



# Responsibility

Hello Parents and Guardians,  
Welcome to Unit 5 of our Kindness in the Classroom curriculum. For the next 6 weeks we will be learning all about RESPONSIBILITY. We will dedicate 30 minutes once a week for our main lesson, with a few 15 minute mini lessons sprinkled throughout our week to help your child go deeper with the concept. We will end the unit with a project that we will all work on together.

Since this topic is already known by many of our students this year, we will be diving deeper as we explore the following topics:

## GOALS FOR THIS UNIT

- ✓ Build skills of self-discipline
- ✓ Explain the connection between rights and responsibility
- ✓ Use responsible words and actions in social settings
- ✓ Evaluate responsibilities in online spaces and with technology devices

TOPIC	QUESTIONS WE'LL BE EXPLORING	HOW YOU CAN HELP
<b>Responsibility and Self-Discipline</b>	<ul style="list-style-type: none"> <li>• How can we make good, responsible decisions, even when it's hard?</li> <li>• What does it mean to have self-discipline?</li> </ul>	If your student doesn't have any chores or at-home obligations yet, now is the time to start! Talk about how everyone in a family has different responsibilities, and even if we don't feel like fulfilling them, we must be self-disciplined to do so. It's how family - and society! - function in a healthy way.
<b>Rights vs. Responsibilities</b>	<ul style="list-style-type: none"> <li>• What is the difference between a right and a responsibility?</li> <li>• What rights and responsibilities do 6th graders have at school? At home?</li> <li>• And what does it mean when we fail to fulfill our rights and responsibilities?</li> </ul>	Our responsibilities increase as we get older. As your student grows and progresses through school and in your community, give them more responsibilities and talk with them about their rights. Remind them that in order to enjoy the rights we have as a free people, we must also take our responsibilities seriously - even at young ages!
<b>Social and Digital Responsibility</b>	<ul style="list-style-type: none"> <li>• What does it mean to use responsible actions and words?</li> <li>• How can we be responsible contributors to society and responsible consumers of digital tools and information?</li> </ul>	Your student will evaluate different responsibilities in online spaces and with technology devices, as well as explore their growing social responsibilities and how to communicate in healthy, responsible ways. As your student's social circle broadens, having the skills to navigate situations and communicate with assertiveness will help them make more responsible.

## TRY THIS AT HOME!

Pick (or establish) one responsibility for each family member to complete this week. Create a chart to track progress and hang the chart in a prominent place - maybe the refrigerator or by a door that everyone uses. Set a goal for when each responsibility will be completed and track progress. Encourage each other if a responsibility is going unmet, and have a family meeting on Sunday to discuss how it felt to complete the tasks of the week. Likely it will feel good knowing everyone was responsible that week and worked together to complete a collective goal!

**We will continue our Kindness in the Classroom curriculum throughout the year. Please join us on this journey using this handout and the at home activity as a way to connect with your child regarding our unit concept. Feel free to contact me with any questions or comments as we move forward.**

Sincerely,



# Responsabilidad

Hola padres y tutores,  
 Bienvenidos a la Unidad 5 de nuestra bondad en el plan de estudios. Durante las próximas 6 semanas estaremos aprendiendo todo sobre RESPONSABILIDAD. Dedicaremos 30 minutos una vez a la semana a nuestra lección principal, con algunas mini lecciones de 15 minutos repartidas durante nuestra semana para ayudar a su hijo a profundizar más en el concepto. Terminaremos la unidad con un proyecto en el que todos trabajaremos juntos.  
 Ya que este año ya es conocido por muchos de nuestros estudiantes, profundizaremos más a medida que exploremos los siguientes temas:

## OBJETIVOS PARA ESTA UNIDAD

- ✓ Desarrolle habilidades de autodisciplina
- ✓ Explique la conexión entre derechos y responsabilidad
- ✓ Use palabras y acciones responsables en las redes sociales la configuración de
- ✓ Evaluar responsabilidades en los espacios en línea y con dispositivos de tecnología

TEMA	preguntas vamos a explorar	¿Cómo puede ayudar
<b>la responsabilidad y autodisciplina</b>	<ul style="list-style-type: none"> <li>● ¿Cómo podemos tomar buenas decisiones, responsable, incluso cuando es difícil?</li> <li>● ¿Qué significa tener autodisciplina?</li> </ul>	<p>Si su estudiante aún no tiene tareas o obligaciones en el hogar, ¡ahora es el momento de comenzar! Hable sobre cómo cada miembro de la familia tiene responsabilidades diferentes, e incluso si no tenemos ganas de cumplirlas, debemos ser autodisciplinados para hacerlo. Es así como la familia - y la sociedad! - Funcionar de forma saludable.</p>
<b>Derechos frente a responsabilidades</b>	<ul style="list-style-type: none"> <li>● ¿Cuál es la diferencia entre un derecho y una responsabilidad?</li> <li>● ¿Qué derechos y responsabilidades tienen los alumnos de 6º grado en la escuela? ¿En casa?</li> <li>● ¿Y qué significa cuando no cumplimos con nuestros derechos y responsabilidades?</li> </ul>	<p>Nuestras responsabilidades aumentan a medida que envejecemos. A medida que su estudiante crezca y progrese en la escuela y en su comunidad, deles más responsabilidades y hable con ellos sobre sus derechos. Recuérdeles que para disfrutar de los derechos que tenemos como personas libres, también debemos asumir nuestras responsabilidades con seriedad, ¡incluso a edades tempranas!</p>
<b>Responsabilidad social y digital</b>	<ul style="list-style-type: none"> <li>● ¿Qué significa usar palabras y acciones responsables?</li> <li>● ¿Cómo podemos ser colaboradores responsables de la sociedad y consumidores responsables de herramientas e información digitales?</li> </ul>	<p>Su estudiante evaluará diferentes responsabilidades en espacios en línea y con dispositivos de tecnología, así como explorará sus crecientes responsabilidades sociales y cómo comunicarse de manera saludable y responsable. A medida que el círculo social de su estudiante se amplía, tener las habilidades para navegar en situaciones y comunicarse con firmeza les ayudará a ser más responsables.</p>

### ¡PRUEBA ESTO EN CASA!

Elija (o establezca) una responsabilidad para que cada miembro de la familia complete esta semana. Cree una tabla para seguir el progreso y colóquela en un lugar prominente, tal vez en el refrigerador o en una puerta que todos usen. Establezca una meta para cuándo se completará cada responsabilidad y haga un seguimiento del progreso. Anímense mutuamente si una responsabilidad no se cumple, y celebre una reunión familiar el domingo para discutir cómo se sintió completar las tareas de la semana. ¡Es probable que se sienta bien sabiendo que todos fueron responsables esa semana y trabajaron juntos para completar una meta colectiva!

**Continuaremos nuestro currículo de Amabilidad en el aula durante todo el año. Únase a nosotros en este viaje utilizando este folleto y la actividad en el hogar como una forma de conectarse con su hijo con respecto al concepto de nuestra unidad. No dude en contactarme con cualquier pregunta o comentario a medida que avancemos.**  
 Atentamente,



# Responsibility

**Sub-Concepts Covered: Self-discipline, Kindness**

Kindness in the Classroom lessons teach kindness skills through a step-by-step framework of Inspire, Empower, Act, Reflect and Share. Each lesson starts with the 'share' step to reinforce learning from previous lessons. The 'act' piece is woven into the lessons but really takes place in the projects.

This is the fifth unit of the *Kindness in the Classroom* curriculum. You have made it through over 75% of the curriculum - congrats! Students are focusing on increased responsibility in a variety of contexts and this unit dives deeper into what it takes to truly be responsible through the use of self-discipline and in recognizing their social and digital responsibilities. Although it can be difficult, it is important to start letting students be independent in (some of) their decision making as they transition towards owning their choices and the consequences that come with them.

## Unit Objective

Students will:

- Explore responsible words and actions in social settings, both physical and online.
- Evaluate responsibilities in online spaces and with technology devices.
- Explain the connection between rights and responsibility.

## Student Introduction

Responsibility—this word is not new to most of us at this point. Many, if not all of you, are responsible for getting up, getting ready, and getting to school with minimal reminders. You have basic expectations both at home and at school and often times, your responsibilities may seem more like a burden than a gift. This unit will challenge you to take a second look at this word and how it applies to your life. You might just be surprised to find some benefits within all those responsibilities. We will be focusing on the following:

- Personal Responsibility
- Freedom and Responsibility
- Self-Discipline

## Unit Lessons

Main Lesson Title	Weekly Objectives	Main Lesson Materials	Mini Lessons
<b>Lesson 1</b> Stations of Responsibility	<ul style="list-style-type: none"> <li>Define responsibility and self-discipline.</li> <li>Identify responsible behavior.</li> <li>Evaluate personal levels of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Large pieces of butcher paper or extra-large sticky notes</li> <li>Markers for writing out responsibilities</li> </ul>	<p><u>Small Group</u>- Who is Responsible?</p> <p><u>Partner</u>- Self-discipline Discussion</p> <p><u>Individual</u>- How Responsible am I?</p> <p><u>Technology Focus</u>- Digital Distractions</p>
<b>Lesson 2</b> Rights vs. Responsibilities	<ul style="list-style-type: none"> <li>Identify responsibilities in a variety of settings and groups, including the environment.</li> <li>Evaluate the impact irresponsibility has on others.</li> </ul>	<ul style="list-style-type: none"> <li>Template for drawing the scales of justice</li> </ul>	<p><u>Small Group</u>- Family Responsibilities</p> <p><u>Partner</u>- Web of Responsibility</p> <p><u>Individual</u>- What is my Responsibility in My Community?</p> <p><u>Technology Focus</u>- Responsibility for the Environment</p>
<b>Lesson 3</b> Social Responsibility	<ul style="list-style-type: none"> <li>Evaluate responsible words and actions in social settings, both physical and online.</li> <li>Discuss assertive behavior as a means of exhibiting personal responsibility.</li> <li>Practice responsible communication.</li> </ul>	<ul style="list-style-type: none"> <li>Smartboard to project the situations (optional)</li> </ul>	<p><u>Small Group</u>- Social Communication</p> <p><u>Partner</u>- Teamwork</p> <p><u>Individual</u>- Being Assertive: Self-reflection</p> <p><u>Technology Focus</u>- Netiquette</p>
<b>Lesson 4</b> Digital Responsibility	<ul style="list-style-type: none"> <li>Evaluate responsibilities in online spaces and with technology devices.</li> </ul>	<ul style="list-style-type: none"> <li>Board to project or write the five categories for students</li> </ul>	<p><u>Small Group</u>- Being Responsible in Large Online Spaces</p> <p><u>Partner</u>- Being Responsible in One-on-One Digital Communication</p> <p><u>Individual</u>- Digital Reputation</p> <p><u>Technology Focus</u>- Responsible, Safe Searches</p>

## Unit Project

Project Title	Project Overview	Materials Required
Responsibility Log	The class will create independent responsibility logs tracking their day to day responsibilities in an effort to visualize just how much they accomplish over a designated period of time.	<ul style="list-style-type: none"><li data-bbox="747 231 990 268">☐ Responsibility log</li><li data-bbox="747 268 1541 367">☐ Writing utensils **could keep a digital log if that works into your students' schedule/skill level. Would be harder for accountability partner to sign, though</li></ul>

# 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.				
<b>Totals</b>				

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!

# Responsibility

This week we look at responsibility through more specific lenses: in our families, in our schools, in our communities, and in our environment. We also evaluate how it impacts others when we fail to perform our responsibilities.

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



### Rights vs. Responsibilities

This lesson helps students understand the differences between rights and responsibilities. The lesson also explains how many rights are put to their best and most intended use when we act on them in responsible ways. Often we cannot exercise our rights without responsibility. (See page 3 for lesson details.)

## Mini Lessons

**For Small Groups**  
15 minutes



### Family Responsibilities

In small groups, talk about the different roles and responsibilities students have in their families. Have them discuss who does what and why? How would students challenge stereotypical family roles and responsibilities (i.e., mom always cooks, cleans, and takes care of the kids; dad always works outside or in the garage)?

**For Partners**  
15 minutes



### Web of Responsibility

List the various groups at school (students and staff groups: custodial, teaching, administration, food service, athletic departments; clubs) in a cluster diagram form with a “bubble” around each group. Then brainstorm what everyone’s responsibilities are, jotting them down in each respective bubble. Draw a line between the groups whose responsibilities impact another group. Most notably if these groups don’t perform their responsibilities, how would it impact students? For example, if the kitchen staff did not prepare meals? Encourage partners to talk about how interconnected we all are and if we do not do our jobs, it will impact more than just ourselves!

**For Individuals**  
15 minutes



### What is My Responsibility in My Community?

What do you think the following quote means?

“The way to change the world is through individual responsibility and taking local action in your own community.” —Jeff Bridges

Journal your response and then journal about local action you could take in your own community that might have a larger impact. Do you feel this is your responsibility?

**Technology-Focused**  
15 minutes



### **Responsibility for the Environment**

Discuss how technology can enable us to be more environmentally responsible. Evaluate the school's use of technology to reduce paper or other waste. What could the school do better?

Some ideas for your discussion:

- Technology allows us to go “paperless” for things like bills, school forms, homework, etc.
- Digital books
- Digital calendars vs. paper calendars

# Rights vs. Responsibilities

This lesson helps students understand the differences between rights and responsibilities. The lesson also explains how many rights are put to their best and most intended use when we act on them in responsible ways. Often we cannot exercise our rights without responsibility.

## Lesson Timeframe

30 minutes

## Required Materials

- ☐ Template for drawing the scales of justice

## 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:

- Identify responsibilities in a variety of settings and groups, including the environment.
- Evaluate the impact irresponsibility has on others.

## Teacher Connection/Self-Care

Sometimes it helps to think about our responsibilities through a variety of lenses: rights vs. responsibilities, personal and professional boundaries, and sources of responsibility. Each one gives us a new perspective about what is a responsibility and what is not. For example, you have a right to a safe, positive work environment. As such, you are responsible for contributing to that safe, positive environment. What is your school's staff culture like? What are teacher relationships like? What is the tenor of the staff break room? Are teachers and administrators on the same page? What responsibilities do you have as part of that community to ensure a safe, positive working environment? What about your personal and professional boundaries at work? If you have students who have personal struggles and, consequently, bring their aggression, sadness, or frustrations to your room, what is your responsibility? Your responsibility is to teach those kids and ensure a classroom environment conducive to learning for all students. It is not your responsibility to "fix" their home situation or personally assess and address their mental or emotional health issues. Set a personal and professional boundary by not taking their issues personally and seek other school professionals or public services to help your students in the way they need to be helped. What about knowing where your responsibilities come from? Do you know why you do what you do? Have you created responsibilities for yourself or were they given to you by someone else? Knowing the source of your responsibilities can help you prioritize them and be more efficient. Take some time today to evaluate your rights and responsibilities, to set some boundaries you need to set, and to understand why you do what you do.



## Share

5-7 minutes

We learned last week that we, as 6th graders, have a number of responsibilities. Let's take some time to share some of the different responsibilities we've had and have upheld in the last week. Alternatively, if you have a good story about a responsibility that you forgot or ignored and the consequences of that, you could share that, too. (Invite student responses.)



## Inspire

3-5 minutes

Today we are going to shift into thinking about our rights vs. our responsibilities, both here at school and in our community. How many of you think these are different things? A right to do something vs. a responsibility to do something? (Invite student responses.) A right is something that is guaranteed or protected by a rule or law; a responsibility is something we are expected or required to do in order to uphold those rules or laws.

Can something be both a right and a responsibility? (Invite student responses; if they think, "no," invite them to think about the act of voting as something that is a right afforded by the law and a responsibility, as it is something citizens are expected to do in order to keep the democratic process working.)



## Empower

15 minutes

On the board, draw or project an image of a balanced scale. You are going to fill in students answers on the scale. On the left will be "rights" and on the right, "responsibilities".

What we are going to do today is think about the rights we have as students in this school and as people in our community and list those on the left. Then we are going to think of a corresponding responsibility and put it on the right side of the scale. Rights only work if we have a responsibility to follow through on them.

### **I will start with this example:**

We have the **right** to learn at school. (Write this on the left-hand side of the scale.)

We, therefore, have a **responsibility** to arrive on time, come prepared, and actively participate. (Write "be on time, be prepared, participate" on the right.)

What are some other rights we (all of us) have at school or in our community? (Let a student state a right and discuss it if it's more of a responsibility. When the right has been written on the scale, ask someone for a corresponding responsibility.)

For ideas on rights vs. responsibilities, see:

<https://www.pinterest.com/pin/278801033166621963/>

<https://educators.brainpop.com/lesson-plan/rights-and-responsibilities-background-information-for-teachers-and-parents/>

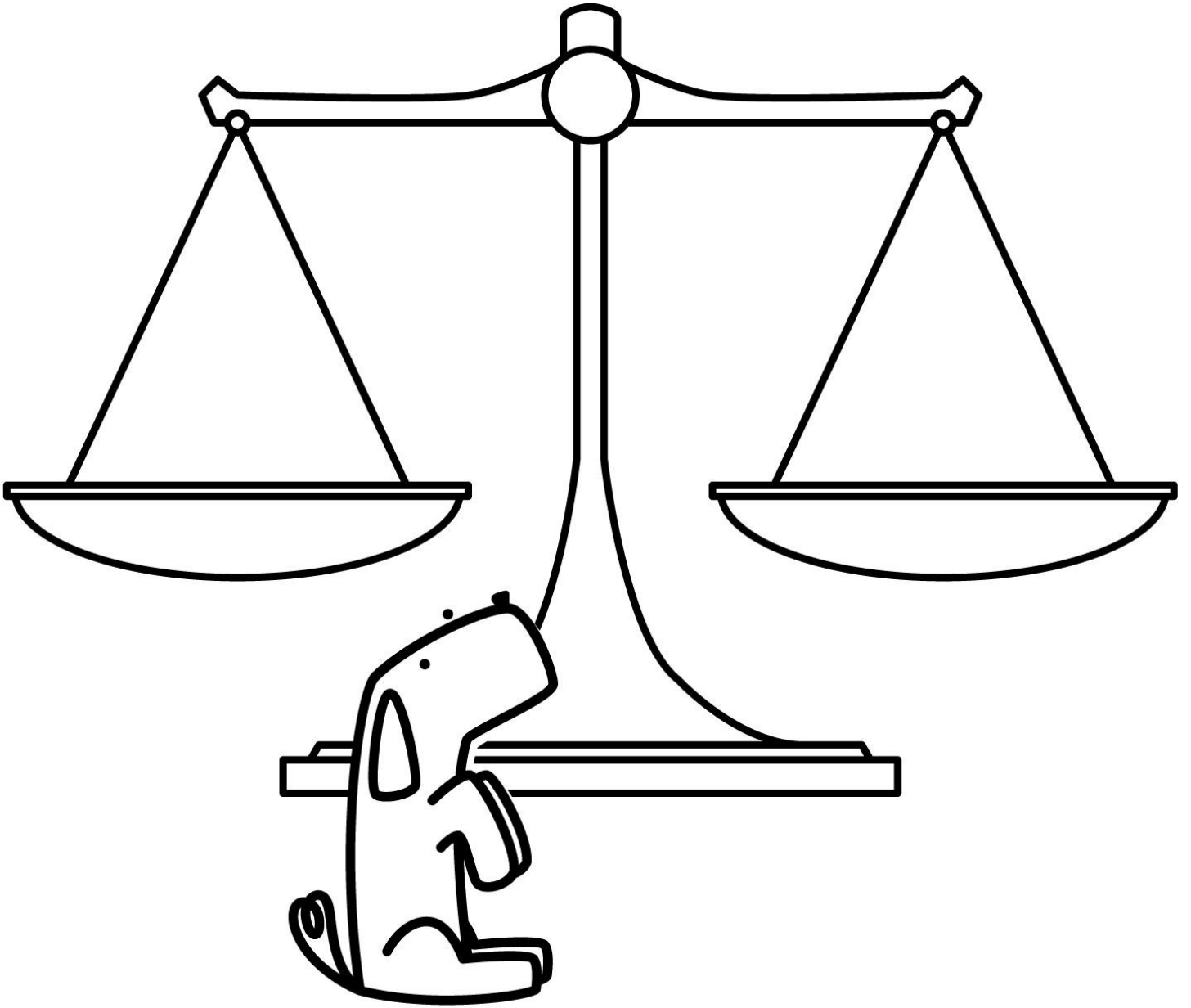


## Reflect

5-7 minutes

*Have students review the scales to see if there is anything they didn't realize about rights vs. responsibilities. Ask students to discuss or journal about the following questions:*

- What happens to our rights if we don't uphold our responsibilities?
- Can you have rights without responsibilities?
- What are some rights that are also responsibilities?





# Responsibility

The lessons this week focus mostly on how we exhibit responsible behavior with other people in social situations. We will examine how we can be responsible in our actions and through our communication. We also discuss the concept of assertiveness and how to responsibly engage with others in both physical and online settings.

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



### Social Responsibility

In this lesson we discuss ways to respond responsibly in different social situations. We discuss how responsible behavior is not reserved for only certain places or with certain groups of people. Instead, we need to be responsible any time we are interacting with others. (See page 2 for lesson details.)

## Mini Lessons

**For Small Groups**  
15 minutes



### Social Communication

In small groups, discuss how we communicate responsibly and effectively with family, friends, and teachers. What enables responsible, effective communication and what gets in the way of responsible, effective communication?

**For Partners**  
15 minutes



### Teamwork

With your partner, talk about teams you have been on in the past (or are currently on) and how you need(ed) to be responsible for your role on a team. How do you problem-solve when someone doesn't fulfill their responsibilities on the team?

**For Individuals**  
15 minutes



### Being Assertive: Self-reflection

Define "assertive." How is this different from other terms like "pushy," "bossy," or "aggressive"? When you are pressured by your friends to do something you don't want to do, how can you be assertive and stand up for yourself? How is being assertive under peer pressure actually the responsible thing to do?

**Technology-Focused**  
15 minutes



### Netiquette

Define "netiquette" as a group and discuss why it is important. Discuss and write down 5-10 netiquette rules you all can follow and post them in the classroom.

# Social Responsibility

In this lesson we discuss ways to respond responsibly in different social situations. We discuss how responsible behavior is not reserved for only certain places or with certain groups of people. Instead, we need to be responsible any time we are interacting with others.

## Lesson Timeframe

30 minutes

## Required Materials

- ☐ Smartboard to project the situations (optional)

## 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:

- Evaluate responsible words and actions in social settings, both physical and online.
- Discuss assertive behavior as a means of exhibiting personal responsibility.
- Practice responsible communication.

## Teacher Connection/Self-Care

Sometimes the volume of responsibilities that we have can be overwhelming. We can feel like there is too much to do and we don't have enough time. The flip-side, of course, is the honor of our responsibilities. Think about how many parents have entrusted their kids to you. Think about the future world your students will build. You have one of the greatest responsibilities of all in shaping your community, state, country, and world. You have a direct line to the future! What a privilege! Even on the hard days, remember how much power and influence you have through your responsibilities as a teacher. It is also good to take time to remember why you got into teaching in the first place. At that time you likely didn't know how much responsibility you would have. You didn't fully know the long days, long nights, fast weekends, and myriad of student needs, abilities, and interests. So, remind yourself of the best parts of the job. What is your favorite teaching responsibility?



## Share

5-7 minutes

Last week we talked about the difference between a right and a responsibility. Can someone review those definitions for us?

What is a right? (Invite student response.)

What is a responsibility? (Invite student response.)

Good! What is the relationship between these two things? (Invite student responses.)



## Inspire

3-5 minutes

We have rights that are protected by law or certain rules or policies, but in order for us to fully enjoy our rights we must be responsible for respecting the rights of all people and for following the rules that protect and ensure our own rights.

This week we are going to shift gears into social responsibility, which refers to our responsibility for engaging with other people in different social spaces, particularly how we communicate with others face-to-face and online, how we participate on a team, and how we stand up for ourselves with other people.



## Empower

15 minutes

So, let's think about different social situations we are in and what our responsibilities are in those situations. I will project different situations on the board (or read them out loud if there isn't a smartboard projector) and we are going to talk about what you think your responsibility is in that situation.

- You are in the grocery store and notice that a display of cans have been knocked over and are now laying all over the aisle floor. There is a woman with a walker who is coming down the aisle toward the mess. She clearly won't be able to get through the mess. Do you have any social responsibility in this situation? If so, what and why? If not, why not?
- You are in a candy store and witness another kid about your age put some candy in her pocket. She catches your eye as she starts walking toward the door. Do you have any social responsibility in this situation? If so, what and why? If not, why not?
- You are eating out at a restaurant with your friends and their parents. Your friends are acting really wild. They are yelling, spilling drinks, laughing, and throwing bits of food at each other. The parents don't seem to mind. Do you have any social responsibility in this situation? If so, what and why? If not, why not?
- You are invited to a birthday party in someone else's house. What is your social responsibility in this situation?
- You are part of the school choir. This week you are going to put on a special concert for residents of a local nursing home. What is your social responsibility in this situation?

Add additional social situations that apply more directly to your student group or if you need to fill more time.



## Reflect

5-7 minutes

It is important to remember that we have some responsibilities simply because we live with and among other people. The responsibilities we talked about today are not necessarily 6th-grader responsibilities or jobs and duties that have been specifically assigned to you personally. These are things we are expected to do because this is how people are expected to act in social spaces. As you find yourself in different social situations this week, think about what your responsibilities might be and make sure you are acting on those.

# Responsibility

The lessons this week focus primarily on how to be responsible with technology and in online spaces. Some of the topics this week include a personal evaluation of responsible technology use, a discussion about digital communication and how it changes with the audience, and safe online searches and sharing.

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



### Digital Responsibility

This lesson gives students an opportunity to identify the rules and responsibilities that they might require if they had just purchased a new digital device such as a new smartphone, tablet, or gaming device. This lesson encourages students to evaluate the rules and responsibilities they have to follow already for the technology they use in class and at home. (See page 3 for lesson details.)

## Mini Lessons

**For Small Groups**  
15 minutes



### Being Responsible in Large Online Spaces

In small groups, have students discuss what they observe when they are in large online spaces (like social media, online media, YouTube, etc.). What type of content are they seeing? What type of content are they sharing? Do you feel that people overshare? In what ways?

**For Partners**  
15 minutes



### Being Responsible in One-on-One Digital Communication

Have partners discuss if they text or use social media platforms (Snapchat, Instagram, etc.) or other communication/media sharing apps. How does their communication style change based on the audience? Do they text their parents using the same language and tone that they text a friend? If they do not use text or other apps, how might they use these things or how does their communication with different groups change based on the audience?

**For Individuals**  
15 minutes



### Digital Reputation

Write a journal entry on the following questions:

- How does social media allow us to create a fake persona and how does this impact our sense of self and responsibility to ourselves?
- Who are you? If you are on social media, do you feel you portray the same person online that you are in real life? Why or why not?

## Technology-Focused

15 minutes



### Responsible, Safe Searches

While conducting the discussion, have students discuss how they know what is appropriate to either view or share and what do they do when they come across questionable or inappropriate content online. You can discuss topics like why they should not share full names, phone numbers, addresses, and birthdays. This video from Common Sense Media is a good discussion starter: <https://www.youtube.com/watch?v=ottnH427Fr8>.

Consider inviting the technology coordinator in for a brief Q&A on how safe searches work, what the school's firewall is for, privacy settings, and how students can stay safe online.

# Digital Responsibility

This lesson gives students an opportunity to identify the rules and responsibilities that they might require if they had just purchased a new digital device, such as a new smartphone, tablet, or gaming device. This lesson encourages students to evaluate the rules and responsibilities they have to follow already for the technology they use in class and at home.

## Lesson Timeframe

30 minutes

## Required Materials

- ☐ Board to project or write the five categories for students.

## 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:

- Evaluate responsibilities in online spaces and with technology devices.

## Teacher Connection/Self-Care

For this last lesson in responsibility, consider how you utilize your time and talents at school. Are you responsible with how you spend your time at school? Do you use open periods to plan lessons or grade so you can gain some extra personal time in the evenings or on the weekends? Do you spend time networking with colleagues and planning for student success, or is there more gossip and rumor-spreading than productive, healthy relationship- and strategy-building? How about your abilities? Do you use them to their fullest potential or are you feeling maxed out and ready to coast into the end of the year? Do you pursue meaningful professional learning opportunities or just skim through arbitrary readings and lessons (when assigned).

When you have an opportunity to be wholly responsible with your time and talent, to do what is expected or required of you, take it. It will energize you for the next task. You will feel good if you have used your time wisely, if you have used your abilities to their fullest. You will be motivated to be better, to continue learning, to share insight, and to build a better school. Modeling this type of responsibility is good for your students, too. Everyone gets tired by the end of the year; it takes self-discipline and perseverance to press on to the end. You can be a leader in this area and so can your students. Press on!



## Share

5-7 minutes

To round out our unit on responsibility, we are going to talk about digital responsibility. This means we are going to look at the different digital technology we use and what our responsibilities are when we use technology.

List some technology you use each day either at home or at school.



## Inspire

3-5 minutes

It is likely that your classroom has technology tools in it that students use, like iPads, computers, a smartboard, etc. Feel free to tailor the intro to suit the technology your students use in your classroom every day.

What are some general responsibilities you have with these tech tools? (Invite student responses.)

Answers may include things like taking care of equipment, not dropping or breaking screens, not sharing passwords, only using devices when permission is given, only using approved websites, not playing too much, or sharing devices with other family members.

How does self-discipline play a role in following these rules?



## Empower

15 minutes

You are going to pretend that you just got your own iPad, cell phone, game system, or some other digital device. You get to pick which device it is. You bought it with your own hard-earned money and you are very careful with this new device. Your job is to establish some rules and responsibilities for yourself and for others who might borrow your new device. Craft your device policy in your journal. After a few minutes, we will take turns sharing what our device is and what the rules and responsibilities are for using it.

I have some categories I want you to include in your rules and responsibilities policy:

- **Users:** Who will be allowed to use the device?
- **Usage time:** How much will you/others use this device?
- **Time & Place:** When and where will you/others primarily use it?
- **Purpose:** What will you use it for?
- **Care:** How will you take care of it?

You can include other categories or ideas in addition to these.

Project or write these questions on the board so students remember them.

Give students 5-7 minutes to brainstorm and write; then return for whole class sharing.





## Reflect

5-7 minutes

Use your wrap-up time to continue sharing if necessary.

How do your rules for responsible usage compare with the rules you have here at school or at home for other technology devices? Are they similar or different?

Hopefully this exercise will help you understand why we have rules regarding our technology devices. It is important to use them responsibly and take care of them. The mini lessons in this unit will talk more about responsible usage and digital communication, so we'll think about using technology responsibility from a slightly different perspective.

# Responsibility Log

You may not realize how much you are responsible for in a day; tracking it can be really interesting!

## Responsibility Sub-Concept(s)

Self-discipline, Kindness

## Project Timeframe

1-2 weeks, broken up as needed by class schedule.

## Required Materials

- Responsibility log
- Writing utensils \*\*could keep a digital log if that works into your students' schedule/skill level. Would be harder for accountability partner to sign, though

## Standards Map

This project 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.

For the next two weeks, we are going to fill out a Responsibility Log for the following four categories: Home, School, Self, and Technology. We are going to brainstorm the different daily responsibilities that you have in those four categories. At the end of the day, self-evaluate how well you met each responsibility and check them off. If you miss one, make a note about why and how you will fulfill it tomorrow. Have a parent, guardian, or teacher sign your log each day (this is one of your responsibilities!).

At the end of each week, we will evaluate our logs and how responsible we were and possibly set goals for how we can be more responsible next week.

### PART 1 (Week 1):

Begin Week 1 with students brainstorming the things they know they are or will be responsible for that week in each category: home, school, self, and technology. Write these things in front of the check box in each category. Add boxes as necessary. Then have students monitor their levels of responsibility each day.

Complete the responsibility log at the end of each day and have a teacher, parent, or guardian sign it. On Friday of Week 1, have students decide if they met their responsibilities this week or if they need to set some goals for being more responsible in Week 2.

### Part 2 (Week 2):

Repeat the actions from Week 1 and ask students to track their responsibility levels again.

At the end of Week 2, host a large group discussion about what they learned.

- Are they responsible?
- Do they have too much responsibility to successfully keep up with everything?
- Could they take on more responsibility?
- Was keeping a responsibility log useful in keeping them accountable or focused on what they needed to get done each week?

# Responsibility Log

Week 1

	Home	School	Self	Technology
<b>Monday</b>	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
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Responsibility Goals for Week 1:

## Week 2

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Responsibility Evaluation: