LESSON PLAN by Emily Bauman

Length: 35-40 minutes

Age/Grade Intended: 2nd

Academic Standards: 2.2.5 Identify people who are good citizens and describe the character traits that make them admirable

Performance Objectives: After a class discussion, students will identify responsibilities that individuals have to themselves as well as others, by listing responsibilities as a group.

Assessment: Student posters

Advanced Preparation by teacher: The teacher will need to gather 4 poster boards, pencils, markers and other art supplies for the groups of students. A chalkboard and chalk will be needed. Make sure to check out the book, Arthur’s Pet Business.

Procedure:

Introduction/Motivation:
1. The teacher will start the lesson by reading aloud the book, Arthur’s Pet Business. While reading make sure to brain storm ideas of what it means to be responsible and how Arthur shows that he is a good citizen. The teacher should then ask the following questions:
   * Why did Arthur want to take care of other people’s pets?
   * Why did he want to prove to his parents that he was responsible?
   * What responsibilities did Arthur have?
   * Did Arthur prove himself responsible?
     (Gardner: Verbal/Linguistic) (Bloom’s: Knowledge, Comprehension) [7 minutes]
2. Ask students: “How many of you have pets at home?” What responsibilities do you have to your pet? (Gardner: Verbal/Linguistic, Interpersonal) (Bloom’s: Knowledge) [1 minute]
3. List students’ responsibilities to their pets on the chalkboard. (Gardner: Visual/Spatial) [2 minutes]
4. Have students suggest other people or things for which they are responsible. (Example: chores, siblings, packing lunch, taking out trash, doing homework) (Gardner: Verbal/Linguistic) [2 minutes]

Step-by-Step Plan:

1. The teacher, already having motivated students and brainstormed some ideas will explain to students that they will be creating “Responsibility Posters.” Divide the students into four groups by drawing sticks randomly. (Gardner: Interpersonal)
2. Give each group a piece of poster board, pencils, and art supplies.

3. Instruct one group to title its poster “Home” and have students list the responsibilities they have to themselves and other at home. (Gardner’s: Visual/Spatial, Interpersonal)

4. Have the other groups create similar posters for “School,” “Friends,” and “Community” responsibilities.

5. Encourage each group to illustrate its poster. (Gardner: Visual/Spatial) [12 minutes]
   a. Note: if students are having trouble, encourage thinking by asking questions such as: “What responsibility do you have to yourself in school? Why is it important to be a good listener in school? What responsibility do you have to others as a friend? Why is it important to be a responsible person?”

6. Have each group share its poster with the rest of the class. (Gardner: Linguistic, Visual/Spatial, Interpersonal) [1 minute each group]

7. After all students have shared, teacher will draw a two-column chart on the blackboard. Title it “Responsibilities” and label the columns “To Myself” and “To Others.” (Gardner: Visual/Spatial)

8. Ask students: “Do you have different responsibilities to yourself at home than you do at school? What are some of the responsibilities you have to yourself at school?” (Gardner: Intrapersonal) (Bloom’s: Analysis)

9. Guide students to suggest responsibilities, such as listening, studying, finishing homework, or doing their best work.

10. Ask students: “Do you have responsibilities to others at school?”

11. Guide students to suggest raising their hand so that everyone has a chance to answer, being quite so others can work or listen, or being a contributing member of the group. [10 minutes]

Closure: Teacher should ask the students to share examples of times when they demonstrated responsibility. (Gardner’s: Verbal/Linguistic) [3-5 minutes]

Adaptations/Enrichment: For students excelling with the project and finishing early, the teacher could ask them to journal in their writer’s notebook about times when they demonstrated the traits in real life.

Self-Reflection: Would I teach this lesson again? If so, what would I do differently? Where my adaptations and enrichments effective? Did I ask probing questions to stimulate interest? Did I explain directions clearly enough?

Adapted from http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx