



## I Can, You Can Social Responsibility – Beginner

### What is Social Responsibility?

Social responsibility is the exercise that aligns with the beliefs of Ubuntu philosophy — ubuntu meaning humanity, but also understood as “I am because we are.” It is the idea that our innate human qualities are a product of the human bonds and relationships that we form in our communities. To be socially responsible is to strive for strength in a united community against injustices, to work for this ideal through selfless and kind behaviour towards one’s self and others and the belief that as communities, we are better together.

*An anthropologist proposed a game to children in an African tribe. He put a basket full of fruit near a tree and told the children that whoever got there first wins the sweet fruits.*

*When he told them to run, they all took each other’s hands and ran together, then sat together enjoying their treats.*

*When he asked them why they had run like that when one could have had all of the fruits for himself, they said “UBUNTU, how can one of us be happy if all the other ones are sad?”*

(Begoña Iñarra, Ubuntu – An African Philosophy, 2017)

### Description

Students will be provided with reflection prompts to become more self-aware about what social responsibility is through relatable scenarios and emotions. Students will share how they felt during the activity and if they recognized whether they have demonstrated or have the ability to demonstrate social responsibility in their lives. Students will also reflect on how acting to benefit their peers (i.e., society) and not just themselves can be rewarding. By the end of this module, the idea of being socially responsible will not be a vague theory, but rather, a tangible goal.

### Objectives

- Identify what social responsibility looks, sounds, and feels like.
- Reflect on personal encounters with social responsibility
- Be inspired to continue understanding one’s role as an active member of society

## Materials and Supplies

- Scissors
- Print prompts found at end of lesson plan

## Activity

### Introduction (10 minutes)

- Create 2 or 3 groups of 8-10 people each and a designated facilitator (ex. teacher)
- Print copies of the prompts attached for each group and cut each individual prompt
- Fold each prompt in half and place in a pile
- Have every 2 people in the group pick one prompt from the pile and work together to answer the questions given in the designated time
  - If the partner group is unable to come up with an answer to a question, they will be given an opportunity to ask the question to the larger group to generate discussion.

### Small Group Discussions (15 minutes)

- Going around the group, each partner group should read the prompt out loud to the group and share their answers the corresponding questions.

***I am only in school because I need to pass subject exams and get good grades***

- Is this a completely true statement?
- What are other things you benefit/get out of being a student?
- Do the things you learn in school matter after school? List a few examples.

***I can only help people who need help doing physical or obvious things (ex. lifting or moving things, getting from one place to another, opening doors for them, etc).***

- What are other ways someone might need help that are not physical?
- What does it mean if you have a “good attitude”
- Can your attitude impact someone else’s day?

***I am only expected to help other people, not things.***

- What other living or non living things can we take care of in the world around us?
- Why is the environment’s health important?
- What are some simple examples of taking care of the environment around us that we can do every day?

***I am not an adult, so I do not have to worry decision-making from other adults in our community.***

- What are some decisions that adults, from parents to politicians, make that can affect you?

- What are some good strategies to use when talking to an adult to let them know that you do not agree with a decision they make?
- Why is it important to be aware of what is happening outside of school?

### **Consolidation (10 minutes)**

- What does social responsibility look like?
  - Being kind to people, recognizing that you do not know what they are experiencing in their personal lives outside of school or wherever you meet them
  - Helping someone even when no one else is watching
  - Learning new things so you can use them outside of school
  - Putting garbage in the appropriate bins: recycling vs. compost vs. garbage/not littering
  - Turning off the lights when we leave a room
  - Only using what we need (ex. food, paper, school supplies, etc) and not being wasteful
  - Researching and gathering information from different sources before making decisions
- What does social responsibility sound like?
  - Is there anything I can do to help you?
  - How will my action or decision affect me, my peers, and the earth now or later?
  - Please and thank you
  - I appreciate you
  - I appreciate me
  - Can you please help me understand why this decision was made?
  - From my perspective...
- What does social responsibility feel like?
  - Having a positive attitude when putting effort into doing something for yourself or others
  - Friendship
  - Safety
  - Feeling understood, trying to understand
- Ask each person to reflect on the above information for 2 minutes. Go around in the group and have each person share a word (ex. empathy) related to social responsibility based on their understanding of it from this activity.