



# DECISION MAKING

## Home Activity: Building Conversations

*Teacher/Student Decision Making Home Activity Goals (p.3)*



### TEACHER NOTES

Introducing this homework assignment provides an opportunity to reinforce with your students the importance of talking very regularly with people we look up to, trust, and care about, as well as the power of getting advice or input from a caring adult.

Depending upon your group, you may wish to direct them to have one of the conversations about a topic of their choice, and the other(s) about decision making. A transparent purpose of this activity, however, is to launch or support ongoing meaningful conversations. This activity makes an excellent monthly homework, varying the question prompts if appropriate.

If you have already taught the Table Talk lesson, (Found in Relationship Skills-Universal) you can use that strategy to prepare your students for this homework lesson. Consider the list below for possible Table Talk questions:

- What are some reasons that talking with a grownup who cares about you can be helpful?
- Who are some grownups that really listen when you talk? What shows they are really listening?
- What helps you feel comfortable or confident in a conversation?



# DECISION MAKING

*Decision Making: A child's approach to problem solving that involves learning from others and from their own previous experiences, using their values to guide their action, and accepting responsibility for their decisions.*

**My students are able to:**

- Identify caring, trusted adults in their lives
- Initiate meaningful conversations with adults to whom they are appropriately connected
- Seek advice from trusted adults

**I am aware of my individual students' abilities to:**

- Identify caring, trusted adults in their lives
- Identify interests or problems about which they would like input

**The environment I create supports my students' growth related to:**

- Developing positive, supportive relationships with caring adults

**STUDENT:** Decision Making goals and demonstrated behaviors

**Students will:**

- Name adults who care about them and support them
- Determine authentically interesting conversation content
- Participate in meaningful conversations with supportive adults

**DESSA DECISION MAKING INDICATORS**

(Highlighted indicators are directly addressed in this lesson.)

I can:

Follow the example of a positive role model
Accept responsibility for what I did
Show good judgment
Seek advice
Learn from experience
Follow the advice of a trusted adult
Show the ability to decide between right and wrong
Use available resources (people or objects) to solve a problem



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## THOUGHTS FOR ADULTS SUPPORTING THIS PROJECT

When we think about our wishes for every child in our care, near the top of the list is their ability to make effective decisions that help them to be happy, healthy people who are ready to learn and to contribute in life. Learning to make positive decisions comes from years of practice and support.

Young people learn best from watching, talking with, and listening to people they admire and respect, about their values. They learn from watching how adults make our decisions and lead our lives as a result of those decisions. Making time for conversations about how you make decisions, and modeling your process of planning and reflection, will pay big dividends over time.

## KEEP IN MIND

Understanding and practicing effective social-emotional skills many times in our daily lives prepares our young people to be ready to make healthy decisions, large and small, even when they are in stressful or super-exciting circumstances.

Hearing what you think about when you have a decision to make gives them insights that they can draw from when they are at school and out in the world! For a three-minute video that shows six links in a decision making process, consider watching: <http://www.decisioneducation.org/educator-resources>

## REFLECTION QUESTIONS

When I've had complicated or difficult decisions to make, what did I think about?

How do I approach decision making? Do I think through any particular steps? Make a pro and con list? Reflect back on other decisions I've made and compare them to this decision?

Who and what has helped me make good decisions in the past? How might that help me in other situations? How does my child know about what I think is important when making decisions?



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## EXTENSION

If you are interested in reading more about strength-based parenting as a way to support young people in becoming healthy decision makers, the Search Institute is a valuable resource. You could start your exploration with ([www.ParentFurther.com/familyassets](http://www.ParentFurther.com/familyassets) or <http://www.search-institute.org/research/family-strengths>).

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Name: \_\_\_\_\_

Date assigned: \_\_\_\_\_

Due: One week from today

## Decision Making Home Activity: Building Conversations!

Talking with the grownups we trust, and who take care of us, helps us think about what is important and what we value. It stretches the way we think about the world and makes us more confident about how to handle ourselves.

Talking often about ideas we have and choices we're making helps make it more comfortable when it comes time for a big decision.

Sometimes your grownups don't know what you're thinking or would like you to start the conversation with them. Your homework is to have some interesting conversations!

1. Take time to think about the trusted adults you respect and can turn to about things that are important.
2. Think about some things to talk with them about—something you're interested in or want to get advice about.
  - "I'm curious about..."
  - "I'm interested in..."
  - "How can I..."
  - "What do you think about..."
  - "What's important to you when you're thinking about making a big decision?"

Twice this week, ask a grownup to have a conversation with you. After each conversation, thank them for sharing their thoughts and ask them to sign on a line below. Then make a plan to keep talking!

Signed: \_\_\_\_\_

Signed: \_\_\_\_\_



# REFERENCES

Below is a list of resources that were referenced within this strategy document. You will find links to research and additional information that may be helpful as you continue your understanding of the content in this strategy.

## Home Activity

- For a three-minute video that shows six links in a decision making process, consider watching: <http://www.decisioneducation.org/educator-resources/publications-videos-teaching-aids/posters-1>
- Decision Education Foundation. (Producer). (2014). What's a good decision? [Video webcast]. Retrieved from <https://vimeo.com/72762564>