

UNDERSTANDING: Lesson 2 (6-8)**Understanding: Know Yourself:**

Increase Self-Awareness
 Know Your Strengths and Weaknesses
 Develop Critical Thinking Skills

Example Practices That Address Self-Awareness:

- Clearly state classroom rules
- Provide students with specific feedback regarding academics and behavior
- Offer different ways to demonstrate understanding
- Create opportunities for students to self-advocate
- Check for student understanding / feelings about performance
- Check for emotional well-being
- Facilitate understanding of student strengths and challenges

The Goals:

As an Arkansas graduate, I am:

- Able to clearly articulate information I want to share
- Growth-minded, curious, and inquisitive
- Reflective
- Resourceful

Personal Competency Addressed: In middle/junior high school, I can:

- ☐ Demonstrate responsibility for personal hygiene
- ☐ Present myself appropriately for the setting
- ☐ Apply self-reflection techniques to recognize my strengths, areas for growth, and potential future plans
- ☐ Explore possible career and volunteer opportunities based on my interests and strengths
- ☐ Identify common resources and role models for problem solving
- ☐ Implement a plan to build on strengths, meet a need, or address a challenge
- ☐ Analyze how using school and community support can contribute to school and life success
- ✓ Recognize how my behavioral choices can impact my school and life success
- ✓ Analyze the short and long-term effects of safe, risky, and harmful behaviors
- ☐ Analyze emotions that contribute to or detract from my ability to effectively problem solve
- ☐ Analyze and assess my response to emotions in multiple formats
- ☐ Recognize common stressors and how they might impact me
- ☐ Recognize physiological responses to emotions and identify strategies I can use to relieve stress
- ☐ Demonstrate responsible social media use

Learning Objectives:

I can analyze short and long-term consequences of safe, risky, and harmful behaviors by recognizing their choices affect them and others through provided scenarios.

Materials and Preparation:

- Device and internet access for digital media
- Pencil
- Paper
- [Every Decision Matters Video](#) projection technology (Length - 3:50)

Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).

<ul style="list-style-type: none"> • Scenarios • GUIDE for Life Journal-Understanding
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Consequence: an effect, outcome or result of something you did or said
<p>Lesson Activities (32 mins):</p> <ul style="list-style-type: none"> • Vocabulary overview • Video and brief discussion • Small group scenarios with consequences • Time machine writing • Wrap up discussion
<p>Introduction (5 mins):</p> <ul style="list-style-type: none"> • Place the word list on the board (no definitions) • Take 2 minutes to reflect/think about the meaning of the words on the board • In your Guide for Life Journal:Understanding (see above materials) jot down your thoughts • Discuss the meaning of the terms in a whole group setting, allowing student to share their thoughts
<p>Explicit Instruction/Teacher Modeling (8 mins):</p> <ul style="list-style-type: none"> • Watch video: Every Decision Matters - Motivational Video • Discuss video: What do you think about this statement, “Every decision and every action matters. Every action has a consequence in the future, both ways, good and bad.” • Think about this: If better choices were made, how would consequences change?
<p>Guided Practice (5 mins):</p> <ul style="list-style-type: none"> • Small groups are given different scenarios to explore potential consequences - are they good or bad? • Each group shares their consensus. <p>Scenarios:</p> <ol style="list-style-type: none"> 1. Billy really wanted to go to a party with his friend. His mom told him he could not go. Billy chose to lie to his mom and tell her he was spending the night at his friend’s house, but went to the party instead. 2. Jasmin saw a girl sitting by herself in the lunchroom. She chose to go sit by her and also invited her other friends to join. 3. Derrick was on the basketball team. While running down the court he ran into a player on the other team and knocked him down. Joey chose to help the other player up, asked if he was ok, and apologized for running into him. 4. Marie sat in the back of her computer class. The teacher gave an assignment that she did not really want to do. Marie chose to deceive her teacher and play online games instead. <p>**Groups will share their thoughts. Were the consequences good or bad? Why?</p>
<p>Independent Work Time (8 mins):</p> <ul style="list-style-type: none"> • Writing prompt: “If I had a time machine, I would change...” Students will complete this assignment in their G.U.I.D.E. for Life Journal-Understanding. • Students will use this opportunity to write what they would do if they could change a choice they have made and how the consequences would be different.

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Differentiation:

- Provide choices including prompts to help students begin writing (examples)
- Create an anchor chart of most common good and bad choices and their consequences
- During independent working time, teachers can pair students who are struggling with others who can help guide them through their thinking/process
- Provide scaffolding to students for support and/or clarity

Assessment (1 min):

Students will submit...

- Scenarios with the consequences they came up with.
- The Time Machine writing they created, which should demonstrate understanding of what consequences are and how they affect themselves and others.

Review and Close (5 mins):

Discuss what the students learned regarding consequences. Can you always see the consequences of your behavior?

Intervention/Support:

- SPED: Social stories
- SPED: Picture cards with actions and consequences
- EL: Definitions can be drawn out instead of written
- GT: SMART goals

Enrichment/Extension:

"I can statements" to be posted around the room

- Examples:
 - "I can own my own consequences"
 - "I can make good choices"

Teacher Self-Care:

Make a list of your positive qualities, start with "I am..." on each line and list as many as you can think of. See how awesome you are?!

Sources:

Team Fearless. "Every Decision Matters-Motivational Video." Youtube Video

<https://youtu.be/nFhGZdo5mrI> , 3:50, August, 22, 2016

https://docs.google.com/presentation/d/15ssYugCEkfPx_1_P_SgonhTxiiIYA0D-kFm4A1Iw7Vc/edit#slide=id.p

Teacher Reflection:**To Ask with Students:**

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we've done? Why?

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Classroom Culture:

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students' personal lives?

Curriculum and Instruction - Assessment and Grading Practices:

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

Collaboration - Professional Learning Community:

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

Mental Health – Maintain a Healthy Outlook:

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?