

# THEME: BEING RESPONSIBLE

## RESPONSIBILITY

### GRADE: FIRST

**Core Curriculum:** Supplements social studies

**Focus:** Social skills, interpersonal skills

**Overview:** Every individual needs to behave in a socially responsible manner. To do that, one must first identify what constitutes such behavior and then work to master those attributes. These skills will be valuable throughout life, helping to smooth the way in work situations, business relationships, friendships, and other important relationships. Showing socially responsible behavior helps to make one a desirable companion and friend.

**Goal:** Students will learn to identify items that are acceptable for borrowing or loaning, and from whom it is acceptable to borrow or loan items.

**Materials:** The activity sheets for this lesson can be found in the student workbook. Pencils, and crayons

**Family/Home Activity:** The family/home activity can also be found in the student workbook and is for each student to take home to do with their parent/guardian.

## Lesson Plan

The instructor should identify guidelines for acceptable borrowing and appropriate language for borrowing, and develop a list of possible items for borrowing.

**Activity 1:** Ask students: *How many of you have ever borrowed something from someone? Did that person willingly let you borrow it? Did you receive any special instructions as to how to handle or take care of the item? Did you really need to borrow the item, or did you just want to use or play with it? Did you take good care of the item while you used or played with it? Was it in the same condition when you returned it as it was when you borrowed it? Have you ever loaned anything to someone? Did they take care of it?*

Permit several students to answer each question. Pace the lesson based on student responses. Discuss questions as needed.

**Activity 2:** Tell students: *Begin to think of things you might need to borrow from someone who might be willing to loan them to you.* After a few minutes, create a list on the board or on paper for all to see. Accept all reasonable answers. In the same manner, have the students create a list of items that should

not be borrowed or loaned to others, or only borrowed from or loaned to specific people.

Possible items for borrowing include pencils, crayons, paper, toys, various tools (ruler, eraser), radios, books, magazines, bicycles, and food items (such as an egg, sugar, milk, and bread).

Possible items not for borrowing include toothbrushes, combs or brushes, hats, some clothing items, medicine, money, and items of great sentimental or monetary value.

Possible people to borrow from or loan items to include parents, brothers, sisters, classmates, friends, relatives, and teachers.

Tell students: *We all need some guidelines to follow whenever we borrow items. Can you think of some? I will write down your suggestions, and we will create our own list of five or six rules to use when borrowing.*

Some possible rules or guidelines might be:

1. Give a clear explanation of why you need to borrow the item.
2. Be courteous.
3. Set a time when the item will be returned.
4. Promise to treat the item properly and to clean it if it gets dirty.
5. Promise to keep it safe and in good condition.

**Activity 3:** Ask students: *If someone loans an item to you, how should you treat it?* Accept all reasonable answers and list them for students to see.

Some possible rules or guidelines might be

1. Keep your word or any promises you make.
2. Check the item carefully before returning it to make certain it is all there, and that it isn't broken or dirty.
3. Return the item when you said you would—on time.
4. Return the item to the person you borrowed it from; don't give it to someone else to return for you.
5. Make certain you thank the person who loaned you the item.

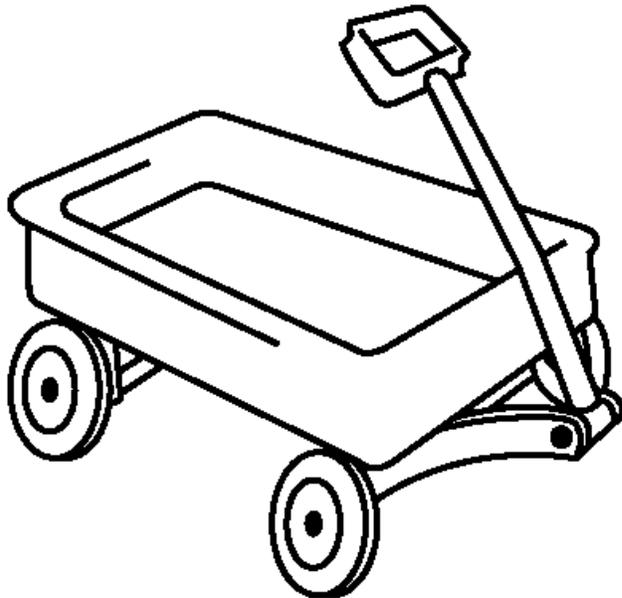
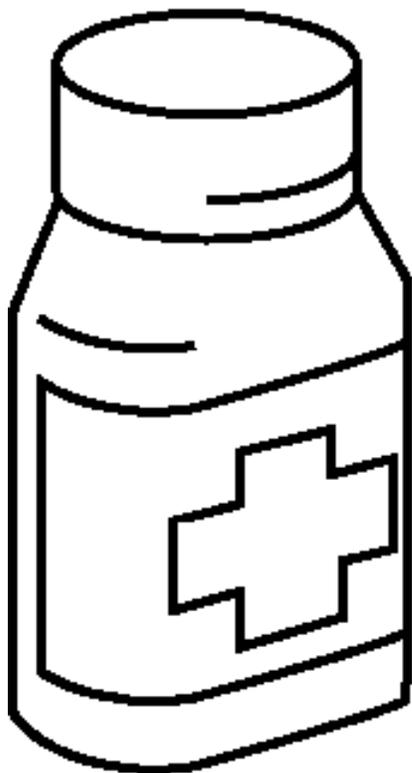
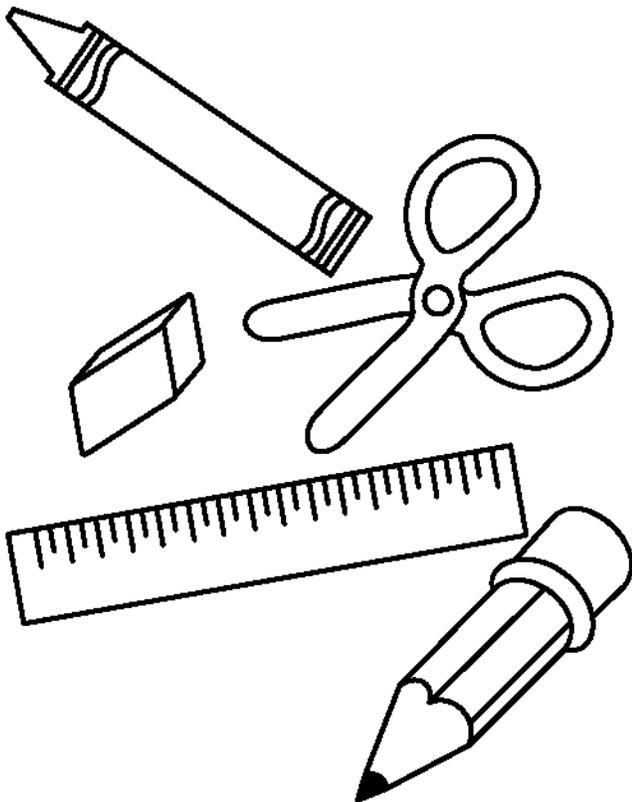
**Activity 4:** Distribute the activity sheets or have them get it from the student workbook. Have the students color the pictures of the items acceptable for borrowing or loaning.

**Reflection:** Ask students: *Who can borrow toys or supplies? Why? Who can lend toys or supplies? Why? Explain the kind of care needed for borrowed items. Explain how you feel when someone returns a borrowed item and it is damaged. Explain how you feel when someone returns a borrowed item and it is in excellent condition. How would you feel if you accidentally broke or lost a borrowed item.? What should you do if you break or lose a borrowed item? Why?*

**Recognition:** See "Classroom Instructions," page 5, for information regarding recognitions.

**Note:** This lesson plan was taken from *Life Centered Education: Competency Units for Personal Social Skills*; Lesson 12.51.4A12; Donn E. Brolin, 1992. Reston, Va.: The Council for Exceptional Children.

# ACTIVITY 4



# ACTIVITY 4

