

Character Theme:
Responsibility

An important aspect of schooling is helping students become responsible adults. It is essential for students to learn the importance of being dependable and thorough in their responsibilities at home and in school. In addition, being a positive example to others is an important part of living responsibly. Students need to understand that responsible behavior is the cornerstone of successful living.

R E S P O N S I B I L I T Y	Schoolwide activities to teach <i>Responsibility</i> are provided in the <i>WiseSkills Administrator's Handbook</i>.	
	<i>WiseSkill</i>	Objective
	9. Dependability	Students will see the importance of being responsible and dependable at home and in school.
	10. Perseverance	Students will understand the importance of perseverance and working hard even when they feel like giving up.
	11. Initiative & Effort	Students will see the importance of initiative and putting their best effort into what they do.
12. Being a Good Example	Students will see the importance of being good examples to others.	

Service-Learning

1. **Making the School a Better Place**
Have students exchange ideas for how they can make their school a better place. As a class, decide on a project to do and do it!
2. **Responsibility Presentation**
As a class, create a brief presentation that encourages children of all ages to be more responsible. Presentations could include skits, art, stories, and songs. Have students share their presentation with other classes.
3. **Service Teams**
Have small groups of students be service teams that can help faculty and staff with different needs on campus.

Media Issues

1. **Responsible Characters?** **TV**
Have students tell about their favorite TV characters. Have students explain the choices these characters made. Discuss whether they showed responsibility.
2. **Respect in Games** **Games**
Make a list on the board of the different video games students play and whether the games portray positive or negative actions. Explain that becoming responsible involves making good choices in the games they play.
3. **A Character Lesson** **Movies**
Discuss the plot of a recent popular children's movie and what life lessons were learned by the movie's characters.

Character Theme:
Responsibility

Language Arts

1. Job Description

Have students write a few sentences describing an adult family member's job.

2. Future Job

Have students write a few sentences about what job they would like to do when they are older. Students can include drawings. Have each student read to the class what he/she wrote.

3. Being Responsible

Have students write a brief explanation of how they show responsibility at home and in school. Then have students ask an adult family member to write a few sentences about how he/she shows responsibility at home and at his/her job. Display writings on a "Being Responsible" bulletin board.

4. Character Drawings

Have students draw pictures of how a character in a book they read could have been more responsible.

5. Responsible Characters Role-Plays

Have students act out how characters in stories they read could have been more responsible.

5. Story Characters Review

Discuss and review how different characters in stories students have recently read showed responsibility.

Name of Story	Character	How Did This Character Show Responsibility?

Social Studies

1. Job Display

Have each student work with an adult family member to make a display board about his/her job. Students can include photographs, drawings, and descriptions of the person's job. Have students present their display to the class with the family member if possible. Place display boards around the classroom or on a bulletin board titled "Jobs in Our Community."

2. Guest Speakers

Have students' parents come into the classroom to talk about their jobs. Have parents describe the character skills they need to be successful at their jobs. Find one parent who could contact other parents to come into class.

3. Local Field Trips

Take field trips to different businesses and organizations in the community. Have people talk about the work they do at each of these places. Discuss each site the students visit and emphasize how people show responsibility at each site.

4. Responsibility Simulation

Set up a system that simulates working to earn money by rewarding students with points or play money for positive behavior. At the end of a month or quarter, students can then exchange their rewards for books or other school supplies. Explain how the simulation teaches students about being responsible.

5. Jobs & Responsibilities

Discuss different jobs students would like to have when they are older and what kinds of skills and responsibilities are involved in each job.

Job	Skills & Responsibilities

Character Theme:
Responsibility

Math/Science

1. Working on Math Problems

Discuss what students have to do while they are working on a math problem, such as persevere, don't give up, work hard. Make a list on the board. Explain that working hard on math problems demonstrates responsibility.

2. Using Math Skills

Make a list on the board of the different math skills students have recently learned or are presently learning. Then have students give examples of how they can use those math skills to be responsible (counting and subtracting money, sharing things with friends, etc.).

Math Skill	How Can We Use That Skill to Be Responsible?

3. Working on Science Projects

Review specific ways that students should be responsible when they are working on science projects or experiments. Discuss the importance of using any equipment and materials responsibly. Emphasize how important it is for scientists to demonstrate responsibility in the work they do.

4. Solving Problems

As a class make a list of problems in the world that students are aware of. Then explain how responsible scientists can help us solve some of these problems, especially in the area of disease.

5. Benefits of Science

Highlight some of the careers in science and technology that were involved in things students can see in the school--such as engineers who designed and built the buildings, computer programmers, miners to mine the metal. Explain how using science and technology in responsible ways can benefit many people.

Arts

1. ALL ARTS: Following Directions

Hand out art materials to students. Then give students clear, simple directions for making an art project. Encourage students to be responsible by listening to and following directions. Explain that being responsible is learning to follow directions so others can count on them to do what they are supposed to.

2. VISUAL ARTS: Jobs Booklet

Have students make booklets containing drawings and descriptions of themselves doing their jobs at home.

3. VISUAL ARTS: Jobs Collage

Have students make collages composed of pictures of people in different occupations.

4. PHOTOGRAPHY: Home Responsibilities Mural

Have parents take photographs of their children doing their chores at home. Then collect all the photographs and create a mural showing the different jobs students do at home. Have students write their names and the jobs they do by their photographs.

5. MUSIC: Our Responsibilities Song

As a class, write a song to a familiar tune about the different responsibilities students have at home and in school.

6. PERFORMING ARTS: Guessing a Job

Have students come up to the front of the class and briefly act out an action that is done by people in a job they want to have when they are older (putting out a fire, operating on someone, etc.). Have the rest of the class try to guess the job they are acting out.



Good Citizenship

Objective

Students will see the value of good citizenship and contributing to their community.

Quotations



You must be the change you wish to see in the world.

Mohandas Gandhi 



I find life an exciting business and most exciting when it is lived for others... True happiness is attained through loyalty to a worthy purpose.

Helen Keller 



Do not eat your fill while your neighbor is hungry and share what you have with those in need.

Mohammed 



We all must have some purpose in life; for no person can live for themselves alone.

Ross Parmenter



Far and away the best prize that life offers is the chance to work hard at work worth doing.

Theodore Roosevelt



You must give some time to your fellow people. Even if it is a little thing, do something for others--something for which you get no pay but the privilege of doing it.

Albert Schweitzer



Do all the good you can, by all the means you can, in all the ways you can, at all the times you can, to all the people you can, as long as you ever can.

John Wesley



Good Citizenship

Lesson

When students are good citizens, they extend themselves to do work that benefits others and begin to understand that they can make a difference in the lives of people. Teaching students how to be good citizens involves developing their ability to consider the needs of people in their school and community and then engaging them in positive action to meet those needs.

Discussion Topics

- Discuss and define what it means to be good citizens.
- Discuss examples of efforts in the local community to build a stronger and healthier community.
- Have students share about people they know who are good citizens. Discuss what these people do that makes them good citizens.
- Have students share about any experiences they have had where they were good citizens.
 - visiting nursing homes
 - recycling
 - community clean-up
 - charity work
- Discuss how students can help improve their school. Decide on one project and together go do it!

Class Activities

- Have small groups discuss and make a list of the needs and problems in their community:
 - homelessness
 - crime
 - drugs
- Have students write a short essay or paragraph about what they could do to try to realistically solve one problem in their community. Have some students share their solutions with the class.
- As a class, decide on a service project to help the community. Then go out and do the project together.
- Have small groups each decide on a different local problem in the community. Have one student in each group think of one solution to the problem. Have each group share their problem and potential solutions with the class.

Role-Plays

1. In Patti and Marabel's neighborhood, there is always a lot of graffiti. One Saturday, they see some neighbors painting over some graffiti.
2. Tim and Luke are walking to a store when they see an elderly man walking down the street who seems to be disoriented and lost.

Across the Curriculum

Language Arts

Have students write short speeches urging people to get involved with their community and be good citizens.

Social Studies

Discuss these people's lives and how they have shown good citizenship:

- F. Nightingale
- Helen Keller
- T. Roosevelt
- Albert Schweitzer



Born: 551 B.C.

Confucius

Died: 479 B.C.

Great Chinese Philosopher

Confucius was born in the state of Lu, in what is now the Shantung province of China. When he was three years old, his father died. Confucius grew to be very tall and people called him "long fellow." As a young man, he visited the capital of China. Many think that during this time Confucius met Lao-tzu, the legendary founder of Taoism, who was serving as a librarian of the Imperial archives.

Where is China?



At the time, Chinese society was disordered, as the Chou dynasty had disintegrated and power was distributed throughout individual states. Confucius developed ideas about how to restore order to China. He believed strongly in avoiding war, limiting taxes, and instituting severe punishments for illegal actions. Hoping he would be able to bring about meaningful reform, Confucius was appointed a high minister in his home state of Lu. After serving as minister for

many years, he resigned.

Confucius then started teaching and gaining followers. He believed strongly in the importance of showing love and benevolence to others. In Chinese, this is called *jen*. To Confucius, *jen* is given to all people by nature but should be cultivated by each person. He stressed the virtues of honoring parents and having loyalty and respect for others. Confucius believed that a "superior person" lives their lives by these internal virtues. While he did not express a belief in a supernatural being, Confucius spoke of the "will of heaven," which he saw as a basic morality that preserves order and happiness among people. Confucius spent his last years editing ancient writings and teaching. Tradition says that he had about 3,000 disciples. Confucius is seen as the most respected teacher of China.

Learning from His Character

1. What things did Confucius think was important?
2. What is *jen*?
3. What are things you can do at home and in school that shows *jen*?