

DECISIONS, DECISIONS, DECISIONS!



COMPETENCY

CATEGORY: Personal Skills

CATEGORY

NUMBER: F.34

COMPETENCY

TITLE: Identify process of decision-making.

OBJECTIVE:

Upon completion of this module, students will be able to identify the process of decision-making.



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INTRODUCTION

- State module topic and review module objective.
- Ask the following questions:
 1. Have you ever had difficulty making a decision?
 2. Have you ever avoided making a decision?
 3. What happened when you avoided making a decision?
 4. Did avoiding a decision solve the problem?
 5. Have you ever wished you could change a decision you made?
- We will address these questions and many others as we complete this module entitled- “Decisions, Decisions, Decisions!”

Administer Pre-Assessment

OUTLINE

- A. What is a decision?
1. Reaching a conclusion
 2. Finding an answer to a difficult problem
 3. Making up your mind to do something or not to do something
 4. Making a choice
 - a. Examples:
 1. Deciding to accept or not to accept a date with a friend
 2. Choosing to work or not to work part-time while

going to school

3. Deciding to join or not to join a gang
5. You may or may not have already made decisions like these.
6. Decisions are made every day.
7. Many are **minor** decisions.
 - a. For example, deciding which kind of ice cream to select (this is always a difficult one- should it be chocolate or strawberry?)
8. Others are **major** decisions which will have a significant impact on you or others or both!
 - a. For example, reporting the actions of a dishonest employee

COMPLETE LEARNING ACTIVITY C.34-1
“MAJOR OR MINOR DECISIONS?”

- B. What is decision-making?
1. The “process” that individuals go through when they attempt to make a choice
 2. It involves a series of actions.
 3. Sometimes, decisions are based on our values or beliefs.
 4. Sometimes, decisions are based on the consequences of the decisions themselves.
 5. In the work place, decision-making has been “pushed down” requiring all workers at all levels to make decisions.
 6. As a result, employees are often given the responsibility to carry out the decisions they make.

7. When employees are given the opportunity to make and implement decisions, this fosters a greater sense of ownership.

COMPLETE LEARNING ACTIVITY F.34-2 “WORK PLACE DECISIONS”

- C. The six (6) key steps in the decision-making process
 1. Step #1- Define the problem. What is it you are having to make a decision about?
 2. Step #2- List all possible options. What are the choices you can make to solve the problem?
 - a. If you have difficulty in coming up with options, you probably don't have enough information.
 3. Step #3- Evaluate all possible options. In other words, what are the consequences (both favorable and unfavorable) of each option?
 - a. If you are having a difficult time deciding which option is best, talk to someone you trust or respect.
 - b. If you are having difficulty in eliminating options, “test” each one against your goal.
 - c. Eliminate those which don't help you reach a decision or those that are not in keeping with your beliefs or values.
 - d. List the pros and cons of each option.
 - e. This will take a little thinking. Sometimes it's guess work.

COMPLETE LEARNING ACTIVITY F.34-3
“PROS AND CONS”

4. Step #4- Select the BEST possible option. This may not always be the easiest option.
5. Step #5- Evaluate your decision.
 - a. After you have made the decision, was it the right decision?
 - b. What were the consequences of the decision?
 - c. What would you have done differently?
6. Step #6- Assume responsibility for the decision you made.

Note to Specialist: Work out the following example with the students using a flip chart or writing board.

- D. Applying the 6 key steps of the decision-making process to a problem
1. Step #1- Define the problem. What is it you are having to make a decision about?
 - a. Example: You have been “caught” cheating on a school assignment by another teacher. This teacher has asked you to “correct the situation.”
 2. Step #2- List all possible options. What are the choices you can make to solve the problem? You could...
 - a. Step forward and admit to the cheating before the other teacher tells your teacher.
 - b. Deny that you were cheating.
 - c. Wait to see if the teacher tells your teacher.
 - d. Wait until you are asked by your teacher, then admit to the cheating and ask to do the assignment over again.

- e. Attempt to explain the circumstances as to why you were cheating.
 - f. Threaten the teacher who saw you cheating.
 - g. Ask the teacher not to report you to your teacher.
 - h. Others...?
3. Step #3- Evaluate all possible solutions. What are the consequences (both favorable and unfavorable) of each option?

Note to Specialist: The possible solutions listed below correspond to the options listed above.

- a. Admit to cheating before the other teacher tells your teacher. This way you could “clean your slate.” Perhaps you could gain back some respect because you stepped forward and admitted that you were wrong to cheat on the assignment BEFORE the other teacher reported you.
- b. Deny that you were cheating. This way you would not have to admit to any wrong doing and perhaps you can get out of the situation.
- c. Wait. Maybe the teacher will forget to report you and you will not lose any points on the assignment. Besides, you have already decided that you will not do this again.
- d. When asked by your teacher, admit to the cheating and ask to do the assignment over again. This way perhaps you can “accept responsibility for your actions” and by doing the project over again you will not lose all the points on the assignment.
- e. Attempt to explain the circumstances as to why you were cheating. Perhaps you could explain that your original assignment was taken from your locker and you did not

want to lose the points so you copied the material out of a book.

- f. Perhaps the teacher will not report you. Or perhaps the teacher will now report you to the school office and now you might be arrested or suspended from school for threatening a teacher.
 - g. Ask the teacher not to tell your teacher and state that you have never done anything like this before and that you will never do anything like this again.
 - h. Others...?
4. Step #4- Select the BEST option.
- a. When selecting an option, select the one that you can live with when the decision has passed.

Note to Specialist: Discuss each option above and don't forget to include the consequences of each option (both favorable and unfavorable).

5. Step #5- Evaluate the decision.

Note to Specialist: Evaluate the decision selected.

6. Step #6- Assume responsibility for the decision made.

Note to Specialist: Briefly discuss "assuming responsibility for your decision" with your students.

<p>COMPLETE LEARNING ACTIVITY F.34-4 "DECISION-MAKING PROCESS - DOES IT WORK?"</p>
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- E. Group decision-making
- 1. Group decision-making is similar to decision-making on your own, but there are many differences because of the group interaction.

2. Group decision-making is becoming very common in the work place.
3. This involves making a decision that all members of the group can live with and support.
4. Some common group decision-making styles:
 - a. General consensus- The group selects the best decision by talking through the problem and discussing each option before reaching an agreement.
 - b. Vote- The problem is discussed and a decision is reached by taking a vote of the group members. The majority (51%) rules and all members of the group support the decision.
 - c. Default- The problem is discussed but no decision is actually made by the group, but some action is taken on the part of a few group members. (Really no decision was made but everyone thought one was made!)
 - d. Handshake- Two or more group members make a decision BEFORE the group meets. Their ideas or decision “kind of slides through” the group.
 - e. No choice- Because of some other constraints (usually lack of time, manpower, money, etc.) the first option is selected and agreed upon.
 - f. Bully approach- One member of the group makes a suggestion and agrees to do the task. No other ideas are given a chance for review and the group walks away having made a “group” decision.
 - g. One person decision- One member of the group makes a decision, everyone else is quiet so everyone goes along with the “group’s” decision.

COMPLETE LEARNING ACTIVITY F.34-5
“ROLE PLAY”

F. Why decisions are difficult to make?

1. Decisions are not easy to make. If they were, we would not give them a second thought. (We would not be studying this module!) (I heard that!)
2. You are not alone. Everyone has difficulty making a decision from time to time.
3. Reasons why people have difficulty making decisions:
 - a. Afraid of making the wrong decision
 - b. Don't like any of their options or choices
 - c. Don't understand their options very well; therefore they cannot make a decision
 - d. Concerned that the choices or options will hurt someone else's feelings
 - e. Lack of confidence to make any decision; some people will just not make a decision at all.

G. Alternatives to the decision-making process: You can be...

1. Impulsive- Take action now. Don't wait to look at options. Select the first option that comes to mind. Move forward now!
2. Fatalistic- "That's it, I'm dead." "There is no hope." "They are going to kill me!" These people think that there is no solution to their problem.
3. Complacent- Sit back and hope that the decision will be made for them.
4. Procrastinator- Procrastinators can't make a decision. They

gather all the facts and then they just don't make a decision. In many respects a procrastinator has made a decision, that is, they are not going to make a decision.

5. Agonize- Afraid that the decision they make will not be the right one. They ponder and think over every decision as if it were life or death.

H. Bad decisions?

1. When we say that we made a "bad" decision, what we are probably saying is that the consequences of our decision are not what we had expected. That does not mean that the decision was bad.
2. A good decision can lead to bad outcomes!
3. Good decisions minimize the possibility of bad outcomes.
4. What was the "worst decision you have ever made?" Was it a bad decision or a bad outcome?
5. You have control over the decision, NOT the outcome!
6. There is always a risk that the option you have selected may be the wrong one.
7. A good decision does not guarantee a good outcome but it does improve your chances.

COMPLETE READING ACTIVITY F.34
"WE SHOULD ALL SUFFER LIKE THIS!"

COMPLETE MATH ACTIVITY F.34
"SHOPPING WISELY"

Administer Post-Assessment

LEARNING ACTIVITY F.34-1
“MAJOR OR MINOR DECISIONS?”

OBJECTIVE: To differentiate between major decisions and minor decisions

RESOURCES: None

SUGGESTED TIME: 45 minutes

DIRECTIONS:

1. Read each of the decisions listed below and ask your students to determine if the decision involved a major or minor decision.
2. With some of the decisions it may be necessary to “vote” in order to get a consensus.
3. Discuss each of the items with the class.

DECISION LIST:

1. Getting up in the morning (Minor)
2. Cutting class to miss taking a chapter test (Both)
3. Choosing to smoke (Major)
4. Stealing a CD from a friend (Both)
5. Stealing a car (Major)
6. Eating in the school cafeteria (Minor) (or Major- Have YOU ever eaten in the school cafeteria?)
7. Deciding to accept a part-time job on weekends (Minor)
8. Choosing a career (Major)
9. Selecting a college (Major)
10. Drinking beer or using drugs (Major)

11. Driving a car under the influence (Major)

12. Having unprotected sex (Major)

DISCUSSION QUESTIONS:

1. Why was it sometimes difficult to determine if the decision was a major or minor decision? (Difference of opinion)

2. What was the determining factor which made the difference between a major and a minor decision? (Consequences of our actions)

3. How did we reach consensus? (Voting)

FOLLOW UP ACTIVITY:

1. Have students brainstorm a list of major and minor decisions they have had to make in the last couple of weeks.

LEARNING ACTIVITY F.34-2
“WORK PLACE DECISIONS”

OBJECTIVE: To explore the type of decisions commonly made in the work place

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Assign students to groups of 2 or 3.
2. Ask the students this question- “What kinds of decisions do you think you would be expected to make in the work place?”
3. Have students lead a discussion on their answers.
4. List their answers on a flip chart or the writing board.

DISCUSSION QUESTIONS:

1. How important are some of the decisions?

2. Have any of you had to make similar decisions in the work place?

3. How did the decision turn out?

4. Next time, would you do anything differently?

FOLLOW-UP ACTIVITY:

1. Have students interview an employee in the work place to determine the types of decisions that are made on a daily basis.

LEARNING ACTIVITY F.34-3
“PROS AND CONS”

OBJECTIVE: To explore the pros and cons of various options in the decision-making process

RESOURCES: Work Sheet—Learning Activity F.34-3

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Assign the students to groups of 2 or 3.
2. Ask each member of the team to read the case study entitled-
“Rachel Can’t Make a Decision.”
3. Have each team complete one copy of the work sheet for Learning Activity F.34-3.
4. Have each team give a brief presentation on the options they identified, along with the pros and cons they have listed.
5. Engage the class in a discussion of each option and the corresponding list of pros and cons.

DISCUSSION QUESTIONS:

1. What were the similarities in options (pros and cons) between the groups?

2. What were the differences in options (pros and cons) between the groups?

3. Are there any other options that you can think of to help Rachel make a decision?

4. What would you do if you were Rachel?

LEARNING ACTIVITY F.34-3
“PROS AND CONS”
WORK SHEET

DIRECTIONS: As part of a team, read the brief case study below and list all of the options open to Rachel. After each option list the pros and cons for each option.

“RACHEL CAN’T MAKE A DECISION”

Rachel is going to be a senior next year. She has decided that she wants to become a registered nurse. In order to be admitted to the nursing program after graduation she will need to take algebra during her senior year. Rachel has always done okay in math but she has had to really study and besides she was really looking forward to her senior year and was not planning on studying that hard with all the parties, the prom, and graduation. Her options are to take algebra her senior year or put it off until next summer. Besides she had heard from her school counselor that the school she is wanting to enroll in is thinking of dropping algebra as an entrance requirement altogether. If she doesn't take algebra next year and the requirements are not changed for college entrance, she will need to take it in summer school at the community college.

What are Rachel's options?	Pros	Cons
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		

LEARNING ACTIVITY F.34-4
“DECISION-MAKING PROCESS- DOES IT WORK?”

OBJECTIVE: To demonstrate how the decision-making process works

RESOURCES: Work Sheet—Learning Activity F.34-4

SUGGESTED TIME: 2 - 3 hours

Note to Specialist: Depending on the decision to be made, some students may need additional time to work through the steps in the decision-making process using the work sheet for Learning Activity F.34-4.

DIRECTIONS:

1. Individually assist students in identifying a major decision they will need to make in the next few months.
2. Ask students to work through the steps in the decision-making process to find an acceptable solution.
3. Ask for volunteers to present an overview of their decision and to walk the class through the steps in the decision-making process.

FOLLOW-UP ACTIVITIES:

1. After a period of time, check back with each student to see how his/her decision worked out.
2. Select a class project and chart the progress with a bulletin board display of the decision-making process.

LEARNING ACTIVITY F.34-4
“DECISION-MAKING PROCESS- DOES IT WORK?”
WORK SHEET

DIRECTIONS: Identify a major decision you will be facing in the next few months. If you are having difficulty, be sure to talk with your Specialist or someone else you respect as you work through the steps in the decision-making process.

The six (6) key steps in the decision-making process:

1. Step #1- Define the problem. What is it you are having to make a decision about? (Try to be as specific as possible.)

2. Step #2- List all possible options. (If you are having difficulty in coming up with options discuss your problem and options with someone you respect and trust.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

3. Step #3- Evaluate all possible options. What are the pros and cons (both favorable and unfavorable) of each option?

1.
2.
3.
4.
5.
6.
7.
8.

4. Step #4- Select the BEST possible option. This may not always be the easiest option.

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5. Step #5- Evaluate your decision.

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6. Step #6- Assume responsibility for the decision you made. (What are the consequences of the decision you have made?)

LEARNING ACTIVITY F.34-5
“ROLE PLAY”

OBJECTIVE: To demonstrate various types of group decision-making styles

RESOURCES:

- Work Sheet—Learning Activity F.34-5
- The 6 key steps in the decision-making process from Learning Activity F.34-4

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Assign the students to groups of at least 4 members.
2. Have each group identify a minor problem and work through the decision-making process as a group.
3. Cut work sheet—Learning Activity F.34-5 into strips for “Role Play” activity.
4. Assign each group one of the “Role Play” scripts found on the work sheet for Learning Activity F.34-5.
5. Have each of the groups role play the group decision-making process according to the role that has be given to them.
6. Ask the students to identify which group decision-making process was being played out before the group.

DISCUSSION QUESTIONS:

1. What was it like to be part of the group decision-making process?

2. Did you feel comfortable with the way the group was attempting to reach a decision?

2. What do you think would happen if decisions were often reached by some of the less than “fair” decision-making styles?

LEARNING ACTIVITY F.34-5
“ROLE PLAY”
WORK SHEET

DIRECTIONS: Each of you will be asked to play a role in this activity. Some of you will be asked to have a leadership role, while others are expected to participate as a member of the group and play along with the leader or leaders of the group.

Role Play #1: As a group, you are asked to reach decision by general consensus. When a group reaches a decision by general consensus, all the key steps in the decision-making process are followed and the group selects the best decision by agreement of the group. Do not take a vote by a show of hands. Reach an agreement verbally or by nodding in agreement when a decision has been made.

Role Play #2: As a group, you are asked to reach a decision by voting on the options. Before the vote, all the key steps in the decision-making process are followed and the group selects the best decision by agreement of the group. A show of hands or ballots can be taken within the group. The majority rules, so at least 51% of the group must support the decision.

Role Play #3: As a group, you are to reach a decision by default. That is, no decision is actually made by the group and there are lots of options discussed but no action is taken on the part of the group members. (Really no decision is made; everyone just thinks one was made!)

Role Play #4: Before the group meets, two members of the group make a decision. Their ideas or decision “kind of slides through” the group.

Role Play #5: As a group you are to use the “we have no choice” style. Because of a perceived lack of time and money the first option is selected and agreed upon by the group.

Role Play #6: The bully approach is to be used. One member of the group makes a suggestion and agrees to do the task. No other ideas are given a chance for review and the group walks away having made a “group” decision.

Role Play #7: The one person decision is to be used. One member of the group makes a decision; everyone else is QUIET and goes along with the decision.

READING ACTIVITY F.34
“WE SHOULD ALL SUFFER LIKE THIS”

OBJECTIVE: To read with comprehension and recall

RESOURCES: Reading Activity F.34

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Copy reading activities “We Should All Suffer Like This!,” “Recall Questions,” and “Pretend You’re Rafael” and distribute to class.
2. Direct the students to read “We Should All Suffer Like This!”
3. Have students answer the “Recall Questions” as quickly as possible without the use of the story.
4. Have students work in groups of 3 or 4 to complete “Pretend You’re Rafael.” Have each group present their decisions.

DISCUSSION QUESTIONS:

1. What kind of group decision-making style did your group use?

2. How easy was it to arrive at a decision?

3. Would more information have made it easier to come to an agreement?

4. What other decisions might exist in your life that force you to choose between two good things for your life?

“WE SHOULD ALL SUFFER LIKE THIS!”

It was late night TV for Rafael and his eyes were beginning to burn from too much “tube time.” “Ohhhh...” Rafael half groaned as he struggled to pull himself off of the couch. “It would really be good to stretch my back muscles and even get some of my vertebrae to ‘pop,’” he thought. Just then, an attractive and familiar television hostess appeared on the screen and the announcer began the highly recognized introduction to this week’s lottery pick. Rafael knew the speech by heart. “Oh man,” he thought, “I can’t miss the lottery drawing! It’s my favorite show.” Rafael reached for his wallet, dug through the wallet and finally pulled out a crumpled lottery ticket he had picked up at the gas station just three days ago. “OK!” Rafael seemed to plead to the unknown goddess of luck, “Be good to ‘Papa!’” Slowly, small balls about the size of ping pong balls rolled down the chute of a specially designed lottery machine and the hostess began to read the numbers: “25..., 7..., 41..., 11..., 12..., and 3” the hostess announced, smiling while she straightened the balls to line up in a row. Rafael sat on the couch frozen, with his eyes fixed on the TV screen and then on his ticket. It was as if he was afraid to believe it was true. Those were his numbers! He scrambled to find a pen and paper to write the numbers down from the screen. Thoughts flooded his mind, “What does this mean? Did I win? What do I do? Am I dreaming (Quickly, he pinched himself!) Did I hear everything correctly?” He kept checking the numbers on the screen, the numbers on his paper and the numbers on his ticket. They were all the same! His mind was brought back to reality with the closing comments from the lottery spokesperson, “... and tonight’s jackpot is Eighteen million dollars.” Slowly, he tucked the lottery ticket back into his wallet and began to pace through his low-rent apartment from room to room, with no apparent purpose. He eventually found himself lying on his bed, still not sure it was all true, and wondering what his next step was going to be. Finally, he faded into sleep... no dreams.

The next morning came with the buzz of an alarm clock. Rafael opened his eyes and got out of bed quickly. He fixed a cup of coffee and was about to go to the bathroom to shave. Once again he pulled the lottery ticket from his wallet to check it against the numbers on his paper. For the first time, Rafael began to feel excitement as he confirmed the numbers were still the same. He determined that he was not going to tell anyone... not just yet. The rest of the morning went like all of the others of the past 10 years. He went to his job at Hudson Electric Motors, pulled some work orders and

started rewinding some motors. He was much more quiet than usual.

“Everything OK?” asked a familiar voice, “You look kind of down.” It was Edward, probably the closest person to being a friend at work.

“Oh, yeah,” Rafael replied, “I’ve just got some things on my mind.”

The rest of the morning went uneventful with the one exception that Rafael decided it would be a good idea to call the lottery organization and tell them he had a winning number. At lunch, he left work and went to a small restaurant, bought a paper, checked his numbers again, and found the telephone number for the lottery hotline. Melony, the lady on the other end of the hotline was friendly and helpful. She congratulated him for winning and told him how to present his ticket. She also advised him to keep the ticket safe. Rafael told the lady that he was wondering if it was a good idea to have a lawyer or banker handle the claim. Melony told him that many winners feel more comfortable handling things like that and provided him with two names of lawyers in his city that had experience working with the lottery. She also told him that no other person had called in with a winning number, and if no one did in the 30 days allotted, he was the winner of the entire eighteen million dollars. Rafael began to get a little more excited. She continued by telling him that if he was confirmed as a winner, he had a choice to make. He could receive the total eighteen million dollars in equal payments over 30 years, or he could choose to receive a one-time “lump-sum” payment of nine million dollars at the end of the 30 days.

Rafael came away from the restaurant feeling like he had a very productive lunch. And, he knew he had some tough decisions to make. Should he hire a lawyer or financial expert to help him with the negotiations? What if *they* tried to cheat him out of his money? What difficulties could he face if he tried to handle everything on his own? Could someone else possibly take advantage of his lack of understanding in this area and try to steal the money away from him? Should he quit his job? He had heard that once people find out that you have won the lottery, some people will look for a way to sue you for something. Should he change his phone number? He had also heard that everyone would be calling him and asking for large contributions. And, the biggest decision of all, should he arrange for the 18 million over 30 years or take 9 million right now? Nine million dollars is a lot to give up; but, what if something happens to the lottery organization and they go out of business? And what about income tax?!

“Wow,” thought Rafael, “I didn’t know getting rich could be this much trouble.” Then, feeling pretty good about himself, he smiled and reflected, “Of course, everyone should suffer like this!”

RECALL QUESTIONS

DIRECTIONS: Without the use of the story, quickly answer the following questions from “We Should All Suffer Like This!”

1. What was wrong with Rafael’s eyes the night his lottery numbers were announced?

2. Where was Rafael sitting when he heard the news?

3. Which muscles of his body did he want to stretch?

4. What was the first lottery number?

5. Where did Rafael buy his lottery ticket?

6. Where did Rafael keep the ticket?

7. How much was the lottery jackpot?

8. What did Rafael have for breakfast the next morning?

9. Where did Rafael work? How long had he been working there?

10. Who, at work, asked Rafael if he was OK?

11. What was the name of the lady that worked for the lottery?

12. The lady at the lottery gave Rafael the names of two _____ in his city.

13. How many other people had called in with winning numbers?

14. How many days were given for lottery players to call in with winning numbers?

PRETEND YOU'RE RAFAEL

1. Describe how you would react if you won the lottery.

2. What things would you buy for yourself before you started planning out all of your lottery money?

3. Working as a group of 3 or 4, use the decision-making process presented in class to decide the following: (Be ready to present your arguments to the class).

- a. Should Rafael use a banker or lawyer to claim the lottery winnings?

Define the problem.

List all possible options.

Evaluate each option.

Select the BEST possible option -

- b. Should Rafael receive the entire eighteen million dollars over 30 years or accept nine million dollars as a one-time “lump-sum” payment?

Define the problem.

List all possible options.

Evaluate each option.

Select the BEST possible option.

MATH ACTIVITY F.34
“SHOPPING WISELY”

OBJECTIVE: To calculate cost per unit

RESOURCES: Work Sheet—Math Activity F.34

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Copy the math activity “Shopping Wisely” and distribute to each student.
2. Direct the students to complete the activity.
3. Have students share their answers and explain how they arrived at the answers for each group of problems.
4. If “gutsy,” let the students direct you, using their recipe amounts to prepare spicy dip for the class. (Hint: might need to heat up an approximate amount of cheese ahead of time.)
5. Eat and enjoy!

"SHOPPING WISELY"

You will find the following conversions helpful in solving these problems:
16 oz. = 1 pint; 2 pints = 1 quart; 4 quarts = 1 gallon; 12 doz = 1 gross; 1 lb.
= 16 oz.

1. Which of the following are the "best buy for the \$." (The best buy is the product that sells for the least \$ per unit of measure.)
 - a. A 24 oz. package of mashed potato mix for \$1.29 or a 32 oz. package of the same mix for \$1.75
 - b. A 12 pack of 12 oz. soft drinks for \$1.98 or a 16 oz. bottle of the same drink for \$0.25
 - c. One-half gallon of orange juice for \$0.88 or a 16 oz. carton of the same orange juice for \$0.25
 - d. A gallon of Rocky Road ice cream for \$5.00 or the same brand of Rocky Road @\$0.65 per pint
 - e. Any amount of steak that sells for \$1.49 per pound or 3.75 lb. of the same steak for \$4.99
 - f. The same brand of frozen dinner: either a 23.75 oz. dinner @2/\$5.00 or a 10.75 oz. dinner for \$0.98
 - g. A half gallon of tomato sauce for \$1.00 or a 6 oz. can of tomato sauce for \$0.15
 - h. A gross of Grade AA large eggs for \$5.88 or a dozen of the same eggs for \$0.49
 - i. A package of 40 count dryer sheets @2/\$5.00 or a package of 36 dryer sheets for \$1.79
 - j. A 24 oz. box of breakfast cereal @2/\$5.00 or a 36 oz. box of cereal for \$3.79

- k. A \$19.99 shirt with a 10% discount or the same shirt @2/\$35.00
 - l. A 1lb. box of bacon for \$1.99 or a 24 oz. box of bacon for \$2.79
 - m. One 8 oz. can of green vegetables @3/\$1.00 or a 14 oz. can of green vegetables for \$0.59
 - n. A 14 oz. can of drip coffee for \$2.59 or a 1 lb. can of the same coffee for \$2.99
2. Working in small groups of 2 or 3, plan out your meals for five days, using **only** the items included in question #1. List enough food items to feed everyone in the group for breakfast, lunch, and dinner. Count *only* the cost of the food that is planned to be eaten.

Compare with the other groups in class to see who eats the best and spends the least!

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>
<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>

Totals: Sun =
Mon =
Tue =
Wed =
Thu =
Fri =
Total =

3. The following is a pretty good recipe for spinach dip. Really, it tastes pretty good with or without the spinach. The amounts listed provide a healthy amount of dip for 8 people. If your class plans on actually following and experimenting with this recipe, you will need to change the amounts of the ingredients to make the right amount for the number of people in the class.

How many are in the class? _____

How much will each ingredient change in order to make enough for the class?



Good luck and enjoy!

1 10 oz. pkg of chopped spinach, drained
1 cup sour cream
1 cup mayonnaise
½ cup finely chopped onion
½ pkg of onion soup mix
1 tsp. salad seasoning
¼ to ½ cup dry parsley flakes
Mix and enjoy!

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. What is a decision?

2. What is decision-making?

3. What are the 6 key steps in the decision-making process?

4. What are some of the common group decision-making styles?

5. Why are some decisions difficult to make?

6. What are some alternatives to the decision-making process?

7. What is the relationship between a bad decision and a bad outcome?

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What is a decision?
 - Reaching a conclusion
 - Finding an answer to a difficult problem
 - Making up your mind to do something or not to do something
 - Making a choice
2. What is decision-making?
 - The “process” that individuals go through when they attempt to make a choice
 - A series of actions
3. What are the 6 key steps in the decision-making process?
 - Step #1- Define the problem. That is what is it you are having to make a decision about?
 - Step #2- List all possible options. What are the choices you can make to solve the problem?
 - Step #3- Evaluate all possible options. In other words, what are the consequences (both favorable and unfavorable) of each option?
 - Step #4- Select the BEST possible option. This may not always be the easiest option
 - Step #5- Evaluate your decision
 - Step #6- Assume responsibility for the decision you made
4. What are some of the common group decision-making styles?
 - General consensus
 - Vote
 - Default
 - Handshake
 - No choice
 - Bully approach

- One person decision
5. Why are some decisions difficult to make?
- Afraid of making the wrong decision
 - Don't like any of the options or choices
 - Don't understand the options very well
 - Concerned that the choices or options will hurt someone else's feelings
 - Lack of confidence to make any decision
6. What are some alternatives to the decision-making process?
- Impulsive
 - Fatalistic
 - Complacent
 - Procrastinate
 - Agonize
7. What is the relationship between a bad decision and a bad outcome?
- When we say that we made a "bad" decision, what we are probably saying is that the consequences of our decision are not what we had expected. That does not mean that the decision was bad
 - A good decision can lead to bad outcomes!
 - Good decisions minimize the possibility of bad outcomes
 - You have control over the decision NOT the outcome!
 - There is always a risk that the option you have selected may be the wrong one
 - A good decision does not guarantee a good outcome but it does improve your chances

ANSWER KEY
READING ACTIVITY

RECALL QUESTIONS

1. Eyes were burning
2. on the couch
3. back
4. 25
5. the gas station
6. in his wallet
7. \$18 million
8. coffee
9. Hudson Electric Motors, 10 years
10. Edward
11. Melony
12. lawyers
13. none
14. 30 days

PRETEND YOU'RE RAFAEL

1. - 3. Answers will vary. Check for following the decision-making process.

ANSWER KEY
MATH ACTIVITY

1.
 - a. 24 oz. pkg for \$1.29
 - b. 12 pack of 12 oz. drinks for \$1.98
 - c. One-half gallon of orange juice for \$0.88
 - d. A gallon of Rocky Road ice cream for \$5.00
 - e. 3.75 lb. of steak for \$4.99
 - f. 10.75 oz. dinner for \$0.98
 - g. Half gallon of tomato sauce for \$1.00
 - h. Same (prices are equal per egg)
 - i. Package of 36 dryer sheets for \$1.79
 - j. A 24 oz. box of breakfast cereal for @2/\$5.00
 - k. Shirt @2/\$35.00
 - l. 24 oz. box of bacon for \$2.79
 - m. 8 oz. can of vegetables @3 \$1.00
 - n. 14 oz. can of drip coffee for \$2.59
2. Answers will vary
3. Answers vary according to the number in class; must be same ratio