

# Our Shared Habitats

This foundational lesson in the Responsibility Unit focuses on self-discipline and how responsible actions affect ourselves first and foremost. There will be a running theme throughout this unit that focuses on responsible decision-making and self-discipline in a way that shows responsibility to self, others, and the environment. Life science and music standards will be addressed through the study of habitats and environmental impact of noise. Each lesson will draw parallels with responsibility, self-discipline, and, ultimately, kindness. The focus of this second lesson is making responsible decisions to care for others and the places we live and work; these are our shared habitats.

## Kindness Concept(s)

Responsibility, Self-discipline, Habitat, Kindness

## Lesson Timeframe

35-45 minutes

## Required Materials

- ❑ Messy classroom but kids working quietly: [https://c1.staticflickr.com/4/3557/3694091475\\_5f91e64680\\_b.jpg](https://c1.staticflickr.com/4/3557/3694091475_5f91e64680_b.jpg)
- ❑ Messy bedroom (cartoon): <https://pixabay.com/en/messy-bedroom-home-bed-room-1459688/>
- ❑ Playground with kids: <https://media.defense.gov/2007/Jun/06/2000484431-1/-1/0/070605-F-5506-C-051.JPG>
- ❑ Relatively organized lunch room: <https://www.flickr.com/photos/wwwworks/6235929961/>
- ❑ Image Citation: CC-BY-2.0  
Woodleywonderworks: <https://www.flickr.com/photos/wwwworks/6235929961/>
- ❑ E. Music recital: <https://www.flickr.com/photos/wwwworks/5992005426/in/photostream/>
- ❑ Image Citation: CC-BY-2.0  
Woodleywonderworks: <https://www.flickr.com/photos/wwwworks/5992005426/in/photostream/>

## 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.

## Lesson Objective

Students will:

- Explain the difference between responsible and irresponsible decisions with regard to shared habitats.
- Identify shared habitats (bedrooms, bathrooms, school busses, classroom, lunchroom, library, etc.) and evaluate ways to keep them safe and healthy.
- Explore how we can make responsible decisions regarding our shared habitats.

## 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.

### Tips for Diverse Learners

- The idea with the empower and wrap-up is to give teachers an opportunity to collect writing samples (on top of the valuable discussion elements for students). The samples should be true reflection of ability, so students should not feel burdened with extraneous proofreading, etc. You may elect to give students an exception to this and draw his/her answers if a writing sample is not necessary at this point or would be too challenging/frustrating for an emerging writer to produce.



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See last page for details.



## Share

5-7 minutes

*In our last lesson we talked about our bodies, minds, and hearts as our personal habitats. Can someone remind the class what a habitat is?*

Invite student responses.

*Correct! A habitat is a living space for people, animals, and organisms. There are all kinds of habitats. Today we are going to talk about our shared habitats as humans; the living spaces that we share with other people. In the last lesson, we talked about the habitat that is only for us: our bodies, minds, and hearts. But outside of our own bodies, we share a lot of space with a lot of people!*

*What are some shared habitats that you live and operate in?*

Invite student responses. Look for answers like homes, buses, playgrounds, school, and classroom.



## Inspire

5-7 minutes

*When we share habitat space with others, sometimes we have things that we are responsible for in order to maintain the habitat in a safe, happy, and healthy way. For example, if your home habitat has water, electricity, and TV, then that means your parents or guardians have been responsible in setting up and paying for those services. If you ride the bus to school, that habitat has rules you are responsible for following so that the driver can get everyone to school safely. In our classroom, what are some things you and I are responsible for so that we have a successful and safe day of learning?*

Invite student responses. They should point to classroom rules, to the fact that they keep their work spaces organized and cleaned up, to the idea that everyone comes prepared and ready to learn, and the teacher ready to teach!

*Our success in our shared habitats depends on the health of our habitats. If our shared spaces are messy and dirty, or if people in those habitats are not respecting the rules or treating others with kindness and fairness, then we cannot thrive as people and our habitats become places that no one wants to be!*



## Empower

15-20 minutes

*We are going to work in small groups to identify the responsible decisions we need to make in order to keep our shared habitats safe and healthy. Let's do one example together, though.*

Project the first classroom habitat picture (Messy classroom but kids working quietly) on the smart board or walk around with it for everyone to see.

*What habitat are these students sharing right now?*  
Invite student responses.

*What do you notice about this shared habitat?*  
Invite student responses.

*What are some responsible choices these people are making about keeping this habitat safe and healthy? What could they do better?*  
Invite student responses.

Project the rest of the images shown in the materials list or as many as you have time for. Invite students to write down their ideas about the following for each image:

*Identify the shared habitat.*  
*Identify the responsible choices people in the pictures seem to be making and how you know this.*  
*Identify something they could be doing better.*



## Reflect

7-10 minutes

*Hopefully your groups had fun making these observations! I would like you to pass in your papers so I can see your ideas. It is interesting to think about all of the choices we make that impact our shared spaces. Remember, the health and order of our habitats help us to be healthy and to grow and learn.*

*We are going to do one final image individually. I want you to do your best to write your answers, and you are going to hand in your papers when you are finished, so be sure to put your name at the top!*

*On your paper, draw a T-chart. To do this, draw a line from left to right at the top of your paper and leave a little space at the top. Then, draw a vertical line from the center of your horizontal line down to the bottom of the page. Draw an example on the board.*

*On the left, write this big word: Audience. Do this on the board.*

*On the right, write this word: Player. Do this on the board.*

*Under "Audience," I want you to write at least three choices you need to make in order to be a responsible audience member and respect the players who will be giving the recital.*

*Under “Player,” I want you to imagine you are one of the musicians and you are going to play with this band. What is your responsibility to this group so that you have a very successful recital together? List at least three.*

If there is time to review student answers in the large group setting, that is ideal; if not, you can collect the papers and revisit the ideas the next day during the morning meeting or another time. Hopefully students will recognize that both groups have unique responsibilities. The audience should sit quietly, listen with interest, clap after the performance, pay attention, etc. The player needs to practice, play their unique part, show up to the recital (on time or early!), keep going if they make a mistake, and look nice if that is expected.

You can also use collected papers as writing samples.



## Extension Ideas

- Ask students to create a similar T-chart for their homes; on the left they can have their parents write down everything (or the top three or four things) they are responsible for and on the right, they can write down what they are responsible for.
- Teachers can do this with their classrooms (T-chart: Teacher Responsibility and Student Responsibility). This will give the teacher an opportunity to review some key classroom rules.



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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/>