

Curriculum Guide

Responsibility

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Student Workbook

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Character University: Responsibility

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To the Teacher:

Thank you for choosing “Character University: Responsibility” by Syndistar, Inc., as part of your character education program. This videotape and accompanying study materials depict middle school students faced with realistic problems of responsibility.

From babysitting younger siblings to managing their time effectively, young adolescents have plenty of responsibility challenges. Students this age have an increasing desire for independence and autonomy, but they are still building the skills needed to handle so much freedom. Their struggles to decide who they should be often lead them to make poor choices and to neglect their responsibilities. Thinking about and discussing what their responsibilities are and why they are important can help your students begin to make better choices.

Your students will appreciate the time you allow for discussion and reflection before, after, even during the “Character University: Responsibility” videotape. We’ve provided a few ideas for discussion. You and your students will undoubtedly have ideas of your own and much to talk about.

Enjoy this opportunity to get to know your students better on a more personal level and to assist them in acquiring these valuable life skills.

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Suggestions for Discussion

Allow as much time as you can for the warm-up discussion and small group problem-solving, perhaps an entire class period.

Brainstorming Session: Before showing the videotape, begin by discussing responsibility.

- What is “responsibility”?
- What are some of your responsibilities?
- What are your parents’ responsibilities?
- What are your teachers’ responsibilities?
- What are the responsibilities of the city, state, and nation?
- Is it a privilege to have responsibilities?
- What do you get in exchange for being responsible?

Encourage students to express all of their thoughts on responsibility. Write students’ remarks on the chalkboard or overhead projector.

Small Group Problem-Solving: After the brainstorming session, select several responsibility-related issues that the students have identified.

- Divide class into several small groups, one per issue.
- Assign one issue to each group. Give groups five minutes to discuss the issue and come up with a solution.
- Have groups present their solutions to the entire class.

Getting Started

Journal Writing: After the brainstorming session and/or small group problem-solving session, ask students to write in their journals on the topic of responsibility.

- What are some of your personal responsibilities? Are they fair and reasonable?
- What do you get in return for being responsible?
- Do you, or someone you know, get privileges even though the person is irresponsible? Is that fair?
- How do you think it will feel to have the responsibilities of an adult? Explain.

View the Videotape

Following the warm-up discussion and activities, show the videotape, which is about 14 minutes long.

The video is designed to be viewed straight through, but you may choose to pause the tape from time to time to discuss what is happening. One effective strategy might be to pause the video after viewing the “problem” segment of each scenario. Ask the students at that time how the character in the video should solve his or her problem. After a brief discussion, start the video again. Following the “solution” segment of the video, pause the video once more and discuss the solution.

The scenarios in the videotape are meant to trigger thought and discussion. Encourage students to question or to improve upon solutions shown in the video, if they choose. Finding their own solutions to these problems will give students a sense of mastery.

The Workbook

Accompanying your “Character U: Responsibility” videotape is an 8-page workbook. The workbook begins with recall and analysis questions on the video. It provides information and food for thought on responsibility. Most of the questions are open-ended, without hard-and-fast, right-or-wrong answers. The following section contains sample responses for each of the questions and activities, along with the solution to the word search.

Think About It, Analyze It

1. Kayla was the girl who stopped at Britney's house to listen to music. Explain why Kayla's actions were irresponsible.

Kayla promised her mother she would come straight home. Her mother was counting on her to watch her little sister.

2. Was Britney irresponsible? Why or why not?

It's not Britney's fault Kayla was irresponsible, but it was irresponsible of Britney to talk Kayla into breaking her promise. She should have respected Kayla's responsibilities.

3. Can you think of a way that Kayla could have hung out with Britney and heard her new CD without being irresponsible?

The girls could have gone to Kayla's house together. They could have waited until the next day.

4. Luis was the boy who played video games all evening. List three things Luis did that were irresponsible.

He put off starting his term paper until the last minute. He played video games all evening instead of doing his homework. He didn't write down a phone message for his father. He forgot to take out the trash.

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Think About It, Analyze It *(Continued)*

5. Do you think the consequences Luis faced were appropriate for his actions? Why?

Answers will vary. He was grounded and had to start keeping a day planner. Students may think the consequences for not writing his term paper should have been more severe.

6. David was the boy who cut class when his friend, Ron, suggested it. It's obvious why this was wrong, but why was it irresponsible?

It was irresponsible because it was dangerous, because it put the school at risk for letting them go, because they had responsibilities in their classes.

7. Leaving campus during the school day without permission is dangerous, it's against the rules, and it's against the law. When he knew that Ron was going to leave campus again, do you think that David had a responsibility to tell a teacher? Why or why not?

Answers will vary. David probably had this responsibility, but most students will respond that it was not his responsibility and that he shouldn't be a "snitch."

Who Is Responsible? *(Answer Key)*

Task	Main Person(s) Responsible	Others Who Should Help
Bathing a 12 year-old person	<i>The 12 year-old person</i>	<i>None</i>
Keeping the bedroom of a 12 year-old student clean	<i>The 12 year-old person</i>	<i>None</i>
Protecting ourselves from hurt feelings	<i>Ourselves</i>	<i>Parent(s)</i>
Protecting ourselves from physical danger	<i>Ourselves/ Parent(s)</i>	<i>Police</i>
Keeping the family bathroom clean	<i>Parent(s)</i>	<i>Children over age of 6</i>
Making dinner	<i>Parent(s)</i>	<i>Children over age of 10</i>
Cleaning up after dinner	<i>Parent(s)</i>	<i>Children over age of 6</i>
Paying the house payment or rent	<i>Parent(s)</i>	<i>None</i>
Taking care of small children	<i>Parent(s)</i>	<i>Children over age of 12</i>
Making sure the homework of the 12 year-old student gets done	<i>The 12 year-old student</i>	<i>Parent(s)</i>
Remembering scheduled events of the 12 year-old student (like games or tests)	<i>The 12 year-old student</i>	<i>Parent(s)</i>
Making school rules	<i>Principal(s) and teachers/staff</i>	<i>Teacher/staff/students</i>
Enforcing school rules	<i>Principal(s) and teachers/staff</i>	<i>Teacher/staff/students</i>
Keeping the school clean	<i>Custodians</i>	<i>Teacher/staff/students</i>
Making city laws	<i>Mayor/City council</i>	<i>City council/Citizens</i>
Enforcing city laws	<i>Police/Judges</i>	
Keeping city park clean	<i>Park maintenance people</i>	<i>Citizens who use the park</i>
Protecting our country from outside enemies	<i>Government/Armed forces</i>	<i>Citizens</i>

Solution to Responsibility Word Search

	Over	Down	Direction
ACCEPT THE CHALLENGE	1	1	SE
CONSEQUENCES	13	14	W
COURTESY	5	1	SE
DUTIES	18	15	NW
EXPECTATIONS	14	12	NE
FREEDOM	10	12	W
INDEPENDENCE	18	17	N
IRRESPONSIBLE	13	2	SW
MATURE	14	10	N
PRIVILEGES	3	13	E
RELIABLE	1	7	S
RESPONSIBILITY	15	1	S
TRUSTWORTHY	2	11	NE
WORK ON IT	10	1	SW



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