

21ST CENTURY LESSON

Worst Case Scenario: Making Decisions in the 21st Century

LESSON DURATION

50 minutes

ESSENTIAL QUESTION

How do I collaborate with my peers to make the best decisions possible?

LESSON OBJECTIVE

I can collaborate with peers to make effective decisions.



Lesson Snapshot

Introduction 5 MINS

- Introduce skill and topic
- Assign groups and roles

Model, Practice, and Apply 30 MINS

- Model/Practice: Scenario 1: *Trapped on a Sinking Ship!*
- Apply: Scenario 2: *Lost in the Woods* – Gather Information
- *Lost in the Woods* – Group Discussion, Collaboration, and Decision Making

Wrap-Up and Assessment 15 MINS

- Group Presentations
- Individual Student Assessments

21ST CENTURY LEARNING COMPETENCIES

Life and Career Skills

- Flexibility and Adaptability
- Productivity and Accountability
- Leadership and Responsibility

Learning and Innovation Skills

- Critical Thinking
- Creativity
- Collaboration
- Communication

ESSENTIAL VOCABULARY

- **Collaborate** – to work together as a group to produce something
- **Unanimous** – having the agreement of all

MATERIALS

- *Trapped on a Sinking Ship!*
- *Trapped on a Sinking Ship! Items to Safety*
- *Lost in the Woods!*
- *Lost in the Woods! Items to Safety*
- *Assessment Rubric*
- Chart Paper

EDUCATOR PREP

- Print Student Materials for each group.
- Display essential vocabulary in the classroom.
- Display essential questions in the classroom.
- Prepare chart paper to display teacher modeling of *Trapped on a Sinking Ship!*
- Optional: Create student groups and assign student roles.

Tech Tip

Use Google Docs to replace printing *Lost in the Woods! Items to Safety*



Common Core State Anchor Standards

Key Ideas & Details

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Comprehension and Collaboration

CCSS.ELA-LITERACY.CCRA.SL.1


Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas


CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence so that listeners can follow the line of reasoning and so that the organization, development, and style are appropriate to task, purpose, and audience.

INTRODUCTION (5 mins)

1. Introduce the skill and its purpose.  **Say:** *Today we will practice an important life skill—making decisions. We make decisions constantly. Each day we wake up and make decisions for ourselves. Other times, we make decisions with others. We decide how to manage homework and afterschool activities, we decide what to do on the weekends with our families, and we decide how to deal with arguments with friends. Turn to your partner and share one decision you made today that involved others. You have one minute to share.*

2. Monitor partner interactions. Have 2–3 students share with the class, explaining what decision they made and how they came to that decision.

 **Say:** *We make decisions every day. There may be times when we have bigger decisions to make. Today we will work with our classmates to help us make difficult decisions. As you work you will ask yourself: How do I collaborate with my peers to make the best decisions possible?*

3. Assign groups and roles. Divide students into groups of 4. You may do this randomly (ex. giving students numbers 1–4, or passing out paper with numbers 1–4), or teacher may assign groups prior to instruction. Groups also need the four assigned roles of “reader,” “recorder,” “timekeeper,” and “mediator.” Similarly, these roles can be assigned randomly or prior to instruction.

(Job Roles Note: *The reader reads the directions and text out loud to group members. The recorder writes down the items and explanations the groups choose. The timekeeper makes sure students are completing the assignment in the time given. The mediator make sure students get along and stay on task.*)

Support

Create heterogeneous groups prior to instruction based on academic and social needs. Assign roles to students to showcase their individual strengths.



Extend

Allow students to independently assign roles after discussing students' strengths.




Support

Explain that a scenario is a specific situation.




MODEL, PRACTICE, AND APPLY (30 mins)

Model

- **Introduce the Topic.**  **Say:** *You are now involved in “The Worst Case Scenario!” Together we will read a “Worst Case Scenario,” and your group has to decide on 5 must-have items that will help them get to safety. After we complete the first scenario, your group will work together on another “Worst Case Scenario.” You must come up with exactly 5 items, and the 5 items must be a unanimous decision by the group, meaning everyone has to agree on the items. You will decide by researching the scenario, investigating a list of items, and through discussions with your group.*

Practice

- Distribute *Trapped on a Sinking Ship!* to each group.  **Say:** *Whenever we make a decision, we first gather the information the way a detective would gather clues. Then we consider each piece of information and decide which is most important and most helpful. Follow along as I read “Trapped on a Sinking Ship!”*
- Reread the text with the students and highlight or underline the information that is most important in helping them make decisions. (ex: *Much of the boat is destroyed, and you are quickly sinking. You don't know your location, and there is no land in sight.*)

PRACTICE (continued)

Support



- Provide students with an example before having students brainstorm. (Ex. We chose flares. We chose this item because we can set the flares off and alert any nearby boats that we are in danger and need their help.)
- Provide students with definitions and pictures for each item on the list of *Lost in the Woods! Items to Safety*. Provide students with an academic sentence frame to start each explanation. (Ex. We chose this item because ...)

Extend



- Do not provide students with the list of items. Allow students to come up with items on their own, based on their own knowledge and experiences.

- Distribute *Trapped on a Sinking Ship! Items to Safety* to each group. **Say:** *Now that we are familiar with the scenario, let's look at the list of items we have to choose from to help us get to safety. Follow along as I read the directions and the items.*
- **Say:** *Now you will brainstorm with your group to determine which items you would want to help you get to safety. Remember, you can choose from the list or come up with your own items. With your group, choose **1** item to record on your sheet to share with the class. You have to list your item and explain **WHY** you chose it.*
- Call on each group to share one item they chose, along with their explanation. Display each item chosen on chart paper for the entire class to see.
- **Say:** *We successfully collaborated, or worked together, to get to safety. To do this, we gathered information, decided what was most important, brainstormed options, and made a list of items. Now you will try this in your groups.*

Apply

- Distribute *Lost in the Woods!* and *Lost in the Woods! Items to Safety* to each group. **Say:** *You will now have 20 minutes to gather information, brainstorm options, and unanimously decide on 5 items to help get your group to safety. Remember, the reader should read the information, and the recorder should list your items and explanations. The timekeeper should make sure you finish the task on time and the mediator should make sure you are all working together. When you are done you will present your list to the class.*
- Monitor the groups as they work and take notes on collaboration and participation.

WRAP-UP AND ASSESSMENT (15 mins)

- Have each group present their 5 items and explain why they chose each. Allow 2–3 questions or comments from their classmates when done presenting.
- Distribute *Assessment Rubric* to each student. Students complete reflecting on their individual and group's decision making, collaboration, and ability to complete the task.
- Reflect as a whole class through discussion. Have students build on what the previous student said. (Ex. I agree with _____ because; I disagree with _____ because.) **Ask:**
 - *What difficulties did you face when trying to make the best decisions to get to safety?*
 - *How did you and your group collaborate to make the best decisions possible to get to safety?*
 - *In this game, you're going to be the director of a community clinic. What kinds of decisions might you make as the director of a community clinic?*
 - *Using what you learned today, how would you work with your team at the community clinic to decide how to handle a serious problem?*



TRAPPED ON A SINKING SHIP!

Decision Making

Scenario:

You and your family are on a relaxing boat ride around the Bahamas over summer vacation. None of you have experience on boats, and you have hired a captain to take you around for the day. All of a sudden, a fire breaks out, and you lose the captain as he tries to fight the blaze. Much of the boat is destroyed, and you are quickly sinking. You don't know your location, and there is no land in sight. You hope to be rescued, but don't know how much time you have left before the boat completely sinks.

HELP! How would you get yourself to safety?



TRAPPED ON A SINKING SHIP! ITEMS TO SAFETY

Decision Making

Group Members:

Directions: You and your group members must unanimously decide on the 5 items you would choose to help you get to safety. You may choose from the list below, or you may add items you come up with. You must explain why you chose each item and how it will help you get to safety.

ITEMS TO CHOOSE FROM:

- Flashlight
- Life jacket
- Lifeboat
- Cell phone
- Rope
- First aid kit
- Sunscreen
- Matches
- Food
- Water
- Flares
- Mirrors
- Radio
- Shark repellent
- Fishing kit
- Horn

1. Item Selected: _____

Explanation: _____

2. Item Selected: _____

Explanation: _____

3. Item Selected: _____

Explanation: _____

4. Item Selected: _____

Explanation: _____

5. Item Selected: _____

Explanation: _____



LOST IN THE WOODS!

Decision Making

Scenario:

You and your friends decide to go play in the woods behind your house on a brisk fall day. You run out of your house without telling your parents, but you plan to be back before dinner. After three hours of running and playing, the sun is starting to set and the air is getting colder. You start heading in the direction of home, but you don't recognize anything around you. You are lost in the woods, and you don't know how to get back.

HELP! How would you get yourself to safety?



LOST IN THE WOODS! ITEMS TO SAFETY

Decision Making

Group Members:

_____	_____
_____	_____
_____	_____

Directions: You and your group members must unanimously decide on the 5 items you would choose to help you get to safety. You may choose from the list below, or you may include items you come up with. You must explain why you chose each item and how it will help you get to safety.

ITEMS TO CHOOSE FROM:

- Flashlight
- Cell phone
- Rope
- First aid kit
- Sunscreen
- Matches
- Food
- Water
- Pocketknife
- Compass
- Sleeping bag
- Whistle
- Jacket
- Maps
- Batteries
- Binoculars

1. Item Selected: _____

Explanation: _____

2. Item Selected: _____

Explanation: _____

3. Item Selected: _____

Explanation: _____

4. Item Selected: _____

Explanation: _____

5. Item Selected: _____

Explanation: _____



WORST CASE SCENARIO REFLECTION

Decision Making

1. What difficulties did you face when trying to make the best decisions to get to safety?

2. How did you and your group collaborate to make the best decisions possible to get you to safety?

CONNECTION TO GAMEPLAY:

1. In this game, you're going to be the medical director of a community clinic. What kinds of decisions might you make as the leader of a community clinic?

2. Using what you learned today, how would you work with your team at the community clinic to decide how to handle a serious problem?



ASSESSMENT RUBRIC

Decision Making

Directions: Place an X in the appropriate box to reflect on how well you and your group performed on this assignment.

SELF REFLECTION:	I could do this better	I did this adequately	I did this really well
I performed my assigned role.			
I helped make decisions to get us to safety.			
I listened to my group members when they were speaking.			
I worked well with my group during the entire challenge.			

GROUP REFLECTION:	We could do this better	We did this adequately	We did this really well
Group members performed assigned roles.			
We unanimously chose 5 items to get us to safety.			
We explained clearly why we chose each item.			
We completed the assignment in the time given.			