Decision Making
Lesson Overview

1. Opening
Students watch a humorous video showing a group of business executives struggling to decide what to have for lunch.

2. Instruction
- Decision Making is broken down into three categories: No Decision, Snap Decision, and Responsible Decision.
- All 3 types of Decision Making are defined, and students discuss the advantages and disadvantages of each.

3. Guided Practice
- **No Decision**: Students are told they have gone to a fortune teller who has chosen their future for them. Teacher passes out a random slip of paper to each student with their future career and favorite hobby on it [included in Student Handouts].
- **Snap Decision**: Students are asked to make a series of decisions in 5 seconds or less which will lead them to their future career [included in Student Handouts]. Students must cover up the chart with a sheet of paper and then reveal one line of the chart at a time, making each decision by circling their choice. They then repeat this exercise, putting more thought into each decision.
- **Responsible Decision**: Students are given two scenarios in which to practice the steps to responsible decision making [included in Student Handouts]. After they’ve made each decision, teacher can reveal what actually happened in each scenario.

4. Independent Practice
Students are given five decision making scenarios, and they must choose two in which to practice the steps to responsible decision making [included in Student Handouts].
[Suggestion: Independent Practice can be assigned as homework to save class time.]
Learning Target

I can make decisions by considering multiple possibilities and choosing from among them.
Making Decisions Shouldn’t Be This Hard

What could the people in the video have done to improve their decision making process?

What is an important decision you’ve had to make in your life? How did you make the decision?
Types of Decision Making

- No Decision
- Snap Decision
- Responsible Decision

Adapted from XAP Reach Farther
No Decision
Allowing others to make decisions for you

Discussion:

1. Can you think of a time when someone else made a decision for you? How did it turn out?
2. What are some advantages and disadvantages to having your decisions made for you?
3. When might letting someone else make the decision for you be appropriate?
   - Life-threatening situations
   - When it doesn’t matter and you honestly don’t mind what happens either way
Guided Practice:
Each of you has paid a visit to a fortune teller, and she has determined your futures. I have your results and will now pass them out.

Poll:
Who is happy? Who is not?
Did anyone get the future they wanted?
Snap Decision

A quick decision made without considering others or the consequences.

Snap decisions are important, and we actually make hundreds of them every day. They don’t take up a lot of time and typically don’t have much impact on the future.

Example: What shirt you wore to school today.

What are some examples of snap decisions you have made in the last 24 hours?

Snap decisions are usually fine, but there are some situations when snap decisions are not appropriate. Making certain decisions this quickly can lead to bad results.
GUIDED PRACTICE: SNAP DECISION

Our lives are really a series of decisions that we make. These decisions have the power to point us down different paths, and along those paths, we make further decisions which guide our direction. Use more than snap when it impacts others or when it impacts the future.

Simulation:
- You will be given a series of decisions you must make in 5 seconds or less, and these decisions will determine your future career.
- Poll: Who is happy with their new career? Who is not?

We will now go through the simulation again, but this time you will be able to put more thought into each decision.
- Poll: Who prefers your second career to first? Why do you think this is?
- Discuss: When are snap decisions good? When should you put more than ‘snap’ into a decision?
Responsible Decision

Coming up with many options, taking into consideration others and the consequences for the future

Four-step process for responsible decision-making:

1. Identify multiple options. Think beyond the obvious ones.
2. Determine the positive and negative consequences of each option.
3. Determine who else is impacted by each option and in what ways.
4. Make a choice and follow through.
People mistakenly make many of their important decisions in life as snap decisions, not following these essential steps. When important decisions arise, you must think beyond yourself and what seems good in the present moment, considering others and the future.
Practice: Scenario 1
GUIDED PRACTICE: RESPONSIBLE DECISION

Your name is Michael. Your two best friends, Jesse and Amanda, are both in your math class. The three of you have been friends for years with relatively little drama. Last week, you all took a really difficult math test, and during the test, you noticed Jesse cheating off of Amanda’s paper. After the test, Jesse admitted to you that he hadn’t studied but he doesn’t say anything about cheating. This puts you in a tough situation because you are equally good friends with both Jesse and Amanda, and while you don’t want Jesse to get mad, you think Amanda deserves to know. You decide to bring it up to Jesse to see what he says. You casually mention that it looked like he was copying off of Amanda’s paper, and he gets really upset, begging you not to tell her. What are you going to do?
This is an important decision, one which will affect others. Go through the steps of responsible decision-making:

1. Identify multiple options (Tell / Don’t tell / Additional creative options)
2. Identify positive and negative consequences of each option
3. Consider who else is impacted by each option and in what way (Jesse / Amanda/ Yourself / Others?)
4. Once you’ve thought about the choices, make your decision.

Want to know what really happened?
Michael thought of the following choices:

- Tell Amanda
- Keep it to himself
- Get someone else from math class to tell Amanda
- Send Amanda an anonymous note
- Convince Jesse to tell Amanda

Michael decided that Amanda deserved to know, but he was afraid to tell her himself and ruin his friendship with Jesse. He decided to get someone else from the math class to tell Amanda, so he told a girl named Fiona and had her pass the message along. Amanda did get angry, and she confronted Jesse who confessed what he had done. The two worked through it, and Jesse swore he would never cheat again. Michael felt like he had made the right decision because Amanda had gotten the information, she and Jesse had made up, and he still had both of his friends.

Do you think he made the right choice?
Practice: Scenario 2
Your name is Anna, and you’re just starting your senior year in high school. It’s time for you to start choosing a college, and while you already have a pretty good idea of where you want to go, your parents are pressuring you to instead go to the college they both attended. They talk to you almost daily about the perks of their college and all the positive memories they have of their time there. You have done some research and feel as though your choice is a better fit for you, but you are afraid of letting your parents down. What are you going to do?
This is an important decision, one which will affect your future. Go through the steps of responsible decision-making:

1. Identify multiple options
2. Identify positive and negative consequences of each option
3. Consider who else is impacted by each option and in what way
4. Once you’ve thought about the choices, make your decision

Want to know what really happened?
Anna decided to agree to go on a tour of both college campuses and make her decision after that. She went on the tours, and as much as she hated to admit it, her parents’ college was very impressive, as was the college she liked. They were fairly even in her mind after that, so she then decided to create a side-by-side comparison chart showing the similarities and differences between the two schools. After doing this, she presented the chart to her parents and the three of them had a discussion about what Anna should do. All three of them wound up deciding that, based on the information in the chart, Anna’s first choice would really be a better fit for her after all. Anna was proud of herself for remaining open-minded, and she felt that the way she handled the situation actually helped her parents come to agree with her choice. This ended up preventing a lot of conflict.

Notice that when making responsible decisions, you consider others but you ultimately have to make the final decision for yourself. While Anna considered her parents’ point of view and made a point to explore their college, her final decision was still the one that was best for her.
GUIDED PRACTICE

Which type of decision?
Sort the following choices into the 3 categories:
No Decision / Snap Decision / Responsible Decision

• Which car to buy
• Who to date
• Whether to attend a party
• Whether or not to go to the hospital after a car crash
• Which snack to eat
• Who to marry
• Which college to go to
• Which book to read
• Which pet to buy

• Which shoes to wear
• Whether to watch TV or do homework
• Whether to lie about where you were
• Which color pen to use
• Whether to look at Twitter or Instagram
• How many people to tell a secret to
• Where to go for dinner
• Whether or not to buy a new shirt
INDEPENDENT PRACTICE

Decision Making Practice Scenarios

Choose 2 of the 5 scenarios on the worksheet and follow the responsible decision making process, following the four-step process for responsible decision-making:

1. Identify multiple options. Think beyond the obvious ones.
2. Determine the positive and negative consequences of each option.
3. Determine who else is impacted by each option and in what ways.
4. Make a choice and follow through.

Scenarios: (See handout)
- School Clubs
- Gossip
- Parties
- Using the Car
- Friend Groups

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Decision Making
Types of Decisions

1. No Decision
Allowing others to make decisions for you

When might letting someone else make the decision for you be appropriate?

- Life threatening situations
- When it doesn't matter and you honestly don't mind what happens either way

2. Snap Decision
A quick decision made without considering others or the consequences; Snap decisions are important, and we actually make hundreds of them every day. They don't take up a lot of time and typically don't have much impact on the future.

- Example: What shirt you wore to school today
- Snap decisions are usually fine, but there are some situations when snap decisions are not appropriate. Making certain decisions this quickly can lead to bad results.

3. Responsible Decision
Coming up with many options, taking into consideration others and the consequences for the future

Four-step process for responsible decision-making:

1. Identify multiple options. Think beyond the obvious ones.
2. Determine the positive and negative consequences of each option.
3. Determine who else is impacted by each option and in what ways.
4. Make a choice and follow through.

People mistakenly make many of their important decisions in life as snap decisions, not following these essential steps. When important decisions arise, you must think beyond yourself and what seems good in the present moment, considering others and the future.
Decision Making
Guided Practice: Decision Making

Directions
Cut these into individual slips. Fold each one in half and place in a bowl. Have each student select a slip of paper.
Guided Practice: Decision Making

**Directions**
Use a sheet of paper to cover up this diagram. Then, uncover one row at a time, choosing between the options presented in that column. Circle the answers you choose. For this activity, you only have 5 seconds to make each decision, and once the decision is made, you cannot change it.
Guided Practice: Decision Making

Types of Decisions:

1. **No Decision**
   Allowing others to make decisions for you

2. **Snap Decision**
   A quick decision made without considering others or the consequences.

3. **Responsible Decision**
   Coming up with many options, taking into consideration others and the consequences for the future

Directions: Sort the following choices into the 3 categories.

1. Which car to buy______________________________________________
2. Who to date__________________________________________________
3. Whether to attend a party_____________________________________
4. Whether or not to go to the hospital after a car crash_____________
5. Which snack to eat___________________________________________
6. Who to marry________________________________________________
7. Which college to go to________________________________________
8. Which book to read___________________________________________
9. Which pet to buy____________________________________________
10. Which shoes to wear_________________________________________
11. Whether to watch TV or do homework___________________________
12. Whether to lie about where you were___________________________
13. Which color pen to use_______________________________________
14. Whether to look at Twitter or Instagram________________________
15. How many people to tell a secret to_____________________________
16. Where to go for dinner_______________________________________
17. Whether or not to buy a new shirt_____________________________
Responsible Decision Making

Directions: Read the following scenarios and make a responsible decision.

**Scenario 1**
Your name is Michael. Your two best friends, Jesse and Amanda, are both in your math class. The three of you have been friends for years with relatively little drama. Last week, you all took a really difficult math test, and during the test, you noticed Jesse cheating off of Amanda’s paper. After the test, Jesse admitted to you that he hadn’t studied but he doesn’t say anything about cheating. This puts you in a tough situation because you are equally good friends with both Jesse and Amanda, and while you don’t want Jesse to get mad, you think Amanda deserves to know. You decide to bring it up to Jesse to see what he says. You casually mention that it looked like he was copying off of Amanda’s paper, and he gets really upset, begging you not to tell her. What are you going to do?

This is an important decision, one which will affect others. Go through the steps of responsible decision-making:

1. **Identify multiple options**
2. **Identify positive and negative consequences of each option**
3. **Consider who else is impacted by each option and in what way**
4. **Once you’ve thought about the choices, make your decision.**

**Scenario 2**
Your name is Anna, and you’re just starting your senior year in high school. It’s time for you to start choosing a college, and while you already have a pretty good idea of where you want to go, your parents are pressuring you to instead go to the college they both attended. They talk to you almost daily about the perks of their college and all the positive memories they have of their time there. You have done some research and feel as though your choice is a better fit for you, but you are afraid of letting your parents down. What are you going to do?

This is an important decision, one which will affect your future. Go through the steps of responsible decision-making.
Independent Practice

Directions: Choose 2 of the 5 scenarios on the worksheet and follow the four-step process for responsible decision making.

Scenario 1: School Clubs
It’s a brand new year at school, and you’ve decided you want to get more involved with some school clubs. Looking over the list with your friends, you start thinking that drama club seems like something you might enjoy. Just as you’re about to mention this to your friend, she says, “Can you believe anyone would actually join drama club? What a bunch of nerds. Let’s join the cooking club.” This stops you in your tracks. For starters, you hate to cook. You also know that acting is something you’ve always been interested in but have never really pursued. What do you do?

Scenario 2: Gossip
You’re eating lunch in the cafeteria with your friend, Sarah. She starts telling you about a party she went to over the weekend and how another one of your friends, Ruby, was flirting with Adam, the same guy she likes. Sarah is so upset about this that she decides the best way to keep Ruby from dating Adam is to spread a rumor about her. She plans on telling everyone that Ruby has been known to date multiple guys at the same time, lying to all of them, telling them they are the only one. Sarah wants your help in spreading this rumor. However, Ruby is one of your friends, and you know the rumor is nowhere close to true. What do you do?

Scenario 3: Parties
At a party one Saturday night, your friend Alonso shows up with a case of beer. He starts passing the cans around to all your friends, and he offers one to you. You’ve had a few drinks in the past, but your parents have been very clear with you about the dangers of drinking and driving. You drove to this party, and you know you’ll have to drive home. What do you do?

Scenario 4: Using the Car
You recently got your driver’s license, and your parents have been letting you use their car from time to time. So far, you’ve been careful to take good care of it and to follow their expectations. One of the most important things they’ve told you is that you’re not allowed to have the car out past 10pm. One weekend, your parents go out of town, leaving their other vehicle at home with you. While they say you’re allowed to use it, they say the same rules apply. You don’t think this should be a problem until one of your friends invites you to a midnight movie. You know seeing a movie is harmless, and the odds of something bad happening to the car are slim. However, this definitely breaks the 10pm curfew. What do you do?

Scenario 5: Friend Groups
You have been a part of the same group of 5 friends for a very long time. You all started at the same preschool at the same time, your parents are friends, and you have all remained close friends throughout middle school. Upon starting high school, you start to feel yourself drifting away from this group of friends. You are more interested in joining school sports teams and getting involved in school activities, but your friends are starting to say that’s lame. They are getting into the habit of skipping school, and their grades have started to slip. You feel the urge to keep up these friendships while at the same time recognizing that you don’t have much in common with them anymore. What do you do?
Decision Making
Here are twelve questions concerning personal survival in a wilderness situation. Your first task is individually to select the best of the three alternatives given under each item. Try to imagine yourself in the situation depicted. Assume that you are alone and have a minimum of equipment, except where specified. The season is fall. The days are warm and dry, but the nights are cold. After you have completed this task individually, you will again consider each question as a member of a group. Your group will have the task of deciding, by consensus, the best alternative for each question.

1. You have strayed from the group you are with in the woods. You have no special signaling equipment. The best way to attempt to contact your friends is to:
   a. call “help” loudly but in a low register
   b. yell or scream as loud as you can
   c. whistle loudly and shrilly

2. You are in “snake country.” Your best action to avoid snakes is to:
   a. make a lot of noise with your feet
   b. walk softly and quietly
   c. travel at night

3. You are hungry and lost in wild country. The best rule for determining which plants are safe to eat (those you do not recognize) is to:
   a. try anything you see the birds eat
   b. eat anything except plants with bright red berries
   c. put a bit of the plant on your lower lip for five minutes; if it seems all right, try a little

4. The day becomes dry and hot. You have a full canteen of water (about one liter) with you. You should:
   a. ration it—about a cupful a day
   b. not drink until you stop for the night, then drink what you think you need
   c. drink as much as you think you need when you need it

Adapted from Vista Campus
5. Your water is gone; you become very thirsty. You finally come to a dried-up watercourse. Your best chance of finding water is to:
   a. dig anywhere in the stream bed
   b. dig up plant and tree roots near the bank
   c. dig in the stream bed at the outside of a bend

6. You decide to walk out of the wild country by following a series of ravines where a water supply is available. Night is coming on. The best place to make camp is:
   a. next to the water supply in the ravine
   b. high on a ridge
   c. midway up the slope

7. Your flashlight glows dimly as you are about to make your way back to your campsite after a brief trip foraging for food. Darkness comes quickly in the woods and the surroundings seem unfamiliar. You should:
   a. head back at once, keeping the light on, hoping the light will glow long enough for you to make out landmarks
   b. put the batteries under your armpits to warm them, and then replace them in the flashlight
   c. shine your light for a few seconds, try to get the scene in mind, move out in the darkness, and repeat the process

8. An early snow confines you to your small tent. You doze with your small stove going. There is danger if the flame is:
   a. yellow
   b. blue
   c. red

9. You must ford a river that has a strong current, large rocks, and some white water. After carefully selecting your crossing spot, you should:
   a. leave your boots and pack on
   b. take your boots and pack off
   c. take off your pack, but leave your boots on

10. In waist-deep water with a strong current, when crossing the stream, you should face:
    a. upstream
    b. across the stream
    c. downstream

11. You find yourself rimrocked; your only route is up. The way is mossy, slippery rock. You should try it:
    a. barefoot
    b. with boots on
    c. in stocking feet

12. Unarmed and unsuspecting, you surprise a large bear prowling around your campsite. As the bear rears up about ten meters from you, you should:
    a. run
    b. climb the nearest tree
    c. freeze, but be ready to back away slowly
Lost At Sea

You are adrift on a boat in the South Pacific. As a consequence of a fire of unknown origin, much of the boat and its contents have been destroyed. The boat is now slowly sinking. Your location is unclear because critical navigational equipment was destroyed and because you and your crew were distracted trying to bring the fire under control. Your best estimate is that you are approximately 1000 miles south-southwest of the nearest land. To the right is a list of fifteen items that was left undamaged after the fire. In addition to these articles, you have a rubber life raft with oars that is large enough to carry you, the crew, and all of the items listed below. The total contents of all survivors’ pockets are a package of cigarettes, several books of matches and five one-dollar bills.

Your task is to rank the fifteen items to the right in terms of their importance. Place the number 1 by the most important item, the number 2 next to the next most important item, and so on through number 15, the least important.

Take your time. Give the rankings some thought. Make sure your final ranking reflects your best thinking based on what your goals are in this problem. Do this work individually without letting anyone else see how you rank the items. Raise your hand when you are finished. You will then be divided into groups. As a group, you will do the exercise again, ranking the importance of the items. However, there must be agreement and consensus within the group as to the ranks given.

Directions: Rank supplies 1-15, 1 being the most important item and 15 the least important.

______ Sextant (a tool which helps determine latitude and longitude while at sea)
______ Shaving mirror
______ Five-gallon can of water
______ Mosquito netting
______ One case of U.S. Army C rations (food)
______ Maps of the Pacific Ocean
______ Seat cushion (approved flotation device)
______ Two-gallon can of oil-gas mixture
______ Small transistor radio (communication device)
______ Shark repellant
______ Twenty square feet of opaque plastic
______ One quart of 160-proof Puerto Rican rum
______ Fifteen feet of nylon rope; Two boxes of chocolate bars
______ Fishing kit

Adapted from Vista Campus
Decisions, Decisions

Read each scenario. As a group, discuss options and solutions for the person. Be prepared to discuss the answers in class.

A. Millie
Millie will miss work on Friday to take her daughter to the hearing specialist in a nearby town. She told one of her fellow employees where she would be in case she was needed. She didn’t say anything to her boss. What do you think of her actions? Why?

B. Marie
Marie is working with a close friend on a group project. The two of them are responsible for creating a powerpoint. For the past two weeks, Marie’s friend has been coming up with excuses for why she can’t meet to work on the project, even though there is plenty of work left to do. Marie has been doing the work for the two of them during this time. (If she didn’t do the work, the powerpoint wouldn’t get done and the group would get a bad grade.) Marie has tried to hint to her friend about the problem, but all the friend says is, “You worry too much. The powerpoint will get done.” What should Marie do?

C. John
John is a student at Bellinger High School, taking a wood shop class. He has been in the class for one month. John’s teacher, Mr. Smith, has to leave the classroom for 15 minutes. He puts John in charge, with specific instructions that the class must complete (in 15 minutes) quite a large project. There are 8 other students in the class that John must supervise to get the project done. As soon as Mr. Smith leaves the classroom, John’s classmates sit down and begin to talk and play on their phones. What should John do?

Adapted from Bainbridge
Making Better Choices

Read each scenario. As a group, discuss options and solutions for the person. Be prepared to discuss the answers in class.

A. Jeff
Jeff and his friends are at the mall. Some guys from another high school that Jeff and his friends don’t like are there. Some of Jeff’s friends want to go start a fight with these other guys. One of the guys from the other high school is dating Jeff’s ex-girlfriend – Jeff doesn’t really like that, but he’s not sure whether he wants to get into a fight. What are Jeff’s options and what should he do?

B. Tiffany and Brandon
Tiffany and Brandon have been casually dating for two weeks. Brandon really likes Tiffany, but he is not sure he is ready to become exclusive. Although Brandon has feelings for Tiffany, he is not sure that becoming boyfriend/girlfriend with her is the right thing for him. His friends already assume he and Tiffany are exclusive, and lately Tiffany has been asking Brandon where the relationship is going. Brandon does not want to lose Tiffany. What are Brandon’s options and what should he do?

C. Tasha
Tasha has been feeling depressed lately. Nothing seems to be going right in her life. She is always fighting with her mom, her boyfriend is treating her bad and she thinks he is going to break up with her, she doesn’t have any close friends to talk to, and her grades at school have been slipping. Tasha is starting to think that harming herself might be the answer. What are Tasha’s options and what should she do?

D. Marcella
Marcella has been drinking with her friends lately and enjoys it. Her parents have no idea what she is doing, its fun, and so far everything is going fine with school and in her social life. This weekend she and some friends are going to a party where there will be plenty of alcohol and, she has heard there will be other drugs there too. She is trying to decide if she will try some. Just trying it once is no big deal — right? What are Marcella’s options and what should she do?

E. Moesha
Moesha’s friends try to talk Moesha into going with them to get a tattoo. Moesha’s friends say it will be cool; everyone in the group can get a tattoo. Moesha is considering it, but is concerned about her parents’ reaction and whether she really wants a tattoo. She does like the idea of doing something that connects her with her friends. What are Moesha’s options and what should she do?
Unbelievable!

Each topic below contains two TRUE statements and one that is FALSE. Your team is to select the statement that you think is FALSE.

1. a) It would take 17 years for a 747 jumbo jet to get from the Earth to the Sun.
   b) Jupiter has a total of 8 moons orbiting it.
   c) On Venus, a day lasts the equivalent of 243 Earth days.

2. a) During a 4-day eating marathon held by the Duke of Burgundy in the 15th Century, 28 musicians performed inside a giant pie.
   b) A London gentleman held an equine feast in 1864 which served horse consommé, horse liver, and a roast filet of Pegasus.
   c) In 1833, President Andrew Jackson had a banquet catered by the Iroquois Indians which included 20,000 pieces of chicken wings, 3,000 ears of corn-on-the-cob, and 5,000 sticky buns.

3. a) Hurricanes in Australia are called “willy-willies.”
   b) An “umiak” is an Eskimo boat made of skins stretched on a wooden frame.
   c) The mask used by actors in ancient Greek drama plays is called a “trakhus.”

4. a) The pop-up toaster was invented by George Westinghouse.
   b) The inventor of the electric razor was Jacob Schick.
   c) Rudolf Diesel invented the diesel engine.

5. a) The ice cream Sunday originated because fountain owners received ice cream fresh from local dairies on Mondays, and on preceding Sundays they got rid of last week’s leftovers by serving combinations of random flavors topped with syrup, fruit and nuts.
   b) The Good Humor ice cream brand was so named because the founder, Harry Burt, believed that “the humors of the mind are regulated by the palate.”
   c) The ice cream brand Frusen Gladje means “frozen delight” in Swedish.

6. a) Doppelganger is German for “phantom double.”
   b) Beau geste is French for “noble gesture.”
   c) Aurea mediocritas is Latin for “inferior quality.”

7. a) Eric Arthur Blair used the pen name George Orwell when he wrote Animal Farm and 1984.
   b) The real name of Pearl S. Buck, who wrote The Good Earth, was Camille Buccacio.
   c) L. Frank Baum, author of The Wonderful Wizard of Oz, also wrote under the pseudonym Edith Van Dyne.
Decision Making
**Decision Making Rubric**

**DEFINITION:** Students will be able to make decisions by considering multiple possibilities and choosing from among them.

**DECISION MAKING** is one of seven characteristics that comprise a student’s overall score in **LEADERSHIP**. Below, find actions and traits frequently exhibited by students who are advanced, proficient, partially proficient, or show no evidence in Decision Making.

<table>
<thead>
<tr>
<th></th>
<th><strong>ADVANCED</strong></th>
<th><strong>PROFICIENT</strong></th>
<th><strong>PARTIALLY PROFICIENT</strong></th>
<th><strong>NOT EVIDENT</strong></th>
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<tbody>
<tr>
<td><strong>DECISION MAKING</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>3</strong></td>
<td><strong>4</strong></td>
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<tr>
<td>Makes effective decisions by thoroughly considers multiple possibilities and considers others’ input when choosing from among them.</td>
<td><strong>Gathers and evaluates information and seeks input from others to identify options</strong></td>
<td><strong>Gathers and evaluates information to identify options</strong></td>
<td><strong>Low: Gathers and evaluates limited information to identify options, basing decisions on a mixture of information and personal assumptions/ emotions</strong></td>
<td><strong>Only considers one possibility when making decisions.</strong></td>
</tr>
<tr>
<td>Makes effective decisions by considering multiple possibilities and choosing from among them.</td>
<td><strong>Weighs potential consequences to self and others of each option</strong></td>
<td><strong>Weighs potential consequences of each option</strong></td>
<td><strong>Low: Attempts to weigh potential consequences of each option</strong></td>
<td><strong>Does not gather and/or evaluate information to identify options, basing decisions instead on personal assumptions and/or emotions</strong></td>
</tr>
<tr>
<td>Makes decisions by considering a few possibilities and chooses from among them.</td>
<td><strong>Seeks input from others to see how they feel about each option</strong></td>
<td><strong>Mindful of how others may feel about each option</strong></td>
<td><strong>Low: Occasionally mindful of how others may feel about each option</strong></td>
<td><strong>Does not weigh potential consequences of option</strong></td>
</tr>
<tr>
<td>Low: Gathers and evaluates limited information to identify options, basing decisions on a mixture of information and personal assumptions/ emotions</td>
<td><strong>High: Spends an inordinate amount of time gathering and evaluating more information to make a decision than is necessary.</strong></td>
<td></td>
<td><strong>High: Spends an inordinate amount of time gathering and evaluating more information to make a decision than is necessary.</strong></td>
<td><strong>Does not consider how others may feel about option.</strong></td>
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</tbody>
</table>

**Advanced:** Student has exceeded expectations in demonstrating the skill.  **Proficient:** Student has met expectations in demonstrating the skill. **Partially Proficient:** Student is showing some evidence of the skill but is not meeting expectations. *This might mean too little or too much of the skill.** **Not Evident:** Student is showing very little/no evidence of the skill.