

Responsibility

This week we look at the definition of responsibility and self-discipline and evaluate both in our daily lives. This week has a number of role-play and self-evaluation opportunities to help students gauge their present level of responsibility. The week ends with a look at how we use technology in responsible or irresponsible 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



Stations of Responsibility

This lesson gives students an opportunity to evaluate all of the responsibilities they have as 6th graders in a variety of places: home, school, clubs/teams, and community. As a group and rotating through stations, students will collaborate to list out the responsibilities they have in these spaces. (See page 3 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Who Is Responsible?

Present each group with the following scenario depicting where there are or could be multiple responsible parties. Students must select who they think is responsible and explain why; ideally this will spark some debate among students.

Scenario: You are a 6th grader who is very involved at school and in your community. You have dance practice two nights a week, lacrosse practice three nights a week, and you take piano lessons on Tuesdays after school. On top of that, you help your parents with caring for your siblings and you have homework. You are a busy person!

This week, you have a big math test on Thursday. You had dance Monday where your dance instructor had you stay late to work on a new routine. On Tuesday, you had piano and lacrosse and when you got home, your parents asked you to watch your baby brother and 6-year old sister while they went to an appointment down the street. Your parents made you attend your great-grandmother's 95th birthday party on Wednesday. Normally you don't have any activities on Wednesday and you can really focus on school, but because of the party, you were out until 9 o'clock that night. When you got home you had to complete a huge reading assignment that your history teacher assigned at the very end of class. You haven't had any time to study for your math test and, as a result, you failed your test on Thursday! You are so upset! You have never failed anything. Who is responsible for this poor test result? You, for not studying? Your parents, for giving you so much added responsibilities that you did not have time to study? Your teachers for

assigning too much work? Your coaches and instructors for keeping you late after practice?

For Partners
15 minutes



Self-discipline Discussion

Handout or project the following scenarios and have students discuss with their partners what they would do in each situation. Students should use the principle of self-discipline to determine how they would personally respond to the situation presented.

Situation 1:

Your best friend in another section of 6th grade tells you that there is going to be a “pop” history quiz today over the assigned readings. She has a copy of her quiz and offers to let you see it during lunch. You didn’t finish the reading and it would be really helpful to see what is on the quiz. What do you do?

Situation 2:

The rule at home is that you need to finish all your homework before you get any screen time. You have some math homework but you really don’t like math and you don’t feel like doing it. Plus, you know you could probably finish it in the morning on the bus ride to school. Your friends are going to be playing a game online in a few minutes and they invited you to join. You really want to play. Your mom asks you if you have any homework to finish. What do you do?

Situation 3:

You grandmother gave you \$5.00 to spend at lunch. She told you that you can only use it to purchase healthy snacks, like fruit, granola bars, cheese sticks, or veggies and dip. Your friends are all getting candy bars or ice cream sandwiches. You do use some of the money to get an apple and cheese stick, but you’re still hungry and have just enough for an ice cream sandwich. What do you do?

For Individuals
15 minutes



How Responsible Am I?

Complete personal questionnaire to gauge your level of responsibility. There is a home extension questionnaire below that parents can take for their kids and then they can compare scores and discuss.

Technology-Focused
15 minutes



Digital Distractions

As a group, discuss the responsible and irresponsible ways that we use technology. Discuss texting while driving, spending more time on devices than in relationship with others, texting more than talking, addictive behaviors, etc.

Stations of Responsibility

This lesson gives students an opportunity to evaluate all of the responsibilities they have as 6th graders in a variety of places: home, school, clubs/teams, and community. As a group and rotating through stations, students will collaborate to list out the responsibilities they have in these spaces.

Lesson Timeframe

30 minutes

Required Materials

- Large pieces of butcher paper or extra-large sticky notes
- Markers for writing out responsibilities

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:

- Define responsibility and self-discipline.
- Identify responsible behavior.
- Evaluate personal levels of responsibility.

Teacher Connection/Self-Care

As a teacher, you have many responsibilities throughout a school day. You also are responsible to and for a number of people. It can be challenging keeping everyone and everything organized and on track with what needs to be accomplished bell to bell. One way to help ensure you are meeting all of your responsibilities is to make a list of all you are responsible for and what you need in order to fulfill that responsibility. This helps you make plans, set goals, and have realistic expectations with what you can get done in a day. Have you ever actually thought about each daily responsibility, listed it out, and itemized what you need or prioritized what to do first? Try it, if not. You will be surprised at a) how much you are responsible for, and b) how good it feels to be organized. You might also identify things that you can take off your plate. Are you really responsible for “x,” or is that someone else’s job that you have somehow inherited? Maybe there is an opportunity to alleviate some of your responsibilities and get some of your time back.



Share

5-7 minutes

In this unit we are going to talk about responsibility! I know you hear this word a lot! We expect 6th graders to have a lot of responsibility. So, what does the word responsibility mean? (Invite student responses and then paraphrase using the RAK definition: *Being reliable to do the things that are expected or required of you.*)



Inspire

3-5 minutes

We are also going to talk about the concept of self-discipline. Can anyone define self-discipline for us? (Invite student responses and then paraphrase using the RAK definition: *Controlling what you do or say so you don't hurt yourself or others.*)

Here is what self-discipline might look like: Let's say you are driving down the road with your family and another car turns in front of you, cutting off your driver. Your driver feels upset and is tempted to lay on the horn and speed up and follow that car closely, just to make a point. Has anyone ever seen or been with a driver like that? It takes some self-discipline to let that other driver's poor behavior go and to just keep driving, safely and calmly. If your driver doesn't have the self-discipline to do that, you could end up in an accident.

Today we are going to have a discussion about the different responsibilities we have as 6th graders; at home, at school, in clubs or teams where we are members, etc.



Empower

15 minutes

Divide the room into "stations".

Station 1: Responsibilities at Home

Station 2: Responsibilities at School

Station 3: Responsibilities in Clubs or on Teams

Station 4: Responsibilities in the Community

At each station, place a large piece of butcher paper or an extra large sticky note.

Divide the class into four groups and start each group at a station. Give them about 2 minutes to think of as many responsibilities as they can for that particular place (home, school, clubs/teams, and community). Set a timer and when the timer goes off, they rotate to the next station and add to the list that the previous group started. At the end, each group will have been to each station and there should be a robust list of responsibilities to discuss.



Reflect

5-7 minutes

Have a representative from each group read the list from the station they ended at. Choose a few from each list to highlight or discuss more, as time allows. Discuss what happens when we don't do what we are responsible for.

End with a challenge to use self-discipline to uphold these responsibilities as much as they can throughout the day. Having a lot to be responsible for can be really exhausting or stressful, though, so remind them to engage in self-care, too. You can suggest that they ask for a break from a particular responsibility that day, or that they take some time to read or play before doing something they are responsible for.

How Responsible Am I? Questionnaire

	Always	Mostly	Sometimes	Rarely
I do my homework on time.				
When I am in charge of my own transportation (not dependent on someone else to give me a ride), I arrive at school and other activities on time.				
I clean up messes that I make.				
I do assigned chores or jobs at home as soon as my parent or guardian asks me.				
I pay attention during class and give my best effort.				
If I am working in a group, I make meaningful contributions.				
I listen and respond the first time when my parents ask a question.				
I take care of myself and my space.				
Totals				

Mostly As - You are very responsible!

Mostly Bs - You are often responsible!

Mostly Cs - You are responsible sometimes, but not always or often.

Mostly Ds - You need to work on being more responsible!