



Component 2: Personal Responsibility

Teaching Progression:



Step 1: Identify Personal Responsibilities

SUB SKILL(S):

- Define responsibility
- Identify responsibilities
- Connect responsibility to different areas of health

GUIDING QUESTIONS:

What does it mean to be responsible?
In what ways am I responsible for my health actions?

NHES PERFORMANCE INDICATORS:

(7.8.1) Explain the importance of assuming responsibility for personal health behaviors.

VALUABLE VOCABULARY:

responsibility,
responsible,
assume,
importance

Step 1: Identify Personal Responsibilities | Sub Skill: Define Responsibility



SUGGESTED LEARNING ACTIVITY 1:

Define *responsible* and *responsibility* for students using a definition that meets the needs of your classroom or one provided in the *Resource Bank* below. Share with students that their responsibilities can be viewed as positive changes that foster empowerment, in addition to increasing tasks for their daily life.

Language of Health Literacy:

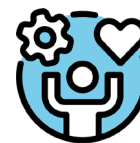
Responsibility means _____.

To be responsible means _____.

Ask students to reflect in writing how they feel about needing to take on more responsibility by asking the following questions:

- What does the word responsibility mean to you?
- What responsibilities are you excited to take on as you get older?
- What responsibilities make you nervous to take on as you get older?

Then, prompt students to share their reflections with a partner of the class.



Teaching Progression: Step 1 | Identify Personal Responsibilities (Cont.)

Step 1: Identify Personal Responsibilities | Sub Skill: Identify Responsibilities



SUGGESTED LEARNING ACTIVITY 1:

Have students create a list of their responsibilities as a group. For example, one can be responsible for their own actions, caring for siblings, making purchases at the store, cleaning an area of the house, studying for a test, etc. Ask students: Are you responsible for getting to school on time? Create additional questions, changing only the underlined portion of the question to include various age-appropriate responsibilities. Chart student responsibilities. As the class shares their responsibilities, ask students to add to their list of responsibilities.

Provide independent time for students to write responsibilities in their life. Have students share aloud with the class some of the responsibilities they listed. Tell students they can continue to add to their own list as their classmates share ideas.



SUGGESTED LEARNING ACTIVITY 2:

Ask students to consider what they were responsible for in elementary school. Place students in small groups (3-4) to share their thoughts with each other. Task one member of each group to write down the elementary school responsibilities that were shared. Post all group ideas in a visible location at the conclusion of small group sharing. Read the elementary school responsibilities aloud to the class. Ask students: What responsibilities have changed?

Have students write down more of their current responsibilities based on their elementary school comparisons. Task students with writing things they now want to be responsible for, but are not. Have students circle these desires for additional responsibilities on their paper as a way to identify them later.

Language of Health Literacy:

I am responsible for ____ because ____.

I need to be more responsible for ____ because ____.

I want to be more responsible for ____ because ____.

In elementary school I was only responsible for _____, but now I am also responsible for _____.

I used to be responsible for _____, but now I've added _____.

In elementary school, someone else was always responsible for _____, but now I am responsible for that.

TEACHING NOTES:

- Prompt students to use the *Language of Health Literacy* to compare their current responsibilities with those from the past.
- Offer examples to students such as wanting to pack their own lunch, getting to/from school, waking up in the morning, deciding household chores, etc.



SUGGESTED LEARNING ACTIVITY 3:

Provide students with materials for creating a visual poster of responsibility. Have students create a poster that shows their responsibilities using words and images. Remind students of the tasks they wish to be responsible for and have them include these on their poster in a unique way. For example, students could put these responsibilities in a unique shape, such as a star, or highlight them using a different color.



Teaching Progression: Step 1 | Identify Personal Responsibilities (Cont.)

Step 1: Identify Personal Responsibilities

Sub Skill: Connect Responsibility To Different Areas Of Health



SUGGESTED LEARNING ACTIVITY 1:

Create a poster with the titles Physical/Personal Wellness, Emotional/Social Wellness, and Prevention/Risk Management. Tell students these titles are different areas of health. Ask students to share aloud with the class a responsibility from their responsibility poster. Write the responsibility in one of the three categories. Then, ask students to identify the area of health they would place a responsibility into before sharing it. Prompt students to add examples of responsibility related to their health that may not be present on their posters.

Language of Health Literacy:

_____ is important to my health because _____.

An important responsibility for maintaining my health is ____ because _____.

Being responsible for _____ is important to my health because _____.

TEACHING NOTES:

- Allow multiple students to share their responsibilities aloud as you write them in the appropriate category.



SUGGESTED LEARNING ACTIVITY 2:

Place students into small groups (3-4). Task each group with writing at least three reasons that explain why it is important to be responsible for certain aspects of health in their daily lives. Have groups share their reasons aloud. Post each groups' reasons, as well as individual posters of responsibility, around the classroom.

TEACHING NOTES:

- Be sure the list of health related examples remains visible to all students and remind students to use this list to support their reasoning.



SUGGESTED LEARNING ACTIVITY 3:

Tell students to select a responsibility from their own poster and write a reason that explains why this responsibility is important to their health.

TEACHING NOTES:

- Remind students of the reasons they determined within their small groups as they consider their own, more personal reasoning.
- Model and provide the *Language of Health Literacy* to support students connecting these responsibilities to their own health.
- Model using the *Language of Mastery* with your own examples of personal responsibilities.
- Collect student's writing to assess their ability to explain the importance of assuming responsibility for their health.