



OBSTACLES FOR DECISION MAKING

1. LEARNING FROM REGRETS

▼ We make decisions on a daily basis, but sometimes when you don't make the best decision, regret can come with it. Nevertheless, regrets are a way of learning. Feeling bad for the consequences of a decision helps you become aware of the effect decisions have, plus it adds to your experiences. Making mistakes and regretting decisions will make a path for you to be more careful on future situations.

Materials

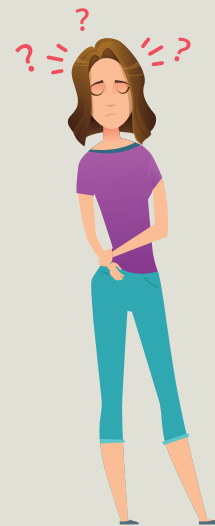
- Printed handout
- Pen or pencil

STEP BY STEP

- 1 Print the handout on the next page or copy it in your notebook so you can work on it.
- 2 Work in pairs. Read the situation in the handout and discuss the different alternatives that Sue has. Do Sue's regrets help you come up with different alternatives? Discuss if she learned something from her past regrets or not.
- 3 Now, think of a situation that you've experienced that is similar to Sue's. Write it down and fill in the table. Think of all the regrets you felt regarding the situation and what they taught you.
- 4 Discuss as a class:
 - a What do you think is the importance of recognizing regrets when making a decision?

- b Do you think regrets help to make decisions or do they make decisions harder?

- b What positive aspects do regrets have?



If you want to learn more about how to deal with regrets, go to <http://edutics.mx/5vQ>



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1. LEARNING FROM REGRETS



Sue goes to a movie theater near her house with two friends. After the movies, Emma, one of the girls, proposes going to a friend's party. Sue knows that her parents hate it when she asks for last-minute permissions so late. The last time she escaped to go to a party she regretted it because she got grounded for two months. Also, she really wants to go to the party because her crush will be there, and the last time she missed a party she regretted missing the chance to talk to him. Sue must decide what to do.



My situation:

Regrets	What I learned



OBSTACLES FOR DECISION MAKING

2. FEASIBILITY OF CHOICES

Whenever we have to make a decision, we are faced with different alternatives. Apart from considering all the consequences, we should analyze each option to determine which one is the closest to our goals. Besides that, we should also assess its feasibility, which means whether the alternative is possible to be achieved and whether we have the resources to put it into action.

Materials

- Printed handout
- Pen or pencil



STEP BY STEP

- 1 Print the handout on the next page or copy it in your notebook so you can work on it.
- 2 Work in pairs. Read the elements listed in the handout that determine whether the alternative is feasible or possible. Discuss in groups why these characteristics are important when considering different alternatives.
- 3 In pairs, read the situation in the handout and fill in the graphic organizer. Think of two possible alternatives. Then analyze if each of the alternatives you came up with has the three characteristics that make a decision possible and choose the best one.
- 4 In groups, discuss any personal situation in which you have considered these characteristics and chose the best alternative.
- 5 Discuss in groups:
 - a Was it easy to think of the alternatives?

- b Were your options creative?

- c Do you think it is a good idea to ask an experienced person to help you identify alternatives? Which person would you consult?



If you want to learn more about creativity in decision making, go to: <http://edutics.mx/5Ln>



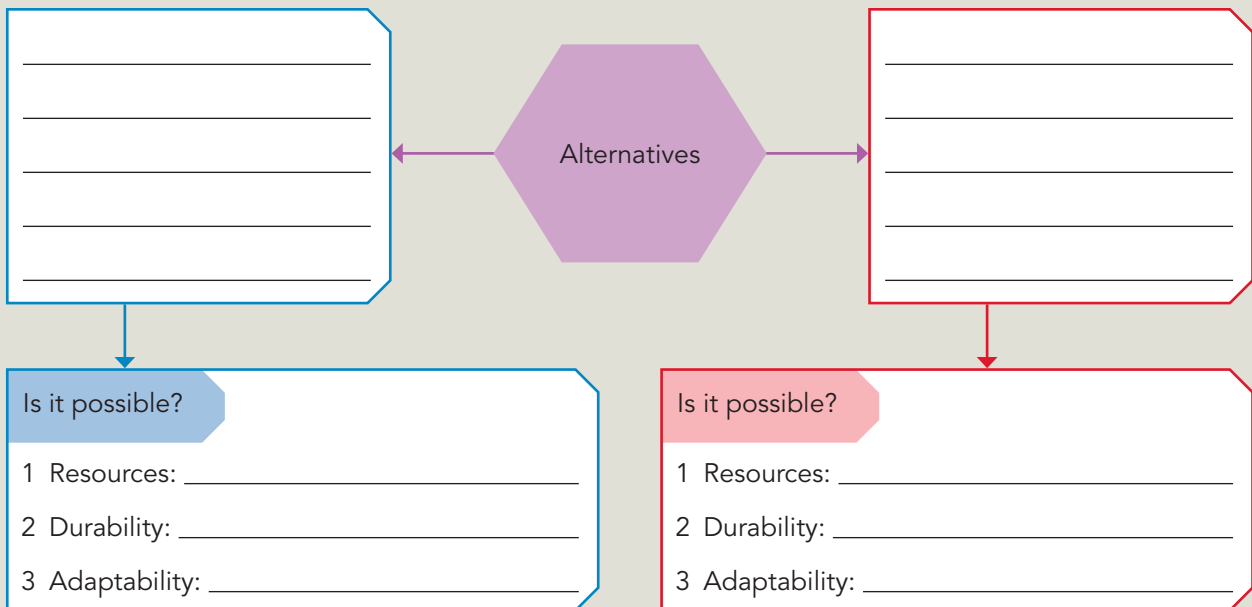
OBSTACLES FOR DECISION MAKING 2. FEASIBILITY OF CHOICES

We have the necessary resources: You must think about what you need in order to carry out your course of action and whether it is easily obtainable.

It is valid for a medium to long-term period: You must also consider for how long you could keep up with the decision you made, and how it will affect the result not only in the immediate future, but also in the long-term future.

It is possible to modify or adapt it: We must think about how flexible our decision can be. It is important that our course of action can adapt to future unforeseen situations and changes.

Situation: David wants to take a gap year when he finishes high school. He has been working part time and has saved money to buy a plane ticket. He would like to go backpacking and work while traveling. He knows his parents will talk him out of traveling because they want him to apply to a university as soon as he finishes high school.





OBSTACLES FOR DECISION MAKING

3. ALTERNATIVES AND THEIR CONSEQUENCES

Life is made up of endless choices. Every day, out of habit, we make a lot of decisions, but we don't usually pause and analyze all the possible alternatives and their corresponding consequences. With both parameters —regular decisions and long-term decisions— it is a good idea to stop and take a moment to study possible and creative alternatives that can be beneficial to everyone.

Materials

- Printed handout
- Pen or pencil

STEP BY STEP

- 1 Print the handout on the next page or copy it in your notebook so you can work on it.
- 2 Work in pairs. Read the situation in the handout and discuss what you would do if you were Emily.
- 3 Add another alternative to the table and its possible consequences. Assess all of the alternatives and their consequences. Then check (✓) which choice you think is the best.
- 4 Get together with another pair and compare your answers. Discuss the reasons for your choice.
- 5 Discuss in groups:
 - a Why do you think the option you chose is the best alternative?

- b Does pausing before deciding help you make better choices? Why?



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If you want to learn more about finding alternatives and assessing consequences, go to: <http://edutics.mx/5Lu>



OBSTACLES FOR DECISION MAKING

3. ALTERNATIVES AND THEIR CONSEQUENCES

Last week, during recess, Emily overheard Mary's boyfriend, Bill, saying mean things behind Mary's back and making fun of her. Mary is a close friend of Emily's, so Emily was worried about what she heard Bill say. She didn't know what to do. What alternatives did she have and what would the consequences be?



Alternatives	Possible consequences	✓
(1) She decides to tell Mary what she heard Bill say about her.	Mary feels terrible and gets angry with Emily. Emily feels bad about their damaged friendship but knows she has done the right thing, even though she lost a friend.	
(2) She decides not to tell Mary.	Emily feels bad because she knows how Bill feels about Mary and doesn't tell her. She knows in the long term it isn't a good decision, although her relationship with Mary continues.	
(3)		



OBSTACLES FOR DECISION MAKING 4. OTHER PEOPLE'S INFLUENCE

When making a decision, our environment can have certain influence. Sometimes our relatives, friends, or people near us can contribute to our decision making by sharing their knowledge, experiences, and opinions. It is up to each individual to consider and decide whether that extra information can be useful when making a decision.

Materials

- Printed handout
- Pen or pencil

STEP BY STEP

- 1 Print the handout on the next page or copy it in your notebook so you can work on it.
- 2 Read the situations and the decisions made in each case. In groups, discuss whether the decision was good or not. Give reasons why you think so.
- 3 Then answer the questions for each situation and discuss how each person was influenced by their environment and how it affected their final decision.
- 4 Individually, think of a situation in which you have been influenced by your environment. Did your environment influence you in a good or bad way? Why? Share your experience with a classmate.
- 5 Discuss in groups:
 - a Why is it important to take into consideration what other people think about a situation?



- b What are the risks of ignoring when someone else's opinion and experience can be useful?

- c What can you do to distinguish a valuable piece of knowledge for your decision making process?



If you want to read more about how friends can affect your decision, go to <http://edutics.mx/5Lb>



OBSTACLES FOR DECISION MAKING

4. OTHER PEOPLE'S INFLUENCE

Leo is not sure what he wants to study. He hasn't decided yet if he wants to study architecture or graphic design as a career. He has seen different school programs, but he is still unsure. He decides to talk to his older brother who is about to graduate with a degree in architecture. His brother tells him all the wonderful things he has learned. The next day he talks with his best friend's sister who works as a designer for a company. She also shares what she loved the most about her studies. Finally, Leo thinks about what both people said and compares his dreams and likes with what he knows about both majors. He decides he wants to study graphic design.



Who influenced Leo's choice and how?

Did Leo take into consideration other factors? Which ones?

Did Leo's environment help him make a better decision? Why?



OBSTACLES FOR DECISION MAKING

4. OTHER PEOPLE'S INFLUENCE

Carolina is at school with her group of friends and there is a new student. He is very shy and many of her friends think he is weird. One of her friends comes up with the idea of playing a joke on the new student. Carolina thinks it is not nice to play jokes on others because that is bullying, but her friends insist on making the joke. In the end, they all —including Carolina— play the joke on the new student. A teacher saw what happened, and they all got suspended.



Who influenced Carolina's choice and how?

Did Carolina take into consideration other factors? Which ones?

Did Carolina's environment help her make a better decision? Why?