



ART BASED

SOCIAL & EMOTIONAL LEARNING CURRICULUM

FOR CHILDREN WITH DISABILITIES

Module 4: Responsible Decision Making

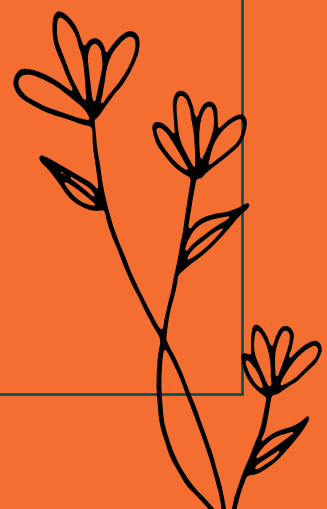




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WHAT IS RESPONSIBLE DECISION MAKING?

The fourth component of Social & Emotional Learning

Responsible Decision Making is the capacity to thoughtfully navigate one's conduct and social engagements, guided by ethical principles, safety considerations, and societal expectations. It involves an assessment of the potential outcomes of different actions while prioritizing the well-being of both oneself and others. This skill demands a thoughtful and reflective approach to choices, taking into account the broader impact on individuals and the community.

Interpersonal awareness serves as a cornerstone for effective communication and the establishment of meaningful relationships. At its core lies empathy which means not only to acknowledge but deeply understand the emotions and viewpoints of others. When people sense their feelings are recognized and comprehended, it fosters a sense of being truly heard and connected. This, in turn, enhances the likelihood that others will reciprocate by attentively considering our perspectives.

In essence, both responsible decision-making and interpersonal awareness are integral components where the former ensures that our choices align with ethical standards and contribute positively to the collective welfare, while the latter emphasizes the importance of empathetic understanding in fostering genuine connections with those around us.

There are several ways in which the two can benefit children with disabilities:

1. Inclusion: It enables them to actively participate in various aspects of their lives, promoting inclusivity and a feeling of belonging.
2. Safety and Well-being: For children with disabilities who may face unique challenges, understanding the consequences of their actions in different situations is crucial for their physical and emotional well-being.
3. Social Integration: Interpersonal awareness, rooted in empathy, is a key factor in fostering social integration for children with disabilities. When peers and educators demonstrate understanding and empathy, it creates an inclusive environment where these children feel accepted and valued.
4. Communication Skills: For children with disabilities who might face communication barriers, the ability to recognize and understand emotions in themselves and others can facilitate more meaningful interactions, improving their overall communication skills.
5. Building Relationships: When children with disabilities experience empathy and understanding from their peers and caregivers, it contributes to the formation of strong, supportive relationships, which are essential for their social and emotional development.
7. Cultivating Resilience: Children with disabilities often face unique challenges, and these skills help them navigate setbacks, adapt to changes, and persevere in the face of adversity.

#1 NICE THINGS

Focus Age: Can be tried with children of any age

Objective

Talking about nice things in the classroom and working towards a more positive and mind boosting activity

Materials Required

None

Say Nice Things

Instructions

1. Instruct each student to turn to one of their neighbors and tell him or her something good. Use prompts such as:

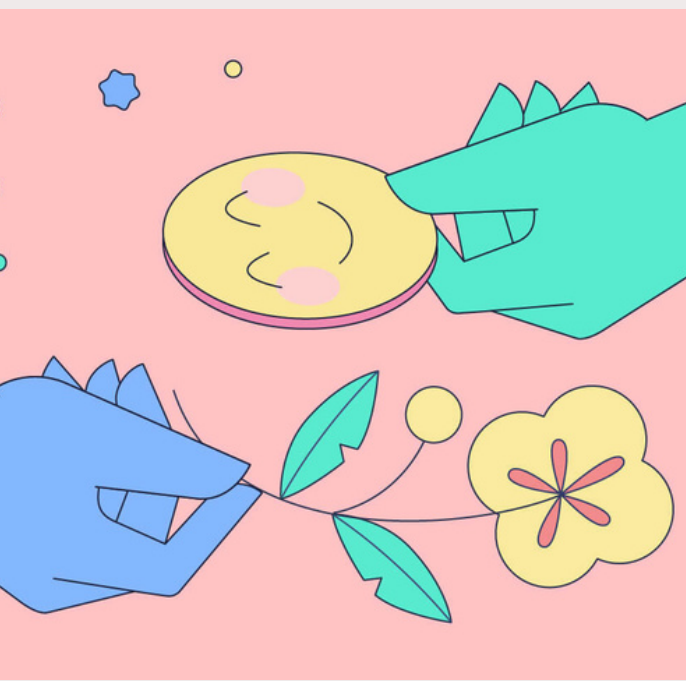
- One nice thing in my life is...
- Something nice that happened is...

Example: A nice thing can be as small as eating something they liked for dinner last night.

2. Sharing nice things will put the students in a more positive frame of mind, and sharing something personal and positive with others will make them feel heard and affirmed by others.

3. Facilitate a discussion around how they feel after this activity and what is the change in their emotions.

This is a good activity to start the day in the classroom and setting a healthy and positive environment in the classroom.



#2 DECISION- MAKING FRAMEWORKS

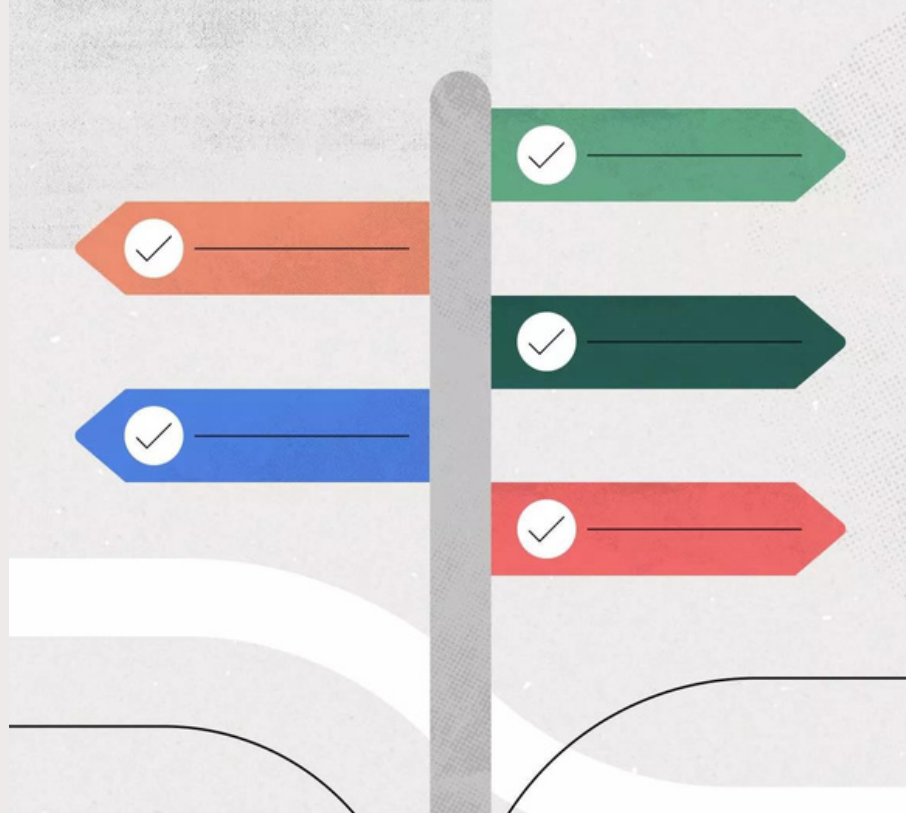
Focus Age: Older kids, 10+ years

Objective

Develop and strengthen students' decision-making skills by introducing and applying decision-making frameworks.

Materials Required

- Paper
- Pen



Instructions

1. Introduce Decision-Making Framework - like STOP

S = Stop: Stop what you are doing: Press the pause button on your thoughts and actions.

T = Take: Take a few deep breaths to center yourself and bring yourself fully into the present moment.

O = Observe: Observe what is going on with your:

- Body
- What physical sensations are you aware of (touch, sight, hearing, taste, smell)?
- Emotions
- What are you feeling right now?
- Mind
- What assumptions are you making about your feelings? What story are you telling yourself about why you are having them?

For Observe use the body literacy and emotions understanding developed during module 1.

P = Proceed: Proceed with whatever you were doing, making a conscious, intentional choice to incorporate what you learned.

2. Use real-life scenarios to develop a clear understanding.

3. Facilitate a discussion in the classroom after everyone has used this framework to understand where all can this be used in their daily lives.

#3 DECISION- MAKING JOURNALS

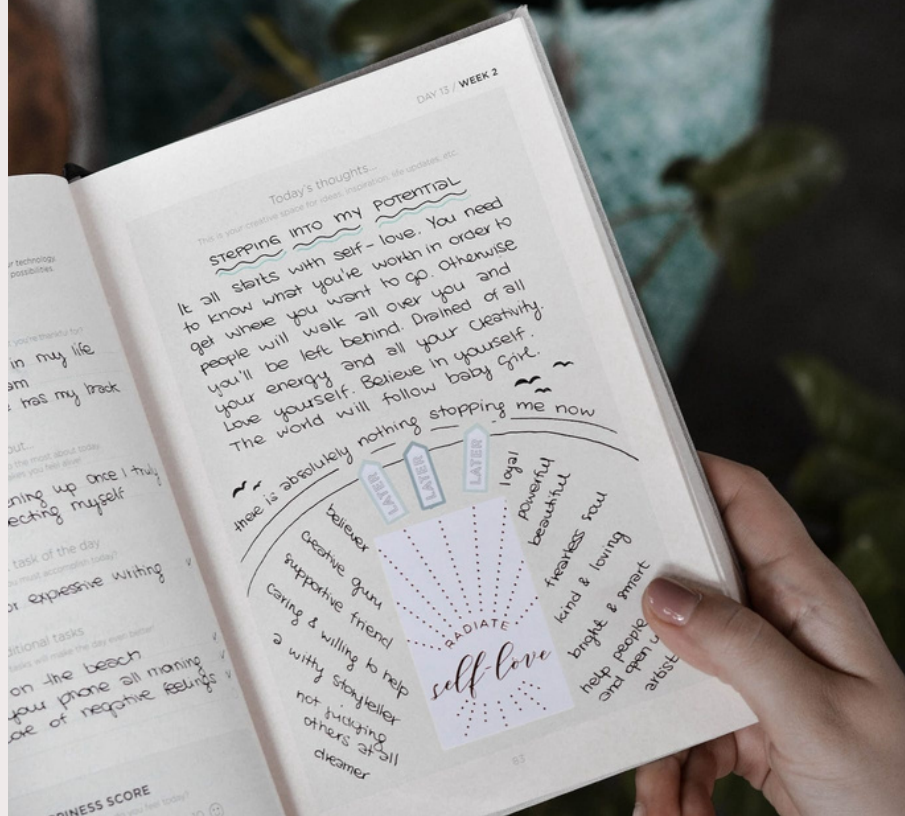
Focus Age: 10+ years

Objective

Developing a reflective nature and understanding of the decisions taken

Materials Required

- Paper
- Notebooks
- Pens



Instructions

1. Provide children with decision-making journals/notebooks or simple papers.
2. In the journal or using these worksheets, ask the students to draw about a situation they faced in the last week, What happened?, What did they do?, What was the outcome of the situation faced, the final outcome, and values gained?
3. Conduct this activity every week in the classroom.
4. Facilitate a discussion at the end of every week to understand the change in their decision making over certain situations and how this helped them and their emotions during certain situations.

#4 CHOICE TREES

Focus Age: All age groups

Objective

Developing a reflective nature and understanding of the decisions and choices that they might have to make in life.

Materials Required

- Paper
- Markers
- Paints
- Sketch Pens
- Any other art supplies.



Instructions

1. Provide children with papers, markers, paints, etc.
2. The students need to apply paint on their hands and put an imprint on the paper. They have the creative freedom to draw/paint/create it however they wish to.
3. Then support them by drawing branches, trunks, and roots to the trees they have painted.
4. The branches of the tree represent the choices they might face. On each branch, they can illustrate the potential outcomes of each decision.
5. Facilitate a discussion with the students. How do they feel after being able to note down their choices and decisions? Did they gain some clarity?



#5 TREE OF LIFE

Focus Age: All age groups

Objective

Developing a reflective nature and understanding of the decisions and choices that they might have to make in life. This activity also helps with reflecting on the values gained.

Materials Required

- Paper
- Markers
- Paints
- Sketch Pens
- Any other art supplies.



Instructions

1. Provide children with papers, markers, paints, etc.
2. The students need to apply paint on their hands and put an imprint on the paper. They have creative freedom to draw/paint/create it however they wish to.
3. Then support them by drawing branches, leaves, trunk and roots to the trees they have painted.
4. Help them think of a time in their life or a situation.
5. Now, they need to reflect on the following three aspects:
 - The Values and learnings gained
 - The best/happy moment and memory
 - People, things, anything that supports you
6. The roots represent the values and learnings gained, the trunk represents the best moments and memories, and the leaves and branches are the support system or people who helped you through the scenario or who always supported you.
7. Help them write and mention it in the respective areas of their trees.

#6 PROS AND CONS LIST

Focus Age: Older Age groups

Objective

This is a decision-making tool and framework that helps individuals systematically evaluate the advantages (pros) and disadvantages (cons) of different options or choices.

Materials Required

- Paper
- Pens



Instructions

1. Help the students think in a scenario in the following manner.
 - Defining the Decision: Clearly articulate the decision you need to make.
 - Identify Options: List the available options or alternatives.
 - Brainstorm Pros and Cons: For each option, identify and write down the potential positive (pros) and negative (cons) aspects.
 - Weigh Importance: Assign a relative importance to each pro and con based on its significance in the decision-making process.
2. Facilitate a discussion and help students reflect and assess whether the chosen option aligns with personal values and priorities.

#7 PAPER PLATE DECISION WHEELS

Focus Age: All age groups, preferably younger children

Objective

This activity helps students make decisions by considering various options and their consequences. This activity is designed to encourage creative thinking and reflection during the decision-making process.

Materials Required

- Paper plates
- Markers,
- Coloured pencils
- Crayons
- Scissors



Instructions

1. Define a decision, which could be anything, like a personal choice, a hypothetical scenario, or a classroom-related decision.
2. Divide the plate into different sections like slices of a pie to represent each option.
3. Ask participants to brainstorm and write down the different options or choices related to the decision on their paper plates in the different sections of the plate.
4. Decorate and label each option using the materials available.
5. On the outer edge of the paper plate, participants should draw or write down the potential consequences or outcomes associated with each option. This step encourages thoughtful consideration of the impact of each choice.
6. Now, attach a small arrow to the middle of the paper plate to be able to spin it freely.
7. Have the students share their decision wheels with the group and encourage discussion on the factors they considered and insights gained while creating the wheel.

#8 CLASS VISION BOARD

Focus Age: All age groups

Objective

Shared and collective learnings,
interpersonal awareness and recognising
things that bind us together as a group.

This activity helps build unity and creating shared goals.

Materials Required

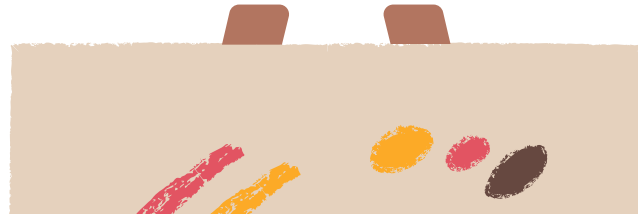
- Large poster board or bulletin board
- Markers
- Coloured pencils or Crayons
- Other art supplies
- Magazines
- Newspapers or printed images
- Glue sticks or tape
- Scissors



Instructions

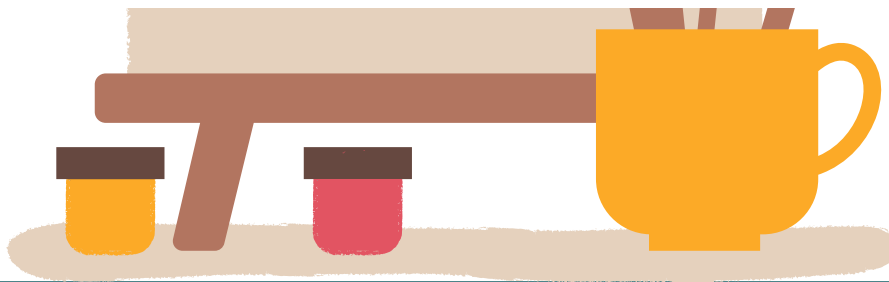
1. Explain the meaning of a vision board and share that it is a visual representation of their collective goals and aspirations.
2. Take responses from the class around what values and goals are important to them as a class.
3. Facilitate a discussion where students contribute ideas for shared goals or values they want to see reflected on the vision board.
4. Divide the class into smaller groups or pairs and instruct each group to create a section of the vision board based on the shared goals and values using drawings, images, words, colors, etc.
5. Once each group has completed their section, bring everyone together to arrange the individual components on the large poster board or bulletin board.
6. Discuss what they have learned from the activity and how the shared vision promotes a sense of unity and togetherness.





END OF MODULE 4

Sources, Links & Information



Sources for Images & Additional Information

- Images for the Module:
<https://images.app.goo.gl/BCU4c7TzxWZ5p4CP8>,
<https://in.pinterest.com/pin/429882726902401917/>,
https://images.app.goo.gl/ozxD74ZHJ3zxrT3o9_,
<https://images.app.goo.gl/GEcQAXDB7wM5vQwE8>,
https://images.app.goo.gl/yaxyEWJ4ELCVwU469_,
https://images.app.goo.gl/9227orPer9BhxzX38_,
<https://images.app.goo.gl/76vP6FHrfrKkrdo7>,
<https://images.app.goo.gl/ATW4ZXFo4aR14eWV8>,
<https://images.app.goo.gl/2kiGw4PjGQdvM3Aw6>,
<https://images.app.goo.gl/hUkiDsrepFrjnTtf9>
- STOP Decision Making Framework
<https://www.themuse.com/advice/the-mental-trick-you-can-use-to-get-through-any-stressful-situation>
- Class Vision Board; <https://gibbon.edugorilla.com/blog/help-students-to-reach-their-goals-with-vision-board/>
- Pros and Cons List: <https://www.betterup.com/blog/pros-and-cons-list>

