

Chapter 8:

How Can I Make Good Decisions?

Objectives:

- ✓ To identify various ways of making decisions and to examine their results
- ✓ To learn about effective decision-making and the consequences of choices
- ✓ To practice making difficult decisions
- ✓ To practice predicting the consequences various decisions
- ✓ To apply effective decision-making to sexual decisions
- ✓ To practice resisting pressure to change a decision

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Introduction to Decision-Making

Materials: Four small paper bags (lunch bags); marker; stapler; banana; condom; empty soda bottle with screw-on cap, filled with water; large onion; dollar bill; IOU for \$1.00

Time: 30-45 minutes

Planning Notes:

Purpose: To introduce decision-making

- ✓ Using a large marker, number the bags one through four. Put the following objects in the corresponding bags:
 - Bag 1: banana and condom
 - Bag 2: water-filled soda bottle
 - Bag 3: onion
 - Bag 4: dollar bill and IOU for \$1
- ✓ Fold the top of each bag shut and staple it so no one can see inside.

Procedure:

1. Ask the group for examples of decisions they have made that day: what time to get up, what to wear, whether to eat breakfast, whether to get to school on time and so on. List their examples on newsprint or the board.
2. Point out that people face small, relatively unimportant decisions everyday. With big, important decisions, it is helpful to know how to make a good decision.
3. Line up the four bags on a table or the floor.
4. Ask three volunteers to choose one of the bags by standing behind it (there will be an extra bag). Explain that the rest of the group is the audience. Tell the audience to try to influence the volunteers to choose a particular bag. Give them an opportunity to do so.
5. Then, ask the volunteers how they picked their bag. Answers may include things like: "It's my lucky number," "It's my favorite number," "It was the closest one" or "They told me to." Point out that volunteers have **no information** about what is in each bag. Without information, it is very hard to make a good decision.
6. Have the volunteers lift the bags by the tops only, three or four inches off the table or floor, then put them down. Ask if any volunteers would like to exchange bags or pick the remaining bag. Ask any teens who exchange bags to explain why they decided to do so.
7. Tell the volunteers to pick up the bags one more time and do anything they want **except look inside** to find out what is inside. Once more, give the option to trade bags, then tell them to make their final choices.
8. Ask if a new volunteer wants to come up and take the remaining bag. Then have all volunteers open their bags and take out the contents, displaying them for the entire group. Process the experience by discussing the choice of each bag with the person who chose it, making sure to cover the points below:
 - Bag 1 looked interesting because it was leaning over (the banana causes this). People often decide to do something because they are curious. Bag 1 had a banana in it, something for a snack, and that was a positive consequence. But there was potential for another consequence, embarrassment, since Bag 1 also had a condom in it. What if I told you to demonstrate how to put the condom on the banana?! Sometimes there is an unknown consequence to a decision — it might be embarrassment or worse.

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- Bag 2 appeared to contain a bottle of soda but it did not. Sometimes we are fooled by “misinformation” — in this case, without looking in the bag, you could not make an informed decision. The consequence was disappointment. Some decisions are like that — we do the best we can with the information we have, but the result is less than we had anticipated.
 - Bag 3 felt a lot like it had an apple in it. Only with a good sense of smell could you tell it was an onion, not an apple. Sometimes we make a decision too quickly and overlook some piece of information that is essential to making the best decision. In this case, the consequence is not positive since there’s nothing to eat for snack, but not negative — as long as I don’t tell you to eat the onion!
 - Bag 4 was always an unknown. It probably felt like it was empty. With closer examination you could hear something made of paper rattling around. But again, there was no way of knowing what the paper was. In this case, you really took a risk by deciding to choose Bag 4. It could have been the dollar bill, a \$10.00 bill or an IOU for \$10.00. Taking a risk is okay when you are in a safe situation like this, but there are times when taking a risk can be a lot more dangerous than just losing a little money.
9. Ask volunteers how it felt to make decisions and accept their consequences. (Be sure to get your dollar back!)
 10. Conclude the activity using the Discussion Points.

Discussion Points:

1. What is important in decision-making? (Answers include: information, time, consequences, misinformation, possible danger.)
2. How did it feel when the group was pressuring you?
3. What other possible negative consequence could have been in the bags?
4. What are three of the riskiest decisions a teenager might make? (Answers might include: Breaking the law, using drugs, having unprotected intercourse, mixing alcohol and driving.)
5. What other things influence decision-making? (Answers include: friends, values, parents’ wishes, alcohol and drugs, luck, media, religion, culture.)

Three C's to Good Decision-Making

Materials: Index cards; container; Leader's Resource, "Three C's to Good Decision-Making;" pens/pencils

Time: 35-45 minutes

Planning Notes:

- ✓ Save the index cards on which teens write tough decisions so you can use them in the next activity, "Practicing Making Decisions."
- ✓ On newsprint, create a poster for Steps 5, 6 and 7. Make an enlarged copy of the decision-making model, just as it appears on the Leader's Resource.

Purpose:

To learn a model for effective decision-making

Procedure:

1. Explain that decisions and consequences of the lighthearted bag-choosing in the previous activity were not serious. Decision-making, however, can be very serious business.
2. Distribute index cards and ask teens to write down a serious decision that they, or friends, are currently facing. The decision can be about anything — school, a job, a family situation, a friend, drugs and so on. Instruct them to choose a decision where the consequences really matter, instead of something that will not make much difference. Assure them that what they write will remain confidential.
3. Collect the cards in a container. Scan the cards quickly, choose five or six that are tough decisions, and write them up on the board or newsprint, editing to keep confidentiality.
4. Tell teens that these are the kinds of challenges many young people face. Explain that teens face more challenging decisions than younger children because they are becoming independent. They are making decisions and learning to live with the consequences.
5. Display your decision-making model and point to the word "challenge." Ask the group to choose one, then write it in on the first line of the model.
6. Now point to the word "choices" on the model. Ask the group to brainstorm several choices or options that a person making this decision has. List those beside the word "choices" and add any others that you can think of. Be sure there are at least three choices.
7. Remind teens of the consequences in the previous exercise. Point to the word "consequences" on the model. Ask them to think of possible negative **and** positive consequences for each choice. Create a grid by writing their responses beside the word "consequences," as illustrated in the Leader's Resource. Add any obvious consequences teens leave out, especially negative ones.
8. Tell the group to look at the choices and consequences and make a choice together. Try for consensus or take a vote to determine the outcome. Clarify that decision-making is usually done alone, but people may seek other people's opinions before making a decision.
9. Ask someone to summarize what is on the board. Help them articulate the three steps in making a good decision when facing a challenge. Point out that each step in the model starts with a "C" and label the model "Three C's to Good Decisions-Making."
10. Conclude the activity using the Discussion Points.

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Discussion Points:

1. Would certain consequences warn you right away to choose something else? If so, what are they? (Answers include: A risk to health or to your own or someone else's life; a risk of arrest and jail; a risk of losing your integrity.)
2. What negative consequences relate to a person's feelings or values? (Answers include: Guilt about choosing against your values; feeling bad for doing something your parent(s), religion, or friends would disapprove of; feeling used or exploited.)
3. When facing a tough challenge how could you find other choices? (Answer: Talk to someone who can help, such as a friend, teacher, school counselor, religious leader, parent or other trusted adult.)
4. How can you explore all the possible consequences of a particular choice? Who can you talk to and how can they help?
5. Are you facing a decision now? Could you use this model to help you?

Three C's To Good Decision-Making

1. **Challenge** (or decision) you are facing: _____

2. **Choices** you have: _____

Choice 1 _____

Choice 2 _____

Choice 3 _____

3. **Consequences** of each choice:

Positive

Negative

Your decision is: _____

Your reason is: _____

Practicing Making Decisions

Materials: Newsprint sheets cut in half; markers; board and chalk; poster of the "Three C's to Good Decision-Making," from the previous activity; index cards with decisions on them from the previous activity; masking tape; Leader's Resource, "Tough Decisions"

Time: Session 1: 45-55 minutes; Session 2: 45-55 minutes)

Purpose: To practice applying the decision-making model

Planning Notes:

- ✓ You will need 15-18 tough decisions for this activity. Use as many of the teen decisions you collected in the previous activity as you can. Rewrite them on new index cards so handwriting is not recognizable. Add any other decisions you think the group should discuss or use some of those in the Leader's Resource, "Tough Decisions."
- ✓ An important part of good decision-making is having all the information needed about possible consequences. Teens may want or need to seek information outside the group. When this activity is scheduled, explain to other agency or school personnel that participants may want to contact them.
- ✓ If possible, arrange for teens to have access to a telephone during Session 1 to call for additional information about consequences. For example, they may want to know the legal responsibilities of a father under age 18, health implications of STDs, possible side effects of certain drugs and so on. Or, assign this as homework.

Procedure:

Session 1

1. Remind teens of the "Three C's" that can guide good decision-making: the challenge, the choices, the consequences. Point out that it is not necessary to identify each of these three to make small, every day decisions, but it is important to analyze the Three C's for decisions that could have a major impact on a person's health or future.
2. Tell the group they are going to practice using the Three C's model so they will be able to use it to help them make major decisions.
3. Go over instructions for the activity:
 - Six groups will work on two or three tough decisions that teenagers often face. Each group will have newsprint and markers.
 - Using the Three C's decision-making model, write out your model for each decision on a piece of the newsprint.
 - Spend as much time as you need to come up with really good choices and all the possible consequences for each of your choices.
 - The next time we meet, we will post your decisions and discuss them as a group.
4. Be available to help any group identify choices and consequences. Groups may send a representative to other resources (the school or agency library, health office, telephone and so on) if they need additional information. Explain that participants may want to do further research before the next session's report.
5. Allow groups to continue working until the end of the session, then remind them to be prepared with their reports next time they meet.

Adapted with permission from *Teen Outreach: Youth Development Through Service and Learning*, Association of Junior Leagues, International, Inc., New York, N.Y., in press.

Session 2

1. Ask groups to report their decisions to the rest of the class. Other participants may ask questions and add other ideas for choices or consequences to the model.
2. Continue until all tough decisions have been reported and discussed, then conclude the activity using the Discussion Points.

Discussion Points:

1. Is it easy or difficult to make good decisions? What makes it difficult? (Answers include: the influence of drugs or alcohol; pressure from peers or a partner.) What makes it easier? (Answers include: Knowing how to resist pressure; being sure about your values and goals.)
2. Will you use the Three C's model to help you make important decisions? Could you apply it to something right now?
3. In the past, have you made a decision that affected other people? What happened?
4. How likely is it that one of your decisions will turn out badly? What do you do if that happens? (Answer: Evaluate your decision and learn from your mistake.)

Tough Decisions

1. Mark and his friend John have just eaten lunch at a restaurant in the mall. John suggests leaving without paying the check because the server has gone back in the kitchen and no one seems to be paying any attention to the two. What should Mark do?
2. Marnie confides in her friend Jolene that her boyfriend Justin has been pressuring her to let him touch her and take off her clothes. She just doesn't feel good about it and she's not even that attracted to Justin. What should she do?
3. Earline really likes Trooper, one of her brother Charles' older friends. One afternoon the guys are at her house when she comes home from school. Trooper calls her over. Another guy hands her some capsules and says, "Check it out, this is Ecstasy. It's not dangerous like crack and it's a great high; you'll like it." What should Earline do?
4. The salesperson rang up the wrong price on Tammy's new sweater. She undercharged by \$10.00! It's really the salesperson's fault for being careless, but Tammy is pretty sure the difference will have to come out of the salesperson's paycheck. Should Tammy say anything?
5. Ashley wants to hang with a group of older girls who are really popular at school. One afternoon she runs into them at a convenience store after school. They are all smoking and one of the girls offers Ashley a cigarette. Ashley always thought smoking was not cool even though a lot of her friends have tried it. What should she do?
6. Maria is one of the last to leave a party with friends. Julio, her friend's older brother, is supposed to drive her home but he's been drinking. He's not really drunk, but Maria's mom told her never to ride with anyone who has been drinking at all. Maria's family doesn't have a car, so she really needs a ride. Julio says he's leaving. What should Maria do?
7. Mike is surprised when Lucy suggests they have a couple of beers before the basketball game. He's only had alcohol a couple of times and he didn't know Lucy drank. He's really crazy about her and doesn't want her to think he's weird or something. What should he do?
8. A friend asks Chris to deliver a bag of crack cocaine for \$50.00. Chris doesn't want anything to do with crack, but could use the money. Should Chris make the delivery?
9. Gerri meets a college guy at a party and is really attracted to him. She's had a couple of drinks and finally gets up the nerve to go talk to him. His name is Rodney and he seems interested in her, too. After a few minutes, he grabs Gerri's hand, a half-empty bottle of vodka and heads up to a bedroom. When they get there, they kiss and touch for a long time and drink the vodka. Gerri's turned on, but starts to think that she doesn't want to go any further. Rodney, though, starts unzipping her jeans. Gerri is not sure what she wants to do. What should she do?
10. James is barely passing in school and he has a year and a half to go before he graduates. His cousin Tony says he has a job for James in his dad's construction company. The wages are good and it's at least six months of work. James would have to drop out of school, but there is always next year. He could use the money to help finance that car he wants. What should he do?

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11. Keith is the newest member of the varsity team that just beat their biggest rival. Todd, the team captain, invites Keith to a victory party. The party turns out to be pretty small: just four teammates and one girl, Josie, who has a bad reputation in the neighborhood. After a lot of beers, Todd takes Josie into another room. When Todd finally comes out, he invites Keith in for “a piece of the action.” Keith can hear Josie crying and he can tell from the looks he’s getting that this is his “initiation” into the team. What should he do?
 12. Clio is only 15 but she has been going out with an older guy, Gerard, who is 19. She doesn’t like the guys in her class, they seem too immature. Gerard is very mature, and he treats Clio like something special. One night after their date Clio invites Gerard in for a soda, but once inside she discovers her mom has been called into the hospital to work. Clio’s not supposed to have guys over unless her mom is home. Still, Gerard has been such a nice guy. Clio cannot decide — should she ask him to stay for the soda or ask him to leave now?
 13. Gwynne suspects that her older sister Sheila has an eating disorder. She knows that Sheila has lost a lot of weight and she only picks at her dinner after skipping breakfast and lunch. Their mom hasn’t noticed, but then she doesn’t pay much attention to anything. Gwynne has heard about anorexia, the dieting disease that girls get — they eat hardly anything until they are very sick and too thin. She’s afraid of how angry her mom gets sometimes, and she doesn’t want to get Sheila in trouble. But she’s worried about her. What should she do?

Predicting Consequences

Materials: Copies of the handout, "Predicting Consequences," for each participant; pens/pencils; board and chalk or newsprint and markers

Time: 40-50 minutes

Planning Notes:

- ✓ The handout includes a variety of challenging situations that teens may have to make decisions about. Review them and add others to make this activity more meaningful for your group.

Purpose: To predict the consequences of certain decisions and how they might affect future life plans

Procedure:

1. Remind teens of how important **consequences** are when making decisions. Making a good decision depends on looking ahead to see what could happen. Explain that people need to be able to **predict** likely consequences with a certain degree of accuracy.
2. Ask for a definition similar to the one below:

***Predict:** to say in advance what may happen*

Ask for examples of predictions. Answers might include predicting the winner of a race or football game, predicting weather patterns or predicting the outcome of an election.
3. Explain that small groups will predict the consequences for different decisions teens might make. Go over instructions for the activity:
 - I will give each group a list of decisions and a worksheet for making predictions.
 - In your groups, think about each decision and predict the three **most likely** consequences.
 - Circle the **best possible** consequence that you have listed for each decision, and put a line through the **worst possible** consequence.
4. Divide teens into groups of four and give each group a handout. Tell them to begin.
5. Allow 10-15 minutes for groups to work, then bring them back together. Write the first decision on newsprint or the board and ask each group to name one positive consequence they predicted. List three or four consequences, then ask for the best possible consequence of this decision. Repeat with negative and "worst possible" consequences.
6. Conclude the activity using the Discussion Points.

Discussion Points:

1. How similar or different were the groups' predictions? Why do you think that is so?
2. Is it possible for two people to make the same decision and experience very different consequences? How could that happen?
3. How carefully do teenagers usually consider consequences when making decisions?
4. Which decision had a negative consequence you had not thought of?
5. Some people say that fate determines what happens to a person. Others say that we are each in control of our own destiny. What do you think?

Handout

Predicting Consequences

List three likely consequences for each of the following decisions. Then circle the **best possible** consequence and put a line through the **worst possible** consequence for each:

1. Risa decides to steal a sweatshirt from the mall.
2. Tony is late for his curfew and decides to ride home with a guy who doesn't have his driver's license.
3. Connor decides to try crack cocaine just this one time.
4. Tiffany decides to spraypaint graffiti all over a store because the owner was rude to her friends.
5. Carl decides to go to a party where there will be alcohol and no adults.
6. Charlene decides to inhale cleaning fluid just to go along with new friends.
7. Wayne and Sheila have had several drinks and decide to go upstairs to his bedroom.
8. Nicole has decided to run away to a big city.
9. Kareem decides to drop out of school in the middle of his senior year.
10. Tomas decides to take an after-school job even though his grades are not very good and he's been told he has to pull them up.
11. Marc's friends have dared him to bring his father's handgun to the game. Marc decides to do it.

Sexual Decision-Making: Weighing the Options

Materials: Newsprint and markers or board and chalk; Leaders's Resources, "Have You Weighed Your Options?" and "Arguments For and Against Having Sexual Intercourse"

Time: 40-50 minutes

Planning Notes:

- ✓ Prepare a large illustration of the scale on the Leader's Resource, "Have You Weighed Your Options?". Leave plenty of room to list the group's responses in Steps 5 and 6.

Purpose:

To evaluate the arguments for and against having sexual intercourse as a teenager

Procedure:

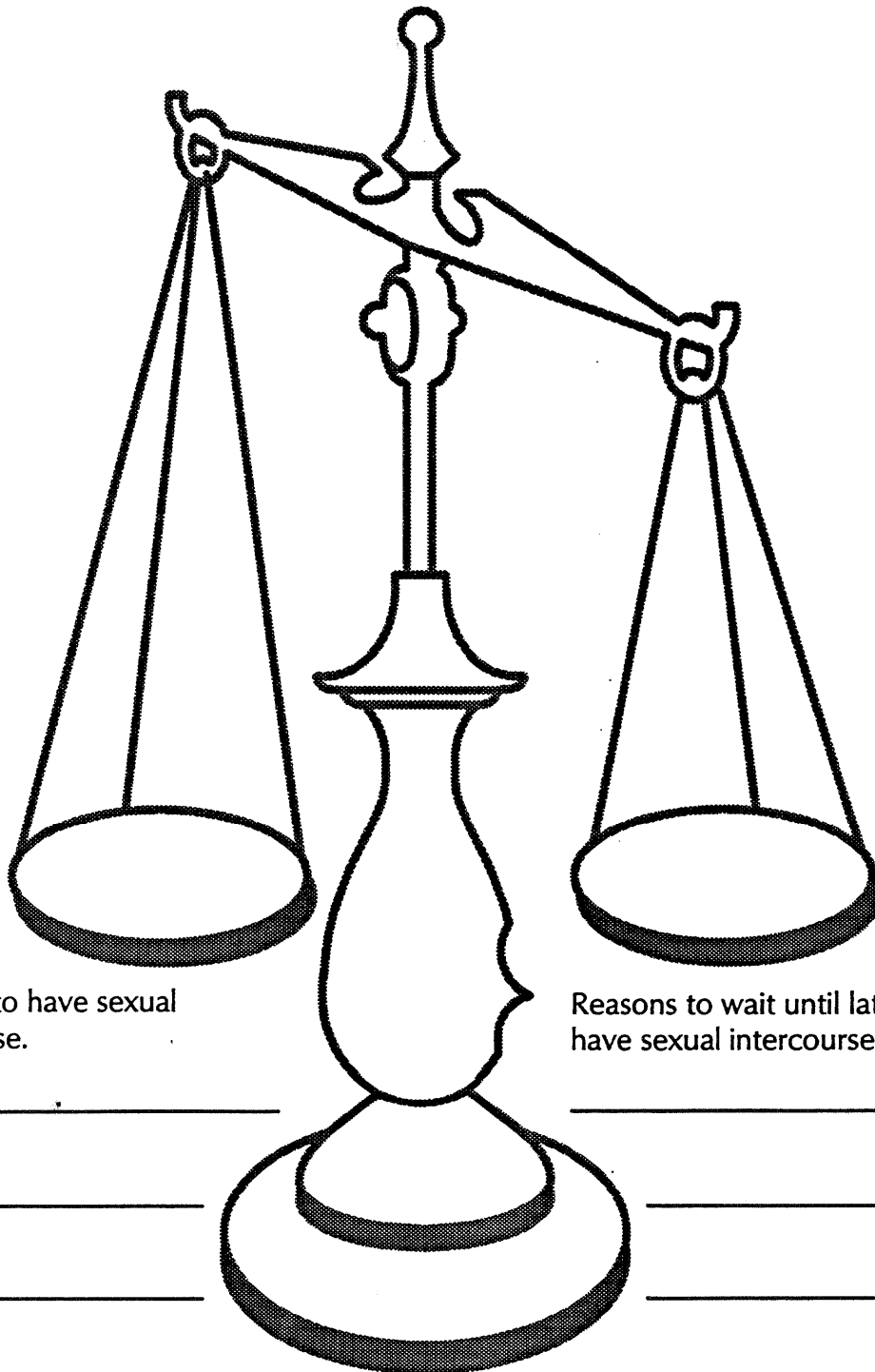
1. Point out that one of the hardest decisions most teenagers have to make is whether to have sexual intercourse. Go on to explain that failure to make good decisions about sex is one reason so many teens have unplanned pregnancies and/or become infected with sexually transmitted diseases, including HIV/AIDS.
2. Tell the group that since they've spent some time learning about good decision-making and practicing making decisions, they will have the chance to focus on **sexual** decision-making in this activity.
3. Display the illustration of the scale and explain that it represents the two choices teens can make about having sexual intercourse: have sex now or wait until later.
4. Have the group imagine a couple their age who are struggling with this decision: one person wants to wait and the other wants to have sexual intercourse now. What are the arguments each person might use?
5. Ask participants to brainstorm all the arguments for a teenager to say "no" to having sex. List their responses on the right side of the scale and add reasons from the Leader's Resource, if the group agrees to them.
6. Now ask participants to brainstorm all the arguments for why a teenager might say "yes" and decide to have sex now. List those responses on the left side of the scale.
7. Ask the teens if they agree that some of the reasons (on both sides) seem better or stronger than others. Have them rank the reasons using a scale from 1 to 3 (1 = a reason, but not a very good one, 2 = a fairly good reason and 3 = an extremely good reason)
8. Conclude the activity using the Discussion Points.

Discussion Points:

1. What influences the decision about whether to have sex as a teenager? (Answers include: Sexual feelings, partner's desires, media messages, parents' teachings, religious beliefs.)
2. What are the best arguments for having sexual intercourse as a teenager? For waiting?
3. Is this decision similar to or different from other decisions teens have to make?
4. Can someone who decided to wait change her or his mind? Why? What about the reverse: Can someone who has previously had sexual intercourse decide to stop for now?
5. What is the worst thing that can happen to a teen who says "no"? One who says "yes"?
6. What does a teenager need to know if she or he is going to say no to sexual intercourse? (Answers include: feeling good about themselves, being assertive, communicating clearly, following through with a decision, combating peer and partner pressure and so on.)

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7. What does a teenager need to know if she or he is going to say yes? (Answers include: Risks of pregnancy and/or STDs and HIV infection; how to talk with a partner about using condoms or other contraception; which forms of contraception prevent pregnancy and/or disease most effectively; where to get condoms and other contraceptives; how to communicate with a partner; how to feel good about themselves; how to be assertive and so on.)

Have You Weighed Your Options?



Reasons to have sexual
intercourse.

Reasons to wait until later to
have sexual intercourse.

Total Points

Arguments For and Against Having Sexual Intercourse

Reasons for having intercourse as a teen:

- To stop pressure from friends/partner
- To communicate loving feelings in a relationship
- To avoid loneliness
- To get affection
- To receive and give pleasure
- To show independence from parents and other adults
- To hold onto a partner
- To prove one is an adult
- To become a parent
- To satisfy curiosity

Reasons for waiting to have intercourse:

- To follow religious beliefs or personal or family values
- To be ready for intercourse
- To keep a romantic relationship from changing
- To avoid pregnancy
- To avoid STDs and HIV infection
- To avoid hurting parents
- To avoid hurting reputation
- To avoid feeling guilty
- To reach future goals
- To find the right partner
- To wait for marriage

Fighting Influences/Following Through

Materials: One copy of each of the four handouts, "Fighting Influences/Following Through;" masking tape; four pieces of cardboard; markers; pens/pencils

Time: 40-50 minutes

Planning Notes:

- ✓ Review the four scenarios in Step 7 and decide if they will work for your group. Substitute others if needed, then create new handouts to go with them.

Purpose: To practice resisting influences and following through with decisions

- ✓ For Step 6, print large numbers (1-4) on the pieces of cardboard and post each in a corner of the room. Then make one copy of each handout and place in the corresponding corner.

Procedure:

1. Begin by writing the equation below on the board or newsprint:
$$\text{YOUR DECISION} + \text{OTHER INFLUENCES} = \text{YOUR BEHAVIOR}$$
2. Ask the group to explain what the equation means. If no one can, explain that after a person has made a decision, other **influences** can change that decision and cause the person to behave in a way they did not plan on behaving.
3. Ask teens to brainstorm influences that cause teenagers to change their decisions. List their responses and add any of those below that are omitted:

- Peer pressure
- Media messages
- Pressure from a romantic partner
- Parents' wishes
- Influence of drugs or alcohol
- Self (feelings and values)

4. Point out that when a person makes an important decision, she or he needs to think ahead about the influences that could change the decision. Read the example below aloud to illustrate how outside influences can change decisions:

Robin is 16 and has been going out with Cordell for eight months. They really love each other, but Robin is not ready to have sexual intercourse. She likes it when Cordell kisses and holds her, but she doesn't want it to go any further right now. They've talked it over and Cordell says he understands her decision.

Saturday morning Robin's best friend Evie calls and says **she** had sex for the first time Friday night and it was GREAT! Evie talks about how close she feels to David now, and how special their relationship is since they have finally made love.

After basketball practice, Robin watches a video her mom rented, a love story about a group of young women in college who discover passion and romance. Robin loves the video but she's glad her mom and little brothers weren't home because of its hot scenes.

Saturday night Cordell and Robin go to a party at his cousin Blake's apartment. There's lots of beer and other alcohol there, and Cordell mixes Robin a pina colada. Robin has had two drinks when Cordell suggests they go into Blake's bedroom so they can be alone.

In the bedroom, Robin and Cordell start kissing and touching and pretty soon he says, "I love you so much Robin, I just want to make you feel wonderful — if you say no, I'll stop, but please let me make love to you."

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5. Ask the group what they think happens next. Then, ask them what influences Robin had that would encourage her to change her decision not to have sex. (Participants should identify peer pressure, media messages, alcohol and her partner's disappointment and possible pressure.)
 6. Tell the group they will work on ways to fight influences and follow through with decisions. Go over instructions for the activity:
 - Count off by fours.
 - There are four scenarios posted in the corners of the room. After I read them, move to the corner that matches your number.
 - Review your scenario and write the teenager's decision on the handout.
 - List four or more influences that might change the teenager's decision. Be realistic: think of things that actually happen to teens you know. Write four influences on your handout in the appropriate place.
 - Then come up with ways that your teenager could fight each influence through words or actions. Your goal is to help the teenager stay with the original decision.
 7. Read aloud each of the scenarios from the four handouts and point out the corner where each one is located.
 6. Tell teens to move to their corners to work on their scenario. Circulate and be sure all groups have what they need and understand what they are to do.
 7. Allow about 15 minutes for groups to work, then ask each to report. Encourage other groups to add their ideas for influences and ways to resist them.
 8. Conclude the activity using the Discussion Points.

Optional Activity:

Have teens role-play their scenario. Ask one participant to volunteer to be the character, then divide remaining members of each small group into two categories of "coaches." One group should try to influence the character to change her or his decision and the other should coach the character to resist the influences and follow through with the original decision.

Discussion Points:

1. Adults often accuse teens of not making good decisions, but often making the decision is the easy part. Staying with the decision can be much more difficult. Describe a situation in which you were trying to stick to a decision and other things were influencing you to change it.
2. Which influences are the most difficult for teens to resist? Why?
3. What decisions do teens often make and have trouble following through with? What usually influences them to change their decisions?
4. Who could help you follow through with an important decision?

Fighting Influences/Following Through

Scenario 1

Kendra has run away twice and gotten in deep trouble each time. The last time her stepfather called the police and threatened to send her to live in another state with her dad. The family has been seeing a counselor and Kendra has decided she will not run away again. Instead, she will find another way to work out the conflicts with her mom and stepdad, especially if they stop complaining about her dating Robert.

Kendra's decision is _____

Influences that might change her mind are:

1. _____

2. _____

3. _____

4. _____

Things she can do to fight the influences are:

1. _____

2. _____

3. _____

4. _____

Fighting Influences/Following Through

Scenario 2

Paulette and Yvonne are bored and hanging out at the convenience store near school. Raymond drives up and starts showing off his new car, then lights a joint and offers them a hit. Yvonne has decided she is not messing with drugs, but Paulette takes a hit off the joint and passes it back. Raymond starts to leave and flips the joint toward Yvonne. She turns away but Paulette picks it up and follows her.

Yvonne's decision is _____

Influences that might change her mind are:

1. _____

2. _____

3. _____

4. _____

Things she can do to fight the influences are:

1. _____

2. _____

3. _____

4. _____

Fighting Influences/Following Through

Scenario 3

Anita's brother was caught shoplifting last year and Anita swore she would never steal anything. But now she's with two friends who are planning to rip off some lingerie. They've been teasing her about not being able to walk out with anything. She's thought about just leaving and taking the bus home, but she doesn't want to look stupid in front of her friends.

Anita's decision is _____

Influences that might change her mind are:

1. _____

2. _____

3. _____

4. _____

Things she can do to fight the influences are:

1. _____

2. _____

3. _____

4. _____

Fighting Influences/Following Through

Scenario 4

Brad is not very eager to go to school. Some of the guys have been giving him a bad time for not carrying a gun and he just does not feel like dealing with them. But he has a test today and he really wants to bring up his history grade to try for that scholarship. Brad knows it's dangerous on the streets but he has decided he won't carry a gun because it makes things a lot worse. Brad is getting ready to go out when two friends come by to walk with him. They tell him he could get the handgun his father keeps in the stereo cabinet.

Brad's decision is _____

Influences that might change his mind are:

1. _____

2. _____

3. _____

4. _____

Things he can say or do to fight the influences are:

1. _____

2. _____

3. _____

4. _____

