

ACTIVITY 17

Title:	Decision Making Wheel
Focus:	In this activity students begin to learn a decision making strategy that will help them improve the quality of the choices they make.
Time:	35-45 minutes depending on class size
Guiding Question:	Skillful Decision Making 1. What makes a decision necessary? 2. What are my options? 3. What are the likely consequences of each option? 4. How important are the consequences? 5. Which option is best in light of the consequences
Connections:	Concept: Know thyself – Develop a better understanding of themselves Competencies: Learning effective strategies for positive interaction with others Plan before deciding / Deciding and acting / Monitoring and evaluating
Rationale/ Background:	Thinking Skill/Process Students will learn to think about options and the consequences of those options in making decisions.
The Learning Experience	
Setting The Stage	Open a discussion on decision-making strategies. Have you ever made a choice that resulted in a consequence that you did not want? Invite the students to share. How do we decide whether we should do something or not? How do you make a choice or a decision? If we want to improve our consequences, we have to improve our decision-making strategies.
The Activity	<p>Today we are going to learn how to improve consequences by improving how we go about choosing what to do. Hand out the Activity Sheet: “Decision Making Wheels” to each student. Following the steps on the wheel, teach the students the process of clarifying the problem, then moving through the steps of thinking to come to a decision. Read the following scenario:</p> <p>It is recess. Everyone is out on the playing fields, including the teacher. You have to go the toilet. On the way to the toilet, you pass your class and notice that there is someone in the room. You stop and peek in out of curiosity. Just as you do, you see one of your best friends reach into another person’s desk and take something out of it. You quickly move past the door before you are seen.</p> <p>Just before the lunch bell rings, the students whose desk you saw your friend reach into, walks up to the teacher. A moment later the teacher announces that this student’s entire pencil case with pencils, pens and lunch money in it has been stolen. What do you do?</p>

	<p>Using the Decision Wheel as a guide, discuss the following questions with your students and scribe their answers on the board. Ask the students to use one of their Decision Wheels to record the answers to each question.</p> <ol style="list-style-type: none"> 1. What is the problem? 2. What are the choices you have? 3. What do you think the consequences of these choices will be for yourself and others who are involved? 4. What values do you need to consider? 5. How do you feel about the situation? 6. Is there anything else you need to learn about it? 7. Do you need to ask for help? Who will you ask? 8. What is your decision? 9. Do you think you made the right decision? Why?
<p>Wrap Up</p>	<p>Announce that you are now going to read a second scenario. The students will use their second wheel to analyse this story on their own.</p> <p>You are alone with your best friend at your best friend's house. He/she goes to a drawer in his/her wardrobe and pulls out a pack of cigarettes. He/she lights up and invites you to do the same. What do you do?</p> <p>Ask the students to fill out their decision wheel, filling in the hub of the wheel first and then filling in their answers to each of the areas of the pie.</p> <p>Close with a full room share. Ask students to share their process and the results they came up with.</p>
<p>Extension</p>	<p>ASSESSING STUDENT UNDERSTANDING OF DECISION MAKING</p> <p>8.1.5 Ask students to:</p> <ul style="list-style-type: none"> • Write about a <u>personal decision</u> they have had to make. • What would they do differently now that they have learned how to make careful decisions? • What did they do well? • Ask them to think about a decision they are facing right now. Have students use the thinking map and graphic organizer to help them through the decision making process. Watch to see that students are attending to and considering each step on the thinking map for decision making <p>8.1.4 Discuss as a class and then give examples of: if a decision needs to be made, identify what the issue or problem is, determine whether anything can be done, determine if help is needed</p> <p>8.1.1 Students exposed to some thinking skills that assist with decision making e.g De Bono's PMI strategy.</p> <p>8.1.7 Life Styles unit in Year 7 – Making choices based on values and beliefs.</p> <p>8.1.10 Year 6 Leadership Camp</p> <p>8.1.13 Students can be given many opportunities to consciously make decisions, both individually and as groups.</p>

Teacher's Program Review – Reflective Question

What skills do my students have in making rational decisions?

Activity Materials

Resources / Materials: **Activity Sheet: “Decision Making Wheels” per student**
Pencil or pen

Blueprint Career Management Competencies & Indicators

- 8.1 Explore and improve decision making
 - 8.1.1 Understand how choices are made.
 - 8.1.2 Explore what can be learned from experiences.
 - 8.1.3 Explore what might interfere with attaining goals.
 - 8.1.4 Explore problem-solving techniques..
 - 8.1.5 Explore all alternatives in decision-making situations.
 - 8.1.6 Understand how personal beliefs and attitudes influence decision-making.
 - 8.1.7 Understand how decisions affect the decision maker and others.
 - 8.1.10 Make decisions and take responsibility for them.
 - 7.1.9 Demonstrate the ability to take responsibility for your own actions.
 - 8.1.12 Evaluate the impact of your personal decisions on yourself and on others.
 - 8.1.13 Engage in responsible decision-making .

Teacher's Notes:

Activity Sheet

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. When you have a decision to make fill in the blanks.

