

Overview

Learners will engage in decision-making scenarios to emphasize the importance of resilience and grit when developing solutions to problems. Learners will also thoughtfully consider many factors when constructing a plan on how to solve a real problem.

3-5: Elementary Block Learners	
English Language Arts	<ul style="list-style-type: none"> • Interactions - Big Ideas: Expression, Exchanges, and Reception • Representations - Big Idea: Composition
Mathematics	<ul style="list-style-type: none"> • Number - Big Idea: Operations
Personal Wellness	<ul style="list-style-type: none"> • Mental Fitness - Big Idea: Decision-Making
Social Studies	<ul style="list-style-type: none"> • Economics - Big Idea: Sustainability, Systems, and Decision-Making • Civics – Civic Engagement

Cross-Curricular Learning Activities

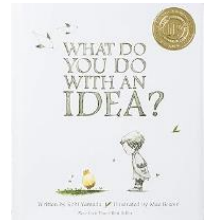
Lesson	Materials Needed
1. <u>Lightbulb Moments</u>	PowerPoint Presentation, Problem Picker Printable (from last lesson), Read Aloud: <i>What Do You Do With An Idea?</i> , Idea Hatching Printable, pencils
2. <u>Go With Your Gut: Adventures in New Brunswick</u>	Chart paper/whiteboard and marker, PowerPoint Presentation, 5 counters per learner (or pairs of learners) plus extra on hand, 1 latex balloon
3. <u>Deciding on the Solution</u>	Our Solution Printable, Bounce Partners, pencils
Time Considerations: 3 – 4 classes	

Lesson 1: Lightbulb Moments

Review: Go back as a class, small groups, or individual learners and review the “opportunity” that you selected from Unit 1 of 3-5 IDEA Market Kit, as well as the “why”. Gather together and discuss: *Now that we have had time to think over our goals, has anything changed?* Allow learners to share. Have you also started thinking of ideas? For 2-3 minutes, have learners share as many of their ideas with an elbow partner in the time allotted, taking turns, sharing one idea at a time back and forth.

Real-Time Ideas: Choose a volunteer to stand up on a chair in front of the class (provide support if necessary). Say: *Our incredible volunteer here loves to climb but they are afraid of heights. Now, they are not sure how to get down from this “tall tree”. Does anyone have any ideas?* Allow learners to suggest many options (another “climbing up” and supporting them down, a “ladder”, coaching them down step-by-step, perhaps reaching for another tree nearby and another until reaching the ground, waiting for a helicopter or firefighter, etc. The ideas can be silly, serious, and everything in between! And feel free to act them out – safely!) Together, count up how many ideas were generated (whether they worked or not). Discuss: *When it comes to ideas, there really isn’t a bad idea. Even the ideas that we never thought would work, they could be the very thing that lead us to think of an even better idea. How many feel that they do not have any good ideas to reach the goal? Why or why not?*

Read Aloud – What Do You Do With An Idea? (by: Kobo Yamada): Before reading, allow time for learners to share their responses to the book title’s question. After reading, encourage learners to hatch up more ideas.



Idea Hatching Printable: Hand back the Problem Picker Printable to learners, as well as give each learner or small group a copy of the Idea Hatching Printable. Provide 15-25 minutes to write/draw/sketch as many ideas to the selected “opportunity” and goal as they can.



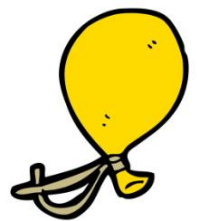
Lesson 2: Go With Your Gut - Adventures in New Brunswick

Making Decisions: Begin with writing the word – DECISION – on a blank piece of chart paper or whiteboard. Ask your learners: “*What is a decision?*” After learners have had a chance to add their perspective, go to slide 2 of the PowerPoint presentation to read the dictionary definition of decision. Then, have learners share what decisions they have already made today and write them on the chart paper (picking their outfit, eating breakfast, saying hi to a friend, following bus guidelines, raising a hand to share in class, etc.). There should be many! Discuss: “*Are all decisions the same? Are some right and some wrong? Do some decisions have consequences?*” Allow learners to share their thinking and experiences.

Adventures in New Brunswick: Each learner (or pair of learners if you decide) needs 5 counters. Explain, using Slide 3 of the PPT: *You have been invited to an incredible nighttime, star-gazing event at the Dark-Sky Preserve of Kouchibouguac National Park. Your mission: to arrive to the event on time with as many of your 5 counters as possible. You will need to make a few stops on your way (remember to eat, to fuel up the car, and to stretch for a few minutes), but with every decision that you make, there may be a negative or positive consequence. Negative consequences will cost you 1 counter. Good luck!*

Use Slides 3-21 of the PPT to play along. After playing, compare counter amounts and ask: *Were there some decisions more difficult to make than others? Were you surprised by the decision results? Was every result of a decision always in your control? What might you do differently next time?* Return to the chart paper from the activity above and have learners circle decisions that they made that DO have great consequences – positive or negative. Allow learners time to think about the fact that some of our everyday decisions have little to no consequences and some have great consequences. Can they identify the difference between the two?

Failing Forward: Blow up a latex balloon to a large size. Either using one of the Adventures in NB choices or an example from the Chart paper, have one learner describe a decision that they made, which resulted in a negative consequence. While you hold the balloon by the tied end, have the learner push the balloon down to one side (to represent that decision), and then encourage your learners to watch what happens to the balloon – it should stand back up in the middle. Repeat with a learner describing a decision with a positive consequence (have them push the balloon in the opposite way). Encourage your learners to again, watch what happens to the balloon – it should stand back up in the middle. Now, have a learner describe a situation where they did not make a decision. Have them “demonstrate” indecision on the balloon – no movement. Tell: “*Whether right or wrong decisions, positive or negative consequences, making decisions allow us to move or to fail forward. Deciding NOT to decide – we don’t move. We can get stuck. We’re about to make decisions as a class, or in small groups, and let’s decide that we’re going to MAKE decisions – we’re going to move **and** fail forward!*”

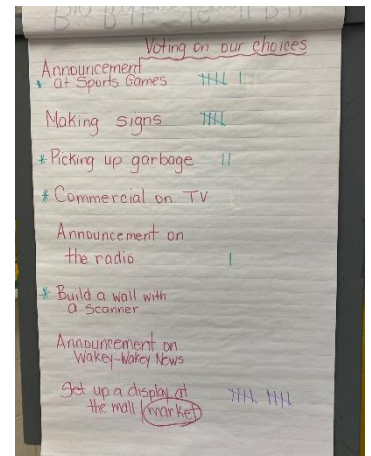


Lesson 3: Deciding on the Solution

Top 3: Go back as a class, small groups, or individual learners to the Idea Hatching printable. Have learners circle their top 3 best solutions – or the top 3 that they think will best solve the *problem/opportunity* identified.

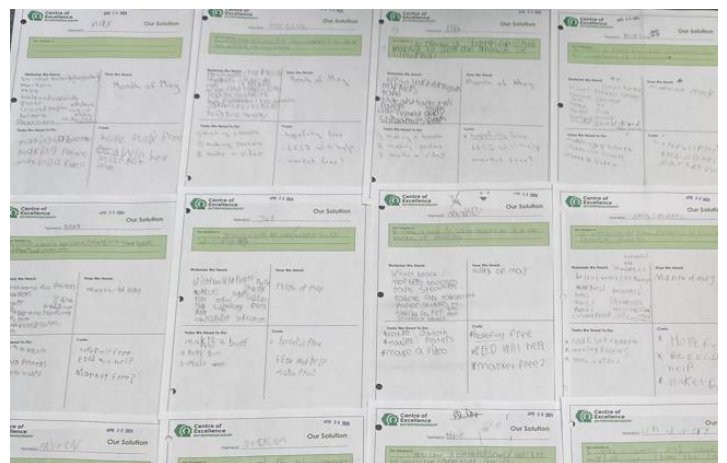
Bounce Partners: Simply crumple up the Idea Hatching Printable and pass back and forth between people in the room. Have learners add or cross out ideas and then return the paper. Have learners toss with 3-4 different partners. The purpose is to think of all angles, ask any questions, and further think on ideas SO a final decision can be made.

Our Solution Vote & Printable: Allow time for learners to share any NEW thoughts and/or ideas from their bounce partners, whether whole-class or in their small groups. Then, have learners vote – having shared all knowledge, possibilities, and challenges, learners can vote on 1 of the top 3 solutions with majority ruling. Discuss: *Is voting fair? Why do you think our province and country decides to vote on the leader? How should we vote – raise hands, secret ballot, etc? Why does it matter?* Following the discussion, enact the vote accordingly and celebrate the decision. Discuss: *What happens if what I vote for doesn't win? Can I still help with a plan that I did not vote for?* Allow learners to answer honestly and discuss that even when we vote, what



we voted for might not win, but does it change the fact that we still want to solve the problem/opportunity and help others? – no. It might just mean that we will help solve it in a **new way**.

With the Solution decided, a few more decisions and plans need to be made. Place learners in small groups, or within their groupings, to map out what is needed for this solution to be actionized (materials, timing, costs, tasks, etc.), using the *Our Solution Printable*.



Acknowledgements:

1. Definition of Decision, Cambridge Dictionary - <https://dictionary.cambridge.org/dictionary/english/decision>, 2023.
2. Photographs, NB Parks - <https://parcsnbparks.ca/>, 2023.
3. Map of New Brunswick; Canada Maps - <https://www.canadamaps.com/wp-content/uploads/2023/03/new-brunswick-road-map.jpg>, 2023.

Name(s): _____

Our Opportunity:



Our Solution

Name(s):

Our Solution is:

Materials We Need:

Time We Need:

Tasks We Need To Do:

Costs: