



DO OR DECIDE?

Learn a strategy for group decision-making



OBJECTIVES

- Students will be able to identify three group decision-making styles
- Students will assess which styles might be good fits for different situations

MATERIALS

- [Decision Making Graphic](#): displayed or drawn out
- Do or Decide [Matching Worksheet](#)
- Do or Decide [Card Sort](#) (optional variation)

TIME

- 30 min

LESSON INTRO

We ask students to make decisions together as peers all the time! But that can be a challenging ask and can be the cause of some interpersonal frustration or conflict. This lesson gives students common language and tools around group decision-making that might ease the path.

LESSON STEP BY STEP

1. Ask students to think of a time when they had to make a decision with other people. Give three or four students a chance to share.
2. Say: Making a decision with others can be hard! When making group decisions, can you think of any strategies that work well? List student ideas on the board.
3. Say: Here is a model that can help us think about how and when to make a group decision. This graph shows two spectrums: time needed to make the decision, and how many people are involved in making the decision.

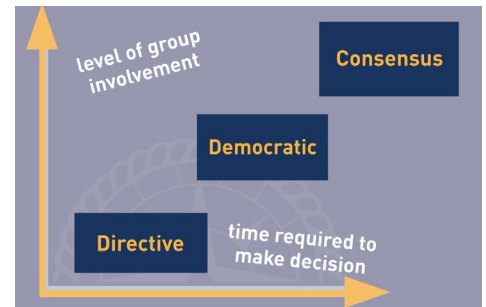
The zero point indicates the least amount of time and the least amount of group involvement—a fast decision—and only one person is making the decision.

Show the slides, or draw out the graphic as you move through the explanations...





4. There are three types of decision-making styles that we will talk about today: Directive, Democratic, and Consensus.
5. The fastest decision-making style is Directive Decision Making. For this style, only one person makes the final decision for the group.
6. What are some pros and cons of Directive Decision Making?



[Everyone might not get their way, one person might be more qualified to make the decision, the decider might make a bad choice that someone could have stopped, a fast decision could help someone]

7. Where have you seen this style used?
 8. Say: The Directive style might be helpful in an emergency when action must be taken quickly, but it might not be the best style to use when planning a school dance.
 9. Say: Next we have the Democratic Decision-Making style. This style might look like everyone voting, or it might look like one person going around and getting everyone's opinion, and then using that input to make a decision that works for the majority of people.
 10. What are the pros and cons of Democratic?
- [Everyone gets a say-even if the final decision isn't what they wanted, if there is a certain group always in the minority-they may never get a decision in their favor, it can take time to vote or get all the information, some people won't like the decision]
11. Where have you seen this style used?
 12. Say: When there are lots of people involved in the decision, something like voting can make sure everyone gets a say, and it can help save time rather than consensus.
 13. Say: Last, we have the Consensus Decision-Making style. This style usually sounds like a long discussion where everyone can share their opinions and ideas, and the group keeps working at it until everyone is happy with the decision. Often, compromises are made, and the goal is a solution that can work for everybody.

14. What are the pros and cons of Consensus?

[Can take a very long time, if someone is not willing to compromise there is a challenge, there might not actually be a solution that makes everyone happy]

15. Where have you seen this style used?
16. Say: Consensus takes the most time but can be the most useful for higher consequence decisions. The goal is for everyone to agree and be happy with the decision.



17. Using the Do or Decide Matching Worksheet, have students match example scenarios by themselves or in a group. Discuss your answers and why you chose them:

- A group of students from one club and another club meet to come up with a plan for how they will share the cafeteria. [consensus]
- The group leader listens to everyone's ideas and then makes the decision for all [democratic]
- A team is deciding on what their team name should be. Everybody shares their idea and the name that the majority of students like, becomes the name [democratic]
- Sports Coach plans with 10 seconds on the clock [directive]
- A family decides together where they want to go on vacation [consensus]
- Manager asks their employees to vote if they would rather wear black or red uniform shirts [democratic]

VARIATIONS

Using the **Do or Decide Card Sort**, have students cut out their own scenario cards. Create a table on the board of the three decision styles, and have students place cards on the table to match the decision style.

Option to cut out one set of cards, and have the whole group decide where to physically place each card on the table and practice decision making in real-time. They can even practice each style intentionally throughout their process.

Directive	Democratic	Consensus

FACILITATOR TIPS AND NOTES

Continue using this language in your everyday classroom, and/or let the group decide which decision-making strategy they would like to try when making big classroom decisions. These tactics can help with transference of the lesson!

REFLECTION & WRAP UP

Exit ticket: write a few sentences about your preferred decision-making style, and why!

NOTES

- **Educational Standards:** CASEL: Social Awareness, CASEL: Responsible Decision-Making, P21: Communication and Collaboration, P21: Social and Cross-Cultural Skills, CCRS:SL3 Evaluate Perspective and Evidence, CCRS:SL6 Adapt Speech