

This or That?

Theme and Level

Theme: Evaluate Options

Levels: Getting Started

At a Glance

Students practice decision-making to become more cognizant of the daily decisions they make and evaluate important factors in good decision-making.

Time: 50 minutes.

Essential Questions

- What is important to me in making decisions?

Preparation

- Set up classroom computer with overhead projector enabled
- Ensure classroom has adequate space for activity
- Establish CIS portfolios before this lesson
- Prepare five everyday choices for activity in step 1
- Make destination signs

Steps

1. Show PowerPoint (PPT) Slide 1. Ask students to have a piece of paper and pen or pencil ready. Without any explanation, ask them to choose one of the two options you give and write down their choice. Give students five choices about everyday activities, foods, or sports stars; for example, "You can choose where to buy tonight's meal: McDonalds or KFC." "You have to vote for Sports Player of the Year: _____ or _____"(choose two popular sports players). Give the choices quickly, with no time for deliberation or discussion.
2. Ask students to put their pens down. Read the choices again, one at a time, and ask students to raise their hands when you read the option they chose.
3. Ask students to individually think about the reasons for their choices and record their reasons on their answer lists.
4. Ask students to share some of their choices and reasons. Record them on the board. (Likely reasons will include past experience, personal preference, family tradition, amount of knowledge, advertising, or seen on TV.)
5. Ask students to individually list the decisions they have already made today and why they made them. Examples might include: clothes, food, degree of attention in class.
6. Discuss some of these choices and reasons. Point out to students that they are constantly making decisions without anyone verbalizing the options for them.
7. Ask students to stand and move into a clear space in the room. Post the three destination signs in different parts of the room.
8. Explain that students will now be able to choose a vacation to take.
9. Show PPT Slide 2. Read the titles of the three destinations. Ask students to move to the sign with the destination of their choice. Do not discuss these choices.
10. Show PPT Slide 3. Tell students that this is a new factor and that the new information may influence their decision. Ask students to move to the sign with the destination of their choice. Students may choose to stay where they are or change to another destination.
11. Show PPT Slides 4-7. Repeat the process, one choice at a time.
12. At the end of the activity review what happened and encourage a discussion. Questions to focus the discussion can include: "Who changed, when, and why?"; "Who did not change, and why?"
13. Discuss the process with the students and emphasize that with more information we can feel more confident about our choices. More information may lead us to change our options and preferences.

14. Discuss with students the implications of what they have learned in this activity upon major decision-making (for example: whether to go to college, which occupations they choose, deciding if and who to marry, where to travel). Ask students whether they would like to make these major life decisions with limited information like they did in step 1.
15. As a homework assignment, ask students to write a paragraph entitled "Decisions!" on what they have learned about decision-making. This paragraph should include the factors that will be important for them to know about before making their career choices. Ask students to identify two important decisions they will make in the next two years (choosing high school classes or activities, choosing training or college after high school, choosing a part time job, etc.).

Variations and Accommodations

- For students needing a more immediate application, ask them to brainstorm the important decisions they will make in the next month. For their homework assignment, ask students to choose one decision and identify some of the factors that will be important for them to know about.
- Replace the vacation destinations with three imaginary occupations and use criteria such as rate of pay, amount of vacation leave, amount of travel in the occupation, amount of education and training required. Use CIS Occupations to obtain this information.
- Extend the activity by organizing students into groups according to important decisions they identified in their paragraphs. Ask students to create worksheets or PowerPoint slides that identify five factors important in making those decisions. Ask students to present the factors to the rest of the class.

Assessment

Use the *This or That? Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about how you set goals and make decisions from the career work you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Classroom with computer, overhead projector and CIS access

[This or That? \(PPTX\)](#)

[This or That? Scoring Guide \(PDF\)](#)

[This or That? Scoring Guide \(DOCX\)](#)

Destinations signs

Goals and Standards

Common Core State Standards

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening

National Career Development Guidelines

- GOAL CM2 Use a process of decision-making as one component of career development.

American School Counselor Association

- Career Development

Bloom's Taxonomy:Evaluating, Analyzing, Applying

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being

Behavior Standards: Learning Strategies

- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills