

# Chapter 2

## Lesson 9

### Other Points of View

**Theme: Decision Making**

#### **Lesson Objective:**

Students will make a decision by using the three step model. Students will gather information from other points of view. (See matrix for Arizona Academic/Adult Standards).

#### **Steps to Follow:**

**“A pile of rocks ceases to be a rock pile when someone contemplates it with the idea of a cathedral in mind.” Saint-Exupery**

1. Tell: This lesson has two parts.

Part 1 explains another way to gather information – look from another point of view.  
Part 2 explains Decision Making Step 3 Decide with Pride.

2. Review: Self-talk litany.
3. Review: The ways to gather information. The last way is to look for different points of view, and to look with an open mind. Why is this important when gathering information?

#### **Part 1**

Point of view

1. Discuss quotation.
2. Tell: Already recognized it's wise to seek new perspectives and to keep an open mind, when gathering information to make a decision. Have noted sometimes this is hard to do; it's easy to hear and not listen, to make assumptions or to jump to conclusions. Other people may try to persuade or "con" you. Also it may be difficult to see things in a different way, even when you're trying. This lesson has more ideas and strategies that help make decisions of which you're proud.
3. Draw web with "points of view" in center. List characteristics and have students put them on the web. For discussion, have them give scenarios that show the characteristic. Characteristics could include:
  - Skillful communication helps you explain your point of view
  - Other points of view can be difficult to see, hear, understand
  - People have their own unique point of view

- Other people may have ideas that you didn't think of, but are useful to you
- If two points of view are different, neither one may be more right
- It's in a person's best interest to consider all sides even if he doesn't want to or agree
- Usually its easier to understand a person's view if you know their values, goals and experiences
- Even if others refuse to appreciate your point of view, it can be valuable to you to understand theirs

## Part 2

### Decide with Pride

1. Tell: The last step in decision making is Step 3 Decide with Pride. Ask: What does this mean? **See Lesson 9 Background**
2. Hand out *Make a Decision S1* sheet to analyze *Scenarios S2* step by step. Read each scenario, analyze it using the *Make a Decision worksheet*. Note "Important Information," "Missing Information," "Priorities" and "DECISION" sections.
3. Have students follow step by step process completely:  
*Step 1* Self-talk litany, *Make a Decision*.  
*Step 2* Gather Information (What other information could be helpful? Where and how would you go to get it?)
4. *Step 3* Decide with Pride, answer "yes" to questions: Does this decision show what I value? Does it lead toward my goals? Am I comfortable living the consequences? Am I comfortable with others living the consequences? Can I explain my decision completely "above the line of responsibility" –for example, without blaming, lying, denying? Complete the *Make a Decision worksheet*.
5. Next, discuss in class, students' *Make a Decision worksheet* for each Life Area. These were completed in: Lesson 1-Leisure, Lesson 3-Career / Learning, Lesson 4-Financial, Lesson 5-Spiritual / Health/ Wellness, Lesson 6-Family / Relationships, and Lesson 9-Community.

## Materials:

*Make a Decision S1*  
*Scenarios S2*

## Evaluation:

Rubric

## Enrichment:

Have students suggest scenarios to be analyzed.

## Scenarios

S2

#1

Your boss is the slowest talker you ever encountered, and he repeats every instruction over and over. You almost always know what he wants you to do after listening to his first few words, but he talks on and on. You find yourself thinking about other things, though you know you should pay attention. Use your own personal and work values from Lesson 2. Use your goals from Lesson 3, “Career” Life area, if they apply to this situation. If not, state a new goal, such as, “Keep my mind focused on what my boss is saying.” Fill in “Important Information”, such as “need to keep job” and any “Missing Information”, such as, “is there access to a computer or memo pads so he could write directions instead of tell?” State priority values and goal. Decide your best choice. Explain it with pride.

#2

You’re planning your schedule for the second semester at a local college. You have room for one 3 credit elective. You’re considering either Introduction to Computer Programming or Basics of Speech. Both would be challenging and both would help you find a job. Which would you decide?

#3

Connie has never married. She and her three-year-old daughter live with a friend. Connie is on welfare. She didn’t finish high school. She’d like additional training to be a television camera operator. She has to get off public assistance.

Connie thinks she has three choices: 1. She’s been offered a waitress job at a 5 star restaurant – great tips; 2. Another job offer is with the state civil service working in the mail room- minimum wage, but after three months she’ll have medical insurance; 3. two year training as a TV camera operator – full time, no benefits, tuition paid by WIA. What would you advise her to do? Do you have enough important information to make this decision? What additional information would help?

#4

You have just started at a new job at a plant that makes jet engines. You are a part time clerk. During your breaks you like to go down to the assembly floor and watch the workers put the engines together. The foreman, who’s always looking for eager workers, talks with you and answers your questions. The foreman even invited you to go watch an engine being tested in the wind tunnel. He says, the next job is yours.

Some of the workers who have been there for 15-20 years resent you coming onto the high-security-clearance assembly floor – and you don’t even have to do any work. You’ve heard they gossip behind your back and say you’re “kissing up to the boss.”

You get the job offer, full time, \$18,500 base with potential for overtime. You take the job. How do you decide to behave on the job? Don’t forget to consider the other workers’ point of view. How would you get unbiased information?

#5

You just started a new job installing air conditioning ducts. Your supervisor told you to follow, watch and help Luis so you can learn what to do. Luis is a great teacher; you

learn a lot and seem to have a knack for the work. After 2 weeks, Luis is moved to a different site and you're paired with another worker who isn't careful or easy to work with. The worker doesn't read the prints first, is short tempered and blames you for his mistakes because you're new. You've worked together for almost 3 weeks. You've tried to ignore him and avoid getting him started, but you're frustrated. A couple of the other workers say no one else will work with him except the new guys who get assigned and have to. What do you do?

#6

Tara, like everyone else, likes to be complimented on her work. But the supervisor in her department rarely makes favorable remarks to her. JoAnne is exceptionally careful about every detail of her work. The supervisor frequently tells JoAnne what outstanding work she does. JoAnne is quiet and takes the notice modestly. The other employees don't resent her – except for Tara. It's hard for Tara to stand by silently while JoAnne gets such praise. After hearing the supervisor compliment JoAnne for expertly handling a difficult project, Tara said to JoAnne, "I suppose you think all that kissing up will get you a raise." JoAnne looked up, said nothing and went back to work. Tara went on, "Too good to talk with me, huh? Now that you've got the boss under your spell, you won't need to socialize with the rest of us." If you were JoAnne, what would you do? What if you were the supervisor?

#7

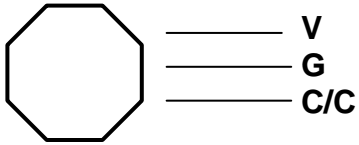
Your 10-year-old son is suspended from school for fighting. This is the second time in 2 months. Last time no one got hurt. You talked with him and the school and thought the problem was over. He promised not to fight at school. This time the other boy got a bloody nose and the other boy's 6-year-old sister got a broken arm when she tried to break up the fight. Your boy says they had it coming, the parents have said they may hire a lawyer. What do you do?

You are the parent of the injured children, analyze the situation and decide what to do from your point of view.

How is the critical reasoning process the same, but the conclusions may differ?

#8

Make up your own scenario!



Choices	Consequences (good and bad)

Important information:

Missing Information:

Priorities:

**DECISION:**

