

# Responsibility

**RESPONSIBILITY** means doing what one is supposed to do. A responsible person completes tasks, corrects mistakes, and strives to do his or her best.

## LESSON 1

Read the definition of **RESPONSIBILITY**. Explain that it is important for students to be responsible every day, everywhere. Have the students trace their shoe or foot on a sheet of paper. Read: **Today we will be "Walking with Responsibility."** Within the outline of your footprint, list three personal responsibilities you have at home, school, or in the community. Some examples may include: doing homework, eating healthy, getting enough sleep, attending school regularly, following laws, etc. Emphasize that each individual student is responsible for his or her own actions. If time allows, have students cut out their footprint and mount them on the wall, one in front of the other (as if walking) to remind students to "Walk with Responsibility".

**School/Home Link** - Tell the students to make a list of daily responsibilities with a family member.

## LESSON 2

Review the definition of **RESPONSIBILITY**. Explain that a successful person must strive to do good work at all times. Read: **You have a weekly job of washing your neighbor's car. The first week you did a fantastic job as while your employer watched. The next week, your employer was away on vacation when you washed his car. You didn't work as hard or do as good a job as the previous week when he was watching you...** Ask students if that is an example of being responsible. Explain that you must do your best, even though your boss may not be watching. Have students discuss other responsibilities they may have where doing their best is important.

**School/Home Link** - Tell the students to ask a family member to explain his or her job responsibilities.

## LESSON 3

Explain that when people blame others for everything that goes wrong, they are not taking responsibility for their own choices and actions. Read: **A responsible person does not use excuses to explain his or her mistakes or failures. Instead, a responsible person accepts blame when he or she has made a mistake or fails to accomplish a goal, even when it is embarrassing or uncomfortable. In each of the following scenarios, a student is blaming someone else for his or her behavior. Raise your hand if you can tell who is really to blame and explain why.** (Allow for discussion as time permits.)

- 1) "Cameron made me so mad, I couldn't help hitting him!"
- 2) "Susie told me to steal the candy bar, so it's her fault!"
- 3) "My brother needed me to play basketball with him, so I didn't complete my homework."
- 4) "I played a great game of soccer, but my teammates made so many mistakes that we lost the game."

**School/Home Link** - Ask students to tell a family member what they have learned about accepting personal responsibility when they make a mistake.

## LESSON 4

Review the definition of **RESPONSIBILITY**. Ask: **How responsible are you?** Tell them you will ask some questions, but you do not want them to answer aloud. Explain that this exercise is to help them evaluate themselves. Ask the following questions: **How many times in the last week have you...**

- Goofed off instead of doing schoolwork?
- Not finished something you started?
- Told your parents you would help them with something but didn't?
- Blamed something that was your fault on someone else?

Tell students to think of how they can be more responsible in these areas. Challenge students to show more responsibility in every aspect of their life.

**School/Home Link** - Tell students to ask a family member to identify things they do each week that shows responsibility and describe how it impacts the life of each family member.

## LESSON 5

Review the definition of **RESPONSIBILITY**. Have students pretend they are running for a student government office. Ask students why people who are responsible make the best leaders. Have them create a campaign sign that includes a slogan (Ex. Don't be Hesitant- vote Karen for President, or Get it right – vote for Dwight) and list the characteristics of responsibility that illustrate why they would make an excellent leader. Encourage them to be creative. For example, they could include: rhyming words ("Truthful Ruth for Secretary!"), alliteration (Tommy: A Trustworthy Treasurer), or acronym (Ex. CAROL: Consistent Attentive Responsible Outgoing Loyal). Help each student identify areas of personal strength and encourage them to be responsible.

**School/Home Link** - Tell students to share their campaign signs with a family member.