



PROGRAMME 14: ME

AIM

The aim of this unit is for students to develop, understand and foster self-responsibility in their home and school lives.

LEARNING OBJECTIVES

Students will be able to:

- define self-responsibility and irresponsibility
 - recognise the benefits of being responsible
 - evaluate different scenarios that define self-responsibility.
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SKILLS

- Information Technology
 - Co-operation
 - Communication
 - Social skills
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MATERIALS

- Episode Me, DVD 2, Bryan & Bobby Series 3
 - Large pieces of paper
 - Pens and markers
 - Crayons
 - A3 sheets of paper with questions
 - Agree and Disagree signs
 - Role play cards with scenes written on them
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VIRTUES

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|-------------------|-----------------|
| - Confidence | - Understanding |
| - Awareness | - Service |
| - Self-discipline | - Positivity |
| - Responsibility | - Respect |

LESSON (*please adapt for junior students*)

1. Explain to your students that today they are going to learn about 'Self-responsibility'. Ask students to give ideas about what they believe self-responsibility is and note them on a large piece of paper or the whiteboard.
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2. Have the following questions printed or written out on a large piece of paper or the whiteboard for students to read. Organise the students into pairs. One of the pair will be A and the other will be B. A will begin reading the first question to partner B and B will answer. Every second question have A and B swap to ask and answer questions.

- Do you consider yourself to be a responsible person? Give an example.
- Do you think it's important for your friends and family to be responsible and why?
- Who is very responsible in your life and how do you respect them?
- What are the positive aspects about being responsible?

Discuss with your students their answers and write up as points to remember.

3. Play the episode '**Me**' DVD 2 Bryan & Bobby Series 3.
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4. Agree or Disagree – Self-responsibility

Have the words **Agree** and **Disagree** on separate pieces of paper and post them on opposite walls. Explain to the students that they are going to stand somewhere on an invisible line between the two signs. They will stand on the part that most reflects their beliefs according to the following questions:

- Bobby should have eaten all the candy because that means he's taking full responsibility for his health.
- Bryan was right when he said Bobby should exercise for at least 30 minutes a day.
- It doesn't really matter how long Bobby spent on the computer game, he was having fun.
- Going to bed early means less fun for Bobby.
- Ask the students if they agree that they, themselves, took responsibility for being honest about their answers and didn't just follow everybody else's beliefs.
- Finally ask if they believe it is important to be responsible for their own actions.

Discuss the students' answers and write up any interesting or contrasting ideas or points.

5. Role Play

Select pairs of students to role play or improvise given scenes of a typical period at school or at home. Both students should be either given the scene to read and then act out, or the teacher can whisper the scene to them instead.

- a) You have both been told to wash your desks at interval because you both drew on them in class. One of you does the job and the other tries to make the other leave early and go and play. Who is being the most responsible?
- b) You and your friend have been asked to look after the PE shed at lunchtime. A few items were not given back by children when the bell went. One of you tries to find the lost equipment/items, but the other tries to make him/her go back to class and not to tell the teacher. Who is being responsible?
- c) One of you is the new person in class, the other is the person the teacher has selected to buddy the new person at interval. The selected student decides to go off and play, and leaves the new student to play by themselves instead. What could you have done better?

d) You are both taking a test in class. One of you happens to be sitting next to someone who knows more than you. You whisper to her/him to give you the answer for number 3. She/he gives the answer. Is there self-responsibility here?

6. Complete the lesson with students answering the worksheet on 'How responsible am I?'

Visit www.bryanandbobby.co.nz for more information.

Watch the following episodes in the previous Bryan & Bobby Resource Kits:

Episode Keeping Safe, DVD1, Bryan & Bobby Series 1 and use the corresponding unit in Workbook 1

Episode Liar, Liar, DVD2, Bryan & Bobby Series 1 and use the corresponding unit in Workbook 1

Episode Boredom, DVD1, Bryan & Bobby Series 2 and use the corresponding unit in Workbook 2

Episode Choice, DVD1, Bryan & Bobby Series 2 and use the corresponding unit in Workbook 2

Episode Happy, DVD1, Bryan & Bobby Series 2 and use the corresponding unit in Workbook 2

Episode Nurture, DVD2, Bryan & Bobby Series 2 and use the corresponding unit in Workbook 2

Episode Puppy Fat, DVD2, Bryan & Bobby Series 2 and use the corresponding unit in Workbook 2

HOW RESPONSIBLE AM I?

Name: Date:

Tick the box that best represents you:

1. I read my home reader every night.

always sometimes never

2. I complete my homework.

always sometimes never





3. I have my learning tools ready
(pencils, rulers, rubbers etc).

always sometimes never

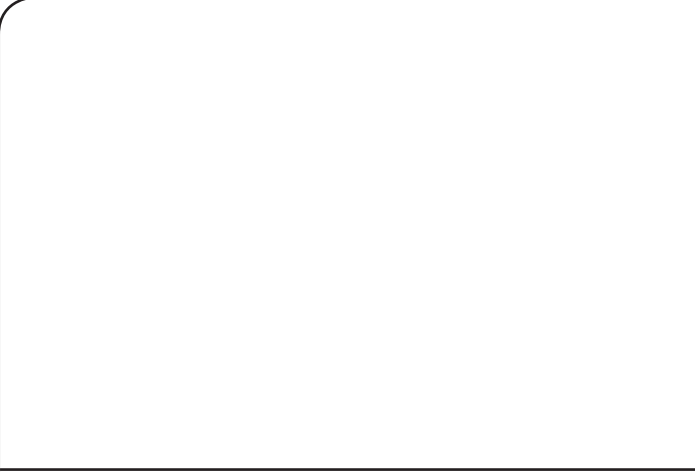
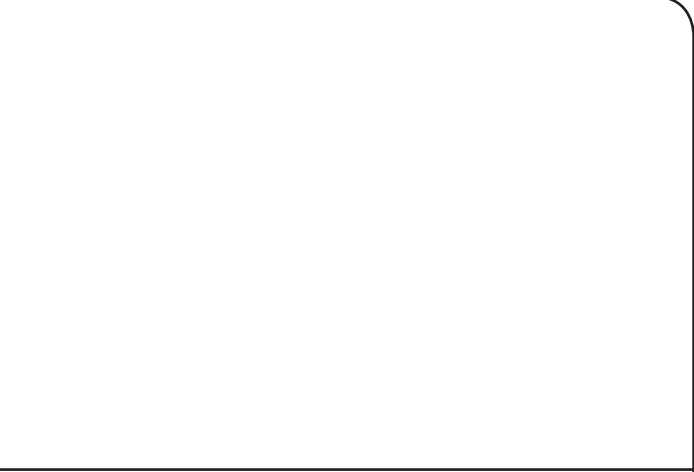


4. If I am given a chore or job to do, I do it.
People know they can rely on me.

always sometimes never

Draw two people who are very responsible in your life (eg, parent, police officer, minister, sister etc).
Write their name under their picture and give an example of how they are responsible.

Then draw two pictures of you doing something responsible. Underneath write what you are doing.

SUPPLEMENTARY ACTIVITIES

Topic

Have a coach of a sports team visit the class and explain how self-responsibility is important.

Have a police officer visit the class to explain where being very irresponsible can get you into trouble.

Take on a classroom chore without being asked by the teacher.

Write at least five things you could say to yourself when you are tempted to act irresponsibly. Write five positive things that would help make you more responsible in tricky situations.

Volunteer to become a librarian, road monitor, messenger or mediation monitor for your school.

Written Language

Write a fiction story about a character who did not act very responsibly health-wise, physically, socially or academically and where it got them.

Mind-map or brainstorm a typical day where you do things for yourself that would be responsible choices.

Interview your school student librarians, road monitors and mediation monitors and write up the interviews as an article for everyone to read.

Spelling

Find the word 'responsible' (or 'self-responsibility') in the dictionary and write out its meaning on poster paper for display.

Homework

Make an effort to do 'all' homework questions for the week, not only the ones you are good at.

Write down the family responsibilities you and/or your siblings have for the week.

ICT

Research famous figures in history and today who have major responsibilities in their line of work.