

# My Body Habitat

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 first lesson is making responsible decisions to care for our physical bodies, minds, and hearts: our body habitats.

## Kindness Concept(s)

Responsibility, Self-discipline, Habitat, Kindness

## Lesson Timeframe

30-40 minutes

## Required Materials

- Personal Habitat handout
- Example handout for the teacher

## 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.



DESIGNATED BY CASEL  
AS A RECOMMENDED PROGRAM  
FOR SOCIAL AND EMOTIONAL LEARNING.  
See last page for details.

## Lesson Objective

Students will:

- Explore responsible and irresponsible decisions with regard to taking care of our bodies and minds.
- Identify parts of the habitat of the body (physical body, mind, heart) and evaluate ways to keep them safe and healthy.
- Explore how we can make responsible decisions regarding our bodies and minds.

## Teacher Connection/Self-Care

As a teacher you are responsible for the safety and education of dozens of children. How do you prepare for school each day? Every teacher is required to provide some type of lesson plans as proof of planning. Effective planning goes much further than this. Mapping out a unit based on the number of class days coupled with allotted time constraints can completely change the original lesson. Oftentimes our planning gets shorter and shorter the longer we have been teaching. However, each year we receive a completely new set of students. This week, set aside some extra time to evaluate your current class. What special needs do they have (both strengths and weaknesses) that require a different approach than past years? If this is your first year teaching, try categorizing your students by learning style rather than academic level. You may begin to appreciate each student a bit more, which ultimately leads to a teacher that responds with kindness rather than frustration.

### Tips for Diverse Learners

- Adjust the *Personal Habitat* handout to reflect students with physical limitations. Consider finding a free print out online of a person in a wheelchair or whatever best represents the limitation. You may want to conference with the student first to see which *Personal Habitat* handout he/she would prefer as not having the ability to walk does not mean he/she doesn't have legs to care for, etc.



## Share

3-5 minutes

*We are going to start our Responsibility Unit today. Throughout all of the lessons, we are going to talk about being responsible with ourselves, with others, and with the environment through a discussion about habitats. Does anyone know what a habitat is?*

Adjust this question depending on if you've already discussed habitats this year or not. Invite student response.

*That is right! A habitat is a living space for people, animals, and any living organism, no matter how small. We all have habitats - some we have for ourselves, like maybe our bedrooms - and some we share with others, like our classroom.*



## Inspire

7-10 minutes

*We are going to talk a bit about what responsibility means. Can someone give us a good definition of responsibility?*

Call on several students to get a variety of ideas.

*Good! Responsibility means being reliable to do the things that are required or expected of you. This might mean getting ourselves ready for school in the morning. Maybe it means taking care of a pet. Maybe it means doing chores around the house. Maybe it's taking care of our stuff, like making sure we do our homework at night, that our coats are properly hung up in our locker space, and that our desks are organized. Everyone has something he or she is responsible for. We all depend on ourselves and on others to do the right thing, to do what is asked and expected, and to do what is helpful. That is what keeps our habitats running smoothly! The most important thing you are responsible for, is you!*

*Take some time right now to do a think, pair, share. Turn to your neighbor and talk about the things you are responsible for doing for yourself -- not for others or for your family -- but for you, so that you stay healthy and happy in your personal habitat of your body, mind, and heart. Some examples might include brushing your teeth so your teeth stay strong; taking a bath or shower so your body stays clean; doing your homework so you don't get behind in school, reading books so you grow your mind, volunteering to help so your heart gets stronger, or going to the doctor for regular check-ups! Share some of the ways you are responsible and take care of yourself.*

Invite student response.

*In many ways, our bodies, our hearts, and our minds are our own personal habitats. These are the places where only you get to be. And, we know that our personal success is dependent on the health of our personal habitats, our bodies, minds, and hearts. Nobody else gets to take care of your body, heart, and mind in the same way that you do, so it is important that we take seriously the responsibility of caring for ourselves!*



## Empower

15-20 minutes

*We are now going to complete a body diagram that outlines how we take care of our personal habitat. Hand out the My Personal Habitat worksheets.*

*I want you to think about what we have talked about so far in our other units: Respect, Caring, Inclusiveness, and Integrity. Think about the key ideas we've learned. Then, in your body diagram, draw or write about all the ways you make responsible choices to keep your personal habitat (your body, mind, and heart) healthy, safe, and happy.*

*Here is my personal habitat.*

It is important to have an example of this lesson so students are clear on what to do. Create an example using the handout below to show your students your personal habitat.

*You can see how...* Explain the diagram and point out the responsible decisions you make and which part of the body (or mind or heart) they impact.



## Reflect

5 minutes

If time permits, have students share their drawings with the class, either using student volunteers or think, pair, share.

*There are many things we are responsible for everyday that help keep us healthy, happy, strong, and reliable. If we make choices that are not responsible or are careless, we risk our personal habitats. Some habitats can be rebuilt if they get broken, right? If a bird's nest is ruined in a storm, she can make a new one. If a beaver's lodge is washed away by a flood, the beaver can restructure it. Sometimes our personal habitats get hurt; we break a limb, get a cut, get sick. Fortunately we have ways to help us mend our body's habitat, too. But, if we make careless choices, then we risk harming our habitats. For example, maybe we don't wear our helmets when we ride our bike; maybe we don't get enough sleep or we forget to take our medicine like we are supposed to.) It is a big job being responsible, but we are the best people to care for our personal habitats. Let's work everyday to make good, healthy, and responsible choices for our bodies, minds, and hearts.*



## Extension Ideas

- Send diagrams home with students and ask them to explain to their parents/guardians how the students are responsible for their body habitats. Then, have parents/guardians include ideas for how they can help their student care for his/her personal habitat. Examples may include helping with medications, cooking healthy foods, taking the student to doctor appointments, ensuring the student gets enough exercise, etc. When finished, students can bring the diagrams back to class to share with others or submit for additional credit/recognition.

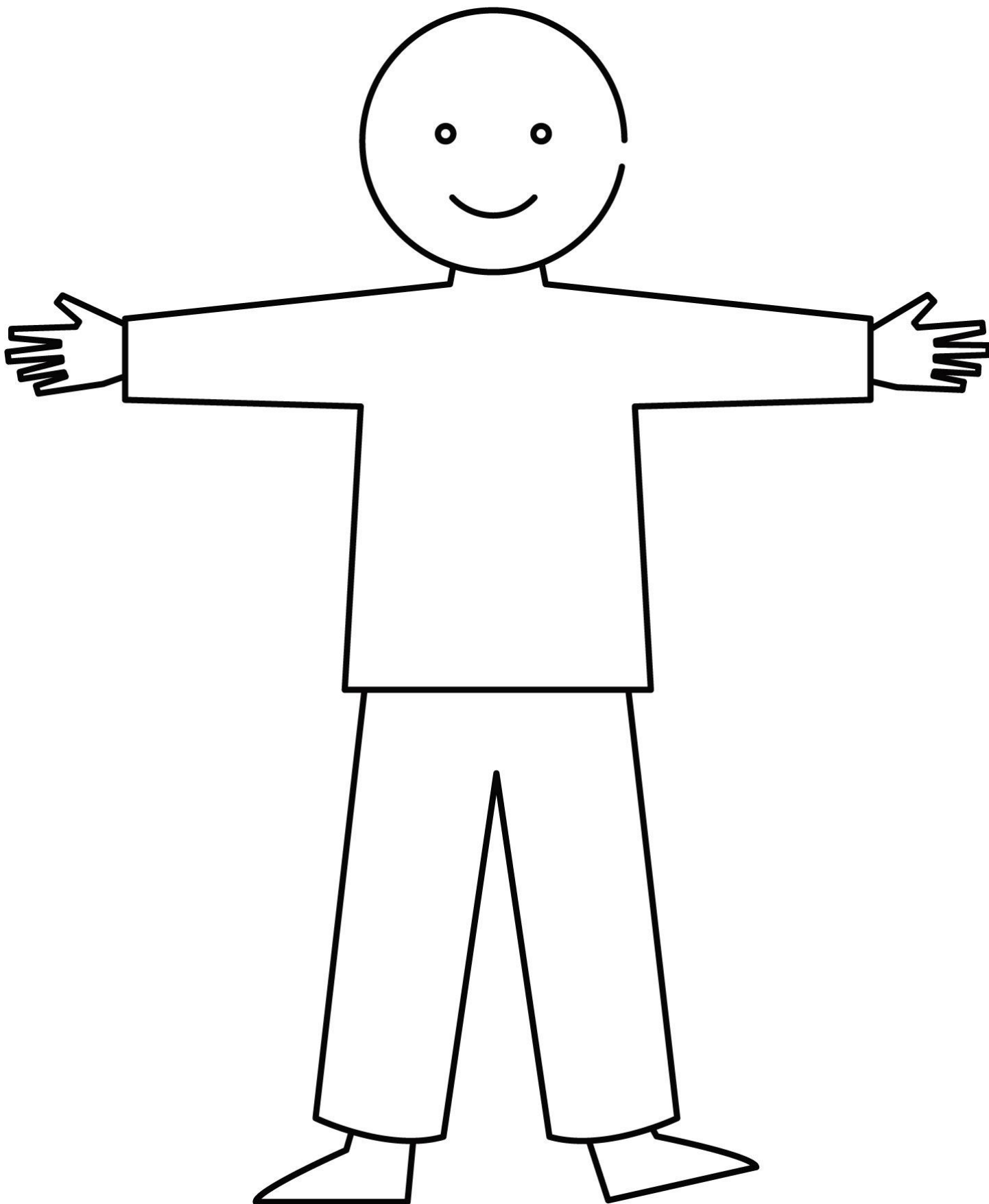


DESIGNATED BY CASEL  
AS A RECOMMENDED  
PROGRAM FOR SOCIAL  
AND EMOTIONAL  
LEARNING.

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/>



**RANDOM ACTS OF KINDNESS**  
FOUNDATION®