

LEARNING FOR LIFE

UPLIFTING STUDENTS · BUILDING CHARACTER · DEFINING LEADERSHIP

THEME: ACCEPTING CONSEQUENCES

COURAGE

GRADES: 2nd and 3rd

Core Curricula: *Supplements language arts and social studies*

Focus: *Self-confidence, ethical decision making*

Overview: Part of growing up is learning to take responsibility for our actions. Sometimes we pretend that we aren't responsible for what we choose to do by making excuses; someone else talked us into doing it, for example. This lesson teaches children to recognize that they are making choices when they "let themselves be talked into something."

Goals: Students will discover that being "talked into something" is the same thing as choosing something, and that each person is responsible for his or her own choices.

LESSON PLAN:

Tell students: *Sometimes we let other people talk us into doing something or saying something that we really know deep inside that we shouldn't do or say. Later we may say that somebody "talked us into" doing or saying what we did. That may make it seem not so bad to us.*

But it's important for us to remember that we still made the choice to do something wrong. We can't escape the blame for our choices. Therefore, we must learn to think very carefully about the choices we make--even when others are trying to "talk us into doing something."

Activity 1: Discuss the following with the student:

1. *What are decisions?* (Things we choose to do.)
2. *What are consequences?* (What happens when we make a choice?)
3. *Name some things that you have been talked into doing by your friends.*
4. *Should you let someone talk you into doing something wrong? Why or why not?*

Activity 2: Tell students: *Today we're going to learn some ways to help us make good, healthy decisions for ourselves so that we feel good about ourselves and won't have to worry about the consequences or make the this process with the students until you feel that they understand it. Explain that if they practice this process each day, it will become easier and easier for them to make healthy decisions.*

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Decision-Making Process

STOP. Ask questions so you know exactly what is being asked of you. Example: Your friend wants to meet you behind the school at recess. You ask why; what do you want me to do, etc. By asking questions, you find out that your friend has a cigarette and wants to smoke it with you at recess.

THINK about all the consequences if you. Say "yes:" Is it harmful to you or others? Will your teachers or parents be upset? Is it healthy for you?

ACT. You now know what is being asked of you and you know the consequences. You must make a decision. You know cigarettes are unhealthy, that it is illegal to have them, that your teachers and parents will be upset with you. You say "no" and leave.

Activity 3: Tell students: *Let's practice our decision-making process.* Have them discuss or fill out the columns marked "Look" by writing down some questions to ask concerning the "Stop" situation. Then have them write their decision in the column marked "Act." After the students finish, have them share their answers. Ask them how they felt about using the decision-making process: *Was it easy? Why or why not?*

<u>LOOK</u>	<u>STOP</u>	<u>ACT</u>
Tonya wants you to go across the street with her during recess.		
Billy wants you to let him copy your test answers.		
You're playing at Derek's house. He says his father has some beer in the refrigerator. Derek wants you to drink some with him.		