

The background is a solid blue color with a pattern of overlapping, curved, light blue lines that create a sense of movement and depth. The lines are of varying thickness and curve in different directions, some following the diagonal of the page.

**Enjoying and achieving – getting the most
out of life and developing the broad skills
for adulthood**

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Decision-making

Decision-making is an important skill particularly as young people get older and have more freedom and greater opportunities to experiment and take risks. It is an important contributor to a young person's ability to attain the national outcome of 'enjoying and achieving'.

We have to make decisions and choices all the time, and there are many ways to do this, for example, deciding quickly there and then; going along with what other people decide; thinking it through; or finding out what other people think and then deciding. Being conscious of how we make decisions helps young people understand more about their ability to control and shape what is happening to them. Activities 14 and 15 address the decision-making skills young people need to know.

Activity 16 looks at the processes of learning, and what helps and hinders our learning and creates barriers to achieving. This activity gives young people the chance to talk about what they think about learning in general and gives an insight into ways of tailoring or structuring your work to meet the particular needs of the young people you work with.

Activity 17 encourages young people to look at what they are good at and enjoy, and how they can take those interests further.

Sometimes it feels like achieving is more important than enjoying what you do.

Young woman aged 15

Learning outcomes

Young people will:

- have a better understanding of how decisions are made (Activity 14)
- reflect on the way that they make decisions and feel more confident to think through options and articulate their choices (Activity 15)
- be able to identify behaviour that helps learning and behaviour that undermines learning (Activity 16)
- have thought about the things they enjoy doing and are good at (Activity 17).

You will need

- flip chart paper
- pens
- one copy per participant of Worksheet 12: *Decision-making handout*
- one copy of Worksheet 13: *Decisions list*
- one copy per small group of Worksheet 14: *Knowing enough cards*.
- For Activities 14 and 15 write the following in advance on four large pieces of paper:
 - 'Decide quickly there and then'
 - 'Go along with what other people decide'
 - 'Think it through'
 - 'Find out what other people think and then decide'

- Photocopy Worksheet 15 and make enough sets of cards for each small group to have a set.
- For Activity 16 write the following in advance on two large pieces of paper:
 - 'I learn best when...'
 - 'I find it difficult to learn when...'

Suggested icebreakers:

A good decision I made was... (Activities 14 and 15)

Who I am (Activity 16)

One thing I am good at (Activity 17)

(See pages 20 to 21)



Activity 14: Decision-making styles

1. Choose a few examples of decisions that are appropriate for your group from Worksheet 13.
2. Place the four large sheets of flip chart paper you prepared earlier on different walls around the room. Also pin up some blank pieces of paper for young people to record their ideas.
3. Read out one of the decisions from the list and ask the young people to stand in front of the sheet that best describes how they would make that decision and sign their name on that piece of paper. Repeat for the other decisions you have chosen.
4. For decisions marked with a star (*) you can ask the young people whether their decision-making style would be any different if they had been drinking alcohol or using other drugs.

Reflection

What is the most popular decision-making method for our group?

What does this show?

Does drinking alcohol affect the decisions that are made and the way they are made?

How do our feelings affect the way we make decisions, for example, if we are angry?



Activity 15: **Knowing enough**

1. Divide the young people into small groups and give each group some of the 'knowing enough' cards (see *Worksheet 14*, page 72).
2. For each scenario ask each group to discuss and agree:
 - What decision needs to be made?
 - What do they need to know to make this decision?
3. You could also encourage the group to think of other decisions that are relevant to them or might be useful in future.
4. Bring the groups together and ask for feedback on each scenario, and what information was needed to make the different decisions.

Reflection

What might happen if someone makes a decision without the necessary information they need?

What might influence our decisions?

What helps us make 'good' decisions?

What have we learned from these activities?

How can you use this learning in the future?



Activity 16: **Identifying behaviours that help or undermine learning**

1. Divide the young people into groups of three or four.
2. Give each group two large pieces of paper; one with the title 'I learn best when...' and the other with the title 'I find it difficult to learn when...'.
'
3. Ask each group to discuss the headings and write down some ideas. Encourage them to focus on behaviours – either their own or others' – that they find helpful or distracting. Remind the group it is important for them not to use names but to focus instead on the situation/circumstance.
4. Come together as a whole group and invite participants to display and share their ideas.

Reflection

What did you learn by doing this activity?

How can these ideas be put into practice?



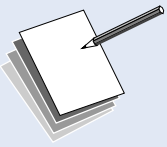
Activity 17:

Making a leaflet about what I'm good at

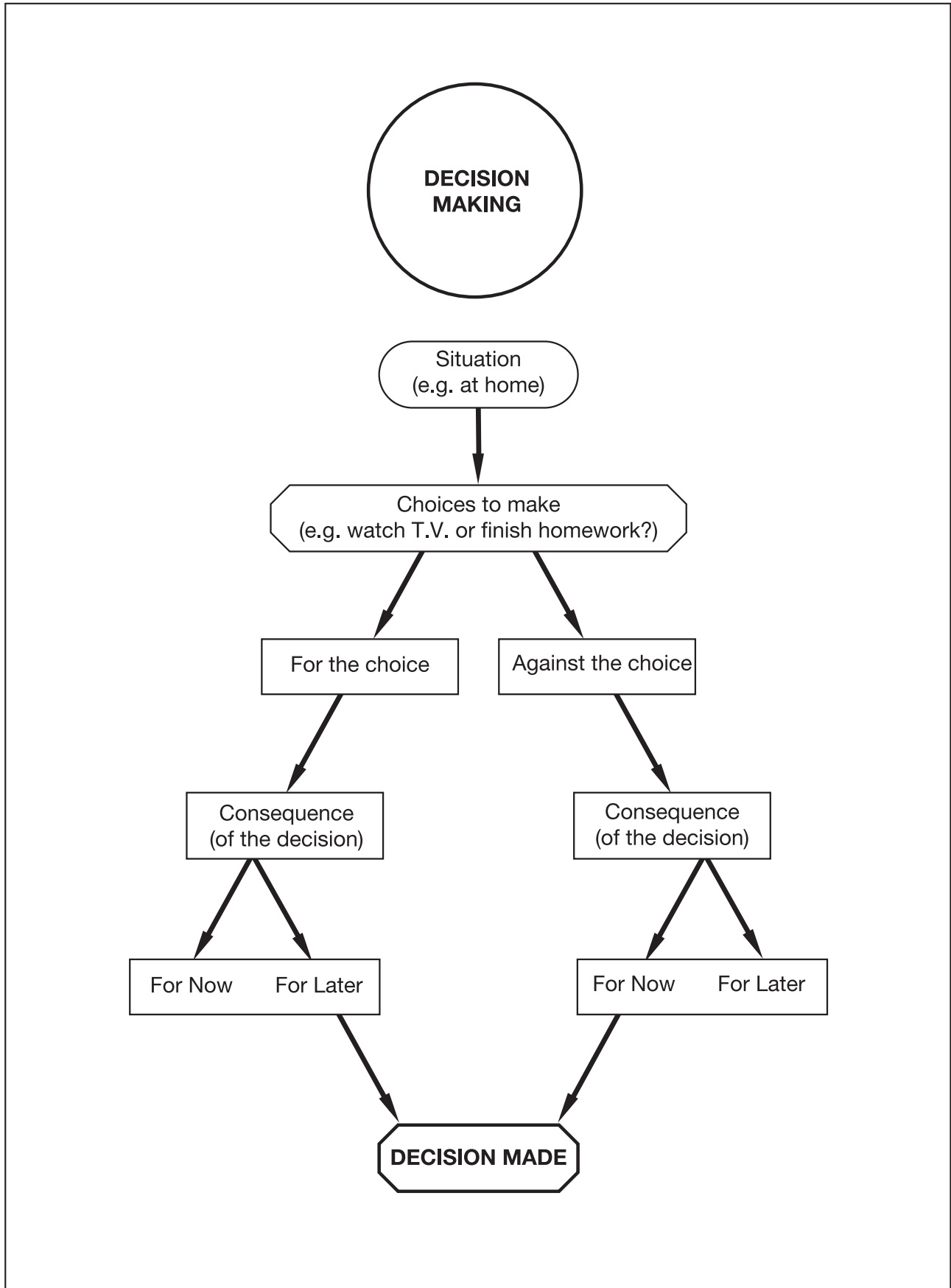
1. Ask the group members to individually make their own leaflet about an activity or hobby they like or are good at, or an issue they are interested in.
2. Use paints, collage or other creative means to illustrate their ideas.
3. Back in the group, or in small groups, get the young people to talk about their interest and why they enjoy it.
4. Display the leaflets.

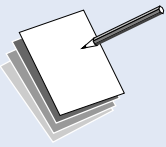
Reflection

Why do you think you are good at the thing you made the leaflet about?
How could you use those skills in other areas?



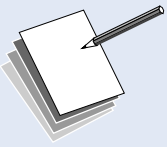
Worksheet 12: Decision-making





Worksheet 13: Decisions list

1. What to wear to a party
2. How to spend your money
3. Where to go on holiday
4. Whether to leave or stay on at school
5. Whether to use a condom *
6. Whether to ask someone for help if you have a problem
7. How much to pay your parents for living at home
8. Whether to skive off school
9. Whether to have a cigarette *
10. What to buy someone as a present
11. What to have for breakfast
12. Whether to have sex with someone *
13. Whether to move out of home *
14. What to do on a Saturday afternoon *
15. Whether to experiment with a drug *
16. What CD to buy
17. Whether to get a tattoo *
18. What clothes to wear when you get up
19. Whether to finish with your girlfriend or boyfriend *
20. Whether to lie to your parents about where you are going
21. Whether to accept a lift from someone who has had too much to drink *
22. Whether to have your eyebrow pierced *
23. Whether to go up to a bedroom with someone you have just met at a party *



Worksheet 14: Knowing enough cards

Someone offers you a job	Someone rings up and asks you to an all-night party
Your pal asks you to skive off	Your partner wants you to go further sexually than you've gone before
You have a part-time job and your boss has asked you to work extra hours over New Year's Eve and New Year's Day	Someone you don't know offers you some ecstasy at a party
Your friends offer you a room in a shared house	Your partner says you don't need to use a condom – they say there is no risk
Your teacher has asked you if you would like to do some work experience	Your friends suggest letting off some fireworks in your parents' back garden