

Freshmen
May 3, 2016

Objective: Students develop an understanding of the phased decision making process introduced in the previous session by practicing it themselves.

Resources Needed for this Activity:

- Paper copies [**Decision Making Worksheet**]

Assignment(s):

Assignment	Standard(s)	Points	Assigned	Due
Practicing the Decision Making Process Lesson	CS.PS.04 Select and explain a proposed solution and course of action.	5	5/3/16	5/3/16

Opening: 5 minutes – The advisor asks if any students had to make big decisions over the previous week and if any students used the phased decision making process they examined during the last advisory session. The advisor calls on several students who raise their hands and asks them to share the decision they had to make and to comment on whether they found the process helpful.

Activity: 20 minutes – The advisor then places the following words on the board or screen. Without the benefit of notes, students are asked to raise their hands to describe the basic activity that takes place during each phase.

- The Clarification Phase
- The Brainstorming Phase
- The Evaluation Phase
- The Decision Phase
- The Double Checking Phase

The advisor should be sure that the following key points are made about each phase:

- 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, “I am trying to choose classes that will prepare me to get into and succeed at college.”
- 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: Students then list the pros and cons of each potential option.
- The Decision Phase: Students choose the option they think would best help them reach their goal.
- The Double Checking Phase: Students reflect 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.

The advisor then hands out the Decision Making Worksheet to each student. The student is asked to individually think of a decision that he or she will need to make in the future. If a student insists that he or she doesn't have any upcoming decisions to make, the student can invent one or the advisor can offer options like course selection, getting a summer job, and living away from home in college.

The advisor explains to students that on the Decision Making Worksheet they are going to write down ideas for the first three phases of the decision making process: clarification, brainstorming, and evaluation. Once they have done this they should then write what decision they believe is the best one based upon their work.

The advisor tells the students that during the next advisory session, the student will meet with a partner or a group who will help them with their worksheet and suggest a decision.

Students are given time to fill out their Decision Making Worksheets.

Closure: 1 minute – *The advisor collects the decision making worksheets to be used in the next session.* The advisor tells students to come prepared to recommend decisions to their classmates during the next advisory session.