



# Self-Awareness

## ABOUT CENTER FOR THE COLLABORATIVE CLASSROOM

The Caring School Community (CSC) program is a nationally recognized, research-based program for grades K–6 that builds classroom and schoolwide community while developing students' social and emotional (SEL) skills and competencies.

# Values Check-in, Responsible and Caring

By: The Caring School Community

# Responsibility and Caring

## MORE ABOUT VALUES CHECK-IN MEETINGS

In this lesson, the students review the values of *fairness* and *helpfulness* (see Week 2, Fairness and Helpfulness) and reflect on how they are applying the values of *responsibility* and *caring*. As in the previous Values Check-in Class Meeting, you will help the students begin to think and talk about how they live by the values by sharing your observations of their interactions.

This lesson may take more than one class period.

## Lesson Purpose

### Students:

- Reflect on the values of *caring* and *responsibility*
- Contribute ideas that are different from other people's ideas

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## Before the Lesson

At the beginning of the week, explain that you would like the students to think about how they can take responsibility and be caring to one another at school. In the days before the class meeting, stop the class periodically to point out ways the students are being responsible and caring. You may want to keep notes about your observations for use in the meeting. Pointing out examples of responsibility and caring as they happen helps to define the values and increases the students' awareness and understanding of them.


## Materials

- Drawing paper and pencil for each student
- Scratch paper and pencil for teacher notes (optional)

## The Lesson

### 1 REVIEW AND DRAW EXAMPLES OF FAIRNESS AND HELPFULNESS

Remind the students that they have been focusing on ways to be fair and helpful to one another at school. Explain that today they will draw pictures of ways they have been fair or helpful and then talk about their pictures in a class meeting. Share some of your observations of ways the students have been fair and helpful to one another. Use “Turn to Your Partner” to briefly discuss:

 Turn to Your Partner

**Q** What are some other ways people were helpful or fair?

After a few moments, signal to bring students’ attention back to you. Have a few students share their ideas with the group.

Explain that the students will do a pencil drawing of ways they have been fair or helpful to share with the class. Distribute the drawing paper and pencils and give the students several minutes to draw. Let them know when they have about two minutes left.



**Circulate among the students and offer assistance as necessary. If they are unable to think of something to draw, offer some examples from your observations.**

### 2 GATHER IN A CIRCLE AND SHARE DRAWINGS

Have the students gather in a circle with partners sitting together. Ask them to share their drawing with their partner and tell each other about how they were fair or helpful.

After a few moments, signal to bring students’ attention back to you. Have two or three volunteers share how they were fair or helpful. Ask:

**Q** What did your partner tell you about how she was fair or helpful?

**Q** What questions do you have for [Raul] about his picture?

Remind the students that if they are not able to hear someone speaking, they should ask the speaker in a caring way to speak more loudly.

# Class Meeting Lessons



## 3 DISCUSS WAYS THE STUDENTS HAVE BEEN RESPONSIBLE AND CARING

Remind the students that over the week you have been pointing out ways they have been responsible and caring to one another. Use “Turn to Your Partner” to discuss:

**Q How did you take responsibility for your own behavior today?**

**Q What were some ways you were caring to one another?**

After a few moments, signal to bring their attention back to you. Have a few volunteers share their ideas with the class. Encourage the students to contribute ideas that are different from other people’s ideas.

### Students might say:

“I put all the blocks away after I played with them, and nobody had to remind me.”

“I pushed in my chair when the bell rang.”

“I walked Maria to the office when she got hurt on the playground.”

“I agree with [Karina], she acted in a very caring way.”

You may decide to do this part of the class meeting at a different time during the day.

## 4 DISCUSS OTHER WAYS TO BE RESPONSIBLE AND CARING

First in pairs and then as a class, discuss other ways the students can take responsibility and act in caring ways. Ask questions such as:

**Q If you are working on an art project and it is time to go outside for recess, how might you get ready for recess?**

**Q If you see a student in our class sitting all alone during snack time, how might you act in a caring way?**

**Q How would [Marissa’s] suggestion make our classroom a better place to be for everyone?**

**Q Why is it important that we include everyone in the class?**

Turn to Your Partner



## **5 REFLECT AND ADJOURN THE MEETING**

Encourage the students to keep thinking about ways they can take responsibility and be caring to their classmates. Let them know you will check in with them throughout the year to see how they are doing building a community where everyone is fair, helpful, responsible, and caring.

Adjourn the meeting and have the students return to their seats.



Later in the week, you might have the students draw pictures of themselves acting in caring ways and taking responsibility. Collect all the pictures and display them on a bulletin board titled: "We Are Fair, Helpful, Caring, and Responsible."

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## **After the Lesson**

As the students work together on various activities during the rest of this week, stop periodically and ask, "How are you being [responsible/caring] right now?" Pointing out how they are being responsible or caring provides the students with concrete examples of the values and helps them identify situations in which they can use the values to guide their behavior.