The cover features a vibrant green background with a pattern of overlapping, semi-transparent geometric shapes like hexagons and pentagons. A dark brown rectangular block is positioned at the top right. The main title is centered in a white rectangular area on the right side.

# **Houghtaling Elementary School Five B's**

*Lesson Plans*

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## 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 bus line. Here are the key behaviors:

- Follow verbal directions
- Use a quiet voice
- Use polite words

### **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:

- “I’ll sit wherever I want to sit!”
- (Yell) “Get out of my way!!”
- “Excuse me.”

### **Role Plays:**

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

**Example:** Have two students sitting in line on the floor. Have two students follow your directions after you say, “Get in line please.”

**Non-Example:** Keep the above students in line, have 2 additional students enter while pushing each other and calling each other names.

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.



Bus Line

## 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.



## Skill Name: Be Safe

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

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

Ask students to define what **Being Safe** 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 Safe** to others in the bus line. Here are the key behaviors:

- Hold onto the hand rail.
- Keep your hands and feet to yourself.

### **Teaching Examples / Non-Examples:**

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

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

### **Examples / Non-Examples:**

- Teacher walks down the hall on the right side, toward the stairway downstairs.
- Walk down the middle of the stairs.
- Teacher demonstrates kicking and shoving student in front of her.

### **Role Plays:**

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

**Example:** All students walk down the stairs holding onto the stair rail

**Non-Example:** Have a student jump off the bottom stair, not holding onto the stair rail

**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.



## 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 bus line. Here are the key behaviors:

- Offer to help another person.
- Be careful and helpful with younger kids.

### **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:**

- You drop all the papers from your hand. Say, “Thank-you for offering to help me pick up my papers.”
- You pretend you’re walking past a younger student and bump them while saying, “Get out of my way, little kid!”
- Say in a loud voice, “I’m going to fight you in the morning at the bus stop.”

### **Role Plays:**

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

**Example:** Have a student drop their coat and keep walking. Another student picks it up and returns it.

**Non-Example:** Have two students pretend to trip over a younger student.

**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.



## 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 bus line. Here are the key behaviors:

- Offer to help another person.
- Be careful and helpful with younger kids.

### **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:**

- Narrate your trip down the hall “I’m on my way to the bus line. Oh, look at that cool picture on the board! Wow, I like Mrs. \_\_\_ bulletin board. Maybe I’ll stop in her room and say hi! Hey Daniel, what are you doing this weekend?, maybe I can come over to your house.”
- Say in a loud voice, “Hey, he’s taking cuts.”

### **Role Plays:**

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

**Example:** Have two students line up as if they were in a bus line. Another student come to the line and thinks aloud, “I would really like to be first in line, but I’ll line up at the end.”

**Non-Example:** Have two students say to each other, “Let’s go to the bathroom before we go to the bus line.” “Yeah, and let’s go to the office and call our moms and then check to see if my coat is in the lost and found.”

**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.



## 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 playground. Here are the key behaviors:

- Use appropriate language
- Respect personal space
- Treat others the way 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:

- Pretend you are a student that is frustrated and blurt out a swear-word
- Demonstrate pushing someone out of the way so you can be first
- Demonstrate a student staying, “Would you like to join our game?”

### **Role Plays:**

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

**Example:** Skylar and Dustin were playing basketball when the ball accidentally hit Dustin in the mouth. Dustin was startled and afraid his mouth was going to bleed. Skylar quickly ran over to Dustin and said, “Are you okay? Sorry I bounced the ball so hard it hit you in the mouth.” Skylar was very concerned for his friend. Dustin realized his mouth was okay and Skylar did not mean to hurt him, so he said, “I’m okay! Let’s play some more.”

**Non-Example:** A kid who sits on top of the slide and won’t go down. Other kids pile up behind him and can’t go down.

**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.



## 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 playground. Here are the key behaviors:

- Try to solve your own problems peacefully
- Take difficult problems to a teacher
- Follow playground teacher’s directions immediately

### **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 a student saying, “You’re cheating. I’m going to hit you.”
- Demonstrate seeing someone throw rocks and then telling a teacher about it.
- Pretend to be a student who is playing tetherball after the whistle has blown.

### **Role Plays:**

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

**Example:** At foursquare, everyone is arguing. Someone wants to tell the teacher. Then the kids remember that they might all lose their spot for arguing. They decide to compromise and work it out together.

**Non-Example:** Joann is having so much fun jumping rope! When she hears the teacher’s whistle, she leisurely walks to line-up with her class. Everyone is waiting for her.

**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.



## Skill Name: Be Safe

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

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

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

- Keep your hands and feet to yourself
- Follow playground rules
- Use all equipment and supplies correctly and safely

### **Teaching Examples / Non-Examples:**

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

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

### **Examples / Non-Examples:**

- Have another student help you demonstrate pushing each other to be first on the swing.
- Demonstrate a student going up to the window to check for the rules for Foursquare.
- Pretend to be a student climbing on top of the monkey bars and trying to crawl across.

### **Role Plays:**

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

**Example:** Trevor waited until Mary was all the way down the slide before starting down himself.

**Non-Example:** When the bell rang, Tim pushed ahead of Christ to get into line to go inside.

**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.



## 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 playground. Here are the key behaviors:

- Share
- Play fair
- Take turns
- Help others
- Include others in your play

### **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:**

- Demonstrate a girl who always take the jump rope first out to recess.
- Demonstrate a boy getting right off the swing when the count is up.
- Demonstrate a girl swinging on the bars that won't get off, even though there is a long line.
- Pretend to be student who falls down. Have another student pretend to see you and runs to get the teacher.
- During kickball, demonstrate letting someone from a different class play and join the game.

### **Role Plays:**

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

**Example:** Kristi spends time with a new student, Jen, to show her around the playground and teach her some of the games kids play at Houghtaling.

**Non-Example:** During a Foursquare game, James makes a mistake. The kids in line all start laughing at him.

**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.



## 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 playground. Here are the key behaviors:

- Line up quickly when the whistle blows
- Stay inside the playground boundaries

### **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 hearing the whistle blow to end your recess tetherball game, and lining up.
- Teacher says, “Oh, no. I forgot my homework. I guess I’ll leave the playground and go home and get it!”

### **Role Plays:**

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

**Example:** Jayden is on top-field playing soccer. When the whistle blows, he grabs his soccer-ball right away and runs down to quickly get in line.

**Non-Example:** It’s raining and blowing, so the A-frame is crowded. Kim and Gretchen go into the entryway (which is off-limits) to play since the bell is just about to ring.

**Student Examples:** Ask students to role play real-life examples and discuss.

**Practice** above skills through the day as appropriate.

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## 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 hallway. Here are the key behaviors:

- Be quiet
- Walk around people working in the hallways
- Take turns at the fountain
- Keep your hands and feet to yourself

### 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:

- Demonstrate walking quietly with hands to self
- Demonstrate walking and jumping up to touch an Exit sign
- Demonstrate waking down hall without paying attention and tripping over working group
- Demonstrate taking a long time to get a drink at the water fountain when others are waiting

### Role Plays:

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

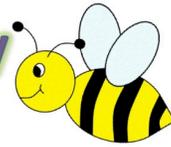
**Example:** Have three students role play a learning group reading in the hallway. Ave other students line up quietly and courteously walk around the group.

**Non-Example:** Repeat the above role-play scenario. This time have the line barge between the readers.

**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.



## 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”

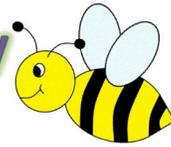
**Example:** Have students pretend they are outside during recess when the bell rings. Have them practice lining up/entering the building (depending upon grade) using the door assigned to use.

**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.

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## Skill Name: Be Safe

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

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

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

- Always walk, especially on the stairs
- Keep hands, feet, and objects to yourself
- Enter the building quietly
- Stay to the right
- Use handrails going down the stairs

### **Teaching Examples / Non-Examples:**

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

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

### **Examples / Non-Examples:**

- Demonstrate appropriate hallway behavior by walking into the classroom with a backpack on your back. Continue walking through the classroom without talking to anyone with hands to yourself.
- Describe the scenario in which Johnny is yelling loudly and walking down the stairs.
- Teacher narrates as she walks down the hall, “Oh my classroom is on the left side of the hallway, so I think I’ll just walk on the left side . . . Kaboom! (as teacher bums into another student walking on the correct side of the hallway.)

### **Role Plays:**

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

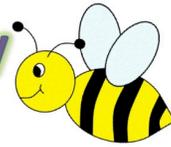
**Example:** Have students put on their backpacks and walk down the hallway appropriately without bumping others.

**Non-Example:** Have students pretend to be walking down the stairs not using handrails and skipping stairs so that they fall and collapse at the bottom.

**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.



## 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”

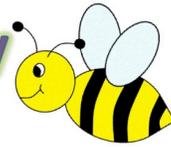
**Example:** Role-play three different lines passing in the hallway demonstrating taking turns.

**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.



## 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.



## 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 bathroom. Here are the key behaviors:

- Flush toilet
- Use inside voices
- Clean up after yourself

### **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:

- Kyle washed his hands before he went back to class.
- Mrs. Smith could hear three kids yelling across the hall in the bathroom.
- The girl makes sure that all her toilet paper gets into the toilet and not on the floor.

### **Role Plays:**

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

**Example:** Cathy sees her friend, Lisa, in the bathroom and says, “Hi. I have something to tell you at recess.” Lisa leaves and goes back to class.

**Non-Example:** The girl notices that her toilet won’t flush and doesn’t tell anybody because she’s embarrassed.

**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.



## Bathroom

### 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 bathroom. Here are the key behaviors:

- Keep all writing tools in the classroom
- Keep feet on the floor
- Report problems to your teacher

#### **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:

- Jessica takes her pencil to the bathroom and draws a picture on the wall.
- A student crawls on top of the toilet seat.
- Jason notices that there is a big mess on the floor of one stall. He returns to class and lets his teacher know right away.

#### **Role Plays:**

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

**Example:** Fred remembers to leave his pencil on his desk before he leaves the classroom for the bathroom.

**Non-Example:** Chris locks the door of his stall and crawls out, so it is locked for the next kid.

**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.



# Bathroom

## Skill Name: Be Safe

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

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

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

- Wash hands with soap and water
- Keep water in the sink
- Stay in your own stall

### **Teaching Examples / Non-Examples:**

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

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

### **Examples / Non-Examples:**

- Gary leaves the bathroom without washing his hands with soap and water.
- Sue flicks running water onto the floor and mirror.
- Randy wanted to see what was happening in the next stall over and barged right in.

### **Role Plays:**

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

**Example:** After washing his hands, Corey went right to the hand-dryer to dry his hands.

**Non-Example:** Jill decided to climb the pipes on the wall before she went back to class.

**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.



## 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 bathroom. Here are the key behaviors:

- Allow for privacy of others.
- Keep your hands and feet to yourself.

### **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:**

- “Hey, is that you in there, Jessie?? This is me, Bradley. I can see your shoes.”
- As a joke, Karl holds the bathroom door shut. Two-three kids could not get out.

### **Role Plays:**

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

**Example:** Nicole hears someone kicking or banging on the stall next to her. She politely asks the kid to stop.

**Non-Example:** Shawna thinks she sees her friend, Kara, from another class to into the bathroom. She decides to look in ALL the bathroom stalls to see if she can find her.

**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.



## 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 bathroom. Here are the key behaviors:

- Return to classroom promptly.

### **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:**

- Karissa tells her friend, Joan, all about her adventures over the weekend after her hands are washed.

### **Role Plays:**

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

**Example:** Katy sees her friend’s story on the Bulletin Board and wants to stop and read it, but she decides she should go straight back to class instead.

**Non-Example:** Kenny goes to the furthest bathroom away from his classroom. It takes him 15 minutes to get back to class.

**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.



## 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 lunch line. Here are the key behaviors:

- Use a quiet voice
- Use polite words such as ‘please’ and ‘thank you’
- Be silent in the red floor area

### **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:

- Show an example of standing quietly in line.
- Demonstrate quietly taking a lunch and saying ‘Thank You’ to the lunch helper
- Demonstrate walking beyond the red floor area making loud noises and pulling on your friends’ hair.

### **Role Plays:**

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

**Example:** Have students pretend to line-up in lunch showing appropriate quiet hands-to-self behavior.

**Non-Example:** Have student’s role-play lining up using loud inappropriate voices while the lunch helper is serving students.

**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.



## 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 lunch line. Here are the key behaviors:

- Allow personal space
- Take all the parts of your lunch that you are supposed to

### **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 going through the lunch line pushing and bumping the person ahead of you.
- Demonstrate a student going through the lunch line quietly, picking up food items one at a time.

### **Role Plays:**

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

**Example:** Have student role-play walking through the lunch line putting all of their food on their tray.

**Non-Example:** Students line-up pushing and yelling at one another.

**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.



## Skill Name: Be Safe

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

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

Ask students to define what **Being Safe** 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 Safe** to others in the lunch line. Here are the key behaviors:

- Keep your hands and feet to yourself.
- Walk.

### Teaching Examples / Non-Examples:

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

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

### Examples / Non-Examples:

- Give an example of pushing the person in front of you while waiting in the lunch line.
- Demonstrate a student walking in the lunch line.

### Role Plays:

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

**Example:** Have students demonstrate pushing in line.

**Non-Example:** Have students demonstrate walking appropriately in the lunch 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.



## 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 lunch line. Here are the key behaviors:

- Keep your hands and feet to yourself.
- Speak politely to others.

### **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 lined up alphabetically for lunch. You pretend you are one of the students in line and begin punching the person in front of you because he is in the wrong place in line.
- Demonstrate saying, ‘Thank You’ to the lunch helper after you get your lunch.

### **Role Plays:**

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

**Example:** Roll play using polite words such as, ‘excuse me’ if you accidentally bump into someone in line.

**Non-Example:** Role play fiddling with the bulletin board in front of the office.

**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.



## 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 lunch line. Here are the key behaviors:

- Stay in line
- Stay in ABC order

### **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 lining up behind a student instead of in the correct ABC order.
- Show what it looks like to get in a nice straight line and stay there.

### **Role Plays:**

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

**Example:** Have students role play getting in ABC order.

**Non-Example:** Have students demonstrate getting out of line to stop at the drinking fountain.

**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.



## 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.

## 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 classroom. Here are the key behaviors:

- Take care of your personal and classroom materials.
- Take care of yourself.
- Take ownership of your behavior.
- Be an active learner.

### **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 a student finding something appropriate and productive to do when he is finished with the assigned task.
- Teacher demonstrates putting classroom supplies away appropriately.
- Teacher says, “I didn’t do that! She did it!”

### **Role Plays:**

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

**Example:** Two students demonstrate sitting attentively at their desk while teacher is giving directions.

**Non-Example:** Students drop markers on the floor and leave them there.

**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.

## Skill Name: Be Safe

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

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

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

- Keep your hands and feet to yourself.
- Walk.
- Use materials appropriately.

### **Teaching Examples / Non-Examples:**

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

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

### **Examples / Non-Examples:**

- Teacher models getting up from the chair and walking to the door.
- Teacher leans back in the chair with feet off the floor.
- Teacher sits at desk and taps pencil on the desk repeatedly.

### **Role Plays:**

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

**Example:** Two students carry scissor and pencils appropriately.

**Non-Example:** Five students race to the door to be first in 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.



## 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 classroom. Here are the key behaviors:

- Use positive words.
- Respect others’ feelings.
- Help your neighbor.
- Share.

### **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:**

- Teacher says, “I’m not working in a group with her!”
- Teacher says, “Would you like to borrow my glue?”
- Teacher says, “Your art project looks weird!”
- Teacher says, “You dropped your book, pick it up!”

### **Role Plays:**

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

**Example:** A student asks for assistance and another student offers to help.

**Non-Example:** A student says, “I’m not sharing anything with you!”

**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.



## 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 classroom. Here are the key behaviors:

- Be ready, be prepared
- Get a good night’s sleep
- Eat breakfast

### **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:**

- Teacher says, “Man I’m really tired, I shouldn’t have stayed up until midnight!”
- Teacher says, “I forgot my book for SSR.”
- Teacher says, “My dad made French Toast this morning.”

### **Role Plays:**

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

**Example:** A student stays, “I have my math homework and my book project.”

**Non-Example:** A student says, “I’m so tired because I stayed up all night and played video games.”

**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.



## 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 an assembly. Here are the key behaviors:

- Be an active listener
- Clap appropriately to say ‘Thank You’
- Keep eyes on the speaker.

### **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:

- Show an example of appropriate clapping after a performance.
- Model being a student talking while the band is playing.
- Model a student showing listening skills while the principal is talking.

### **Role Plays:**

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

**Example:** Role-play is putting on a performance while other students portray active listening and clapping appropriately.

**Non-Example:** Have a student read a poem while other students in the audience 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.



## 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 an assembly. Here are the key behaviors:

- Stay with your class.
- Keep your hands and feet to yourself.
- Use the restroom before the assembly.

### 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:

- Describe a situation in which you class arrives at the assembly and Jimmy decides to go off on his own and sit with Fred from another class.
- Give an example of Susy realizing she has to go to the bathroom, so she decides to take care of it now rather than during the assembly.
- We are standing in line to file into the assembly, but Stephanie in front of me is making too much noise so I poke her really hard in the armpit.

### Role Plays:

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

**Example:** Have students role play walking into the assembly and having a seat altogether in one area.

**Non-Example:** A student is listening to the band playing and taps his foot, to the rhythm of the music, into the back of the person in front of him.

**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.



## Skill Name: Be Safe

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

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

Ask students to define what **Being Safe** 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 Safe** to others in an assembly. Here are the key behaviors:

- Maintain your personal space.
- Walk.
- Keep exit lanes open, keep doors clear.
- Use proper exit.

### Teaching Examples / Non-Examples:

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

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

### Examples / Non-Examples:

- Teacher says, “He keeps touching me!”
- Teacher walks down the hall towards the gym for assemblies
- Teacher stands in doorway
- Teacher says, “Line up and follow me.”

### Role Plays:

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

**Example:** Students walk to gym.

**Non-Example:** Several students crowd together while seated on the floor.

**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.



## 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 an assembly. Here are the key behaviors:

- Sit on your bottom.
- Be a good neighbor.

### **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:**

- Describe a situation in which a student is listening to the speaker; she can't see so she sits up on her knees.
- Describe a situation in which a student wants to tell his teacher how much he like the music in the middle of the performance, but he realized other people are trying to hear too, so he waits until the performance is over to comment.

### **Role Plays:**

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

**Example:** Have a line of students sitting on their bottoms while listening.

**Non-Example:** Be a rude, loud, and disrespectful audience.

**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.



## 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 an assembly. Here are the key behaviors:

- Be on time
- Enter quietly
- Listen for the signal that begins the assembly

### **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:**

- Teacher says, “Line up so we are on time for the assembly.”
- Teacher enters gym talking loudly.
- Teacher thinks aloud, “There’s the signal for the assembly to begin. I need to be an active listener.”

### **Role Plays:**

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

**Example:** Students enter gym not talking.

**Non-Example:** Teacher claps hand to signal the beginning of the assembly and students keep 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.