

Problem Solving/Decision Making Lesson

11.2.9 A

11.3.6 C

Day 1:

Intro: Small Group Activity: Give each group an envelope with the steps of the decision making process clipped apart inside. Groups must put the slips in the correct order of the decision making process. Once completed, raise hands. I will walk around and check. The first time through I'll either nod my head yes or no. If you are correct, you are done and need to sit quietly. If you are not correct, you must try again. The second time around I pull out any slips that are in the wrong order and leave those that are correct. Continue this process until the order is correct.

- Identify the problem
- Consider your choices
- Gather information
- Consider advantages & disadvantages
- Make your decision
- Evaluate your decision

Discuss: What some things you could do that your parents, school, community would not be happy with and could alter your life or plans in some way? How do you make decisions about these things? What types of things do you think about or consider?

- Values, laws, parents, consequences, future goals, reputation, character, progress toward a goal??? Maybe all, maybe none?

However, even though these are different methods of making a decision the method you just put in order is the most often used. It can be applied to any decision from the minor to the major such as getting dressed to doing drugs, to stealing or buying a car, selecting a college or even to take or change a job. Let's take a closer look and break it down.

PPT/Notes: The Decision Making Process free download from
<http://www.teacherspayteachers.com/Product/The-Decision-Making-Process-500775>

Day 2

Review and apply the steps of the decision making process as a group with the following activity...

Activity: Dani's Story

Dani is on a weight loss plan to lose 30 lbs. and has been trying really hard to eat healthy and watch her fat and calorie intakes. So far she's been successful and seen results. She's been invited to a party where there are a lot of unhealthy food choices. She isn't so sure that she'll be able to resist the temptation to eat these foods. She really wants to be social but her friends don't understand how difficult this is. Dani doesn't want to be a food snob but she doesn't want to blow her diet either. This would really mess up her progress so far. After all, healthy eating and exercising has not been easy, nor has the will power she's developed. Her friends are really putting the pressure on her. What should Dani do? Work through the problem by putting the decision making process into action.

Discuss:

- What is the problem? Write it on the board.
- What would you say Dani's values are? Write on the board & discuss why
- What would you say Dani's goals are? Write on the board
- What circumstances do we need to consider? (success/failure of weight loss/ will power?, feelings)

Now....

Pass out a "CHOICE" card to each student or pair of students (depends on class size) with a specific action that could be taken. Each group is to think about the advantages and disadvantages of their given action and be prepared to discuss it when called on.

CHOICE CARDS INCLUDE:

- Say “No Thanks”, eat nothing, stay strong and mingle
- Pigout....it’s only one time, what damage could it do?
- Say maybe later I’ll eat...not hungry right now
- Say YES, but only eat little portions of healthy foods and nibble
- Say YES, eat whatever looks good and purge later
- Storm out of party telling friends if they really cared they wouldn’t pressure her and they’d be more understanding
- Say yes to the food and run 5 miles on the treadmill before bed
- Eat any food she wants tonight but skip all meals the next day
- Tell friends you already ate (even if you haven’t)
- Make a big scene and upset the buffet table to let everyone know you’re on a diet
- Eat but steal diet pills from your friend’s medicine cabinet to reverse the effects of eating
- Fill plate full of food to make it look like you are eating, but flush it down the toilet
- Ask your friend upfront if you can bring anything to the party (then you’ll know there will be something you can eat)

Other options can be discussed or added by students at this point.

Have each student/pairs share their option aloud before proceeding...that we know all the possibilities.

Then individually or in pairs generate a list of advantages and disadvantages for their option to share with class.

After sharing advantages and disadvantages of each choice card, have them consider Sheila’s values, goals, circumstances, etc.

- Discard any options that are unsafe or illegal (share which ones)
- Discard any that would be impossible in this situation or unrealistic (share which ones)

- Which options are realistically worth exploring?
- What information does she need to make an informed decision?
- If she wants to actually talk to someone, who could she consult?

Individually ask students to share the option s/he believes is most consistent with Dani's values, goals, etc.

Tally the “possible” decisions.

Let's say she implements the majority decision.....

- Where could her decision lead?
- Could others be affected? Who? How?
- How would her reputation or character be affected?
- How would her friends view her choice?

Choice cards on following pages.

Conclusion: Pass out a “Now and Later” candy to each student with this message... “Decisions you make NOW will affect you Later”.

	<ul style="list-style-type: none"> • Say “No Thanks”, eat nothing, stay strong and mingle
	<ul style="list-style-type: none"> • Pigout....it's only one time, what damage could it do?
	<ul style="list-style-type: none"> • Say maybe later I'll eat...not hungry right now • Say YES, but only eat little portions of healthy foods and nibble
	<ul style="list-style-type: none"> • Say YES, eat whatever looks good and purge later • Storm out of party telling friends if they really cared they wouldn't pressure her and they'd be more understanding

	<ul style="list-style-type: none">• Say yes to the food and run 5 miles on the treadmill before bed
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