



## MODULE 2: THE DECISION-MAKING PROCESS

Choose from the Suggested Activities below to find activities to help your students meet the outcome for this module from the Saskatchewan Financial Literacy 20/30 curriculum.

All resources for this module's activities can be found on [saskmoney.ca](http://saskmoney.ca).

### OUTCOME

Apply decision-making strategies to various financial scenarios.

#### INDICATORS

- Discuss how factors such as needs, wants, habits, values, risks, economic influences and current financial situation affect decisions.
- Identify and role-play various scenarios using decision-making strategies such as agonizing, procrastination, spontaneity, compliance and security.
- Analyze the effectiveness of various decision-making strategies applied to various personal and community financial scenarios.
- Discuss how different decision-making strategies may be used for various personal or community financial situations.

#### OVERVIEW

In this module students will investigate factors that influence their current financial situation and learn how it affects their decisions. Students will also learn about the decision-making process (and strategies) through role-playing various scenarios.

#### PREREQUISITE

None

#### SUGGESTED TIME

3-5 hours

#### RESOURCES

- Case Study 1 Management Analysis
- Case Study 2 Griffiths Guitar Works
- Decision Making Scenarios
- DECIDE-Worksheet.pdf
- Finances, Debt, and Wellness
- Mod 2 Decision Making.pptx
- Money and Youth—Module 1
- Money & Youth—Chpt 4 Decision Making teacher guide.pdf
- Money & Youth—Chpt 4 Decision Making.pdf
- Money Laughs Activity and Video Link
- Money Matters Why It Pays Teacher Guide
- Money Matters Why It Pays Student Guide
- The City—Needs wants priorities

#### ASSESSMENT

- Oral presentation and anecdotal notes for case study
- Submission of a six step decision making process for a student generated problem

# SUGGESTED ACTIVITIES

### 1. **Money Laughs Introductory Activity**

Access the Money Laughs resources in the Resources folder for lesson and icebreaker ideas.

### 2. **Money and Youth Textbook—Module 4—Decision Making**—pages 39–44.

*(Money & Youth Module 1 goes well with this module too)*

Students will work through a decision using the six-step decision making process: Clearly define the problem, Establish your criteria, List your alternatives, Evaluate the alternatives, Make a decision, Review the decision and Learn from it if you can.

### 3. **Case Study 1**

This a group project (groups of 4) where students will need to choose four employees from a list of fifteen to lay off. They are expected to make this decision and restructure the employee’s responsibilities as a group so that the company may still operate. Once they have completed that, they will individually construct a decision-making model and choose one of the employees that are to be laid off to use through the decision process (ie. why that employee got fired/ what led them to making this decision?).

### 4. **Case Study 2**

Griffiths Guitar Works is an individual project that requires the student to read the case study and develop short, intermediate, and long term goals for the character within the case. They will be expected to use research to identify how this character could reach these goals and the process he would have to go through to get there. This assignment will require an oral presentation upon completion to identify and describe to the rest of the class what their project entailed.

### 5. **Practical Money Skills Gr.9–12—What Would You Do?** (Teacher guide and student activity)

This activity provides students with information on different strategies to make financial decisions, as well as three different applicable scenarios for consideration (saving for a car, saving for college, saving for a cell phone plan).

### 6. **Decision-making activity**

Have students brainstorm a list of major decisions that their peers will be facing in the next 2–3 years. Have students work with a partner to work through a decision-making process using the “**Decide Worksheet**”. Have students share their work with the class. Note: if multiple groups are focused on the same scenario, they could compare and contrast their work and present these similarities and differences to the group.

### 7. **Needs, Wants, Priorities**

Access the “**The City—Needs wants priorities**” file. It contains instructions, a guided story, worksheet, and assessment.

### 8. **Finances, Debt, and Wellness**

Consider how an activity and discussion may or may not be appropriate based on the age of the students you are working with. An idea for a case study is provided in the Resources tab.

### 9. **Introduce the Financial Decision-Making Model** using the Decision Making slides provided to invoke discussion.

**NOTE: You could only use content from “SLIDE 4 & SLIDE 5” if not discussing cell phones.**

Go through each of the slides and discuss the impact of each on making a financial decision. Use the following notes to help guide the class through the slides.

## MODULE 2: CONTINUED

**SLIDE 1:** Identify the problem.

- Purchasing a cell phone
  1. Do you need a phone or want a phone?— Discuss the differences between needs and wants
  2. Can you afford a phone? Where is the money coming from?

**SLIDE 2:** Identify Alternatives.

- Think about needs vs. wants when considering alternatives:
  1. Discuss purchasing now vs. saving for one to purchase later.
  2. Can you afford a cell phone? If not, what are your options?
  3. Which options are needs, which ones are wants? Are the wants worth the extra price?

**SLIDE 3:** Consider the consequences of the alternatives.

- What are the pros and cons of each alternative?
- Which phone is best for you right now?
- Do you want a phone? Do you need a phone?
- Other?

Consider the consequences of each alternative.

- Discuss feasibility
- Weigh your options:
  1. How will having a phone improve your life? How will it make it more difficult?
  2. Is it better to buy one now or wait?

**SLIDE 4:** Factors that can influence a decision.

- A. Values—What is important to you?
- B. Peers—People you know, Peer Pressure whether it is self imposed or imposed by others
- C. Family—Your family’s preference, Decisions that your other family members have made

- D. Risks and Consequences—What you stand to gain? What you stand to lose?
- E. Opportunity Cost. Opportunity cost refers to what a person gives up when a decision is made. This cost is called a trade off which may involve time, money, and effort.
  - What is the trade-off?
    - i. Is it worth your time and effort?
    - ii. Is the cost worth the return? Is the cost worth the loss of interest or future purchasing power. (If a person spends money to buy “X” then they may not be able to buy “Z”.

**SLIDE 5:** Financial Decision-Making Strategies.

- Agonizing—overthinking the problem and it becomes overwhelming.
- Procrastination—Postponing thoughts and actions until it becomes too late
- Spontaneity—Making a decision giving thought to consequences
- Compliance—Going along with peers, family, or school expectations
- Security—Choosing the option that has the least risk

Hand out the worksheet titled “Decision Making Scenarios.” Put students into pairs and have them examine each scenario. They need to go through each of the following for each scenario:

- Which financial decision-making strategies did the person use?
- What is the opportunity cost of their decision?
- What would you have done?

For more curriculum information, please visit the Government of Saskatchewan curriculum website.