

We shape our lives and we shape ourselves. The process never ends until we die. And the choices we make are ultimately our RESPONSIBILITY.

– Eleanor Roosevelt



Mr. Brown was in the hospital when he knocked over a cup of water, which spilled on the floor beside his bed. He was afraid he might slip on the water if he got out of the bed, so he asked a nurse's aide to mop it up. As a patient he didn't know it, but the hospital policy said that small spills were the responsibility of the nurse's aides while large spills were to be mopped up by the hospital's housekeeping group. The nurse's aide decided the spill was a large one and she called the housekeeping department. A housekeeper arrived and declared the spill a small one. An argument followed. "It's not my responsibility," said the nurse's aide, "because it's a large puddle." The housekeeper did not agree. "Well, it's not mine," she said, "The puddle is too small." Mr. Brown listened for a time, then took a pitcher of water from his night table and poured the whole thing on the floor. "Is that a big enough puddle now for you two to decide?" he asked. The argument ended.



Ethics: Doing What Should Be Done

- 1.** What does this story have to say about responsibility?

- 2.** How would you apply the point of the story? Would it make a difference if you were answering now as a student versus when you are an adult in the workplace? Explain your answer.

- 3.** Can you think of similarities of the actions in this story with what happens at school?

- 4.** Why do you think no one really wanted to take responsibility for cleaning up the water spill?

- 5.** Has anybody ever caused problems for you by being irresponsible? What happened? What do you wish that person understood about what happened?

- 6.** “You can’t control what life puts at your doorstep, but you have complete control over how you respond to it.” What does that mean? How can you apply this principle to your daily life?

- 7.** Describe what this society might be like if nobody was accountable for their actions, and if nobody kept their commitments.

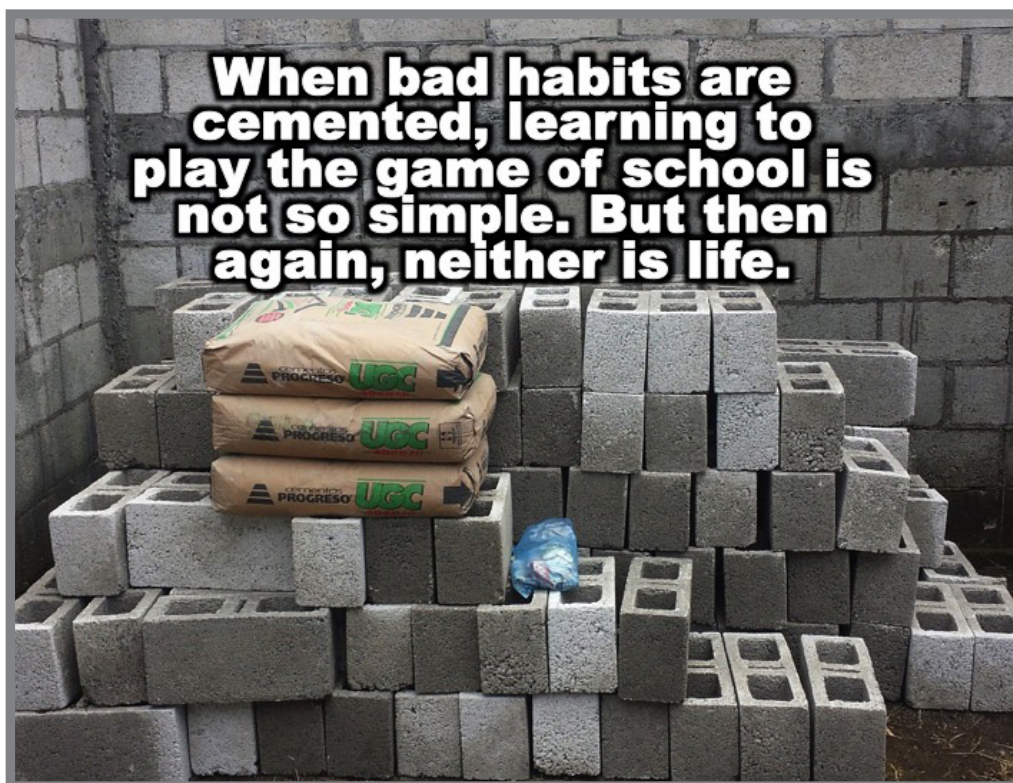
SE4

SE 4.1

SE2

SE2.11

SUCCESS SKILLS AND ATTITUDES SELF-MANAGEMENT



Make an effort to work hard at developing the ability to begin a task and independently generate ideas, responses, or problem-solving strategies.



Executive Function Organization

- 1.** What does the quote mean that learning to “play the game of school” is not so simple if we develop bad habits? In what way does this quote apply to life after school?

- 2.** What attitudes and behaviors are important for you to accomplish what needs to be done as a high school student?

- 3.** In order to handle academics in college a student will need to employ specific strategies that will allow for the completion of an assignment, project, essay or assessment of progress. What are strategies that you believe you can initiate?

- 4.** What role does goal-setting have in being an effective planner of the work that needs to be done?

- 5.** Executive functions let people plan, organize and complete tasks. What is one thing you will do differently right now related to your work as a student?

- 6.** The brain uses electrical impulses to carry messages from one neuron to the next. These messages help us to notice things, pay attention and take action. The release of certain brain chemicals help make those connections. For some people, the brain doesn’t always release enough of those chemicals. But when something comes along that’s really interesting or exciting, their brain releases a larger amount, which helps them get started and stay engaged with that task. In some ways this describes all of us in how we approach an assignment or project. What can you do to make sure you’re engaged in what needs to be accomplished? What can a school do to be of help to you?
