

17 Practice the Seven Decision-Making Steps

TRANSITION OBJECTIVE

Students will apply the seven decision-making steps to two problems and critique the process.

RELEVANCE TO SUCCESSFUL TRANSITION

The most problematic aspect of decision-making is that most important decisions involve making the best choice for ourselves in a particular situation.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

A tough decision I have had to make . . .

❑ STEP 2: Convene Roundtable

"When I have to make a really tough decision, I _____."

❑ STEP 3: Advance Organizer

"Today you will practice using the decision-making steps by solving two problems."

❑ STEP 4: Activity - 20 Minutes

Tell students that they will use the **Decision-Making Steps** they learned in the last lesson. Have students take turns reading aloud **Tina's Dilemma**. As a class, work through the decision-making process, using Tina's section of the **Decision-Making Chart** to make a choice for Tina. Evaluate the decision that was made for Tina.

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PERSONAL MANAGEMENT: Unit 1 LESSON 17

Tina's Dilemma

Is it a good idea for teenagers to work after school? It depends on the teenager and the reasons for working. Over fifty percent of all teenagers work. Working means earning extra money and learning a new skill. It also means having less time for friends, school work and sports.

Tina feels that she needs to get a job. Her dad was laid off 5 months ago and is still looking for a job. Money is very tight at home right now. She feels she needs to help the family and herself.

Her classes are hard and her grades have been low this year. It is her senior year and Tina needs to keep her grades up. She wants to get into the business program of the local community college next year.

She would like to work in a business office in the future.

Tina is also on the volleyball team. The team is in season for the next two months. They have a chance to make it to the finals this year and she really wants to stay on the team.

During lunch Tina stopped to talk to Mrs. Casey, the work experience teacher. She asked Mrs. Casey if there were any job leads. Mrs. Casey gave her three job leads: Burger King, Clothesline and Smith's Insurance.

After school the next day, Tina went to each place and filled out applications. Two of the places called her: Burger King and Smith's Insurance. Burger King offered her 25 hours a week at minimum wage. She would have to work evenings and weekends.

Smith's Insurance offered her 10 to 15 hours a week at one dollar more than minimum wage per hour. She would work after school until 5:00 P.M. and some Saturday mornings.

Volleyball practice was three days a week from 3:30 P.M. to 6:00 P.M. Games were usually on Saturdays. Burger King would work around her Volleyball schedule but Smith's couldn't. Tina really didn't want to work at a fast food place. She liked the idea of working as a receptionist at Smith's.

Studying was a priority this year. She needed to have time to study. Working 25 hours a week at Burger King would leave very little time for her homework.

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PERSONAL MANAGEMENT: Unit 1 LESSON 17

Adam Needs Help

Adam is having problems with his grades. He needs to pass his American History class or he will not be eligible to play baseball this spring. If his grade average falls below 3.0 he will also lose the car his parents let him use. He needs the car to get to work and to baseball practice once the season starts.

Once baseball season starts, he will probably have to quit his job. But, that's two months away and he needs to save money so he can pay his car insurance while he's playing ball.

This is his junior year at South High School and Adam has played baseball each season. He has improved his batting average and has a good chance of making the varsity team. Adam has been playing baseball since he was 5 years old. If he doesn't make the team, he and his dad will be very disappointed.

Adam talked to Mr. Ahwood, his history teacher. Mr. Ahwood told him that he had to pass the next test, or he would flunk the class. This would mean no baseball. Mr. Ahwood told him to check with the counseling office for information about the tutoring program. The program is available after school, three times a week. But, this will give Adam only 30 minutes to get to work after tutoring.

Adam needs to find a solution to his grade and money problems. He wants to keep his job and his car and play on the baseball team. To do this, he needs to bring up his history grade and keep it up after baseball season starts. But with working and baseball, he won't have much time to study.

Right now, Adam is working four nights a week at Lucky Plaza. He likes his job, and needs the money, but his job has caused his grades to slip.

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❑ STEP 5: Activity - 25 Minutes

In pairs or groups of three, have students apply the decision-making process using the story, **Adam Needs Help**. Pairs then complete Adam's section of the **Decision-Making Chart** and evaluate the decision that was made for Adam. Use a screen image of the chart, if needed.

Have a short discussion to compare answers among groups. Point out similarities and differences in the way each group approached both problem situations and in the decisions they made.

❑ STEP 6: Evaluate Outcomes

Making decisions can be tough when "_____."

□ STEP 7: Connecting Activity

Tell students to examine a decision they will make at home that evening, such as bedtime, TV shows, food.

Math extension: Have students use the Internet to find the current minimum wage and calculate the difference in weekly wage for Tina's two job options.

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PERSONAL MANAGEMENT: Unit 1		LESSON 17	
DECISION-MAKING CHART			
Solve Tina's and Adam's problems using the decision-making steps outlined below.			
Steps	Tina	Adam	
Step 1: Problem or situation			
Step 2: Choices			
Step 3: Advantages or good results			
Step 4: Disadvantages or bad results			
Step 5: Best Choice			
Step 6: Final decision			
Step 7: What did you learn from your decision?			

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KEY WORDS

tough

problems

situations

responsibility

MATERIALS AND PREPARATION

- Student Handouts: **Tina's Dilemma** page 46; **Adam Needs Help**, page 47; **Decision-Making Chart**, page 48.
- Prepare for a discussion of the decision-making steps from Lesson 16 and **Tina's Dilemma**.
- Prepare for a discussion about the story, **Adam Needs Help**. Make a screen image of the **Decision-Making Chart**.

SCANS FOUNDATION SKILLS

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