

# LEARNING FOR LIFE

UPLIFTING STUDENTS · BUILDING CHARACTER · DEFINING LEADERSHIP

## THEME: MAKING GOOD DECISIONS

### RESPONSIBILITY

GRADES: Kindergarten and 1<sup>st</sup>

**Core Curricula:** Supplements social studies

**Focus:** Ethical decision making, character development

**Overview:** Making good, healthy decisions does not come naturally; it is a learned ability. With good role models, children can learn to begin to think critically and practice making decisions.

**Goal:** Students will begin to learn decision-making processes.

## LESSON PLAN:

**Tell students:** *You are at an age when you can start learning to make some decisions for yourself. You can learn to tell the difference between right and wrong. You are also old enough to ask other people's opinion before making up your own mind.*

**Activity 1:** *Tell students: Some decisions are easy to make because they are just a choice between right and wrong. You have already learned many of these things. I'm going to read you a list of things people do, and you tell me whether it's right or wrong to do.*

- Stealing a car (Wrong)
- Telling a lie (Wrong)
- Telling the truth (Right)
- Helping a friend (Right)
- Cheating in a game (Wrong)
- Skipping someone in line (Wrong)
- Calling someone an ugly name (Wrong)
- Visiting with your grandmother or grandfather (Right)
- Sneaking out of the house after dark (Wrong)
- Accepting a ride from a stranger (Wrong)
- Brushing your teeth after a meal (Right)

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Ask students: *These were pretty easy decisions for you, weren't they? You didn't have to think very long about them. That's because you have been listening to what your parents and teachers have been teaching you. You have learned a lot about what is right and wrong already*

**Activity 2:** *Tell students: Now, I want to play a "What If.." game with you. I'm going to tell you some things that might happen. Then, I want you to tell me what you think I should do. I'll write them on the board so that I can remember. After everyone has had a chance to make suggestions, we'll try to pick the best answer.*

*What Would You Do If ..*

- You saw someone taking your friend's toy?
- Your mother told you to take a nap, but a friend came by and wanted to play?
- You saw a boy drop a \$1 bill in the candy store, but he didn't know he had dropped it?
- You found a wallet with a \$20 bill in it on the street in front of your house?
- Someone rang the doorbell at your house while you were there alone?
- You saw a big dog in the park that seemed to have been hurt badly?

Let the students talk about their answers. Help them understand that there may be several good responses. Some are better than others, however. Tell them that one of the ways we can make decisions is to ask other people for their ideas.

Then, ask them: *Is there anyone you can think of to ask for some advice?*

Guide them toward an understanding of whom they should turn to when faced with decisions on which they need help.

**Reflection:** *Tell students: You have learned some important lessons today about making good decisions. Sometimes, rules that you have learned at home and school will make it easy for you to know what you should do.*

*Other times, however, you may not know what to do. That's why we sometimes ask other people's advice. It's important, however, that we know whose advice to ask.*

*Think about some decisions you've had to make recently. Did you know what you should do? How did your decision turn out? Did you ask anyone for advice? Was it good advice? Did it help you make up your mind on what you should do?*

*As you get older, you often will make decisions as part of a group. Having lots of people think about a hard decision helps the group get better answers. Do you and your friends sometimes try to make decisions as a group?*

*Finally, remember that even if you ask other people's advice, the final decision is yours. You are responsible for the decisions you make.*