

III. Comprehensive Lesson Plans



1. Individual Decision Making and Leadership in Social Situations

Types of Activities	Freewriting, Discussion, Brainstorming, Role play
Decision Elements/ Skills	Head and Heart Helpful Frame Clear Values Creative Alternatives Useful Information Sound Reasoning Commitment to Action
Overview	<p>Young people oftentimes find themselves in social situations that affect them in negative ways. When an unpleasant event occurs, they must make quick decisions about whether to take action, what to do, and when to do it. Under these circumstances, being able to quickly evaluate values and frames, balance head and heart, and commit to act upon the course decided, provide a solid foundation to reach a desirable decision. Taking a leadership role in such moments can be difficult but sometimes necessary.</p>
Key Messages	<ul style="list-style-type: none"> • Making important decisions requires a balance between instantaneous impulses to react and a careful deliberation of available alternatives. • One never makes decisions in a vacuum. Social perception and future consequences often impact not only the decisions that one ultimately reaches, but also one's values as well. • Individuals must weigh different value systems when taking a stance in a situation that involves other people whose approval they value. • Some decisions are timelier than others. Students must choose whether to reach a decision in the moment or take more time to think through and commit to act. • Exercising leadership in a situation with peers often involves reaching tough decisions quickly.
Essential Questions	<ul style="list-style-type: none"> • How do I identify and prioritize different sets of values that are all important to me? • When time is of the essence, do I wait to reach a difficult decision or make one immediately with the information available? • How do I take a step back to separate my emotions from reason, in order to decide what to do? • How do I negotiate acting with or against a group of individuals whose support and approval I value? • If I decide to be a leader in a particular situation, how do I reconcile this with my future position in the group and interaction with group members?
Engaging Scenario	<p>You're a group of friends hanging out at a party. You've all known each other several years and hang out together regularly, which will continue in the future.</p> <p>One member of the group, who you like and get along with well, makes a joke that you find personally offensive (the comment was sexist, racist, or touched on another issue that is of personal relevance to you and affects you deeply).</p> <p>The rest of the group laughs, even though some people seem uncomfortable. You're angry and want</p>



	<p>to do or at least say something, but aren't sure what. What do you do? What values are most important to you in this situation? What is your frame? How does being angry affect wanting to act on these values/frame? What are your alternatives? How will you weigh these alternatives while also balancing your heart and head? How do you reach a decision quickly? Are you comfortable being a leader on this particular issue among your friends?</p>
Procedure	<p>1. Students read the Engaging Scenario and read an excerpt from <i>Freedom Writers</i> or view a clip from the movie (preferably rely on the book as its diary format is powerful and similar to the ways in which students may chronicle or blog their own experiences). The excerpt or clip ought to focus on a student's report of being discriminated against by others and how the student decided to respond. Choosing the clip is deliberately left to the advisor – as dealing with bullying is a main theme in both the book and movie, most of the text and film lend themselves to selection (5-10 minutes).</p> <p>2. Students break up into small groups of 4-5 and use the engaging scenario questions and excerpts to reach a decision about how to react to the situation presented in the engaging scenario. Ideally, different groups will select different alternatives (15-20 minutes).</p> <p>3. As a class, students discuss the alternatives they selected to act on and explain why, using decision values, frame, and other decision quality concepts. The adult guides the discussion, making sure to emphasize moments when the students struggled to reach a sound decision that did not compromise their values, that balanced their emotion and reason, and that had to be reached almost immediately (10 minutes).</p>
Resources	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain. • <i>The Freedom Writer Diaries</i> – a book that was turned into the movie <i>Freedom Writers</i>. The book is a compilation of autobiographical projects that a group of at risk Long Beach high school students completed for a sophomore English class. Their teacher put the students' work together into one book. The book became the basis for the popular and critically acclaimed movie <i>Freedom Writers</i>, which chronicles the students' stories.
Extension Activities	<ul style="list-style-type: none"> • Students write and enact one of the alternatives that they brainstormed in groups. After they act out the scenario, the rest of the class responds with feedback as to how they would reach and act on a similar decision. • Students research problematic examples of similar situations in their own communities, as well as in literature, history, and the media. They identify the leadership that others have enacted in reacting to these situations, as well as the values and frames at play. • Students write and or talk about a time when they witnessed someone making or acting on a difficult decision as a leader (including themselves).



2. Conflicts between Personal Beliefs and Roles

Types of Activities	Freewriting, Discussion, Brainstorming, Collaboration, Writing
Decision Elements/ Skills	<p>Helpful Frame</p> <p>Multiple Perspectives</p> <p>Clear Values</p> <p>Creative Alternatives</p> <p>Useful Information</p> <p>Sound Reasoning</p> <p>Commitment to Follow Through</p>
Overview	<p>People must often make decisions that put their personal beliefs and roles into conflict. A soldier clearly has a duty as a soldier, but one's personal codes do not go silent during these situations. The decisions of individual soldiers can influence others and the direction of a collective enterprise like war. For example, many believe that individual decisions about personal engagement in the Vietnam War influenced public perception and the ultimate direction of the war.</p>
Key Messages	<ul style="list-style-type: none"> • Multiple perspectives exist for a significant decision. • Each element of the Decision Chain is important and should be engaged when considering significant decisions.
Essential Questions	<ul style="list-style-type: none"> • How do I understand, negotiate, and weigh multiple perspectives for a given situation? • How can I make a significant decision when my personal values may conflict with my role? • What alternatives are available when making a significant decision? • What information do I need to know in order to make a significant decision? • How will I know if my reasoning is correct when making a significant decision? • Am I willing to follow through with a decision even if it conflicts with my personal beliefs? • How do my individual decisions impact history?
Engaging Scenario	<p>You are a United States soldier and must decide when you will kill another human being in that role. Some questions you might consider include: Would you kill when your understanding of your duties required that action? Would you kill under any order to do so? Would you only kill an "enemy"? What are your thoughts or concerns about "collateral damage" in the context of war? What would your views be if you believed the war was unjustified or unnecessary? How would you reconcile your personal beliefs with your duties as a soldier?</p>
Procedure	<p><i>Period One:</i></p> <ol style="list-style-type: none"> 1. Students read the Engaging Scenario and/or view a brief clip from <i>Soldiers of Conscience</i> (available through www.pbs.org) as a starting point (5 minutes). 2. Students freewrite using the Engaging Scenario and/or <i>Soldiers of Conscience</i> as a prompt (5-10 minutes). 3. As a class students discuss their thoughts about the decision prompts (5 minutes).



	<p>4. The teacher then divides the class into small groups of two to three. Although the student is in the role of the soldier in this Engaging Scenario, he/she also occupies a position as a United States citizen and human being. Students divide a piece of paper into three parts, one for each of the three perspectives through which the decision maker can view his/her role: soldier, US citizen, and human being. Students brainstorm different perspectives, before discussing in a large group. Teacher should visit each group to ensure that students are correctly completing the activity (40 minutes).</p> <p><i>Period Two:</i></p> <p>1. Students gather in their small groups and briefly share ideas from their response papers (see Homework/Assessment below). They note questions and concerns that highlight their understanding (15 minutes).</p> <p>2. Class discussion. Students report their brainstorming ideas and pose questions and/or challenges they encountered in their small groups. After about 10 minutes of discussion, teacher should ask students to consider how the issues raised during this activity could influence history (45 minutes).</p>
Homework	<p>Students compose a brief (one page) response paper comparing and contrasting the contents of one of the elements across the three perspectives from their class brainstorming. For example, they compare and contrast the three different sets of values from the worksheet they have created.</p>
Resources	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain. • <i>Soldiers of Conscience</i>: Documentary about eight United States soldiers and their experiences with killing in the context of modern wars. Video and extensive teacher resources available at www.pbs.org. Excellent video to use in its entirety or in part.
Extension Activities	<ul style="list-style-type: none"> • Students identify everyday situations in their lives where their roles suggest multiple perspectives. For example, a student body president must consider what is best for students and also the school. The roles may often conflict and the student will approach the decision elements differently depending on the chosen perspective. • Students research the history of conscientious objection in the United States, including objection during the Colonial Age, the Civil War, World War I, World War II, the Vietnam War, the Gulf War, and the wars in Afghanistan and Iraq. • Students research Post Traumatic Stress Disorder among soldiers of war.



3. Rumors

Types of Activities	Freewriting, Discussion, Brainstorming, Collaboration, Enacting
Decision Elements/ Skills	Clear Values Creative Alternatives Useful Information Sound Reasoning Head and Heart
Overview	In the case of a fabricated rumor, students must hone their intelligence gathering process by working backwards: that is, they must initially identify the values and motivations of their sources of information, and then decide what is useful information and who is a credible source. They must pool together a great deal of information about the situation, and their own values and frame, to reach a rational decision.
Key Messages	<ul style="list-style-type: none"> • We oftentimes make decisions to handle situations that others have created for us. • Especially when a decision involves someone acting out against us, we must be extra careful to balance an excess of emotion with appropriate doses of reason. • When the dissemination of information is involved, a further challenge entails identifying useful sources and types of information, in attempting to reach a rational decision.
Essential Questions	<ul style="list-style-type: none"> • Who are the key stakeholders in this situation? • Who can I trust? • What information can I trust? • What are the values, frame, and motivations of the individual who is acting out against me? In other words, why did he/she/they do this and why did they do it to me? • How do I control my negative emotions and balance them with logical thinking? • How do I use my own values and the <i>useful</i> information available to me to reach a sound decision?
Engaging Scenario	<p>A girl that you don't get along with likes a boy who likes you. You're not interested in him, but she doesn't care. She spreads a rumor that you stole him and are promiscuous. You find out about this from a friend after it has already spread around school, and other students are talking about you behind your back.</p> <p>What do you do? Who can you trust for true and useful information about this situation, about your "enemy's" motivations, her mental state? How do you react? What alternative modes of action are available to you? Do these agree with your values? Are they rational or emotional, or a combination of the two?</p> <p>To adopt a male perspective, the instructor may present the decision maker as a boy who is deciding how to deal with rumors or whether to fight another boy. In the latter case, a clip from the movie <i>Never Back Down</i>, which focuses on high school fighting among males, is a suitable alternative. Movie clips are available online at youtube.com for free and the film is available for purchase as well.</p>



Procedure	<p>1. Students read the engaging scenario and view a clip of <i>Mean Girls</i>. Choosing the clip is deliberately left to the advisor. As dealing with rumors is a main theme of the movie, much of the film lends itself to selection, with the last third of the video being particularly fruitful (5 minutes).</p> <p>2. As a class, students discuss the decisions that the protagonist (Cady) makes in retaliating against her “frenemy” (Regina), who spread false gossip about her. The teacher guides discussion to focus on sources of information available to Cady, her values, available alternatives, her balance of head and heart, and the decisions she makes (15-20 minutes).</p> <p>3. As a class, students answer the following two questions: a) Has anyone ever started a rumor about you? b) Have you ever started a rumor about someone else? c) Reflect on your feelings about this incident while it was happening. d) Reflect on your feelings now that the incident has been resolved and/or time has passed. Students can either record responses on pieces of paper and then count or raise hands with eyes closed to ensure anonymity. Students then brainstorm possible rumor scenarios and select one to work on (5-10 minutes).</p> <p>4. Students break up into small groups of 4-5 and generate sources of information, values, and available alternatives to react to the situation. Each group shares with the class (15-20 minutes).</p>
Resources	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain. • <i>Mean Girls</i> is a 2004 American teen comedy film. The movie stars Lindsay Lohan and is based on the book <i>Queen Bees and Wannabes</i> by Rosalind Wiseman, which describes how female high school social cliques operate and the effect they can have on girls (available to purchase, rent or to download for free on youtube.com).
Extension Activities	<ul style="list-style-type: none"> • Students research examples of rumor spreading and the decision process involved in responding to such actions, in literature and television. They present their findings to the advisory class. • Students write about such experiences in their own lives and how they decided to respond.



4. Bullying and Advocacy

Types of Activities	Discussion, Brainstorming, Collaboration, Enacting
Decision Elements/ Skills	<p>Helpful Frame Clear Values Creative Alternatives Useful Information Sound Reasoning Commitment to Action</p>
Overview	<p>Bullying has many forms. It isn't just physical violence, it's also peer pressure and coercing someone to do something they don't want to. Although this lesson addresses explicit pressure, bullying can also transpire in many covert and implicit ways. This is important for students to think about in their own lives, where they are subjected to conflicting and powerful messages from many people and groups.</p> <p>When confronted with a decision that entails advocacy for another person, students must simultaneously identify and prioritize conflicting values and frames, as well as consider the future "fallout" (consequences) that their decisions might cause.</p>
Key Messages	<ul style="list-style-type: none"> • Many important decisions might not have direct or explicit consequences for us, but for others in our lives. • Decisions can often be difficult due to their implications for the decision maker's personal and moral values. • In reaching decisions that could have ambiguous consequences, decision makers must rely on multiple and sometimes conflicting sources of information. • Advocating effectively on behalf of others involves a series of decisions. The decision to speak up may be only the first in several.
Essential Questions	<ul style="list-style-type: none"> • How do I identify all the competing values that I hold dear? • How can I prioritize among these, and do these priorities change with the situation? • How do I weigh different alternatives and the consequences that choosing each might entail? • Does my initial commitment to stand up for someone mean that I am also committed to continue advocating for him/her if the situation escalates? • How do I evaluate the legitimacy of sources of information and their biases, in trying to reach a decision? • How do I separate the process of reaching a decision from feelings associated with dealing with the aftermath of this decision? Especially with respect to groups of peers, parents, or other individuals whose love, trust, and support are essential to me?
Engaging Scenario	<p>You're getting a C in history and your history teacher is your favorite teacher. Your parents have been pressuring you to do better in the class because you're applying to college soon. They can't afford to pay your way. Your grades will have to be not just good enough for admission, but for scholarships as well. Since you spent so much time studying for history, in which you are doing poorly, your grades in other classes are also slipping. You play baseball and have to maintain a</p>



	<p>minimum GPA to stay on the team. You love the sport and don't want to give it up. You have a close group of friends, many of whom are taking the class with you and also doing poorly. The biggest problems are papers and hard multiple choice questions on tests.</p> <p>One day you notice one of your friends hassling Mike, an unpopular but successful student in your history class. You approach them, which gives Mike an opportunity to run away. Your friend explains to you that he has been leaning on Mike to write his papers and help him cheat on tests. In exchange, he promised Mike to protect him from another student who's been beating him up after school. You know that your friend is friends with the bully and could have asked him to stop bothering Mike without asking to cheat. You are about to say something to your friend, when he offers you the same opportunity, to copy papers and answers from Mike. What do you do? What values and what frame are at stake? What are the possible consequences of the different alternatives available? Who can you turn to for more information? If you do decide to stand up for Mike, how long and with whom will you have to continue your advocacy? If you decide to turn in your friend or tell him that this is wrong, to whom will you have to repeat or defend your story?</p>
Procedure	<ol style="list-style-type: none"> 1. Students read the Engaging Scenario and an excerpt from Chapter Seven of <i>The Kite Runner</i> (in this Chapter a friend witnesses something terrible happen to his best friend at the hands of a group of bullies; 5-10 minutes). 2. Students break up into small groups of 4-5 and use the engaging scenario and excerpt to reach a decision about how to react to the situation presented in engaging scenario (15-20 minutes). 3. As a class, students discuss the alternatives they selected and explain why they chose these. They ought to delve into values and consequences considered (10-15 minutes).
Resources	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain. • <i>The Kite Runner</i> – award winning fiction novel by Khaled Husseini that chronicles his experiences growing up in wartorn Afghanistan and subsequently in the U.S. One of the main themes of the book is the complex friendship between the novel's privileged narrator and the son of his family's servant.
Extension Activities	<ul style="list-style-type: none"> • Students identify everyday situations in their lives where they have witnessed bullying, and discuss the decisions that they undertook as a response. • Students define bullying and brainstorm different components of bullying and types of bullying. Instructor should encourage students to focus on implicit and nonviolent types of bullying, in addition to stereotypical images of coercion. • Students research examples of different kinds of bullying, not only in their own lives, but also in history, literature, and the media. • Students apply the principles of sound decision making learned today to a decision in their own lives. They may wish to share with the advisory during the next meeting. • Students research types of service and advocacy available in their community for people who have been subjected to various kinds of "bullying" (using expanded definition of the topic).



5. Stereotyping Others

Types of Activities	Freewriting/Journaling, Discussion
Decision Elements/ Skills	Information Gathering
Overview	Like adults, students often make judgments about others using little or no concrete and reliable information. This exercise encourages students to gain better and more useful information by spending time with another student they might not normally interact with.
Key Messages	<ul style="list-style-type: none"> • Misinformation about others leads to poor judgments about them. • Consciously considering information is essential to good decision making. • Useful information comes from a variety of sources, but one must weigh the credibility of these sources before reaching a decision.
Student Essential Questions	<ul style="list-style-type: none"> • What do I wish I knew about others? • Do I believe the information I have about other people? • What prevents me from gaining more information about others? • Is it worth gaining more information about others?
Engaging Scenario	You are a student and must invite another student who you don't know that well to have lunch. You must select someone you perceive as being very different from yourself.
Procedure	<p>1. Ask students to find someone in the room who they perceive as most different from themselves. This person may be someone they have some familiarity with, but the person should be somewhat of a mystery (1-2 minutes).</p> <p>2. Students sit by one another and quickly swap contact information and good times to meet for a meal, then return to their original seats. If students are unable to coordinate the same lunch period or a time before/after school, the teacher may have to reshuffle pairs so that they do have lunch periods in common (5 minutes).</p> <p>3. Students write a journal entry including everything they know, think they know or want to know about that person. Where have the students gotten their information? Where have they not looked for information about the other person? What assumptions have they made about themselves? About the other person? What information would they need to make an accurate assessment of the other person? Alternatively, the teacher and students together may select a specific question about which the students journal (10-15 minutes).</p> <p>4. Student pairs have a meal together before the next advisory meeting, sharing their journal entries. Students have someone snap a photo of them together (45-50 minutes).</p> <p>5. Students write a post encounter journal entry where they explore the ideas they originally held and how they align with their experience with the other person. Essentially, students are asked to</p>



	<p>consider how more information has changed their perceptions of the other person (20-45 minutes).</p> <p>6. During the next advisory students share their journal entries, photos, and observations (30-60 minutes).</p>
Resources	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain. • Students may want to read and discuss parts of Beverly Tatum’s book, <i>“Why are all the Black Kids Sitting Together in the Cafeteria?”</i>
Extension Activities	<ul style="list-style-type: none"> • After the exercise students may be encouraged to host “Mix It Up” lunches and participate in “National Mix It Up Day” activities. Resource materials, including questionnaires, videos, and other curriculum materials, are available at www.tolerance.org a project of the Southern Poverty Law Center.



6. Bilingualism: Language and Decisions

Types of Activities	Freewriting, Discussion, Brainstorming, Collaboration
Decision Elements/ Skills	Helpful Frame Clear Values Multiple Perspectives Creative Alternatives Useful Information Sound Reasoning Commitment to Action Head and Heart
Overview	Every day students participate in an infinite number of interactions across different settings: home, school, playground, activities, jobs, and social situations. Bilingual students have to choose what language to speak in these situations. More broadly, <i>all</i> students have to make choices about how to speak and what to say. We can consider all students bilingual in at least some ways, as they attempt to negotiate between the world of the young and the adult world.
Key Messages	<ul style="list-style-type: none"> • Many important decisions are granular in size. We make choices every day about how to speak, how to look, what to say, and who to hang out with that have a profound impact on our lives and the way we feel about ourselves. • Students who speak more than one language are usually also negotiating between more than one culture. This process entails many small and incremental decisions involving the student's family/home/community culture, the student him/herself, and mainstream culture. • Typically, bilingual/bicultural students blend multiple perspectives, values, and assumptions when aligning themselves with a particular language on culture, depending on the situation. • They are not alone. Regardless of the number of languages we speak, we all wear different hats in different settings. In making decisions about what language (slang or terminology) to use, we make decisions that affect how others will perceive us and how we want to be perceived. It is important to work towards a stable internal identity as we try on and negotiate among these linguistic hats.
Essential Questions	<ul style="list-style-type: none"> • What are similarities/differences between my home/family/community's assumptions about what/how I should speak, and those in school/larger societal settings? • Which of the assumptions, values, and perspectives that my native/new environments hold dear are also important to me? • What are my alternatives for speaking in my native language as opposed to English? Are there situations where I can decide what language to speak and others where that decision-making power belongs to someone else? • Are my head and heart in agreement when I decide to speak my native language, English, or a combination of the two? • Can I commit to speaking different languages under different circumstances? • What are implications of selecting one language versus another, or a combination of the two? • How do others feel/treat me/respond to me when I speak a certain language? • How much of the decision to speak a particular language do I "own"?



Engaging Scenario	You're a student who has recently arrived to the U.S. from another country. You've picked up English quickly and are doing well in school. Your family is very supportive of your attempts to learn English and your parents very much want you to do well in school. At the same time, however, your entire family and many members of your community only speak your native language. You have a group of English speaking friends and your art teacher wants you to join the drama club after school. On the one hand, this would mean more time to hang out with your new friends and a chance to do something fun. At the same time, this means sacrificing time after school when you play with your neighborhood friends and hang out with your family, which you also very much enjoy. One situation entails speaking English in your new school/social environment, the other speaking your native language in your home/community setting.
Procedure	<ol style="list-style-type: none"> 1. Students read the Engaging Scenario and watch the last 10 minutes of the movie <i>Spanglish</i>. It is important for students to see multiple perspectives on negotiating between different languages and cultures, and the movie provides a realistic glimpse into this process, as experienced by a young girl, her mother, and the American family they work for/live with (10 minutes). 2. As a large group, students brainstorm the different alternatives available to Flor, with regards to the decision she makes for herself and her daughter at the end of the movie. They discuss values and perspectives associated with each one (10 minutes). 3. Students break up into small groups of 4-5 and use the engaging scenario and prior discussion to reach a decision about how to react to the situation presented in the scenario (15-20 minutes). 4. Students discuss the alternatives they selected and explain why they chose these (10-15 minutes).
Resources	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain. • <i>Spanglish</i>, 2004 movie with Paz Vega, Adam Sandler, and Teá Leone. Flor Moreno and her daughter Christina emigrate to Los Angeles from Mexico, and Flor gets a job as a maid at the home of a successful chef, his wife, their two children, and his mother in law. Christina, who tells the story through a college letter to Princeton University, serves as a translator for the beginning of the film. After Flor learns to speak English, Christina must learn that things come and go in life, but family is the most important thing a person can have.
Extension Activities	<ul style="list-style-type: none"> • Students identify a situation when they wanted to communicate with someone (or vice versa: someone wanted to interact with them), but lacked the linguistic tools. What did they decide to do? How did they feel? • Students research examples in movies, literature, or news, where cultures collide. They report the decisions that individuals made, discussing information, values, and alternatives. • Students apply principles of sound decision making learned today to a decision in their lives. They may share with advisory during next meeting.



7. Academic Honesty

Types of Activities	Discussion, Brainstorming, Collaboration, Enacting
Decision Elements/ Skills	Helpful Frame Clear Values Useful Information Sound Reasoning Commitment to Action
Overview	Many decisions involve moral ambiguity, as selecting a particular alternative might result in many tangible benefits and few negative consequences. Individuals internalize the consequences of such decisions according to their own frames and values, so it is important to identify and act upon a decision that is congruent with the characteristics/values that one considers important.
Key Messages	<ul style="list-style-type: none"> • Useful information comes from a variety of sources. Many individuals exert pressure on us via information and messages, directly or indirectly, even if they have our best interests in mind. Every person must gather as much <i>useful</i> information and weed out as much irrelevant information as possible. • Young people’s frames are connected to values that they think are important. These values arise from a variety of interactions with different individuals that are important in students’ lives. • Many difficult decisions involve great rewards and few negative consequences. In such instances, one’s values and frame assist one in reaching a final choice.
Essential Questions	<ul style="list-style-type: none"> • What things are most important to me in deciding whether or not I should cheat? • Why are these things important to me? Due to messages that I am getting at home and school about what I should value? Are they coming from within me? • Is it worth it doing poorly in school? Getting caught cheating? Falling behind when everyone else might get ahead in this situation? • Do my frame and values allow me to make a decision that can have many positive consequences and few if any drawbacks?
Engaging Scenario	<p>You’re a senior. You and many of your senior friends are taking an Econ class required to graduate. You don’t like Econ and haven’t been doing well on the tests. Your final exam counts for 50% of your final grade, more than all the work done so far for the class.</p> <p>Your teacher hands out practice exams, and accidentally hands out an extra copy of the final to a student in your class. You’re not close friends with him/her, but other good friends of yours are. Pretty soon about half the students in Econ classes have found out and are planning on copying the test and answers. A good friend gives you a copy of the test the day before the exam. You haven’t studied very much and are doing badly on practice exams, just like on the homework and midterm.</p> <p>What do you do? What values and consequences does each alternative have? How do you prioritize and link values, frame, and consequences, to reach a final decision?</p>
Procedure	1. Students read the Engaging Scenario (2 minutes).



	<p>2. Students share as a class similar situations around academic honesty from their own lives or those of students that they know (5 minutes).</p> <p>3. Students brainstorm and agree on a set of 4-5 alternatives to explore as a class (5 minutes).</p> <p>4. Students break up into small groups of 4-5, with one scenario assigned per group, and work through/record all the sources of information, values, and frames that contribute to selecting that alternative, along with possible consequences (20-25 minutes).</p> <p>5. As a class, students discuss the decisions that each group made and difficulties that arose in reaching the decision. Adult guides the discussion, making sure to emphasize moments when difficulty arose around balancing consequences and values, as well as moral ambiguity in reaching the decision (10 minutes).</p>
Resources	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain.
Extension Activities	<ul style="list-style-type: none"> • Students identify everyday situations in their lives where they or others that they know have made decisions around academic honesty/dishonesty. • Students research examples of academic (dis)honesty decisions in the media. • Students apply the principles of sound decision making learned today to a decision in their own lives. They may wish to share with the advisory during the next meeting. • Students write and/or enact one of the alternatives that they came up with for the Engaging Scenario.



8. Cheating or Collaboration? – You Decide

Types of Activities	Discussion, Brainstorming, Collaboration, Enacting
Decision Elements/ Skills	<p>Helpful Frame Clear Values Creative Alternatives Useful Information Sound Reasoning Commitment to Action Head and Heart</p>
Overview	<p>Students work with others on a regular basis in classes that involve group projects or allow study groups for problem sets. Since many students have not collaborated for a professional purpose with anyone before, they can grow very confused about what constitutes a partnership and what constitutes cheating. In order to make a good decision about only undertaking the former, students must arm themselves with useful information from various sources and rely on personal values and frames.</p>
Key Messages	<ul style="list-style-type: none"> • At times multiple sources of information might seem useful in reaching a decision. In these situations, students must conduct their own reconnaissance on personal and subjective issues, like ethical or appropriate alternatives and their implications, as well as the implications of unethical options. • Even when simply inquiring about available alternatives for such difficult decisions, students might get nervous and shy away. They might worry that their curiosity could be interpreted as the intent to cheat. • Ultimately, knowing and/or figuring out the difference between cheating and collaboration is not enough. Students must commit to following the ethical alternative, even if it's not the easier one.
Essential Questions	<ul style="list-style-type: none"> • What separates cheating from collaboration when I am working on a group project? • Who best knows what this boundary is – teachers, classmates, friends, parents? • If even I'm not sure whether something is cheating or working with others, then can it really be wrong? • How can I commit to selecting a more difficult alternative and one that could cost me my grade, friends, etc.?
Engaging Scenario	<p>You are working on a group chemistry project with several of your friends. The rules require that you work together to gather and analyze data, but ultimately everyone must submit his/her own lab report for a grade. Since the results that group members report on are exactly the same for the entire group, it is not that suspicious for two group members to submit very similar reports. You are very swamped, now and always. You have a job, run track, and participate in extracurricular activities. You haven't been keeping up with your chemistry and it's the night before the report is due. You have no idea what to do, but have your best friend's final report, since he gave it to you to turn in.</p> <p>What do you do? What alternatives do you have available? How is each of these connected to your values? Who are key stakeholders in this decision?</p>



Procedure	<ol style="list-style-type: none"> 1. Students break up into small groups and read the engaging scenario (2 minutes). 2. In their small groups students map out possible decision alternatives, along with the values, information, and frame necessary to select each. They also discuss among themselves whether each of them individually is comfortable with each alternative and why (15 minutes). 3. Students present one alternative per group to the class. Teacher can ask students to not repeat any alternatives that have already been presented (15 minutes). 4. As a class, students brainstorm other instances in their lives that require this type of ambiguous ethical decision making (5-10 minutes).
Resources	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain.
Extension Activities	<ul style="list-style-type: none"> • Students research examples of ethically ambiguous decisions involving cheating vs. collaboration in literature and the media. They report their findings to the advisory class. • Students apply the principles of sound decision making learned today to a decision in their own lives. They may wish to share with the advisory during the next meeting. • Students select one of the decisions that they brainstorm as a group and construct a decision schema around it that includes alternatives, values, sources of information, and frame.



9. Decision Making and Body Image

Types of Activities	Discussion, Brainstorming, Collaboration, Freewriting
Decision Elements/ Skills	<p>Helpful Frame Clear Values Creative Alternatives Useful Information Sound Reasoning Commitment to Action Head and Heart</p>
Overview	<p>One's assessment of his/her own appearance is an extremely subjective decision, that may or may not be rooted in reality and/or reason. Individuals must decide, using both head and heart, what qualities they value and wish to project, and make decisions about their body image accordingly. These decisions ought to not harm these individuals in any way.</p>
Key Messages	<ul style="list-style-type: none"> • The impetus for many decisions arises from the people we would like to be or at least look like we are. Sometimes an excess of emotion and shortage of reason makes us feel that we are making a rational decision even when we're not. • Oftentimes students perceive immediate and long term benefits to changing their appearance in a particular way, that are directly linked to the values they hold regarding the importance of appearance and benefits to being perceived a certain way by other people. • Outside appearance is constantly fluctuating, even more so for young people as they try on different identities. It is important to hone in on the underlying perspectives that drive these changes, as well as the internal constants that persist in each student while his/her outside appearance changes.
Essential Questions	<ul style="list-style-type: none"> • How do I decide I value something as beautiful, desirable, and/or something that I want to be? • What other people in my life or in the media possess these qualities? • Who else impacts my definition of the ideal image that I want to attain? • How do I draw the line between emotion and reason in deciding what I want to look like? • Are there other values in addition to simply changing my appearance because I like one way of looking better than another, that are also important? Health, cultural fidelity/acceptance, etc.? • Even if I decide to change my appearance, how do I commit to courses of action to doing so that will not harm me in any way? • Who are the key stakeholders whose opinions matter to me and influence the way in which I perceive myself?
Engaging Scenario	<p>You are for the most part okay with the way you look. When you look in the mirror, you see places where you think you could lose a few pounds, but you generally look and feel healthy. You don't wear the latest or most fashionable labels, but your clothes are pretty up to date and sit okay on you. You traded in your glasses for contacts a few years ago. Aside from the occasional pimple, you haven't suffered any major face implosions in years either.</p> <p>There is one thing though: you hate your curly hair! Your mother has always loved your curls and</p>



	<p>your friends tell you that they're pretty and unique. Lots of other women pay good money to have salons make their hair look like yours.</p> <p>None of this matters to you though. You have hated curly hair and maintaining it ever since you can remember and want to get over this or figure out how to fix it once and for all.</p> <p>Why does something that you rationally think is so small bother you so much emotionally? How do you weigh alternatives? What are the values and driving forces behind changing this part of your appearance? How do you identify ways to be content with keeping things the way they are or changing them without harming yourself?</p>
Procedure	<ol style="list-style-type: none"> 1. Students read the Engaging Scenario and view a clip from <i>America's Next Top Model</i> (available on youtube.com for free) as a starting point. Choosing the clip is deliberately left to the advisor. As dealing with body image decisions is a main theme of the series, all episodes lend themselves to selection (5-10 minutes). 2. Students discuss what they witness on the clip. To the naked eye, these women appear to be confident in their appearance and actions, but the clip also reveals that they are their own worst critics, like everyone else (5-10 minutes). 3. Students anonymously write on a piece of paper one thing about their appearance that they would change if they could. They place these papers in a container, and the teacher counts how many times each desired change occurs. The teacher – with the students' help – puts this tally on the board (5-10 minutes). 4. Students then break up into small groups of 4-5 and use the engaging scenario questions, the clip they have just seen, and the discussion they have had in order to reach a decision about what the adolescent in the scenario should do (15 minutes). 5. As a class, students discuss the decisions that each group made (10 minutes).
Resources	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain. • <i>America's Next Top Model</i> – reality television show currently in its seventh season and produced by Tyra Banks – where young women compete for a contract that will launch one's modeling career.
Extension Activities	<ul style="list-style-type: none"> • Students identify everyday situations in their lives where they or others that they know have made decisions about their personal appearance. • Students research examples of the decisions and consequences of these decisions, pertaining to personal appearance. • Students apply the principles of sound decision making learned today to a decision in their own lives. They may wish to share with the advisory during the next meeting.



10. Decision Making and Clothing

Types of Activities	Discussion, Collaboration, Freewriting
Decision Elements/ Skills	Helpful Frame Clear Values Head and Heart Creative Alternatives Useful Information Sound Reasoning
Overview	<p>A concern for the physical trappings of appearance (clothing, hair, make up, etc.) indicates at least a certain level of discomfort with one's outward projection and a tension between ideal and actual self. At times we all feel like there is a certain ideal image of ourselves – one we would like to project – that is simply out of reach at the moment. It's crucial to step back and identify our underlying assumptions for wishing to look a particular way, as well as alternative pathways for obtaining the image and/or feeling that we believe looking that way will give us. We must consider our own motivations, as well as the sources of those motivations in the individuals around us.</p>
Supplies/ Prior Knowledge	<p>This lesson assumes that the teacher has already covered the beginning lesson on body image (pertaining to hair), and has addressed the issues in that lesson in class prior to the introduction of this lesson.</p>
Key Messages	<ul style="list-style-type: none"> • The impetus for many decisions arises from the people we would like to be or at least look like we are. Sometimes an excess of emotion and shortage of reason makes us feel like we are making a rational decision even when we're not. • Oftentimes students perceive immediate and long term benefits to changing their appearance in a particular way, that are directly linked to the values they hold regarding the importance of appearance and benefits to being perceived a certain way by other people. • Outside appearance is constantly fluctuating, even more so for young people as they try on different identities. It is important to hone in on the underlying perspectives that drive these changes, as well as the internal constants that persist in each student while his/her outside semblance changes. • Unlike other aspects of one's appearance – facial, hair, etc. – clothing is an oftentimes expensive commodity and one whose trends are difficult to keep up with, both in terms of time and money. Students from different backgrounds have access to different resources to decide what fashions to buy and whether they can afford these. It's crucial to balance head and heart not only in terms of the identity that one wishes to project, but also in terms of the resources available to make this identity come true. Evaluating these resources and taking into account how they compare to those that others possess assists students in forming a balanced perspective and brainstorming new alternatives to enact/construct their desired identities.
Essential Questions	<ul style="list-style-type: none"> • Why do I care about the clothing that I wear? • How do I want to look? • Why do I want to wear the particular clothing that I do? • Who are the other key stakeholders that facilitate me feeling the way that I do about clothing?



	<ul style="list-style-type: none"> • Can I/my family afford for me to purchase the clothes that I think I need/want? • Are my desires reasonable/within means? • How do I draw the line between emotion and reason in deciding what I want to look like? • Are there other ways for me to feel good about the way that I look, other than simply purchasing more attire? • Do I know anyone with more/less resources than I have to alter my appearance? How does this person (or do these people) deal with these issues? Are any of their alternatives viable ones for me?
Engaging Scenario	<p>During the last few months you have been extremely uncomfortable with the way you look. You are constantly comparing your appearance to that of your peers and you feel yourself coming up short. You don't wear too much make up and are happy with your hair, but you are embarrassed about your clothes. You worry that they are outdated and you feel out of place next to your more fashionable classmates.</p> <p>Your parents simply cannot afford to buy you the types of clothes or shop at the stores you want. Although you're upset and wish you could change these circumstances, you feel that they are out of your control and they make you feel a lack of confidence at school.</p> <p>How do you resolve your conflicting emotions? What are your underlying assumptions about what you need and want in order to be happy? Is there a direct link between the tangible things that you want and the intangible feelings that you seek? How can you create alternative ways to be happy with your appearance without spending lots of money or feeling bad about yourself?</p>
Procedure	<ol style="list-style-type: none"> 1. Students read the Engaging Scenario and read an excerpt either from Sandra Cisneros' <i>The House on Mango Street</i> or Gloria Anzaldúa's <i>Borderlands/La frontera</i> as a starting point (5-10 minutes). 2. Students discuss the key themes of the piece. In both novels, the narrators experience a sense of profound discomfort and inability to fit in with the people around them, based on appearance and identity. What causes these women to feel this way? Is feeling this way warranted? Fair? Justified? What are their assumptions about fitting in and being content? (10-15 minutes). 3. There are times when everyone feels out of his/her element. Placing yourself in someone else's shoes can shed light on why you feel this way and how you can go about fixing it. Students write about a situation like this and how they decided to deal with it. Possible questions include: What did you do? What process did you undergo? What feelings did you experience? (10 minutes). 4. Students then break up into small groups of 4-5 and share their personal experiences, including the decisions that they made, how they generated creative alternatives for dealing with these situations, and whether they adopted the perspectives of others in order to do so (10-15 minutes).
Resources	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain. • <i>The House on Mango Street</i> (1984) by Sandra Cisneros is a coming of age novella that deals with a young Latina girl, Esperanza Cordero, who grows up in a poor Chicago neighborhood.



	<ul style="list-style-type: none"> • <i>Borderlands/La frontera</i> by Gloria Anzaldúa is a poetic work that weaves together English and Spanish in order to articulate the author's personal experiences with her "borderlands" identity.
Extension Activities	<ul style="list-style-type: none"> • Students identify other situations in their lives that have been uncomfortable because either they or someone else had more resources to change their appearance. They develop these into stories that they may choose to share in small groups or with the class. • Students research examples of identity discomfort in literature or the media that stems from a lack of resources. • Students apply the principles of sound decision making learned today to a decision in their own lives. They may wish to share with the advisory during the next meeting.



11. To Drink or Not Drink: Alcohol and Decision Making

Types of Activities	Freewriting, Discussion, Brainstorming, Collaboration
Decision Elements/ Skills	<p>Helpful Frame Clear Values</p> <p>Creative Alternatives Useful Information Sound Reasoning</p> <p>Commitment to Action Head and Heart</p>
Overview	<p>Many young people must make split second decisions about whether to drink and how much to drink. In many situations, they feel empowered or coerced by a peer group to drink, and can feel that this decision is out of their hands. It's not.</p> <p>Youth oftentimes do not discuss these incidents with adults in their lives, and advisory presents a unique opportunity to deal with the topic of drinking head on yet carefully. Advisory also provides a forum in which teachers can work with students to show them that they have the agency to make decisions about what substances they consume, even in situations when students may feel powerless and as if their decision-making abilities have been taken from them.</p>
Key Messages/ Concepts/ Big Ideas	<ul style="list-style-type: none"> • A large percentage of teenagers will drink while they are in high school. Some of them will also binge drink, drive under the influence of alcohol, and even commit crimes while under the influence of alcohol. Despite the plethora of messages from adults about the negative effects of drinking, many teenagers find themselves at least in the presence of alcohol while they are still in high school. When confronted with these situations, young people must make a variety of complicated decisions regarding whether to drink and what to do.
Essential Questions: Student Voice	<ul style="list-style-type: none"> • Will I put myself in an environment with alcohol again? • Will I consume alcohol? If not, what do I do next? If yes, how much will I consume? • Who brought me here and whose idea was it to drink? Was it me or other people? Who are these other key stakeholders in my current situation, i.e., are they friends, casual acquaintances, strangers, enemies? • Do I want to drink? If I don't want to drink and I feel like I should, why is that? Can I escape from these circumstances? • Who do I feel is in charge of making this decision? Is it me or those around me?
Engaging Scenario	In this unit the students will generate their own engaging scenario (see below).
Procedure	<p>1. Many students, regardless of whether they have had alcohol or not, witness other peers drinking. Have students complete a completely anonymous (no names and only multiple choice questions so that students don't worry about their handwriting giving them away) questionnaire about their knowledge of/experience with alcohol. Sample questions include:</p> <ol style="list-style-type: none"> Have you ever consumed alcohol?: Y/N Have you ever been offered an alcoholic drink?: Y/N



	<p>c. If yes to previous question, by who?: Friend, family member, stranger, etc.</p> <p>d. Have you ever been drunk?: Y/N</p> <p>e. How many times have you had alcohol in the last month?: 0-2, 3-5, 5+</p> <p>f. Do your friends drink?: Y/N</p> <p>g. If yes, do your friends drink heavily?: Y/N</p> <p>h. If you have consumed alcohol, did you enjoy it? Would you do it again?: Y/N</p> <p>i. If you consumed alcohol, where was the last time?: My house, friend's house, public property, etc.</p> <p>***These are just examples. Teachers should let students know that they don't have to answer any questions that they feel uncomfortable with.*** (Allow 5-10 minutes for questionnaire completion).</p> <p>2. After students have completed the questionnaires, tally responses as a class (10 minutes).</p> <p>3. Discuss with students the implications of the class results. Students can hopefully see that they are not struggling with this issue alone (10 minutes).</p> <p>4. Have students break up into small groups and generate scenarios that center on a decision involving alcohol (5-10 minutes).</p> <p>5. Have groups trade scenarios and come up with decisions about each other's scenarios. Students can then present their groups' work to the class (20 minutes).</p>
Resources	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain.
Extension Activities	<ul style="list-style-type: none"> • Students identify everyday situations in their lives where they or their friends have made decisions about drinking. Students now analyze these decisions using the chain and report results to the advisory class if they feel comfortable. • Students research examples in movies where protagonists are confronted with a decision about drinking. Students apply the decision-making process to analyze the quality of the decision reached by the character. They can present to advisory class if they feel comfortable.



12. Postsecondary Options

Types of Activities	Freewriting, Discussion, Brainstorming, Collaboration
Decision Elements/ Skills	<p>Helpful Frame</p> <p>Clear Values</p> <p>Creative Alternatives</p> <p>Useful Information</p> <p>Sound Reasoning</p> <p>Commitment to Action</p>
Overview	Students make very difficult decisions about what to do after high school, as this projected time deals both with the unknown and the future. In such a situation, students must collect as much useful information as possible, work hard to prioritize their values and needs against those of the key stakeholders in their lives, commit to act on one alternative, and recognize the possibility of committing to other alternatives in the future if they select a poor fit.
Supplies/ Prior Knowledge	This lesson will serve as the foundation to a series of lessons dealing with the College Decision, College Application, College Selection, and Independent Living.
Key Messages	<ul style="list-style-type: none"> • Making decisions about the unknown and the future simultaneously can be difficult and daunting. The most important and foundational component of identifying and selecting choices is simply doing your homework: gathering useful and relevant information from as many reliable and diverse sources as possible. • Once intelligence gathering has taken place, each individual must map out available options against his/her own values and frame in order to reach a decision that is congruent with his/her needs and priorities. • Reaching a decision about the future will entail balancing sometimes mixed messages from various stakeholders important in the students' lives. • It is important for students to commit to act early, especially for options involving sequential and extensive preparation and application processes. However, students must realize that even when they commit to one particular alternative wholeheartedly, if the option that they have selected turns out to be an improper fit, there are other viable alternatives available.
Essential Questions	<ul style="list-style-type: none"> • How do I gather information about possible postsecondary options? Where and to whom do I turn? How do I distinguish between useful and irrelevant information? • Who are the key stakeholders whose values and opinions will influence my decision? • How do I balance conflicting messages and information that I receive from multiple sources, with what I want? • What do I value? What do I want to achieve and do when I finish high school? What are the paths to the different goals that I have? • How do I weigh the different alternatives available in order to reach a decision? • What if I choose an option that is a poor fit?
Engaging Scenario	Yesterday, you (Pat) asked your favorite teacher for advice. With graduation just a couple months away, you're beginning to have second thoughts about going to college. You got into MXU and a



	<p>private school on the East Coast, neither of which is your top choice. You're actually no longer sure you want to go to college. Your family doesn't have a lot of extra money and you would like to earn some money. Your favorite uncle owns a construction business and you have been working summers for him. It's fun, active work and you can see what you accomplish. You get along well with the skilled tradesmen. Your uncle has hinted he'll be retiring in a few years and could see you taking over. You also love music and have been invited to tour with a band. Finally, you would like to travel. Your older brother, whom you really admire, is currently working for Siemens in Germany. To top it off, your mother doesn't want you to leave town and neither does your girlfriend. You're feeling overwhelmed and the easy way out seems to be to just go to the better college (the private school) like your father recommends, but it's more expensive. It would really stretch the family. Besides, you're not sure you're ready and you don't even know what to study. You know your teacher is really busy and asked you to meet with him at 7:40 a.m. Your classes start at 8:00 a.m.</p>
<p>Procedure</p>	<ol style="list-style-type: none"> 1. Students read the Engaging Scenario (5 minutes). 2. Students individually freewrite possible alternatives for Pat (5-10 minutes). 3. Students break up in to small groups of 4-5 and share their alternatives. Each group then uses the Values Capture Worksheet (pg. 119) and Alternatives and Information Worksheet (pg. 120) to map out and decide on the alternative that they would select for Pat (15-20 minutes). 4. As a class, students share and discuss the decisions that each group selected as the best alternative. Teacher guides the discussion, emphasizing the need to gather appropriate information, rely on one's own values and needs, balance pressure from key stakeholders in one's life, and commit to a particular alternative (10-15 minutes).
<p>Resources</p>	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain. • <i>Pat's Case</i>: decision-making scenario that focuses on a student faced with making a decision about what to do after high school.
<p>Extension Activities</p>	<ul style="list-style-type: none"> • Students generate their own list of postsecondary alternatives, information gathered, values, and key stakeholders. They discuss these alternatives with their parents, other influential adults in their lives, and their peers. • Students apply the principles of sound decision making learned today to a postsecondary decision in their own lives. They may wish to share with the advisory during the next meeting.



13. The College Decision: Whose Is It?

Types of Activities	Free writing, Discussion, Role play, Collaboration
Decision Elements/ Skills	Helpful Frame: Decision Team and Process Map Clear Values
Overview	In order to provide focus to the college decision process, students will begin by identifying their larger frame for considering a college education. This includes identifying the various stakeholders in the decision and developing an understanding of how to use a decision team. They will also begin defining their values and envisioning possible alternatives and associated outcomes for some of the general alternatives available for them. ***Note that this lesson is designed to be most effective for students who have already identified college as the postsecondary education option they wish to pursue.***
Key Messages	<ul style="list-style-type: none"> Deciding what college to attend is a complex decision that begins with understanding an individual's values, goals, and purpose in attending a college or university. For most students, this decision involves a decision team, where each member has a different role and responsibility set. Some will actually have decision power and others may be influencers and/or information providers. Understanding the decision team model and the kinds of decision authority each member has will facilitate discussions as the process progresses. Before exploring alternative colleges, students benefit from defining their frame in the college search. What will be the purpose, perspective, and scope of this strategic decision? Included in this unit is the development of a decision team to clarify the various roles and responsibilities in making this decision.
Essential Questions	<ul style="list-style-type: none"> How can I manage this process with confidence that I will make a good decision? Who makes this decision? How do I balance what I want with what others expect of me?
Engaging Scenario	You are a student who will be applying to college. Your teachers and parents are all encouraging you in this path – and have high hopes for your college career. You're also excited about going to college. One of your parents attended an Ivy League school. The other attended a state school on an athletic scholarship. While you are a good student and a decent athlete, you are not sure you can (or even want to) follow in your parents' footsteps. In addition, you are looking to them for financial support for college. How much of the college decision is really yours?
Procedure	<ol style="list-style-type: none"> Assign students to the following roles: "Student," Student's mother," "Student's father," "Student's coach," "Student's College Advisor," and "Student's Inner Voice" (1-2 minutes). This exercise runs like Speed Dating. The "Student" has five minutes to ask each of the other players "Why do you think I should go to college?" The "Student" role is to ask "why, why, why" to get to the core values and not to debate the virtues of each perspective (30 minutes). One student should time the intervals and make sure the transitions happen. Students not role playing in each interview should observe and look for implied values and expectations (Time varies).



	<p>4. Debrief: Ask each student to write down the values and expectations they heard (5 minutes).</p> <p>5. As a group, students share some of their lists and identify any common values. Ask them if to identify any conflicting values (15-20 minutes).</p> <p>6. Ask the “Student” to reflect on the experience. In making a decision, which values seemed most important to him/her? Which stakeholders should have a voice in the decision, and why? How will this help him/her begin to frame his/her search? (5 minutes)</p>
Resources	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain.
Extension Activities	<ul style="list-style-type: none"> • Encourage students to create a Process Journal in which they do the following: <ul style="list-style-type: none"> ○ Identify the people who will influence their college decision process and diagram their “decision teams.” ○ Ask them to begin defining the frame of their decision by identifying what will be the purpose, perspective, and scope of their search? One suggestion would be to have them complete the following sentences: <ul style="list-style-type: none"> ▪ I would like to go to college in order to...? ▪ The college I attend will meet my needs and the needs of...? ▪ My search will be limited to...?



14. Identifying Values for the College Decision

Types of Activities	Discussion, Collaboration, Reflection, Freewriting
Decision Elements/ Skills	Clear Values Creative Alternatives Information
Overview	This lesson is designed to help students focus on values, alternatives, and information. Specifically, students will explore two kinds of values: their personal values and the kinds of values different colleges and universities might have. They will also begin envisioning possible alternatives and associated outcomes. Finally, students will begin to identify the kinds of information that will be most useful for them given their frame, values, and desired outcomes.
Key Messages	<ul style="list-style-type: none"> • The “best” college is one that offers a student a place to learn, grow, contribute, and prepare to meet the student’s life goals. • Understanding who you are, what you value, and what you want is critical to the college search – and invaluable in the application process. It is equally important to understand what different colleges and universities value, as well as offer. For example, if a university values a traditional curriculum and you value flexibility, this may not be a good fit.
Essential Questions	<ul style="list-style-type: none"> • What do I enjoy doing? What do I enjoy studying? What areas of interest would I like to explore? Where and on what would I like to spend my time? • What is most important to me in a college or university? (Location, prestige, student body, programs, etc.) • What kinds of things do colleges value? What are they looking for in their students? • How do I know which colleges have what I want? • How do I know if a college wants what I have?
Engaging Scenario	The “Values” Match Game (described in “Procedure” section below).
Procedure	<ol style="list-style-type: none"> 1. Break the class up into two teams or multiple sets of two teams. The members of one team will identify “Student Values.” The members of the other team will each be assigned or asked to choose a college or university and identify “College Values” based on the college website or literature (1-2 minutes). 2. Ask members of each team to identify as many possible values for “Students” and “Colleges” as they can possibly can (20 minutes). This can be an in class exercise, if materials and/or web access is available, or a homework assignment. 3. Have each team compile a comprehensive list of all the values for the “Students” and the “Colleges” (10-15 minutes). 4. Have all the members of each team stand up with each team on a different side of the room. Have one student start reading the list of institutional values for the colleges. If the college value does not meet a student value, then the student should sit down. (For example: A college values all the



	<p>outdoor activities the country has to offer and the student values urban experience). Encourage the students to begin thinking about matching values both to find the best fit and to construct a persuasive college essay. Do the same with the list of student values (30-40 minutes).</p> <p>5. Ask the students to reflect on the exercise. Are all values equal? Should you consider a school whose values are different from your own? If so, how different? (10-15 minutes).</p>
Resources	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain. • <i>What color is Your Parachute? For Teens</i>, Richard Nelson Bolles and Carol Christen • Values Capture Worksheet on page 119
Extension Activities	<ul style="list-style-type: none"> • Fishbowl Topics: <ol style="list-style-type: none"> 1) What is the most fun project you have done, in or out of school? What made it so much fun? 2) Many people talk about the difference between being in school and “real life.” Do you think there is a difference – and if so, what is it? Should there be a difference? 3) Imagine what will graduation day (from college) be like? What do you want to be able to say you did that prepared you for your next step? • In their process journal, ask students to identify and prioritize their personal values and the most important offerings of their ideal college fit. • Ask students to make a list of the most important information they need about the colleges they are considering. What are the questions they should ask? How and where can they find the information they need? Ask them to create an “Information Gathering Template” to be used in all their visits and interviews. • All the information vs. information you need. Managing information can be overwhelming. Make lists of the best general information resources. Make list of the question YOU want answered – and how you would get that personal information. • In their process journal, ask the students to identify one activity that they really enjoy <ol style="list-style-type: none"> 1) Explore what it is that makes that activity so valuable to you. 2) Identify something that you have done that you are proud of. Explore what it is in that event that makes you feel proud 3) What do you think others value in you?



15. The College Application Essay

Types of Activities	Discussion, Collaboration, Freewriting, Peer Review, Reflection
Decision Elements/ Skills	Clear Values Creative Alternatives: Anticipating Outcomes Information Frame
Overview	This lesson is designed to help students focus on their individual values, goals, and strengths, in order to frame and create a persuasive college essay.
Key Messages	<ul style="list-style-type: none"> • For many students, writing a personal essay for their applications is overwhelming, because they have not taken the time to identify their individual values, goals, and strengths. • In requiring a personal essay, colleges are looking for the student to tell them what is different, special, valuable, or promising about him/herself. This is an opportunity for self exploration and definition of one's values, goals, and strengths.
Essential Questions	<ul style="list-style-type: none"> • What makes me different from the other applicants? • What about me would fit well with their desired student body? • What essay topic best highlights my gifts and aspirations? • What do I want to tell the college about myself? • What would help the admissions committee understand why I would be a valuable student at their school?
Engaging Scenario	You are an admissions officer at a competitive college. You have to read over 200 essays each fall. What do you really want to see in an essay? What is it that makes an essay stand out? That makes a student stand out?
Procedure	<ol style="list-style-type: none"> 1. Ask three to five students to volunteer to play the admissions committee at "Terrific College" (1-2 minutes). 2. Each admissions officer should have a team of advisors and each should come up with a list of what he/she would like to see in a college essay and what they do not want to see (10-15 minutes). 3. Share the lists and have the class consider if there are any other possible values that have been missed (10-15 minutes). 4. For homework, ask each student to come up with a list of the key strengths, experiences, achievements, etc. that make him/her different from the other students applying to colleges. 5. In the next class, ask students to compare their lists – how "unique" are their experiences? Which are truly positive differentiators and which aren't? (20-30 minutes).
Resources	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain.



	<ul style="list-style-type: none"> • <i>What color is Your Parachute? For Teens</i>, Richard Nelson Bolles and Charol Chrستن
Extension Activities	<ul style="list-style-type: none"> • Fishbowl topics: <ol style="list-style-type: none"> 1) What is the most fun project you have done, in or out of school? What made it so much fun for you? 2) If you had to be defined by one of your greatest gifts, what would your Alter Ego be named – and why? • MBTI – How are we alike? How are we different? What does that mean for who you are and who you want to be? • Make a list of all the things you have done – start simple and work your way up. Don't judge – just list. Reflect on your list. • Write what happened to you yesterday – as if you were the hero of an action novel; the heroine of a romance novel; the subject of a newspaper story; the topic of a business magazine profile; the lead story in People Magazine. In each of these versions, you are the same person and the day's events are fixed. What changes when you shift the frame?



16. College Selection

Types of Activities	Discussion, Brainstorming, Collaboration
Decision Elements/ Skills	Helpful Frame Clear Values Creative Alternatives Useful Information Sound Reasoning Commitment to Action
Overview	Students must continue and build upon the intelligence gathering and prioritizing process they have undertaken with respect to universities. In this final step, they must commit to attending a particular school and then act upon that decision.
Key Messages	<ul style="list-style-type: none"> This decision process is an ongoing one for many students. Students already have experience in identifying their relevant values and alternatives, work that they began during the initial stages of the college application process. They are continuing to follow through to the concluding decision of the process, which college to attend.
Essential Questions	<ul style="list-style-type: none"> What do I value most in potential schools? Has this changed during the application process? How do the schools that I have been accepted to stack up according to these criteria? How do I select from these available alternatives, using sound reasoning and useful information? Who are key stakeholders in my life that will be affected by this decision?
Engaging Scenario	<p>You're a high school senior who has applied to and been accepted by several universities. At first glance, you think you would be happy and can afford to attend any of these institutions. You must commit to attending one of these schools and notify the rest within the next month. You clearly have your work cut out for you.</p> <p>What do you value most about a university? How do your choices rank according to these values? Who else in your life is involved in this decision? How will you select the alternative to which to commit?</p>
Procedure	<ol style="list-style-type: none"> Students read the engaging scenario (2 minutes). As a class, students generate a list of values that are important to them in selecting a university to attend (5-10 minutes). Students individually write up a ranking of their college choices along these criteria. The class can use a resource like <i>U.S. News and World Report</i> of colleges in order to generate a list (10-15 minutes). They discuss as a class additional factors besides these criteria that are impacting their thinking about college decisions: e.g., key stakeholders, family pressure, etc. (10 minutes).



Resources	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain. • <i>U.S. News and World Report</i> – http://www.usnews.com/sections/rankings/ – annually ranks high schools, colleges, and graduate schools in the U.S.
Extension Activities	<ul style="list-style-type: none"> • Students use the lists and discussion that they generated to continue working through the college decision process. They involve the other key stakeholders in their lives in this thinking. • Students apply the principles of sound decision making learned today to a decision in their own lives. They may wish to share with the advisory during the next meeting.



17. Resume Preparation

Types of Activities	Freewriting, Discussion, Brainstorming, Collaboration
Decision Elements/ Skills	<p>Helpful Frame Clear Values Useful Information Sound Reasoning Head and Heart Decisions vs. Consequences</p>
Overview	<p>Students must distinguish between decisions they make and their consequences. Every decision is a reflection of an individual's values and frame, and the consequences of decisions (and the actor's acceptance or rejection of these consequences) also speak volumes to personal integrity and ethics. Students must balance together their heads and hearts with the ability to weigh decision alternatives and consequences against their personal values.</p>
Key Messages	<ul style="list-style-type: none"> • It is crucial to distinguish between the quality of a decision and its consequences, good or bad. We can make an excellent decision – logical, informed, consistent with our values – that has terrible consequences. And vice versa, we can make a bad decision – irrational, without commitment, lacking useful information, inconsistent with our values – with excellent consequences. • As students enter adulthood and undertake the challenge of applying for jobs, internships, and educational opportunities, they must constantly select from a myriad of alternatives in order to represent themselves in a favorable light. • In order to construct resumes, cover letters, and interview answers, students must weigh available information about experiences and qualities they project. People of all ages select a tradeoff (from many possible alternatives) between the complete truth and presenting information that will result in favorable consequences for them. Every person's values, in combination with information, reasoning, and a balance between head and heart, dictate which alternative he/she will ultimately choose.
Essential Questions	<ul style="list-style-type: none"> • How important is this job/internship/college to me and why? What do I think that it will give me? How will working/studying at this organization affect/benefit me? • How important is being honest about my experiences and qualifications? • If I lie on a resume and I get the job, do I care? How do I react? Do I tell anyone that I was dishonest? • If I simply exaggerate on a resume and I get the job, do I care? How do I react? Do I tell anyone that I wasn't completely honest? • What is the difference between my decision to lie/be honest on my resume and the consequence of getting/not getting a job? • Do I want to have a job/attend a school that I might not be qualified for? Is it a good fit?
Engaging Scenario	<p>You are a high school junior/senior preparing a mandatory resume to accompany your college applications. The selective schools that you are hoping to get into look very favorably upon volunteering and community service experiences. You have been a member of Key Club (community</p>



	<p>service organization) for four years, but have not participated very actively. Aside from attending meetings on a semi regular basis, you undertake about one volunteering event per semester. Rather than leave the community service portion of your resume blank or complete it with an unimpressive activity, you include your Key Club membership, but list yourself as a Club officer and greatly embellish your contribution to the organization.</p> <p>Do you submit this resume? Do you feel guilty for exaggerating on the resume? Are you lying on the resume? If you get into the selective schools that you want, will you feel guilty or simply vindicated?</p>									
<p>Procedure</p>	<ol style="list-style-type: none"> 1. Students read the engaging scenario and break up into several small groups. One group will serve as the admissions committee on a university that the class selects. The other small groups will each act as a student who seeks admission to the university and constructs a resume for his/her application (2 minutes). 2. The admissions committee decides the criteria that it will use to evaluate student applications – in this case, the criteria to assess resumes – and announces them to the class (5 minutes). 3. Each of the small groups selects one student from the group upon whose experiences the group will base the resume. The groups prepare a resume, deciding between different possible alternatives (10-15 minutes). 4. The admissions committee reads each resume and deliberates outloud about which candidates to admit and reject. Following all the decisions, the students have a discussion about the fairness and consequences of this decision-making process (15-20 minutes). <ul style="list-style-type: none"> • Were any candidates who lied accepted? • Were any honest candidates rejected? • Was this fair? • If all the candidates knew how the admissions process would have turned out, would they have represented themselves in the same way on their resumes? • What values does each alternative that the students select represent? • What were other viable alternatives? • Was it worth it? Why did one decide to include or exclude a particular experience? To embellish or word differently? 									
<p>Resources</p>	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain. 									
<p>Extension Activities</p>	<ul style="list-style-type: none"> • Students identify everyday situations in their lives where they face difficult ethical trade offs between possible decision alternatives and decision consequences. • Students write their own resumes at home and discuss in class places where they struggled to be completely honest. • Students come up with examples to complete the following matrix: <table border="1" data-bbox="349 1766 1122 1881"> <tr> <td></td> <td>Good Consequence</td> <td>Bad Consequence</td> </tr> <tr> <td>Good Decision</td> <td></td> <td></td> </tr> <tr> <td>Bad Decision</td> <td></td> <td></td> </tr> </table>		Good Consequence	Bad Consequence	Good Decision			Bad Decision		
	Good Consequence	Bad Consequence								
Good Decision										
Bad Decision										



18. Job Preparation

Types of Activities	Discussion, Brainstorming, Collaboration, Research, Interviewing
Decision Elements/ Skills	Helpful Frame Clear Values Creative Alternatives Useful Information Sound Reasoning Commitment to Action
Overview	The job of a decision maker is never done. Students must continue the process of collecting information, identifying and ranking alternatives, and committing to acting on their chosen option, when it comes to the occupational world.
Key Messages	<ul style="list-style-type: none"> • Every decision leads to more decisions. Even after a student has decided to pursue a particular path after graduation, he/she must continue making decisions about how to pursue this path. • Students are surrounded by many sources of valuable information about jobs and careers. These include relatives, peers, counselors, community members, etc. It's important for students to tap these sources of primary knowledge about the work they are interested in pursuing.
Essential Questions	<ul style="list-style-type: none"> • I've decided that I want to/have to work following high school, but how do I know what type of work I'm most interested in? • Who can I go to for useful information about this type of job and the job application process in general? • Who are the key stakeholders that can assist me with making this decision and obtaining the resources that I need in order to commit? • How do I rank all the viable alternatives that I generate?
Engaging Scenario	<p>You're a senior and have decided that you want to work after graduation. College doesn't seem like a good fit for you right now and you need to work in order to help your family financially and save up for college, which you may want to attend after having worked for a few years.</p> <p>You're happy with this decision and your family and friends have been supportive, but now you're stuck. You enjoy doing many different types of work and are doing well in math and science, as well as in your English and business classes at school. What type of work do you and can you pursue? How do you go about gathering information on available jobs and the job application process?</p>
Procedure	<ol style="list-style-type: none"> 1. Students read the Engaging Scenario and an excerpt from <i>On the Road</i> by Jack Kerouac. Choosing the excerpt is deliberately left to the advisor – as dealing with life choices and preparation is a main theme in the book, most of the text lends itself to selection (5-10 minutes). 2. Students generate their own work alternatives as a group (5-10 minutes). 3. Students break up into small groups of 4-5 and select from the brainstormed alternatives. They use the engaging scenario questions and the excerpt they have just read in order to map out



	<p>questions surrounding their alternative, sources of useful information, and next steps to take in order to be ready to commit to acting on the alternative (20-25 minutes).</p> <p>4. As a class, students share the plans they have drawn up in their small groups. Teacher guides the discussion, emphasizing sources of information that already exist in students' lives that can assist in narrowing down potential options and knowing how to navigate the job application process (10-15 minutes).</p>
Resources	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain. • <i>On the Road</i>: autobiographical novel by Jack Kerouac that explores the author's decisions about work, travel, and life choices.
Extension Activities	<ul style="list-style-type: none"> • Students research job options in their lives and communities. They interview individuals in the professions they are interested in and research these professions online. • Students may wish to share their findings with the advisory during the next meeting. • Students apply the principles of sound decision making learned today to a decision in their own lives.



19. Independent Living

Types of Activities	Freewriting, Discussion, Brainstorming, Collaboration
Decision Elements/ Skills	Helpful Frame Clear Values Creative Alternatives Useful Information Sound Reasoning Commitment to Action
Overview	Students have to sift through a growing sea of information on their own. Although they can certainly turn to parents and peers for advice, they will learn to make many more important decisions on their own and within a more limited amount of time.
Key Messages	<ul style="list-style-type: none"> As young adults on the brink of graduation, students will have much greater autonomy over their decision making in the future. It is important to prepare accordingly to reach difficult decisions on one's own, and to identify potential decisions to make in the immediate future.
Essential Questions	<ul style="list-style-type: none"> What key decisions will I have to make on my own in the future? How will I gather useful information about my options? How will I weight competing alternatives and my own distinct values? How can I reach important decisions in a timely manner?
Engaging Scenario	<p>You are a senior and you've been accepted to a local university. You have decided to defer attendance by one year, however, in order to take a break from school and save some money by working. Lately you have been fighting with your parents a lot, and even though you and your parents have resolved most of your disagreements, you do not want to live at home during the coming year. It's time to move out, but where, with whom, and how will you pay?</p> <p>What decisions do you have to reach about your housing? What do you value in your future housing? Where/who can you turn to for help and information? How do you weigh your competing values, priorities, and available possibilities to decide where and how to live?</p>
Procedure	<ol style="list-style-type: none"> Students read the engaging scenario (2 minutes). In a large group, students brainstorm priorities that affect the decision how to live (5-10 minutes). Students break up into small groups of 4-5. They rank priorities and decide where to seek information (15-20 minutes). Each student individually lists the values that he/she imagines are important to the high school senior in the scenario, and creates possible housing alternatives, using the Values Capture Worksheet (pg. 119) and Alternatives and Information Worksheet (pg. 120; 15-20 minutes). Students share their work with the large group or in their small groups (10-15 minutes).



Resources	<ul style="list-style-type: none"> • <i>Decision Quality: The Fundamentals of Making Good Decisions</i>: In depth overview of decision fundamentals, including extensive information on the Decision Chain.
Extension Activities	<ul style="list-style-type: none"> • Students identify another decisions of concern about independent living. They utilize their own perspectives to list values, information, and alternatives that pertain to this choice, and explain what alternative they see themselves taking. For example, after housing, students can focus on another aspect of autonomous existence, like balancing a checkbook or grocery shopping/nutrition. They may wish to consult their parents and peers to identify other decisions. The teacher will make clear that this is an iterative process and students may change their minds in the future. This is more than acceptable, as long as they continue using a sound decision-making process in order to do so.

