

Lesson about Responsibility



Lesson outline

1. We will learn what it means to be responsible
2. We will do several activities that will allow us to better understand how we perceive responsibility
3. We will have some reflection moments when we share what we have learnt today

Lesson goal

Getting to know one's strengths and stimulating reflection on one's own attitude towards responsibility and freedom of choice.

Detailed objectives

- The student defines the concept of responsibility
- the student defines his or her own strengths and competences
- the student lists his or her own needs and indicates the persons responsible for their implementation
- the student confronts himself or herself with the attitude of responsibility in his or her life.

Activity 1 Defining responsibility and irresponsibility:

Start the lesson with presenting the outline (above), then divide the class into groups of 4-5 people (by making them count to 4 for example). Half of the groups create their own definition of "RESPONSIBILITY", the other half define "IRRESPONSIBILITY".

After 5 min, the representatives of the groups read aloud their definitions and compare in the forum of opposing definitions.

If necessary, you can present your definition of these terms or use an existing one.

Note for the teacher

Working in a group can prove more challenging for several reasons. If student prefer to watch rather than fully participate, make sure that they don't overstress about it. Always check that students understand what is expected from them.

Activity 2 "I am responsible when..."

This exercise allows student to confront their own attitude towards responsibility. While sitting or standing in a circle, the pupils pass each other an object - it can be whatever is available in the classroom.

The person receiving the object says: "I am responsible when..." and completes the sentence with their thoughts or experience. Then he/she passes the object to the next person. You as a teacher should start by giving the first example.

Note for the teacher

Always clearly explain what they will do in different activities. Turn-taking may also need to be explained rather than assumed.

Activity 3 "The threads of habits"

Ask a volunteer pair of students to come in front of the class and face each other. Use a thread and tie it once around the students hands. Then ask them to try to tear it apart (they will do it easily). Then tie a dozen or so threads between their hands. The pupils' task is to try to tear them apart. It will not be so easy.

Then, you explain that habits are like threads. With bad habits (such as postponing things, lying, smoking, etc.) it is easier to break up at the beginning, and more difficult when we repeat the same activity many times - when the threads accumulate, it is harder to break them. On the other hand, good habits, repeated, also become stronger! Fighting bad habits and shaping the good ones is a manifestation of responsibility for one's life.

Activity 4 Life situations - consequences of choices and behaviors.

Students receive cards on which they should write down the consequences of their choices and behaviors (while paying attention to the definitions they created at the beginning of the lesson).

Here are some examples of the behaviors but you can prepare yours:

Thomas met with a friend and offered to do homework together, but his friend offered him to play a new video game that he just got. Thomas chose the game and the next day, he went to school unprepared.

Consequences:

Marta gets a 10 euro allowance every Saturday and spends it all the same evening when she meets with her friends.

Consequences:

You meet a group that smokes cigarettes. You don't want to smoke, but your colleagues encourage and mock you saying that you're afraid to try. What will you do?

Choice:

Consequences:

You wanted to meet your friend, but you did not clean after dinner and your mother forbade you to leave the house until you did it. You run out of the kitchen, slam the door. Then you explain that you couldn't control your anger. Are you sure? Do we like it when others behave like this towards us? Consequences:

Note for the teacher

When preparing the cards keep in mind the adaptation guidelines which are mentioned in Tool “What to do if.. you need to adapt material?”

Activity 5 "After today's class, I know that..."

A round in the classroom (can be in a circle) where each student needs to finish the sentence. This will allow you to determine the extent to which the specific objectives have been achieved.