

Decision-Making

Integration: Health (Mental/Emotional Health, Personal Health)

Grade Levels: 3-6

Time: 2 class periods

Materials:

- Teacher or student-made poster: *Making Good Decisions* (see directions)
- *Making Good Decisions* worksheet

Objectives:

Students will:

1. Explain the importance of making good decisions.
2. Identify the importance of decision-making skills, especially for Antarctic explorers.
3. Apply decision-making skills to a situation in their own lives.

Lesson:

Full group

1. Ask students, “Have you ever made a decision that you later regretted?” Ask for volunteers to share their experiences.
 - a. Give students an example, from experience or the experience of others, of such a decision.
2. Ask students, “Why do you think your decision was not the right one?”
3. Tell students that sometimes we rush into a decision without thinking it through. We may not think of the consequences of the decision.
4. Ask students, “Do you think that Ann Bancroft and Liv Arnesen have to make decisions before or during an Expedition?” Ask for examples.
 - a. Have to decide on a route.
 - b. Have to decide what supplies to bring
 - c. Have to decide what food to bring
 - d. Have to decide when to stop skiing for the day
 - e. During the Expedition, have to make decisions concerning safety issues.
5. Ask students, “Why is it important for Ann and Liv to make good decisions?” (the consequences can range from no importance to life-threatening)

6. Tell students that it is important to follow the steps of a decision-making process.
7. Discuss the steps of the decision-making process.
 - a. Display the *Making Good Decisions* poster and discuss the six steps to follow in making a decision. If possible, apply these steps to a decision that must be made in the classroom.
 1. Identify the problem.
 2. Decide what you want to accomplish.
 3. Analyze your choices and possible results.
 4. Choose the best alternative.
 5. Act on your choice.
 6. Evaluate and accept the results.
 - b. Tell students to imagine they have just found twenty dollars. They can spend the money any way they choose. How will they decide to spend it? As a class, walk through the decision-making process as follows:
 1. Identify the problem. (How will I spend the money?)
 2. Decide what you want to accomplish. (Have students brainstorm examples: go to a movie, buy a CD, save it, buy a present.)
 3. Analyze your choices and possible results. (Have students analyze each choice. For example: If I go to a movie, I may or may not enjoy it. If I save the five dollars, I may not have fun now, but I may use it for something I really want later.)
 4. Choose the best alternative. (Have students make a choice based on Step 3.)
 5. Act on your choice. (Do what you decided.)
 6. Evaluate and accept the results. (Did you like the decision you made? Would you do it again? Did you learn anything about making decisions?)
 - c. Tell students they will now have a chance to make a decision on their own. Give each student a *Making Good Decisions* worksheet. Ask students to think of a decision they will have to make later that day or give them situations to choose from. Have them complete the first four steps on the worksheet. Some suggested decisions might be:
 - When will I do my homework?
 - Will I clean up my room or do some other chore?
 - Will I call a friend?
 - Will I watch television or read a book?

- What should I have for a snack?

d. **Homework Assignment:** Have students complete the remainder of the *Making Good Decisions* worksheet to bring to class the next day.

Day 2

8. Review the steps of the decision-making process.
 - a. Ask students to share their experiences in making decisions. Have volunteers tell about their decisions, focusing on Step 6, evaluate and accept the results.
9. Finish the lesson by telling students that whatever choice they make, it's important to accept the positive or negative results. (Making your own decisions means accepting the responsibility for your actions, good or bad. If you make a bad decision, you can decide differently next time. What's important is to learn from your mistakes.)

Assessment:

Teachers will assess:

1. Student's appreciation of the importance of decision making.
2. Student's ability to explain the steps of the decision making process.
3. Student's ability to apply steps to their own decision.
4. Student's ability to evaluate their decision.