



# Holds Self Accountable

R7HSA GRADE 7

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## TEACHER OBJECTIVE:

The teacher will facilitate discussions and learning activities that help students to display how to follow the rules even if they don't agree with them.

## STUDENT OBJECTIVE:

The student will be able to display how to follow the rules even if he or she does not agree with them.

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## MATERIALS:

### Session One

- Pens/pencils
- Markers
- Paper
- Chart paper
- 3 different color sticky notes

### Session Two

- Pens/pencils
- Paper
- Large cup or vessel
- *Just Let it Go* (SJ 129-130)
- (SJ 131)

### Session Three

- Pens/pencils
- *Grin and Bear It* (SJ 132-133)

## SESSION ONE: *Why I Don't Agree*

### Vocabulary

- **Power Struggle:** a situation in which two or more people or groups compete for control in a situation
- **Acceptance:** coming to terms with or agreeing to a particular condition or situation
- **Remaining Neutral:** not aligned with or supporting any side or position in a controversy


### Hook

- Ask students to raise their hands if they have ever disagreed with a rule in the following areas. Call on a few students after each prompt to see what rule they disagreed with and why.
  - Rules set by your parents
  - Rules set by your school
  - Rules set by your teacher
  - Rules set by your friends
  - Rules set by the government
- Tell students that they will explore how to follow a rule when they don't agree with it.

### Introduction


- Explain to students that there may be rules that they think are unfair, and maybe even unjust.
- Explain to students that we often don't agree with rules because we don't understand why they exist. Explain to students that this next activity will help them to learn how to follow rules even if they don't agree.
- Direct students to get into groups of 4 by having them count off in 4s. Each group should consist of a 1, 2, 3, and 4.
- Distribute a sheet of chart paper, markers, and a pack of multicolored sticky notes to each group.

### Student Practice

- Direct students to draw a vertical and horizontal line down and across the middle of their chart paper and label each quadrant: Parental Rules, School Rules, Friend Rules, and Governmental Rules.
- In each group, students will make a list of rules they don't agree with in each area.
- Distribute three different colored sticky notes to students.
- Facilitate [Carousel](#) with students. 


- Direct each group of students to leave the chart that they created on their table. At the teacher's signal, students will rotate to another group's chart. As they visit each chart, each student will choose one of the four rules and complete the following:
  1. Using the first colored sticky note, they will unpack why they don't agree with the rule.
  2. Using the second colored sticky note, they will address why they believe the rule exists.
  3. Using the third colored sticky note, they will walk through and silently reflect on why the rules are important to follow despite how they might feel about the rule.
- Students will continue rotating until all of the groups have contributed ideas to all of the charts.

## Reflection


- Explain to students that rules have different purposes that may or may not align with our personal belief systems. It is important for each one of us to realize that regardless of our personal belief systems it is okay to disagree with the rules, but at times we have to follow the rules despite our personal feelings.
- Display PPT 4: Let's Discuss and facilitate a discussion using one or more of the following questions: 
  - *What rules did everyone seem to not agree with and why?*
  - *Did this activity help you to be able to follow rules you don't agree with a little better? If so, why? If not, why?*
  - *What does following rules you don't agree with say about you in a positive way?*

## SESSION TWO: *Moving Towards Acceptance*

### Link

- Ask students what they remember from the last session.
- Direct students to [Walk and Talk](#) around the room, and share a time when they have disagreed with an authority figure in their life and what happened as a result of that disagreement. 
- Explain to students that understanding why rules exist helps to follow the rules despite disagreeing with them. It is also important to understand how moving toward acceptance and away from power struggles is important when disagreeing with a rule.


### Teach/Model

- Display PPT 5-6 to introduce vocabulary.
- Direct students to take out a sheet of paper and describe a time when it was hard for them to follow a rule and why they wanted to disobey it. They should fold the paper and put it to the side when they are done.
- Explain to students that they will now read a story about letting it go. Remind students that there is value in following rules even when they disagree with them and that sometimes it is important to let it go and follow the rules despite how we may feel.
- Direct students to access their student journals and complete *Just Let it Go* (SJ 129-130) individually. 

## Student Practice


- Ask students to silently reflect on a moment when they could have let something go and what they were giving up by not giving up that need to be right or heard.
- Display PPT 7: Tips to Write a Poem and explain to students that they are going to reflect poetically on that moment when they didn't want to follow a rule because they disagreed with it.
- Direct students to access their student journals and complete *Journal* (SJ 131) individually:
  - *Reflect on a time when you didn't want to follow a rule because you disagreed with it. Write a poem about this experience.*
- Ask students for a few volunteers to share their work with the rest of the class.

## Reflection

- Direct students participate in a **Concentric Circle** with the following prompts: 
    - *Name some of the emotions that are associated with the word 'rules.'*
    - *What advice would you give to a friend that was having a hard time following a rule?*
    - *How can finding out the reasoning behind a rule impact the way you view it?*
  - Ask students for a few volunteers to share their work with the rest of the class.
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## SESSION THREE: *Grin and Bear It*

### Link

- Ask students what they remember from the last session.
- Explain to students that today's lesson is about helping students to maintain a positive demeanor while following rules they don't agree with.
- Direct students to **Partner Chat** with a peer about what nonverbal communication is likely to be displayed when following rules that they don't agree with. 

### Teach/Model

- Explain to students that keeping a calm demeanor when following rules you don't agree with is hard but today's lesson will teach a set of strategies to help you get through it.
- Remind students that acceptance is the action of coming to terms with or agreeing to a particular condition or situation.
- Display PPT6 to review **acceptance**.

## Student Practice

- Direct students to access their student journals and complete *Grin and Bear It* (SJ 132–133) individually.

## Reflection

- Direct students to use their own words to create a statement of 140 characters to describe one of the five strategies from SJ 132-133 that they like and plan to use in the future. ✍️
  - Ask for students volunteers to share their statements.
  - Direct all students to post their statements in a common space in the classroom.
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## EXTENSION ONE: *Can We Talk?*

### Materials:

- Pens/pencils
- *Can We Talk?* (SJ 134–135)
- PowerPoint (R7HSA)

### Teach/Model

- Explain to students that following a rule in the moment despite disagreeing is a part of being a mature person. However, there is always an opportunity to speak to the person about why a rule seems fair or logical after the fact
- Explain to students that it can be uncomfortable to do something you don't agree with and that those feelings are temporary.
- Display PPT 8: Let's Discuss and facilitate a discussion using one or more of the following questions:
  - *Have you ever had a situation that required you to talk with someone about a rule that you disagreed with?*
  - *How did the situation turn out?*
  - *What was uncomfortable about the situation?*

### Student Practice

- Direct students to access their student journals and complete *Can We Talk?* (SJ 134–135) with a partner. ✍️

### Reflection

- Display PPT 9: Positive Conversation Sentence Stems.
  - Direct students to get into pairs and roleplay two of the situations on *Can We Talk?* (SJ 134–135) in order to practice positive conversations after they have followed a rule they didn't agree with.
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## EXTENSION TWO: *Just Let It Go*

### Materials:

- Pens/pencils
- *Moving Towards Acceptance and Away From Power Struggle* (SJ 136–137)

### Teach/Model

- Display PPT 10 -11 to review power struggle and acceptance.
- Explain to students that these 2 dynamics are key in helping them to follow the rules, even when they disagree with a rule set by an authority figure.

### Student Practice

- Direct students to access their student journals and complete *Moving Towards Acceptance and Away From Power Struggle* (SJ 136–137) individually. ✎

### Reflection

- Direct students to find a partner. They will role play how to handle potential power struggles between Shen and his parents. If students have more time, they can also role-play how to handle a power struggle in their lives.
  - Direct students to do an [Around the Circle](#) to share how the role play helped them to see how to follow rules that they don't agree with. 🌟