



Decisions: Lesson 3 (6-8)

Decisions: Make Responsible Choices:

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

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

The Goals:

As an Arkansas graduate, I am:

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

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

- ☐ Evaluate situations that are safe and unsafe and consider how I can stay safe (e.g., personal interactions, location, technology)
- ☐ Monitor how responsible decision making affects progress toward achieving my goals
- ✓ Analyze daily schedule of schoolwork and activities to meet goals
- ✓ Recognize how, when, and who to ask for help
- ☐ Collaboratively develop and model classroom rules, routines, and norms
- ☐ Identify a problem, state what the problem is, and identify the perspectives of those involved
- ☐ Identify a desired outcome of the problem
- ☐ Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation, and personal principles
- ☐ Identify the best solution to the problem and analyze if it is likely to work
- ☐ Generate a plan for carrying out the chosen option
- ☐ Evaluate the effectiveness of the solution
- ☐ Make adjustments and amendments to the plan
- ☐ Accept responsibility for my personal decisions, including consequences

Learning Objectives:

I can analyze daily schedules of school work and activities to meet my goals.

I can recognize how, when, and who to ask for help.

Materials and Preparation:

- [Daily Planner](#) Template
- Agenda Book
- Chart paper
- Post-it notes
- Device and internet access for digital media

Key Vocabulary:**Activities:** a thing that a person or group does or has done**Analyze:** to review or look over something, especially information and make decisions based upon findings**Goals:** something you want to accomplish**Prioritize:** making a decision about what is important; ranking items**Proactive:** looking ahead to possible outcomes and how to be prepared**Recognize:** to see or understand the difference**Time management:** the ability to use time effectively or productively**Introduction (3 mins):**

The teacher should ask the students to make a list of their activities. Then, ask the guided question: *How do we prioritize our activities?*

Explicit Instruction/Teacher Modeling (10 mins):

- Teacher will allow the class (*including the teacher*) to take a moment to reflect and breathe prior to deciding your priorities. Optional resource: "[Just Breathe](#)" (Length - 2:06 - Mindful Breathing)
 - Have students reflect on how the mindful breathing impacted them or how they were feeling.
- The teacher will guide students in ranking their priorities and model how students can decide what is most important.
- The teacher will connect the modeled activity to a priority ranking system (*number 1 being the most important and 10 being the least important*) to help students prioritize their own schedules.
- Teacher will explain how to create a schedule based upon the needs of each student.

Lesson Activities (30 mins):

The teacher will help guide students through understanding the importance of using a schedule and balancing work versus extracurricular activities at home or school. Consider the questions below as talking points for students:

- Check progress, are you scheduling time for breaks? "Me" time?
- Discuss: Who might a student seek out for assistance with school work? Versus a task at home?
- Are you proactive and asking for help before trouble arises?
- Do you know who to ask for help depending on the situation?
- Is there a balance of free time?
- How would you rate yourself in time management?

Guided Practice (10 mins):

- Teacher models prioritizing a list of tasks for the day

Independent Work Time (20 mins):

- The goal for the assignment is to create personalized day in the life of a middle school student
- Each student will create their own real schedule for a day (suggested resource: [Daily Planner](#) Template)

Differentiation:

- Teacher should prepare a daily schedule template for students who need it
- Provide examples of daily schedules for students

Assessment:

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

• Peer review schedules to check for prioritization
<u>Review and Close (3 mins):</u> • Teacher will ask the guiding question: ◦ <i>What have we learned about prioritizing and scheduling?</i> • Students share their thoughts on a Post-it as their “Exit Ticket”
<u>Optional Activities:</u> • Students will compare/contrast their personal schedules and see how responsibilities are different for everyone. • Students will compare/contrast their personal schedules to their teacher, as well as teacher to principal. • Students will compare/contrast their personal schedules to their parents.
<u>Intervention/Support:</u> • EL students may partner with a peer to complete their schedule. ◦ Emerging and progressing ELs may verbalize and peers will transcribe, they may sketch their response, or write an answer in their native language. • G/T students can plan a schedule for the future (<i>high school, college</i>)
<u>Enrichment/Extension:</u> • Students can discuss with their peers similar schedules and find ways to help keep each other accountable. For example, if two students have after school athletic practice, they can check on each other to make sure they are on time and prepared. • Students can discuss with their teacher to monitor their schedule and see if anything they can take off of their plate. This will lessen the anxiety/pressure students feel by being overscheduled. • The teacher should discuss with their peers or administrators to monitor their schedule and see if anything can be taken off their plate. This will lessen the anxiety/pressure the teacher feels by being overscheduled.
<u>Teacher Self-Care:</u> Allow yourself 10 extra minutes in the morning so that you don’t feel rushed.
<u>Sources:</u> The value factory. “2 minute mindfulness- simple, mindful breathing.” Youtube video, 2:06. June 30, 2015. https://www.youtube.com/watch?v=Eqyj6Rp2Q1w
<u>Teacher Reflection:</u> <u>To Ask with Students:</u> 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? <u>Classroom Culture:</u> Are the relationships that I have with my students helping or hindering their ability to learn?

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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 student's 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?