

Decision-Making Styles
7th Grade Advisement Activity
Estimated time: 30 Minutes (Don't waste a minute)

Georgia's Teachers-As-Advisors Framework

Goal 7-1.2 - Choose and utilize sound processes of decision-making, recognizing them as key components of educational and career planning

c. Recall the steps in one or more decision-making models

d. Tell about or dramatize the use(s) of one or more decision-making models

Objectives: Students will consider a variety of situations that require a decision and explain different choices that could be made in each situation.

Materials: Copies of "Student Self-Assessment" copied in at least three different colors (2-page document, print front and back to save paper); pencils in different colors if you have them; cut out copies of "Small Group Activity" situations

Activity:

1. *Say:* Good morning. Welcome to advisement. Today we are going to complete some assignments regarding decision-making. Just about everything we do requires us to make decisions - from small ones to big ones - and they all have some type of consequences whether good or bad. It will be better if most of your decisions have good consequences. It takes practice to make good decisions as well as having a process.
2. *Place the handouts in stacks by colors and allow the students to choose the color. Ask students to complete the assessment. Allow time for the students to complete the assignment (5 minutes at the most).*
3. *Say:* It was interesting to watch you choose the color of your handout. It was a small decision; however, some of you wanted a particular color. For some of you, it was not important what color the handout was---you simply took the document without even thinking about it.
4. *Ask:* Would one of you like to share what you learned about yourself and your decision-making style from your assignment? What do you think "gather information" meant? *Get information about the situation---details can help one make decisions.* What do you think the assessment meant by "alternative actions"? Consider several ways to handle a situation with different consequences. These are the results (*Be sure students have scored their self-assessment*): a score of 10-16 indicates reactive style-you can make a decision quickly but you risk the potential for waste and duplication; a score of 17-23 indicates a consistent style of decision making-you use the appropriate amount of time and are consistent in your process; a score of 24-30 indicates a reflective style-you do not rush the process, but you risk wasting resources and take too much time.
5. *Divide students into 3 equal groups. Allow students to draw from the small group situations without seeing them. Allow students about 5-8 minutes to discuss their situation.*
6. *Say:* In your groups discuss each situation. Answer these questions:
 - a. What do you do?
 - b. What choices do you have?
 - c. What are the consequences?
7. *Allow each group time to discuss their decisions and why they made them. Remember to point out consequences.*
8. Ask students to flip their assessment over and read the questions they might ask to help them evaluate their decision-making process/style.
9. *Dismiss:* Have a great day. I will see you the next time we meet. If you need help, please let me know.

What is My Style??

(Put the number of your choice in the blank)

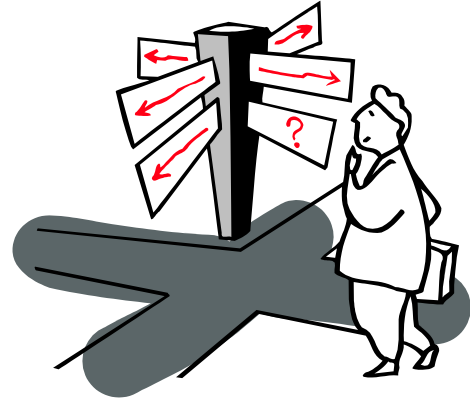
- A. Overall I'm _____ to act.
- 1) Quick
 - 2) Moderate
 - 3) Slow
- B. I spend _____ amount of time making important decision as I do making less important decisions.
- 1) About the same
 - 2) A greater
 - 3) A much greater
- C. When making decisions, I _____ go with my first thought.
- 1) Usually
 - 2) Occasionally
 - 3) Often
- D. When making decisions, I'm _____ concerned about making errors.
- 1) Rarely
 - 2) Occasionally
 - 3) Often
- E. When making decisions, I _____ recheck my work.
- 1) Rarely
 - 2) Occasionally
 - 3) Often
- F. When making decisions, I gather _____ information.
- 1) Little
 - 2) Some
 - 3) A lot of
- G. When making decisions, I consider _____ alternative actions.
- 1) Few
 - 2) Some
 - 3) A lot of
- H. When making decision, I usually make it _____ before the deadline.
- 1) Way
 - 2) Somewhat
 - 3) Just
- I. After making a decision, I _____ look for other alternatives, wishing I had waited.
- 1) Rarely
 - 2) Occasionally
 - 3) Usually
- J. I _____ regret having made a decision.
- 1) Rarely
 - 2) Occasionally
 - 3) Often

To determine your style, add up the numbers in your answers to the 10 questions.

Decision-Making Questions

There are *always* responsible ways to make a decision. Ask yourself:

- 1) Is this safe?
- 2) Would my parents want me to do this?
- 3) Would I feel right about doing this?
- 4) Can this get me in trouble?
- 5) Will I be breaking any rules?
- 6) Will I hurt others emotionally and/or physically?
- 7) Is this what I REALLY want to do?
- 8) Am I thinking/doing for myself?
- 9) Is this best for me AND the other person (if the situation involves someone else)?



Below are ways we often make decisions with negative consequences:

- 1) Impulsively
- 2) Put it off
- 3) Do whatever is easiest
- 4) Let someone else decide
- 5) Make an excuse

What will **YOU** do?

Make copies of the following five situations. Cut the sheets into slips to show one situation per slip. The number of slips should equal the number of small groups you want to use. Put the slips into a box or bag so that groups can draw a situation to discuss.

Situation # 1 You are talking with two of your friends. They decide to skip school the next day. Tim's parents will be away from home the next day, so he wants you to come to his house for the skip day. What do you do? What choices do you have? What are the consequences?

Situation # 2 You are taking an important test. Everyone is busy completing the test. Your friend wants you to give him the answers to the questions. He says if you don't give him the answers, he will not be your friend. What do you do? What choices do you have? What are the consequences?

Situation # 3 A student has been picking on you, teasing you, calling you names, and pushing you around. This happens every morning before school. What do you do? What choices do you have? What are the consequences?

Situation # 4 While you are on your way to the school office, you see another student opening someone else's locker. You know whose locker it is, and you know that the person opening the locker shouldn't be there. What do you do? What choices do you have? What are the consequences?

Situation # 5 Marta asks Carly to go to a party with her. Carly agrees to go, then calls her cousin and invites her to go along without discussing it with Marta. What feelings might Marta have in this situation? What should Marta do? What choices does she have? What are the consequences?