**Subject of the lesson: How to make decisions effectively?**

Duration: 45 min.

Aids: board, annex 1 and 2, A4 sheets, sticky tapes, sheet of grey/brown paper, magnets.

Objectives:

• the participant knows how to make the right decision,

• the participant understands where the effects of the wrong decision come from,

• the participant can search for solutions to the problem.

**Course of the lesson**

**Exercise "My decisions"**(15 minutes)

The teacher conducts a conversation with students about making decisions, with particular emphasis on what is included in it. Together with students, he/she creates a decision making scheme on the board. There are no wrong answers, it is worth encouraging students to share ideas. The teacher discusses the results of team work based on the model decision making steps in annex 1. The model should be distributed to students.

Then the teacher asks the group to stand in the middle of the room. During this task, they practice the ability to make quick decisions. The teacher explains to the participants that the exercise will be a simulation of decision making by choosing from two options read by the teacher.

It is needed to read the instructions to students:

*Imagine that you are standing at the railway station, it is Friday 1.30 pm and you have a few seconds to decide what you will do. Each time you have a choice of two options.*

Then use annex 2 - read to the students the possibilities from the table rows but without the description in green, e.g. GOING TO THE SEASIDE or GOING TO THE MOUNTAINS?  MUSEUM or CINEMA?

The game continues until the options are exhausted. Attention! After each choice students should be asked why they made such a choice and whether having additional information (should be read - marked in green) would change their decision.

After completing the whole exercise, make a summary by asking questions:

• What do you think this exercise was useful for and what has it given you?

• Was making decisions easy, if yes/no – why?

• What information would be useful to make a decision easier and to make right choices?

**"Tower" exercise**(15 minutes)

The teacher divides the group into 4 teams and distributes 10 A4 sheets and sticky tapes to each team. He/she informs students that their task will be to build the highest tower from the materials received. Each tower should stand self-supporting . Time to complete the task - 10 minutes.

After completing the task, discuss conclusions with the students. Each team should name their tower and then the group tries to answer the questions:

• How did you feel during the task?

• Did you cooperate with others well?

• What disturbed you in building?

• Who made decisions and what decisions did he/she make ?

• Did you have a plan at the beginning?

*Information for the teacher:*

It is important to show students an activity plan and emphasize that to make the right decision they should have a goal and the plan. You can refer again to the annex 1 attached .

**Exercise " Moral compass "**(10 minutes)

The teacher points out that making decisions is one of the principles of social coexistence. Every person faces different choices every day and they often decide about their place in society. The consequence of these considerations is that students create proposals for principles for a MORAL COMPASS in area I "I think, therefore I am " concerning making decisions (The teacher asks the person who will write these principles on a sheet of grey paper).

**Summary of the lesson** (5 minutes)

Finally, the teacher asks about impressions on the lesson and makes students aware that making the right decisions plays a very important role in human life.

**Annex 1 My decisions**

**5 STEPS TO MAKE A DECISION**

**First Step: Define the problem. What do I want to achieve?**

Define the problem/situation in which you are. What is the purpose of our activities?  It's good to divide one big goal into sub-goals that are easier to achieve. In this way, we define the scope of our activities in detail, the territory in which we will move. This perfectly protects you from doing everything at the same time, from the multitude of difficult-to-order thoughts. In addition, you need to know how you want to take effective actions. Defining the problem precisely will allow you to specify the goal you are aiming for, which we want to achieve as a result of the decision.

**Second step: Diagnosing the situation**

At this stage, we try to find sources of previous failures. Let's think what is most important at the moment. Let's also identify the opponent's weak points - and this opponent could be their own weakness, difficult circumstances, an unfriendly person. Consider collecting all necessary information. The more we learn what we are facing, the easier it will be to predict all action steps.

**Third step: Searching for alternative solutions**

One solution is a bad solution. It is necessary to collect information and look for alternative solutions. Let's have a little brainstorming - write down all, even the craziest, ideas to solve the problem. It may turn out that what seemed absurd is simply innovative. It is important to consider what we need, who can help us, where we can face a problem, which will require more work and effort from us. Defining all the options that we have (when making the choice of the best path to achieve the goal) will help us make the choice in the fifth stage.

**Fourth step: Making a choice**

When we assess all the possibilities, choose the most sensible. Let's calculate possible losses and profits. If you need support of other people, consider how real it is, how much you can count on these people and whether we do not want them to do everything for us.

**Fifth Step: Goal**

Many people who make decisions make so much effort to this process that they often no longer have enough energy to act, to put decisions into practice. Meanwhile, the activity is the only way to check that our choices are right. Monitoring is something which is necessary.

**Annex 2**

**My choices**

**A railway station,**Friday 1.30 pm

**Possibilities to choose:**

|  |  |
| --- | --- |
| **TRIP TO THE SEASIDE**  (departure is in 25 minutes, e.g. at 1:55) | **MOUNTAIN TRIP**  (departure is in 2.5h, e.g. at 4:00) |
| **WALKING EVENING TIME**  (it's raining) | **DISCO**  (you need to travel 30 min, admission 20 euro) |
| **MUSEUM**  (there are 3 to choose from: modernist, historical, design) | **CINEMA**  (documentary about space/ cosmos) |
| **Canoeing**  (route is 15 km) | **WALL CLIMBING**  (the wall is situated outdoors and there is strong wind today) |
| **FREE TIME**  (Tomorrow there is a long weekend and stores are exceptionally open today until 2pm, and now it is 1:30) | **CONCERT IN THE PARK**  (blues music) |
| **DEPARTURE AT THE WEEKEND AND BACK ON SUNDAY**  (arrival at 11:30pm) | **DEPARTURE ON WEEKEND**and **BACK ON MONDAY MORNING**  (arrival at 4:00 in the morning) |
| **DEPARTURE FOR A WEEKEND ACCOMMODATION IN A HOSTEL**  ( price per night 30 euro) | **DEPARTURE FOR A WEEKEND ACCOMMODATION IN A** \*\*\*  **HOTEL**  (price per night 200 euro) |