

Decision Making Skills and Goal Setting: Lesson Plans

Summary:

Activities to be used in a lesson on decision making and goal setting.

Main Curriculum Tie:

Alaska Student Standards:

Healthy Living Skills: A1, B1, C1, D1

Discuss values, goals, decision-making and personal responsibility.

National Standard 2.1, 13.1, 13.6

Student Prior Knowledge:

Information on self-awareness and personal values.

Intended Learning Outcomes:

Students will learn how to make wise decisions and goal setting

Career Connections:

- All – Dependent on Student Interest.

Materials:

Worksheets for students.

Hook:

Share a story with students to help prepare them in making wise decisions.

Instructional Procedures / Agenda:

Read Case Studies and fill out Case Studies Worksheet.

5 Steps to good Decision making.

Setting Goals Worksheet and Discussion.

Set Personal goals and Create Visual Representation.

Attachments

Attached worksheets:

Making Decisions - Case Studies Scenarios and Worksheet

Setting Goals

How to Set Goals – Visualization.

Procedures Script

All of you are in here because you have made particular decisions about drugs and alcohol. I know that all of you envision a future for yourselves after high school. Every decision you make effects your future and leads you down a particular path.

Today I want us to talk about good decision making and goal setting. I want all of you to be successful in life, that is why we need to lean how to choose wisely and set goals. This is not only about drugs and alcohol, but every decision you make in life.

On the board is our agenda.

First I want us to go over a couple scenarios.

After going through these two scenarios, what have we learned are 5 steps to good decision making? You can look at the worksheet if you need help. (Identify the problem, decide what the choices are, Gather information, consider the Outcome, and Make the decision. You can also evaluate your decision.)

Now we know the basics to good decision making, let's think about what we can do with these skills in the future.

How many of you have set goals for yourself?
Do you do this regularly?

I try to set goals for myself regularly – college, job, teaching masters.

I want you to fill out this sheet on that asks you some questions about setting goals.

Lets talk about it.

Now I would like us all to set some of our own goals.

This is what I have
After we are done, I want us all to share our goals.

Sometimes it helps to obtain our goals if we think of them in multiple ways. We have written our goal, now I want us to visualize our goals.

MAKING DECISIONS: CASE STUDIES

SITUATION 1

Suzy is a very pretty girl. She has a beautiful face and beautiful hair. She is not very happy with her body size. She weighs about fifteen pounds more than her friends. Suzy says, "My friends are so much prettier than I am. I am so fat. I wish I could be as skinny as they are." She also says, "It's not fair that you guys are so skinny and I am fat."

When Suzy comes home from school she is starved to death. She is a picky eater. She doesn't like the things they serve at lunch, so she spends her lunch money in the candy and Coke machine at school. When she gets home from school, she makes herself an extra-large milkshake because she is so hungry.

What choices does Suzy have about weighing more than she wants? Are there different choices that she could make about her diet to enable her to be the way she wants to be?

SITUATION 2

Fred loves clothes. His favorite activity is to go shopping at the mall and try on new clothes. He looks forward to the day when he has a job so he can buy all the clothes he wants.

Next week is Fred's birthday and he will receive \$75.00 for his present. He saw a pair of jeans at the mall that were \$72.00; however, he also needs new shirts, new shorts, and some swim trunks for the summer. His \$75.00 could purchase all of these things or it could purchase the one pair of designer jeans.

All the kids at school wear these jeans. Fred states, "If only I had a pair of these jeans, I would be popular." How could Fred make a wise decision? What would you do?

SITUATION 3

Katie loves clothes. She wishes she could have all the designer clothes she wants. Unfortunately, she can't; she has two brothers and three sisters, and her parents cannot afford to buy all their children designer clothes.

Katie has a few friends that have some designer jeans. Her friends let her borrow the jeans, even though this is against her parents' wishes. Her parents felt that Katie should not borrow them in case something were to happen to them. In that case, they would need to purchase an outfit to replace the damaged one.

One day on the way home from school, Katie tripped and fell on her knees. She tore holes in both knees of the designer jeans she had borrowed from her friend, Julie. Katie was crying, not only because she had injured her knees, but because the new jeans were ruined and they weren't even hers.

What is Katie going to do? Should she tell her parents? Should she tell Julie? What decisions should Katie have made prior to borrowing the jeans? Does Katie have an obligation to Julie?

SITUATION 4

Steve is fourteen and has taken piano lessons since he was five. He feels that he misses out on many fun activities because he has to practice everyday after school. He wants to quit piano lessons, but his mother will not allow him to; she says, "If you quit the piano now you'll be sorry when you get older." Steve wants to quit anyway.

What other options could Steve and his mother find? Is there a compromise that they can make to satisfy both of them?

Name _____ Date _____ Situation _____

CASE STUDIES WORKSHEET

Use this worksheet to evaluate each case study. Use one worksheet for each case study.

1. Identify the problem.
2. What are the person's choices?
 - a.
 - b.
 - c.
 - d.
 - e.
3. Gather information: What information should the person gather that would be helpful to know before making a decision?
 - a.
 - b.
 - c.
 - d.
4. Consider the outcome. What would be the results of the decision?
 - a.
 - b.
 - c.
 - d.
 - e.
5. Make the decision. What should the person do?
6. Evaluate your decision. Why do you think this is the best decision possible?

Name _____ Date _____ Situation _____

CASE STUDIES WORKSHEET

Use this worksheet to evaluate each case study. Use one worksheet for each case study.

7. Identify the problem.
8. What are the person's choices?
 - a.
 - b.
 - c.
 - d.
 - e.
9. Gather information: What information should the person gather that would be helpful to know before making a decision?
 - a.
 - b.
 - c.
 - d.
10. Consider the outcome. What would be the results of the decision?
 - a.
 - b.
 - c.
 - d.
 - e.
11. Make the decision. What should the person do?
12. Evaluate your decision. Why do you think this is the best decision possible?

Name _____ Date _____ Situation _____

CASE STUDIES WORKSHEET

Use this worksheet to evaluate each case study. Use one worksheet for each case study.

13. Identify the problem.

14. What are the person's choices?

a.

b.

c.

d.

e.

15. Gather information: What information should the person gather that would be helpful to know before making a decision?

a.

b.

c.

d.

16. Consider the outcome. What would be the results of the decision?

a.

b.

c.

d.

e.

17. Make the decision. What should the person do?

18. Evaluate your decision. Why do you think this is the best decision possible?

Name _____ Date _____ Situation _____

CASE STUDIES WORKSHEET

Use this worksheet to evaluate each case study. Use one worksheet for each case study.

19. Identify the problem.

20. What are the person's choices?

a.

b.

c.

d.

e.

21. Gather information: What information should the person gather that would be helpful to know before making a decision?

a.

b.

c.

d.

22. Consider the outcome. What would be the results of the decision?

a.

b.

c.

d.

e.

23. Make the decision. What should the person do?

24. Evaluate your decision. Why do you think this is the best decision possible?

Setting Goals

Name: _____

1. Do you ever set goals for yourself? What are some goals you have right now (short term and long-term)?

2. Agree or disagree: It's better to set lower goals than to risk failure by setting higher ones.

4. What's the difference between a wish and a goal?

5. How do you decide what your goals are?

6. Have you ever set a goal that was unrealistic? What happened? What did you learn from that?

7. Is it ever okay to take risks? What kinds of risks are okay? What kinds of risks are not okay?

8. Have you ever gone out on a limb and risked failure in order to achieve a bigger goal? (describe) Are you glad you took that risk?

9. Has there been a time when you turned a failure into a success? (describe) What did you learn from that?

10. What's the difference between failing and being a failure?

11. If you don't accomplish all your goals does that make you a failure?

12. What are some good ways to deal with disappointments?

13. What is your personal definition of success?

14. Is it a good idea to set goals? Why, what do goals do for you?

HOW TO SET GOALS

In order for something to be a goal:

- It has to be important to you, personally.
 - It has to be within your power to make it happen through your own actions.
 - It has to be something you have a reasonable chance of achieving.
 - It must be clearly defined and have a specific plan of action.
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1. Define the goal.*

2. Outline the steps needed to achieve it.

3. Consider possible blocks and ways of dealing with them.

4. Set deadlines.

*Not every wish can be a goal. For instance, you may wish you could live and stay young forever, but since there's nothing you can do to make that happen, it could never be considered a goal.

Visualizing Your Goals

Create a visual representation of your goal. You can use: paper and markers, collage, computer graphics, or abstract designs.

Put thought into your creation! Spend the time to make this piece quality and presentation worthy.

You can use the space below to sketch out your design or brainstorm.