

# Personal Responsibility Inventory

This lesson gives students a chance to self-reflect on how well they fulfill typical daily responsibilities through a personal responsibility inventory. Students will also brainstorm ways to improve their performance on one responsibility and will practice vulnerability by identifying a person who can hold them accountable for their progress.

## Kindness Sub-Concept(s)

Self-discipline

## Lesson Timeframe

30-35 minutes

## Required Materials

Personal Responsibility Inventory

## 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:

- Reflect on personal responsibility fulfillment.
- Identify strategies for responsibility self-improvement.
- Connect the concept of responsibility and accountability.

## Teacher Connection/Self-Care

It is no coincidence that the first half of the word responsibility is the word response. We are responsible for how we respond to others. Although it can be a struggle, responding in kindness is a true gift that we can offer to those around us. The beauty of this response is that it is completely free for both you and the recipient! A change in attitude, an adjustment in your perspective, a deep breath before reacting; all of these actions allow you to respond in kindness regardless of the situation at hand. That said, some people and situations may require you to dig a bit deeper to conjure up the kindness needed to keep the tone upbeat. Don't despair! You can lead with kindness in every situation. The key is to plan ahead. This week, brainstorm tough situations that frequently lead you to struggle with a kind response. How can you add a kind word in these scenarios? Here are a few examples to get your juices flowing. 1) If someone is prone to complaining, build them up with kindness and suggest they take a stab at creating something to fix/adjust/replace the area of concern. 2) If a team meeting frequently ends with both sides becoming confrontational, plan ahead to write down the contributing thoughts of every member and then highlight similarities within the group to increase buy in. Now it's your turn. How can you respond with kindness?

### Tips for Diverse Learners

- Students who struggle with reading may need help reading the Personal Responsibility Inventory worksheet; this could be done in a large group setting where the teacher reads each responsibility and gives students time to answer personally.



## Share

5-7 minutes

*In our last lesson, we conducted an Environmental Inventory here at school. Since that lesson, what have you all been doing to be more responsible with regard to how we care for the Earth and environment?*

Invite students to share.

*Doesn't it feel good to be more intentional and responsible about how we help the Earth?*



## Inspire

7-10 minutes

*Now we are going to do a Personal Responsibility Inventory. We'll take a few minutes to answer some questions about our personal responsibilities that we have here at school, at home, and in our community. Remember, in the first lesson we wrote down what some of our responsibilities are and then talked about how we must be self-disciplined to make sure we are fulfilling our responsibilities. But, we didn't really evaluate how well we manage our responsibilities on a regular basis. So, today we will take some time to honestly evaluate how well we are doing with our daily responsibilities.*

Handout the Personal Responsibility Inventory and give students 3-5 minutes to complete it. It may go faster if you read each responsibility out loud; or, you may give students time to read and reflect on each one silently.



## Empower

10-15 minutes

*Let's evaluate our inventories now! Count up your totals for each column and write them down in that last row.*

Give students a minute to do this.

(Optional) Invite students to share some of their results. Perhaps you read each responsibility again and ask students to raise their hands for always, mostly, rarely, never. Invite students to share how/why they marked their responses. If you feel this exposes students too much personally, skip this activity.

*Now, we are going to talk about another piece of responsibility called accountability. When we are responsible for something, we are also accountable for it, meaning people are counting on us to do what we said we would do. And, if we don't do what we need to do, we will be letting someone else down or creating more work or stress for others. It is good to ask others to help us be accountable for our responsibilities.*

*Who are some of the people that hold you accountable for the responsibilities you have?*

Invite student response. Answers such as parents, teachers, friends, or coaches might be highlighted.

*Now, look at your inventory again. Identify one responsibility you marked in the mostly, rarely, or never column that you want to work on making an “Always”. Then, answer the three reflection questions below your inventory. The last question asks you to identify one person who can help you be accountable for doing a better job at being responsible for the task you selected. Part of your job today will be to ask the person you identified to help you with this responsibility.*

Give students some time to answer the three reflection questions; float the room to help out and encourage.



## Reflect

5-7 minutes

Invite a few students to share their reflections. Remind students that they should ask the person they identified as their accountability partner if they will help the student do a better job fulfilling the responsibility they want to improve upon.



## Extension Ideas

- Have students write letters to their accountability partners explaining the responsibility challenge and how they can help. Have students deliver their letters.
- Have students share their inventories with their parents/guardians and discuss the results.
- For a math extension, collect the inventory data and graph the results for the entire class.



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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/>

# Personal Responsibility Inventory

Put an "X" in the column that best represents your regular experiences.

Responsibility	Always	Mostly	Rarely	Never
When my parent or guardian asks me to do a chore at home (like set the table, do the dishes, clean my room, etc), I do it right away without complaining or negotiating.				
When my teacher gives me homework, I do it immediately at home without reminders or pressure from my parents/guardians.				
I use please, thank you, and you're welcome appropriately without reminders.				
When I am on a sports team, taking music lessons, in a theater group, or engaged in some other extra-curricular activity (community or religious), I listen to the instructor/leader/coach, follow the rules, and give 100% every time.				
I follow the rules and set a good example for others (including family and friends).				
I stay focused in class and never daydream or wish I was doing something else.				
I brush my teeth every morning and every night.				
I eat healthy foods and play or do activities to keep my body strong.				
I speak calmly with my siblings or parents, even when I get angry.				

I keep my room clean and organized.				
When I take something out (at home or at school), I put it back where I found it and in the same condition I found it.				
If I notice a student at school being unkind to another student, I will say something.				
If I see trash outside on the ground, I pick it up and put it in a nearby waste bin.				
When I leave a room, I turn the lights off (if no one else is in the room).				
When I brush my teeth or wash my hands, I do not leave the water running for long periods of time.				
I volunteer in my community to help others.				
<b>TOTALS</b>				

## Responsibility Reflection

1. What is ONE responsibility you could improve?
  
2. How will you improve?
  
3. Who will you ask to be your accountability partner?  
This should be a person who will help you be more responsible for this specific task.