

Responsibility

This final week of the Responsibility unit invites students to think about how their responsibilities have changed and increased over time. The lessons will give students an opportunity to think about how to handle the increase in responsibility so they can manage their stress and remain calm under the pressure that often comes with greater expectations and requirements.

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



Shifting Responsibility

In this lesson, students will work in small groups to outline how their responsibilities have shifted over the years from early elementary through 8th grade. The lesson ends with students discussing how their responsibilities will shift further as they enter high school and how they will handle the increase in responsibility. (See page 3 for lesson details.)

Mini Lessons

For Small Groups

15 minutes



Who Supports Me

Having strong support is a key aspect of fulfilling responsibilities and doing all that is expected or required of us. Break students into four groups: Self, Family, School, and Community. Then, have them brainstorm, in their groups, who supports them in each category and how. For the “self” category, the idea is that we support ourselves (self-care, self-discipline, growth mindset), so have students brainstorm how they support themselves in doing all the things they are responsible for as 8th graders. At the end, have the groups share their ideas.

For Partners

15 minutes



Keep Calm and Responsibility On

With increased responsibilities and expectations comes additional stress. What are some strategies you can use to stay calm, focused, and kind to yourself and others when you experience an increase in responsibility? Brainstorm ideas with your partner and pick your favorite and your second favorite ideas. At the end, each partner group shares their strategy with the whole class. If a group has the same strategy that another group has already shared, have them share their second-favorite strategy. Compile the strategies into a list and post it in the room to remind students how to “keep calm and responsibility on”.

For Individuals

15 minutes



My Personal Planner

It is important to keep all of our responsibilities organized so we don't forget to do something. Design your own personal planner or some kind of graphic organizer that helps you remember your daily responsibilities. Or, if you already use a school planner, what parts are most useful and what could you

add to make it better? Or, if you don't like using a planner, what would you prefer using to keep yourself and your responsibilities organized?

Technology-Focused
15 minutes



Shifting Responsibility with Technology

Large or small group discussion: How have your responsibilities with technology changed or increased since elementary school? When you see how older siblings, your parents/guardians, or other adults use technology, how do you think your responsibilities will continue to change/increase as you get older? What are some responsibilities that everyone shares regarding technology, no matter their age?

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Lesson Timeframe

30 minutes

Required Materials

- ☐ Large sticky notes or other note taking paper

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:

- Examine how their responsibilities have shifted over time and will continue to shift.
- Consider how to manage the increased stress and pressure that comes with increase in responsibility.

Teacher Connection/Self-Care

For this last lesson in responsibility, consider how you utilize your time and talents at school. Are you responsible with how you spend your time at school? Do you use open periods to plan lessons or grade so you can gain some extra personal time in the evenings or on the weekends? Do you spend time networking with colleagues and planning for student success, or is there more gossip and rumor-spreading than productive, healthy relationship- and strategy-building? How about your abilities? Do you use them to their fullest potential or are you feeling maxed out and ready to coast into the end of the year? Do you pursue meaningful professional learning opportunities or just skim through arbitrary readings and lessons (when assigned).

When you have an opportunity to be wholly responsible with your time and talent, to do what is expected or required of you, take it. It will energize you for the next task. You will feel good if you have used your time wisely, if you have used your abilities to their fullest. You will be motivated to be better, to continue learning, to share insight, and to build a better school. Modeling this type of responsibility is good for your students, too. Everyone gets tired by the end of the year; it takes self-discipline and perseverance to press on to the end. You can be a leader in this area and so can your students. Press on!



Share

5-7 minutes

Welcome to the last week in the Responsibility unit! How many of you feel you have learned some useful things regarding what responsibility is and how you manage it when we have too many responsibilities hitting us all at once? (Invite students to raise hands.) This week we are going to examine how our responsibilities shift as we get older. This is important to think about because you will soon be in high school where there will be even more responsibilities. It's good to think about those things before they happen so you are better prepared to handle the new things that are expected or required of you.



Inspire

3-5 minutes

Quickly, let's think about some of the responsibilities you have had in school this year? (Invite student responses) What responsibilities do you think you will have in school next year? (Invite student responses).

Good. Now we are going to do a small group activity that will get us thinking about the types of responsibilities we've had all the way back to kindergarten!



Empower

15 minutes

Have students get into five small groups and assign one grade level to each group (K, 2, 4, 6, and 8). In their group, on large sticky notes or other paper, have them list out the responsibilities they had during their assigned grade. These should include:

- **Academic responsibilities:** Things they had to learn and do, like learning to read or memorizing multiplication tables or, in later grades, maybe taking an elective class or joining a school club. Also include different classroom "jobs" they had in younger grades such as "weather watcher" or "line leader" or "end friend".
- **Responsibilities at home** (jobs or expectations their parents had for them).
- **Responsibilities with their stuff/possessions.**
- **Responsibilities in their communities/on teams.**

At the end, have students come together to share the responsibilities their group identified, and notice how the responsibilities shift or get heavier as they get older. As a class, brainstorm what they think their responsibilities will be next year when they enter the high school.



Reflect

5-7 minutes

Clearly you have had many responsibilities over the years! How do you think you will handle the responsibilities of high school? (Invite student responses.) What are some strategies you can use to help you remain self-disciplined to do everything that is expected or required of you? Think back to what we learned in Week 1 of the unit. (Invite student responses.)