



**Title:** Being Responsible-3rd grade

**Grade:** 3

**Career Development Model:**

Self-Awareness

**Nebraska Career Readiness Standards:**

- Contributes to employer & community success
- Makes sense of problems & perseveres in solving them
- Demonstrates innovation & creativity
- Works productively in teams and demonstrates cultural competence
- Utilizes technology
- Manages personal career development
- Attends to personal & financial wellbeing

**Objective:**

- Students will recognize the behaviors of a responsible student.
- Students will evaluate the importance of being responsible.
- Students will identify actions at school, at home, or in the community that would result in negative consequences.
- Students will explain an appropriate way to accept responsibility for their actions and/or respond to a consequence that is blamed on them.
- Students will anticipate what could happen if no consequences were attributed to inappropriate behaviors.
- The student will generate examples of how to be responsible to self, family friends, and the community.
- Students will evaluate how taking responsibility at a job in the workplace is important to career success.

**Materials and Supplies Needed:**

- "The Ant and the Grasshopper: An Aesop Fable" educator resource
- Board or chart paper and markers
- Circles of Responsibility Handout for each student (optional activity)

**Class Instructions:**

1. Ask the class, "Do you ever feel like you have a lot of rules that you have to follow? Do you feel like you are told a lot of the time that you need to do certain things?" Read aloud Aesop's fable, "The Ant and the Grasshopper". Following the reading, ask students to share their reactions to the story. Prompt a discussion by asking questions such as, "Have you ever been like the ant? Like the grasshopper? How did

you feel?" Tell students they are fortunate that they do not have to work to prepare all the food they will need for the winter. However, they do have important tasks for which they need to take responsibility.

2. Say, "As a class, we are going to come up with steps that we can follow to help us take responsibility for our actions and accept our consequences." With help from the students, create steps on a chart. Guide students to think of the following steps:
  - a. Tell the truth.
  - b. Apologize to those hurt by your actions (write a letter, clean up a mess).
  - c. Accept the consequence without excuses, getting mad, talking back, or blaming others.
  - d. Reflect on what you learned. (Will I do this again? What could I have done differently?)
  - e. Move on—everyone makes mistakes.
  - f. Don't let it ruin your day!
  
3. Once the steps have been created, model to the class how you would follow the steps. Then, give students a chance to practice the steps by providing them with a scenario. Say, "You have been told several times to stop talking to your neighbor. You were also told that the next time you were caught talking, you would have to walk a few laps at recess. I just caught you talking again. What can you do to accept responsibility?"
  
4. Students can act out scenarios from school, home, and the community where they take responsibility for their actions and accept consequences appropriately. You can provide students with scenarios and consequences, or the students can come up with their own.
  
5. Review with students the importance of taking responsibility for our actions and accepting the consequences of our actions and decisions. Encourage the students to practice these steps.

#### Questions for Assessment:

1. What does it mean to be responsible?
2. What are some responsibilities of students your age?
3. How can you show responsibility at home and at school?

#### Extension Activity:

1. Students can analyze and document the various responsibilities they have for themselves, their family, and their community. Students can work solo or in pairs to fill out the "Circles of Responsibility" activity sheet.

**Credits/Sources:**



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# CIRCLES OF RESPONSIBILITY

