OBJECTIVES
Students will
• Discuss and practice good communication, trust, honesty, and assertiveness
• Describe the advantages of building relationships based on mutual respect
• Cite importance of responsible social behavior
• Discuss making decisions that do not hurt him/herself or others

MATERIALS
• “Steps To a Decision” for teacher
• “Steps To a Decision” worksheet
• Paper, pencils
• Comments and considerations for teachers
• Question box

ACTIVITY CHOICES
1. Discuss types of decisions students make routinely (distinguish between conscious and automatic decisions)
2. List responses on board
3. Discuss different feelings resulting from decisions made
4. Compare types of decisions (easy to make/more thought required)
5. Have students list 10 things that are important to them. When complete, have them cross off (give up) all but 3 items (to increase awareness of personal values)
6. Brainstorm serious problems that require decisions
7. Review steps for decision making
8. Distribute “Steps to a Decision” worksheet
9. Apply the 6-step process to resolve a problem as a total group
10. Ask students to identify a problem in their own life that needs a solution. Apply the decision making process to their problem by completing the worksheet
11. Ask students who are willing to share what they have done

12. EXCEPTIONAL EDUCATION INCLUSION ACTIVITIES
   A. Have students cut out pictures from magazines of family situations. Have them sort them into situations that give positive or negative feelings
   B. Have students list positive and negative situations in families
   C. Role-play decision making situation with the group
It is important to refer your students to their parents and/or clergy when it appears that a decision impinges on the realm of moral values or parental expectations.

Below is a description of the decision-making model for background information.

A. Define the problem. State exactly what the problem is or the situation around which a decision needs to be made.

B. Consider all alternatives. List all possible ways to resolve the problem or possible decisions that could be made. Information may need to be gathered so that all alternatives can be considered. You may wish to consult with others to make sure you have not overlooked any alternatives.

C. Consider the consequence of each alternative. List all the possible outcomes, both positive and negative, for each alternative, or each course of action, that could be taken. It is important to have correct and full information by this point.

D. Consider personal and family values. Be particularly aware of personal and family values when considering the consequences of alternatives. Decisions are not made in a vacuum. Consequences of decisions include impact on significant relationships, (example: parents, siblings, friends, partners). They also include feeling experienced when decisions are consistent with moral/religious upbringing or with what significant others would want him/her to do.

E. Choose one alternative. After carefully considering each alternative, choose the alternative that is most appropriate. Include knowledge, values, morals, religious upbringing, present and future goals, and effect of the decision on significant others.

F. Implement the decision. Do what is necessary to have the decision carried out. It may be necessary to develop a step-by-step program with a time-table to make sure things get done.
STEPS TO A DECISION

Directions: The purpose of this exercise is to help students become aware of a process for problem solving. Read over each of the steps in the decision-making process outlined below. Choose a situation or problem to solve. Do each of the six steps for the particular problem chosen.

1. The first step is to know what the problem is and to state it clearly.
2. Think of all the ways the problem could be solved (alternatives).
3. Take each alternative and list all the things that would happen, positive and negative, if that alternative were chosen.
4. Think of all the values (right and wrong) that parents have taught. Think of how family and friends will be affected by the decision. (Add to the list made in step 3.)
5. Decide on the alternative to the problem that seems best.
6. Outline the steps that need to be taken to act on that decision.

• State the problem clearly-
  _______________________________________________________________________

• Think of all the ways the problem could be solved (alternatives).
  a. _______________________________________________________________________

  b. _______________________________________________________________________

  c. _______________________________________________________________________

  d. _______________________________________________________________________

  e. _______________________________________________________________________
- Take each alternative and list all the outcomes, positive and negative, that would occur if that alternative were chosen and followed. Save room to add more information from Step 4.

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- Think of all the values (right and wrong) that parents have taught. Think of how family and friends will be affected by your decisions.
- Decide on the alternative that seems best and write it out.

- Outline the steps that need to be taken to activate that decision.
  a. ________________________________
b.___________________________________________________________________

c.___________________________________________________________________

d.___________________________________________________________________

e.___________________________________________________________________

f.___________________________________________________________________