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DEDICATION

I dedicate this book to my colleagues in the Sulphur Springs School District who piloted many of the lessons presented, and have a deep desire to educate the whole child in mind and heart.

A special thanks to Patty Fitzpatrick, Sharyl Fullmer, Ken Newton, Julie Witter, Joyce Allmindger, Penny McMillen, and Marie Stump.

A special thanks to Ron and Barbara Rotelli, Judy and Forrest Turpen who have been such encouragers in the crusade to integrate character education throughout the curriculum.

CHARACTER QUILTING CREED

Building character is like putting together
a patchwork quilt with skill.

Beyond test scores, and academics;
kindness in kids — we need to instill.

Each trait of respect, responsibility and honesty
should be sewn into each day.

Children are watching our actions,
to see if they match what we say.

Threads of cooperation
mixed with being fair.

Stitch up your teaching day
with good values and care.

Weaving character throughout
the curriculum can be fun.

The task of molding the next generation,
is a job that needs to be well done!

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INTRODUCTION

Definition of a Teacher

A teacher is someone who takes a bunch of live wires and gets them well grounded

As an educator, I feel it is my responsibility to not only fill students' minds with information in the content areas, but to guide them and provide them with tools which will assist them in becoming a productive member of society. Social skills such as courtesy, respect, work ethic, honesty, boundary setting and having a caring heart are as important, if not more, than what a child produces on a state test.

The pioneer women of long ago knew the value of raising kids of character. During their quilting bee times they would share discipline techniques, and stitch into the fabric of their kids' lives the importance of a life filled with valuable virtues. So it is with the classroom teacher and the parent. Together they weave values daily and impart those values into the design of the whole child.

This easy-to-use resource guide will provide you with creative lesson plans and resources that build kids of character on a foundation of virtues. Ideas for integration in language arts, reading, math, music, art, writing, social studies, and character education are given throughout the pages of this handbook.

Character building topics are woven throughout seasonal lessons. The topic of *time management* as well as the character traits of *courage*, *gratitude*, *respect*, and *self-esteem* are included in the section **Falling for Self-worth** for use during the fall months of September, October and November. A **Winter Wonderland of Values** includes *love*, *kindness*, *responsibility*, and *honesty* throughout the months of December, January, and February. Springing into March, April, May and June, (August can be included) are good virtues dealing with respect, leadership, cooperation and goal setting. The **Tuning up Social Skills** section includes old familiar tunes, with character-building lyrics. A section of personalizable poems is also included. They can serve as springboards for personalized compliments, memories, and "gratitudes" towards faculty and staff members. These poems are delivered by students to the recipients and show kids how to treat fellow staff members with courtesy, kindness and gratitude. The songs promote cooperation and a caring attitude toward faculty and encourage students to perform kind acts in their own lives.

The bibliography gives an overview of library books covering a wide range of character building topics for kids. They are excellent resources for classroom libraries, and tools parents enjoy seeing come home.

PREFACE

Within the span of my thirty-year teaching career, I have seen an increase in the lack of consideration among students for each other. There is a lack of moral consciousness. There seems to be a moral ozone throughout our culture. Youth shootings, cheating in colleges and gang violence are on the rise. Students long for role models that are quickly disappearing in the arena of sports and politics.

Today in our technological world we can tap unbelievable resources through the Internet, yet no one can replicate the human spirit.

How do we teach responsibility, integrity, wise decision-making, courage, and self-worth? I submit we do it by integrating character values throughout the curriculum. I have written this manual to help the teacher be a facilitator of character concepts.

Students are encouraged to celebrate improvements and not dwell on past performance. Positive lessons for heightening self-worth are woven throughout the book. I invite teachers to put into practice the ideas presented and to expand on them. I trust you will find teaching character education a most rewarding experience, as I do.

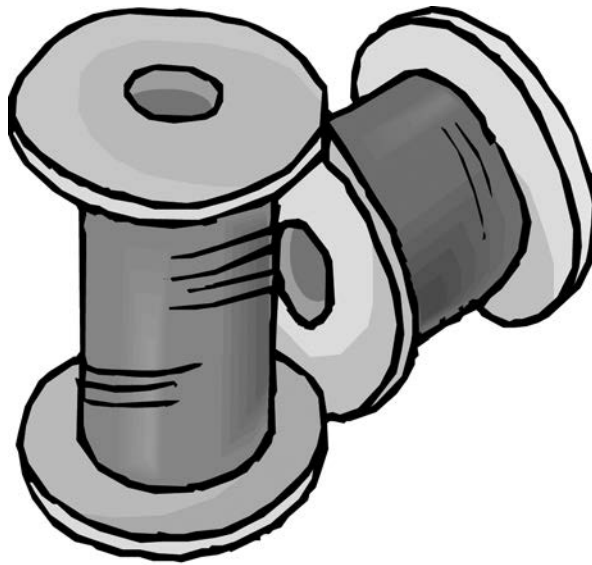


HOW TO IMPLEMENT “CHARACTER QUILTING”



Teachers may choose to follow the sequential outline of values as suggested in the “Character Quilting” handbook. Or they may choose any topic as it relates to class discussions. Try to set a goal to develop 2-3 character values per season.

In each section, there are poems, role-playing ideas, plays, stories, listed activities, and self-evaluation sheets for students (3rd - 8th grades) and the teacher. Several lessons include italicized directions for the teachers. The latter part of the resource handbook includes social skills songs, poems and a bibliography resource for librarians.



POSITIVE PAYOFFS FOR THE CLASSROOM

I. Positive Statements

- a. Say a positive statement daily. Select 6-9 students with low self-esteem, reaffirm them with these statements verbally, and log them.
- b. Sample Praise Statements:
 1. "Allen, your math paper was 100% correct."
 2. "Your math is improving everyday."
 3. "It took you less time to finish the assignment today and you did two more problems."
 4. "You're exactly right."
 5. "Allen is really paying attention."
 6. "Allen is sitting quietly and doing his work very nicely! Good job!"
 7. "That's good thinking, Allen."
 8. "Wow, look at Allen study."
 9. "Everyone in here stop and look at Allen. He's really working hard."
 10. "Good job!"
 11. "I can really tell Allen is thinking by what he just said. Good."
 12. "I really like the way Allen is working on his math book. Keep up the good work."
 13. "I really like the way Allen has listened today. That's very polite, Allen, thank you."
 14. "Fantastic!"
 15. "Excellent!"
 16. "You're doing just great!"
 17. "Awesome!"
 18. "You look nice today."
 19. "Allen is thoughtful."
 20. "I really appreciate the way you sit quietly and listen to me when I'm giving a lesson."
 21. "Thank you for your attention."

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22. "Allen has just earned another point by sitting and listening to me when I was reading."
23. Good job, Allen."
24. "Allen's a hard worker today."
25. "Right on!"
26. "High 5!"
27. "Good!"
28. "That's the best job I've seen you do."
29. "Nice!"
30. "That makes me very happy to see you working so well"
31. "Allen walked to his seat very quietly. Thank you, Allen."
32. "When Allen got up to get his materials, he returned to his desk and started right to work. Good job!"
33. "I like the way Allen raised his hand when he wanted to share something with the class."
34. "The whole class is really being polite in listening to one another."
35. "That was a courteous thing to do for Ann, Allen."
36. "I'm glad you sharpened your pencil before class. Now you're all set to go. Good!"
37. "Allen has all the supplies on his desk and is sitting quietly waiting for instructions. Good!"
38. "Allen and his whole row are sitting with their materials ready."
39. "It's been a long time since I had to take any objects away from the people in this class. You really know how to show me you're responsible."
40. Pat on the back when sitting quietly and studying. "Allen knows how to follow instructions."

II Positive Observation and Evaluations

- a. With the class, list the behaviors you admire. Example: Cheerfulness, tries hard, sticks to a project, etc.
- b. Make a list of all your students in a particular class. Observe them closely for a couple of days, and then:
 1. Write three praiseworthy actions beside each name.
 2. When completed, read this list to yourself, twice daily for the next 28 days.
 3. In the meantime, tell the class you have made the list.
 4. Choose three names a day and tell the class your three observations for each.

5. Continue this 3-per-day process until all students have been featured. This provides an excellent modeling opportunity.
 6. As you feature each person, add any new words that describe their praiseworthy actions from the positive action vocabulary words chart.
- c. Have your students observe praiseworthy actions in others and report the results to you in writing.
- d. Send the students (K-6) on a secret mission to the playground, cafeteria or home. Tell them to come back and "Tattle Tale" (so to speak) the NICE things they heard. You can title this mission:
PSI (Positive Statement Information)

III. Acknowledgement

- a. Call on child in class when you are sure he/she can give a good answer. Affirm him in one of the following ways:
 1. Give his name. Say, "I see you really understand."
 2. Remark to class, "So-and-so is working harder."
 3. React intellectually to his verbal contribution to the class; expand on it.
 4. Ask him to expand, elaborate or otherwise develop his statement.
 5. Write his reply on the board.
 6. Smile, give a pat on the head, nod your head in approval, or wink.
 7. Give hand signals (V for victory, "ok" sign, thumbs up, etc.)
 8. Tape a complimentary note to his desk with your signature.
 9. Write a complimentary note on his paper.
 10. Compliment him in the presence of the principal.
 11. Notify him that you are sending a commendation note home to his parents.
 12. Have others compliment him.
- b. Create Citizenship/Behavior Chart
 1. Give students a star for each of the 5 days for good behavior.
 2. Give a special treat for 4 consecutive days of good behavior.
 3. Read him a story.

IV. Privileges

- Privileges can be given for desirable positive behavior. Suggestions might include:
- a. Seat him in desirable spots.
 - b. Invite him to decorate the bulletin board.
 - c. Request his help as a personal favor.

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- d. Allow him to tutor another child.
- e. Have him act as "teacher" for a discussion game.
- f. Appoint him "teacher's aid" for the day.
- g. Make him class monitor.
- h. Name him director of a rhythm band.
 - i. Make him lavatory supervisor.
 - j. Give him an extra lavatory break.
- k. Give him free time (a few minutes is adequate).
- l. Excuse him from doing homework; announce this aloud.
- m. Let him be "principal" for the day.
- n. Let him be the line leader.
- o. Let his row be first.
- p. Let him be the first in class to leave.
- q. Dismiss him a few seconds early.
- r. Invite him to an out-of-school special activity.
- s. Allow a student to bring you your water bottle on a timely basis.

V.Tasks

- a. Let him demonstrate a correct method.
- b. Have him help a disabled child in or out of the school.
- c. Appoint him tutor to a needy classmate.
- d. Have him pass out books, papers, etc.
- e. Make him book collector.
- f. Let him erase the board.
- g. Let him dust the erasers.
- h. Let him clean blackboard trays of chalk dust.
- i. Have him feed pets in the room.

VI. Talk-outs (talking without permission)

If talk-outs occur frequently, use reinforcing stimulus after each talkout. Attention comes in several forms: teacher reinforcement (scolding, criticizing, lecturing), or other students' reactions (laughing, complimenting, imitating, etc.).

- a. To Stop Talk-outs
 - 1. Write rules explicitly and display prominently.
 - 2. Have them self-chart (i.e., write down how many times they can keep from talking).

3. Send note to parents complimenting their child on his or her self-control
4. Do not say anything to the child when he talks out of turn; rather, mention his name for not talking, when appropriate.
5. Reward not talking with something like tokens, candy or stickers.
6. OR, conversely, satiate student with talking, making him continue talking until he is tired.
7. Praise being quiet.
8. Turn out lights until quiet.
9. Don't allow any children to leave the room until all are quiet.
10. Change the situation; arrange a period when student can talk freely.
11. Say, "Give your idea."
12. Have child repeat your answer.
13. Ask student to stay after school and write down all answers he blurted out during class time.
14. Praise restraint.
15. Take advantage of peer models; seat with "good" students.
16. Place at success level academically.

VII. Not Completing Assigned Work

Calling attention to poor study habits can increase negative behavior.

a. To Encourage good study Behavior

1. Ask the class to participate in formulating rules for work completion.
2. Self-chart (i.e., how long does it take to do assignments?)
3. Sign daily progress sheet to be taken home and returned. Tokens, special assignments, play, work, home privileges, or allowance.
4. Reinforce study behavior. Say, "I see you're studying so and so", every minute or five minutes.
5. Do not say anything about not working or not completing work.
6. Reward good work habits with something like tokens, candy, stickers.
7. Develop token system (i.e., tokens given for time spent studying)
5 minutes = 1 point. Points = classroom privileges (time with teacher).
8. Rid the study area to increase concentration.
9. Role-play; demonstrate how to study.
10. Allow students to choose special activities based on completion of assignments.
11. If work is completed sooner than required, grant longer recess, lunch with others, choice of lunch menu, etc.

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12. Allow student to take test as a reward, as grade depends on it.
13. Use monitors.
14. Ask the student who is having problems how he would help another student with the same problem.
15. Take advantage of peer models; seat those less prone to good study behavior with others with good study habits.
16. Place at success level academically.
17. At the secondary level, provide Saturday school, where students write essays on respect, responsibility, and self-control.

VIII. Rewards Outside the Classroom

- a. A field trip.
- b. Taking a class pet home.
- c. Trip to a fair.
- d. Tutoring younger children.
- e. A class picnic.
- f. A bus ride.
- g. A swimming trip.
- h. Trip to a museum.
- i. Trip to the zoo.

IX. Home Rewards

- a. Extra TV time.
- b. Staying up later than usual.
- c. Extra play time.
- d. Having a friend stay over.
- e. Having a special dish prepared.
- f. A family picnic.
- g. Going to a movie.
- h. Being excused from daily chores/tasks.
- i. Increased allowance.
- j. Earning special toys or equipment.
- k. Participating in special events with Mom or Dad, e.g. shopping or going fishing.
- l. Ice cream and library date with parents.

X. Teacher Tidbits

When 2,000 people were surveyed about what they remembered most about their teacher, the primary response was “warmth.” To show warmth, say these types of affirmations:

- a. I believe in you.
- b. I trust you.
- c. I know you.
- d. You are listened to.
- e. You are cared for.
- f. You are important to me.

DO SOMETHING NICE FOR YOURSELF

POSITIVE STROKES FOR TEACHERS

Away from School

- Get each day off to a great start. Fix the coffeepot, set the table for breakfast, and pack your lunch before going to bed. Gather everything you need to take to school, so you can scoop it up and be quickly on your way in the morning. Leave home in time, so you don't have to frantically rush.
- Treat yourself to a telephone answering machine. It's like a personal secretary. People can leave messages for you, and you will have fewer calls to make each evening.
- Block off time for yourself on your calendar every week. Make sure you do some activities you especially enjoy.
- Learn to relax. Plan a few special treats for yourself during weekend or school breaks:
 1. Go to brunch with a special person in your life.
 2. Join a group or club.
 3. Have breakfast in bed.
 4. Take your phone off the hook.
 5. Take a class (dancing, knitting, photography).
 6. Plan to exercise regularly with a friend (walk, jog).
 7. Develop friendships with people who work in other fields.
 8. Treat yourself to having your hair or nails done.
 9. Get a massage.
 10. Plan to have tea with a friend.

SCHOOL AS A CARING COMMUNITY PROFILE (SCCP)¹

Check one:

☐ Administrator

☐ Teacher

☐ Non-teaching professional

☐ Other staff

☐ Parent

☐ Student

☐ Other: _____

Circle the appropriate response number that describes how often you see the behavior in your school. (If you have no basis for responding, don't mark that item.) Please write the reason for your rating where you wish to do so. Survey should be given at the beginning of the year and the last month of school (pre-test, post-test). *A computer scan sheet (not included) may be used to assess the profile data.*

1 Rarely	2 Sometimes	3 As often as not	4 More often than not	5 Almost always
-------------	----------------	-------------------------	-----------------------------	--------------------

1. Students treat classmates and schoolmates with respect. 1 2 3 4 5

Reason for rating (optional) _____

2. Students respect others' personal property. 1 2 3 4 5

Reason (optional) _____

3. Students behave respectfully toward their teachers 1 2 3 4 5

(speak courteously, follow directions, and so on).

Reason (optional) _____

4. Students behave respectfully toward all other school staff 1 2 3 4 5

(including secretaries, custodians, aides and bus drivers).

Reason (optional) _____

5. Students treat the school building and other school property with respect. 1 2 3 4 5

Reason (optional) _____

¹ The SCCP is an instrument developed by the Center for the 4th and 5th Rs, SUNY Cortland, P.O. Box 2000, Cortland, NY 13045; (607) 753-2455.

6. Students behave respectfully toward their parents. 1 2 3 4 5
Reason (optional) _____
7. Students share what they have with others. 1 2 3 4 5
Reason (optional) _____
8. Students care about and help each other, even if they are not friends. 1 2 3 4 5
Reason (optional) _____
9. Students refrain from putdowns. 1 2 3 4 5
Reason (optional) _____
10. Students work well together. 1 2 3 4 5
Reason (optional) _____
11. Students refrain from picking on others or excluding them because they are different. 1 2 3 4 5
Reason (optional) _____
12. Students listen to each other in class discussions. 1 2 3 4 5
Reason for rating (optional) _____
13. Older students are kind to younger students. 1 2 3 4 5
Reason (optional) _____
14. Students solve conflicts without fighting, insults or threats. 1 2 3 4 5
Reason (optional) _____
15. When students do something hurtful, they apologize and try to make up for it. 1 2 3 4 5
Reason (optional) _____
16. Students help new students make friends and feel accepted. 1 2 3 4 5
Reason (optional) _____
17. When students see another student being mean, they try to stop it. 1 2 3 4 5
Reason (optional) _____
18. Students try to console or comfort a peer who has experienced a sadness. 1 2 3 4 5
Reason (optional) _____

19. Students are patient and forgiving with each other. 1 2 3 4 5
Reason (optional) _____
20. Students show good sportsmanship. 1 2 3 4 5
Reason (optional) _____
21. In their interactions with students, teachers display the character qualities the school is trying to teach. 1 2 3 4 5
Reason (optional) _____
22. In their interactions with students, other professional school staff (principal, counselors, etc.) display the character qualities the school is trying to teach. 1 2 3 4 5
Reason (optional) _____
23. In their interactions with students, other school staff (secretaries, aides, custodians, bus drivers, etc.) display the character qualities the school is trying to teach. 1 2 3 4 5
Reason for rating (optional) _____
24. In their interactions with each other, staff display the character qualities the school is trying to teach. 1 2 3 4 5
Reason (optional) _____
25. Teachers treat all students fairly and don't play favorites. 1 2 3 4 5
Reason (optional) _____
26. Teachers go out of their way to help students who need extra help. 1 2 3 4 5
Reason (optional) _____
27. Teachers listen to students' problems, and students feel they can talk to their teachers about things that are bothering them. 1 2 3 4 5
Reason (optional) _____
28. Teachers respect, care about, and help each other. 1 2 3 4 5
Reason (optional) _____
29. The school treats parents in a way that makes them feel respected, welcomed, and cared about. 1 2 3 4 5
Reason (optional) _____
30. Parents support and work with the school. 1 2 3 4 5
Reason (optional) _____

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CLASSROOM RULES

BODY PARTS

All rules are related to body parts. To reinforce these rules, students can draw the body part next to the rule. At the beginning of the school year, students can copy these rules and design their picture. The rules can be sent home and signed by the parents.

Mouth

We don't interrupt when others are talking.
We say kind things that will build up one another.

Ears

We listen for instructions.
We listen first then ask questions.

Hands

We keep our hands to ourselves.
No pushing, shoving, or taking things from other's desks.
We respect the property of others.
We raise our hands to speak.

Feet

We walk. We don't run in class.
We do not wander around the room aimlessly.
We ask permission to leave the room.

See also *Classroom Rules Song*® in the back of this book.

CLASSROOM RULES

RULE IDEAS

1. Students could do a body part health unit and use the related body parts rules.
2. Have students make a chart listing 3 rules from each area and illustrate them.
Home Rules / School Rules / Group Rules
3. Prompts:
 - a. Describe what happened the day there were no rules for the library.
 - b. Describe what happened the day all the traffic signs didn't work.
 - c. Describe what happened the day the babysitter had no rules.
 - d. Describe the rules you would establish for the citizens on a new planet.
4. Make an acrostic for rules
 - R** – Respect others' property
 - U** – Use proper manners
 - L** – Listen before acting
 - E** – Excuse yourself when you're rude
 - S** – Shape up
5. Write a rules book for caring for a pet or taking care of a new computer.
6. Use the body part game (for 4th – 6th grades). See if you can guess the body part answers. Review names of body parts first.

Body Parts Game

Read the following story line and have the children guess the appropriate body part.

The farmer's house burned down and he barely escaped with his life, but he managed to carry with him:

1. A large box (Chest)
2. Two caps (knee caps)
3. Part of a tree (Limb)
4. Spring flowers (Tulips)
5. A comb has them, too (Teeth)
6. Part of a shoe (Sole or Tongue)

7. Part of a nail (Head)
8. Part of a clock (Hands and/or Face)
9. Part of a table (Legs)
10. Two tropical trees (Palms)
11. Musical Instruments (Organs)
12. Covers for a box (Lids)
13. Something Native Americans dance to (Drums)
14. Small animal like a rabbit (Hare, Hair)
15. A yard stick has three of them (Feet)
16. Given on Valentine's Day (Heart)
17. Jewish places of worship (Temples)
18. A pair of baby cows (Calves)
19. Part of an artist's equipment (Palate)
20. Parts of a carpenter's equipment (Nails)

(This game can also be used for baby showers for staff members.)

RESPECT RAPS

After going over classroom rules, discuss the importance of respecting authority, each other, and school property. Introduce these multiplication raps for grades 3-6. Students can add to these raps by inventing their own.

Have students match the type of respects listed below with the appropriate respect demonstrated in the rap. This can be done in a class discussion.

- a.** Six times eight is forty-eight
Honor and respect are really great!
Six times eight is forty-eight
 - b.** Nine times five is forty-five
Obeying the law helps you survive.
Nine times five is forty-five
 - c.** Nine times six is fifty-four
Polite, respectful words, teachers adore
Nine times six is fifty-four
 - d.** Three times six is eighteen
Honor your parents, hold them in esteem.
Three times six is eighteen
 - e.** Nine times eight is seventy-two
Being respectful of your boss will get you through
Nine times eight is seventy-two
 - f.** Six times four is twenty-four
Gentlemen be courteous to the ladies, open the door
Six times four is twenty-four.
 - g.** Six times seven is forty-two
Be careful of what you say and do,
Six times seven is forty-two
 - h.** Five times five is twenty-five,
Don't take drugs, you'll stay alive
Five times five is twenty-five
- a. social respect b. civic-citizenship respect c. d. e. f. relational respect, social graces
g. self-respect, relational respect h. self-respect

REWARD TICKETS

<p>_____ <i>Student Name</i></p> <p>has earned a ticket for a 3-minute talk with teacher.</p> <p>_____ <i>Date</i></p> <p>_____ <i>Teacher's Signature</i></p>	<p>_____ <i>Student Name</i></p> <p>has earned a ticket to sit in a different seat for 1 day.</p> <p>_____ <i>Date</i></p> <p>_____ <i>Teacher's Signature</i></p>
<p>_____ <i>Student Name</i></p> <p>has earned a ticket to help the teacher teach a lesson.</p> <p>_____ <i>Date</i></p> <p>_____ <i>Teacher's Signature</i></p>	<p>_____ <i>Student Name</i></p> <p>has earned a ticket to be excused from one homework assignment.</p> <p>_____ <i>Date</i></p> <p>_____ <i>Teacher's Signature</i></p>
<p>_____ <i>Student Name</i></p> <p>has earned a ticket to be first in line.</p> <p>_____ <i>Date</i></p> <p>_____ <i>Teacher's Signature</i></p>	<p>_____ <i>Student Name</i></p> <p>has earned a ticket to cut in line 1 time.</p> <p>_____ <i>Date</i></p> <p>_____ <i>Teacher's Signature</i></p>
<p>_____ <i>Student Name</i></p> <p>Reward: _____</p> <p>_____</p> <p>_____</p> <p>_____ <i>Date</i></p> <p>_____ <i>Teacher's Signature</i></p>	<p>_____ <i>Student Name</i></p> <p>Reward: _____</p> <p>_____</p> <p>_____</p> <p>_____ <i>Date</i></p> <p>_____ <i>Teacher's Signature</i></p>

Students and teacher may brainstorm to create their own awards and reward tickets.