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**Program Time** ................................................. 15 Minutes
Program Overview

Why Teach about Responsibility?

Young children may find the concept of responsibility—and the need for it—difficult to understand. You Can Count On Me: Building Character will help children to grasp the meaning of responsibility and to recognize the importance of being a responsible person. The program helps children understand that failure to accept responsibility can often cause problems, not only for them but for the other people in their lives. By identifying with the characters and familiar situations, and by having an opportunity to discuss each situation that is presented, children will be able to better understand the importance of taking their responsibilities seriously and doing their best to carry out each task that they are responsible for.

Learning Objectives

Children will:

• recognize what responsible behavior is.
• recognize that they have responsibilities to others as well as to themselves.
• understand the kinds of problems that can arise from being irresponsible.
• learn how to handle situations that might keep them from acting in a responsible way.

Video Content

• Four children take turns telling how they learned about responsibility.
• Four realistic vignettes show children faced with having to carry out a particular responsibility.
• Each vignette is open-ended, with viewers given the opportunity to discuss what they would have done in each situation.
• Music videos at the beginning and end reinforce the points that were made.

Preview Questions

• What do you think responsibility means?
• What are some things you can do to become a responsible person?
• Have you ever had a problem trying to live up to a responsibility? What was the problem? How did you finally settle it?
• Have you ever had a problem because of someone else’s lack of responsibility? What happened? What did you do about it?
Guidelines for Discussion

Create a Climate of Openness and Acceptance

• Encourage children to show respect for the opinions of others.
• Model this behavior yourself.

Establish Ground Rules

• Avoid put-downs, ridicule and sarcasm.
• Don’t allow anyone to interrupt a speaker.
• Give students the option to pass if they don’t feel like speaking.

Guard Against Inappropriate Self-Disclosure

• Be prepared to handle discussions without allowing students to expose too much personal information.
• Have strategies for moving the conversation along or for steering the discussion in a different direction.

Probe Beyond the Neat and Tidy Answers

• Children know how to tell adults what they think they want to hear. To find out what children really think, try prolonging a discussion to search for even greater depth.
• Remind children that there is no right or wrong feeling for any given situation.

Pause for Discussion

• Some children may benefit from pausing for discussion after each segment of the video. This gives them the opportunity to more immediately reflect on the content as well as their own experiences.
Introduction

The program opens with a music video that introduces the four main characters as hosts: Emily, Joe, Dean, and Melanie. They are discussing responsibility, something they are hearing more and more about from their parents and teachers. They’ve noticed that the older they get, the more responsible everyone expects them to be. But what is responsibility? To help define the concept, each child tells about a personal experience.

Scene One

In Joe’s class, everyone has a different chore every week, and this week Joe was responsible for cleaning the hamster cage after school. His teacher left him alone in the room for a moment. Then Joe’s friends appeared and told Joe that they’d discovered some cookies left over from a class party; they urged Joe to go and get some. His friend Matt offered to finish cleaning the hamster cage for him.

Joe left to find the cookies and Matt finished taking care of the hamster. Then he left—forgetting to close the door of the cage. Harvey got out and scurries away. Joe and his friends searched for Harvey and finally found him in the closet. Joe and Matt got into an argument, each accusing the other of being responsible for the hamster getting away. Who was really to blame? The video does not answer the question; it’s up to the viewers to discuss the problem.

Discussion Questions

• Whose responsibility was it to make sure the job was completed?
• Who was responsible for Harvey getting out of the cage?
• How could everyone have shared responsibility in this story?
Scene Two

Melanie tells the other hosts how she learned about responsibility. She and her brother were in a music store when she saw a beautiful new trumpet on sale. She asked Brad if he thought their parents would buy it for her. Brad reminded her that she was already renting a trumpet from school, but Melanie wanted one of her very own. Brad told her that he doubted that Mom and Dad will buy her a new trumpet because she behaves so irresponsibly: she hardly ever practices, she leaves the rented trumpet lying around on the floor, she doesn’t do the chores she’s assigned at home, and she doesn’t hand in her homework assignments. Brad told Melanie that she will have to show their parents that she is more responsible before she can even ask for a new trumpet. Melanie promised to work on it, and in the next scene she is showing her new trumpet to the other hosts. The scene ends with Melanie’s open-ended question, “What do you think I did to show my mom I was responsible?”

Scene Three

Emily tells about a project she worked on with some classmates to celebrate her town’s 150th anniversary. Her part of the project was to take pictures of some of the old buildings in town. The entire report was due the following Wednesday, so Emily planned to take the pictures on Saturday. But it rained on Saturday, so she had to take the pictures on Sunday. This meant that she wouldn’t get them back until Tuesday—but there was still enough time. Emily picked up the pictures and, without looking at them, took them to school to show. When her teammates looked

Discussion Questions

• What made Brad think Melanie was not a responsible person?
• What do you think Melanie did to show her parents she was responsible?
• What can you do to show people they can count on you?

Discussion Questions

• Why do you think Emily took the pictures again?
• How do you think Emily would have felt if she didn’t do it?
• Why is it important to be responsible when you are working on a project as part of a team?
at the pictures they saw that they were double-exposed; they are all useless.

Emily’s teammates were nice about it. They told her they would help her do something else. But Emily felt as though she had let everybody down, and she was determined to do something about it. She took new pictures after school, and had them developed in one hour. It was expensive, but Emily used her allowance money to pay for the developing. The pictures turned out fine, and Emily stayed up late to arrange them on a board and label them. Her fellow hosts question why she went to so much trouble after her teammates told her it was okay if she didn’t get the pictures. The scene ends with the open-ended question, “Why do you think Emily did it?”

Scene Four

Dean tells about the time he did some work for a neighbor, cleaning out her attic. He was not able to finish the job in one day, but Mrs. Hawley paid him anyway. Dean promised to go back the next day and finish the job. But that night his grandmother called and told him that she bought him a new snow board and she will come down the next morning to take him to the ski slope all day. Dean gets panicky—should he help Mrs. Hawley, or spend the day with his grandmother? The scene ends with the open-ended question, “What’s the responsible thing to do?”

After time out for discussion, the program ends with a music video: “You Can Count On Me!”

Some of the Discussion Questions appear on the video screen after each segment.

Discussion Questions

• What do you think Dean did?
• What would you have done? What’s the responsible thing to do?
• Can you think of a way Dean could show responsibility to both his grandmother and Mrs. Hawley?
**Language Arts; Art**

Have children create their own finger puppets with construction paper, felt, yarn and any other materials on hand. Children can use the puppets to role play situations that show the proper—and improper—handling of responsibility.

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**Science; Language Arts**

If you do not already have a classroom pet, consider obtaining or borrowing a hamster, gerbil, bird, guinea pig, or several fish. In addition to observing the animal’s behavior, have the children read about the characteristics, traits and habits of their pet and decide how to take care of the animal responsibly. Give different children the responsibility for cleaning the animal’s cage, making sure it has fresh food and water, etc.

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**Language Arts**

Divide the class into four groups. Have each group work together to write an ending for one of the vignettes in the video. Then ask each group to perform their story. If there are more children in the group than there are speaking parts, the other children can design “scenery,” work on props, prompt the actors, etc. You may record the skits on video tape or on cassette, to be played back for the “actors.”

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**Creative Expression**

Work with children to write more verses for “You Can Count On Me” or help them compose an original song about responsibility. Each child might contribute a different verse; the verses can then be set to music. Any musical instrument available in the classroom can be used to help the children “compose” their tune.
Language Arts

Have students make a list of all the responsibilities they have at home. On the chalkboard, list the different kinds of responsibilities, or “chores,” that the children have. Discuss each one with regard to its importance, what is necessary in order to do it well, and what can happen if it is not done well—that is, if the person does not act responsibly.

Language Arts

Ask each child to read one of the books listed in the Resources/Book List in this Teacher’s Guide, and report on how it relates to responsibility. Reports may be written, oral, taped, or however is appropriate.

Creative Expression; Language Arts

Give the children the following situations and ask for volunteers to role play each one, first showing what might happen, then showing what the responsible behavior would have been in each situation.

- Jenny is about to clear the table after dinner when Cara runs in and tells her there is a great TV program about to start. Cara wants Jenny to watch the program and wait till later to clear the table. Jenny goes and watches TV, leaving the leftover food on the table. Their dog, Bruno, disappears into the kitchen for a while.

- Mario’s mother sends him to the store to buy eggs for a cake she is making. She reminds him to be careful carrying the eggs. It’s a rainy day and on the way home, Mario has fun jumping into puddles to see how big a splash he can make. By the time he gets home, most of the eggs are broken.

- Mr. Clark is taking three scouts, Ted, Alex, and Bradley, on a camping trip. He asks Alex to bring a frying pan and two pots so they can cook over the campfire. Ted’s job is to bring plastic garbage bags and a flashlight. Bradley is given the task of bringing a box of matches, paper plates and plastic forks. When they get to the campsite, they set up their tent and are about to make a fire when Bradley realizes that he forgot the matches.
Write the word **RESPONSIBILITY** on a sheet of poster board and tack it to the bulletin board. Tell the children that many small words can be made from the letters in “responsibility.” Ask them to think of words that they can spell with these letters and write them on the poster board. This can be an ongoing activity, with children adding new words to the list as they think of them.

Assign each child in the class a different chore each week. On Monday morning, tack a sheet of oak tag to the bulletin board containing each child's name, together with the chore he or she is assigned for the week. Have children put an R next to their name each time they complete their chore.

Take pictures of the children in the class carrying out their various responsibilities. Make a montage of the pictures on a large sheet of poster board and tack to the bulletin board under the heading **HOW WE SHOW RESPONSIBILITY.**

Have each child make a poster about responsibility. Using any medium you wish, ask them to write their own definition of the word, and illustrate their poster any way they wish. Display the posters on the bulletin board.

Invite students to write and illustrate stories or poems about a chain of events that happens because someone has not acted in a responsible way. Encourage them to make their story as funny and/or complicated as possible. Display the stories on a bulletin board. When everyone has had a chance to read the stories, discuss how the problems might have been avoided if the characters had been more responsible.

Provide old magazines for children to find and cut out pictures of people who are carrying out some kind of responsibility (e.g., going to work, cooking dinner, doing homework, walking the dog, etc.). Have them write or tell stories about the pictures they have chosen. Make a collage of all the pictures on a large sheet of poster board around the words “You Can Count On Me.” Display the poster in the classroom.
• Have children pick a question where they answered 1 or 2 and ask them to write or talk about how they could improve.

• Extend this activity by having children exchange sheets and discuss the responsibilities they have in common.

• Answers may vary.
• Ask children who else they depend on for different reasons. Make a list of all these people on the chalkboard.

• You may want to introduce this worksheet by leading a class discussion that will spark students’ memories about these kinds of situations.

• Extend this activity by asking children to think of additional examples of responsibilities and “fun” activities.

• If this is too challenging for your students, make a list on the chalkboard of the different things that might be part of each job, e.g. deciding on decorations, buying decorations, putting up decorations, taking down decorations, etc.

• The puzzle uses words from the program that have to do with responsibility. If it is too challenging for individual students, do it in small groups or as a class project.

• As a variation, you might ask your students to illustrate what might happen as a result of each child’s lack of responsibility.
Read the questions. Then write your answer on the lines by using the following numbers:

4 -- Always
3 -- Usually
2 -- Sometimes
1 -- Never

1. Do I keep my room neat and put my clothes away? ______
2. Do I do my chores without being asked? ______
3. Do I leave for school on time every morning? ______
4. Do I hand in my homework assignments when they’re due? ______
5. Do I brush my teeth twice a day? ______
6. Do I finish a job once I’ve started it? ______
7. Am I careful not to leave toys, shoes, books, or backpacks lying around the house? ______
8. Do I plan the best way to do a job before I start it? ______

Now add up your score.

If your score is 8 to 16 your sense of responsibility Needs Improving
If your score is 17 to 24 your sense of responsibility is Satisfactory
If your score is 25 to 32 your sense of responsibility is Very Good

If you got NI, write on the back of the paper some things you could do to change to S or VG.
Do you have responsibilities at home? What are they? Make a list of the things you are responsible for.

____________________________  ___________________________
____________________________  ___________________________
____________________________  ___________________________
____________________________  ___________________________

Which one do you like the least? Why? Write about it.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Which one do you like best? Why? Write about it.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
We all count on many different people to do things for us. Fill in the blank at the beginning of each sentence. Then draw a picture of that person in the box.

1. __________ makes sure that my teeth are healthy.

2. __________ makes my neighborhood a safe place to live.

3. __________ helps me to learn arithmetic.

4. __________ fixes my toys when they break.

5. __________ makes me better when I’m sick.
Think about a time when you needed to act responsibly but you didn’t.

Write a story about it. Then draw a picture on the back of this paper to show what happened.
Do you know the difference between having a responsibility and having fun? Some of the things in the list below are responsibilities, and some are not. Write the letter “R” in front of each thing that is a responsibility.

1. Making a snowman
2. Taking care of your baby sister
3. Feeding the dog
4. Going to the movies
5. Doing your homework
6. Putting out the garbage
7. Getting to school on time
8. Cleaning your room
9. Playing a video game
10. Watching a parade

Look at the things you did not mark with the letter “R”. Is there any time one of those might be a responsibility? For example, building a snowman might be a responsibility if you promised your little brother you would do it. Can you think of others? Are there times when something you marked “R” could be fun?
Your class is inviting all the other classes in your school to a Spring Social. You are the chairperson of the committee that will take care of invitations, decorations, food, games and activities. Gina, Raoul, Fay, and Kent are on your committee. Make a list of the things you want each person to be responsible for.

**Gina** will be in charge of __________
She will be responsible for:
1. __________________________
2. __________________________
3. __________________________
4. __________________________

**Raoul** will be in charge of __________
He will be responsible for:
1. __________________________
2. __________________________
3. __________________________
4. __________________________

**Fay** will be in charge of __________
She will be responsible for:
1. __________________________
2. __________________________
3. __________________________
4. __________________________

**Kent** will be in charge of __________
He will be responsible for:
1. __________________________
2. __________________________
3. __________________________
4. __________________________

As **Chairperson**, what are your responsibilities? List them below:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

You Can Count On Me: Building Character © Sunburst Communications, Inc. 1996
In the puzzle below, find as many of the words from the box as you can.

- blame
- care
- chore
- count
- depend
- disappoint
- earn
- fault
- forget
- homework
- project
- report
- responsible

On the back of this paper, write a story about responsibility. Use as many words from the puzzle as you can.
These kids did not act in a responsible way. What do you think happened? Choose one story and write about it.

1. It was Chantel’s turn to feed the dog, but she forgot. The dog was really hungry.

2. Blake never bothered to put away his toys. One day he left his skateboard in the middle of the floor.

3. Patti felt like having some ice cream for a snack. But she forgot to put the box back in the freezer.


Dear Family Member,

Your child has viewed the video *You Can Count On Me: Building Character*. Here are some ways to help your child develop a sense of responsibility.

- Help your child become aware when he/she is acting responsibly. You might say, “I noticed how nicely you took care of your toys. That is very responsible.” or “I like the way I can count on you to clear your dishes from the table. You’re getting so responsible!” Remind your child that when people take responsibility, it helps everyone.

- Here are some points about responsibility that your child learned in the video.
  - There are many ways to be responsible.
  - If you behave responsibly, people will know they can count on you.
  - Not acting responsible can cause problems for yourself and others.
  - It is not always easy to decide what is the responsible thing to do.

- If your child acts irresponsibly, help him/her decide what would be the responsible thing to do.
Estimado miembro de la familia,

Su hijo(a) ha visto el video *Puedes contar conmigo: formando el buen carácter*. Lo que siguen son ideas para ayudarle a su hijo(a) a tener un buen sentido de responsabilidad.

- Ayúdele a su hijo(a) a saber cuando él o ella actúa con un sentido de responsabilidad. Puede decir, "Veo como cuidas tus juguetes. Eso es muy responsable." o "Me gusta que puedo contar contigo a limpiar la mesa. Eres muy responsable." Dígale a su hijo(a) que cuando una persona toma responsabilidad, ayuda a todos.

- Lo que siguen son unas ideas sobre la responsabilidad que su hijo(a) aprendió en el video.

  - Hay muchas maneras de ser responsable.
  - Si te portas de una manera responsable, otras personas darán cuenta de que pueden contar contigo.
  - La falta de un sentido responsabilidad puede causar problemas para ti y para otras personas también.
  - A veces no es fácil decidir cual es la manera responsable de actuar.

- Si su hijo(a) actúa de una manera poco responsable, ayúdele a decidir que sería la manera responsable de actuar.
Cut and staple the pages to make a book. Then draw pictures to go with the words.

Sam promises to play with his little sister. (1)

His friend has an extra ticket to the ball game. (2)

Sam would really like to go to the game. (3)

"Not today," he says. "I have something else to do." (4)
You can always count on me!
My motto is _________________________________. (1)

When someone gives me a job to do,
I _________________________________. (2)

I never skip my chores, even if
_______________________________. (3)

My parents know that I won’t forget to
_______________________________. (4)

Even my pet ______ knows he can
count on me to _________________________________. (5)

You know what? I feel ______ about myself. (6)
Sam querría mucho ir con su amigo al partido. (3)

“Hoy no puedo,” dice. “Tengo otra cosa que hacer.” (4)

Su amigo tiene un boleto al partido de béisbol de más que Sam podría tener. (2)

Sam promete jugar con su hermanita. (1)
Recorta y cose con grapa las páginas para hacer un libro. Haz dibujos para ilustrar las palabras.

¡Siempre puedes contar conmigo! Mi santo y seña es ________________
_________________________________________. (1)

Cuando alguien me da un trabajo yo ________________
___________________________________________. (2)

Nunca dejo de hacer mis que haceres, aún si ________________
_________________________________________. (3)

Mis padres saben que no me olvidaré de ________________
___________________________________________. (4)

Aún mi animal favorito, ______, sabe que puede contar conmigo a _____
___________________________________________. (5)

¿Sabes? Tengo una _____________
opinión de mi mismo(a). (6)
EMILY: Are you hearing the word “responsibility” more and more?

MELANIE: Yeah, my teacher told me to be more responsible about my homework.

DEAN: My Dad told me the other day I’m responsible for mowing the lawn. He’s counting on me.

JOE: It seems the older you get—

DEAN: The more responsible everyone expects you to be.

ALL: But what is responsibility?

SONG: Whenever you say—
“You can count on me.”
You’re taking on
“re-spon-si-bil-i-ty.”
But what does it really mean to act responsibly?
Let’s explore the possibilities—
Let’s do it!
“You can count on me!”

DEAN: I’ve got a story about responsibility. In school, everyone in my class has a different chore every week. One time it was my job to clean the hamster’s cage.
MATT  Hey Joe—are you walkin’ home with us?

JOE  No. It’s my turn to clean out Harvey’s cage.

COLLEEN  I’ve done that before—it doesn’t take that long.

MATT  Yeah. We’ll wait for you, outside.

JOE  Okay.

Hey Harvey—When I’m done, you’re gonna have a nice clean cage.

TEACHER  Joe, I have to go down to the copy machine. I’ll be back in a minute. You know what you have to do, right?

JOE  Yep.

MATT  Hey Joe!

JOE  What?

COLLEEN  Miss Matthews has some cookies leftover from her class party they had today.

MATT  Yeah! You can get some before they’re all gone.

JOE  But I’m not finished yet.

MATT  What else do you have to do?
JOE Fill up the water bottle and add more food to the dish.

MATT I'll do that for you. You go get some cookies.

JOE Gee—thanks.

TEACHER Oh no. Harvey?! Harvey? Oh, great.

MELANIE What happened?

EMILY Did you find Harvey?

JOE When I came back to get my coat Mrs. Roberts was really angry.

TEACHER Joe?! Where's Harvey?

JOE He's in his cage. Isn't he?

TEACHER The cage door is open and Harvey's gone! What happened?

JOE Well—I was cleaning the cage and then I went to Miss Matthews room to get a cookie.

TEACHER So, you left the cage door open?

JOE No, Matt said he'd finish up for me. He just had to fill the water bottle and food dish.

TEACHER Yeah, but what about Harvey?
JOE I don’t know.

TEACHER Matt?

MATT I don’t know.

TEACHER Well, we’d better find him!

JOE Hey guys, I found him.

TEACHER Thank goodness. Put him back and make sure this time the door is closed.

JOE I don’t know how he got out.

MATT You left the door open.

JOE But you said you’d finish up—you were supposed to shut the door. It’s your fault.

MATT No it’s not. It’s your fault!

EMILY Matt blamed you?

JOE Yep!

DEAN But he said he’d finish for you.

MELANIE Yeah—but wasn’t it Joe’s responsibility to make sure the job got done?

EMILY That’s a good question. What do you think? Whose responsibility was it to make sure the job was completed?
Who was responsible for Harvey getting out of his cage?

MELANIE I learned what responsibility was one day. I was in the music store with my brother, Brad and I really, really wanted this new trumpet.

MELANIE Brad. Come here. You gotta see this.

BRAD What is it?

MELANIE That’s a brand new trumpet and it’s on sale. See.

BRAD But I thought you were renting a trumpet from school.

MELANIE Yeah, but I’d like one of my very own. Do you think Mom and Dad would get it for me?

BRAD I wouldn’t even ask if I were you.

MELANIE How come? It’s on sale.

BRAD You hardly even practice as it is. Why would they spend money on a new trumpet?

MELANIE If I had one of my own I’d practice.

BRAD It’s not like you take care of the one you have now. I almost
broke my neck on it when you left it on the living room floor the other day. Once I even found it behind the couch.

MELANIE I’d take better care of a new one.

BRAD Don’t tell me. I just don’t think Mom and Dad will say you’re responsible enough for them to buy you a trumpet.

MELANIE There’s that word “responsible” again. It always seemed to get in the way of what I really wanted. So I asked Brad what he meant.

MELANIE What do you mean I’m not responsible enough?

BRAD Mom always has to get after you to practice. She can’t count on you to do it on your own.

MELANIE But I will.

BRAD I bet she’d say there are lots of ways you don’t act responsibly.

MELANIE Like what?

BRAD Well—whose job is it to take the cans and bottles out to the recycling bins?

MELANIE It’s my job, and I do it.
BRAD Yeah, after someone tells you fifty times. And half the time I end up doing it.

MOM Melanie? Come get these cans and bottles. Melanie? Where is she? Brad, do you mind?

BRAD Okay.

Melanie, they can’t even count on you to do a simple thing like taking the stuff out for recycling.

MELANIE Do you think it would help if I promise to be more responsible?

BRAD You mean like with your homework? I heard what happened the other day.

MOM Melanie—your progress report says you missed four homework assignments. You promised this time you wouldn’t miss any.

MELANIE I did do the homework—I just lost i before I handed it in.

MOM But we made a folder for you to put your homework papers in so you wouldn’t lose them.

MELANIE I guess I lost that, too.

CLERK Here’s your change.
BRAD Thank you. You know Melanie, I think you're going to have to show them you're more responsible before you can even ask for that trumpet.

MELANIE You're right! I'll have to work on it.

JOE So what happened?

EMILY Did you ever get the trumpet?

MELANIE That's a good question. What do you think I did to show my mom I was responsible? What can you do to show people that you're responsible?

EMILY I have a story about responsibility. I was working with some of the other kids in my class on a special project. It was our town's 150th anniversary, and we were each responsible for different things.

TIFFANY Okay—Andy and Monique—you're doing a report on how the town started, right?

MONIQUE Yeah. We got some really good stuff.

ANDY Yep. Mr. Adelmeyer, the town historian is helping us.

TIFFANY And I'm getting stuff on impor-
tant people and things that happened here.

EMILY And I’m taking pictures of some of the old buildings—like the old school house, the first church and town hall.

ANDY That’s great.

EMILY Well—they’re all right near each other and I live close

TIFFANY When are you going to take the pictures?

EMILY I’ll do it Saturday—

ANDY Great. Remember—we need everything in by next Wednesday.

EMILY No problem. If I take the pictures Saturday—they’ll be done Monday.

Well—I thought there wouldn’t be any problem—but on Saturday—it rained all day—and I couldn’t take the pictures.

JOE Too bad. What did you do?

EMILY Oh, I went on Sunday—but that meant I wouldn’t get the pictures till Tuesday. But, I still figured it’d be okay.
I worked really hard to get just the right shots. When I finished, I went right to the drugstore to get them developed.

They said Tuesday for sure, so I thought everything was okay.

DEAN But it wasn’t?

EMILY Not exactly!

Hey, guys. I got the pictures.

ANDY How do they look?

EMILY I didn’t get a chance to look at them, yet. Here.

TIFFANY Hey—are they supposed to look like this?

EMILY What do you mean?

TIFFANY It looks like there’s two pictures in one. A picture of our school concert—and a picture of the town hall.

ANDY They’re double exposed.

EMILY How could it be?

ANDY You must have used a roll of film that already had pictures taken on it.
EMILY They’re all like that. I didn’t use new film?!

TIFFANY My dad did that once. He thought it was a new roll—but it wasn’t. We had pictures of our vacation and my birthday, together.

EMILY What am I going to do?

ANDY Well—we don’t have time to take new pictures, we need them tomorrow morning.

TIFFANY Yeah. Too bad.

ANDY The pictures would have been great for the project, but it’s okay.

TIFFANY Don’t worry about it—we can just make a list of the places on a poster board and give the dates and stuff.

EMILY I couldn’t believe I didn’t use new film for the pictures.

MELANIE You must have felt bad.

EMILY I felt like I let everybody down.

JOE But they said it was okay—you made a mistake and they understood.
EMILY But it wasn’t okay for me.

DEAN So what did you do?

EMILY I came up with an idea. I went home right after school and got some film. This time I made sure it was new.

I went across to the buildings, and took the pictures over again.

DEAN But you didn’t have time to get the pictures developed.

EMILY Yes I did. My dad took me down the street to a store that develops pictures in one hour.

DEAN That’s expensive.

EMILY I know, but I really wanted to do it.

So I used almost all the allowance money I had saved. That night I stayed up kind of late—and worked putting all the pictures on a board and labeling each one with names and dates.

I finished it and everybody was really happy.
MELANIE But the other kids said it was okay if you didn’t get the pictures.

JOE Yeah—how come you went to so much trouble to do it?

DEAN You even spent your allowance money.

EMILY I know. Why do you think I did it?

MELANIE Good question—why do you think Emily did it? How do think she would have felt if she didn’t do it?

DEAN I’ve got a story about responsibility for you guys to think about. Here’s what happened. My neighbor Mrs. Hawley needed help cleaning out her attic. She was donating all the clothes and furniture she had to the rummage sale at the Community Center.

MRS. HAWLEY How are you doing Dean?

DEAN Well, there’s still a lot more.

MRS. HAWLEY Why don’t you come down now? You can finish tomorrow.

DEAN Okay.

MRS. HAWLEY They’re not coming to pick up
the stuff until tomorrow afternoon.

DEAN It'll take almost all day to finish.

MRS. HAWLEY I know. It's a big job and I couldn't do it without you. Here—let me pay you now.

DEAN That's okay Mrs. Hawley—wait until I'm finished.

MRS. HAWLEY Nonsense. Here—you earned it.

DEAN Thanks.

MRS. HAWLEY You're more than welcome. You've done a wonderful job.

EMILY So you went back the next day and finished, right?

DEAN Well—here's what happened. My grandmother, who lives about a hundred miles away called that night to say she was coming down to visit.

DEAN Hi grandma. How are you?

GRANDMA I'm fine, Dean. How are you?

DEAN I'm great.

GRANDMA Guess what? I bought you and your sister new snow boards.
I’m coming down to pick you up tomorrow morning and take you to Washington Peak all day—how does that sound? Dean?

DEAN Tomorrow?

GRANDMA Yes. I’ll be there about ten. Dean?

Are you there, Dean?

JOE Oh man. New snowboards—the whole day at the ski slope.

EMILY What a cool grandmother.

MELANIE That’s for sure.

DEAN Yeah, but what about Mrs. Hawley?

JOE Oh yeah. And she already paid you.

MELANIE What did you do?

EMILY You helped Mrs. Hawley, right?

JOE No, his grandmother was coming a hundred miles to see him. He had to go with his grandmother. Right?

DEAN What do you think I did? What would you have done in this situation?
SONG

Whenever you say—
“You can count on me.”
You’re taking on
“re-spon-si-bil-i-ty.”
But what does it really mean
to act responsibly?
Let’s explore the possibilities—
Let’s do it!
“You can count on me!”

THE END