



Bathroom

Skill Name: Be Responsible

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

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

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

- Keep all writing tools in the classroom
- Keep feet on the floor
- Report problems to your teacher

Teaching Examples / Non-Examples:

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

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

Examples / Non-Examples:

- Jessica takes her pencil to the bathroom and draws a picture on the wall.
- A student crawls on top of the toilet seat.
- Jason notices that there is a big mess on the floor of one stall. He returns to class and lets his teacher know right away.

Role Plays:

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

Example: Fred remembers to leave his pencil on his desk before he leaves the classroom for the bathroom.

Non-Example: Chris locks the door of his stall and crawls out, so it is locked for the next kid.

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.