



- b. Why does he/she have to make a choice? (*Scarcity—Can't have everything.*)
  - c. What are the alternatives? (*Answers will vary.*)
  - d.
3. Display **Decision Grid transparency** and distribute **Decision Grids** to each student. Write the alternatives and criteria on the transparency and have students write them also on their decision cards.
  4. Ask students if one of the criteria is more important than the others. If so, weight the criteria. For example, X2 weight means 2 plusses or minuses for that criterion.
  5. Discuss the alternatives and criteria, giving each either +, -, or 0 ratings.
  6. Identify the top two alternatives. Tell students one will be the **Economics Choice** and the other the **Opportunity Cost**. Define the Economics Choice as the top pick. Define the Opportunity Cost as the second choice, the next-best alternative.
  7. Discuss whether the class Economics Choice is the same as that chosen by the book character. Why or why not? (*Answers will vary. Criteria or weights may differ among characters or between the book characters and the class, so the decisions may be different.*)
  8. Optional: Have students analyze the decisions individually or in small groups. Have each group report the results to the class. Have each group explain why they come to the same or different conclusions as the class. (*Different weights, different criteria can lead to different answers.*)

## Decision Grid

Alternatives	Criteria					Net Values