

## DECISION MAKING SKILLS

### Decision Making Styles

**Worksheet:** *Page 64*

**Learner's Workbook:** *Page 32*

1. Ask learners the following questions:
  - a. How many have ever made a difficult decision? Have them share their responses.
  - b. How many have ever made what they would consider a responsible decision? Have them share their answers. Some responsible decisions are: *not to drive if you have a drink; eat a healthier diet; stop smoking or not start smoking; study for a test.*
  - c. Have you had someone try to convince you to do something that was not right? Ask them to share their responses.
2. Tell the learners that it is important to feel empowered. Have them brainstorm the meaning of the word "empowered." Some answers are: *being in control, knowing healthy choices, having the power to make a good decision, taking responsibility for your decisions.*
3. Ask learners if everyone takes responsibility for their decisions. (*No.*) Tell them there are three decision-making styles. Have learners turn to worksheet page 64, Learner's Workbook page 32. Jump read the page, answer the questions as a group and discuss the different decision-making styles.

### Steps to Use When Making a Decision

**Worksheet:** *Pages 65 and 66*

**Learner's Workbook:** *Pages 33 and 34*

1. Brainstorm with the learners what comes to their minds when they hear the words "decision making." Write their thoughts on the board or large piece of paper. Ask learners to come up with their own definition of decision making. (*The process of choosing what to do by considering the possible consequences of different choices.*)
2. Have learners turn to worksheet 65 and have each of the learners read the basic process that people use when making a decision.
3. As a group, practice decision making using the bottom of worksheet page 65, Learner's Workbook page 33. Then come together and share their answers. (Sample answers are on page 96.)
4. Have the learners work in pairs and complete worksheet page 66, Learner's Workbook page 34. Come together as a group and share their answers.

## Practicing Responsible Decision Making

Worksheet: Page 67

Learner's Workbook: Page 35

1. Ask the learners to get into groups of three and come up with a definition of responsible decision making. Have them create a poster with their definition. Have the learners share their posters with the whole group. Share this good definition with them: *Taking steps that will lead to actions that promote health, protect safety, follow the laws, and show respect for self and others.*
2. Have learners work in groups of three and read the stories on worksheet page 67 and Learner's Workbook page 35. Then they will identify the problem, figure out options for resolving the problem (list negative and positive options), review and discuss the information, and write the group's responses at the bottom of the page.

## How to Say No—Resistance Skills

Worksheet: Page 68

Learner's Workbook: Page 36

1. Ask learners to define peer pressure. Write their responses on the board or a large piece of paper. From their responses, come up with a one-sentence definition of peer pressure and write it for all to see. An example is: *The feeling that your friends are trying to influence your decisions or make you behave in a certain way.*
2. Have learners share times when they were pressured by their friends. Ask them to tell you times when their friends wanted them to do something that they knew was not right. Also, have them tell you when their friends wanted them to do something that was really positive.
3. Ask: What are some resistance skills? Have them brainstorm some resistance skills they know. As a group, turn to page 68, Learner's Workbook page 36 and go over the list of ways to resist peer pressure.

## Practicing How to Say No (Peer Pressure Scenarios)

Worksheet: Page 69

Learner's Workbook: Page 37

1. Have learners get into groups and use the peer pressure scenarios found on worksheet page 69, Learner's Workbook page 37 to explain how they used the resistance skills from Learner's Workbook page 36 to say no. Have each group share their worksheet. Have the others discuss whether they would have done the same thing or something different.
2. Have the learners work in pairs. Each person comes up with a negative peer pressure situation that they have experienced. The other person tells how they would say no to that negative situation.

## Wrap-Up

Worksheet: None

Have learners tell the group what decision making skills they will begin to use.