

Make Rock-Paper-Scissors a Habit

TEACHING

How to Play

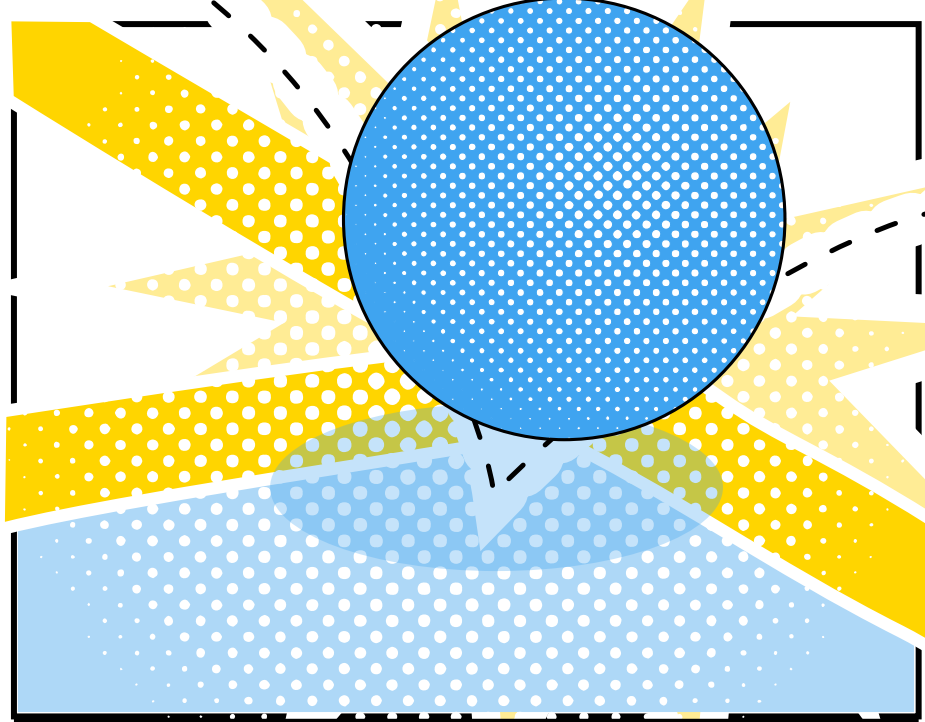
STAY IN THE GAME!

Go to the Recycle Line

BEATS BEATS BEATS

1 Round & move on!

Strategy: Ball hits a line in Foursquare and you don't know who goes to the recycle line? Rock it out!



Switch!

Ro Sham Bo!

PRACTICING

Rock it out!

Keep the Game Moving!

Try it on!

Rock

Paper

Scissors

This is a really fun game...

...and a great tie breaker!

PROMOTING

COMMUNICATING

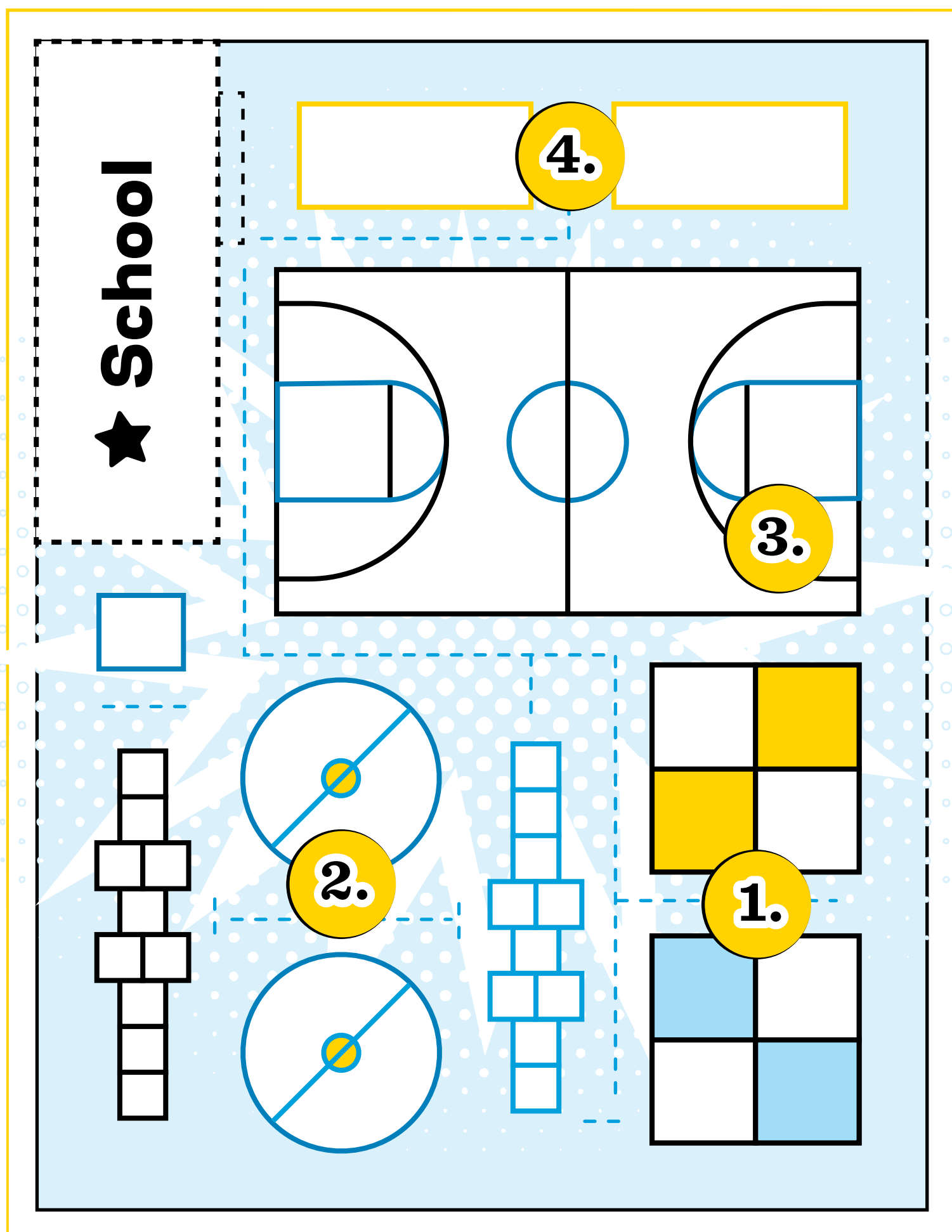
What do we do if the ball hits the line?

Strategy: Create and hang posters at school to serve as a reminder to students.

Strategy: Ask students whether they've tried using RPS to resolve a minor problem.

Move strategically

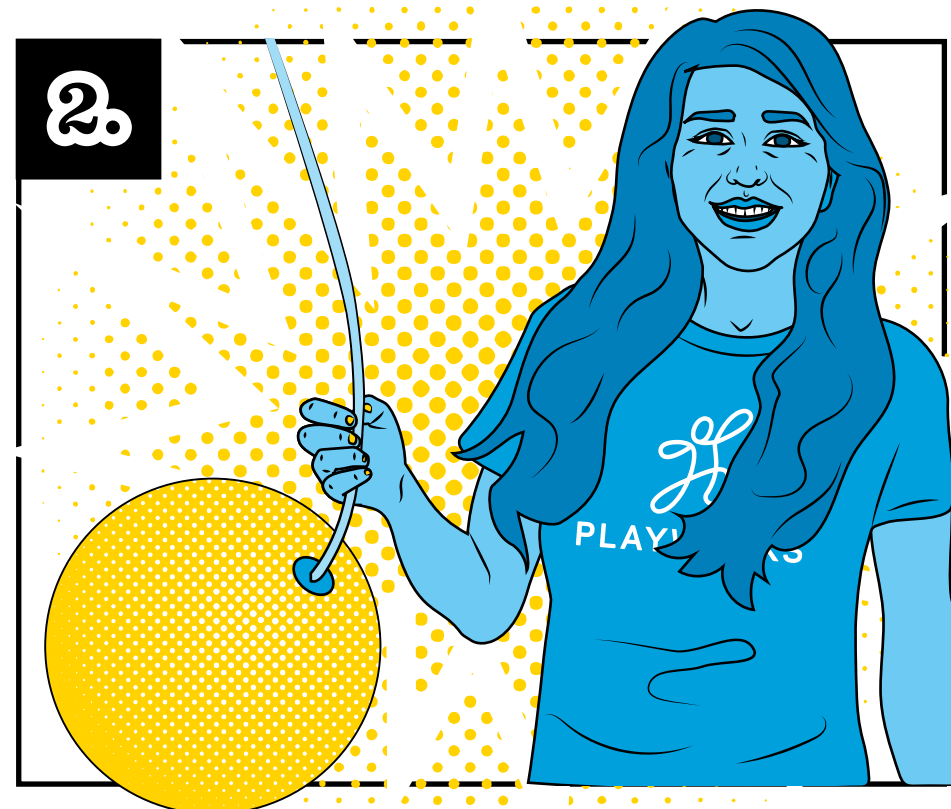
Keep a pulse on recess and build rapport by moving from game to game



RECESS BEGINS



Get a **game started**, play a couple rounds, move to next game after a few minutes.



Invite students to play another game. Play for a few minutes and move on



Promote conflict resolution while playing.



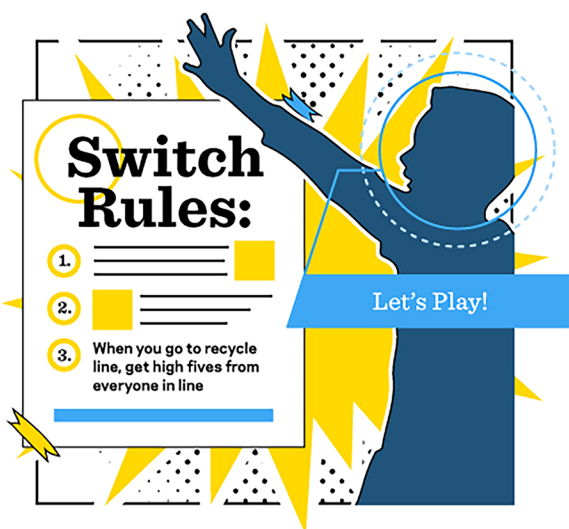
Jump into line at next game, give a high five to **model positive behavior**. After several minutes, move on.

Use Positive Language

Promote and reinforce use of positive communication during play.



Strategy: Include positive language in game rules, set expectations early and often.



G-O-O-D J-O-B • GOOD JOB! NICE TRY!



Strategy: Adults and student leaders set role modeling goals

PEACE PATH

Teaching students how to talk about their emotions is hard. A great way to start getting your students to start talking to each other about their emotions is by using “I-Statements”

What are “I-Statements?”

“I-Statements” are used to express emotions felt after an action. For example “I didn’t like it when you said I can’t play foursquare.”

“I-Statements” in the Peace Path

Using “I-Statements” in the Peace Path helps change the way your students think about the conflict. Instead of accusatory language like “You said I was bad at foursquare,” we want students to think about their feelings. So the above statement would read “I didn’t like it when you said I can’t play foursquare.” Also, by expressing how the student is feeling, the student is not making any judgments about the person they are disagreeing with, so there is no need to become defensive!

How the Peace Path Works

Together, create a Peace Path to walk along for each of these steps. Students can follow these steps to work through and resolve conflicts.

Step 1: Students take turns sharing their feelings and repeating the other student’s feelings.

Student 1	Student 2		Student 2	Student 1
I feel... when...	I know that you feel... when...	Then	I feel... when...	I know that you feel... when...

Step 2: Students take turns sharing their needs and repeating the other student’s needs.

Student 2	Student 1	Student 2	Student 1
What can I do to make it right?	I need...	I will...	Thank You.

Then

Student 1	Student 2	Student 1	Student 2
What can I do to make it right?	I need...	I will...	Thank You.

Step 3: Students take turns sharing how they know that the conflict has been resolved.

Student 2	Student 1
I know that the problem is over because...	I know that the problem is over because...

Step 4: Students shake hands and leave in peace.

Next Steps to try this week:

- Practices with your students' "I-Statements"
- Paint or draw a Peace Path on your Playground
- When students get in an argument, ask them to use an "I-Statement" when talking about the disagreement.



INCENTIVE SYSTEM PLANNING:

Key Considerations in creating an incentive system/chart

- Set realistic goals for incentive charts. Goals should be specific and address something that can be measured. For example, saying “good job, nice try” would make a good goal for incentive charts. If you set a general goal like “be positive”, it’s left open to interpretation.
- Pick rewards. Make sure the rewards are motivating to your JCs. It doesn’t have to be a toy or other object. Involve them in determining what the incentives will be.
- Write the goal or goals on your incentive charts. Pictures are a good way to illustrate the goals. This is their visual reminder of their goal. You may also want to include a picture of the reward as a motivator.
- Discuss the purpose of incentive charts. Explain that you will be keeping track of times when they achieve their goal. Make sure to focus on the positive aspects of it so they’re motivated to reach the goals on their incentive charts. Explain exactly how they can earn their reward.
- Post your incentive charts in a prominent location where the JCs will see them often. Seeing their incentive charts may be an added motivator.
- Remind them frequently about their incentive charts.
- Use incentive charts consistently. Being consistent when it comes to behavior in children is very important. Follow through with using incentive charts or they may become ineffective.

Daily JC Incentive Chart & Sign In

Date: _____

Name	Job	Gave at least 10 high-5s	Resolved at least 2 conflicts using R, P, S	Had a good attitude
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Washington DC, CCPCS Brightwood Incentive System

Individual Incentive:

- Daily self-reflection/evaluation at recess.
 - The student decides if he or she deserves a sticker for the day based on his /her efforts according to the set standards/expectations (the coach still has the final decision).
 - For every 5 stars, there is a small prize (like a pencil or a small toy).
 - For every 10 stickers, it's an extra 5 minutes of recess.
 - Keep the sticker tallies personal. Each student has their own page where they could keep track of their accomplishments

Group Incentive:

- Each sticker for each student also counts as one point for the JC team as a whole
- When they reach certain checkpoints, they earn team rewards (extra recess, cookies at a training, ice cream social, field trip, etc.)

Other Incentives:

- Junior Coach Leader of the Week Award:
 - Coach chooses a student based on his or her performance that week to be recognized in front of the whole school:
 - bulletin board with info on that JC
 - the JCL get to be my assistant for a week (help lead morning stretches at all school morning gatherings, round up JCs and pass out JC shirts after lunch to prepare for recess, and other random extra responsibilities that could be delegates to the person).
 - You do not need to choose one every week, just the weeks you think someone deserved it.
 - JCL receives a certificate and a Playworks "medallion" (pipe cleaner bent into the shape of a Playworks person and tied onto a string to make a necklace)

Washington DC, CCCPCS Brightwood Incentive System

Home-Run Derby Chart (see below)

- Each week the students were going to be a JC, from the beginning of the school year to the last week of school, is represented by a base.
- Each JC had an arrow with their name on it that was moved around the bases as progress was made.
- In order to make progress:
 - each JC has a check out sheet (see attached)
 - JCs fill out the check out sheet at the end of every recess they serve
 - As long as each JC can check off four items each day they serve as a JC, their name moves up the line of bases, ultimately reaching Home base by the end of the school year

Diffuse a fight/argument												
Use an attention-getter												
Use 3 encouraging statements (“Good job”, “Nice try”)												
Support another Junior Coach (provide back up)												
Give at least 1 suggestion for program improvement												
Maintain boundaries (put cones in place)												
Lead a new game												
Help collect equipment												
Other:												

Phoenix, James W. Rice JC Incentive Program

Goal:

To teach 3rd grade JCs the basics of responsibility and accountability in a fun way!

Group Incentive – Pennies for Prizes

- Use pennies to fill bottle/jar/marked prize bin
 - 3-6 different levels (depending on the size of the jar); Each level=bigger prize
 - Level 1: three extra stars on individual star chart
 - level 2: sur-PRIZE bags (with a delicious treat, a useful prize, like a pencil and a note of appreciation)
 - Level 3: pizza party
 - Level 4: field trip
- Pennies are rewarded as follows:
 - 1 penny for serving JC Duty
 - in designated area on designated day while embodying the core values
 - 1 penny for wearing JC t-shirt
 - without a reminder on duty days, shirts are found on coach's equipment cart
 - 1 penny for remembering to fill out check-in/out sheet
 - checking in on the attendance sheet AND filling out a check out sheet and putting it into their folder upon completion immediately after duty
- Doing all three gets each JC:
 - The opportunity to put up to three (3) pennies a day in the jar
 - A star/sticker on their individual star chart
- JC's can decided as a group to "cash out" or continue at every level they reach
 - "cash out"= dump out all the pennies (and perhaps count 'em to use \$ toward prize) and start anew; cashing out is always presented as an option/reviewed at the start of each JC training

Individual Incentive – Star Chart

- Will only be seen/maintained weekly by Coach and will be kept in each JCs folder
- A star/sticker gets placed on individual chart every time the JC does all of the above and puts 3 pennies in the jar
 - JC's should be honest about check-in/out
- The JCs are earning stars to "purchase" prizes on the "Prize Menu"
 - Two "Prize Menu" options
 - Option 1: two boxes, one with small prizes (dollar store toys, bouncy balls, candy, etc.) and another with big prizes (mechanical pencils, note pads, etc.). JCs are given the option to buy a small prize for 5 stars or a large prize for 10 stars, depending on the number of stars they've accrued.
 - Option 2: Create an actual prize listing, like a restaurant menu, of all the prizes you are offering and their cost in stars.
 - If a JC purchases a prize, the stars are eliminated from their individual star chart (ie. If John has 12 stars and decides to

purchase a big prize, he now has only 2 stars left over). JCs also have the choice to pass on the purchase, to continue accruing stars for a later date.

- Prize purchasing is always presented as an option/reviewed at the start of each JC training

Names:	Checking in/out	Positive words	High 5's	Being on time	Playing	Ro Sham Bo	Asking kids to play	JCLP Journaling	JCLP Attendance	JCLP Participation	Core Values	OTHER
Anthony												
Osiris												
Javier												
Eddie												
Daniel												
Aylyn												
Jessica												
Vivian												
Yvette												
Kenia												
Paloma												
Eileen												
Gissel												
Irwin												
Jose												

Tracking Sheet for Incentive System
Date: _____

What do you want to buy?

1. Take a day off from recess duty \$75
2. Choose a game to play for A.S.P. \$25
3. Lunch with Coach Kari \$50
4. Choose snack for the day \$25
5. Teach a game during C.G.T. \$25
6. Listen to music during homework time \$5
7. Get a "Superstar" note to take home \$10
8. Pick a cheer/clap to do at A.S.P. \$10
9. Put name in bucket for monthly drawing \$5