



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.

Teachers are encouraged to compliment students they see them engaged in appropriate behavior. Use additional activities and lessons to creatively reinforce the above skills.