classes or groups.
4. End with a short class reflection.



WHOLE SCHOOL RESET

 **Best for:** admin + staff support

 **Time:** 60–90 minutes

 **Use when:** You want a full event

STEPS:

1. Choose a date.
2. Assign stations and roles.
3. Run 4–5 stations.
4. Close with reflection and celebration.



NOT SURE WHERE TO START?

Start with the **Quick Class Reset**.
It is the easiest way to learn the system
before running a bigger version.



WHAT YOU NEED



ALWAYS NEEDED

- ☐ This guide or selected pages
- ☐ A timer
- ☐ Pencils or pens
- ☐ A signal such as a whistle, bell, or hand clap
- ☐ Simple station materials



NICE TO HAVE

- ☐ Cones
- ☐ Beanbags
- ☐ Music
- ☐ Clipboards
- ☐ Name tags
- ☐ Extra adults



PRINTABLES

- ☐ Passports
- ☐ Station cards
- ☐ Team badges
- ☐ Family letter
- ☐ Reflection page

PREP IN 5 STEPS

1



Choose your reset mode.

2



Pick your dates and time.

3



Print only the pages you need.

4



Gather simple materials.

5



Read the scripts once before Day 1.

GOOD NEWS



This resource is designed to work with simple, easy-to-find materials. Do not overcomplicate the setup.



Fix the system. Not the kids.

TEACHER QUICK START



STEP 1 — BEFORE DAY 1

- Choose your reset mode.
- Pick the time and location.
- Print the pages you need.
- Gather your materials.
- Read the Day 1 script and game directions.



STEP 2 — ON THE DAY

- Read the kickoff script.
- Teach the Fix phrase.
- Run the game or station.
- Use the reset line if students miss it.
- Mark passports or celebrate effort.



STEP 3 — AFTER THE GAME

- Lead the reflection question.
- Note what worked.
- Prep the next day or next Fix.



THE GOLDEN RULE

Keep it simple.

The power is not in fancy materials.
The power is in clear directions,
repeated practice, and calm
follow-through.



IF YOU ONLY HAVE 20 MINUTES

Run 1 Fix, 1 game, and
1 reflection question.

**That is enough to
get started.**



Fix the system. Not the kids.



STAFF KICKOFF GUIDE

30-MINUTE STAFF MEETING

5 MIN		5 min — Why we are doing this
5 MIN		5 min — Overview of the resource
10 MIN		10 min — Roles and stations
5 MIN		5 min — Materials and schedule
5 MIN		5 min — Questions and encouragement

LEADER SCRIPT

“

The Fixes Games is not another lecture. It is active practice. We are going to teach the habits we want to see by running them.

Keep your station simple, positive, and clear.

If students miss it, reset and rerun.

The goal is practice, not perfection.

”

STAFF NON-NEGOTIABLES



Use the Fix phrase.



Demo the clean version.



Keep instructions short.



Keep the pace moving.



Celebrate effort.



If students miss it, reset and rerun.



NOTE: Do not overload students with too much talking.

Show it. Run it. Repeat it.



STUDENT KICKOFF SCRIPT



READ THIS TO STUDENTS

Welcome to The Fixes Games. This week we are going to practice the habits that help our room work: listening, directions, waiting, calm body, respect, and responsibility. You do not have to be perfect. You do have to try. If we miss it, we reset and run it again.

WHAT STUDENTS DO



1. Listen to the Fix.



2. Watch the demo.



3. Play the game.



4. Try again if they miss it.



5. Earn a passport mark or team celebration.



6. Reflect before they leave.

STUDENT EXPECTATIONS

- Move safely.
- Listen for the signal.
- Encourage your team.
- Follow directions the first time.
- Leave each station ready for the next group.



Keep the language positive and simple.
Students should know exactly what happens next.



Fix the system.  Not the kids.

THE 5-DAY PLAN — AT A GLANCE —

DAY 1



FIX: LISTENING

KEY PHRASE:

Eyes on the speaker.
Body still.

STUDENTS PRACTICE:

attention, focus, and following cues

DAY 2



FIX: DIRECTIONS + RESPONSIBILITY

KEY PHRASE:

Hear it.
Repeat it.
Do it.

STUDENTS PRACTICE:

following through
and acting on
directions

DAY 3



FIX: WAITING + CALM BODY

KEY PHRASE:

Quiet hands.
Patient brain.
Soft hands. Soft feet.
Soft voice.

STUDENTS PRACTICE:

self-control, pacing,
and body
awareness

DAY 4



FIX: RESPECT

KEY PHRASE:

Words, tone,
and face match.

STUDENTS PRACTICE:

kind responses,
calm tone, and
social awareness

DAY 5



FIX:
RESPONSIBILITY + TRY AGAIN

KEY PHRASE:

Own the slip.
Run the fix.
Try again.

STUDENTS PRACTICE:

follow-through,
repair, and
persistence



You can run these as 5 straight days, 1 day per week, or repeat the same Fix until your group is ready to move on.



Fix the system. Not the kids.



HOW A SINGLE DAY RUNS

4 PART DAILY FLOW

1.**KICKOFF —**
5 to 10 min

Read the script.
Teach the Fix phrase.

2.**STATION TIME —**
15 to 60 min

Run 1 game,
mini stations, or
full rotations.

3.**REFLECTION —**
5 min

Ask the question.
Name the win.

4.**CELEBRATE —**
2 min

Mark passports,
badges, or
team effort.

EXAMPLE TIMINGS

**QUICK CLASS RESET**
25 min total

5 min	15 min	5 min
kickoff	game	reflection

**GRADE TEAM RESET**
40 min total

5 min	28 min	7 min
kickoff	stations	reflection

**WHOLE SCHOOL RESET**
75 min total

10 min	50 min	15 min
kickoff	rotations	reflection



IF TIME IS TIGHT

Run one station only.
Do not skip the reflection.
The reflection helps students
name the habit they practiced.



Fix the system. Not the kids.

STATION CARD EXAMPLE – LISTENING



FREEZE & FOCUS



FIX

Listening



OBJECTIVE

Students stop, face the speaker, and show listening posture.



MATERIALS

Music or a clapping cue.



TEACHER SAYS

When you hear 'Listening Fix,' freeze, face me, and show ready listening.



HOW TO RUN IT

1. Students move, dance, or jog in place.
2. Call out 'Listening Fix!'
3. Students freeze and face the speaker.
4. Praise the clean model.
5. Rerun 3 to 5 rounds.



IF IT SLIPS

Reset. Show me eyes on the speaker. Body still. Try it again.



REFLECTION QUESTION

What helped you lock in quickly?



GOOD TO KNOW

This works well in classrooms, gyms, and hallways.



WHY THIS STATION WORKS

It gives students a fast, repeatable way to practice attention, self-control, and ready posture.



WHAT IS INSIDE

- Pages 1-10** Premium visual start guide: cover, setup, modes, quick-start, scripts, and station example.
- Pages 12-16** Day 1: Listening - kickoff, teacher guide, and four station cards.
- Pages 17-21** Day 2: Directions + Responsibility - kickoff, teacher guide, and four station cards.
- Pages 22-26** Day 3: Waiting + Calm Body - kickoff, teacher guide, and four station cards.
- Pages 27-31** Day 4: Respect - kickoff, teacher guide, and four station cards.
- Pages 32-36** Day 5: Responsibility + Try Again - kickoff, teacher guide, and four station cards.
- Pages 37-43** Schedules, staff roles, troubleshooting, family communication, and license notes.

Best starting point: Run the Quick Class Reset first. It is the easiest version to learn.

DAY 1

LISTENING

FIX PHRASE

Eyes on the speaker. Body still.

STUDENTS PRACTICE attention, focus, and following cues

KICKOFF SCRIPT - READ TO STUDENTS

Today we practice listening. Listening is not just hearing sound. It means your eyes are on the speaker, your body is still, and your brain is ready to receive the direction. If we miss it, we reset and run it again.

TEACHER MOVE

Keep directions short. Say the Fix phrase, show the clean version, and start the game quickly.

SIMPLE DAILY FLOW

1. Read the kickoff script.
2. Say and model the Fix phrase.
3. Run one station or rotate stations.
4. Use the reset line when students miss.
5. Ask the reflection question before students leave.

DAY 1 - LISTENING

FREEZE & FOCUS

FIX

Listening

OBJECTIVE

Students stop, face the speaker, and show ready listening posture.

MATERIALS

Music, clapping cue, or voice signal.

TEACHER SAYS

When you hear 'Listening Fix,' freeze, face me, and show ready listening.

HOW TO RUN IT

1. Students move, dance, walk, or jog safely in place.
2. Call out: Listening Fix!
3. Students freeze and face the speaker.
4. Praise the clean model.
5. Rerun 3 to 5 quick rounds.

IF IT SLIPS

Reset. Show me eyes on the speaker. Body still. Try it again.

REFLECTION QUESTION

What helped you lock in quickly?

GOOD TO KNOW

Works well in classrooms, gyms, and hallways.

WHY THIS STATION WORKS

It gives students a fast, repeatable way to practice attention, self-control, and ready posture.

DAY 1 - LISTENING

ECHO DIRECTIONS

FIX

Listening

OBJECTIVE

Students listen to a short direction, repeat it, and do it.

MATERIALS

No materials needed.

TEACHER SAYS

Listen first. Echo second. Move third.

HOW TO RUN IT

1. Give a 1-step direction.
2. Students repeat it together.
3. Students do the action.
4. Move to 2-step directions.
5. If the echo or action is wrong, rerun it calmly.

IF IT SLIPS

Hear it. Say it. Then do it. Start again.

REFLECTION QUESTION

What was easier: repeating or doing?
Why?

GOOD TO KNOW

This builds the bridge between listening and following directions.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 1 - LISTENING

SILENT SIGNAL COURSE

FIX

Listening

OBJECTIVE

Students follow nonverbal cues with focus and safe movement.

MATERIALS

Cones, tape lines, chairs, or simple markers.

TEACHER SAYS

Your job is to watch the signal and move safely. No talking for this round.

HOW TO RUN IT

1. Create a short movement path.
2. Partner A gives silent hand signals.
3. Partner B follows the path safely.
4. Switch roles.
5. Discuss which signals were clear.

IF IT SLIPS

Stop. Eyes on your partner. Watch the signal. Try again.

REFLECTION QUESTION

What signal helped you most?

GOOD TO KNOW

This station reduces adult voice and builds visual attention.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 1 - LISTENING

PARTNER DETAIL CATCH

FIX

Listening

OBJECTIVE

Students listen for a detail and act on it accurately.

MATERIALS

Object cards or classroom items.

TEACHER SAYS

Listen for the detail. Do not move until you know exactly what to do.

HOW TO RUN IT

1. Partner A whispers or states a detail task.
2. Partner B repeats it quietly.
3. Partner B completes the task.
4. Partners switch.
5. Add one extra detail if the group is ready.

IF IT SLIPS

Pause. Repeat the detail. Then move.

REFLECTION QUESTION

What made the detail easier to remember?

GOOD TO KNOW

Great for students who act before the direction is finished.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 2

DIRECTIONS + RESPONSIBILITY

FIX PHRASE

Hear it. Repeat it. Do it.

STUDENTS PRACTICE following through and acting on directions

KICKOFF SCRIPT - READ TO STUDENTS

Today we practice directions and responsibility. Saying okay is not the finish line. The job is to hear the direction, repeat the direction if needed, and do the direction. If we miss it, we reset and run it again.

TEACHER MOVE

Do not lecture after a miss. Use the reset line and give students another rep.

SIMPLE DAILY FLOW

1. Read the kickoff script.
2. Say and model the Fix phrase.
3. Run one station or rotate stations.
4. Use the reset line when students miss.
5. Ask the reflection question before students leave.

DAY 2 - DIRECTIONS + RESPONSIBILITY

DO-IT DASH

FIX

Directions + Responsibility

OBJECTIVE

Students follow a short direction quickly and accurately.

MATERIALS

Open space and simple classroom objects.

TEACHER SAYS

Hear it. Repeat it. Do it. Move after the whole direction.

HOW TO RUN IT

1. Give a simple direction.
2. Students repeat the direction.
3. Students complete the action.
4. Increase to a 2-step direction.
5. Celebrate accuracy before speed.

IF IT SLIPS

Stop. Hear the whole direction. Repeat it. Do it.

REFLECTION QUESTION

What made you want to move before the direction was finished?

GOOD TO KNOW

This turns directions into a practiced routine, not a reminder battle.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 2 - DIRECTIONS + RESPONSIBILITY

REPEAT & DO RELAY

FIX

Directions + Responsibility

OBJECTIVE

Students repeat the direction before acting on it.

MATERIALS

Cones, cards, or any small objects.

TEACHER SAYS

You may not move until your team repeats the direction together.

HOW TO RUN IT

1. Teacher gives a short task.
2. Team repeats it together.
3. First student completes the task.
4. Next student repeats and completes the next task.
5. Rerun if students skip the repeat.

IF IT SLIPS

The repeat is part of the job. Try again.

REFLECTION QUESTION

How did repeating help the team?

GOOD TO KNOW

Excellent for classes that say they did not hear the direction.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 2 - DIRECTIONS + RESPONSIBILITY

RESPONSIBILITY RELAY

FIX

Directions + Responsibility

OBJECTIVE

Students complete a task and leave it ready for the next person.

MATERIALS

Beanbags, folders, pencils, bins, or cards.

TEACHER SAYS

Your job is not done until the next person is ready.

HOW TO RUN IT

1. Set up a simple task sequence.
2. Student completes the task.
3. Student resets the materials for the next person.
4. Next student begins.
5. If materials are left messy, rerun that part.

IF IT SLIPS

Own the reset. Leave it ready. Try again.

REFLECTION QUESTION

What does responsibility look like when nobody is watching?

GOOD TO KNOW

Builds ownership without a lecture.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 2 - DIRECTIONS + RESPONSIBILITY

FINISH LINE CHECK

FIX

Directions + Responsibility

OBJECTIVE

Students practice finishing the final step instead of almost finishing.

MATERIALS

Checklists or task cards.

TEACHER SAYS

Almost done is not done. Finish the last step.

HOW TO RUN IT

1. Give a short task with 3 steps.
2. Students complete steps in order.
3. Students point to or name the final step.
4. Teacher checks for clean finish.
5. Rerun only the missed step if needed.

IF IT SLIPS

Find the last step. Finish strong.

REFLECTION QUESTION

Which step is easiest to skip?

GOOD TO KNOW

Targets weak follow-through while keeping the tone positive.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 3**WAITING + CALM BODY****FIX PHRASE**

Quiet hands. Patient brain. Soft hands. Soft feet. Soft voice.

STUDENTS PRACTICE Self-control, pacing, and body awareness

KICKOFF SCRIPT - READ TO STUDENTS

Today we practice waiting and calm body. Waiting does not mean doing nothing. It means holding your body, your voice, and your brain while you wait for the next move.

TEACHER MOVE

Model what waiting looks like. Students need to see the exact body position you want.

SIMPLE DAILY FLOW

1. Read the kickoff script.
2. Say and model the Fix phrase.
3. Run one station or rotate stations.
4. Use the reset line when students miss.
5. Ask the reflection question before students leave.

DAY 3 - WAITING + CALM BODY

WAIT WATCH GO

FIX

Waiting + Calm Body

OBJECTIVE

Students wait for the signal before moving.

MATERIALS

Signal card, cone, or hand signal.

TEACHER SAYS

Wait. Watch. Go when the signal tells you.

HOW TO RUN IT

1. Students line up or stand in starting spots.
2. Teacher shows the wait signal.
3. Students hold calm bodies.
4. Teacher shows the go signal.
5. Rerun if anyone moves early.

IF IT SLIPS

Freeze. Quiet hands. Patient brain.
Wait for the signal.

REFLECTION QUESTION

What helped you wait without moving early?

GOOD TO KNOW

Builds impulse control in a game format.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 3 - WAITING + CALM BODY

CALM BODY FREEZE

FIX

Waiting + Calm Body

OBJECTIVE

Students switch from active movement to calm body control.

MATERIALS

Music or clapping cue.

TEACHER SAYS

When the signal stops, your body gets calm fast.

HOW TO RUN IT

1. Students move safely while music or claps continue.
2. Stop the signal.
3. Students freeze with soft hands, soft feet, soft voice.
4. Hold for 5 seconds.
5. Rerun and build to 10 seconds.

IF IT SLIPS

Soft hands. Soft feet. Soft voice. Try again.

REFLECTION QUESTION

Which part of your body was hardest to calm?

GOOD TO KNOW

A practical reset for transitions and busy spaces.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 3 - WAITING + CALM BODY

LINE-UP LEVEL UP

FIX

Waiting + Calm Body

OBJECTIVE

Students practice lining up calmly and leaving space.

MATERIALS

Line markers or floor spots.

TEACHER SAYS

A clean line has space, calm bodies, and quiet voices.

HOW TO RUN IT

1. Show a messy line for 5 seconds.
2. Show a clean line.
3. Students line up using the clean model.
4. Reset only the section that misses.
5. Repeat until the line is clean.

IF IT SLIPS

Back up. Find your space. Calm body. Try again.

REFLECTION QUESTION

What makes a line fall apart?

GOOD TO KNOW

Directly transfers to hallways, dismissal, and specials.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 3 - WAITING + CALM BODY

QUIET HANDS CHALLENGE

FIX

Waiting + Calm Body

OBJECTIVE

Students hold materials or wait with hands under control.

MATERIALS

Pencils, cards, beanbags, or small objects.

TEACHER SAYS

Quiet hands means the object stays safe and still until it is time to use it.

HOW TO RUN IT

1. Give each student an object.
2. Students hold it calmly for 10 seconds.
3. Give a simple direction for using it.
4. Return to quiet hands.
5. Extend time if students are ready.

IF IT SLIPS

Hands still. Object safe. Try again.

REFLECTION QUESTION

When do hands get busy before the job starts?

GOOD TO KNOW

Useful before manipulatives, devices, supplies, or games.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 4

RESPECT

FIX PHRASE

Words, tone, and face match.

STUDENTS PRACTICE Kind responses, calm tone, and social awareness

KICKOFF SCRIPT - READ TO STUDENTS

Today we practice respect. Respect is not just polite words. It is words, tone, and face matching the message. We can disagree, lose, wait, and retry without turning the moment into a problem.

TEACHER MOVE

Keep examples school-safe. Model small slips: eye roll, sarcastic tone, ignoring a partner, or grabbing materials.

SIMPLE DAILY FLOW

1. Read the kickoff script.
2. Say and model the Fix phrase.
3. Run one station or rotate stations.
4. Use the reset line when students miss.
5. Ask the reflection question before students leave.

DAY 4 - RESPECT

TONE MATCH

FIX

Respect

OBJECTIVE

Students practice saying the same words with respectful tone.

MATERIALS

Scenario cards or teacher prompts.

TEACHER SAYS

The words matter. The tone matters too. Make them match.

HOW TO RUN IT

1. Give students a simple phrase.
2. Teacher models a disrespectful tone.
3. Students identify what made it miss.
4. Students practice the respectful version.
5. Try 3 to 5 phrases.

IF IT SLIPS

Same words. Better tone. Try again.

REFLECTION QUESTION

How can tone change the message?

GOOD TO KNOW

Targets sarcasm and attitude without shaming students.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 4 - RESPECT

RESPECT RESET SCENARIOS

FIX

Respect

OBJECTIVE

Students practice respectful responses to common classroom moments.

MATERIALS

Scenario cards.

TEACHER SAYS

We are not acting perfect. We are practicing the reset.

HOW TO RUN IT

1. Read a short scenario.
2. Students show the messy response silently or with roleplay.
3. Students show the respectful reset.
4. Name the words, tone, and face that worked.
5. Rerun with a new partner.

IF IT SLIPS

Reset the words. Reset the tone. Reset the face.

REFLECTION QUESTION

Which respectful response felt useful?

GOOD TO KNOW

Helps students rehearse before the real conflict.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 4 - RESPECT

COMPLIMENT PASS

FIX

Respect

OBJECTIVE

Students give specific, respectful encouragement.

MATERIALS

Soft ball, card, or no materials.

TEACHER SAYS

Respect is stronger when it is specific. Name the action you noticed.

HOW TO RUN IT

1. Student gives a specific compliment to a peer.
2. Pass the item to that peer.
3. Peer gives a new specific compliment.
4. Continue around the group.
5. Rerun vague compliments as specific ones.

IF IT SLIPS

Make it specific. What did they do?

REFLECTION QUESTION

How did a specific compliment feel different?

GOOD TO KNOW

Builds positive peer attention.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 4 - RESPECT

SPACE BUBBLE

FIX

Respect

OBJECTIVE

Students practice personal space and respectful movement.

MATERIALS

Floor spots or imaginary bubbles.

TEACHER SAYS

Respect includes where your body is.
Keep space safe.

HOW TO RUN IT

1. Students stand in spots.
2. Teacher demonstrates too close, too far, and just right.
3. Students move around and freeze with safe space.
4. Partners practice asking for space politely.
5. Rerun if students crowd.

IF IT SLIPS

Back up. Ask with respect. Try again.

REFLECTION QUESTION

How can you ask for space without being rude?

GOOD TO KNOW

Good for lineups, transitions, and partner work.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 5

RESPONSIBILITY + TRY AGAIN

FIX PHRASE

Own the slip. Run the fix. Try again.

STUDENTS PRACTICE follow-through, repair, and persistence

KICKOFF SCRIPT - READ TO STUDENTS

Today we practice responsibility and trying again. A slip is not the end. The Fixes way is simple: own the slip, run the fix, and try again.

TEACHER MOVE

Praise repair more than perfection. Students need to learn that a clean redo counts.

SIMPLE DAILY FLOW

1. Read the kickoff script.
2. Say and model the Fix phrase.
3. Run one station or rotate stations.
4. Use the reset line when students miss.
5. Ask the reflection question before students leave.

DAY 5 - RESPONSIBILITY + TRY AGAIN

TRY AGAIN TOSS

FIX

Responsibility + Try Again

OBJECTIVE

Students practice missing, adjusting, and trying again calmly.

MATERIALS

Beanbags, buckets, hoops, or paper balls.

TEACHER SAYS

Missing is data. Adjust and try again.

HOW TO RUN IT

1. Students take one attempt.
2. If they miss, they name one adjustment.
3. They try again.
4. Celebrate the adjustment, not just the score.
5. Repeat for 3 rounds.

IF IT SLIPS

Own the miss. Adjust. Try again.

REFLECTION QUESTION

What changed between your first try and next try?

GOOD TO KNOW

Makes persistence visible and low-risk.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 5 - RESPONSIBILITY + TRY AGAIN

TOWER REBUILD

FIX

Responsibility + Try Again

OBJECTIVE

Students rebuild after frustration or collapse.

MATERIALS

Cups, blocks, index cards, or paper.

TEACHER SAYS

If it falls, we do not argue with the tower. We rebuild.

HOW TO RUN IT

1. Teams build a tower.
2. If it falls, pause for one breath.
3. Team names one fix.
4. Team rebuilds.
5. End by naming what improved.

IF IT SLIPS

Pause. Name the fix. Rebuild.

REFLECTION QUESTION

What helped your team stay calm when it fell?

GOOD TO KNOW

A safe way to practice frustration tolerance.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 5 - RESPONSIBILITY + TRY AGAIN

OWN THE SLIP ROLEPLAY

FIX

Responsibility + Try Again

OBJECTIVE

Students practice repair language after small mistakes.

MATERIALS

Scenario cards.

TEACHER SAYS

Owning the slip means saying what happened and what you will do next.

HOW TO RUN IT

1. Read a small classroom slip.
2. Students identify the problem.
3. Students practice a repair line.
4. Students rerun the clean version.
5. Switch scenarios.

IF IT SLIPS

Say what happened. Say the fix. Try again.

REFLECTION QUESTION

What repair line would actually help?

GOOD TO KNOW

Great for accountability without shame.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

DAY 5 - RESPONSIBILITY + TRY AGAIN

FINISH STRONG CHALLENGE

FIX

Responsibility + Try Again

OBJECTIVE

Students practice completing the final part of a task after it gets boring.

MATERIALS

Task cards, puzzles, clean-up bins, or simple supplies.

TEACHER SAYS

Responsibility shows up at the end, not just the start.

HOW TO RUN IT

1. Give a short task.
2. Students complete the first part quickly.
3. Add one final clean-up or check step.
4. Students finish and report done.
5. Rerun if the last step is skipped.

IF IT SLIPS

Find the final step. Finish strong.

REFLECTION QUESTION

Why is the last step easy to skip?

GOOD TO KNOW

Builds stamina for clean-up, assignments, and routines.

WHY THIS STATION WORKS

This gives students a fast, repeatable way to practice the habit before the harder real moment arrives.

STAFF ROLE CHECKLIST

- Before the reset: choose reset mode, dates, locations, and printing plan.
- Assign one adult to each station before students arrive.
- Every station leader reads the card once before students arrive.
- Keep station directions under 60 seconds.
- Use the Fix phrase when students miss.
- Reset and rerun instead of lecturing.
- Close each session with reflection. Do not skip it.

SAMPLE SCHEDULES

- Quick Class Reset: 5 min kickoff, 15 min game, 5 min reflection.
- Grade Team Reset: 5 min kickoff, 28 min stations, 7 min reflection.
- Whole School Reset: 10 min kickoff, 50 min rotations, 15 min reflection.
- If time is tight: run one station only and still ask the reflection question.
- If behavior slips during stations: pause, state the Fix phrase, model the clean version, rerun.

TROUBLESHOOTING

- Students are too excited: slow the pace, lower your voice, and run one clean practice round.
- Students do not understand the station: stop talking, show the model, and have one student demo.
- A station takes too long: cut the round short and protect reflection time.
- The group misses repeatedly: make the skill smaller. Practice only the first step.
- Staff are unsure what to say: use the station card script exactly as written.
- A student refuses: keep the group moving, offer a smaller role, and return to the Fix later.

FAMILY COMMUNICATION

- This week our class/school is running The Fixes Games, a behavior field day reset built around active practice.
- Students will practice listening, directions, waiting, calm body, respect, and responsibility through short games and reflection.
- The goal is not perfection. The goal is practice. If students miss a habit, we reset and try again.
- Ask your child: What Fix did you practice today? Where could you use that Fix at home?

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