

Lesson Plan: Decision Making

Erasmus + KA219: Ready, Steady, Work!

Erasmus Teachers' Team Greece: Despoina Kyriakaki, Emmanouil Tsouroupakis, Vasiliki Georgoula, Georgia Kalantzi

Aims

- to describe the nature of teenage decision making
- to define the term “ decision making”
- to realize the pre-conditions that lead to successful decisions
- to acknowledge a certain decision making model and become familiar with the process of decision making
- to help students improve the quality of their decisions

1. Warm-up activity

Watch this video and answer the following questions.

<https://www.youtube.com/watch?v=vHLKfv0ALVE>

- a. Why do teenagers make poor decisions?
- b. In what way are teenagers affected in decision-making by their everyday life?

2. Theory

What is Decision Making?

Decision making refers to making choices among alternative courses of action—which may also include inaction.

Decisions can be made through either an intuitive
or reasoned process
or a combination of the two.

- ➔ Intuition is using your ‘gut feeling’ about possible courses of action (intuition is actually a combination of past experience and your personal values).
- ➔ Reasoning is using the facts and figures in front of you to make decisions.

Applying Both Reason and Intuition

→ One way to do this is to apply the two aspects in turn. It's useful to start with reason, and gather facts and figures. Once you have an obvious 'decision', it's the turn of intuition. How do you feel about the 'answer'? Does it feel right?

→ If not, have another look, and see if you can work out why not. If you're not emotionally committed to the decision you've made, you won't implement it well or effectively.

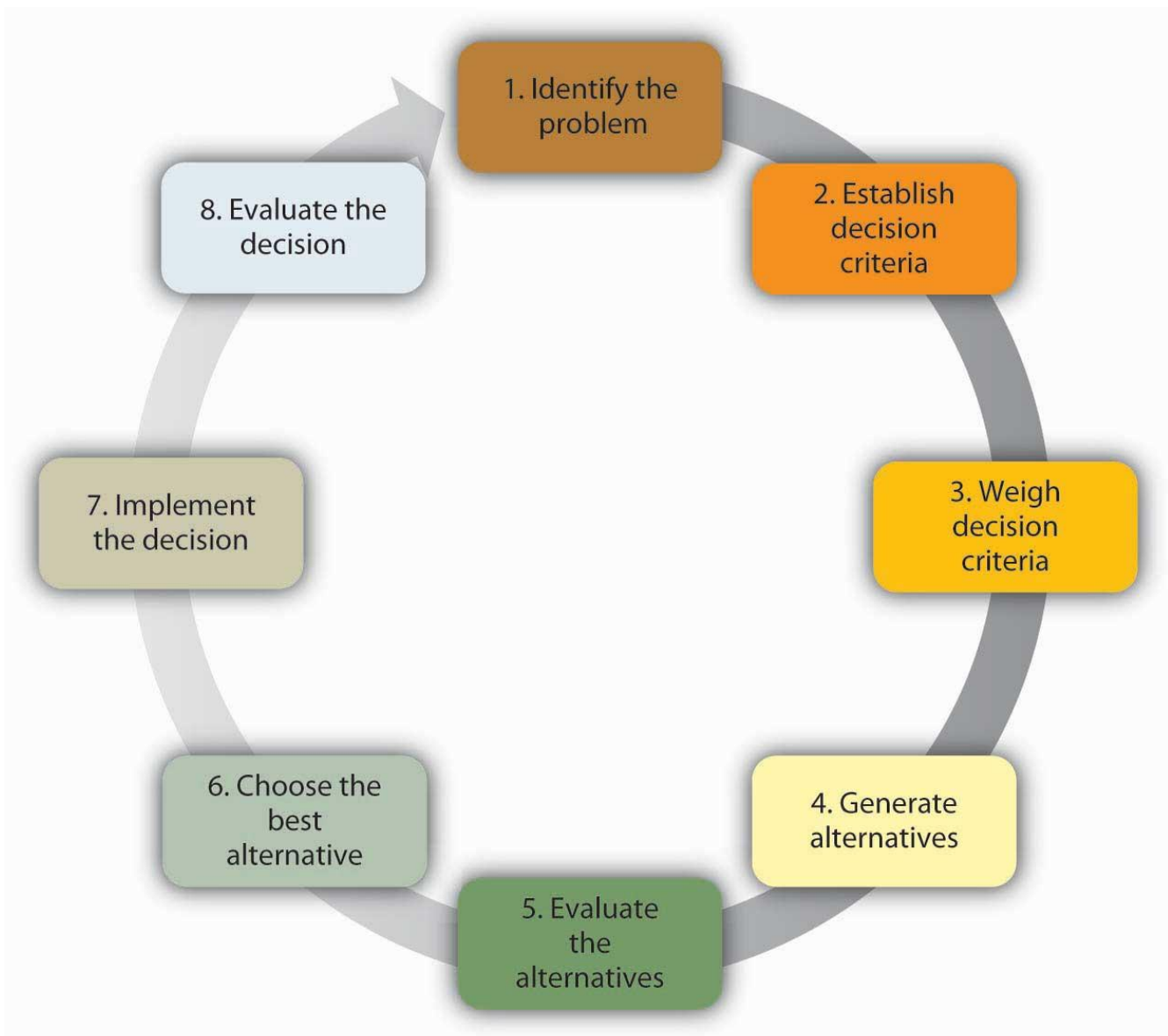
Decision Making Model

<i>Decision Making Model</i>	<i>Use This Model When:</i>
Rational	<ul style="list-style-type: none"> • Information on alternatives can be gathered and quantified. • The decision is important. • You are trying to maximize your outcome.
Bounded Rationality	<ul style="list-style-type: none"> • The minimum criteria are clear. • You do not have or you are not willing to invest much time to making the decision. • You are not trying to maximize your outcome.
Intuitive	<ul style="list-style-type: none"> • Goals are unclear. • There is time pressure and analysis paralysis would be costly. • You have experience with the problem.
Creative	<ul style="list-style-type: none"> • Solutions to the problem are not clear. • New solutions need to be generated. • You have time to immerse yourself in the issues.

Effective decision-making

Decisions need to be capable of being implemented, whether on a personal or organizational level. You do, therefore, need to be committed to the decision personally, and be able to persuade others of its merits.

STEPS OF DECISION MAKING



What Can Prevent Effective Decision-Making?

1. **Not Enough Information** Take some time to gather the necessary data.
2. **Too Much Information (analysis paralysis)** Getting everyone together to decide what information is really important and why.
3. **Too Many People** Sometimes it may be essential for one person to take responsibility for making a decision.
4. **Vested Interests** They are often not overtly expressed, but may be a crucial blockage and therefore address them by exploring them with someone outside the process.
5. **Emotional Attachments** Decisions tend to involve the prospect of change, which many people find difficult. But also remember that '*deciding not to decide*' is also a decision.
6. **No Emotional Attachment** A structured decision-making process can often help by identifying some very real pros and cons of particular actions, that perhaps you hadn't thought about before.

3. Decision Making Activity

This activity will provide the students the ability to improve the quality of their choices.
(35-45 minutes)

Open a discussion on decision-making strategies. What was the best decision you have ever made under pressure?

SITUATION

Katie loves clothes. She wishes she could have all the designer clothes she wants. Unfortunately, she can't; she has two brothers and three sisters, and her parents cannot afford to buy all their children designer clothes. Katie has a few friends that have some designer jeans. Her friends let her borrow the jeans, even though this is against her parents' wishes. Her parents felt that Katie should not borrow them in case something were to happen to them. In that case, they would need to purchase an outfit to replace the damaged one.

One day on the way home from school, Katie tripped and fell on her knees. She tore holes in both knees of the designer jeans she had borrowed from her friend, Julie. Katie was crying, not only because she had injured her knees, but because the new jeans were ruined and they weren't even hers.

What is Katie going to do?

Should she tell her parents?

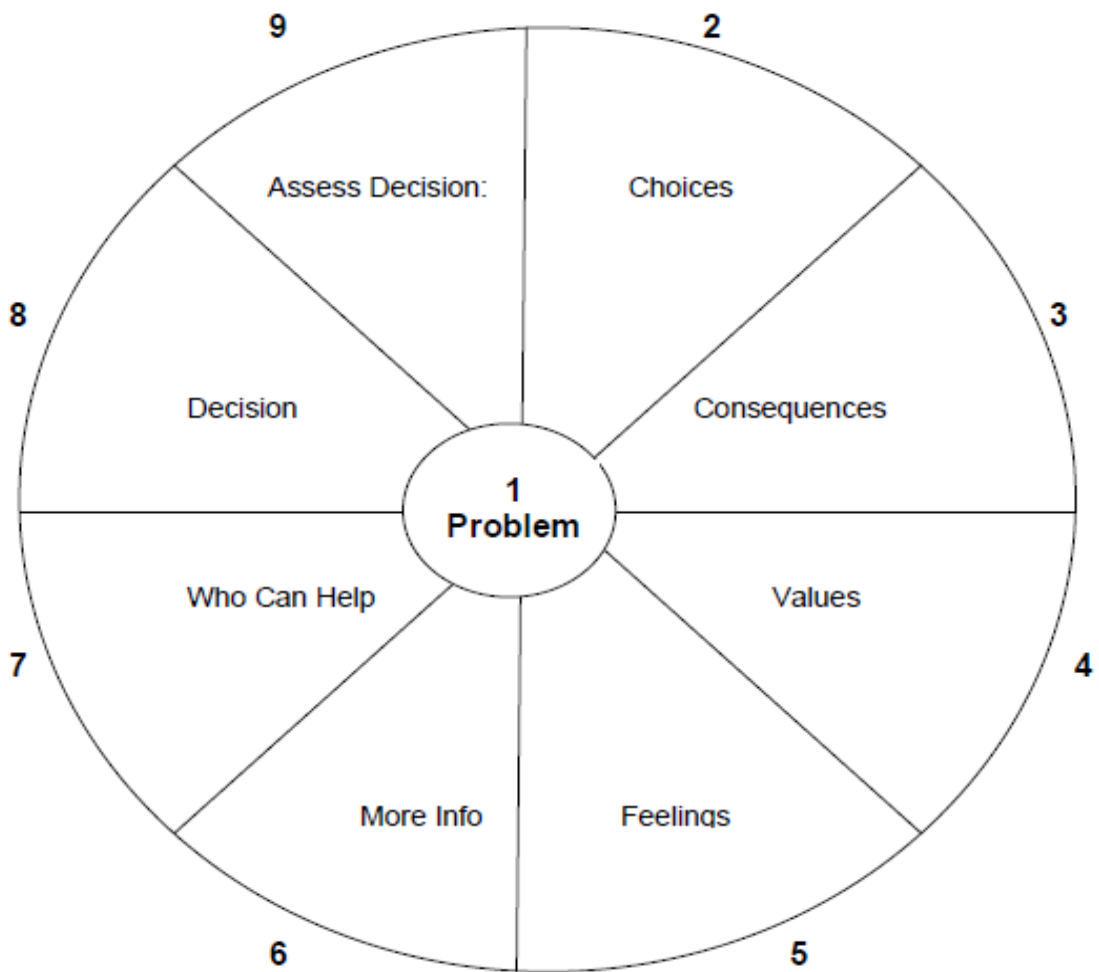
Should she tell Julie?

What decisions should Katie have made prior to borrowing the jeans?

Does Katie have an obligation to Julie?

Decision Making Wheel

This wheel will help you to make better choices in your life. When you have an important decision to make, start by stating the problem in the hub of the wheel. Next, move through the 9 choices, one by one. Fill in the blanks to make a decision for the situation described above.



4. CASE STUDY WORKSHEET

Use this worksheet to evaluate the above case study.

Name _____ Date _____

Situation _____

1. Identify the problem. _____

2. What are the person's choices?

- a.
- b.
- c.
- d.
- e.

3. Gather information: What information should the person gather that would be helpful to know before making a decision?

- a.
- b.
- c.
- d.

4. Consider the outcome. What would be the results of the decision?

- a.
- b.
- c.
- d.
- e.

5. Make the decision. What should the person do?

6. Evaluate your decision. Why do you think this is the best decision possible?

5. Discussion on Setting Goals

1. Do you ever set goals for yourself?
What are some goals you have right now (short term and long-term)?
 2. Agree or disagree:
It's better to set lower goals than to risk failure by setting higher ones.
 3. Have you ever set a goal that was unrealistic?
What happened?
What did you learn from that?
 4. Is it ever okay to take risks?
What kinds of risks are okay?
What kinds of risks are not okay?
 5. Has there been a time when you turned a failure into a success? (describe)
What did you learn from that?
 6. If you don't accomplish all your goals does that make you a failure?
 7. What are some good ways to deal with disappointments?
6. Watch the following video. Imagine you had a fight with a person that is important in your life and you don't know if you want to forgive him/her or not.
- Follow the steps of the video.
- In what way does the video help you make a decision? While watching the video, is your attitude changing in any way? How do you feel before and after making the decision?

<https://www.youtube.com/watch?v=qLfqHy9lh18>