



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 hallway. Here are the key behaviors:

- Walk directly to class
- Enter the building using the door assigned to your classroom
- Stay with your class in line

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:

- Teacher says, “It’s raining so I will go in the Kindergarten doors instead of the doors by the A-frame. I don’t care if my fifth grade class is at the other end of the school!”
- Teacher demonstrates walking in line from class to gym.

Role Plays:

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

Example: Have students pretend they are outside during recess when the bell rings. Have them practice lining up/entering the building (depending upon grade) using the door assigned to use.

Non-Example: While students are lined up, have one or two students leave the 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.