

Unit Topic: Problem Solving**Activity Name: Lesson #1, The Decision- Making Process****Objective/Rationale:**

1. Students will be able to understand and apply the *Decision-Making Process* to real life situations after being introduced to the process and participating in a class example.

Time Frame: 50 minutes

Materials:

- Decision-Making Scenarios, pages 3-4 (or have students create their own)
- Decision-Making worksheets, pages 5-6
- Paper and pencil/pen
- Group Work Evaluation form, page 7

Directions/Procedure:

1. Introduce the students to the sequential steps involved in making a decision:
 - a) Identify the problem
 - b) Collect the required information needed to determine options
 - c) Consider your options
 - d) Determine the advantages and disadvantages of your options
 - e) Analyze and evaluate the effects these options will have on your decision
 - f) Choose the best option and act
2. Have the students think about a time in their life when they had to make an important decision.
3. Have each student tell the person sitting next to them about this decision. Have them explain how they came up with their decision, what steps from above they used and/or omitted in the decision-making process. How did the decision affect their life? Happy with it? Regrets? Have students share their stories with the class.
4. Put the students into groups of 3-4 and give each group two scenarios and two decision-making worksheets. Have them apply the decision-making process to these scenarios. Make sure each group does not have the same scenarios. Scenarios handout, pages 3-4 and Decision worksheet pages 5-6.
5. Have the students share their scenarios and their decision-making process results with the class.

Resources & References:

- Decision-Making: www.financeintheclassroom.org/downloads/DecisionMaking.pdf
- Decision-Making: <http://www.familyconsumersciences.com/2013/09/decision-making-lesson-group-activity/>
- Decision-Making Scenarios: <https://foxhugh.com/non-fiction/36-workplace-scenarios/>
- Lesson and worksheets adapted by Suzanne Glazos
- Group-Work Evaluation created by Betsy Picciano

Assessment/Evaluation:

1. Decision-Making worksheet completed by the students
2. Group Work Evaluation form completed individually by each student

Suggested Homework/Extended Assignments:

- **Explain How Activity:** Have each student write a detailed explanation of the Decision-Making Process. Then have them think of an example situation like the scenarios used in the lesson. Have them give their partner their unworked example/scenario and their detailed explanation of the decision-making process and have their partner apply the process to the example/scenario from their directions. Switch roles and repeat the process. Then have them peer edit each other's work for clarity of the process.
- Bridges Problem-Solving Lessons 2 & 3

Problem Solving Scenarios



1. Cindy is 18 years old. Cindy's parents and her 23-year old brother Rich are going away for the weekend. Renee, Cindy's best friend, is pressuring her to throw a huge Saturday night party for all their friends since no one will be home. Renee even asked Rich if he could pick up alcoholic beverages for them. Rich brought back two kegs of beer, a case of wine coolers, a bottle of vodka, and a few bottles of wine, which he hid in the basement. Renee also spread the word around school for everyone to show up. Cindy now has over \$200 worth of alcohol in the basement, an empty house for the weekend, and fifteen friends expected. What should she do?
2. Tom is responsible for giving a bonus to factory workers that have perfect attendance during the month. One worker missed one day due to a death in the family. The worker starts crying in Tom's office and tells Tom that she needs the bonus desperately since she is behind on her rent. The rules are clear and the bonus is for perfect attendance period no if, but, or maybes. However, Tom does have the authority to make exceptions to the rule. What should Tom do?
3. Sonya is a new nurse's aide. Most of Sonya's coworkers are Filipina. The Filipinas are fluent in English, but choose to speak their native language which Sonya does not understand. Sonya feels this is rude and this practice makes her feel like an outsider. What should Sonya do?
4. Sarah was recently hired to work as a secretary, and it is after work hours. Her son, John, needs some copies for a school project and arrives at the office. The son has brought his own paper and needs 100 copies for his class project. If John doesn't bring the copies to class tomorrow then he will fail the project. The copy shops are all closed. There is no one else in the office. There is basically no oversight about copies she makes since she often does special projects for the boss. What should Sarah do?

5. Bill and Tom, both 18, are driving around on a Saturday night looking for something to do. Tom stops at his house to make some phone calls and pick up some beer for the road. He hands the 6-pack to Bill, who immediately cracks one open and tosses the rest in the backseat. Tom, distracted by Bill, drives through a stop sign. The next thing the boys notice is the siren from an approaching police car? What should they do?

6. Julie, 21, and her friends go out to a frat party. Julie is spending most of her time dancing and socializing with a few guys, some of whom she knows. The guys are taking turns getting her drinks when she starts to feel a little woozy. She notices that she needs to refocus her eyes every time she blinks. She also can't seem to hear everything that's being said. Looking around, she can't locate any of her friends. What should she do?

7. You are a first-year college student. Three weeks into the semester your family informs you that they have decided to take a trip to Europe and would like you to attend. Unfortunately, you do not have the time off from school, and by missing a whole week of classes your grades will be at risk. What should you do?

8. It is Friday and you have a midterm exam on Wednesday. You just found out you have been scheduled to work all weekend and you have class all day Monday and Tuesday? If you do not work this weekend, you risk the chance of getting fired, and you are in need of this job. This is leaving you very little time to study. What should you do?



Decision Making Process

1. Identify the problem.

2. Collect information.

3. Consider your options.

3. Consider advantages & disadvantages of your options:

Advantages	Disadvantages
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

4. Analyze and evaluate options.

5. Choose option and take action.



Group-Work Evaluation

Name _____

Group # _____

1. Overall, how effectively did your group work together on this assignment?

Poorly Adequately Well Very Well

2. Out of the four group members, how many participated actively most of the time?

None One Two Three All Four

3. Out of the four group members, how many were fully prepared for the activity?

None One Two Three All Four

4. Give one specific example of something you learned from the group that you probably wouldn't have learned working alone.

5. Give one specific example of something the other group members learned from you that they probably wouldn't have learned otherwise.

6. Suggest one change the group could make to improve its performance.