

Responsibility Obstacle Course

This lesson defines both responsibility and perseverance and gives students an opportunity to identify personal responsibilities they have at home, at school, and to themselves/others. Additionally, the lesson explores some of the small things that can happen to prevent us from fulfilling our responsibilities. Students will reflect on these obstacles and then determine what they can do to overcome those obstacles.

Kindness Sub-Concept(s)

Self-discipline

Lesson Timeframe

30-35 minutes

Required Materials

- ☐ Paper
- ☐ Writing utensil

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:

- Identify personal responsibilities.
- Develop strategies to help ensure students can stay on track and fulfill their responsibilities.

Teacher Connection/Self-Care

Whether you're a first year teacher or a veteran, you owe it to your students to plan. Try sorting your students into groups based on learning style instead of academic level. How does this change your groupings?

Tips for Diverse Learners

- Students with limited writing or language skills could do a partner share vs. writing in a journal, or they could draw pictures to accompany their writing.



Share

5-7 minutes

In this unit we are going to talk about **responsibility**: *being reliable to do the things that are expected or required of you.*

Invite students to share what their responsibilities are at school as 4th graders - these can be responsibilities they have in the classroom or in school as one of the older grade levels. **Write these responsibilities on the white board.**



Inspire

5-10 minutes

Now, invites students to look at the list they just generated and ask them what would happen if they did not follow through on these responsibilities. Go through them one by one and erase them as you go.

OPTIONAL: Have students journal for 3-4 minutes on the following prompt: *What is your most important responsibility as a 4th grader and how will you ensure you follow through?*



Empower

10-15 minutes

Responsibility Obstacle Course

Explain to students that sometimes things can get in our way of completing our responsibilities. When this happens, need to problem-solve and think of ways to **persevere** through the challenge.

Ask:

- What does it mean to persevere? (Or, what does perseverance mean?)

You might adjust this definition, but a good starting point for perseverance is *trying our best, even when it gets hard, until we reach our goal.*

Activity:

You are going to read a list of obstacles that sometimes come up that make it difficult for us to complete our responsibilities. Students need to brainstorm ways to overcome these obstacles. They can do this in small groups or pairs, or you can have students work independently. Students/teams should write down their ideas for addressing and overcoming these obstacles:

Responsibility Obstacles:

- *You overslept.*
- *You left your homework on your kitchen table.*
- *You were daydreaming during class.*
- *You procrastinate (which means you wait until the last minute to do things).*
- *You forgot to charge your classroom iPad or computer tablet.*

The goal is to have students determine a way to address *and overcome* the obstacle that might stand in the way of them completing their responsibilities, and *bonus points* if they can think of a way to avoid the obstacle from happening to them again.



Reflect

5 minutes

Have everyone come back together and share their strategies for overcoming the responsibility obstacles, and see if anyone thought of ways to prevent the obstacle from happening again in the future. Rotate who shares if you find most groups came up with the same solutions. This will give every group or student a chance to read out.



Extension Ideas

- Ask students later in the week if they had any responsibility obstacles creep up and what they did to address them.
- Collect student lists and strategies and email a consolidated class list of strategies to parents as your class' ideas for how they can overcome responsibility obstacles; this might provide additional support and encouragement at home, which can spill over into school behaviors.



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AS A RECOMMENDED
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/>