

Student Learning Plan

Chapter 4: Decision Making

Making Decisions and Setting Goals [U1C4L1]



What you will accomplish in this lesson:

Apply the processes for making personal decisions and setting goals



Why this lesson is important:

During the course of a day, you make many decisions, large and small. You make decisions on how you conduct yourself and the goals you have for yourself. Decision-making and goal-setting are two important life skills. Decision-making skills help you make the best choices. Goal-setting skills will help you take control over your life and give it purpose and direction. In this lesson, you will focus on the skills you need to make good decisions and achieve your goals.



Essential Question:

How can you make positive decisions and achieve your goals?



What you will learn in this lesson (Learning Objectives):

- Describe the steps used to make decisions
- Identify guidelines used to evaluate choices
- Evaluate decisions for positive outcomes
- Describe the SMART goal-setting system
- Analyze goals for potential success
- Define key words: assess, attainable, decision-making, goal-setting



You will have successfully met this lesson's purpose:

- by describing a plan for achieving a long-term goal in a written summary
- when the summary describes your long-term, intermediate, and short-term goal(s)
- when the summary explains how and when you will measure progress toward short-term goals
- when the summary explains how you will stay motivated to achieve your short-term goals



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your Instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?



- _____ 1. **Think about** what you know about decision-making. **Prepare** for this lesson by discussing *What you will accomplish in this lesson*; *What you will learn in this lesson*; *Why this lesson is important*; and *When you will have successfully met this lesson's purpose*.
- _____ 2. With your group, **brainstorm** a list of decisions that you've made in the last week. **Create** a T-Chart to organize the decisions into two columns: Easy and Difficult. **Be prepared** to share your T-Chart with your class.

GATHER PHASE: So, what else do you need to know or learn?



- _____ 3. **Listen** to a briefing about the decision-making/problem-solving process. **Take notes** on the steps in the process.
- _____ 4. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?



- _____ 5. **Read** Exercise #1 – What Should Kendra Do. **Complete** the exercise with your group. **Be prepared** to share your answers with your class.
- _____ 6. **Reflect** on the decision-making process. **Answer** the Reflection Question(s) presented by your Instructor.

PART 2

GATHER PHASE: So, what else do you need to know or learn?



- _____ 7. **Listen** to a briefing on the importance of setting goals and the different types of goals. **Take notes** on what you learned.
- _____ 8. **Read** the "Building Goal-Setting Skills" and "Kendra's SMART Goal" sections in your student text. **Take notes** on the SMART steps.
- _____ 9. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?



- _____ 10. **Complete** Exercise #2 – SMART Goals with your group. **Be prepared** to share your responses to the scenarios with your class and discuss the reasoning behind your group's answers.
- _____ 11. **Reflect** on what goes into the goal-setting process. **Answer** the Reflection Question(s) presented by your Instructor.

**Assessment Activities:****PART 3****APPLY PHASE: What else can you do with what you've learned today?**

- _____ 12. **Complete** Exercise #3 – My Goals. **Be prepared** to share your responses with the class.
- _____ 13. **Complete** the Making Decisions and Setting Goals Performance Assessment Task. **Submit** your completed performance assessment task to your Instructor for feedback and a grade.
- _____ 14. **Review** the key words of this lesson.
- _____ 15. **Review** this lesson's Essential Question.

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities in this lesson as modified by your Instructor.
2. **Gather Phase:** Complete the Learning Activities in this lesson as modified by your Instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your Instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your Instructor.