

GPS ~ Lesson 2

“Decision Making Steps”

Overview

Main Points:

1. This lesson is to introduce the idea that we can make better decisions when we follow a well planned process. Decisions are often made without adequate forethought and regret after the fact. This process allows not only for careful forethought but also evaluation and future planning.

2. It is important that the students understand that all the steps of the process are important. Frequently the decision process does not include the assessment of the results and future planning. This allows poor choices to be continually made without any understanding of the person’s part in the process. An honest evaluation allows for congratulations and acknowledgment of success as well as recognition of failures and ways to improve.

3. Stress with the students that good decision making is a skill that requires practice. They would not expect perfection from the first attempts. Also, help them to understand that this process will take longer than just acting but will result in better decisions.

Review:

Did you watch to see how you made your decisions? Why is it important to make decisions carefully?

- A. Just like travelers can use GPS to give them directions, we can use a GPS to help us make decisions.
- B. Review the GPS components:
 - G = Get calm, and then focus.
 - P = Plan with self and others.
 - S = Solve or start again.
- C. Challenge the students to use the GPS as a decision making guide.

Goal:

Students will be able to list the steps of GPS decision making.

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Last year we decided to be *Great Problem Solvers* by using the letters from GPS to remind us how to solve a problem or make a decision.

A GPS can tell you where you are and where you need to be. Sometimes solving a problem can be complicated. The GPS lessons can help solve problems you might have everyday.

“G” stands for *Get calm, and then focus*. Calming your mind and body through relaxation helps you to be able to focus on the problem. Take a deep breathe and relax your shoulders. Then you can think about what is really troubling you. When you can narrow down and define the problem, you are able to help yourself solve it. It might be good to write down how you feel. It is hard to know how to solve a problem if you don’t know exactly what is wrong. Calming your mind and body and focusing on the problem is a great start.

“P” stands for *Plan with self and others*. Once you define the problem, think of as many ideas as you can to solve it. Ask your parents, friends, or anyone you trust to help think of a plan with you. When you get that list, rank the items according to which you like the best or think might work the best.

“S” stands for *Solve or start again*. Solve your problem with the first idea on your list. If that does not work try the second plan. After you have tried lots of things, you may need to start over by calming down and focusing again. Some problems are difficult and may take time to solve but by talking to parents, friends, or another person you trust, you’ll get lots of help to solve it.

What kinds of problems can you solve using GPS?

Personal problems ~ I want to stop the habit I have of putting off chores or homework until the last minute.

Friend problems ~ My friend does not want me to play with other friends.

Family problems ~ My sister always borrows my clothes without asking.
I stay with my dad some weekends and I leave my backpack.

Classroom problems ~ Our class is rude when we have a substitute teacher.

School problems ~ The noise level during lunchtime in the cafeteria.

Activity:

Make a GPS bookmark.

It is best to use GPS with your problems but you may practice using it when you read a book. All books have a problem somewhere in the middle of the book. Can you remember the problem in our last book? (Use the book from the last classroom presentation.)

Bernstein Bears Tell The Truth

Yes, the cubs broke their mother's lamp by playing ball in the house. Now if you were reading this book for the first time and did not know how it ended, you could put your bookmark right there and try GPS to help the cubs solve the problem.

What is the G?

*Yes, the need to get calm and then focus. What could they do to get calm? Accept all answers including stress lesson answers. What is the focus of the problem? It is the broken lamp? Is it the broken rule? **Write the problem on the board.***

How can they make a plan to get out of this problem and who could help them?

List all answers on the board. Rank the answers by what they think would work.

Now they cannot solve a problem in a book, but the students could then read on and see if the characters in the story used their plan. If a different plan was used, see how it might compare to the ideas generated by you and your friends.

Now we make a GPS bookmark.

Materials needed for each student:

- One copy of the template (white)
- ¼ page of card stock (bright color)
- Scissors
- Glue stick
- Brad
- Pen or pencil

After you have finished the bookmark, place it in your library book so you can practice using GPS. Be ready to share next time some problems you were able to solve using GPS.

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Start next week's lesson review and ask students to share problems that you not personal. (Use class problems or school problems.)