

F35-L1

<b>Responsibility</b>	<b>Core Competency:F35</b>	<b>Level 1, Introductory</b>
Demonstrate ability to assume responsibility for actions and decisions		
Time to complete: 180 minutes		
<b>Objectives</b>	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> <li>1. Define responsibility</li> <li>2. Understand the six responsible behaviors</li> <li>3. Determine classroom responsibilities</li> </ol>	

<b>Cross Competencies</b>	C18 Follow directions G41 Apply critical thinking skills G57 Design and justify solutions by tracking and evaluation results H69 Demonstrate a willingness to accept responsibility for one’s own actions H79 Demonstrate the ability to learn from past experiences and others
<b>Core Standards</b>	Career and Vocational/Technical Education: Core Standard 3 Workplace Competencies : Content Standard 6

Materials in Lesson Plan	Other Supplies Required	Supplemental Resources
<ul style="list-style-type: none"> <li>• F35L1PP1 How to be a Responsible Person</li> <li>• F35L1WS1 Dan’s Loan</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://checkyourself.com">http://checkyourself.com</a></li> <li>• Poster board</li> <li>• Markers</li> <li>• Access to computers for letter writing activity</li> </ul>	

MCA	Portfolio Project	Guest Speakers	Program of Work
Civic Engagement	Indian Education for All	Career Pathways	Competitive Events
School Service Day			Decision Making Critical Thinking

<b>Suggested Instructional Approach</b>		<b>Notes</b>
<b>Introduction</b>	By this time, students have talked a lot about making decisions and using a decision-making tool to help them make those decisions. They also need to understand that every decision they make has consequences. Also, when they make a decision, they need to follow through 100% on any commitments they made.	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Make copies of student handouts.</li> <li>• If you will be doing supplemental activities, make copies or arrange for the resource as needed.</li> </ul>	

<ol style="list-style-type: none"> <li>1. Introduce this lesson by having students go to <a href="http://checkyourself.com">http://checkyourself.com</a>. Under the "choices" tab, the students will find a series of decisions that they have to make. Each decision then continues on with another decision. This is a great introductory activity to being responsible in making decisions.</li> <li>2. Present <u>F35L1PP1 How To Be a Responsible Person</u>. Write the six responsible behaviors on the board, or make copies and hand them out. Have the students think of a few examples for each behavior. Then, for each example, have them brainstorm ways of handling irresponsible people. List the best ideas on the board.</li> <li>3. Take the examples from above and turn them into role-playing situations using two students at a time. First, have them role-play the irresponsible behavior, and then, the responsible behavior. Have the group critique each of the role-plays.</li> <li>4. Design a "Being Responsible" poster illustrating the six responsible behaviors. Put it up on your classroom wall.</li> <li>5. Have a discussion about classroom responsibility. What are the students' responsibilities, and what are the teacher's responsibilities? Make a chart of these responsibilities on the board. What are the consequences of being irresponsible? What are the rewards of being responsible?</li> <li>6. This assignment will encourage young people to play a responsible role in society. Have everybody in the class write a letter to their senator or representative about an issue that is currently in the news. Mail them and then wait for responses.</li> <li>7. Hold group discussions after each exercise. Monitor progress of the students to ensure that the competency has been achieved.</li> </ol>	<b>Notes</b>
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<b>Assessment</b>	Completion of activities	
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<b>Supplemental Activities</b>	<ul style="list-style-type: none"><li>• Complete <a href="#">F35L1WS1 Dan's Loan</a>, this activity enables students to work through the decision making process.</li><li>• Discuss ways to demonstrate responsibility in your school or local community. As a class, identify a project that will make a difference in your school or local community that can be completed within one year. Brainstorm possible project ideas. Discuss the potential efforts that your class can make in order to address this problem. Evaluate the ideas and choose a project that is feasible and meaningful for the participants involved. Initiate an action plan for your class project.</li><li>• For one week keep a daily record of all your responsibilities. Include social commitments, homework, household chores.... At the end of the week give yourself a grade on how well you did in carrying out your responsibilities.</li></ul>	
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