



# PERSONAL RESPONSIBILITY



## Helping Each Other Grow



### TEACHER NOTES

As educators, we're continually seeking balance as we pursue multiple objectives. Developing student/participant leadership capacity is a prime example of this: How can we provide individuals opportunities to demonstrate leadership and provide support to others, while at the same time preserving a climate of collaboration and equity? That balance can be found in creating experiences in which students/participants can simultaneously see themselves as both leaders and learners.

Introduce one page of the graphic organizer in the first lesson. Use the second page to repeat this focusing strategy. Once students/participants are thoroughly familiar with the eight categories, you may wish to make double-sided copies so that all Personal Responsibility constructs areas are available as student choices.

With early primary students, you might choose to focus on only one topic at a time, ending each lesson with an encouragement to students to pay attention to the topic for themselves, and to try hard to be a great example of doing it well. You can also encourage them to notice and appreciate when others are showing the behavior.



**DURATION:** 20 minutes

**PREPARATION:** [Teacher/Facilitator and Participant/Student](#)

### MATERIALS:

- Pencils
- [Personal Responsibility Graphic Organizer](#) for each student/participant
- Chart or Interactive Board copy of Personal Responsibility Graphic Organizer



**MAIN POINTS:** Why we want to show Responsible Behaviors

- Describe for students/participants the value of demonstrating and modeling responsible behaviors in our classroom.
- Remind students/participants that we can all learn and grow in any positive behavior we wish to develop with support, practice, and encouragement.



**GUIDING LANGUAGE** (3 minutes)

*Today we're thinking together about what it means to be Personally Responsible. Being a responsible person is much more than just knowing the rules and following them. Being responsible means giving our best effort to help ourselves and others always do the very best we can.*





# PERSONAL RESPONSIBILITY



*For every one of us, some areas of Personal Responsibility come more easily than others, because we've practiced them many, many times, maybe without even being aware that's what we were doing. When we pay attention to doing what we say we will, working at what we want to get better at, and remembering to help each other, we become more responsible people! That makes it easier to get our work done, learn a lot, and have a happy classroom.*



## MAIN POINTS (15 minutes)

- What are some responsible behaviors we can practice?
- Share examples of ways students/participants can demonstrate Personal Responsibility.
- Encourage students/participants to select a strength in the Personal Responsibility area in which they can help others.
- Encourage students/participants to select a challenge Personal Responsibility area they want to focus on.



## GUIDING LANGUAGE

*Part of being responsible is knowing for sure what is expected of us. Another part is having good strategies that help us remember to do what we know is right. In a few minutes, we'll look at a chart together that has some examples of ways we all need to act responsibly, to be really successful at school. These are things we do that help us be organized and ready to learn.*

*Think quietly for a moment — what is something that you think might be on that list? Pause. Turn to a neighbor and tell them one or two things that you think might be on the chart of things we can do to be organized and ready to learn. Pause.*

*Project the Personal Responsibility graphic organizer or point to the text written on the board or chart. Share only the number of items/boxes appropriate to your group at this time.*

*On the left side is a list of some of the responsibilities we've been talking about. I'm going to read through them out loud. Give a low thumbs up if your idea or your partner's idea is on this list!*

*Read just the left side, "I am responsible for...", taking student/participant comments as appropriate to expand on why demonstrating these behaviors helps pave the way for learning.*

*Now we'll look at each of these ideas again, and this time, let's think about what we can do, or help our friends do, to be super successful and responsible. Also think about which of these ideas are already easy for you to do most of the time, and which ones are chances for you to grow.*



# PERSONAL RESPONSIBILITY

Reread the responsibility topics and suggestions for success. Elicit additional ideas from students/participants to add to the suggestion boxes. You may wish to have them give a “thumbs up, down, or to the side” for each responsibility, indicating how often they are able to demonstrate the behavior without being reminded.



**MAIN POINT:** Record an area of strength and focus area (2 minutes)

After the Personal Responsibility discussion, ask every student to select one of the skills they feel they are doing the best at and give a thumbs-up or raised hand when you call that topic. Next, ask them to think to themselves which area they want to think about getting better at and will actively pay attention to during the day today.

**END OF DAY** (2 minutes)

Remind students/participants of the day's focus and ask for a ‘show it low’ thumb up, down or to the side signal of how easy or hard it was for them to show the skill. Repeat this lesson with other Personal Responsibility skills as a daily or weekly focus.



## EXTENSIONS

These PR skills are likely to remain topics for attention throughout the year, so vary the strategies used for support and accountability to keep the energy fresh.

- As students/participants grow in maturity and skill level, consider giving each of them a paper copy of the Personal Responsibility Graphic Organizer. As the skills in each box are read and discussed, students/participants can circle the response that is truest for them at this time (“not yet,” “some of the time,” “most of the time”).
- Another time, use the Graphic Organizer and follow the Personal Responsibility discussion by asking every student to select one of the skills they feel they are doing well at and put a symbol (eg., star or exclamation mark) in that box; and also to choose one that they want to work on strengthening and put a different symbol (heart or checkmark) in that box. Use as a personal check in resource when meeting with students.
- Give students/participants who choose “most of the time” in any given skill box an opportunity to share with a raised hand and/or comments about their strength in this area. You may also wish to hear from students/participants who struggle with that area, who may want to share about what makes it hard for them.
- Use Individual “[exit tickets](#)” for student reflection and goal setting related to growing particular responsible behaviors.



# PERSONAL RESPONSIBILITY

## Teacher: Personal Responsibility Goals

*Personal Responsibility: A child's tendency to be careful and reliable in her/his actions and in contributing to group efforts.*

### My students/participants are able to:

- Reflect on personal strengths and challenges related to classroom expectations
- Offer suggestions and support to others based on their own personal strengths
- Actively work toward increasing their level of personal responsibility at school

### I am aware of my individual students'/participants' abilities to:

- Demonstrate personal responsibility in many ways, including group expectations
- Contribute to building and sustaining positive classroom climate
- The environment I create supports my students'/participants' growth related to:
  - Developing their abilities to notice and name ways in which they demonstrate personal responsibility
  - Developing their abilities to demonstrate responsible behaviors without reminders

### Student/Participant: Personal Responsibility goals and demonstrated behaviors

#### Students/Participants will:

- Students will reflect on their own strategies for demonstrating personal responsibility (I can describe things I do well that contribute to our classroom running smoothly.)
- Students will show leadership by supporting others in developing these skills (I can support my classmates by modeling responsible behaviors.)

### DESSA SELF-MANAGEMENT INDICATORS

(Highlighted indicators are directly addressed in this lesson.)

I can:

Remember important information
Handle my belongings with care
Serve an important role at home or school
Encourage positive behavior in others
Prepare for school, activities, or upcoming events
Do routine tasks or chores without being reminded
Act as a leader in a peer group
Get things done in a timely fashion
Show care when doing a project or school work
Follow rules

## Self Reflection: Personal Responsibility

I am responsible for:	Suggestions for success:
<p>Remembering important information like my homework and permission slips</p> <p>Not yet Some of the time Most of the time</p>	<p>When I finish my homework I put it right where it goes. (backpack/folder...)</p> <p>I deliver things from school or home as soon as I arrive, putting them where they belong.</p> <p>I remember when assignments are due and turn them in on time.</p>
<p>Keeping track of my belongings and handling them with care</p> <p>Not yet Some of the time Most of the time</p>	<p>I decide on a place to keep everything, then make sure to put it there!</p> <p>I do a 'look back' to be sure I have everything.</p> <p>I keep my things neat and organized.</p>
<p>Encouraging positive behavior in others</p> <p>Not yet Some of the time Most of the time</p>	<p>I use quiet reminders to help others.</p> <p>I model doing the right thing.</p> <p>I listen carefully to others.</p>
<p>Getting ready on time</p> <p>Not yet Some of the time Most of the time</p>	<p>I start getting ready right away when I am asked to.</p> <p>When I'm asked to stop working or playing, I finish right up.</p> <p>I am quick to line up when it's time</p>

## Self Reflection: Personal Responsibility

### I am responsible for:

### Suggestions for success:

<p>Doing tasks or chores without reminders</p> <p>Not yet Some of the time Most of the time</p>	<p>I remember to do my school jobs, like stacking chairs or cleaning up my work area.</p> <p>I listen to directions and follow them the first time they're given.</p> <p>I help my classmates, so the teacher doesn't have to remind us.</p>
<p>Get things done and turning in work on time</p> <p>Not yet Some of the time Most of the time</p>	<p>I get to work right away so I'll have plenty of time to get it done.</p> <p>When I get distracted by my thoughts, or by other people or things around me, I get myself back on track.</p> <p>I ask for help when I need it, so I can keep going even when things get hard.</p>
<p>Show care when I do my school work</p> <p>Not yet Some of the time Most of the time</p>	<p>I slow down and focus on my work.</p> <p>I take my time to do my best work.</p> <p>I ask for help when I need it.</p> <p>I try my best and work hard.</p>
<p>Follow the rules - Do the right thing!</p> <p>Not yet Some of the time Most of the time</p>	<p>I make sure I'm clear on the rules.</p> <p>I make good choices during work and play times.</p> <p>I do my best to always do what's right.</p>

**EXIT TICKET    Personal Responsibility: Helping Each Other Grow    EXIT TICKET**

My name:	Today's date:
My check-in partner:	Check-in date:
<p>I am paying special attention to:</p> <p>( ) Following through on our morning routine</p> <p>( ) Being prepared with my materials for work time</p> <p>( ) Taking care of my supplies and belongings</p> <p>( ) Cleaning up at the end of group work</p> <p>( ) Doing my class job(s) without reminders</p> <p>( ) Other:</p>	

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