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LESSON PLAN 2 RESPONSIBILITY AND MOSES, AND APPRECIATION OF HARD WORK

PART A: LESSON METHODOLOGY

QUALITY	Responsibility
<p>GENERAL DESCRIPTION OF THE QUALITY</p>	<p>According to Oxford dictionary responsibility is <i>a duty to deal with or take care of somebody/something, so that you may be blamed if something goes wrong</i>. It means: to be in a position of responsibility (It's time for someone to take responsibility and get the job done).</p> <ul style="list-style-type: none"> • responsibility for something (She assumed responsibility for recruitment). • responsibility for doing something (They have responsibility for ensuring the rules are enforced). • responsibility to do something (It is their responsibility to ensure the rules are enforced). • parental rights and responsibilities (She is no longer able to fulfil her responsibilities). <p>✓ ocabulary.com gives a good explanation of responsibility and easy to understand for young people: <i>a responsibility is something you're required to do as an upstanding member of a community</i>. If you're in a band, it's your responsibility to learn the songs and show up to practice on time.</p> <p>Youth is seen within different kind of responsibilities today: to build the nation, to make the society good and noble, to improve the community (Safi, 2020). Youth are expected to advance the current technology, education, politics, peace of the country. On the other hand, youths have also to maintain the culture of our culture, all good values in the societies, development projects, etc. Youth is the backbone of any nation (Shoaib, 2020).</p>



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Responsibility of youth is closely linked to social responsibility. Youth are the most productive, creative, unique assets, innovative resources for social change and real democracy, for which they have to rise up to play their due role right. Youth can be groomed as potential resource in nation building if they are mobilized in a positive manner and guided to take a responsibility (*Frontier Post*).

Therefore, youth must be given representation of situations to stimulate a positive production of them in the real life. Their understanding of social and political issues and active participation in the processes could lead to eradicating of social injustices from the society and upholding of democracy. Youth is and is willing to be responsible to build the nation (in accordance with the research study of the project MoPYL), to make the society good and noble. They can improve the community and culture of society. If youth understand his/her responsibilities, a large number of crimes may reduce within one day.

Personal responsibility is also of a great importance: personal responsibility is the level of commitment one is willing to make in setting and achieving clear goals. In other words, being personal responsible means taking responsibility for one's actions, words, and performance at work. Responsible employees understand that they are in full control of themselves (*Conover*).

The Bible has a lot to say about taking responsibility. For example, we are to be responsible for the way we act toward others (Luke 10:30-37). We are responsible for the way we treat our families (1 Timothy 5:8).

The Bible teaches that right is always right and wrong is always wrong, regardless who the parties involved might be. It is put in our hearts through the form of conscience expecting each of us to take personal responsibility and accountability for our actions.

The Bible teaches also responsibility to others. Galatians 6:2 says, "*Carry each other's burdens, and in this way you will fulfil the law of Christ.*" Nobody should walk alone through life and often burn out of a too heavy load. People need to share the responsibility. Jesus removed our greatest burden at the cross.

The most famous Bible verses about personal responsibility:

	<p>Galatians 6:5 <i>For each one will bear his own load.</i></p> <p>1 Timothy 5:8 <i>But if anyone does not provide for his own, and especially for those of his household, he has denied the faith and is worse than an unbeliever.</i></p> <p>2 Corinthians 5:10 <i>For we must all appear before the judgment seat of Christ, so that each one may be recompensed for his deeds in the body, according to what he has done, whether good or bad.</i></p> <p>Deuteronomy 24:16 <i>Fathers shall not be put to death for their sons, nor shall sons be put to death for their fathers; everyone shall be put to death for his own sin.</i></p> <p>Job 19:4 <i>Even if I have truly erred, my error lodges with me.</i></p> <p>Proverbs 9:12 <i>If you are wise, you are wise for yourself, and if you scoff, you alone will bear it.</i></p> <p>Jeremiah 31:30 <i>But everyone will die for his own iniquity; each man who eats the sour grapes, his teeth will be set on edge.</i></p> <p>Romans 14:4 <i>Who are you to judge the servant of another? To his own master he stands or falls; and he will stand, for the Lord is able to make him stand.</i></p> <p>See what youth themselves according to the research done by the project MoPYL team have to say about the responsibility below in the chapter of “Dilemma”.</p>
<p>GENERAL DESCRIPTION OF THE LESSON</p>	<p>The lesson consists of three parts – introductory part (~ 10% of the time), main part (~ 75% of the time), final part (~ 15% of the time). The introductory part consists of: a) links with other lessons; b) introduction. The main part consists of theoretical and practical (individual, pair, group) parts. The final part consists of a lesson summary and conclusions, feedback, questions and answers.</p>



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<p>AIMS OF THE LESSON</p>	<p>1) to learn positive features of responsibility, such as treating others fairly, being trustworthy, honour own commitments, and be environmentally aware; 2) to put into practice the positive features of responsibility through life situations.</p>
<p>NON FORMAL EDUCATION METHODS OF THE LESSON</p>	<p>1) theoretical training, 2) discussions, debates, learning to learn, observing, feedback, questions and answers, etc.</p>
<p>AGE GROUP</p>	<p>13-15 years old</p>
<p>EXPECTED OUTCOMES OF THE LESSON</p>	<p>1) positive features of responsibility, such as treating others fairly, being trustworthy, honour own commitments, and be environmentally aware learned and perceived; 2) positive features of responsibility through discussions and debates put into practice.</p>
<p>PART B: LESSON DESCRIPTION</p>	
<p>SLOGAN</p>	<p style="text-align: center;"><i>You can't escape responsibility of tomorrow by evading it today.</i> <i>Abraham Lincoln</i></p>
<p>DILEMMA</p>	<p>Project qualities promoted by this lesson plan Part A along with the responsibility, are also leadership shown by Moses actions, and strong self-motivation shown, when Moses was pleading with God to release him from the leadership position in bringing his people out of Egypt. In addition, the lesson plan covers gentleness which may be strongly seen how spontaneously Moses acted in age of 40 by killing one of Egyptians and in his age of 80 when he surrendered to God's will.</p>

Within the Part B the same qualities are promoted: responsibility when the young man did what the director asked him to do at home. Of course, his attitude went together with leadership that could be discerned when he – not asked, washed all the clothing instead of his mother. And also self-motivation is covered within this story – the young man was highly motivated to get the job position and did what he was asked. Moreover, he did more – not only cleaned his mother’s hands, but also washed the clothing, took a time to talk with his mother, which helped him to realize the hard work behind his achievements and further on he proved himself in the new position.

According to the project MoPYL Research Report, responsibility got a high sense in terms of instrumental values – 8.22 points (out of 10), lacking just a little bit behind the top value of enjoyment that reached 8.82 (page 7).

Instrumental values regarding responsibility were grouped in the following summarization (page 14):

- **Effort at work (meaning youths’ duties – school, extracurricular activities).**
- **Sense of responsibility.**
- **Good manners.**
- **Determination and preservance.**
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The role of youth in society per country according to comprehension of responsibility by the young respondents of the MoPYL research differed equally among society considering young people little or not at all responsible, little or not at all respectful, violent, caring about others (page 16).

Within the results of MoPYL Focus Groups there is a discussion about the high scores given to the value of responsibility and the value of living as one chooses regardless of what others say (the first page of Focus Groups).

Further, on the Focus Group results say that overall, the value system shown seems sound and can contribute to today's young people becoming responsible adults tomorrow. However, as obstacles to this process, parental over-protection, the culture of immediacy, and the desire of many young people to reach adulthood without the necessary transformation process (page 3-4 of the Focus Groups).



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	<p>The results of the MoPYL Research Report helped the project consortium to decide upon the amount of values of responsibility to be promoted by the project plans.</p> <p>See the full project MoPYL Research Report in the project's homepage www.mopyl.eu.</p>		
MATERIALS NECESSARY FOR THE LESSON	Projector, screen, computer, access to Wi-Fi or mobile internet		
LESSON LENGTH	1 learning hour, i.e. 45 minutes		
<u>INTRODUCTORY PART</u>	Anticipatory set	3 minutes	<ul style="list-style-type: none"> greeting, blessing and engaging students connection with prior learning – reflections, feedback, discussions explanation of the current lesson's material explanation of tasks for the students connection to the future learning
	Introduction of the new material	2 minutes	<ul style="list-style-type: none"> direct instructions of the content modelling of new skills – responsibility checking of students' understanding
<u>MAIN PART</u>	Guided practice: youth leaders are given two options for this part: part A is a Christian lesson; part B is a secular lesson. Both lessons stand on equal qualities.	28 minutes	<p>TITLE A RESPONSIBILITY AND MOSES</p> <p style="text-align: center;"><u>or</u></p> <p>TITLE B RESPONSIBILITY AND APPRECIATION OF HARD WORK</p>



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	<p><u>PART A</u></p> <p>Moses is one of the main characters of the Bible showing responsibility, which is the best seen in his dialogue with God and pleading for someone else to take the responsibility as Moses considered himself the meekest person on the face of the Earth of that time. The story of Moses is told in the biblical books of Exodus, Leviticus, Deuteronomy, and Numbers (but he continues to be referenced throughout the Bible and is the prophet most often cited in the New Testament).</p> <p>Mose’s story of the 10 plagues over Egypt, and how he led his people through the Red Sea told by the teacher following chapters 3 – 12 in the Book of Exodus of the Scripture. Or displayed in a Superbook episode 4 of season 1 HERE (episode 104) once you are logged in (registration is mandatory to be able to watch the Superbook episodes). Length of the episode – 24 minutes.</p> <p>Free online registration to watch Superbook episodes throughout all seasons HERE.</p>
<p>GROUP PRACTICE PART A</p>	<p>10 minutes</p> <p>At first, the teacher asks if there are any questions related to the story Moses. The teacher answers and explains all related issues. Prior to giving answers, the teacher encourages other learners to reply.</p> <p>The teacher asks if the class can name a similar person of our time. Can they link Moses’s actions to any famous person, or maybe not famous – perhaps, somebody can name their parents, friends, relatives, etc., with a definite attitude considering him/herself meek, but turning out to be highly responsible, leading and effective?</p> <p>If no one can mention anyone, the teacher relates to the story of Moses and, for example, Winston Churchill in his role as Prime Minister of Britain during the World War II (he was given near-dictatorial power by Parliament, yet used it for the benefit of nations).</p> <p>Both Churchill and Moses were leaders when their nations were in a survival crisis, and they had to take responsibility and were able to lead to a successful conclusion with nothing more than a strong vision and lots of charisma.</p> <p>Both came from privileged background — Moses was raised in Pharaoh’s princess’ home. Churchill was from an</p>



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	<p>aristocratic family.</p> <p>Both men also have flawed natures. Moses killed someone in Egypt. Churchill ordered the chemical bombing of Iraqi rebels and sent hundreds of thousands of soldiers to their death in Gallipoli during the First World War. Both liked to make dramatic speeches, which sounded motivating at the time. One of the shortest speeches of Churchill was his famous: ‘Never, never, never give up!’</p> <p>Both men had a high regard for human life and human wellbeing, but were quite willing to sacrifice large number of people through stupid decisions. God was so fed-up with Moses sometimes that eventually he refused to allow Moses to enter the Promised Land!</p>
<p>SITUATION</p>	<p><u>PART B</u></p> <p>One young academically excellent person went to apply for a managerial position in a big company. He passed the first interview. The director did the last interview, made the last decision. The director discovered from the CV that the youth’s academic achievements were excellent all the way, from the secondary school until the postgraduate research, never had a year when he did not score.</p> <p>The director asked, “Did you obtain any scholarships in school?” The youth answered “none”.</p> <p>The director asked, “Was it your father who paid for your school fees?” The youth answered, “My father passed away when I was one year old, it was my mother who paid for my school fees”.</p> <p>The director asked, “Where did your mother work?” The youth answered, “My mother worked as clothes cleaner. The director requested the youth to show his hands. The youth showed a pair of hands that were smooth and perfect”.</p> <p>The director asked, “Have you ever helped your mother wash the clothes before?” The youth answered, “Never, my mother always wanted me to study and read more books. Furthermore, my mother can wash clothes faster than me”.</p> <p>The director said, “I have a request. When you go back today, go and clean your mother’s hands, and then see me tomorrow morning”.</p>

	<p>The youth felt that his chance of landing the job was high. When he went back, he happily requested his mother to let him clean her hands. His mother felt strange, happy but with mixed feelings, she showed her hands to the kid. The youth cleaned his mother’s hands slowly. His tear fell as he did that. It was the first time he noticed that his mother’s hands were so wrinkled, and there were so many bruises in her hands. Some bruises were so painful that his mother shivered when they were cleaned with water.</p> <p>This was the first time the youth realized that it was this pair of hands that washed the clothes everyday to enable him to pay the school fee. The bruises in the mother’s hands were the price that the mother had to pay for his graduation, academic excellence and his future. After finishing the cleaning of his mother’s hands, the youth quietly washed all the remaining clothes for his mother. That night, mother and son talked for a very long time. Next morning, the youth went to the director’s office.</p> <p>The Director noticed the tears in the youth’s eyes, asked: “Can you tell me what have you done and learned yesterday in your house?” The youth answered, “I cleaned my mother’s hand, and also finished cleaning all the remaining clothes”. The Director asked, “Please tell me your feelings”. The youth said, “Number 1, I know now what is appreciation. Without my mother, I would not be successful today. Number 2, by working together and helping my mother, only I now realize how difficult and tough it is to get something done. Number 3, I have come to appreciate the importance and value of family relationship”.</p> <p>The director said, “This is what I am looking for to be my manager. I want to recruit a person who can appreciate the help of others, a person who knows the sufferings of others to get things done, and a person who would not put money as his only goal in life. You are hired”. Later on, this young person worked very hard, and received the respect of his subordinates. Every employee worked diligently and as a team. The company’s performance improved tremendously (<i>Moral Stories</i>).</p>
<p>MORAL</p>	<p><i>If one doesn’t understand and experience the difficulty it takes to earn the comfort provided by their loved ones, than they will never value it and may not take responsibility of their own actions and others’. The most important thing is to experience the difficulty and learn to value hard work behind all the given comfort.</i></p>



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<p>GROUP PRACTICE PART B</p>	<p>10 minutes</p>	
	<p>At first, the teacher asks if there are any questions related to the story. The teacher answers and explains all related issues. Prior to giving answers, the teacher encourages other learners to reply. The teacher asks if the class can name a similar person or story? Can they link young person’s actions to any known event or situation?</p> <p>The teacher links the moral of the lesson to the gradual growing in the school through all grades starting from grade 1 to 12. The teacher asks:</p> <ol style="list-style-type: none"> 1) <i>Have you noticed the difference between you in, for example, mathematics in grade 1 and grade 6?</i> 2) <i>Have you noticed the difference in how you solved difficulties in grade 1 (for example, bad remark or grade in some subject)?</i> 3) <i>Has your attitude changed?</i> 4) <i>Can you now see more options in solving some issues than in your first years of school?</i> 	
<p><u>FINAL PART</u></p>	<p>12 minutes</p>	<p>Brief summarizing of the lesson, discussion of the lessons learned, debates if the learners raise unclear, discussable issues. Feedback of learners for the best practices to be applied for future.</p>
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