

Decision-Making

Grade 6, lesson #2

Time Needed

Class Period

Student Learning Objectives

To be able to ...

1. Identify two ways people can make decisions (actively or passively.)
2. List and demonstrate the steps in making a decision actively.
3. Recognize that, although feelings affect decisions, people CAN decide not to act on a feeling.

Agenda

1. Answer "Anonymous Question Box" questions.
2. Explain the importance of decision-making in sexuality.
3. Explain ACTIVE vs. PASSIVE decisions.
4. Use brainstorm to show that students are already decision-makers.
5. Explain the 4 steps in making an ACTIVE decision.
6. Use board to walk the class through one ACTIVE decision.
7. Use the *Decision-Making Worksheet* or easel paper as individual or small group exercise to help students practice the model on another decision.
8. Anonymous Question Box activity – (today's lesson).
9. Summarize the lesson.

This lesson was most recently edited August, 2009.

Materials Needed

Classroom Materials:

- 5-10 sheets of easel paper
- 5-10 felt-tip markers

-- *OR* --

Student Materials: (for each student)

- *Decision-Making Worksheet*

Activities

1. Answer question(s) from the anonymous question box – (previous lesson(s)).
2. Introduce lesson by discussing what decision-making has to do with sexuality.

Say: *“Examples of sexuality decisions we all face at some time in our lives include: Whom to choose as friends, how to act toward friends, whom to choose as a boyfriend or girlfriend and at what age, whether to “go with” anybody, whether and when to marry or have children, whether and when to go to the doctor about our private parts, whether to talk about sexuality with our families or friends, and even how to treat a person who likes us but whom we don’t especially like.”*

3. Explain the difference between ACTIVE and PASSIVE decisions.
 - a. Say: *“ACTIVE decisions involve conscious thought (sometimes 30 seconds’ worth, sometimes 5 year’s worth). ACTIVE decisions involve a choice between at least two alternatives, where one can know or guess some of the consequences of each alternative. In making ACTIVE decisions, people consider their feelings (e.g. fear, anger, tenderness), their beliefs and their family’s belief e.g. “friendship is important, but honesty is more important.”), and the possible consequences, good and bad, of each alternative.”*
 - b. Say: *“Passive decisions are those where the person has a choice, but allows someone else, or time, or chance to decide. Having red hair is NOT a decision, because there is no choice. Having short hair because your hairdresser or barber chooses it is a PASSIVE decision. Having short hair because you prefer it is an ACTIVE decision.”*
 - c. Say: *“There is nothing inherently “good” or “bad” about ACTIVE vs. PASSIVE decision. In fact, if we consciously decided about every step we took, we’d be late getting where we were going!”*
3. Use brainstorm to show that students are already decision-makers.
 - a. Help students brainstorm all the decisions they have made so far today. Your list may look something like this:
 - whether to get up
 - what to wear
 - whether to bathe
 - whether to eat breakfast
 - what to have for breakfast
 - whom to sit with on the bus, or whom to walk to school with
 - whether to bring lunch
 - b. Say: *Now, based on our brainstorm lets identify which decisions were made ACTIVELY, and which, PASSIVELY. For example, if someone in your family always cooks breakfast and you all eat together, you may not even think of it as a decision; you just do it. For you it’s a PASSIVE decision. If, instead, you decide when you wake up each morning whether you’re hungry and what to*