



## Activity 9.4

# Decision-Making Scenarios

### *Objectives:*

- Practice the decision-making process through relevant scenarios using the possible outcomes or SODAS (situation, options, disadvantages, advantages, solution) methods.

### *Materials:*

- Handout: Decision-Making Scenarios

### *Steps:*

1. Distribute the Decision-Making Scenarios Handout.
2. Discuss in small groups.
3. Have participants go through the decision-making process for the appointed scenarios.
4. Debrief together with the entire group and discuss:
  - a. How can we use this with our students?



## Handout 9.4

# Decision-Making Scenarios

### **Scenario 1**

The Rias family moved to Alabama from Guatemala two months before the pandemic to work on a tomato farm. During this year, the Rias family's children are participating in remote learning. The children, ages 10 to 20, have been home learning for four months. Due to lack of internet connectivity, the older children have decided to leave high school to search for jobs to assist with household expenses. Miguel and Maria, who are sophomores, have been told that they cannot leave the area around the home. Mrs. Rias has noticed that Miguel is beginning to withdraw from the rest of the family. He prefers to be alone and rarely talks or plays with his siblings. Furthermore, Mrs. Rias wanted her older children to continue their education, but the additional income is needed. Mrs. Rias is beginning to become overwhelmed.

### **Scenario 2**

Sandra recently arrived in Illinois from Veracruz, Mexico, and is having a hard time adjusting to a new country. She is working in a meat processing plant and living in a motel with other migratory workers. Her English skills are limited, she feels lonely, and keeps wondering if she made the right choice of leaving her family. Sandra and you became friends at work.

### **Scenario 3**

Phillipa, who is 19, has received a positive diagnosis of Covid and flu. Her husband is negative, but her two-year-old has been diagnosed with Covid as well. If her husband does not go to work, they will not have enough money for rent. Phillipa's English is limited and her physical condition is getting worse. What resources would you recommend?

### **Scenario 4**

Tomas, age 16, arrived in Texas in December from Mexico. His parents tried to enroll him in school, but the school refused to enroll him. The district stated he would not be able to graduate. Feeling lost and confused, Tomas finds friends who are willing to share their recreational drugs with him. His parents find him passed out in their bathroom. How would you get Tomas and his family to make good decisions about next steps?

### **Scenario 5**

You work hard in school, get good grades, and want to go to college when you graduate. You also have an after-school job and the money you earn contributes to your family's overall income as they rely on your help. You recently missed several days of school and work because you were sick. Now that you have returned to school, you are feeling lost in math class. The teacher offered to stay after school and help you catch up as it is the only time she is available. However, you are scheduled to work every day after school. What do you do?

### **Scenario 6**

Describe a real situation that you have experienced or know about that requires a decision.



Handout 9.4

## Decision-Making Scenarios

Weigh the possible options of the above scenario(s) selected:

Options	Positive Outcome	Negative Outcome
1.		
2.		
3.		

Are there any questions you still might have? What makes this decision difficult?

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# SEL: RESPONSIBLE DECISION-MAKING ACTIVITIES



Let's try it another way.

Here is an easy-to-use and remember method for deciding on the best solution – **SODAS** (stands for **S**ituation, **D**isadvantages, **A**dvantages and **S**olution):

Situation: \_\_\_\_\_

Option 1	Option 2	Option 3
<b>Disadvantages:</b> 1.  2.  3.	<b>Disadvantages:</b> 1.  2.  3.	<b>Disadvantages:</b> 1.  2.  3.
<b>Advantages:</b> 1.  2.  3.	<b>Advantages:</b> 1.  2.  3.	<b>Advantages:</b> 1.  2.  3.

Solution: \_\_\_\_\_

# SEL: RESPONSIBLE DECISION-MAKING ACTIVITIES



Let's try it another way.

Here is another easy-to-use and remember method for deciding on the best solution – **ICED** (stands for **I**dentify, **C**reate, **E**valuate and **D**ecide):

Identify the problem: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Create alternatives:**

- 1.
- 2.
- 3.

**Evaluate alternatives:**

- 1.
- 2.
- 3.

**Decide on the best solution:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_