

WELCOME!

It is with pleasure that we welcome you as a substitute teacher for Central Independent School District.

Teachers are the most important members of our school organization as they are the individuals who interact with our students. As a substitute teacher, you are also a very important member of the organization.

When a classroom teacher is out of the classroom, our students' education lapses unless you are there to carry on with instruction. This handbook has been prepared to give you basic information about Central ISD and to make you a more effective teacher.

When you are a substitute teacher, you represent Central ISD to the public and to your students, and we want you to represent us in a highly professional manner. If you need assistance in doing your job, please call upon your colleagues in the classrooms or your campus principal.

Again, welcome to Central ISD.

CENTRAL INDEPENDENT SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

Central Independent School District will prepare and graduate productive citizens, who can think critically, have the knowledge and marketable skills necessary to function successfully, and have a strong sense of self-worth.

TABLE OF CONTENTS

- I. Introduction**
- II. Professionalism**
 - Dress Code**
 - Manner**
 - Confidentiality**
 - Professional Ethical Conduct**
 - Substitute Teachers-Real Professionals**
- III. Classroom Guidelines**
- IV. Discipline**
 - Discipline Tips**
 - Discipline Techniques**
 - Problem Solving Approach**
- V. Procedures**
 - Medical Procedures**
 - Emergency Procedures**
 - Release of Children**
 - Care of the Classroom**
 - Completing Your Day**
- VI. Payroll Information**
 - Pay Day**
 - Substitute Pay Scale**
- VII. Classroom Activities**
 - 99 Ways To Say “Very Good”**
 - Sponge Activities**
 - Sanity Saving Activities**
 - Teach Me**
- VIII. Appendix**
 - Final Thought**
 - School Calendar**
 - Payroll Cut-Off / Pay Dates**
 - Attendance Form**
 - Substitute Form**

INTRODUCTION

GREAT SUBSTITUTES - A DEFINITION

In every school there are certain substitute teachers who are highly regarded and often requested by staff and administration alike. Following are traits and characteristics as described by building administrators, classroom teachers, and students, which are common to those substitute teachers perceived as superior by those they serve.

Exceptional substitute teachers view themselves as professional teachers, not as baby-sitters who are in the classroom to maintain order. They are teachers who are replacing teachers who are absent.

Exceptional substitute teachers are enthusiastic. Their attitude and behavior demonstrates that they like to teach and they enjoy the opportunity to do so.

Exceptional substitute teachers seek support for management concerns when necessary, but generally use their own resources to control the classroom. They do not depend upon the threat of the office as their primary discipline technique. Instead, positive reinforcement strategies are the keys to their behavior management system.

Exceptional substitute teachers enhance the lesson plans utilizing their own expertise, background, and unique teaching style to make the lessons more effective. They use creative ideas to personalize the lesson plans left to them.

Exceptional substitute teachers make it a priority to develop a classroom climate, which is stimulating, to encourage interaction and cooperation, and to assure that learning is fun. A substitute teacher's classroom can be both orderly and enjoyable.

Exceptional substitute teachers maintain confidentiality. The substitute teacher does not discuss incidents that occur in the school, specific activities of the day, and other general and sensitive issues outside of the school.

Exceptional substitute teachers have great relationships with students and other staff members. People enjoy having them in the building and look forward to working with them again.



PROFESSIONALISM

Dress Code

Substitute teachers in Central ISD are expected to follow the same dress code as all other personnel. Shorts, or any other mode of dress that detracts from the professional role of a teacher is forbidden. Skorts, if worn as a part of a suit, are permissible. Friday is considered *Jeans and Greens/School Spirit Day*, and jeans may be worn on this day only. Principals occasionally have special days when certain types of apparel can be worn. Should you have any

questions concerning dress requirements, please contact the principal of the campus on which you will be substitute teaching before you arrive for work. ***If you have doubts as to whether or not something should be worn, you would be wise to choose something different!!***

Dress meticulously and follow the district policy. Dress at least one notch above your students. On the secondary level, there should be no doubt as to who is the teacher. Students work harder and show more respect for a teacher who makes the effort to be well dressed.

Manners

1. Don't chew gum--in class or at school. It cheapens your appearance and cancels your professional image.
2. Watch your language--It should be above reproach. Do not swear or use profanity or inappropriate slang.
3. Watch your grammar--Model good English at all times.
4. Use humor carefully--Don't assume that your humor is acceptable to every audience. Never use off-color humor or innuendoes.
5. Never criticize teachers or students.

Confidentiality

Student records and general information are confidential. Information about student behavior and performance is confidential. Please keep all teacher record books, testing information, etc, inside the desk and away from students. Be especially careful with the teacher's grade book. Do not let students examine or handle it.

Please remember you should not make any comments about students and their behavior or performance. This would be unprofessional and in many cases would expose you to legal action.

The role of a teacher, even a substitute teacher, is one of great importance. During each day many occurrences, which might make interesting stories, take place and provide endless thought about what might be told when the day is complete. Remember, even though you are only substituting for the regular classroom teacher, you have the responsibility of upholding the dignity of teaching on that particular day. Idle gossip about students, teachers, and the school in general only harms you and the school and the students for whom you are working. Please think carefully before you make statements that would harm the school and make teaching and learning an even more difficult task.

Professional Ethical Conduct

1. The substitute shall strive to create an atmosphere that will nurture to fulfillment the potential of each student. The substitute is responsible for ethical conduct toward students and teachers. The substitute who conducts his affairs with conscientious concern will exemplify the highest standards of professional commitment.
2. The substitute shall not intentionally misrepresent official policies of the school district.

3. The substitute shall honestly account for all funds committed to his charge.
4. The substitute shall not reveal confidential information concerning teachers.
5. The substitute shall not willfully make false statements about teachers or the school system.
6. The substitute shall deal considerately and justly with each student and shall seek to resolve problems including discipline according to law and school policy.
7. The substitute shall not intentionally expose the student to disparagement.
8. The substitute shall not reveal confidential information concerning students.
9. The substitute shall make reasonable effort to protect the student from conditions detrimental to the following: learning, physical health, mental health, or safety.
10. The substitute shall endeavor to present facts without distortion.
11. The substitute shall not unfairly exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, or national origin.
12. The substitute shall not unreasonably restrain the student from independent action in the pursuit of learning.

SUBSTITUTE TEACHERS - REAL PROFESSIONALS

Being a substitute teacher too often means being under recognized in a field in which a lack of recognition is the norm. Regardless, substitute teachers are professional educators who make a substantial and valuable contribution to the communities, parents, students and schools they serve. For reasons, such as the following, substitute teachers are deserving of the respect and high regard equal to any other professional in the field.

1. The learning, which takes place when substitute teachers are in the classroom, is just as “real” as the learning that takes place on any other day. The teaching successes of the substitute teacher, whether a specific skill, a learning process, or “teachable moment” will have the same positive impact that is the result of good teaching. Without competent substitute teachers, absences by the classroom teacher would result in the loss of valuable instructional time and educational opportunities for students.
2. Simply put, schools could not function without a corp of substitute teachers. Teachers are human and will become ill. Teachers will have lives apart from schools and will require days away to meet personal needs. There will always be inservice, staff development, and other professional activities that take place during regular school hours. Teachers will be away from classrooms. Substitute teachers are essential employees who have the important role of ensuring that the educational process will continue during their absences.
3. Substitute teachers are responsible not only for the education of young people in their charge, but for their safety and well being as well. It is a very special educator who can enter a room full of young people they do not know and be able to use the judgment and skills necessary for assuring an orderly, safe, and positive environment. It would be a task that many regular classroom teachers might find intimidating. It is a situation that substitute teachers face on a daily basis.
4. Substitute teachers can and do make a difference in the lives of young people. The difference may or may not be an impact that alters the lives of young people they meet. There is no question that the substitute teacher will have tremendous impact upon whether students in his/her charge will have a positive experience in school on that day. For some children in the classroom, this experience may be the most positive and meaningful of the day.
5. While not usually full time employees of the school district, substitute teachers are full time ambassadors. The impression they make with students and parents will reflect upon the schools, both positively and negatively. The benefit that schools receive from substitute teachers can continue well after the regular classroom teacher has again returned to the classroom.

As a substitute teacher, you may on occasion perceive that your role in the educational process is secondary to the other professionals in the field. Substitute teachers are “**Real Teachers**” with every reason to be proud of their contributions.

CLASSROOM GUIDELINES

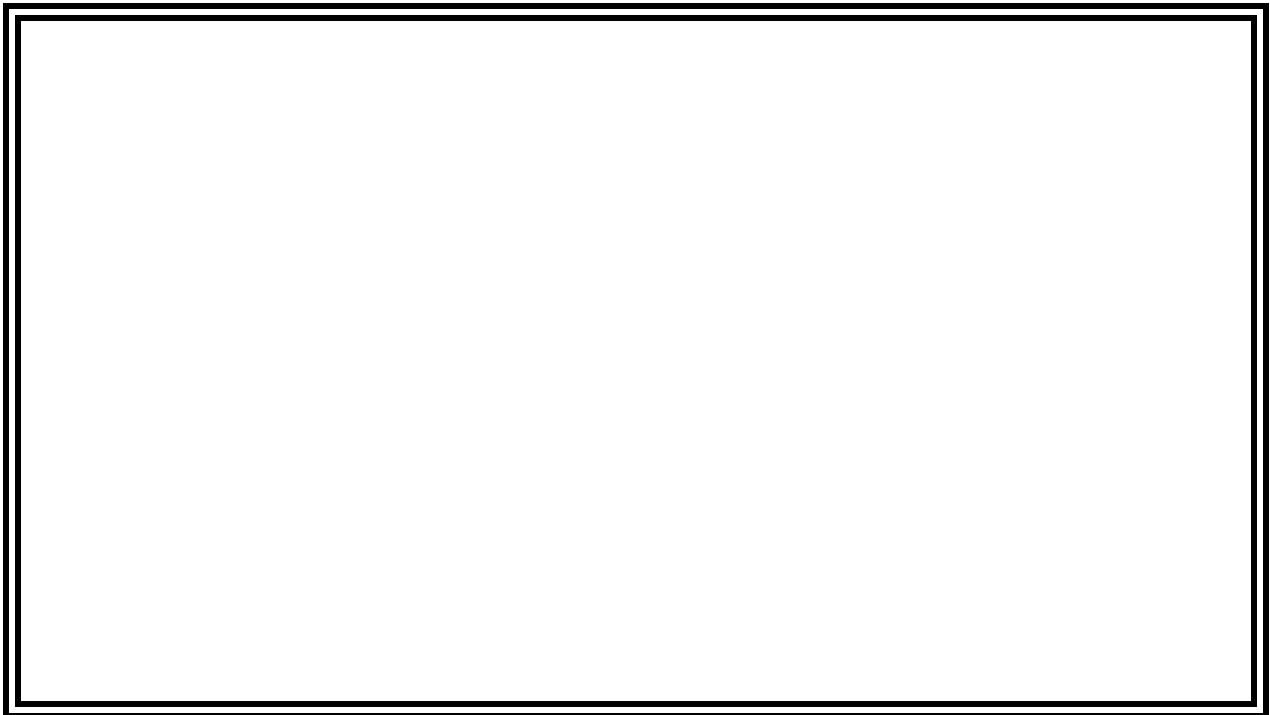
CLASSROOM GUIDELINES

Classroom Procedure

1. Please attempt to arrive on your designated campus by 7:30 a.m. on the day you are to substitute. We realize this may be impossible if you are called at the last minute, but it would be helpful to you and the campus principal/secretary to have a few minutes to familiarize you with your duties for the day. You must sign in and wear a visitor badge.
2. If you have any questions when you arrive, please ask the principal/secretary immediately. This will allow you to be in the class and ready to begin your day when the students first arrive.
3. Every teacher in the district is expected to leave clear and comprehensive lesson plans for you to follow. It is their responsibility to make the plans and it is your responsibility to follow them. Be aware that it is easy to get side tracked by students or some distraction and fail to complete the assignment of the day. Make every effort to keep students on task and your day will go much more smoothly. Check with building principals if there is a question about lesson plans.
4. As soon as you reach your school, please check with the principal or secretary for the schedule and class information. This will help you in determining lunch periods, class beginning and ending times, and your general duties for the day.
5. Be sure you ask the principal/secretary if there are any special activities taking place during the day. If so, be sure you are clear who will be going where and when they will be returning. ***Remember - students are not always the best source of information on daily happenings!! When in doubt, ask the principal or a neighboring teacher!!***
6. Be sure to ask if you are expected to fulfill any extra duties - Ex. bus duty, lunch room duty, etc.
7. It is always wise to ask the principal about official records (Ex. roll sheets) which must be marked during the day. Be sure you are clear as to which records must be sent to the office, how they get there, and which ones, if any, are kept in the classroom.
8. Always use only ***Black Ink*** when marking records. (No pencils or red ink)
9. Generally speaking, classroom teachers will handle the recording of grades. ***Do not attempt to place grades in a gradebook or on any other record unless you are specifically requested to do so by the teacher.***
10. Teachers who work near you are always a good source of information on daily procedures. It is a good idea to introduce yourself to them when you arrive at the classroom and ask them if there is any special information they think you should know to make your day more successful.
11. Campus packets of information may contain forms that you can duplicate when you arrive for substituting. Leave a report for the teacher and office. You might wish to let her/him know what was completed, what wasn't completed, positive happenings or negative ones - generally, anything you feel the regular teachers should know about how your day went while they were away.

Guidelines to Follow:

1. Please follow exactly the plans left by the classroom teacher.
2. Have in mind an “extra project” in case your class should complete the assigned project.
3. Notice if there are posted classroom rules of conduct.
4. Avoid extremely personal details about yourself and your life. Long discussions about your personal experiences may be interesting, but they are not the assigned educational tasks.
5. Do not touch students. Do not administer corporal (physical) punishment.
6. Write your name on the board and ask students to use it. Don’t forget your title, Mr., Mrs., or Miss. Students are expected to be polite to you.
7. Do not leave your students unsupervised.
8. Keep students involved and busy, do not allow “free time.”
9. Send students to the office in cases of insubordination or repeated misbehavior.
10. Speak formally to students; avoid inappropriate words. Profanity will not be tolerated.
11. Do not give students tips, hints, or answers on individual work assignments.
12. Do not give students “treats” such as food or special favors. You do not need to “bribe” students.
13. Noise level in classroom should not disturb others in the building. Students may be given permission to talk quietly at your discretion. No talking is also acceptable.
14. Do not assert your authority above the classroom teachers. Never teach students “a better way.” Remember, we are teaching processes as much as content. The “way” something is done may be very important.
15. Do not let students leave the classroom without a good reason and without a pass. If a student is needed somewhere else, another teacher will send a note.
16. Take very good care of papers turned in by students. Students often claim they have turned in work to the substitute when they have not done so. See individual campus instructions as to how to handle student work.



DISCIPLINE

Discipline Tips

1. Be cheerful, positive: Never lose your temper.
2. Guard against remarks that would discredit or embarrass students in front of their peers.
3. Punish only misbehaving students, never the entire class.
4. Do not threaten. One warning is appropriate.
5. Assert your authority quietly and with dignity without creating a “test of wills” or “power struggle” which might lead to a serious challenge of your authority.
6. Maintain a sense of humor.
7. Avoid blanket statements.

It is always best not to allow discipline problems to go unattended in the hope that, if ignored, they will go away. Usually, if they are at all serious, they will not go away. When you arrive on campus, familiarize yourself with the discipline expectations/procedures of the campus principal. In other words, ask the principal what he/she expects concerning discipline procedures for the day. When a discipline problem arises, ***involve the principal or assistant principal immediately! Don't be afraid to ask for help.*** Many serious problems can be avoided if action is taken quickly and the problem is not allowed to develop to a more serious stage. **Do not use**

corporal punishment (paddling) under any circumstances. *Seek the help of the principal or assistant principal!*

Discipline Techniques

In the event a substitute enters a classroom and there are no posted rules, the following is a quick set of rules that will cover most behavior.

1. Raise hand before speaking.
2. Remain at desk unless given permission to leave.
3. Keep hands, feet and objects to oneself.
4. Listen to directions the first time they are given.
5. Treat others as you want to be treated.
6. Use respectful language.

Substitutes will need to use a quick step-by-step approach with the discipline program for the day. Take small steps at first and if the behavior continues, increase the penalty.

1. Verbal warning
2. Note to teacher on behavior problem
3. Request help from another teacher
4. Send student to the office with a referral form

Problem Solving Approach

When a child has a problem (conflict) the teacher will:

1. Show understanding
2. Ask “How are you going to solve the problem?”
3. Share some choices
4. Help him/her look at consequences
5. Give permission to solve it or not solve it.

You will want to instill in students the belief that the best solution to any problem lives within the person who owns the problem. The successful in life are those who quickly look within themselves first for the solution to their problems.

It is interesting that children who view their world like this, approach school and learning in a healthy manner. They tend to feel that they are responsible for their own learning.

Parents and teachers can help children develop this attitude by being understanding and sympathetic each time a child has a problem. This can be done in a variety of ways such as; “I bet that really bothers you,” “Wow! I bet that makes you mad,” “If that happened to me, I would really feel”

These types of statements usually bring about some kind of response that shows that the child is relieved that we understand. As soon as we see that response, it is time to ask one of the most important questions children will ever hear, **“WHAT DO YOU THINK YOU ARE GOING TO DO ABOUT IT?”** This is a powerful statement because it implies that we know the child is capable of doing his/her own thinking.

This question is often answered by, “I don’t know.” This is a good time to offer different kinds of solutions. Discuss the possible consequences with the youngster, and then allow the child to choose the solution she/he likes best, even if it means that the child decides not to solve his problem.

Children have too few opportunities to practice problem solving in the real world. These opportunities present themselves most often as problems to solve or decisions to make. Each time we move into the situation, solve the problem, or rescue the child, we have stolen one of the child’s growth experiences. He is now less prepared to face the real world than if we had been there with understanding and the question, “What are you going to do about it?”



PROCEDURES

Medical Procedures

State Law and District Policy require that all prescription medications to be given at school must be given with the school nurse's supervision.

Do not give students aspirin, Tylenol, cough drops or any other medication. Students should not be allowed to take medication unless the nurse administers it. Students are not allowed to take medicine they have brought to school without the nurse's supervision.

Any student who indicates they are ill should be allowed to see the nurse.

Emergency Procedures

Upon signal from the fire bell, your students and you should immediately exit your classroom. Turn off your lights and shut the door. Take your grade book or class roster with you so you can call roll outside. Fire Drill exit maps are posted in each room.

Should any other emergency occur in your room, send one student to the office for assistance and another to the teacher next door for assistance. Do not leave your class unattended. Check your campus information sheet for specifics and refer to code procedures in the back of this handbook.

Release of Children

Any outsider who comes to the classroom for information about a student or is asking that a student be released from school must be directed to the principal's office. Children are not to be released from the classroom without official notice from the building principal.

Care of the Classroom

Please maintain security of classroom materials. The substitute teacher should keep items in the teacher's desk, testing materials, instructional materials, books, computers, etc, secure. Equipment or supplies should be utilized *only* as indicated in the teacher's lesson plans and otherwise left alone. Many classroom items are very expensive, and the substitute teacher should make sure there is no unauthorized use of these items. Be careful not to throw anything away from the teacher's desk or desktop. As the teacher in charge of the class, you are responsible for these items.

Completing Your Day

Straighten your room, secure materials and close your classroom. Report to the campus office to check out. You will be asked to complete a self-evaluation of your workday as well as give feedback to the teacher.

If you have concerns regarding your experience in the classroom or Central ISD in general, we would appreciate your candid comment to either the campus principal or the superintendent. As our temporary employee, we want you to help us always polish our image within our community as we always want to do our very best.

PAYROLL INFORMATION

Pay Day

1. Substitute teachers are paid on the same day of the each month as are all other personnel.
2. If you have not substituted in Central ISD previously, you need to go to the Administration Office to complete an I-9 Form, W/4 Form and an application. No paychecks will be issued if these have not been completed.
3. Once a month, the principal turns in to the business manager his/her substitute teacher forms. Checks will be issued after this time. Substitutes are paid according to the following formula:

Substitute Pay Scale

When substituting for a certified/professional position the rates are as follows:

Non-Certified Substitute	\$47.00 per day \$60.00 per day beginning with the 6th consecutive day substituting for the same person.
Certified Substitute	\$55.00 per day \$85.00 per day beginning with the 6th consecutive day substituting for the same person.

Substitutes may be employed for all or 1/2 of a day. Substitutes employed for 1/2 of a day will be paid 1/2 of the daily rate.

It is a good idea to keep a record of the dates you substitute each month and the name of the teacher you substituted for in order to verify your check when you receive it.



CLASSROOM ACTIVITIES

99 WAYS TO SAY “VERY GOOD”

- | | |
|-----------------------------------|---|
| 1. You're on the right track now! | 50. That's the way to do it! |
| 2. You're doing a good job! | 51. PERFECT!!! |
| 3. You did a lot of work today. | 52. That's it! |
| 4. Now you've figured it out. | 53. Nothing can stop you now! |
| 5. That's right. | 54. You've got it made. |
| 6. Now you have the hang of it! | 55. You're very good at that!. |
| 7. That's the way! | 56. You are learning fast. |
| 8. You're really going to town! | 57. I'm very proud of you!! |
| 9. You're doing just fine. | 58. You certainly did well today! |
| 10. Now you have it!!! | 59. You've just about got it! |
| 11. Nice going!! | 60. That's good. |
| 12. That's coming along nicely. | 61. I'm happy to see you working so well! |

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| 13. That's great!! | 62. I'm proud of the way you worked today. |
| 14. You did it that time. | 63. That's the right way to do it! |
| 15. GREAT!! | 64. You are really learning a lot. |
| 16. FANTASTIC!!! | 65. That's better than ever. |
| 17. TERRIFIC!!! | 66. That's quite an improvement!! |
| 18. Good for you!! | 67. Exceptional work!! |
| 19. You out did yourself today! | 68. MARVELOUS!! |
| 20. GOOD WORK!! | 69. You've really got it! |
| 21. That's much better. | 70. Now you've figured it out. |
| 22. EXCELLENT!! | 71. That's quite interesting. |
| 23. That kind of work makes me very happy. | 72. FINE!! |
| 24. Good job, (name the student). | 73. You've got your brain in gear today. |
| 25. That's the best you have ever done. | 74. That's It!! |
| 26. Good going!! | 75. You figured that out fast. |
| 27. Keep it up! | 76. You remembered!! |
| 28. That's really nice. | 77. You're really improving. |
| 29. WOW!! | 78. I think you've got it now. |
| 30. Keep up the good work. | 79. Well, look at you go! |
| 31. Much better! | 80. You've got that down pat. |
| 32. Good for you! | 81. TREMENDOUS!!! |
| 33. That's so much better. | 82. OUTSTANDING!! |
| 34. Good thinking. | 83. I like that. |
| 35. Exactly right. | 84. Couldn't have done it better myself. |
| 36. SUPER!! | 85. Now that's what I call a fine job! |
| 37. Nice going! | 86. You did that very well. |
| 38. You made it look easy. | 87. CONGRATULATIONS!! |
| 39. I've never seen anyone do it better. | 88. That was first class work. |
| 40. You are doing that much better today. | 89. RIGHT ON!! |
| 41. Way to go!! | 90. SENSATIONAL!! |
| 42. Not bad!! | 91. That's the best ever!! |
| 43. SUPERB!! | 92. Good remembering. |
| 44. You're getting better everyday. | 93. You haven't missed a thing. |
| 45. WONDERFUL!! | 94. You make teaching such a pleasure. |
| 46. I knew you could do it. | 95. You really make my job fun. |
| 47. CONGRATULATIONS!! You got__right. | 96. Keep working on it, you're getting better. |
| 48. You're doing beautiful. | 97. You've just about mastered that! |
| 49. You're really working hard today. | 98. One more time and you'll have it! |
| | 99. You must have been practicing. |

BEGINNING SPONGES (PRIMARY)

Be ready to tell one playground rule....

Be ready to tell me the names of the children in our class which begin with J or M, etc.

Be ready to draw something that is only drawn with circles.

Be ready to tell a good health habit....

Have a color word on the board. Have children draw something that color.

Flash fingers - children tell how many fingers.

Say numbers, days of the week, months - and have children tell what comes next.

“I went to the sporting goods store and I bought...” each child names an item.

What number comes between these two numbers: 31 - 33, 45 - 47, etc.

What number comes before/after 46, 52, 13, etc.?

Have a word written on the board. Children make a list of words that rhyme.

Have a word written on the board. Children list words with the same long or short vowel sound.

Put spelling words in alphabetical order.

Count to 100 by 2's, 5's, 10's, etc., either oral or written.

Use T squares to drill math fundamentals.

Think of animals that live on a farm, in the jungle, in water, etc.

Give names of fruits, vegetables, meats, etc.

Hangman using the names of the children in the class or colors or numbers.

Simon says...

List things you can touch, things you can smell, big things, small things, etc.

List the colors you are wearing.

Clapping games.

Finger plays.

UPPER GRADE SPONGES

List the continents of the world.

Make up three names for rock groups.

Name as many kinds of windstorms as you can.

Take a number. Write it. Now make a face out of it.

Name as many gems or precious stones as you can.

Write the names of all the girls in the class.

Name as many teachers at this school as you can.

Name as many students at this school as you can.

List as many states as you can.

Write: (a) an abbreviation (b) a Roman numeral (c) a trademark (d) a proper name (biographical) (e) a proper name (geographical).

How many countries and their capitals can you name?

How many baseball teams can you name?

Write down as many cartoon characters as you can.

List as many kinds of flowers as you can.

Turn to your neighbor. One of you tell the other about an interesting experience you have had. The listener must be prepared to retell the story to the class.

List all the things in your living room.

Write what you would do if you saw an elephant in your backyard.

Name as many kinds of ice cream as you can.

List five parts of the body *above the neck* that have three letters.

List one manufactured item for each letter of the alphabet.

List as many nouns in the room as you can.

List the mountain ranges of the U.S.

Write the 12 months of the year correctly. Stand up as soon as you are finished.

Make a list of five things you do after school.

List one proper noun for each letter of the alphabet.

Write one kind of food beginning with each letter of the alphabet.

Name as many holidays as you can.

How far can you count and write down by 6's.

Name as many balls as you can that are used in sports games.

List as many U.S. presidents as you can.

List all the work tools you can think of.

List as many models of cars as you can.

Name all the colors you know.

How many parts of an auto can you list?

SECONDARY SPONGES

List as many states as you can.

Write: (a) an abbreviation, (b) a Roman numeral, (c) a trademark, (d) a proper name (biographical), (e) a proper name (geographical).

How many countries and their capitals can you name?

How many baseball teams can you name?

Turn to your neighbor. One of you tell the other about an interesting experience you have had. The listener must be prepared to retell the story to the class.

List all the things in your living room.

Name as many kinds of ice cream as you can.

List five parts of the body *above the neck* that have three letters.

List one manufactured item for each letter of the alphabet.

List one proper noun for each letter of the alphabet.

Write one kind of food beginning with each letter of the alphabet.

Name as many holidays as you can.

List as many U.S. presidents as you can.

List as many models of cars as you can.

How many parts of an auto can you list?

Name as many countries of the world as you can.

List as many personal pronouns as you can.

List as many kinds of transportation as you can.

Write as many homonyms as you can. Example: past-passed.

Name as many movie stars as you can (not T.V.).

Name as many politicians as you can.

List all the places you find sand.

List as many breakfast cereals as you can..

Make a list of the 10 largest things you know.

Name as many planets as you can.

List all the sports you can think of.

List all the foods you can that have sugar in them.

List all the foods you can that have milk in them.

Name as many rock groups as you can that begin with the letters A-F.

Name as many teachers at this school as you can.

Name all the models of Datsun cars you can think of.

SANITY SAVING ACTIVITIES

Substitute Sanity Saving Strategies are activities to be used when a lesson is completed and there is time remaining, during unstructured time, and if complete lesson plans are not available.

Lengthy Lists - At the beginning of the day assign a topic for making lists. Students can add to lists when they complete work, during breaks, etc. Students can share lists at the end of the day. Topics for lists include what you can do to help your parents, ways of being a good friend, things you can do to save the environment, places you would like to visit, etc.

Thank You Cards - Students can write “thank yous” to staff members, parents, community members, and friends. Students enjoy the activity, those that receive the cards are grateful, and it’s a great P.R. for you!

Theme Words - Choose a theme (holidays, sports, countries, colors, etc.) Develop a list of words related to the theme.

Advertisements - Assign each student or small groups of students a product to advertise. Students can develop advertisements for assigned products using drawings, slogans, pictures, jingles, etc.

Pantomime - Pick a theme (sports, animals, school, television, etc.) Students pantomime activities or subjects related to the theme.

Listening To The Environment - Ask students to stop talking and to listen. Students will make a list of everything that can be heard in the classroom when activity stops.

Look Closely - Have students write a description of their thumbnail. Encourage students to use their imagination and creativity in describing their unique thumbnail.

Question and Answers - Break students into pairs. Have a list of questions which students can ask each other. Vary questions - funny, school related, interests, creativity, etc.

TEACH ME

Don't spoil me. I know quite well that I ought not to have all I ask for - I'm only testing you.

Teach me to be responsible for my actions.

Be firm with me. I prefer it, it makes me feel more secure.

Don't let me form bad habits. I have to rely on you to detect them in the early stages.

Don't make me feel smaller than I am. It makes me behave stupidly "big."

Don't correct me in front of people if you can help it. I'll take much more notice if you talk quietly with me in private. Teach me to think and solve my own problems.

Don't make me feel that my mistakes are sins. It upsets my sense of values.

Don't protect me from consequences. I need to learn the painful way sometimes.

Don't nag. If you do, I shall have to protect myself by appearing deaf.

Don't take too much notice of my small ailments. Sometimes they get me the attention I need.

Don't make rash promises. Remember that I feel badly let down when promises are broken.

Don't forget that I cannot explain myself as well as I should like. This is why I'm not always very accurate.

Don't tax my honesty too much. I am easily frightened into telling lies.

Don't be inconsistent. That completely confuses me and makes me lose faith in you.

Don't put me off when I ask questions. If you do, you will find that I stop asking and seek my information elsewhere.

Don't tell me my fears are silly. They are terribly real and you can do much to reassure me if you try to understand.

Don't ever suggest that you are perfect or infallible. It gives me too great a shock when I discover that you are neither.

Don't ever think it is beneath your dignity to apologize to me. An honest apology makes me feel surprisingly warm toward you.

Don't forget I love experimenting. I couldn't get on without it, so please put up with it.

Don't forget how quickly I am growing up. It must be very difficult for you to keep pace with me, but please do try.

Don't forget that I can't thrive without lots of understanding and love, but I don't need to tell you, do I?

Author Anonymous

APPENDIX

A Final Thought

You've failed many times, although you may not remember. You fell down the first time you tried to walk. You almost drowned the first time you tried to swim, didn't you? Did you hit the ball the first time you swung a bat? Heavy hitters, the ones who hit the most home runs, strike out a lot. R. H. Macy failed seven times before his store in New York became successful. English novelist John Creasy received 753 rejections before he published 564 books. Babe Ruth struck out 1,330 times, but he hit 714 home runs.

Don't worry if things are not perfect the first time you enter the classroom. They will probably never be perfect. We are here to help you be successful, so always ask for help and give it another try before you decide it is not worth the effort. Sometimes we learn more from our failures than our successes!!

Good luck and thanks for showing an interest in helping the students of Central ISD!