

RESPONSIBILITY

... is knowing what you are supposed to do and being accountable and reliable for yourself.

Behavioral definition (To be determined by each campus):

RESPONSIBILITY

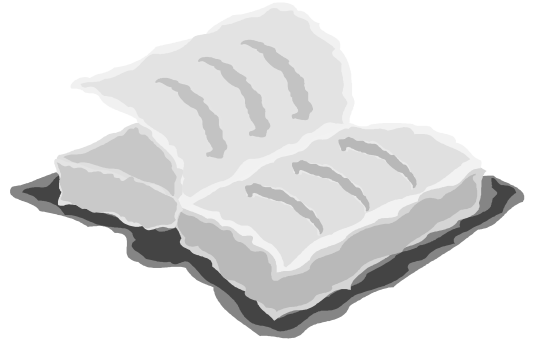
Classroom Activities

Grades K - 6

1. Can you think of a time you did something really irresponsible? Describe it in detail. Why did it happen? How did you feel about it at the time? Did it affect anybody else? Did it cause any problems for you? How do you feel about it now? What did you learn from it? Or, perhaps you would prefer to write about something you did that was very responsible.
2. If your students are old enough to write book reports, have them write about how the characters in a book behaved in either a responsible or irresponsible way. Do the same with movies or television programs they have seen. If your children are too young to write book reports, do this as a class discussion about the books they are reading or that you are reading to them.
3. Write about someone you think is very responsible. What do you like about that person?
4. Write about how it makes you feel when somebody lets you down
5. Take turns having children role-play responsible behavior situations. The kids can act them out themselves or use puppets. First, have them role-play the irresponsible behavior, and then, the responsible behavior. Have the group critique each of the role-plays.
4. For the upper grades: Have your students look for magazine or newspaper articles in which responsibility is an issue. Discuss these issues in the context of responsible and irresponsible actions. What are the stakes? What are the consequences?



RESPONSIBILITY



Classroom Activities

Grades 7 - 12

1. What responsibilities do you believe you personally have for: 1) yourself, 2) your family, 3) your community, 4) the world?
2. Think of an instance when you were impressed by the way a teenager took responsibility for something. Write a news story (or letter to the editor) about this person.
3. Write a letter to someone in the news who did something that you think was irresponsible. Be specific about why you don't think it was right and why you think this action sets a bad example. Mail the letter.
4. Write an essay about the relationship between your age and level of responsibility. How do responsibilities differ for people your age and for older adults? How has your sense of responsibility changed as you have gotten older? At what age should we become totally responsible and accountable for our actions?
5. Write at least five things you could say to yourself when you are tempted to act irresponsibly. Explain the meaning and significance of each.
6. Describe something you've done that was really irresponsible. How did you feel afterward? What did you learn from it?
7. Describe what this society might be like if nobody was accountable for their actions, if nobody kept their commitments.
8. Divide the class into small groups. Have each group develop a list of do's and don'ts for being a responsible person. Have them make oral reports to the class addressing the following questions: What happens when people live in accordance with these guidelines. What happens when they don't. In what ways does irresponsible behavior affect our community and society? In what ways can/do young people demonstrate personal responsibility?
9. Role play: You've made a commitment to spend the weekend working on your part of a class project that's due Monday. Then, some friends invite you to go on a weekend camping trip in the mountains. You can't do both, so you decide to go on the camping trip. Try to explain your decision to the other people working on the class project. After the role-play, have the class analyze what each person did to accomplish his/her objective. What general principles or guidelines can be drawn from this incident about responsibility?

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Quotes for Character Education Skills

These quotes related to our AISD Touchstone of character skills can be used in a variety of ways by the entire campus and in classrooms. The quotes are designed to be used as practical, applicable, and easily modified enhancements to your Character Education plan. They can be used to help you plan a variety of activities that reinforce the character skills in many ways. Remember, effective character education is not a program or an initiative, but rather the continuous and deliberate process and practice of teaching, modeling, and reinforcing these skills to enable each of our students to reach their full potential by putting forth their maximum effort to succeed.

Here are some specific suggestions for using these quotes:

- Read or have students read a quote each day as part of the announcements for the skill you are teaching.
- For our younger students, paraphrase the quotes so they can understand the meaning.
- Make bulletin boards featuring the character skill of the month.
- Use the quotes as banners, posters, coloring sheets, bumper stickers, and/or computer screensavers.
- Print quotes in the newsletters and in communications to parents.
- Post the quotes on the school web site and on the school marquee.
- Have students compose their own character quotes, songs, raps, bumper stickers, poems, etc.
- Use character quotes for student writing prompts and/or journal writings.
- Use the quotes for classroom discussion.
- Have students create their own classroom/campus character pledge.
- Create a Character Quote mural or collage by having students do drawings or bring pictures from magazines that illustrate the quotes.
- Have students create a character message or story using several of the quotes.
- Have students do a report on the people quoted in the character quotes and explain what character skills these people demonstrated in their lives.
- Ask students to bring in songs that are related to the specific character skills in the quotes and play the songs along with the quote.

Remember, "People of character are the conscience of society." Ralph Waldo Emerson

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2006 -2007

August-September

- "A man's work is a great portrait of himself." *Lewis Schwellenbach*
- "There is three responsibilities- responsibility for self and social responsibility toward others and the community." *Amatai Etzioni*
- "Working hard may not make you rich, but it will make you successful." *Margaret Thatcher*
- "Never put off' til tomorrow what you can do today...never trouble another for what you can do yourself." *Thomas Jefferson*
- "I hope to accomplish a great noble task, but it is my chief duty to accomplish small tasks that are great and noble." *Helen Keller*
- "Do everything you ought to do." *Anonymous*
- "It is easy to dodge our responsibilities, but we cannot dodge the consequences of dodging our responsibilities." *Anonymous*
- "Responsibility is the great developer." *Louis Brandeis*
- "You cannot escape the responsibilities of tomorrow by evading them today." *Anonymous*
- "Those who shrink from responsibility keep on shrinking in other ways too." *Anonymous*
- "Our responsibility: every opportunity an obligation; every possession a duty." *John D. Rockefeller*
- "Responsibility is the thing people dread most of all; it is the one thing that develops us." *Mark Twain*
- "You can never do more than your duty; you should never do less." *Robert E. Lee*
- "Responsibility belongs to the person, regardless of age." *Robert Martin*
- "I am what I am today because of the choices I made yesterday." *Anonymous*
- "Responsibility is the price of greatness." *Winston Churchill*
- "Hold yourself responsible to a higher standard than anyone expects of you." *Henry Ward Beecher*
- "The price of greatness is responsibility." *Winston Churchill*
- "Few things help an individual more than to place responsibility upon him, and to let him know that you trust him." *Booker T. Washington*
- "The ability to accept responsibility is the measure of the man." *Roy Williams*
- "What is your duty? Whatever the day calls for?" *Johann Goethe*
- "We need to restore the full meaning of that old word, duty. It is the other side of rights." *Pearl Buck*
- "Responsibility walks hand in hand with capacity and power." *Josiah Gilbert Holland*
- "Whatever happens, take responsibility." *Anthony Robbins*
- "When we have begun to take charge of our lives, to own ourselves, there is no longer any need to ask permission of someone." *George O'Neil*
- "If you load responsibility on a man unworthy of it he will always betray himself." *August Heckscher*
- "We have a Bill of Rights. What we need is a Bill of Responsibilities." *Bill Maher*
- "Teamwork is coming together to accomplish a common goal". *Anonymous*
- "We must all hang together, or most assuredly we will all hang separately". *Benjamin Franklin*

- "If he works for you, you work for him." *Anonymous*
- "The nice thing about teamwork is that you always have others on your side." *Margaret Carty*
- "The two things that bring people together are fear and interest". *Napoleon I*
- "You either choose to do what's right or you choose to do what's wrong. The consequences of your choice affect you and others". *Duane Hodgkin*
- "Acceptance of responsibility will show a person to be far stronger than was imagined." *Duane Hodgkin*
- "When you accept responsibility, you personally grow." *Duane Hodgkin*
- "We must learn to live together as brothers or perish together as foes." *Dr. Martin Luther King, Jr.*
- "All for one and one for all." *Alexander Dumas*
- "You cannot help someone without helping yourself." *Anonymous*
- "A house divided against itself cannot stand." *Abraham Lincoln*
- "United we stand divided we fall." *Aesop*
- "Team: Together Everyone Achieves More." *Anonymous*
- "It is not in numbers but in unity that our great strength lies." *Thomas Paine*
- "A single twig may break, but a bundle of twigs is string." *Tecumseh*
- "A job is easier when a lot of people share it." *Homer*
- "The law of life should not be competition, but cooperation, the good of each contributing to the good in all." *Jawahardal Nehru*
- "There can be no they, only we." *Anonymous*
- "Many hands make light work." *John Jeywood*
- "The moment we break faith with one another, the sea engulfs us and the light goes out." *Vince Lombardi*
- "The way a team plays as a whole determines its success. You may have the greatest bunch of individual stars in the world, but if they don't play together, the club won't be worth a dime." *Babe Ruth*
- "Individuals play the game, but teams win championships." *Anonymous*
- "Teamwork begins with saying, we will." *Duane Hodgkin*
- "Teamwork is coming together, staying together and doing together." *Duane Hodgkin*
- "Teamwork is the ability to work together and share common sacrifices." *Duane Hodgkin*



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Inappropriate Behaviors Related to Specific Character Skills in the AISD Touchstone

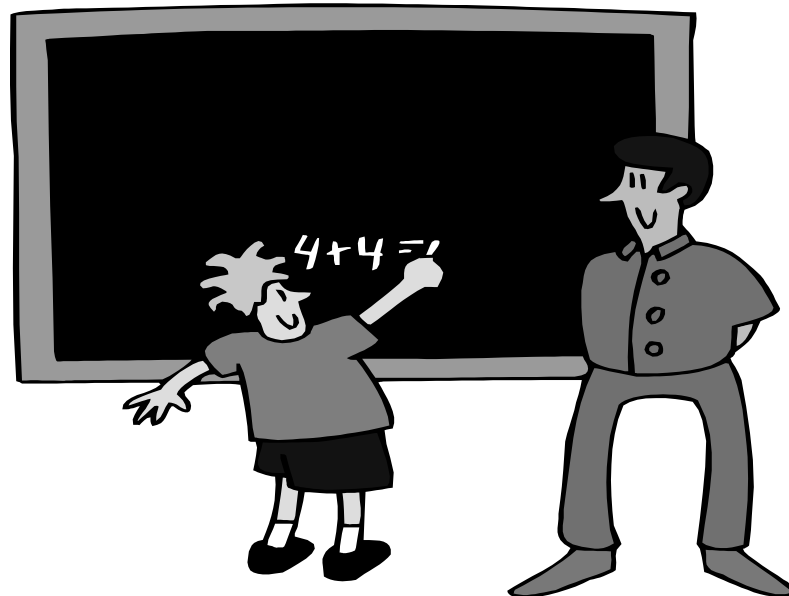
- Absenteeism
- Accepting correction
- Crying
- Dawdling
- Forgetting materials
- Homework/class work issues
- Incomplete/late/missing work
- Lack of class participation
- Not following directions
- Not following rules
- Messy desks/areas
- Tardiness



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Classroom Management Strategies

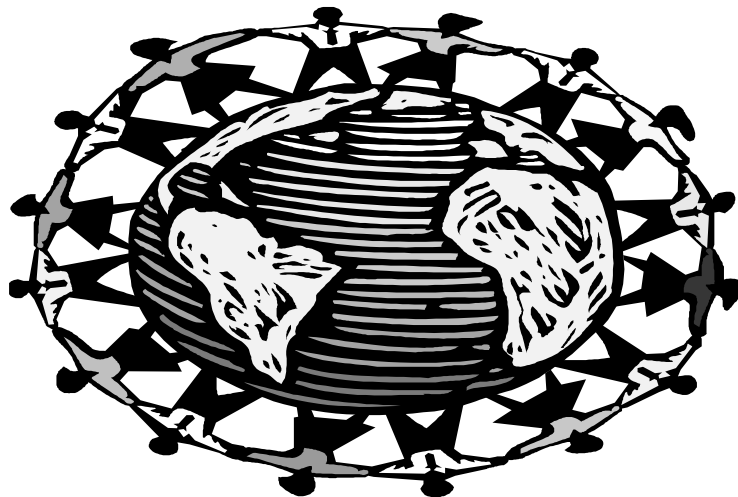
- Increase positive interactions (greet students as they enter the room, talk quietly with one or two students as they walk in the hallway, discuss work with students individually during independent work time, engage students in tasks like putting up bulletin boards before or after school or during lunch or recess).
 - Teacher organizes the daily schedule to reflect consistency and variety with academic lessons that are clearly focused and relevant to students.
 - Teacher establishes smooth, efficient classroom routines and procedures.
 - Teachers interact with all students in a positive, caring manner.
 - Teachers provide incentives/recognition/rewards to promote excellence.
 - Teachers set clear expectations/standards for classroom behavior and apply them fairly and consistently.
 - Teacher engages students in helping solve classroom problems.
 - Teacher moves around room for increased proximity to students.
 - Teacher visually scans the room for opportunities to acknowledge responsible behavior.
 - Teacher makes eye contact with students and smiles.
 - Teacher acknowledges responsible behavior verbally or with tangible rewards (like a written note from the teacher). Teacher sends a written note to parents about the responsible behavior.
 - Teacher establishes a positive attitude about the potential for success for every student.
 - Teacher models and reinforces the expected behaviors.
- Teacher provides opportunities for positive practice of expected behaviors.



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Classroom Level Interventions

- Teacher places hand on student's shoulder to remind and show support.
- Teacher gives a verbal reminder to redirect behavior.
- Teacher corrects behavior errors in a manner that provides instruction.
- Teacher makes accommodations in areas such as daily schedule, class structure, physical arrangement of classroom to increase the student's chance of success.
- Teacher develops lessons to help students manage situations that cause difficulties. Some examples are: transitions between lessons and activities, how the rules relate to various activities in the classroom, conflict resolution strategies, and study strategies.
- Student is given quiet time to think about behavior.
- Student and teacher discuss better choices.
- Student is given time-out in the room.
- Teacher and student develop a signal to help the student realize when he/she is engaging in inappropriate behavior.
- Teacher uses a pre-correction to help a student avoid an inappropriate behavior when there seems to be a good chance of the inappropriate behavior occurring based on prior history.
- Teacher Ignores behavior to deprive student of desired attention.
- Teacher contacts parent.
- Teacher consistently praises expected behavior and/or gives consequences for inappropriate behavior (such as loss of recess time, loss of other privileges, etc.).
- Teacher follows through on problem behavior with predetermined consequences.
- Teacher changes student's seat in the room or physical arrangement of the room to enable teacher to respond consistently to minor misbehavior, to prevent misbehavior from escalating, and to engage more frequently in positive interactions with students.
- Have student fill out a Behavior Improvement Form.



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Service Learning Projects

"To develop character, students need opportunities for moral action." Thomas Lickona

We want our students not only to learn about 10 character skills in our touchstone but also to have the opportunity to internalize them by practicing them through community service and/or service learning. In the purest design for service learning, students should be given the opportunity to reflect on their service, identify what they have learned from the service, and to celebrate their contributions to the community. It is best to allow students to identify a campus or community need or issue that focuses on a particular character skill and plan a project to address that need or issue. The more ownership we give our students in these projects, the stronger their leadership will become. Below are some suggestions for service learning opportunities for each of the character skills to help you in getting started:

- Have students create a bulletin board with the theme "Responsibility is the key to good character". All students can write ways they can be responsible on a key cut out and place them on the bulletin board. Invite parents and community members to contribute keys for display also.
- Adopt an animal shelter at which students volunteer to feed, water, exercise, etc. the animals.
- Have students make a mural "I am responsible" in a common area featuring illustrations of their responsibilities at school. Some ideas are: arriving on time, completing assignments, doing homework, staying awake, giving their best effort, playing fairly, paying attention in class, bringing materials to class, etc.
- Have students interview their relatives and/or other members in the community about their responsibilities and the rewards (money, satisfaction, helping others, improving the community, etc.) they receive from honoring their responsibilities. Have them post their findings on a Responsibility Chart displayed in a common area.