

**MY RESPONSIBILITIES ARE NOT SO DIFFERENT!**

**Purpose:** It is important for students to assume responsibility for their school success. It is also important for them to know that teachers and parents/guardians have responsibilities, too. In this lesson, students learn that preparing for their success requires teamwork: parents/guardians/teachers AND students each have Success Support Team responsibilities. Students identify tasks for which they are responsible each day.

**Time:** 30-45 minutes      **Group Size:** Whole Class      **Grade Level:** 1-3

**Materials:** PSC Resource: [Responsibilities Guide](#); Large gold star (your creation or purchase from party/school supply store), pencils, crayons and paper

**Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:**

**Strand AD: Academic Development**

**Big Idea:** AD 4 Applying Skills Needed for Educational Achievement







**Concept:** AD.4.B. Self-management for educational achievement

**American School Counselor Association (ASCA) Domain/Standard:**

**DOMAIN: Academic Development (AD)**

**STANDARD C:** Students will understand the relationship of academics to the world of work, and to life at home and in the community.

**Link to Sample MCGP Units/Lessons** (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

1 <sup>st</sup> Grade AD 4.B	Unit: Study and Work for Success	AD4		
2 <sup>nd</sup> Grade AD 4.B	Unit: Becoming a Self-Starter	AD4		
3 <sup>rd</sup> Grade AD 4.B	Unit: That's How You Do It!	AD4		

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
X	Mathematics
X	Social Studies
X	Science
X	Health/Physical Education
X	Fine Arts
<i>In addition to developing skill in the Comprehensive Guidance Curriculum Program Strand “Academic Development”, this lesson complements learning in each of the other curriculum areas. Learning about individual responsibilities through this lesson may be applied in all academic areas.</i>	

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:**

Students draw or make of list of a minimum of three daily responsibilities that will help them as they work toward being successful in school. The “real-time” assessment will be their application of the learning each day.

**Lesson Preparation/Motivation**

*Essential Questions:* What is the meaning of: “Every student is responsible for his or her success in school”? How do students make themselves a star when the teacher decides grades and assignments?

*Engagement (Hook):* See lesson.

**Procedures**

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Throughout this lesson, systematically observe students to identify those who appear to have difficulty naming their school-success responsibilities. In addition, systematically observe as students who are hesitant to contribute to conversations.</i></p> <p><i>Hook:</i> Hold big gold star up and as you start class, say (something like) “Hold your hand up if YOU want to be a shining star student in school—this year and the rest of the years that you are in school.” “Keep your hand up if you know who is responsible for your success.”</p> <ol style="list-style-type: none"> <li>Following the hook, lead into conversation about the mutual partnership among parents/guardians, teachers and students—their personal Success Support Teams. Tell learners that today’s lesson will focus on everyone’s responsibilities—especially the responsibilities they have as students every day at school.</li> <li>(Steps 2, 3 &amp; 4 require a 3-column chart: 1st = Students’ Responsibilities; 2nd = Teachers’ Responsibilities, 3<sup>rd</sup> = Responsibilities of At-Home Adults.)  SHOW-ME...SHOUT-OUT...WITH WORDS (one-at-time, inside shouts): Shout-out the responsibilities you are expected to take every day to be successful in school. As students shout-out their responsibilities, list the students’ responses on the board (see the attached PSC <a href="#">Responsibilities Guide</a> for ideas). Encourage ALL students to contribute to the lists.</li> <li>Explain that teachers have responsibilities each day, too. SHOW-ME...SHOUT-OUT...WITH WORDS (one-at-time, inside shouts): responsibilities expected of teachers every day at school. List responses in the second column (see the PSC “<i>Responsibilities Guide</i>” ideas). Encourage students who have NOT</li> </ol>	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Observe school counselor as he or she shows the big gold star to class; respond to thoughtfully to prompt(s)</p> <ol style="list-style-type: none"> <li>Contribute to conversation about responsibilities and success.</li> <li>Participate in SHOW-ME...SHOUT-OUT: Responsibilities you are expected to assume every day.</li> <li>Participate in SHOW-ME...SHOUT-OUT: Responsibilities teachers are expected to assume every day.</li> </ol>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>contributed to do so.</p> <p>4. Explain to the students that their at-home-adults have responsibilities each day, too. <b>SHOW-ME...SHOUT-OUT...WITH WORDS</b> (one-at-time, inside shouts): Responsibilities at-home-adults are expected to assume every day. List the students' responses in the third column (see PSC "<i>Responsibilities Guide</i>"). Be aware of students who have contributed to previous lists and encourage those who have NOT contributed yet to do so.</p> <p>5. Introduce “Success Support Teams”. Ask again who is responsible for students’ school success. Explain:</p> <ul style="list-style-type: none"> <li>• Students are not the <b>ONLY</b> ones who have responsibility for their school success.</li> <li>• The term “Success Support <b>TEAM</b>” means more than one person is ready to help each student move toward success.</li> <li>• Teams are people who work together toward a goal—in this case the school and life success of every student.</li> <li>• Their Success Support Teams include their <b>at-home-adults and at-school-adults as well as themselves.</b></li> <li>• <b>All are members of their Success Support Teams and are ready to help &amp; support</b> students complete their daily school responsibilities.</li> <li>• <b>Each student is the Captain of his or her personal Success Support Team.</b></li> </ul> <p>Compare the responsibilities of each of their Success Support Team members. Help students understand that their responsibilities are not that different from those of parents and teachers. Discuss what it means to be the <b>CAPTAIN</b> of the team.</p> <p>6. Distribute drawing paper to students; instruct them to fold the paper in half (top-to-bottom, short end to short end). In top half of paper students draw and label pictures of the members of their Success Support Teams including themselves as the <b>CAPTAIN</b> of their personal support team.</p> <p>In the bottom half of papers, students write a narrative paragraph describing their roles as the <b>CAPTAINS</b> of their personal Success Support Teams. Remind students to use the conventions of standard written English, to make sure their narratives use descriptive words and present their role as captain in a clear, orderly manner using specific examples. The reader should be able to picture what the captain will do to</p>	<p>4. Participate in <b>SHOW-ME...SHOUT-OUT</b>: Shout-out responsibilities at-home-adults are expected to assume every day. As others contribute, listen to and think about their contributions. Are their contributions similar to different from your own ideas?</p> <p>5. As school counselor explains “Success Support Teams”, think about people who are on your Success Support Team.</p> <p>Contribute to conversation about the similarities and difference among the responsibilities of students, at-home-adults and at-school-adults. Listen and contribute to discussion about being the <b>CAPTAIN</b> of personal Success Support Team.</p> <p>6. Draw and label pictures of the people on personal Success Support Team, show self as <b>CAPTAIN</b> of team.</p> <p>Write a narrative paragraph about role as <b>CAPTAIN</b> of personal Success Support Team. Listen to and follow school counselor’s reminders about the elements to be included; review and revise as needed.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>lead his or her team.</p> <p>7. Invite several students to read their narrative paragraphs describing their roles as the leaders of their Success Support Teams:</p> <p>Summarize points, emphasizing that each one must ask for the help needed as well fulfilling responsibilities as a team member. Explain that when responsibilities are met, success follows.</p> <p><b>ASSESSMENT: Content:</b> Students draw or write a list of a minimum of three responsibilities they have as the Captains of their own Success Support Teams and identify the person on their Success Support Teams whom they can turn for help accomplishing their responsibilities.</p> <p><b>ASSESSMENT: Personalization of Content:</b> On the same paper, students complete the following sentence: “From now on, I take responsibility as the Captain of my Success Support Team because _____.</p> <p>Before collecting papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher <b>might</b> read the papers. Is that OK? If it’s not “OK,” write “PLEASE DO NOT SHARE” at top of paper; collect papers.</p> <p><b>CLOSURE:</b> Who wants to be a “Shining Star”? Who is responsible for your success? Invite 5 students to tell the other class members one responsibility they must/will assume each day.</p> <p><i>Review students’ drawings/writings about Success Support Teams for their (age appropriate) awareness of individual responsibilities and how their Success Support Teams can help them be successful students. Make note of 1) age-appropriate command of conventions of standard English; 2) ability to articulate thoughts and feelings in 1<sup>st</sup> person language.</i></p> <p><i>Return papers to classroom teacher for distribution to students. Honor the privacy of students who write “PLEASE DO NOT SHARE” on papers. Personally deliver papers to those students after your review.</i></p>	<p>7. Volunteer to read narrative and contribute to conversation about student responsibilities on personal Success Support Teams.</p> <p><b>ASSESSMENT: Content:</b> Students’ drawings/lists include their responsibilities, the assistance Success Support Teams can provide and specific results of their asking for help and taking responsibility.</p> <p><b>ASSESSMENT: Personalization of Content:</b> Complete the sentence dictated by school counselor with thought and integrity. Remember to use the conventions of standard written English.</p> <p>If want responses to be private, write “PLEASE DO NOT SHARE” at top of paper; hand in paper.</p> <p><b>CLOSURE:</b> Students respond to questions in unison. Five students volunteer to identify one responsibility they will assume each day.</p>

**Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)**

**Provide** classroom teacher with a brief overview of the lessons and copies of materials used during lesson.

**Summarize Systematic Observations:** Identify student misconceptions and behaviors that might prevent individuals from acting as self-advocates and/or using self-management skills to influence their educational achievement. Identify students who had difficulty naming their school-success responsibilities and students who were hesitant to contribute to conversations or had difficulty with other aspects of lesson.

**Consult with Classroom Teacher:** Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate to further identify the extent of a lack of awareness of their role in their educational achievement...is it evidenced in the classroom as failure to take responsibility in other situations (e.g., lack of effort, not turning in homework or blaming others for not having pencils or other school supplies).

**Collaborate with Classroom Teacher:** Encourage the classroom teacher to continue conversations about personal responsibilities and to help students request help from their Success Support Team. Collaborate with classroom teacher to plan appropriate interventions for student needs identified during discussion of your observations. Interventions might include (and are not limited to) additional classroom guidance activities related to self-management or specific aspects of students' responsibilities for their own success. Responsive Services might be indicated, e.g., individual/group counseling to develop self confidence and self-advocacy. Parental involvement in specific skill/attitude development might be required. Talk with/write a note to the classroom teacher about the lesson (purpose/overview), give him or her list students generated and encourage a continuation of the discussion about responsibilities, emphasizing the concept of each student's Success Support Team.

*If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?*

## RESPONSIBILITIES GUIDE

### Examples of student responsibilities:

1. Be on time
2. Listen and learn—ask questions if you do not understand something
3. Make sure you understand directions AND follow them
4. Do your best
5. Do assigned work and study for quizzes and tests
6. Work independently when required (and let others work independently)
7. Have supplies ready
8. Cooperate
9. Be honest with yourself and others
10. Keep work area organized; organize time
11. Respect all human beings.
12. Respect the property of others
13. Obey school rules
14. Take care of yourself by eating healthy foods and getting enough rest

### Examples of teacher responsibilities:

1. Be on time
2. Have work ready
3. Give clear directions
4. Help students learn
5. Make lessons interesting
6. Assess student work
7. Be honest and fair
8. Be respectful of all others
9. Maintain a comfortable and productive class environment
10. Prepare and discuss student assessment reports with parents
11. Set a good example for students by looking and acting their “teacher best” in all ways
12. Help students learn to organize their work areas and time

### Examples of parent/guardian responsibilities:

1. Love, spend time with and listen to child everyday!
2. Get child to school on time
3. Ensure that child gets adequate rest
4. Help child learn about (and use) personal hygiene
5. Prepare healthy meals every day
6. Check to see that child completes homework
7. Provide school supplies
8. Keep house and clothes clean
9. Work to provide home necessities
10. Help child learn (and follow) safety rules
11. Answer questions about things child does not understand
12. Demonstrate and help child learn to show respect for all human beings
13. Set a good example