CHOICES AND CONSEQUENCES

LESSON + ACTIVITIES

CHOICES AND CONSEQUENCES

MATERIALS: Kid President Making Tough Choices video OR Chutes and Ladders board, puzzles and/or "I Have, Who Has" cards and/or fill-in-the-blank sheets, exit tickets

**CASEL DOMAINS:** Self-Management, Responsibl[e] Decision Making

[OBJEC]TIVE(S): Students will [iden]tify positive and negative [con]sequences of different [cho]ices.

[AS]CA MINDSETS/BEHAVIORS: [D]emonstrate critical-thinking skills [t]o make informed decisions; [G]ather evidence and consider multiple perspectives to make informed decisions; Demonstrate ethical decision making and social responsibility

OUTLINE:

- Watch and discuss Kid President's "Making Tough [Choices]"
  - Kid President said we make thousands of c[hoices]
  - some choices you've already made tod[ay]
  - Kid President said there are four choi[ces]
  - What were they?
  - Impulsive: What does this m[ean]
  - Do Nothing: He said "If y[ou]
  - What does that mean?
  - Follower: He said t[o]
  - following". What [...]
  - follow what oth[ers]
  - Be Thoughtf[ul]

OUTLINE:

- What's an example of a small o[r] consequence?
- Alternate hook idea: Show and discus[s] (Hasbro ™) game board (the bottom o[f the] choices and the top of the ladders show [...] the top of the chutes show negative choic[es] chutes show the negative consequenc[es])
- Usually when adults talk abut consequences, [...] there are good consequences too! What's a g[ood] brushing your teeth? What about for helping yo[ur] sister get ready for school?
- Activity Options:
  - Whole Group: I Have, Who Has
  - Small Groups: Match choice to consequence (two [...] OR scenario to consequences (four piece puzzles[)]
  - Whole Group, Small Group, or Individual: Write in c[...] given scenarios.
  - Whole Group, Small Group, or Individual: Fill in the bla[nk] and consequences.
  - Students complete exit ticket to identify personal choices an[d] consequences.

"I Have," Who Has"

Hand out ALL of the cards (some students may have more than one). Instruct the student whose card says "I have the first card!" to begin. Students listen carefully for someone's "Who has" choice to match their own "I have" consequence. Encourage students to flip their cards over after they've gone so as you're monitoring/helping, you can more quickly check remaining cards to see if they're next.

CHOICES AND CONSEQUENCES
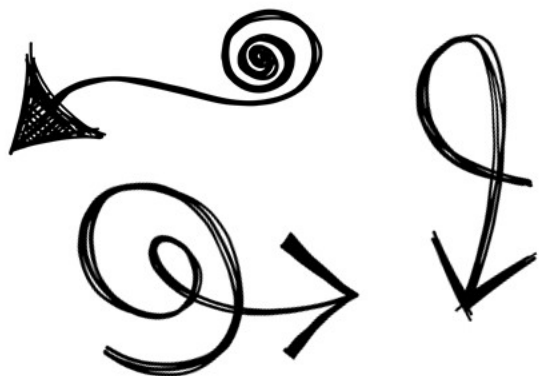
What would
happen if...?

CHOICES AND CONSEQUENCES

What would
happen if...?

CHOICES AND CONSEQUENCES

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CHOICES AND CONSEQUENCES
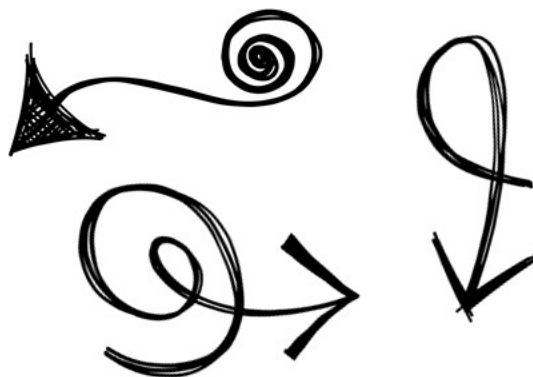
What would
happen if...?

I HAVE...
The first card!

WHO HAS...
A consequence for admitting when you've made a mistake?

I HAVE...
You can fix your mistake and adults will trust you in the future.

WHO HAS...
A consequence for missing lots of school?

I HAVE...
You will miss out on important learning and fall way behind.

WHO HAS...
A consequence for reading at home every night?

I HAVE...
You will become a better reader.

WHO HAS...
A consequence for making fun of someone's shoes?

Fill in the Blank

Can project and fill out whole group, give small groups one copy to complete collaboratively, or give students their own to do. Put in sheet protectors/dry erase pockets for repeated use!

Choices + Consequences

CHOICE	CONSEQUENCE
Telling the truth about something you did.	People you're t...
Getting distracted by your classmates during work ti...	

CHOICE	
Doing your homework every night.	Your par... prou...
Deciding an assignment is boring and not doing it.	You miss out important learn... time.
Deep breathing and positive thinking when you're upset.	

Two Piece Puzzles

(choice → consequence)

Print one set for each small group.

Teacher/counselor selects which puzzles to use

if time won't allow for groups to complete all 30.

May also give each group a different set and

have them rotate.

CHOICE: Making jokes during the teacher's lesson.

CONSEQUENCE: Your classmates will be distracted from their learning.

CHOICE: Thinking about what the teacher is saying.

CONSEQUENCE: You will understand what the teacher is teaching you.

CHOICE: Not asking questions when you're confused in math.

CONSEQUENCE: Your won't understand the math and will have a hard time on the assignment.

Four Piece Puzzles

SCENARIOS

Print one set for each small group. Students work together
to match consequences to each scenario.

Mya wants people to think she's funny so she called James a cry baby after he cried when he failed a math test.

Mya feels ashamed.

People think Mya is mean and don't want to be her friend.

James is embarrassed and sad.

After his teacher gave the class their assignment, Tyler loudly said "This boring" and didn't do it.

People think Tyler has a bad attitude.

Tyler gets a bad grade and doesn't learn as much.

Tyler's teacher feels disrespected.

What are the consequences? SCENARIOS

Can project and fill out whole group, give small groups one copy to complete collaboratively, or give students their own to do. Put in sheet protectors/dry erase pockets for repeated use!

WHAT ARE THE CONSEQUENCES?

Read each scenario and write three consequences of the choice made.

Mya wants people to think she's funny so she called James a cry baby after he cried when he failed a math test.

1

2

3

After his teacher gave the class their assignment Tyler loudly said "This boring" and didn't do it.

1

2

3

Exit Tickets

NAME: _____

What is one GOOD choice
you made this week?

What was a consequence
of that choice?

NAME: _____

What is one GOOD choice
you made this week?

What was a consequence
of that choice?

NAME: _____

What is one GOOD choice
you made this week?

What was a consequence
of that choice?

NAME: _____

What is one GOOD choice
you made this week?

What was a consequence
of that choice?

What is one NOT SO GOOD choice you made this week?

What was a consequence of that choice?

What is one NOT SO GOOD choice you made this week?

What was a consequence of that choice?

What is one NOT SO GOOD choice you made this week?

What was a consequence of that choice?

What is one NOT SO GOOD choice you made this week?

What was a consequence of that choice?

the RESPONSIVE counselor

Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and 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'm a school counselor from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now, I also share my ideas and resources to reach students and help educators across the world!

Let's Connect: