FOURTH GRADE
LESSON III
DECISION-MAKING

Objectives
Students will
• Demonstrate responsible decision-making
• Know when a decision is necessary
• Practice brainstorming techniques
• Practice decision-making skills
• Predict consequences and discuss the impact
• Recognize influences of parents, peers and media
• Understand the power of the individual to control his/her personal behavior

Concepts
Steps for decision-making
1. Define problem
2. Consider alternatives
3. Consider consequences of each alternative
4. Consider personal values
5. Choose one alternative
6. Implement decision

Material
• Paper, pencils, chalkboard, large bowl
• Question box

Activity Choices
1. Ask students to think about decisions they have made. Elicit situations (home or school) when decisions are necessary. List on chalkboard.
2. Pose situational problems
   A. Which is least favorable?
      1. Move to new school
      2. Lose your allowance
      3. Have a disagreement with your best friend
   B. Which causes the most anger?
      1. A friend who won’t listen
      2. A teacher who is unfair
      3. Parents giving instructions
3. Have the class work through each of the above situations using the decision making process.
   A. Identify steps
   B. Discuss values related to making responsible choices
C. Discuss consequences of decisions and ways to accept them

4. Students write problem or situation requiring a decision
   A. Place all of above into large bowl
   B. Students select a problem, read to class and discuss process he/she would use in making a decision
   C. Present the situation below, or one suggested by students
      Mary has been wanting a new outfit for a special event coming up at school. She has been working to pay for it but the event is only 4 days away and she is still $10.00 short of the cost. Mary and Ann are at the mall together and Mary confides her problem to Ann. Ann tells Mary that she has shoplifted before and offers to show Mary how to get the outfit. What should Mary do?
   D. Have students work through the problem using the 6 steps previously introduced steps
   E. Identify who and how Mary is being influenced
      1. Media – need for the new outfit
      2. Parents – values of the family
      3. Peers – desire to impress them
      4. Friend – will she think I’m “chicken?”
   F. Discuss the role of self-control in making a decision
   G. Discuss the consequences of a decision and how to live with them
   H. Ask students for examples of situations that they may be faced with during this time of increasing independence. How will peer pressure and parental values effect their choices?

5. Exceptional Education Inclusion Activities:
   A. Role-play situations that require decision-making
   B. Model the process for making good decisions
   C. Have students role-play using the decision making steps
   D. Use tapes of TV programs or movies where children/adults are faced with a decision. Stop the tape and discuss the decision making steps and what choices they would make