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# Responsible Decision-Making Handout 4a: Educator Vignettes

## **Directions**

Read the vignettes and use what you have learned so far to brainstorm answers to the questions that follow. If completing this activity in a group, discuss your answers.

## **Vignette: Ms. Lee**

Ms. Lee teaches 6th grade mathematics and covers ratios, fractions, and beginning statistics. Every year, Ms. Lee does a project in which students engage with some of these mathematical concepts by starting their own “business.” As part of the project, students go through activities to write a business plan, make a pitch for funding, and then take out loans for their business. Students select activity cards each day that present new opportunities for and challenges to their business, requiring them to make decisions and adaptations. At each decision point in the project, Ms. Lee has students complete a decision tree, thinking through the possible outcomes, risks, and benefits of each decision (e.g., taking out a larger loan means they can start their business more quickly, but it also means they need to make more revenue immediately to begin to pay down their loan).

How might this teacher build readiness and effectively introduce this activity and, following the activity, help students process what they learned?

How might this teacher encourage active participation by all students?

How might this teacher ensure that this activity is responsive to the cultures of her students?

How might this teacher build students’ understanding of why they are engaging in this activity?

## **Vignette: Ms. Morrison**

At the beginning of the school year, Ms. Morrison has her 2nd-grade students write class guidelines together. She explains to her class that instead of having a long list of class rules that are supposed to cover everything, they will have little lists of guidelines that cover different times of the day, activities, and especially interpersonal interactions (e.g., for activities in which they need to work in groups, the class sets guidelines for productive cooperation, sharing, and listening to each other’s ideas). After the first few weeks of school, Ms. Morrison has students brainstorm ways they have not followed the guidelines. Students reflect individually about the actions they took, why they took those actions, how their actions may have affected others, and whether they could have done things differently. Afterward, students share ideas on how they could make more positive choices in the future and be more aware of the consequences of their actions.

How might this teacher build readiness and effectively introduce this activity and, following the activity, help students process what they learned?

How might this teacher encourage active participation by all students?

How might this teacher ensure that this activity is responsive to the cultures of her students?

How might this teacher build students’ understanding of why they are engaging in this activity?

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