



## Skill Name: Be Respectful

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

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

Ask students to define what **Being Respectful** 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 Respectful** to others in the bathroom. Here are the key behaviors:

- Flush toilet
- Use inside voices
- Clean up after yourself

### **Teaching Examples / Non-Examples:**

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

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

Examples / Non-Examples:

- Kyle washed his hands before he went back to class.
- Mrs. Smith could hear three kids yelling across the hall in the bathroom.
- The girl makes sure that all her toilet paper gets into the toilet and not on the floor.

### **Role Plays:**

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

**Example:** Cathy sees her friend, Lisa, in the bathroom and says, “Hi. I have something to tell you at recess.” Lisa leaves and goes back to class.

**Non-Example:** The girl notices that her toilet won’t flush and doesn’t tell anybody because she’s embarrassed.

**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.