

Connect!

LEARNING ACTIVITIES TO STRENGTHEN ASSETS

II



Responsibility

WRITTEN AND COMPILED BY:
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Introduction

THE CONNECT! II LEARNING ACTIVITIES TO STRENGTHEN ASSETS

Curriculum is centered around strengthening the “Developmental Assets” of Youth. These 40 “Developmental Assets” as identified by the Search Institute of Minneapolis have proven to be crucial building blocks that youth and families need in order to succeed in life.

Throughout the country, organizations and schools recognize that these assets can be built and strengthened in our youth with the quiet revolution termed “mentoring.” A mentor is defined as a “wise and trusted friend; or someone that shows the way.”

In the 1997 Summit on America’s Future, leaders from all across the country hailed mentoring as one of the necessary solutions to help ensure a stable future for America’s youth. They were supported by research proving that mentoring works. Goals were set to find and enlist 2,000,000 mentors by the year 2000. That goal has been met!

Volunteer mentors come with a variety of education and experience. Asking mentors to work in a structured program to build or strengthen “Developmental Assets” in youth without prior training, raises serious concerns.

In order for meaningful interaction to occur between mentors and youth, a basic asset-related curriculum was needed. **CONNECT! II...** was developed out of this necessity. **CONNECT! II...** is a supplement of activities that apply to additional developmental assets from The Search Institute.

CONNECT! II... is designed to give meaningful interaction during the time mentors spend with their youth. It is designed to be flexible enough to be conducted informally on a one-on-one basis, or with a small group of mentors and mentees, or it can also be used during family trainings or family activity nights. The activities are designed to help the youth develop life-long competencies based on the “Developmental Assets” model.

From the volunteer/mentor perspective, **CONNECT! I** and **II...** provide readily available materials and activities that can be prepared and used quickly. **CONNECT! I** and **II...** will help mentors effectively meet the individual needs of each youth.

Using This Book: To The Mentor

Each of the units/chapters in this curriculum is dedicated to one of the “40 Developmental Assets” as identified by the Search Institute. The Individual units or chapters are designed to: 1) identify the asset or quality that you would like to work on with your youth, 2) give specific instructions for fun, active learning activities, and 3) follow up with concrete discussion questions that will help the youth achieve higher level thinking and processing skills. Each unit is self-contained. Activities can be printed off for to be used individually by one or several sets of mentors and their youth.

Goal And Objective Page

Following the title page is a goal and objective page. This page lists the asset or quality, followed by the goal the youth is expected to meet if successfully achieving that quality. Each goal is broken into three concrete objectives for you and your youth to work on. To the right of each objective is a list of activities that can be completed by you and your youth.

Activity Page

The activity pages are written so that at a quick glance, you can see:

1. Topic of the activity
2. Whether the activity is better as a one-on-one or as a whole group activity
3. Time required to complete the activity
4. Necessary materials
5. How to set up the activity
6. Detailed directions to conduct the activity
7. Discussion topics to focus and reinforce the purpose of the activity
8. Specific questions to guide the youth’s thinking and processing

Checklist Page

Following each set of activity pages, is a Checklist page. After completing the activities, use this page to evaluate the progress your youth is making on a particular asset. Mentally answer the questions. If the youth is not ready to move on to the next objective, additional activity and resource suggestions are included.

Handouts

At the end of each set of activities are related activity sheets or handouts. Make as many copies of this material as you need.

RESPONSIBILITY

ASSET #30

GOAL: The youth accepts and takes personal responsibility.

OBJECTIVES

The youth will:

	PAGE
Analyze and demonstrate what it means to be a responsible person.	Activity 1 Take a Closer Look 6
	Activity 2 Proof Is in the Pudding 8
Recognize personal responsibilities in different areas of their life.	Activity 1 Where Does the Responsibility Lie? 11
	Activity 2 Consequence Game 12
Implement personal responsibilities throughout their daily life.	Activity 1 Sharing the Load 17
	Activity 2 Chart Your Course 20

Take a Closer Look

GOAL: The youth accepts and takes personal responsibility.

Objective

The youth will analyze and demonstrate what it means to be a responsible person.

Materials

- Copy of Take a Closer Look for each youth
- Pencils

Activity (45 minutes)

- Distribute Take a Closer Look to each youth. Say to the youth, "You are to evaluate your level of responsibility by completing this evaluation. Read each question carefully and answer honestly. Responses will only be seen by you and shared on a voluntary basis."
- After the youth have been given ample time to complete the evaluation, share and discuss responses. The ultimate goal of the discussion is for the youth to become aware of their level of dedication in regards to responsibility.

Discuss

- Look over your evaluation and identify your strengths. If you would like, share with the group.
- Identify areas in which your responsibility needs improvement. What actions are necessary to improve the rating in this area? Remember, sharing is optional.
- Think of a responsible person that you know. Why do you think he or she is responsible? Does this characteristic make you respect that person even more? If so, why?

Ask

- Do you consider yourself to be a responsible person? Why or why not?
- What do you think makes a person responsible?
- Do you think being responsible affects the quality of your character? If so, how?

Take a Closer Look

(How responsible are you?)

	Rarely	Sometimes	Often
1. I do what is expected of me by my parents and teachers.	1	2	3
2. I am reliable and dependable.	1	2	3
3. I am accountable for my actions; I don't make excuses or blame others.	1	2	3
4. I think before I act and consider the consequences of my actions.	1	2	3
5. I think for myself and am not easily swayed by others.	1	2	3
6. I am a team member and do my share.	1	2	3
7. I demonstrate my personal values in what I say and do.	1	2	3
8. I do my household chores without being reminded.	1	2	3
9. I do things in a timely fashion and get the job done.	1	2	3
10. I don't let others do for me what I can do for myself.	1	2	3

Proof Is in the Pudding

GOAL: The youth accepts and takes personal responsibility.

Objective

The youth will analyze and demonstrate what it means to be a responsible person.

Materials

- One copy of Instant Pudding Recipe for each group of four
- Ingredients for each group of four: 1-3.5 oz. pkg. of instant pudding mix, any flavor, 2 cups milk.
- Equipment: mixing bowl, measuring cup, whisk or beater, serving spoon
- 4 serving bowls or cups, 4 spoons.

Setup

- Arrange a work station with supplies for each group.

Activity (30 minutes)

- Divide youth into groups of four. Each youth within the group is assigned a number from 1 to 4.
- Distribute a recipe to each group, explaining that their assigned number corresponds with their job for completing the recipe successfully.
- Follow the recipe directions.
- Enjoy!

Discuss

- Predict what would happen if one of the steps was not completed.
- Describe what would happen if there were only three people in the group.
- Explain how this activity relates to responsibility.

Ask

- Is responsibility always divided equally to get a job done? Give an example.
- Is any one of the steps more important than the others? Why?
- Did everyone's pudding turn out the same?

Instant Pudding Recipe

GOAL: The youth accepts and takes personal responsibility.

1. Pour 2 cups cold milk into a mixing bowl.
2. Add pudding mix to milk.
3. With a hand mixer, beat at low speed until well blended, about 2 minutes.
4. Pour into four serving dishes.

Responsibility

GOAL: The youth accepts and takes personal responsibility.

After completing activities 1 and 2, is the youth ready to move on?

1. The youth has evaluated his or her level of responsibility.	YES	NO
2. The youth is aware of areas of responsibility that need improvement.	YES	NO
3. The youth can describe characteristics that make a person responsible.	YES	NO
4. The youth can give an example of how a lack of responsibility affects others.	YES	NO
5. The youth has identified steps they could take to become more responsible.	YES	NO

If you answered “yes” to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

More Activities

- Refer back to Objective 1, Activity 2. Choose a more complicated recipe using fewer team members.
- Identify stories or videos that depict positive implementation of responsibility.

Follow-Up Questions

- How does a responsible person “walk the talk”?
- What qualities do responsible people have in common?
- Why is responsibility an important characteristic for people to possess?

Additional Resources

- www.goodcharacter.com
- Character Counts Curriculum (<https://extension.usu.edu/>)
- Responsibility PBS for Kids video. To order, call 1-800-262-8837

Where Does the Responsibility Lie?

GOAL: The youth accepts and takes personal responsibility.

Objective

The youth will recognize their personal responsibilities in different areas of their lives.

Materials

- Three 8 1/2" x 11" or larger pieces of paper
- Pencils
- Small Post-It Notes

Set Up

- Put one of the following headings on each piece of paper: Home, School, and Community.
- Tape papers on the wall horizontally with spaces in between.

Activity (30-45 minutes)

- Each youth has his/her own supply of Post-It Notes. On their own, the youth are given 5 minutes to brainstorm personal responsibilities. Youth will write each responsibility on a separate Post-It Note. The goal is to write as many responsibilities as possible within the time limit.
- One at a time, youth share responsibilities and place each note in the appropriate category (Home, School, or Community).
- Suggestions: If a responsibility goes in two categories, you may want to place it between the two pieces of paper. If it goes in all three categories, it may be placed below the set of papers.
- As a group, review responsibilities and brainstorm any additional responsibilities that may have been left out.

Discuss

- Many responsibilities fit into all three categories because they are based on inner values that are carried with you wherever you go. Choose one of these responsibilities and give examples of why this is true.
- Explain why the responsibilities that fit into all three categories shouldn't change as we get older.

Ask

- If a responsibility fits in all three categories, does this make it more important than those that don't?
- In what category did you put most of your personal responsibilities? Why do you think this is so?
- How will your personal responsibilities change as you get older?
Will you have more in a different category?
If so, where do you think they will be?

Consequence Game

GOAL: The youth accepts and takes personal responsibility.

Objective

The youth will recognize their personal responsibilities in different areas of their lives.

Materials

- Consequence Game Board & Situations cut into squares
- Bean or button for each participant

Activity (45 minutes)

- Each participant places a bean/button on “Responsibility School, “The first participant draws a card. She/he follows the directions on the card and moves the number indicated. After each turn, place the card on the bottom of the pile. Continue taking turns in a clockwise direction. The objective of the game is to be the first one to reach the finish line, indicating they have demonstrated responsible behavior along the way.

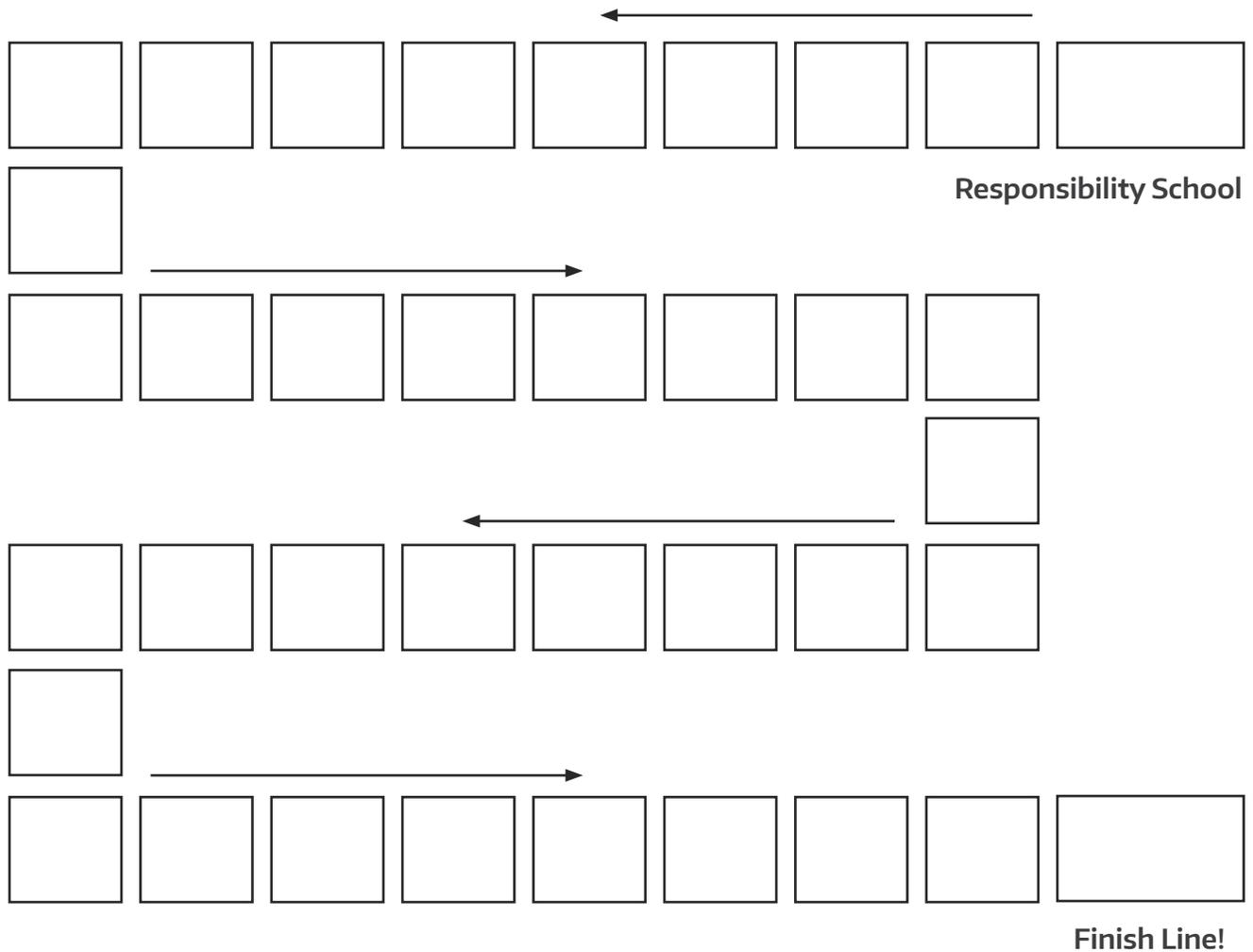
Discuss

- Choose two-three cards from the pile that indicate irresponsible behavior. Discuss what the consequence(s) of the behavior would be in real life (instead of moving backward).
- Discuss how being responsible/irresponsible affects others.

Ask

- How does real life differ from the game in being able to control your responsible behavior?
- How did you feel when you moved forward/backward on the game board? Relate this to real life.
- Does the degree of responsibility always fit the degree of the consequence? Give an example to support your response.

Consequence Game



You took care of your own matters.
You didn't have to be reminded.
Move ahead 5 spaces.

You did what you said you
would do. You followed through
with your commitments.
Move ahead 5 spaces.

You borrowed something and
returned it in perfect condition.
Move ahead 5 spaces.

You forgot to take out the trash.
Move back 2 spaces.

You emptied the dishwasher.
Move ahead 2 spaces.

You didn't feed the dog.
Move back 3 spaces.

You cheated on your spelling test
because you didn't study.
Go back to Responsibility School!

You never put things off and
get the job done.
Move ahead 5 spaces.

You didn't make excuses or
blame others for what you did
Move ahead 5 spaces.

You considered the consequences of
your actions and used good judgment.
Move ahead 5 spaces.

You cleaned your room.
Move ahead 2 spaces.

You didn't do your homework
before bedtime.
Move back 3 spaces.

You didn't shovel the walks. Your
mother fell and broke her leg.
Go back to Responsibility School!

You cooked dinner but forgot
to turn off the stove.
Your house burned down.
Go back to Responsibility School!

You helped an elderly woman
get across the street.
Move ahead 7 spaces.

You took a phone message for
your dad and made sure he received
it as soon as he got home.
Move ahead 4 spaces.

You cleared the dinner table
without being asked.
Move ahead 3 spaces.

You reminded your mom of
something she had to do.
Move ahead 3 spaces.

You knew your mom was pressed for
time before company arrived. You
pitched in to help her prepare.
Move ahead 6 spaces.

You wrote a thank you card for
a gift you received.
Move ahead 4 spaces.

You practiced your piano
lessons without being told.
Move ahead 3 spaces.

You did your homework
but didn't turn it in.
Go back 3 spaces.

You didn't tell your mom you
needed to bring cupcakes to the
party until an hour before it started.
Move back 5 spaces.

You were babysitting your little
brother and left him alone while
you went with your friends.
Go back to Responsibility School!

You forgot to get your mom
a birthday present.
Move back 4 spaces.

You didn't come home when
you said you would. Your parents
were worried sick.
Move back 4 spaces.

You didn't take the movie back
to the rental store.
Move back 3 spaces.

You left the outside water
running in the flower beds.
The basement was flooded.
Move back 7 spaces.

Responsibility

GOAL: The youth accepts and takes personal responsibility.

After completing activities 1 and 2, is the youth ready to move on?

1. The youth understands how to demonstrate responsible behavior.	YES	NO
2. The youth is able to identify personal responsibilities.	YES	NO
3. The youth can categorize responsibilities (home, school, community).	YES	NO
4. The youth realizes that consequences follow behavior.	YES	NO
5. The youth understands how their responsible/irresponsible behavior affects others.	YES	NO

If you answered “yes” to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

More Activities

- Catch someone being responsible and give them a compliment. Be sure to find someone at home, in school and in your community.
- Create a song or poem that depicts responsible behaviors.

Follow-Up Questions

- How do chores differ from other responsibilities?
- What does being responsible have to do with the quality of your character?
- Describe what society might be like if nobody was accountable for their actions?

Additional Resources

- Activities That Teach Family Values by Tom Jackson (Red Rock Publishing, 1998).
- www.goodcharacter.com
- Character Counts Curriculum (<https://extension.usu.edu/>)

Sharing the Load

GOAL: The youth accepts and takes personal responsibility.

Objective

The youth will implement personal responsibilities throughout their daily life.

Materials

- Copy of “Responsibilities” form
- Pencils

Activity (45 minutes)

- Place the “Responsibilities” form in the middle of the table. The point of this activity is to become aware of the many tasks it takes to carry out a responsibility effectively. Each of you will be taking turns recording tasks that pertain to each responsibility. For example: A task for “Yard Care” might be shoveling snow or fertilizing the lawn. Keep in mind that these may or may not pertain to you personally.
- Beginning with the first category of “House Cleaning,” one of you will begin by writing a task that you think pertains to this category. The paper is then passed to the next participant who records a different task in the same category. When all ideas are exhausted, go to the next category. Continue until as many tasks as you can think of are recorded under each responsibility.
- Here are some helpful hints as to what might be included under each responsibility:
 - House Cleaning: picking up, dusting, sweeping, vacuuming, washing windows
 - House Care: watering plants, answering the phone, getting mail, and painting.
 - Meal Preparation: shopping, setting the table, emptying dishwasher, and cooking.
 - Yard Care: mowing, raking, weeding, pruning, and sweeping sidewalks.
 - Pet Care: feeding, walking, cleaning cage/box, playing, and buying food.
 - Laundry: sorting laundry, hanging, putting away, ironing, and mending.
 - Car Care: washing, waxing, vacuuming, washing windows, dusting, and shampooing.
 - Each participant will agree to lighten someone’s load by implementing one task, for which they are not currently responsible.

Sharing the Load Continued...

Discuss

- After reviewing the extensive list of tasks, explain why “Sharing the Load” makes your life easier.
- Identify which tasks you are currently doing and talk about how well you carry them out.
- Highlight tasks that need improvement. Outline some steps that could be taken to improve your performance.
- Explain the strong link between consistency, attitude, and quality in carrying out tasks.

Ask

- In which categories do most of your responsibilities lie? Are there any categories in which you personally have no responsibility? Why is this?
- Is your family currently sharing the load? If not, how could this situation be improved?
- When a task isn't carried out by another family member, how does it affect you?

Responsibilities

House Cleaning

Pet Care

House Care

Personal Care

Meal Preparation

Laundry

Yard Care

Car Care

Chart Your Course

GOAL: The youth accepts and takes personal responsibility.

Objective

The youth will implement personal responsibilities throughout their daily life.

Materials

A variety of materials such as:

- Construction paper
- Markers/crayons
- Rulers
- Scissors
- Pencils
- Stickers

Activity (45-60 minutes)

- Explain to the youth that implementation of our personal responsibilities is very important. A chart helps us to consistently follow through with our assigned responsibilities.
- Explain that responsibilities may differ from day to day and youth to youth. Have each youth list their daily responsibilities. Have them share with the other participants to see if they may have overlooked anything. It may be wise to have them include a time frame for each task to be completed (e.g., Make my bed before going to school. Have my homework done before dinner).
- Have each youth individually design a “Responsibility Chart” for each day of the week. The chart needs to include: daily tasks, time frame, evidence of completion, and quality of completion. Creativity is encouraged. Everyone’s chart should be original!
- Have the youth post the chart in a highly visible area in their home. Implement throughout the week.
- At the end of the week, have the youth grade themselves on how well they carried out their responsibilities. The goal is to consistently get the same grade or higher each week.

Chart You Course Continued...

Discuss

- Explain how being responsible or irresponsible affects your self-esteem.
- Recognize the consequences that may occur as a result of not completing your tasks.
- Talk about valid reasons for not completing your tasks. Discuss what effect this has on your weekly rating, if any.

Ask

- What are the benefits of having a responsibility chart?
- Why does it make you feel good when you have completed your tasks?
- Why does it make others around you feel good as well?
- Will you use a responsibility chart on a weekly basis? Why or why not? If not, what changes do you need to make in order for you to use this idea?

Responsibility

GOAL: The youth accepts and takes personal responsibility.

After completing activities 1 and 2, is the youth ready to move on?

1. The youth is able to identify tasks that relate to general responsibilities.	YES	NO
2. The youth understands what it means to “share the load.”	YES	NO
3. The youth has determined areas of responsibility that need improvement.	YES	NO
4. The youth has identified his/her personal responsibilities on a chart.	YES	NO
5. The youth realizes the consequences involved when responsibilities are not completed.	YES	NO

If you answered “yes” to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

More Activities

- Conduct a family meeting where everyone agrees on the fairest way to “share the load.”
- Make a “responsibility wheel” that is turned daily or weekly assigning family members a new set of duties within their level of ability.
- Keep a journal of your personal responsibilities. Record your successes, failures, consequences, and feelings.

Follow-Up Questions

- What are the internal rewards for being a responsible person?
- What are some ways to ensure the likelihood that you will carry through your personal responsibilities?
- Compare your implementation of personal responsibilities on a: daily basis, weekly basis, seasonal basis, and as you get older.

Additional Resources

- U.S. Department of Education, “Helping Your Child Learn Responsible Behavior” www.ed.gov
- www.netcheck.com/leebee7.shtml for Chore Charts



Utah's Youth and Families with Promise Program (YFP) is designed to address youth problems through early intervention with at-risk youth, ages 10-14, and their families. YFP is a mentoring program designed to reduce and prevent delinquent behavior. The program addresses three goals:

- 1) improve academic performance
- 2) increase interpersonal competence
- 3) strengthen family bonds.



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