

# Lesson 2: Decision Making

## LESSON 2: DECISION MAKING

### 1. Possible Inquiry Questions:

1. Why is it important to make good decisions?
2. What types of processes might be used when a group must make a decision?
3. What factors do you think are important when making decisions?
4. How do you know if you have made a good decision?
5. What are the strengths and limitations of each decision-making process?
6. Why might different groups adopt different processes to make decisions?
7. Why is it important for everyone in a group to understand the process that is being used when making a group decision?
8. How are decisions made at the provincial level of government?

### 2. Background Information for the Teacher:

### 3. Key Vocabulary

consensus • majority • democracy • representative's decision  
leader's decisions • talking circles

### 4. Focus/Supplementary Outcomes:

**PA4.1** Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.

- (a) Identify ways in which Saskatchewan people can be involved in making decisions which affect their local communities (e.g., run as a candidate for school board, local government, or band elections; vote during elections; attend community forums).
- (c) Describe ways in which Saskatchewan people can be involved in the democratic process regarding decisions which affect their province, and explain why it is important to be an active participant in the democratic process (e.g., vote in provincial elections; belong to a political party; run for member of the provincial or First Nations or Métis legislative assembly; communicate with the member of the legislative assembly about issues of concern).
- (d) Represent the structure of the provincial decision-making process in Saskatchewan naming the sitting premier, the leader of the opposition, and the local member of the legislative assembly.

### 5. Timeline: 30 - 60 minutes

### 6. Materials:

Items for motivational set: gavel,  
Student Handout Booklet

### 7. Motivational Set:

Find a gavel to display on your desk or table. Invite students to make predictions about the topic of today's discussion. After students have made predictions, ask students:

1. What is meant by decision making?
2. Are you, as students, involved in any decisions being made? Where?

### 8. Process:

1. Invite student to participate in a class discussion about decisions made in their families. Ask students who makes the important decisions in their family. Encourage students to share examples of decisions that are made in their family.
2. Have students complete the reflection pages about decisions made in their family located in the student booklet. After students have written their responses, invite them to share in small groups or as a large class discussion.
3. Talk about the different ways decisions are made.

Decisions are made in Saskatchewan all the time about how we should do things. These decisions help form our rules and laws. These decisions can be made in different ways:

Consensus: everyone talks till they agree

Majority Opinion Vote: vote on a decision, and the most votes wins

Leader's decision: the leader decides

Representative's decision: people choose a leader to decide for them

Talking circle: used by First Nations, everyone shares their thoughts by passing an object, then they vote.

4. Have students complete the notes in their Student Handout Booklet.
5. Different from how decisions are made in our families or in our classroom, the provincial government goes through a process to make decisions that effect people in Saskatchewan. Passing a Bill to be made into a law involves three readings in the legislative assembly.

## LESSON 2: DECISION MAKING

When a new law is being considered at the provincial level, the Bill goes through the following:

1. First Reading - the Bill is introduced at the Legislative Assembly
2. Second Reading - the Bill is read for the second time in the legislative assembly and arguments are made for and against
3. Next, a committee is formed to continue to research the proposed bill
4. Third Reading - the Bill is read a third time and then voted on. If the Bill is voted for, the Bill is taken to the Lieutenant Governor for approval.
6. Explain to students that they are going to participate in a mock decision-making process. Depending on time, choose 1 or all of the “proposed bills” suggested on slide 5. Have students participate in the decision-making process by following the passing of a bill in the Legislative Assembly.

**Step 1** - Decide on a “bill” that students are interested in discussing.

For example, changing the driving age to 14.

**Step 2** - Teacher does the “first reading” of the proposed bill. Introduce to your students that you would like to ...

Example: ... change the driving age from 16 to 14 years. This will help families, from across Saskatchewan, make their lives better.

**Step 3** - Students have corresponding pages in their Student Booklet to write down their arguments. Students will have to make their decision if they are for or against the proposed bill.

**Step 4** - Once students have written down their arguments, divide the class into two groups - for and against. Invite one side at a time to debate the proposed bill. This is considered the second reading. Be sure to debate in meaningful and respectful ways.

**Step 5** - Teacher will read the proposed bill a third time and students will vote. Tell students that in a democracy, like Saskatchewan, majority wins. Remind students that they can change their opinion of the proposed bill after the debate if they choose.

**Step 6** - Be sure to explain to students that the decision-making process at a provincial level takes months of research and discussions. What they participated in in the classroom is a quick version of the actual process.

## LESSON 2: DECISION MAKING

7. Give students some reflection time. Have them think about the following questions. Students can complete these questions in their Student Booklet or you can choose to have a class or small group discussion and share orally.
  1. Why is decision making necessary?
  2. Why can decision making sometimes be a difficult process?
  3. What are the advantages and disadvantages of group decision making?
  4. What are the advantages & disadvantages of making a decision on your own?

### **9. Assessment:**

1. Assess student responses to the reflection questions. Do students understand the complexity of decision-making? Can they identify advantages and disadvantages of group decision making?
2. Continue working on “Who Governs Me?” assessment. Students should be working on the Personal Governance portion of the assessment.

# Power and Authority

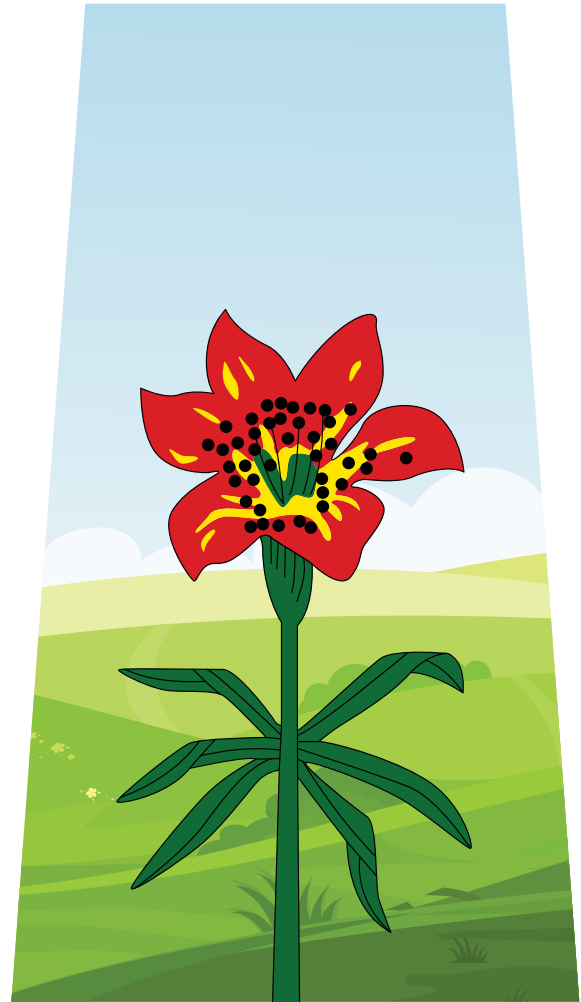
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## Social 4

### Student Handbook

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#### Lesson 2: Decision Making



**Name:** \_\_\_\_\_

The purpose of Our Government Unit is to learn about how decisions are made to help Canadians and people in Saskatchewan.

**How We Make Decisions in My Family:**

Who makes the important decisions in your family?

What kinds of decisions are you involved in making with your family?

**Making Good Decisions:**

What things have to be considered when making decisions?

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Why is it important to make good decisions?

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## Making Decisions:

Power and Authority (PA 4.2): I can explain different ways of making decisions.

We can make decisions in different ways. Write one note about each way:

- Consensus

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- Majority opinion vote

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- Leader's decision

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- Representative's decision

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- Talking circles

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**Making Decisions - Voting Activity #1:**

Choose your topic from the PowerPoint. What is your topic for discussion?

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Are you defending this topic (for) or are you arguing against this topic (against)?

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Jot down as many ideas as you can think of about your topic to support your argument:

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**Making Decisions - Voting Activity #2:**

Choose your topic from the PowerPoint. What is your topic for discussion?

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Are you defending this topic (pro) or are you arguing against this topic (con)?

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Jot down as many ideas as you can think of about your topic to support your argument:

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**Making Decisions - Voting Activity #3:**

Choose your topic from the PowerPoint. What is your topic for discussion?

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Are you defending this topic (for) or are you arguing against this topic (against)?

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Jot down as many ideas as you can think of about your topic to support your argument:

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**Making Decisions - Voting Activity #4:**

Choose your topic from the PowerPoint. What is your topic for discussion?

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Are you defending this topic (pro) or are you arguing against this topic (con)?

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Jot down as many ideas as you can think of about your topic to support your argument:

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**Think About It:**

1. Why is decision making necessary?

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2. Why can decision making sometimes be a difficult process?

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3. What are the advantages and disadvantages of group decision making?

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4. What are the advantages & disadvantages of making a decision on your own?

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