UNIT 2: ALOHA KEKAHI I KEKAHI - LOVE, CARE & CONCERN FOR EACH OTHER

Lesson #4

‘Imi Na‘auao
Decision Making

LESSON OBJECTIVES:
Students will:
- Discuss concepts about decision making, including purposes, influences, process, variables, and graphic organizer tools
- Use one or more graphic organizers to help make some relevant decisions

MATERIALS:
- Two Decision Making Graphic Organizers (List and Tree formats: worksheets and examples) (Provided in lesson #4 Resources PowerPoint)
- Decision Making Scenario Cards (see below)

PROCEDURES:
• INTRODUCE LESSON:
- Write the title of this lesson and introduce its meaning: ‘Imi Na‘auao: “to seek knowledge or education; ambition to learn; one seeking education or learning...” (Pukui & Elbert) Invite students to share how knowledge and decision-making relate. Refer back to the unit ‘ōlelo no‘eau and discuss if knowledge is a condition for thriving.

- Ask partners or triads to talk about 3 decisions they have already made today. Chart answers with everyone and discuss variables in making decisions, which may include:
  * Kinds of decisions we make (easy to very hard; daily to one time really important)
  * How the decision impacts self and others (minimal to severe)
  * Effects or impacts of the decision (short term and long term)

- Write the following two words on the board, and ask partners to share how they relate to decision making: *NEEDS  *WANTS  Discuss differences with the group.

- Ask students to brainstorm and then list categories for kinds of decisions that they need to make. This might include: *Relationship decisions  *School/work decisions  *Personal Growth /Health Decisions  *Family decisions  *Use of time decisions

- Have groups identify 2 or more ways individuals are influenced in making decisions. Chart responses and add any missing influences. (I.e.: - Fads -Advertisements -Peer Pressure -Culture of groups and places -Prior experiences -Family beliefs -Immediate needs, etc.

- Discuss how students define “good decisions.” Ask partners to identify at least two things people might do or think about to make good decisions. Chart answers and share any other influences that impact people’s decisions, which might include:
  - Ask others for advice
  - Tune into their intuition and gut feelings
- Do research to become better informed
- Consider others (what they think, how they are impacted)
- Predict short-term and long-term impacts or results
- What we think others might think

**MODEL LESSON:**
- Share that people sometimes write about decisions to clearly see what might happen with different choices.

- Show the “FOR or AGAINST” Graphic Organizer (List Format). Discuss its format and purpose. Select a simple decision to discuss while modeling use of this tool. (Decision to make can be yours, one from students, or one of the 6 Decision Making Scenarios below). Write down reasons for and against, and then rate the influence or value of each idea.

- Next, share the Decision Tree, explaining the details on this Graphic Organizer. Work through another example to model how it works, as needed.

**GUIDED PRACTICE:**
- Have small groups work together to practice using one of the two graphic organizers. They can create their own situation or use one of the Decision Making Scenarios provided below. Have students pick one group facilitator, one recorder to take notes, and one or more group members to share their decision with the class, including the reasons for their choice.

- Facilitate group sharing; debrief after each presentation to reflect on each choice.

**CLOSURE:**
- Review the different variables in decision making. Discuss how decision-making can be supported by people in their Circles of Support. Revisit the relevance of knowing strong personal values and using these values when making decisions.

- Invite students to share anything they have learned that is helpful to them, and any questions they might have about decision-making.

**EVALUATION:**
- Ask students to think about one personal decision they need to make and to use one of the two decision making graphic organizers to think through their choices. Provide time and support as needed to complete this assignment; share between students if appropriate.

**RESOURCES:**
*LifeScript - teacher reference:*

*Additional decision making tips:*
http://www.reference.com/motif/Business/decision-making-techniques
**DECISION MAKING SCENARIOS**

Consider two or more choices of what you could do.
*Pick the one you feel is the best choice; be ready to share why.*

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<td>You get invited to a party; most of your friends also got invited, but your best friend was left out, on purpose.</td>
<td>Your friends, <em>(including someone you have a crush on)</em> start smoking, which they think makes them “grown up.”</td>
<td>You have a huge incomplete project due Monday, and your cousin just asked you to go camping all weekend.</td>
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<td>You promised your grandma you would help her on Saturday, but you get invited to go on a fun trip that day to the other side of the island.</td>
<td>You have to bring home a letter from your teacher about a bad grade, which needs to be signed by a parent; you think about forging a signature.</td>
<td>You arrive early one morning on campus to see someone getting shoved and bullied by a few older students.</td>
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Name _____________________________               Date _______________
# QUESTION TO ANSWER:

# VALUE IS THE IMPORTANCE OF THE REASON: SCORE USING #1 THROUGH 10

#1 = Little Importance    #10 = Of Great Importance

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Total Score “FOR”          Total Score “AGAINST”