

# KNOWING MY VALUE

## GRADES 4-6 - Lesson II (Year III, Day 2)

**Goal:** Students will learn that taking care of ourselves is part of the call to holiness. God has created us as body and soul to praise Him through both. Activities will reinforce the themes of promoting personal health, understanding emotions, and recognizing God's eternal plan for each person.

**Lesson:** Today's lesson is about decision-making and learning to deal with the consequences of those decisions. Everyone has times when we make poor decisions. Some of those poor decisions are small—eating too much dessert or staying in the sun too long. In those cases, the consequences are small and do not last long. Some are bigger—stealing something from a store or cheating. In these cases, the consequences are bigger and may last for a longer time. It is important to always remember that God has a specific plan for each and every one of our lives. God never creates someone without also having something special in mind that only he/she can do. Making a poor decision does not mean that we cannot get back on the path to doing what God has in mind for us. It just means that we will have to work a bit harder to get there.

**Watch:** [“One in 7 Billion”](#)

### **Discussion:**

What makes every person special?

What makes you special?

Why do you think God makes each one of us unique?

**Watch:** [“What Are You Doing?”](#)

**Discussion:** Matthew Kelly told a story of his childhood feud with his brother, Andrew.

What did Andrew do to make Matthew angry?

How did Matthew respond?

Was his response appropriate? Why or why not?

Why did Matthew's mother's reaction make such an impression on him?

Has anyone ever asked you "what are you doing?" at a time when you were doing something you shouldn't have been?

Why is it important to make good choices?

**Activity:** How do we make a good decision? Ask the students to try four different methods of decision-making to determine the best way to make a decision. Ask them to decide which they would rather have for lunch: pizza or tacos (Or choose another inconsequential decision for them to make) 1. Ask each student to make a "pro/con" list based on what they like most and least about the two different lunch choices 2. Ask each student to get the opinions of three friends in class as to their preferences 3. Flip a coin 5 times. Whichever choice wins 3 of the times becomes the lunch choice. 4. Do some research. Use Wikipedia or some other source to find data about pizza and tacos. What decision does your research suggest is the best choice? Then, ask each student to look at their four answers. If done correctly, only the first method would truly tell them what they wanted to eat for lunch. The other methods would either tell them what other people would choose or suggest a random answer. Discuss the idea that the method chosen to make a decision is often just as important as the decision itself.

**Watch:** [Making Tough Choices](#)

What are some of the problems with a) being impulsive, b) doing nothing, c) doing what everyone else is doing?

What's important to you?

What kind of world do you want to live in?

How can my choices help create that world?

Remember, we don't have to make decisions all on our own. God is with us to guide us! He has given us His wisdom through the Scriptures, the teachings of the Church, and His Holy Spirit dwelling in us. When we face difficult choices, we can turn to Him in prayer and ask Him to help us to do the right thing. In addition to turning to God, we can also ask our parents to help us make wise decisions.

### Prayer to Make a Good Decision

*Lord, Almighty God, source of light, truth, and eternal goodness, transform this present moment into an hour of vision and inspiration. Help me to find wisdom; shed light on my thoughts. May my hopes and dreams come true through kind and good deeds. Give me the strength to concentrate, to think objectively, and to see clearly. Shed your light on me so that I may see which decision to make. Help me, O my Eternal God, to avoid vanity and pride, and thus be able to make worthy decisions as a true child of yours. Amen.*

*Lesson adapted from the plans on the Archdiocese of Los Angeles Office of Life, Justice and Peace website*

### Resources for Teachers and Parents

*This lesson is part of the suicide prevention program of the Archdiocese of New York and so we have included some additional resources on the topic for teachers and parents.*

Helpguide.org information on [Teen Depression and Suicide](#) and [Anxiety in Children and Teens](#) Valuable resource for parents and educators to understand symptoms and warning signs and know how to help.

[ADAP Suicide Prevention](#). A video training series to help parents and educators prevent suicide among youth.

[New York State Office of Mental Health](#) offers information on suicide prevention, including trainings, workshops, and learning modules:

The [Samaritans NYC](#) offer non-faith-based information on suicide: suicide prevention hotlines and also for “suicide survivors,” those who are left behind to sort through “what happened,”

[Solace House Suicide Prevention Center](#) (two NY locations: Long Island City, Queens; and Yonkers), to prevent suicide and also for suicide bereavement. (718) 482-0001;

Suicide can be a challenging topic for everyone, but please remember that help is always available (24/7) for anyone suffering from depression or having thoughts of suicide. For confidential guidance for your child, or anyone:

## Call, text, or chat 9-8-8

Similar to 911, the 988 Suicide and Crisis Lifeline is a national hotline that connects a caller in a mental health crisis to a trained counselor who can address their immediate needs (and even help connect them to ongoing care if they desire).