

Freshmen
May 9, 2017

Objective: Students use the information and insights gained through the decision making process to make a decision.

Resources Needed for this Activity:

- Students' completed Decision Making Worksheets that were collected at the conclusion of the last session

Assignment(s):

Assignment	Standard(s)	Points	Assigned	Due
Deciding What To Do Lesson	CS.PM.03 Take responsibility for decisions and actions and anticipate consequences of decisions and actions.	5	5/7/16	5/7/17

Opening: 3 minutes – The advisor begins the session by giving students their Decision Making Worksheets from the previous session. The advisor then asks the students to briefly review what they wrote and prepare to explain it to a partner or the other members of their group.

Activity: 20 minutes – The advisor then puts students in pairs.

The advisor tells the students that each student should describe the decision that he or she is seeking to make and share the information that they have listed on their worksheet in the categories of clarification, brainstorming, and evaluation.

When the student is done sharing this information, the partner should tell the student what decision he or she recommends the student make. The partner should then explain why he/she believes their recommendation is the right decision for their partner. This is the **Decision Phase**.

Next, the partners should engage in the **Double Checking Phase**:

- Highlight other information that could be sought or shared for **clarification** of the larger goal
- Point out other options that could be considered in the **brainstorming** phase
- Offer other factors that may need to be included in the pros and cons of the **evaluation**

Both students in each pair should complete this process, with the advisor monitoring time to ensure that both students have time to share their decision and analysis and receive a recommended course of action.

Closure: 7 minutes – The advisor asks students who *agreed* with their partner's recommended decision to raise their hands.

The advisor then asks students who *disagreed* with their partner's recommendation to raise their hands.

The advisor asks students who found their partner's clarification, brainstorming or evaluation stages to be helpful to raise their hands.

The advisor concludes the session by inviting a few students to comment on whether or not it was useful to help a classmate analyze their problem. The advisor should urge students to consider getting feedback whenever they have a major decision to make.

Finally, the advisor reiterates the importance of all five stages of the decision making process by again putting the following information on the board or screen:

- The Clarification Phase: The decision maker clearly articulates the larger goal that he or she is trying to reach by making the decision. For example, if the student is trying to decide which courses to take next semester, he or she might frame the decision as: "I am trying to choose classes that will prepare me to get into and succeed at college." This step helps to ensure that the decision maker is really clear about the larger objective that he or she is trying to achieve.
- The Brainstorming Phase: The decision maker then brainstorms options for achieving that goal, such as "I could take a college-level class," or "I could take elective classes in the subject I think I want to study in college."
- The Evaluation Phase: The decision maker lists the pros and cons of each potential option.
- The Decision Phase: The decision maker chooses the option they think would best help them reach their goal.
- The Double Checking Phase: The decision maker reflects on the potential consequences of the option they have chosen to be sure it is the right course of action. If they decide that it is, they proceed with that option. If it is not, they go back to the pro/con lists they came up with during the Evaluation Phase and think about the consequences of other options to come up with a better one.