



Decision Making

Teamwork Makes the Dream Work

Pre-Teaching/ Guiding Language:

Developmentally, high school students will be more inclined to seek guidance from their friends or take on problems independently. With big milestones focused on fostering that independence (such as getting their license, getting a first job, and preparing to go off to college) it's only natural that students will want to become more independent in their day-to-day lives.

In addition to the natural urge to want to become more independent as you get older, research shows that for many young people, fear of rejection is the root cause of not wanting to ask for guidance. As educators, we can help students feel confident enough to ask for advice if they find they need it and prepare for what might feel like rejection if someone is unable to provide what they are looking for. Remind students to be direct if they are asking someone for assistance. Being vague or not sharing all the details only complicates things down the line. Encourage them not to feel shameful or apologize for needing guidance. Finally, prepare students for the reality that sometimes people will have prior engagements or be unable to assist. This is typically not personal, and students should be prepared with a backup plan in case this occurs.

Key Takeaways:

- Students will recognize times when it's appropriate to ask for guidance.
- Students will understand the appropriate steps to take when asking someone for guidance.
- Students will feel confident in their decisions to ask for guidance.
- Students will understand the value in asking for guidance.

Duration + Materials:

- 15 minutes
- Board or chart paper

Key Vocabulary:

- **Rejection-** Dismissing or refusing a proposal or idea.
- **Confident-** Feeling or showing certainty about something.
- **Advice-** Guidance or recommendations offered regarding prudent future action.
- **Shame-** A painful feeling, humiliation, or distress caused by consciousness or wrong or foolish behavior.
- **Vague-** Uncertain, indefinite, or unclear character or meaning.



Activity:

1. Teachers will use pre-teaching materials to review why there is no shame in asking for guidance.
2. Teachers will prompt the students to come up with different times when asking for guidance felt easy for them.
3. Teachers will write the scenarios on the board or on chart paper.
4. Teachers will then prompt students to think of times when it felt difficult for them to ask for guidance.
5. Teachers will write those scenarios on a new piece of chart paper or other side of the board.
6. Teachers will challenge students to explore the differences in times that felt easy to ask for guidance and times that felt hard using the discussion questions.
7. Wrap up the lesson by reinforcing the idea that it is never a bad idea, shameful, or weak to ask for guidance!

Discussion Questions:

1. Was there a preconceived notion that some tasks are inherently easier than others?
2. Are some tasks more fun to do together?
3. Are some tasks a “1 person job”?
4. Were you worried someone would say no?

Reinforcement Activities:

1. During your typical lessons or activities, be sure to provide praise when students ask for assistance in ways big or small.
2. Provide multiple opportunities for students to seek guidance and reinforce often that you are available for problems of any size!