

# DECISION MAKING

## 3 Lesson Primary Unit



### MAKING HELPFUL CHOICES AT SCHOOL

Think and Choose!



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# INTERACTIVE + NO PREP

# SPECIAL NOTE:

Hello colleagues! This resource was started and nearly finished shortly before COVID-19 struck the world and our schools all faced sudden and lengthy closures. It was not created specifically to be a distance learning resource and many of the examples and scenarios included are related or specific to the school setting.

That said, I think this can serve you well as you work to share lessons and activities with families and students.

This note is some suggestions for how to make it work for you now:

- **POWERPOINTS**

*\*There are some activities in the slides that won't make much sense to include during distance learning, because they either reference worksheets or cooperative learning activities. You can right click and "hide" these to use for distance learning, then unhide them when you use it in person.\**

1. Use the PowerPoint presentations for live lessons through screensharing on Zoom, Google Hangouts, or Microsoft Teams. Talk through the slides, allow for student participation, etc.

OR

2. Create a video of the slides with you narrating them. Add in some pauses for students to think/respond independently on their end.

- Add your narration to the PowerPoint slides and export as a video.

OR

- Use screen recording (Loom, Quicktime, Screencastify, Screencast-o-matic, etc.) to record you presenting it.
- Upload the videos Google Classroom, Class Dojo, Seesaw, Canvas, etc.

## • **WORKSHEETS**

- Pick out what worksheets may be helpful for 1) parents to print at home, 2) students to draw on or write on in Seesaw, or 3) for send home packets.
- Go to File → Print, type in the specific page(s) and then select "Print to PDF". This will generate a PDF of just the page(s) you want to share that you can post on the distance learning platform you are using (or to send via email to parents).







# Differentiated Worksheets/ Paper Activities

## Choices and Consequences

Name: Ke'anya

Draw a line to match the choices with the consequences.  
What would happen if someone made each of the choices?

Touch Someone Else's Food

Try Your Best On Your Work

Tell People Good Job

Raise Your Hand Quietly

Your Teacher Will Call On You

People Want to Be Your Friend

Eat Lunch By Yourself

## Choices and Consequences

Name: Senay

Read the choices and fill in the missing consequences. Read the consequences and fill in missing choices.

CHOICES	CONSEQUENCES
Screaming at someone when you are mad at them.	<u>They get mad and yell back</u>
<u>I try hard on my work</u>	You learn a lot and feel proud of yourself.
Waiting your turn for the swings at recess.	
	Your brain won't get any stronger or smarter.

## Helpful Choices

Name: Josiah



## Unhelpful Choices





# Lesson 2 - Identifying Helpful Choices and Practicing Using Coping Skills to Make Choices

This is Thomas. He is so excited about seeing his granny after school! He chose to run in the halls and not focus on his work. He's not upset, but he's still a little dysregulated.



Was this choice **HELPFUL** or **HURTFUL**?

If you get super upset or super excited and dysregulated... what can you do to get control back?



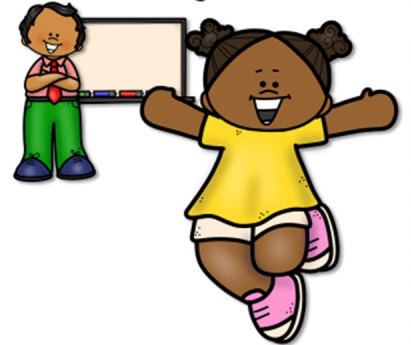
How can you help yourself get back to **calm, alert, and ready to learn**?

Someone just told on you for cheating, and you're feeling frustrated because you were NOT cheating.



**WHAT SHOULD YOU DO?**  
**WHAT CHOICE SHOULD YOU MAKE?**

You just got an awesome idea of what to do at recess. You're super excited and want to tell your friend, but the teacher is teaching.

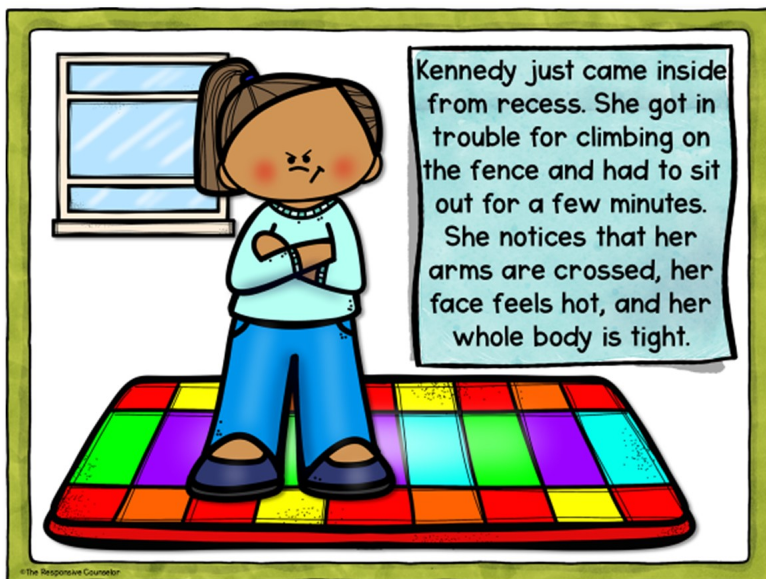


**WHAT SHOULD YOU DO?**  
**WHAT CHOICE SHOULD YOU MAKE?**

*Lesson Includes 23 Slides Total, With Opportunities for Movement and Peer Interaction*



# Lesson 3 - Putting it all together: Identifying your body feelings and emotion, using a coping skill, then making a helpful choice



*Lesson Includes 19 Slides Total, With Opportunities  
for Movement and Peer Interaction*

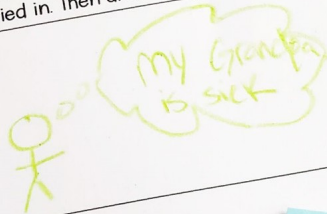


# Differentiated Worksheets/ Paper Activities

## I Can Make Helpful Choices

Name: Briely  
Draw about a situation that you would feel sad, angry, or worried in. Then draw what you would do next!

Part 1: I get upset.



Part 2: I do something to calm down.

Part 3: I make a helpful choice.

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When I have a problem, I can think about all of my options.

If I am upset, I will do something to help me calm down. I relax my body and my breathing.

I think helpful thoughts.

I make helpful choices.

I choose what I do with my body. I keep myself and others safe.



I choose what I say with my words and how loud or quiet I say it. I think before I speak.



## MAKING HELPFUL CHOICES

Name: Nameeera

Cut and glue the pictures in the right order to show someone getting upset and making a good choice.



Someone Makes a Face at You



You Feel Angry



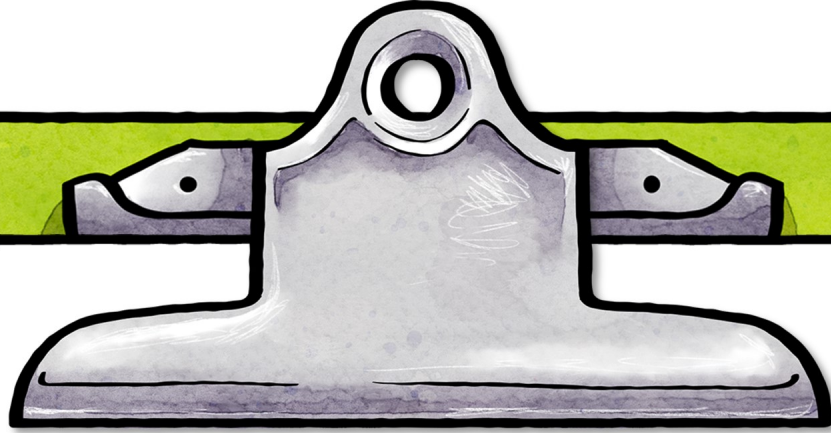
You Take Deep Breaths



You Ignore Them

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# Distance Learning TOU

Here are the terms of use for The Responsive Counselor's resources that are specific to digital use, distance learning, and other unique needs during the COVID-19 school closures.

## Sure! This is okay! ✓

- Print copies of pages to send home with families
- Share digitally on platforms that are NOT searchable or accessible to the public (ex. Google Classroom is okay)
- Create videos of resources to share on platforms NOT searchable or accessible to the public
- Email resources directly to students or parents

## No, not allowed. ✗

- Post to unsecured /public webpages or groups that anyone can access
- Share with other counselors or teachers outside of your school (please send them the TPT link instead)
- Post to a shared drive or Facebook group

The purpose of these terms of use is to protect my work while also allowing you to meet the unique social emotional needs of your students and families during this time.

*If you have any questions at all, please email me at*  
**TheResponsiveCounselor@gmail.com**



# the RESPONSIVE counselor



Hey y'all! I'm Sara. I create resources for elementary students, counselors, and teachers that improve social emotional learning and classroom culture. My focus is making things that are *effective* and *engaging* for WIGGLY + CHATTY learners and that utilize wording and scenarios accessible to ALL populations.

## Education

B.A. from Michigan State University  
Psychology and Anthropology

M.S. from Vanderbilt University  
Community, Research, and Action

M.Ed. From Vanderbilt University  
Human Development Counseling:  
School Counseling and  
Clinical Mental Health

## Experience

I started my post-grad career as a school-based therapist before becoming an elementary school counselor. Social and emotional learning in youth is my passion, whether through large group prevention, individual intervention, or parent and teacher education! I served as an elementary school counselor for 7 years, providing a comprehensive school counseling program to a diverse population.

Let's  
Connect:

