FREE TEACHER RESOURCE / OFFICIAL EDITION

THE FIVE HOUSES TOOLKIT

Original classroom case study + improved grade-level implementation guide

A practical framework for teamwork, kindness, recognition, fair scoring and classroom community.

TWO PARTS. ONE FREE RESOURCE.

PART I documents how the original grade-wide competition worked. PART II offers a more consistent LPN implementation guide and editable classroom tools.

PREPARED FOR

Lens Publishing & Network | The Good Teacher

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Free to download and use in educational settings. This is a practical teaching resource, not a validated behavior intervention or a substitute for school safeguarding requirements.

READER GUIDE

How to use this free toolkit

Keep the historical classroom account separate from the suggested modern implementation.

Part I: Original classroom case study

Pages 3–4 document the founder-reported fifth-grade program: five teachers, five shared houses, shared scoring, rewards, point recovery and end-of-day documentation. These are recollections, not independently evaluated results.

Part II: Recommended LPN implementation

Pages 5–8 provide an adaptable, more consistent model for teachers to consider. These recommended rules intentionally differ from parts of the original, particularly collective deductions, attention-related penalties and scoring differences between teachers.

Reproducible templates

Page	Printable / editable page	Who uses it
9	House identity charter	One per house / teacher team
10	Shared grade-level scoreboard	Staff and students
11	Teacher daily point log	All participating teachers
12	Team contribution & improvement menu	Teachers and students
13	Quarterly review & celebration planner	Grade-level team
14	Launch script & feedback check	Lead teacher and students
15	Publication and pilot checklist	Teachers / school team / LPN resource users

How to distinguish the two models

Historical classroom practices and recommended LPN changes are labeled separately. Illustrative values should not be mistaken for documented historical rules.

Who this free toolkit is for

Grade-level teacher teams working with primary or lower-secondary students. Schools may adapt the templates for a single classroom, subject to local school rules.

PART I / ORIGINAL CASE STUDY

Five classrooms. Five houses. One competition.

Account provided by the founding educator; student and school identifiers intentionally omitted.

Program structure

Five classrooms and five teachers. The fifth-grade team operated five houses across the entire grade level, rather than five separate contests within each classroom.

House identity. Each teacher chose the identity and mascot for one of the houses. Students were randomly placed into houses.

Shared scoreboard. All five teachers contributed point changes to one grade-level scoreboard throughout the quarter.

Teacher discretion. Each teacher decided how many points to award or deduct. No grade-wide uniform point-value chart was reported.

The teacher's three leadership rules

Rule	Meaning in this classroom philosophy
Listen to students	Hear students before making judgments.
Be as calm as you can	Correct behavior without unnecessary escalation.
Do not have favorites	Give students fair consideration and opportunities.

Original guiding statement

"If one messes up, we all mess up."

The founder described collective responsibility: one member's rule violation could reduce the entire house score, while any house member could help recover points.

Interpretive note: the original approach emphasized community consequences; this document does not assume students experienced that approach in identical ways.

PART I / ORIGINAL CASE STUDY

Points, recovery and celebrations

Reported practices from the original fifth-grade program.

Scoring in practice

Type	Reported rule
Everyday success / kindness	Generally +10 points
Major achievement	Higher rewards for projects, leadership, teacher commendations and similar achievements; exact amounts unspecified
Rule violation	Usually −10 points for disrespect, fighting, dishonesty, not paying attention or misbehavior in another class
Recovery	Any house member could help earn back points by completing teacher-approved positive activities

Examples of recovery activities

Organizing books, cleaning desks, assisting with appropriate school activities, and doing meaningful acts of kindness. The educator also used family hugs as an example in the original program; these are not recommended as required point-earning activities in the recommended version.

Rewards and end-of-year community

- Each academic quarter, the winning house received a House Cup and a McDonald's meal.
- During the final quarter, all houses joined a feast organized by the educator and parents.

Recordkeeping

The educator displayed points on a classroom whiteboard and took photographs at the end of the day for records. The broader grade-wide competition used one shared scoreboard.

What is not established

No independent comparison, measured improvement data or validated results are available. Original house names, historical score totals and exact higher bonus amounts were not provided.

PART II / RECOMMENDED LPN MODEL

Keep the spirit. Strengthen the safeguards.

This page recommends adaptations for educators. It is not a description of how the historical system operated.

Original feature	Recommended LPN model
Five shared houses; teachers invent identities	Retain. Use original mascots, house values and school-appropriate names.
Teachers independently choose point values	Use a common scoring rubric and shared staff calibration.
Whole-house deductions for individual mistakes	Emphasize positive team scores; address individual conduct privately.
−10 for not paying attention	Do not penalize disability-related symptoms or attention needs; recognize strategies, effort and improvement.
Any student can earn back lost points	Offer optional, accessible team contributions without assigning blame.
House Cup and fast-food meal	Keep recognition; offer inclusive, low-cost and non-food options.
Whiteboard and daily photos	Use a private staff log plus a simple public house-total display.

The intended learning outcomes

Students practice cooperation, kindness, respectful participation and recognition of others' progress. Teachers gain a consistent way to celebrate positive actions across classrooms.

The toolkit has limits

This resource cannot replace classroom instruction, individual learning support, school discipline policies, child protection procedures or appropriate supervision.

PART II / RECOMMENDED LPN MODEL

Launch a shared house program

Recommended preparation checklist for a school or grade-level team.

Before inviting students

- ☐ Choose a program lead and confirm that school leadership approves the competition.
- ☐ Agree on five (or another appropriate number of) house identities and student assignments.
- ☐ Decide who edits the official score ledger; use a clear version history.
- ☐ Approve one scoring rubric, point caps and rules for disputed entries.
- ☐ Agree that teachers will not publicly identify students linked to behavior concerns.
- ☐ Plan equitable access for students with disabilities, learning needs and differing resources.
- ☐ Select recognition options that do not depend on family purchases or food.
- ☐ Check safeguarding, student-data, supervision and school conduct requirements.

A four-week local introduction plan

Week	Team action
1	Explain the houses and the shared values; baseline student feedback.
2	Award points using the agreed rubric; record discrepancies and questions.
3	Review whether students have equal opportunity to contribute; adjust as needed.
4	Audit the ledger, recognize contributions and obtain anonymous student/teacher feedback.

School-team agreement

Participating teachers should agree on the same scoring rules. Resolve disputed entries privately among staff rather than involving students in disagreements about points.

PART II / RECOMMENDED LPN MODEL

Recommended points guide

Illustrative point values for teachers to review and agree on before use.

Recognized action	Suggested points	Evidence / fairness standard
Specific act of kindness	+10	Observed or reliably reported; avoid rewarding only visible extroverted acts.
Personal improvement or persistence	+10	Compared with student's own baseline; accommodations respected.
Classroom contribution	+10	Meaningful help; not unpaid or unsafe duties.
Collaborative success	+10 per house	Clear team goal announced in advance.
Academic project milestone	+20	Accessible roles and evidence of contribution.
Leadership / teacher commendation	+20	Describe the demonstrated action, not a teacher's personal preference.

Recommended controls

- Define each award in plain language and communicate examples to students.
- Apply identical values across teachers and classrooms.
- Use a staff-agreed daily awarding cap, if needed to keep one classroom from dominating.
- Keep a private audit trail: date, teacher, house, reason and adjustment.
- Correct entry errors without public discussion of individual students.

Discipline and safeguarding

The recommended LPN model does not automatically deduct house points for one student's misconduct. Teachers address individual concerns privately using appropriate support and school procedures. Serious safety incidents must never be managed through points alone.

Illustrative example

A house may earn +10 for respectful collaboration in a project. If a student struggles to focus, provide support and review learning needs instead of deducting team points.

PART II / RECOMMENDED LPN MODEL

Fairness, safety and privacy rules

Review these safeguards and all applicable school requirements before implementation.

Equity and access

- Reward progress and meaningful contribution, not only high grades, speed, athletic ability or popularity.
- Provide accessible alternatives for mobility, sensory, communication and learning differences.
- Do not make rewards depend on bringing money, food or supplies from home.
- Do not require hugs, physical contact or disclosure of personal family circumstances.

Protect students from peer blame

- Display house totals, never names of children linked to negative incidents.
- No public ranking of individual children, coerced apologies or pressure to police peers.
- Use anonymous check-ins to detect exclusion, peer pressure or unfair scoring.

Know when the point system is not enough

Follow school procedures for fighting, harassment, bullying, disclosures of abuse or threats. Do not mediate alleged abuse as an ordinary student disagreement. Use the emergency response process for immediate danger. Reporting obligations depend on local law.

Student information

Do not place student names, photographs, discipline notes or other personal data on a public scoreboard. Secure teacher logs and any end-of-day photographs according to school retention and access policies.

Local review is essential

This official free educational resource is not a validated behavior intervention. Each school should review accessibility, safeguarding, student privacy and local rules before using it.

PRINTABLE TEMPLATE 01

House identity charter

Print one copy for each house. Staff should approve final names and symbols.

HOUSE NAME

_____

HOUSE COLOR

_____

MASCOT / SYMBOL

_____

HOUSE MOTTO

_____

TEACHER REPRESENTATIVE

_____

HOUSE VALUES (THREE WORDS)

_____

How members contribute

Our house will make space for different strengths:

- ☐ _____
- ☐ _____
- ☐ _____

Our house promise

We will treat classmates with respect, celebrate effort, and help our community improve.

Teacher approval: _____ Date: _____

Create original house identities

Use original, school-appropriate names and mascots; do not copy protected characters, crests or logos from Harry Potter or other published works.

PRINTABLE TEMPLATE 02

Shared grade-level scoreboard

Display totals without linking awards or concerns to named children.

SCHOOL / GRADE: _____ QUARTER: _____ WEEK: _____

House / identity	Current total	Updated on
HOUSE 1 _____	_____	_____
HOUSE 2 _____	_____	_____
HOUSE 3 _____	_____	_____
HOUSE 4 _____	_____	_____
HOUSE 5 _____	_____	_____

Team scorekeeping routine

- ☐ Confirm changes from the official staff log.
- ☐ Update the public totals on an agreed schedule.
- ☐ Check entries for duplicates or errors.
- ☐ Avoid naming students associated with rule violations.
- ☐ Photograph the board only if school privacy rules permit it.

Public display rule

Show overall house performance without identifying children connected to disciplinary incidents. Keep reasons for score changes in a staff-only record.

PRINTABLE TEMPLATE 03

Teacher daily point log

Staff-only working sheet. Copy as needed; do not post with student details.

DATE: _____ GRADE / CLASS: _____ TEACHER: _____

Time	House	+/−	Points	Short reason

End-of-day handoff

- ☐ Entries added to the shared grade-level ledger.
- ☐ Point values follow the staff-approved rubric.
- ☐ Corrections or unusual awards were reviewed.
- ☐ Public house totals updated; no personal student data exposed.

Teacher initials: _____ Lead / reviewer: _____

PRINTABLE TEMPLATE 04

Positive contributions & improvement

A recommended alternative to public or compulsory point-recovery tasks.

Ways to contribute to the house

Contribution	Accessible alternatives / safeguards
Organize shared books	Sort titles or help label shelves; seated version available.
Care for classroom space	Tidy materials with supervision; no hazardous cleaning.
Kindness and encouragement	Offer a supportive note, thank-you or respectful assistance.
Team project support	Help plan, research, illustrate or present according to strengths.
Personal learning goal	Show progress toward a self-selected, achievable goal.

Student reflection (optional and private)

One helpful thing I did this week: _____

Something I am working on: _____

Support that would help me: _____

One action I choose for next week: _____

Participation principle

Encourage positive contributions without forcing anyone. Students must not be made responsible for another child’s misconduct or required to perform public redemption tasks.

PRINTABLE TEMPLATE 05

Quarterly review & celebration plan

Use for a grade-level team meeting at the end of each competition cycle.

Score verification

☐ Totals reconciled with the official point log.

☐ Teachers confirmed that common award definitions were used.

☐ Any disputed or duplicate entries resolved.

☐ Student privacy protected during recognition.

WINNING HOUSE: _____ FINAL TOTAL: _____

Recognition plan

House Cup or symbolic trophy: _____

Affordable or non-food reward: _____

Recognition for all houses: _____

Inclusive community celebration

Location and date: _____

Allergy / dietary / access arrangements: _____

Staff roles and supervision: _____

Parent contributions (optional only): _____

Staff reflection

What built cooperation? _____

What felt unequal or discouraged students? _____

One change for next quarter: _____

STAFF GUIDE / RECOMMENDED LPN MODEL

Launch script and student feedback

Suggested language; adapt to the age group and school culture.

Short introductory script

Suggested teacher introduction

“We will work in houses and recognize kindness, cooperation, effort and learning. Everyone has different strengths. We will celebrate progress, treat each other fairly and help one another.”

Student pulse check (anonymous, voluntary)

Circle one response for each statement: YES / SOMETIMES / NO

Statement	Yes	Sometimes	No
I understand how our house earns points.	○	○	○
I have a fair chance to contribute.	○	○	○
Other students treat me respectfully.	○	○	○
I feel proud of my house without putting others down.	○	○	○
I know whom to talk to if something feels unfair.	○	○	○

One open question

What should we change to make the house system fairer or more enjoyable?

_____

_____

Teacher review questions

Are quieter students earning recognition? Are any students being pressured or blamed? Are teachers awarding comparable points for comparable actions?

FREE RESOURCE / IMPLEMENTATION CHECKLIST

Ready for teachers. Adapt responsibly.

Official LPN educator edition. Free for non-commercial educational use; please review local requirements before use.

Before using the toolkit at your school

- ☐ Obtain school leadership approval and review local policies.
- ☐ Choose original, school-appropriate house identities and mascots.
- ☐ Decide whether to use the grade-level model or adapt it for one classroom.
- ☐ Agree on shared point values, award definitions and correction rules.
- ☐ Arrange a safeguarding and student-data review appropriate to your setting.
- ☐ Start small, gather student and teacher feedback, and adjust the program.
- ☐ Ensure all students can contribute without payment, physical contact or peer blame.

Free teacher-use permission

Access	Free full toolkit
Cost	Free of charge; no purchase required
Includes	Original case study, recommended guide, score sheets, logs, reflection and celebration templates

What to monitor after launch

Monitor ease of use, fairness, scoring consistency, student experience and any unintended peer pressure. This resource does not claim proven gains in grades or behavior. Share constructive feedback with Lens Publishing & Network.

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