



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

Social Studies Model Lesson Plan

Practicing Decision Making

Grade 1

Stage 1 Desired Results

Established Goals:

Social Studies Standard 1 Benchmark 4.3 Students will practice positive decision making strategies in real world situations.

IEFA Essential Understanding 2 There is a great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.

What is important is that all humans be allowed feelings of integrity and pride connected with who they are and with whom they identify in order to help them develop the self-esteem and self-confidence that will enhance their learning.

... there may be deeper and subtler differences of values and of ways of being and learning.

Understandings:

- My thoughts and actions help me learn about who I am.
- How I act and speak to others helps me learn about how to make friends.
- Showing respect for other people shows that I care about how they may think.
- I can make decisions to: be a good listener, follow directions, follow rules, not let other's unkind words and actions make me angry, not use unkind words or actions, myself, toward others, put effort into everything I do and respect another's thoughts.

Essential Questions:

- What is the meaning of a positive choice or decision?
- What is the meaning of a negative choice of decision?
- What are ways you can show you are a good listener?
- What are things about you that show you are a thoughtful friend and neighbor?

Students will be able to...

- speak about the words positive and negative and give examples of how each word would apply to decisions.
- exchange in ongoing ideas about which decisions will challenge you to be a good listener, follow directions, follow rules, speak and act as you want others to speak and act toward you, apply effort in all you do, and respect another's thoughts.

Students will know...

- thinking before acting gives you time to make the best decision.
- your words and actions tell and show what kind of a person you are.
- choices give us responsibility for positive (good) decisions.
- we can learn from making negative (wrong) decisions.



Practicing Decision Making (continued)

- identify positive qualities in *every* classmate and understand it is not just how a person looks that makes them a respected friend.

- respect toward other's thoughts, empathy toward others and positive choices and decisions will provide responsible growth and high self-esteem.

Stage 2 Assessment Evidence

Performance Tasks:

Positive decision making is a life skill that can be modeled, practiced and reinforced. Classroom rules and ongoing teacher expectations can be ways to provide real-life decision making skills.

Other Evidence:

Students create and dramatize a role play activity which demonstrates an awareness of positive and negative decisions. This can be done in groups, dividing students who usually play together by grouping them with other students.

Stage 3 Learning Plan

Learning Activities:

What learning experiences and instruction will enable students to achieve the desired results: Decision-making is a life-skill grounded in developmental stages of both social and emotional areas. Providing students with ongoing awareness, examples/modeling, and expectations within the classroom will engage students in applying decision-making skills. Allowing students to use self-knowledge, empathy and acceptance toward others and experiences will provide students with choices to make decisions that teach them social and moral responsibility. Through role-play and real life situations, cooperative learning enhances the opportunities for positive decision-making and results, negative decision-making and consequences, as well as embracing the self-knowledge required in becoming a respectful, responsible and engaged individual.

Resources:

Aesop's Fables, The Grasshopper and the Ant

Bruchac, Joseph and James Bruchac (Abenaki) as told by the Bruchacs. *How Chipmunk Got his Stripes*. Pictures by Jose Aruego and Ariane Dewey. New York: Puffin Books, 2001. ISBN: 0-14-250021-6

Bruchac, Joseph (Abenaki). *Gluskabe and the Four Wishes*. Illustrated by Christine Shrader. Dutton Books, 1995. ISBN: 0525651640

How will the design ...

W= help students know where the unit is going and what is expected?

Create classroom rules with a teacher guided, but student directed goal with open-ended discussions and

questions. (What are the rules this class should have? Who should decide? What are the reasons for having rules? What are positive decisions, what are negative decisions?)

H= hook all students and hold their interest?

Teacher read aloud (legends and fables support decision-making and consequences, both positive and negative).

Students prepare a simple class play around a well known story with puppets which portrays a story problem and any decisions that had to be made in the story.

E= Equip students, help them experience the key ideas and explore the issues?

The teacher and students will discuss decisions and choices of story characters and how it relates to real life.

What special things make a good friend (list qualities, draw and label what a good friend "looks like" – being a good friend does not look like any one person – feeling good on the inside makes a person smile on the outside.

R= Provide opportunities to rethink and revise their understandings and work?

Model different examples of areas where students have to make positive decisions (classroom, home, with friends, etc.). Students model or role play examples of negative decisions and consequences. Compare positive and negative decisions. Discuss ways we can all learn from poor decisions and outcomes.

E= Allow students to evaluate their work and its implications?

Engage students in challenging discussions that build individual character toward responsible decision-making. Role playing both negative and positive decisions can be ongoing. Assessment (1) Students can work in groups to create and dramatize class presentations about decision making (familiar stories, fables, or real-life situations can be presented).

T= Be tailored (personalized) to the different needs, interest and abilities of learners?

Decision-making skills are developmental which require guided practice, role-playing, skill modeling, cooperative group activities (writing, drama, community, etc.). During cooperative learning, support individual student needs within each group.

O= Be organized to maximize initial and sustained engagement as well as effective learning?

If your school already uses a Character Education model, use the appropriate developmental level of materials. Community activities which support positive decision-making are ongoing, so planning activities that demonstrate active learning provide the guided practice which supports this lesson and life skill.

Note: WHERE TO can be reorganized to accomplish the instructional plan.