



Personal Responsibility

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.

Introducing Homeside Activities

By: The Caring School Community

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ABOUT HOMESIDE ACTIVITIES

An essential component of the Caring School Community program is Homeside Activities, a program designed to involve adult family members in children’s learning. Each Homeside Activity is a starting point for conversations between the students and their adult family members. The book *Homeside Activities* describes the academic and social benefits of activities that connect home and school and explains how to prepare for and conduct them. There is a separate volume of age-appropriate activities for each grade level.

Lesson Purpose

Students:

- Learn about Homeside Activities
- Prepare for their first Homeside Activity
- Take responsibility for doing the activity

Before the Lesson

Read the first section of *Homeside Activities* for your grade level. Scan the year’s activities and choose one from early in the book to do as your first activity. Prepare for the activity you choose following the instructions in the *Homeside Activities* book.

Materials

- *Homeside Activities*
- Materials for initial Homeside Activity

The Lesson

1 GATHER IN A CIRCLE AND INTRODUCE HOMESIDE ACTIVITIES

Have the students gather in a circle with partners sitting together. Explain that today they will learn about Homeside Activities—activities they will do at home with an adult family member and then bring back to school to share with their classmates. Remind the students that they are building a community in their classroom and explain that Homeside Activities will help to bring their family members into the community.

Explain that the students will do Homeside Activities once or twice a month. They will ask an adult relative or friend to help them with the activity. In each activity, they will have a conversation with their adult partner and then write or draw something on a record sheet with the partner. After completing the activity, they will bring it back to class to share with their classmates. Ask:

Q Whom could you ask to do a Homeside Activity with you at home?

Q If the first person you ask is busy, whom else could you ask?

2 DISCUSS TAKING RESPONSIBILITY FOR THE HOMESIDE ACTIVITY

Distribute and briefly review the first Homeside Activity.

Explain that it is the student's responsibility to take this activity home, find a time to do it with a family member, bring it back by the due date, and be ready to talk about it. First in pairs and then as a class, discuss:

Q How will you make sure you get the activity done on time?

Q How will you be sure to bring the activity back to school when it's done?

Q The adults in your family are busy. How can you make sure they have time to do the activity with you?



Students who have difficulty finding an adult at home who can help them with the activity can do it with an older sibling, relative, or friend.



If the students are having trouble generating ideas, prompt them with suggestions such as those in the "Students might say" section.

Class Meeting Lessons

Students might say:

“Don’t wait until the last minute.”

“I agree with [Rosa], and I’ll try to set up a time with them.”

“Let them know about it beforehand.”

“Don’t do it when they’re going to work.”

Ask questions like these to extend the conversation:

- Q Who had a similar idea to [Lisa’s]? Tell us about it.**
- Q Who had an idea different from [Connor’s]? Tell us about it.**
- Q What can you add to what [Chad] said?**

Remind the students that you expect them to take responsibility for completing the Homeside Activity and bringing it back to class by the due date. Explain that you will have another class meeting on the due date to discuss how the students did with taking responsibility.

3 REFLECT AND ADJOURN THE MEETING

Use “Think, Pair, Share” to briefly discuss:

- Q How are you helping to make our class meetings successful?**
- Q What might you do to make the next class meeting run more smoothly?**

Have several students share what they discussed with their partner. Encourage the students to use the discussion prompts and to build on one another’s thinking.

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

Think, Pair, Share

