

# Self-Evaluation

Responsible Decision Making

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Read each skill and write a check in the box that best identifies your ability.

<b>I can...</b>	<b>Almost Always</b>	<b>Sometimes</b>	<b>Still Learning</b>
Identify problems or difficulties I experience.			
Solve problems or difficulties I experience.			
Identify problems in my community.			
Reflect on my choices.			
Be an upstander.			

# Graphic Organizer

Responsible Decision Making

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Complete the graphic organizer after reading each article. Write the main idea under the article title and respond to the self-reflection.

Article	Grocery Store Meltdown	Classroom Chaos	At the Playground	Self-Reflection	Being an Upstander
<b>The Main Idea</b>					
<b>Self-Reflection</b>	What do you do to relax?	Have you ever made a decision that you regretted?	How do you solve disagreements with your friends?	Who would you write an apology letter to? Why?	Are you usually an upstander or a bystander?



# Self-Reflection

Responsible Decision Making | Grocery Store Meltdown

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

**Describe a time when you were really upset about something.**

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**Why were you upset?**

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**How did you respond to the situation?**

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**How could you have responded differently?**

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# Meltdown Meter




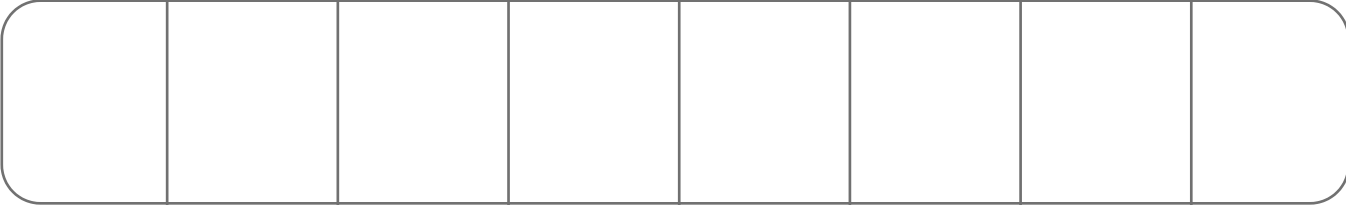
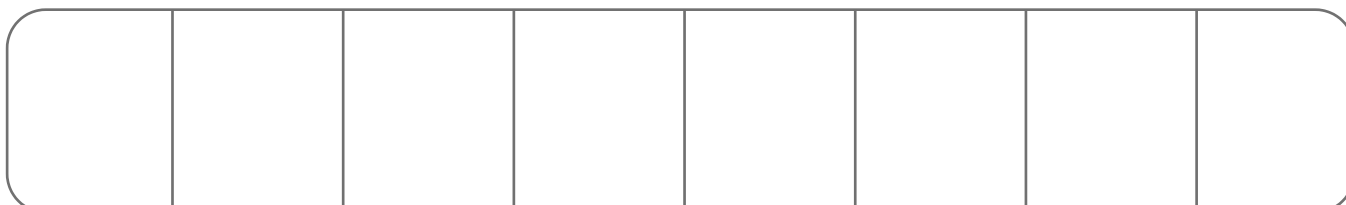
Responsible Decision Making | Grocery Store Meltdown

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Have you ever had a meltdown? What causes your meltdowns? Fill out the chart below.

What makes you feel mad or overwhelmed?	How mad or overwhelmed do you feel when this happens? Color in the meltdown meter below.
	 <p data-bbox="898 1002 2063 1052"><b>A little upset...</b>                      <b>...Fairly upset...</b>                      <b>...Meltdown!</b></p>
	 <p data-bbox="898 1394 2063 1444"><b>A little upset...</b>                      <b>...Fairly upset...</b>                      <b>...Meltdown!</b></p>
	 <p data-bbox="898 1750 2063 1800"><b>A little upset...</b>                      <b>...Fairly upset...</b>                      <b>...Meltdown!</b></p>
	 <p data-bbox="898 2108 2063 2158"><b>A little upset...</b>                      <b>...Fairly upset...</b>                      <b>...Meltdown!</b></p>
	 <p data-bbox="898 2494 2063 2545"><b>A little upset...</b>                      <b>...Fairly upset...</b>                      <b>...Meltdown!</b></p>

# Meltdown Practice: Graphic Organizer

Responsible Decision Making | Grocery Store Meltdown

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Imagine someone your age is having a meltdown. Who are they? Where are they? What caused the meltdown? Write or draw about their meltdown in the box below.

What are some possible ways your character could handle their meltdown? Which ways would be appropriate? Which would be inappropriate? Write or draw about them in the boxes below.

## Appropriate Ideas

## Inappropriate Ideas

## Meltdown Practice: Reflection

Responsible Decision Making | Grocery Store Meltdown

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

In a pair or small group, roleplay your meltdown scenario on the previous page. Then, think about how it went! What was it like to roleplay your appropriate ideas? How about the inappropriate ones? Write or draw about your experience in the box below.

Next, roleplay one of your classmate's scenarios! When you're finished, reflect on the experience. What was it like to roleplay someone else's scenario? How was their scenario different from yours? What parts did you like roleplaying? What parts did you dislike? Write or draw in the box below.





## Four Corners

Responsible Decision Making | Classroom Chaos

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Read the scenarios as a class and then stand in the corner of your choosing. Discuss in your group why you chose that corner. One person from each corner shares the groups discussion with the class.

**1. Your class is celebrating a birthday. There is only one green cupcake left and four people want it.**

**What should happen?**

- A. Cut the cupcake into four pieces.
- B. Play rock paper scissors to see who gets the cupcake.
- C. The birthday person should decide who can eat it.
- D. No one gets the last green cupcake.

**2. You are working on a group project. Someone in your group is playing games on their computer during group work. What should you do?**

- A. Play games on your computer, too.
- B. Tell the teacher that the student keeps playing games.
- C. Ask the student to stop playing games on their computer.
- D. Ignore the student.

**3. You and your classmate need to take a note to the office. Your classmate wants to walk around the school first without telling the teacher. What should you do?**

- A. Walk around the school with your classmate.
- B. Tell the classmate you should only go to the office.
- C. Visit one classroom on the way to the office.
- D. Tell the teacher.

**4. Your teacher wants everyone to read silently during independent reading time, but you want to talk to your friend about your weekend. What should you do?**

- A. Sit far away from your friend, so you are not tempted to talk to your friend.
- B. Sit next to your friend, so you can whisper to your friend.
- C. Write down what you want to say on a note to pass to your friend.
- D. Sit next to your friend, but focus on your book.

## Multiple Choice

Responsible Decision Making | Classroom Chaos

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Read the scenarios and decide how best to react in those situations.

**1. You want to stand next to your friend in line, but they are towards the front of the line.**

**What should you do?**

- A. Cut the line to stand next to your friend.
- B. Stand in the back of the line by yourself.
- C. Ask your friend to stand next to you in the back.
- D. Make a new friend in the back of the line.

**2. You are working on a group project. Someone in your group keeps talking about a movie they watched over the weekend. What should you do?**

- A. Ask the person questions about the movie.
- B. Tell the teacher that the student keeps talking about a movie instead of the project.
- C. Ask the student to stop talking about the movie.
- D. Ignore the student.

**3. You and your friend are in the same group during a field trip to the zoo. Your friend wants to separate from the group and look at a different exhibit without telling anyone. What should you do?**

- A. Walk around the zoo with your friend.
- B. Tell your friend you should ask the chaperone to visit the other exhibit.
- C. Visit one exhibit quickly before anyone notices.
- D. Stay with the group.

**4. You are playing soccer and are running towards the goal when you notice your teammate fell over near you and is crying. What should you do?**

- A. Stop running and check on your friend.
- B. Keep running, so you score the goal.
- C. Ask someone else to check on your teammate.
- D. Assume the coach will notice and ignore your teammate.

# Self-Reflection

Responsible Decision Making | At the Playground

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

**Describe a rule that you think is unfair. Why is it unfair?**

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**Why do you think the rule exists?**

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**How could the rule be more fair?**

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# This Is A Problem!

Responsible Decision Making | At the Playground

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Think of a time when there was a problem at your school. Describe or draw it in the box below.

What are three possible solutions to your problem? Describe or draw them in the boxes below.

<b>Solution 1</b>	<b>Solution 2</b>	<b>Solution 3</b>

Ask someone you trust to come up with one more solution, then write their answer below.

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# Solution Roleplaying: Graphic Organizer

Responsible Decision Making | At The Playground

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Imagine a problem involving a group of students. What kind of problem is it? How is everyone reacting? Describe or draw the scenario in the box below.

What are some possible solutions to the problem you created above? Think of some ideas. Then, write or draw three of your solution ideas in the boxes below.

**Solution 1**

**Solution 2**

**Solution 3**

## Solution Roleplaying: Reflection

Responsible Decision Making | At The Playground

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Pair up and try roleplaying your scenario on the previous page. When you're finished, think about what it was like to roleplay each of your solutions. Write or draw about them in the box below.

Next, roleplay one of your classmate's scenarios! When you're finished, reflect on the experience. What was it like to roleplay someone else's scenario? How was their scenario different from yours? Which of their solutions did you like most? Write or draw about your experience in the box below.

# Self-Reflection

Responsible Decision Making | Self-Reflection

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

**Think of a time when you hurt someone's feelings. Why were their feelings hurt?**

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**If you wrote an apology letter to them, what would you say?**

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# What Would You Do?

Responsible Decision Making | Self-Reflection

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Think of some scenarios where a person would have to make a difficult decision, like finding a lost wallet. Write your scenarios in the chart below. When you're finished, discuss your scenarios with a classmate and record their answers in the chart below.

Scenario	What would your partner do?
1.	
2.	
3.	
4.	
5.	



# Decision Journal

Responsible Decision Making | Self-Reflection

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Think about a decision that you need to make in the next month. Then, write or draw about it in the box below.

When making the above decision, what options are you deciding between? Write or draw about them in the boxes below.

**Option 1**

**Option 2**

**Option 3**

Select one of the above options. What would probably happen if you chose that option? Write or draw about the results in the box below.

## Self-Reflection

Responsible Decision Making | Being an Upstander

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Upstander - someone who becomes involved to help someone else who is being attacked or bullied

Bystander - someone who watches what is happening but does not become involved

**Describe a time when you or someone around you was an upstander.**

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**Describe a time when you or someone around you was a bystander.**

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**How could the person who was a bystander have become an upstander?**

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# Upstander Training

Responsible Decision Making | Being An Upstander

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Imagine you see someone bullying another student at school. Where is the bullying taking place? Who is being bullied? Write or draw about the bullying scenario in the box below.

How would a bystander respond to your bullying scenario? Write or draw about someone being a bystander in the box below.

How would an upstander respond to your bullying scenario? In the boxes below, describe or draw two ways you could be an upstander in your bullying scenario.

## Upstander Option 1

## Upstander Option 2

## Bystander Revision

Responsible Decision Making | Being An Upstander

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Think about a time that you saw someone being bullied and you or someone around you behaved as a bystander. Write or draw about this experience in the box below.

What would an upstander do in the above scenario? Could they stop the person who was doing the bullying? Could they help the person being bullied? Is there a teacher or trusted adult they could ask for help? Write or draw about what an upstander could do in the box below.