

NEW MEXICO 4-H

Aggie Next Step

Responsibility



Post Secondary Pathways



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Responsibility

LESSON FOCUS

Personal responsibility means owning your actions, following through on commitments, and learning from mistakes. In this lesson, participants will explore what it means to be responsible and how it can build trust, confidence, and stronger relationships in their lives.

PREPARATION

Review lesson materials and determine which worksheets and handouts you will use for the lesson. Print enough pre/post assessments, worksheets, and handouts for each participant.

ACTIVITIES

1. Begin by having participants complete the **Pre-Assessment**.

2. Facilitate a group discussion using questions like:

Q: *What does responsibility mean to you?*

Q: *What are some things you are responsible for at school, home, or work?*

Q: *How can you show responsibility in everyday actions?*

Q: *What are the benefits of taking responsibility for your actions?*

3. Distribute the **How Responsible Am I?** worksheet. Explain: *This is a chance to honestly reflect on your own habits and choices. It's about growth, not perfection.*

After completing the questionnaire, facilitate a discussion of the patterns observed and areas for growth. Ask volunteers to share their responsibility goals.

4. Continue the discussion:

Q: *Do we get to choose everything we are responsible for?*

Q: *What are some sources of our responsibilities?*

Q: *Is it fair that we must fulfill responsibilities we didn't choose?*

5. Distribute **Responsibility Comes From 8 Main Sources** and briefly review. Ask participants to share a personal responsibility and identify its source. Aim to touch on all eight sources through participant examples.

Supplies

- Worksheets
- Handouts
- Pens/Pencils
- Ball (optional)

OBJECTIVES

Students will be able to:

- **Define** personal responsibility and explain its importance.
- **Identify** the 8 sources of responsibility.
- **Recognize** which responsibilities are chosen, assigned, or assumed.
- **Reflect** on how their actions affect themselves and others.
- **Apply** responsible decision-making to real-life scenarios.



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6. Distribute **My Responsibilities Chart**. Allow time for students to complete it individually or in small groups, using the previous handout as needed.
7. Distribute the **Responsible Response** handout. Discuss the importance of positive self-talk. Allow time for students to complete the reflection portion or use the reflection questions for group discussion.
8. Connect learning to extracurricular activities. Discuss current activities students participate in. Explore additional options from the student handbook or school website. Highlight the benefits of participation, including responsibility, teamwork, and time management.
9. (Optional/Homework) Distribute **Responsibility Journal**. Encourage students to reflect on their responsibilities and progress.
11. **Exit Ticket** – depending on time, this can be done as a class discussion, or students can complete the worksheet in class, as homework, or in the following class.
- 12. Have participants complete the Post-Assessment.**

REFLECTION

Taking personal responsibility helps you grow into someone others can rely on, and someone you can be proud of. When you own your actions and do what's right, even when it's hard, you show leadership, earn trust, and shape a better future for yourself and others.



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EXTENSIONS

- Use **The Blame Game** activity to help students recognize unproductive blaming behavior. Follow the instructions in the document.

When finished, facilitate a discussion on how shifting from blame to responsibility promotes positive habits and problem-solving.

- Use the **Responsibility Debate** scenarios to engage students in thoughtful dialogue. Follow instructions in the document.

Encourage respectful debate and reflection on how different viewpoints influence our sense of responsibility.

DIFFERENTIATION

Content Support: Break larger tasks into smaller steps with check-in points.

Pre-highlight important sections or provide partially completed examples for students who need additional structure or support.

English Language Learners: Pair students with a supportive peer for discussions and collaborative activities.

Pre-teach key vocabulary: responsibility, promises, appointments, morals, principles, etc.

Provide sentence starters:

- "One responsibility I have is..."
- "I show responsibility when..."

Processing Time: Use think-pair-share before whole-group discussions to support students who need extra time to process.

Advanced or Early Finishers: Challenge participants to analyze how responsibility changes in different life roles (student, employee, citizen, family member).

Invite participants to create scenarios demonstrating responsible vs. irresponsible choices.



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RESOURCES

Optional Videos:

Note: Please preview all videos before showing them to students to ensure they are age-appropriate, relevant, and aligned with your classroom needs.

50 Lessons on Leading - Integrity Personified – movie clip

<https://www.youtube.com/watch?v=glRTERPpfxU>

Responsibility for Kids (middle school)

<https://www.youtube.com/watch?v=SFvZtDqFYU4&list=PLJcUCLV0PazCHEh9hkAZknhjx08Rsek2Z>

Teenagers and Responsible Decision Making

<https://www.youtube.com/watch?v=ahhKyEw9xUc&t=379s>

Responsibility for teens

<https://www.youtube.com/watch?v=MPJDuaYk8dA&t=23s>

Personal Responsibility: The Ultimate Freedom (middle and high school)

<https://www.youtube.com/watch?v=KGKfywR2JI4>

NM Standards:

NM PED Standards: Career and Technical Education (CTE):

CTE 2.1.1: Select and employ appropriate reading and communication strategies

CTE 9.1.1: Identify and demonstrate the use of positive work behaviors and personal qualities to be employable

Common Career Technical Core (CCTC) Standards: Career Ready Practices (CRP):

CRP-1. Act as a responsible and contributing citizen and employee

CRP-5. Consider the environmental, social, and economic impacts of decisions

Optional ELA Alignment (Grades 6-12)

SL1: Participate in a range of conversations and collaborations

RI1: Read closely to determine what the text says