

SUBJECT: UNDERSTANDING BASIC SOCIAL AND CIVIC RESPONSIBILITIES

LESSON NAME: WHOSE RESPONSIBILITY IS IT?

Overview	
Time Needed	45 minutes
Materials Needed	<ul style="list-style-type: none"> • Slides with scenarios for activity typed on it • Laptop • Projector • Speakers • Internet Access
Learning Objectives	<p>Participants will be able to:</p> <ol style="list-style-type: none"> 1. Critically examine situations in the community and identify a responsibility to act and who has the responsibility 2. Identify and appreciate the outcomes (benefits/consequences) of individual action or inaction
Common Core Standards Met	<p>History & Social Studies (Grades 6-8)</p> <p>CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Speaking & Listening (Grade 7)</p> <p>CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when</p>

	<p>warranted, modify their own views.</p> <p>CCSS.ELA – Literacy.SL.7.6</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
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Step-By-Step	
Explain	Inform the class that the lesson will focus on identifying situations where there is an obligation, a responsibility, to act; identifying who has the responsibility; and explore possible courses of action.
Activity	<p>Divide the class into five (5) groups.</p> <p>Show slides with each of the following scenarios and ask one participant from each group to read the scenario aloud to the class. After all of the scenarios have been read aloud, assign each of the groups one of the scenarios. Each group will discuss the scenario and answer questions relating to the issue of responsibility.</p> <ol style="list-style-type: none"> 1. It was late on a Friday night, Government of Guam payday, at the Cinema Wing of the Micronesia Mall parking structure. Mary Leon Guerrero had just watched a movie and was heading to her car to go home. The parking structure was full because the latest Star Wars movie had just premiered, so Mary had to park in the far corner of the basement level. There were several other people who were also parked on the basement level walking to their cars. She was texting a friend as she was walking and didn't notice the man watching her in the dark. Before she knew it, he grabbed her from behind and was trying to take her purse from her. She started screaming, "Help! Get away from me! Help!" Several people stopped when they heard the screams. One person stood there and tried to use his smart phone to record what was happening. A couple of people rushed to their cars and locked their doors. Another person yelled to the man "Hey, get away from her!", but he did not attempt to help Mary. Seeing that no one was going to stop him, he punched Mary in the face a few times and then ripped her purse from her arms and fled. 2. Martin was hanging out with his two older cousins who were not very good people. He figured that they probably stole stuff

because they always had that new-new, but neither Drake nor Dorilena had jobs. While surfing on Facebook (FB), Martin noticed a surveillance video circulating on people's FB walls. People were writing that two people, a male and a female had broken into someone's home and stole money, laptops, tablets and cellphones. Although the video was grainy, Martin immediately recognized Drake and Dorilena. He looked around the room and noticed a new MacBook and iPad Pro on the coffee table. When Martin hit the home button on the iPad, the photo on the screen saver was the same as the profile picture of a guy named Griff, the same person who first shared the video of the couple breaking into his house. Griff was offering a reward of \$500 for information leading to the arrest of the people responsible for the burglary of his house.

3. During lunchtime at Agueda Johnston Middle School, Joey was playing basketball with some of his friends. When he took a break, he sat and watched the game continue. He noticed two 8th graders, Claud and Roland, walk to a restricted area and take out cigarettes and start smoking. One of the boys, Claud, looked over at a group of 6th graders who were sitting nearby and started to walk toward the group. Claud grabbed a short kid, Gregory, and shoved him to the ground. Claud then punched and kicked Gregory and started laughing when Gregory started to cry. Joey felt bad for Gregory, because he was so small and didn't do anything to provoke Claud, but Joey grabbed his stuff and walked into the cafeteria and didn't look back.
4. Amy lives across from Lencho Park in Dededo with her family. Lencho Park is very busy, with lots of runners, walkers, families playing on the swings, and people walking their dogs. Also at the park everyday is a bunch of guys sitting down drinking beer. The guys stay at the park for several hours, drinking alcohol and playing loud music late into the night. They don't pick up their used cans and bottles on the ground. Instead they leave it for someone else to pick up. There are several dog owners who walk their dogs at the park and let them poop and don't pick up the mess. Amy wants to take her kids to the park to play, but she is afraid there is broken glass and dog poop on the ground.
5. Joel and Paul are really good artists and chosen by the school to paint a mural on a wall outside of the office. They painted a really cool culturally-inspired mural that was approved by both the school administration and the student body. Everyone was

	<p>giving Joel and Paul compliments on their great work. Jose’s artwork was not chosen by the school and he was angry because he thought that his mural idea was better than the one chosen. One day after school, Lisa and two other students stayed back to finish up some work on their science project. They noticed Jose near the wall with the mural with a can of spray paint in his hand. They saw that there was graffiti on the mural and went up to Jose and asked him what he was doing. Jose said that he was angry that his artwork was not chosen and wanted to let everyone see that the mural was trash. Jose told Lisa and her two friends not to say that it was him ... “or else.”</p> <p>Ask the participants to answer the following questions for each scenario:</p> <ol style="list-style-type: none"> 1. Who has the responsibilities in the situation? 2. What are those responsibilities? 3. To who are the responsibilities owed? 4. Where did the responsibilities come from? 5. What would happen if the person or persons fulfilled the responsibilities? What if the person failed to fulfill the responsibilities? <p>Accommodations and Modifications:</p> <ul style="list-style-type: none"> • Participants who need extra assistance may be given pre-made materials in which they only need to fill in certain pieces of missing information. • Students who need to be challenged may be required to find additional information or be given a special project he/she can share with his peers. • Create lessons based on a child’s Individualized Education Plan (IEP) or English Learner (EL) accommodations and modification checklist. <p>** Lesson adapted from the Center for Civic Education’s <i>Responsibility</i> found at https://www.civiced.org/responsibility</p>
Discussion	<p>De-Brief the Activity: Engage in a discussion with the participants. Examples of questions:</p> <ul style="list-style-type: none"> • What would you have done in each situation? • How was the issue/situation a result of irresponsibility and lack of respect? • What can we do as citizens and members of the community to prevent these situations from happening again?

	<ul style="list-style-type: none">• How can we encourage others to be responsible for their actions?
Journal	<p>Write for 15 minutes on the responsibilities you believe you have for:</p> <ol style="list-style-type: none">1) Yourself,2) Your family,3) Your school,4) Your community, and5) Your island