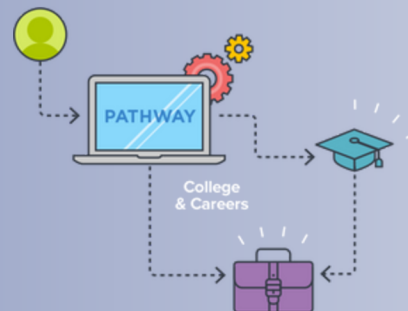


Developing Decision-Making Skills



Grade Level:

 6, 8

Domain:



Social Emotional Learning

TIME:

 45 Minutes

This lesson is designed to help students develop healthy decision-making skills and understand the impact decisions have on the present and future.

Objectives

Students will:

1. *Learn about the importance of decisions and the impact they can make.*
2. *Understand the steps to making responsible decisions.*
3. *Reflect on how to make the best decisions.*

MEFA Pathway Activities

- My Journal

Materials Needed

- Internet connection

Vocabulary

- Decision
- Influence
- Pressure

Future Ready Skills

- Growth Mindset
- Evaluation
- Emotional Intelligence

PART 1

CONTENT KNOWLEDGE



Introduce the following vocabulary words to the class:

Decision: A decision is a resolution reached after consideration. Some decisions may be more difficult to make than others and may take more thought or contemplation.

Influence: Influence is the ability to have an effect or impact on someone or something.

Pressure: Pressure is using persuasion, influence, or intimidation to make someone do something.

Have students think about all of the decisions they make in a typical day. Have students share their decisions with the class as you write them on the board.

Some prompts may be:

- What food to eat?
- What clothes to wear?
- Who to hang out with?

After listing daily decisions on the board, ask for a show of hands of how many students make those decisions. This will demonstrate that some make similar decisions throughout the day, while others make different decisions. Explain that not all decisions are easy or simple and some may be quite complicated. Brainstorm with the class some examples of more difficult decisions.

Examples may be:

- What classes to take in school?
- Whether or not to try out for a play or sports team?
- Whether or not to give in to peer pressure?

Ask the class the following questions:

- Why is it important to think about decisions before making them?
- How do these decisions impact your life, in large or small ways?
- Does one decision influence another? In what ways?

PART 2

APPLYING INFORMATION

Explain to the class that when making a decision, there are four steps that should be taken:

1. Identify the situation that needs to be decided upon.
2. Examine factors that may influence the decision and create a list of pros and cons.
3. Consider the outcome and consequence of the decision.
4. Select the best decision.

PART 3

EVALUATING INFORMATION

As a class, discuss each scenario listed below. Ask students what they think the fictional students should do in each scenario. Have students identify, examine, and consider before they select a decision to be made.

1. Sophie is taking an important test in her math class that she has studied hard for. She glances up and sees her classmate Jessica using a cheat sheet. What should Sophie do?
2. William and Michael have been close friends since Pre-K. One day, while walking home from school together, Michael pulls out a pack of cigarettes and offers one to William and lights one up for himself. This makes William feel uncomfortable. What should William do?
3. Jonathan and Shawn are at the mall and go into one of their favorite clothing stores. Shawn picks up a shirt that they have been admiring and stuffs it in his backpack. No one notices. Shawn tells Jonathan that he does this all the time and has never gotten caught. What should Jonathan do?
4. Isabelle is walking to her next class and notices that her classmate Jackson dropped a \$20 bill out of his pocket and onto the floor. What should Isabelle do?
5. There is a big basketball game that Gretchen, Kelly, and Anne really want to go to after school. The tickets are \$3 each but none of them have any cash on them. They know that one of the back doors to the gym is usually unlocked for the players to get in and out of the building. What should they do?

PART 4

CRITICAL THINKING/CREATIVE APPLICATION

Instruct students to summarize their thoughts on the different scenarios by creating a journal entry in their **My Journal**, found under the *About Me* tab. The journal entry should reflect on what they've learned about making decisions and how they can use these skills going forward.

GRADING RUBRIC FOR JOURNAL ENTRIES

CATEGORY	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
	4	3	2	1
Description	Offers a vivid, detailed, and insightful description of the experience, setting the stage for deeper reflection.	Provides a clear and detailed account of the experience, including relevant details.	Clearly describes the experience, event, or learning.	Offers a limited description of the experience.
Analysis	Engages in critical thinking, questioning assumptions, and demonstrating a thorough understanding of the learning.	Connects the experience to personal learning and raises some insightful questions.	Attempts to analyze the experience but may lack depth or clarity.	Superficial analysis, lacking deeper thought.
Future Application	Formulates clear, actionable plans for utilizing new insights and knowledge in future learning and experiences	Identifies specific ways to apply the learning to future situations or goals.	Suggests some possible connections to future learning or practice.	Makes no clear connection to future learning/action.

Email any questions to: k12support@mefa.org