

OVERVIEW

Making decisions about money can be hard. Sometimes you have to sacrifice what you're dying to have now for what you really want—but can't have—until later. Sometimes the best choice for you will disappoint a friend. And if you're in a relationship, there may be times when you have to put off your wants to focus on your partner's. There's rarely a perfect solution.

When you can't count on a steady income stream, making decisions about money can be even harder. All you can do is make the best decision you can with the information you have at the time.

This lesson will teach you strategies to be mindfully deliberate about your spending decisions.

LEARNING OUTCOMES

In this lesson students will apply strategies to help them be mindful about their spending decisions. Along the way they will:

- ☒ Discuss what influences spending decisions.
- ☒ Identify tools and strategies to help better manage spending habits.
- ☒ Demonstrate how the criterion-based decision-making process works.

Students will use what they learn to make a deliberate decision for a major spending purchase.

PREPARATION

- ☐ Order a Module 1 Student Guide for each student. The Guide can also be downloaded to view from the HSFPF website or copied to distribute to student.
- ☐ Preview the lesson PowerPoint presentation, learning tasks, and Module 1 Student Guide, particularly pages 19-21 and the Appendix.
- ☐ Print or download the Student Learning Plan for this lesson so each student has a copy.
- ☐ (Optional) Print the notes for Slide 6 for the student discussion leader to read during Task 3.

WHAT YOU WILL NEED

- ☐ Module 1 Student Guide (pages 19-21)
- ☐ PowerPoint Presentation 1-3
- ☐ Student Learning Plan 1-3
- ☐ Information about a local cellphone plan (Internet website or flyer), Task 3
- ☐ Task: DECIDE on a Car
- ☐ Slide 6 discussion leader questions (Task 3)
- ☐ Internet access for student pairs (Task 4)
- ☐ Challenge 1-B: My Decision (Performance Assessment)

NOTES:

Approximate time: 45 minutes (minimum) - 90 minutes (with extension activities)

LEARNING TASKS	TEACHING NOTES	MATERIALS
1. Share the ways that you save money or check the quality of products when you are shopping.	<div>PROCEDURE<div>TIME ESTIMATE: 5 minutes</div></div> <div><div><div><div><div></div><div>[Slide 2] Ask students if they have a cellphone. Of those students, tell those who have "smart" phones to keep their hands raised. Of those still holding up their hands, ask them if they use their smart phones when shopping; all others should now drop their hands. Have those students with their hands still up to share how they use their phones to be better shoppers.</div></div></div><div><div>Possible responses:</div><div><div>Amazon mobile for scanning</div><div>Foursquare for check-in discounts</div><div>Old Navy’s Snap App</div><div>Seventeen</div><div>Red Laser</div><div>ShopKick</div><div>Groupon</div><div>LivingSocial</div><div>QR code</div></div></div><div><div><div></div><div>Encourage other students to add any techniques they use (that do not require a smart phone) to ensure they are paying the best price for the best product.</div></div></div><div><div>RESOURCES:</div><div>Article "Best Apps for Shopping": www.sheknows.com/living/articles/849561/best-apps-for-the-iphone-shopping-apps</div><div>Ten Best Apps to Compare Prices: www.pcmag.com/slideshow/story/290959/the-10-best-shopping-apps-to-compare-prices</div><div>Fifteen Apps That Save Big Bucks: www.pcworld.com/article/236573/15_shopping_apps_that_can_save_you_big_bucks.html</div><div>Apple app store: www.apple.com/iphone/from-the-app-store/</div></div></div></div>	<div>Module 1 Student Guide</div> <div>Student Learning Plan 1-3</div> <div>SLIDE 2 – There’s an App for That!</div> <div>ACTIVITY</div> <div>Flipchart or marker board with marker</div>
2. Participate in a discussion about how businesses tempt consumers to spend money.	<div>PROCEDURE<div>TIME: 15 min.</div></div> <div><div><div><div></div><div>[Slide 3] Transition into the lesson by previewing the Learning Outcomes in the Student Learning Plan. By the end of this lesson, the students should be able to describe and demonstrate purposeful decision making when making spending decisions.</div></div></div></div>	<div>SLIDES 3 – Preview 4 – Marketing to Loyal Customers</div>

Lesson 1-3: Decisions

LEARNING TASKS	TEACHING NOTES	MATERIALS
	<p><input type="checkbox"/> [Slide 4] Poll the class to see who has participated in any customer loyalty programs to earn points or credit that can be redeemed. If possible, provide a few personal examples you have used, or someone you know has used. Create a class list of all stores, games, websites, apps, etc. that they have used that allow them to earn credit or points. Have the students categorize the stores, games, websites, apps, etc. they have used to earn credit or points.</p> <p><input type="checkbox"/> Ask students if they spent more money than intended so they could earn more points or rewards. Direct the students to track their “yes” or “no” responses on notepaper. Point out that sometimes we know how we want to spend our money but then fall for marketing schemes that make us spend more than we want on items we usually don’t need.</p> <p><input type="checkbox"/> As time allows, ask students (as a whole class or in small groups) to select what they think are the top two marketing strategies that lead consumers to spend more than they might want to.</p> <p>Notes: Virtual currency is an example of an online marketing strategy that encourages consumers to earn points and virtual currency in an entertaining format by spending money or gaming. For example, every year, McDonald's conducts a sweepstakes advertising promotion modeled after the board game, "Monopoly." Other popular virtual currency programs include MyCokeRewards™, Lunch Money™, and Brownie Points™. Many credit cards and store charge cards also provide virtual currency that can be redeemed for store credit, gift cards (such as iTunes or Amazon.com) or "cash back." Some websites will offer "free" shipping once the shopper has spent a certain amount of money. In some instances, a local grocery store chain "rewards" customers with points for gasoline discounts. Even school fundraisers provide incentives—like prizes for selling a certain amount—designed to get people to spend more money than intended.</p> <p>Source: www.grownupthinking.com/index.php/2011/12/09/top-teen-insights-trends-for-2011/</p>	

LEARNING TASKS	TEACHING NOTES	MATERIALS
<p>3. Help Selena decide on a cellphone plan.</p>	<p>PROCEDURE TIME: 10 min.</p> <p><input type="checkbox"/> Display Slide 5 as you introduce students to the DECIDE steps they can apply when making criterion-based decisions about how to spend money. Use Selena's situation as an example (page 20).</p> <p><input type="checkbox"/> Point out that consumers can potentially reduce the risk of having "buyer's remorse" if they do a little homework in advance of spending money. One strategy is to use the DECIDE process to first clarify the desired goal and criteria for an acceptable outcome, then compare options, and finally choose an option that best matches the established criteria. By planning in advance, consumers can reduce the chance of being tempted to spend more money than planned or spending money on something they later discover wasn't needed or wanted.</p> <p><input type="checkbox"/> [Slide 6] Arrange for the whole class to practice implementing the DECIDE steps as they help Selena select a family cellphone plan. This activity moves along much faster if it is a class discussion. However, with more time, you can opt to make this a group, team or individual assignment.</p> <p>Scenario: Selena's parents asked her to research options for a family cellphone plan to cover all four family members. Her older brother attends an in-state college. He has agreed to contribute \$30 a month to the cost of the family plan if he can get unlimited talk and text minutes along with a data plan. (Prompt the students to determine the plan criteria for the other family members.)</p> <ol style="list-style-type: none"> Have a student read the Cellphone Plan scenario out loud. Call on a student to lead the class through the "DECIDE" decision-making model to address Selena's decision. Have a seat and let the student lead the discussion, intervening to help manage the class or keep them on track. Guide the student leader to ask the students these questions: <ul style="list-style-type: none"> <i>What is Selena's goal?</i> <i>What do you think Selena's criteria should be for selecting a family cellphone plan?</i> <i>What are the best options for Selena if her phone carrier is [local provider]? (Ideally, students should be able to access a few websites or flyers with different cellphones and calling plan options.)</i> <i>Identify the pros and cons of each option.</i> <i>Decide which choice makes the most sense for Selena. If she asked you, what would you tell her to do?</i> 	<p>STUDENT GUIDE Pages 19-20</p> <p>SLIDES 5 – DECIDE to Make a Sensible Decision 6* – Selena's Phone Plan (*Print out the slide notes for the discussion leader.)</p> <p>ACTIVITY Information about a local cellphone plan (Internet or flyer)</p>

Lesson 1-3: Decisions

LEARNING TASKS	TEACHING NOTES	MATERIALS
<p>4. Now that you've become an expert on the decision-making process, let's see how you would work through a major decision—buying a car. Follow the DECIDE steps to compare car options.</p>	<p>PROCEDURE TIME: 15 min.</p> <p><input type="checkbox"/> Arrange students into pairs so each team has access to Internet. Distribute the DECIDE on a Car task to preview the task. Make sure students understand that they need to pick criteria from the first seven options provided.</p> <p><input type="checkbox"/> Guide students to access a website that will allow them to do a side-by-side comparison based on the criteria they select. Tell them to document the price, pros, and cons for three of the best options they find.</p> <p><input type="checkbox"/> After discussing their options, have the students select a final vehicle that meets their criteria. If time allows, ask one or two groups to share what they ended up choosing and a few things that impacted their decision.</p> <p>NOTES: You can alter this activity by giving students a fixed spending amount (such as \$15,000) to see if they are still able to find a vehicle that meets their criteria for the amount given. Discuss what opportunity costs they had to consider when being forced into a lower price range.</p> <p>RESOURCES:</p> <ul style="list-style-type: none"> ▪ Kelly Blue Book (www.kbb.com) ▪ Edmonds (www.edmonds.com) ▪ Cars.com (www.cars.com) 	<p>STUDENT GUIDE Page 20</p> <p>SLIDE 7 – New or Used Car?</p> <p>ACTIVITY Task: DECIDE on a Car Internet access and computer for every two students</p>
<p>5. Your turn! Apply the DECIDE process to deliberately decide the best option for a large purchase you are planning in the next six months. Complete Activity 1-B: My Decision.</p>	<p>PROCEDURE In-class or out-of-class assignment</p> <p><input type="checkbox"/> Ask student to identify situations when this criterion-based DECISION steps might be useful. Possible responses include the following: Deciding classes, selecting a summer job, dealing with relationships, choosing involvement in school or community activities.</p> <p><input type="checkbox"/> Guide students to complete Challenge 1-B: My Decision so they use the DECIDE steps to make a spending decision about a major purchase they are considering within the next six months. This might be a decision for the student only or the student's family.</p>	<p>STUDENT GUIDE Page 21</p> <p>SLIDE 8 – Challenge</p> <p>ACTIVITY Challenge 1-B: My Decision</p>

LEARNING TASKS	TEACHING NOTES	MATERIALS
EXTENSION Research apps for shopping.	PROCEDURE: In-class or out-of-class assignment <input type="checkbox"/> Direct students to research apps designed to help shoppers be savvy about spending. If they can't find one that performs the task they think would be most helpful, encourage the students to pitch the idea for an app other teens would use when shopping.	
TAKING IT HOME Use the DECIDE process for a family decision.	PROCEDURE Out-of-class assignment <input type="checkbox"/> Explain the assignment to the students. Talk to all students individually to make sure they have identified a valid "family" decision. Use one of these examples if students can't think of any: <ul style="list-style-type: none"> ▪ parent/guardian needs to find a job/better paying job ▪ moving ▪ moving in with relatives/extended family ▪ large purchase (home, car, appliances) ▪ vacation ▪ day care options if all household adults work ▪ major home/car repairs ▪ major medical spending decisions (getting glasses/contacts, braces, surgery, etc.) ▪ purchasing family cellphone plan ▪ getting a pet 	STUDENT GUIDE Page 20 ACTIVITY Challenge 1-B: My Decision

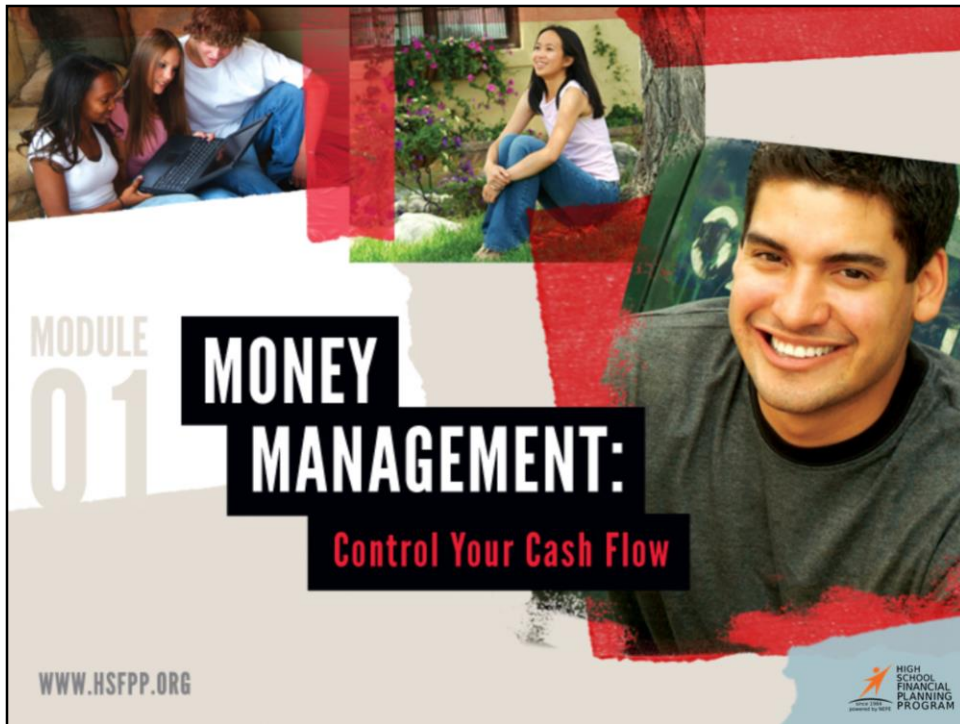
**EXTENSION**

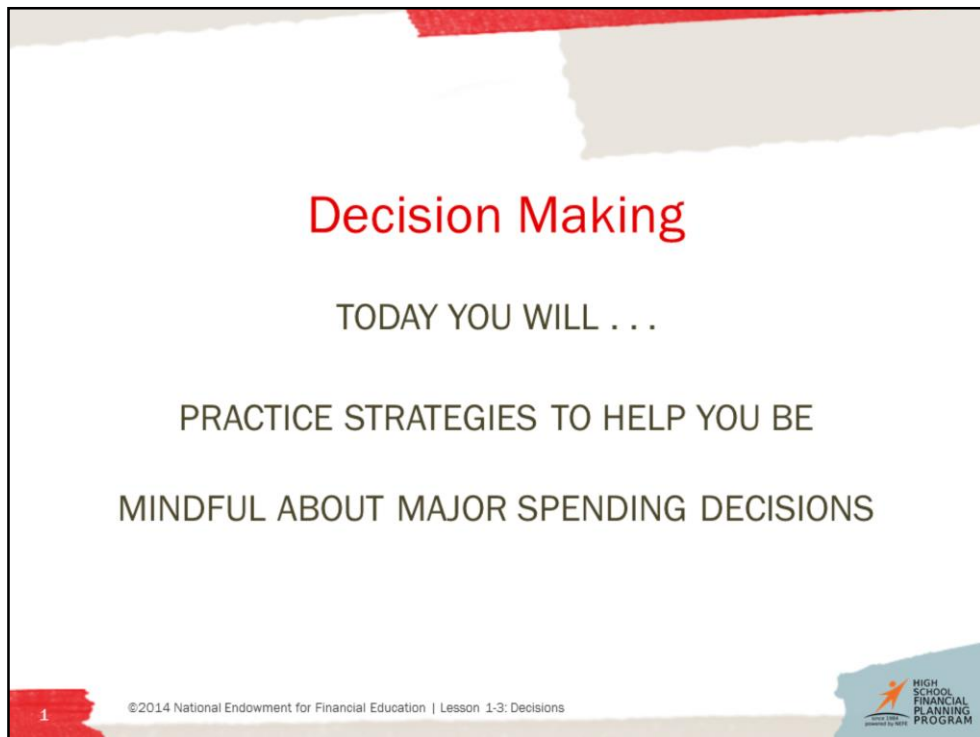
Research apps designed to help shoppers be savvy about their spending. Better, yet, if you can't find one that performs the task you think would be most helpful, create and pitch the idea for an app other teens would use when shopping.

**TAKING IT HOME**

What is a major decision your family is facing right now? Do you need to decide whether to fix the old car again or just invest in a new one? Perhaps you have to figure out how to best spend your time this summer while your parents are still at work? Maybe a new job or the bad economy is forcing you to move.

Talk to your family members about a decision they are facing as a family. Then, create a DECIDE chart for them. Be sure to collect as much information as possible so that you understand all criteria that might influence this decision, such as how much money the family can afford to spend or whether it makes sense to invest in a "green" product.





Decision Making

TODAY YOU WILL . . .

PRACTICE STRATEGIES TO HELP YOU BE

MINDFUL ABOUT MAJOR SPENDING DECISIONS

1

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- Display this slide as you transition into the lesson.



There's an App for That!

- How many smart phone or iPad apps can you think of that help *you* shop smarter?
- What other ways do you save money or check the quality of products when you are shopping?

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HIGH SCHOOL FINANCIAL PLANNING PROGRAM

- ❑ Ask students if they have a cellphone. Of those students, tell those who have "smart" phones to keep their hands raised. Of those still holding up their hands, ask them if they use their smart phones when shopping; all others should now drop their hands. Have those students with their hands still up to share how they use their phones to be better shoppers.

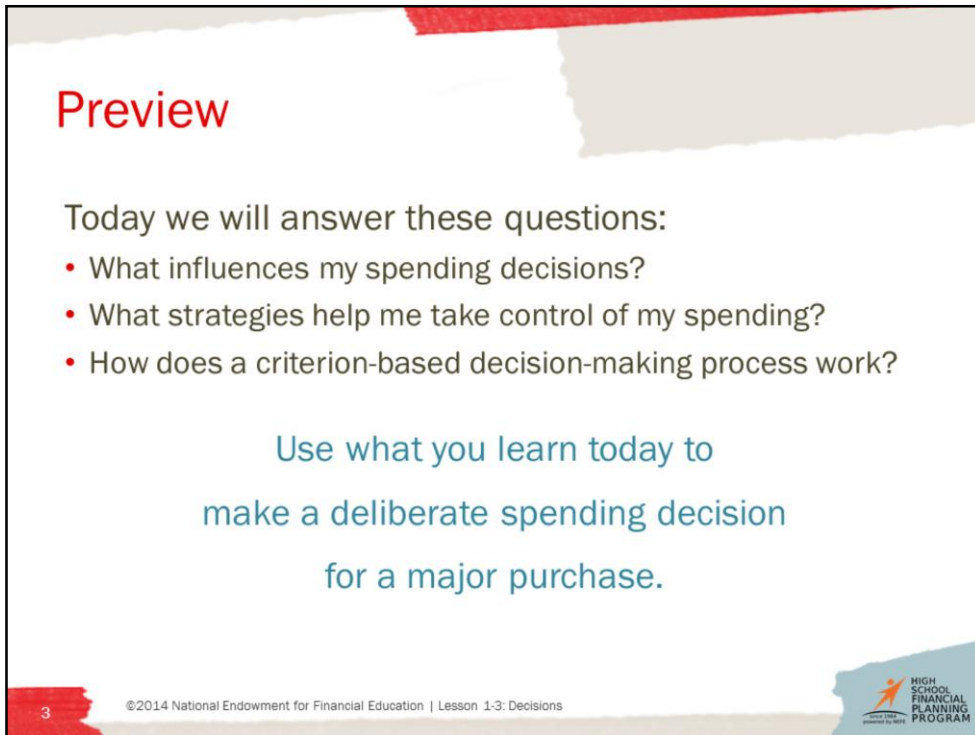
Possible responses:

Amazon mobile for scanning Foursquare for check-in discounts
Old Navy's Snap App Seventeen
Red Laser ShopKick
Groupon LivingSocial
QR code

- ❑ Encourage other students to add any techniques they use (that do not require a smart phone) to ensure they are paying the best price for the best product.

RESOURCES:

- ❑ Article "Best Apps for Shopping": www.sheknows.com/living/articles/849561/best-apps-for-the-iphone-shopping-apps
- ❑ Ten Best Apps to Compare Prices: www.pcmag.com/slideshow/story/290959/the-10-best-shopping-apps-to-compare-prices
- ❑ Fifteen Apps That Save Big Bucks: www.pcworld.com/article/236573/15_shopping_apps_that_can_save_you_big_bucks.html
- ❑ Apple app store: www.apple.com/iphone/from-the-app-store/

The slide has a light blue background with a torn paper effect at the top. The word "Preview" is in red. Below it, the text "Today we will answer these questions:" is in black. A bulleted list follows. The bottom half of the slide has blue text. The footer contains a red box with the number 3, copyright text, and a logo.


Preview

Today we will answer these questions:

- What influences my spending decisions?
- What strategies help me take control of my spending?
- How does a criterion-based decision-making process work?

Use what you learn today to
make a deliberate spending decision
for a major purchase.

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- ❑ Transition into the lesson by previewing the Learning Outcomes in the Student Learning Plan. By the end of this lesson, the students should be able to describe and demonstrate purposeful decision making when making spending decisions.

A presentation slide with a white background and a red and grey torn-paper style border at the top. The title 'Marketing to Loyal Customers' is in red. Below it, the text 'List examples of customer loyalty programs.' is in grey. A blue question is centered on the slide. At the bottom left is a red square with the number 4. At the bottom right is the High School Financial Planning Program logo.

Marketing to Loyal Customers

List examples of customer loyalty programs.

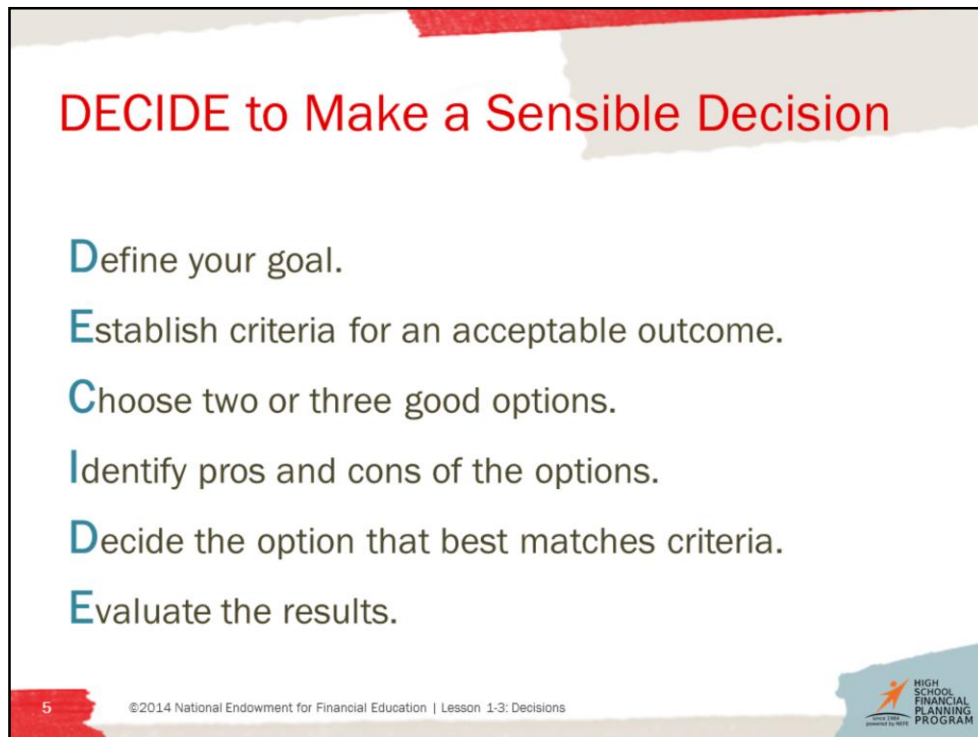
Have you ever spent more money
than you planned
to earn more points or rewards?

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HIGH SCHOOL FINANCIAL PLANNING PROGRAM

- ❑ Poll the class to see who has participated in any customer loyalty programs to earn points or credit that can be redeemed. If possible, provide a few personal examples you have used, or someone you know has used. Create a class list of all stores, games, websites, apps, etc. that they have used that allow them to earn credit or points. Have the students categorize the stores, games, websites, apps, etc. they have used to earn credit or points.
- ❑ Ask students if they spent more money than intended so they could earn more points or rewards. Direct the students to track their “yes” or “no” responses on notepaper. Point out that sometimes we know how we want to spend our money but then fall for marketing schemes that make us spend more than we want on items we usually don’t need.
- ❑ As time allows, ask students (as a whole class or in small groups) to select what they think are the top two marketing strategies that lead consumers to spend more than they might want to. (Additional notes and resources are provided in the Teacher Lesson Plan, page 3.)

A presentation slide titled "DECIDE to Make a Sensible Decision" in red text. The slide lists six steps of the DECIDE process, each starting with a blue letter: Define your goal, Establish criteria for an acceptable outcome, Choose two or three good options, Identify pros and cons of the options, Decide the option that best matches criteria, and Evaluate the results. The slide has a decorative background with red and grey brushstrokes at the top and bottom. In the bottom left corner, there is a red square with the number 5. In the bottom right corner, there is a logo for the High School Financial Planning Program, featuring a stylized orange figure and the text "HIGH SCHOOL FINANCIAL PLANNING PROGRAM".

DECIDE to Make a Sensible Decision

- D**efine your goal.
- E**stablish criteria for an acceptable outcome.
- C**hoose two or three good options.
- I**dentify pros and cons of the options.
- D**ecide the option that best matches criteria.
- E**valuate the results.

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HIGH SCHOOL FINANCIAL PLANNING PROGRAM

Student Guide, pages 19-20

- ☐ Display this slide as you introduce students to the DECIDE steps they can apply when making criterion-based decisions about how to spend money. Use Selena's situation as an example (page 20).
- ☐ Point out that consumers can potentially reduce the risk of having “buyer’s remorse” if they do a little homework in advance of spending money. One strategy is to use the DECIDE process to first clarify the desired outcome (goal and criteria), then compare options, and finally choose an option that best matches the established criteria. By planning in advance, consumers can reduce the chance of being tempted to spend more money than planned or spending money on something they later discover wasn’t needed or wanted.

Selena's Phone Plan

Scenario

Selena's parents asked her to research options for a family cellphone plan to cover all four family members. Her older brother attends an in-state college. He has agreed to contribute \$30 a month to the cost of the family plan if he can get unlimited talk and text minutes along with a data plan.

Use the DECIDE steps to select a family phone plan.

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Student Guide, pages 19-20

- ❑ Arrange for the whole class to practice implementing the DECIDE steps as they help Selena select a family cellphone plan. This activity moves along much faster if it is a class discussion. However, with more time, you can opt to make this a group, team or individual assignment.

Scenario Instructions:

- a. Have a student read the Cellphone Plan scenario out loud.
- b. Call on a student to lead the class through the "DECIDE" decision-making model to address Selena's decision. Have a seat and let the student lead the discussion, intervening to help manage the class or keep them on track.
- c. Guide the student leader to ask the students these questions:
 - *What is Selena's goal?*
 - *What do you think Selena's criteria should be for selecting a family cellphone plan? (Prompt the students to determine the plan criteria for the other family members.)*
 - *What are the best options for Selena if her phone carrier is [local provider]? (Ideally, students should be able to access a few websites or flyers with different cellphones and calling plan options.)*
 - *Identify the pros and cons of each option.*
 - *Decide which choice makes the most sense for Selena. If she asked you, what would you tell her to do?*

New or Used Car?

Scenario

Use the DECIDE steps to select a car
for your family or your own transportation.

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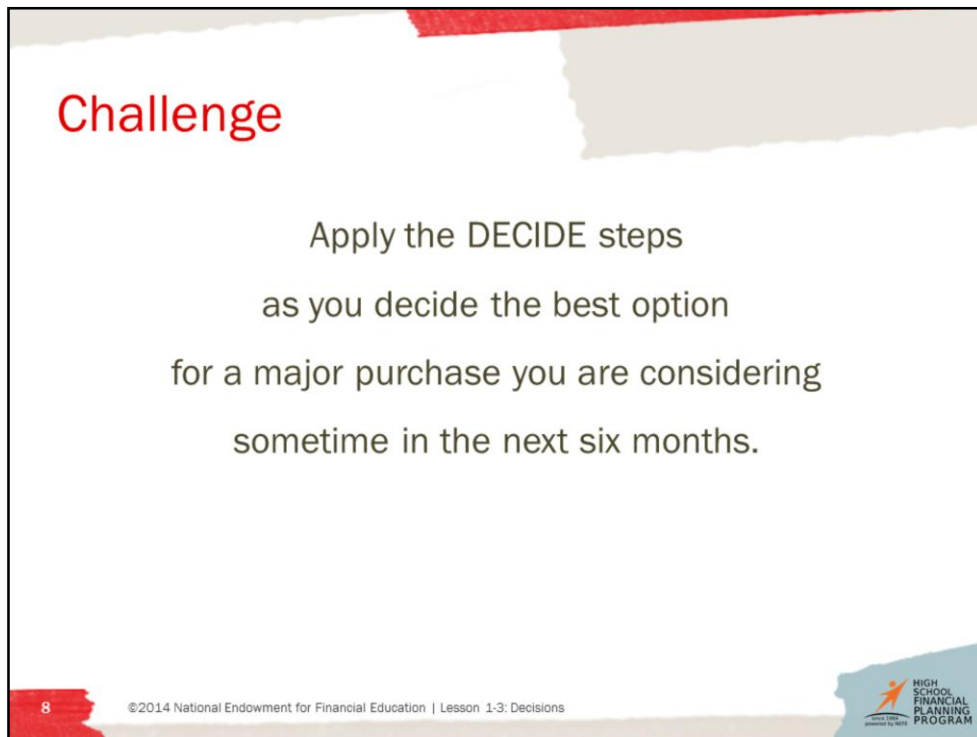
Student Guide, page 20

- ☐ Arrange students into pairs so each team has access to Internet. Distribute the **DECIDE on a Car** task to preview the task. Make sure students understand that they need to pick criteria from the first seven options provided.
- ☐ Guide students to access a website that will allow them to do a side-by-side comparison based on the criteria they select. Tell them to document the price, pros, and cons for three of the best options they find.
- ☐ After discussing their options, have the students select a final vehicle that meets their criteria. If time allows, ask one or two groups to share what they ended up choosing and a few things that impacted their decision.

NOTES: You can alter this activity by giving students a fixed spending amount (such as \$15,000) to see if they are still able to find a vehicle that meets their criteria for the amount given. Discuss what opportunity costs they had to consider when being forced into a lower price range.

RESOURCES:

- ☐ Kelly Blue Book (www.kbb.com)
- ☐ Edmonds (www.edmonds.com)
- ☐ Cars.com (www.cars.com)

A slide titled 'Challenge' in red text. The background is white with a torn paper effect at the top and bottom. The text is centered and reads: 'Apply the DECIDE steps as you decide the best option for a major purchase you are considering sometime in the next six months.' At the bottom left is a red square with the number '8'. At the bottom center is the copyright text '©2014 National Endowment for Financial Education | Lesson 1-3: Decisions'. At the bottom right is the logo for the 'HIGH SCHOOL FINANCIAL PLANNING PROGRAM' with a stylized orange figure.

Challenge

Apply the DECIDE steps
as you decide the best option
for a major purchase you are considering
sometime in the next six months.

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Student Guide, page 21

- ☐ Ask student to identify situations when this criterion-based DECISION steps might be useful. Possible responses include the following: Deciding classes, selecting a summer job, dealing with relationships, choosing involvement in school or community activities.
- ☐ Guide students to complete **Challenge 1-B: My Decision** so they use the DECIDE steps to make a spending decision about a major purchase they are considering within the next six months. This might be a decision for the student only or the student's family.



STUDENT LEARNING PLAN

Lesson 1-3: Decisions

OVERVIEW

Making decisions about money can be hard. Sometimes you have to sacrifice what you're dying to have now for what you really want—but can't have—until later. Sometimes the best choice for you will disappoint a friend. And if you're in a relationship, there may be times when you have to put off your wants to focus on your partner's. There's rarely a perfect solution.

When you can't count on a steady income stream, making decisions about money can be even harder. All you can do is make the best decision you can with the information you have at the time.

This lesson will teach you strategies to be mindfully deliberate about your spending decisions.

LEARNING OUTCOMES

In this you will apply strategies to help you be mindful about your spending decisions. Along the way you will:

- ☒ Discuss what influences your spending decisions.
- ☒ Identify tools and strategies you can use to better manage your spending habits.
- ☒ Demonstrate how the criterion-based decision-making process works.

Use what you learn to make a deliberate decision for a major spending purchase.

LEARNING TASKS

These tasks match pages 19-21 in Student Guide 1.

__ 1.	Share the ways that you save money or check the quality of products when you are shopping.
__ 2.	Participate in a discussion about how businesses tempt consumers to spend money.
__ 3.	Help Selena decide on a cellphone plan.
__ 4.	Now that you've become an expert on the decision-making process, let's see how you would work through a major decision—buying a car. Follow the DECIDE steps to compare car options.
__ 5.	Your turn! Apply the DECIDE process to deliberately decide the best option for a large purchase you are planning in the next six months. Complete Challenge 1-B: My Decision .



EXTENSION

Research apps designed to help shoppers be savvy about their spending. Better, yet, if you can't find one that performs the task you think would be most helpful, create and pitch the idea for an app other teens would use when shopping.



TAKING IT HOME

What is a major decision your family is facing right now? Do you need to decide whether to fix the old car again or just invest in a new one? Perhaps you have to figure out how to best spend your time this summer while your parents are still at work? Maybe a new job or the bad economy is forcing you to move.

Talk to your family members about a decision they are facing as a family. Then, create a DECIDE chart for them. Be sure to collect as much information as possible so that you understand all criteria that might influence this decision, such as how much money the family can afford to spend or whether it makes sense to invest in a “green” product.

Task: DECIDE on a Car

NAME:

DATE:

Directions:

Devise a real or invented reason to purchase a new or used car. Perhaps your family is planning to buy a car or you need reliable transportation to get to work or class at another school campus. Practice using the DECIDE steps to work through the process of choosing a car that will best meet the needs for the situation.

DECIDE STEPS

1. **Define your goal.**

2. **Establish your criteria.** What are the features you absolutely must have? And which ones would you like to have?

To get you started, check the criteria below that the car “must have” and underline any criterion that you “would like to have.” List additional criteria that will help you compare options.

- ☐ new or used
- ☐ 2-door (sporty) or 4-door (family)
- ☐ compact vehicle/better gas mileage or larger capacity vehicle/lower gas mileage
- ☐ manual or automatic transmission
- ☐ minimal sound system (radio/cd player/basic speakers)
or enhanced sound system (satellite dio/cd changer/high quality speakers)
- ☐ basic warranty or extended warranty (100,000 miles or 10 years)
- ☐ high trade-in value or doesn't matter
- ☐ top price you would pay for a car: \$_____

any additional options (heated seats, automatic starter, sunroof, integrated car seats, etc.):

Task: DECIDE on a Car

3. **Choose two to three good options.** Eliminate any options without your “must haves” and choose a couple of the remaining options.

Option	A	B	C
Description			
Cost	\$	\$	\$
Features			

4. **Identify the pros and cons.** Now compare three options that best meet your criteria listed in Step 2. If you have a long list of criteria and options, you may want to make a chart to quickly compare the features of each option to narrow down your options.

Option	A	B	C
Pros			
Cons			

5. **Decide what's best.** Based on this data, what would be your number one choice that best matches your established criteria?

6. **Evaluate the results.** Note what you particularly do and don't like about your choice.

Challenge 1-B: My Decision

NAME:

DATE:

As you work through the lessons and activities in NEFE's High School Financial Planning Program, you will complete challenge activities that can be compiled into a personal financial planning portfolio. For this challenge task, use what you have learned in **Lesson 1-3: Decisions** to make a thoughtful decision about a major spending purchase you're facing.

Directions:

- ☐ 1. Apply what you have learned about criterion-based decision making as you complete this challenge. Preview the criteria listed in the Scoring Guide to plan for your assessment.
- ☐ 2. Use the chart below or create a separate document to summarize your decision-making process. Review the six DECIDE action steps to guide your work (Module 1 Student Guide, page 20). Your actions should take into consideration your current circumstances and values. You may want to ask your friends and family for their input—to make sure you consider everything!
- ☐ 3. Self-assess your work using the Scoring Guide. Optional: Ask a classmate to peer assess your work using the Scoring Guide.

	DECIDE Steps	My Situation		
1	Define your goal.			
2	Establish your criteria.			
3	Choose three good options.			
4	Identify the pros and cons of the options.			
5	Decide what's best.			
6	Evaluate the results.			

Challenge 1-B: My Decision

NAME: _____

DATE: _____

Required Criteria		Status		
Content				
1.	In one sentence you state what you want to achieve as a result of the decision-making process.	acceptable	not acceptable	
2.	Outcome involves a major financial decision.	acceptable	not acceptable	
3.	You justify how the decision and outcome relates to your current circumstances and values.	acceptable	not acceptable	
4.	Summary lists at least six criteria for an acceptable outcome, including the features you absolutely must have as well as features you would like to have or will not accept.	acceptable	not acceptable	
Option Status Rating Key: "A" = Acceptable / "NA" = Not Acceptable		Option A	Option B	Option C
5.	Summary includes details about three possible options.			
6.	You devise a way to illustrate how well each option matches your criteria.			
7.	You point out the solution that you have chosen.	acceptable	not acceptable	
8.	You justify why the chosen option was selected.	acceptable	not acceptable	
9.	Your choice is logical based on the known circumstances, stated criteria, and potential to achieve the desired outcome.	acceptable	not acceptable	
10.	You summarize what you do and don't like about your choice and justify any modifications that were made in the purpose, criteria, or solutions.	acceptable	not acceptable	
General				
11.	Content is clearly stated with distinct detail.	acceptable	not acceptable	
12.	Documentation is neat and easy to read.	acceptable	not acceptable	
13.	Information about the options is accurate or can be verified.	acceptable	not acceptable	

Feedback: _____

Score: _____ / _____