

THE FIXES™

# MANNERS

# MIXTAPE™



—  **12** SOCIAL SKILLS TRACKS  —



FOR SCHOOL, HOME, SPORTS, AND COMMUNITY

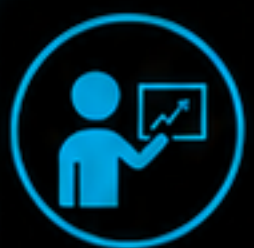
**FIX THE SYSTEM. NOT THE KIDS.**



# START HERE



## THE FIXES™ MANNERS MIXTAPE™



### 1. USE THIS RESOURCE WHEN YOU WANT TO...

- teach one social skill at a time
- reset class tone quickly
- practice routines for home, school, sports, or community
- build consistent language across settings



### 2. HOW IT WORKS

- 1 Pick a track
- 2 Teach it and model it
- 3 Practice it together
- 4 Use it anywhere



### 3. WHAT'S INCLUDED

-  Main Guide
-  Projectable Tracks
-  Printables
-  Family Letter
-  Interactive Boombox

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# CHOOSE A TRACK



THE FIXES™ *MANNERS MIXTAPE™*



**01**  
GREETINGS



**02**  
LISTENING  
POSTURE



**03**  
TAKING  
TURNS



**04**  
WAITING  
WELL



**05**  
FOLLOWING  
THROUGH



**06**  
HELPING  
OUT



**07**  
USING KIND  
WORDS



**08**  
RESPECTFUL  
TONE



**09**  
SPORTSMANSHIP



**10**  
COMMUNITY  
MANNERS



**11**  
DIGITAL  
MANNERS



**12**  
EVERYDAY  
RESPECT



HOME

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RESOURCE  
CENTER

# HOW TO RUN ONE TRACK

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## The routine is simple on purpose.

Do not over-explain it. Pick a track, teach the phrase, model it, practice it live, and

**1****PICK THE TRACK**

Choose the skill your group needs most right now.

**2****SAY THE PHRASE**

Keep the phrase short enough that students can remember it.

**3****MODEL IT**

Show the messy version, then the clean version.

**4****RUN THE REP**

Practice the skill for 60-120 seconds.

**5****USE IT ANYWHERE**

Point to where the skill shows up today.

**6****COME BACK TO IT**

Repeat the track when the tone slips.

# GREETING



## FIX PHRASE

**Look up. Say hello. Use their name.**

## A-SIDE: TEACH / MODEL

- Show a weak greeting vs. a strong greeting.
- Model eye contact, voice, and body posture.
- Practice greeting a partner in 10 seconds.

## B-SIDE: USE / CARRYOVER

- Use it at morning entry.
- Use it when greeting adults.
- Use it before partner work.
- Use it at sports or clubs.

## PRACTICE REP

Students stand, pair up, greet, switch, and repeat.

## REFLECTION

Did my greeting feel clear, respectful, and friendly?

# LISTENING POSTURE



## FIX PHRASE

**Eyes forward. Body still. Brain ready.**

### A-SIDE: TEACH / MODEL

- Model distracted listening vs. ready listening.
- Name the body clues that show attention.
- Practice a 10-second listening freeze.

### B-SIDE: USE / CARRYOVER

- Use it during instructions.
- Use it when a peer is speaking.
- Use it during assemblies.
- Use it at home during conversations.

## PRACTICE REP

Call a quick listening cue. Students reset posture, hold it, and release.

## REFLECTION

What did my body show while someone else was talking?

# TAKING TURNS



## FIX PHRASE

**Wait. Watch. Join when it is your turn.**

### A-SIDE: TEACH / MODEL

- Model interrupting vs. waiting.
- Show what a ready turn looks like.
- Practice passing a turn around a circle.

### B-SIDE: USE / CARRYOVER

- Use it in partner talk.
- Use it in games.
- Use it at home with siblings.
- Use it in sports and clubs.

## PRACTICE REP

Students pass a simple object and speak only when they hold it.

## REFLECTION

Did I help the group by waiting for my turn?

# WAITING WELL



## FIX PHRASE

**Quiet hands. Patient brain. Ready body.**

### A-SIDE: TEACH / MODEL

- Model restless waiting vs. calm waiting.
- Show what hands, feet, and voice do.
- Practice a short wait with a clear signal.

### B-SIDE: USE / CARRYOVER

- Use it in line.
- Use it during transitions.
- Use it at appointments.
- Use it on the bench or sidelines.

### PRACTICE REP

Students wait for a cue, then move only when the signal is given.

### REFLECTION

What helped me wait without making the moment harder?

# FOLLOWING THROUGH



## FIX PHRASE

**Hear it. Do it. Finish the job.**

### A-SIDE: TEACH / MODEL

- Model starting and stopping too early.
- Break a direction into clear steps.
- Practice finishing a small task completely.

### B-SIDE: USE / CARRYOVER

- Use it during cleanup.
- Use it during centers.
- Use it with chores at home.
- Use it in practice or rehearsal.

### PRACTICE REP

Give a three-step task. Students repeat it, do it, and show completion.

### REFLECTION

Did I finish the direction or just start it?

# HELPING OUT



## FIX PHRASE

**Notice. Ask. Help without taking over.**

### A-SIDE: TEACH / MODEL

- Model ignoring a need vs. offering help.
- Show the difference between helping and bossing.
- Practice one helpful sentence.

### B-SIDE: USE / CARRYOVER

- Use it with classmates.
- Use it at home with family.
- Use it during group work.
- Use it in community spaces.

## PRACTICE REP

Students spot a classroom need and practice a helpful response.

## REFLECTION

Did my help make the moment easier for someone else?

# USING KIND WORDS



## FIX PHRASE

**Say it clearly. Say it kindly. Mean what you say.**

### A-SIDE: TEACH / MODEL

- Model rude words vs. kind words.
- Show how tone changes the message.
- Practice rephrasing common rough responses.

### B-SIDE: USE / CARRYOVER

- Use it during group work.
- Use it at home with family.
- Use it when frustrated.
- Use it in sports and community settings.

## PRACTICE REP

Give students short scenarios and let them turn rough words into respectful ones.

## REFLECTION

Did my words help the moment or make it harder?

# RESPECTFUL TONE



## FIX PHRASE

**Same message. Better tone.**

### A-SIDE: TEACH / MODEL

- Model the same words with different tones.
- Name the tone that makes repair easier.
- Practice saying a sentence three cleaner ways.

### B-SIDE: USE / CARRYOVER

- Use it with adults.
- Use it with teammates.
- Use it during conflict.
- Use it when asking for help.

## PRACTICE REP

Students repeat a simple line with calm tone, sharp tone, then respectful tone.

## REFLECTION

Did my tone match the respect I wanted to show?



## SPORTSMANSHIP



### FIX PHRASE

**Play hard. Stay kind. Respect the game.**

### A-SIDE: TEACH / MODEL

- Model winning and losing poorly.
- Show how to respond after a mistake.
- Practice one teammate encouragement line.

### B-SIDE: USE / CARRYOVER

- Use it in PE.
- Use it on teams.
- Use it during recess games.
- Use it when the call does not go your way.

### PRACTICE REP

Students practice a quick win, loss, and mistake response.

### REFLECTION

Did I make the game better for others?

# COMMUNITY MANNERS



## FIX PHRASE

**Read the room. Respect the space.**

### A-SIDE: TEACH / MODEL

- Model hallway, store, and event behavior.
- Name what changes in shared spaces.
- Practice one public-space routine.

### B-SIDE: USE / CARRYOVER

- Use it on trips.
- Use it in assemblies.
- Use it in stores or restaurants.
- Use it in parks or arenas.

### PRACTICE REP

Students sort behaviors into classroom, hallway, and community expectations.

### REFLECTION

Did my behavior fit the space I was in?

# DIGITAL MANNERS



## FIX PHRASE

**Pause before you post, send, or tap.**

### A-SIDE: TEACH / MODEL

- Model careless clicking vs. thoughtful choices.
- Discuss tone in messages.
- Practice a pause-and-check routine.

### B-SIDE: USE / CARRYOVER

- Use it on devices.
- Use it in online class spaces.
- Use it in group chats.
- Use it with games and apps.

## PRACTICE REP

Students review short digital scenarios and choose the respectful response.

## REFLECTION

Would I say or show this the same way in person?

## TRACK 12

# EVERYDAY RESPECT



### FIX PHRASE

**Small choices. Strong habits.**

#### A-SIDE: TEACH / MODEL

- Review the tracks already practiced.
- Model one respectful repair.
- Practice choosing the right phrase for the moment.

#### B-SIDE: USE / CARRYOVER

- Use it all day.
- Use it at home.
- Use it in sports.
- Use it in community settings.

#### PRACTICE REP

Students pick a real-life moment and name the track that fits it.

#### REFLECTION

Which track do I need most today?



# PRINTABLES + FAMILY CONNECTION



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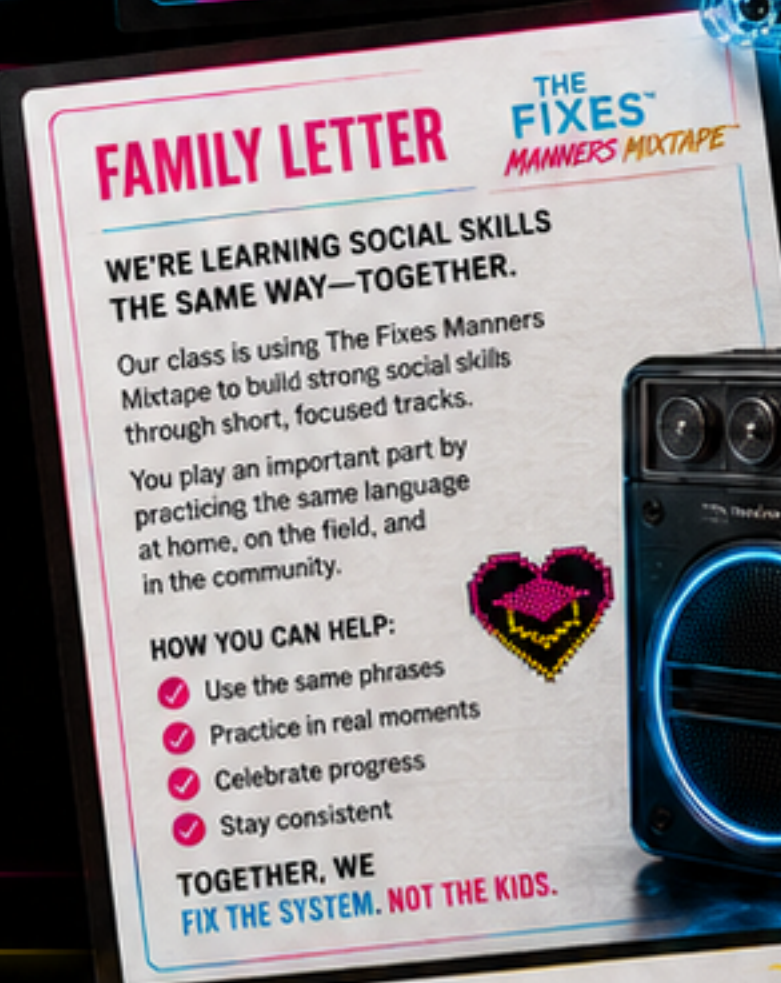
## PRINTABLE TRACK CARDS

Use the cards for quick reminders, centers, and carryover.



## FAMILY LETTER

Send home the language so school, home, sports, and community stay connected.



## TIPS FOR SUCCESS

- Teach one track at a time.
- Practice it right away.
- Use the same phrase across settings.
- Come back to tracks when the tone slips.



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