

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM/BETT Unit Plan Template

Unit Title: <u>Roles & Responsibilities</u>	Number of Lessons: <u>5</u>	Time (in weeks): <u>5</u>
Name: <u>Tanya Blackall</u>	Subject(s): <u>Career Education</u>	Grade(s): <u>1</u>

Rationale

This unit plan is important because this unit introduces Grade 1 students to Career Education through the meaningful and developmentally appropriate lens of roles and responsibilities in their everyday lives. At this age, students are developing a stronger sense of identity, belonging, and independence. Exploring the roles they have at home, at school, and in their community helps students understand that they are capable contributors with important responsibilities.

Overview:

This Grade 1 Career Education unit explores the concept of roles and responsibilities across three key contexts in students' lives: home, school, and community. The unit begins with students identifying their personal responsibilities at home and expands outward to examine responsibilities within the classroom and the broader community. Students then compare roles across settings and reflect on the importance of contribution and effort.

Grounded in students lived experiences, this unit supports the development of self-awareness and personal responsibility. Students learn that roles are not limited to paid jobs but include everyday responsibilities that help groups function successfully. Through discussion, sorting activities, collaborative learning, reflection, and creative representation, students build an understanding that everyone contributes in meaningful ways.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
<p>Collaborating <i>Working Collectively</i></p> <ul style="list-style-type: none"> Students combine their efforts with those of others to effectively accomplish learning and tasks. As members of a group, they appreciate interdependence and cooperation, commit to needed roles and responsibilities, and are conscientious about contributing. They also negotiate respectfully and follow through on plans, strategies, and actions as they share resources, time, and 	<p>Critical thinking and Reflective thinking <i>Reflecting and assessing</i></p> <ul style="list-style-type: none"> Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning. They reflect on and assess their experiences, thinking, learning processes, work, and progress in relation to their purposes. Students give, receive, and act on 	<p>Social awareness and Personal Responsibilities <i>Building relationships</i></p> <ul style="list-style-type: none"> Students build and maintain diverse, positive peer and intergenerational relationships. They are aware and respectful of others' needs and feelings and share their own in appropriate ways. They adjust their words and actions to care for their relationships.

spaces for collaborative projects.	feedback and set goals individually and collaboratively. They determine the extent to which they have met their goals and can set new ones.	
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BIG IDEAS

(multiple subject areas for integrated unit)

Subject Name: Career Education	Subject Name: English Language Arts	Subject Name: Social Studies
Strong communities are the result of being connected to family and community and working together toward common goals.	Through listening and speaking, we connect with others and share our world.	Our rights, roles, and responsibilities are important for building strong communities.

LEARNING STANDARDS

Curricular Competencies	Content
<ul style="list-style-type: none"> Identify and appreciate their personal attributes, skills, interests, and accomplishments 	Connections in the Community <ul style="list-style-type: none"> Roles and responsibilities at home, at school, and in the local community
<ul style="list-style-type: none"> Identify and appreciate the roles and responsibilities of people in their schools, families, and communities 	<ul style="list-style-type: none"> Jobs in the local community
<ul style="list-style-type: none"> Recognize the basic skills required in a variety of jobs in the community Work respectfully and constructively with others to achieve common goals 	

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> Ability to participate in short whole-group discussions Taking turns speaking and listening to peers Recognizing familiar routines at home and school Working cooperatively with a partner or small group Drawing to represent ideas Attempting to label pictures with letters or simple words Listening and responding to a read-aloud story Participate in whole-group discussions Recognize basic classroom routines Understand simple comparison language (same/different) Participate in structured movement/role play Recognize home, school, and community as different places Share ideas verbally in a whole-group setting

Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	<ul style="list-style-type: none"> • Bring book "In Every House, on Every Street" by Jess Hitchman & Lili La Baleine • Print coloured flashcards for each student (19) • Print an art badge for each student (19) • Bring the example that is done • Print & bring checklist for observations • Optional: Bring props in such as a broom, pet bowl, plate, garbage bag (things that kids this age could possibly do as a chore – sweep, feed pets, unload dishwasher, take out the garbage) • Make Canva slideshow (with the finished example in it) • Set up board with "Things that I do at home" with adults on one side & kids on the other side of a chart
Lesson 2	<ul style="list-style-type: none"> • Print activation pictures for discussion (listening, cleaning up, helping a friend, lining up) • Print responsibility picture cards for direct instruction • Print My School Role graphic worksheet (19) • Set up laptop • Start projector • Set up magnifier • Print early finishers material
Lesson 3	<ul style="list-style-type: none"> • Bring or find pictures of props (a stethoscope, a book, fire truck, reflective vest, grocery items) • Set up laptop • Start projector • Set up magnifier • Print the Matching worksheet (19) • Add pictures on Canva of a fireman, doctor, librarian, & construction worker • Add pictures of the above plus where they work & how they help people for each • Make and print an observation checklist
Lesson 4	<ul style="list-style-type: none"> • Print the big pictures of a home, a school, & a community for hook • Collect magnets to show where each clue goes on the big pictures in the hook • Print the clues for the hook • Write Same & different on the board • Print the responsibility cards • Print the circle & compare worksheet (19) • Set up the laptop • Set up the magnifier • Start projector
Lesson 5	<ul style="list-style-type: none"> • Set up the laptop • Start the projector • Set up the magnifier • Make & print 3 signs: Home / School / Community • Gather simple props (toy broom, books, recycling bin, backpack, pretend dishes, etc.) • Set up stations • Make & print the scenario cards (simple picture + sentence) • Make & print the reflection sheet (simple draw-and-label page) • Crayons • Pencils • Erasers •

Cross-Curricular Connections:

<p>English Language Arts 1: Curricular Competencies</p> <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning

- Exchange ideas and perspectives to build shared understanding

Other Connections

- Listening and responding to read-aloud texts
- Participating in whole-class and partner discussions
- Using oral language to explain thinking

Social Studies 1:

Curricular Competencies

- Explore different perspectives on people, places, issues, or events in their lives (perspective)

Other Connections

- Understanding roles within families and communities
- Recognizing that families and cultures may organize responsibilities differently
- Developing respect for diverse lived experiences

Arts Education 1:

Curricular Competencies

- Reflect on creative processes and make connections to other experiences

Other Connections

- Representing personal experiences through drawing
- Using visual elements to communicate ideas (responsibility badges)
- Creative expression as reflection

Aboriginal Connections/ First Peoples Principles of Learning:

Learning involves generational roles and responsibilities: This unit and all its lessons are directly related to this portion of the FPPL as students are reflecting on and recognizing that there are different roles and responsibilities within a household and what their part in that is. Students get to explore and recognize that they are part of a larger household that works together to accomplish goals that support everyone.

Universal Design for Learning (UDL)

Multiple Means of Representation:

- Use of an illustrated book representing the ideas in the lesson
- Multiple visuals in the form of coloured flashcards, props, and pictures
- Class discussion about roles and responsibilities within households
- Examples of a finished drawing with name and completed sentence
- Modeling of activities with the class before they do individual practice

Multiple Means of Expression:

- Oral sharing/discussion
- Sorting of manipulatives
- Drawing and colouring
- Completing a sentence

Multiple Means of Engagement:

- Use of hands-on activities
- Personal choices where possible
- Partner and class work/sharing

Differentiated Instructions (DI)

- A sentence starter is provided on all worksheets that require writing for the non-reading students (Bowen, Emma K., Amelia, Kurt, Chloe, & Harrison)
- Students that need help with writing will be given the option to tell the teacher orally or can be provided with help to complete the sentence (Bowen, Emma K. Amelia, Kurt, Chloe, & Harrison)
- The flashcards and pictures all have corresponding words that will help support all students

Overview of Lessons:

Lesson 1: My Roles at Home

Name & Time (Minutes Allotted):	My Roles at Home – 50 min.
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> Identify and appreciate the roles and responsibilities of people in their schools, families, and communities
Learning Standards: Content	<p>Connections to Community</p> <ul style="list-style-type: none"> Roles and responsibilities at home
Instructional Objectives	<ul style="list-style-type: none"> Identify at least one role that they have at home Describe ways that they contribute to their family or household Recognize that different members of the household have different roles and responsibilities Express their understanding of roles at home through a drawing
Assessment:	<ul style="list-style-type: none"> Students share one role that they have in the household during the story discussion sharing circle Working in pairs, students will use their own set of role flashcards and indicate at least one role or responsibility that they personally have in their household (i.e. Feed the dog) Working in pairs, students will use their own set of flashcards to organize their flashcards into roles that are present in their household by categorizing them by things that the kids do, the adults do, and things that everyone helps with (i.e. they feed the dog – goes into a group of roles that the kids do) Students will draw a role or responsibility that they have in their household and then finish the sentence, “At home, I help by:”
Teaching Strategies:	<ul style="list-style-type: none"> Students that talk without raising their hand will be given a reminder Students that wish to add to the class discussions or ask questions will raise their hand and wait to be called on by the teacher before speaking Materials will not be handed out until after instruction when they need them Students that are talking to others while instruction will be separated if it still happens after reminders Student pairs are to keep the noise level to a moderate volume while working on the flashcard activities The teacher will use strategies to gain attention when needed (i.e. If you can hear me, touch your nose, etc.) Early finishers will be given a fun I Spy counting page to do
Materials:	<ul style="list-style-type: none"> Book “In Every House, on Every Street” by authors Jess Hitchman and Lili La Baleine Coloured flashcards – one set for each student (19) Art badge – one for each student (19) Completed example of the art badge to show students Checklist for student participation during discussion & activities Crayons Markers Pencils Erasers

	<ul style="list-style-type: none"> • “Now we are going to expand on that thinking and I want you to put your flashcard roles into 2 piles: One for things the kids do at home and one for things that the grown-ups do at home” (together the teacher and students will do a few examples on the board into a chart so students can see them grouped into categories) • “Does anyone have any questions?”
Closure: 15 min.	<p>Art Reflection: My Responsibility Badge (Hand out the badge papers before the lesson begins) The teacher will explain the art project to finish up the lesson</p> <ul style="list-style-type: none"> • “You will see that I have handed out a template with a circle on it. <u>Please add your name to it.</u> What you are going to do is make a responsibility badge. What’s that Mrs. Blackall you ask? Well, you’re going to draw yourself doing a responsibility that you have at home. Then, you’re going to finish the sentence at the bottom where I have started it for you by writing a word that describes what that responsibility is.” • “I did one for one of my own responsibilities that I have at home” (Show the example on the slides or magnifier). • “Does everyone have an idea of what they are doing?” • Does anyone have any questions? • If you need help with writing the word, please ask me. • Okay, you have about 15 minutes to do this. I want at least 3 colours please!”
5 min.	<p>Time to clean up! The teacher will instruct students to:</p> <ul style="list-style-type: none"> • Make sure their name is on their badge and hand it into the hand-in bin • Clean up the flashcards and put them back into the little Ziplock bags • Clean-up supplies and pick up any scrap paper on the floor

Lesson 2: My Responsibilities at School

Name & Time (Minutes Allotted):	Responsibilities at School – 50 min.
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Identify and appreciate the roles and responsibilities of people in their schools, families, and communities
Learning Standards: Content	<p>Connections to the Community</p> <ul style="list-style-type: none"> • Roles and responsibilities at home, at school, and in the local community
Instructional Objectives	<ul style="list-style-type: none"> • Identify responsibilities they have at school • Recognize that different people at school have different roles • Explain how responsibilities help the classroom function
Assessment:	<ul style="list-style-type: none"> • Participation in discussion and Responsibility Detective activity • Can name a responsibility • Can explain how it helps • Completed reflection worksheet (drawing + word to finish sentence)
Teaching Strategies:	<ul style="list-style-type: none"> • Students that talk without raising their hand will be reminded to do so

	<ul style="list-style-type: none"> • Students that wish to add to the class discussions or ask questions will raise their hand and wait to be called on by the teacher before speaking • Materials will not be handed out until after instruction when they need them • Students that are talking to others during instruction will be separated • The teacher will use strategies to gain attention when needed (i.e. If you can hear me, touch your nose, etc.) • Early finishers will be given material to work on
Materials:	<ul style="list-style-type: none"> • Prior activation pictures for discussion (listening, cleaning up, helping a friend, lining up) • Responsibility picture cards for direct instruction • My School Role graphic worksheet • Pencils • Erasers • Crayons • Laptop • Projector • Magnifier • Early finishers material
Lesson Activities:	
Introduction/Hook: 5 min.	“Oops! What Happened to Our Classroom?” The teacher: Before students arrive (or quickly while they’re out of the room), slightly disrupt the classroom in harmless ways: <ul style="list-style-type: none"> • Leave pencils on the floor • Move chairs out of place • Leave books messy • Put something in the wrong spot When students come in, say nothing at first. Then ask: <ul style="list-style-type: none"> • <i>What do you notice?</i> • <i>Does something feel different?</i> • <i>How does our classroom look right now?</i> • <i>Is this helping us learn?</i> Let them react. Then ask: <ul style="list-style-type: none"> • <i>Whose job is it to take care of our classroom?</i> • <i>What would happen if nobody cleaned up?</i> • <i>What would happen if nobody listened?</i> Say: <i>“Today we’re going to talk about something very important. We all have a role at school – and that role comes with responsibilities.”</i>
Body: 5 min.	Prior Knowledge Activation with Choice Cards for the Whole Class The teacher will: <ul style="list-style-type: none"> • Prepare picture cards showing responsibilities (listening, cleaning up, helping a friend, lining up) • Hold up one card at a time and ask: <i>“Do you do this at school?”</i> • Students respond by using a thumbs up/down response • Add a brief discussion: <i>“Why is this important?”</i>

10 min.

Direct Instruction / Modeling

The teacher will:

- Show responsibility picture cards:
 - Listening when others speak
 - Cleaning up
 - Following instructions
 - Being kind
 - Taking care of materials
 - Being a learner
- Discuss each:
 - *Who does this?*
 - *Why is this important?*
 - *What happens if no one does it?*

10 min.

Responsibility Detective Game (use picture set for visual learners)

The teacher will read a scenario and ask:

- *"Who is responsible for this?"*
- Students respond using cards (Student / Teacher / Everyone)
- *"Why is _____ responsible for this?"*

Scenario Set Questions+

1. Cleaning Up

"After art time, the paintbrushes are left on the table. Who should put them in the sink to be rinsed?"

Focus: Students recognize cleaning up is part of their responsibility.

2. Listening

"During story time, someone is talking while the teacher reads. Who is responsible for listening?"

Focus: Students understand listening is a shared responsibility but primarily theirs as learners.

3. Helping a Friend

"Your classmate can't reach a book on the shelf. Who should help them?"

Focus: Students recognize cooperation and kindness as part of their responsibilities.

4. Taking Care of Materials

"Blocks are all over the floor after playtime. Who should make sure they are put back in the box?"

Focus: Students see responsibility in taking care of classroom materials.

5. Following Instructions

"The teacher asks the class to line up quietly. Who needs to follow this rule?"

Focus: Reinforces individual responsibility within the group.

6. Teacher Role

"Someone needs to plan what we will learn in math today. Who does this?"

Focus: Shows that teachers have responsibilities that help students learn.

7. Everyone Role

	<p><i>"It is recess time. Everyone should be safe and follow playground rules. Who is responsible for this?"</i> <i>Focus: Shows shared responsibilities and community contribution.</i></p> <p>8. Special Helpers <i>"The Mrs. Pagnotta needs help. Who does she ask for this?"</i> <i>Focus: Highlights other adults in the school.</i></p> <p>9. Conflict Resolution <i>"Two friends are arguing over a game. Who should try to solve this problem?"</i> <i>Focus: Students reflect on problem-solving as a responsibility.</i></p> <p>10. Being Kind <i>"A new student joins the class. Who should help them feel welcome?"</i> <i>Focus: Shows social-emotional responsibility</i></p>
<p>Closure: 15 min.</p>	<p>Reflection Drawing</p> <ul style="list-style-type: none"> Students complete "My School Responsibility" graphic worksheet <p>The teacher will explain:</p> <ul style="list-style-type: none"> They will draw themselves, showing one of their school responsibilities (examples in picture form are given) Complete the sentence: "At school, I am responsible for _____." Advanced option to add: "This helps my class because _____." <p>The teacher will:</p> <ul style="list-style-type: none"> Circulate to support students who need help Give a 5-minute warning for clean up
<p>5 min.</p>	<p>Clean-up Time</p> <p>The teacher will instruct students to:</p> <ul style="list-style-type: none"> Make sure their name is on their paper and hand it into the hand-in bin Clean-up supplies and pick up anything on the floor

Lesson 3: Helping in the Community

Name & Time (Minutes Allotted):	Helping in the Community – 45 min.
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> Identify and appreciate the roles and responsibilities of people in their schools, families, and communities Recognize the basic skills required in a variety of jobs in the community
Learning Standards: Content	<p>Connections to the Community</p> <ul style="list-style-type: none"> Roles and responsibilities at home, at school, and in the local community Jobs in the local community
Instructional Objectives	<ul style="list-style-type: none"> Identify helpers in their community Describe at least one responsibility of a community helper Recognize that they can also help in their community
Assessment:	<ul style="list-style-type: none"> Participation in discussions <ul style="list-style-type: none"> Identify community helpers Describe their responsibilities Recognize the importance of contribution Understand that they can also help in their community

	<p>The teacher will show some community helper pictures (i.e. fireman, doctor, librarian, construction worker)</p> <p>Then they will ask the whole class:</p> <ul style="list-style-type: none"> • "Have you seen this person before?" • "Where do they work?" • "How do they help people?" • Do this in Canva showing items slowly on clicks (picture, where they work, & how they help people for each community helper)
<p>Body: 10 min.</p>	<p>Guided Practice</p> <p>The teacher will give the students a scenario & they will raise a hand if they want to answer</p> <ul style="list-style-type: none"> • "I help people when they are sick. I work in a hospital." Why are nurses & doctors important? • "I drive a big truck and help put out fires." Why are firefighters important? • "I help children learn new things at school." Why are teachers important? • "I protect you from bad people." Why are police officers important? • "I collect garbage, so our community stays clean." Why are garbage collectors important? • "I help people find books to read." Why are librarians important? • "I help fix roads or buildings." Why are construction workers important? • "I help people buy food at the store." Why are grocers important?
<p>5 min.</p>	<p>Student Connection</p> <p>The teacher will ask:</p> <ul style="list-style-type: none"> • "Do you think that kids can help in the community?" • "How can you help?" • Note ideas on the board in simple words (i.e. picking up garbage, being kind, following the rules, helping neighbours, recycling) • <i>Even though you are young, you are still an important member of your community!</i>
<p>Closure: 15 min.</p>	<p>Independent Practice</p> <p>Students will complete the matching community workers worksheet to match community workers with their job titles (i.e. firefighter, nurse, librarian, etc.)</p>
<p>5 min.</p>	<p>Time to clean up!</p> <p>The teacher will instruct students to:</p> <ul style="list-style-type: none"> • Make sure their name is on their worksheet and hand it into the hand-in bin • Clean-up supplies

Lesson 4: Comparing Responsibilities

Name & Time (Minutes Allotted):	Comparing Responsibilities – 50 min.
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Identify and appreciate the roles and responsibilities of people in their schools, families, and communities

	<ul style="list-style-type: none"> • Work respectfully and constructively with others to achieve common goals
Learning Standards: Content	<p>Connections to Community</p> <ul style="list-style-type: none"> • Roles and responsibilities at home, at school, and in the local community • Jobs in the local community
Instructional Objectives	<ul style="list-style-type: none"> • Compare responsibilities at home, school, and in the community • Identify similarities and differences between roles • Explain why responsibilities may change depending on location
Assessment:	<ul style="list-style-type: none"> • Correctly identifies where responsibility belongs • Uses comparison language (same/different/both) • Participates in whole-class reasoning • Correct sorting • Demonstrates understanding of context • Can verbally explain at least one comparison
Teaching Strategies:	<ul style="list-style-type: none"> • Explain why responsibilities may change depending on location • Students that talk without raising their hand will be reminded to do so • Students that wish to add to the class discussions or ask questions will raise their hand and wait to be called on by the teacher before speaking • Materials will not be handed out until after instruction when they need them • Students that are talking to others during instruction will be separated • Student pairs are to keep the noise level to a moderate volume while working on the flashcard activities • The teacher will use strategies to gain attention when needed (i.e. If you can hear me, touch your nose, etc.) • Early finishers will be given material to work on
Materials:	<ul style="list-style-type: none"> • Big pictures of a home, a school, & a community for hook • Magnets to show where each clue goes on the big pictures in the hook • Whiteboard • Dry erase markers • Same & different signs • Responsibility cards • Circle & compare worksheet • Crayons • Pencils • Erasers
Lesson Activities:	
Introduction/Hook: 5 min.	<p>Hook: "Where Am I?" Mystery Clues</p> <p>On the board, attach pictures of the 3 areas numbered 1-3 (home, school, & community)</p> <p>The teacher will read short clues:</p> <ul style="list-style-type: none"> • <i>"Here, I help clean my room. Where am I?"</i> (Home, school, or community) • <i>"Here, I listen to my teacher. Where am I?"</i> (Home, school, or community)

	<p>Pair 3</p> <ul style="list-style-type: none"> • Clean my room • Plan a math lesson <p>Expected answer: DIFFERENT Reason: Student responsibility vs teacher responsibility.</p> <p>Pair 4</p> <ul style="list-style-type: none"> • Pick up toys at home • Pick up garbage at the park <p>Expected answer: SAME Reason: Cleaning up.</p> <p>Pair 5</p> <ul style="list-style-type: none"> • Make my bed • Ride the school bus <p>Expected answer: DIFFERENT Reason: One is a responsibility, one is transportation.</p>
<p>Closure: 15 min.</p>	<p>Circle & Compare sheet Students will complete a worksheet where they circle activities in different colours</p> <ul style="list-style-type: none"> • Blue = home responsibilities • Green = school responsibilities • Red = community responsibilities <p>The teacher will give students a 5-minute warning before time is up</p>
<p>5 min.</p>	<p>Clean-up Time The teacher will instruct students to:</p> <ul style="list-style-type: none"> • Make sure their name is on their worksheet and hand it into the hand-in bin • Clean-up supplies

Lesson 5: Practicing Responsibility

Name & Time (Minutes Allotted):	Practicing Responsibility – 50 min.
Learning Standards: Curricular Competencies	
Learning Standards: Content	
Instructional Objectives	<ul style="list-style-type: none"> • Demonstrate responsibilities through role play and action • Identify responsibilities in different settings • Reflect on why responsibilities are important • Begin noticing similarities between responsibilities across places
Assessment:	<ul style="list-style-type: none"> • Observing participation at stations • Listening to verbal explanations • Observing ability to identify responsibility and place • Observation of the basic reasoning (why it is important) • Completion of the reflection sheet
Teaching Strategies:	<ul style="list-style-type: none"> • Students that talk without raising their hand will be reminded to do so

	<ul style="list-style-type: none"> • Students that wish to add to the class discussions or ask questions will raise their hand and wait to be called on by the teacher before speaking • Materials will not be handed out until after instruction when they need them • Students that are talking to others during instruction will be separated • Student pairs are to keep the noise level to a moderate volume while working on the flashcard activities • The teacher will use strategies to gain attention when needed (i.e. If you can hear me, touch your nose, etc.) • Early finishers will be given material to work on
Materials:	<ul style="list-style-type: none"> • Laptop • Projector • Magnifier • Signs: Home / School / Community for stations • Simple props (toy broom, books, recycling bin, backpack, pretend dishes, etc.) • Scenario cards (simple pictures) • Reflection sheet (simple draw-and-label page) (19) • Crayons • Pencils • Erasers
Lesson Activities:	
Introduction/Hook: 5 min.	<p>The teacher will:</p> <ul style="list-style-type: none"> • Come in pretending to be “mixed up.” Example: Put books on the floor. Toss paper near the garbage. Leave chair crooked. • Say dramatically: <i>“Oh no! I forgot to be responsible today!”</i> <i>“What am I forgetting to do?”</i> <i>“Is that a responsibility?”</i> • Have a few students quickly “fix” the problems. • <i>“Today we are going to PRACTICE being responsible in different places!”</i>
Body: 5 min.	<p>Activate Prior Knowledge</p> <p>The teacher will Ask students to raise their hand and answer the questions with an example of responsibilities that they may have at home (i.e. make my bed, help with dishes, etc.). Then the teacher will say:</p> <ul style="list-style-type: none"> • <i>“At home we...”</i> Students respond with ideas. • <i>“At school we...”</i> Students respond. • <i>“In our community we...”</i> Students respond. • <i>“Remember that responsibilities are things we are supposed to do to help.”</i>

20 min.

Responsibility Stations

- The teacher will set up 3 stations that are clearly marked (home, school, & community) & make 3 student groups. At each station, students act out the responsibility i.e. At each station, students will:
 - Look at the picture
 - Say what they think is happening
 - Act it out
- At each station, there will be a picture of what they are to do with a large picture (simple picture & one action only).
- The teacher will explain each station clearly and ask if they have any questions so that the students are not simply copying the teacher's movements (modeling directly could lead to copying and not actually learning/understanding)

Examples:

- **Home**
 - Child putting toys in a bin
 - Child setting a table
 - Child feeding a pet
- **School**
 - Child pushing in chair
 - Child lining up
 - Child cleaning up class supplies
- **Community**
 - Child picking up litter
 - Child helping someone who dropped something
 - Child crossing a street safely (looking both ways)

Station 1: Home

Examples:

- Set the table
- Put toys away
- Feed a stuffed animal pet (pretend that it is a real pet)

Station 2: School

Examples:

- Line up properly
- Clean up class supplies
- Push in chairs

Station 3: Community

Examples:

- Put trash in recycling
- Help someone pick up dropped items
- Cross "street" safely

- Students will rotate through the stations every 5-6 minutes

The teacher will circulate and ask questions such as:

- *"What responsibility are you practicing?"*
- *"Why is this important?"*

https://www.canva.com/design/DAHCqmXkmXE/kmr4kErOQJVow-PTCK9cpQ/view?utm_content=DAHCqmXkmXE&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=hd9ef163414

Lesson 3:

Community helpers matching worksheet:

<https://www.teacherspayteachers.com/Product/Free-Community-Helpers-Cut-and-Paste-Activity-PreK1st-Grade-14581620>

Lesson 4:

Pictures, cards, & worksheet:

https://www.canva.com/design/DAHCsBlndmw/sdgzuCipOYT1oV6qyC3t0Q/view?utm_content=DAHCsBlndmw&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=hdea4900607

Lesson 5:

Pictures, signs, and reflection sheet:

https://www.canva.com/design/DAHCvBVC-Uw/JqkxQBMkoFzAqQUBZX9v3g/view?utm_content=DAHCvBVC-Uw&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h1d99699ed7

Extensions to Unit:

Reflections and Revisions