

CHARACTER EDUCATION Suggested Activities

October 2007

RESPONSIBILITY

Meeting obligations by being reliable, accountable, and dependable to self and others.

Quotations

“The greatest gifts you can give your children are the roots of responsibility and the wings of independence.” - **Denis Waitly**

“If you want children to keep their feet on the ground, put some responsibility on their shoulders.” - **Abigail Van Buren**

“You cannot escape the responsibility of tomorrow by evading it today.” - **Abraham Lincoln**

“ Our responsibility as privileged human beings is to pay back for the opportunities we’ve received.” - **Kathryn Anastos**

“Few things help an individual more than to place responsibility upon him, and to let him know that you trust him.” - **Booker T. Washington**

“You can’t dodge responsibilities by saying they don’t exist.” – **Douglas Noel Adams**

“You cannot build a better world without improving the individuals. To that end each of us must work for his own improvement, and at the same time share a general responsibility for all humanity.” – **Marie Curie**

“Rank does not confer privilege or give power. It imposes responsibility.” – **Louis (Satchmo) Armstrong**

“Action springs not from thought, but from a readiness for responsibility.” – **Dietrich Bonhoeffer**

READ/WRITE/DISCUSS

- Pair the students. Tell them they are to interview their partner to learn what responsibilities that person has at home, school and in the community. Have the teams use Venn diagrams to show their similar and dissimilar responsibilities and discuss with the class their common responsibilities.

Elementary: LA.2.3.1.1, SS.C.2.1, SS.C.2.2, SC.G.1.1, SC.G.1.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1

Middle: SS.A. 1.3.2, LA.6.2.23, LA.6.4.2.2, LA.7.2.2.3, LA.8.4.2.2, LA.6.5.2.1, LA.7.5.2.1

High: LA.910.1.7.8, LA.1112.1.7.8, LA.910.5.2.1, LA.910.5.2.2

- Write the Pledge of Allegiance on chart paper and display it in front of the class. Help students define the actual meaning of each line of the pledge and their responsibilities as citizens. (Vocabulary to explore: allegiance, indivisible, justice, liberty, pledge, and republic.)

Elementary: LA.K.5.2.2, SS.A.4.1, SS.A.4.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5

Middle: SS.C.2.3.1, LA.6.1.6.3, LA.6.2.1.5, LA.7.1.7.1, LA.8.1.7.1, LA.6.1.7.3, LA.7.1.7.3

High: LA.910.1.6.2, LA.910.1.3, LA.1112.1.6.2, LA.1112.1.3, LA.910.1.6.1, LA.910.1.6.2, LA.910.1.6.3
- Have students identify and list the offices in their school's Student Council or Student Government and the responsibilities of each. Discuss what might result if any of the officers failed to meet those responsibilities.

Elementary: LA.2.5.2.2, SS.C.1.1, SS.C.1.2, SC.G.1.1, SC.G.1.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5

Middle: SS.C.2.3.5, LA.6.2.2.3, LA.6.6.2.1, LA.7.1.7.7, LA.8.1.7.7, LA.6.5.2.2, LA.7.6.1.2

High: LA.910.5.2.1
- Select a political or social leader from the past or present, tying the selection to a historical period or person in the curriculum. Facilitate a discussion relating the role of this person and the responsibilities he/she undertook. How might this person's impact in our society have been diminished if he/she had not held tightly to his/her sense of responsibility?

Elementary: LA.2.5.2.2, SS.C.1.1, SS.C.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5

Middle: SS.A. 3.3.4/SS.A.4.3.3/SS.A.5.3.2, LA.6.6.2.1, LA.6.4.2.2, LA.7.1.7.1, LA.8.1.7.1, LA.6.2.2.3, LA.7.2.2.3

High: LA.910.5.2.1
- Initiate a discussion about bullying and/or violence on campus or in the neighborhood. Ask: "Who is responsible for these actions? Who is responsible for protecting the victims?" Facilitate a discussion illustrating that bullying/violence is everyone's responsibility.

Elementary: LA.5.5.2.1, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5

Middle: LA.6.2.2.3, LA.6.6.2.1, LA.6.4.2, LA.7.4.2.2, LA.8.4.2.2, LA.6.5.2.1, LA.7.5.2.1

High: LA.1112.5.2.1
- Ask the class who has an alarm clock and is responsible for getting himself up and ready for school. Ask who has someone else wake them. Discuss with students the responsibility of getting to school on time.

Elementary: LA.1.5.2.5, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5

Middle: LA.6.2.2.3, LA.7.5.2.3, LA.8.5.2.3, LA.6.5.2.1, LA.7.5.2.1

High: LA.1112.5.2.1
- Explain and discuss with students the different meanings of responsibility.

Who is responsible for this? (Blame)

Are you responsible enough for this task? (Careful, capable)

What are my responsibilities with this job? (Duties, requirements)

While I am gone, you are responsible. (In charge)

Elementary: LA.2.5.2.2, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5

Middle: LA.6.6.1.2, LA.7.6.1.2

High: LA.910.1.2, LA.1112.1.2, LA.1112.5.2.1

- Ask students: Have you ever said, “She makes me so mad!” Direct students to reflect back on a time in their lives when someone made them angry or caused them to get in trouble. Have the students write about what happened, keeping it anonymous. Collect the stories and read them aloud one at a time. After each story, discuss with the students what they might have done to take responsibility of the situation and make it better.
Elementary: LA.3.4.1.1, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5
Middle: SS.C.1.3.6, LA.7.5.2.2, LA.8.5.2.2, LA.6.4.2.1, LA.7.4.2.1
High: LA.1112.5.2.1
- Ask students: “Have you ever been somewhere waiting for an adult to pick you up and he was late?” or “Have you ever been home waiting for your parents, and they arrived hours late?” Discuss with students some of the feelings they experienced while waiting; e.g., worry, anger, and impatience. Discuss if they have ever caused someone to feel this way by being irresponsible. Discuss how they can minimize this happening in the future.
Elementary: LA.1.5.2.5, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5
Middle: LA.7.5.2.2, LA.8.5.2.2, LA.6.5.2.1, LA.7.5.2.1
High: LA.1112.5.2.1
- Using a mapping format, have students map the word responsibility and write six words that represents responsibility to them. Share and discuss.
Elementary: LA.1.3.1.3, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5
Middle: LA.7.5.2.1, LA.8.5.2.1, LA.6.1.6.1, LA.7.1.6.1
High: LA.910.1.7.8, LA.1112.1.7.8, LA.1112.3.1.1
- In small groups, as a class, or individually, have students make a list of the responsibilities they have at home and at school. Discuss how these responsibilities affect privileges that they receive. Have students write a persuasive essay convincing someone to take responsibility in order to receive privileges. Use examples in the essay. **
Elementary: LA.4.4.3.2, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: SS.C.2.3.2, LA.6.2.2.3, LA.6.3.5.3 LA.7.5.2.2, LA.8.4.3, LA.6.4.3.1, LA.7.4.3.1
High: LA.1112.5.2.1, LA.1112.4.3.1, LA.1112.4.3.2
- After having a group discussion on “how being responsible can affect how people view you,” have students write essays on how character is defined by living up to and taking responsibility. **

Elementary: LA.4.4.2.1, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5
Middle: LA.7.5.2, LA.8.5.2, LA.6.4.2.3, LA.7.4.2.3
High: LA.1112.5.2.1, LA.1112.4.2.1, LA.1112.4.2.2

- Have students work as a class, individually, or in small groups. Have them find an article about a government official, community leader, or any other influential figure (e.g., entertainment). Discuss how his or her actions have affected people’s image of him. Write an opinion in the form of a letter to that person detailing alternate courses of action the person could have taken. **

Elementary: LA.5.4.2.4, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: SS.C.2.3.7, LA.6.2.1.5, LA.6.2.2.5, LA.7.1.7.8, LA.8.1.7.3, LA.6.6.1.2, LA.7.6.1.2
High: LA.910.1.7.3, LA.1112.1.7.3, LA.1112.5.2.1, LA.1112.4.2.4

- Have students choose three different careers that interest them. Research the responsibilities needed for each one. Have students draw a Venn Diagram showing the commonalties and differences of the types of responsibilities required. **

Elementary: LA.3.3.1.3, SS.C.2.1, SS.C.2.2, SC.G.1.1, SC.G.1.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5
Middle: LA.6.6.2.1, LA.6.4.2.2, LA.7.6.2.2, LA.8.1.3, LA.7.6.4.1
High: LA.910.6.2.2, LA.910.1.7.3, LA.910.1.7.8, LA.1112.6.2.2, LA.1112.1.7.3, LA.1112.1.7.8, MAD141, LA.1112.6.2.1, LA.1112.6.2.2, LA.1112.6.2.3

- Read orally to the class the Aesop’s fable *The Ant and The Grasshopper*. Discuss with the class the meaning of “responsibility.” Have the class discuss what the grasshopper should have done. Have the students relate this to an incident when they did not show responsible behavior and what they should have done to be responsible. As a follow-up to discussing, have the students write their own fables, with a lesson or moral at the end. Share these orally with the class. **

Elementary: LA.2.4.1.2, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.2.2.2, LA.1.2.2.3, LA.2.2.2.2, LA.3.2.2.3, LA.4.2.2.3, LA.5.2.2.3
Middle: LA.6.2.1.5, LA.6.2.1, LA.7.1.7.1, LA.8.1.7.1, LA.6.4.2.3, LA.7.4.2.3
High: LA.910.1.7.2, LA.1112.1.7.2, LA.1112.5.2.1

- Have the class read *All the Years of Her Life* by Morley Callaghan. Ask the students how Alfred’s responsibilities in his life will now change. Have the class make a list of how their responsibilities have changed as they have matured.

Elementary: LA.1.3.1.3, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.2.2.2, LA.1.2.2.3, LA.2.2.2.2, LA.3.2.2.3, LA.4.2.2.3, LA.5.2.2.3
Middle: LA.6.2.1.5, LA.6.4.2.2, LA.7.5.2.1, LA.8.5.2.1, LA.6.4.2.2, LA.7.4.2.2
High: LA.910.2.2.2, LA.910.1.7.3, LA.1112.2.2.2, LA.1112.1.7.3, LA.1112.5.2.1

- Read to the class the quotation from Franz Kafka, “If all responsibility is imposed on you, then you may want to exploit the moment and want to be overwhelmed by responsibility; yet if you try, you will notice that nothing was imposed on you, but that you are yourself this responsibility.” Develop a list of what each student’s responsibilities should be in school; i.e., attending class, completing homework, etc.

Elementary: LA.1.3.1.3, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.2.2.2, LA.1.2.2.3, LA.2.2.2.2, LA.3.2.2.3, LA.4.2.2.3, LA.5.2.2.3
Middle: LA.6.4.2.2, LA.6.2.1.5, LA.7.1.7.1, LA.8.1.7.1, LA.6.4.2.2, LA.7.4.2.2

High: LA.910.1.6.2, LA.1112.1.6.2, LA.1112.3.1.3

- Ask the class to name athletes, movie stars, or entertainers that they admire. Discuss what responsibility these famous people have towards “their public.” Why are they supposed to be responsible role models?
Elementary: LA.2.5.2.2, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5
Middle: LA.6.5.2.1, LA.7.5.2.1
High: LA.1112.5.2.1
- Research the biographies of controversial famous people. Have the students report the biographies orally to the class. Discuss how these people could have shown responsibility.
Elementary: LA.3.5.2.2, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.2.2.2, LA.1.2.2.3, LA.2.2.2.2, LA.3.2.2.3, LA.4.2.2.3, LA.5.2.2.3
Middle: SS.A.3.3.4, SS.A.4.3.3, SS.A.5.3.2, LA.7.6.2.2, LA.8.2.2.3, LA.6.5.2.3, LA.7.5.2.3
High: LA.910.1.7.2, LA.910.3.1.1, LA.910.6.2.2, LA.1112.1.7.2, LA.1112.3.1.1, LA.1112.6.2.2, LA.1112.5.2.1, LA.1112.6.2.1, LA.1112.6.2.2, LA.1112.6.2.3
- As a class, discuss the origins of responsible behavior. Where does an individual learn responsibility? At what age does an individual first learn to behave in a responsible fashion? Who teaches him? What factors in an individual’s background might lead him toward responsible or irresponsible behavior as he/she matures?
Elementary: LA.4.5.2.1, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5
Middle: SS.A.3.3.1, LA.7.1.7.8, LA.8.1.7.8, LA.6.5.2.1, LA.7.5.2.1
High: LA.1112.5.2.1
- People play many different roles in others’ lives, and each of these roles is accompanied by different responsibilities. As a class, discuss the responsibilities associated with the following roles: son or daughter, grandson or granddaughter, sister or brother, student, neighbor, friend, teammate, and employee. What are some possible consequences if responsibilities are not fulfilled in these roles?
Elementary: LA.2.5.2.2, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5
Middle: LA.7.6.2.2, LA.8.2.1.10, LA.6.5.2.1, LA.7.5.2.1
High: LA.1112.5.2.1
- Have students work as a class, individually, or in small groups. Have them choose an influential person from history. Discuss the responsibilities that the person accepted in his/her position. Have students write essays detailing how those responsibilities were needed in order for that person to have had the impact that he/she did in history.**
Elementary: LA.5.4.2.3, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: SS.A.3.3.4, SS.A.4.3.3, SS.A.5.3.2, LA.7.1.7.1, LA.8.1.7.1, LA.6.3.1.1, LA.7.3.1.1
High: LA.1112.5.2.1, LA.1112.4.2.3
- Have students write an essay on our responsibilities to our environment and our responsibilities to future generations. If we do not behave responsibly in these areas,

what are some possible outcomes? Each student should present a summary of his/her ideas to the class. **

Elementary: LA.3.4.2.3, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1

Middle: SS.C.2.3.6, LA.7.1.7.1, LA.8.1.7.1, LA.6.5.2.3, LA.7.5.2.3

High: LA.1112.4.2.3

- Have students write a description of the pilot episode of a new situation comedy to be called *The Irresponsibles*. It is about a family consisting of a father, a mother, their three children, a cat, and a dog. All of the family members are very irresponsible. Though your description of the events that take place in this household will be humorous, there will be an underlying warning of the problems inherent in irresponsible behavior. Students can then share some of the incidents that they've written with the class. **

Elementary: LA.3.4.1.2, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1

Middle: LA.7.1.7.1, LA.8.1.7.1, LA.6.4.1.1, LA.7.4.1.1

High: LA.1112.4.1.1, LA.1112.4.1.2

- Ask students to write a letter to someone in their lives whose responsibility has impressed them. They should include the reasons for why they are impressed. **

Elementary: LA.2.4.2.4, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1

Middle: LA.6.4.2.4, LA.7.4.2.4

High: LA.1112.4.2.4

- Have students write a letter to their parents asking permission to do something that up until now their parents have not allowed them to do. Students should include examples of things they have done recently to earn their parents' confidence and explain why they feel they are responsible enough to do what they are asking. Students can choose whether to give the letter to their parents or not. Example: Parents will not let student go to the mall with only their friends. **

Elementary: LA.1.4.2.4, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1

Middle: LA.7.2.2.3, LA.8.6.1, LA.6.4.2.4, LA.7.4.2.4

High: LA.1112.4.2.4

- Ask students to write an editorial for the school newspaper regarding responsibility. This could deal with an array of topics depending on what time of year it is. For example, if it is close to Homecoming, the editorial could deal with responsible behavior at and after the events. **

Elementary: LA.5.4.2.1, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1

Middle: SS.C.2.3.6, LA.7.1.7.3, LA.8.1.7.3, LA.6.4.2.3, LA.7.4.2.3

High: LA.1112.4.2.1

- Have students write a paper about how being responsible includes spaying and neutering their companion animal. Determine how this helps to reduce the overall global problem of pet overpopulation. Ask students to research the number of animals born every year, the number adopted, and the number euthanized and have them design a hypothetical program in their community that would reduce pet overpopulation. **

Elementary: LA.4.4.2.3, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: LA.7.2.2.3, LA.8.2.2.3, LA.6.6.2.1, LA.7.6.2.1
High: LA.910.1.7.3, LA.910.6.2.2, LA.910.2.2.2, LA.910.1.7.2, LA.1112.1.7.3, LA.1112.6.2.2, LA.1112.2.2.2, LA.1112.1.7.2, LA.1112.4.2.1

HANDS –ON ACTIVITIES & PROJECTS

- Have students role-play a type of bullying situation that might take place in a crowded setting (e.g., cafeteria, hallway, and recess). Ask students to identify specific behaviors of the bully, the victim, and the bystanders. How is each responsible for the situation? What could each do to prevent/avoid the situation? Who are the “trusted” responsible adults to whom students could turn for help?
Elementary: LA.2.5.2.2, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5
Middle: SS.C.1.3.6, LA.7.5.2.5, LA.8.5.2.5, LA.6.5.2.1, LA.7.5.2.1
High: LA.1112.5.2.1
- Divide the class into groups of 4–5 students. Give each group a sheet of chart paper and markers. Ask each team to complete a graphic organizer (Venn Diagram, Web, Outline, etc.) that illustrates their concept of responsibility. Ask each group to share their chart with the class. After each team has presented, ask the class to note the similarities and differences within the various charts. What are the common themes? What topics appear on every chart? Do their shared experiences affect these outcomes?
Elementary: LA.3.3.1.3, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: LA.7.1.7.8, LA.8.1.7.8, LA.6.3.1.3, LA.7.3.1.3
High: LA.910.1.7.8, LA.1112.1.7.8, LA.1112.3.1.3
- On small slips of paper, write out some career options (e.g., postman, mechanic, doctor, pilot, etc.). Create at least 20 different careers and place the slips of paper in a bag or small box. Divide the class into 2 teams and have students select a paper and, without talking, draw the career on the board or chart paper. Members of the other team should try to guess the career (similar to Win, Lose or Draw). After the career is discovered, discuss with the class the responsibilities that accompany that career. What type of education and/or training is required? What skills will the person need? What might happen if he/she is NOT responsible in that position?
Elementary: LA.1.3.1.1, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: LA.7.5.2.1, LA.8.5.2.2, LA.6.5.2.1, LA.7.5.2.1
High: LA.1112.5.2.1
- Create a student survey that asks, “What are your 3 greatest responsibilities?” Ask students to survey 10 of their peers and gather the results. Tell students that they are to create a bar or line graph that illustrates the results of their survey. You may wish to ‘tighten’ the survey by asking, “Where do you have the greatest level of responsibility - school, home, sport teams, church/community, etc.?”
Elementary: LA.3.4.2.2, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: LA.7.2.2.3, LA.8.2.2.3, LA.6.6.1.1, LA.7.6.1.1.
High: MAE141, LA.1112.5.2.1

- Analyze a story that the class has read or is currently reading that involves conflict. Ask the students to identify the underlying issues that lead to the conflict. Whose actions led to this situation? What could they have done differently to avoid this situation? What was/is the resolution to the conflict? Ask the students to identify how different characters in the story took responsibility for resolving the conflict(s). **

Elementary: LA.5.5.2.1, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.2.2.2, LA.1.2.2.3, LA.2.2.2.2, LA.3.2.2.3, LA.4.2.2.3, LA.5.2.2.3

Middle: SS.C.1.3.6, L.A.7.2.1.10, L.A.8.2.1.10, LA.6.1.7.5, LA.7.1.7.5

High: LA.910.1.7.3, LA.910.2.2.2, LA.1112.1.7.3, LA.1112.2.2.2, LA.1112.5.2.1
- Give each student an egg that you have marked with your signature in marker. Have students write their names on their egg. Students will have to be responsible for their egg for one day, with the goal of returning the egg intact the next day. Discuss the difference in behavior between the students whose egg was still intact and whose egg was broken. **

Elementary: LA.1.5.2.5, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1

Middle: LA.7.6.1, LA.8.6.1, LA.6.5.2.1, LA.7.5.2.1

High: LA.1112.5.2.1
- Have students create a pie chart of responsibilities they have in their lives. They may separate it into three or more slices. Students must label three slices - friends, family, and school - and may add any other responsibilities they have in their life (e.g., job, community, etc.). After students have created their pie chart, have them list two responsibilities they must complete for each slice. Discuss. **

Elementary: LA.3.4.2.2, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1

Middle: L.A.7.1.7.8, L.A.8.1.7.8, LA.6.3.1.3, LA.7.3.1.3

High: MAE141, LA.1112.5.2.1
- Challenge students to accept responsibility the next time they are reprimanded or corrected. Share some examples with them like, “Your teacher asks for your homework from last night and you say, ‘Oh, my mom forgot to put it back in my backpack.’” That is putting the responsibility on someone else. Explain that a responsible response would be, “I forgot to get it back from my mom after she looked it over.” Brainstorm with students and record fifteen excuses that students have used in the past. Then have students change the excuse to reflect a responsible answer on their own papers.

Elementary: LA.1.3.1.3, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1

Middle: L.A.7.1.7.8, L.A.8.1.7.8, LA.6.4.1.2, LA.7.4.1.2

High: LA.910.5.2.1
- Have students make a list of several ways they can be a responsible member of their community. Have them do three of the activities and log the results of each. **

Elementary: LA.1.3.1.3, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1

Middle: SS.C.2.3.6, LA.7.1.7.8, LA.8.1.7.8, LA.6.4.2.2, LA.7.4.2.2

High: LA.910.5.2.1, LA.910.3.1.3

- Have students choose a family member who is responsible. Have the students make a list of the things that the family member does that demonstrates responsibility. Because the family member behaves responsibly, does it have any affect on the student? For example, because the parent is punctual in taking the student to school each day, what does that mean for the student? Have students write their thoughts on this. As an additional follow-up, have students write a letter to the person to thank him/her for being responsible. **

Elementary: LA.1.3.1.3, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1

Middle: LA.7.6.2, LA.8.6.2, LA.6.4.2.4, LA.7.4.2.4

High: LA.910.5.2.1, LA.910.3.1.3
- Have students write a public service announcement, an advertisement, a jingle, or a rap convincing others to be responsible in their home and community and share these with the class. **

Elementary: LA.4.4.1.2, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1

Middle: LA.7.1.7.8, LA.8.1.7.8, LA.6.4.3.1, LA.7.4.3.1

High: LA.910.4.1.1, LA.910.4.1.2
- Part 1 - Allow students to pretend they own a company and need to hire employees. Have them make a list of ten questions that they would ask when interviewing applicants in order to help determine each candidate's level of responsibility.

Part 2 - Divide the class into dyads. One partner should answer the questions. The other partner should write a critical paragraph discussing what he/she thinks his partner's strengths and weaknesses are in being responsible enough for the job.

Elementary: LA.3.4.2.3, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1

Middle: LA.7.5.2.1, LA.8.5.2.1, LA.6.4.2.2, LA.6.4.2.1, LA.7.4.2.2, LA.7.4.2.1

High: LA.910.4.1.1, LA.910.4.1.2, LA.910.5.2.1
- Have students create an acronym. Each letter should stand for a word describing a characteristic of a responsible person. Have them put it on small colorful posters and hang them in the classroom. **

Elementary: LA.2.4.1.2, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1

Middle: LA.6.3.5.1, LA.7.3.5.1

High: LA.910.4.1.1
- Divide the class into groups of 5-7 students. They are to create a skit that demonstrates a responsible and an irresponsible act. The group will then perform the skit for the class. The class will then decide which was the responsible act. For example, if you are walking outside of a store and the person in front of you drops his money clip of money, what could you do?

Elementary: LA.4.4.1.2, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5

Middle: LA.8.4.3, LA.6.5.2.1, LA.7.5.2.1

High: LA.910.4.1.1, LA.910.4.1.2

- As a class, assume responsibility for something in the school. This could include recycling, keeping a particular area clean, or even taking care of a particular bulletin board in the school.

Elementary: SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2
Middle: LA.6.6.1.2, LA.7.6.1.2
- In one column on a sheet of paper, have the students list all the responsibilities of each member of their family. In an adjacent column, have the students list the consequences if the responsibility is not performed. Be sure the students include themselves in this assignment. Ask for volunteers to share the consequences and discuss the aftermath of them. **

Elementary: LA.1.3.1.3, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5
Middle: LA.7.5.2.2, LA.8.5.2.2, LA.6.5.2.1, LA.7.5.2.1
High: LA.910.5.2.1, LA.910.3.1.3
- Ask for student volunteers to role-play the following situation in front of the class. One student will play the parent and another will be a child trying to persuade his parent that he is responsible enough to own and take care of a pet or drive a car. While presenting his case, he must mention specific responsibilities to show that he understands the demands of his request.

Elementary: LA.3.5.2.2, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: LA.7.5.2.2, LA.8.5.2.2, LA.6.5.2.3, LA.7.5.2.3
High: LA.910.5.2.1, LA.910.5.2.3
- Students are to pretend that they are the coach of a sports team of their choice. Each student is to write a speech to be delivered to the team on the importance of teamwork and one's responsibility to his teammates. These speeches will then be presented to the class. **

Elementary: LA.4.4.1.2, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: LA.7.5.2.2, LA.8.5.2.2, LA.6.5.2.3, LA.7.5.2.3
High: LA.1112.5.2.5
- As a class, brainstorm possible repercussions that could result if one did not write down a phone message correctly. The purpose of this exercise is to illustrate the potentially serious consequences of simple acts of irresponsibility.

Elementary: LA.1.3.1.3, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: LA.7.1.7.8, LA.8.1.7.8, LA.6.3.1.1, LA.7.3.1.1
High: LA.1112.5.2.1
- Find newspaper or Internet articles which deal with crises which occurred because of an individual's or a company's irresponsibility. Students should share their findings with the class. **

Elementary: LA.2.5.2.2, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.2.2.2, LA.1.2.2.3, LA.2.2.2.2, LA.3.2.2.3, LA.4.2.2.3, LA.5.2.2.3
Middle: LA.7.5.2.1, LA.8.5.2.1, LA.6.6.3.2, LA.7.6.3.2
High: LA.910.1.7.3, LA.1112.1.7.3

- A limerick is a form of light verse that consists of five lines. The first, second, and fifth lines each have nine syllables, and the third and fourth lines have six syllables. The rhyme scheme is aabba. Here is an example of a limerick written by Edward Lear:

*There was a young lady of Norway,
Who casually sat in a doorway;
When the door squeezed her flat,
She exclaimed, "What of that?"
This courageous young woman of Norway.*

Find other examples of limericks to share with the class. Then instruct students to write an original limerick using the following two lines as their opening:

*There was a girl named Jill Constable
Who rarely acted responsible.*

Students may choose to write original limericks dealing with the theme of responsibility and read their limericks to the class.

Elementary: LA.3.4.1.2, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1

Middle: LA.7.5.2.1, LA.8.5.2.1, LA.6.4.1.2, LA.7.4.1.2

High: LA.1112.4.1.1

- Create a puppet show that teaches kids how to be responsible for their own companion animals.
Elementary: LA.3.4.1.2, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: LA.7.4.1.1
- Have students estimate costs of being responsible for taking care of a companion animal. Have them list items necessary for being responsible for a pet—such as buying collar, leash, bowls, treats, food, vet care, toys, bedding, etc. have them estimate initial cost, annual cost and lifetime cost of caring for a pet. **
Elementary: LA.1.3.1.3, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5
Middle: LA.7.1.7.8, LA.8.1.7.8, LA.6.4.2.2, LA.7.4.2.2
High: MAA441

**** - These items can be used as homework assignments.**