



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.