
GRADE 3

Rings of Responsibility



MEDIA BALANCE & WELL-BEING

We find balance
in our digital lives.

How do digital citizens take responsibility for themselves, their communities, and their world?

OVERVIEW

Teaching digital citizenship is all about helping kids think beyond themselves and recognize the ripple effects of their actions. Personal responsibility is important, but understanding their responsibilities to *others* can help kids unlock new ways to learn and connect with their communities -- and even change those communities for the better.

Students will be able to:

- Examine both in-person and online responsibilities.
- Describe the Rings of Responsibility as a way to think about how our behavior affects ourselves and others.
- Identify examples of online responsibilities to others.

Lesson Snapshot

Estimated time: 45 mins.

Warm Up:	Rings Metaphor	5 mins.
Learn:	The Rings of Responsibility	15 mins.
Explore:	Our Responsibilities	10 mins.
Wrap Up:	My Rings of Responsibility	15 mins.

Key Standards Supported

What You'll Need

Spanish-language student and family resources available soon!

- Bowl of water and a coin
- Masking tape (for marking rings on your classroom floor)
- Crayons, colored pencils, or markers
- **Lesson Slides**
- Video: Rings of Responsibility **Watch**
- Student Handout: My Rings of Responsibility
 - **Student Version**
 - **Teacher Version**
- Lesson Quiz
 - **Student Version**
 - **Teacher Version**

Take-home resources

- **Family Tips**
 - **Family Activities**
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LESSON PLAN

Key Vocabulary:

community

a group of people who share the same interests or goals

digital citizen

someone who uses technology responsibly to learn, create, and participate

responsibility

a duty you have to yourself or others

Warm Up: **Rings Metaphor**

5 mins.

Before the lesson: Use masking tape to create a large, physical version of the Rings of Responsibility on your classroom floor. Alternatively, you can create the rings with chalk on an outdoor blacktop.

1. **Invite** your students to gather around you. Drop a pebble or a penny into a bowl of water and watch the concentric circles grow.

2. **Ask:** *What do these circles remind you of?*

Students may respond with: a bull's eye, the Target company logo, rings in a tree stump, etc. Explain that the circles remind you of the Rings of Responsibility. Clarify that a **responsibility** is a *duty you have to yourself or others*. (Slide 4)

Learn: **The Rings of Responsibility**

15 mins.

1. **Show** the **Rings of Responsibility** video on **slide 5** and ask: *According to the video, how could throwing a bottle out of your window be similar to something you do online? Take turns sharing with your partner.*

Invite students to respond. Clarify that littering is similar to doing something online because they both show how your actions affect not only you, but also your community and your world.

2. **Ask:** *According to the video, what are the Rings of Responsibility?*

Invite students to respond. Clarify that each ring represents a person or group you are responsible to (yourself, your community, and your world) and that being responsible to someone means that you think about how your actions will impact them.

3. **Show** students the Rings of Responsibility framework on **slide 6** and explain what each ring represents:

- **Self:** The center ring represents responsibilities you have to yourself, such as keeping yourself safe and healthy.
- **Community:** The middle ring stands for responsibilities you have to your community, including the people you know and interact with on a regular basis. This can include both friends and family. But it can also include people you don't know well, but with whom you interact with (e.g., grocery store clerks, a friend in an online gaming community, etc.).
- **World:** The outer ring stands for your responsibilities to the larger world. This would include people you don't know but whom your actions might affect.

(If necessary, define the vocabulary term **community**.)

4. **Pair** students up and assign each to be "A," "B," or "C." Have each pair answer one of the questions on **slide 6**, according to their letter.

Call on pairs to share out their answers. Example answers include:

- Self: *I eat healthy food, I keep my bedroom clean, I don't watch too much TV before bed.*
- Community: *I help my neighbors with yard work, I follow rules like using the crosswalk.*
- World: *I don't litter, I don't say mean things to others online.*

Explore: **Our Responsibilities**

10 mins.

1. **Ask:** *Have you ever heard the term "digital citizen"? What comes to mind when you hear that term?*

Invite students to share out any words or ideas that come to mind. Clarify that a **digital citizen** is *someone who uses technology responsibly to learn, create, and participate*. Say: *As digital citizens, we have responsibilities to ourselves, our communities, and our world as we learn, create, and participate on the internet.* (Slide 7)

2. **Direct** students to stand outside the physical Rings of Responsibility you've marked in your classroom. If space is an issue, you can also designate corners or areas of your room to represent the three rings.
3. **Say:** *As I read each statement, move silently to stand inside the ring you think best fits with that statement. For example, if I said "I never tell anyone my full name online," you would walk to the center ring -- Self -- because that's a way that you can protect your own privacy.*
4. **Read** the following statements aloud, pausing after each one so students have time to move around. If you have time, discuss and reflect when students have different answers. Some examples may fit into multiple rings.
 - I only use apps and websites that are OK for someone my age. (Self)
 - I never share things about my friends that they wouldn't want other people to know. (Community)
 - I don't post or share information online if I'm not sure that it's true. (World)
 - I treat others with respect, in person or online. (Community or World)

Wrap Up: My Rings of Responsibility

15 mins.

1. **Have** students return to their seats, and distribute the **My Rings of Responsibility** student handout. Read the directions aloud and pass out crayons, colored pencils, or markers. **(Slide 8)**

Allow five to seven minutes for students to complete the handout.
2. **Invite** students to share out their answers. (See the **Teacher Version** for reference.)
3. **Invite** students to select one statement from the handout and write an explanation for which ring(s) it belongs in and why. They can write this either on the back of the handout or by adding a second page to the document. Collect handouts to assess student learning. **(Slide 9)**
4. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.



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