Skill to Teach	*Accepting a Consequence*: This lesson is designed to be taught alongside literature.
Age	High School
Objective	Students will discuss the skill of *Accepting a Consequence* and will write an essay evaluating the connection between a character's actions, the resulting consequences and how she/he responds to the consequences.
Materials Needed	• Skills poster or skill steps written on board for *Accepting a Consequence*. • Literature (novel or short story)

Planned Teaching	• Tell students that everyone makes mistakes and that sometimes we learn more from our mistakes than from our good choices. Sometimes, however, when we make mistakes there are consequences.
	• Give a meaningful example.
	• Ask students to give school-appropriate examples of possible consequences when they make a mistake at school or at home.
	• Ask what might happen if they argue with a parent, teacher or coach when there's a consequence.
	• Tell students that today they will learn how to accept consequences so they can learn from their mistakes and avoid more trouble.
	• Tell students that then they will take a closer look at the characters in their novel (or short story) and will discuss their choices, consequences and responses to consequences.
	• Review the four steps to *Accepting a Consequence*:
	  1. Look at the person.
	  2. Say 'Okay.'
	  3. Stay calm.
	  4. Don't argue.(Optional)

Practice	• Briefly discuss with the students the choices that various characters have made and the resulting consequences. Discuss how the characters responded to the consequences. Did they accept the consequences? Avoid them? Make life easier or harder for themselves? • Students will then choose a character and write an essay evaluating the relationship between that character's actions, consequences and response to the consequences. How did that affect the character?
Assessment	Use the provided rubric to grade the students' essays for explanation of the character's actions, depth of the social skill and use of grammar.

	100-95% Exemplary	94-85% Strong	84-75% Proficient	74-70% Developing	69-65% Emerging	Below 65% Beginning
Ideas & Content • *main theme* • *supporting details*	• Exceptionally clear, focused, engaging with relevant, strong supporting detail	• Clear, focused, interesting ideas with appropriate detail	• Evident main idea with some support, which may be general or limited	• Main idea may be unclear because supporting detail is too general or even off-topic	• Purpose and main idea may be unclear and cluttered by irrelevant detail	• Lacks central idea; development is minimal or non-existent
Social Skill • *main theme* • *supporting details*	• Adept at weaving the social skill into the evaluation of the character's actions	• Strong linking of the social skill to the character's actions	• Social skill included though lacks depth of understanding	• Social skill included though not fully incorporated and lacking some understanding	• Lacks significant steps of the social skill and was not incorporated	• Did not incorporate the social skill
Organization • *structure* • *introduction* • *conclusion*	• Effectively organized in logical and creative manner • Creative and engaging intro and conclusion	• Strong order and structure • Inviting intro and satisfying closure	• Organization is appropriate, but conventional • Attempt at introduction and conclusion	• Attempts at organization; may be a "list" of events • Beginning and ending not developed	• Lack of structure; disorganized and hard to follow • Missing or weak intro and conclusion	• Lack of coherence; confusing • No identifiable introduction or conclusion
Voice • *personality* • *sense of audience*	• Expressive, engaging, sincere • Strong sense of audience • Shows emotion: humor, honesty, suspense or life	• Appropriate to audience and purpose • Writer behind the words comes through	• Evident commitment to topic • Inconsistent or dull personality	• Voice may be inappropriate or non-existent • Writing may seem mechanical	• Writing tends to be flat or stiff • Little or no hint of writer behind words	• Writing is lifeless • No hint of the writer
Word Choice • *precision* • *effectiveness* • *imagery*	• Precise, carefully chosen • Strong, fresh, vivid images	• Descriptive, broad range of words • Word choice energizes writing	• Language is functional and appropriate • Descriptions may be overdone at times	• Words may be correct but mundane • No attempt at deliberate choice	• Monotonous, often repetitious, sometimes inappropriate	• Limited range of words • Some vocabulary misused
Sentence Fluency • *rhythm, flow* • *variety*	• High degree of craftsmanship • Effective variation in sentence patterns	• Easy flow and rhythm • Good variety in length and structure	• Generally in control • Lacking variety in length and structure	• Some awkward constructions • Many similar patterns and beginnings	• Often choppy • Monotonous sentence patterns • Frequent run-on sentences	• Difficult to follow or read aloud • Disjointed, confusing, rambling
Conventions • *age appropriate, spelling, caps, punctuation, grammar*	• Exceptionally strong control of standard conventions of writing	• Strong control of conventions • Errors are few and minor	• Control of most writing conventions • Occasional errors with high risks	• Limited control of conventions • Frequent errors; do not interfere with understanding	• Frequent significant errors; may impede readability	• Numerous errors distract the reader and make the text difficult to read

Adapted from a six traits of writing rubric from the University of Northern Colorado