

# Moment or MOST

- Goals - written or vague notions floating...  
- many are Short Term  
- some Long Term

Reaching LT det'd by day-to-day decisions.  
→ consequences help determine... LT

? Need to answer every day  
"Is today's want more important than what you  
want in the future?"

Choices : Drug, Alcohol, sex, watch TV



write on top "Moment or Most"

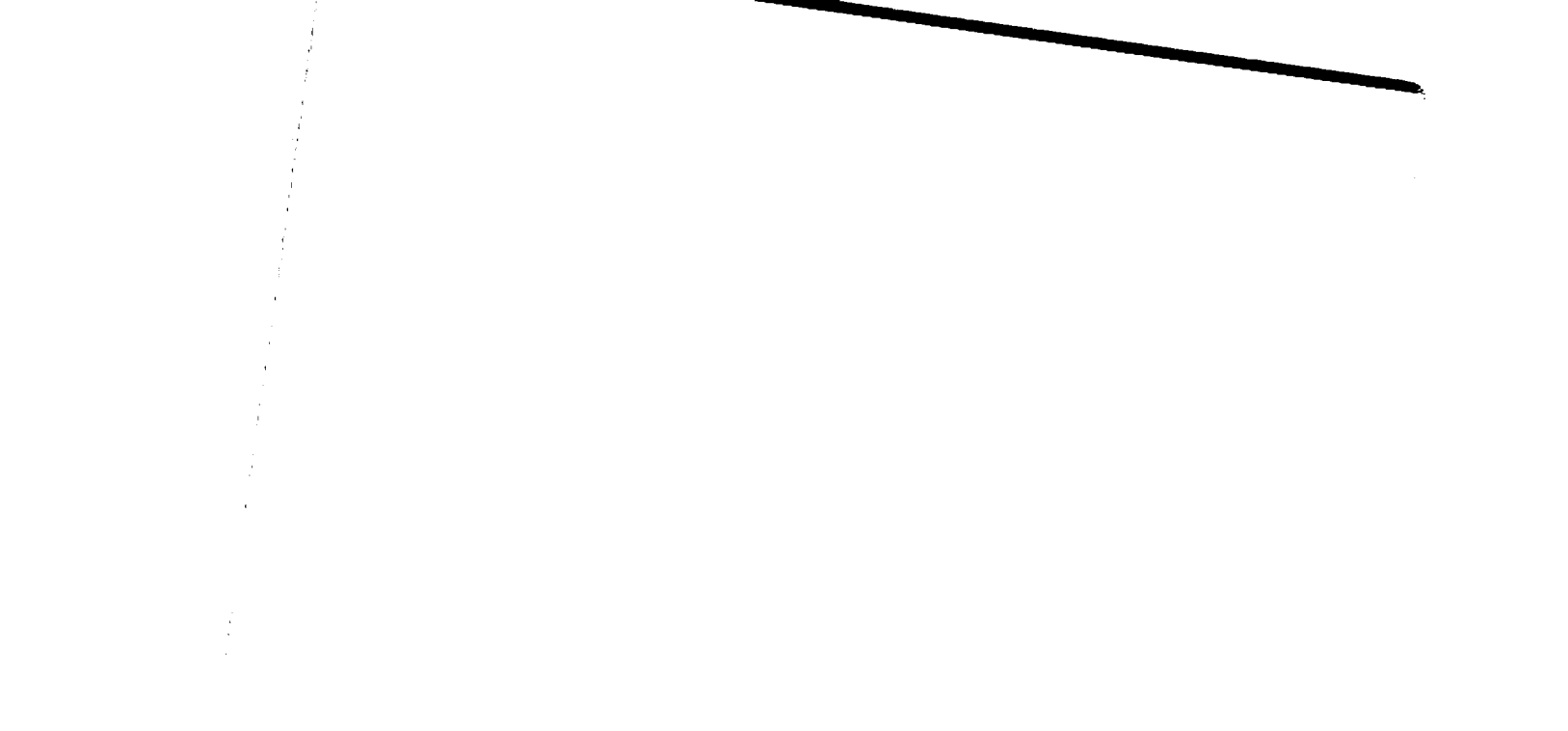
- Paper Pencil - 5 GOALS in Next 5-10 yrs  
w/ Partner - share goals

- By Yourself - write one goal that would make  
you the happiest you could ever imagine being

Volunteer 1 - involves \$  
Which coin would you rather have ...

Volunteer 2 - Also involves \$ and box  
either take \$ offered or hold out ... Not both!  
Do you want \$ or hold out for better (?)

it gave up something better?



"The chief cause of unhappiness and failure is sacrificing what is wanted most for what is wanted at the moment"

Tell one of your partners interesting goals

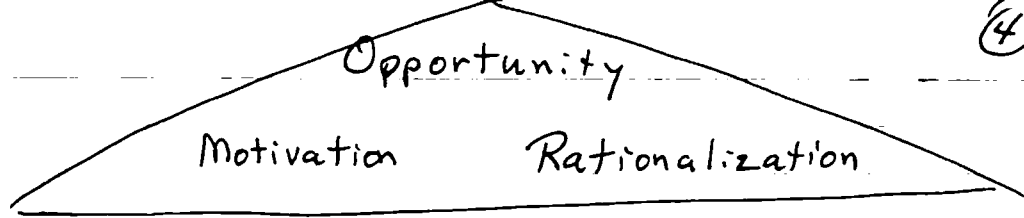
Difficult thinking of one goal

Volunteers choices - did you agree?

What did this have to do w/ decisions?

Do you agree w/ "the chief ..."





8 Critical Thinking Errors Common in  
All unethical Behavior

- How does being different help us sometimes and hurt us sometimes?
- Do people always respect how unique each of us are? Explain.

### “Now What” Questions

- How should we treat people who might be different than we are?
- How can we keep differences that you can see from affecting how you think about a person?

**TNT IDEA:** Emphasize that this is not a contest to see who can draw the best. Everyone should just do their best.

## MOST OR MOMENT?

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**TOPIC AREA:** Alcohol and Drugs, Decision Making, Goal Setting, Sexuality

**CONCEPT:** We all have goals in our lives. Some people write these goals down and others just have a vague notion of them floating around in their minds. Many of our goals are short term things that we want to accomplish. But some goals are of the long term nature. Our students do not realize that reaching a long term goal is really determined by the day-to-day decisions they make. The decisions that they make have consequences and these consequences will help determine if their long term goals are met or not. The question they will need to answer on a daily basis is whether what they want today is more important than what they want in the future. They need to consider how the choices they make today will affect their goals of tomorrow. Some examples of poor choices would be alcohol and drug use, sexual activity which could result in sexually transmitted diseases or pregnancy, watching television at the expense of doing your homework, etc.

**METHOD:** Classroom demonstration

**TIME ESTIMATE:** 10 minutes plus discussion time

### MATERIALS NEEDED:

- 1 piece of paper per participant
- 1 pen or pencil per participant
- 2 pennies, a nickel, a dime, a quarter and a dollar bill

(You will give away the quarter)

- A dollar bill wrapped up in a box like a present (You might give away another quarter or the dollar bill)

**ACTIVITY:** Before the activity, wrap up a dollar bill in a box so that it looks like a present. To begin the activity, give each person a piece of paper and a writing utensil. Have everyone write down five goals they would like to accomplish in the next five to ten years. Explain that these should be goals they would be willing to share with a partner. Now have them share their goals with a partner. Then ask them to write down one goal that would make them the happiest they could ever imagine being. Explain that this goal will not be shared with anyone.

Once this has been accomplished, have a student come forward to help you with a demonstration. Hold out your hands with a penny in one and a nickel in the other. Ask the student "Which coin would you rather have, the penny or the nickel?" If they choose the penny, thank them and have them sit down and start over with another student. If they ask for the nickel, then give it to them. Now put away the penny and bring out a dime. Ask "Which would you rather have, the nickel that is in your hand or this dime?" If they want the dime, give it to them and take back the nickel. Now bring out a quarter and ask "Which would you rather have, the dime that is in your hand or this quarter?" If they want the quarter, give it to them and take back the dime. Thank them for their help and have them return to their seat.

Ask another person to help you. Tell this person that you will be offering them money also. However you also have this box. Bring out the box that is wrapped up like

a present. Explain that they can either take the money that you offer them or they can hold out and get what is in the box at the very end. If they agree to accept any amount of money as you offer it to them, then they will not be offered the box at the end. Ask them, "Do you want a penny or do you want to hold out for the box?" Then ask, "Do you want a nickel or do you want to hold out for the box?" Ask, "Do you want a dime or do you wish to hold out for the box?" "Do you want a quarter or do you wish to hold out for the box?" If at anytime they accept the money, then thank them and have them return to their seat. You will then reveal what was in the box. Ask them "Now that you see what you gave up, do you wish you would have held out for the box?"

If they have refused all offers to take the money than state, "Because of the decisions you have made, you are now eligible for the what is in the box. Do you wish to accept what is in the box?" Then give them the box and have them open it. As your final question ask, "Are you glad that you waited for what was in the box?" Then thank them for their participation. Emphasize that if the person had taken any of the coins that were offered to them, they would have been happy for the moment. However, they would have been disappointed later because they gave up something better for what made them happy at the moment.

Now have everyone write on the bottom of their paper this statement "The chief cause of unhappiness and failure is sacrificing what is wanted most for what is wanted at the moment." Have them keep their papers and post them somewhere at home where they can be reminded not to sacrifice their long term happiness by the daily decisions that they make. As a reminder of this

lesson, you can make a poster that says "Moment or Most?" to post where your students will see it often.

### DISCUSSION IDEAS:

#### *"What" Questions*

- How hard was it to create your list of five goals?
- What was one interesting goal that you heard from your partner?
- Did you have a hard time thinking of one goal that would make you the happiest to achieve?
- Would you have made the same choices as the volunteers did?

#### *"So What" Questions*

- In the second round, why did they hold out for the box instead of taking one of the other coins?
- How can this be compared to decisions we make?
- Who is responsible for the decisions that we make?
- How do the decisions we make everyday affect our long term goals?
- What are some behaviors that would prevent us from reaching our goals?
- How would using alcohol or other drugs affect us?
- How would becoming involved in sexual activity affect us?
- How would neglecting our education affect us?
- Do the decisions that we make impact others around us? How?
- Describe a situation where someone made a decision that shows they care more about their immediate happiness than their future?
- Describe a situation where someone made a decision that shows they care more about their future than their immediate happiness?

- What role does peer pressure play in making decisions that are not helpful to us in the long term?
- What is meant by the statement "The chief cause of unhappiness and failure is sacrificing what is wanted most for what is wanted at the moment."?
- Define the term "delayed gratification".

#### *"Now What" Questions*

- How can having long term goals help us make good daily decisions?
- Describe how the decisions you make today can change your future?

The concept for this activity was given to me by Holly Wamsley from Taylorsville, Utah. Thanks Holly.

## STRIVE - Ethical Decision Making

Fraud Triangle:

\_\_\_\_\_

\_\_\_\_\_

### Eight Critical Thinking Errors Common in All Unethical Behavior

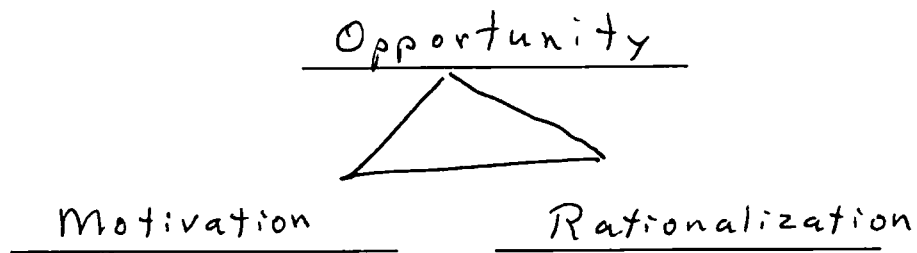
1. Mollification: \_\_\_\_\_ or \_\_\_\_\_
2. Cutoff: \_\_\_\_\_
3. Entitlement: \_\_\_\_\_ to \_\_\_\_\_ the \_\_\_\_\_ of \_\_\_\_\_
4. Power Orientation: Choosing \_\_\_\_\_ and \_\_\_\_\_ over \_\_\_\_\_
5. Sentimentality: \_\_\_\_\_ image.
6. Super Optimism: \_\_\_\_\_ and \_\_\_\_\_
7. Mental Laziness: \_\_\_\_\_
8. Discontinuity: \_\_\_\_\_

Decision Guidelines:

1. Is it \_\_\_\_\_?
2. Is it a \_\_\_\_\_?
3. How \_\_\_\_\_?

## STRIVE - Ethical Decision Making

Fraud Triangle:



### Eight Critical Thinking Errors Common in All Unethical Behavior

1. Mollification: blaming or making excuses
2. Cutoff: eliminate normal feelings
3. Entitlement: Entitled to violate the Laws of Society
4. Power Orientation: Choosing power and external control over self-discipline
5. Sentimentality: Robin Hood image.
6. Super Optimism: over confidence and invulnerability
7. Mental Laziness: Short cuts
8. Discontinuity: difficulty maintaining focus

### Decision Guidelines:

1. Is it Legal?
2. Is it a win win?
3. How will I feel about this decision?

Fraud Triangle:

Opportunity

Motivation

Rationalization

Eight Critical Thinking Errors Common in All Unethical Behavior

1. Mollification: blaming or making excuses
2. Cutoff: eliminate normal feelings fear, anxiety, guilt
3. Entitlement: entitled to violate the Laws of society pull away from morals
4. Power Orientation: Choosing power and external control over self discipline manipulate, intimidate, physically assault
5. Sentimentality: Robin Hood image. May perform various Good Deeds
6. Super Optimism: over confidence and invulnerability Experience has taught not to get away w/ most of crimes
7. Mental Laziness: short cuts leads to failure, low self-evaluation & poor critical reasoning skills
8. Discontinuity: difficulty maintaining focus easily influenced by events & situations initially good intentions but lack of follow through

vs. rights of others...  
- ownership  
- privilege  
- wants = needs

- downplay past conduct  
- point out unfairness  
- devalue victims

manipulate, intimidate, physically assault

Experience has taught not to get away w/ most of crimes

Decision Guidelines:

1. Is it legal?
2. Is it a win win?
3. How will I feel about this decision?

P  
I  
G  
Personal  
Instant  
Gratification

## STRIVE - Ethical Decision Making

### Eight critical thinking errors common in all unethical behavior:

- 1. Mollification**  
Downplaying the seriousness of past unethical conduct and current interpersonal conflicts by **blaming** problems on external circumstances, **making excuses** for behavior, pointing out unfairness in the world or de-valuing victims
- 2. Cutoff**  
Eliminating normal feelings which deter unethical action through a simple phrase ("forget-it), image or musical theme. In some cases the offender uses drugs or alcohol to cutoff fear, anxiety, guilt or other common deterrents to unethical activity. Pulls away from mentors.
- 3. Entitlement**  
A practitioner of unethical behavior believes that he/she is **entitled to violate the laws of society** and the rights of others by way of an expressed attitude of ownership ("it's mine"), privilege ("I'm above the law"), or by labeling wants as needs ("I needed a new car, expensive clothing, a trip to Ixtapa, etc.").
- 4. Power Orientation**  
**Choosing power and external control over self-discipline** and internal control, one attempts to exert power and control over others. Consequently, they feel weak and helpless (zero state) when not in control of a situation. They attempt to alleviate this feeling by manipulating, intimidating, or physically assaulting others (power thrusts).
- 5. Sentimentality**  
Even though displaying unethical behavior, they have an interest in being viewed as a "nice person". However, this creates a serious dilemma given the level of interpersonally intrusive activity they have engaged in. Consequently, they may perform various "Good Deeds" with the intent of cultivating a "heck-of-a-good-guy" or "Robin Hood" image.
- 6. Super Optimism**  
Experience has taught that they get away with most of their crimes. This leads to a growing sense of **overconfidence** in which they believe they are **invulnerable**, indomitable and unbeatable. Ironically, this belief leads to their eventual downfall.
- 7. Mental Laziness**  
As lazy in thought as in behavior, they take **short-cuts** which inevitably lead to failure, low self-evaluation and poor critical reasoning skills.
- 8. Discontinuity**  
Having **difficulty maintaining focus** over time because of being easily influenced by events and situations occurring around them. As a result, they have difficulty following through on initially good intentions.

Entitlement+Optimism=Arrogance

PIG=Personal Instant Gratification ... seemingly unimportant decisions (example=Martha Stewart)

Fraud triangle: 1. Opportunity 2. Motivation 3. Rationalization

If you are climbing the corporate ladder are you leaning against the right building ?

Norman Vincent Peale decision guidelines: Is It 1. Legal? 2. Win win? 3. How will I feel about this decision?