

Responsibility

This week students review their personal responsibilities and evaluate the consequences of their choices. They also have an opportunity to complete several visual exercises that help them see how important their responsibilities are and how they observe responsibility in a variety of ways.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson

30 minutes



How We See Responsibility

This lesson helps students see their responsibilities from a risk/reward perspective and encourages them to think about what actually happens when they don't fulfill their responsibilities. (See page 3 for lesson details.)

Mini Lessons

For Small Groups

15 minutes



Do 7th Graders have too Much Responsibility?

Do 7th graders (or kids in general) have too much responsibility these days? Do adults expect too much of kids? Yes or no? Divide the class into two groups to debate this issue. One group should be the 'yes' group and one the 'no'. You can let kids self-select if the groups are even; otherwise, simply divide them evenly. Ask groups to think of specific examples to support their position. Encourage them to use the respectful communication and respectful listening skills they developed during the respect unit.

For Partners

15 minutes



Evaluating Perspectives

Present paired groups with two school-based scenarios from settings such as the classroom, lunchroom, the office, etc. Have students evaluate the situation from two different perspectives; each partner will hold the opposite perspective. For example, one holds the adult's perspective and one holds the kid's; then, they switch. Maybe the scenario is a rowdy, loud classroom (teacher vs. student perspective) or a lunchroom where students left a big mess (custodian vs. students). What are the different responsibilities for both parties in the situations described?

For Individuals
15 minutes



Tree of Responsibility

Think about all of the things you are responsible for. Then, using color-coded sticky notes, write down your responsibilities and put them on the tree branches (requires advanced preparation by the teacher or student helpers). For example, yellow notes represent personal responsibilities, green notes represent school responsibilities, blue notes represent family responsibilities, and pink notes represent community responsibilities. When you are done writing up your responsibilities on your notes, stick them on the tree as leaves. As students do this, the tree will “fill out” and be a good reminder of how many responsibilities we carry each day. Their active engagement in life matters!

Technology-Focused
15 minutes



“Insta” responsibility

On the Instagram worksheet provided, have students draw or cut out from a newspaper or magazine, a picture that represents a responsible choice. Have students caption the image and create a hashtag for it.

How We See Responsibility

This lesson helps students see their responsibilities from a risk/reward perspective and encourages them to think about what actually happens when they don't fulfill their responsibilities.

Lesson Timeframe

30 minutes

Required Materials

- ☐ Paper and a writing utensil for the T-chart

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Evaluate the importance of fulfilling their responsibilities
- Examine responsibility from different perspectives

Teacher Connection/Self-Care

Sometimes the volume of responsibilities that we have can be overwhelming. We can feel like there is too much to do and we don't have enough time. The flip-side, of course, is the honor of our responsibilities. Think about how many parents have entrusted their kids to you. Think about the future world your students will build. You have one of the greatest responsibilities of all in shaping your community, state, country, and world. You have a direct line to the future! What a privilege! Even on the hard days, remember how much power and influence you have through your responsibilities as a teacher. It is also good to take time to remember why you got into teaching in the first place. At that time you likely didn't know how much responsibility you would have. You didn't fully know the long days, long nights, fast weekends, and myriad of student needs, abilities, and interests. So, remind yourself of the best parts of the job. What is your favorite teaching responsibility?



Share

5-7 minutes

This week in our Responsibility unit, we are going to talk about how we see responsibility in our personal lives. I know we have already talked quite a bit about various responsibilities that we have and about how we can take responsibility for ourselves and our spaces, but now we are going to think about the risks and rewards of responsibility.



Inspire

3-5 minutes

Remind students of the definition of responsibility: being able to do the things that are expected or required of you. Ask them to think about the various responsibilities they have at home, school, in their local communities, in their religious communities, in groups/teams they are part of, etc., and have them jot these down for the next 5 minutes or so.



Empower

15 minutes

Now, have students pick their top five responsibilities (either the five most important or the five they like best). Then, using a T-chart, have students map out the “risks” and “rewards” of either fulfilling those responsibilities or not. What is the risk if they choose not to complete a responsibility? What is the reward or positive outcome if they do?

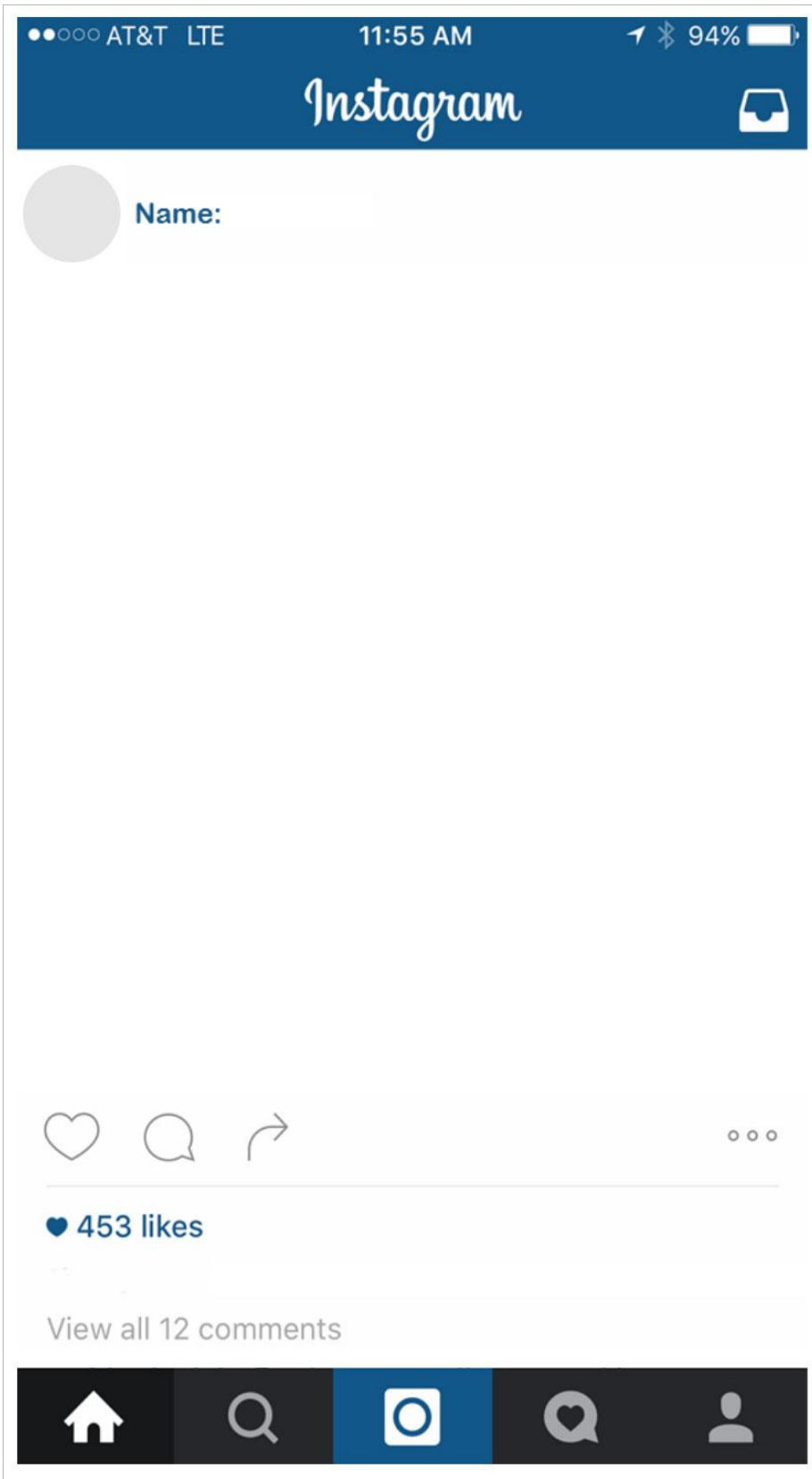


Reflect

5-7 minutes

At the end, ask students to reflect on the risks (or consequences) they just identified and how self-discipline can help them be responsible in those situations (when they might be tempted to skirt a responsibility). Have them share this with the group if they are interested and time allows.

Then, have students pick the responsibility that is hardest for them to fulfill and journal about why it is hard and what they can do to be more self-disciplined to complete it each time they are faced with it.



Source: Landry, on Teachers Pay Teachers: <https://www.teacherspayteachers.com/Product/Instagram-Template-Editable-2427422>