

LIFE OBLIGATIONS



Time Required: 30-45 minutes

Content Standards: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Indicators (Students will...): AA.PSD.11.7.03 Describe the obligations young adults have to their family, community and society.

GOAL: Students will discuss and evaluate obligations to family, community and society.

Activity Statements:

1. Students will review and discuss the definition of obligation including personal application.
2. Students will create a banner of obligations to family, community and society.
3. Students will participate in discussion from presentations of banners.
4. Students will discuss differences and similarities of peer obligations.
5. Students will evaluate their personal response to their obligations.

Materials:

1. Banner paper and art supplies of markers, color pencils, crayons, etc.
2. Handout 1 Obligation

Procedures:

1. Distribute Handout 1 Obligation and review.
2. Give each student a larger piece of paper and say, "We're going to create banners of obligations young adults have to their family, community and society. Write your full name on your paper, adding words, symbols, and drawings that symbolize something about yourself, your family heritage, your cultural background, your community and the obligations you have to each of the areas. Be prepared to share with the group."
3. Allow the student 15 to 20 minutes to create banners.
4. Students will review banner of personal obligations and evaluate personal responsibilities. Allow individuals to share with whole group.

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Discussion:

1. Using Handout 1 discuss whole group going from definition to personal application. Include differences in society, family norms, various settings, etc. Emphasize differences among individuals.
2. “We all have obligations in life. We can have different obligations due to differences in family values, cultural norms, or other factors. These different settings can alter our obligations.” Discuss how we all behave differently in different settings. For example, we behave more formally at official ceremonies and have different obligations in this setting. Talk about how people act differently in their home, school, and community settings. Asking students to think in terms of “What’s public? What’s private?” can help them identify appropriate behaviors for each context. What are their obligations in each setting? Discuss that while some people adjust their behavior and obligations automatically, others must be taught and provided with ample opportunities to practice.
3. Students will complete individual banners of personal obligations including areas of self, family heritage, cultural background, and community. Students will review their banners and prepare to share with the group.
4. Students share whole group. Include comparisons among the various settings, family values, and cultural norms. Have students evaluate their responses to their personal obligations and verbalize needed changes or improvements.

Extension Activities:

1. Share with your parents or guardians today’s lesson and ask what their perception of your obligations are at home, school or in the community. Discuss.
 2. As a family, watch the movie *October Sky* together. Discuss career and college option differences between Homer and his father. Discuss the following together:
 - a) Homer’s father tells him he’s proud of him, but it’s not for the reasons Homer hopes. Explain. What do you think Homer wishes he was proud of?
 - b) How does Homer feel about his father’s opinion of rocket-building as a hobby as opposed to a career?
 - c) Going to college will be necessary for Homer to reach his dream of being a rocket scientist. How do you think his father feels about this?
 - a. Why does Homer’s father want him to work in the coal mines, rather than pursue his dreams to be a rocket scientist?
 - b. How do you feel about Homer standing up to his father and saying he won’t go back into the mines – that instead he’s going to go to space? Explain your answer.
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