
LESSON C

Phase 2: Reason

FOCUS: Once problems are identified, teens can solve problems a number of ways: on impulse, whim, tradition, or, using the reasoning process.

ACTIVITIES:

1. Review steps in the reasoning process. Use Transparency Master, "Reasoning!" on p. 5-6.
2. Show video, "The Pump." This short video shows how a person makes many choices without much thought. Identify and discuss the various scenes where choices are made. Were the decisions made on the basis of **impulse, whim, tradition, or by using reasoning?**
3. Brainstorm the different kinds of decisions made by members of the class recently. Decide the basis for making these decisions. Decide which choices require reasoning, which do not. Use Student Handout, "Many Ways to Approach Problems." Or, chart on the chalkboard:

IMPULSE	WHIM	TRADITION	REASONING
(influence of a particular feeling, feeling, state)	(no motive, unpredictable)	(according to custom)	(consider goals, values, circumstances, alternatives, consequences, evaluate choices, decide)

4. Tell students: When using **facts and values**, you are using the practical reasoning process. Not all decisions require this process, but many important life choices can be improved by careful reasoning. Use Student Handout, "Using the Reasoning Process" and Case Study #1 and #2 to illustrate the reasoning process.
Divide class into 4 listening teams. Each team will listen to hear how each individual in the story makes decisions. Team 1: Paul, Team 2: Jamie, Team 3: Ron, Team 4: Lisa.
5. Summarize the steps in the practical reasoning process. Use Transparency Master, "Reasoning!" in Lesson A, activity 1 (Unit 5).

Many Ways to Approach Problems

As you think about moving out and some of the problems you may face, it's important to recognize there are many ways to approach problems.

1. What are some decisions you have had to make recently?

2. How have you made most decisions in the past?

3. What would you do differently?

How You Make Decisions

Each of us is unique in the way we make decisions. You may stew over one choice for days and make several others without batting an eye. In the spaces below, list decisions you would make on a whim, because of habit, tradition, guilt, others' expectations, using facts, or considering your values:

On a whim _____

Habit _____

Tradition _____

Guilt _____

Other's expectations _____

Using facts _____

Using values _____

When using facts and values, you are implementing the practical reasoning process.

Using the Reasoning Process

Use the space below to identify the phases in the practical reasoning process. Did each teen use the practical reasoning process?

Case Study #1

Paul and Jamie have been dating for the last few months. They've had some fun times together, but never talked about marriage. Paul seldom studies and hates school. He doesn't like to think things through. One week before high school graduation, he was told he would not be able to graduate. After school he met Jamie in the school parking lot. "Mr Larson says I can't graduate next Friday because of a lousy "F" in history," he told Jamie, a straight "A" student. Then he adds, "I'll drive you home."

"OK," she replied. They were quiet for a while as they drove, then Paul said, "Let's get married tomorrow!" "Do you mean it?" asked Jamie. (She was excited that someone as handsome as Paul would ask her to marry.)

"Sure I mean it," replied Paul. "We could drive over to Las Vegas and get married. We can forget about school and graduation. Graduation isn't everything. My grandfather never graduated from high school and he did fine. I've got \$485 and we can really have a honeymoon!"

"What will I tell my mother?" asked Jamie. "Just say we're going to get something to eat and see a movie."

Paul

Values & Goals

Circumstances

Alternatives

Consequences

Did he evaluate his choice?

Decisions

Jamie

Values & Goals

Circumstances

Alternatives

Consequences

Did she evaluate her choice?

Decisions

Case Study #2

Ron and Lisa, both seniors in high school, have been dating for a year and usually spend Saturday evenings together. This particular Saturday they were hiking around a nearby lake. They discuss again their plans to marry. "I wish we could get married this summer," he tells Lisa. "Where would we live? How would we buy food? clothes? furniture? gas?" asked Lisa. "I thought we were both going on for more schooling."

"You're right," he answered. "I need a full-time job and we both need more education so we're better prepared for the future. The school counselor said I would probably do well at whatever I decide to do, but it's scary thinking about starting college in three weeks."

"I want to continue my education and know I can support myself and be independent for a while before we get married," continued Lisa.

Ron

Values & Goals

Circumstances

Alternatives

Consequences

Did he evaluate his choice?

Decisions

Lisa

Values & Goals

Circumstances

Alternatives

Consequences

Did she evaluate her choice?

Decisions

Postscript

Two years later

Paul and Jamie were married that weekend, and lived with his parents. Paul had several jobs, none of them paying very well. Jamie stayed at home and was unhappy and surprised at what Paul was like as a person. She wished she had finished school, but Paul didn't want her to finish or go to work. They divorced and Jamie returned to school.

Ron and Lisa were married two years later after they had both finished their technical training programs.