

Chapter 2

Lesson 5

Choices and Consequences

Theme: Choices, Responsibility, Consequences

Lesson Objective:

Students will show knowledge of the characteristics of choices, and consequences.
Students will identify characteristics of responsible behavior. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

“Between stimulus and response, there is space. In that space is our power to choose our response. In our response lies our growth and freedom.”

--Stephen Covey, *First Things, First*

1. Rehearse litany (by now students should know exactly what to say). Remind V question (what do I value?), G question (what do I want to have happen?) This lesson is about C/C, choices and consequences. The C/C question to ask yourself is, “Can I live the consequence with pride? Do I want others to have to live the consequence?”
2. Discuss quotation.

Choices activity

1. Tell either scenario shown below:
 - The U.S. Post Office is losing money. If you were running the postal service, what choices for change would you suggest?
 - Or, A factory owner knows that if she pays wages employees demand and deserve, she'll lose money and the company will close. The workers will be unemployed. You're the consultant. What choices do you suggest to the employer? Can you come up with 10 choices? With 15?
2. The student writes down his answers, and then discusses them with the group. As ideas are discussed, the teacher writes a comprehensive list on the board.
3. Look at the list. What are some common characteristics about these choices? Think about other situations and other choices, a time when you had to make a choice. For example, when you decided what job to take. What are some general characteristics about choices in general?

4. Web ideas that pertain to the general characteristics of choices. For example, one of the choices in the second scenario is “ask the employees for ideas.” This could prompt a discussion of the general characteristic of choice, “whose responsibility is it to look for choices?” “Who is most interested in the solving of the problem or reaching of the goal?” “Who else might have valuable input?”

Responsibility activity

1. See diagram: *Ownership: Living Above the Line S1*.
2. Draw diagram on board. This activity should also produce at least one poster of the completed diagram to be displayed in the classroom. This acts as a visual prompt for future class interactions so everyone holds themselves accountable for their “above the line” and “below the line” behavior.
3. Write these words on board, accountability, choices, solutions, freedom, willingness, and independence, laying blame, giving up, justifying, denying, and assertive. Include other words of this type that resonate with your students or setting.
4. For each word: Define, give example that illustrates definition.
5. Place word appropriately above or below line.

Consequences activity

1. Discuss: there are always consequences, good and bad. Even if you don’t choose or decide, that is a choice and a consequence.
2. Discuss some of the consequences that could result from the scenario described in class, and then expand from the characteristics of these consequences to characteristics of consequences in general.
3. Organize ideas discussed in a web on the board, or on paper, “consequences” in center. Recommended ideas to include are in **Lesson 5 Background**.

Materials:

White or chalk board or easel paper
Ownership: Living Above the Line S1

Evaluation:

Rubric

Enrichment:

Collecting Your Thoughts EN1

Ownership: Living Above the Line

S1

Define ownership – taking responsibility for your words and actions. A person lives above the line or below the line. What do you think this means?

LIVING “ABOVE THE LINE”

RESPONSIBILITY

LIVING “BELOW THE LINE”

Collecting Your Thoughts

EN1

Objective: The student will state at least one reason why it is important to collect his or her thoughts before speaking or writing.

Background:

In some everyday situations speaking spontaneously is OK. However, usually it is beneficial for people to stop to think before talking. Many situations need some delicacy or diplomacy, and taking a few seconds to think through what you really want to communicate is well worth the effort. Students are given situations to think through before stating what they would say to handle the situation.

Opening:

1. Tell: that you are going to give students a choice **a or b**. They must write their choice immediately.
 - a. We can skip homework for three weeks and you'll have one huge test at the end.
 - b. You will have daily assignments for three weeks and no final exam.Write **a or b**.
2. Tell that you are going to give students another choice. This time they must think for 30 seconds before they choose. Tell: You notice that a house is on fire. You have time to save one person. Would you save a
 - a. Two-year-old boy who is screaming by a door on the second floor
 - b. Sixty-year-old grandmother who is in a wheelchair by a window on the first floor?
3. Ask students which activity was more difficult. Why? How did the 30 seconds to think about the situation make the choice harder or easier? Why? Did you check your VGC?

Activity:

Hand out worksheet *Collecting Your Thoughts* EN1.

Students will be given several situations to consider on the worksheet "Collecting Your Thoughts." They must take 30 to 60 seconds to plan out (Stop and Think VGC) what they will say (and do). Then they should write their response on the worksheet.

Discussion: The extra time, though short, should give students a chance to think through their basic values (V) and the behavior to show the value, their personal goal(s) (G) and several choices and their consequences (C/C). After students have completed the activity, compare answers, emphasizing what they did with the "thinking time" and the impact of planning ahead on purely emotional or impulsive responses.

Collecting Your Thoughts (Page 2)

EN1

1. What would have been your first response if you didn't take the time to collect your thoughts?
2. Would your response have been the same or did the added time cause you to change your first response?
3. Why do you think taking time to "think through" a situation would make someone change his or her mind? (Think of more alternatives, new ways to look at a situation; be more able and willing to live the consequence).
4. Why would it be harder to decide which person to save - a baby on the second floor or an older person on the first floor — than deciding when to take a test? (Much more important consideration; more complicated, irreversible)

Enrichment Activities:

1. Make a list of questions other people must answer right away, without giving it any thought.

Examples: 1. Would you shave your head for \$10 right now? 2. Would you shave your head for \$100? 3. Are you a happy person? 4. Should all students be given As? 5. Should school meet on Saturdays? 6. Do you like pizza? 7. Do you like snakes? 8. Would you lie to your best friend to avoid hurting his or her feelings? 9. Would you trade places with the president for a week? 10. Are girls more sensitive than boys?

Then, pick three or four of the questions, reflect on them for a minute or two and see if the answers change and why.

2. Continue using the phrase "Stop and Think" in class when assigning oral and written work. Encourage students to refrain from even picking up a pen or pencil until they have taken some "think time." Make this a practice so that students learn to expect to think first.

Evaluation: State one reason why it is important to collect your thoughts before expressing an opinion.

Collecting Your Thoughts Scenario (Page 3)

EN1

1. You have to tell your best friend that his dog got hit by a car and killed, as a result of your negligence while your friend was on vacation.
2. Explain to your teacher why you didn't do your research project.
3. You must give a short talk to younger students on your opinion about graduating from high school.
4. One of the older kids in the neighborhood told your 5-year-old sister that Santa Claus isn't real. She comes to you in tears and asks you, "Is this true?"
5. Your 5 year old has been invited to a sleep over at the home of one of her friends. You don't want her to go. You have to tell her.
6. Your boss yelled at you in front of customers. You didn't make the mistake, but you know which coworker did. What will you do?
7. Your girlfriend got a new haircut. You think it looks pretty bad. She asks you your opinion. You say?