

RESPONSIBLE DECISION-MAKING

Teacher Resource

WHAT IS RESPONSIBLE DECISION-MAKING?

Thinking about all options and outcomes to make the best choice.

BENCHMARKS

- ✓ **HE.K.R.2.2** Demonstrate the ability to follow rules and directions.
- ✓ **HE.1.R.2.3** Identify the characteristics of a **responsible decision maker**.
- ✓ **HE.2.R.2.3** Demonstrate healthy ways to express needs, wants and listening skills. Clarification: Paying attention, making eye contact and asking for help.

PURPOSE

- ▶ These interactive activities will help your students learn the characteristic of **responsible decision-making** and how to think about all options and outcomes to make the best choice. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **responsible decision-making**.



Suggested Introduction:

“Today, we are going to learn about **responsible decision-making**. **Responsible decision-making** means thinking about all options and outcomes to make the best choice. For example, if you see a friend is hurt on the playground, you can use your **responsible decision-making** skills to ask your friend if he or she is alright, help him or her walk to your teacher, or go to your teacher for assistance. When we use our **responsible decision-making** skills, we are making good choices and building good character!”



Activities to Build Responsible Decision-Making:

1 “Red Light, Green Light” Decision-Making Game

Play a game of “Red Light, Green Light,” but with a twist! Teach students how to distinguish between **responsible** (green light) and irresponsible (red light) decisions by having them move forward for every green light or stop at every red light based on the different scenarios presented to them. Add variations where students can only move when certain directions are given correctly. After the game, discuss why it is important to listen and follow directions carefully and follow rules. Help students recognize how these skills are part of **responsible decision-making**.

Example green lights can include:

- Sharing your markers with a classmate
- Helping your parents clean up after dinner
- Following class directions

Example red lights can include:

- Using your outside voice in the classroom
- Pushing a friend to be first in line
- Ignoring a classmate that needs help

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GRADES
K-2



Activities to Build Responsible Decision-Making (Continued):

2 Resiliency Reading Connection

Share the story *Swimmy* by Leo Lionni from the B.E.S.T. English Language Arts Booklist. Swimmy was the only fish left after a predator attack. After exploring the ocean, he found more fish his size. To protect himself and the other fish around him, he instructed the fish to group together to look like a larger fish to scare the other predators away. Discuss with students how Swimmy was able to understand he was in a difficult situation (e.g., being the only fish after a predator attack), consider multiple solutions (e.g., exploring the ocean, learning from his surroundings) and ultimately come up with the best choice (e.g., grouping together to look like a larger fish to protect the group). Discuss with students how this story emphasizes critical thinking, acting wisely for the greater good and showing how **responsible decision-making** can positively impact others. Visit buildresiliency.org to learn about other books listed on the Resiliency Reading List; each title has a corresponding Family Reading Guide.

3 Responsible Citizen vs. Irresponsible Citizen

Create a large chart with two columns labeled “**Responsible** Citizen” and “Irresponsible Citizen.” Ask the class what it means to be a **responsible** citizen at school (e.g., helping others, following rules, taking care of the school) and an irresponsible citizen (e.g., making choices that can hurt people or their surroundings). Present a picture or read a scenario to the class (e.g., “A student picks up trash on the playground.”). Ask students if the example is a **responsible** citizen or irresponsible citizen, and have them point to or place the picture on the correct poster. Discuss why each action is **responsible** or irresponsible, and how important it is to make **responsible decisions**.



Suggested Wrap-Up:

Guide student responses or provide sentence stems.

“Can someone tell me what it means to use **responsible decision-making** skills? You all did a great job practicing your **responsible decision-making** skills today! Remember, if you are ever unsure of how to respond in a situation, it’s okay to ask for help from a parent, teacher or friend.”