



LESSON PLAN 30 RESPONSIBILITY AROUND US

PART A: LESSON METHODOLOGY

QUALITY	Responsibility
<p>GENERAL DESCRIPTION OF THE QUALITY</p>	<p>According to the US Department of Education, responsibility involves:</p> <ul style="list-style-type: none"> ● keeping promises, ● honoring commitments, ● accepting the consequences for what one says or does, ● developing one's potential, ● taking charge of one's life, ● caring, ● being fair, ● helping others. <p>People who assume the value of responsibility do not look for excuses for their actions or blame others when things go wrong. They give a thorough look over things and apply good judgment before they take action. They behave in ways that encourage others to trust them. They make decisions without infringing on the liberty of others and take into account not only their well-being but the others' wellbeing, such as the family, the community.</p> <p>What is leadership then? 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>



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- 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).

✓ [oxabulary.com](https://www.oxfordlearnersdictionaries.com/definition/english/responsibility) gives a good explanation of responsibility and easy to understand for young people: *a responsibility is something you're required to do as an upstanding member of a community*. If you're in a band, it's your responsibility to learn the songs and show up to practice on time.

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).

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



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	themselves (<i>Conover</i>).
GENERAL DESCRIPTION OF THE LESSON	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.
AIMS OF THE LESSON	<ol style="list-style-type: none"> 1) to learn positive features of responsibility, such as commitment, honor, keeping one's work, resilience; 2) to learn about situations that require from people the positive qualities of responsibility; 3) learn when a responsible citizen should act and what are the potential societal frameworks that require responsibility.
NON FORMAL EDUCATION METHODS OF THE LESSON	<ol style="list-style-type: none"> 1) theoretical training, introduction into what the value of responsibility is and entails. 2) discussions, debates, learning to learn, simulation, observing, feedback, questions and answers, etc.
AGE GROUP	13-15 years old
EXPECTED OUTCOMES OF THE LESSON	<ol style="list-style-type: none"> 1) students learn about the positive features of responsibility, such as caring, commitment, being fair, helping others, doing one's share of their work, keeping promises, accepting consequences of one's actions. 2) students understand the importance of responsibility by being put face to face with day-to-day situations that they may experience in their life that require from their part responsibility.

PART B: LESSON DESCRIPTION

<p>SLOGAN</p>	<p><i>It is easy to dodge our responsibilities, but we cannot dodge the consequences of dodging our responsibilities.</i></p> <p style="text-align: right;"><i>Sir Josiah Stamp</i></p>
<p>DILEMMA</p>	<p>Responsibility was selected as one of the top 4 project values along with responsibility, sense of belonging and self-motivation. Within the project life-time, 305 young people of age 14 – 15 years were questioned regarding the thirteen values promoted by the project MoPYL, which helped to see the focus of the young people and develop lesson plans taking into account needs and expectations of youth. In accordance with the MoPYL research report, responsibility turned out to be the first most important value.</p> <p>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).</p> <p>Instrumental values regarding responsibility were grouped in the following summarization (page 14):</p> <ul style="list-style-type: none"> • Effort at work (meaning youths’ duties – school, extracurricular activities). • Sense of responsibility. • Good manners. • Determination and preservance. • <p>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).</p> <p>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).</p>

	<p>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).</p> <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>		
<p>MATERIALS NECESSARY FOR THE LESSON</p>	<p>Projector, screen, computer, access to Wi-Fi or mobile internet, chalkboard/ flipchart, colourful pens, A4 paper for note taking, 5 pieces of paper with the 5 situations written on them</p>		
<p>LESSON LENGTH</p>	<p>1 learning hour, i.e. 45 minutes</p>		
<p><u>INTRODUCTORY PART</u></p>	<p>Anticipatory set</p>	<p>3 minutes</p>	<ul style="list-style-type: none"> ● greeting and engaging students ● connection with prior learning on the topic ● explanation of the current lesson's material ● explanation of tasks for the students ● connection to the future learning
	<p>Introduction of the new material</p>	<p>2 minutes</p>	<ul style="list-style-type: none"> ● direct instructions of the content ● modelling of new values – responsibility ● checking of students' understanding



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<u>MAIN PART</u>	Guided practice	30 minutes	TITLE: RESPONSIBILITY AROUND US
<p>The Parable of the Talents (Matthew 25:14-30) “For it is as if a man, going on a journey, summoned his slaves and entrusted his property to them; 15 to one he gave five talents, to another two, to another one, to each according to his ability. Then he went away. At once 16 the one who had received the five talents went off and traded with them and made five more talents. 17 In the same way, the one who had the two talents made two more talents. 18 But the one who had received the one talent went off and dug a hole in the ground and hid his master’s money. 19 After a long time the master of those slaves came and settled accounts with them. 20 Then the one who had received the five talents came forward, bringing five more talents, saying, ‘Master, you handed over to me five talents; see, I have made five more talents.’ 21 His master said to him, ‘Well done, good and trustworthy slave; you have been trustworthy in a few things; I will put you in charge of many things; enter into the joy of your master.’ 22 And the one with the two talents also came forward, saying, ‘Master, you handed over to me two talents; see, I have made two more talents.’ 23 His master said to him, ‘Well done, good and trustworthy slave; you have been trustworthy in a few things; I will put you in charge of many things; enter into the joy of your master.’ 24 Then the one who had received the one talent also came forward, saying, ‘Master, I knew that you were a harsh man, reaping where you did not sow and gathering where you did not scatter, 25 so I was afraid, and I went and hid your talent in the ground. Here you have what is yours.’ 26 But his master replied, ‘You wicked and lazy slave! You knew, did you, that I reap where I did not sow and gather where I did not scatter? 27 Then you ought to have invested my money with the bankers, and on my return I would have received what was my own with interest. 28 So take the talent from him, and give it to the one with the ten talents. 29 For to all those who have, more will be given, and they will have an abundance, but from those who have nothing, even what they have will be taken away. 30 As for this worthless slave, throw him into the outer darkness, where there will be weeping and gnashing of teeth.’</p> <p>At first, the teacher reads out loud the passage from the Bible and leaves one minutes moment for reflection for the students, explaining that the Parable is considered a model for many faces of the value of responsibility. Each of us, over a lifetime, assumes various types of responsibilities.</p>			



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GROUP PRACTICE	<p>10 minutes</p> <p>The teacher asks if there are any questions on the Parable. The teacher takes up all questions and provide answers. The teacher briefly explains the passage to the students.</p> <p>The characters of the Parable are:</p> <ol style="list-style-type: none">1. The master representing God2. The servants, representing all of us.3. The talent constitutes the property that God gives to us, the gifts – as a unit of currency, a talent was worth about 6,000 denarii. <p>Questions:</p> <ol style="list-style-type: none">1. How is the parable an example of a narrative that emphasizes the value of responsibility?2. Why were the servants owing the master to invest their talent?3. Do you identify with the story? If yes, how?4. Please provide an example of responsibility that comes out of the parable.5. Do you know any other types of responsibility?6. What are your responsibilities as young people?
SITUATION	<p>The teacher divides learners into 5 groups.</p> <p>Situation:</p> <p>The situations are:</p> <ol style="list-style-type: none">1. Responsibility and Community Life <p>The area where you live is close to a forest that unfortunately has been the victim of deforestation. The local council in collaboration with the Forest District organized a campaign of ecologization – planting trees in the forest area. The children at school are invited to participate as volunteers. Some of the children agree to be volunteers and some no. What</p>



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do you think? Are the students responsible to take part in the campaign or not? Please explain why yes and why not. What values come out of responsibility in this situation?

2. Responsibility and Family

Grandma Elsa is 74 years old. She is getting sick and needs the support of the family members. She needs to take her medicine on time and be careful with her diet. Every Tuesday, Grandma has to go to the nurse and get a special medicine. Her niece, Sanda, is the only one available in the house at that time in the afternoon. Usually, for Sanda, the Tuesday afternoons are devoted to meeting with her friends for a football match. However, she has the chance to play other times during the week. Should Sanda sacrifice the Tuesday football match and help her Grandma? What do you think?

3. Responsibility and Pets

Ted lives in a neighborhood where there are plenty of homeless dogs and cats. This is due to the negligence of people who threw them away, did not sterilize them and did not take care of them.

- I'm going to John's house, Dad.**
- Have you contacted the vet to sterilize the dog?**
- No. I'll do that when I get back.**
- John, time flies and taking care of the dog is your responsibility. You have seen the situation of the dogs and cats on the street. In this house, meeting our responsibilities comes first. Call the vet, make an appointment and then you can go to John's house.**

4. Responsibility and Talents

Maria's parents noticed from an early age her talent for music. They started to save money to offer her musical classes with a specialized professor. Maria agreed to go to the classes and work hard on the talent that she received. Maria likes music and wants to sing, however sometimes, she seems a bit lazy to go to classes and skip. Her parents do not know about her skipping classes and think that Maria is progressing every day. Maria is dreaming of becoming a great singer one day but working hard is not always her asset.

	<p>Does Maria have a responsibility to follow the lessons accordingly and exercise her talent? Does Maria have a responsibility to cultivate her talent?</p> <p>5. Responsibility and School Work You are divided into teams to work on a school project. You decide together to share your tasks, you are responsible for coloring some of the drawings that will be part of the project. Together with your colleagues, you decide to stay after school time to finalize the project. At first you say yes, but then in your thoughts, you are thinking of a way to skip your duty to help, your tasks, thinking that the others will do your work and you will collect the benefits. What do you think of this behavior? Do you find it appropriate? Do you find it responsible? How would you have acted instead?</p> <p>The task: they are given to choose among 5 situations – 1 situation for each group. They are given the situations on a piece of paper, are invited to read, discuss in groups and then present their situation and conclusion in front of the group.</p> <p>The teacher acts as an observer to monitorize the flow of the group. The teacher is always at the disposal of the students in case any questions arise.</p> <p>Presentation: after finishing the task, all groups are invited to come in front of the class and discuss their situations.</p>	
<p>MORAL</p>	<p><i>It is important to cultivate God's Blessings and grow our gifts from God.</i></p>	
<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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