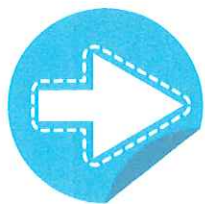


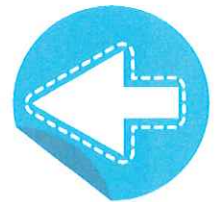


Meeting 7

Wise Choices



Here are three fun ways that you can teach Helping Hands about making wise choices. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





The following activities fulfill the requirements for My Self II: I Can Make Wise Choices. See the Helping Hand Activity Book for accompanying worksheet(s).

ACTIVITY

1

Pick a Bag

15

MINUTES

WHAT YOU DO

MATERIALS NEEDED

- 4 paper bags, numbered 1-4
- Objects to put in each bag (suggested items: a dollar bill, an onion, an empty CD case, candy); none of the bags should contain the same object or objects

Ahead of time: Number the bags and place the object(s) inside. Close the bags so the children can't see what's inside.

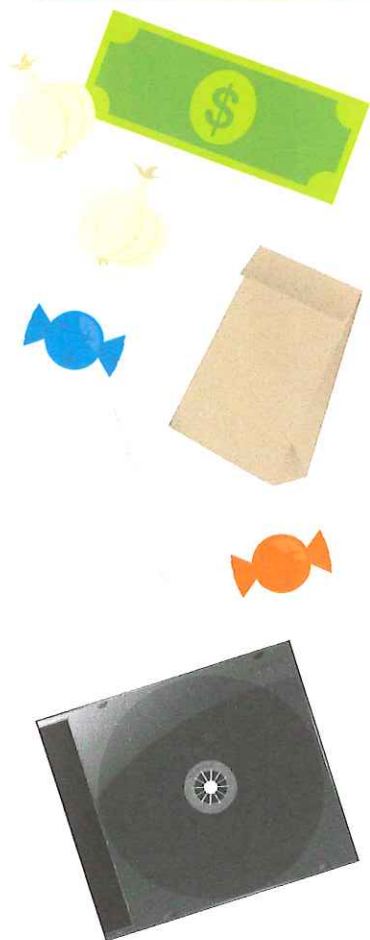
Begin by asking the Helping Hands what decisions or choices they have made in the last few days. Their answers might include what clothes to wear, whether to walk or ride their bike to school, what to eat, or when to do their homework. Explain that they make lots of little decisions every day, but when making bigger decisions, it's helpful to know how to make good ones. Review the story of the wise and foolish builders in Mathew 7:24-27 and discuss the results of making bad decisions.

Line up the four bags that you've previously filled and numbered. Select three Helping Hands and ask them to choose a bag, but tell them not to touch it. Encourage the children who weren't selected to help the three children make their choice. Once each child has selected a bag, have them explain why they picked it. Their answers might be "Because someone told me to pick it," "It was closest to me," or "I like the number four." Now have each selected child pick up their chosen bag. Tell them not to touch it anywhere but the top and not to shake the bag. Now ask if they want to select another bag. If they do, ask them why. Tell them that they have the chance to change bags. This time they can do anything they want, except look in the bag, to try to figure out what is in it.

Once the three children have each decided on a bag, have them open the bags, show what is inside, and discuss why they selected the bag. Now let the children not selected open the extra bag.

Conclude by asking the children what they need to consider when making good decisions. Possible answers: getting good information, getting all the information, thinking about consequences, considering risks. Then ask them what influences their decision-making. Possible answers: friends, family, teachers, Jesus, and TV.

This activity was adapted from Life Planning Education: A Youth Development Program (Advocates for Youth, 1995).



Good Choice, Bad Choice

WHAT YOU DO

Divide the Helping Hands into two groups and have them form two lines. Place two chairs back to back and tape the smiley face on one chair and the sad face on the other. Explain that you will read a statement. If it's a good choice a team member will run to the smiley face, and if it's a bad choice they will run to the sad face. Whichever team's person sits down first gets a point.

You can also do this activity without keeping score by placing the smiley face on one side of the room and the sad face on the other. The children begin at the center of the room and all run at the same time to the correct side. Have the children go back to the center of the room before you read the next statement.

Suggested statements:

You decide to . . .

- take a classmate's pencil without asking.
- tell your teacher that you noticed he'd dropped his wallet.
- go to the park without letting an adult know where you are going.
- watch TV while studying.
- get mad when your friends don't want to play the game you suggest.
- tell the store owner when you see someone stealing candy.
- clean your room without being asked.
- smoke a cigarette when a friend dares you to try it.
- stand up for yourself.
- do your homework as soon as you get home.
- play computer games even though you are supposed to be walking the dog.
- tell an adult you don't have any homework even though you need to finish an assignment.
- call your sister or brother stupid.
- walk away when someone is being bullied.
- pray before you make a hard decision.
- ask an adult for help making hard decisions.
- don't think about how your decision will affect others.

Include statements relevant to decisions that your Helping Hands might be making. This will give you an opportunity to discuss these issues.

This activity was adapted from charactercounts.org.



15

MINUTES

2

ACTIVITY

MATERIALS NEEDED

- Two chairs
- Smiley face picture
- Sad face picture
- Tape



ACTIVITY

3

MATERIALS NEEDED

- Index cards
- Pen
- Dry erase board or large sheet of paper
- Markers

Let's Role Play

15
MINUTES

WHAT YOU DO

Ahead of time: Write out scenes on the index cards about making decisions for the children to role play. On a dry erase board, write out the following steps for making good decisions:

1. Define the problem
2. Brainstorm all possible solutions
3. Consider the consequences for yourself and others
4. Decide on a solution and carry it out

Begin by using a real-life situation to illustrate each of the four steps to making good decisions. Then divide the children into small groups, giving each group a card that has a decision-making dilemma written on it. Have one group at a time read their card out loud and then respond to the scenario by role playing a bad choice and then a good choice. Use role playing situations that are relevant to your Helping Hands. Here are some examples to get you started:

- You're sitting with two friends at lunch, Alexi and Zac. Alexi leaves to throw away some trash and Zac starts to tell you a story about Alexi. The story sounds like gossip that would hurt Alexi's feelings.
- You're watching your classmates do math problems on the board. You think the problems are easy, but some students are having a hard time. Then one student, who isn't very popular because she thinks she has all the answers, makes a simple mistake.
- A water pipe broke at your school, ruining books, computers, and carpeting. The school asks for volunteers to help clean up the mess. Your friends say that it's the school's problem and they are going to stay at home.
- You try to throw an apple core in the trash, but it lands on your teacher's open grade book, making a sticky mess. When she sees it, she blames the wrong student, someone who has bullied you in the past.
- You find out that English isn't the first language of a new boy in your class. You tell a couple of your friends. Now whenever they see the new kid, they make fun of his accent and pretend they can't understand him.

This activity was adapted from Think It Through at teacher.scholastic.com.



Requirement: My Self I, A and B