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Programs for Youth  
Republic of Latvia



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# MOPYL

Mobile Program for Youth Learners



## LESSON PLAN 35 ACKNOWLEDGING RESPONSIBILITY

### PART A: LESSON METHODOLOGY

QUALITY	Responsibility
<p><b>GENERAL DESCRIPTION OF THE QUALITY</b></p>	<p>According to the US Department of Education, responsibility involves:</p> <ul style="list-style-type: none"> <li>● keeping promises,</li> <li>● honoring commitments,</li> <li>● accepting the consequences for what one says or does,</li> <li>● developing one's potential,</li> <li>● taking charge of one's life,</li> <li>● caring,</li> <li>● being fair,</li> <li>● helping others.</li> </ul> <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 <a href="#">Oxford dictionary</a> 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).

✓ [ocabulary.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> ).
<b>GENERAL DESCRIPTION OF THE LESSON</b>	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.
<b>AIMS OF THE LESSON</b>	<ol style="list-style-type: none"> <li>1) to learn positive features of responsibility through playing games;</li> <li>2) to learn about situations that require from people the positive qualities of responsibility;</li> <li>3) learn when a responsible citizen should act and what are the potential societal frameworks that require responsibility.</li> </ol>
<b>NON FORMAL EDUCATION METHODS OF THE LESSON</b>	<ol style="list-style-type: none"> <li>1) theoretical training, introduction into what the value of responsibility is and entails.</li> <li>2) discussions, debates, learning to learn, simulation, observing, feedback, questions and answers, etc.</li> </ol>
<b>AGE GROUP</b>	13-15 years old
<b>EXPECTED OUTCOMES OF THE LESSON</b>	<ol style="list-style-type: none"> <li>1) students learn about the positive features of responsibility, such as caring, commitment, being patient, doing one's share of their work, keeping promises, accepting consequences of one's actions.</li> <li>2) students understand the importance of responsibility by being put face to face with a situation, such as taking care of a flower in the long run.</li> </ol>

## PART B: LESSON DESCRIPTION

<p>SLOGAN</p>	<p>Most people do not really want freedom, because freedom involves responsibility, and most people are frightened of responsibility.</p> <p style="text-align: right;"><i>Sigmund Freud</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"> <li>• Effort at work (meaning youths’ duties – school, extracurricular activities).</li> <li>• Sense of responsibility.</li> <li>• Good manners.</li> <li>• Determination and preservance.</li> <li>•</li> </ul> <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 <a href="http://www.mopyl.eu">www.mopyl.eu</a>.</p>		
<p><b>MATERIALS NECESSARY FOR THE LESSON</b></p>	<p>Flowers, pens, paper</p>		
<p><b>LESSON LENGTH</b></p>	<p>1 learning hour, i.e. 45 minutes</p>		
<p><b><u>INTRODUCTORY PART</u></b></p>	<p>Anticipatory set</p>	<p>3 minutes</p>	<ul style="list-style-type: none"> <li>● greeting and engaging students</li> <li>● connection with prior learning on the topic</li> <li>● explanation of the current lesson's material</li> <li>● explanation of tasks for the students</li> <li>● connection to the future learning</li> </ul>
	<p>Introduction of the new material</p>	<p>2 minutes</p>	<ul style="list-style-type: none"> <li>● direct instructions of the content</li> <li>● modelling of new values – responsibility</li> <li>● checking of students' understanding</li> </ul>



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<p><b><u>MAIN PART</u></b></p>	<p><b>Guided practice</b></p>	<p><b>30 minutes</b></p>	<p><b>TITLE:</b> <b>ACKNOWLEDGING RESPONSIBILITY</b></p>
	<p><b>In order to stimulate debates and knowledge about responsibility and help young students identify the positive features of responsibility, the game ‘Acknowledgement of Responsibility’ will be played. This is a game that emphasizes the importance of the value of ‘Responsibility’ in the long term. It also shows the fruits that one collects in the long run if they choose to be responsible.</b></p> <p><b>The teacher starts with the slogan of the day: “Most people do not really want freedom, because freedom involves responsibility, and most people are frightened of responsibility” by Sigmund Freud and asks if someone has heard this slogan or a similar quote.</b></p> <p><b>The teacher mentions the author of the slogan and asks whether students know who Sigmund Freud is. Sigmund Freud was an Austrian neurologist and the founder of psychoanalysis, a clinical method for evaluating and treating pathologies.</b></p>		
<p><b>GROUP PRACTICE</b></p>	<p><b>The teacher describes the game to the students and their tasks.</b></p> <p><b>Description:</b>  <b>The game aims as its title suggests to determine if the students acknowledge the role and importance of responsibility, especially in the long run. More importantly, the students get to collect the fruits of responsibility. While assuming responsibility, they also understand other values that are instilled in them because of being responsible. Some of these values are patience and care.</b></p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>● <b>Before the day when the lesson is run, the students are asked to bring a small plant to school/meeting place/education facility.</b></li> <li>● <b>On the day of the lesson, the teacher explains why they were asked to bring a plant to school/meeting place/education facility.</b></li> </ul>		

	<ul style="list-style-type: none"> <li>● Students are required to write their name on the plant and the current date and place it either at the window, in a corner of the classroom or on their desk.</li> <li>● Teacher explains to the students that they are responsible for taking care of the plant.</li> <li>● Each player must water their plant and ensure it is in a good environment.</li> <li>● The game will expand for 3-4 months.</li> <li>● After 3-4 months, if the plant withers, the player that was responsible to take care of it and make it grow will be eliminated from the game.</li> <li>● The winner will be the player that has helped the plant to grow for the longest period of time.</li> </ul> <p>After explaining the description and tasks of the game, the teachers brings the students in a round circle and launches the following questions:</p> <ol style="list-style-type: none"> <li>1. What do you think about responsibility as a value?</li> <li>2. Is responsibility important for you?</li> <li>3. Can you give examples of moments when you assumed responsibility? If yes, what did you learn and what fruits have you collected?</li> <li>4. Do you think that the Acknowledgement Game is suitable in order to cultivate and teach responsibility?</li> <li>5. Would you prefer a game that is played in the short run?</li> <li>6. Can you provide other examples similar to being responsible for taking care of a flower in your daily life?</li> </ol>	
<b>MORAL</b>	<i>Responsibility does find a way and this way requires patience and does not look for excuses.</i>	
<b><u>FINAL PART</u></b>	12 minutes	<p>Brief summarizing of the lesson, discussion of the lessons learned, debates if the learners raise unclear, discussable issues.</p> <p>Feedback of learners for the best practices to be applied for future.</p>
<b>REFERENCES</b>	<ol style="list-style-type: none"> <li>1. <b>Conover</b>. <i>Professionalism: Personal Responsibility</i>. Accessed: 31.10.2022. <a href="https://www.conovercompany.com/professionalism-personal-responsibility/">https://www.conovercompany.com/professionalism-personal-responsibility/</a>.</li> <li>2. <b>Erasmus+ Project</b>. 2022. <i>Mobile Program for Youth Learners. MoPYL Research Report</i>. Available at: <a href="http://www.mopyl.eu">www.mopyl.eu</a>.</li> </ol>	



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