

1. **Deduction:** Have everyone write on a piece of paper their answers to such questions as: What is your favorite month, animal, food, TV show, hobby, and color? Each person is to sign his name, and to make certain no one else sees the answers. The leader then reads the answers to the whole group, and members try to guess to whom each set of answers belongs. Award one point for each right guess. The person with the most points wins a goofy prize.



Activity: Making Good Decisions — You Always Have Choices

Format: Written reflection, group dialogue, project
Grouping: Individual student tasks, whole advisory
Scheduling: One time

Directions:

- Using these instructions, ask students to do a quick-write for five minutes:

Make a list of all of the decisions you've made today where you made a choice among several options. Use this format:

Decision I Made	Two Other Choices I Could Have Made
1. I made a decision to _____ because _____.	1. I could have made a choice to _____ or _____.
2. I made a decision to _____ because _____.	2.. I could have made a choice to _____ or _____.
3. I made a decision to _____ because _____.	3.. I could have made a choice to _____ or _____.
4. I made a decision to _____ because _____.	4. . I could have made a choice to _____ or _____.
5. I made a decision to _____ because _____.	5.. I could have made a choice to _____ or _____.

- Invite students to share one decision they made today, other choices they could have made, and why they thought the decision they made was the best choice.
- Pose any of these questions, probing for examples and concrete situations that illustrate your advisees' thinking.
 - For you, what kinds of decisions are hardest to make? Why?
 - For you, what kinds of decisions are easy to make? Why?
 - In what situations are you most likely to talk about your decision with someone else before you make a final decision? How does this help?
 - In what situations are you most likely to procrastinate and avoid making a decision?

- What goes through your mind when you make a decision that you think might annoy or upset someone important to you?
4. Ask advisees to list four or five of the decisions that are toughest for them and their peers to make. Pass out **Handout 14A: Criteria for Making Good Decisions** and invite students to identify questions that would help them make good choices in those tough situations.

HANDOUT 14A

Criteria for Making Good Decisions

- Does it meet an important need in my life?
- Does it feel reasonable to me and others? Given who I am, does it make sense to me and others?
- Is it do-able? (Am I asking myself to do something that might be somewhat challenging, but is not impossible to do? Do I have the time, skills, and resources to do it? Does it take into consideration any constraints or limitations?)
- Is it moral? (Does it hurt anyone? Is it fair and just? Is it destructive in any way to property or the environment?)
- Is it safe?
- Is it a healthy choice?
- Is it responsible?
- Is it legal?
- Does it respect the rights and needs of other people involved in the decision or affected by the decision?
- Is it smart? (Does this decision help me stay on the right track or get me on the right track? Does it help me create a positive future for myself?)
- Does this decision make me a better person, a better student, friend, or family member, a better worker, a better citizen?