

## Session 4 — Guided Instruction:

### Topic 1-2: Make It Count!

#### Navigating the Course - *Where are we in the course?*

OVERVIEW: During the previous two sessions, students explored Topic 1-1: Own My Future! This concept provides a foundation for the idea of taking responsibility for making decisions about the future (e.g., What kind of career do I want to have?). Topic 1-2: Make It Count! elaborates upon the first topic. As students begin owning their future, they begin making important decisions. Those decisions have important consequences that should be considered by the student. It is vital to have a sound decision-making process on hand when trying to make important life decisions. This session provides an instructional sequence to teach students about a solid decision-making process to employ in the future.

#### Unit Concepts & Essential Questions Addressed in This Session

- How do decisions I make today directly influence my future?
- Personal and lifestyle choices made now and during high school lead to both opportunities and consequences regarding my future career options.
- Effective career planning at my age involves establishing personal guidelines for making reasonable choices and conducting exploration of a variety of careers.
- It is my responsibility to make academic and extracurricular activity choices a relevant aspect of my career-planning efforts.
- I can consistently utilize a set of decision-making steps to make sound decisions about my future.

#### Session Vitals – *What must I know to facilitate this session?*



##### Session 4 Snapshot

	Time Varies
1. Suggested Bell Work Activity	
2. Interest Approach: Review of My Own Future!	5 min.
3. Teacher-Led Discussion: Newton's Third Law and Our Decisions!	5 min.
4. Learning Activity: Decisions & Outcomes	10 min.
5. Teacher-Led Discussion: Good Decisions = Ownership	10 min.
6. Learning Application: Decision Process in Action	10 min.
7. Teacher-Led Review	5 min.
8. Preview Learning Expedition & Next Session	5 min.

##### Estimated Time to Complete

**50 min.**



### Preparing for Today's Session

1. Review lesson plans and materials provided for the session.
2. Load Unit 1: Session 4 PowerPoint Slides.  
OR
3. Post messages on chalkboard/whiteboard.

**Estimated Time to Complete**

**20 min.**

### Materials Used

- ✓ *Unit 1: Session 4 PowerPoint Slides: See the Resource Section*
- ✓ *Notebook*
- ✓ *Large Rubber Band*
- ✓ *Unit 1 Activity Sheets, Pages 15-17 (One Per Student)*
- ✓ *Two Signs; One Labeled "Negative" and One Labeled "Positive"*

### Room Set Up

- ✓ *Secure an LCD projector.*

## Entry Points – How do I prime students for learning today?



### Bell Work Activity – Time Varies

Students complete a productive task while the teacher completes regular class routines.

#### Snapshot of the Event:

- Step 1:** Ask students to recall what they know about Newton's Third Law of Motion.
- Step 2:** Complete regular class routines while students work on the task.
- Step 3:** Transition to the next learning event.

#### Materials Used:

- Chalkboard/Whiteboard or PowerPoint Slide #2

## How this event might *look* and *sound*...

### Step 1: Ask students to recall what they know about Newton's Third Law of Motion.

Write the following question on the board prior to class starting or show PowerPoint Slide #2.

What do I know about Newton's Third Law of Motion? For every action, there is an equal and opposite reaction.

To begin the discussion, say:



*Welcome back! Many of you have probably studied an important set of laws in your science or physical science classes. Who knows something about Newton's Laws of Motion?*

Elicit responses. If students do not respond, explain the following:



*Newton studied the way things move. He came up with several laws or rules that govern the way things move. One of his laws applies to our work today. Let's take a look.*

Reference the law shown at the front.



*Take a moment and answer that question quietly to yourself. See if you can generate an example of how that law works in the real world. I'll take care of our regular beginning of class routines while you work.*

### Step 2: Complete regular class routines while students work on the task.

While students answer the question posed, you may complete regular tasks such as taking roll, lunch count, etc.

### Step 3: Transition to the next learning event.



*What examples or thoughts did you come up with?*

Briefly Discuss Responses.



*You already know quite a bit about this law. That's impressive. Let's see how this law also applies to us as we begin to own our future.*

## Interest Approach: Review of Own My Future! – 5 mins

Students briefly review what they know from the previous topic, “Own My Future!” to stimulate conversation about the need for a decision-making process

### Snapshot of the Event:

**Step 1:** Ask students to recall the previous key topic.

**Step 2:** Discuss the requirements of taking ownership.

**Step 3:** Conclude the discussion by transitioning to the need for a strong decision-making process.

### Materials Used:

- Notebook

### How this event might *look* and *sound*...

#### Step 1: Ask students to recall the previous key topic.



*Who can recall what we've been studying in the past two sessions?*

Elicit responses. End with the fact that students have studied the idea of owning their future.

#### Step 2: Discuss the requirements of taking ownership.

Guide the students in a quick discussion on the requirements of taking ownership of their future.



*What does it take to show that you are ready to own your future?*

Elicit responses. End with the idea that we must recognize what decisions we have the right to own about our future. In addition, we must recognize the different responsibilities we have in order to show ownership of those decisions.

Ask for an example of a decision students have the right to make, on their own, about the future. Ask for an example of a responsibility they must assume if they want to make that decision on their own.



*Does it matter how we approach making a big decision about the future? Is there a process? Should we just leave it up to chance? Why or why not?*

Elicit responses. Focus the conversation on the fact that students can either take action or they can wait for the decision to be made for them. There is a process we can employ to make a good decision.

#### Step 3: Conclude the discussion by transitioning to the need for a strong decision-making process.



*Taking ownership of your future requires that you apply a thoughtful process to the decisions you make. You must make solid decisions. What happens when you make a decision? To answer this, let's look back to our friend, Sir Isaac Newton, and his Third Law of Motion.*

## Core Instruction – How do I facilitate instruction on the core topics?

### Teacher-Led Discussion: Newton's Third Law and Our Decisions – 5 minutes

Students compare and contrast Newton's Third Law of Motion with the impact decisions have on their future.

#### Snapshot of the Event:

- Step 1:** Revisit the Bell Work Activity.
- Step 2:** Demonstrate the Third Law of Motion using a rubber band.
- Step 3:** Compare the Third Law of Motion to a decision.
- Step 4:** Deliver a key point about the nature of the decisions we make.
- Step 5:** Define "decisions" and "outcomes."

#### Materials Used:

- Notebook
- Large Rubber Band
- Chalkboard, Whiteboard, or PowerPoint Slides #3-5

### How this event might *look* and *sound*...

#### Step 1: Revisit the Bell Work Activity.



*Earlier you wrote down some examples and ideas about Newton's Third Law of Motion. As you shared your interpretations, I found them to be spot on with the Third Law of Motion. Let's demonstrate the Third Law of Motion right here.*

#### Step 2: Demonstrate the Third Law of Motion using a rubber band.

Take a large rubber band and as you stretch it, ask:



*Which part of the law am I demonstrating now?*

Students should answer the first half of the law which is, "For every action..." Shoot the rubber band (in a safe direction) and ask:



*What part of the law did the flight of the rubber band highlight?*

Listen for the second half, "... there's an equal and opposite reaction!"

**Step 3: Compare the Third Law of Motion to a decision.**

Recover the rubber band and again, stretch it, saying:



*Ok, now picture this. Imagine the stretched rubber band represents a decision you need to make regarding your future. So, this is a decision:*

Stretch the rubber band to demonstrate.



*Now, as I let the rubber band fly, think about the following question: If the stretched rubber band is a decision, what would the flying of the rubber band represent? Be ready to respond when the rubber band hits the floor.*

Let the rubber band fly in a safe direction one more time. Ask for volunteers to share their ideas. Guide the group to the idea that for every decision you make, there is a result. No action can be taken without a subsequent reaction.

**Step 4: Deliver a key point about the nature of the decisions we make.**

Write the following statement on the board or show PowerPoint Slide #3. Ask students to write it in their notebooks.



*Newton's Relevance to Me!*

- *For every decision I make, there is a result!*
- *The bigger the decision, the bigger the result!*

**Step 5: Define “decision” and “outcome.”**

*Before we go any further, let's define exactly what a couple of the terms in the idea mean. In particular, let's take a look at “decision” and “outcome.” This will ensure we are all on the same page as we proceed. In one minute and thirty seconds, I want your best definition of the word “decision.”*

Allow students to individually create their own definition of the term “decision.” When they appear ready to share, ask for volunteers to share their ideas. Lead them to the following concept and write it on the board or show PowerPoint Slide #4. Ask students to include the definition in their notes:



*What is a decision?*

- *A decision is the selection of an action from a variety of options.*

*Let's go back to Newton's Law. If we now agree that a decision is the selection of an action, what do you get when you make a decision?*

Elicit students' responses until you hear, “An equal and opposite reaction.”



*Correct! For every decision, there is an effect, or—as we will call it today—an outcome.*

Write the following on the board or show PowerPoint Slide #5. Ask the students to capture the definition to their notebooks.



*What is an outcome?*

- *An outcome is the result of an action that can be either positive or negative.*

*Now that we have a common understanding of the words used in our big idea for this session, let's dive deeper into how this all works in our lives. Let's take a look at how our decisions create outcomes.*

## Learning Activity: Decisions & Outcomes – 10 minutes

Students elaborate upon the idea that decisions create outcomes as they evaluate a series of scenarios.

### Snapshot of the Event:

**Step 1:** Introduce the activity and distribute the activity sheet.

**Step 2:** Read the scenarios and allow students to evaluate the situation and move accordingly.

**Step 3:** Process the activity using the activity sheet.

**Step 4:** Conclude with a key point.

### Materials Used:

- Prepared Signs
- Notebook
- Unit 1 Activity Sheet, Page 15
- PowerPoint Slide #6

### How this event might *look* and *sound*...

#### Step 1: Introduce the activity and distribute the activity sheet.

Before class, post two signs on opposite walls in the classroom. One sign should say “Positive,” and one should say “Negative.”



*In your mind, let this room, from side-to-side, represent the full spectrum of outcomes possible for a decision. A 100% positive outcome will be to your far right, and a 100% negative outcome will be to your far left with an invisible line connecting the two.*

*I will read a list of scenarios. Your task is to decide if the outcome from the decision will be negative or positive and move to the corresponding side of the room. If you believe it can be both, you'll move to the middle of the room. You'll know it's time to stand and move to your choice when you hear the word “Decision!”*

*What can I clarify?*

#### Step 2: Read the scenarios and allow students to evaluate the situation and move accordingly.

Announce each decision scenario and allow students to move to the positive outcome or negative outcome side of the room. Use the go word, “Decision!” as a command for students to move after you say each scenario. Ask for a spokesperson from each group to explain why they selected that choice. Some of the decisions could have both positive and negative implications. Be ready to discuss both.

Scenarios:

- Your friend asks you to cover for him when he skips 6th period. You say, “No.”

- You choose to attend a concert with your friends, breaking a commitment to help your parents with holiday decorating.
- You decide not to run for a class office.
- Instead of trying out for the basketball team, you try out for the school musical.
- You left your math book at school and were not able to complete your homework on time.
- You were talking to your friend during passing period and ended up with your third tardy of the semester.
- You decided to assist with the student council community service project and helped deliver canned food to the food bank.
- Because you ran out of time, you copied text from the Internet and submitted it for your report on “The Rise of the Mayan Civilization.”

**Step 3: Guide students in elaborating upon the main unit concepts by creating a map to illustrate the relationships among the unit objectives.**



*Thank you for your excellent thinking on these decisions. Let's take this thinking a little deeper. As you move to your seats, you will be receiving an activity sheet. Invest the next five minutes in considering the short and long-term consequences of some of the decisions we just discussed using the questions provided. Also, complete the question related to a recent choice you've made in your own life. Be ready to discuss your answers in five minutes.*

Distribute Unit 1 Activity Sheet, page 15, to each student.

When the students have completed the activity sheet, ask for volunteers to share their ideas of long-term effects.

**Step 4: Conclude with a key point.**

Write the following on the board or show PowerPoint Slide #6. Ask students to include the content in their notebooks. Discuss each point.

**Observations About Decisions**

- They have short and longterm effects.
- As you get older, they get harder!
- As they get harder, the outcomes become more extreme



*Now that we have expanded our understanding of the short and long-term effects of decisions, the next question to answer is, “How do you make sure you are making good decisions that will allow you to own your future?”*



## Teacher-Led Discussion: Good Decisions = Ownership – 10 minutes

Students examine a structured process for making sound decisions.

### Snapshot of the Event:

**Step 1:** Guide students in discussing the nature of decisions that produce positive outcomes.

**Step 2:** Instruct students on the decision-making process using examples and questions as needed.

**Step 3:** Transition to the next learning event.

### Materials Used:

- Chalkboard/Whiteboard or PowerPoint Slide #7

### How this event might *look* and *sound*...

#### Step 1: Guide students in discussing the nature of decisions that produce positive outcomes.

Begin by explaining that good decisions are usually not the result of quick thinking or intuition. They are more commonly the result of good thinking based on a process. The key is that if students are truly going to be able to own their future, they are going to make good decisions. Ask the students:



*If you see someone making a bad choice, what is your normal response?*

Elicit responses. Common responses include frustration, try to take over, and trying to fix the problem.



*Others will do this if they feel you are not choosing the right path for your future. Think about your future like a car. If you don't make your monthly payment, it may be repossessed. The same can be true of your future. If you don't make good decisions, others may want to take control.*

*To keep you in control of your future, here is a decision-making process to guide you toward solid decisions.*

#### Step 2: Instruct students on the decision-making process using examples and questions as needed.

Write the following statements on the board or show PowerPoint Slide #7. Discuss each step and provide examples from your experience as needed.

##### Making Good Decisions

1. Consider the decision with your values.
2. Consider the decision with your goals.
3. Consider the benefits.
4. Consider the risks.
5. Make the decision.
6. Accept responsibility and evaluate.

The following are questions students can ask themselves during the decision-making process:

1. Does the action fit with what I believe?
2. Will this action take me closer to or farther away from where I want to be in the future?
3. What are the positive effects of this action?
4. What could go wrong with this action? What might be a negative outcome?
5. What is holding me back from making the decision? If uncertain, go back through steps 1-4.
6. What happened? Did I do a good job of weighing the benefits and risks? We all miscalculate once in a while. Am I willing to accept responsibility for a poor choice and plan for better decisions in the future?

### Step 3: Transition to the next learning event.

## Learning Application: Decision Process in Action – 10 minutes

Students experience the decision-making process firsthand.

### Snapshot of the Event:

**Step 1:** Introduce the learning activity

**Step 2:** Outline the learning activity instructions.

**Step 3:** Process and conclude the learning activity.

### Materials Used:

- Notebook

### How this event might *look* and *sound*...

#### Step 1: Introduce the learning activity.

Explain that students are going to have the opportunity to see the decision-making process in action.



*Sometimes it is difficult to see how a process works until you have the opportunity to simply try it out. New processes can feel a lot like a new pair of shoes. How does a new pair of shoes often feel?*

Elicit responses. A typical response is, “A little uncomfortable until broken in, etc.”



*Let's get some practice trying on this decision-making process. Much like a new pair of shoes, it may feel a little uncomfortable at first. However, after using it over and over, it will become a habit – something we do automatically without even thinking about it.*

**Step 2: Outline the learning activity instructions.**

*For your next task, you need your notebook and a problem-solving mind!*

*Draw a line down the middle of the paper, from top to bottom.*

*At the top, on the left side, write “Good Decision.”*

*At the top, on the right side, write “Bad Decision.”*

*Down the far left side, write the numbers 1-6 leaving space to write after each number.*

*Your task will be to take two decisions you have made over the past month – one with a good outcome and one with a poor outcome – and put them through the decision-making process.*

*For each one, you need to answer the questions we just discussed.*

*For Step 5, all you need to put down is the decision you made.*

*You will have five minutes to see the process in action.*

*What can I clarify?*

**Step 3: Process and conclude the learning activity.**

After the students have completed the task, ask for volunteers to share the results of their work. Focus the discussion around the fact that good decisions most likely passed the process, while going through the process would have caught poor decisions.

Challenge students to put the process to work in the next 24 hours and share the results with the class.

## Bring Closure & Look Ahead – *How do I conclude the session?*



### Teacher-Led Review – 5 minutes

Students quickly review the Key Concepts from today beginning with the Third Law of Motion and ending with the six steps in the decision-making process.

**Snapshot of the Event:**

**Step 1:** Thank students for their hard work during the day.

**Step 2:** Use the rubber band demonstration to review the key points from the “Law of Motion” discussion.

**Step 3:** Review the six-step decision-making process outlined in this session.

**Materials Used:**

- Large Rubber Band

### How this event might *look* and *sound*...

**Step 1:** Thank students for their hard work during the day.

**Step 2:** Use the rubber band demonstration to review the key points from the “Law of Motion” discussion.



*For today's session, what did the stretched (stretch the rubber band) rubber band signify?*

Elicit responses, listen for, "An action or decision."



*And what did the shooting (let it go) of the rubber band represent?*

Elicit responses. Listen for, "A reaction or outcome."

### Step 3: Review the six-step decision-making process outlined in this session.

Remind the students that making decisions is difficult. Ask for a student to remind you how many steps there were in the process we discussed today. "Six" is the correct answer. Ask for a volunteer to share Step One. Continue until you have recapped all six steps.

## Preview Learning Expedition & Next Session – 5 minutes



Students are introduced to the Learning Expeditions scheduled in the next session and choose their homework assignment.

### Snapshot of the Event:

**Step 1:** Set context regarding the next session.

**Step 2:** Hand out Learning Expedition Guide 1-2.

**Step 3:** Explain the options shown on the sheet and set up the homework for the next session.

### Materials Used:

- Unit 1 Activity Sheets, Pages 16-17

### How this event might *look* and *sound*...

#### Step 1: Set context regarding the next session.



*Let's put these ideas in motion! During the next session, we will explore more about how we can Make it Count! by making strong decisions that produce positive outcomes.*

#### Step 2: Hand out Unit 1 Activity Sheets, pages 16-17.



*Just like our last Learning Expedition, this next one has an important document to keep nearby. During the next session, you'll get to call the shots again.*

Hand out Unit 1 Activity Sheets, pages 16-17.

**Step 3: Explain the options shown on the sheet and set up the homework for the next session.**



*There are a number of optional mini expeditions to go on as you explore this idea. Let's take a look at those options.*

*Review the optional "Get Started!" activities. Students are to choose and complete one of these activities as homework before the next scheduled session.*

*As time permits: Review the optional "Show Me!" activities. Students will want to preview these prior to the next session. However, they will complete the activity in the next session.*

*As time permits: Review the optional "Test Run!" activities. Students will again preview these, but they will actually complete the activity in the next session.*

*Note the area for students to consider the type of progress they will make on the Unit 1 Milestone Project during the next session. Encourage students to review the Milestone Project Description: Unit 1. Particularly, reference the steps shown at the bottom of the project description sheet. These make excellent steps for them to work on during the next session.*



*Before the next session, you need to choose and complete one of the "Get Started!" activities. This activity will help jumpstart our experiences with making decisions. You'll use that information as you work through the Learning Expeditions in the next session.*

## Assessment – *How do I assess student learning from the session?*



### **OPTIONAL: Scoring Unit 1 Activity Sheet, Page 15 – After the Session**

Use the following scale as a simple rubric for assessing student participation today.

#### **Snapshot of the Event:**

- Step 1:** Collect student responses to Activity Sheet 4-1.  
**Step 2:** Score student work based on the scale provided.

#### **Materials Used:**

- *Completed Unit 1 Activity Sheet, Page 15*

### **How to implement the assessment...**

***Step 1: Collect student responses to Unit 1 Activity Sheet, page 15.***

***Step 2: Score student work based on the scale provided.***

10: Completeness - (Both activity sheet and the analysis of a previous decision are complete.)

10: Appropriateness - (Responses on both sheets are appropriate and reasonable.)

10: Effort - (Writing is legible, answers demonstrate an effort on the task.)

30: Total