



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 the bus line. Here are the key behaviors:

- Offer to help another person.
- Be careful and helpful with younger kids.

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:

- Narrate your trip down the hall "I'm on my way to the bus line. Oh, look at that cool picture on the board! Wow, I like Mrs. ___ bulletin board. Maybe I'll stop in her room and say hi! Hey Daniel, what are you doing this weekend?, maybe I can come over to your house."
- Say in a loud voice, "Hey, he's taking cuts."

Role Plays:

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

Example: Have two students line up as if they were in a bus line. Another student come to the line and thinks aloud, "I would really like to be first in line, but I'll line up at the end."

Non-Example: Have two students say to each other, "Let's go to the bathroom before we go to the bus line." "Yeah, and let's go to the office and call our moms and then check to see if my coat is in the lost and found."

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.