

Printables - Use Only What You Need

- Student passports
- Station cards
- Reflection page
- Team badges
- Family letter
- Staff checklist

Tip: Print station cards only for the mode you are using.

Student Passport

Name: _____ Class: _____

Day 1: LISTENING

Stamp / Initial: _____

Day 2: DIRECTIONS + RESPONSIBILITY

Stamp / Initial: _____

Day 3: WAITING + CALM BODY

Stamp / Initial: _____

Day 4: RESPECT

Stamp / Initial: _____

Day 5: RESPONSIBILITY + TRY AGAIN

Stamp / Initial: _____

Reflection Page

What Fix did I practice today?

What did I do well?

What was hard?

Where can I use this Fix later today?

If I missed it, what will I try next time?

Day 1 Station Cards - LISTENING

Freeze & Focus

FIX: Listening

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

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.

REFLECT: What helped you lock in quickly?

Echo Directions

FIX: Listening

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

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.

REFLECT: What was easier: repeating or doing? Why?

Day 1 Station Cards - LISTENING (continued)

Silent Signal Course

FIX: Listening

OBJECTIVE: Students follow nonverbal cues with focus and safe movement.

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.

REFLECT: What signal helped you most?

Partner Detail Catch

FIX: Listening

OBJECTIVE: Students listen for a detail and act on it accurately.

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.

REFLECT: What made the detail easier to remember?

Day 2 Station Cards - DIRECTIONS + RESPONSIBILITY

Do-It Dash

FIX: Directions + Responsibility

OBJECTIVE: Students follow a short direction quickly and accurately.

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.

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

Repeat & Do Relay

FIX: Directions + Responsibility

OBJECTIVE: Students repeat the direction before acting on it.

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.

REFLECT: How did repeating help the team?

Day 2 Station Cards - DIRECTIONS + RESPONSIBILITY

Responsibility Relay

FIX: Directions + Responsibility

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

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.

REFLECT: What does responsibility look like when nobody is watching?

Finish Line Check

FIX: Directions + Responsibility

OBJECTIVE: Students practice finishing the final step instead of almost finishing.

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.

REFLECT: Which step is easiest to skip?

Day 3 Station Cards - WAITING + CALM BODY

Wait Watch Go

FIX: Waiting + Calm Body

OBJECTIVE: Students wait for the signal before moving.

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.

REFLECT: What helped you wait without moving early?

Calm Body Freeze

FIX: Waiting + Calm Body

OBJECTIVE: Students switch from active movement to calm body control.

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.

REFLECT: Which part of your body was hardest to calm?

Day 3 Station Cards - WAITING + CALM BODY (continued)

Line-Up Level Up

FIX: Waiting + Calm Body

OBJECTIVE: Students practice lining up calmly and leaving space.

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.

REFLECT: What makes a line fall apart?

Quiet Hands Challenge

FIX: Waiting + Calm Body

OBJECTIVE: Students hold materials or wait with hands under control.

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.

REFLECT: When do hands get busy before the job starts?

Day 4 Station Cards - RESPECT

Tone Match

FIX: Respect

OBJECTIVE: Students practice saying the same words with respectful tone.

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.

REFLECT: How can tone change the message?

Respect Reset Scenarios

FIX: Respect

OBJECTIVE: Students practice respectful responses to common classroom moments.

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.

REFLECT: Which respectful response felt useful?

Day 4 Station Cards - RESPECT (continued)

Compliment Pass

FIX: Respect

OBJECTIVE: Students give specific, respectful encouragement.

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?

REFLECT: How did a specific compliment feel different?

Space Bubble

FIX: Respect

OBJECTIVE: Students practice personal space and respectful movement.

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.

REFLECT: How can you ask for space without being rude?

Day 5 Station Cards - RESPONSIBILITY + TRY AGAIN

Try Again Toss

FIX: Responsibility + Try Again

OBJECTIVE: Students practice missing, adjusting, and trying again calmly.

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.

REFLECT: What changed between your first try and next try?

Tower Rebuild

FIX: Responsibility + Try Again

OBJECTIVE: Students rebuild after frustration or collapse.

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.

REFLECT: What helped your team stay calm when it fell?

Day 5 Station Cards - RESPONSIBILITY + TRY AGAIN

Own the Slip Roleplay

FIX: Responsibility + Try Again

OBJECTIVE: Students practice repair language after small mistakes.

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.

REFLECT: What repair line would actually help?

Finish Strong Challenge

FIX: Responsibility + Try Again

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

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.

REFLECT: Why is the last step easy to skip?

Team Badge - LISTENING

LISTENING

Fix Focus: Listening

Team Member: _____

Team Motto: _____

Fix the system. Not the kids.

Team Badge - DIRECTIONS + RESPONSIBILITY

DIRECTIONS + RESPONSIBILITY

Fix Focus: Directions + Responsibility

Team Member: _____

Team Motto: _____

Fix the system. Not the kids.

Team Badge - WAITING + CALM BODY

WAITING + CALM BODY

Fix Focus: Waiting + Calm Body

Team Member: _____

Team Motto: _____

Fix the system. Not the kids.

Team Badge - RESPECT

RESPECT

Fix Focus: Respect

Team Member: _____

Team Motto: _____

Fix the system. Not the kids.

Team Badge - RESPONSIBILITY + TRY AGAIN

RESPONSIBILITY + TRY AGAIN

Fix Focus: Responsibility + Try Again

Team Member: _____

Team Motto: _____

Fix the system. Not the kids.

Family Letter

Dear Families,

Our class/school is participating in The Fixes Games, a classroom behavior field day reset built around active practice.

Students will practice the habits that help a room work: listening, directions, waiting, calm body, respect, and responsibility.

This is not about perfection. It is about practice. Students will hear a Fix phrase, watch a clean model, play a short game, reset if needed, and reflect on how the habit can be used in real moments.

You can support the work at home by asking:

- What Fix did you practice today?
- What was the game?
- Where could you use that Fix at home?

Thank you for helping us build calmer routines through practice.

Sincerely,
