



TAKING ACTION

3. ACCEPTING CONSEQUENCES

Objective: Students will be able to examine possible different consequences to take into consideration before making a decision in a responsible way.

WARM UP

Ask students to think of all the things someone has to consider before making a decision. Write everything they say on the board. Invite them to reflect on how many options a person can have when making a decision, taking into account all of the things they mentioned before. Then ask students to come up with a definition of *consequence*, and ask them whether they think consequences are one of the key elements to consider when making decisions.

STEP BY STEP

- A** Make sure every student has a copy of the printed handout. Have students read the introduction and have the class follow the reading. Remind students of the warm up activity where they defined the concept of consequence.
- B** Get students into groups and ask them to read the situation they have to analyze. Tell them to discuss and answer the questions first. Allow enough time for groups to discuss and exchange ideas.
- C** Focus students' attention on the diagram. Explain that it is an example of how they can analyze a situation and try to come up with as many options and consequences as they can. Walk around the classroom and provide help if needed. If necessary, invite students to draw a larger diagram on a separate piece of paper or add extra options in the diagram on the handout. Remind them that it is important to explore every possible option.
- D** Invite groups to share their diagrams with the rest of the class. Draw a table on the board for students to identify and compare all possible options to solve the

problem according to the diagrams they made. Ask them to choose the best option and give reasons for it. There can be more than one valid option.

WRAP IT UP

- E** *Why is it important to consider different options and their consequences? Do you think that reflecting on the consequences helps you be responsible for your decisions? Why?*

Ask students to get into pairs and give them enough time to discuss the questions. Monitor the activity. Guide them to understand that analyzing the consequences is not only useful for making the best decision, but also entitles them to full responsibility for their actions. Tell them that, in decision-making, pausing to think and analyze is a key step to reach the best possible outcome. If possible, tell them to check the website in the IT box to learn more about key steps for good decision-making.

TEACHING TIP

You can have students print their diagrams and display them on the classroom walls. Remind them to use this useful technique to come up with the best decision, according to their goal and the possible outcomes or consequences. Visualizing and organizing all possible options can help them find the best way to achieve their goal.

- IT** You can draw students' attention to the IT box if you need more help.



TAKING ACTION 4. HASTY DECISIONS

Objective: Students will be able to avoid making hasty decisions by carefully reflecting on the consequences of their decisions.

WARM UP

Invite students to give examples of situations where they decided something without even thinking, and others where they had to think carefully to decide what to do. If necessary, provide some practical examples of your own. Ask them why in some situations they thought carefully of their decision, and why in others they didn't stop to think.

STEP BY STEP

- A** Make sure every student has a copy of the printed handout. Invite a volunteer to read the introduction out loud, and have the rest of the class follow the reading silently.
- B** Direct students' attention to the handout and explain that they are going to read about Mike's hasty decision. After they have read the situation, ask them why Mike's decision to adopt the puppy was a bad one and what the final outcome of the situation was. Invite students to share with the class what they think Mike should have thought of before taking the puppy home.
- C** Now, ask them to think of a personal situation where they made a hasty decision without thinking of the consequences and how it turned out. Have them write down the consequences of their hasty decision and the things they learned from it. Ask them to be honest and to list all of the consequences that came out of that decision, including things that affected others.
- D** Get students into pairs. Ask them to share their experiences and discuss the consequences. Encourage them to exchange ideas about the things they didn't

take into consideration, but should have, before deciding. Finally, guide them to reflect on the things they learned and will help them to avoid making the same mistake in the future.

WRAP IT UP

- E** *What benefits does reflecting before making decisions have? What would have changed in the situation you shared if you had taken the time to think before deciding? What can you do from now on to stop acting on impulse?*

Ask students to get into groups. Give them time to read the questions and discuss them. Monitor the activity walking around the classroom and listening to students. Then invite some from different groups to share their answers with the class. You could ask them to make a list of the benefits that reflecting has before making a decision. Help them realize that sometimes hasty decisions lead to negative results and that pausing and thinking before acting often have better results. Explain that emotions, previous experiences, and specific situations can favor or hinder making a responsible decision. Taking a moment to consider all of them helps avoid making bad decisions.

TEACHING TIP

Tell students it is important to exercise emotional self-regulation and pause before making hasty decisions. These decisions are usually made without taking into consideration priorities and responsibilities, considering only our immediate gratification. Have students notice that self-regulation is necessary at school and inside the classroom whenever decisions require patience and reflection instead of immediate action. Practice self-regulation inside the classroom when decisions have to be made. Invite students to take a moment and consider each specific situation before making up their minds.

- IT** You can draw students' attention to the IT box if you need more help.