



Skill Name: Be Here

Introduction: Today we are going to talk about ways to **Be Here**.

What are some ways we can **Be Here**?

Ask students to define what **Being Here** means. Shape their responses into observable behaviors (e.g. if they say be “nice” ask for examples of being nice that equate to observable skills such as using polite words...)

There are several ways to **Be Here** to others in an assembly. Here are the key behaviors:

- Be on time
- Enter quietly
- Listen for the signal that begins the assembly

Teaching Examples / Non-Examples:

Demonstrations: I am going to show you some ways to **Be Here** and some ways to **Be Here** inappropriately. I want you to watch me and see if you can tell if I am **Being Here**.

After each example ask the students if you were **Being Here**. Ask what you might do in stead of during non-examples.

Examples / Non-Examples:

- Teacher says, “Line up so we are on time for the assembly.”
- Teacher enters gym talking loudly.
- Teacher thinks aloud, “There’s the signal for the assembly to begin. I need to be an active listener.”

Role Plays:

Set up a few practice sessions with your students based on the key behaviors for this Houghtaling “B”

Example: Students enter gym not talking.

Non-Example: Teacher claps hand to signal the beginning of the assembly and students keep talking.

Student Examples: Ask students to role play real-life examples and discuss.

Practice above skills through the day as appropriate.

Teachers are encouraged to compliment students they see them engaged in appropriate behavior. Use additional activities and lessons to creatively reinforce the above skills.