

Being Responsible: Lesson One

Lesson Title: How Are Students Responsible at Our School

Objective: To introduce being responsible

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker

1. In this unit, we will talk about responsibility and hope students will make good choices, be in charge of their own behavior and follow reasonable requests .
2. Ask the class to define being responsible. Write the different definitions on the board. Use a student definition for being responsible or one of these definitions. Being Responsible - the ability to be dependable OR Being Responsible - to be accountable for your actions. Discuss what these definitions mean to the class.
3. Ask the class to name people who are responsible. These people can be famous or someone you know. What do these people do that is responsible?
4. Ask students to different ways students can show they are responsible at our school. Write the answers on the board. Some possible answers are being on time, being prepared, doing your work, making good choices, being in charge of your own behavior, following reasonable requests, doing what you say you are going to do or admitting when you do something wrong.
5. Ask the students to write the top three ways they see students not being responsible at .
6. Have students share their answers with the class.
7. Ask the students to write the top three ways they see students being responsible at our school.
8. Have students share their answers with the class.
9. Have the students turn in their papers and save the papers for an activity in the next lesson.
10. Review the definition of responsibility and how students can be responsible.

Being Responsible: Lesson Two

Lesson Title: How Are Students Responsible at Our School

Objective: To introduce being responsible

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker

1. Review the definition of responsibility and how students can be responsible.
2. Ask the students: Were you surprised at how other students rated you in responsibility? Were you surprised how other students rated themselves in responsibility?
3. Return the papers from the last lesson to the students.
4. Have the students get in groups of three to six.
5. Ask the groups to decide what the top three ways they see students not being responsible at our school. Have a group reporter write the results.
6. Ask the groups to decide what the top three ways they see students being responsible at our school. Have a group reporter write the results.
7. Have each group reporter share the results with the class. Write the results on the board.
8. Ask the class to vote on what the top three ways students are not responsible at our school from the list on the board.
9. Ask the class to vote on what the top three ways students are responsible at our school from the list on the board.
10. Review the definition of responsibility and how students can be responsible.
11. Keep the list from Steps ##12 and 13 for the next lesson.

Being Responsible: Lesson Three

Lesson Title: Being Responsible

Objective: To have students determine ways they can be responsible

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker

1. Review the ways students are and are not responsible at our school.
2. Explain to students that responsibility is one of the keys to being a successful student.
3. Ask the students: Write three responsibilities you have at our school which help you be a successful student
4. Have the students share their three answers with the class .
5. Write this on the board: Being Responsible means A) Doing what you say you will do. B) Doing tasks that need to be done. C) Taking care of your things.
6. Ask the students to rate the answers in ##5, 1 through 3, on what they think is most important in being responsible.
7. Have students share their top answer in ##6. Ask students to explain their votes and discuss why the students voted the way they did.
8. Write this on the board: Show Responsibility by A) Doing your best. B) Being where you are supposed to be. C) Following school rules.
9. Ask the students to rate the answers in ##8, 1 through 3, on what they think is most important in showing responsibility.
10. Have students share their top answer in ##9. Ask students to explain their votes and discuss why the students voted the way they did.
11. Review what being responsible means and showing responsibility at school.

Being Responsible: Lesson Four

Lesson Title: Advantages of Making Good Choices

Objective: To examine the positive aspects of making good choices

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker

1. Review 'What Being Responsible Means' and 'Showing Responsibility at School.'
2. Tell the students that we talked about some good choices in the first lesson of this unit. They were being on time, being prepared, doing your work, being in charge of your own behavior, following reasonable requests, doing what you say you are going to do or admitting when you do something wrong.
3. Ask the students to tell the class advantages of making good choices by being on time. Write their responses on the board.
4. Ask the students to tell the class advantages of making good choices by being prepared for class. Write their responses on the board.
5. Have each student to write two advantages of making good choices when you a) do your work b) doing what you say you are going to do and c) admitting when you do something wrong.
6. Ask students to write two good choices that would help them at our school.
7. Ask students to write three ways of how things would improve for them if they made those two choices.
8. Have students volunteer to share their answers on Steps ##6 and 7.
9. Review good choices students could make at our school. Also, discuss the benefits for individuals and everyone at school when people make good choices.

Being Responsible: Lesson Five

Lesson Title: Be In Charge of Your Behavior/Follow Reasonable Requests

Objective: To examine some components of Being Responsible

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker

1. Review good choices students could make at our school. Also, discuss the benefits for individuals and everyone at school when people make good choices.
2. Read this quote: "The willingness to accept responsibility for one's own life is the source which self-respect springs."
3. Discuss this what this quote means with the class.
4. Ask to students: What does it mean be in charge of your own behavior? Discuss that people decide what their behavior will be.
5. Have two student volunteers come to the front of the class to do a skit. Inform the students what to do before the skit. Tell the two of them to talk while you are talking. You ask the two of them to not talk. One of the students will complain. They will say that the other student talked first and you are always picking on them. The other student will just stop talking.
6. Discuss with the class who decided to talk and how did one of the students not take responsibility for their actions.
7. Ask students to write three ways of how things would improve for them if they made those two choices.
8. Ask the class what reasonable requests are in school. Write their answers on the board.
9. Have the students explain how it would help our school if all students followed reasonable requests. Write their answers on the board.
10. Review 'Be In Charge of Your Own Behavior' and 'Follow Reasonable Requests.'