



## 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 bus line. Here are the key behaviors:

- Walk to and from the Gym on the right side of the hall.
- Keep track of your belongings.
- Keep your body and belongings out of someone else's way.

### 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:

- Demonstrate walking across the room saying, "Here I am going to the gym walking on the right side of the hall."
- "Where's my pack?" I think I left it in my classroom."
- Get your coat and pack and demonstrate getting in line quietly.

### Role Plays:

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

**Example:** Have four students get their packs and line up carefully and quietly on the floor.

**Non-Example:** Have two students yelling, "I left my coat in the classroom!"

**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.