



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

- ✓ Practice strategies to improve their self-discipline
- ✓ Understand the various sources of responsibility
- ✓ Evaluate how to make a decision when there is conflict in responsibilities

TOPIC	QUESTIONS WE'LL BE EXPLORING	HOW YOU CAN HELP
Increasing Personal Responsibilities	<ul style="list-style-type: none"> ● How can we make even more responsible choices through self-discipline? 	As your child gets older, he or she will have increasing responsibilities - at home, at school, in clubs or on teams, and in the community. It can become overwhelming if you don't have the self-discipline skills to manage everything that is required or expected of your. Take time to ask your child about the self-discipline strategies he/she is learning about in this unit.
Sources of Responsibility	<ul style="list-style-type: none"> ● Where does our responsibility come from? ● How can knowing the sources of responsibility help us prioritize our actions and how we meet our responsibilities? 	Ask your students about his or her sources of responsibility. See if they can first identify all they are responsible for and then where those responsibilities come from.
Conflict in Responsibility	<ul style="list-style-type: none"> ● What do we do when two responsibilities are in conflict? ● How do we use critical thinking and decision-making to arrive at good, responsible choices? 	Ask your child about the conflict resolution strategies he/she is learning about in this unit, with regard to responsibility.

TRY THIS AT HOME!

Let your child menu plan this week with (or for!) you. Encourage him or her to plan meals that can be prepared in advance or where leftovers can be meaningful parts of another meal. For example - if you are having tacos with rice on Monday, maybe you can have a stir-fry on Tuesday using the leftover rice. Let your child get creative and really think about how to be responsible with your family's food planning and consumption.

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 nuestro plan de estudios Kindness in the Classroom. 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. Dado que este año ya es conocido por muchos de nuestros estudiantes, profundizaremos más a medida que exploremos los siguientes temas:

OBJETIVOS PARA ESTA UNIDAD

- ✓ Practique estrategias para mejorar su autodisciplina
- ✓ Entienda las diversas fuentes de responsabilidad
- ✓ Evalúe cómo tomar una decisión cuando hay un conflicto en responsabilidades

TEMA	PREGUNTAS vamos a explorar	¿Cómo puede ayudar
cada vez más responsabilidades personales	<ul style="list-style-type: none"> ● ¿Cómo podemos tomar decisiones aún más responsables a través de la auto-disciplina? 	A medida que su hijo crezca, tendrá mayores responsabilidades: en el hogar, en la escuela, en clubes o equipos y en la comunidad. Puede ser abrumador si no tiene las habilidades de autodisciplina para administrar todo lo que se requiere o espera de usted. Tómese el tiempo para preguntarle a su hijo sobre las estrategias de autodisciplina que está aprendiendo en esta unidad.
Fuentes de responsabilidad	<ul style="list-style-type: none"> ● ¿De dónde viene nuestra responsabilidad? ● ¿Cómo puede el conocimiento de las fuentes de responsabilidad ayudarnos a priorizar nuestras acciones y cómo cumplir con nuestras responsabilidades? 	Pregunte a sus alumnos sobre sus fuentes de responsabilidad. Vea si pueden identificar primero de qué son responsables y luego de dónde provienen esas responsabilidades.
Conflicto en la responsabilidad	<ul style="list-style-type: none"> ● ¿Qué hacemos cuando dos responsabilidades están en conflicto? ● ¿Cómo utilizamos el pensamiento crítico y la toma de decisiones para llegar a decisiones buenas y responsables? 	Pregúntele a su hijo sobre las estrategias de resolución de conflictos de las que está aprendiendo en esta unidad, con respecto a la responsabilidad.

¡PRUEBA ESTO EN CASA!

Deje que el menú de su hijo planifique esta semana con usted (o para usted). Anímelo a planear comidas que puedan prepararse por adelantado o donde las sobras puedan ser partes significativas de otra comida. Por ejemplo, si usted come tacos con arroz el lunes, tal vez pueda cocinar un salteado el martes con el arroz sobrante. Permita que su hijo sea creativo y piense realmente cómo ser responsable con la planificación y el consumo de alimentos de su familia.

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! In this Unit, students are focusing on accepting responsibility in a variety of settings and diving deeper into what it takes to truly be responsible through understanding where responsibilities come from and what to do if they conflict. At this point in the year, it is also important to allow students to transition towards owning their decisions and the consequences that come with them.

Unit Objective

Students will:

- Practice strategies to improve their self-discipline.
- Understand the various sources of responsibility.
- Evaluate how to make a decision when there is conflict in responsibilities.

Student Introduction

Responsibility—this word is not new to any of us at this point. Every single one of you is responsible in some capacity for getting up, getting ready, and getting to school with minimal reminders. You have 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:

- Increasing Personal Responsibilities
- Sources of Responsibility
- Conflict in Responsibility

Unit Lessons

Main Lesson Title	Weekly Objectives	Main Lesson Materials	Mini Lessons
Lesson 1 Building Self-Discipline	<ul style="list-style-type: none"> Understand the role self-discipline plays in being responsible. Practice strategies to improve their self-discipline. 	<ul style="list-style-type: none"> Journal/note-taking materials 	<p><u>Small Group</u>- Building Self-Discipline - Scenarios</p> <p><u>Partners</u>- Why Do We Give Up?</p> <p><u>Individual</u>- My Self-Discipline Strategy</p> <p><u>Technology Focus</u>- Technology and Self-Discipline</p>
Lesson 2 Sources of Responsibility	<ul style="list-style-type: none"> Understand the various sources of responsibility. Categorize different responsibilities. 	<ul style="list-style-type: none"> Whiteboard or smartboard for taking notes as a class 	<p><u>Small Group</u>- What are the Responsibilities?</p> <p><u>Partners</u>- What Kinds of Responsibilities Do We Have?</p> <p><u>Individual</u>- My Favorite Responsibilities</p> <p><u>Technology Focus</u>- Using Tech to Be More Responsible</p>
Lesson 3 Conflicts in Responsibility	<ul style="list-style-type: none"> Identify two types of conflict of responsibility. Evaluate how to make a decision when there is conflict in responsibilities. 	<ul style="list-style-type: none"> Whiteboard for designating the conflict type sections (if using large motor movements) 	<p><u>Small Group</u>- Pros and Cons</p> <p><u>Partners</u>- Prioritizing our Responsibilities</p> <p><u>Individual</u>- My Most Important Responsibilities</p> <p><u>Technology Focus</u>- Conflicting Tech Responsibilities</p>
Lesson 4 Shifting Responsibility	<ul style="list-style-type: none"> Examine how their responsibilities have shifted over time and will continue to shift. Consider how to manage the increased stress and pressure that comes with increase in responsibility. 	<ul style="list-style-type: none"> Large sticky notes or other note taking paper 	<p><u>Small Group</u>- Who Supports Me</p> <p><u>Partners</u>- Keep Calm and Responsibility On</p> <p><u>Individual</u>- My Personal Planner</p> <p><u>Technology Focus</u>- Shifting Responsibility with Technology</p>

Unit Project

Project Title	Project Overview	Materials Required
Responsibility Guidebook	The class will create a guidebook for younger students to help them navigate the responsibilities of 8th graders or of middle-schoolers in general.	<ul style="list-style-type: none"><input type="checkbox"/> Brainstorming paper<input type="checkbox"/> White drawing or printer paper<input type="checkbox"/> Art/drawing supplies<input type="checkbox"/> Newspapers/magazines - if students want to cut out pictures or make a collage to represent their topic.

Responsibility

Students have been exposed to the idea of responsibility for many years, so this week's focus is on self-discipline. Students will talk about what self-discipline is and how they can cultivate greater self-discipline in their daily lives. Through large group discussion and journaling, students will evaluate which self-discipline strategies will help them improve their responsibility through self-discipline the most.

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



Building Self-Discipline

This first lesson introduces students to responsibility and how self-discipline plays a big part in being responsible and dependable. Students will learn about five things that impact our ability to develop self-discipline and journal about one of those things they want to work on throughout the Responsibility unit. (See page 3 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Building Self-Discipline - Scenarios

In groups, read through scenarios that involve someone about to abandon a task or responsibility. Discuss the best self-discipline strategy they could use to help them finish the task or be more successful next time. Scenarios:

Mario has a science project due on Friday. It is Monday and he has everything he needs but doesn't feel motivated to get started. He isn't doing well in science and really needs a good grade on this project. What can Mario do to increase his self-discipline to not only do the project, but do well on it?

Samara has weekly chores at home; she is required to dust, vacuum or sweep, and clean the bathroom. She hates chores. All her friends get an allowance for doing work around the house, but her dad says it's just part of being in the family. She always waits until Friday to do her jobs and then has to do everything at once and usually misses out on going out with friends on Friday after school because of it. How can Samara be more self-disciplined to do her weekly chores throughout the week instead of saving them all until Friday when she wants to go out with her friends?

Adyson struggles with reading. She is supposed to read for 20 minutes at home but her mom works double shifts and isn't home until Adyson is in bed. Her nana stays with Adyson most evenings and is usually watching TV or napping. Adyson doesn't like to read by herself. She just doesn't care about doing it. What can Adyson do to be more self-disciplined to read 20 minutes every day, even if she doesn't have anyone to read with her?

For Partners
15 minutes



Why Do We Give Up?

In partners, discuss why we sometimes don't finish what we start, or give up. What makes us abandon our responsibilities and what do we need to do to stick with something? What strategies do you use to overcome frustration and despair that lead to your not fulfilling a responsibility?

For Individuals
15 minutes



My Self-Discipline Strategy

What is a self-discipline strategy that you already use that works well and what is a new strategy that you would like to try? Journal about this and about a regular responsibility you have that you don't like much and need more self-discipline to complete. How will you use your new strategy the next time this responsibility comes up?

Technology-Focused
15 minutes



Technology and Self-Discipline

In what ways does technology help us be more self-disciplined? Are there apps we use to stay disciplined? Are we motivated by not losing our tech so we always do what we're supposed to? In what ways does technology distract us and prevent us from being self-disciplined?

Building Self-Discipline

This first lesson introduces students to responsibility and how self-discipline plays a big part in being responsible and dependable. Students will learn about five things that impact our ability to develop self-discipline and journal about one of those things they want to work on throughout the Responsibility unit.

Lesson Timeframe

30 minutes

Required Materials

- ☐ Journal/note-taking materials

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:

- Understand the role self-discipline plays in being responsible.
- Practice strategies to improve their self-discipline.

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

Welcome to the Responsibility unit! This is going to be a great unit because we get to learn about different elements of responsibility. I know you all know what responsibility is, right? Who can define responsibility for us? (Invite student responses.)



Inspire

3-5 minutes

The definition we are going to use from RAK is, “being reliable to do the things that are expected or required of you.” I think a key word here is “reliable”. When you think about the word reliable, what comes to mind? (Invite student responses.)

As you get older, you will be expected to be more reliable. As you have more opportunities, more freedom, more life experience, and more age, people will expect more from you. They will depend on you more. Think about who you depend on now. Who are some people you depend on (even beyond parents or guardians)? Who, in your life, if they did not show up for you on a regular basis, would make a big impact? (Invite student responses. Encourage them to think outside the box. Think about if teachers didn’t show up, bus drivers, doctors, sanitation workers, grocery store managers, etc.)

Being responsible is everyone’s job.



Empower

15 minutes

Another part of being reliable and being responsible is being self-disciplined. President Theodore Roosevelt once said, “With self-discipline, anything is possible.” To be self-disciplined means you can motivate yourself to do what is expected or required of you. You don’t need someone or something else to motivate you; you can motivate yourself.

[For a teaser, you could show students Angela Duckworth’s TED Talk: [Grit: The power of passion and perseverance](#) and ask students what they think about the ideas presented.]

How many of you think you are already pretty self-disciplined? For example, who would get up, get ready for school, get here on time, and do all your homework without someone else telling you to do these things? (Invite students to raise their hands.)

How many of you would like to work on being a little more self-disciplined? (Invite students to raise their hands.)

Good! You are in luck! That is what we are going to work on this week!

For our first activity, we are going to talk through some pretty common situations that require self-discipline and we are going to talk about some specific strategies we can use to be more self-disciplined. We all have the power to be self-disciplined, but we may not have the strategies to actually do it. We will work on that today!

So, according to research, the following things can help us build our brain’s ability to be more self-disciplined. It turns out that self-discipline is something our brain can help us do automatically if we train it. So, here is what researchers say will help us train our brain to be more self-disciplined: [The following strategies were taken from the [Wanderlust Worker blog](#) and tailored for 8th grade students.]

- **Gratitude:** This may not seem logical but, when our brains are constantly wanting more or wanting what someone else has, we can't actually appreciate what we already have. And when we can't appreciate what we have, our brains and bodies go into a state of stress and it makes it very hard to have the self-discipline we need to work toward our goals. We are too sad or too envious or too angry that we don't have what someone else has. If we practice being grateful, though, we can allow our brains the opportunity to be more self-disciplined by reaching for a new goal rather than being mad about what we don't have.
- **Forgiveness:** Similar to gratitude, if we spend our time angry at or resenting someone for something, we can never move forward. We will stay stuck in the past and won't realize that we have bigger and better things to achieve. It takes no self-disciplined to stay mad, but it takes a lot to forgive and move on. This, in turn, helps the brain carve out new neural pathways, much like with gratitude, for self-discipline.
- **Goal-Setting:** We may not realize what we want to achieve until we actually set goals and work toward them. We also may not realize that we have to work toward what we want. Things will not magically fall out of the sky and into our laps. If we want good things to happen in our lives, we need to actively work to make them happen. Setting SMART goals can help and using self-discipline to go after those goals will really help!
- **Eat Healthy, Get Plenty of Sleep, and Exercise!:** This is so basic we may not think about these things as helpful for self-discipline, but they are! If our bodies aren't healthy, we won't want to do other things that are good for us. In order for our brains to be motivated, we need to keep our bodies motivated, too.
- **Stay Organized and Be Persistent:** If you want to increase your self-discipline, you need to be organized about what you want to do and be persistent when things don't go well or right. Just because something doesn't work the first time does not mean it won't work the second time. Giving up is a BIG killer of self-discipline. So is chaos. If you can't find anything in your locker, or if you never know what day it is or what you are doing, you will feel frazzled. You will lose things, forget things, and be stressed. All of these restrict your ability to stay focused and self-disciplined.

So, let's review - to GROW our self-discipline skills, we need to:

- 1) Be grateful
- 2) Forgive
- 3) Set Goals
- 4) Have Healthy Bodies
- 5) Be Organized and Persistent; try, try again!

I want you each to pick ONE of these things and practice them right now. In your journals [or on a piece of paper], write about the area you picked and how you want to work on that throughout this Responsibility unit. Try to frame your idea as a SMART goal (one that is specific, doable in the next four weeks, and realistic). We will all need to build our self-discipline skills and this is the time to start! You may not change overnight, but knowing what area you want to work on will help you begin building your self-discipline muscles. Have students complete a 5-7 minute journal/writing session about the one area they want to work on and then collect their ideas. Use the information you collect to do periodic check-ins with them throughout the next month. Encourage them when you see them making good choices toward their self-discipline goal.



Reflect

5-7 minutes

Have students share their reflections if they want to and if there is time. Collect the reflections and use them later in the unit to encourage students in their self-discipline development.

Responsibility

This week students learn about the sources of our responsibilities and how to navigate those responsibilities. Students can also practice identifying the responsibilities in various situations, work on categorizing the responsibilities they currently have, and think about what their favorite responsibility is.

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



Sources of Responsibility

In this lesson, students evaluate where our responsibilities come from. The Center for Civic Education has identified eight responsibility categories, which, when you understand them, makes it easy to see how we have many different responsibilities and that those responsibilities will shift over time. (See page 3 for lesson details.)

Mini Lessons

For Small Groups

15 minutes



What are the Responsibilities?

Break the class into three groups and assign each one to a scenario on the “What are the Responsibilities” handout (see below) and have them answer the questions. When the groups are done working (7-8 minutes) have them discuss their scenario and responses with the large group.

For Partners

15 minutes



What Kinds of Responsibilities Do We Have?

With your partner, list out at least three responsibilities you have at home, at school, and in the community. Then, label them with the category that responsibility falls into. At the end of the activity, compare which categories have the greatest number of responsibilities and identify how you can use self-discipline to increase the likelihood that you will fulfill all your responsibilities.

The categories are: promises, assignments, appointments, occupation, laws, custom, citizenship, and moral principles.

For Individuals

15 minutes



My Favorite Responsibilities

In your journal, write about your favorite responsibilities. Often we think of responsibilities as chores that we have to do that we don't enjoy or something that someone else makes us do against our will, and so it might seem like we shouldn't enjoy our responsibilities. But, really, being responsible and having responsibilities can be fun! Which responsibilities do you have that you enjoy the most?

Technology-Focused
15 minutes



Using Tech to Be More Responsible

Discuss: How can we use technology to be more responsible? Try to brainstorm at least one way to use technology to increase responsibility in each of the 8 categories identified in the opening lesson.

Sources of Responsibility

In this lesson, students evaluate where our responsibilities come from. The Center for Civic Education has identified eight responsibility categories, which, when you understand them, makes it easy to see how we have many different responsibilities and that those responsibilities will shift over time.

Lesson Timeframe

30 minutes

Required Materials

- ☐ Whiteboard or Smart board for taking notes as a class

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:

- Understand the various sources of responsibility.
- Categorize different responsibilities.

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

Last week we talked mostly about self-discipline and how that connects to responsibility. How many people worked on your self-discipline goal last week? Does anyone want to share what they did? (Invite student responses.)



Inspire

3-5 minutes

This week we are going to look at the different sources of responsibility. Sometimes, especially when you are young, it might feel like you have responsibilities simply because adults enjoy telling you what to do. Right? Does it ever feel like you have responsibilities but you aren't really sure why?

It turns out, we all have a number of responsibilities and we have them for a number of reasons. In fact, we sometimes have responsibilities that we might not even realize are responsibilities. What are some responsibilities that you have? This could be at home, at school, in the community? (Let students "popcorn" their responses, speaking them out at random and letting their answers build off of one another.)

Good! See, we have a number of responsibilities, but where do those responsibilities come from?



Empower

15 minutes

According to The Center for Civic Education, there are eight sources of responsibility meaning, eight things that call for us to be responsible for something. These are promises, assignments, appointments, occupation, laws, custom, citizenship, and moral principles.

As you say these (or before the class starts), write these eight categories on the board in eight vertical columns.

Examine these sources. Let's define or provide examples for what types of responsibilities might fall into each category.

Have students brainstorm what each category means/examples. Here are some examples to guide you, adapted from the [Center for Civic Education](#):

- 1. Promise:** When you verbally or contractually agree to do something. For example, promising to pick someone up for school, agreeing to pay someone back if you borrow money, or not telling a secret that you promised you would keep.
- 2. Assignments:** When you are given a task to complete. For example, school homework and daily chores at home that have been "assigned" to you.
- 3. Appointments:** When you have agreed to a schedule, to show up for a meeting, or have been given a task within a group, you have been "appointed" to a certain position. For example, going to the doctor, attending a school meeting, or being the student council president if appointed to do so.

4. **Occupation:** When you have agreed to do a job for pay. For example, if you work for the local newspaper delivering papers, you have a responsibility to show up, get the papers, and complete the delivery. Or, if you are babysitting, you must fulfill the responsibilities associated with that job, such as showing up on time, taking care of the kids, keeping the house clean and safe, and following the rules left by the parents.
5. **Laws:** These are the rules that all citizens of a state or country must follow. Everyone has the responsibility to follow the laws set by the governing bodies. No one is above the law. For example, following the laws of the road while driving, following the laws related to school attendance, and adhering to the laws established to keep the peace.
6. **Customs:** These are the “unwritten” rules that those part of the shared custom have a responsibility to follow because they have evolved as expected norms overtime. For example, waiting patiently in line, bringing a gift to a birthday party, giving an elderly person your seat on a crowded bus, being on time for appointments, etc.
7. **Citizenship:** These are the responsibilities we have just because we live in a certain community, state, or country. For example, as U.S. citizens, we have a responsibility to vote and participate in the democratic process.
8. **Morals/Principles:** These are the understood rules related to “right and wrong,” which can be sometimes hard to define. In general, each community has a shared understanding of right and wrong. For example, everyone should be treated with respect, everyone should have equal opportunity for success, and everyone should treat others they way they want to be treated.

So, when you think back to the responsibilities we listed at the beginning of class, where do you think most of your responsibilities come from?
Invite student response.

As you get older, how do you think your sources of responsibility will change?
Invite student responses.



Reflect

5-7 minutes

As you go through this week, think about what you are responsible for and why. What is its source? Also think about what might happen to someone else if you don't fulfill your responsibility. It turns out that most of us share a number of responsibilities and it takes all of us to fulfill them. Some are unique just to us (I, for example, have the responsibility to come to school each day to teach all of you), but many responsibilities we all need to do together. This can help us have the self-discipline we need to complete our responsibilities, knowing that we share them with others and that others are counting on us to do our part.

What Are The Responsibilities?

Scenario 1:

Cale is in the library and is studying for the geography quiz that he has next hour when Devon and Maya join him at the table. Devon promptly gets out his quiz from last period. It is the same geography quiz that Kale is studying for. Maya is in Cale's section and has the quiz next hour, too. She starts looking over Devon's quiz and answers and making notes in her notebook. Cale knows she is cheating and feels uncomfortable. Devon asks Cale if he wants to see the quiz, too.

Scenario 2:

Danny told Finn that he would go to his birthday party on Friday, but then he got an invitation to go to a slumber party with Noah, who he is better friends with. Noah has a lot of cool things at his house and his mom always lets them stay up late, watch movies, and drink soda. He would really rather go to Noah's house than to Finn's house.

Scenario 3:

Maria gets a ride from her aunt every morning. She is supposed to meet her aunt at 7:30 am at the end of the driveway so she can get in quickly and they can keep moving. It's a 20-minute drive to school and her aunt needs to get to work by 8:00 am. There is no time to waste! Last night Maria was up late studying and watching YouTube videos. She is exhausted when her alarm goes off in the morning and she feels like hitting snooze.

For each of the above scenarios, answer the following questions:

- Who has responsibilities in the situation?
- What are those responsibilities?
- To whom are the responsibilities owed?
- Where did the responsibilities come from?
- What might happen if the person or persons fulfilled the responsibilities? What if the person failed to fulfill them?

Responsibility

This week students will learn about how to handle their responsibilities when there is a conflict between responsibilities, whether there are too many of them at the same time or they have a conflict of interest or morals regarding their responsibilities. If students are not prepared for the potential conflict that comes with increased expectations, they may get stressed and not know how to handle the situation. The lessons this week help them think through these types of situations to arrive at positive decisions.

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



Conflicts in Responsibility

Conflict often comes up when we have responsibilities and it can be challenging to know how to handle it. This lesson introduces students to two types of conflict that can develop with responsibility. Students will have an opportunity to evaluate different situations, identify the conflict, and then make a choice and evaluate the consequences of their choices. (See page 3 for lesson details.)

Mini Lessons

For Small Groups

15 minutes



Pros and Cons

A great way to help you make decisions, especially when you have two things that you need or want to do and cannot do both, is to make a pros and cons list. In two groups, one labeled “pro” and one labeled “con”, have students list out their respective pros or cons to an issue of conflicting responsibilities that you assign. Ideally these conflicting responsibilities will be directly applicable to your group of students, though you could assign a broader conflict such as: You need to visit your grandpa in the nursing home on Saturday but you want to go to your friend’s birthday party instead. Or, you need extra help in math and should attend the study sessions after school because you have your state math test the next day, but you have soccer practice after school to get ready for the big tournament on Saturday. Have the two groups explain their lists after a few minutes of brainstorming and then have the class vote on which responsibility they will choose.

For Partners
15 minutes



Prioritizing our Responsibilities

Sometimes we have conflict with our responsibilities because we have not kept ourselves organized or have put our responsibilities into a particular order. Another way to say this is that we haven't prioritized our responsibilities; we haven't decided which ones are most important and which can wait until later. It is important to know how to prioritize your responsibilities to avoid conflict and stress.

On a piece of paper, list out all of the responsibilities you have in a typical day, including responsibilities you have to yourself, at school, at home, on a team or in a group/organization, etc. List them out in any order. Then, consider each one and prioritize them. List them from most important to least important.

As you do this, think about which responsibilities take the most time, have the greatest impact on others, and have the biggest consequences if they aren't completed. Those that have the greatest impact and/or consequence should probably be toward the top of your list! When you are done, share your list with your partner and have them critique how you prioritize your responsibilities. Maybe they have some suggested changes to make you even more efficient and less conflicted!

For Individuals
15 minutes



My Most Important Responsibilities

In your journal or on a piece of paper, list out your most important responsibility in the following categories:

- Self
- School
- Family
- Community

Technology-Focused
15 minutes



Conflicting Tech Responsibilities

Large group discussion: In what ways do your views about responsible technology use differ from your parents' or guardians' view of responsible technology use? In what ways are they the same? If you have conflicting views, how do you talk about it and come to a resolution?

Conflicts in Responsibility

Conflict often comes up when we have responsibilities, and it can be challenging to know how to handle it. This lesson introduces students to two types of conflict that can develop with responsibility. Students will have an opportunity to evaluate different situations, identify the conflict, and then make a choice and evaluate the consequences of their choices.

Lesson Timeframe

30 minutes

Required Materials

- ☐ Whiteboard for designating the conflict type sections (if using large motor movements)

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 two types of conflict of responsibility.
- Evaluate how to make a decision when there is conflict in responsibilities.

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 different sources of responsibility. Can anyone tell us what the eight categories of responsibility are? (Invite student response.)



Inspire

3-5 minutes

This week, we are going to talk about what to do when we find our responsibilities conflict or compete with each other. Sometimes you may find yourself in situations where you have a couple of responsibilities that you need to fulfill, but you can't do them all. How do you choose which responsibility to fulfill? We'll work on that today.

According to the Center for Civic Education, there are two types of conflict (or competition) that could arise when we are trying to fulfill all of our responsibilities. One is that we have too many responsibilities competing with each other all at once; we can't do them all, so we need to pick which one to do, which means something is left out. Second is that we have a conflict with what we have been told to do (the responsibility) and what we believe to be right (morals) or what we want to do based on what we like/prefer (interests).

I will give you a couple of examples:

1. Max has agreed to babysit his neighbor's young son after school, but he forgot that he has piano lessons. He has already committed his time to two different people and for two different activities. He has responsibilities to both and they are now competing with each other.
2. Max has agreed to babysit his neighbor's young son after school, but at lunch time, his best friend asks if he wants to go to get ice cream after school. He has a responsibility to his neighbor but he is much more interested in getting ice cream with his friend. His responsibility is conflicting with what he really wants to do.

Does anyone have any questions about how our responsibilities might be in conflict? Has anyone ever experienced this before? (Invite student responses.)



Empower

15 minutes

I am now going to read some more examples. We are going to stand up and move based on what type of responsibility conflict we have going on: Too Many or Morals/Interests.

On the board, draw a line down the center and on one side write "Too Many" and on the other write "Morals/Interests". After you read each example, ask students to move to the side they think the example represents. You can modify this to hand-raising or other means of indicating their choice if large physical movement isn't ideal, possible, or preferred.

1. All the 8th graders have iPads to use in their classes. There is a strict school policy that you cannot share your iPad or password with anyone else. There is too much risk that the iPad could get broken, stolen, or that someone could use your iPad irresponsibly and then you would get in trouble for it. Your best friend left her iPad at home and she needs to finish her Civics homework on the classroom portal. She asks you if she can borrow your iPad next hour during her library time when you are at the gym, where you won't need your iPad. What type of responsibility conflict is this? (Invite students to quietly move to the side of the room that represents the conflict. Then ask for

volunteers to ask why they identified the side they did and ask students what they would do if they were in this situation.) What are the possible consequences for this choice?

2. Everyone was in such a rush in the morning that no one put the garbage out on the curb for the garbage service to haul away. Mom texted you during lunch that you need to clean out the fridge and take out all the trash as soon as you get home, to catch the garbage truck before it passes by at 4 pm. Shortly after, you get a message from your teacher that your Dad called the school office to tell you that he needs you to walk down to his mechanic shop after school to help him take inventory so he can finish his parts order that is due today. What type of responsibility conflict is this? Repeat the student action from #1.
3. Aiden has basketball practice after school on Mondays, Wednesdays, and Fridays. He has practiced really hard this year to get better and his coach has commented that he appreciates his commitment and hard work this year. This weekend, his family is going to visit his grandma because it is her 80th birthday. Grandma lives four hours away, though, so his mom tells him that they are going to leave right after school on Friday so they can get there before it gets too late. Aiden is upset because he is going to miss practice, but he knows it is important to visit his grandma. What type of responsibility conflict is this? Repeat the student action from #1 and #2.



Reflect

5-7 minutes

It is important to realize that sometimes we have to choose between two things that we need to do but can only do one, or between options where there is a clear good choice and a clear poor choice, but it's hard to tell which one is the right one to pick. When we feel a conflict with our responsibilities, what are some things we can do to help us make the best or right choice? (Let students brainstorm for a minute or two. Some ideas could include asking someone for their advice/help, writing a pros/cons list, thinking of an alternative or compromise between the choices, or re-organizing time/structure so that both responsibilities can be fulfilled.)

Keep these things in mind this week if you find yourself in conflict with what you need to do!

Responsibility

This final week of the Responsibility unit invites students to think about how their responsibilities have changed and increased over time. The lessons will give students an opportunity to think about how to handle the increase in responsibility so they can manage their stress and remain calm under the pressure that often comes with greater expectations and requirements.

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



Shifting Responsibility

In this lesson, students will work in small groups to outline how their responsibilities have shifted over the years from early elementary through 8th grade. The lesson ends with students discussing how their responsibilities will shift further as they enter high school and how they will handle the increase in responsibility. (See page 3 for lesson details.)

Mini Lessons

For Small Groups

15 minutes



Who Supports Me

Having strong support is a key aspect of fulfilling responsibilities and doing all that is expected or required of us. Break students into four groups: Self, Family, School, and Community. Then, have them brainstorm, in their groups, who supports them in each category and how. For the “self” category, the idea is that we support ourselves (self-care, self-discipline, growth mindset), so have students brainstorm how they support themselves in doing all the things they are responsible for as 8th graders. At the end, have the groups share their ideas.

For Partners

15 minutes



Keep Calm and Responsibility On

With increased responsibilities and expectations comes additional stress. What are some strategies you can use to stay calm, focused, and kind to yourself and others when you experience an increase in responsibility? Brainstorm ideas with your partner and pick your favorite and your second favorite ideas. At the end, each partner group shares their strategy with the whole class. If a group has the same strategy that another group has already shared, have them share their second-favorite strategy. Compile the strategies into a list and post it in the room to remind students how to “keep calm and responsibility on”.

For Individuals

15 minutes



My Personal Planner

It is important to keep all of our responsibilities organized so we don't forget to do something. Design your own personal planner or some kind of graphic organizer that helps you remember your daily responsibilities. Or, if you already use a school planner, what parts are most useful and what could you

add to make it better? Or, if you don't like using a planner, what would you prefer using to keep yourself and your responsibilities organized?

Technology-Focused
15 minutes



Shifting Responsibility with Technology

Large or small group discussion: How have your responsibilities with technology changed or increased since elementary school? When you see how older siblings, your parents/guardians, or other adults use technology, how do you think your responsibilities will continue to change/increase as you get older? What are some responsibilities that everyone shares regarding technology, no matter their age?

Shifting Responsibility

In this lesson, students will work in small groups to outline how their responsibilities have shifted over the years from early elementary through 8th grade. The lesson ends with students discussing how their responsibilities will shift further as they enter high school and how they will handle the increase in responsibility.

Lesson Timeframe

30 minutes

Required Materials

- ☐ Large sticky notes or other note taking paper

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:

- Examine how their responsibilities have shifted over time and will continue to shift.
- Consider how to manage the increased stress and pressure that comes with increase in responsibility.

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

Welcome to the last week in the Responsibility unit! How many of you feel you have learned some useful things regarding what responsibility is and how you manage it when we have too many responsibilities hitting us all at once? (Invite students to raise hands.) This week we are going to examine how our responsibilities shift as we get older. This is important to think about because you will soon be in high school where there will be even more responsibilities. It's good to think about those things before they happen so you are better prepared to handle the new things that are expected or required of you.



Inspire

3-5 minutes

Quickly, let's think about some of the responsibilities you have had in school this year? (Invite student responses) What responsibilities do you think you will have in school next year? (Invite student responses).

Good. Now we are going to do a small group activity that will get us thinking about the types of responsibilities we've had all the way back to kindergarten!



Empower

15 minutes

Have students get into five small groups and assign one grade level to each group (K, 2, 4, 6, and 8). In their group, on large sticky notes or other paper, have them list out the responsibilities they had during their assigned grade. These should include:

- **Academic responsibilities:** Things they had to learn and do, like learning to read or memorizing multiplication tables or, in later grades, maybe taking an elective class or joining a school club. Also include different classroom "jobs" they had in younger grades such as "weather watcher" or "line leader" or "end friend".
- **Responsibilities at home** (jobs or expectations their parents had for them).
- **Responsibilities with their stuff/possessions.**
- **Responsibilities in their communities/on teams.**

At the end, have students come together to share the responsibilities their group identified, and notice how the responsibilities shift or get heavier as they get older. As a class, brainstorm what they think their responsibilities will be next year when they enter the high school.



Reflect

5-7 minutes

Clearly you have had many responsibilities over the years! How do you think you will handle the responsibilities of high school? (Invite student responses.) What are some strategies you can use to help you remain self-disciplined to do everything that is expected or required of you? Think back to what we learned in Week 1 of the unit. (Invite student responses.)