

Grade: Three	Lesson: 3	Topic: Awareness and Decision-Making
Virginia Standards of Learning	C/T: 3-5.3, 3-5.4, 3-5.5 English: 3.1, 3.2 Health: 3.2, 3.4 History: 3.11	
Virginia School Counseling Standards		
Materials Needed	• Whiteboard or chart paper and markers • Decision-making handout	
Learning Objectives	• Define decision-making. • Explain the decision-making process. • Describe strategies for making good decisions in conflicts. • Evaluate different scenarios where children were faced with a decision.	
I DO	Introduce yourself. Build a positive relationship with the students by sharing a fun fact about yourself. (For example: Your favorite ice cream flavor, your favorite food, or your favorite color.) Next, use the Learning-Ready Visuals and define the classroom expectations for when you visit. Say, “We will learn a lot about safety, responsibility, and respect within our school and community! When we are learning, we must be learning-ready! When we are learning-ready, we will:	
Learning-Ready Reminders	• Respect personal space - Be aware of your surroundings, respect others’ space, and stay in your own area. • Use volume control - Use indoor voices and be mindful of noise levels. • Show active listening - Eyes and ears open! Ready to participate! • Have sharp minds - Be prepared to problem solve, ask questions, and contribute to the lesson.”	
Content	Define decision making. “Today, we are going to discuss something important, decision-making. Every day, we get to make a bunch of decisions. For example, what snack are we going to have, what show should we watch, or even who we want to be friends with. Learning how to make smart and safe choices is like having a superpower! It helps keep us safe and happy. So, get ready to become decision-making experts as we dive into this fun adventure	

Check for Understanding	together! With your shoulder partner create a list of examples of decisions you make every day. Together, you are going to put a mark on a piece of paper every time you list one. I want to see how many decisions you can list in one minute!" Have students list the decisions that they make every day with their partner. At the end of one minute, ask students to share examples of decisions they make. While students are making decisions, use chart paper and create a list titled, "Our Decisions". Students will explain the decision-making process. After you create the list ask the students, "How do you make decisions?" Allow students to respond, then say, "Decision-making is a process, and we have steps that we follow when making decisions. Following steps helps us make wise and safe decisions. I am going to show the five steps that we go through when making decisions." Use the slide deck and introduce the five-step decision-making process. 1. Stop and think: Avoid impulsive decisions. 2. Explore the options: Do not settle for the first choice. Brainstorm other possibilities. 3. Gather information: Find knowledge from trusted sources to make informed choices. 4. Imagine the future: Think about how each choice will make you feel in the long run. 5. Consider the consequences: Analyze the potential outcomes for yourself and others.
WE DO Practice	Have students describe strategies for making good decisions in conflicts. Introduce decision-making strategies by providing different scenarios for making good decisions in conflicts. Say, "We are now going to discuss how to make good decisions when we find ourselves in conflicts. Who can tell me what a conflict is? Raise your hand!" (Give students time to respond.) Say, "A conflict is when we have a disagreement or problem with someone. It happens to everyone, and that is normal. The important thing is how we handle it by making good decisions to resolve it. Let's look at a situation where we might have conflict."

Check for Understanding	Imagine this: You and your friend both want to be the pitcher in the kickball game but only one person can be the pitcher. That is a conflict! Now, what can we do to make a good decision and solve this problem?" Allow students to provide various responses. "Great ideas! One strategy is to take turns. One person can pitch for a little while, and then the friend can have a turn. That is a fair decision. Another strategy is to talk about it calmly and find a solution together. We are going to practice together. I am going to put a scenario on the board, with your shoulder partner talk about what you would do to solve this conflict." Use slide 16 to provide another conflict scenario for students to analyze and suggest strategies and students share their different solutions.
YOU DO	Have students evaluate different scenarios where children were faced with a decision.
Conclusion	Say, "You did a great job of finding solutions when you are faced with conflict. Finding solutions to conflict requires us to use the decision-making process. We know that making decisions can be hard! I am going to give you all a paper with different scenarios. You are going to use the decision-making process and write out the decision that you would make." Pass out the decision-making handout. Have students fill out answers for each scenario using the five-step decision-making process. 1. Stop and think: What is your decision? 2. Explore the options: Brainstorm other possibilities. 3. Gather information: Where can you gather information from? (Who can help you?) 4. Imagine the future: How will each choice make you feel? 5. Consider the consequences: What could be the outcome?

Name _____

Decision-Making Handout

Directions: Consider the scenario, then answer the questions to demonstrate good decision-making.

Scenario 1: Claire won first place in a race while P.E. Justin came in third place. When Justin finishes, he frowns at Claire. Other people are giving Claire high fives, what should Justin do?



1. **Stop and think:** What is your decision?

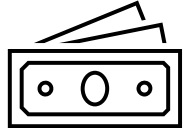
2. **Explore the options:** Brainstorm some possibilities:

3. **Gather information:** Where can you gather information from? (Who can help you?)

4. **Imagine the future:** How will each choice make you feel?

5. **Consider the Consequences:** What could be the outcome?

Scenario 2: Palmer is walking down the hallway and sees a ten-dollar bill on the ground. What should he do?



1. **Stop and think:** What is your decision?

2. **Explore the options:** Brainstorm some possibilities:

3. **Gather Information:** Where can you gather information from? (Who can help you?)

4. **Imagine the future:** How will each choice make you feel?

5. **Consider the consequences:** What could be the outcome?
