



## RESPONSIBILITY



7-11



Up 2



45 min



## VOTING ON THE FARM!



- Encourage children to think about responsibility and how to be responsible.
- Teach children how to recognize and critically analyze irresponsible behavior.
- Encourage children to act responsibly when performing a certain tasks.



- White paper
- Pencils
- Printed story: Voting on the farm
- Rope



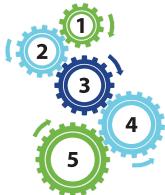
Responsibility is defined as the quality professed by people who put care and pay attention to what they do or decide; it implies freedom. A responsible person is the one who is obliged to answer for certain acts. It indicates the competence of an individual. It is necessary to teach small children to put care in, and pay attention to whatever they do.

This exercise could be implemented during any activity that involves a certain task, for example, when children are asked to do something, it is necessary to teach them to finish it and finish it well.

We can give children simple tasks according to their physical abilities and their level of psychological development, always making them aware of their responsibility.

Development of the activity:

To have an initial evaluation of the children's knowledge about responsibility, the facilitator can ask the following questions:



What do you know about responsibility? What is it?  
How do responsible people act? What do they do?  
Do they or don't they complete the tasks that they are given?  
Do they perform them right or wrong?  
Do you know a responsible person? How does he/she act?  
Are you responsible? Why?

Once the facilitator has the result of the initial evaluation, he/she talks to the children, always rectifying and completing the things they could have said wrong or incomplete.

Facilitator summarizes this part explaining that a responsible person is the one who puts care and pays attention to what she/he does to be able to fulfill the task or request, that responsibility is a very good quality, that responsible people are liked and respected by everyone.

Therefore, to be responsible means when the teacher or their family members gives them a tasks, they must make an effort to carry out the task in the best way they can.

In the next step, facilitator reads a story: "Voting on the farm"

There was once a very special farm, where animals had different job responsibilities in it. But suddenly the owl, who was the one who organized the work collective, got sick, and as they had to deliver the products of the farm at a not too distant date, they decided to choose another person in charge of the work. Gathered in an assembly, they decided to choose a new boss. Among the candidates were a monkey, a turtle and a small ant.

When the time came for the selection, the monkey began to play, to jump and dance with a deranged, and the animals, amused and delighted with those moneries, thought he was the best candidate. But soon they were convinced that with so much game, the monkey was not going to serve for a job as serious as the one requested.

Then the tortoise showed up, and everyone thought that with that carapace he could carry many things on his back and that would be useful for the transfer of things. More also realized that to move one leg he asked permission to the other, and that multiplied by four would take a long time. They also discarded the turtle.

In that came the little ant, and everyone made fun of it, because as it was so small, who was going to realize his presence! The fox was the only one to disagree, and quickly invented a plan to convince the farm animals of their mistake.

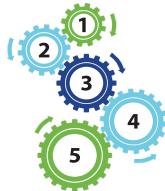
He gathered a large amount of leaves and told several animals to move them to a nearby tree. The elephant tried, but with its long trunk every time it tried to take a leaf, it blew and it flew out. Then the lion tried, but because he had very sharp claws, there was no way he could string a single leaf, so he also gave up. And so they went passing animals after animals, and all failed, until it was the turn of the ant.

This one approached the group of leaves, took one with its previous antennas, and in a jiffy moved it to the tree. Then he returned for another, and for another, until he ended up in what is given a sigh in moving all the leaves.

The fox then let the ant perch on her head and carried her in front of all the animals.

The animals applauded and chose the ant as the head of everyone's task. And the most sympathetic of the case is that every time one of the animals begins to run away and flee to work comes the ant and paf! that in a jiffy it stings a leg, and the animal immediately goes to work.

And that's how the animal farm managed to fulfill the plan of its task. And all thanks to the smallest, but at the same time, most responsible of all.



In this part the facilitator establishes a dialogue with children on the basis of questions and answers.

Did you like the story?

What did you like the most?

What did the story teach them?

Why the elephant and the lion could not get to be chosen being the strongest animals?

What did the ant show?

Talking with children about the narrative of the story, will emphasize the attitude of the other animals that could not be chosen, guiding the criteria on the value of responsibility.

Additional activities:

The traditional “rope fight”:

The participants are divided into two teams. Each team takes one end of the rope. Teams have to pull the rope to attract the opposing team to them. If they win or lose, it will be the responsibility of each team member.



Robots:

Divide the participants into groups of three. One person in each group is the controller of the robots and the other two are the robots. Note for the facilitator: for the first time, there'll be one controller and one robot. Each controller must handle the movements of its two robots. The controller touches a robot on the right shoulder so that it moves to the right; and touch the left shoulder so that it moves to the left.

The facilitator starts the game by telling the robots to walk in a specific direction. The controller should try to stop the robots from crashing into obstacles such as chairs or tables. Ask participants to change roles, so everyone can have the opportunity to be controllers and robots.

Remind the children that if the robot does something that is not right, the responsibility is not the robot but the one who directs and controls it.

