



## LESSON 9.5 Difficult Decisions

### Module #9: Safe & Healthy Decisions

High school is a time for many, many decisions – many having nothing to do with academics! And the decisions freshmen make can have an impact on them for the rest of their lives. It is crucial that honest conversations take place with ninth graders about stress management, peer pressure, sexual decision making, drug, alcohol, and tobacco use, and on-line behavior.

### Enduring Understandings

- I. **Decisions freshmen make today will influence the rest of their high school years and possibly even life after high school.**
- II. It is important to be a self advocate and take care of oneself both emotionally and physically to be successful in high school.

### Essential Questions

- I. **How can students use a responsible decision making model to influence the choices they make in high school? (I)**
- II. **What are refusal skills and how can students implement them to make better decisions? (I)**
- III. **How can I be a self advocate and take care of myself emotionally and physically? (I, II)**

### Lesson Objective(s)

Students will examine the situations in which they have the most difficult time making responsible decisions, and why it can be difficult to actually implement the most responsible decision.

Challenge 4.4

Challenge 4.4

**Lesson 9.5**

Lesson 9.6

Challenge 4.5

### Directions:

1. Students should be split into groups of 4-5. The faculty advisor or student leaders should ask the groups to brainstorm about the most difficult decisions they face as teens. The student leader or a student from each group can serve as the recorder for the group.
2. After allowing 2-3 minutes for brainstorming, the faculty advisor should record the ideas generated by the groups on a piece of chart paper. To avoid repeats, the faculty advisor should ask each group, one at a time, to provide one of their ideas and then move on to another group. Encourage all groups to listen while the other groups are sharing so they do not repeat an idea that has already been given. The faculty advisor should continue to go from group to group until all new ideas have been shared.
3. If the groups do not generate decisions about alcohol & drug use or relationships & sexual activity, the faculty advisor should bring those topics up and ask the groups if

they think teens have difficulty making responsible decisions in those areas.

4. The faculty advisor should then star/highlight the ideas generated that are typically difficult for teens because of peer pressure. The faculty advisor should not point that out to the students though.

5. As a whole class or in small groups, the faculty advisor should then ask students to discuss why it is often difficult for teens to “do the right thing” in those decision areas, even when they usually know what they should do.

The point for the faculty advisor to get to is that peer pressure is very powerful and teens will knowingly do the wrong thing occasionally to avoid looking “lame.”

### Materials & Supplies

- Chart paper

**FOCUS  
POINT**

Sometimes peer pressure can just be too powerful. And it’s important for freshmen to understand this because it has such a big influence on their decisions. Hopefully, just this awareness can be a powerful weapon in combating the pressure.

- Connect with Kids, Inc. is an excellent resource to supplement lessons about teenage safe and healthy decisions. To learn more information about its many resources, visit: [www.connectwithkids.com](http://www.connectwithkids.com)
- WILL Interactive also offers resources and interactive games dealing with many of the topics covered in Module #9. For more information, visit [www.willinteractive.com](http://www.willinteractive.com)

**resources  
&  
extension**