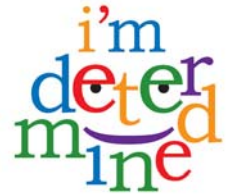


Organizing Topic: Decision Making (*The skill of choosing among more than two known options.*)



Title: Choose Your Side

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 make decisions given various choices and will be able to explain the consequence of their choice and why they made their choice.

Prerequisite Understandings/Knowledge/Skills:

- Use prior knowledge of experiences with simple decision making.
- Understanding of the concept of cause and effect when certain options are chosen, and the outcomes of those choices.

Materials Needed:

- Bulletin board paper or poster boards (16 separate pieces total)
- Markers
- Paper
- Pencil
- Sticky notes

Time Frame: One 45-minute class period.

Lesson Procedure:

- The teacher will lead a discussion about choices and how making a choice results in a certain outcome. The teacher can use examples from his/her own life to share with the students (ex: I purchased a used car and it broke down, now I have to pay money to fix it. If I bought a new car, it

would probably not break down.) The teacher can also give students examples of choices they make and how those choices affect them- such as the lunch choice they make each day, whether they choose to do their grading, lesson plans, etc.

2. The teacher will display the various posters with choice options (attached). Each poster will feature one choice. Students will then be given four sticky notes on which they will write their name.
3. Students will read each of 16 total posters hung in different areas of the room. They will decide which choice they will make and will place their sticky note with their name on that poster. Students must make one choice from each of the four topic areas (who would you rather be; which problem would you rather solve, etc.)
4. Once students have made their choices, have them stand by the poster they selected for "who would I rather be." Once they are in groups, each student should give at least one reason for their decision; or the group could hold a short discussion and come up with at least two reasons for their choice. Answers are recorded.
5. Repeat this process until all four topics are addressed.

Specific Options for Differentiating this Lesson:

- Add pictures to decision choices.
- Teacher reads decisions aloud.
- Use active board (if available) to vote.
- Students have a formal debate about their choices.
- Adjust decisions to suit the students.

Evaluation:

- Students will identify one choice they made and explain the reasoning behind their decision.

Extending Understanding:

- Have students create their own decision with four choices and present to class.

Decisions

1. Would you rather be Thomas Jefferson, Harriet Tubman, Arthur Ashe, or your principal? (Four posters)
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2. Would you rather solve some math problems, read a chapter book, do a science experiment, or write a report about a historical person? (Four posters)
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3. Would you rather watch a basketball game, soccer game, NASCAR race, or none of them? (Four posters)
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4. Would you rather be an astronaut, computer whiz, general in the army, or an explorer? (Four posters)
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