

STUDENTS' RESPONSIBILITIES



LESSON SUMMARY

BENCHMARK
SS.1.CG.2.1 <i>Explain the rights and responsibilities students have in the school community.</i>
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none">■ Students will identify the rights (e.g., treated with respect, physically safe learning environment) and responsibilities (e.g., come to school on time, do not damage school property) students have as members of their school community.■ Students will define rights as freedoms protected by laws in society and protected by rules in the school community.■ Students will define responsibilities as things citizens should do to benefit the community.
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none">■ ELA.1.C.2.1: <i>Present information orally using complete sentences and appropriate volume.</i>■ ELA.1.C.3.1: <i>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level</i>■ ELA.1.V.1.1: <i>Use grade-level academic vocabulary appropriately in speaking and writing.</i>■ HE.1.R.2.1: <i>Identify my role and responsibilities in the school, community, and family.</i>
ESSENTIAL QUESTION
What responsibilities do I have at school?
VOCABULARY
responsibilities, integrity
MATERIALS
<ul style="list-style-type: none">■ Definitions slides■ Students' Responsibilities slides or chart paper■ Students' Responsibilities exit slip or paper slip

ACTIVITY SEQUENCE

INTRODUCTION/HOOK
1. Pose the following question for discussion: What is a chore or task you are asked to do at home? (clean the dishes, take out the trash, make my bed, walk the dog) Have students think-pair-share before sharing some responses with the whole group.
ACTIVITY
<p>2. Explain that each of the chores or tasks described by students is a responsibility that they have at home. Introduce students to the term <i>responsibilities</i> using the “Definitions” slides #1. Emphasize that a responsibility benefits (makes better) the community, not just the individual completing the task, such as cleaning the dishes helps your family, not only yourself.</p> <p>3. Pose the following questions for discussion: Who’s job is it to clean up after us? (ourselves), Should we still clean up after ourselves or complete helpful tasks even if an adult isn’t watching? (yes), Will we get a prize every time we complete a helpful task? (No, but we are always benefiting the community)</p> <p>4. Introduce students to the term <i>integrity</i> using the “Definitions” slides #2.</p> <p>5. Explain to students that just like you have responsibilities to complete at home, students have responsibilities within the classroom and school communities as well. It is important to do these things even when no one is watching or even when it may not be for a reward.</p> <p>6. Project the “Students’ Responsibilities” slides.</p> <p>7. Pose the following question on each slide: What are some responsibilities students/you have in this location? Write down 1-3 responsibilities for each location on the slide or anchor chart paper to create a running list of school responsibilities. Guide students in understanding that they have responsibilities in each of these locations in school and it is not someone else’s job to do these things for us, we must do them ourselves. Emphasize the benefit to the community when we do.</p> <p>Teacher Note: <i>You may replace the images on each slide with pictures from your own school to increase relevance for students. The benchmark requires students to identify the responsibilities on their own, so ensure students are developing responses through matching listing, or naming. The teacher should not be reciting a list of responsibilities without student input.</i></p>
CLOSURE/FORMATIVE ASSESSMENT
<p>8. Give each student a post-it or piece of paper or the “Students’ Responsibilities” exit slip. Have students write down or draw one responsibility they want to personally work on within the classroom/school.</p> <p>Teacher Note: <i>You may need to remind students that the school community includes areas such as the cafeteria, auditorium, hallways, specials’ classrooms, etc.</i></p>

9. Display students' responses on a chart that can be referenced as needed along with school rules throughout the year.

ADDITIONAL RESOURCES

FJCC/LFI Website

Supporting Florida State Statutes:

- [Florida State Statute 1003.42: Required Instruction](#) (#4 a-e)

ANSWER KEYS

Exit slip responses should:

- Be in the context of the school community
- Address a responsibility the student has either in the classroom or school
- Address a responsibility that benefits the community, not only the individual

SOURCES

n/a