



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 classroom. Here are the key behaviors:

- Be honest
- Use your manners
- Be an active listener
- Follow directions
- Treat others as you would like to be treated

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:

- Teacher compliments student by saying, ‘Excuse me’ after they bumped into someone.
- Teacher models being honest by turning in a dollar found on the classroom floor.
- Teacher sits next to a student and says, “Oh, I know the teacher is talking right now, but I don’t really care what she is saying. I just want to go home and play my video game.
- Teacher raises hand, pretends to be a student and says, “What do I do now?”
- Teacher says, “Here, you dropped your pencil.”

Role Plays:

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

Example: Have one student say to another, “Here, I found your pencil you lost.”

Non-Example: Teacher is giving directions while three students are 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.