

## **SOUTH CAROLINA CAREER GUIDANCE EFFECTIVE EXERCISES**

**TITLE:** IS THAT YOUR FINAL ANSWER?

**SUBJECT:** Guidance Activity

**GRADE LEVEL(S):** 3-5

**SC Career Guidance Standard/Competency**

- Learning to Work: Standard 2. Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.

Competency 2.1. Demonstrate the use of decision-making, problem-solving, and goal-setting skills

**National Career Development Guidelines Goal/Indicator**

- Career Management: GOAL CM2. Use a process of decision-making as one component of career development.

Indicator CM2.K4. Identify alternative options and potential consequences for a specific decision.

### **Lesson Objectives**

1. Students will understand that they make many decisions in their lives and that decision-making is important.
2. Students will understand the importance of exploring several options before making a decision.

### **Assessment**

1. Students will participate in the class discussion about the importance of decision-making (informal assessment-observation).
2. Students will make an oral presentation in which they describe several alternatives to solving a problem, select one alternative, and describe why it is the best alternative.

### **Preparation**

- Prior Learning—Making Good Decisions (optional)
- Handouts/Worksheets—situation cards
- Resources—index cards
- Time Required—45 minutes

### **Procedures**

- Prior to this activity, write different situation scenarios on index cards (e.g., you are lost in a store, your best friend tells a lie about you, you lost your lunch money).
- Engage students in a discussion about decisions and decision-making. Explain that we make decisions everyday (e.g., choosing what to wear to school or what to eat for breakfast).
- Tell the students that it is sometimes hard to make decisions. Ask if making decisions has ever been hard for them to do. What were some hard decisions?

- Explain that when making a decision it is important to explore many alternatives. Point out that no one makes good decisions all the time, but looking at alternatives and their consequences will help them make better decisions.
- Divide the class into groups of four. Have each group draw a situation card.
- Tell the students to identify and list all of the different alternatives they can think of to solve the problem in the situation on their index card.
- Encourage students to discuss in their groups each alternative and then select the one they think is best.
- Have the groups give an oral presentation in which they describe their situation, describe several alternatives to solving the problem, tell which alternative they selected, and describe why it is the best alternative.
- Discuss as a class why it is important to consider several possible solutions to a problem.