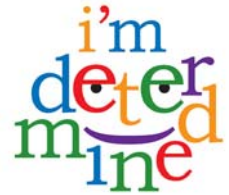


**Organizing Topic:** Decision Making (*The skill of choosing among more than two known options.*)



**Title:** Should I Do It?

**Target Level:** Elementary School

**Sample Related Standards of Learning:**

- 3.1 The student will use effective communication skills in group activities.
  - a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
  - b) Ask and respond to questions from teachers and other group members.
  - c) Explain what has been learned.
  
- 3.2 The student will present brief oral reports.
  - a) Speak clearly.
  - b) Use appropriate volume and pitch.
  - c) Speak at an understandable rate.
  - d) Organize ideas sequentially or around major points of information.
  - e) Use grammatically correct language and specific vocabulary to communicate idea.
  
- 4.1 The student will use effective oral communication skills in a variety of settings.
  - a) Present accurate directions to individuals and small groups.
  - b) Contribute to group discussions.
  - c) Seek ideas and opinions of others.
  - d) Use evidence to support opinions.
  - e) Use grammatically correct language and specific vocabulary to communicate ideas.
  
- 4.2 The student will make and listen to oral presentations and reports.
  - a) Use subject-related information and vocabulary.
  - b) Listen to and record information.
  - c) Organize information for clarity.
  - d) Use available technology.
  
- 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.
  - a) Participate in and contribute to discussions across content areas.
  - b) Organize information to present reports of group activities.
  - c) Summarize information gathered in group activities.

- 5.2 The student will use effective nonverbal communication skills.
- Maintain eye contact with listeners.
  - Use gestures to support, accentuate, and dramatize verbal message.
  - Use facial expressions to support and dramatize verbal message.
  - Use posture appropriate for communication setting.
- 5.3 The student will make planned oral presentations.
- Determine appropriate content for audience.
  - Organize content sequentially or around major ideas.
  - Summarize main points before or after presentation.
  - Incorporate visual aids to support the presentation.
  - Use grammatically correct language and specific vocabulary.
- 5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.
- Choose planning strategies for various writing purposes.
  - Organize information.

**Objective:**

- Students will communicate and demonstrate that all decisions have risks and will be able to estimate the level of risks in a selected group of situations.

**Prerequisite Understandings/Knowledge/Skills:**

- The ability to make simple decisions.

**Materials Needed:**

- Risk line (see attached)
- Poster board
- Markers
- Sticky notes
- List of decisions
- Sentence strips

**Time Frame:** One 45-minute class period.

**Lesson Procedure:**

- Discuss the meaning of risk with students and how every decision you make involves some amount of risk. (Define risk. Use examples such as swimming in deep water or crossing a busy street.)
- Explain to students that they are going to use a scale from 0-10 (0 being no risk and 10 being the most risk) to evaluate a certain situation.

Students should be given Post-its or sticky notes. Teacher reads a situation scenario to students. All students will write their name on a sticky note, then place that note on the scale (example attached) according to the level of risk they believe appropriate to the situation.

3. Students will discuss why there are individual differences in the identified levels of risk.
4. Share attached handout "Decisions."
5. Organize students into small groups; have each group identify the decisions they think may involve risk. They will write these decisions on sentence strips. Use these strips to lead further discussions of risk levels and to identify other risky situations.

**Specific Options for Differentiating this Lesson:**

- Use stickers or symbols instead of names.
- Use a happy face on the risk line (happy face, sad face).
- Graph the differentiation information.

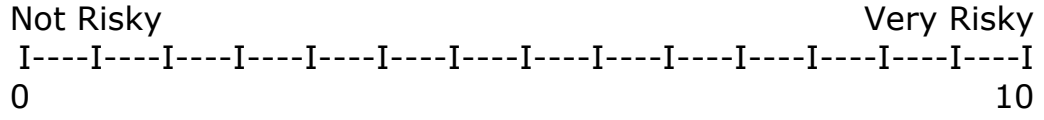
**Evaluation:**

- Students can identify high risk, medium risk and low risk situations.

**Extending Understanding:**

- Students will generalize skills learned by responding to a real-life situation by identifying possible consequences.
- Students can write a letter explaining a decision that they have made in their lives.
- Students can ask a person at home about a decision that they made that was high-risk and write about it.

# Sample Risk Line



## **Decisions**

- 1. Not do homework.**
- 2. To cheat on a test.**
- 3. To try out for a sports team.**
- 4. Play with a new group of children during recess.**
- 5. To help a younger student in reading or math.**
- 6. Ask a teacher a personal question.**
- 7. Tell your best friend no.**
- 8. Talk back to your parents.**
- 9. Leave home without permission.**
- 10. Watch a TV program you are not allowed to.**
- 11. Not going to bed on time.**