

Responsibility for Ourselves, Others, and the Environment

This project in the Responsibility Unit helps students recognize all of the ways they are responsible for themselves, the spaces they share with others, and the environment. The focus of this project demonstrates how making responsible decisions is not always the same as making easy decisions. Students will evaluate choices they can make for each of the three habitats (and the environment in general) studied in the unit, and determine which is the responsible choice and why. They will use popsicle sticks to illustrate their choices and use them to make a beaver dam replica.

Kindness Concept(s)

Responsibility, Kindness

Project Timeframe

25-30 minutes

Required Materials

- Pencils for each student
- Marker for each student
- Popsicle stick for each student
- Glue or tape
- Poster board

Share

In the third lesson, what habitat did we talk about?

Invite student responses.

That is right! We looked at forests and freshwater habitats. What animal did we study? Yes! We studied beavers. What do beavers build and how do they build it?

Invite student responses.

Good! Beavers use their sharp teeth to cut down trees and haul branches and brush to build dams. They use mud to help the dam hold together. At the dam, they build a house called a lodge which has rooms and tunnels the beavers can move in and out of.

Inspire

In all of the lessons, we've talked about how we must make responsible choices so we can take care of ourselves, take care of others, and take care of the environment. There are many decisions we need to make everyday to help our body habitats, our shared habitats, and our habitats of nature stay strong and healthy. Sometimes these responsible decisions are hard to make. The right decision and the easy decision are not always the same thing. What are some responsible choices that you make for yourself that you know are good for you but maybe aren't always super fun or easy to do?

Invite student responses, which may include brushing teeth, going to the doctor, getting shots, doing homework, and eating vegetables.

What are some responsible decisions you make at home or in other spaces you share with other people?

Invite student responses.

Empower

Today we are going to talk about the responsibility we have to ourselves, to our shared spaces with others, and in nature to maintain healthy habitats in which to leave, play, and learn. We are going to break into habitat groups and each group member will get three different popsicle sticks: one for the self habitat, one for the habitats you share with others, and one for nature's habitat or the environment.

In your groups, each person is going to write down one responsible decision, attitude, or action that you can make, have, or do in order to ensure the health of your habitats. You are going to each get three popsicle sticks and you will need a pencil and a black marker. On your stick, write your idea for your decision, attitude, or action for that particular habitat. Now, remember, yellow is for self, blue is for others, and green is for nature. Write it down in PENCIL first! When everyone is done, share your ideas with the group. Your group may have some suggestions on how to make your ideas even more specific! When you are sure you want to keep your ideas, trace over it with your black marker. When everyone in your group has shared and has finished their popsicle stick, everyone in the group should hold up their sticks to signal that you are done.

Reflect

We are going to take our sticks, now, and make a responsible beaver dam! Remember that beaver dams often create good habitats for other animals. Other animals, plants, and organisms depend on the beaver to make a strong dam; even humans can benefit from a beaver's dam if it prevents flooding! Or, when a beaver cuts down a tree, that helps the forest regrow and restore itself, which is also good for people.

That is what our poster represents: how our responsible decisions help to regrow and restore ourselves, others, and the world around us.

Hold up or point to the poster display.

Through the middle we will have our dam and to the left we will have, "How we are responsible for ourselves," and to the right we will have, "How we are responsible for others and the environment". Throughout the week, as we look at the choices we use to build our dam, we will write down some of the ways we feel these choices help us be responsible for ourselves, for others, and for the environment.

I will call you up by group to come and glue or tape your stick to the dam. Notice that each habitat has a different colored stick, too, so we will have one colorful dam!



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PROGRAM FOR SOCIAL
AND EMOTIONAL
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/>

RANDOM ACTS OF KINDNESS
FOUNDATION®

<p>How we are responsible for ourselves?</p>	<p>DAM</p>	<p>How we are responsible for others and the environment?</p>
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