

# Modeling the Concept

## Unit Concept

1. I have the *right* to make *choices*.
2. I can make good *choices*.

## Purpose

To teach the concept through use of examples, explanation, and discussion.

## Skill Emphasis

Prioritizing Competing Standards:  
I can make good *choices*.

## Resources Included

None

## Rights & Responsibilities

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## Time

**Preparation Time** 15 minutes

**Teaching Time** 20 minutes

## Integration

Communications

## Materials Needed

- clear transparency
- 8½" x 11" piece of waxed paper
- 2" x 3" piece of a clear transparency for each child
- 2" x 3" piece of waxed paper for each child

**NOTE:** after the activity, collect the small pieces of waxed paper and clear transparencies to use in the Extending the Concept lesson.

## Vocabulary

**Right:** either what you are given at birth (freedom, *choices*, opportunities) or what you earn by working hard.

**Responsibility:** a duty; the duty to make good *choices*.

**Choices:** decisions you make.

**Clear:** see-through; easy to understand.

**Cloudy:** not see-through; confused.

**Self-talk:** talking to yourself in your thoughts.

## Activity

**PREPARATION:** gather the materials needed.

**1. Tell** the class:

We are going to talk about making *choices*.

**2. Show** the class the *clear* transparency. Hold it up to your face and ask them:

*-Can you see me through this plastic? (Yes.)*

**3. Tell** them:

Being able to see through the plastic is like having *clear thinking*, because you can see me *clearly*.

**4. Explain:**

When we are thinking *clearly*, we make good *choices* and things seem to go much better for us. Some examples of good *choices* that show we are using *clear thinking* are:

- Cleaning up your room.
- Sharing with friends.
- Listening to the teacher.
- Doing neat work.

**5. Ask** the children:

*-Can you give me some other examples of good choices that show clear thinking. (Doing what your parents say;*

*playing nicely with others; other appropriate answers.)*

**6. Show** the class the piece of waxed paper. Hold it up to your face and ask them:

*-Can you see me through this waxed paper? (No.)*

**7. Tell** them:

Not being able to see through the waxed paper is like having *cloudy thinking*.

**8. Explain** to them:

When we are thinking *cloudy* thoughts, we make bad *choices*

## Lesson Continued: Modeling the Concept

and things don't seem to go very well for us. Some examples of bad *choices* that show we are using *cloudy thinking* are:

- Not putting toys away.
- Making fun of other children.
- Not listening to parents.
- Coming home late from a friend's house.

**9. Ask** the children:

-*Can you give me other examples of bad choices that show cloudy thinking.* (Hitting someone because you are angry; not sharing; taking what does not belong to you; other appropriate answers.)

**10. Give** each child a small piece of transparency and a small piece of waxed paper. Tell the children:

Decide whether the examples I read are good *choices* that show *clear thinking* or bad *choices* that show *cloudy thinking*. Hold up the small transparency for *clear thinking*

and the small piece of waxed paper for *cloudy thinking*.

Read the following examples:

-*You don't like the game you and your friends are playing and you tell them to go home.*

(Cloudy.)

-*The teacher wants you to line up, but you are not finished with your paper, so you keep working.*

(Cloudy.)

-*You do your neatest work.*

(Clear.)

-*You write on someone else's paper.* (Cloudy.)

-*You put your clothes away without being asked.* (Clear.)

-*After you accidentally bump into someone, you say you're sorry.* (Clear.)

-*You run in the hall at school.* (Cloudy.)

**11. Explain** to the students:

We have the *right* or freedom to choose to do *cloudy thinking* or *clear thinking* in any

situation. *Clear thinking* will make us happier and things will go better for us. *Cloudy thinking* will usually make us unhappy and things will not go as well. In most situations, there is a way to make a good choice or do *clear thinking*. We have the responsibility or duty to make good choices that show *clear thinking*. I am going to read the *cloudy* situations again and we will think of a good choice for each one which would show *clear thinking*.

Read the *cloudy* situations and help the children think of a good choice.

**12. Remind** the class:

You can use *clear thinking* to make *choices* no matter where you are. Try to use *clear thinking* all the time and you and others around you will be happier.