



Decisions: Lesson 4 (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 help develop and model classroom rules, routines and norms.

Materials and Preparation:

- Dry Erase Board
- Post-its
- Sheet Protectors, etc.
- Dry Erase Markers
- Pencil/Pen
- Blank Template for Procedures, Rules, and Norms
- Large post-it sheets for class display

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

• Seven Norms of Collaboration (Use this link as a resource for students - this could be a discussion point to help further explain vocabulary for this lesson.) • Device and internet access for digital media
<u>Key Vocabulary:</u> <u>Collaboration:</u> discussing and creating with others as a team <u>Model:</u> following the example of someone else <u>Norms:</u> something that is usual, typical, normal, or standard <u>Prioritize:</u> designate or treat (something) as more important than other things
<u>Introduction (2 mins):</u> • Teacher will: ○ Introduce the concept that students must work together to develop procedures and rules that will be expected on a daily basis. ○ The teacher and students must work in a mutual respectful manner at all times showing value and inclusivity to all.
<u>Explicit Instruction/Teacher Modeling (10 mins):</u> • After discussing vocabulary and introducing the objective of the activity, using whole-group instruction - ○ Students will share their own ideas and establish routines and procedures for the class. ○ The teacher will help students to develop the class routines and norms by prioritizing. ○ For vocabulary: teacher can share terms and student-friendly definitions - think/pair/share.
<u>Lesson Activities (30 mins):</u> The teacher will help facilitate a discussion with students to lead students as they create individually: • Develop and share ideas to create a prioritized list • Create a class anchor chart of procedures and norms • Students will then create their own list on their blank template
<u>Guided Practice (15 mins):</u> • Students will share ideas with the class • Teacher will help facilitate discussion.
<u>Independent Work Time (15 mins):</u> Students will create individual lists ○ Teacher finishes the anchor chart and monitors students.
<u>Differentiation:</u> Differentiation is included within: ○ Scaffolded activity ○ class anchor chart ○ blank templates for student completion ○ white sheets for individual sharing
<u>Assessment:</u> Completed charts and student graphic organizers

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Review and Close (5 mins):

- Whole group discussion with completed:
 - Anchor charts
 - Schedule templates

Optional Activities:

- Help create norms and procedures for their personal homes.
- Create a skit to demonstrate the class norms (what to do/what not to do)
- Take list and create a song or rap to perform for others
- Students can explain how NOT having rules and norms in a science lab could be dangerous

Intervention/Support:

- For ELL and struggling learners provide definitions and have students create illustrations that demonstrate the idea.
- For advanced learners, students could define vocabulary words used, and could include examples.

Enrichment/Extension:

- Help create norms and procedures for their personal homes
- Create a skit to demonstrate the class norms (what to do/what not to do)
- Take list and create a song or rap to perform for others
- Students can explain how NOT having rules and norms in a science lab could be dangerous

Teacher Self-Care:

Choose fifteen minutes in your day to unplug completely. Try to choose a time when you typically use a device so you can get the full experience of shutting down.

Sources:

Ravlin, M. (2017). Seven Norms of Collaboration: A supporting Toolkit. Retrieved July, from <https://www.thinkingcollaborative.com/>

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?

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?