



Middle School

National FFA Organization

Lesson MS.8

DEFINING RESPONSIBILITY

Unit.

Stage One of Development—ME

Problem Area.

What Foundational Skills Do I Need for Leadership?

Precepts.

D3 Accept responsibility for personal actions.

National Standards.

NL-ENG.K12.12 - Applying Language Skills - Students use spoken, written, and visual language to accomplish their own purposes.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define responsibility.
- 2 Persuade others to be responsible.
- 3 Identify opportunities to practice being responsible.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Maxwell, John C. *The 21 Indispensable Qualities of a Leader*. Nashville, TN: Thomas Nelson Publishers, 1999.

National FFA Organization's Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector
- ✓ MS.8.TM.A
- ✓ MS.8.Test—one per student
- ✓ MS.8.Assess—one per group
- ✓ Toy cars or picture of a car
- ✓ Toy ball (tennis ball, koosh ball)
- ✓ Optional: incentives such as stickers or candy



Key Term. The following term is presented in this lesson and appears in bold italics:

▶ Responsibility



Interest Approach

Pass around toy cars or show students a picture of a car. After all have noticed the car, ask the questions listed below to get students thinking about responsibility. Pause after each question to give students time to answer and praise those who volunteer answers.



How many of you want a car when you turn 16?

What type of car do you dream of?

Who plays a role in determining whether you receive a car?

Possible answers: parents; guardians.



What factors might be taken into consideration when determining if you should receive a car?

Possible answers: costs; safety; insurance; grades; student employment; responsibility.



Costs, safety, and insurance are important factors. But for most parents, the level of responsibility the teenager can handle is the first thing to be considered.

Ask as a rhetorical question:



How can we exhibit responsibility? Is it something we do, say, or think? This question directs us to dig into what responsibility is and how can we develop it.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define responsibility.

Set-up-Start by discussing what being responsible looks and sounds like. Each student will need a sheet of paper. Instruct each student to draw a vertical line down the center of the paper, dividing it into two columns. Have students label the right column with the word "responsible" and label the left column with the word "irresponsible." Give the following directions:



Let us altogether think of examples in our lives when we have been responsible and irresponsible. Select two or three examples of each. An example of being irresponsible would be saying, "It's not my fault", or not feeding your show animal. An example of being responsible would be getting your missed assignments from teachers or taking out the trash when you know the trash can was full, without even being asked. Once you have them selected in your mind, put them on paper. When I say "go," write phrases in the right column that are examples of being responsible and examples in the left column of being irresponsible. Two minutes is the time limit. Once time is up, be ready to share some examples. Are there any questions? Go!

After two minutes, ask the students to raise their hands to share what they wrote down. Tell the students you are going to toss the ball to someone, and that student is to then give an example from his or her list. Toss the ball to your first volunteer. After the first volunteer provides an example, encourage that person to pass the ball to someone else who wants to speak. Be sure to seek out examples from both columns. Ask the following processing questions:



- Now that we have discussed examples of being responsible and irresponsible let us discuss and differentiate between responsible actions and attitudes and irresponsible actions and attitudes.

What does it mean to be responsible?

How is this different from being irresponsible?

In terms of responsible and irresponsible, how would you want other individuals to view you? Explain.

For each of the above questions, repeat student answers using student names. You may choose to reward exceptional answers with incentives.



Great discussion students. Let us know take out our writing instruments and jot a definition down along with four points describing responsibility.

Provide the following on the writing surface or use MS.8.TM.A and have students capture in their notebooks:

I. Responsibility: Obligation to carry out assigned tasks to the point of completion

A. Responsible people are hard working and determined. .

B Responsible people desire to be viewed as credible.

C.Responsible people are timely and punctual.

D. Responsible people value quality and attention to detail.

At this point, incorporate a Motion Moment to remember descriptions of responsible people. Have students brainstorm the appropriate motions and demonstrate them to the class. Ask the following questions:





Each of you will now create a motion that will help you remember the four points just discussed. Pair up with a partner and take two minutes to develop your four motions and be prepared to showcase your motion talents to the class. Begin.

Examples: Hardworking- posing as a body builder.

Credible- act as if taking a picture with hands

Timely- looking at your watch and taping your feet on the floor

Attention to detail- act as if cleaning something meticulously.

After two minutes then take a few volunteers to demonstrate their motions.



How important is it to see a task through to completion? (Taking care of a show animal.)

Why does being responsible involve giving so much attention to detail? (Health, feeding, working, etc.)

If students struggle in answering the questions, give them 30 seconds to discuss answers with those around them. Praise students who volunteer answers.

Objective 2. Persuade others to be responsible.

Set-up-Announce that it's time to "sell" the idea of being responsible. Divide the students into groups of four or five. Give the following directions:

II. Commercial

A. Each group is to brainstorm ideas for a commercial.

B. Responsibility is the product you are trying to pitch in your commercial.

C. Your task is to develop a 30-45 second commercial, complete with actions, dialogue, and props.

D. You will be evaluated on the following:

1. Participation by everyone.

2. How successful your group is at portraying responsibility or the characteristics associated with it

3. The creativity of the commercial.

4. Ability to persuade others to buy into the idea being pitched.



Are there any questions? You have ten minutes to prepare your commercial.

Have groups present their commercials. Use MS.8.Assess to evaluate the commercials as they are presented. Direct each group to give themselves a pat on the back after presenting. Have students analyze the meaning of each commercial after it is presented. Celebrate and acknowledge each group's effort at the end with a round of applause for the entire class.

Use MS.8.Assess to measure understanding of responsibility.



How easy was it to sell your responsibility product? Not as easy as selling a tangible product is it? Why?

Great discussion. We are now going to put on some special glasses that will allow us to look and find opportunities to practice responsibility.



Objective 3. Identify opportunities to practice being responsible.

Set-up-Announce that it's time for students to reflect on their lives and ask themselves where they can demonstrate a more responsible attitude. Encourage students to think of ways to increase involvement in organizations, volunteer, be timely, assist others, or demonstrate responsibility. Use a Descartes Moment to have students write a letter to themselves that contains at least six opportunities to become more responsible.



Imagine in your minds right now as many opportunities that you can think of on a daily basis that you can be more responsible. Some examples you might think of: making bed, putting clothes in hamper, taking out trash, feeding animals, holding door open for others and numerous other activities without being told by your parents. After I say begin, each of you will write yourself a letter encouraging yourself to improve your responsibility in at least six areas. You will have five minutes to write your letter. You may begin.

At the completion of five minutes, have several students share the letters they wrote. Pay sincere compliments to the students who choose to share. Encourage students to display their letters where it can be seen often to remind them of their commitment to being responsible.



Review/Summary



As we review today, think back to the car you would like to get when you turn 16. What do you need to do from now to then in regards to proving to others that you are responsible enough to receive that car? We have discussed areas to improve our responsibility in and how, but remember it is solely up to you to prove that you have responsibility.



Application

►Extended Classroom Activity:

Have students identify a person in their lives who exemplifies being responsible.

►FFA Activity:

Encourage students to explore different opportunities for taking on responsibility within FFA such as chapter office, committees, SAEs, and CDEs.

►SAE Activity:

Have students identify ways to improve managing and balancing responsibilities of an SAE.



Evaluation

MS.8.Test is provided to measure Objectives 1 and 2. MS.8.Assess is included to measure Objective 2.



Answers to Assessment:

Part One: Short Answer

1. Obligation to carry out assigned tasks to the point of completion.
2. Answers will vary-may include information captured in a letter to themselves, from objective actions portrayed in commercial presented, or other answers.

Part Two: True or False

1. False
2. True
3. True



DEFINING RESPONSIBILITY

►Part One: Short Answer

Answer the following questions with information from the lesson on responsibility.

1. Define responsibility.

2. What can you do as an individual to practice being responsible.

►Part Two: True or False

Read each statement. Determine if it is true or false. Write the word “true” or “false” beside each statement.

- _____ 1. Being responsible does not mean you have to finish a task.
- _____ 2. Responsible individuals value quality work and performance.
- _____ 3. Responsible people are mindful of due dates for projects.



DEFINING RESPONSIBILITY

Group Members

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Assessment of Student Performance		
Component	Performance Goal	Points Earned (Scale of 1-10)
Participation	Every group member is actively involved and interested in the task at hand	
Portrays responsibility or characteristics of a responsible person	Clear, easily communicated and interpreted representation of responsibility and characteristics of a responsible person	
Creativity	Commercial represents original idea that is entertaining	
Ability to persuade	Commercial motivates viewer to buy into idea being presented	
Total Points Earned		



RESPONSIBILITY

Responsibility: Obligation to carry out assigned tasks to the point of completion

◆ **Responsible people are hard-working and determined.**

◆ **Responsible people desire to be viewed as credible.**

◆ **Responsible people are timely and punctual.**

◆ **Responsible people value quality and attention to detail.**

