

# Which Way

(S2)

## Decision Making: Lesson Plan

### 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"> <li>• Consider what or who may influence my decisions.</li> <li>• Identify the positive and negative outcomes of my decisions and any potential consequences.</li> <li>• Work well with others in a group.</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>• I can discuss the different people and things that influence my decision making.</li> <li>• I can identify the positive and negative outcomes of my decisions and any potential consequences.</li> <li>• I can share my ideas and listen to the ideas of others.</li> </ul>
Resources	<p>Which Way Curricular Resource – S2:</p> <ul style="list-style-type: none"> <li>• Which Way S2 Worksheets:               <ul style="list-style-type: none"> <li>» Worksheet 1: Thumbs up/down (optional).</li> <li>» Worksheet 4: Head, Heart, Bin, Bag.</li> <li>» Worksheet 6: Scales.</li> </ul> </li> <li>• Decision Making: Activities and Scenarios:               <ul style="list-style-type: none"> <li>» Scenarios 2-10.</li> </ul> </li> </ul> <p>HWB Education Website and App:</p> <ul style="list-style-type: none"> <li>• Information on <a href="#">health priorities and resources</a> for educators to support delivery of lessons.</li> </ul>
<p><b>Note to educator:</b> Inform learner/s that today's session will cover - Decision Making.</p>	



### Warm up (15 minutes)

- Ask learners to gather in the middle of the room or stand up/hands up if they agree or disagree with the statements and if or why they were influenced by anyone's else's views. Alternatively, use Worksheet 1: Thumbs up/down to complete this activity.
- Read out the statements below.

Statements:

- I always make my own decisions.
- I always do what my parent/carer tells me.
- I only think of myself when making decisions.
- It's ok if I make the wrong decision.
- Adults always know best.
- My friends will always help me to make good decisions.
- All good decisions have good outcomes.

Ask the learners to consider the following:

- Who influences the decisions we make?
- What and who do we need to consider when making decisions?
- We don't always make the right decisions, but we can learn from our mistakes.
- We might feel that the decision we made was the right one, but it doesn't always work.

**Note to learners:** Influence is the power to have an important effect on someone, on how they act or the decisions they make. Young people are influenced by a variety of factors including family, peers, school and the wider community. Parents/Carers and teachers have the most influence on children during their first twelve years of life. As children become increasingly independent, they look to their peers/friends for guidance and approval.

**Note to educator:** It's important to recognise that there are a range of factors that can contribute to Parent/Carer influence on their children. For example, socio-economic, cultural and environmental factors.



### Activity: Decision Making Skills (30 minutes)

- Split the class into groups to explore decision making, considering pros and cons. Using Scenarios 2-6, allocate scenarios to groups/learners.
- Using Worksheet 6: Scales, consider the questions outlined and discuss.



### Activity: Pros & Cons debate (1 hour)

- Using Scenarios 7-10, ask in their groups, learners to split themselves into 2 further groups: 'FOR' and 'AGAINST'.
- For their given scenario: the 'FOR' side will discuss arguments for saying 'yes' to the given scenario.
- The 'AGAINST' side will give arguments for saying 'no' to the given scenario.
- They will then present their argument to the rest of the class who will vote for their decision based on who has given the best argument.



### End of session

Summarise learning from today's session.

**Evaluation:** Head, heart, bin, bag (Worksheet 4)

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

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:

- 🌐 **No Knives Better Lives:** No Knives, Better Lives is a prevention, early intervention and education programme in Scotland that helps youth workers and practitioners working with young people to empower those who may be at risk of youth violence to choose a better path. The webpage includes information for youth providers and young people.
- 🌐 **Online Harms: Useful helplines, websites, and reporting mechanisms:** This document focuses on a variety of online harms, including cyberbullying, revenge porn, phishing etc. and includes a range of available supports and reporting mechanisms for each.
- 🌐 **Aye Mind:** A resource for anyone who works with a young person who wants to improve their digital skills and knowledge of the online environment and how it can impact on children and young people's mental health. This includes a toolkit to support professionals on their digital journey to best support young people. Professionals need a base level of understanding of their online lives, which this resource will support with developing.
- 🌐 **Get Safe Online:** The UK's leading online safety advice resource.
- 🌐 **NHS Inform – Cannabis:** Please note the information included on NHS Inform offers general information, it does not replace medical advice and does not refer to children and young people's use of cannabis.

- **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.
- **RSHP (Third and Fourth Level):** Relationships, Sexual Health and Parenthood Education. This resource includes lessons around positive relationships, social media and online harms, as well as other topics.
- **NHS GGC Healthy Minds Resource:** Includes Online Harms and Mental Health and Screen Time and Mental Health awareness-raising sessions. These sessions can be delivered by professionals and young people. Each session includes a PowerPoint, notes and a quiz.
- **NHSGGC Vaping and Young People Lesson Plan:** This resource was created by the North West Health Improvement Team, on behalf of Glasgow City HSCP Health Improvement. It covers the health effects of vaping, peer pressure and environmental harms. Access resource via the HWB Education Website and App. (See Multiple Risk Curricular Resources).
- **Warwickshire Police Video:** Awareness video about the dangers of sexting (6 mins).
- **No Knives, Better Lives Video and Discussion: Mark's Story:** One Knife. Many Victims (5mins).
  - Have a discussion around the people in Mark's life that were impacted, and how this split-second decision could impact on Mark's future.
  - **Discussion points:**
    - » Encourage learners to consider who may be influencing each decision that is to be made.
    - » Encourage learners to think about what advice they might give in the given scenario.

### Scenarios 2-6: Decision Making Skills

Use Worksheet 6: Scales, with this activity

#### Scenario 2: Smoking a cigarette/trying a vape

You are 13 years old. You want to try smoking a cigarette/vape. Your friend has one. Your friend isn't pressuring you; you just really want to try one.

#### Scenario 3: Going to a party where there is alcohol

You are at a party in someone else's house. Someone you don't know passes you a bottle. You are only 14 years old. You don't want to have a drink but you're worried that the other people at the party will make fun of you if you say no.

#### Scenario 4: Sharing an intimate picture online

You have been asked to send a picture of being partly or completely naked to your partner. You are worried that they won't like you as much if you don't.

#### Scenario 5: Calling someone names

You have been name calling and belittling someone in your class because your friend told you that they had said something unkind about you, but they didn't.

#### Scenario 6: Carrying a knife

Your friend found a knife in the park, and she wants to take it home.

### Scenarios 7–10: Pros and Cons Debate

#### Scenario 7: Relationships

Rowan's partner Jamie asks Rowan to come to their house tonight. Jamie's friends start laughing and say, "You're lucky, Jamie has an empty tonight!"

Guidance Notes:

#### Pros

- Privacy.
- Feel Grown up.
- Have a laugh.
- Doesn't mean anything would happen.

#### Cons

- Rowan might not feel comfortable.
- There could be pressure to be intimate.
- No adult supervision.

#### Influence

- Partner's parent/carers, friends, family.

#### Advice

- Go out instead.
- Reschedule or ask if Jamie wants to come to Rowan's instead.
- Talk to Jamie about Rowan's worries.
- If Rowan does go along and feels uncomfortable, make an excuse to leave.

### Scenario 8: Alcohol

Rowan goes to a party with friends, and they have taken alcohol along. They try to get Rowan to have a drink with them, but Rowan isn't sure.

Guidance Notes:

#### Pros

- Everyone else is doing it/Rowan would fit in.
- If Rowan limits their drinking to small amounts, it might not be too bad.
- It could give Rowan more confidence and they might have more fun.

#### Cons

- Rowan could get sick.
- Could behave in a way that Rowan could regret in the morning.
- Hangover.
- There could be an accident.
- Grandparents might find out.
- Under the legal age.

#### Influence

- Friends.
- Media/TV.
- Other siblings/parents.

#### Advice

- Leave the party if uncomfortable.
- Speak to a trusted adult.
- Could choose not to drink.
- Find other people at the party who are not drinking.

### Scenario 9: Social Media

Rowan has had a fall out with someone in school who has been making nasty comments to them. Rowan's friends tell them to post a nasty comment about the person from school on social media.

Guidance Notes:

#### Pros

- It's only a laugh.
- The other person did it first.
- Her friends will think Rowan is 'tough' or 'cool' if they do it.
- It might stop the person making nasty comments to Rowan.

#### Cons

- Post can be shared far and wide.
- Online bullying.
- Emotional/physical impact on the person.
- Rowan could get into serious trouble with school, parents/carers and the law.
- Posts can't ever be fully removed.

#### Influence

- Friends.

#### Advice

- Rowan should say no.
- Speak to someone about the issue with the person.
- Speak to the person and try to calmly resolve the matter.

### Scenario 10: Cannabis

Rowan's Mum is out for the evening, and their brother Jordan is looking after them. Jordan allows college friends to come around and they are smoking cannabis. Rowan is tempted to try it.

Guidance Notes:

#### Pros

- Everyone is doing it/Rowan would fit in.
- It's just experimenting.
- Rowan might have more fun.

#### Cons

- Rowan might feel pressured to try it because everyone else is doing it.
- Rowan could get in trouble from their Mum.
- Smoking cannabis can cause irritation to your lungs.
- Smoking cannabis can have an impact on your mental health, particularly if you have any existing mental health symptoms e.g. anxiety, low mood, depression.
- It's illegal.
- Trying cannabis could increase Rowan's likeliness to do it again.

#### Influence

- Brother.
- Friends.

#### Advice

- Rowan could talk to their brother.
- Go to a safer place and tell someone Rowan trusts.