



## Responsibility

**What it is:** Responsibility encompasses many attributes, including dependability, honesty, accountability, duty, conscientiousness and trustworthiness. Responsible people purposefully choose their attitudes, words and actions, and accept ownership for the consequences of these choices. Students can be responsible to and for themselves, family, peers, school, organizations, ideals, community and environment.

**Why it's important:** Social Responsibility is rated by surveyed employers as one of top five most important skills for new entrants into the workforce.<sup>1</sup> Data suggests that social responsibility can be positively linked to academic achievement<sup>2</sup> and standardized test performance.<sup>3</sup> Conscientiousness is identified as one of the primary traits of a successful leader.<sup>4</sup>

### Strategies to encourage Responsibility in *ACCESS AfterSchool*:

- Provide opportunities for students to make meaningful choices within the class framework (choice of project, type of medium, etc.)
- Incorporate service learning or a community project as part of curriculum
- Promote hands-on learning whenever possible (show me, help me, let me) to allow students to be responsible for their own learning and skill building.
- Create an atmosphere of accountability, responsibility and mutual respect
- Allow students to be responsible for set up/clean up/supply distribution, etc.

### Applications/Examples:

- All classes should have students be responsible for cleaning up.
- Select an activity that requires students to put the interests of the group above their own
- Tech classes such as web design and digital publishing learn online responsibility
- Outdoor Ed/Survival class could discuss environmental responsibility and stewardship
- Jr. Police Academy teaches ethics and social responsibility in law enforcement

**How the skill will be assessed:** Teachers will be surveyed after the course is complete, including how Responsibility was included in their curriculum, how students displayed these skills to them and how they might improve upon their methods or suggest to other teachers how to implement in the future.

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<sup>1</sup> Casner-Lotto, J., & Barrington, L. (2006). Are they really ready to work? Employers' perspectives on the basic knowledge and applied skills of new entrants to the 21st century U.S. workforce. Retrieved from [http://www.p21.org/storage/documents/key\\_findings\\_joint.pdf](http://www.p21.org/storage/documents/key_findings_joint.pdf)

<sup>2</sup> Wentzel, K. (1991) Social Competence at School: Relation Between Social Responsibility and Academic Achievement Retrieved from [http://artcore.pbworks.com/w/file/attach/69175524/social\\_competence.pdf](http://artcore.pbworks.com/w/file/attach/69175524/social_competence.pdf), page 8

<sup>3</sup> Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2004). The scientific base linking social and emotional learning to school success (pp. 3–22). In J. E. Zins, R. P. Weissberg, M. C. Wang, & H. J. Walberg (Eds.) Building academic success on social and emotional learning: What does the research say? New York: Teachers College Press.

<sup>4</sup> [http://www.corwin.com/upm-data/5014\\_Antonakis\\_Chapter\\_5.pdf](http://www.corwin.com/upm-data/5014_Antonakis_Chapter_5.pdf), p. 111