



All Actions Have Outcomes

Age: Primary

Level: A1+

Global Knowledge or Global Attitudes and Action:

Global Attitudes and Action

Standard for Learning Outcome: Student encounters their complicity in negative global outcomes.

Learning Outcome: P.D2.S1.LO1 Recognize the difference between action and outcome and classify these as positive or negative

Standard for Global Skill: P.D3.S4.LO4 Show reflective thinking in the carrying out of a task

Global Skill: Student acquires the skills to be a questioning citizen.

Sustainable Development Goal: 4: Quality Education

Part 1 (10 mins)

Draw students' attention to the title of the worksheet: *All Actions Have Outcomes*. Ask students what it means. Be prepared to explain it in simple terms: When we do things, other things—both positive and negative—happen. Explain to students that every day we make many choices about our actions. Elicit some examples, e.g., we choose what to wear, what to eat, what to say, etc. Most of the time, the outcomes of these actions and choices are small, but sometimes our actions can have more significant outcomes for us and for other people.

Explore some examples of outcomes with students, for example, ask: *When people say nice things to you, what are the outcomes? When you forget to bring a sweater on a cold day, what are the outcomes? How about when you don't eat breakfast?*

A. Look at the sentences and invite students to read each one aloud. Then ask students to look at the pictures and say what is happening in each one. Have students match the actions with the pictures. Ask them to classify the actions shown in the images as positive or negative.

Answer Key: 1. c negative 2. a negative 3. d positive 4. b negative

B. Ask students to read the four sentences and point out that they describe the outcomes of the situations and actions shown in the pictures in A. Ask students to look at the pictures in A again and say how they think these people are feeling: the boy who is being laughed at; the teacher, the other students in class; the boy who is playing with the girl who is cheating; the girl who is being helped.

Then ask students to match the four outcomes with the situations 1–4 in A, and classify them as positive or negative. Point out the direct relationship between a negative action and a negative outcome, a positive action and a positive outcome.

Answer Key:

3. Helping a friend with homework. → You both learn more. Positive
2. Laughing at a classmate's mistake. → They feel bad. Negative
1. Cheating when you're playing a game. → Nobody wants to play with you. Negative
4. Talking to your friends when the teacher is talking. → Nobody understands the lesson. Negative

Invite students to think about one more possible outcome for each of the actions in A; they should think about how the person doing the action might feel, who else might be affected, and how they might feel.

For each of the three negative actions in A, ask students to think of a different choice or action the person could do to lead to a positive outcome.

Part 2 (20 mins)

A. Invite students to look at the story and notice that there are two different pathways to follow for different actions, leading to different outcomes. Ask them to look at the pictures and make some predictions about who the people are in the story, and what happens. Introduce new vocabulary students might need as they make their predictions, e.g., *scooter*, *owner*. Ask students to read the story and then identify which final outcome is positive, and which is negative. When they have finished reading, do a guided concept check with the class, asking questions to check understanding:



Primary | Teacher's Notes

Where does the story happen?

What do you see?

How do you feel?

What actions did you take?

Answer Key: Outcome B is positive.

- B.** Ask students to read the story again and identify all the different outcomes in each path. To help make the differences more visual, ask them to highlight the positive and negative outcomes in different colors. Guide students to notice that Path A has a positive outcome too. You can ride the scooter and have fun for a short time, but you can't keep the scooter.

Allow a few minutes for students to read the questions and reflect on their answers. Then pair students to work together and talk about their answers. Remind them to look back at the information they underlined in the story. Open the discussion to share everyone's ideas as a class. Guide students to understand that our actions can affect other people around us, like our family and our friends.

Part 3 (20 mins)

Students will learn the *Stop, Think, Choose* method to help them make better choices.

- A.** Ask students to look at the photograph and say what they think is happening (a student is cheating on a test). Set the scene and ask them to imagine that they have been studying very hard before the test. When the test begins, they see someone in the class cheating.

Point out that the first step invites students to **Stop!** Invite students to take a deep breath in and out, in order to feel calm. Explain that it is important to be calm when making a decision about what action to take. Invite students to say how they feel about the situation. Do they feel mad, sad, or anxious?

Next, invite students to **Think!** about what actions they could choose in the situation. Elicit some possible actions, and accept all ideas and make a list. Read the list aloud as a class. Then ask students to choose one of the actions or write their own.

Next, invite students to think about the possible outcomes of the action they chose. Group students according to the choice that they made, and ask them to write their ideas of possible positive and negative outcomes. When they have finished their lists, ask students to decide if it is a good choice or not, and to choose *Yes* or *No*.

As a group, invite students to **Choose!** which is the best choice for everyone, based on the outcomes.

Invite students to summarize the three steps to making better decisions:

Stop: Calm down. Say what has happened and how you feel.

Think: Think about possible actions you can take. Then think about the possible positive and negative outcomes that are the result of your actions.

Choose: Decide what to do.

Extension

- A.** Allow some time for students to think of a situation they have been in this week and choices they made. If students are struggling for ideas, give them some possible options, including some good and bad choices. Have them write different outcomes for Path A and Path B.

When students have finished writing, put them in groups to share their stories. Have them choose if the outcomes were positive or negative. Invite them to say who else was affected by their choices and how they felt after choosing each outcome.

Share one idea from each group with the class. When talking about the negative outcomes, invite students to offer ideas about how their classmates can make things right.