

RESPONSIBLE DECISION-MAKING

Teacher Resource

WHAT IS RESPONSIBLE DECISION-MAKING?

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

BENCHMARKS

- ✓ **HE.3.R.2.2** Identify ways in which my decisions affect others.
- ✓ **HE.4.R.2.2** Identify the value of making healthy choices for personal well-being.
- ✓ **HE.5.R.2.2** Discuss how **responsible decision-making** affects personal well-being.

PURPOSE

- These interactive activities will help your students continue to explore 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 explore the characteristic of **responsible decision-making** and how our decisions affect others. **Responsible decision-making** means thinking about all options and outcomes to make the best choice. For example, if you and a classmate want to read the same book, you can use your **responsible decision-making** skills to take turns. This decision demonstrates fairness and kindness toward your classmate. **Responsible decision-making** is also about making healthy choices for personal well-being. For example, if you choose to eat an apple or carrots instead of candy or chips, you are using your **responsible decision-making** skills because you know fruits and vegetables are healthier and can make your body feel stronger! When you use your **responsible decision-making** skills, you are considering those around you and building good character.”



Activities to Build Responsible Decision-Making:

1 The Math of Responsible Decision-Making

Teach students how to make **responsible** financial decisions using math skills. Give each student \$10 in play money. Show a price list with different items (e.g., a pencil for \$2, a toy for \$8) and have students decide how to spend their \$10 wisely without running out of money. Encourage students to think about the outcome of purchasing each item to promote **responsible decision-making**. After students select their items, ask students to share what they purchased and why it was a **responsible decision**. Discuss how making **responsible** financial decisions relates to real life (saving vs. spending).

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GRADES
3–5



Activities to Build Responsible Decision-Making (Continued):

2 Resiliency Reading Connection

Read the story *Charlotte's Web* by E.B. White from the Commissioner's Book of the Month List. Help students analyze character choices that were made throughout the story, and ask them what it means to **make responsible decisions**.

Example choices from *Charlotte's Web* include:

- Fern saving Wilbur (choosing kindness and responsibility)
- Charlotte deciding to help Wilbur (using creativity and problem-solving)
- Templeton choosing to help find words (reluctant but ultimately **responsible**)

After reading the excerpts, have students describe the decision that was made, whether it was **responsible** or irresponsible, and the outcome. Have students write a reflection on personal decisions they have made that are similar to those of Fern, Charlotte or Templeton. Visit **buildresiliency.org** to learn about other books listed on the Resiliency Reading List; each title has a corresponding Family Reading Guide.

3 Making a "Healthy Plate"

Teach students how to make **responsible decisions** about nutrition and health using science to understand how different foods affect the body. Facilitate a class discussion by asking, "Why do we need food?" Briefly explain that food gives our bodies energy, and making **responsible** choices helps us stay strong, focused and happy. Introduce the concept of a healthy, balanced meal (e.g., protein, fruits, vegetables, whole grains, dairy) and an unhealthy, unbalanced meal (e.g., candy, snack foods, processed foods). Hand out a "Healthy Plate" worksheet that is divided into sections for different food groups. Show different food cards (e.g., images of fruits, vegetables, junk foods, protein, dairy, sugary drinks, water) one by one. Have students identify on the worksheet where each food belongs on the plate, or if it should be limited (e.g., candy, soda). Discuss with students fun ways to incorporate healthy food options into their diet.



Suggested Wrap-Up:

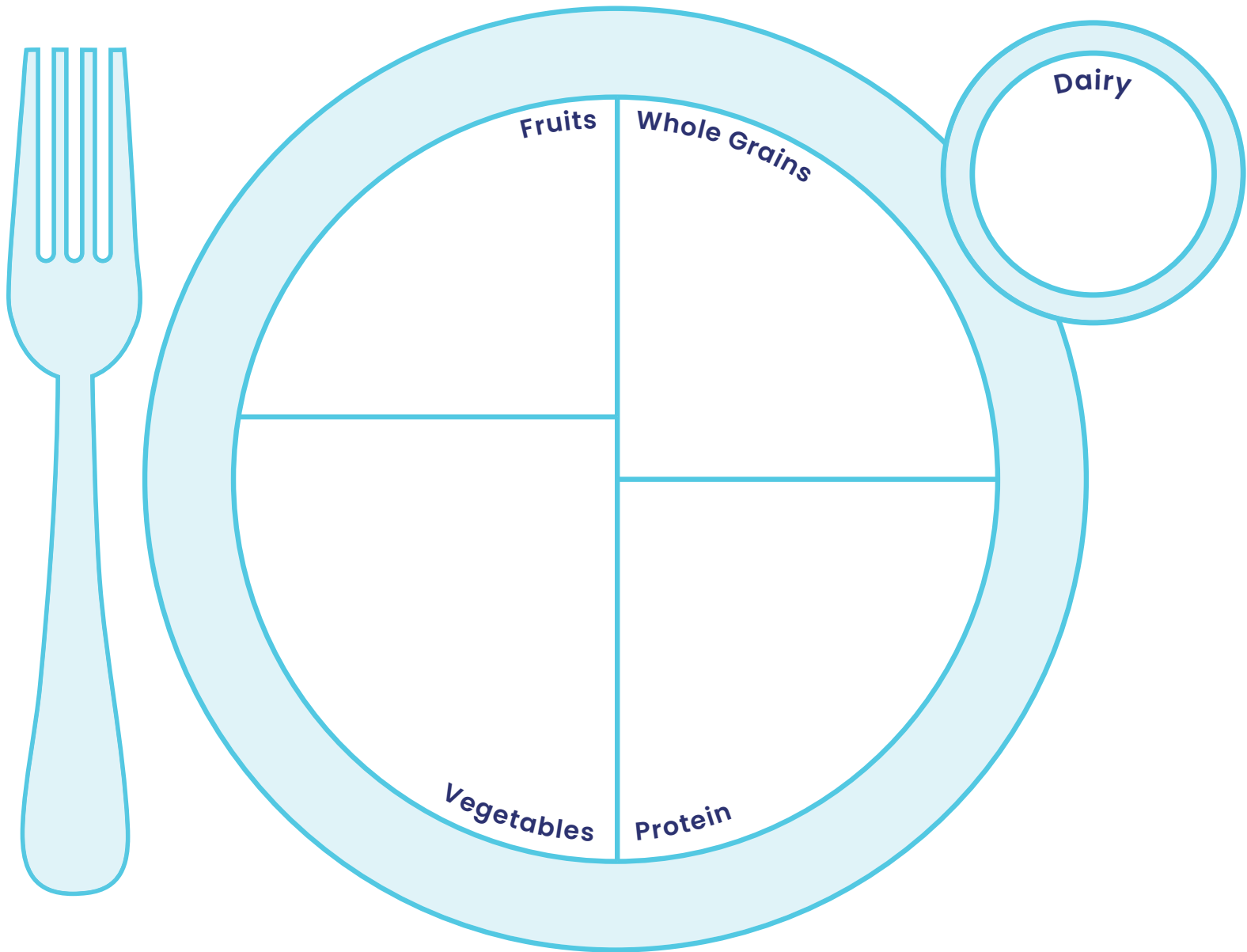
"Today, we have explored the characteristic of **responsible decision-making** and identified ways in which our decisions can affect others and ourselves. Making choices that consider the best outcome for everyone shows you care about yourself, your values, the well-being of others and your community. Let's continue to use our **responsible decision-making** skills everywhere we go!"

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Healthy Plate



Organize each item of food in its corresponding section on the plate. Some of the items are desserts or treats and should be enjoyed in moderation as part of a balanced diet. These items can be set off the plate. Consider incorporating some of the healthy options on a daily basis!



This is a supplemental document to support the 3-5 Responsible Decision-Making Teacher Resource.

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Healthy Plate



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