



Component 2: Personal Responsibility

Teaching Progression:



Step 1: Identify Personal Responsibilities

SUB SKILL(S):

- Define responsibility
- Identify personal responsibilities
- Analyze the need for personal responsibilities

VALUABLE VOCABULARY:

analyze,
responsibility

GUIDING QUESTIONS:

What does it mean to be responsible for my health?
How might my individual responsibilities change in the future?

NHES PERFORMANCE INDICATORS:

(7.12.1) Analyze the role of individual responsibility for enhancing health.

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



SUGGESTED LEARNING ACTIVITY 1:

Ask students to share their understanding of and definitions for responsibility. Keep track of student ideas in a visible space. Ask each student to create a written description of responsibility as they see it, following the discussion.

Language of Health Literacy:

Responsibility means _____.

When it comes to health, responsibility means _____.

TEACHING NOTES:

- Provide examples and additional definitions as necessary.
- Model and provide the Language of Health Literacy to support student discussion and understanding of responsibility.
- Use a variety of discussion strategies to ensure all students are able to participate and share ideas.
- See the *Resource Bank* below for support on defining responsibility.



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

Step 1: Identify Personal Responsibility

Sub Skill: Identify Personal 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.

Language of Health Literacy:

Currently, my responsibilities include ____.

In the future I will need to ____.

____ (current responsibility) is connected to my ability to ____ (future responsibility) because ____.

____ responsibility relates to my health because ____.

By thinking about ____ (responsibility), I am preparing for ____.

TEACHING NOTES:

- Offer suggestions of possible future responsibilities as is necessary for students to complete their own list.
- Examples of future Responsibilities: doing laundry, shopping for and preparing meals, maintaining a personal living space, making doctor appointments, etc.
- Provide students ample time to compile their responsibility lists.
- Model and provide the *Language of Health Literacy* to support student responses.



SUGGESTED LEARNING ACTIVITY 2:

Have students analyze their responsibilities lists for connecting future responsibilities. Current responsibilities that align or may lead to the successful completion of a future responsibility should be visibly connected on the student's paper, drawing a line between each or color-coding. Have students work in pairs to find and label their connections. Tell students that connections from one current responsibility may lead to multiple future responsibilities, and that future responsibilities may have multiple current connections.

TEACHING NOTES:

- Example of responsibility connections: making the bed daily as a current responsibility could be connected with a line to maintaining a personal living space.
- Provide students with tools to make the connections on their papers, such as highlighters, markers, stickers, or pens.



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

Step 1: Identify Personal Responsibilities

Sub Skill: Analyze The Need for Personal Responsibilities



SUGGESTED LEARNING ACTIVITY 1 :

Place students in pairs. Have each student share their responsibility connections with their partner. Ask partners to consider with each other how their current responsibilities can lead to their future responsibility and to share their thoughts aloud.

Questions to ask students during their discussions include:

- What steps might you take between your current and future responsibilities?
- How will you learn to complete your future responsibilities?
- When will your future responsibilities become current responsibilities?
- Who is in charge of the future responsibilities on your list?
- How do your current responsibilities enhance your overall health?
- How might your future responsibilities support the betterment of your overall health?

Ask some students to share their responses with the class. Facilitate a discussion with the class about current responsibilities leading to future responsibilities, continuing to use the above questions as guidelines.

Language of Health Literacy:

In order to _____, I need to learn how to _____.

Mastering my current responsibility, _____, will lead to success with my future responsibility _____.

Failing to master _____ may mean that _____ will suffer in the future.

TEACHING NOTES:

- Be sure to listen to pairs as they share their responses to questions and continue their conversations when needed.
- Provide the questions above as guidelines for students to consider these connections.
- Use a variety of discussion strategies to ensure all students are able to participate and share ideas.



SUGGESTED LEARNING ACTIVITY 2:

Using the list of current responsibilities from Step 1, have students consider which responsibilities connect to a health practice. Have students begin by highlighting current responsibilities that relate to their health and require the adoption of a new health practice. Provide students with independent work time to identify the health practices connected to their current responsibilities.

See Next Page For Teaching Notes.



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

TEACHING NOTES:

- Prompt students to write a health practice that is not named in the responsibility itself (e.g. the responsibility of doing laundry includes the health practice of maintaining personal hygiene).
- Remind students that responsibilities can connect to health practices within any area of health (physical/personal wellness, emotional/social wellness, and prevention/risk management).



SUGGESTED LEARNING ACTIVITY 3:

Place students in pairs. Task pairs with identifying future responsibilities that may suffer if current responsibilities are not managed. Have pairs review their future responsibilities list and, together, select three to five responsibilities to focus on. Have pairs write a short statement describing how a future, connected responsibility could suffer if a current responsibility is not mastered. Have pairs share their descriptions aloud to the class once complete.

TEACHING NOTES:

- Example of current responsibility impacting future: If one does not master the responsibility of cleaning their bedroom now the future responsibility of cleaning a larger living space may suffer as one might not have adequately developed the habits and practices required.
- Model and provide the *Language of Health Literacy* to support student discussion and analysis.
- Provide ample work time for pairs to identify linked responsibilities and write descriptions.