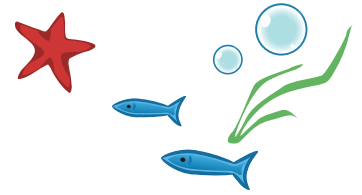


# Week 6

## Good Choices



### Objectives:

In this lesson, your students will:

- discuss the importance of making good choices
- make observations about their surroundings
- practice observing and considering the feelings of others

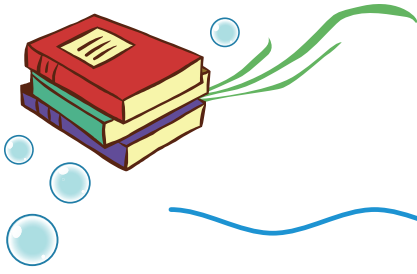
### Materials for Week 6:

- cardboard egg cartons (one for every six students)
- scissors
- paint, glitter pens or markers
- string or yarn

### Finn Break 16:

1. Introduce the topic of making choices.
  - What does it mean to make a choice? What are some choices we make everyday? (Help students start by naming easy choices, like which flavor of ice cream to eat, which book to read, what to wear to school, etc.)
  - Sometimes choices are harder to make, like how to act or behave. For these, we need to look around for clues.
2. Ask students to put on pretend goggles by forming circles with their hands.
  - Let's look for clues. What do you see around you? Is the classroom a place for inside or outside voices? Is it a place for running and playing, or sitting quietly?
  - Imagine you are in the library. What are people doing? Is it noisy or quiet? Would it be a good choice to run and play tag in the library?
  - Imagine you are at the park swinging on a swingset. What are other people around you doing? Is this a good place to run and play?
3. Sometimes, before we make a choice, it helps to look around for clues about how to act. We can watch what others are doing and listen to the voices they are using. We can also watch people's faces to see how they are feeling.





Week 6

## Good Choices

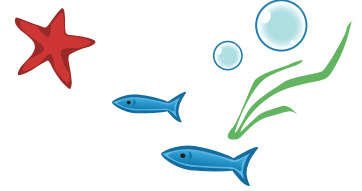
4. Ask students to close their eyes and imagine the following scenarios.
- You go into a post office to mail a letter. You run and bump into someone by accident. How does the person look? What does the person say? Are other people running?
  - What good choice can you make? (Say “excuse me” or “I’m sorry” to the person you bumped into. Remember not to run in the post office next time.)
  - You class watches a movie at school. Everyone is listening quietly. Your friend throws popcorn at you and laughs. Are other people throwing popcorn? What will happen if you get into a popcorn fight with your friend? What will people do?
  - What good choice can you make? (Ask your friend to stop throwing popcorn and choose not to throw popcorn back. If your friend throws it again, you can ask a grown-up for help.)
  - Your team wins the soccer game. Everyone cheers and dances with happiness. What about the team that lost? What are they doing? How do their faces look?
  - What good choice can you make? (You can think about how the losing team feels. You can choose to celebrate later with your team. You can tell the other team thanks for a good game and shake their hands.)

### Connect to SOCIAL STUDIES

How we act changes as we go to new places. We can use outside voices in a park, but not in a store. The same is true of going to different countries around the world. In our country, smiling at someone is a sign of good manners. In other countries, smiling at a stranger can be rude. Your parents might be proud if you ate everything on your plate, but in other countries, cleaning your plate can be bad manners. It means the cook did not have enough food to eat. It’s also rude if you don’t burp after a meal. In some places, burping is a way of showing the cook you enjoyed it!



# Good Choices



## Finn Break 17:

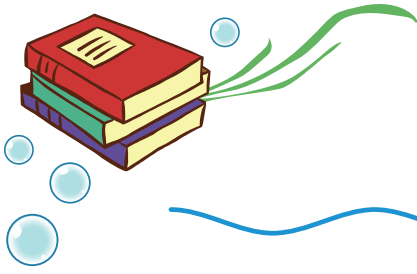
1. Let students know you will work together on a special craft. You'll be making Good Choice Goggles for everyone. When they wear the goggles, students can practice looking for clues to help them make good choices.
2. Begin by cutting away the lid from an egg carton. Cut two egg wells from the end to form the goggles.
3. Continue cutting pairs of egg wells, one pair for each student.
4. Use a pencil to poke a hole through each well, then cut the bottom off each well.
5. Give one set of egg wells to each student. Allow them to decorate with markers, glitter pens, paint, etc.
6. When students are finished, use the pencil to poke holes on either side of the goggles.
7. Tie a length of string or yarn to each side and secure it around each child's head.
8. Allow students to try on their Good Choice Goggles. What kind of clues do they see?

### Teacher Tip

Use the Good Choice Goggles (or imaginary finger goggles) whenever students need a reminder to look for clues and make good choices. Make it a fun way for them to take a few seconds to think before acting.

This can also be a good way to teach empathy, reminding students to look at others for clues about their feelings.





Week 6

# Good Choices

## Finn Break 18:

1. Take out the Good Choice Goggles and ask students to put them on. Remind them that the goggles help us think about what others are feeling and doing. They help us make good choices.
2. Make sure all students can see clearly while wearing their goggles. Lead them on a short tour of the school grounds. If possible, visit the library, playground, cafeteria and main hallways.
3. At each stop, ask students to look and listen. Encourage them to watch the faces of others, listen to their words and see what they are doing. For each place, ask:
  - What happens here? What is this place for?
  - Is this a place for inside or outside voices?
  - Can you run, play, sing or shout here?
  - What feelings do you see on faces?
  - What good choices can you make here?
  - How does this place make you feel?
  - Do you see anyone who needs help?

