

CREDIT CARDS – LEVEL TWO –

*A New Way for You and Your Students
to Use the Credit Card Program*



Credit Cards, Level Two
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*Not that we are sufficient of ourselves to think of anything
as being from ourselves, but our sufficiency comes from God.*
—II Corinthians 3:5

*Happiness is not in the mere possession of money;
it lies in the joy of achievement, in the thrill of creative effort.*

— Franklin D. Roosevelt

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Credit Cards, – Level Two –

Goals for this eBook:

- ✓ Understand why Level Two was created.
 - ✓ Find out how to transition from Level One to Level Two.
 - ✓ Be able to create a few Level Two tools to simplify your Credit Card program.
 - ✓ Learn a variety of ways students can spend their credits.
 - ✓ Discover how to turn your classroom into a company with student employees.
-



One of the true joys of the Credit Card program is that it has continued to evolve over the years. Although it started out in a rather simple fashion, it just kept getting better and better as I developed new components to add to the original concept. Within a decade of use, it had grown into a year-long immersion into the realities of economics.

In the book, *Eight Great Ideas*, I covered just the basics of Credit Card use: what I now call Level One. In this eBook, I'll explain how you can kick it up a notch to Level Two. With just a few modifications and enhancements, your Credit Card system will work better than ever. I'll point out the secrets to my success along with a few of the things I learned not to do.

Before I do that, though, I want to introduce two margin icons that will be sprinkled throughout the book. Although they may seem to be pretty self-explanatory, a brief explanation of why they have been included might help to avoid any confusion.



The TIP icon shown to the left is meant to draw your attention to one of those secrets to success I mentioned above. There are a number of them and are worthy of your attention.



The warning icons are designed to help you to avoid the problems I've experienced over the years. I'm hoping that you can learn from my mistakes.

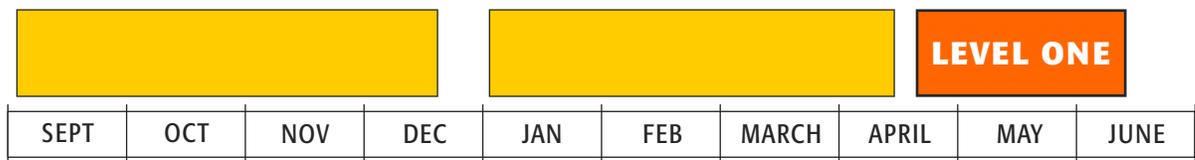
Back in the Day

Year One

The first time I tried Credit Cards was toward the end of the 1980-1981 school year while teaching in Pacific Beach, a community in San Diego. Spring Break was approaching and, as much as I was looking forward to a week off, I was trying to figure how to maintain the energy and enthusiasm of my students. After having a week off to enjoy the beach, they would be trudging back to class for the last two months of school. Something new was needed, I thought, and Credit Cards turned out to be just the thing. It not only gave the students a boost for those last few laps around the learning track but also provided a bit of stimulation for me.

THE FIRST YEAR

Fig. 1
Credit Cards were only used during the last eight weeks of the school year.



Year Two

The following school year, as we once again drew close to spring vacation, I began to get excited about cranking up the Credit Card carousel and taking my current class for a spin. Having worked so well the year before, I felt the whole thing would be even better this year due to all of the experience I had gained during the first run through.



A couple of weeks before the break I began to subtly hype the return from break and the start of Credit Cards.

MR. MORRIS

Does anyone have an older brother or sister who was in this room last year?

A few hands go up.

Well, I don't know if they told you about Credit Cards...but, when you guys come back from Spring Break, we're going start using 'em. Last year's class voted it one of their favorite activities and so I thought you might want to give it a shot.

STUDENT

Raising a hand:

What are you talking about?

MR. MORRIS

I'll explain everything after Spring Break. Trust me, though, it's going to be way fun.

Sure enough, the class loved it. As for me, it was much better than the year before. For one, I was able to correct a couple of simple mistakes I had made.[†] Nothing major but still, the corrections



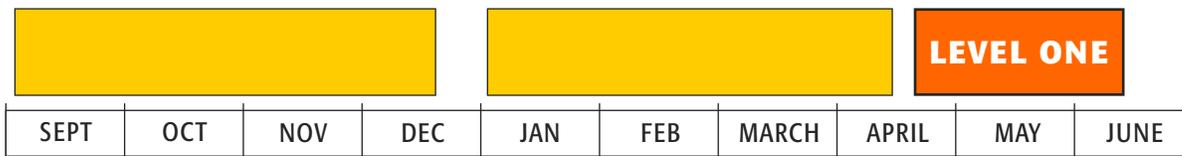
[†] The first mistake was paying more than one credit per interaction. This was addressed in Eight Great Ideas on page 178. The second mistake was taking away Credits for misbehavior. Keeping things positive—mentioned on page 185—really helps to maintain that all-important bond of trust between you and your students.

made Credit Cards better for them and easier for me. I also added a new twist which solved a slight dilemma I had faced during the maiden voyage.[†]

All-in-all, Credit Cards was shaping up to be something I could use for years to come. It had proven itself, over the previous two years, to be not only an infusion of fun for everyone but also a great student motivator.

THE SECOND YEAR

FIG. 2
The second year of use was again limited to just the last eight weeks of school.



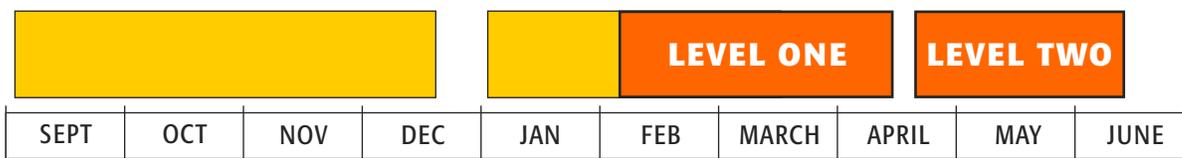
Year Two, Summer Break

During the summer, I began to contemplate the idea of not waiting for the conclusion of Spring Break to introduce Credit Cards but to get the whole thing started a couple of months earlier. However, in order to do that I felt it would be necessary to create some new way for my students to spend Credits. I wanted to take it beyond the initial 15-credits-equals-lunch routine because, sadly, it would have become routine if I tried to keep it at that level for more than eight weeks.

After a bit of deliberation, I came up with this decision: move the introduction of Credit Cards to the beginning of February, use the lunch-based version until Spring Break, and then shift to a slightly different way to use Credit Cards when we returned from break.

PLAN FOR THE THIRD YEAR

FIG. 3
The third year saw the introduction of Credit Cards, Level Two.



Yeah. That could work. All I needed was that “slightly different way.” And, honestly, I wasn’t too worried about coming up with something. I had had enough experience with reward systems—credits, coupons, team points, class cash—that I felt confident at arriving at a solution.

Year Three

The third year of using Credit Cards started off in a similar fashion to the first two years: students earning credits and buying invitations to lunch. The following fictional diary entries were written to provide a quick summary of our progress through Level One.



[†] I introduced paper credits—small squares of colored paper with a credit stamped on it—as a temporary way to pay students at a time when they were not in possession of their cards. This was explained in *Eight Great Ideas* on page 185.

Room Twelve Journal (1982-1983)

Monday, February 7, 1983

Started Credit Cards today. Some of the kids seemed a bit leery but, hey, they're kids.

Friday, March 4, 1983

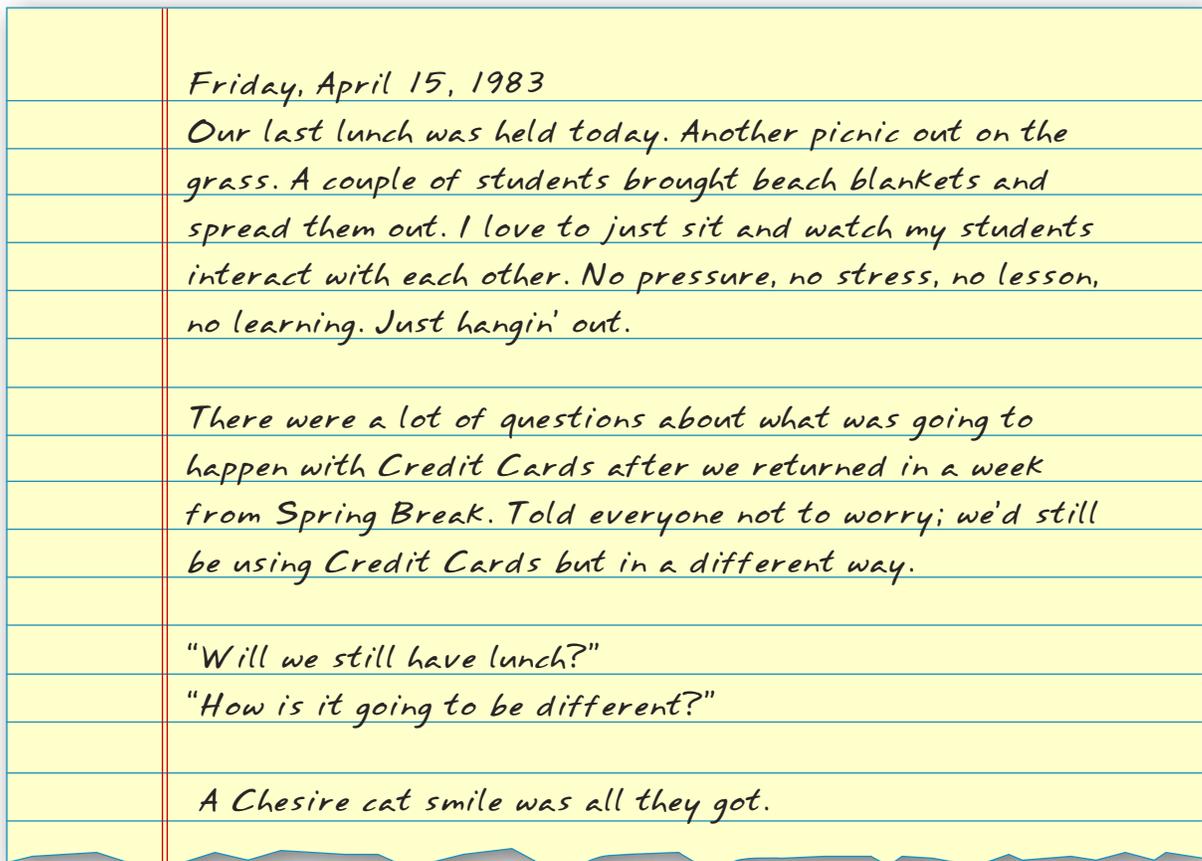
Had our first lunch today. Eight students were able to join in. I brought a cooler of juice boxes and a bag of cookies for dessert. I put on some old rock 'n' roll, and we had a great time.

Friday, March 18, 1983

Held Lunch #2 today. Saw a bunch of new faces in addition to two of my die-hard overachievers who were back for another lunch. We moved the whole thing outside and had a picnic on the grass. They thought it was pretty cool.

Friday, April 1, 1983

Lunch #3 and some of my previously motivated students were in attendance. Big smiles all around. Since it was April Fool's Day, I told them, with as straight a face as I could maintain, that I had forgotten to pick up the juice boxes and cookies. They weren't fooled at all. I think they've got me figured out.



A Different Way

There are a few distinct changes from Level One during which everyone was trying to earn a set amount of credits for one specific reward. Level Two, as you will learn, more closely resembles a real-life economic system. For one, the students have more freedom in how they can spend their hard-earned credits. For another, we're going to add some components—a class store, student employees, auctions—that really help to make the Credit Card experience a richer, more interesting one.

However, before we get to these new pieces, we need to first address the transition from Level One cards to Level Two cards.

Issuing New Credit Cards

Regardless of your best efforts to monitor the Only One Credit Card Per Student rule during Level One, I can almost guarantee that there will be a number of extra cards hiding out in the classroom like loose change in a sofa. Most of these cards were initially thought to be lost but have actually been buried in desks underneath all of the junk students hang on to instead of taking home as they've been asked to do a hundred times already.

Anyway, you're going to want to take those cards out of play which will enable you to start Level Two with a clean slate. The best way to do that is to replace all of the Level One cards with a new Level Two card. And if the new card is a different size or color than the original cards you used, which I highly recommend, then any yet-to-be-discovered extra cards from Level One—and the credits that are stamped on them—will be noticeably different and therefore invalid.



MR. MORRIS

Addressing his students after morning recess on the first day following Spring Break:

We're going to be using Credit Cards for the rest of the school year but in a slightly different way than we were using them. We will no longer have lunch for 15 credits.

STUDENTS

Mumble, grumble, murmur.

MR. MORRIS

However, there will be other things you'll be able to buy.

A stir of interest from the students.

MR. MORRIS

The first thing we need to do, though, is to get everyone a new Credit Card.

Holding up new card for everyone to see:

Oooooohh.....

STUDENTS

Aaaaaahh!

Tip: This little Ooooh and Aaaah call-and-response routine I do with my students is a fun way to get them to express their delight at something new while avoiding the hyper-craziness of an over-reaction. In the example above, I held up the new card and said, "Ooooooohh!" It's kind of drawn out and softly spoken. After a beat, the students know to respond with an equally drawn out and soft, "Aaaaaaaahh!" Give it a try. It's way fun.



MR. MORRIS

With a smile:

As you can see, your new cards are green. I did this so we won't get confused about which card is your new one. Clever, huh? Anyway, since we normally have ten minutes of silent reading right after recess, I thought now would be a good idea to hand out the new cards.

Without saying another word, I hit my little hotel bell.[†] Each team sent up a representative who got the cards from me and then returned to pass them out to teammates.

[†] The use of a hotel bell, or call bell, is explained in the *New Management Handbook* on page 5-36. (Lesson 5, page 36.)

MR. MORRIS

Waiting calmly for their attention:

Please print your first and last name on your card. You should also write your student number on your card.

Pausing for compliance and then modeling the next step with his own card:

Turn your card over and draw a line down the middle.

Another pause and some more modeling:

Write a 5 at the top of the left side and a 10 at the top of the right side. I'll show you what I mean.

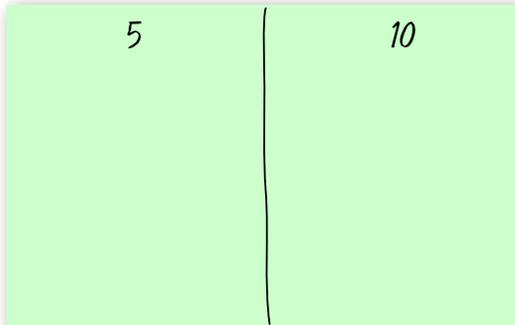


FIG. 4
Drawing a line and labeling my own card as a model made it easier for the visual learners to complete the task correctly.

MR. MORRIS

During the next ten minutes, as everyone is reading independently, I'm going to ask each of our five teams to come see me at the reading table. I'm going to use the Rainbow Cards† so that you'll know when it's your team's turn to come see me.

Shuffling the Rainbow Cards prior to displaying them:

When you do come to see me, bring your old Credit Card and your new green one. I'll then transfer your credits onto your new card.

Pausing for more murmuring and head-nodding:

Please take a moment to find your independent reading book and your old Credit Card. Place both of your cards on your desk so that you are ready when it's your team's turn.

Rainbow Cards are placed in a pocket chart as the students find their reading books and organize their Credit Cards. (Note: The numbers you can see written on the chart—5, 6, 7, and 8—are for something else. Just ignore 'em.)



FIG. 5
The use of Rainbow Cards, one per team, makes it easy to determine the order in which teams come to see me.

† Rainbow Cards are explained in the book, *Tools & Toys: Fifty Fun Ways to Love Your Class*. You can find it on page 79.

MR. MORRIS

With a calm certainty of purpose:

We need to be able to transfer everyone's credits quickly without any wasted time. You can help by reading quietly until it's your team's turn to come see me.

Pointing to the pocket chart:

Let's begin.

General rule: I could have said, "Yellow team, please come to the table." But I'd rather not. Procedures were not just about obedience and compliance. They were actually designed to foster a sense of ownership and autonomy on the part of my students. Since they could see the yellow card was the first one in the row, they shouldn't need a verbal reminder about the fact that the Yellow team should come see me right now. To verbalize those directions merely perpetuates their dependency on the teacher to do all of the thinking and ordering and managing.

Bottom line: Talk less; expect more.



Transferring Credits

The transfer process is pretty simple and goes rather quickly. Each student took a turn telling me how many credits were on his old card. I then stamped that many credits on his green one.

Anyone who came back to the reading table with more than one Level One card—just now recovered from the desk—were only allowed to redeem the credits from one card. It was always fun to watch them do the quick math on which card held the most credits.

Whenever the number of credits to be transferred was greater than four, I took advantage of the back side of the card and stamped 5's and 10's. In the graphic shown below, Calvin had nine credits on his white Level One card. He was given four stamps on the name side of his new green card and one stamp, that represented five credits, on the back of the card. $4 + 5 = 9$, eh?

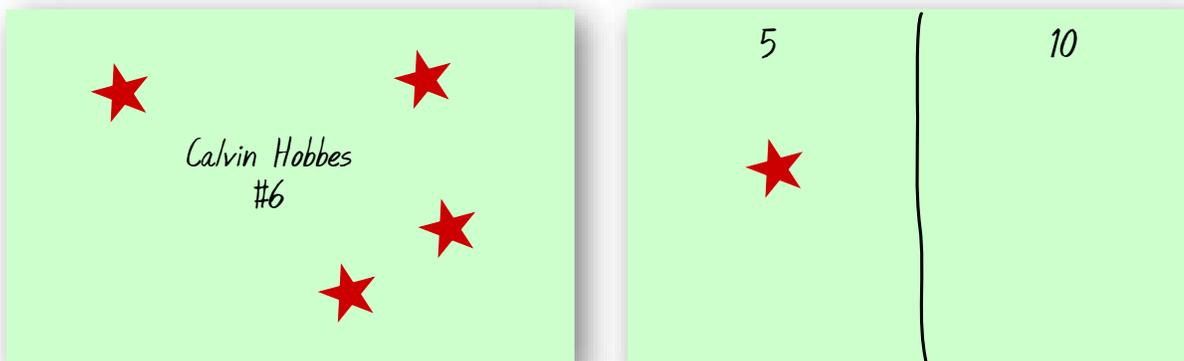


FIG. 6
Calvin's new Level Two Credit Card shows the nine credits he had on his Level One card.

Why 5 and 10?

One of the significant changes from Level One to Level Two is that I pay out a lot more credits. There are three reasons why this is the new order of business.

For one, I'm no longer selling lunch invitations for 15 credits and, consequently, no longer need to engage in the parsimony that helped to make the earning of 15 such a significant event in Level One.

For another, my students had spent the past couple of months developing the ability to defer immediate self-gratification. Addressed in *Eight Great Ideas*, learning to delay gratification is a life skill, which is one of the reasons I created the Level One program to operate the way it does.

One last thought has to do with the “slightly different way” I mentioned back on page 3. Paying more than one credit for a particular behavior or achievement took the Credit Card program to that new level I was looking for. The novelty of increased payments—earning 5 credits, let's say, for earning the top score on the social studies test—really kicked everything up a notch and produced a definite difference that led to an increase in their overall interest and excitement.

Consequently, creating a simple way to pay someone 5 credits made the process of paying more than one credit easier which, in turn, enabled me to pay more credits which, as you can imagine, added to the motivational edge of Level Two.

Reality: If you had been adhering to the one-credit-per-interaction policy, don't be surprised if there's a bit of a buzz the first time you pay a student more than one credit. It's funny how they always seem to pay attention to these kinds of subtle changes. On the other hand, you could spend 3 hours slaving over a new bulletin board display and no one says a word. Go figure.

Introducing the Students to Level Two

Now that everyone has a new Credit Card, the time has come to explain the way Level Two is going to work. The fundamental principle—you no longer have to wait to spend your credits—is easy to grasp and doesn't require a whole lot of talk. However, like most things at the elementary level, the finer points will be acquired as your students live with this new reality for a bit. For the time being, keep the initial explanation short and to the point.

What's New About Level Two?

MR. MORRIS

Holding up his new card:

Starting today, you no longer have to wait until you have 15 credits in order to spend them on something.

MR. MORRIS

Pausing for the buzz to abate:

You can spend them whenever you wish. Let me show you how it's done.

I grabbed a blank Credit Card and stamped a bunch of credits on it. I then picked up a marker and, turning the card so that students could see what I was about to do, drew a line through three credits.

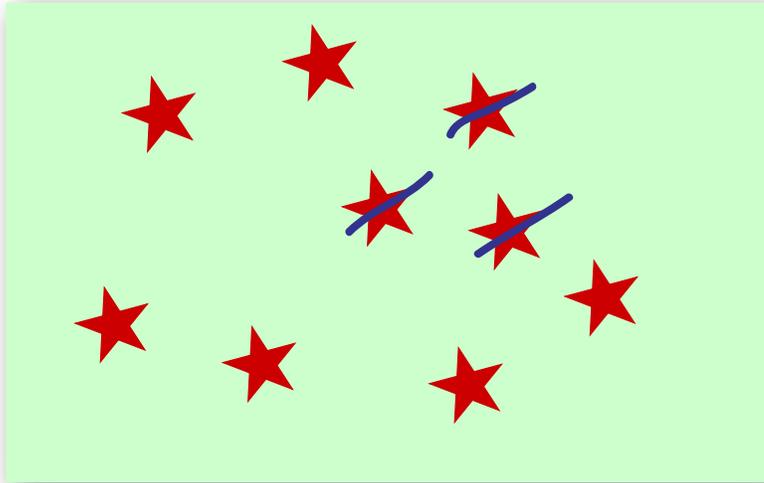


Fig. 7
Credit
spending
example for
Level Two.

MR. MORRIS

Showing everyone the card:

Here you can see that I just spent three credits. I still have six left and room for even more credits.

Pausing for reactions:

Now it's just a matter of what we're going to sell.

Lots of big eyes and raised eyebrows as they're starting to catch on to what's in store.

MR. MORRIS

With a somewhat serious look:

By the way, the old rules are still in effect.

Holding up an index finger:

Rule #1?

Nodding a student with a raised hand:

Natalie?

NATALIE

You have to take care of your card. You can only have one.

MR. MORRIS

With a smile and a nod:

Well said.

MR. MORRIS

Adding a second finger to the first:

And the second rule?

Pausing:

Roberto?

ROBERTO

Don't ask for a credit.

MR. MORRIS

With a smile:

Please don't. It's a bit annoying.

Pausing a moment to grab a prepared Ziploc bag filled with pre-sharpened pencils and a bunch of cap erasers:

Anyway, let me show you what I have to sell.



FIG. 8
Gallon-sized freezer-type Ziploc containing pencils, cap erasers, and the felt pen for marking off credits.

Reality: It doesn't have to be pencils and cap erasers[†] you sell. Maybe just pencils. I used to get a supply of pencils every month or so from our custodian. (That was back in the day when the supply room actually contained supplies.) The problem being generated by just giving students pencils on a regular basis is that the classroom quickly becomes a Welfare State. Come to school and we'll give you everything. Desks, chairs, pencils, paper, books, and computers. We'll light the place, we'll heat the place, we'll provide P.E. equipment and art supplies. And we wonder why there's such an entitlement mind-set in our country.

† I just picked up 40 neon-colored cap erasers at Wal-Mart for a buck..

Compounding the issue is what's called "perceived value." An item that costs more than another must be better. Although that's not necessarily true, it's the way we've been conditioned to think.[†] Therefore, if school is free, what's it worth? Apparently not much unless we take the time to change those long-held perceptions.

Okay, that's enough of a rant.

The point I'm trying to make is this: I'm of the opinion that it's beneficial for our students to be provided with opportunities to take care of some of their own needs. So as opposed to just handing a pencil to a student, allow him to buy one with his hard-earned credits.^{††}

What's really great is to see certain students—the ones who didn't earn enough credits to make it to one of the lunches—now being able to use their credits to buy a pencil. Even the student who brings them from home and has more than he needs is buying one. Why? He wants to experience what it's like to spend a few of his credits: something he wasn't able to do during Level One. And that's a good thing. More power to you, kid.

But I'm getting a bit ahead of myself. The next step needs to be deciding how the pencils will be sold. After that we'll be able to slap up the Open For Business sign and let the students have at it.

Before I continue, it should be pointed out that all of the bits and pieces that went into making the Credit Card program such a success—the initial lunch experience in Level One, the ability to spend credits as you wish in Level Two, turning the classroom into a company with employees, company meetings, and pay raises, the auctions we held, the Thursday snack shop, and a dozen others I can't think of at the moment—didn't happen overnight. It was the result of using Credit Cards in the most basic fashion for several years and then, as I gained experience, slowly adding new features.

So please don't feel you need to try every idea in this eBook. In fact, you can skip all of the employee steps I'm about to explain and go straight to ideas about selling things to your students. It's up to you. I just didn't want to neglect to mention the Room 12, Incorporated aspect of the program that my students so enjoyed. They took great pride in their jobs and looked forward to payday. And when they were given pay raises due to their increased job proficiency, things really got rollin'.

If you wish, you can skip to the section on Spending Credits. It starts on page 29.



† That's one of the reasons there's such a cachet to private schools. They cost a lot of money to attend. Consequently, they must be better. Well, maybe. But, then again, maybe not. After all, it's not really the tuition that creates the advantage but the ability to hand-select the clientele. And let's not overlook the fact that most of the parents, if not all of them, are truly committed to the child's education. Put those two factors together and you've got a combination that's hard to beat. Unless, of course, you provide the public school students with a dynamic, caring teacher who can bring out the best in everyone. Then all bets are off because the research is clear: the quality and dedication of the teacher is the most critical element to the success or failure of any classroom, private or public. It's just too bad public schools have gotten such a bad rap over the years. You can get a great education in a public school. I know my own students did and that my son, for the most part, has.

†† It's kind of like that old expression: Give a man a fish and he eats for a day; teach him to fish and he'll sit in boat all day and drink beer. Or, something like that.

Hiring a Sales Rep

One of the extreme advantages to Level Two is the increased involvement on the part of the students to make the whole thing work. During Level One, for the most part, the teacher did it all. In Level Two the students really take on an active role. This gradual transformation will begin the moment you hire a student to be in charge of selling pencils.

A Word About Student Jobs

A frequently asked question at a seminar or contained in an email is this:

Do you assign student jobs?

Although I firmly believe that teachers need to help students become more responsible, I don't believe forced labor is the way to go. And forced labor is what it will be whenever a student is assigned a classroom job he didn't ask for.

Most classroom job assignment procedures follow the same basic format.

1. Classroom jobs are posted on a bulletin board.
2. On Monday, student name tags are placed next to the job titles so that everyone knows who is doing which job for that week.
3. At the beginning of the new week, names are rotated so that everyone has a new job.

Either it's the big job wheel—with job titles written like spokes and student names written around the outside of the wheel—that rotates once a week or it's the pocket chart—with job title cards and student name cards—that is used to keep track of which student is doing which job.

Regardless of the actual device used to assign jobs, there are two big issues every teacher using this time-honored strategy is going to have to confront.

Issue One

What do you do when a student doesn't want to do the job he's been assigned for the week?

Requiring a student to perform a job he either didn't ask for or feels incapable of doing is going to be counter-productive to the original goal of building responsibility. What will most likely occur in this

situation is that the student will try to ignore the job as much as possible. He won't do it voluntarily. He won't do it on his own. He's going to wait for a verbal reminder from the teacher before he does anything. And if the teacher is doing all of the reminding about the completion of a classroom job, then the development of responsibility is nothing more than lip service.

Issue Two

How well will a student perform his job-related duties if the job only lasts a week?

It takes time to develop job skills. (Just think about your own teaching career.) There's a lot of trial-and-error. There's also a lot of problem solving that occurs as the student figures out how best to do the job.

Additionally, you need to factor in the time needed for a student to develop a "job memory" or, the automaticity of completing the job without the need for any kind of reminder from someone else.

So if time is necessary for job success, it's not too surprising to see a student finally getting good at a job just a day or so before he's assigned a different job. And then, of course, the whole job-learning process will have to be repeated.

But what if we went a different way? What if we just asked students to help out—allow them to volunteer for a job—and then let them keep their jobs for as long as they wish?

This is what I've done ever since I came up with the Credit Cards idea and it's worked great.

Allowing Students to Volunteer to Help

There are several advantages to handling classroom jobs in this fashion.

Advantage One

For one, the feeling of being forced into a job is forever eliminated. And since safety is a student need, a policy of a volunteer work force will be a big step in the year-long journey of making that need a reality.

Want a job? We can use you. Don't want a job? That's okay. After all, your main job is being the best student you can be. Take care of that obligation and there's no real need for you to do anything else.

Note: I personally feel that the great majority of students truly want to help in the classroom. A student's contribution to making the whole classroom a happier, more productive place fills the need for belonging, the new sixth student need identified by William Glasser. More than the responsibility building is the bond being established between the teacher and the student worker not to mention all of the student-to-student connections being made.



Advantage Two

Another huge advantage is that the students actually get good at their jobs. Keeping a job for more than a week enables them to figure out the best way to complete the job in addition to the opportunity to expand the job duties.

Case in point: We used numbered clothespins clipped to a box lid—the kind from a case of xerox paper—and an empty coffee can as a way for the students to hand in their Daily Oral Language assignments. The student would place his assignment in the box lid, remove his clothespin, and drop it in the coffee can. A quick glance at the box lid provided me with the identities of the students who had yet to finish.



Anyway, in order to be used for the next day's assignment, the clothespins needed to be reset around the box lid. That was a job ideally suited for a student to complete and, within a week or two, was being handled quite well.

One year, the student worker wrote the numbers around the outside of the box lid so that it was easier to reclip the clothespins to the lid. Even though they came out of the coffee can in random order, he always knew where to clip each one. That's problem solving, baby; one of the six Core Principles. I wonder, though, if it would have happened the way it did if the job was being rotated weekly.

Advantage Three

And, now, we begin to glimpse the true benefit of allowing students to keep jobs for longer than a week: the opportunity to take the job to a new level. I was able to meet with the student whose job it was to reset the clothespins and suggest he take on a new duty.

MR. MORRIS

Speaking privately with the DOL worker:

Hey, I've got an idea. You know how there always seems to be a student or four who are not done with DOL before lunch? I was wondering if you could check the box lid at the beginning of Op Time† and remind everyone whose clothespins are still clipped to the box that they need to work on DOL during Op Time. I'm thinking that with you reminding them, more students would be able to complete it and turn it in. What do you think?

DOL WORKER

Thinking for just a second:

Sure, Mr. Morris. You want me to start doing that today?

† The ten minutes before lunch in which my students are given the opportunity to choose an activity. The first choice, which really isn't a choice, is to complete any assignments that are not yet finished. After that, it is your choice.

MR. MORRIS

Sounds good to me.



Note: If he didn't want the promotion, I would just find another student to do the follow-up portion of the job. This would mean I'd now have two students taking care of one job. Consequently, the likelihood of the job being completed would increase since the two students connected to the same job could actually serve as reminders for each other.

The Challenge

The only challenge to running a voluntary jobs program is coming up with enough jobs for everyone.



This will be especially true for your underachievers who won't volunteer at first. They're going to need to spend a month or two feeling safe in your classroom before they'll venture forth and seek out a job. Unfortunately, most of the typical classroom jobs have already been taken at that point in time.

Problem or opportunity? Make it an opportunity by telling the job seekers this:

If you can think of a job that will help to make this a happier, more productive classroom, I'll hire you.

The reality, though, is that not everyone has a job. And, again, that's okay.

At the same time, there's nothing wrong with asking the unemployed students to file papers, collate assignments, transfer scores from assignments to a grade sheet, or any of a number of simple tasks that need to be completed on a daily basis. With so many things needing attention, it's tough for anyone to miss out on an opportunity to help.

FYI This is just my opinion regarding the whole classroom jobs thing. You might have a different take. As always, whatever works for you AND your students is the bottom line.

Three Ways to Hire a Student

Basically, there are three ways you can hire a student to sell the pencils, two of which I recommend and one of which, the Old School method, I don't.

Old School

It's been done forever with the same, sadly predictable results.

TEACHER

I'm going to need someone to sell pencils for us.

Immediately, the hands of the students paying attention to the teacher's words are raised high.[†] Then, as soon as the hand-raisers realize there are many hands seeking to be selected, the blatant campaigning for the position begins. Hands are now being waved or pumped; words are uttered in the form of soft pleas; faces take on the characteristics of puppies at the animal shelter doing their best to become "The Chosen One."

TEACHER

Surveying the supplicants:

Oh, my. Hmmmmmm.

More quiet pleading, more baleful looks mutely begging, "Me, oh please, meeeeee."

TEACHER

With a look of contemplation:

I'm...going...to...ask.....Melody to be in charge of selling pencils.

And with that, the game ends.

Final score?

Happy Kids	1
Whining Moaners	12

Dang. We lost again.

What's Wrong?

Part of the problem in asking someone to volunteer for a job is that the emotion knob gets cranked up to 11.

*I've got a job!
Who wants it!*

Even if asked in a calm manner, the reaction almost always produces the same outcome: a bunch of hands being waved wildly; a bunch of students vying for attention. You'd even have a few of them who wouldn't normally be interested suddenly becoming interested.^{††}

And then, when the choice was made, when a student had been selected, the heightened emotional level now works against you as it magnifies the pain of those who were denied the job.

Another issue is the inability to assess the true interest on the part of the volunteer who *was* chosen. Was it a sincere desire to take on the job or was it an impulsive, caught-up-in-the-moment kind of thing? It's hard to tell.

† Even though the teacher didn't ask for a show of hands, it's a conditioned response.

†† I'd be willing to bet that you'd have at least one or two students who wouldn't even know why they're raising a hand other than the fact that they are seeing others students raising hands. (BTW: This assessment is born of experience, not cynicism.)

What I can tell you is that I've had students take on jobs and then, within a day or so, ask if they can be relieved of their duties. And although there's nothing wrong with opting out of a job—it happens on a regular basis—it would have been nice to avoid the hassle of finding a replacement by knowing which student would stick with the job for a month or so.

Bottom line: The Old School *Who Wants the Job?* procedure is easy to do. There's no planning or forethought necessary. You ask for a volunteer; you make your choice. Unfortunately, you also have to pay the price of having to listen to the complaints from some of the disappointed students, not to mention the need to deal with the occasional bad hire.

What's a concerned teacher to do? Well, let's see if we can figure out a more reasonable way to hire a student to sell the pencils.

Reasonable Way #1: Write Me a Note

As opposed to asking for a volunteer, ask anyone who is interested in the job to write you a note. The note can be short but should express a sincere desire to: 1) sell pencils and cap erasers to other students; 2) mark off the proper number of credits with the marker; 3) conduct the entire transaction in a polite and courteous fashion; and 4) not let the job interfere with your main job of being the best student you can be.

Right away you've eliminated the marginal players.

MR. IMPULSIVE

Ready to raise a hand but now hearing that students need to apply in writing for the job:

---Oh, wait. You've got to write a note? Never mind.---



Since some of your eager students might want to quickly crank out a note, announce that you aren't going to hire someone until tomorrow. This will allow everyone enough time to compose a decent note. You could also talk about penmanship and grammatical convention if you wish, but that might unduly inhibit the academically-fragile students from submitting something.

Decide where the notes are to be placed. (I normally used my Red Basket because the students were already familiar with it.) A simple solution would be to empty out the Ziploc bag and tape it to the wall. If taped in a highly visible location, the bag would not only act as a reminder to the students but also keep you apprised as to how many notes you've received so far.[†]

The next day you could announce that you've made a choice to fill the position of Sales Rep.

TEACHER

Holding several notes in hand:

I've decided on who will sell pencils for us. Please realize that this is not the only job we'll need filled. There are going to be lots of them.

[†] Don't be dismayed if you don't receive any notes at first. Although they were excited about the job when you announced it, their memories will fade as you move on to other activities. Just be patient. You'll receive at least one. It is instructive, though, to see 15 students initially express an interest in the job and then find out later that only one or two actually followed through with a note. And when that happens, which it will, you'll be glad you didn't succumb to *Who Wants the Job? Me, Me, Me!*

Ignoring their attempts to find out right now what those jobs are:

I'm going to read the letter of the student who is being hired. After I'm done reading, I'd like the writer to stand up. Please wait until I'm done reading, though, as a few of the letters are similar in what was written.

Once the new hire has been identified, you could hand over the restocked Ziploc. Make an appointment to meet with your new employee as soon as possible so that you can go over a few details about selling. You won't need to overexplain things; nonetheless, a few suggestions might enable the student to get off to a smooth start.



1. Prices: pencils, 3 credits; cap erasers, 3 credits; both at the same time: 5 credits.
2. Keep everything safely in your desk.
3. Don't allow a student to purchase a pencil at an inappropriate time. (Middle of a lesson.)

Reasonable Way #2: Fill Out a Job Application Form

As much as I like the Write Me a Note strategy, there's just something about having students fill out a job application form that really speaks to me. It's one of those rare beyond-the-classroom experiences that transcend the everyday experience. This form, and a couple of others I'll share later, really help to kick things up a notch.

JOB APPLICATION FORM

PLEASE PRINT

Name (Last, First Middle)	Birthdate
Address	Telephone
City State	Zip

For which job are you applying?

What will you do if hired?

Previous job experience:

Have you ever been fired from a job? If yes, please explain in the space below.

YES NO

_____ _____

Signature of applicant Date

----- Do not write in the space below. -----

Date hired: Daily rate of pay: Level 1 2 3 4 5 Other _____

Immediate supervisor: Teacher Room Manager Secretary

Fig. 9
The black-line master can be found at the end of the book.



Recommended: You might want to think about encouraging your students to complete their application at home. Not only would the parents be able to help with some of the info, it would be great PR for them to see their child's teacher introducing the class to what goes on in the real world.

Pick a deadline for submissions—a day or two should do it—and then provide a place for students to place their completed applications. At the deadline, gather your students together and announce that you're going to hire the first employee of what will be many employees.

MR. MORRIS

With a dozen job applications in hand:

Let's see what we've got here.

Spreading them out on his desk so that he can see them but the students can't:

I see that this one...

Picking up a form:

...is not complete. It's missing some information. And so is this one, this one, this one, this one, and.....this one.

Setting aside the forms in a separate pile:

It's hard to hire someone who does not do a complete job.

Note: I could have done the separating before I addressed the students, but I wanted to make a point about the need to take the job application process seriously. Remember, this is only the first employee being hired. There will be many more which means I'll be seeing more applications. I just won't go through the same elaborate routine with the subsequent hires.

MR. MORRIS

Now giving his attention to the remaining six applications:

These three...

Picking up the applications and adding them to the discard pile:

...are kind of hard to read. It almost looks as if they were written while horseback riding.



Caution: The horseback riding comment is just for you. Sarcasm is only spoken with the *Inner Voice*: It's the name I've given to that little place in your head where you silently verbalize any frustration or annoyance you may be feeling at the moment. As I'm sure you know, you can't let those thoughts out. Nonetheless, you've got to do something with them or otherwise you *will* start to vent. Over the years, I developed a very entertaining Inner Voice.

MR. MORRIS

Looking over the three remaining applications:

Waleed, the job is yours. If you'll see me in a bit, I'll hand over the Ziploc.

A bit of disappointment would be heard—it's to be expected—but nothing overboard or rude or disrespectful because the decision to hire Waleed wasn't caught up in a wild swirl of emotions. Besides, the next thing I'm going to do is announce the next two job openings. And before you can say, "Pity Party," everyone suddenly realizes they're back in the game.

MR. MORRIS

With a smile:

Now that we have a Sales Rep, we're going to need to hire a Secretary and a Room Manager.

Immediately hands go up. In these situations I don't use my voice to correct their impulsiveness. I just wait. They quickly figure out that a raised hand will not get them selected for either job.

MR. MORRIS

After the hands have been lowered:

That's correct. We're going to hire based on job application forms. To save some of you some time, I'm going to return the forms you submitted for the Sales Rep job. You can just erase the words you had written about what you would do if hired. By the way, I'll be posting the job requirements for both new jobs on the board so that you'll know what the responsibilities are. At the moment, though, we're going to get back to "Because of Winn-Dixie."

Secretary and Room Manager

The position of secretary is a critical one because the student hired will be able to help process and organize the new incoming job applications.

Secretary

1. Write notes and letters.
2. Return paperwork to the office.
3. Help Mr. Morris with job application forms.

The Room Manager was my main assistant and a student I could always count on to take care of company business. I'd usually try to find someone who wasn't all that great academically but had that rare ability to pay attention and stay focused on a non-academic task. It was always a joy to watch my Room Manager blossom as he became one of the more powerful students in the room. Powerful in a good way, mind you, because he had a lot of juice and the awareness not to abuse his position. He also owned the fattest bank account since the job paid a lot of credits as the weeks rolled by.

Room Manager

1. Help Mr. Morris take care of things.
2. Supervise all students jobs.
3. Perform the jobs of absent students.

Once those two positions have been filled, you'll find that your job as C.E.O. is much easier. The secretary can now handle the job application forms, and the room manager will be able to make sure the other employees are doing their jobs.

More Job Positions

Don't worry about trying to come up with a lot of jobs right away. You and your students will soon develop a sense for when a particular classroom task can be formalized into an actual paying job. On the next page, though, you'll see a number of suggestions.



The following job descriptions were provided by Susan Hawkins who teaches fourth grade at Tracy Learning Center. Although these are rather elaborate—but nicely done—you can make yours as simple as you wish. I just thought you'd like to see how another teacher presented the job information to her students.

EQUIPMENT MANAGER

Responsible for the balls and other equipment in the class. This person must be self-motivated and caring. You will be required to take daily inventory.

WHITEBOARD

This person is responsible for taking care of the whiteboard, markers, and erasers. This person reports directly to the teacher and must be self-sufficient. The whiteboard eraser must understand when to erase and what to erase.

ROOM MAINTENANCE MANAGER

This person is responsible for general clean-up. This person will also manage three other classmates to ensure the room is always in proper order. When managing employees, you must understand how to communicate and how to request services.

ROOM MAINTENANCE ASSISTANT

There are three positions open. You must be self-starters, have attention for detail, and be willing to work very hard. You must report to the Room Maintenance Manager.

DOCTOR

Helps anyone who is injured or needs assistance with a health related issue. This position reports directly to the teacher. This position requires a person who has compassion, patience, and who can understand the bumps and bruises one may acquire on the playground, in PE, and in the classroom. You must have gentle hands and knowledge of Band-Aids and other 4th grade medical supplies.

BANKER

This position requires excellent math skills, attention to detail, and the ability to keep secrets. The banker is responsible for all class monies, and the banker assists the Sales Manager of the store and the teacher. This position requires great honesty and strength. Classmates may ask you to increase their line of credit or to give them extra ATM/Debit money and you have to be able to say no unless they have earned it.

SALES MANAGER

This position requires attention to detail and inventory knowledge. Knowledge of marketing is not required but is appreciated. This person reports directly to the teacher.

ATTENDANCE CLERK

Responsible for taking daily attendance. Must have a loud voice, control of the class, and a great knowledge of students.

LUNCH COUNT

Responsible for taking daily lunch count. This person must have the ability to count raised hands, must have a loud voice, and must command attention from fellow students. Responsibilities include handing out lunch cards each day before lunch line.

SCHEDULE LEADER

This person is responsible for reading Mrs. Hawkins' schedule and writing the schedule on the whiteboard at the end of each day. Must be a self-starter with the ability to write neatly. Will train on reading lesson plans.

POST OFFICE SUPERVISOR

Responsible for making sure all flyers and weekly work is given to all students. Must have knowledge of green folder rules and must work well with all students.

COMPUTER MANAGER

Responsible for working with a team of three computer technicians. Must have great communication skills and excellent multi-tasking skills. It is important that you have the ability to trouble-shoot and establish a recovery plan for various situations if the computers malfunction.

COMPUTER TECHNICIANS

There are three positions available. Must have self-discipline and the ability to balance a variety of tasks. This position requires patience, trouble-shooting ability, and computer knowledge.

RECEPTIONIST

This position requires answering the phone. Must understand telephone etiquette and have excellent manners. You must have great communication skills and the willingness to complete any task asked of you upon answering the phone. This position cannot yell across the room to tell someone they are needed in the office. The interview may require a mock phone call.

RECYCLING MANAGER

Responsible for placing empty water bottles in the recycle container. Also responsible for throwing classroom garbage into appropriate garbage cans outside. This position requires someone who can walk to the garbage can (not run, jump, or skip).

TOWN CRIER

Position requires a very loud voice; you cannot be shy. We are looking for a friendly, clear voice who is willing to dismiss students for break and lunch. This person must have a great knowledge of time. The position requires a person who will know when to dismiss students.

It's this kind of effort that can make Credit Cards, Level Two a real-world experience. And speaking of effort, she also contacted students by telephone to schedule job interviews. Check out the email I received regarding this very loving idea.

Today I spent time reviewing completed applications. As I reviewed the applications I placed them into two piles. One pile was an interview pile; the other pile was a "re-apply" pile (applications that were missing information or where directions were not followed) I will help these students to complete the applications correctly.

I then called students in my interview pile and scheduled interviews. I discussed the job opening the student applied for and scheduled the interviews as if I was the employer and they were the person looking for a job. It was fun and the students were very serious on the phone. The parents got a chuckle out of it and seemed to appreciate this life-long lesson I was teaching their child.

A New Management Tip o' the Hat to Susan for going above and beyond the call of duty.

Company Forms

There are a couple of forms that made the whole Room 12, Incorporated thing easier to deal with. The most important one was a Job Sheet that listed the student employees, their job titles, and their daily rate of pay.

Job Sheet

I created the Job Sheet in ClarisWorks, an old Mac spreadsheet program. I set it up so that I only had to enter the student number, student name, job title, and daily rate of pay. (The first four cells shown below.) The rest of the info was produced by the simple formulas I wrote in the remaining cells.

JOB SHEET				Week of:					5/12	
SN	EMPLOYEE	POSITION	RATE	M	T	W	T	F	PAY	SN
1	Alexis	Sales	4	4	4	4	4	4	20	1
1	Alexis	White Boards	3	3	3	3	3	3	15	1
3	Angela	Sec. assistant	4	4	4	4	4	4	20	3
4	April	Doctor	4	4	4	4	4	4	20	4
5	Nelly	Maintenance	3	3	3	3	3	3	15	5
6	Corey	Computer Tech	3	3	3	3	3	3	15	6
8	Dustin	Librarian	4	4	4	4	4	4	20	8
9	Erin	Receptionist	3	3	3	3	3	3	15	9
10	Janelle	Banker	6	6	6	6	6	6	30	10
11	Jeremy	Bank assistant	4	4	4	4	4	4	20	11
12	Keanu	Recycling	3	3	3	3	3	3	15	12
13	Lauren	Librarian	4	4	4	4	4	4	20	13
14	Melissa	Equipment	3	3	3	3	3	3	15	14
15	Mike	Maintenance	5	5	5	5	5	5	25	15
16	Mylan	Post Office	4	4	4	4	4	4	20	16
17	Rachel	Attendance	4	4	4	4	4	4	20	17
18	Solomon	Sales	3	3	3	3	3	3	15	18
19	Timothy	Secretary	5	5	5	5	5	5	25	19
20	Tommy	Room Manager	6	6	6	6	6	6	30	20
		ECR Manager	1	1	1	1	1	1	5	0

FIG. 10
The Job Sheet contained all of the information we needed to keep things organized.

One formula pasted the RATE into the cells for the five days of week. Another formula added the values in the daily cells and displayed the total in the PAY column. The third one copied the student number from the first column into the last column. Very slick.

FIG. 11
The formulas I entered into the spreadsheet did most of the work.



What I really liked was how easy it was to update or modify the information. A pay raise only had to be entered into the RATE cell. The other cells then read the new value and adjusted automatically.



I'm happy to say that my trusty Job Sheet is now available on Google Docs. You have to sign up for a Google account—simple and uncomplicated—before you can access it. Once you've signed up, though, you'll be able to create a personalized copy by entering the names and numbers of your own student employees along with their job titles and pay rates. Once you've done that, you'll be able to print out a copy to use in your classroom.

Note: You can find the link to the Job Sheet on Google Docs and the directions for how set up your own copy in the back of this book on page 45.

Using the Job Sheet

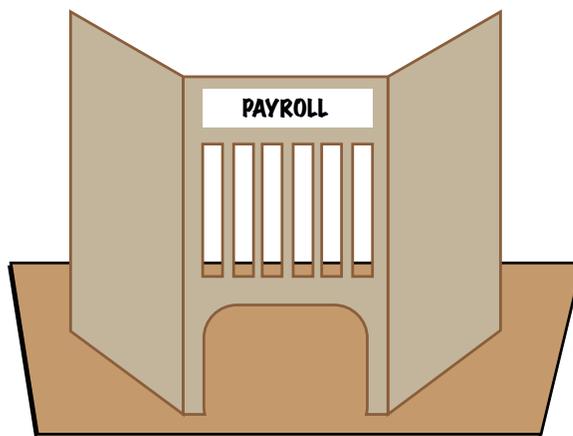
The Room Manager would check the sheet every day. A triangle—the symbol we use on all of our classroom management forms to indicate an absence—was drawn around the number that represented the student's daily rate of pay.

FIG. 12
The Room Manager marked Mike absent on Thursday which reduced his pay by 5 credits.

JOB SHEET		Week of: 5/12									
SN	EMPLOYEE	POSITION	RATE	M	T	W	T	F	PAY	SN	
15	Mike	Maintenance	5	△ 5	5	5	5	5	25 20	15	

The sheet was then used on Friday when the Room Manager paid everyone. Since Mike was absent on Monday, he would receive 20 credits instead of his normal 25.

And, yes, the Room Manager did it all. He came and got the credit stamp, set up shop at the reading table, and announced that the payroll office was open. We even had a trick little 3-sided cardboard display that he would work behind. Since I don't have a photo to show you, I'm hoping the illustration will suffice.



Using the Job Sheet at Company Meetings

Once a week I'd call a company meeting. It would be held at recess time and last no more than five minutes. I would go down the Job Sheet and check to see how everyone was doing.

Some students were given more job responsibilities and a corresponding pay raise. Other students would ask if they could hire an assistant to help them with their jobs. It was just kind of a free-and-easy interaction that helped to keep their jobs from just being about the work and more about the classroom company we were building.



Bonus: Students were always paid—2 credits each—for attending company meetings.

Time Cards

Although you could certainly allow the Room Manager to handle paydays on his own, you can easily add an employee-completed time card to make things more official. (You'll find the blackline master in the Appendix.)

Shown below is Erin's time card for her work as our receptionist. Since she was absent on Thursday, she wrote a zero in that box which meant that she wouldn't get paid for that day. On the other four days she was present and accounted for.

Important: Even if she didn't do a thing on Monday in her capacity as our receptionist, she would still get paid for that day. Room 12's company policy was that you were paid for every day you were in class.

TIME CARD												
Erin Westgate		May 6										
<small>Name</small>	<small>Date</small>											
Receptionist												
<small>Job Title</small>												
MONDAY	1	<table border="1" style="width: 50px; height: 50px;"> <tr><td colspan="2" style="text-align: center;"><small>Key:</small></td></tr> <tr><td style="text-align: center;"><small>worked</small></td><td style="text-align: center;">1</td></tr> <tr><td style="text-align: center;"><small>absent</small></td><td style="text-align: center;">0</td></tr> </table>	<small>Key:</small>		<small>worked</small>	1	<small>absent</small>	0				
<small>Key:</small>												
<small>worked</small>	1											
<small>absent</small>	0											
TUESDAY	1											
WEDNESDAY	1											
THURSDAY	0											
FRIDAY	1											
<table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">3</td> <td style="font-size: 2em; padding: 0 10px;">x</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">4</td> <td style="font-size: 2em; padding: 0 10px;">=</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">12</td> </tr> <tr> <td style="text-align: center; font-size: 0.8em;">DAILY RATE OF PAY</td> <td></td> <td style="text-align: center; font-size: 0.8em;">TOTAL DAYS</td> <td></td> <td style="text-align: center; font-size: 0.8em;">TOTAL SALARY</td> </tr> </table>			3	x	4	=	12	DAILY RATE OF PAY		TOTAL DAYS		TOTAL SALARY
3	x	4	=	12								
DAILY RATE OF PAY		TOTAL DAYS		TOTAL SALARY								

FIG. 13
Erin's Time Card for the week of May 2nd.

After doing the math, Erin came up with a total pay of 12 credits. This amount would match what the Room Manager would see on the Job Sheet when he checked it to verify things.

At this point you have a couple of options:

1. The Room Manager takes Erin's time card and compares it to the Job Sheet. He then puts 12 credits on Erin's Credit Card: one stamp on the back of the card in the section where each stamp is worth 10 credits; two stamps on the name side of the card where each stamp is worth 1 credit.
2. Erin paper-clips her Time Card to her Credit Card and deposits them in a designated Payroll Box. At some point, when he had the time, the Room Manager could pay each employee and then return everyone's Credit Card.

Bonus Sheet

A third option for paying credits—which is not limited to just payroll purposes—is to start using what I called a Bonus Sheet: a simple form that listed my students. With the form attached to a small clipboard, I was able to pay credits with a pencil. Wow, did that suddenly make it a lot easier to pay more credits.

1	Alyssa			
2	Amanda			
3	Dyllon			
4	Grace			
5	Jessica			
6	Joey			
7	John			
8	Kameryn			
9	Kelly			
10	Lindsey			
11	Michael			
12	Nicole			
13	Peter	###		
14	Robert			
15	Ryan			
16	Tyler			
17	Victoria			
18	Daniel			
19	Linds	###		
20	Tania	###		

FIG. 14
A simple stick tally made with a pencil enabled me to pay credits quickly and easily.

Using a pencil to create a stick tally was more immediate than stamping someone's card. It was less tangible than the stamped credit; nonetheless, my students were experienced enough by then to understand that a credit was a credit, no matter how it is given or received.

In order to include the Bonus Sheet in your bag of Credit Card tricks, you're going to need more than the form, the clipboard, and a pencil. You're going to need to hire a banker. (Ah, the company continues to grow.) And the banker is going to need a Balance Sheet. But that's easy because the Balance Sheet is almost identical to the Bonus Sheet. The only differences are: 1) it has more empty cells to the right of the names; and 2) the banker keeps it in his possession.

Every couple of days I'd give the Bonus Sheet to the banker. He would take it to his seat and transfer the credits from the Bonus Sheet onto the Balance Sheet. As you can imagine, this is a job that required some decent math skills. More than that, though, it required a great deal of integrity.

The sample below shows the banker adding the tally total for each student to his previous balance. Alyssa, the first student on the list, had three credits on the Bonus Sheet. These were added to her balance of 14 giving her a new balance of 17 credits. And every bit of it was done by one of the hard-working employees of Room 12, Incorporated. Is this a great company, or what?

FIG. 15
Adding the tally credits to the students' balances was an on-going job for the banker: one reason the banker was always one of the top-paying jobs in the company.

1	Alyssa	III				
2	Amanda	II				
3	Dyllon	I				
4	Grace	IIII				
5	Jessica	I				
6	Joey	II				
7	John					
8	Kameryn					
9	Kelly	III				
10	Lindsey	I				
11	Michael	I				
12	Nicole	II				
13	Peter	IIII+				
14	Robert	I				
15	Ryan					
16	Tyler					
17	Victoria	II				
18	Daniel	IIII				
19	Linds	IIII				
20	Tania	IIII				

1	Alyssa	14	17			
2	Amanda	21	23			
3	Dyllon	11	14			
4	Grace	27	31			
5	Jessica	18	19			
6	Joey	9	11			
7	John	10	10			
8	Kameryn	12	12			
9	Kelly	19	22			
10	Lindsey	38	39			
11	Michael	25	26			
12	Nicole	24	26			
13	Peter	36	42			
14	Robert	16	17			
15	Ryan	18	18			
16	Tyler	4	4			
17	Victoria	28	30			
18	Daniel	22	26			
19	Linds	42	47			
20	Tania	39	44			

As soon as the banker has transferred the credits, the Bonus Sheet is returned to my clipboard. This will enable me to use the next two columns. There was never any rush to get it back to me, though, because I always had a number of blank Bonus Sheets on the clipboard.

At this point I'm wondering if the whole stick tally credits and Balance Sheet concept is starting to tickle your imagination.

Just think about one possibility:

A student being able to pay for something by having the banker deduct the amount from his balance.

Oh, yeah.

And when you add the computer bank I had a programmer create for Windows computers, you'll see the Credit Card program in a whole different light. But then, once again, I'm getting ahead of myself.

Let's move on to how students can spend their slowly growing pile of credits.

Spending Credits

Having something worth buying makes the earning of credits a self-motivating endeavor for the students. In other words, without the goods, the money is worthless.

So, what do they want?

Food. They're always hungry.

The problem with selling food is that some districts have restrictions on what students can and can't eat in class. I understand the intention. I just don't think the childhood obesity issue stems from a teacher providing a student with a Jolly Rancher, if you know what I mean. Nonetheless, before you attempt to set up a weekly Snack Shop, you should probably check with the principal.



Snack Shop

Thursday was a day my students always looked forward to because they knew that, after recess, the Snack Shop would be open.

MR. MORRIS

Holding up a Tootsie-Pop:

As you know, the Snack Shop will be open in just a bit. And today, as you can see, we're selling Tootsie-Pops for 10 credits. One per customer, please.

Pausing for them to digest that info:

I'll use the Rainbow Cards to determine the order of the teams.

(See page 7 for a reminder.)

While you're waiting your turn, you should be reading independently.

Another brief pause:

By the way, if you don't plan to buy a Tootsie-Pop, don't bother going. If you do purchase one, please save the wrapper so that you can rewrap it if you don't finish it within thirty seconds.

Holding up the Tootsie-Pop one more time for emphasis:

And kindly remember that anything you buy from the Snack Shop may only be consumed in the classroom. Nothing, I repeat...

STUDENTS

NOTHING.



Mr. Morris

...may be eaten outside the classroom. Those are the school rules.

Opportunity: Another playful little call-and-response was the “I repeat...” prompt. As a way to emphasize a point I was trying to make without repeating it myself—just think about the WAH-WAH-WAH of the parent’s voice in the old Charlie Brown cartoon and you’ll understand what I mean—I would say something, pause briefly, and then say, “I repeat.” The students all knew to repeat what I had just said.

In the previous example, I would have heard a clearly voiced “Nothing!” since that word preceded the “I repeat” prompt. And then, after hearing their response, I would continue with the remainder of the statement. It was just another fun way to promote active listening.

The Rainbow Cards would then be shuffled and placed in the pocket chart so that the teams knew when it was their turn to head to the Snack Shop.

Five minutes later, everyone had been served, Tootsie-pops were being enjoyed, and independent reading was in full swing. Five minutes after that, when Max was beeping, my students would put away their books, rewrap their Tootsie-pops, and get ready for our word study activity.



I can truthfully say five minutes for Snack Shop because of something I learned that made the whole thing quick and easy: only sell one item. That’s it. Only Tootsie-pops. Or only Jolly Ranchers. Or only red licorice. Not all three at the same time.

The problem with having more than one item for students to purchase is how long it takes each of them to decide what he wants to purchase. This slows everything down to such a crawl that, ten minutes into it, you’d still have two teams waiting for their turn. Adding to your stress level is the fact that independent reading should be over at this point so that the word study lesson can begin.

What do you do?

Avoid the problem by keeping things simple. Always bear in mind that the Credit Card program was not meant to consume big chunks of your time. You’ll have more success in the long run by keeping everything low-key. There will already be enough interest and enthusiasm on the part of your students without you having to make everything a big deal. By maintaining a less-is-more perspective, you’ll be able to stay focused on your students and their growth and achievement. Getting too wrapped up in Credit Cards only detracts from that mission.

Student Donated Items

After the first couple of weeks of having Snack Shop on Thursday, students would approach me privately to ask if they could help out next time. At this point, though, we already have a Snack Shop

Manager in addition to our previously hired Sales Rep who will be charge of our soon-to-be-described Class Store. And as much as I want to promote and encourage student involvement, I can't very well deny the Snack Shop Manager his right to work in the position for which he was recently hired. I'd have a mutiny on my hands if that were to occur.

So what I did was to offer this option:

If you would like to bring in a snack you prepared at home, I'll let you work with the Snack Shop Manager on Thursday when we offer your snack for sale.

This not only cut down on the money I was spending on snacks but also created another opportunity for student involvement.

Cracker Sandwiches

One of my favorite student-made snacks was provided by a couple of girls. One of them brought in a box of Ritz crackers and the other one brought in a small jar of peanut butter. At our morning Staff Meeting that Thursday, the Snack Shop Manager made an announcement about the snack being offered that day.



SNACK SHOP MANAGER

Addressing the class:

Anna and Robin brought in Ritz crackers and peanut butter for making peanut butter cracker sandwiches to sell in the Snack Shop. For five credits you'll get two sandwiches. Since they're going to make them during recess, you'll need to place your order before recess. Just see me and I'll take your order and mark off five credits from your card.

My only role in the entire process was to provide the Snack Shop Manager with a copy of the Bonus Sheet to use as a way to keep track of who had placed—and paid for—an order. The sheet would then go to the girls so that they knew exactly how many sandwiches to make.

During recess, Anna and Robin stayed inside and prepared the sandwiches. Then, when everyone had returned to class and began to read independently, they delivered two sandwiches on a napkin to everyone on their order list.

Too cool.

1	Aliya	2		
2	Alric			
3	Andrew			
4	Anna	2		
5	Bobby	2		
6	Briann			
7	Brittany	2		
8	Cassandra			
9	David			
10	Dustin			
11	Elsa			
12	Erica	2		
13	Jilana	2		
14	Jack			
15	Jennifer	2		
16	Karena			
17	Katie	2		
18	Kevin	2		
19	Lauren			
20	Malcolm			
21	Matt	2		
22	Melissa			
23	Michael	2		
24	Nicholas			
25	Peter	2		
26	Robin	2		
27	Shane			
28	Sheryl	2		
29	Stephanie			
30	Tammy	2		
31	Tara	2		
32	Waleed			

“Free” Food

Another simple way to provide food to purchase is to pick up whatever is set out in the teacher’s lounge or workroom. Many mornings I’d find brownies or cookies or any number of things someone had brought in. And as long as I was ethical about how many I took—no more than what the others would take for personal consumption—I felt it was within reason to offer my students the chance to purchase what was essentially a snack that have been provided for my enjoyment.

The problem was how to handle the sale since I only brought back an item or two. Due to our existing Snack Shop policy, trying to sell whatever it was I had—say, two brownies—was not going to work.



Snack Shop Policy: Not only do we limit what we sell to one item, we make sure we have enough for everyone to make a purchase if they desire to do so. If, for example, we were down to our last 10 Tootsie-pops, we would not sell even one of them. I didn’t want it to be thought of as a first-come, first-served kind of an operation. Either we had enough for everyone or we didn’t open the shop that day.

So, to handle the sale of just two brownies, we held our first auction.

Auctions

Since I’m a big fan of the discovery method of learning—students coming to realizations about things on their own—I decided not to do an elaborate presentation of what an auction is and how it was going to work. Instead, I just launched into it and waited for the light bulbs to go off.

MR. MORRIS

Holding up the plate with two brownies on it:

It’s Mr. Moreno’s birthday today and someone brought in brownies to celebrate. I picked up two of them and thought, since I’m not a brownie fan, that there might be two students who would be willing to buy one for five credits.

You can imagine the reaction.

MR. MORRIS

Seeing most of the class with a hand up:

I’m sorry. Maybe I wasn’t clear. These are the only two I have. This isn’t like the Snack Shop where we have snacks for everyone who wants to buy one. This is it. Just two of them. Anyone?

I waited patiently, without speaking, until a student spoke up:

STUDENT

Somewhat tentatively:

I’ll give you 6 credits.

And with that we were off and running. Thirty seconds later, we had two high bidders who were willing to part with 25 credits for a brownie. Sweet. A quick visit by the banker confirmed each one had the necessary funds and, after the correct amount had been marked off, our first auction was in the books.

Progressive Auctions

When selling the same type of item to several different buyers, it's sometimes easier to go with a progressive approach. Using the same two brownies in the previous example, a progressive auction would work like this:

MR. MORRIS

With the plate held out for everyone to see:

I've got two brownies to sell. If you have five credits and are interested in purchasing a brownie, please stand up.

Just about everyone does.

MR. MORRIS

Raising the stakes:

Stay standing if you're willing to pay 10 credits.

A few sit down.

Mr. Morris

How about 15 credits?

More students sit down.

As you can imagine, it's now a simple matter of raising the price until just two students are left standing. The banker then does his job, and the brownies are passed on to the winning bidders.

Silent auctions

Another great way to sell something is to run a silent auction. All you need to do is set out the items you're selling and tape a sheet of paper near each item. Or, in the example to the right, you just indicate on the bidding sheet what's being sold. In this case it was lunch with the principal. Although I was supposed to submit the names of two students who would join her and other selected students, I thought this sounded like something the students might want to purchase. Turned out I was right because I saw a delighted smile on the face of the high bidder on each sheet when the time expired for entering a bid. And it didn't cost me a dime.

Lunch with Principal

Kevin 5
 Lauren 10
 Katie 12
 Lauren 15
 Kevin 20

As we just saw in the previous example with the lunch tickets that were sold, you don't always have to sell something that required the expenditure of your hard-earned money. Buying a box of Tootsie-pops for your Snack Shop is one thing. Selling a No Homework Pass is entirely different.

With that in mind, let's see if we can stock a simple classroom store with items the students might find attractive but don't cost you any money.

Class Store

Run by the Sales Rep, with the possible help of an assistant if things get crazy, a class store can add another element to that real-world experience we're hoping to create for the students. Right now, though, the store looks like something you would have found in the old Soviet Union: not much of anything being offered. Other than the pencils and cap erasers, it's pretty bleak.

So, what else can we put on the shelves?

No Homework Pass

*Blackline
master in
Appendix*

As I mentioned in the Tools & Toys book (Reward Tube, page 34) I'm not completely convinced that we should make getting out of a home learning experience something you can purchase. It seems rather counterproductive in the long run. Nonetheless, I know I wouldn't mind receiving a Skip One Staff Meeting card from my principal in recognition for some helpful deed I had managed to pull off.

First Out

*Blackline
master in
Appendix*

One of the all-time favorites, First Out enabled two students to leave 5 minutes early for lunch. Although this wasn't ever a store item but something that was done with a verbal request to me—the first two students to ask were sold the privilege—I'm now thinking that a cool laminated card would be a great way to go. A student could purchase a card at the store and then present it before leaving. Both cards would then be returned to the store so they could be purchased for the next day's lunch.

Coach for a Day

*Blackline
master in
Appendix*

This privilege would enable the student to choose the game that will be played at P.E. He could also help set up the equipment if necessary.

All-Day Gum

*Blackline
master in
Appendix*

Something you would need approval from your principal before adding to the store, All-Day Gum allows the purchaser to chew his own gum for the day.

Game Rentals

If you had some cool games in the classroom, you could think about renting some of them. The renter would get to take home the game for the night. Whether you charge a late fee for non-returns would be up to you.

Priority Seating

Purchaser is allowed to sit wherever he wishes for the entire day. This privilege also enables the buyer to be the first one to choose a seat for special activities such as movie watching, read-alouds, or anything else in which students gather together.

Although I only described six items, it's a start. And besides, you can't always predict how an idea or a strategy or a program is going to work in your classroom. You're going to have to live with it for a while before you begin to get a sense for what your students think is worth buying. Before too long, though, you and your class will have created your own favorite items. You just need to be open to the possibilities and willing to embrace them.

Yard Sale

Another sure-fire, can't-miss way to enable students to spend their credits is to hold a Yard Sale. A week or so before the event, send home a letter to the parents informing them of your intentions and soliciting items to be sold. Unused toys and games, paperback books, old electronic gear, sports equipment, and just about anything students might be inclined to buy are brought in from home and donated to the class.

As items come in, think about putting them on display. I've learned that if students are made aware of what's going to be available, there's more interest and, as a result, more credits spent to purchase certain items.



On the actual day of the Yard Sale, plan to auction off the most desirable stuff first. Although it may seem like a good idea to sell the Big Thing at the very end as a way to create excitement, it's actually not. That's because a number of students—the ones holding on to their credits in the hopes of getting the Big Thing—end up disappointed when they are out bid. Adding to their pain of losing out on the item is the fact that anything else they may have been interested in bidding on has now been sold. Better, by far, to sell the Big Thing early in the auction and thus provide the losing bidders with the opportunity to purchase something else than it is to leave them empty-handed.



Make me an offer: Once, for our end-of-the-year auction, I cleaned out my son's toy/game closet—with his permission and right of refusal—and took in a ton of stuff to add to what the students had brought in. Most of it was the junk kids just seem to accumulate: the goofy toys you get in Happy Meals; the weird little odds-and-ends he got who knows where; the dozens of other once-interesting-but-now-neglected bits and pieces of his life. Anyway, as the Year End Yard Sale was winding down, I realized I still had a bunch of stuff that was too small to auction but still worth a few credits. So, as opposed to trying to sell the leftovers one-by-tedious-one, I just sat near the pile of stuff on the carpet and took offers from students. They would pick up something that looked worth having, hold it out to me, and offer what they were willing to pay. I was closing deals right and left in a high-energy frenzy of offer/counter-offer. Within five minutes I was able to clear out the merchandise and clean up on the credits.

Credit Banking

There are two kinds of banks you can use to add a bit of realism to the Credit Card program. One is extremely easy to set up while the other one requires a computer and some software. I'll show you how the simple bank works first and then we'll move on to the computer version.

A Simple Bank

The first bank I created was in response to the fact that I was paying more credits than I had in Level One. Although the increased flow was a real motivational boost for the students, the unintended consequence was that the overachievers' cards began to get crowded. Even with the new modification to the cards in which a single stamp on the back side would represent 5 or 10 credits, I eventually had to deal with the issue of what to do with a card that was running out of space for more credits.[†]

Of equal concern was this:

I'd sure hate for a student to lose a card that contained a boatload of credits.

It's one thing to lose a card with 3 credits on it. It's another matter entirely when the card held 103 credits.

So in an effort to address both issues, I opened the Bank of Room 12, Incorporated. It was nothing more than a Fred Flintstone's lunch box I found in Von's one day. The design was unique enough to make it stand out in the classroom and the size was appropriate for holding the 5 x 8 index cards we were using at that time.

MR. MORRIS

With lunch box in hand:

I think we should open a bank.

Mild student buzzing.

MR. MORRIS

Some of you have a lot of credits on your card...

IMPULSIVE STUDENT

I have 53!



[†] It's mainly the front side of the card—where the single credits are stamped—that fills quickly and causes the problem.

These are the moments when I employ my “slow to speak, slow to anger” behavior. It’s a multi-faceted response that works well in these situations. It goes like this:



I stop what I was saying.
 I calmly look up and away from the student who interrupted.
 I take and release a deep, slow breath.
 I display a somewhat serious, contemplative look on my face for a good five seconds.
 I turn back and make eye contact with the student.
 I ask, “May I continue?”

IMPULSIVE STUDENT

Sincerely:

Yeah. Sorry.

MR. MORRIS

With a thoughtful nod of his head:

Thanks.

Pausing to make the point:

As I was saying, some of you have a lot of credits on your card and I’m concerned about how you might feel if you lost a card with a lot of credits on it.

Pausing:

So I was thinking we should open a bank. It will be a place where you can safely store a card that’s almost full. We’ll transfer some of the credits onto a new card that you’ll be able to keep at your desk.

Pausing for that thought to sink in:

You’ll be able to spend any credits you may have in the bank at the Class Store, our Thursday Snack Shop, or whenever we have an auction. We’ll just ask the banker to pull your card, mark out the credits, and then return the card to the bank.

Looking around the group:

So, what do you think?



For the most part, they’re all for anything new that has to do with credits.

Bonus Feature

After we had the bank running for a couple of weeks, I introduced the idea of the bank paying 10% interest each month. I had the banker return the bank cards that had been already been deposited and then did a quick math lesson about what interest is and how it’s calculated.

Write your bank card balance on a piece of paper.
 (If you don’t have a bank card, count how many credits are on your Credit Card.)
 Round it to the nearest ten.
 Erase the number in the one’s column.
 What’s left represents 10% interest.

I announced that we would be paying interest at the end of the day and that anyone wishing to earn interest needed to have a card in our bank.

Students then figured out how many credits were on their cards and applied the interest-calculating process I had just taught. Each student wrote the amount of interest on his card and brought to me for verification.

It was an easy matter to correct anyone's incorrect calculation. It was even easier, when seeing the correct interest payment written on the card, to thank the student for a job well done. I'd then turn the card over and bang a stamp in the 5's space for correctly figuring out how much interest the bank would pay.



The cards—some of which were being deposited for the first time—were set aside for the banker to deal with later.

Bank Assistant

With the addition of our bank, I talked with my banker about the idea of hiring an assistant.

MR. MORRIS

Speaking privately:

I think you should hire an assistant to help with the bank. You don't have to, but it would be nice to put another student to work for Room 12, Inc. Also, if you do have an assistant, I've got to give you a raise because you'd be supervising a new employee.

Pausing:

What do you think about that idea?

BANKER

Somewhat geeked:

Yeah. I'd like to do that. Who should we hire?

MR. MORRIS

Well, let's advertise the job and see who applies. The two of us can then look at the applications we receive and make a choice.

BANKER

Quite happy:

Okay, Mr. Morris. Thanks.

MR. MORRIS

Quite happy himself:

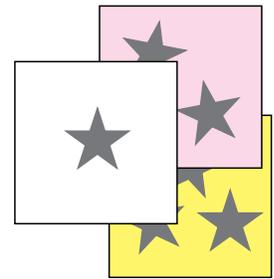
You're welcome.

Making Deposits

Another playful extension to the bank would be to allow students to make deposits. I'm thinking

mainly about the paper credits I mentioned on page 185 in *Eight Great Ideas*. When we first started using paper credits, I was the one to collect them from a student and transfer the amount onto the Credit Card.

Now, with the bank and a banker, it might make more sense—in addition to being more realistic—to have the students take the paper credits to the banker and have the banker transfer the credits to the student's bank card.



Bonus: You could even use the Payroll Office cardboard display for this purpose. All you would have to do is make a new sign to hang over the original one.

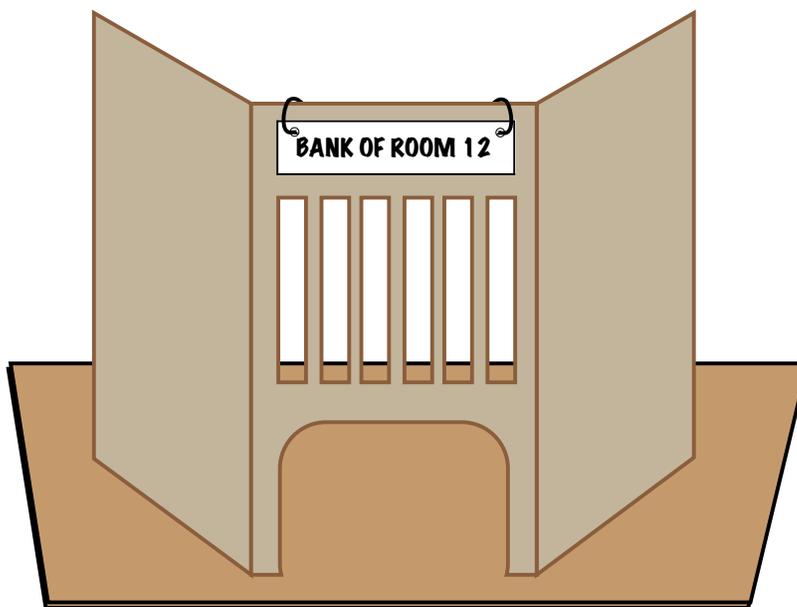


FIG. 16
With the flip of a card, the Payroll Office becomes the Bank of Room 12.

We actually had three signs on our display: Payroll Office, Bank, and ATM. The signs were laminated and hole-punched. I then hole-punched the top of the display and attached the signs with a couple of split rings. This enabled us to just flip the proper sign from the back of the display to the front where you could see it.

To make the deposit process easy, students were given small envelopes. Each student wrote his name on the envelope and kept it in his desk or cubby. When a student wanted to deposit some paper credits, he would place them in the envelope, take it to the bank, and hand it to the banker. (This was normally done once a week after recess during our ten minutes of independent reading.) The banker would then process the deposits, stamp the bank cards, and then return the envelopes to the students. I was given the paper credits by the banker who would usually receive a small tip from me for his efforts.

Making Deposits, Take Two

Another method for allowing students to deposit credits would be to create a Deposit Box. A shoe box with a little slot cut in the top works great. Students follow the same procedure as above but don't need to wait for the bank to be open. They merely slip the deposit envelope into the Deposit Box. Later on, when the banker had a spare moment, the deposits could be processed. The envelopes would be returned to the students while the paper credits would be returned to me.

Reminder: Once again, kindly keep in mind that these variations took years to develop. Consequently, there's no need to rush things or even try some of the suggestions I'm offering. Keep it simple at first. Let your Credit Card program grow in a natural way. I can almost guarantee that you'll be happier and so will your students.

Computer Banking

As I mentioned at the beginning of this section, the lunch box bank is simple to set up and operate. The banker and the students can do it all. However, if you're looking to take things to a new level, you've got to give computer banking a shot. It's pretty dang amazing and is actually a lot easier to use than the bank I just described.

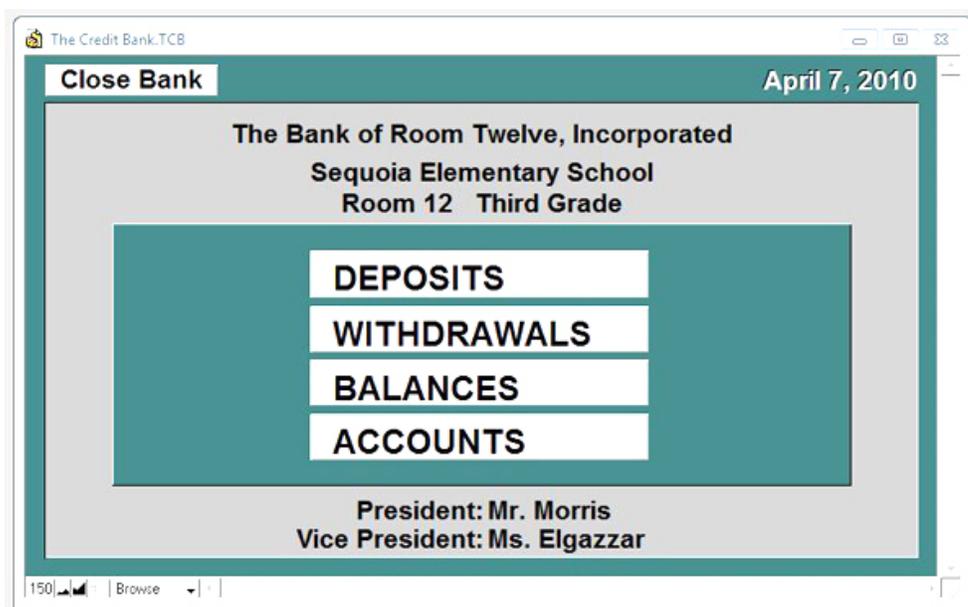


FIG. 17
Here's a screen shot of the bank as seen on a PC using Windows 7.

From the Intro to the Credit Bank User's Guide...

For the record, I wrote the code for the original bank software back in the early 80's using Applesoft BASIC. It ran on an old Apple IIE computer. And as crude as it was, it got the job done and provided several years of service until the Apple IIE began to be replaced with newer and better computers.

End of an era.

But now, thanks to Larry Damon of Mountain Database, we have a program that will not only work on the newest PC or Mac but will do so much more.

- Print out a balance that you can post in your classroom.
- Pay interest on the credits students have in their accounts.
- Make a class-wide deposit into everyone's account.
- View and print a transaction log.

Credit Bank

The software—\$10 in our on-line store; PC and Mac versions on one CD—comes with a simple guide that explains how to use it.

After entering your password—which is set to *teacher* but can be changed—you'll be able to personalize the following items:

- 1) Bank Name and School Name
- 2) President (that's you) and Vice-President (the name of your banker)
- 3) Grade Level and Starting Balance
- 4) Interest Rate

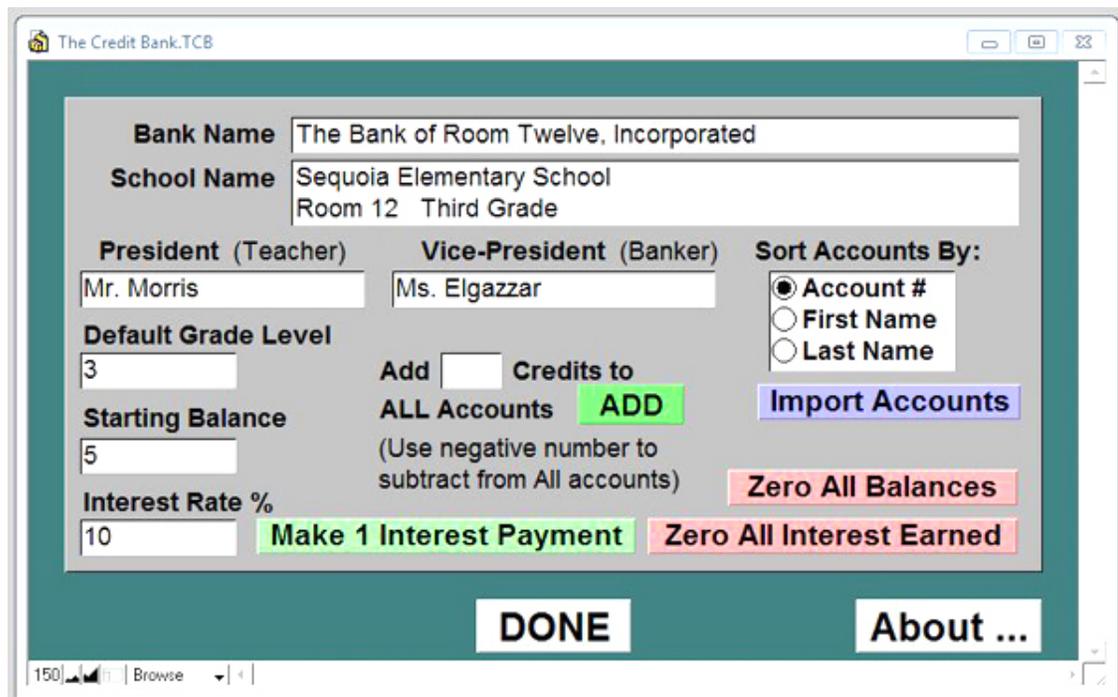


FIG. 18
Your own titles and names will be displayed on the Main Screen after you've made the changes in the Settings Screen.



After that's done, you'll be able to create an account for everyone. (I usually start everyone with a balance of 5 credits. Although it's not a toaster, it is a nice way to say, "Welcome to our bank.")

With your new bank renamed and an account for each student set up, you'll be ready for business. Or, better stated, your banker will be ready to make deposits and withdrawals for you. And Credit Cards, as you've known it, is about to get a whole lot better.

Bonus Sheet

One of the extreme advantages of handling credits with the computer is how much easier it will be for you to pay credits. You'll be able to pick up your Bonus Sheet—see Page 27—and make a few marks indicating credits being paid to certain students. When the Bonus Sheet begins to fill up, you just pass it to your banker who will open the bank and deposit the credits into each account. The banker has his own password (*banker*) that you can change if you switch bankers.

Balance Sheet

Assuming you had a printer connected to your computer, the banker could print out a balance sheet and post it in the room for everyone to see. And with the addition of the printed Balance Sheet, things really begin to fly. Credit Cards become somewhat obsolete since just about everything can now be done electronically.

When the Snack Shop opens, the banker will be present with the current Balance Sheet. Students make their purchases and the banker records the amount spent next to the student's name. A minus mark in front of the amount will remind the banker to deduct credits later on when he opens the bank.

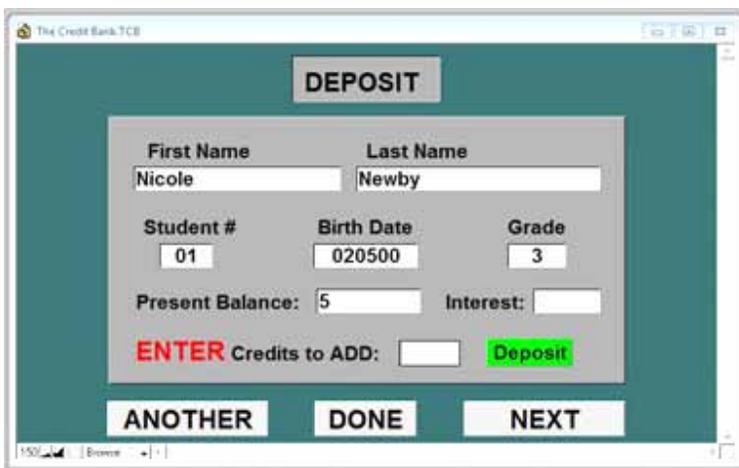
In similar fashion, the banker can also record deposits on the Balance Sheet by merely recording the amount and then later depositing the credits into the student's account.

Paying Interest

One of the bonus features of the bank is its ability to make interest payments automatically. (You can find this in the Settings Window as seen in Fig. 18.) After you enter the percentage to be paid, the bank will calculate the correct interest for each account and deposit the proper amount.

Double Bonus: The Balance Sheet will display how many credits have been earned from interest.

It's a very slick little program and a heck of a lot of fun.



Account	Student	Present Balance	Interest Earned
01 - 020500	Nicole Newby	31	2
02 - 061500	Son Nguyen	16	1
03 - 083000	Brad Hubbs	38	3
04 - 050700	Rachel Edwards	21	1
05 - 092400	Kirra Bonner	31	2

FIG. 19
The ability to print out a Balance Sheet and post it in your room really helps to make the Credit Card program easy to use.

Charging Credits

When explaining how to use Credit Cards in the book, *Eight Great Ideas*, I made this point:

Keep it Positive

In order for students to truly buy-in to the Credit Card program, they have to be able to trust it. The surest way to violate that trust is to take away credits for negative behavior. Although deducting credits may seem like a viable discipline tool, the loss of trust is too costly. They need to know that once they earn a credit it won't ever be taken away.

I still feel the same way.

However, the concern expressed above had more to do with Level One, and especially the introduction of Credit Cards, than it does with Level Two. By the time you and your students transition to Level Two, the trust will have been firmly established. Consequently, you could begin to charge students credits for any number of reasons: inappropriate or irresponsible behavior being just two.

If you do decide to start charging credits, you might want to think about a couple of things.

Advance Warning

So that no one is surprised by being charged 5 credits for not doing homework, you should probably announce your intention to do so well in advance. This will allow your students to do something about the situation before it occurs. And as much as I'd hate to think that the loss of 5 credits is what got a student to do the homework, at least it was completed. The heads-up you provided, though, will make your new policy readily apparent and, thus, non-negotiable.

Credit Card vs Bonus Sheet vs Balance Sheet

In this three-way battle, I'd go with the Bonus Sheet as the way to record the charge. Having a student bring you his Credit Card so that you can mark off the credits seems a bit dramatic. Far better, in my opinion, to just pick up the Bonus Sheet and record the charge (-2 for not being on the carpet by the end of the *Bill Nye* theme song, for example) and let your banker deal with it later.

Charging Caveat

Please bear in mind that the whole Credit Card experience was designed as a way to promote a climate of positive behavior and achievement. And in that regard, it works great. Charging too many credits, however, might end up creating an environment of insecurity and fear, which is not so great. In fact, from their point of view, it might begin to look a bit like the IRS.



What I'm trying to say is this:

Go ahead and ding a student for losing an assignment, blurting out in class, or running on the sidewalk. Just be sure to keep everything in perspective.

Put a Fork in Me, I'm Done

Other than the directions shown on the next page about how to use the Job Sheet I created with Google Docs and the blackline masters contained on the last three pages, I'm thinking that's enough for now and hopefully enough to get you heading in the right direction.

Should you have any questions, please feel free to send me an email. I'll respond to your question and then include both the question and answer in a soon-to-be-created Frequently Asked Questions booklet.

Thanks for taking the time to read this eBook and, more importantly, your willingness to make the classroom a happier, more productive place.

Regards,
Rick Morris

*Money is like manure; it's not worth a thing
unless it's spread around encouraging young things to grow.
— Thornton Wilder*

Google Docs

The Job Sheet is very easy to use. It just takes a bit of time to customize it with the names of your students, their jobs, and daily rates of pay. But once you've made your own personalized copy, you'll be good to go.

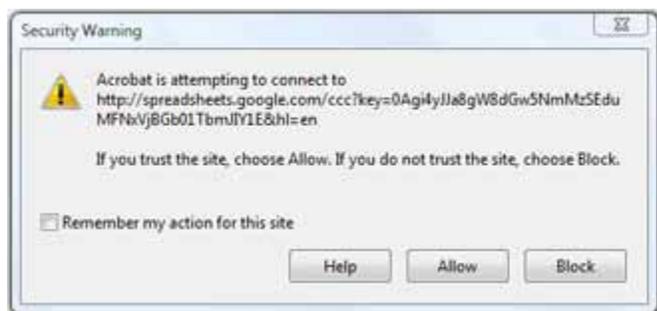
Here's the link. It's clickable.

<http://spreadsheets.google.com/ccc?key=0Agi4yJJa8gW8dGw5NmMzSEduMFNxVjBGb01TbmJIY1E&hl=en>

FIG. 20
To the right are the warning screens you might see after clicking on the link. Go ahead and choose Allow. It's safe.



Firefox browser on a Mac



Internet Explorer on a PC using Vista.

Before you can make your own Job Sheet, you need to either sign in or create a Google account.

Create an Account

Google has made this a refreshingly simple process. You just have to enter:

- your email address
- a password (and then verify it by entering it a second time)
- your location (U.S.)
- your birthdate (the sample they provide does not match the required MM/DD/YYYY format)
- word verification (this denies access to spammers using autobots)

You then click on the “I accept. Create my account.” button. This will create your account *and* sign you in as well.

Verification from Google: You'll receive an email asking you to verify your account. Just click on the link so that Google knows you used a valid email address during registration.

The Key That Unlocks the Job Sheet

The Job Sheet is a template I made and then locked so that it will always be available in its original form. This means you have to make a copy before you can personalize it. Just click on the FILE tab at the top of the page and scroll down to Make a Copy. You are then asked to give it a name. Once you've done that, you'll be able to change it to your heart's content. When you're done, you can print out a copy. If you like what you see, bookmark the link for easy access. Go back to the FILE tab, scroll down to Save and Close, and click on it. Your personalized Job Sheet will be saved and waiting for you the next you click on the bookmark.

JOB APPLICATION FORM

PLEASE PRINT

Name (Last, First Middle)	Birthdate
Address	Telephone
City State	Zip

For which job are you applying?
What will you do if hired?

Previous job experience:
Have you ever been fired from a job? If yes, please explain in the space below.
YES NO

Signature of applicant

Date

----- *Do not write in the space below.* -----

Date hired: Daily rate of pay: Level 1 2 3 4 5 Other _____

Immediate supervisor: Teacher Room Manager Secretary

TIME CARD

Name _____ Date _____

Job Title _____

MONDAY	<input type="checkbox"/>
TUESDAY	<input type="checkbox"/>
WEDNESDAY	<input type="checkbox"/>
THURSDAY	<input type="checkbox"/>
FRIDAY	<input type="checkbox"/>

Key:
worked
 1
absent
 0

$$\boxed{} \times \boxed{} = \boxed{}$$

DAILY RATE OF PAY TOTAL DAYS TOTAL SALARY

TIME CARD

Name _____ Date _____

Job Title _____

MONDAY	<input type="checkbox"/>
TUESDAY	<input type="checkbox"/>
WEDNESDAY	<input type="checkbox"/>
THURSDAY	<input type="checkbox"/>
FRIDAY	<input type="checkbox"/>

Key:
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FRIDAY	<input type="checkbox"/>

Key:
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 1
absent
 0

$$\boxed{} \times \boxed{} = \boxed{}$$

DAILY RATE OF PAY TOTAL DAYS TOTAL SALARY

NO HOMEWORK PASS

THIS CARD ENTITLES BEARER
TO RECEIVE CREDIT FOR ONE HOMEWORK
ASSIGNMENT WITHOUT HAVING TO COMPLETE IT.

CARD MUST BE PURCHASED AT LEAST ONE DAY PRIOR TO USE.



HOMEWORK ASSIGNMENT CAN BE HANDED IN WITH CARD FOR EXTRA CREDIT.

GUM CHEWING PASS

THIS CARD ENTITLES BEARER
TO CHEW GUM IN CLASS
FOR ONE ENTIRE DAY.

BEARER IS RESPONSIBLE FOR PROVIDING THE GUM TO BE CHEWED.



GUM MUST BE DISPOSED OF PROPERLY. GUM MAY NOT BE CHEWED OUTSIDE THE CLASSROOM.

COACH FOR THE DAY

THIS CARD ENTITLES BEARER
TO CHOOSE THE GAME
THE CLASS WILL PLAY AT P.E.

IT IS BEARER'S RESPONSIBILITY TO HELP ORGANIZE THE GAME.

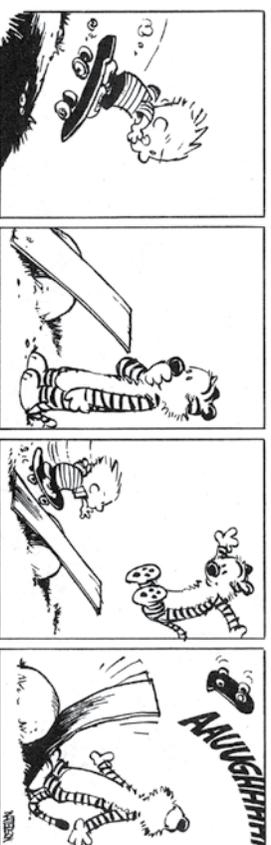


GAME MUST BE APPROPRIATE FOR EVERY STUDENT TO PLAY.

FIRST OUT TO LUNCH

THIS CARD ENTITLES BEARER
TO LEAVE FIVE MINUTES
EARLY FOR LUNCH.

IT IS BEARER'S RESPONSIBILITY TO WALK TO LUNCH WITHOUT DISTURBING OTHERS.



CARD MUST BE RETURNED TO TEACHER BEFORE LEAVING FOR LUNCH.