

F34-L2

Critical Thinking	Core Competency:F34	Level 2, Intermediate
Identify process of decision making		
Time to complete: 180 minutes		
Objectives	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> 1. Review the process of decision making 2. Apply critical thinking skills 3. Use a decision-making process to evaluate choices and make decisions 4. Use the PMI and 'weighing pros and cons' technique for making decisions PMI stands for Plus/Minus/Implications 	

Cross Competencies	C18 Follow directions G41 Apply critical thinking skills G50 Negotiate solutions to conflicts G55 Apply the problem solving process to complex problems H57 Demonstrate good reasoning skills which result in thinking first then taking action
Core Standards	Career and Vocational/Technical Education: Core Standard 3 Workplace Competencies : Content Standard 6

Materials in Lesson Plan	Other Supplies Required	Supplemental Resources
<ul style="list-style-type: none"> • F34L2ACT1 Critical Thinking Situations • F34L2ACT2 Keys to Success 	<ul style="list-style-type: none"> • Cutouts of keys • JMG Individual Development Plan • Critical Thinking Event-Competitive Events Manual 	<ul style="list-style-type: none"> • Montana Career Information System Reality Check www.mtcis.intocareers.org/

MCA	Portfolio Project	Guest Speakers	Program of Work
		Invite a business person to discuss decisions in the workplace. How are decisions made? Who makes the decisions? What techniques do they use?	
Civic Engagement	Indian Education for All	Career Pathways	Competitive Events
School Service Day			Decision Making Critical Thinking

Suggested Instructional Approach	Notes																		
<p>Introduction</p> <p>We make decisions every day that affect how we operate in our daily life. The ability to negotiate with others to solve problems or reach decisions is a major skill identified by employers nationwide as a necessary skill for workers. Some decisions are pretty basic and fairly easy to make: should I show up for work? Gossip about co-workers? Other decisions require careful thought: how should I deal with a personal problem on the job? Where should I live? What college should I attend?</p> <p>One common decision-making process uses steps to help arrive at a decision. Briefly, the steps are: #1 - identify the problem, #2 - explore possible solutions, #3 - select the best solution, #4 - implement the solution, and #5 - monitor and evaluate outcomes.</p> <p>An alternate method combines the PMI and “weighing pros and cons” technique. PMI stands for Plus/Minus/Implications. It is a good way to weigh the pros and cons of a decision as well as implications and other factors. It is also a good technique to use when you have selected a course of action to check that it is worth taking.</p> <p>Example: A young professional is deciding where to live. Her question is should she move to the city?</p> <table border="1" data-bbox="467 1150 1092 1696"> <thead> <tr> <th><i>Plus</i></th> <th><i>Minus</i></th> <th><i>Implications/Other Factors</i></th> </tr> </thead> <tbody> <tr> <td>More going on</td> <td>Have to sell current house</td> <td>Easier to find new job?</td> </tr> <tr> <td>Easier to see friends</td> <td>More pollution</td> <td>Meet more people?</td> </tr> <tr> <td>Easier to get places</td> <td>Less space</td> <td></td> </tr> <tr> <td>More culture</td> <td>No yard, no countryside</td> <td></td> </tr> <tr> <td></td> <td>More difficult to get to work?</td> <td></td> </tr> </tbody> </table> <p>You could even assign values to each of the categories to see if the pluses outweighed the minuses. In the above example, it appears that the comforts of a settled rural existence outweigh the bright lights.</p>	<i>Plus</i>	<i>Minus</i>	<i>Implications/Other Factors</i>	More going on	Have to sell current house	Easier to find new job?	Easier to see friends	More pollution	Meet more people?	Easier to get places	Less space		More culture	No yard, no countryside			More difficult to get to work?		
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Preparation	<ul style="list-style-type: none"> • Make copies of student handouts. • If you will be doing supplemental activities, make copies or arrange for the resource as needed. 	
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<ol style="list-style-type: none"> 1. Have students determine a situation of their own where they need to make a decision. Have them use the decision making diagram from F34L1 or the PMI chart discussed above. Some suggestions: purchasing a major item, what to do after high school, major upcoming project, and events to compete in at MCA. Have students write out their situation and the process that they used to help them determine an outcome. 2. Hand out <u>F34L2ACT1 Critical Thinking Situations</u>. Have the students engage in class discussion, have small group presentations and individual writing to solve the situations. Present their solutions in writing. Based on responses, this could be a method of determining who competes in the Critical Thinking Event at MCA. Have students return to MCIS and use the decision making process to evaluation post secondary education and training options. 3. Using the Decision Making Process and Critical Thinking have students complete their JMG Individual Development Plan. 4. Discuss with students what they need to be successful. List the groups' answers on the board. After your list is complete handout <u>F34L2ACT2 Keys to Success</u>. Have students create Keys to Success. Display competed keys. 5. Hold group discussions after each exercise. Monitor progress of the students to ensure that the competency has been achieved. 	<u>Notes</u>
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Assessment	Completion of the Critical Thinking Situations as well as creating Keys to Success.	
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Supplemental Activities	<ul style="list-style-type: none"> • Break the class into small groups (3-4). Present the teams with situations concerning dismissal from jobs, effects of good work habits, causes of divorce, effects of good money management, etc., arrive at decisions and report to the class. • Have students list a time when they were involved in a conflict situation and how they resolved the conflict peacefully. 	
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