

Good Judgment 3.5

Making Decisions

Section 2: Activity 1

OBJECTIVE:

To learn decision-making steps.

How Do You Make Good Decisions?



Four small paper bags	Calculator
Marker	Pencil
Stapler	Large onion
Notebook	Dollar bill
	100 for \$1.00

Handout
Danielle's Decisions



Prep Step

Number each bag 1-4. Fill each according to the directions below. Fold the top of each bag and staple it shut. You can decorate one or two bags.

Bag 1:

A calculator, pencil and notepad with the words "answers to the math final" written on it.

Bag 2:

An empty CD case

Bag 3:

Onion

Bag 4:

A dollar bill and 100 for \$1.00

ACTIVITY:

1 Ask: "What decisions did you make today?"

Possible Answers: Time to get up, clothes to wear, to take the bus or walk.

2 Explain: "You make little decisions everyday. When you make bigger decisions, knowing how to make good ones is helpful. Let's try this activity." Line up the four bags on a table or the floor.

3 State: "We are going to play 'What's in the Bag?'"

Pick three contestants. The rest are the audience. Tell the contestants "Pick a bag and stand behind it." Encourage the audience to help the contestants choose a bag. Each contestant must pick a different bag. Ask the contestants: "Why did you pick your bag?" Possible answers: "It's my lucky number," "It's my favorite number," "It was the closest one" or "They told me to."

Then tell the contestants to lift all the bags only by the tops and then put them down. Ask, "Would anyone like to exchange bags or pick the remaining bag?" Ask any contestants who switch bags to explain why.

4 Ask the contestants to pick up the bags one more time. Tell them that they can do anything they want to figure out what is inside without actually opening the bags. Tell them this is their last chance to trade bags. Then ask, "What audience member would like the last bag?" After the last bag is chosen, the group opens the bag and displays what's inside.



This activity was adapted from Life Planning Education: A Handbook for Youth, Washington, D.C., 1995.

5 Talk about how decisions were made. Include the decision points.

Bag #1 was interesting because it made us feel curious. Curiosity often influences your choices. Bag One had a positive contents, such as a calculator and pencil and possible negative consequences such as illegal answers to a test.

Bag #2 appeared to contain an empty CD case, but you found an empty box instead. You can be fooled by not having enough information to make a good choice.

Bag #3 felt as if an apple were inside, but you got an onion. Only with a good sense of smell could you tell through the bag that it was an onion. Sometimes you make a quick decision and don't look for all the information you need.

Bag #4 was always an unknown. It felt empty. Maybe you could hear paper rustling. You took a risk by choosing Bag #4. Taking a risk is okay when you are in a safe situation like this, but taking a risk can also be dangerous if you don't know the consequences.

6 Conclude the activity with these "Let's Talk!" discussion questions below.

LET'S TALK!

- ★ What do you need to consider when making good decisions? (Answers include: Getting accurate information, possible consequences, possible risks.)
- ★ How did you feel when the group was pressuring you? How could this affect the decisions you make outside this room?
- ★ What else influences decision-making? (Answers include: Friends, values, parents, wants, alcohol and drugs, luck, the media, religion, culture.)



0-19 yrs. Group per
Why is it a positive
risk you have taken
in your life? Why

was it positive? What is a
negative risk you have taken
in your life? What were the con-
sequences? What are three of
the riskiest decisions you think a
teenager might make? (Answers
might include: breaking the law
using drugs, having unprotected
sex, driving after drinking alco-
hol). What are some positive
risks a teenager could take?
(Answers might include trying
out for a new sport, making a
new friend, joining a youth
group, trying a new hobby.)



Mother/
Daughter
Exploration

Mothers or guardians
can be contestants and decide
what bag to pick. If they are
in the audience, they can write
what bag they would have
picked and why. Once the bags
are revealed, they can discuss if
they made a good decision and
what influenced their decisions.



For Younger Girls
Girls fill out Danielle's
Decisions handout.

Their mothers can work
with them. Split them into
two groups and ask them
to act out the scenarios.