



Standard IB Responsibility

Module 1

The Skill That Gives You Freedom





Teacher Lesson Plan

Standard 1B – Responsibility

Module 1: Responsibility: The Skill That Gives You Freedom - A Student Guide to Taking Control of School—and Life

Grade Level: 8–9

Course Context: Master Student / Self-Leadership Curriculum

OLA-SAGA Discipline: Self-Leadership (Standard 1B – Responsibility)

Related Disciplines: Emotional Intelligence, Motivation, Self-Regulated Learning

Time Frame: 3 class periods (45–60 minutes each)

Essential Question

How does responsibility help me lead myself, earn freedom, and succeed in school and life?

Enduring Understanding

Responsibility is not about rules—it is about self-leadership. When students practice responsibility through OLA-SAGA skills, they gain control over their choices, emotions, and future success.



Learning Objectives (Student-Friendly)

Students will be able to:

- **Explain responsibility as a self-leadership skill**
- **Apply OLA-SAGA skills to real school and life situations**
- **Practice cooperative learning and self-reflection**
- **Design a real-world responsibility solution using project-based learning**

Success Criteria

- **I can explain responsibility using OLA-SAGA language**
- **I can work productively with others**
- **I can reflect honestly on my choices**
- **I can apply responsibility to real problems**



DAY 1: Understanding Responsibility – Becoming the Driver

Focus

Building conceptual understanding of responsibility and student ownership

Warm-Up (5–7 min) – Think-Pair-Share

Prompt: *“Describe a time when you were the driver of your choices—and a time when you were the passenger.”*

Students think silently, discuss with a partner, then share out.

Mini-Lesson (10 min)

- **Introduce responsibility as control, not compliance**
- **Connect to the metaphor: Passenger vs. Driver**
- **Clarify the 4 parts of responsibility from Part One**



DAY 1: Understanding Responsibility – Becoming the Driver

Cooperative Learning Activity (20 min) – Jigsaw Strategy

Step 1: Divide students into 4 expert groups:

- **Awareness**
- **Choice**
- **Accountability**
- **Respect for Others**

Step 2: Each group:

- **Rereads its section**
- **Creates a poster or slide explaining:**
 - **What it means**
 - **What it looks like at school**
 - **What happens when it's missing**

Step 3: Students re-group and teach their section to others.

Reflection (5 min)

Exit Ticket:

- **Which part of responsibility do you need to grow in most right now?**

Homework / Extension

Daily 3 Ps self-check (Preparation, Participation, Follow-Through)



DAY 2: OLA-SAGA & Self-Leadership in Action

Focus

Connecting responsibility to emotional intelligence, motivation, and self-regulation

Warm-Up (5 min) – Scenario Spark

Display a short school-based scenario involving peer pressure, frustration, or distraction.

Prompt: “What would an impulsive reaction look like? What would self-leadership look like?”

Direct Instruction (10 min)

- Introduce OLA-SAGA framework
- Emphasize Responsibility as the core of Self-Leadership
- Briefly connect each R to brain development and emotional control

I. Self-Leadership		B. RESPONSIBILITY	
Features IB Do I self-control my behavior? Am I reliable, trustworthy, and honest? Do I accept responsibility for my actions? Do I use good judgement? Do I accept the consequences of my actions?	Novice 😞 I do not control my behavior very well, and I am not real reliable, trustworthy, or honest. I make excuses, and blame poor grades and behavior on classmates or teachers. I don't make many good choices, and don't understand the consequences of my actions.	Developing 😊 I control most of my behaviors, and I am reliable, trustworthy, and honest once in a while. I only make some excuses for my grades or behavior. I make mostly good choices, and accept some consequences of my actions.	
	Exemplary 😊 I control my behaviors, and I am very reliable, trustworthy, and honest. I do not make excuses for my grades or behavior. I make excellent choices, and accept the consequences of my actions.	Accomplished 😊 I control my behaviors, and I am reliable, trustworthy, and honest. I do not make excuses for my grades or behavior. I make good choices, and accept the consequences of my actions.	
	Before School (Preparation) Do I have all my materials, assignments, tools, and technologies for school?		
	During School (Participation) Am I in control of my behaviors and doing my best in class? Can my study partner or group rely on me?		
	After School (Permeation) Did I make good choices today? Am I completing all homework and studying for assessments?		



DAY 2: OLA-SAGA & Self-Leadership in Action

Cooperative Learning Activity (25 min) – Role-Play & Analysis

Group Task:

Each group receives a real-life teen scenario (school, home, online, sports).

Groups must:

- 1. Identify the emotional trigger**
- 2. Apply all four OLA-SAGA skills**
- 3. Create a short role-play showing *before* and *after* self-leadership**

Groups perform or explain their scenario.

Reflection (5 min)

Written prompt:

- Which OLA-SAGA skill helped the most in your scenario—and why?**

Homework / Extension

Personal OLA-SAGA self-rating (1–5 scale for each skill)



DAY 3: Project-Based Learning – Responsibility in the Real World

Focus

Applying responsibility through deep learning and authentic problem-solving

Entry Event (5 min)

Prompt: “What is one responsibility problem students your age struggle with at school?”

Collect ideas (late work, distractions, disrespect, group work, technology use).

Project Launch (10 min)

Driving Question:

How can we design a solution that helps students practice responsibility using OLA-SAGA?

PBL Cooperative Teams (25–30 min)

Teams choose a real responsibility challenge and design a solution using OLA-SAGA.



DAY 3: Project-Based Learning – Responsibility in the Real World

Possible Project Options:

- **Student Responsibility Code**
- **Advisory mini-workshop**
- **Poster or infographic campaign**
- **Short video or skit**
- **Daily self-leadership tracker**

Project Requirements:

- **Clearly explain the problem**
- **Apply all four OLA-SAGA skills**
- **Include student voice and real solutions**

Gallery Walk & Feedback (10 min)

Students rotate, give feedback using:

- **One strength**
- **One question**



DAY 3: Project-Based Learning – Responsibility in the Real World

Final Reflection (5 min)

Prompt:

- **How has your definition of responsibility changed?**
- **Which OLA-SAGA skill will you focus on next?**

Assessment

- **Formative: discussions, exit tickets, reflections**
- **Performance: group project**
- **Self-assessment: OLA-SAGA growth reflection**

Differentiation & Supports

- **Sentence stems for discussion**
- **Choice in project format**
- **Visual supports and checklists**

Teacher Note

This lesson sequence is designed to be repeated across OLA-SAGA standards, reinforcing responsibility as a foundational skill for emotional intelligence, motivation, and self-regulated learning.

Big Idea to Reinforce All 3 Days:

Responsibility is not about following rules—it is about becoming a self-leader who can handle freedom.



Student Discussion Questions

Comprehension & Understanding

1. The reading says responsibility is the difference between being a *passenger* and a *driver*. What does this metaphor mean in your own words?
2. According to the reading, why do effort and self-discipline matter more than being “naturally smart”?
3. What are the four parts of responsibility described in Part One? Which one do you think is the hardest for students your age?

Reflection & Personal Connection

4. Think about a recent situation at school where you had to make a choice. Which responsible habit did you use—or not use?
5. Which excuse listed in the reading do you hear most often from students? Why do you think it's so common?
6. How does responsibility help someone earn freedom and trust from adults?

Application & Growth

7. How could practicing the “3 Ps” (Preparation, Participation, Follow-Through) change a regular school day?
8. What is one small habit you could start this week that would help you become more responsible?
9. Why do you think responsibility is more about progress than perfection?