



Gold Seal:

Copernicus Education Gateway

Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>Making My Own Decisions</i>			
Grade Span			ICLE Application Model			
<i>K-4 x</i>	<i>5-8</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D x</i>

Instructional Focus:

Reading - Students read a variety of grade level materials, applying strategies appropriate to various situations.

Writing - Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Speaking - Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

Making decisions is something we all do everyday. Students need to learn the steps to proper decision making in order to feel comfortable with their choices.

1. Write the following steps of the decision making model on the chalkboard.
 - a. State the problem clearly.
 - b. Search for alternatives.
 - c. List pros and cons of each alternative.
 - d. Choose the best alternative.
2. Hand out "What is the Right Decision" (Making My Own Decisions Chart 1). Discuss the following decisions that have to be made in the course of a day. Ask each student to label them on a scale of one to five, one being an easy decision and five being the hardest. Explain that we do not need to use the complete decision making process for easy decisions. However, we will feel much better about hard decisions if we do use the complete process. Allow each student five to ten minutes to complete this task.
3. Instruct each student to choose a problem about which they have had to make a decision. Each student will need to write the solution by using the four steps to decision making.
4. The students will then pass their solution to the person next to them. That student will write their solution to the problem by using the four steps in decision making.
5. Repeat procedure 4.
6. At the end of this process, each student may have three solutions to the same problem.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)
Follow oral or written directions. (ela 4)
Identify, collect and/or select pertinent information while reading. (ela 5)
Discriminate important ideas from unimportant ideas while reading. (ela 15)
Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)
Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action. (ela 27)
Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals and portfolios. (ela 40)
Apply, extend, and expand on information while reading. (ela 46)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Organize supporting detail in logical and convincing patterns. (ela 54)
Understand and relate to situations, events and characters in a reading selection. (ela 57)

Scoring Guide:

See attachment: Making my Own Decision Scoring Rubric

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension	Algebra	Earth Science
Writing Narrative Expository Grammar	Geometry	Life Science
Communications Listening Discussion	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

Chart 1

What is the Right Decision?

1. What clothes to wear.
2. Whether to get up early enough to shower and brush your teeth or sleep longer.
3. Whether to talk to your friend on the playground before school or to study a little more for your social studies test.
4. Whether to cheat on a test for which you are not prepared, or to do the best you can on your own.
5. Whether to ride the bus home or to walk with friends.
6. What to bring to school for lunch.
7. Whether to give your book report today or try to get out of it until tomorrow.
8. Whether to go to a friend's party Saturday night or to go to a baseball game with Dad.
9. Whether or not to show your report card to your parents.
10. Whether or not to tell your friend some unpleasant gossip you heard about him/her.
11. Whether or not to shoplift a package of gum. What if you are with a group of friends who are shoplifting?
12. Whether or not to smoke a cigarette.
13. Whether or not to share your cookies with your friend at lunch.

Chart 2
Scoring Rubric

Expectations	Exceeds	Meets	Approaches	Needs More Work
Follows Direction				
Offers Ideas				
Takes Turns				
Listens to Others				
Respects Other Opinions				
Class Participation				