

Responsibility Day 1 • Introduction

RAK Definition: Responsibility is being reliable to do the things that are expected or required of you.

This lesson introduces the concept of Responsibility and gives students an opportunity to make a new connection with something they have likely heard about all of their lives.

Weekly Objectives

Students will:

- Analyze both personal and corporate responsibilities.
- Evaluate their community through the lens of responsibility.

Resources / Materials

- WORKSHEET:** Let's Talk about Self-Discipline

Reflect / Assess

Deliverables:

- Daily Participation points
- Let's Talk about Self-Discipline worksheet
- Responsibility Journal Entry:** Do you struggle with self-discipline? If so, why do you think this is? If not, what helps you stay motivated and focused?

Share

Discussion Starters:

- When you think of the word “responsibility,” what comes to mind? Is there a positive or negative connotation associated with this word? Why?
- Review the RAK definition of Responsibility.
- What are some things you are responsible for?



Inspire

Evaluate how responsibility changes over time. Discuss and document (for easy compare/contrast) responsibilities at the following stages of life:

- Pre-school (ages birth to 4)
- Early elementary (grades K-3)
- Late elementary (grades 4-6)
- Middle school (grades 7-8)
- High school (grades 9-12)
- College
- Early adulthood (ages 23-30)
- Middle adulthood (ages 31-59)
- Late adulthood (ages 60+)

Discuss:

- How do our responsibilities change over time?
- What skills do we need to develop as we get older to make us best suited to be responsible and manage all that life gives us?
 - **Goal answers:** Perseverance (from Integrity) and self-discipline (a sub-concept for Responsibility).



Empower

We build capacity for responsibility through building self-discipline skills.

Hand out: Let's Talk about Self-Discipline and assign each student to one quote (you should have more than one student per quote if possible). Have students complete the questions for the quote they were assigned. Then, have students who analyzed the same quote get together and share/compare their analysis.

Return to the large group:

- What do you think people can do to be more self-disciplined?
- Brainstorm a list of five things students can do to build self-discipline skills. For ideas, see: [A Guide to Developing the Self-Discipline Habit](#).



Let's Talk about Self-Discipline

Instructions

Pick ONE of the quotes below and then answer the questions at the bottom of the page.

Quotes

1. **"We don't have to be smarter than the rest; we have to be more disciplined than the rest."** —Warren Buffett
2. **"It doesn't matter whether you are pursuing success in business, sports, the arts, or life in general: The bridge between wishing and accomplishing is discipline."** —Harvey Mackay
3. **"Your ability to discipline yourself to set clear goals, and then to work toward them every day, will do more to guarantee your success than any other single factor."** —Brian Tracy
4. **"It is our choices that show what we truly are, far more than our abilities."** —J.K. Rowling
5. **"Willpower is the key to success. Successful people strive no matter what they feel by applying their will to overcome apathy, doubt, or fear."** —Dan Millman

Complete Below

1. Write the number of the quote you selected:
2. In your own words, summarize what you think this quote is saying or what it means:
3. Do you agree with this quote? Why or why not?