

Making Good Decisions

2nd-3rd grades

Overview

In this build series, students will reflect on the process of making good decisions. They will explore a personal decision made, consider the consequences of that decision, think critically about an alternative decision they could have made, and talk about a strategy for decision making in the future.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Conflict Resolution and Mediation:

- Understanding the concept of responsibility for one's actions.
- Developing strategies to weigh options and possible outcomes in a given situation.

Reflection:

- Evaluating one's own actions in a given situation.
- Evaluating actions of another person or group in a given situation.

Personal Expression:

- Developing vocabulary to express one's thoughts and feelings effectively.

Creative and Critical Thinking:

- Evaluating possible outcomes in a given situation.

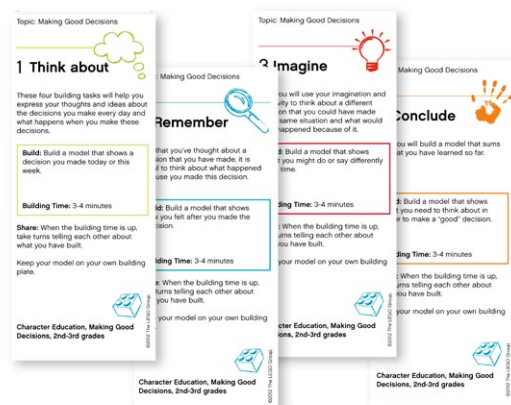
Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *action*, *choice*, *consequence*, *decision*, and *responsibility*.
- Reading fiction or nonfiction texts or watching videos that feature a character making a decision. It is a good idea to highlight a scenario from a familiar story or watch a short video in which the main character makes a difficult decision or reflects on the consequences of a decision that has been made.
- Practicing different decision-making strategies by introducing a familiar scenario and walking through the decision-making process as a class.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- **action:** something you do or accomplish
- **choice:** the act of choosing or making a selection
- **consequence:** something that happens after an action, or because an action has taken place
- **decision:** reaching a conclusion or making up your mind
- **responsibility:** something you should do; a duty or obligation that you have

Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

Extensions

After completing the build series, encourage further learning by:

- Brainstorming “alternate endings” to the situation explored in the build challenges and discussion. (Character Education)
- Making a comic strip about the decision-making process and the final decision explored in the build challenges and discussion. (Language Arts, Visual Art)
- Role-playing different strategies for making the decision explored in the build challenges and discussion. (Dramatic Arts)
- Evaluating a particular decision made by a well-known community member or historical figure. (Social Studies)

Facilitating Questions:

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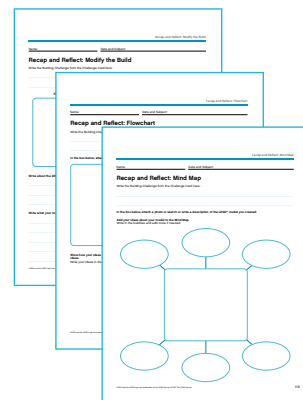
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Notes:

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Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Making Good Decisions

1 Think about



These four building tasks will help you express your thoughts and ideas about the decisions you make every day and what happens when you make these decisions.

Build: Build a model that shows a decision you made today or this week.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Character Education, Making Good Decisions, 2nd-3rd grades

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2 Remember



Now that you've thought about a decision that you have made, it is useful to think about what happened because you made this decision.

Build: Build a model that shows how you felt after you made the decision.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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3 Imagine



Now you will use your imagination and creativity to think about a different decision that you could have made in the same situation and what would have happened because of it.

Build: Build a model that shows what you might do or say differently next time.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that shows what you need to think about in order to make a "good" decision.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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