



Time to Play!

Objectives

Students will:

- Identify and characterize choices associated with common decisions and problems.
- Analyze the consequences of their choices.
- Take responsibility for the positive and negative outcomes of their actions and decisions.
- Set a future goal for Responsible Decision-Making.

Overview

In this module, students in Grades 3–5 will explore the concept of Responsible Decision-Making through an emphasis on play—ultimately creating elements for a board game based on decision-making challenges. Students will begin by investigating the idea of choices through a variety of scenario-based activities and discussions. Students will then learn about the concept of a *Yes Mess*, a decision-making strategy composed of simple questions geared to help individuals make choices that are best for them. From there, students will learn about the importance of owning up to their choices and they will practice *Showing Their ID*, which is a personal responsibility strategy that encourages students to declare their positive and negative choices. Students will then compile the materials that they have created over the three sessions into a decision-making board game. They will conclude with setting a goal for how to continue making responsible decisions in the future!

The accompanying presentation was created with PowerPoint so that it can be used in a variety of classrooms. If you are using a laptop with an LCD projector, simply progress through the PowerPoint by clicking to advance. All of the interactive aspects of the presentation are set to occur on a click. This includes images, text boxes, and links which will appear in your web browser. If you are using an interactive whiteboard, tap on each slide with your finger or stylus to activate the interactive aspects of the presentation. There will be information on how to proceed in the notes section for each slide.

Content Areas

Health, Wellness, English Language Arts

Activity Duration

3 sessions (50–60 minutes each)

Grade Level

Grades 3–5



Essential Questions

- How can I distinguish between right and wrong choices?
- Why is it important to take personal responsibility for my decisions and actions—both right and wrong?
- How can I take responsibility for the negative and positive outcomes of my choices?

Materials

All days:

- Device with the ability to project, one for the teacher

Day 1:

- *Handout 1: Memory Cards* (cut out in advance), one set for half the class
- *Handout 2: Yes Mess Dice*, one per student
- Scissors, at least enough for half the class
- Clear tape, enough for the class to share

Day 2:

- Large hula hoop, one
- Timer or stopwatch, one
- *Handout 3: More Yes Mess Questions* (optional), one per student
- *Handout 4: Tic-Tac-Toe*, one for half the class

Day 3:

- ID Game Pieces: In advance, cut white poster board into 1-inch by 6-inch rectangles (approximately), one per student
- Drawing and coloring materials, for the class to share
- *Handout 5: Yes Mess Cards*, one handout per every two students
- Scissors, at least enough for half the class
- *Handout 6: Board Game*, one per every two students
- *Handout 7: Game Rules*, one per every two students
- Completed Yes Mess dice from Day 1, one per student
- *Handout 8: My Goals*, one per student

Teacher Prep

- Read through the lesson instructions and the corresponding slide presentation in advance.
- Make sure the materials are ready to go prior to each day's lesson. As explained in the Materials section, a few materials need advance preparation.
- Choose a location for Day 2's Hula Hoop activity. (See Day 2's Instructor Prep for more details.)



Background

Students need more than just academic knowledge to thrive: a foundation of emotional intelligence developed through social and emotional learning is crucial as well. Emotional intelligence refers to one's ability to perceive, control, and evaluate emotions. Social and emotional learning therefore teaches children how to better understand their emotions, manage their behavior, and navigate interactions with others. In addition, social and emotional learning guides children in learning how to set and achieve goals, overcome obstacles, and develop healthy relationships. These are skills needed to succeed in school, be prepared for the workforce, and become positive and healthy members of society.

When children are equipped with a foundation of social and emotional knowledge and skills, they are more likely to have academic success. Nearly half of children who have suffered three or more adverse childhood experiences have low levels of engagement in school, and over forty percent of these children demonstrate negative behaviors such as arguing too much, bullying, or being cruel to others. However, research shows that effective social and emotional education has the power to strengthen attachment to school and reduce negative classroom behavior, which are two significant predictors of who will, not only stay in school, but succeed in school.

The Collaborative for Academic, Social, and Emotional Learning is the leading organization advancing the promotion of integrated academic, social, and emotional learning for children in Pre-K through Grade 12. This organization has developed the following five interrelated core competencies for effective social and emotional learning:

- Self-Awareness concentrates on understanding your emotions and thoughts and how they influence your behavior. Skills include self-perception, self-confidence, and self-efficacy.
- Self-Management emphasizes your ability to regulate your emotions and behaviors in different situations, as well as how to set and work toward goals. Skills include impulse control, executive function, stress-management, and self-discipline.
- Responsible Decision-Making is the ability to make positive choices and take responsibility for positive and negative outcomes. Skills include identifying problems, analyzing situations, solving problems, and reflection.
- Social Awareness focuses on your ability to empathize with others. Skills include empathy, appreciating differences, and respect.
- Relationship Skills revolve around your ability to relate well to others. Skills include communicating clearly, listening, cooperation, resisting negative pressure, resolving conflicts, and supporting one another.

Source: Wings for Kids. www.wingsforkids.org.

The goal of this guide is to give educators a collection of resources designed to strengthen students' emotional intelligence through a social and emotional learning curriculum that focuses on the third core competency: Responsible Decision-Making. It provides slide-by-slide instructions to ensure educators are prepared to explain, discuss, and facilitate the hands-on content in the presentation. The presentation is designed to cover three class sessions, but it can be flexible depending on the students' needs and the time available. Additional extension ideas are included at the end of the manuscript.



The three days of lessons follow an inquiry-driven 5E instructional model: Engage, Explore, Explain, Elaborate, and Evaluate. Over the course of three class sessions, students will explore the competency of Responsible Decision-Making through the lens of its corresponding section in the Wings Words to Live By:

*I understand the choices I make
should be what's best for me to do,
and what happens is on me and not any of you.*

Students will begin the module by exploring the concept of decisions. Students will play a memory game in which they match choices with right or wrong and discuss how to differentiate between the two. The class will then be introduced to a strategy called the *Yes Mess*, which will help them learn how to make choices that are best for them. Students will apply this strategy as they create a dice that contains different choice-analysis questions and they will use this dice to evaluate various scenarios.

Next, students will begin to investigate the concept of personal responsibility. They will consider the roles and accountability that each class member has as they participate in a hula hoop challenge. They will then take part in an interactive discussion about times in the past when they have made right and wrong choices and why it is important to take ownership of their actions. The period will conclude with a game of Tic-Tac-Toe in which students take responsibility for both positive and negative choices that they have made in the past.

In the final period, students will apply their understanding of personal responsibility as they learn the strategy of *Showing Their ID*—which prompts them to say, “I did...” followed by a choice that they made. Students will create their own ID game pieces and they will follow instructions to put the finishing touches on a simple paper-based board game. They will then use the dice they created in the previous session to play a game that requires them to *Show Their ID*, identify *Yes Messes*, and discuss why it is sometimes difficult to take ownership of their actions. Students will conclude by developing goals for *Showing Their ID* and making positive decisions in the future.

Day 1 | Slide 1

- Begin class with a quick game of Heads Up, Seven Up. If needed, review the following directions before playing:
 - Select seven student volunteers to stand in front of the class.
 - The rest of the students should sit at their desks with their heads down and their thumbs up.
 - The seven volunteers should then move around the classroom and tap one student each.
 - Once touched, the student should put their thumbs down.
 - Once all seven students have selected another student and have moved back to the front of the room, say, “Heads up, Seven up!”
 - Instruct the students who were tapped to stand up and take turns guessing which student tagged them.
 - If they guess correctly, they should swap places with the student who tagged them.



- Once you have played two rounds of this game, instruct the class to sit on the floor in a circle or semi-circle, and join the students by sitting at their level.
- Click once and read the following Wings Words to Live By excerpt aloud:

*I soar with wings.
Let me tell you why.
I learn lots of skills that help me reach the sky...*

*I understand the choices I make
should be what's best for me to do,
and what happens is on me and not any of you.*

- Click again and ask students: What choices did you have to make during the game?
- Lead students in considering the choices those who were “it” had to make, as well as the choices those with their heads down had to make.
- Ask: Were there any decisions in this game that didn’t have a right or wrong choice? Guide students toward understanding that who the “it” students selected was a choice that was neither right nor wrong.
- Ask: Were there any choices in this game that did have a right or wrong choice?
Guide students in acknowledging that following the rules of the game, like keeping their eyes closed so they couldn’t see who was tagging them, involved a right and wrong choice. It was right to keep their eyes closed and it would have been wrong to cheat!

Day 1, Slide 2

- Reiterate that some decisions don’t have a right or a wrong option. Sometimes, decisions are based entirely on our personal preferences and how we feel or think.
- Move on to explain that other choices, like whether or not we cheat during a game, are different: They do involve right and wrong.
- Click once to display the following scenario and ask for a volunteer to read it aloud:
 - You see that your classmate doesn’t have anyone to play with at recess. Should you:
 - Ask him or her to join you, *or*
 - Keep playing with your friends and pretend you don’t notice?
- Click once to reveal the word “consequence” and explain that a consequence is something that happens as a result of a choice that you make. There can be positive consequences and negative consequences to our choices!
- Explain that sometimes one choice may have both a positive and negative consequence.
- Ask students to turn to a peer and try to brainstorm a positive and negative consequence for each of the choices on the slide.
- Once students have brainstormed consequences with a partner, discuss them as a whole class. Possible answers include:



- Choice: Ask him or her to join you
 - Positive consequence: Your classmate is happy and no longer feels lonely.
 - Negative consequence: You may have to change what you are playing or how you are playing.
- Choice: Keep playing with your friends and pretend you don't notice
 - Positive consequence: Your game doesn't change.
 - Negative consequence: Your classmate feels hurt and lonely, and you may feel guilty.
- Explain that if you really think about the possible consequences, it becomes easier to figure out the right choice!

Day 1, Slide 3

- Tell students that they are going to practice thinking about the consequences of their choices by playing a memory game.
- Divide students into partners, and distribute a set of *Handout 1: Memory Cards* to each pair. Explain that in this set of cards are several choices, as well as some cards that say *Wrong Choice* and some cards that say *Right Choice*.
- Then click once and share the rules of the game:
 - The goal of the game is to match a choice with whether it is right or wrong.
 - All cards need to be spread out and face down.
 - One student will go first and turn over two cards.
 - If this student turns over a choice and correctly matches it with *right* or *wrong*, then he/she may keep the cards.
 - If it is not a match, students should try to remember where these cards are and then turn them back over.
 - The other student then turns two cards over.
 - Continue taking turns until there are no cards left.
- Remind students to think about the possible consequences when trying to decide if it is a right or wrong choice and then encourage them to begin playing!

Day 1, Slide 4

- Once students are done playing, explain that you have a trick to make it even easier to make positive decisions.
- Click once and introduce students to the idea of a *Yes Mess* by explaining that there are three easy questions that you can ask yourself to help you make choices that are right for you.
- Click three times to reveal and read each of the following questions:
 - Could anyone get hurt? (Be sure students understand that this refers to all kinds of "hurt"—emotional and physical!)
 - Could anyone get in trouble?
 - Could anything bad happen?



- Explain that if you think about a choice and answer yes to any of these questions, you'll have a mess...which means the choice is not right for them!
- Pass out one *Handout 2: Yes Mess Dice* to each student and explain that they will be making this handout into a dice that they can roll to help them make decisions.
- Instruct students to first copy each of the *Yes Mess* questions on the board onto three different squares of their dice.
- After a couple moments have passed, click again and ask: What other questions could help YOU make good choices?
- Click once more and remind students that *Yes Mess* questions must have a "yes" answer if it is a bad choice, and a "no" answer if it is a good choice!
 - For instance:
 - "Would this decision make me proud?" would *not* work because the answer is yes, which means it is likely a good choice!
 - "Would this decision make me sad?" would work because the answer is yes, which means it is likely a bad choice!
 - If you think students are up for the challenge of creating more *Yes Mess* questions, encourage them to work with a partner and develop three more questions for their dice. If this is too challenging, distribute *Handout 3: More Yes Mess Questions* and encourage students to select three questions and add them to their dice.

Day 1, Slide 5

- Once students have finished writing their *Yes Mess* questions, explain and model how to make their dice:
 - Cut out the dice along the outside border.
 - Keep your scrap paper...you'll soon see why!
 - Fold along the interior lines and form a cube.
 - Use a small piece of tape to attach the sides to each other.
- When the dice are complete, assemble students back around you on the floor with their dice and scrap paper in hand.
- Then explain that they are going to use their dice to help them make choices that are right for them. Any choice that leads to a *Yes Mess* is not the right choice and it means there is another better choice for them!
- Click once and display:
 - I see my favorite candy bar on my teacher's desk.
- Click twice to display:
 - No one is watching, so I choose to take it home for a snack.
- Then instruct all students to roll their dice near themselves and read the question.
- Ask: Would we have a *Yes Mess* if we made this choice?



- Instruct students who answered yes to their question to tear off a small piece of their scrap paper, crumple it, and throw it at the *Yes Mess* target on the board.

Ask:

- Why did you answer “yes” to this question?
- This *Yes Mess* shows us that this is not the right choice. What would be a better choice for you?
- Click twice to repeat the procedure above with each of the following two scenarios:
 - I forgot to do my homework, so I choose to quickly copy my friend's answers before school.
 - My uncle forgot his cell phone at my apartment, so I choose to bring it to school so I can play with it.

**Note:* If students answer “no” to any of the dice questions, remind them that only one of the questions needs a “yes” in order for a *Yes Mess* to occur, and encourage them to roll again and continue to consider each question.

Day 1, Slide 6

- Ask for a few volunteers to pick up and recycle the mess from the *Yes Mess* activity.
- Then click once to reveal one more choice:
 - I choose to make the choices that I know are best for me.
- Remind students of the *Yes Mess* questions by pointing to them on the slide as you read them.
- Then click twice and instruct each student to roll their dice and answer the question in their heads.
- If students would answer “yes” to their *Yes Mess* question, instruct them to throw their piece of scrap paper at the *Yes Mess* target.

**Note:* Students should answer no to each of their *Yes Mess* questions, so probe any students who throw their papers to walk you through their thought process, and help them understand why yes may not be the best response.

- Instruct students to roll one more time, think about the answer, and throw their piece of scrap paper at the target if they would answer yes.
- Summarize what the class has learned by saying, “It looks like this choice is not a *Yes Mess*...which you can see because there is no mess to clean up! Since we answered no to each of the *Yes Mess* questions, making the choices that you know are best for you is a smart decision.

Day 1, Slide 7

- Invite students to join you in reading the Wings Words to Live By section aloud.
- Then conclude by saying, “Before you make choices in the future, think about your *Yes Mess* dice. And if you would answer yes to any of the questions, remember the mess you made here today, and try to think of a better choice for yourself!”

Day 2 | Slide 8

Instructor Note: For this activity, the class will be standing in a circle as they pass through a hula hoop. If you don't think this will be possible in the classroom, try to scout out another location in advance!

- Begin Day 2 by instructing the class to sit on the floor in a circle or semi-circle and join the students by sitting at their level.
- Explain that today will begin with a hula hoop challenge, where students will have to work both individually *and* as a team.
- Preview the directions with the class before you begin:
 - Students will stand in a large circle, and hold on to the hand (or wrist, if more comfortable) of the people on either side of them.
 - You will choose a starting point in the circle for the hula hoop. (Students will have to break hands temporarily so it can go around them.)
 - You will then start a timer and you will time how long it takes for the class to pass the hula hoop around the circle and back to the starting point.
 - If students break hands, the hula hoop must go back to the beginning.
- Take any questions that students may have. Then instruct students to stand and follow the directions above.
- Once the hula hoop has passed around the circle once, record the class's time on the board. Then encourage students to think about how they may be able to get through the hula hoop more quickly and challenge the class to complete the activity one more time in an effort to beat their time.

Day 2, Slide 9

- Reassemble the class on the floor in a circle or semi-circle and again join the students by sitting at their level.
- Click once to display the first question below and then double-click to display each of the following questions. Discuss each one as a full class:
 - What job did every person have in this challenge?
 - What choices did YOU have to make?
 - Could you control the actions or choices of others?
 - Why were YOUR actions important?

Day 2, Slide 10

- Point to the header: "Personal Responsibility" and ask students to think-pair-share* what they think this means.

*In a think-pair-share, students think about the question independently, discuss their answer with a partner, and then share their thoughts with the class.
- Click again to display: When you take personal responsibility for something, it means that you don't blame other people for your choices. You accept whatever happens as a result of your choice... whether it's good or bad!



- Follow up by asking, “How did you take personal responsibility in the hula hoop challenge?”

Day 2, Slide 11

- Students will now practice taking responsibility for their actions and not blaming others with a game of Hand Up, Pair Up, Own Up.
- Lead students, step by step, through the first round of this activity by following these directions:
 - Say, “Hand up,” and instruct students to put one hand up in the air, stand up, and walk silently around the room.
 - Say, “Pair up,” and instruct students to gently fist bump the person closest to them and sit down next to them.
 - Then click once and read a scenario aloud: You left your math homework on the kitchen counter and your grandma accidentally threw it away.
 - Click again and instruct the student pairs to own up by thinking about this situation and filling in the blanks: I could blame _____ but I will own up! This is my fault because _____.
 - After a minute has passed, ask a volunteer or two to share how they filled in the blanks and owned up.
- Then say, “Hand up,” and continue the procedure two more times, clicking twice to reveal each of the following scenarios:
 - You talked to your classmate so much during lunch that you didn’t have a chance to eat.
 - Your friend convinced you to skip taking the bus and walk home from school instead. You were late getting home and your babysitter was worried.
- Bring the students back to their circle or semi-circle and congratulate the class on taking ownership for “their” actions. They took personal responsibility for their pretend choices and didn’t blame anyone else for their decisions!

Day 2, Slide 12

- Tell students that they are going to wrap up today by owning up to some of their own decisions.
- Divide students into pairs and instruct them to sit next to each other.
- Pass out one copy of *Handout 4: Tic Tac Toe* to each pair.
- Explain that students will be playing a game of *Tic Tac Toe*...But they will only be able to take a turn if they can take ownership for one of their own decisions!
- Click once and, if needed, quickly review how to play *Tic Tac Toe*:
 - Game Goal: Get three Xs or Os in a row!
 - One player will only draw Xs and the other player will only draw Os.
 - Take turns placing Xs and Os on the game board until someone has three in a row.
- Click again and explain that in this version of the game, you are going to call out categories every round, *before* pairs can mark an X or an O. For each category that you call out, each student should take ownership of a positive or negative decision they made and share it with each other. Once



students have taken ownership of a decision related to that category, they may mark their X or O on the board.

- Before students begin, ask for a student volunteer to help you model an example:
 - State the category of “Being Helpful.”
 - Share a personal example of a time when you chose to be or not be helpful. If you have a hard time thinking of an example, you could say, “When I was your age, I used to sometimes pretend that I didn’t hear my aunt when she asked for my help with something.”
 - Once you have shared your example, demonstrate where you would mark your X on the board.
 - Then ask your student volunteer for an example of a decision they made related to being helpful. Once they share, they can make an O on the board.
 - Once both partners have gone, they need to wait for the next category before they can go again.
- Then click once and instruct students to begin playing by owning up to their own positive or negative decision related to “Being Helpful” and drawing an X or an O.
- After a moment has passed, click twice to reveal each of the following categories, each time giving students a minute to share and play:
 - Doing schoolwork or homework
 - Walking through our school
 - Playing with classmates, friends or family

*Tips:

- Remind students to own up to both positive and negative choices.
- If a student wins, the pair may continue playing to try to get another three-in-a-row!
- Next, tell students that there is one category left. Once they own up to the following category, their board will be full (if no one has won yet)!
- Click twice to reveal and read: Being kind. Allow students a moment to share and play.
- Conclude by praising students for owning up to their actions. It’s not always easy to take responsibility for your choices and they proved today that they could do it!

Day 3 | Slide 13

- Begin this session with students sitting in a large circle or semi-circle. Join them at their level and then read the underlined portion of the Wings Words to Live By (what happens is on me and not any of you) aloud.
- Click once to display “ID” and ask for student volunteers to explain what an ID is.
- Help students arrive at the answer that an ID card is a document that shows your identification...In other words, it shows who you are!
- Click again and explain that your actions are a big part of who you are too. So “ID” can also stand for “I did...”



- Tell students that when you *Show Your ID*, you take responsibility for your actions, say what YOU did, and don't blame anyone else!

Day 3, Slide 14

- Explain that today students will be making their own decision-making board game. They have already made their dice, so the second step is to make their own ID Game Piece.
- Pass out one ID Game Piece (see the Materials list) to each student, and click once to display the directions:
 - Fold your game piece in half, so it can stand up by itself.
 - On the bottom, write "I Did..."
 - Draw a self-portrait.
- Explain that students will have about 5 minutes to draw their self-portrait and create their game piece.

Day 3, Slide 15

- Distribute one *Handout 5: Yes Mess Cards* to each student
- Explain that these cards will be used during the game that the students play...but they first need a few finishing touches!
- Click once to display a model *Yes Mess* card. Explain that on the blank lines, students will *Show Their ID* and take responsibility for a choice they have made.
- Click again and explain that, since they have four cards in all, they will *Show Their ID* for positive choices on two cards and *Show Their ID* for negative choices on two cards.
- Click a third time and reveal some of the categories/idea starters that students could consider when *Showing Their ID*.
- Help kick off the brainstorming by sharing one positive and negative ID statement about yourself. For instance:
 - Positive: I did...make the choice to get out of bed on time this morning!
 - Negative: I did... make the choice to watch TV and not clean last night.
- As students finish, encourage them to help another student brainstorm ID statements.

Day 3, Slide 16

- Place students with new partners. If they worked with someone to create their *Yes Mess* cards, they should not work again with this person.
- Distribute one *Handout 6: Board Game* and a pair of scissors to each pair.
- Click once and explain that pairs will have about 5 minutes to complete the following steps and prepare their board game to be played:
 - Cut out your *Yes Mess* cards, shuffle them with your partner's cards, and place them face down.
 - Brainstorm a name for your game (related to making positive choices!) and write it on your gameboard.
 - Add color and drawings to your gameboard and/or cards if you have time.



Day 3, Slide 17

- It's game time!
- Every pair will need their game pieces, their *Yes Mess* cards, their *Yes Mess* dice from Day 1, and their game boards.
- In addition, distribute one copy of *Handout 7: Game Rules* to each pair.
- Read through the rules together and answer questions as needed.
- Reiterate that students need to raise their hand when they are done playing, and then encourage them to begin!
- When students raise their hands to indicate they have played their game once, provide them with a goal sheet. As you do, encourage them to think about what they have learned about making responsible decisions and then fill in the blanks to set goals that will help them make the very best decisions in the future.
- Pairs who finish their goal sheets while there is still time left in the class period may play their game again!
- When there are 10 minutes left in the class period, distribute goal sheets to any pairs who have not yet started them.

Day 3, Slide 18

- Bring the students back to a semi-circle or circle for a few moments of reflection.
- Click once to display each of the following questions, and discuss:
 - When is it easy to *Show Your ID*?
 - Acknowledge that it may be easy to *Show Your ID* if it is something you are really proud of doing.
 - When can it be hard to *Show Your ID*?
 - Acknowledge that other times it can be hard to *Show Your ID* if you are embarrassed, made a mistake, or don't want to feel like you're bragging.
 - Why is it important to *Show Your ID*?
 - Ensure students understand it is important to *Show Your ID* for all of your choices because it means you take ownership for everything you do. This will help others trust you and believe you!
 - Explain that by setting a goal for a time when *Showing Your ID* is difficult, students are making sure that they use their new personal responsibility skills when it is most important!
- If there is time for a couple student volunteers to share their goals, encourage them to do so. It may be helpful to talk about how it can be difficult to *Show Your ID* for something positive if you don't want others to know. Collect students' goal sheets and display them in the classroom or have students share at a later date.
- Click two times and conclude by reading the Responsible Decision-Making portion of the Wings Words to Live By, as displayed on the slide, together as a class.



EXTENSION Ideas

- Students can create a tracker for the progress they make toward their goal, modify their goal if necessary, and celebrate their successes.
- Students can host a game night for their families or other students in their school and give others the opportunity to learn responsible decision-making skills!
- The class can create an ID bulletin board or poster together that highlights positive and kind actions the students perform on a weekly basis.

Grades 3–5 National Curriculum Standards

National Health Standards

- 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 6.5.1 Set a personal health goal and track progress toward its achievement.
- 7.5.1 Identify responsible personal health behaviors.

Common Core English Language Arts Standards:

Writing:

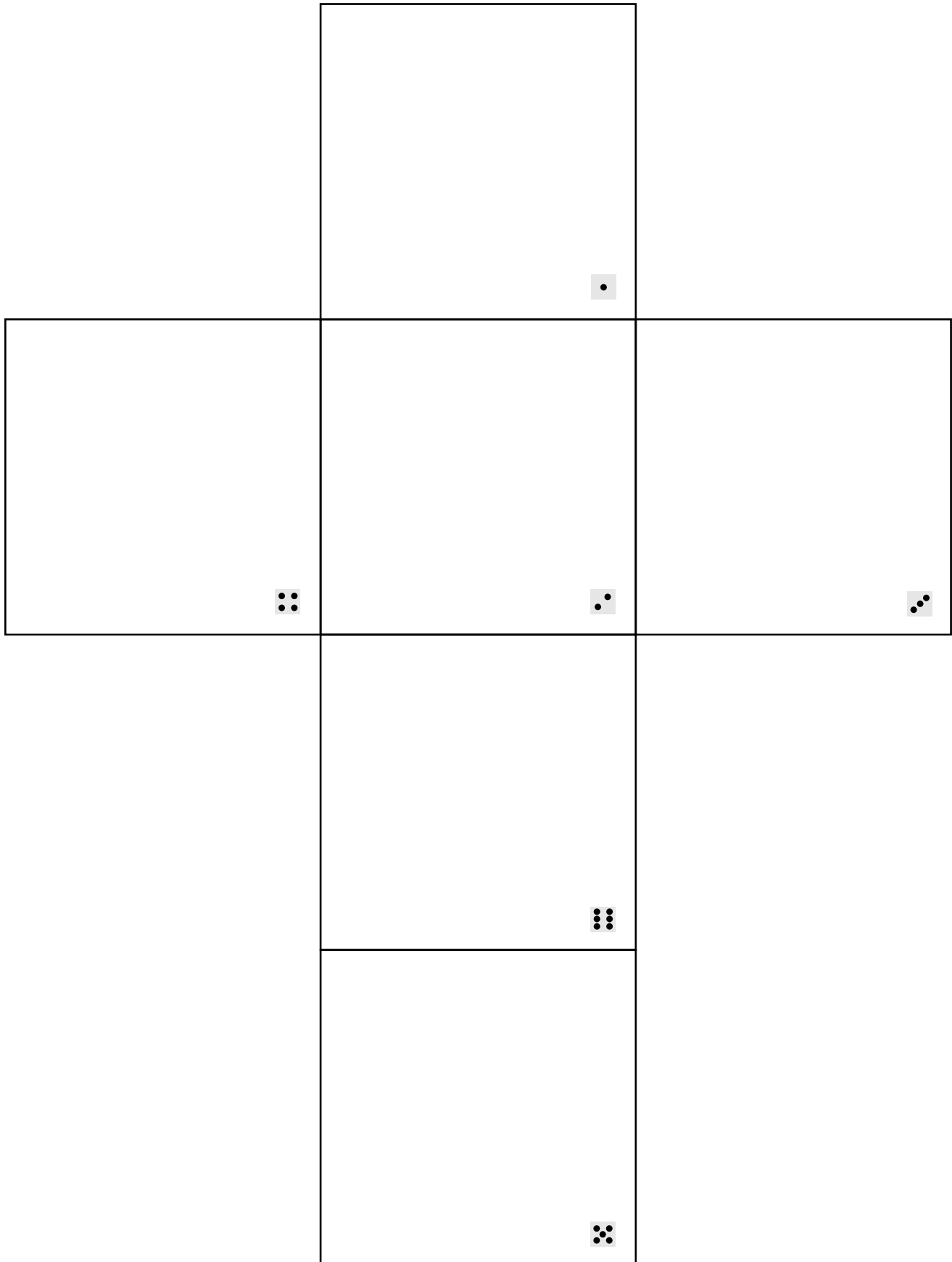
- CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Speaking and Listening:

- CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

<p>You see \$10 on the classroom floor and put it in your pocket instead of telling the teacher.</p>	<p>You notice that your classmate looks upset. You ask him if he is okay, instead of pretending you don't notice.</p>	<p>A poster in the hallways is starting to come down, so you give it another pull as you walk by.</p>
<p>WRONG choice!</p>	<p>WRONG choice!</p>	<p>WRONG choice!</p>
<p>RIGHT choice!</p>	<p>RIGHT choice!</p>	<p>RIGHT choice!</p>
<p>Your cousin wants to play with you, but you lock your door and tell her to go away.</p>	<p>WRONG choice!</p>	<p>You listen quietly while your teacher is giving directions.</p>
<p>You shout across the lunch room to your friend, even though you'll see him at recess later.</p>	<p>You know your mom had a long day so you help her make dinner instead of watching TV.</p>	





Would I regret this decision?

When I wake up tomorrow, would I be disappointed that I made this choice?

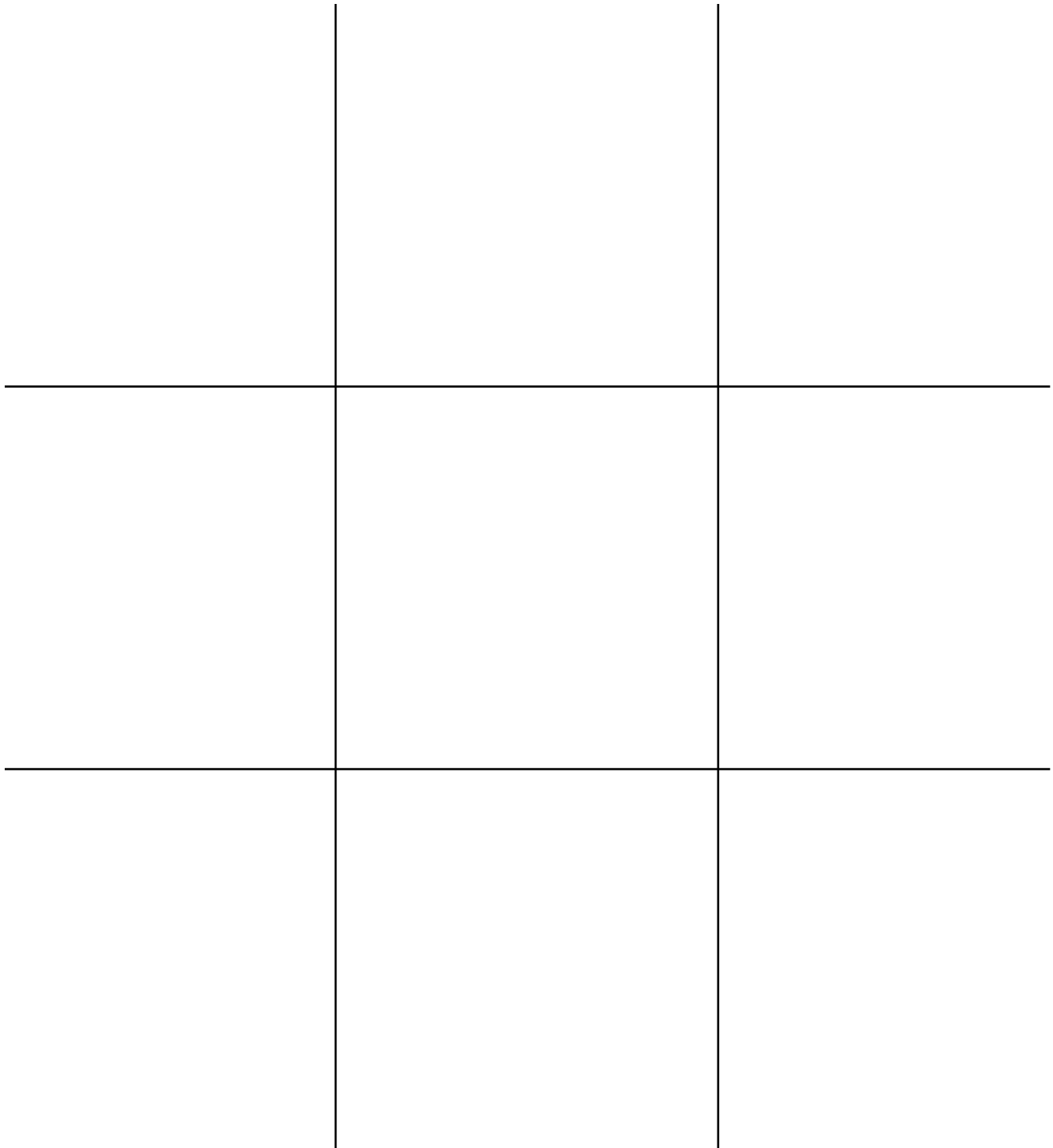
Will I wish I hadn't made this choice?

Am I ignoring what my head or heart is telling me?

Am I doing this for the wrong reasons?

Am I doing this only because someone is pressuring me?

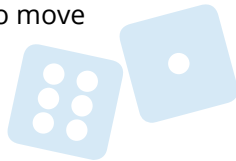
Am I nervous about what will happen after I make this choice?



Is this a *Yes Mess*?

I did... _____

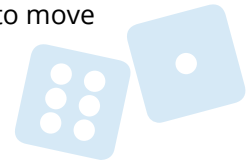
1. Show your ID.
2. Roll your dice three times and ask yourself each *Yes Mess* question.
3. If **it is** a *Yes Mess*, discuss a better choice with your partner. If **it's not** a *Yes Mess*, you can relax!
4. Time for your partner to move forward a square!



Is this a *Yes Mess*?

I did... _____

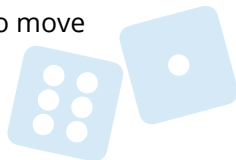
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Is this a *Yes Mess*?

I did... _____

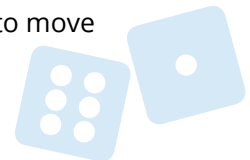
1. Show your ID.
2. Roll your dice three times and ask yourself each *Yes Mess* question.
3. If **it is** a *Yes Mess*, discuss a better choice with your partner. If **it's not** a *Yes Mess*, you can relax!
4. Time for your partner to move forward a square!



Is this a *Yes Mess*?

I did... _____

1. Show your ID.
2. Roll your dice three times and ask yourself each *Yes Mess* question.
3. If **it is** a *Yes Mess*, discuss a better choice with your partner. If **it's not** a *Yes Mess*, you can relax!
4. Time for your partner to move forward a square!



START

1
Show Your ID
at home

2
Go you!
You owned up to a
negative choice. Roll
to move forward.

3
Show Your ID
in your classroom

4
Yes
Mess

5
Oh no!
You blamed someone
else for your own
choice. Roll to move
backward.

6
Show Your ID
at lunch

7
Yes
Mess

9
Go you!
You owned up to a
positive choice! Roll
to move forward.

11
Oh no!
You blamed someone
else for your own
actions. Roll to move
backward.

10
Show Your ID
at recess

8
Yes
Mess

12
Yes
Mess

13
Show Your ID
*when it's
homework time*

14
Show Your ID
at night

15
Partner Chat:
Why can it be hard
to show your ID?
Once you have **both**
shared, moved
forward one space.

GOAL



1. Put your playing pieces on Start.
2. Play Rock, Paper, Scissors to see who goes first.
3. Whenever it is your turn, move forward one space.
4. If you land on...
 - **Yes Mess:** Draw a *Yes Mess* card and follow the directions.
 - **Show Your ID:** Show your ID to your partner. Your ID statement can be positive or negative. Just make sure it starts with "I Did..." and has to do with the time of the day that you land on!
 - **Oh no!** Roll your dice and move back that number of spaces.
 - **Go you!** Roll your dice and move ahead that number of spaces.
 - **Partner Chat:** Follow the square's instructions.
5. The first person who gets to "Goal" wins! When this happens, raise your hand to get your Goal Sheet from your teacher.

My Goals

I soar with wings.
Let me tell you why.
I learn lots of skills that help me reach the sky...

I understand the choices I make
should be what's best for me to do,
and what happens is on me and not any of you.

My Goals:

1. The next time I am having trouble making a choice, I will _____

_____.

This will help me make the choice that is best for me!

2. Sometimes it is hard for me to Show my ID when _____

_____.

but I will try to own up to all of my choices!

