Anne Wenstrom  Grade Level: 10

Lesson: Decision Making

Objectives:
By the end of the lesson students will be able to list examples of a problem, conflict, personal risk, and issue; which are steps that determine if an issue is worthy of the decision making model. We are also comparing and contrasting short-term and long-term decisions and students will be able to differentiate between them. Students will comprehend decision-making styles by discussing it in class and jotting it down in their notes. Students will also use four decision-making steps (state the problem, state the conflict, what is the personal risk, and what is the issue) on a made up scenario that students came up with in their pairs.

Prior Knowledge Needed by Students:
Students will have had some prior knowledge about the decision making model. The steps and the process of using the decision making model in order to make critical decisions, regarding their own long-term decisions, will be new.

Purpose:
The purpose is to get students to critically think about “what is a problem worth solving?” Students need to realize that conflict and personal risk has to be present in a problem in order to use the decision making model.

Anticipatory Set:
As a class, we will define the meaning of “decisions.” I will ask students to give me a definition of “decisions.” I will call on students that raise their hands. We will discuss their answers and then I will give them our definition; “the act of making up one’s mind.” I will put emphasis on the word “act” because it is a verb and in order to make a decision, you have to do something about a problem.

Methods/Strategies Used and Rationale:
I will have students involved in critically thinking skills by using the decision making model. For differentiation strategies of students I will have overheads or handouts for everything we do so that all students can follow along easily. We will also be working individually and in partners. I will try to gauge how much time students need to work on their “decisions” by observing students progress.

Chronology:
1. As a class, we will define the meaning of “decisions.” I will ask students to give me a definition of “decisions”.
2. I will call on students that raise their hands. We will discuss their answers.
3. Then I will give them our definition: “the act of making up one’s mind.” I will put emphasis on the word “act” because it is a verb and in order to make a decision, you have to “ACT” and do something about a problem.
4. I will then ask students to get in partners (groups of two) with a person next to them.
5. I will then ask students to list as many examples of decisions they made today. I will give students about 3-4 minutes to work on this with their partner.
6. I will then ask students to share one example that they came up with in their pairs.
7. I will then discuss with students what make decisions “short-term” decisions. (Examples: brushing teeth, taking a shower, wear clean clothes). I will then explain that short-term decisions regarding my personal hygiene are something that develops into long-term decisions. If I continually make the decision to not shower, brush my teeth, and wear clean clothes, I will have made the decision to have body odor/cleanliness problems that will affect my health and relationships in the future.
8. I will ask students to list examples of long-term decisions in their groups.
9. I will ask students to share one example that they came up with in their pairs.
10. We will then reiterate how short-term decisions get us to our long-term decisions. I will give the example of; if I continue to study and work hard in school, that will help led me to my long-term goal of being accepted into the college of my choice. Whereas, if my short-term decision is to not study and my long-term decision is to make it into my college of choice, they do not match and I will probably have to settle for a college that will accept my GPA and test scores.
11. I will next move onto our decision-making style.
12. I will put on an overhead that explains the decision-making styles of inactive, reactive, and pro-active. (Attached.) Students will copy the overhead into their notes and I will give examples of each style using studying vs. partying. Inactive-study now/hang out with friends later vs. not study/ hang out with friends. Reactive- let your friends justify your reason to party or get in trouble. Pro-active- whatever the decision is, you take responsibility for it.
13. I will answer questions if students have them.
14. Next we will go over decision-making terms of the decision making model. I will put an overhead on the projector and we will define the terms: problem, conflict, personal risk, and issue. (Attached.) Students will copy these into their notes.
15. I will go over the terms and give students examples of my own long-term decision (that is worthy of the decision making model) using the model.
16. I will then ask students to use the terms and the decision-making model on one of their group’s long-term decision. Students will have the remainder of the class period to work on this and if they get done before the end of class they can work on another one of their long-term decisions.
17. I will walk around the room and be a resource for students and answer any questions that they have about the assignment.
18. Before the bell rings, I will tell students to bring their work tomorrow because they will be handing it into their class basket.
19. Assignment, students are to come up with ideas for their own scenario about a long-term decision and come prepared to use it tomorrow.
Assessment of Objective:
Students will turn in their groups’ decision-making model of their long-term decision.
Assignment- students are to come up with ideas for their own scenario about a long-term
decision and come prepared to use it tomorrow.

Material/Resources Needed:
- Decision-making terms overhead
- Decision-making styles overhead
- Examples of decision-making model
- Mrs. Schuett’s resources
Decision-Making Steps

What is a tough decision to make?
Is it worthy of the decision-making model?

**Problem:**
I’m concerned about taking a big step and joining the Peace Corps. and being comfortable with it.

**Conflict:**
It’s a tremendous lifestyle change vs. a life enhancing experience.

**Personal Risk:**
I have a fear of harm or failure vs. a cultural experience or an appreciation for my own life.

**Issue:**
Is it possible for me to feel comfortable about going into the Peace Corps.?
Decision Making Terms:

**Problem:**
A question put forward for consideration to assist in the creation of options for resolving the situation.
* Hint- (“How” or “What”)

**Conflict:**
State of disagreement or disharmony.
* Hint- (Who or What vs. Who or What)

**Personal Risks:**
Concerning a particular individual (the person making the decision) and their intimate affairs, interests, or activities, and the possibility of suffering harm, loss, or danger.

**Issue:**
The final question that you feel is worthy of the decision-making model.
Decision-Making Styles

Inactive:
A person fails to claim choices, and this failure determines what will occur. (Procrastination)

Reactive:
A person allows others to make the decisions for them. They are easily influenced, lack self-confidence. Gives control to others.

Pro-active:
A person examines the problem, identifies and evaluates each possible action that can be taken, selects and proceed with an action, and assumes the responsibilities for the consequences of the chosen action.