



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 hallway. Here are the key behaviors:

- Be on time and ready to learn when the bell rings.
- Be aware of learning groups in the hallway.

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:

- Demonstrate goofing off in the hallway after the bell rings.
- Show what it looks like to give space to a learning group in the hallway; walk around them quietly as they work.

Role Plays:

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

Example: Role play the bell ringing and students exhibiting appropriate behavior immediately after.

Non-Example: Walk through the middle of a learning group in the hallway.

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.