

# Making Decisions

More Practice With We STOP'D



## 3 Cs

- I care about myself.
- I care about others.
- I care about my community.

**Help students to understand and invite them to state clearly:**

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.

## Preparation

### Copies

- Worksheets:  
"Who Makes the Decision?" (see page 93)

### Materials

- 75 round toothpicks and 100 miniature marshmallows for each group
- Timepiece (watch, wall-clock, stopwatch) with second hand
- "Tell What Happens If..." (see page 92)

### Music

- "I've Decided" from the CD *Something Good* (see page 134)
- "The Right Choice" from the CD *Something Good* (see page 145)

## Vocabulary

- |                 |             |                |
|-----------------|-------------|----------------|
| decision-making | incorporate | responsibility |
| evaluate        | contemplate |                |

## Lesson at a Glance

### Introduction

- Who Makes the Decision?

### Strategy

- Marshmallow Tower
- The "We STOP'D" model

### Conclusion

- "What Happens If..."

## Core Curriculum Objectives and Standards

### Objectives

Students practice decision making by using the We STOP'D model.

### Standards

**7020-0102** Adopt behaviors that have a positive impact on mental health.

Teacher Notes

## Introduction

### Discussion

#### 1. Who Makes the Decision?

- When do we make decisions during the day?
- Who is involved in making decisions that affect us?  
Myself or “I”, people together or “we”, others or “they”
- What does the word “responsibility” mean?  
Answerable for an act, able to respond, accountable, able to be trusted
- How does being responsible affect the types of decisions a person can make?
- How can one student be responsible?
- How can two students together be responsible?
- How can a group of students be responsible?
- When does one student make “I” decisions?  
“I” decisions should be ones appropriate for students in the second grade.
- When does a small group of students make “We” decisions?  
“We” decisions are ones that students make with others, sharing the responsibility with other students or other adults as appropriate.
- When do other people make decisions for us?  
“They” decisions are ones that parents, teachers, and other adults make for students because of health, safety, and welfare considerations (e.g., school fire-drill procedure, home safety rules, etc.).

Ask the questions below and have the students respond by:

- (1) Snapping fingers for “I.”
- (2) clapping hands for “We.”
- (3) patting legs/lap for “They.”
- Help students identify three groups of people who make decisions: I, We, and They.
- What time do you go to bed at night?
- What clothes should you wear to school today?
- With whom will you sit at school today?
- What game will you play at recess today?
- With whom will you eat lunch today?
- What time will you eat lunch at school?
- Where will you go after school today?
- When will you do your homework tonight?
- What movies can you see?
- With whom will you play on the weekends?
- For extra practice, distribute the “Who Makes the Decision” worksheet.

## Strategies

#### 2 “Marshmallow Tower”

Jackson, Tom. Activities That Teach. [Utah?]: Red Rock Pub., 2003. (Used with permission)

Marshmallow Tower Activity: (20 minutes plus discussion time)

Concept: Sometimes the decisions we make are not ours alone to make. There might need to be a group of people involved. You need to know how decisions are made in a group, and the dynamics that take place. Our ability to influence a group decision will play a major role in our staying out of trouble, since many of our troubles occur when we are in groups and not by ourselves.

Divide the class into groups of six. Give each group a handful of toothpicks and a pile of miniature marshmallows. Groups may get more marshmallows and toothpicks from the teacher if they run out. Explain that the object of the activity is to have each small group build the tallest freestanding tower. Groups will have ten minutes to complete their tower. The tower must stand by itself for fifteen seconds.

Judge the towers that stood for fifteen seconds to see which one is the tallest.



## Discussion

- How did the group decide what the tower was going to look like?
- How did the group decide on the plan for building?
- How successful was the plan?
- How did the plan change as the group worked?
- How was the group process comfortable?
- Who was the leader? How was the leader selected?
- What would you change next time?
- What can this activity tell us about making decisions?
- What was your role with the group in the tower building?
- What did your teammates do?
- Who was left out of the process?

### 3. The We STOP'D model

Process the “Marshmallow Tower” activity using the six-step We STOP'D model learned in lesson 5: We STOP'D (see page 47).

- The “We” means that we are a group. We have the power to make decisions that affect our group. What kinds of decisions can we make when we build a marshmallow tower?
- The “S” stands for “stop” or chill. Sometimes, the group must stop what it is doing and make a new choice. When did you decide that your needed to build the tower in a different way?
- The “T” stands for “think” about what to do. We can all express our ideas and list to the ideas of others. How well did your group listen to others?
- When we stop, chill and think, we are taking the time to express ourselves using “nice” statements instead of “ice” statements.
- The “O” stands for “Options.” Options are all the things we can think of that we could choose to do. When we think of these options, it is called “brainstorming.” Listening to other people’s ideas might give us new, more effective ways of solving the problem. What are some of the options your group discussed?
- The “P” stands for “Pick a plan.” As a group, we can choose the best course of action to follow. How did your group decide what plan to use to build your tower?
- The “D” stands for “Decide and Do it!” The group must act together to get the job done. How well did your plan work?
- Did you have to stop and think of other options?

## Discussion



## Conclusion

### 5. What Happens If....

Use the “What Happens If...” page to conduct a class discussion about consequences.



# What Happens If...

Sometimes it helps to predict outcomes by using “IF . . . THEN” statements.

Think of each possible solution to a problem as an “IF (“If I do . . .”).

Think of each predicted outcome as a “THEN” (“then . . . might happen”).

Think of both positive and negative “THEN” statements for each “IF” statement.

Complete each “IF” statement below with a positive (+) “THEN” statement and a negative (-) “THEN” statement.

**IF . . . (Possible solutions)**

**THEN . . . (Predicted outcomes)**

1. If you copy on a test,

-

+

2. If you borrow a friend’s bike without asking permission,

-

+

3. If you tell one friend’s secret to another friend,

-

+

4. If you tell a friend to stop doing something that is bugging you,

-

+

5. If you save your allowance all year,

-

+

6. If you go to a movie that your parents have forbidden,

-

+

7. If you go to school when you’re sick,

-

+

8. If you stay up late to watch TV,

-

+

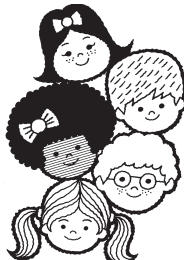
# Who Makes the Decision?

## I Decisions



You have **ALL** the say in this type of decision. You decide all on your own.

## WE Decisions



You have **SOME** of the say in this type of decision. You decide together with others.

## THEY Decisions



You have **NONE** of the say in this type of decision. Others (usually adults) decide without you.

Write I, WE, or THEY next to each decision below to show what type of decision it is for you.



\_\_\_\_\_

What time do you go to bed at night?

\_\_\_\_\_

What clothes should you wear to school today?

\_\_\_\_\_

With whom will you sit at school today?

\_\_\_\_\_

What game will you play at recess today?

\_\_\_\_\_

With whom will you eat lunch today?

\_\_\_\_\_

What time will you eat lunch at school?

\_\_\_\_\_

Where will you go after school today?

\_\_\_\_\_

When will you do your homework tonight?

\_\_\_\_\_

What movies can you see?

\_\_\_\_\_

With whom will you play on the weekends?

Did you use all three types of decisions in the examples above?      YES      NO

Circle all the WE decisions above.

Next to each circled WE decision, write the names of the people who make/made that decision with/for you.

Star (\*) the first WE decision above.

