

Which Way? Activity key:



Individual
activity



Group
activity



Whole class
activity

Theme	Decision Making
Learning intentions	<p>I will be able to:</p> <ul style="list-style-type: none"> Consider the impact my decisions may have on my health and wellbeing and the wellbeing of others. Develop skills I may need to use to cope in difficult situations. Work well with others in a group, share my ideas and listen to the ideas of others.
Success Criteria	<ul style="list-style-type: none"> I can discuss the different people and things that influence my decision making. I can recognise the ways in which my decisions impact me and others around me. I can share my ideas and listen to the ideas of others.
Resources	<p>Which Way Curricular Resource - P7</p> <ul style="list-style-type: none"> Which Way P7 Worksheets <ul style="list-style-type: none"> » Worksheet 3: Head, Heart, Bin, Bag. » Worksheet 4: Star Tips. » Worksheet 5: Role play scenarios. Decision Making: Activities and Scenarios: <ul style="list-style-type: none"> » Scenario 4 <p>HWB Education Website and App:</p> <ul style="list-style-type: none"> Information on health priorities and resources for educators to support delivery of lessons.
<p>Note to educator: Inform learner/s that today's session will cover - Decision Making.</p>	



Activity: Warm Up (5 minutes)

- What's a decision you made today?
- Class to provide examples.

Note to educator: Making decisions and understanding outcomes are important life lessons that all learners need to learn. With an understanding of making decisions and the outcomes comes greater responsibility for one's actions, which is essential for successful learning experiences both inside and outside the classroom.

Note to learner/s: Every day you make lots of decisions. Every decision you make has a consequence. These decisions can be positive or negative or somewhere in between. You can learn about how to make better decisions that are positive for you and for others.



Activity: Making Decisions (20 minutes)

Consider the list of decisions below and discuss the potential positive and negative outcomes of each of these decisions. This list is not exhaustive and can be modified to reflect the experiences of the learners.

Why might someone decide to do them?

Why might someone decide not to?

- Doing their homework
- Spending time on screens (i.e. watching TV, on social media, playing online games etc)
- Not telling the truth to a trusted adult (i.e. teacher, family member)
- Asking for help and support with an issue
- Smoking/vaping
- Drinking alcohol
- Taking illegal drugs (i.e. cannabis)
- Not going to bed on time/or when asked
- Always turning up late/never on time

Ask the learners to think about and discuss:

- What are some outcomes for not getting enough sleep? (i.e. find it harder to make decisions, to stay focused/concentrate at school, to solve conflicts/manage your emotions)
- If you were late all the time, how does that affect others? (i.e. others might not trust you to be there on time or think you can't/don't want to manage your time. It's important to note that there are lots of reasons why someone might always be late, and it is not always their own decision)



Activity: 'Jamie and Jordan' (10 minutes)

Read out situation to class and discuss:

Jamie and Jordan were sitting next to each other at the assembly. They started whispering to each other and giggling. Their teacher gave them a warning and told them to be quiet. Jamie stops talking and tries to pay attention to the assembly. Jordan keeps talking to Jamie. Their teacher moved Jordan's seat, so Jordan wasn't sitting next to any other classmates. Jamie got to stay where they were sitting; next to Alex.

- Jamie listened to the teacher's warning and stopped talking. What are some positive outcomes for Jamie?
- Jordan didn't listen and kept talking. What are some negative outcomes for Jordan?

Note to educator: Questions are related to helping learners to understand how their decisions can impact on themselves and others and how they could be influenced.



Activity: Scenario 4 - Decision Making – Rowan Goes to the Park

- Read out Scenario 4 to learners.
- Ask learners to answer the questions outlined in Scenario 4.
- Take feedback from the groups and discuss.

Note to learner: Consider both Rowan and Jordan's decisions and the outcomes for each. People make small and big decisions every day and each have different outcomes. What other decisions do we make every day? Ask learners to provide some examples.



Activity: Star Tips (1 hour)

Note to educator:

- Display Worksheet 4: Star Tips to the learners.
- Encourage discussion around the meaning of the Star Tips/Assertive Behaviour.
- Split the class into groups, give each group a role play scenario from Worksheet 5.
- Ask the learners how they might use these tips to be assertive in the scenario they have been given (option to use Worksheet 1: Scenario grid to support this activity).
- Take feedback from the groups and discuss.

Note to learner/s: Being assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being aggressive or passive. Assertiveness can build up a young person's confidence, self-esteem, and ability to form and maintain stronger relationships.



Activity: Star Tips (continued)

Note to educator: It may be helpful to mention what passive-aggressive behaviours are. For instance, passive-aggressive behaviour can appear in the form of resistance to another person's requests by procrastinating, expressing sullenness, or acting stubbornly. Someone who is passive-aggressive often lets others take control while someone who is aggressive is more confrontational or directly forceful.

- Sort learners into groups of three, each group will be given a scenario.
- Assign 3 roles. Role 1: the person(s) being persuaded. Role 2: the persuader(s) and Role 3: bystander(s). Option to include multiple of each role in one group to accommodate larger groups of learners.
- Learners will practice the role play scenario.
- Remind learners to use the Star Tips from the previous activity.
- Once activity is completed, ask learners to feedback on whether they could see the person being persuaded and what STAR TIPS were used?

Encourage discussion around:

1. Was that easy? Why? Why not?
2. How did everyone act? E.g. body language, tone of voice, confidence
3. Was anyone convinced to change their mind? Why? Why not?
4. How did you feel?



End of session

Summarise learning from today's session. Consider learning intentions and success criteria.

Evaluation: Head, heart, bin, bag (Worksheet 3).

- Head: something you learned
- Heart: something you felt about the session
- Bin: something you would change
- Bag: something you will take away

Alternative option to ask for verbal feedback from learners on what they have learned e.g. exit ticket. This might be a helpful alternative for learners with different abilities in the classroom.

Useful websites:

- 🌐 [Glasgow City HWB Education Website](#): Access a range of quality assured information, curricular resources and training opportunities from NHS GGC Health Improvement that cover priority health topics for children and young people in Glasgow. These include multiple risk, mental health and wellbeing, poverty, physical activity, nutrition, relationships, Sexual Health and Parenthood (RSHP), equalities and more.
- 🌐 [NHS GGC Screen time resource](#)
- 🌐 [Mind Yer Time](#)
- 🌐 [Project Evolve: Shaping a better online life for all](#)

Decision Making: Activities and Scenarios

Scenario 4: Decision making – What Happens Next? Rowan Goes to the Park

Rowan is at the park with their friends from school. Rowan sees their brother Jordan with a group of older teenagers who are drinking alcohol and smoking cigarettes. Jordan has told their mum they are playing a game of five-a-side. They ask Rowan not to tell their mum that they have seen them.

Worksheet 1 can be used alongside this activity

Question 1 – What if Rowan agrees? (Identifying risks, decision making)

Encourage discussion around:

- What are the risks?
 - » Positives - Jordan won't get into trouble.
 - » Negatives - Someone else could tell mum they have seen Jordan.
- No one would know if Jordan needs help.
- No one knows where Jordan is!
- What if Jordan needs some advice?
- Rowan doesn't know if Jordan is taking part or not.

Question 2 – What if Rowan says no? (Peer pressure, decision making, consequences)

Encourage discussion around:

- Rowan's mum will be upset.
- Jordan might fall out with Rowan.
- Jordan may be banned from seeing these friends.

Question 3 – How might Rowan Feel? (Identifying feelings and emotions)

Encourage discussion around:

- Confused, conflicted, anxious, guilty.

Question 4 – What advice would you give Rowan? (Managing risk, problem solving)

Encourage discussion around:

- Tell their Mum.
- Don't tell their Mum but tell Jordan they will if they see them again.
- Speak to an adult they trust about the situation.