



# Two Choices

**Overview:** The purpose of “The Two Choices” activity is to challenge participants to think, with intentionality, about the decisions they make. In addition, participants are given an opportunity to reflect upon the impact both small and big choices have on the development of their character and personal integrity.

**Category:** Visioning, Personal Development, Perspective Taking, Decision-Making

**Bonner Recommended Sequence:** “The Two Choices” is a good activity to use in a freshman orientation meeting or retreat. As students are beginning their college and Bonner journeys, a candid conversation about choices and values is beneficial. This exercise can be followed up with “So, What do you do?” to continue the conversation about life choices.

expectation	explore	experience	example	expertise
	♥	♥	♥	♥

**VALUES: ALL - community engagement, community building, diversity, social justice, international perspective, spiritual reflection**

**Level:** This activity is appropriate for individuals of any stage. The nature of the discussion may be guided based on the types of choices the students may face in a given stage (i.e. students in the exploration stage by be making choices about how to use their new found personal freedom while students in the expertise stage may be making choices about what type of job they should pursue and what type of professional work ethic they will model).

**Type:** This is a structured activity suitable for use in a workshop, retreat or training session. It can also be used during a regular meeting or on an individual basis with reflective discussion occurring during a one-on-one meeting.

**Focus or Goals of this Guide:**

- Encourage participants to examine the significance of major and minor choices in their lives.
- Explore the difference between “doing” and “being”.
- Reflect upon the impact both small and big choices have on the development of their character and personal integrity.

**Materials:**

- “The Two Choices We Face” narrative
- “Two Choices” worksheets
- Pens and/or pencils

**How to Prepare:**

Read the activity to become familiar with the exercise. Facilitators are encouraged to practice a “dramatic reading” of the poem or identify in advance someone else to do so. It is important, if you choose to have the poem read aloud, that the reader is familiar with the language and the feel of the text to give the hearer the best possible listening experience.

**How to Do/Brief Outline:**

The outline has the following four components:

- |   |                                  |
|---|----------------------------------|
| 1) Introduce Activity                       | suggested time 5 minutes or less |
| 2) Read “The Two Choices We Face” narrative | suggested time 5 minutes or less |
| 3) Individual Reflection                    | suggested time 5-10 minutes      |
| 4) Sharing                                  | suggested time 15-30 minutes     |

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**Part 1) Introduction**

Suggested time: No more than 5 minutes

Say to participants:

*At the end of our life's journey, each of us will leave our legacy. Jim Rohn offers the perspective that our legacy will be measured by our choice to "do more" or to "do less". In "The Two Choices We Face", the reader is challenged to think about the importance of this choice. This author proposes that the sum of our lives can be measured based on the choices we make at every intersection, choices that can be summarized as either doing more or doing less.*

*This activity will give us an opportunity to reflect on how we can accomplish that grand task.*

## **Part 2) Reading**

Suggested time: No more than 5 minutes

If you are an effective reader or you have a participant who is gifted with dramatic interpretation, read the piece "The Two Choices We Face" to participants. The reader is strongly encouraged to spend time with this piece prior to sharing it with the participants. This allows for a more meaningful and nuanced interpretation of the work. (In order to have attention focused solely on the reader, you choose to wait until Part 3 to distribute copies of the poem to participants.)

In the event you choose not to have the poem read aloud, distribute copies of the "The Two Choices We Face" and ask participants to take some time to read it over and let it really sink in.

## **Part 3) Individual Reflection**

Suggested time: 10 minutes

After hearing and/or reading the narrative, distribute copies of the discussion questions. If the narrative was not distributed in Part 2, distribute it to participants at this time.

Say to participants:

*Keeping the words of the "The Two Choices We Face" in mind, please respond to the questions on the handout provided. Please feel free to refer back to the printed poem as necessary.*

## **Part 4) Sharing**

Suggested time: 15 – 30 minutes

Depending on the level of emotional safety individuals feel with the group, they may wish to share in a more private setting, such as a one-on-one meeting.

If there is a high level of emotional comfort among the participants, ask individuals to share their responses with the group.

The amount of sharing time will vary based on the size of the group.

**Handouts:**

“The Two Choices We Face” piece  
“The Two Choices We Face” worksheet