



Skill Name: Be Kind

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

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

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

- Wait your turn
- Be a good example for younger students

Teaching Examples / Non-Examples:

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

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

Examples / Non-Examples:

- Your class is going to the library; another class is coming up the stairs. You wait until their line has passed you before you continue down the stairs.
- Have a student help with demonstration by pretending to be a younger student crying by himself in the hallway. You walk on by as though he’s not there.

Role Plays:

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

Example: Role-play three different lines passing in the hallway demonstrating taking turns.

Non-Example: Role-play younger students observing while older students demonstrate talking and playing around in the hallway line.

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.