

# Decisions and Consequences

## Objective

To learn that there are consequences for the decisions we make

## Materials

An egg and bowl; glass of water; birthday candle; Cause Lottery Tickets; paper and crayons or markers as needed

## Procedure

1. Demonstrate the cause-effect relationship by dropping an egg into a bowl to make it break, tipping over a glass of water to make it spill, and blowing on a lit birthday candle to extinguish it.
2. Discuss the principle of cause and effect, using the Content Questions.
3. Elicit probable effects for each of the following causes:
  - Someone is nice to you.
  - Someone tells a funny joke.
  - Someone calls you a name.
4. Explain that people's behaviors have causes and effects just like those demonstrated by the egg, water, and candle.
5. Direct a comparison of the following examples to establish that some causes are chosen, whereas others are not. Stress the idea that sometimes we can control effects by choosing causes.
  - Cause (not chosen): Someone trips and falls.  
(cause)                      (effect)
  - Cause (chosen): Someone tries hard in school and gets a good report card.  
(cause)    (effect)
6. Have the students give examples of causes we choose that have good effects. These might include sharing with friends, expressing feelings, completing tasks, and so forth. Contrast each positive example with an alternate cause that would have bad effects. Reinforce the connection between cause and effect.
7. Have students fold a sheet of paper in half and label one side *Cause* and the other *Effect*. Then ask students to select a Cause Lottery Ticket. Each student illustrates the idea given on his or her ticket by drawing a picture on the cause half of the paper, then draws another picture on the other half to illustrate the probable effect.
8. Share cause-effect pictures upon completion and discuss Personalization Questions.

## Discussion

### Content Questions

1. What does any action do? (causes something else to happen)
2. What do people's actions do? (cause something else to happen; cause other people to react)
3. Do we have choices about how we behave?
4. Can we cause good things to happen instead of bad by the choices we make?

## Personalization Questions

1. Have you ever done anything that caused something good to happen? Something bad?
2. Can you think of something to do to cause a good thing to happen today? Plan it. Do it and see if it works. (Follow up on students' experiences.)

## To the Leader

The relationship of cause and effect is visible around children every day. This lesson can be easily reinforced by paying attention to daily classroom interactions. Remind the students of the cause and effect principle as often as possible, especially in conflict situations, in which children have a tendency not to see how their own behavior has affected others.

## Cause Lottery Tickets

*Directions:* Copy the following statements onto separate index cards.

Cause: Someone is mean to you.

Cause: You disobey the teacher.

Cause: Someone shares with you.

Cause: You say kind things to someone.

Cause: Someone eats too much candy.

Cause: You go to bed too late.

Cause: Someone writes on your desk with marker.

Cause: Someone is playing with matches.

Cause: You help set the table.

Cause: You clean up your room without being told.

Cause: You forget to feed your pets.

Cause: You go outside in cold weather without a coat.

Cause: You get up late.

Cause: You forget to do your homework.

Cause: You don't wear your watch and get home late from a friend's house.

Cause: Someone calls you a name.

Cause: Someone writes on the bathroom wall at school.

Cause: You forget your lunchbox.

Cause: You don't do your chores

Cause: You tease your baby sister.

# Erase the Irrational

## Objective

To develop strategies for challenging irrational beliefs in self or others

## Materials

Erase the Irrational Worksheets (Handout 24); pens or pencils as needed

## Procedure

1. Hold up an eraser and elicit ideas about its purpose (essentially, to get rid of or replace something).
2. Have students pair up. Distribute one Erase the Irrational Worksheet (Handout 24) per pair. Indicate that students are to read each of the irrational beliefs and “erase” it by replacing it with a rational one. For example, an irrational belief might be that you should always get a part if you try out for a play. The rational belief would be that sometimes you will and sometimes you won’t—but there’s nothing that says you always should.
3. Have students share examples of the rational beliefs they replaced for the irrational ones.

## Discussion

### Content Questions

1. What do you see as the difference between rational and irrational beliefs?
2. What do you need to do in order to erase and replace irrational beliefs?

### Personalization Questions

1. Have you ever applied this process of erasing and replacing beliefs? If so, what was the process like?
2. If you haven’t erased and replaced irrational beliefs before, why might you want to do so? How would you go about accomplishing this?
3. What have you learned from this activity that you might be able to apply to your life?

## To the Leader

Although challenging irrational beliefs is a difficult process, students can be taught to ask themselves questions that redirect their thinking. Supplying them with several examples will help them learn the process.

### Erase the Irrational Worksheet

**Irrational Belief**

**Rational Belief**

- |   |                    |
|---|--------------------|
| 1. I should be perfect in everything.   | 1. _____<br>_____  |
| 2. My friends should always do what I want them to.   | 2. _____<br>_____  |
| 3. If I make a mistake, I'm dumb.   | 3. _____<br>_____  |
| 4. Everyone should like me.   | 4. _____<br>_____  |
| 5. I'm the only one around the house who ever does any work.                                      | 5. _____<br>_____  |
| 6. The way I'm working on my project is the best way, and others should do it my way.             | 6. _____<br>_____  |
| 7. I shouldn't have to go out of my way to make friends. People should come to me.                | 7. _____<br>_____  |
| 8. It's not my fault that I'm unhappy all the time.   | 8. _____<br>_____  |
| 9. Other kids shouldn't just stand there during a game—they should put in as much effort as I do. | 9. _____<br>_____  |
| 10. My friends should always listen to what I have to say.  | 10. _____<br>_____ |