

# Impacting Others with our Responsibilities

In Lesson 1, we talked about things that might impact our ability to do what is required or expected of us. In Lesson 2, we talk more about what happens if we succumb to that failure. While we may think that not doing what we were supposed to do is “no big deal,” when we don’t fulfill our responsibilities it can impact other people. This lesson gives students an opportunity to consider how their responsibilities impact others and what can happen if we don’t do what we need to do.

## Kindness Sub-Concept(s)

Self-Discipline

## Lesson Timeframe

35-40 minutes

## Required Materials

- ❑ Students will, ideally, use the lists they generated in Lesson 1 for the Empower activity. Have students get those out or pass them back (if you collected them after Lesson 1 was complete).

## 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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See last page for details.

## Lesson Objective

Students will:

- Examine the cause and effect relationship between fulfilling or neglecting our 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, and 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

- As they may have done in Lesson 1, students can draw their responsibilities and cause/effect consequences.
- If think, pair, share is not ideal for your group, keep the discussion in large or small groups.



## Share

5-7 minutes

*In our first lesson, we talked about the different things we are responsible for and how we must have self-discipline to overcome obstacles and make good decisions. Did anyone try one of their self-discipline strategies this week? How did it go?*

Invite student responses.



## Inspire

7-10 minutes

*Today we are going to talk about how our actions (or inaction) can impact others. We all have responsibilities and we don't have responsibilities for no reason, right? Everything we do, hopefully, is done with a clear purpose in mind. And, if we don't fulfill our responsibilities, we can actually negatively impact other people or even things or animals (like gardens, our homes, our pets: we have to take responsibility for things like this, too!). We might think it's "no big deal" to forget our baseball glove at home when we go to practice, but if we can't effectively practice, the entire team suffers. You can't get better as a team unless every player is prepared and fully engaging in practice.*

*So, I am going to read off a couple of situations and I want you to do a think, pair, share with the neighbor on your right (adjust this to suit your seating arrangement, student work stations, etc.) about how the main character's choice impacts those around him.*

1. David is working with Malia and Sasha on a group project for social studies. They are presenting on ancient Rome. They are supposed to finish their poster today and present tomorrow, but David, who was in charge of bringing pictures of Ancient Rome for their poster, forgot to print any off at home the night before. How does this impact Malia and Sasha?
2. Every 5th grader has to help out in the school cafeteria for one week during the school year. This week, Jackson, Sarah, Maizy, and Juan are assigned to help. Each one has a different job. Sarah is helping hand out milk; Maizy is helping the cooks put food on trays; and Juan is going to clean up any napkins or utensils that fall to the floor and that students don't pick up. Jackson is supposed to help kids scrape any leftover food on their trays into the waste bins before they stack their trays for washing. This grosses Jackson out and he decides to skip his duty and go outside with his friends instead. After all, there are four other helpers already. How does this impact his group members and other people at school?



## Empower

10-15 minutes

*It's easy to think, "Oh, man! I forgot to print those pictures! Oh well!" or, "There are already other people helping; they won't even miss me," right? But, in reality, those choices forced other people to do additional work which can cause stress or tension. It is important that once you've been given a job that you follow through with it.*

*Let's go back to your list of responsibilities from the last lesson. Write down what you feel are your TOP THREE responsibilities every day.*

*Now, under each one, write down what happens (or will happen) if you didn't take care of that responsibility.*



## Reflect

5-7 minutes

Have students share with their previous think, pair, share partner what they wrote down.

In the large group, remind students to pay attention to their responsibilities this evening, whatever they might be. Encourage them to reflect on what might happen if they fail to complete their responsibility to the best of their ability and who it might impact.



## Extension Ideas

- Have students think about the responsibilities of others at school, at home, and in the community. Have them think about how it would impact them personally if those people did not complete their responsibilities. For example, what would happen if their teacher simply didn't show up for school? What would happen if their parents or guardians didn't shop for groceries or pay the bills? What would happen if your bus driver decided to skip work one morning?



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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/>

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