

GROUP DECISION-MAKING



LESSON SUMMARY

BENCHMARK
SS.1.CG.3.2 <i>Explain responsible ways for individual groups to make decisions.</i>
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none">■ Students will demonstrate characteristics of responsible decision-making.■ Students will explain how multiple perspectives contribute to the unity of the United States.
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none">■ ELA.K12.EE.4.1: <i>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</i>■ ELA.1.C.2.1: <i>Present information orally using complete sentences and appropriate volume.</i>■ ELA.1.V.1.1: <i>Use grade-level academic vocabulary appropriately in speaking and writing.</i>■ HE.1.R.2.3: <i>Identify the characteristics of a responsible decision maker.</i>■ HE.1.R.2.4: <i>Describe how individual actions can affect others.</i>
ESSENTIAL QUESTION
How do we make decisions in groups?
VOCABULARY
decisions
MATERIALS
<ul style="list-style-type: none">■ Group Decision-Making poster■ Group Decision-Making slides■ Group Decision-Making Scenarios slides■ Paper ballots (optional)

ACTIVITY SEQUENCE

INTRODUCTION/HOOK

Teacher Note: *This benchmark requires students to demonstrate characteristics of responsible decision-making. Therefore, anecdotal notes may be used to track student demonstration throughout the above group activity. Students who do not demonstrate responsible decision-making may be assessed verbally at the conclusion of the lesson.*

1. Provide the students the following fictitious story: Last night I ordered a pizza for my family dinner. On the pizza I put mushrooms, fish, broccoli, pineapple, and pepperoni. This is my favorite pizza and I thought everyone in my family would love it too. But when it arrived, they thought it was gross and didn't want to eat it. They were upset. But...I don't know what I did wrong!
2. Pose the following questions for discussion:
 - a. Why do you think my family was upset?
 - b. Does everyone always like the same things you like?
 - c. What could I have done differently?
3. Display the "Group Decision-Making" poster to review responsible decision-making strategies to use in groups.

Teacher Note: *Remind students that these strategies can be used in the home, classroom, school, and community.*

ACTIVITY

4. Project the "Group Decision-Making" slides and tell students that today, we are going to learn and practice how to be good group decision makers.
5. Progress through the slides and explain that when you are part of a group (family, friends, classroom) there are four things to remember to do when we have a decision to make: let everyone share, listen to others, respect others, and use a final decision-making strategy.

Teacher Note: *To help students better remember the four characteristics of responsible decision-makers, you could practice a hand motion while teaching and reviewing each one. For "let everyone share" move your hands like they are talking; for "listen to others" put your hand next to your ear; for "respect others" make a heart using both hands; for "use a final decision-making strategy" raise your hand like a vote.*

6. Next, let students know that they are going to practice these steps as a class by deciding where to go on a pretend field trip.
7. Display the "Group Decision-Making Scenario" slides on the board and introduce the options and sequence of steps the class will be taking to make a group decision on where the class should go on a field trip.

Teacher Note: *You can also adjust the scenario to align to a decision that your class needs to make or something within your school or community that students are familiar with.*

8. Have each student find a partner.

9. Ask the students to decide who is going to talk first, and who is going to listen first. Have the student who is talking first raise their hand so that you can ensure each pair has figured that out. Provide a minute or so for that first student to share their thoughts, opinions, decisions, and reasoning with their partner. Next, have them switch roles. Remind students that their opinion should explain to their partner *why* they believe this location would be best for a class field trip. You can also remind them that it is okay to have more than one option they find acceptable or to be undecided.

Teacher Note: *You will need to monitor for turn taking, listening to others, being respectful, and appropriate reasoning strategies.*

10. Next, bring the entire group back together for a class meeting. During the class meeting, open the floor for students to discuss reasons and opinions on why a particular location would be the best for a field trip. As students share reasoning as to why they chose a location, provide others the opportunity to agree or disagree with this reasoning by giving a thumbs up or thumbs down.

CLOSURE/FORMATIVE ASSESSMENT

11. After hearing the opinions of others, share that it is time for the final decision-making strategy. Complete a class vote to determine which location the majority of students would like to go for a field trip

Teacher Note: *You can take the vote by hand-raising or creating paper ballots.*

Teacher Note: *After completing the group vote, students may be upset if their initial vote was not selected. This is an opportunity to briefly discuss acceptance of a group vote if it is different from your individual choice. Students should understand that one characteristic of responsible decision-making is listening to others' opinions and recognizing that there will be times where another option was selected by more people.*

ADDITIONAL RESOURCES

FJCC/LFI Website

Supporting Florida State Statutes:

- [Florida State Statute 1003.42: Required Instruction](#) (#4 a-e)

ANSWER KEYS

n/a

SOURCES

n/a