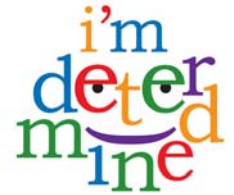


Organizing Topic: Choice Making (*The skill of making a choice between two known options.*)



Title: You Have a Choice to Make

Target Level: Middle School

Sample Related Standards of Learning:

Oral Language

8.3 The student will analyze mass media messages.

- a) Evaluate the persuasive technique being used.
- b) Describe the possible cause-effect relationships between mass media coverage and public opinion trends.
- c) Evaluate sources, including advertisements, editorials, and feature stories, for relationships between intent and factual content.

Reading

8.6 The student will read, comprehend and analyze a variety of informational sources.

- a) Draw on background knowledge and knowledge of text structure to understand selections.
- b) Analyze the author's credentials, viewpoint and impact.
- c) Analyze the author's use of text structure and word choice.
- d) Analyze details for relevance and accuracy.
- e) Read and follow instructions to complete an assigned task.
- f) Summarize and critique text.
- g) Evaluate and synthesize information to apply in written and oral presentations.
- h) Draw conclusions based on explicit and implied information.
- i) Make inferences based on explicit and implied information.

Objective:

- The student will identify appropriate and inappropriate choices when faced with difficult situations.

Prerequisite Understandings/Knowledge/Skills:

- Prior knowledge of the concept of *cause* and *effect*.
- Understanding the difference between *appropriate* and *inappropriate*.
- Understanding that current actions effect future life situations.
- Think, pair, share activity.

Materials Needed:

- Scenarios related to choices that teenagers make.
- "Why Did I Make This Choice?" (Attachment A).

Time Frame: 80-90 minutes.

Lesson Procedure:

1. Present statement to class: *“Our lives are based on the choices we make.”* Reflect on this statement by asking the students to **think** about the statement, **pair** with a partner and **share** your thoughts.
2. Present scenarios portraying good and/or bad choices. Analyze with students the impact of each choice on self, others, now and in the future.
3. Students list good and bad choices and answer questions about each. *“Why Did I Make This Choice?”* (Attachment A).

Specific Options for Differentiating this Lesson:

- Video clips demonstrating choice making.
- Interview friends and family concerning their experience with good and bad choices.

Evaluation:

- Rubric for class participation during *think, pair, share* and scenario discussion.
- Teacher review of *“Why Did I Make This Choice?”* activity.

Extending Understanding:

- Create a photo story, collage, PowerPoint presentation, audiotape recording or podcast of the good and bad choices students make.
- Exploration of options to turn poor choice making into wise choice making. List benefits of this.

Why Did I Make This Choice?

List five choices you have recently made	How did this choice affect me?	How did this choice affect others?	Was this choice good or bad for me? Was this choice good or bad for others?	Should I ever make a choice like this again? Why or why not?
1.				
2.				
3.				
4.				
5.				