

**Unit # 1 Title: Decisions, Decisions, Decisions!**

**Lesson Title:** To Give In or Not to Give In—That Is the Question!      **Lesson** 2 of 3

**Grade Level:** 7

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying personal safety skills and coping strategies.

**Grade Level Expectation (GLE):**

PS.3.A.07.a.i: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.

**American School Counselor Association National Standard (ASCA):**

Personal/Social Development

C: Students will understand safety and survival skills.

**Materials (include activity sheets and/ or supporting resources)**

Steps to Effective Problem-Solving  
Steps to Effective Decision-Making  
Peer Pressure Role-Play Situations Student Handout

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises.

	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
Mathematics	
X Social Studies	1. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

The lesson will be assessed by counselor observation of students' participation in class role-playing activities. Students having difficulty will be provided small group follow-up and/or assertiveness training. The counselor will also review reflection pieces for understanding and provide follow-up for those students who may need it.

**Lesson Preparation**

**Essential Questions:** How does one become an effective decision-maker/problem-solver in social situations?

**Engagement (Hook):** The facilitator poses the question, "Why is it so hard for adults and children alike to say NO."

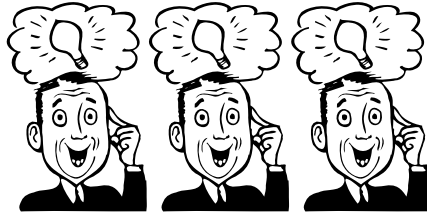
## Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. The instructor poses the above question which leads to a provocative discussion. If necessary, the instructor can “prime the pump” by asking, “If I say no to you, will you still like me?” Possible responses include the need to be loved and accepted, or the desire to avoid conflict or rejection.	1. Students respond to the above question.
2. The instructor will then ask students when it might be very important to be able to say no or when one might want to say no, but not feel comfortable saying no. This discussion should lead into a discussion about peer pressure.	2. Students will respond to the question and engage in the discussion.
3. The instructor will advise students that the easiest way to feel comfortable saying no is to practice saying no in a variety of situations. Therefore, students are going to role-play situations in which people typically want to say “no,” but may find it hard to because of peer pressure.	3. Students listen intently.
4. Students will be divided into pairs or small groups. Each group will be given the “Peer Pressure Role-Play Situation” student handout. Students are also given the opportunity to create their own role-play situation.	4. Students will role-play the situations, either from the “Peer Pressure Role-Play Situation” student handout or their own creation. Students will then reverse roles until each student has had the opportunity to practice saying “No.”
5. The instructor will lead the discussion by asking students the following questions: a) How does it feel to be told “no?” b) What do you think of the person pressuring you? c) What do you believe he or she thinks about you? d) What do you think of the person who said “no?” Students will be encouraged to practice role-play situations at home with family or friends for further practice.	5. Students participate in the discussion and role playing.
6. Students will be asked to write a reflection piece on their experience with the role-play.	6. Students will write a reflection piece on their experience with the role-play.

**Teacher Follow-Up Activities**

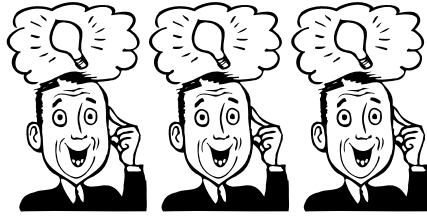
Students will be asked to share their narratives, if they like. The instructor will make the observation that not all students will have the same solution.

**Counselor reflection notes (completed after the lesson)**



## **STEPS TO EFFECTIVE PROBLEM SOLVING**

1. Identify the problem.
2. Brainstorm possible solutions.
3. List the pros and cons of each possible solution.
4. Choose a solution and use it.
5. Evaluate the results.
6. If the results are not satisfactory, choose and use another solution.



## **STEPS TO EFFECTIVE DECISION-MAKING**

1. What is the decision to be made?
2. What are some of the possible choices?
3. What are the possible outcomes after the decision is made?
4. Made a decision?
5. Look at the results and make a new decision if possible or necessary.

## PEER PRESSURE ROLE-PLAY SITUATIONS

Roles: Student & Teacher

Situation: The student asks to use the bathroom.

Roles: Student & Teacher

Situation: The student wants to be excused from homework because the family is going on vacation.

Roles: Two Students

Situation: One student wants the other's answers to last night's homework assignment. The students are friends, though, so the refusal must be done so that they can remain friends.

Roles: Two Students

Situation: One student is at his or her best friend's house after school. The parents are still at work. The friend goes to the refrigerator, takes out a beer, and opens it. The friend offers the student some of the beer.

Roles: Parent & Child

Situation: The parent wants the child to go on an errand, but the child doesn't want to. The reason for refusing may be that the child is legitimately busy or simply that he or she doesn't want to go.

Roles: Parent & Child

Situation: Parent & Child

Situation: The child wants to spend the night at a friend's house, but the parent refuses.

Roles: Two Students

Situation: One student is loaded down with work. His or her best friend asks the student to help him or her shop for clothes.

Roles: Parent & Child

Situation: The parent asks the child to help by staying home and babysitting for a younger sibling. The child wants to go out with friends, though, and he doesn't want to babysit.

Roles: Two Students

Situation: Two students are walking home from school when one of the students offers the other a cigarette.