

Responsibility Lesson
First Grade (September 2006)
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1. Topics (American School Counselor Association):

- **ASCA Academic Development Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.
- **ASCA Career Development Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- **ASCA Personal/Social Development, Standard A:** Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

2. ASCA Objectives:

- (A:A3.1) – Take responsibility for their actions.
 - i. *Evaluation:* Students will believe that they are accountable/responsible for their own actions. (A)
- (C:A2.8) – Understand the importance of responsibility, dependability, punctuality integrity, and effort in the workplace.
 - i. *Evaluation:* Students will know that responsibility is a necessary trait to have at school, home, and work. (K)
- (PS:A2.1) – Recognize that everyone has rights and responsibilities.
 - i. *Evaluation:* Students will demonstrate awareness of their responsibilities at school and at home. (S)

3. QCC/GPS Objectives:

- **QCC's:** Grade 1 Guidance. Strand C: Career Planning.
Competency X: Awareness of the interrelationship of life roles.
Describe how family members depend on one another, work together, and share responsibilities - IIIA,B
- **GPS: ELA1R6** – The student gains meaning from orally presented text. The student
 - c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems,

events, resolution) of a read-aloud text or independently read text.

- i. Recognizes cause-and-effect relationships in text.
- **GPS: ELA1LSV1** – The student uses oral and visual strategies to communicate. The student
 - c. Responds appropriately to orally presented questions.
4. **Developmental Level:** First Grade
5. **Integration Suggestion:** This lesson could be used in conjunction with a unit on families or rights and responsibilities.
6. **Essential Question:** What is responsibility?
7. **Materials:** Horton Hatches the Egg by Dr. Seuss, responsibility worksheet, plastic eggs, strips with responsibilities on them
8. **Directions for the Activity:**
 - a. Discuss the word *responsibility* with students. *Responsibility means proving you can be trusted with what is expected of you.*
 - b. Read Horton Hatches the Egg by Dr. Seuss to students. Discuss the ways in which Horton was responsible. Emphasize cause-and-effect in the story and essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) when discussing the book with students.
 - c. Discuss the fact that growing up means taking on more responsibilities. Address how parents and family members have to be responsible at work like they have to be responsible at school.
 - d. Use examples of responsibility at home and at school provided and cut them into strips.
 - e. Put one responsibility strip in each of the plastic eggs.
 - f. Let each student draw an egg from a bag or container.
 - g. Go to each student one-by-one and help them read the responsibility that he or she drew.
 - h. Have the students indicate if they are responsible for this task as well as who else might be responsible for it.

- i. Have students write about and draw a picture of their own example of how they show responsibility on the worksheet provided.

9. ***Time Needed:*** 30 minutes

10. ***Modifications for other school levels/differentiated learning:***

- a. **Other School Levels** - Older students could complete a graphic organizer on responsibility detailing tasks that they are responsible for.
- b. **ELL/EIP** – Students could have an egg hunt and look for the eggs and draw a picture of them showing responsibility which they could describe.
- c. **Gifted** – Have students write an essay describing what responsibility is and how they demonstrate responsibility.

R – Read a book

R – Return my agenda to school each day

R – Raise my hand to speak in class

E – Eat my vegetables

E – Excuse myself from the table after eating

E – Enjoy recess but be careful

S – Share with my friends

S – Stay in line in the hallway

S – Stay in my seat unless I ask permission to leave it

P – Pick up my toys and put them away

P – Practice my spelling words

P – Play fairly with others

O – Organize my homework

O – On task when I am in class

O – Only talk in class when it is appropriate

N – Never talk to strangers

N – Need to remember tennis shoes for P.E. days

N – No put-downs

S – Shut the door behind me after leaving a room

S – Show appreciation when someone helps me

S – Spend my money wisely

I – Inspect my book bag to see if I have everything

I – Interact with others in a kind way

I – Include other students when I play

B – Brush my hair and teeth each day

B – Bring my snack to school

B – Be at school on time

I – Investigate a topic when I have a project to do

I – I ask for help when I need it

I – I do my best work each day

L – Let an adult know if I have a problem

L – Look under my desk to make sure it is clean

L – Let others have a turn

I – I clean my room

I – I make my bed

I – I take care of my pet

T – Treat others with respect

T – Tie my shoes

T – Take trash to the trashcan

Y – Yes Ma'am and Yes Sir when I am asked a question

Y – Yearn to always try my best

Y – Yearn to be a good friend

Name _____ Date _____

Write about how you show responsibility and draw a picture to go with it.

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed middle line.

