



LESSON PLAN C

Every Choice Counts

Time Frame: Three 40-minute sessions

Learning Objectives:

- Learn why decision-making is important.
- Identify the pros and cons of different choices and their consequences.
- Demonstrate ways to respond in an unwanted, threatening or dangerous situation.
- Demonstrate ways to tell a trusted adult if threatened or harmed.

Materials for Lesson Plan:

- Copies of the Decision-Making Map worksheet
- Pencils and paper
- Books (see individual activities)

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.

Part A. The Power to Choose

Time Frame: 40-minute session

Materials for Activity:

- Book: *What Should Danny Do?*
- See alternate book choices below

Instructions:

Read this interactive decision-making book aloud to the class:

What Should Danny Do? by Adir & Ganit Levy (Grade Level: K–2)

Written in a “Choose Your Own Story” style, the book follows Danny, a Superhero-in-Training, through his day as he faces choices that kids face on a daily basis. Each choice leads to a different story, and there are nine possible endings.

Explain what you're about to read: Danny's a superhero in training. His most important super power is his "Power to Choose." As he says, "I can change my day by making different choices." Encourage students to participate whenever there's a decision to be made. Tell kids that they, too, have Danny's super power: The "Power to Choose"!

Discussion Guide: Choose Wisely!

What should Danny do?

- Eat the pancakes from the alphabet plate? Or yell until he gets the Ninja plate?
- What are the consequences of each choice?

What should Danny do?

- Stomp really hard on Charlie's foot? Or tell Charlie that isn't nice.
- What are the consequences of each choice?

What should Danny do?

- Knock the race car set over? Or play with Charlie?
- What are the consequences of each choice?

What about you? Do you have a super power? (Elicit answers.)

- Yes, those are good examples. And what's one super power you all share?
- You, too, have Danny's super power: The "Power to Choose"!

If you choose to read a different book, make the read-aloud interactive by stopping at key points in the story to elicit responses. Ask students to identify challenges, choices and consequences (positive and negative) at each point.

Teacher Reference:

Watch this sample reading of the book from the publisher website.

[Video: Sample Reading from *What Should Danny Do?*](#)

More Books About Choices & Consequences:

[What If Everybody Did That?](#) by Ellen Javernick

[Two Bad Ants](#) by Chris Van Allsburg

[Alexander and the Terrible, Horrible, No Good, Very Bad Day](#) by Judith Viorst

Part B. Tales With Two Endings

Time Frame: Two 40-minute sessions

Materials for Activity:

- Copies of the Decision-Making Map worksheet (one per student)
- Pencils and one sheet of plain or ruled paper per student
- Fairy Tale Books: *Little Red Riding Hood* and *Goldilocks and the Three Bears* (optional)

Your main character faces a problem and must stop, think and decide what to do. What are the choices and consequences? In this activity, students brainstorm choices and learn to weigh the pros and cons of a decision, using familiar fairy tales as a backdrop.

You may choose to read the complete fairy tales to the class, time permitting, or just read the summaries below.

Part 1. Making Choices: Little Red Riding Hood

Summary of Story: Little Red Riding Hood’s mother tells her to take food to her grandmother, who is sick. Her mother warns her daughter to stay on the path through the woods and go straight to her grandmother’s house. Although the young girl plans to obey her mother, she meets a wolf in the woods who tricks her. She stops to talk to the wolf and soon forgets her mother’s warning. He asks her where she’s going, and she tells him she’s going to visit her ill grandmother — and tells him where she lives. The wolf tricks her into stopping to pick some flowers. In the meantime, he runs to the house and disguises himself as the granny. It takes the girl a while to realize that the furry creature wearing her granny’s clothing is really a wolf who wants to eat her up! Luckily, she escapes just in time.

Instructions:

1. Pass out copies of the Decision-Making Map to each student. Tell them this can be used as reference while they think and talk about choices and consequences.
2. Read a summary or a full storybook version of *Little Red Riding Hood* to the class.
3. Then draw a map of the character’s journey on the chalkboard. It can be a simple line from point A (the girl’s house) to point B (her granny’s house). Mark an X on the spot where she meets the wolf. Now draw a line off the path to the field of flowers.
4. Ask the class: Can you point to the place where the girl faces her first challenge? [This is the point where she stops to talk to the wolf.] Let’s make a stop sign right there. This is where she met the wolf. [Draw a stop sign.]
5. When we face a problem or a challenge, we need to stop and think. Did Little Red Riding Hood stop? (Yes, she did.) But did she think? (No, she did not.) When the wolf asked her a question, she answered right away. So, let’s make a sign that says “Think” right after the stop sign. [Draw a sign that says “Think” on the board and tell students to draw one on their Roadmaps as well.]

[Wait until everyone has finished drawing their THINK signs on their Decision-Making Roadmaps.]

6. Now, when she encountered the wolf, what were her choices? [Ask for suggestions.]
7. What could she have done differently to change the outcome of the story? [Ask for suggestions.]
8. Possible answers: She could have told the wolf she wasn’t allowed to talk to strangers and then kept walking. She could have run away into the woods. She could have called the police. (But wait, she didn’t have a phone!)
9. At the end of the discussion, ask students: What should she have done when she came home? What were her choices?
10. Possible answers: a) Tell her mother everything. b) Don’t tell her mother because she would worry or get mad. c) Tell her mother the truth and then also call the police. d) Anything else? e) Tell her teacher at school the next day so he/she knows why she might be upset. f) And tell the school nurse too if she has a tummy ache. A week later she might still be scared and worried about the wolf. She might be having nightmares and feel anxious. What should she do then? g) Talk to the adjustment counselor.
11. Talking about your feelings is a healthy thing to do — and makes you feel better. That way, you can move on to the next step: Finding ways to calm yourself down when you’re feeling worried or “stressed.”

Part 2. Pros & Cons: Goldilocks and the Three Bears

Summary of Story:

A little bear, a middle-sized bear and a big bear live together in a house in the woods. Each of these bears has his own porridge bowl, chair and bed. One day they make porridge for breakfast, but it's too hot to eat, so they take a walk in the woods while their porridge cools. A girl named Goldilocks approaches the bears' house. She looks through a window, peeps through the keyhole, and lifts the latch. Assured that no one is home, she walks in. Goldilocks eats the little bear's porridge, then settles into his chair and breaks it. Prowling about, she finds the bears' beds and falls asleep in the little bear's bed. Then the bears return. The little bear finds his empty bowl, his broken chair and the girl in his bed. He cries, "Somebody has been lying in my bed, and here she is!" Goldilocks wakes up, jumps out the window and is never seen again. The End

Introduction:

Begin this activity with a question: Raise your hand if you've ever been told to "make good choices" or "smart choices." What does that mean? Can you give an example? (e.g., wearing a helmet when you ride a bike, not filling up on candy right before dinner, always telling an adult where you're going)

In this activity, we're going to focus on the story of someone who's not very good at making decisions. It's someone from an old fairy tale you probably remember. Can you think of someone famous for making poor decisions? Someone with blonde, curly hair. That's right: Goldilocks!

Look at your Decision-Making Roadmaps and let's review the process. Each time we face a challenge, we must stop and think before making a decision.

In order to make a smart decision, we should think of our choices and then think of a positive and negative consequence for each one. Other terms to describe positive and negative consequences are:

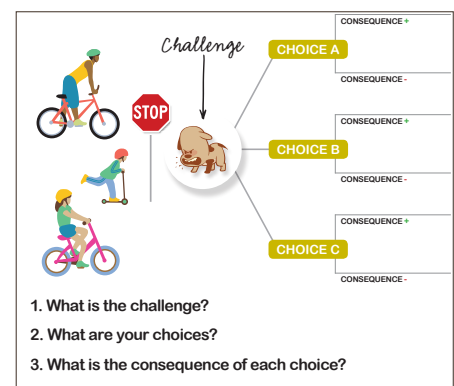
- Pros and cons
- Pluses and minuses (see the + and – signs on your Roadmap)
- For and against

Let's use "pros and cons" to keep things simple. Use "pros" to mean the positive consequences of a choice and "cons" to mean the negative consequences of a choice.

Instructions:

Students will need their Decision-Making Map for this activity as well.

1. Read the summary above or a book version of the fairy tale to refresh your students' memories. Then tell students that their job is to "rewind the story" and help Goldilocks make some decisions at key points along the way.
2. Divide the class into two sections. Sit on the floor, space permitting, in two groups across from each other. Explain that they will take turns being the Pros group and the Cons group to discuss four challenges or decision-making points in the story.
3. Start with a tricky question: When does Goldilocks face her first big challenge? (The answer is not when she sees the bowls of porridge; it is when she goes to the house and finds out no one is home.) This is Challenge #1.
4. Challenge #1: Goldilocks goes to a stranger's house and sees no one is home. What should she do? Pros might say: Maybe she's lost or cold or



Decision-Making Map

- hungry. If there are no other houses nearby, this is the only place she can go to get warm and find food...
5. Give the groups approximately two minutes to discuss this among themselves. Then call on them to share their thoughts. **Repeat this procedure for each challenge.**
 6. Challenge #2: Goldilocks is very hungry. After entering the bears' house, she sees three bowls of porridge. Should she eat the porridge? Why or why not?
 7. The Pros group might come up with arguments like: It's good to share food with others; porridge is good for you (it's like oatmeal); the porridge will all be cold anyway by the time the bears get home. The Cons group might say: Breaking into a home is illegal; stealing is wrong; the porridge might be old and full of germs; if the bears come in and catch her they might eat her up!
 8. Now have the Pros and Cons switch roles for Decision Point #3 (chairs) and #4 (bed).
 9. At the end, ask: When it comes to decision-making, what do Goldilocks and Little Red Riding Hood have in common? (Answer: They do not STOP and THINK before they act!)
 10. Can you imagine a different outcome for each character based on making different choices? Can you come up with a different ending for one of the stories?

Community Connection: Invite a police officer or safety official to school to talk about age-appropriate risk-related decisions, like wearing bicycle helmets every time they ride and bike and wearing seatbelts every time they ride in a car. They can also address talking to strangers and who they should go to for help in different situations.

Standards Alignment | Students will:

National Health Education Standards

Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.

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

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.

Common Core Standards > English Language Arts > Reading: Literature

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.K.K.1 - With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.K.2 - With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.K.3 - With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-LITERACY.RL.2.3 - Describe how characters in a story respond to major events and challenges.

Craft and Structure:

CCSS.ELA-LITERACY.RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-LITERACY.RL.1.9 - Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.K.10 - Actively engage in group reading activities with purpose and understanding.

Common Core Standards > English Language Arts > Speaking & Listening**Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C - Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

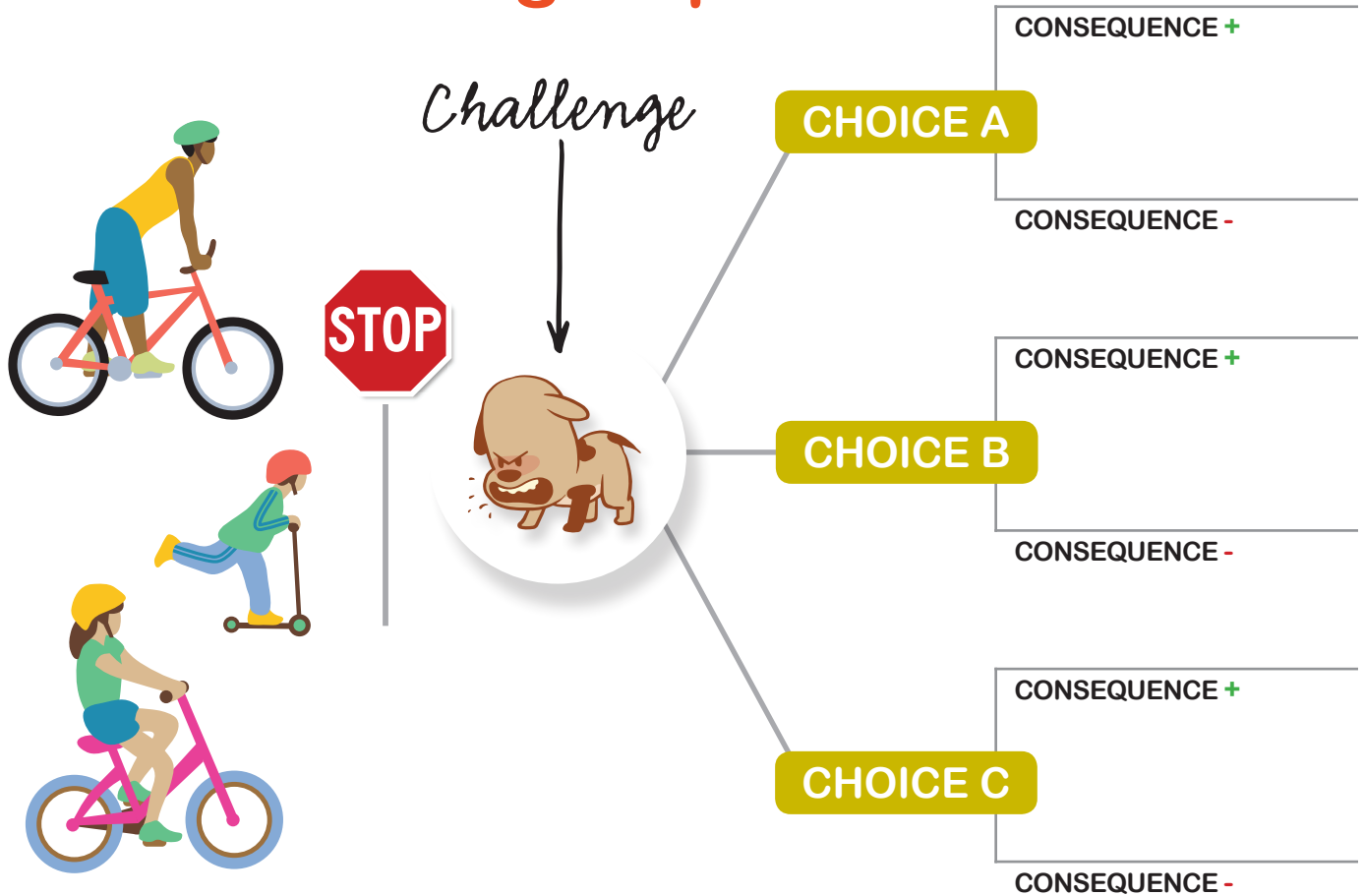
Presentation of Knowledge and Ideas:

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?