



DECISION MAKING MAGIC

GRADE LEVEL 7-9

“GET READY TO TAKE CHARGE OF YOUR FINANCES”

Time to complete: 45 minutes

CONTENT STANDARD

Family and Consumer Science Standards: 2.1.2, 2.5.1, 2.5.4, 2.6.1, 3.3.1, 3.3.2, 13.1.6

National Council on Economic Education Teaching Standards: 1

National Standards for Business Education

- Career Development: IV.B.1
- Economics: I.1, I.2, II.1
- Personal Finance: I.3-4, V.1

OBJECTIVES

Upon completion of this lesson, students will be able to:

- Define decision.
- Identify types of decisions.
- Identify the steps in the decision making process.
- Explore the benefits of making good decisions.

INTRODUCTION

A **decision** is a choice that is made about things that affect a person’s life.

There are two main types of decisions. **Routine decisions** are made on a day-to-day basis. Deciding what to wear, what to pack for a lunch and where to sit on the school bus are three different **routine decisions**. **Routine decisions** do not require a lot of time or thought. They may become a habit and can be made without thinking. **Major decisions** have long-term effects on a person’s life. Deciding on whether or not to buy a new car or to attend college are two **major decisions** that should be made carefully.

Financial decisions are major decisions that impact an individual’s or family’s well-being. **Well-being** is defined as the state of being happy, healthy and prosperous. Making wise financial decisions contributes to an individual’s or family’s well being. Saving for a family vacation, spending money wisely or purchasing new items are three examples of financial decisions that one may encounter.

The decision making process guides individuals to think about all components of making a good decision. The following steps should be followed when making a **major or financial decision**.

- Identify the problem: know the problem or question before searching for an answer
- List alternatives: brainstorm pros and cons for all of the possible choices
- Decide: make the best choice after thinking about all of the consequences
- Evaluate the results: will help in making better decisions in the future

Both **routine** and **major** decisions are made on a day-to-day basis and when a person’s decision making skills improve, their quality of life is enhanced. Decisions are guided by individual **values**, or fundamental beliefs or practices about what is desirable, worthwhile, and important. Because all people have different values that influence



the decisions they make, in many situations there is not a definite right or wrong solution to a problem. After identifying various alternatives and brainstorming the pros and cons for all of the possible choices, wiser decisions influenced by values can result in better use of time, money and other resources.

In this lesson, students will explore different types of decisions, identify the steps in the decision making process and practice making good decisions.

BODY

**Note to teacher: Decision Making Magic PowerPoint presentation 2.5.1.G1 is available for your use. However, the following facilitation instructions use the Decision Making Magic information sheet 2.5.1.F1 as the primary information dissemination tool along with the Decision Making Magic note taking guide 2.5.1.L1.*

1. Hold four or five different types of gum in your hand.
 - a. Walk around the classroom and allow students to make a decision by choosing one stick of the kind of gum they would like to chew.
 - b. Congratulate the students on successfully making their first decision of the class period.
2. Pass out the *Decision Making Magic* information sheet 2.5.1.F1 and *Decision Making Magic* note taking guide 2.5.1.L1 to students.
3. Make the *Decision Making Magic* note taking guide 2.5.1.L1 into an overhead. Complete the note taking guide as you go through the lesson.
4. Using the *Decision Making Magic* information sheet 2.5.1.F1 and *Decision Making Magic* note taking guide 2.5.1.L1 present the following information to the students.
 - a. Ask one student to read the definition of “decision” from the *Decision Making Magic* information sheet 2.5.1.F1.
 - b. Write the definition of “decision” on the *Decision Making Magic* note taking guide 2.5.1.L1 overhead. Allow time for all students to write the definition on their *Decision Making Magic* note taking guide 2.5.1.L1.
 - c. Write the definition of “routine” and “major decisions” on the *Decision Making Magic* note taking guide 2.5.1.L1 overhead. Describe the difference between the two.
 - d. Allow time for students to write the definitions on their *Decision Making Magic* note taking guide 2.5.1.L1.
5. Pass out three index cards to each student.
 - a. Ask the students to write one decision that they have made in the past week on each index card.
6. Cut apart and tape the *Routine or Major Decision* game cards 2.5.1.H1 on the board or newsprint paper.
 - a. Instruct students to read the decision they wrote on their index cards. Identify whether the decision is a routine or major decision and tape each index card under the appropriate *Routine or Major Decision* game card 2.5.1.H1.
 - b. Ask two or three students to share one of their decisions with the class and describe why it is either a routine or major decision.
7. Using the *Decision Making Magic* information sheet 2.5.1.F1 and *Decision Making Magic* note taking guide 2.5.1.L1 present the following information to the students.
 - a. Ask one student to read the definitions of a “financial decision” and “well-being” on the *Decision Making Magic* information sheet 2.5.1.F1.
 - b. Write the definition of a “financial decision” and “well-being” on the *Decision Making Magic* note taking guide 2.5.1.L1 overhead. Allow time for all students to write the definitions on their *Decision Making Magic* note taking guide 2.5.1.L1.
 - c. Explain how making wise financial decisions contributes to well-being.
 - i. For example, a family that saves money for emergencies will have less anxiety about financial problems than a family that does not save for emergencies.

8. Ask a student to come to the board with their *Decision Making Magic* information sheet 2.5.1.F1 and write the description for the first step in the decision making process. Repeat this for the next three steps in the decision making process.
 - a. Write the steps and descriptions of the decision-making process on the *Decision Making Magic* note taking guide 2.5.1.L1 overhead. Allow time for all students to write the steps and descriptions on their *Decision Making Magic* note taking guide 2.5.1.L1.
9. Give an example of a problem and work through the four stages of the decision making process as a class.
 - a. Identify the problem
 - i. Susie is five minutes late to catch the school bus every morning.
 - b. List Alternatives- ask the students to brainstorm pros and cons to each possible solution.
 - i. She can wake up five minutes earlier in the morning.
 1. Pro- She can keep her morning routine.
 2. Con- She will lose sleep.
 - ii. She can get everything ready for school before she goes to sleep at night including clothes, homework, books, and lunch.
 1. Pro- She will save time in the morning.
 2. Con- She may not know what she wants to wear in the morning or eat for lunch the next day the night before.
 - iii. She could go to sleep earlier at night.
 1. Pro- She will have more energy in the morning, so she can get ready for school faster.
 2. Con- She will have to change her nightly routine.
 - c. Decide- After thinking through all of the alternatives and consequences, make the best decision.
 - i. Susie decides that the best decision is to wake up five minutes earlier in the morning.
 - d. Evaluate- Do you feel you made the right decision? Why or why not?
 - i. Susie tested her decision the next day by waking up five minutes earlier. She made it to the bus stop on time. She feels she made the right choice, because this alternative worked best with her schedule.
10. Pass out the *Decision Making Dilemma* worksheet 2.5.1.A1 to each student.
 - a. Split the class into groups of two or three students.
 - b. Students will read the problem at the top of the page and work through each step of the decision making process.
 - c. Ask one group to share their responses for each decision making step.
11. Read the definition of “value” to the class and write the definition on the *Decision Making Magic* note taking guide 2.5.1.L1 overhead.
 - a. Explain to the students that decisions are guided by values. All people have different values that influence the decisions they make, so in many situations there is not a definite right or wrong solution to a problem.
 - b. Explain that an individual must use the decision-making process to identify their personal values and develop the best solution to their problem.
 - c. Allow time for students to write the definition of “value” on their *Decision Making Magic* note taking guide 2.5.1.L1.

CONCLUSION

Direct students back to their *Decision Making Magic* information sheet 2.5.1.F1. Working in pairs, have students brainstorm examples of routine and major decisions and write their answers in the question box on the upper right corner. Once all students are complete, instruct them to read the question in the question box in the lower right corner and write their answer in the space provided.

ASSESSMENT

Students complete the *Fairy Tale* activity 2.5.1.A2. The *Fairy Tale Example* 2.5.1.E1 is provided for the teacher to read to students if necessary.

MATERIALS

Decision Making Dilemma worksheet – 2.5.1.A1
 Fairy Tale worksheet – 2.5.1.A2
 Fairy Tale rubric – 2.5.1.B1
 Fairy Tale Example – 2.5.1.E1
 Decision Making Magic information sheet – 2.5.1.F1
 Routine or Major Decisions game cards – 2.5.1.H1
 Decision Making Magic note taking guide – 2.5.1.L1
 4 or 5 different kinds of chewing gum
 Index cards
 Newsprint
 Tape

RESOURCES

Forced Choices lesson plan 1.5.1
Making a Choice lesson plan 1.5.2



DECISION MAKING MAGIC

	Total Points Earned
10	Total Points Possible
	Percentage

Name _____

Date _____

Class _____

Directions: Complete the following note taking guide with short answers.

Decision (1 point)

Routine Decision (1 point)

Major Decision (1 point)

Financial Decision (1 point)

What is a value? (1 point)

What is well-being? (1 point)

Decision Making Process

STEPS
(4 points)

- 1.
- 2.
- 3.
- 4.

DECISION MAKING DILEMMA

	Total Points Earned
23	Total Points Possible
	Percentage

Name _____

Date _____

Class _____

Directions: Read the problem below and work through each step of the decision making process to determine a solution.

Problem:

Ryan’s grandparents gave him \$50.00 for his birthday this year, but he is having trouble deciding what to do with it. There are so many options for him to choose from. He can put his money into a savings account, he can buy a brand new bike, or he can buy his best friend a birthday present. He wants to think through all of the alternatives and make a wise choice.

Decision Making Process:

1. Identify the Problem - Know the problem or question before searching for an answer. (2 points)

2. List Alternatives - Brainstorm pros and cons for all of the possible alternatives to solving the problem. (15 points)

Alternative:	
Pros	Cons
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

Alternative:	
Pros	Cons
<ul style="list-style-type: none">••	<ul style="list-style-type: none">••

Alternative:	
Pros	Cons
<ul style="list-style-type: none">••	<ul style="list-style-type: none">••

3. Decide - Make the best choice after thinking about all of the alternatives and consequences. (2 points)

Why did you choose this decision? (2 points)

4. Evaluate the results - Do you feel you made the right decision? (2 points)

FAIRY TALE EXAMPLE

1. Summarize the problem your character is faced with.

Robin the Great has recently begun to be paid for his efforts to help the poor. After paying all of his bills, he has \$200.00 extra money every month. He needs to decide what he should do with this money.

2. Write your fairy tale in the space provided.

Robin the Great is thrilled that he is finally being rewarded for his efforts to help the poor in his community, but he doesn't know what to do with his extra money. He is terrible at handling finances, so he decides to ask some of his friends for their opinions.

He decides to ask his best friend, Sir John. Sir John suggests that he put his extra money into a savings account. This way his money will grow, and he will be able to purchase more with it in the future. He thinks this is a good idea. This option will give him more money to use in the future, but he won't be able to use it right now. Robin the Great decides to get a second opinion from Prince Edward. Prince Edward thought that it was an easy decision. He told Robin the Great that he should go on a shopping spree every month and spend all the money on whatever he wants. Robin the Great thought about this option. This is the most enjoyable and entertaining way to handle his money, but he wouldn't be contributing to his future. Also, he might waste all of his extra money on things that he really doesn't need. He decides to get an opinion from one more person, the beautiful maiden Meryall. She tells Robin the Great that she can't make the decision for him, but if it were her money, she would donate it back to the poor. Robin the Great hadn't thought of this idea before. If he donated back to the poor, he would be making an extra step to help people in need. This would make him feel really good about himself, and after all, he already has everything he needs. However, if he chose to donate his money, he wouldn't be benefiting himself in any way.

Robin the Great decides to think through all of his alternatives again before making a decision. After taking a long walk around the forest, he finally brainstormed the perfect solution. He would combine two alternatives to make the perfect choice. He decided that he would put half of his money into a savings account and donate the other half to the poor. Robin the Great believes that this is the best decision for him, because everyone will benefit from it. With this option, he will be saving for the future and helping others, which is what he truly loves to do.

Robin the Great followed through with his decision. After two months, he looked back at the alternatives he had to choose from. He still feels he made a very wise decision, and he is proud of himself for thinking through his financial problem instead of making an unplanned decision.



FAIRY TALE GRADING RUBRIC

Name: _____

Date: _____

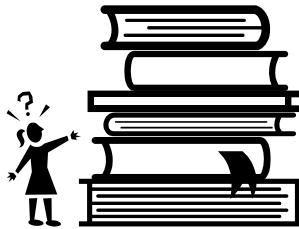
Directions:

1. Develop a character that is faced with making a decision to a problem.
2. Write a fairy tale that takes your character through each step of the decision making process to solve their problem.
3. Grading will be based upon the following rubric.

	Exemplary - 3	Satisfactory - 2	Unsatisfactory - 1	Rating	Weight	Score
Content	Fairy Tale includes all four steps of the decision making process.	Fairy Tale includes three or four of the steps in the decision making process.	Fairy Tale includes two or less of the steps in the decision making process.		6	
Writing Skills	Sentences are fluent and effective. Very few errors in mechanics, punctuation, and word usage.	Sentences are generally controlled. Minor errors in mechanics, punctuation, and word usage.	Sentences are generally adequate. Lapses occur in mechanics, punctuation, and grammar.		2	
Organization and Completion	Assignment is easily read and neatly assembled. Fairy tale is complete.	Assignment is adequate. Parts of fairy tale are missing.	Assignment shows lack of attention. Fairy tale is incomplete.		1	
				Total Points Earned		
				Total Points Available		27
				Percentage		



MAJOR DECISIONS



ROUTINE DECISIONS

