

Decisions: Lesson 3 (3-5)**Decisions: Make Responsible Choices:**

Consider Personal Beliefs, Safety, and the Situation
Think Through Potential Consequences
Put My Best Self Forward

The Goals:

As an Arkansas graduate, I am:

- A self-directed learner
- A responsible citizen
- Able to identify, set, and accomplish goals

Example Practices That Address Responsible Decision-Making:

- Support collaborative decision-making for academics and behavior
- Foster student-centered discipline
- Assist students in step-by-step conflict resolution process
- Foster student independence
- Model fair and appropriate decision-making
- Teach good citizenship

Personal Competency Addressed: In late elementary (3-5), I am learning to:

- ☐ Compare and contrast safe and unsafe situations
- ☐ Identify how responsible decision-making affects short-term and long-term goals
- ☐ Create a daily schedule of schoolwork and activities
- ☐ Identify factors that will inhibit or advance the accomplishment of personal goals
- ☐ Recognize how and when to ask for help
- ☐ Describe the reasons for my decision
- ☒ Understand the individual roles and responsibilities in the classroom and in school, and how they are important
- ☐ Identify and describe a problem
- ☐ Identify a desired outcome to the problem
- ☐ Generate possible solutions to the problem and analyze the pros and cons of each solution
- ☐ Select and implement the best solution
- ☐ Analyze the outcome of the solution
- ☐ Accept outcomes for decisions and choices made

Learning Objectives:

I can recognize the various roles and responsibilities of school personnel.

I can recognize the roles and responsibilities of themselves and other students in the classroom and school.

I can understand how interactions between students and adults in the school setting are important.

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

Materials and Preparation:

- [The Art of Miss Chew](#) by Patricia Polacco (Length - 11:25)
- Puzzle - Cardstock (optional)
- Journal
- Chart paper
- Scissors
- Device and internet for digital media

Key Vocabulary:

Interactions: talking or doing things with other people

Relationships: how you relate to others (parent-child, friends, etc.)

Responsibilities: doing what you are expected to do

Roles: jobs

Introduction (15 mins):

Read and discuss [The Art of Miss Chew](#) by Patricia Polacco

Explicit Instruction/Teacher Modeling (10 mins):

- List the different roles in a school (teacher, principal, assistant principal, custodian, counselor, volunteers, cafeteria staff, administrative assistant, nurse, etc.)
- Identify the responsibilities of school personnel.
- Identify the roles and responsibilities of students as part of the school climate.

Lesson Activities (10 mins):

Make a chart of the roles and responsibilities discussed.

Guided Practice (10 mins):

As a class, make a puzzle. Each piece should represent one role in the school. The pieces can include words and drawings. Put the puzzle together to represent how everyone works together to build a better school climate. ([Puzzle](#))

*Print puzzle pieces on cardstock.

Independent Work Time (5 mins):

Students should complete a journal entry describing their roles and responsibilities in the classroom and in the school. This may include picking up after themselves, completing schoolwork and homework, keeping up with supplies, being on time, following classroom/school rules, etc.

Differentiation:

Use a premade puzzle to demonstrate part and whole

Use a photo roster of classmates to demonstrate child is part of the whole class

Assessment:

Completed journal entry.

Formative teacher observations of small group discussions

Review and Close (7 mins):

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Put completed puzzle pieces together. Discuss/explain completed puzzle pieces as you build the puzzle. Discuss/ explain that everyone working together in a school climate helps to meet a common goal.

Optional Activities:

Complete a classroom puzzle to show the different jobs in the classroom.

Intervention/Support:

Facilitate interviews with different school personnel or invite school personnel to speak to the class.

Enrichment/Extension:

Facilitate interviews with different school personnel or invite school personnel to speak to the class. Students should develop their own interview questions.

Teacher Self-Care:

Give your feet an Epsom salts bath this week. Feeling tired all over? Go ahead and take an Epsom salt BATH! Enjoy!

Sources:

“Art of Miss Chew.” *YouTube*, YouTube, 13 Aug. 2014, <https://www.youtube.com/watch?v=mvY2ehvFsKo>.

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?

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?

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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?