

## LESSON PLAN C

# Every Choice Counts

**Time Frame:** Two 40-minute sessions

### Learning Objectives:

- Develop decision-making skills in an organized and effective way.
- Take control of individual decision making.
- Predict the outcomes of each health-related decision.
- Decide on healthy options and the outcomes of each when making a decision.

### Materials for Lesson Plan:

- Copies of Decision-Making Road Map worksheet
- Computer with Internet
- Projector

### Overview:

It's important for students to develop decision-making skills in elementary school, and to apply them to different situations before entering middle school. Responsible decision-making is the ability to weigh choices and consequences, different viewpoints, and make healthy decisions that are good for yourself and others involved.

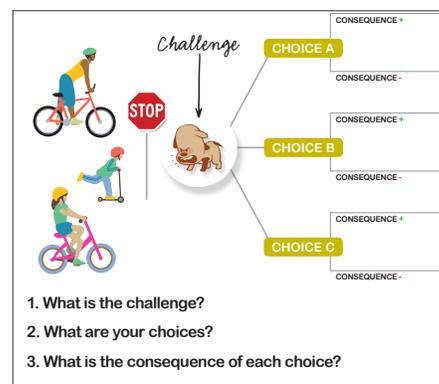
Some decisions are more difficult to make than others. For bigger decisions, it's useful to follow a model to break down the steps. One popular model is Stop – Think – Act – Reflect or STAR. Next to the T or "Think" section, you can list the different choices and consequences. If that's one you use in your classroom, keep using it – but use this exercise as a lesson in creative thinking and to encourage students to take more ownership of their own decisions.

### Part A. Make Your Own Roadmap

**Time Frame:** 40-minute session

#### **Teacher Preparation:**

Print copies of the Decision-Making Road Map, one for each student. Based on available time, you may wish to have them use the printout as their tool for the next activities, rather than making a road map of their own. For others, let them use the road map as a guide for drawing their own design.



Decision-Making Map

**Introduction:**

Begin with these talking points:

Imagine you're walking down a road and then come to an intersection or crossroads. You have to decide which way to go. How will you make your decision?

Some decisions are more difficult than others. For bigger decisions, it's good to stop, think, and consider the choices and consequences of each. Many people use tools like a decision-making guide to help them sort out the pros and cons. We're going to use a road map to help us make decisions. Here's an example. [Hold up printout of the Decision-Making Road Map.]

Continue with instructions for making your own roadmaps. Or, if using the printed templates, skip to Activity B: What Would You Do?

Here's how to draw your own roadmap for decision-making:

1. Place your piece of paper horizontally on your desk. Now fold it into thirds and unfold it.
2. Draw one main road on one-third of your page, from left to right.
3. On the right end of the road, make a circle or square and label it "Challenge."
4. On the remaining two-thirds of the paper, draw three roads branching off of the main road in different directions. Label these roads Choice A, Choice B and Choice C.
5. Now draw two lines branching out on either side of each road. Label these Consequence (+) and Consequence (-).
6. You must include labels and lines for the 3 C's on your map: Challenge, Choices and Consequences. You may also add arrows, road signs, cars, etc. if like. Doodle, draw and write your roadmap title at the top. Use this as reference for the next activities.

**Part B. What Would You Do?**

**Time Frame:** 40 minutes

Have you ever made a decision without thinking about it first? As a group activity, discuss how to apply these steps to decisions about food and snacks, physically active vs. passive activities in free time, as well as peer pressure. As an extension, you may decide to apply this to topics like smoking, drugs or anti-social behavior.

**Part 1. Gaming & Group Decision-Making**

Do these online games, quizzes and exercises as a group or individually. Get your decision-making skills in gear!

**Solo Games:****Play the Blastoff game:**

<https://www.fns.usda.gov/blastoff>

Reach Planet Power by fueling your rocket with food and physical activity. Fuel tanks for each food group help students keep track of how their choices will, ultimately, pay off!

**Do the Tough Choices Quiz Show**

[https://www.cdc.gov/bam/life/tough\\_game.html](https://www.cdc.gov/bam/life/tough_game.html)

**"My Life" Corner / BAM! Body and Mind**

Designed for kids 9–12 years old—complete with games and quizzes to test your skills!

Topics include bullying, peer pressure, media and advertising awareness, and dealing with stress.

<https://www.cdc.gov/bam/life/index.html>

### **Group Decision-Making:**

#### **Help the Characters Make a Decision!**

<https://www.cdc.gov/bam/life/kabam.html>

Do this exercise as a class. Click on each box in this online KABAM! Comic Strip and decide together what each person should do. Have students read this section on Tough Choices while you read aloud.

#### **Making Tough Choices**

<https://www.cdc.gov/bam/life/tough.html>

Ask students to raise their hands to give examples of the four main pieces of advice:

1. Be prepared
2. Avoid it
3. Be proud
4. Be a good friend

### **Part C. Role Playing: Act It Out! (Grades 4–5)**

**Time Frame:** 40 minutes

Students engage in problem-solving and decision-making with the help of creative storytelling prompts.

#### **Instructions:**

Have students work in small groups to create or practice and then act out skits. They may use one of the scenarios below or write a new one.

Each skit must include the 3 C's: Challenge, Choices and Consequences

#### **Sample Scenarios:**

- CC, JJ and KK are neighbors and friends. They spend a lot of time together and sometimes get in tricky situations.
- JJ and KK are thinking about skipping school. CC isn't so sure. What should she do?
- KK has a lot of homework, but JJ wants him to come over and play games on the computer instead. What should he do?
- CC went to a friend's house after school without telling her mother where she was going. It's nearly dark and her mom will be home soon from work. Should she ride her bike or walk home in the dark? What else can she do?
- KK is going to ride his bike to the store after school. Three friends show up to meet him. KK is the only one wearing a bike helmet. What should he do?

Work in small groups to come up with a scenario of your own. Choose a topic, write a script, and act it out for the class.

General topics: birthday party invitations, bullying, gossip, rumors, cyberbullying, lying to a parent, not doing homework, finding money or a wallet

5<sup>th</sup> grade topics: also include shoplifting, smoking, vaping, being offered drugs or alcohol

### **Part C. Tales with Two Endings (Grade 3)**

**Time Frame:** 40 minutes

Consider this activity for Grade 3–4 students. Fairy tales are a useful teaching tool for elementary students of all ages! See K–2 Thoughts & Feelings > Activity B: Tales with Two Endings for lesson instructions

**Community Connection:** Invite a police officer or safety official to school to talk about age-appropriate risk-related decisions, like wearing bicycle helmets.

#### **Standards Alignment | Students will:**

##### **National Health Education Standards**

Standard 3. Demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5. Demonstrate the ability to use decision-making skills to enhance health.

##### **SHAPE America, National Physical Education Standards**

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

#### **Common Core Standards > English Language Arts > Speaking & Listening**

##### **Comprehension and Collaboration:**

CCSS.ELA-Literacy.SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1.c - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

##### **Presentation of Knowledge and Ideas:**

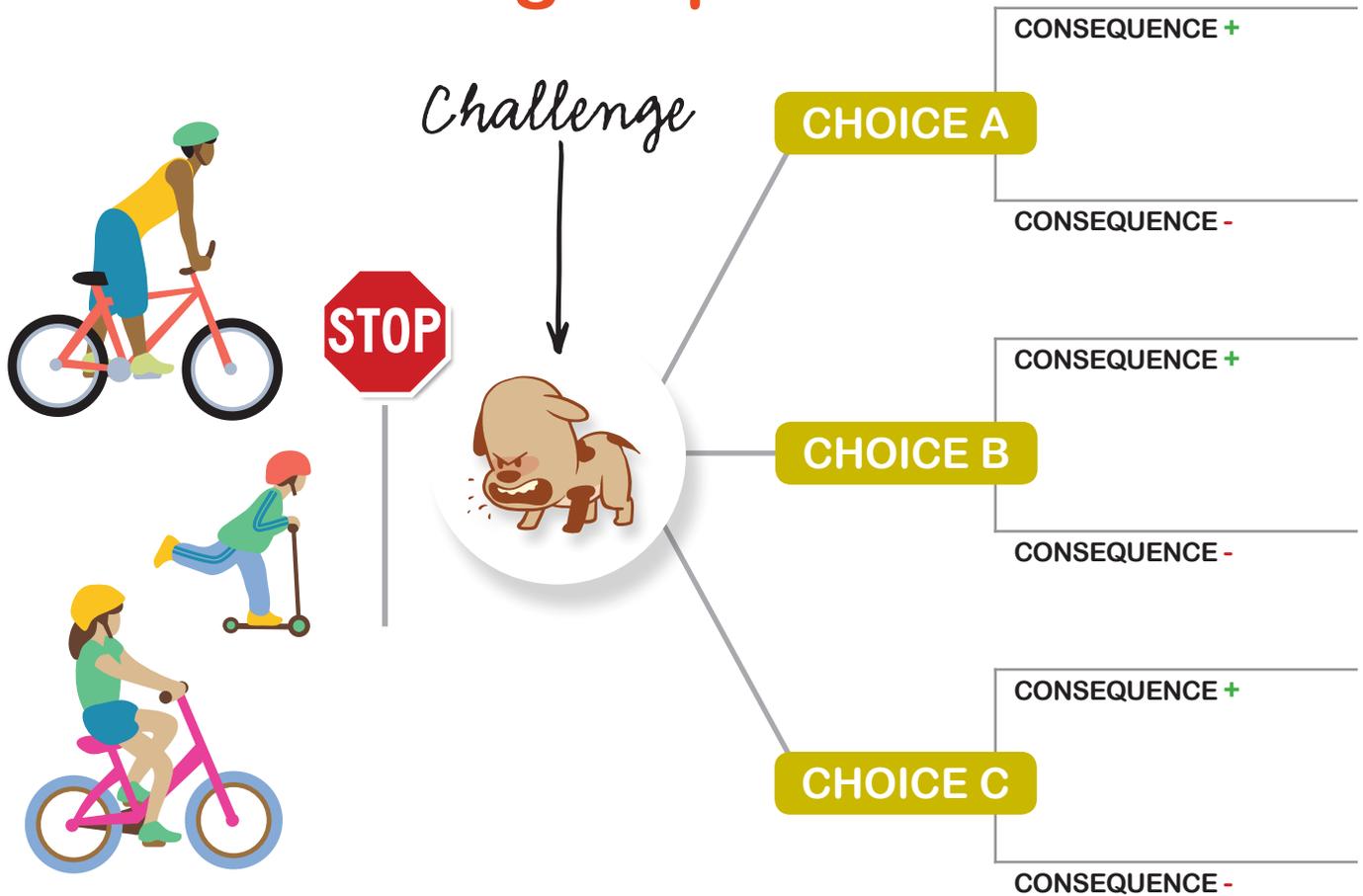
CCSS.ELA-Literacy.SL.4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA.LITERACY.SL.1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Worksheets & Downloads:

# Decision Making Map



1. What is the challenge?
2. What are your choices?
3. What is the consequence of each choice?