

Choices and Consequences
Alice and Greta by Steven J. Simmons (1997)

This Book Kit was planned by: Laura McAllister Grade Level: Third
--

Lesson Objective:

Children will be able to identify positive and negative choices and their consequences. They will know that consequences follow choices, affect others, and cannot be chosen.

Materials for the Lesson:

- *Alice and Greta* by Steven J. Simmons
- CD recording of *Alice and Greta* by Steven J. Simmons
- Choices and Consequences game
- Blank strips of paper

Background Knowledge:

To assess and build background knowledge, ask children to think about the big and small choices they have made that day (e.g. deciding what to wear, what to eat, to be late or on time for school, etc.). Ask them what followed those choices—what is that called? (Consequences) Ask them if we can choose the consequences that follow our actions. (No) Have them share examples of consequences (If you choose not to eat breakfast, you will be hungry. You didn't choose to be hungry, but you chose not to eat.).

Instructional Procedures:

Anticipatory set: Read aloud the story *Alice and Greta*. Before reading, tell the children to listen for the good and bad choices and consequences in the story.

Instructional Process:

1. After the story is read, have the children make a T-chart of the good and bad choices and consequences in the story. Have them label whether the choices and consequences are good or bad.
2. When children are done, go over the answers.
3. Discuss what consequences are, and that we cannot always choose what consequences follow our choices.
4. Give the children scenarios of different choices. Ask them if the choice is good or bad and what a consequence of the choice could be. Assess their understanding.
Scenarios:
 - a. Tomorrow there is a test. You decide to go play with friends instead of studying. Is that a good or a bad choice? What are some consequences of the choice? Are the consequences good or bad?

- b. You decide not to brush your teeth at night. Is that a good choice or a bad choice? What are some consequences? Do the consequences follow immediately or later?
 - c. You decide to look both ways before you cross the street. Is that good or bad? What are the consequences?
 - d. You eat a healthy lunch before you play in a baseball game. Is that a good or a bad choice? What are some consequences? Does your choice affect others—if so, positively or negatively?
- 5. Discuss with children that in life we should think about the possible good and bad consequences of a choice before we make it. Then we should make the choice that gives the best outcome.
 - 6. Discuss that sometimes the consequences to our choices are not immediate. Discuss the implications.
 - 7. Discuss that our choices do not just affect ourselves. Our good and bad choices can have good and bad consequences for others too.

Evidence of Student Learning:

While children are discussing the scenarios, listen to their responses. Assess the level of their understanding. If they appear not to understand, clarify or re-teach concepts using the book.

Rewind, Be Kind!

Role-play the following unkind scenarios, and then decide how the actions can be changed to produce a positive outcome.

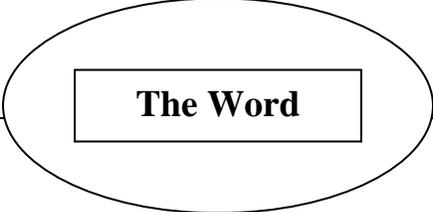
Rewind and role-play the changed scenario with the positive outcome.

(Choose at least 1 scenario from the story and one of the others provided)

- Greta saw some children working for hours building sand castles on the beach. When they were finished, she cast a spell that caused the ocean waves to crash and ruin their sand castles.
- Greta saw a soccer team playing a championship game. Just as a little girl was about to kick the ball and make the final goal, Greta caused the soccer ball to disappear.
- Your sibling is playing a computer game. You are jealous because you want a turn, so you turn off the computer ending his or her game early.
- You cut ahead of another student in line at the cafeteria. The teacher tells you to go to the end of the line. You choose not to listen to the teacher.

Vocabulary

Look through the book *Alice and Greta* and find one vocabulary word you do not know. Divide your paper into four parts. In the middle of the paper write the word. In one box write your own definition of the word and use the word in a sentence. In a second box write the dictionary definition of the word and use it in another sentence. In the third box draw a picture of the word, and in the fourth box write antonyms of the word.

My Definition and sentence:	Dictionary Definition and sentence:
	
Picture of the word:	Antonyms:

My Definition and sentence:	Dictionary Definition and sentence:
Picture of the word:	Antonyms:

The Word

Marshmallow Madness

Follow the attached recipe to see what making good choices and following directions can produce. (If you want to, you can recite the following spell as you make the marshmallows: "Icky, yicky, gloppy gloop, clouds spill down my sticky soup!")

- 1/2 cup cold water
 - 3 envelopes unflavored gelatin
 - 2/3 cups corn syrup
 - 2 cups granulated sugar
 - 1/4 cup water
 - 1/4 teaspoon salt
 - 1 tablespoon vanilla extract
 - 2 cups powdered sugar
1. Get a 9×9 inch pan and line it with plastic wrap
 2. Pour some oil on the plastic wrap and spread it all over the wrap with your hands so that the entire piece of plastic is oiled (this is going to keep your mixture from sticking to the plastic).
 3. Get an electric mixer out and put 1/2 cup cold water into the bowl.
 4. Pour the 3 envelopes of gelatin over the water and let it soak for about 10 minutes.
 5. When the mixture has been soaking for about 5 minutes, get a sauce pan out and start combining your 2 cups of granulated sugar, 1/4 cup water and 2/3 cups corn syrup in the sauce pan.
 6. Bring the mixture in the sauce pan to a boil and let it boil for about 1 minute.
 7. Then pour the boiling mixture into the gelatin mixture and start mixing it at high speed. While mixing, add 1/4 teaspoon salt and beat for 10 - 12 minutes.
 8. Add 1 tablespoon of vanilla extract and mix it into the mixture lightly.
 9. You are now going to scrape the mixture into the 9×9 inch pan lined with oiled plastic. Before you scrape, make sure to oil whatever you are using to scrape it out with. If you decide to use your hands, oil your hands.
 10. Scrape the mixture into your 9×9 inch pan and spread evenly. Cover with another piece of plastic and press the mixture into the pan.
 11. Let the mixture sit for a few hours.
 12. Remove the big piece of mixture from the pan and cover entirely with powdered sugar.
 13. Take some kitchen scissors and cut into squares and cover the pieces with powdered sugar.

They are ready to eat and enjoy!

Pair and Share

With a partner discuss the following questions:

- What is the “Brewmerang Principle”?
- In your own words, describe what the “Brewmerang Principle” means
- How can your words and actions affect others around you?

Silly Spells

On your own, write a 3-5 lined poem that could be a spell on the paper provided. Below your spell write “good” if it will be a good or “bad” if it will be a bad spell and what the consequences will be.

Art

Think about the choices you have made today. Draw a picture of one and write or draw what the consequence was and if anyone else was affected by that choice. Show your picture to your family and talk about what you have learned about choices and consequences. Post your picture in your room as a reminder to make good choices.

One choice I made today:

What was the consequence?

Was anyone affected by my choice?