

# Who's Responsible?

This lesson focuses on our responsible actions and how we work together with others to accomplish goals. When people lax on their responsibilities, it affects much more than just them.

## Kindness Concept(s)

Responsibility, Self-Discipline, Kindness

## Lesson Timeframe

45 minutes

## Required Materials

- Butcher Paper with large circle divided into thirds for each group
- Writing utensils

## Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



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AS A RECOMMENDED PROGRAM  
FOR SOCIAL AND EMOTIONAL LEARNING.  
See last page for details.

## Lesson Objective

Students will:

- Understand how their actions have consequences and affect others, even if they do not see it immediately.
- Demonstrate the importance of following through on one's responsibilities.

## Teacher Connection/Self-Care

Responsibility is defined as being reliable to do the things that are expected and required of you. Oftentimes, we tend to focus on the tasks that affect us personally. I pay my mortgage so I have a place to live. I take care of my body so I will be healthy. This week, focus on the actions you carry through that can and do have an immediate effect on others. What responsibilities do you have in your teaching team, at your school, within your community? How can you work harder to ensure that others can count on you at all times? The reality is that no one is perfect. Each one of us will drop the ball at some point. How you choose to handle these times says a great deal about how you view your responsibilities. Take some time this week to examine your response to natural human error. Be kind to yourself and move forward. None of us is perfect!

## Tips for Diverse Learners

- Allow low-literate students to draw their answers on the pie chart.
- Modify the activity to include using magazine pictures if desired.



## Share

3 minutes

*During our last lesson we talked about personal responsibilities and created our ladders to illustrate what we are responsible for at school. Think back to your ladder. Choose one thing you wrote on it. At the count of three we will all shout out ONE responsibility. This is not a screaming match. I want to be able to hear your words, not just yelling.*

*Do you have a special responsibility in your mind? Okay, 1, 2, 3...(class shouts out responsibilities).*

*Didn't it feel good to hear all the amazing ways our class shows kindness and responsibility in our room? Thank you to each and every one of you for being personally responsible every day.*



## Inspire

### **What does Responsibility look like?**

10-12 minutes

*We may not think much about it, but each of us makes responsible choices all day, every day!! We chose to get up today. We chose to get dressed and come to school, even though we might have rather slept in or played video games! We choose to learn. We choose to be kind to our classmates and teacher. When we treat others with kindness and respect we are acting responsibly.*

Divide your whiteboard into 3 categories: Morning, Afternoon, Evening

- *How were you able to show responsibility this morning before you came to school?*
- *How do you show responsibility after lunch in our classroom?*
- *How do you show responsibility after dinner in your home?*

*All of these actions demonstrate responsibility. All of us work together, each person doing their part. It is very important to follow through on your responsibilities! When you forget or don't feel like doing something, it can have a huge effect on others!*

Note: If time allows, discuss how it sometimes gets more difficult to be responsible as the day goes on. We get tired, we are too busy, or we are irritated with yet another responsibility. All of these can be triggers that might make being responsible feel more challenging!



## Empower

20 minutes

Today we are going to focus on all the different responsibilities related to homework. Ask the class: "Who's responsible for homework?" (the most common answer will be- me or "we are"). Well actually many people play a role in the homework you complete each night. After we are done, we will

discuss what happens when each necessary person doesn't complete their responsibilities.

- Divide the class into groups of 3-6.
- Pass out a large piece of butcher paper with a circle divided into 3 sections for each group.
- Have one volunteer label each section: Student, Teacher, Parent/Guardian
- Our goal during this activity is to identify the responsibilities of the student, the teacher, and the parent/guardian as it relates to homework. We usually think of homework as just the student's responsibility, but it actually takes 3 people for it to be completed successfully.
- Allow groups 10 minutes to brainstorm the responsibilities of each person within their section of the pie chart.
- Reconvene and have each group share their answers. Write the answers on the board with the first group.
- As the 2nd, 3rd, etc. group presents, write down new ideas and place a checkmark next to ideas that have already been shared.
- Explain that the answers that have the most checkmarks are the most important responsibilities as many (if not all) of the groups agreed on them!



## Reflect

5 minutes

Today we identified necessary responsibilities from the students, teacher, AND parent/guardian for the homework I pass out. Who knew it took so many people to complete one subject!

- What would happen if the teacher didn't make enough copies of the homework?
- How might the students that didn't get the homework suffer come test time? (less practice/review, etc.)
- Sometimes our parent or guardian isn't able to help us with homework, but we still need help; what are some other options for receiving help? (family member, sibling, trusted neighbor, after-school program, teacher during recess, etc.)



## Extension Ideas

- Extend this activity by repeating it with another topic or by using magazines to find the answers.

RAK Notebook Prompt (See RAK Notebook Project in the Respect unit for more details)

- At the top of the page write, "I am responsible for"
- Draw a large square and divide it up into fourths.
- Label the sections "Home" "Class" "School" and "Community"
- Write or draw what you are responsible for in each of these locations.



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LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>