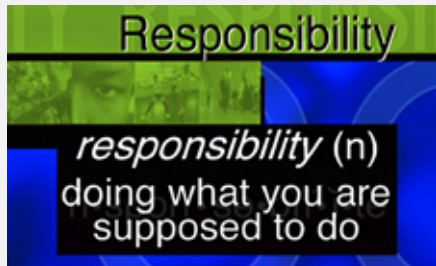


# Character and Life Skills: Responsibility

## Lesson Title: Responsibility Handbook

Grade Level: 3-5



### Project and Purpose

Students create a personal safety handbook detailing safety practices at home, at school, and on the school bus and compose a family safety contract (if assigned).

### Essential Question

How can we be responsible at home, in school, and on the school bus?

## Materials

- Pens, pencils
- Paper, construction paper, card stock
- Smart board, white board, or chart paper
- **Personal Responsibility for Safety Handbook Cover**
- **Family Safety Contract**

## Procedure

### Introduction

1. Share a personal experience or the story of someone you know that involves safety rules as a springboard for a discussion about the importance of wearing protective gear and following the safety rules while participating in sports activities OR when walking on the side of a busy road.
  - Example: You fell while skating and had to get stitches because you weren't wearing kneepads.
  - Example: Even though the crossing sign flashed the "do not cross" signal, you tried to beat the light change and ran across the street — and almost were hit by a car.
2. Discuss how this was not behaving responsibly and what responsible behavior should have included.
3. Explain that students will create a personal safety handbook detailing safety procedures at home, at school, when playing, when walking on busy roads, in cars, and/or on the bus.

### Direct Instruction (I do)

1. Read this question aloud: How can I act responsibly and still appear "cool" to my friends? Discuss what this means in their world. To some, this might be that it is totally "uncool" to wear a bike helmet, while to others, it might be totally uncool to wear a seatbelt.
2. Refer to the personal story you shared in the introduction.
3. Talk out loud as you brainstorm answers to this question on the board or chart paper.

## Guided Exploration (We do)

1. Ask students how personal safety requires one to be responsible. What other ways do they show responsibility when playing games or participating in group activities? How do students show responsibility at school? At home? In cars? When walking near a busy road? On the bus?
2. Distribute a **Personal Responsibility for Safety Handbook Cover** to each student.
3. Together, brainstorm a list of words that represent safety and personal responsibility in the different areas of their lives.
4. Give students some time to decorate their **Personal Responsibility for Safety Handbook Cover** with pictures or words as you continue brainstorming.

## Independent Practice (You do)

1. Split students into small groups.
2. Explain to students that their assignment is to brainstorm answers to the following questions:
  - What can I do to keep myself and my family safe at home?
  - What can I do to keep myself and my classmates safe at school?
  - What can I do to keep myself and others safe while riding the school bus?
  - What can I do to keep myself and others safe when walking on busy roads?
  - What can I do to keep myself and others safe when riding in a car?
3. Once they have generated a list of answers, they should use the construction paper and markers to decorate pages to add to their handbook about being safe.
4. Give students the rest of the class period to create their safety handbooks. As they finish, staple their pages to the **Personal Responsibility for Safety Handbook Cover** to create a book.

## Conclusion

At the end of class, call on a few students to share a page in their handbook with the rest of the class. Talk about what it means to be responsible and why it is important to do what you are supposed to do.

**Note:** As an extension to this lesson, give students a copy of the **Family Safety Contract** to take home and fill out for homework. Discuss the contract together and explain how important it is to have clear safety rules.

## Vocabulary

### gear (n.)

**Definition:** the equipment, clothes or tools needed for a particular activity

**Context:** Because there was a chance of rain, Manuel brought his rain gear with him to the campground.

### protective (adj.)

**Definition:** intending to keep someone safe from harm, damage or illness

**Context:** Christy used her protective gloves to keep her hands clean while she painted her room.

### responsibility (n.)

**Definition:** doing what you're supposed to do; a task or duty that a person should or must perform

**Context:** One of Kevin's responsibilities at home is to clear the table after eating dinner.

## Teacher Notes

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**Safety at Home**

**Safety with Friends**

**Personal  
Safety  
Handbook**

**Safety at School**

**Safety on the Bus**

\_\_\_\_\_ (student's name) and \_\_\_\_\_ (parent's name) have agreed to the following safety rules and terms on \_\_\_\_\_ (date) of \_\_\_\_\_ (year).

**1. Rules about wearing safety gear:**

\_\_\_\_\_ (student's name) agrees to wear the following protective gear at all times when participating in the following activities.

Activity	Gear

**2. Rules for staying safe when biking, rollerblading, skating, skateboarding or walking: (Check all that apply to your family.)**

- \_\_\_\_\_ (student's name) will not ride, skate or play in driveways, unfenced yards, streets or parking lots.
- \_\_\_\_\_ (student's name) will take the same route to places (such as school or friends' houses) he or she frequently visits.
- \_\_\_\_\_ (student's name) will obey all traffic signals, signs and lights.
- \_\_\_\_\_ (student's name) will stop and look left, right and left again before entering a street.
- \_\_\_\_\_ (student's name) may ride, walk or skate without adult supervision only during the daytime.

**3. Other safety rules specific to our family:**

\_\_\_\_\_ (student's name) will \_\_\_\_\_ .  
\_\_\_\_\_ (student's name) will \_\_\_\_\_ .

**4. Special terms:**

Failure by \_\_\_\_\_ (student's name) to follow all terms of the contract will result in a punishment consisting of \_\_\_\_\_ .

Following all of the contract's terms for a week will result in a reward of \_\_\_\_\_ to \_\_\_\_\_ (student's name).

After two weeks, parent and student will review the contract to decide if any changes need to be made before extending the contract for \_\_\_\_\_ weeks