

# BULLYING AND VIOLENCE PREVENTION

## TENTH GRADE

### LESSON 5

**TITLE:** Exploring the Decision Making Process

**PURPOSE:** To enhance positive decision making skills.

**OBJECTIVES:** The student will be able to:

- evaluate the pros and cons of a given situation.
- determine personal response to conflict.

**SUNSHINE STATE STANDARDS:** LA.910.1.6.1, 910.1.6.2, 910.1.7.4

**STUDENT SERVICES BENCHMARKS AND STANDARDS:** PS 1.5, 2.1, 3.6

**VOCABULARY:** decision, alternatives

**INSTRUCTIONAL TIME:** 45 Minutes

#### PREPARATION/INSTRUCTIONAL MATERIALS:

- dry erase board and markers
- Xerox copy of handout 10-12 (one per student)
- Xerox copy of handout 10-13 (one per group)
- Xerox copy of handout 10-14 (one per group)
- paper
- pencil or pen

#### SPRINGBOARD ACTIVITY:

- 1) Discuss with the students times when:
  - It was easy for them to make a decision
  - It was difficult for them to make a decision
  - They made a decision that was not good and ended up causing them stress.
- 2) Explain to the students that there are four steps in the decision-making process:
  - **Defining the Problem** - decision that needs to be made.
  - **Choices** – brainstorming possible solutions.
  - **Consequences** – look at the positive and negative results.
  - **Decision** – weigh all of the consequences you have listed and decide which choice is best for you.

3) Summarize with the following points:

- For many decisions, people will not agree on what the “best choice” is. What works for you may be different from what works best for a friend.
- You may find that the decision you made was not so good. Sometimes you may need to go back, weigh your choices again, and try another one.
- Often it helps to talk to someone you trust about your decision. That person may be able to help you in each step of the process.

**ACTIVITY:**

**\*\* Prior to this activity, cut the worksheet PROBLEM SITUATIONS along the dotted lines.**

1. Explain to the students that in small groups they will now make a decision using the steps they just learned.
2. Have the students turn to their handout 10-13: Decision Making. Review the directions for the worksheet. Point out that each group will work on a different problem. Arrange the class into groups of four to five students each. If possible, assign a student as the spokesperson for the group.
3. Distribute one situation from handout 10-14: Problem Situations handout to each group.
4. Ask the group spokesperson to read the problem aloud to his or her group. Explain to the students that they will have 10 minutes to complete the worksheet in their groups.
5. Explain the following to the students:
  - As a class, they are going to review each problem and discuss some of the decisions.
  - The purposes of the presentations are to see what might happen if they tried some of these decisions in real life.
6. Ask one of the groups to volunteer to read their situation first. Have the group spokesperson present the problem, following the steps below:
  - Read the problem to the class.
  - Report the three choices that his or her group developed and write them on the board as follows:
    - Choices: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

7. Ask the class to think about which solution they would choose if they had to make a decision right now. Ask them to keep that choice in mind.
8. Discuss each choice reported by the group, using the following questions:
  - What might happen if you decided on this choice?
  - Do you think this choice would work in real life? Why or why not?
9. To summarize the discussion of the group's problem, ask the class:
  - How many of you would go with choice #1, #2 or #3?
  - Why did you decide on that choice over the others?
  - How many of you changed your minds since the beginning of the discussion about the best choice? Why?
10. Repeat Steps 7-10 above for the other groups in the class.
11. Remind students that in this stage in their life it is important to understand that the choices they make may have life long effects in their lives. You want to let them know that doing the right thing and making good decisions are vital. Sometimes they may be faced with decisions that are not easy to make and it is ok to change their minds and learn from the mistakes. It is important to have them see that decision making is a skill they need to continuously work on, since decisions and choices are very much a part of life.

**ASSESSMENT:** Teacher observation, class participation and completion of activity.

**FOLLOW-UP ACTIVITY:** Tell the students that they are to imagine they are in the situation described below. As a class, they will go through the four steps of the decision-making process. Read the following scenario:

Another student comes up to you at school one day and says he or she has heard you have been spreading rumors about him or her. He or she tells you to meet at the park after school to fight it out. What should you do?

Go through the decision making process to map out your response to the given scenario. You may write an essay or draw a web to illustrate your point.

## DECISION MAKING PROCESS

**STOP!** Realize you have a choice to make.

**Step 1:** Define the PROBLEM.

**Step 2:** Think of your CHOICES by brainstorming possible solutions.

**Step 3:** Consider the CONSEQUENCES of each choice. Listen to your feelings and thoughts.

**Step 4:** Make a DECISION. Trust yourself. You know the right thing to do.

**DECISION MAKING**

Directions: Follow the steps below and complete this worksheet as a group. Everyone in your group should have the same answers for steps 2 and 3.

**Step 1:**                      THE PROBLEM                      Read the group problem aloud.

**Step 2:**                      CHOICES                      Write down three choices you have in this situation.

CHOICE 1                                      CHOICE 2                                      CHOICE 3

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**Step 3:**                      CONSEQUENCES                      Write down 3 consequences of each choice

Choice 1  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

Choice 2  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

Choice 3  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

**Step 4:**                      DECISION                      Discuss the choices.

I decided the best choice is: (circle your answer)

#1                      #2                      #3

**PROBLEM SITUATIONS**

**PROBLEM #1**

Your best friend has really changed lately. He or she told you that he or she has taking different drugs. He or she has been very agitated and angry all the time. You are worried about him or her. One day you are having lunch with your friend and you notice a bag of marijuana in his or her book bag. What could you do?

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**PROBLEM #2**

The store manager catches you stealing from the store. What could you do?

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**PROBLEM #3**

You find out that one of your friends has been telling lies about you which some of your other friends are believing the lies. You want it to stop. What could you do?

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**PROBLEM #4**

You just got back an assignment on which you worked very hard, but only got a "D" grade. You feel like you should have received a better grade. You are frustrated and want to do something about it. What could you do?

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**PROBLEM #5**

The FCAT test is coming up. Your friend expresses that he or she is afraid to fail the test for the second time and asked you to take the test for him or her. What could you do?