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**LEARNING ACTIVITIES/TEACHING STRATEGIES:**

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**1. Define the term *responsible behavior*.****1-1 Introductory Activity: SAM AND BRADY**

Read the two short stories on page I-F-19 to the students. As you read the first story, ask them to list each example of responsible behavior they recognize. As you read the second story, ask the students to list each example of irresponsible behavior they recognize. Discuss the responses with the students.

**1-2 Responsibility Time Line and Terms**

Using the teacher background information, **BEING RESPONSIBLE**, on page I-F-20 and I-F-21, the teacher can introduce the concept of being responsible. An overhead transparency of the **RESPONSIBILITY TIME LINE** (page I-F-22), shows the sequence of how that status is acquired. Some of the basic concepts to cover and discuss are:

- \* Children have the ability to learn various types of responsibility in a specific order.
- \* Lower levels of responsibility help prepare children to be able to accept more responsibility later on.
- \* Attempting to teach responsibility out of sequence is hardly ever successful.

Related terms to introduce are:

**RESPONSIBLE:** Being liable, called on to answer for behavior  
**RESPONSIBILITY:** What one is responsible for  
**RESPONSIBLE BEHAVIOR:** Taking responsibility for one's actions, for belongings, and personal space, and all areas of one's life.

Overhead transparency patterns for these definitions are provided on pages I-F-23 through I-F-25.

**2. Identify ways to exhibit personal responsibility.****2-1 Responsible Behavior Bulletin Board**

Let the students make a **Responsible Behavior** bulletin board. Instruct students to write one way that they have learned to act responsibly on "Post It" notes. Then have the students share their responsible behaviors with the class and stick their notes on the bulletin board.

Note: Have the students write with felt-tip markers so the responses can be seen easier.

**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:****2-2 Small Group Discussions**

Divide the class into small discussion groups and give each group one of the statements listed below. Assign them to do the following activities with their statement:

1. Write a paragraph on the topic they have been given.
2. List ways these responsible qualities can be developed.
3. Write an example of their topic from personal experiences, and be prepared to share it with the class.

**STATEMENTS:**

- A. Keeping your word shows you are responsible.
- B. Exhibiting personal honor (living within your values, standing up for what you believe in, etc.) shows you are responsible.
- C. Being dependable shows you are responsible.

When the groups are finished, pull the class back together and have each group report on their topic. Students may role play their findings.

**2-3 Personal Responsibility Test**

Students will take the **PERSONAL RESPONSIBILITY TEST** on page I-F-26. The students can follow directions for scoring the test, and the results can be discussed as a class.

**2-4 Decisions and Consequences**

- a Refer to activity 4-4 in Unit I: Topic E (pages I-E-30 and I-E-31) which gives number of situations that require being responsible to make good judgment. If this activity was not used in Topic E, it could be appropriately used in this topic.

**2-5 Seeing the Difference and Choosing**

Relate the story, **SEEING THE DIFFERENCE AND CHOOSING**, (pages I-F-27 and I-F-28) by Walter Polovchak, a young Soviet Union boy who made a big decision and faced the consequences.

Upon completion of the story, as a class identify and discuss the consequences he faced and how he was responsible for his decision at the end of the story.

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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**3. Examine how modern technology provides increased leisure time.**

**NOTE:** With many advances in modern technology, our lives are very different from those of a generation or two ago. Our students sometimes have a hard time understanding life before microwaves, home computers, CDs and VCRs. Trying to understand life without television, automobiles, electricity, and a mall may be very difficult.

**3-1 Then and Now: Antique Items**

Collect and display antiques or old fashioned supplies you can gather, such as old clothing out of heavy wool material, old kitchen appliances, a manual typewriter, hats, etc. Try to obtain as many items as you can to create a feeling of the "good old days". Invite students to also bring antique items to class and share any experiences from their family members.

Explain to the students the differences in how everyday tasks were completed then and now and, consequently, how our lifestyles are different. Contrast today and yesterday in clothing, hygiene, food preparation, homes, cleaning equipment, laundry procedures, refrigeration, heat, electricity availability, telephones, travel, etc.

**NOTE:** It could be fun to have a couple of senior citizens visit the class and share and compare some of their experiences.

**3-2 The Old-Fashioned Way**

Assign the students to complete just one task in the same manner that their grandparents did when they were teenagers, using the same resources they had. This could take some ingenuity, but it could be fun! Some things they might do are:

- do a load of laundry by hand in a tub of water, hang it out to dry, and iron
- iron something with an iron heated on the stove
- prepare a meal over a wood fire without aluminum foil, etc.
- do dishes for a family meal by hand--no dishwashers
- type an assignment on a manual typewriter
- heat water for a bath and put it in the bathtub
- live without television or stereos for a few days--use only a radio without headphones
- make bread without a breadmaker and bake it over wood or charcoal fire
- darn a sock or mend something by hand
- roll hair in curlers or bobby pins and let it dry naturally (no gels or sprays)
- walk to the grocery store and carry home the groceries

**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

The students can complete the student activity guide, **THE OLD-FASHIONED WAY**, (page I-F-29) and analyze their experience.

**3-3 Old-Fashioned Remedies and Methods**

Have the students share the **OLD-FASHIONED REMEDIES AND METHODS** (page I-F-30 and I-F-31) and compare the recipes with those of similar products today. Then have the students compare the differences required in preparation time, considering the use of preprepared products available today.

**3-4 Brown Sugar Pudding**

Have the students prepare the Brown Sugar Pudding according to the recipe written by a great-grandmother (page I-F-32) and compare the differences in terminology, techniques, etc.

**3-5 Life Yesterday and Today Interview**

Have the students interview someone at least 30 years older than they are and complete the **LIFE YESTERDAY AND TODAY** student activity guide (page I-F-33). The questions can be used as a discussion guide upon completion.

**4. Explain how a teen's responsibility or lack of it affects others.**

**a. Assess the personal impact of one's level of responsibility on family life.**

**4.a-1 Family Responsibility Configuration**

Put at least two different group configurations (see page I-F-34) on the board or overhead transparency. Under each member of the group, the teacher will list their responsibilities to the group. Discuss how one member not fulfilling his/her obligations can cause the group to break down. Emphasize that this puts a lot of responsibility on each individual in the group.

**MAJOR  
CONCEPT:**

Every member of the family, classroom, team, or peer group has certain responsibilities to the group. When everyone pulls his/her weight, things go smoothly and tasks are accomplished. When even one person acts irresponsibly, the smooth running order can turn into confusion. (Dysfunctional families usually have one or more family members who are not fulfilling their obligations.)

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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**4.a-2 Are You Contributing to Harmony in Your Family?**

Students will complete the survey, **ARE YOU CONTRIBUTING TO HARMONY IN YOUR FAMILY?** (See student activity guide on page I-F-35).

When they have completed the survey, instruct the students to add the number of A's, B's, C's, D's, etc., to analyze their own levels of contribution. Discuss their survey results along with some of the following questions:

- Why are some things hard to do?
- Why are some of these things easy?
- Are there some things you have to do? Why?
- What are the advantages of getting along/being responsible in your family?
- What are the disadvantages of not getting along with your family and not acting responsibly?

**4.a-3 Family Rights and Responsibilities**

Using the **FAMILY RIGHTS AND RESPONSIBILITIES** teacher key on page I-F-36 as a guide, lead the students into identifying and/or developing the responsibilities that come with certain rights through class discussion. The students can record the responsibilities identified and/or developed on the **FAMILY RIGHTS AND RESPONSIBILITIES** student activity guide (I-F-37).

**4.a-4 Ways to Promote Happy Relations with Your Parents**

Using the information on **WAYS TO PROMOTE HAPPY RELATIONS WITH YOUR PARENTS** (page I-F-38) as a guide, have the students identify various ways they can promote happy relations with parents. Assign students to pick one of the ways mentioned and try it on their parents for a few days or one week. (Page I-F-38 can be duplicated and cut apart for the students to choose or draw.) At the end of the week have the students write a summary of their experiences and share with the class.

- b. Identify time, energy, financial, and emotional demands on working parents.**

**4.b-1 Mother Eagle Story**

Read the story, **MOTHER EAGLE**, (page I-F-39) to the students. Then ask the students to compare this story to a mother or father and children. Ask them:

- What advice would they give to a single parent?
- What advice would they give to a child of a single parent?

**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:****4.b-2 Parent Interview**

Give each student a copy of the **PARENT INTERVIEW** student activity guide (page I-F-40) to complete with their parent(s). Instruct the students to interview their parent(s) about their parenting responsibilities. Upon completion of the assignment, discuss some of the findings in class.

- c. **Identify ways to exhibit respect for the rights, property, and privacy of others.**

**4.c-1 Signs of Respect**

Out of poster board, cut shapes that resemble road signs for the students to make "Signs of Respect" (or have the students cut them out). Have students brainstorm ideas which would reflect ways we can respect the rights, property, and privacy of others. Print the ideas on the signs and attach them to a bulletin board with the title, "Signs of Respect".

Examples: On a stop sign: "Don't go into someone's room without permission".  
On a yield sign: "Yield to others' feelings".

Establish the concept with students that exhibiting respect for the rights, property, and privacy of others is the responsible thing to do. Everyone appreciates being treated in this manner and we tend to feel better about ourselves and others when we are respectful.

Hexagon = Stop (red)  
Upside-down triangle = Yield (red w/white)  
Rectangle = Road conditions/General Information (yellow)  
Diamond = Warning (yellow)  
Vertical Horizontal = Speed Limit (white)

**4.c-2 The Golden Rule Discussion**

**"Do unto others as you would have them do unto you."**

Using an overhead transparency of page I-F-41 and the following questions as a guide, discuss the Golden Rule and how it relates to responsible behaviors:

- What does it mean?
- Why is this a good way to treat others?
- How do you want others to treat you? Be specific.
- How often do you treat others that same way?
- How would this improve your personal relationships with family and friends?
- How would this improve world relationships?

**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:****4.c-3 Personal Roles and Respect**

Establish the idea that each of us plays many different roles during the course of a day: son or daughter, student, grandson or granddaughter, worker, class member, team member, babysitter, sibling, etc. While assuming each of these various roles, we can exhibit respect for others in different ways.

Ask the students to compile a list of specific roles they play during a day on the **PERSONAL ROLES AND RESPECT** student activity guide (page I-F-42). Then have them list ways they can or do show respect for others while performing each of their various roles. Encourage students to list as many roles as they can think of along with ways to show respect. Allow the students to share their ideas about ways to show respect.

Examples to get the students thinking:

**ROLES I PLAY    WAYS I CAN SHOW RESPECT FOR OTHERS:**

|         |   |
|---------|---|
| Student | listening in class, responding to requests      |
| Child   | doing my chores, helping my parents             |
| Sibling | staying out of others' room, saying kind things |
| Worker  | being on time for work, responding to requests  |

**4.c-4 Teen Living Responsibility Rules**

Make an overhead transparency of **TEEN LIVING RESPONSIBILITY RULES** (page I-F-43) and read and discuss the rules as a class. Students can work as a class or in groups and come up with additional responsibility rules to add to the list.

Alternate or additional strategy: Print a copy for each student and have them determine which rules are the easiest and which rules are the most difficult for them to adhere to. They can mark the easy ones with an "E", the difficult ones with a "D", and the inbetween ones with an "I". Challenge the students to work on their "D" rules for the next week and write a brief report on their achievements.

**4.c-5 Family Council**

Assign the students to hold a family council with their families to address any issues relating to respect that they would like to change. Using the **TEEN LIVING RESPONSIBILITY RULES** (page I-F-43) as a guide, have the family establish a set of responsibility rules for use in their home. Have the students write a report on the success of their experience and/or report to the class on their success.



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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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- d. **Assess the relationship between self-respect and respect for others.**

**4.d-1 For Every Action There Is A Reaction**

Using the upper portion of the overhead transparency pattern provided on page I-F-44, present the following premise to the students:

***For every action there is a reaction.***

This is a basic law of physics, and it applies to respect also.

Begin by showing some physical examples such as:

- If you turn on the light switch, the light comes on
- If you hit a ball, it moves
- If you apply heat to an object, it gets warm

Ask the class, "How does this principle apply to respect and self-respect?"

Using the lower portion of the overhead transparency (I-F-44), explain that the more we respect others (the action), the more we respect ourselves (the reaction). It is hard to give something you don't have. Those who do not respect others generally do not respect themselves.

**MAJOR CONCEPT:** Those who find it easy to show respect for others usually exhibit self-respect. It is hard to give (respect) something we don't have (self-respect) in a relationship.

**4.d-2 Newspaper or Magazine Articles**

Assign students to look through newspapers or magazines to find articles that support the concept that those who do not respect themselves do not respect others. For example: a story of a child abuser who was abused as a child, etc.

5. **Analyze how responsible behaviors learned during the teen years transfer to adult living and enable people to be contributors in their homes and communities.**

**5-1 Responsible Behavior: Now and Then**

Using the "Post-It" notes of responsible behaviors from activity 2-1, have the students analyze how they will use the behaviors they are now learning when they become adults. Help the students to understand that adults who act in a responsible manner in their homes, on their jobs, and in their communities began learning and adopting these behaviors as teenagers. Capable, responsible adults contribute productively to the home and community without waiting for someone to prompt them.



**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:****5-2 Personnel Director Guest Speaker**

Invite a personnel director of a nearby company near your school to come to class and speak on skills developed during the teen years that are required in the work force. Ask the speaker to address how being on time, turning assignments in on time, doing one's best work, etc., transfer from school to the work place, and what happens when these skills are never learned and practiced.

At the end of this unit, it is also helpful for students to hear from an adult who experiences teenagers first hand at different levels of responsible behavior. This person should be able to relate on-the-job incidents when responsible behavior can secure or lose a job. A school counselor or Cope director could also be a valuable resource to help students relate these skills to the real world.

The basic concept and thrust of this activity is for the students to understand that school is their job now! School is the time and place for preparing for adulthood and working through the developmental tasks.

**School Is Your Job Now!**

(A pattern for a small poster or overhead transparency to support this concept is provided on page I-F-45.)

**5-3 Responsibility Rap**

Have students work together as a class and write a rap about the benefits of being responsible, the consequences when you're not, how being responsible puts you in control, etc. When they have finished and rehearsed it, have them perform for the school administrators. Make copies of the rap for each student to keep.

**IS  
THE  
OTHER  
SIDE  
OF**

**RESPONSIBILITY**                      **PRIVILEGE.**

**RESOURCES:**

**Books:**

*Handling Relationships*, Steve Bunnell, J. Weston Walsh Publisher,  
321 Valley St., P.O. Box 658, Portland, ME 04104-0658, 1-800-341-6094.  
Cat.No.: 03792. Describes 60 ways to solve conflicts with peers, family  
members, friends, etc.

*Teaching Children Responsibility*, Linda Eyre, Ballantine Publishing Group, New  
York, NY. 1986. ISBN: 0-34543-703-9.

**Videos:**

*The Tough Decisions: How to Make Them*. 31 minutes. 1990. Sunburst  
Communications, Inc., 101 Castleton St., Pleasantville NY 10570. 1-800-431-  
1934. Catalog # 2249.

