



# Decisions Decisions

**\*LESSON\***

## LEARNING & DEVELOPMENT OUTCOME

Participants will learn to recognize what decisions were made as someone prepared to leave the house that day.

## MATERIALS

Paper, Writing Utensils

## AGE ADJUSTMENTS

For an older audience, write up a more detailed story with some situations where what decisions were made are slightly more ambiguous.

## Lesson Plan

### Introducing the Lesson

- Ask participants what it means to make a decision. Allow a few to share out what it means.
- Ask participants to reflect on the most recent decision they have had to make.
  - They may think back to major decisions, but remind them that we made tiny little decisions every couple of minutes.
  - Fun Fact: It is estimated that we make 35,000 decisions a day!

### Experiencing the Lesson

- Read aloud the following paragraph. Ask participants to keep count of the decisions you made as you prepared to leave your house for school today:
  - The alarm went off this morning and I pushed the snooze button (1). Ten minutes later, I got out of bed (2) and took a shower (3). Then I brushed my teeth (4). For breakfast, I had a glass of orange juice (5) and a bowl of cereal (6) with bananas (7). I put on these clothes (8) and my running shoes (9). But I changed my shoes (10) right before I left the house because I wanted to wear a different pair instead.
- Ask everyone to share out the number of decisions they counted.
- If there are big differences, read the paragraph one more time. This time, hand out an index card and a writing utensil to each participant.
- When you read the paragraph again, do it slowly, pausing after each statements as a hint to what could be a decision that was just made.
- Encourage participants to keep track as you read on the index card of any decisions that they heard. This may help them have more accurate reads on the numbers.
- Ask if any of their numbers have changed at all after hearing it a second time.

### Closing the Lesson

- Go through the paragraph one more time and help identify all of the decisions that were made. With participants about what they learned from this.
- Close by saying that we make tons of tiny decisions throughout the day and it really has an impact on our day!

## Further Exploration

- Lead a brief conversation on the differences between big decisions and small decisions.
- This lesson was a good example of how many small decisions we make even in the 20 minutes after we get out of bed. However, we also make bigger decisions that can hold more weight.
- Ask participants to reflect on the last big decision they had to make. You can share an example to get them started.
- If participants are struggling, explain that there really is no right or wrong answer. At the end of the day, it is up to you to decide what is a "big" or "small" decision.
- When they have their example, have them find a partner and take a few minutes to share the last big decision they made.
- If time allows, have a few pairs share outloud if they feel comfortable.



## Get Creative

- Have participants come up with their own paragraph that is filled with decision making examples!
- Give them 10-15 minutes to do so and keep a count of all the decisions they put in there. Encourage them to put in as many as they can and try to stump their partners!
- Pair them up with a partner and have each partner share their paragraphs. The other partner will try and figure out the true number of decisions.

## Online

- Provide participants with an electronic copy of the worksheet.
- Use breakout rooms for any partner or small group work.
- Continue as directed.

