

RESPONSIBILITY

Teacher Resource

WHAT IS RESPONSIBILITY?

Owning my actions, using good judgment and practicing self-control.

BENCHMARKS

- ✓ **HE.912.R.1.3** Adjust behavior to respect the needs of others.
- ✓ **HE.912.R.2.6** Analyze how actions and reactions can influence one to respond in different situations. Clarification: Emotions not governing behavior.

PURPOSE

- These interactive activities will help your students explore how to be **responsible** and adjust their behavior when responding to others in various situations. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **responsibility**.



Suggested Introduction:

“Today, we are going to explore the characteristic of **responsibility** and how to use it to adjust our behavior to respect the needs of others. **Responsibility** means thinking about how your actions affect others around you. For example, if you’re being loud when someone is trying to concentrate, **responsibility** means lowering your voice so that he or she can focus. **Responsibility** is also about being kind and considerate. For example, when you pay attention to what others need and make thoughtful choices, you are creating a positive environment for those around you. **Responsibility** is more than what you do for yourself; it’s about making the world a better place for others.”



Activities to Build Responsibility:

1 Responsibility and Reaction Chain

Set up an activity where students pass along a situation or decision to the next person, who must react to it. Present a scenario that involves a **responsibility**-based decision. The first student acts as the character in the scenario and describes how he or she responds. The next student reacts to the first student’s action, explaining his or her thought process. The chain continues, with each student building on the previous action. After several rounds, students analyze how actions and reactions in the chain influenced the outcome of the situation. Be sure to point out how adjustments in behavior affected the situation. This activity helps students see how individual behavior can escalate or resolve situations.

Example scenarios include:

- A student refuses to participate in a group project.
- A bystander witnesses someone being bullied but chooses not to intervene.
- A voter decides not to research candidates or issues before voting.
- A person ignores the rules and litters in the park.

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Activities to Build Responsibility (Continued):

2 Is It Worth It? Challenge

Briefly explain the “Urgent Important Matrix” which categorizes tasks into:

- Urgent & Important (Do Now)
- Urgent & Not Important (Delegate)
- Important & Not Urgent (Schedule)
- Not Urgent & Not Important (Eliminate)

Divide the class into small groups and have them create a four-quadrant (one quadrant for each category) matrix on a piece of paper. Give each group a set of scenario cards; each card represents an academic **responsibility**. Groups place each scenario into a quadrant on the “Urgent Important Matrix.” Each group will select one “Important & Not Urgent” task from their matrix and complete a cost-benefit analysis listing potential benefits (e.g., academic success, networking, skill building), potential costs (e.g., time, stress, financial implications) and their final decision: Is it worth the investment? Have each group share with the class the task they chose, their cost-benefit analysis and their final decision.

Example scenarios include:

- A major project due in two weeks
- A part-time job conflicting with class
- A last-minute social event before an exam
- An internship requiring a time investment

3 Chain Reaction: The Credit Card Decision

Teach students basic principles of managing credit card debt by analyzing the costs and benefits associated with credit cards. Present students with the scenario: “A high school student receives a pre-approved credit card in the mail. The student doesn’t have a steady job but decides to use the card to buy something that he or she has been wanting (e.g., a gaming console, new clothes, cell phone). The student believes that he or she will find a way to pay it off later.” Begin by having the first student justify his or her response to this purchase. Have the next student respond as a friend or parent to the previous student’s decision, and then the next student react to that advice with a new decision (e.g., continue spending or start budgeting). Continue on so students build on the previous action, explaining their thought process. After 3–4 rounds, reflect as a class on what happened because of each choice, how **responsibility**, or lack of it, affected the outcome and what could have gone differently with more **responsible** financial behavior. Close by connecting the situation to real-life financial decisions students will face (e.g., credit, spending, saving).



Suggested Wrap-Up:

“You’ve been learning about and demonstrating **responsibility** the last several years. As you move beyond high school, how can you apply these strategies in the future in your everyday life? Remember, whether it’s listening when someone needs to talk, sharing space or being considerate of others’ feelings, **responsibility** helps you strengthen your relationships and makes a positive impact in your life.”


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Is It Worth It? Challenge

There are three steps in this supplemental resource: Scenario Cards, a Cost-Benefit Table and an Urgent Important Matrix.

Step 1: Cut out the scenario cards below and place each one into one of the four quadrants on your "Urgent Important Matrix" below.



 You have not started an essay that is due in two days and worth 20% of your quarterly grade.	You need to study for an economics test next week.	A friend asked a question about some weekend plans in the group chat.	You want to attend a last-minute social event, but it is right before an important exam.
You want to practice your instrument for an upcoming audition in a few weeks.	There is a meeting for a club you recently joined, but it conflicts with a test preparation session for a class you are struggling in.	You have an internship that will require a commitment of 2-3 afternoons a week for this semester, but it is a field you think might interest you as a career.	You have three colleges you are planning to apply to; the applications are due at the end of the month and one of the applications requires an essay.
You make an appointment with your school counselor as you want to research career options and scholarships.	You answer emails or texts during study time.	Homework was due yesterday, and you are almost finished.	You have to do more than what was planned on a group project because one of the other members has not responded to messages or attended the planning sessions.
A friend needs help with his or her homework.	You want to practice a sport for the upcoming game this weekend.	You want to play games on your device, but it will mean going to bed later.	There is a quiz today in Chemistry and you feel well prepared.



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Step 2: If you are unsure where to place a scenario on the matrix, use the following table to analyze the potential costs and benefits. Feel free to add or adjust the questions in the table.

COST-BENEFIT TABLE

POTENTIAL COSTS:

Will this take time away from my other high-priority tasks?

Will this limit me reaching my goals if I place it here?

Will this interfere with me fulfilling my responsibilities?

POTENTIAL BENEFITS:

Will this choice help me to build leadership experience?

Will this help me to increase my college and career readiness skills?

Will this help me develop Resiliency Characteristics?

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Step 3: You are ready to organize the scenarios in the Urgent Important Matrix!

URGENT IMPORTANT MATRIX	
<i>Urgent and Important (Do Now)</i>	<i>Urgent and Not Important (Delegate)</i>
<i>Important and Not Urgent (Schedule)</i>	<i>Not Urgent and Not Important (Eliminate)</i>

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