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| **Teacher Led** | **X** | **Requires Computer** | **\*** | **Requires myBlueprint.ca** | **\*** |

This activity will help students explore the process of decision making and the power of choices in life. Complete each section by following the instructions below.

*\*NOTE: Extension activity requires myBlueprint.ca*

**LEARNING GOALS:**

1. Students will understand the power of the choices we make in life.
2. Students will analyze a poem to extract meaning of choice.

**MATERIALS:**

* Writing tools
* **Handout [A] - The Road Not Taken**
* **Handout [B] - The Decision-Making Process**

**INSTRUCTIONS:**

1. Give students **Handout [A] - The Road Not Taken**, and as a class, discuss the ***Decisions in Life*** questions [A].
2. Read the poem The Road Not Taken by Robert Frost [B] as a class, and answer the theme questions individually [C].
3. Divide students into partners and provide them with **Handout [B] - The Decision-Making Process**
4. As a class, discuss how the decision-making process activity helped make their difficult decision.

**EXTENSION ACTIVITY:**

1. Have students visit [www.myBlueprint.ca](http://www.myBlueprint.ca), and enter their email and password to log in.
   * ***Forgotten password?*** *Students can reset their passwords by clicking on the ‘Forgot your password?’ link in the green* ***Existing User*** *box.*
   * ***Forgotten email?*** *As a teacher/counsellor, you can reset your students’ emails and passwords in your* ***Student Manager*** *or* ***My Classes****.*

INSTRUCTIONS FOR STUDENTS:

1. Visit [www.myBlueprint.ca](http://www.myBlueprint.ca), and enter your email and password to log in.
2. In the left hand navigation menu, click **Home** and select **Portfolios.**
3. Select “**My Career Portfolio**” (or click **+ Add Portfolio**).
4. Add a journal to your portfolio. To do so, click + **Add Box** > **+** **Add Journal >** add **Title** “Decision Making”. Include the following items in the **Journal Body** section:
   1. Detail what a strong thought process includes when making decisions.
   2. Include an example of when this process has worked for you, **OR** how you think this process will help you in the future (in what situations).
   3. Explain why having a strong decision making process is important.
5. Click **Save** once you are done writing your journal entry!

**HANDOUT [A] - THE ROAD NOT TAKEN**

**[A] DECISIONS IN LIFE:**

*Class Discussion:*

1. As a teenager, what are some choices you have to make on a daily basis?
2. Are decisions hard or easy for you to make?
3. What was the hardest decision you ever had to make?
4. How do you usually make decisions? By impulse, by emotion, by asking others?

**[B] THE ROAD NOT TAKEN** by Robert Frost

Two roads diverged in a yellow wood,

And sorry I could not travel both

And be one traveler, long I stood

And looked down one as far as I could

To where it bent in the undergrowth;

Then took the other, as just as fair,

And having perhaps the better claim

Because it was grassy and wanted wear,

Though as for that the passing there

Had worn them really about the same,

And both that morning equally lay

In leaves no step had trodden black.

Oh, I marked the first for another day!

Yet knowing how [way leads](http://www.poemhunter.com/poem/the-road-not-taken/) on to way

I doubted if I should ever come back.

I shall be telling this with a sigh

Somewhere ages and ages hence:

Two roads diverged in a wood, and I,

I took the one less traveled by,

And that has made all the difference

**[C] THEME QUESTIONS:** After reading, The Road Not Taken by Robert Frost, complete the questions below.

1. What is the theme of the poem?

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2. What was the author’s dilemma?

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3. What path did he choose?

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4. Was the author happy with his choice?

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5. Have you ever taken the road less traveled? Explain.

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**HANDOUT [B] - THE DECISION-MAKING PROCESS**

In partners, come up with a decision that would be difficult to make as a teenager. (Examples could be to drink or do drugs, to skip school or to tell the cops about something you saw.) Go through the questions below and work through the problem.

1. Define and clarify the issue - does it warrant action? Is the matter urgent, important or both?

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2. What are the facts surrounding the problem?

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3. What are the possible options?

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4. Consider and compare all the pros and cons using the chart below.

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| **Pros** | **Cons** |
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