

UTTC LAND GRANT EXTENSION

UTTC Lifeskills Lessons – Managing Home & Self Lesson 36: Taking Owership - Writing Your Own Story

Assiniboine Quote

Most of us do not look as handsome to others as we do to ourselves. – Assiniboine



RESOURCES

- Jerry Pattengale, Propose Guided Student: Dream to Succeed.
- <u>http://articles.bplans.com/writing-</u> <u>a-mission-statement/</u>
- <u>http://www.goodcharacter.com/</u> ISOC/Responsibility.html
- <u>https://www.ag.ndsu.edu/</u> <u>casscountyextension/home-</u> <u>and-family/unplug-the-holiday-</u> <u>machine</u>
- <u>https://www.youtube.com/</u> <u>watch?v=vVsXO9brK7M</u> – (video 10.3 minutes – who you are – what is life about)

How We See and Serve Ourselves

Personal responsibility is ownership of our selves. It is the willingness to accept the importance of societal rules and to make strong personal efforts to live by those rules. Personal responsibility also means that when individuals fail to follow the rules, they do not look around for someone or something besides themselves to blame.

The sense of personal responsibility is lost when individuals blame their government, family, friends, teachers, or their economic circumstances for their own failure to follow the rules. Three areas where individuals most need to learn and practice personal responsibility are education, sexual behavior and marriage, and earning money to support basic needs (food, clothing, shelter, education, perhaps transportation) and perhaps some wants (phone, electronics, entertainment, travel, etc.).

If children are to learn about personal responsibility parents, Tribal leaders, and federal government programs must expect that children will grow into adults who will make wise choices.

- 1. The first area of personal responsibility is education. Meaning students must accept the responsibility to study hard and to learn as much as they can in courses that press against the limits of their capacity. For high school students, this aspect of personal responsibility means that they must take courses that prepare them for college. Students who choose to go to college or not must prepare for the world of work. Students who do not go to college should enroll in training courses after high school. Without job training, an apprenticeship, or a two-year or four-year degree, you have a greater chance to live a life of marginal employment and income.
- 2. The second area of personal responsibility is applied to sex and marriage. Young people should avoid sex until they have means to support a child financially and, perhaps even more importantly, emotionally and physically. This message has to be repeated and heard at an early age. Adolescents need to hear "just saying no." When young people do initiate sex at whatever age, personal responsibility means taking all necessary measures to avoid unplanned pregnancy and sexually transmitted infections. Single parenthood is considered a public health problem. This area of personal responsibility involves three people, one of whom has no voice, a child. Children have their best chance when they have two parents who consciously love, nurture, and educate them.
- 3. The third area of personal responsibility is employment to support needs and wants. It is each individual's responsibility to find a job that they can do, advance in, and maybe even enjoy. The salary should pay bills, allow some savings each month, and perhaps allow for an occasional fun thing (want). Be on time, follow the rules, and be a good worker.



At the end of President Barrack Obama's 2012 astonishing inaugural address, he called the nation's attention to "a new era of responsibility." At minimum, he explained every young Americans should be guided by a clear and straightforward set of goals: **finish your education, get a job, get married, and only then have children** — and get the sequence right. He added, after that, everything is possible!

Writing Your Own Story

Have you ever thought about how the book about you will read? Will it be a happy story? Will it have a sad ending? Will it be a love story? Will it have a dark side that will make the readers fearful? Will it be shared by readers so others will read it?

It is important that even at a young age, you know you have the lead role in your story. You need to know where you are going and what you stand for - sort of a "Mission Statement". Having a statement ready as you move along life's journey and into middle age and elder age, allows you to be called back to your goal when you are in trouble. Hvaing a Mission Statement helps you focus on who you are and how you want to be remembered.

Let's say you are going to create a "Mission Statement". You need to learn what a mission statement is and how to start. The statement needs to be short and easy to remember. Your mission statement is your opportunity to define your goals, values, culture, path and decision-making skills. The best mission statements says three things:

- who you are and what do you do for yourself,
- what do you do for your family and friends,
- and what do you do for the community (cause) and who do you represent (Creator or higher power.)

Start by defining who you are. Next, tell yourself why life is better because of what you do. Thirdly, identify what you will do to make life good for your life helpers (family and friends), and close with a statement of how you see the community better because of your service to a higher power.

UTTC Land Grant Program has a Mission Statement. We offer it as an example. "The UTTC Land Grant's mission is to improve the quality of life through culturally appropriate and scientifically based education that will strengthen Tribal communities, sustain natural resources, and promote healthy lifestyles for citizens of Tribal nations." Although the statement is not perfect, people can tell who we are and what we do and who we do it for.

Use the space in the next column to create your personal Mission Statement.

My Personal Mission Statement or Constitution

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LS00036

OBJECTIVES:

- 1. To discuss the idea of owning ourselves by taking personal responsibility.
- 2. To specifically introduce and discuss the areas of education, sexuality and employment as personal responsibility. is identified as being required.
- 3. To discuss the idea of knowing who we are, as an individual.
- 4. To offer participants opportunity to develop a personal mission statement based on their own values, causes, and beliefs.

PROCEDURE:

- 1. Write objectives on the board.
- 2. Distribute Lesson 36 Talking Sheet: Taking Ownership Writing our own Story
- 3. Ask for a volunteer to open the session with a prayer, offer a prayer asking the Creator to protect participants as they evaluate themselves for who they are and how they want others to remember them after their journey, or begin the session with a minute of silence.
- 4. Facilitate discussion relating to the information on the Talking Sheet introduction. Stop for questions that may arise from participants.
- 5. Ask volunteer participants to read aloud the three area where individuals need to learn about personal responsibility.
- 6. After each area is read, allow participants to offer insight, ideas, and opinions and ask questions.
- Summarize the personal responsibility section by reading the closing statement from President Obama's speech, listed on the Talking Sheet or the 10 minute YouTube listed as a resource for instruction support.
- 8. Read a sample Mission Statement and summarize what was read using the three things the mission statements should tell about the person or family.
- 9. Guide participant to write personal mission statements. Allow for input and discussion.

RESOURCES FOR INSTRUCTION SUPPORT:

- 1. Jerry Pattengale, Purpose Guided Student: Dream to Succeed.
- 2. http://articles.bplans.com/writing-a-mission-statement/
- 3. http://www.goodcharacter.com/ISOC/Responsibility.html
- 4. <u>https://www.ag.ndsu.edu/casscountyextension/home-and-family/unplug-the-holiday-machine</u>
- <u>https://www.youtube.com/watch?v=vVsXO9brK7M</u> (video 10.3 minutes who you are what is life about)

TIME:

50 minutes

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WRITING YOUR OWN STORY



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| Not Confident | | | Very Confident | |
|-------------------------------------|--|---------------------|----------------------|----------|
| | confident you are sibility is required | telling others abou | ut the three areas | where |
| 1 | 2 | 3 | 4 | 5 |
| Please rate your personal respon | increase in awarer sibility | ness about owning | gourselves which | requires |
| 1 | 2 | 3 | 4 | 5 |
| Please rate how | comfortable we ar | e in walking the w | valk | |
| 1 | 2 | 3 | 4 | 5 |
| Please rate how Mission | comfortable you fe | elt as you planned | l and prepared a p | personal |
| 1 | 2 | 3 | 4 | 5 |
| New things I lea | arned or understan | d hetter hecause i | of the lesson | |
| | | | <i>bj</i> the lessen | |
| | | | | |

Comments

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