

LESSON 2.4

How to take charge of your life!

Module 2: Personal Power

LESSON ESSENTIAL QUESTIONS

- Students will learn and apply 4 strategies for becoming more responsible.
- Students will use their responsibility chart to identify life areas that require more personal responsibility.
- 3. Students will analyze responsibility exemplars in order to identify what drives them to be super responsible despite their many obstacles.

TIME FRAME

One 40-minute period. (Lesson four of four in this module)

MATERIALS

- General: Speakers, LCD projector, laptop
- Whiteboard/poster (1 per group of 4-5 students) include erasers, markers
- Becoming More Responsible Categorizing Cards (1 set per team of 4 students)
- Responsibility Chart (1 per student)

1 DO NOW





TPossible Student Responses:

#1. He/she does what they say they're gonna do. They never miss work, don't complain, make excuses, or blame.

They achieve their goals and accomplish big dreams. They work hard, help the community, and are trustworthy and loyal.

#2.He/she is successful, self-disciplined, healthy, fit, financially stable, happy, fulfilled, confident, well-rounded, intelligent, etc.

#3. Answer will vary.

2

TAKE CHARGE!



1 MIN



Lesson Essential Question: How to take charge of your life!

3

ENGAGE



12 MIN



Students will decide on one video to watch.

Despite their traumatic childhoods and current challenges, how do these individuals demonstrate responsibility?

Follow up questions: Why are they so hungry for success whereas others are not? What can we do to develop that type of hunger for self-improvement, happiness, and success?



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4 WAYS TO BE RESPONSIBLE





Teacher Best Practices:

- We will learn about 4 ways to become more responsible.
- In teams of 4, organize the 12 cards into four columns by strategy title, image, and description. (4min)
- Ensure that everyone has a chance to speak and that everyone actively listens to each other.

ANSWER KEY





Directions.

As a team take 2min to:

- Check your answers
- 2. Fix any mistakes
- 3. Pick your favorite strategy
- 4. Be ready to share

Class share

6

MY RESPONSE-ABILITY CHART 7 MIN



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Com	plete the Response-Ability Chart by	2 Day 3 days to proportion was to	periorentifications, plus that it and alone being the that it and alone being the being the periorents, and a it is formation that periorents, and a it is formation to the period and desirable these conjunctions that it and particularly desirable these conjunctions that it and provided
		Nome	School
	Use some of the examples in the back for		
	guidance, but everyone's chart will look		
	differently.		
> 1	If necessary, your instructor can provide more		
	examples/ideas.	To Myself	To My Community
		* Team to the format designation is:	
		Completion and Supplement	Sept. Property

Complete the Response-Ability Chart by yourself

Use some of the examples in the back for guidance, but everyone's chart will look differently. If necessary, your instructor can provide more examples/ideas.



NOTES

FOLLOW UP

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7

CLASS DISCUSSION





Possible Student Responses: #1. Ask for help when we don't understand something, seek mentorship, break things down, take responsibility in small steps/start with something easy and then demand more over time as we get more comfortable, etc.

- #2. They taught us to not make excuses, complain, or feel sorry about your situation, not to care what others think, just do it and it will pay off in the long run even if people will think you're weird and not cool.
- #3. Answer will vary.
- #4. Answer will vary.

8

LEARNING SHOWCASE



2 MIN



Teacher Best Practice:

Share with students your response to the two questions.

- 1. Identify the most important thing you learned from today's lesson.
 - "The most important thing I learned today was_____."
- 2. What is one question you wonder about regarding responsibility?

"I want to know ."

9

STOP HERE



GOT FEEDBACK?

Do you have feedback, concerns, questions, and best practices to share?

Click here to complete our quick 1 min feedback form!