

# 15 Identify Behaviors that Affect Decision-Making

## TRANSITION OBJECTIVE

Students will examine the impact of specific behavioral traits on their decision-making style.

## RELEVANCE TO SUCCESSFUL TRANSITION

An unavoidable facet of adult life is constant decision-making. Knowing the ways our decision-making is influenced or impeded by specific behavioral traits is critical to our mastery of the process.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

The last decision I made was . . .

### ❑ STEP 2: Convene Roundtable

"When I need to make a decision, I usually \_\_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will learn about behaviors that affect how you make decisions and you'll compare your findings with a class member."

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PERSONAL MANAGEMENT: Unit 1 LESSON 15

DECISION-MAKING STYLE

Read the words and mark those that are most like you.

|            |    |           |
|------------|----|-----------|
| Quiet      | or | Loud      |
| Calm       | or | Tense     |
| Afraid     | or | Brave     |
| Shy        | or | Confident |
| Slow       | or | Fast      |
| Thoughtful | or | Impulsive |
| Cautious   | or | Daring    |
| Careful    | or | Carefree  |

If you marked the words in the left hand column, you may tend to avoid decisions. If you marked the words in the right hand column you may tend to make decisions too quickly. There are no right or wrong answers. One way is not better than another. It is important that you understand your decision-making style and use it wisely.

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each day. Next, test students' decision-making style with the following experiment. Tell students to stand at the back of the room. Ask them to take a different seat at least 10 feet away from their prior seats. Write on the board the number of seconds before the first person sits down and the number of seconds before the last person. Ask, "Was it hard or easy for you to decide where to sit?" Have everyone share how they made their decision and discuss the differences.

Clarify that some decisions are more difficult than others. Sometimes we delay making decisions or make no decision, which is also a form of decision making. Share the following example with the class: "It is 7:15 and your ride to school will pick you up in 15 minutes. You can't decide what to wear. By not deciding what to wear, you aren't ready when you hear the horn and therefore, you have made the choice to miss your ride." Ask if anyone did this when choosing a new seat. Ask if anyone made the choice so fast they regretted it later because they didn't think about all of the options. Ask students to identify if they: 1) take a lot of time and sometimes wait too long or never decide; or 2) make decisions so fast there is no time to think about the options or the consequences.

### ❑ STEP 4: Activity - 15 Minutes

Ask students to guess how many decisions they make in one day. Discuss answers. Then explain that we make thousands of decisions

### ❑ STEP 5: Activity - 30 Minutes

Reading through the **Decision-Making Style** handout tell students to mark the words

that describe their behavior. Have students identify the column in which they marked the most words and then read the summary information at the bottom of the handout. Next, have partners share their responses from the **Decision-Making Style** handout. Give each pair two minutes to identify their own styles and give an example of a recent decision they each made. In summary, discuss with students that most decisions are not final or permanent. As we improve, we learn when it is time to change or make a new decision. Explain that it is critical to look at each decision and evaluate it. When a decision is not right, it can be changed. Check for understanding by asking students to use the key words in a sentence, verbally or in writing.

Tell students that making effective decisions is one of the building blocks to strong self-determination. When you make your own choices based on what you know and what you have experienced you are demonstrating self-determination.

❑ **STEP 6: Evaluate Outcomes**

The most important aspect of decision-making is "\_\_\_\_\_."

❑ **STEP 7: Connecting Activity**

Have students observe how characters on their favorite TV show make decisions. Students should give a report about the character, using key words to describe the character's decision-making behavior.

## KEY WORDS

|                               |                         |                             |   |                 |
|-------------------------------|-------------------------|-----------------------------|---|-----------------|
| <b>decisions<br/>carefree</b> | <b>style<br/>daring</b> | <b>thoughtful<br/>tense</b> | <b>impulsive<br/>self-determination</b> | <b>cautious</b> |
|-------------------------------|-------------------------|-----------------------------|---|-----------------|

### MATERIALS AND PREPARATION

- Student Handout: **Decision-Making Style**, page 43.
- Prepare for seat-changing activity and discussion.
- Be prepared to share a personal example using the handout.

### SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Decision-Making, Problem-Solving
- Personal Qualities: Responsibility, Self-Management