

RESPONSIBILITY

Character is the way you *really* are. It's the way you act even when no one is looking. Good people do good deeds not for show, not for credit or adulation, but just as an expression of their true self. These are the people who we say have good character.

Most people say they want to be good. But developing a good character takes more than words. Good people are people of *action*—they take care of themselves and others. They can be depended on to do the right thing, even when the right thing is the hard thing to do.

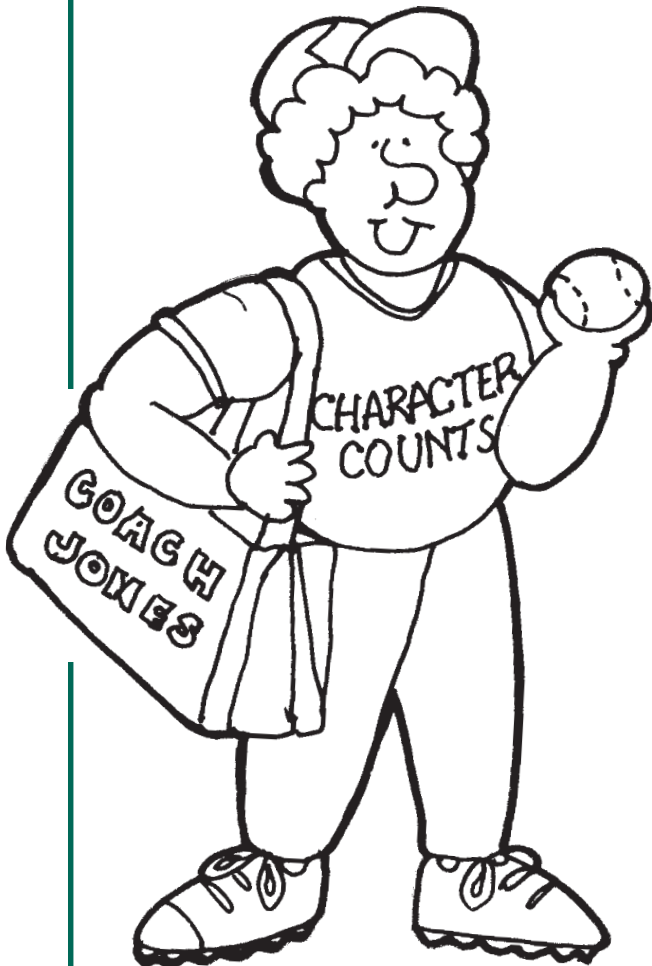
You can do your part by helping your family, teachers, neighbors and friends, by trying your hardest and doing your best in everything you do.

Responsible Do's

- ☺ Think before you act.
- ☺ Think before you talk.
- ☺ Do only good things.
- ☺ Think about what will happen if you say or do what you want to say or do.
- ☺ Fix your mistakes. Clean up your own messes.
- ☺ Be a good example.
- ☺ Think of ways to help others.
- ☺ Do your jobs.
- ☺ Do your best.
- ☺ Keep trying.
- ☺ Finish your work before you play.

Responsible Don'ts

- ☹ Don't do anything before you think.
- ☹ Don't say anything before you think.
- ☹ Don't do anything that's bad or wrong.
- ☹ Don't blame others for your mistakes.
- ☹ Don't leave mistakes or messes for someone else to fix.
- ☹ Don't wait for someone to tell you to do good things.
- ☹ Don't do anything that you won't be proud of.
- ☹ Don't play until you finish your work.
- ☹ Don't pretend to have done jobs you really haven't done.



Audience:
Up to 28
6- to 9-year-olds

Time: 45 minutes

Objective: Children in primary grades will become aware of their responsibilities by playing “Name That Responsibility” and identifying practical ways to show responsibility at home and at school. They will match terms to definitions.

What the Instructor or Participants Need to Provide: crayons or markers; strips cut from activity sheets (instructor should cut out strips in advance); radio or CD/cassette player with your choice of music; coach’s whistle (optional)

What you say:	What you do or show:	What participants do:	Hints for trainers:
<p>① Character is what you do even when no one is looking. People with good character do good things. One thing they do is behave <i>responsibly</i>. Responsible people do their part. Responsible people don’t take credit for other people’s work, and they admit their own mistakes. They show self-control by choosing words or actions carefully. That means they think carefully <i>before</i> they say or do anything. They work hard and do their best.</p>	<p>Give each child a green strip (term/ word from Activity Sheets #1a and #1b) or a white strip (definition from Activity Sheets #2a and #2b).</p>	<p>Each child takes one strip.</p>	<p>Before the session, cut the activity sheets into strips to hand out during the session.</p>
<p>② Let’s learn more about these words, and about each other. Take a green or white strip. Hold your word or definition so everyone can see it. While I play the music, walk around the room, looking for the word or definition that goes with your word or definition. If you have a white strip of paper, you are looking for a partner with a green strip of paper.</p>	<p>Play some music of your choice.</p>	<p>Participants look for matching words and definitions. They pair up.</p>	
<p>③ Grab your partner! Everyone freeze! Let’s see how many of you found the right match. Read your matches.</p>	<p>Stop the music.</p>	<p>Participants read their words and definitions.</p>	
<p>④ Now that you have a partner, find out his or her name if you don’t know it. Your partner’s name begins with what letter or sound? Think of a way to be responsible that begins with the same sound or letter as your partner’s name.</p>	<p>Correct any matched errors.</p>	<p>Children form a circle, and think of words. They take turns introducing the partner and giving the responsible word.</p>	

What you say:	What you do or show:	What participants do:	Hints for trainers:
<p>5 Can you remember what you've heard? We'll check your memory by going around the circle. Say I'm (name), and I'm (responsible word). Then say, "That's. and he/she is." for everyone who has gone before you.</p>	<p>Get the children into a circle. Give an example. Help children start around the circle.</p>	<p>Each child gives his/her own name and responsible word, plus the names and words of the people before them.</p>	<p>If there is time, scramble the strips and repeat the activity.</p>
<p>6 Today we've talked about responsibility. You have certainly done your part to make this activity go well.</p>			
<p>7 Let's close our session with the "Responsibility Exercise." For this exercise, you stand up when it's your turn to talk. You sit down when you aren't talking.</p>	<p>Show Visual A. Divide the children into Group #1 and Group #2. Distribute Hand-out #1 for children to review and to repeat at home after the session. Get them started with Group #1 standing to say their lines.</p>	<p>Group #1 stands to say their lines, while Group #2 sits. Then Group #2 stands for their lines, etc.</p>	<p>If a coach's whistle is available, use it to signal "Exercise Time."</p>
<p>Group #1: One, Two!</p>			
<p>Group #2: Do your best in all you do!</p>			
<p>Group #1: Three, Four!</p>			
<p>Group #2: Do your part then do some more!</p>			
<p>Group #1: Five, Six!</p>			
<p>Group #2: Don't blame others for your fix!</p>			
<p>Group #1: Seven, Eight!</p>			
<p>Group #2: Set a good example and be first rate.</p>			
<p>Group #1: Nine, Ten!</p>			
<p>Group #2: Make a mistake so try again!</p>			
<p>Now reverse groups. This side will be Group #1 and this side will be Group #2, and let's go faster.</p>	<p>Repeat, more quickly.</p>	<p>The groups reverse and repeat the exercise.</p>	
<p>8 Practice your exercise at home, but most of all, practice responsibility — at home and everywhere else!</p>			

Other Ways to Help 6- to 9-Year-Olds Be Responsible

- Prepare simple, fun meals to emphasize responsibility. Milk shakes, ice cream, or soup are good possibilities for cooperative effort.
- Divide the children into teams of four or five. When you announce a letter of the alphabet, let each team arrange itself on the floor in the shape of the letter, using every team member. Discuss responsibility by asking, "What would we have had if (one of the children) weren't in place?" Repeat the activity and praise everyone for doing his or her part to make the letters. If you have enough children, let them work as one big team to arrange themselves into simple words, such as: "do," "best," "good," "finish," "action," "words," "control," "duty," "right" and "better."
- Reinforce your lesson by asking parents to notice and praise responsible behavior at home. Exercising Character Daily Score Cards are available from **CHARACTER COUNTS!**, (800) 711-2670. Parents can give hugs or plan special events when children complete score card activities.
- Make assignment cards for jobs to be done during the session. Let children draw cards from a cup or bag to make the session work.
- Create a mural by letting the children draw pictures of themselves being responsible at home or at school.
- Have a poster, bumper sticker, billboard, cheer, essay or poem contest on responsibility.



Exercising Character

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