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# Responsible Decision-Making Handout 1a: Developmental Indicators Activity

## Directions:

The table in this handout describes the developmental progressions of each responsible decision-making sub-competency, with each column representing a different grade band: Early Elementary (EE), Late Elementary (LE), Middle School (MS), or High School (HS). The grade bands are not necessarily given in order from youngest to oldest, so your task is to determine which grade band is represented by each column. Read each row and, at the bottom of each column for that row, mark which grade band is represented by the column. The first sub-competency is already completed as an example.

After you complete the activity, use Handout 1b to check your answers.

**Key:** **EE** = Early Elementary, **LE** = Late Elementary, **MS** = Middle School, **HS** = High School

## Responsible Decision-Making Sub-Competency 1:

Student will be able to develop, implement, and model effective problem-solving and critical thinking skills. (Completed Sample)

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| --- | --- | --- | --- |
| **Grade Band: MS** | **Grade Band: LE** | **Grade Band: HS** | **Grade Band: EE** |
| * Identify and apply the steps of systematic decision-making. * Be able to brainstorm and begin to evaluate strategies for avoiding risky behavior (e.g., substance abuse, violence, antisocial behavior, truancy, risky sexual behavior). | * With adult support, understand that there are steps to positive decision-making (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, reflect and evaluate). * Develop alternate solutions to problems and predict possible outcomes. | * Identify and apply the steps of systematic decision-making. * Evaluate strategies for avoiding risky behavior in different situations. * Evaluate external influences on one’s decision-making — both positive and negative (e.g., media, peers, cultural norms). | * With adult support, recognize that there are choices in how to respond to situations. * With adult support, identify problems and goals. * With adult support, identify positive choices. |

## Responsible Decision-Making Sub-Competency 2:

Student will be able to identify the consequences associated with one’s actions in order to make constructive choices.

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| --- | --- | --- | --- |
| **Grade Band:** | **Grade Band:** | **Grade Band:** | **Grade Band:** |
| * With support from teachers, can discuss simple cause and effect. * Can make simple choices about activities without adult support. * Can make more complicated choices with adult support. * Identify personal goals and align one’s decision-making to achieve one’s goals. * Help students predict possible outcomes of their behavioral choices in simple terms (e.g., “If I throw rocks on the playground, I may hurt someone”). | * With adult support, can recognize the impact of one’s choices or decisions on others (family, friends, and adults) through concrete examples. * Identify goals, generate alternative responses, and evaluate consequences for a range of academic and social situations. | * Identify helpful questions to ask when determining consequences of one’s decisions. * Can independently utilize a decision-making model to provide rationale for a decision. | * Recognize the impact of one’s decisions and actions on others (family, friends, and adults) through concrete and hypothetical examples. * With encouragement from adults, can utilize a decision-making model to provide rationale for a decision. |

## Responsible Decision-Making Sub-Competency 3:

Student will be able to evaluate personal, ethical, safety, and civic impact of decisions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Band:** | **Grade Band:** | **Grade Band:** | **Grade Band:** |
| * Explain how to respond with empathy when making decisions in real life and on the internet. | * Demonstrate personal responsibility in making ethical decisions. * Recognize ethical, safety, and societal factors when making decisions. * Evaluate how external influences (e.g., media, peers, cultural norms) affect decision-making. | * With adult support, explain why unprovoked acts that hurt others are wrong. * With adult support, explain the importance of standing up for someone. | * Identify social norms (e.g., waiting patiently in line, speaking respectfully when asking for help) and safety considerations (e.g., walk rather than run in the hall, stay away from the edge of a cliff) that guide behavior. * Demonstrate the ability to respect the rights of self and others. |

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