

Developing Decision-Making Skills

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

ACTIVITIES

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:

1. What food to eat?
2. What clothes to wear?
3. 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
- If you should try out for a play or sports team
- Whether you should give in to peer pressure
- If you should participate in class

Grade Level: 6

MEFA PATHWAY SECTIONS WITHIN THIS LESSON:

- My Journal

DOMAIN:

- Social Emotional Learning

TIME:

- 45 minutes

MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website

FUTURE READY SKILLS:

- Growth Mindset
- Evaluation
- Emotional Intelligence

VOCABULARY:

- Decision
- Influence
- Pressure

Email any questions to:
k12support@mefa.org



LESSON PLAN

Ask the class the following questions:

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

PART 2

Applying Information

Explain to the class that when making a decision, there are 4 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 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 document their findings by creating a journal entry in their *My Journal* section of MEFA Pathway 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.

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Developing Decision-Making Skills Grading Rubric

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CATEGORY	EXCELLENT 4	GOOD 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
Sequencing of Information	The information is organized in a clear, logical way.	Most information is organized in a clear, logical way.	Some information is logically sequenced.	There is no clear plan for the organization of information.
Effectiveness	The entry includes all material needed to give a good understanding of the topic.	The entry is lacking one or two key elements.	The entry is missing more than two key elements.	The entry is lacking several key elements and has inaccuracies.
Font Choice & Formatting	Font formats (size, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formats have been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Conventions. Student uses proper grammar, punctuation, and spelling.	The entry has no misspellings or grammatical errors.	The entry has 1- 2 misspellings, but no grammatical errors.	The entry has 1- 2 grammatical errors but no misspellings.	The entry has more than 2 grammatical and/or spelling errors.