

SESSION 7

DECISION MAKING

OVERVIEW:

This session is designed to enhance decision making by increasing problem solving skills. Please begin this session with the CLIMB handout. Most of the activities are based on the CLIMB decision making process. Good decision making skills are crucial to coping, self-esteem and future successes.

ICEBREAKERS:

- * Lines 2nd grade - Parent
- * 1093 2nd grade - Parent
- * Simon Says Kindergarten - Parent

WORKSHEETS:

- * CLIMB Kindergarten - Parent
- * Healthy & Unhealthy; Decisions & Consequences 4th grade - Parent
- * Personal Stumbling Blocks 7th grade - High School
- * What Influences My Decisions? 4th grade - High School

ART:

- * The Billboard Kindergarten - Parent
- * My Life's Road 4th grade - Parent

GAMES:

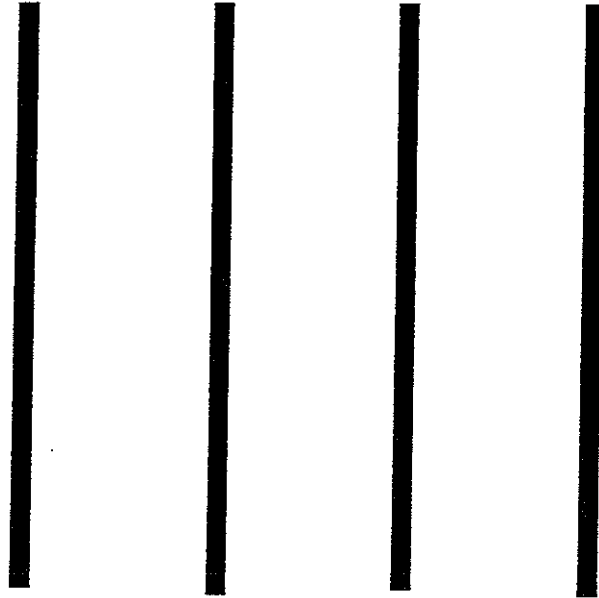
- * Life Kindergarten - Parent
- * You Decide 4th grade - High School
- * Where Do I Stand? 4th grade - High School

STORY:

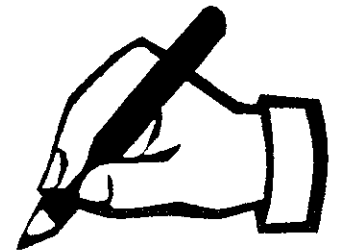
- * The Road Less Traveled 4th grade - Parents

LINES

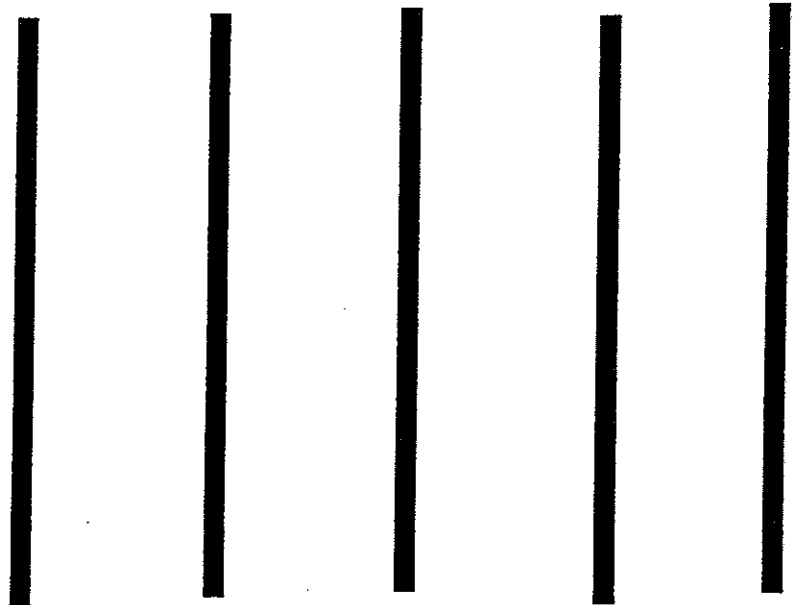
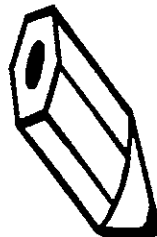
The goal of this exercise is to learn to examine the problem and explore options. It is important to look at all possibilities when making decisions.
2nd grade - Parent



Draw five lines to the four lines in order to make ten.
 $5+4=9$



Draw six lines to the 5 lines to make nine.
 $6+5=11$



1093



- ♦ The facilitator calls out a number (i.e. 1).
- ♦ The group calls out the next highest number (i.e. 2).
- ♦ The facilitator continues to call out random numbers, while the group continues to answer with the next highest number.
- ♦ This continues for a brief period.
- ♦ The facilitator then calls out 1093, 1095, 1097, 1098.
- ♦ After 1099 many students will answer 2000, which is incorrect.
- ♦ The answer is 1100.
- ♦ Many students respond as they hear their peers respond.
- ♦ Begin a discussion about peer pressure. Include why is it important to think and decide on your own answers.

Goal: To recognize how important listening and thinking are before making a decision. The exercise also illustrates that it's okay to take time to answer a question or delay an answer until you're sure.

2nd grade - Parent

Simon Says



This is the traditional Simon Says game. The group facilitator will say "Simon Says" (i.e. touch your nose). The group will follow the instructions. However if the facilitator leaves out "Simon Says" (i.e. above) anyone touching their nose is out of the game. The game continues randomly beginning each statement with "Simon Says". The object of the game is to use good listening skills in order to stay in the game.

Listening skills are crucial to good decision making skills. "Simon Says" develops listening skills. The key to survival in "Simon Says" is to listen and then to decide.

Kindergarten - Parent

CLIMB

LADDER TO RESPONSIBLE DECISION MAKING

STEP 1: CLARIFY the problem. What is the choice to made?

STEP 2: LIST the alternative solutions. How many ways could the problem be solved?

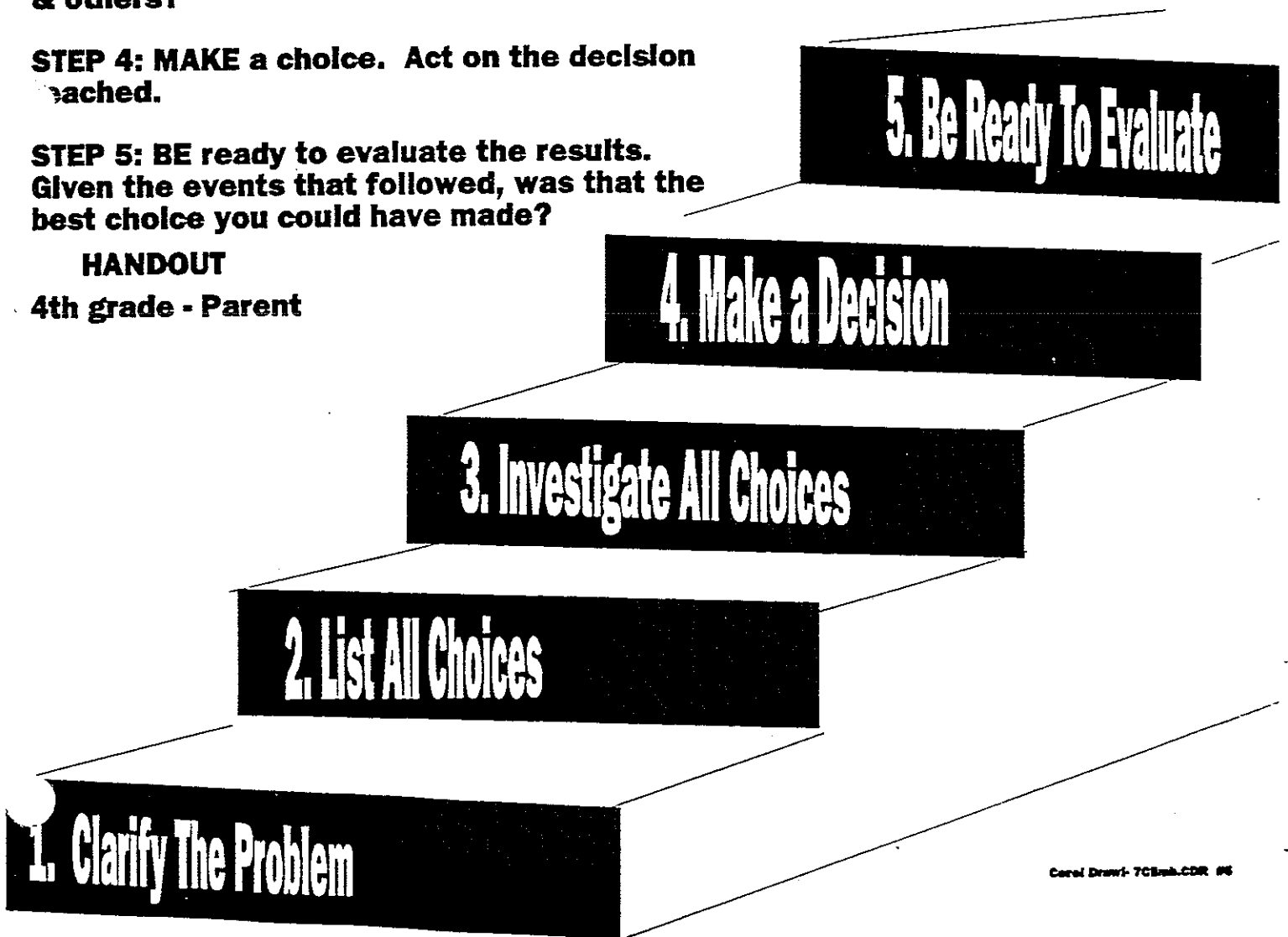
STEP 3: INVESTIGATE all choices. Do you have all the facts? What would be the result or consequence of each choice to yourself & others?

STEP 4: MAKE a choice. Act on the decision reached.

STEP 5: BE ready to evaluate the results. Given the events that followed, was that the best choice you could have made?

HANDOUT

4th grade - Parent



Healthy & Unhealthy; Decisions & Consequences



Discuss healthy & unhealthy decisions, use examples in the blocks. Include consequences of decisions.

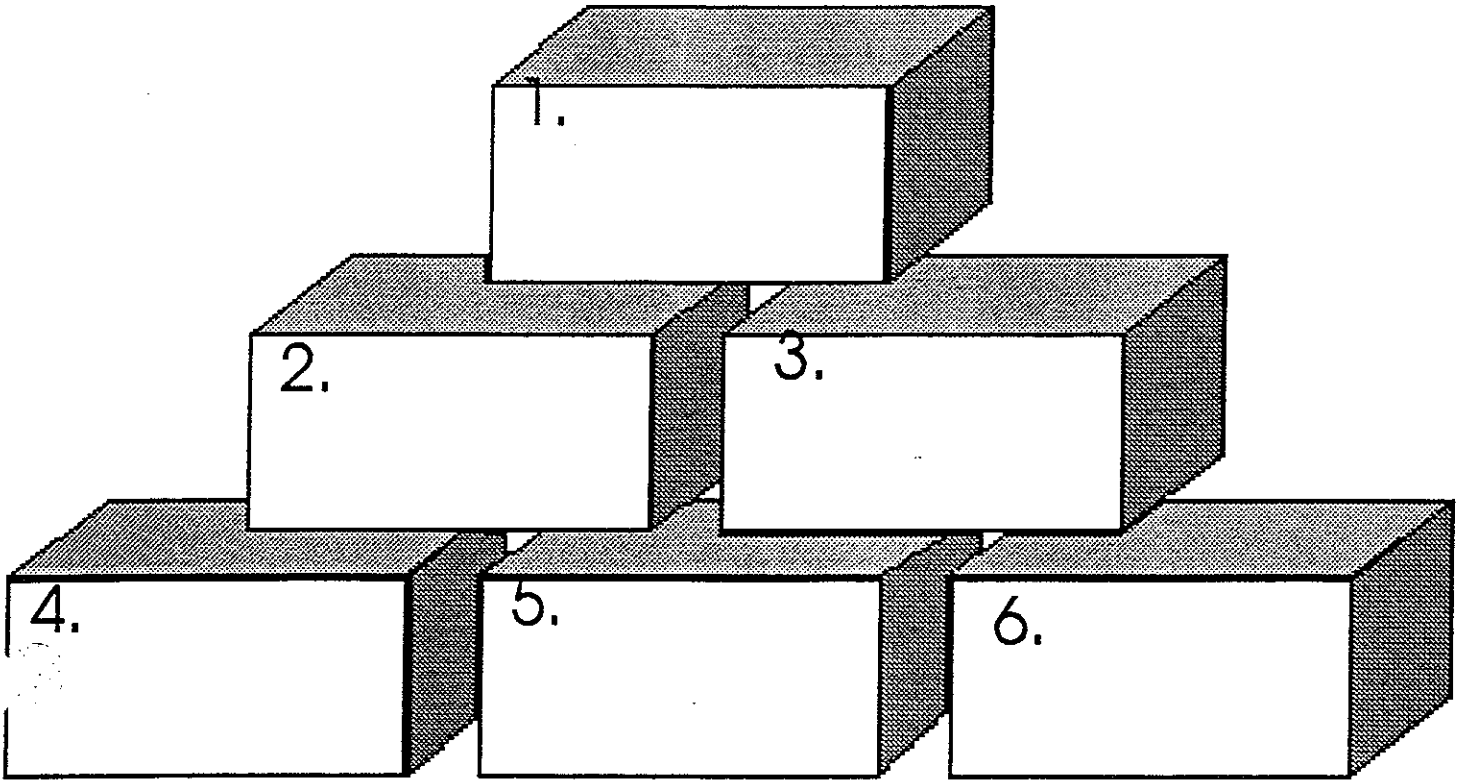
Discuss information on CUMB handout.

Pass out slips of paper. Have members anonymously write about a recent, current or future decision. Put slips in a box/hat.

Read slips, discuss options and consequences. Use the CUMB handout in making decisions.

4th grade - Parent

Personal Stumbling Blocks



DIRECTIONS:

Fill in the blocks below with those pressures in your life that could persuade you to use alcohol, tobacco, or other drugs. Consider the influences of family, friends, society and your own personal needs. Below write ideas about how you could avoid or deal with these stumbling blocks. After completing the worksheet discuss stumbling blocks as a group.

7th grade - High School

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

WHAT INFLUENCES MY DECISIONS?

DIRECTIONS:

The people & things around you influence the decisions you make. For example, your parents affect your actions, but so does the music you listen to.

Below, make two lists of the people & things that influence you the most. If possible, rank them in order of importance (most important at the top).

4TH grade - High School

People That Influence Me

1. _____

2. _____

3. _____

Things That Influence Me

1. _____

2. _____

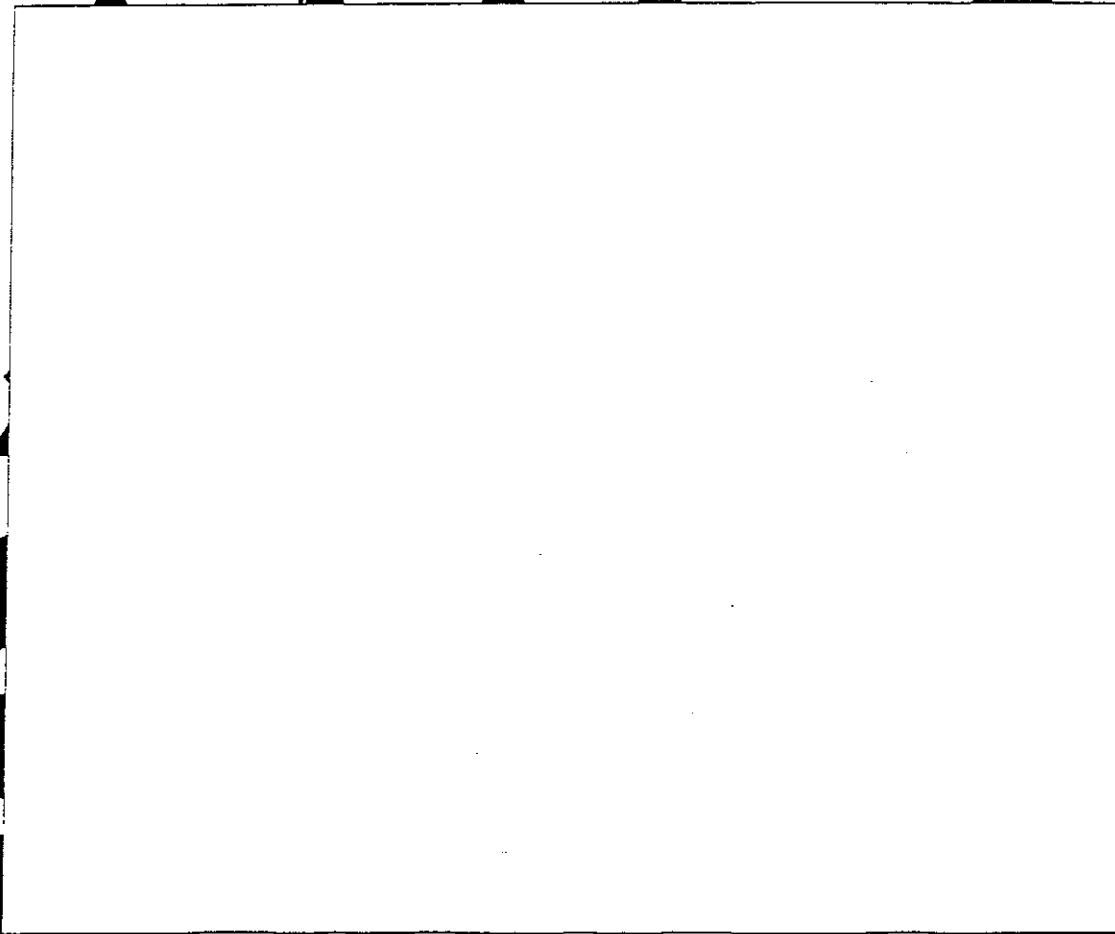
3. _____

1. Do you feel comfortable with the top influences on each side? Why or why not?
2. Which influences do you wish to change?
3. Which influences will change as you get older?
4. What influences your decisions about whether to use alcohol/drugs?

THE BILLBOARD

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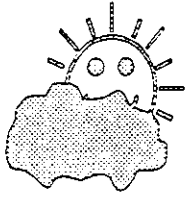
Make an ad
about your problem!



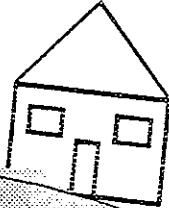
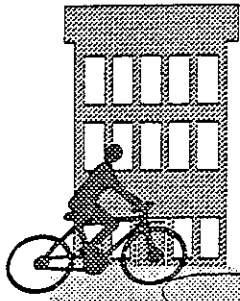
Think of three ways you could deal with your problem

1. _____
2. _____
3. _____

I choose # _____ to deal with my problem!



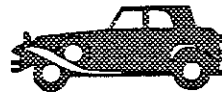
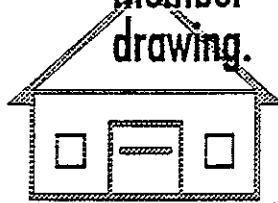
My Life's Road



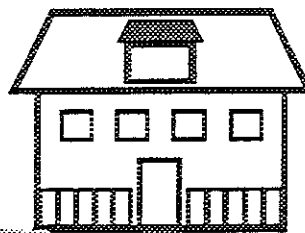
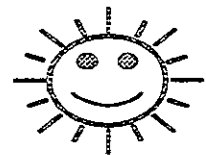
Directions: The group will individually draw a road symbolizing important events and decisions in their life. Examples of symbols: turns in the road, bumps in the road, train tracks, sunny or rainy weather, buildings, crossroads, etc. Train tracks might symbolize a decision that caused an interruption in their life. Crossroads might symbolize an easier path they could have taken. Skateboarding might symbolize an easy time in their life.

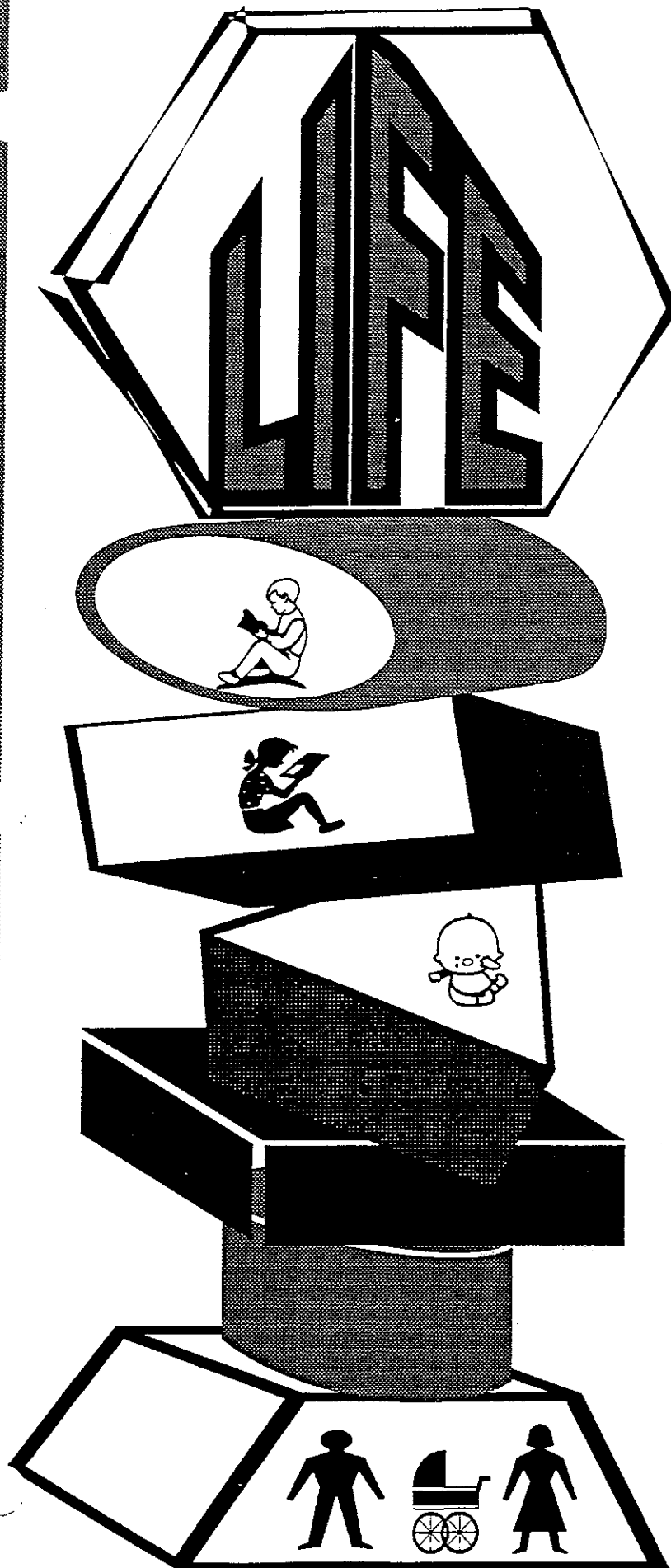


Resume the group circle, allow each group member the opportunity to present their drawing.
4th grade- Parent.



Excellent visual aid. Allows group members to look at their life's successes and failures. Increases tools for future decision making.





Life can be similar to stacking uneven blocks, one on top of another.

Begin this game by choosing 2 participants. Put the blocks into a pile between the two members. Explain: "What you were born with was not a choice, it was given." Give the 2 participants a few blocks, but give one participant more.

Next explain: "As you began to grow, your parents gave you what they could". Give several blocks to the two participants (unequal amounts).

"But as you got older you began to make some of your own decisions." Tell each participant how many blocks they can choose. Continue until all blocks are dispersed

Now, the 2 participants will begin by taking turns, stacking the blocks one on top of the other. They can use only one hand when stacking. The blocks must always be placed on top of each other. Explain: "You are now old enough to make your own decisions. Your decisions will determine whether you succeed."

The object of the game is to build a tower without making it crumble. The participant that makes the tower crumble, loses.

Continue with 2 other members. This has been an extremely popular game.

Kindergarten - Parent

Materials: Different shaped blocks (they can be made or you can purchase games such as Block Head or Bandue.

YOU DECIDE

Directions: Have each group member draw a card & answer the question. Allow time for each group member to interject their ideas. This exercise is designed to increase decision making skills.

Source TAWK game by Paul R. White

Ami Pro-(YOU.SAM) #4

4th grade - High School

• **When you have a problem, how do you solve it?**

• **What does it mean to make a decision?**

• **Are there some decisions that the whole family should make together.**

• **Why would a parent make a decision to do something that would not be good for their child?**

• **How do your parents make decisions?**

• **How old do you suppose your parents were when they decided to drink?**

• **While lying in your bed at night, do you think about how you are going to fix one of your problems?**

• **Do you ever think about solving a problem before it happens?**

• **What would you do if someone in school asked you to drink or take drugs?**

• **Have you ever told a lie? Was it a decision? Tell about the results.**

• **What would you do if someone in school made fun of you or your parents?**

• **Should parents make BIG decisions about their family together?**

• **Are your decisions affected by your feelings?**

• **Do feelings get in the way of making decisions?**

Where Do I Stand?

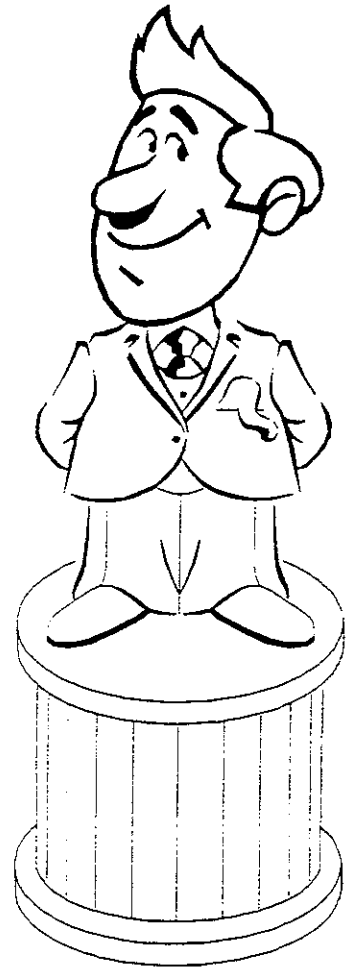
DIRECTIONS:

4th grade - High School

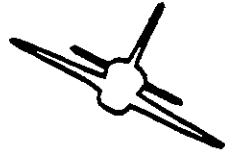
- ◆ *The facilitator will read a statement from the list below.*
- ◆ *The group members that agree are instructed to form a line to the right of the facilitator, the members that disagree will form a line to the left.*
- ◆ *Ask each group member to explain their decision.*

The exercise is designed to help group members clarify their values and opinions. They will listen to other's opinions. It is important that each group member explains their answer. When similar answers occur, the facilitator might point out that peer pressure can influence decisions.

1. **I'd drink alcohol rather than be called a chicken.**
2. **I'd tell the coach if a fellow team member was abusing drugs.**
3. **I'd take a friend's prescription pain pill if my tooth hurt a lot.**
4. **I think marijuana should be legalized.**
5. **I think all public buildings should be smoke-free.**
6. **I think people who smoke in non-smoking areas should be fined.**
7. **I think the legal drinking age should be 21 years old.**
8. **I'd tell on someone who's selling marijuana in my school.**
9. **I'd report someone who's selling cocaine in my school.**
10. **I think drinking at weekend parties is OK.**
11. **I'd tell my parents if my brother or sister were abusing tobacco, alcohol and/or drugs.**
12. **I think you can have just as much fun without tobacco, alcohol and/or other drugs.**



Handout for discussion
4th grade - Parent



The Road Less Traveled **by Robert Frost**

**Two roads diverged
in a wood, and I...**

**I took the one
less traveled by,**

**And that has made
all the difference.**

