



# Living in Safety and Stability

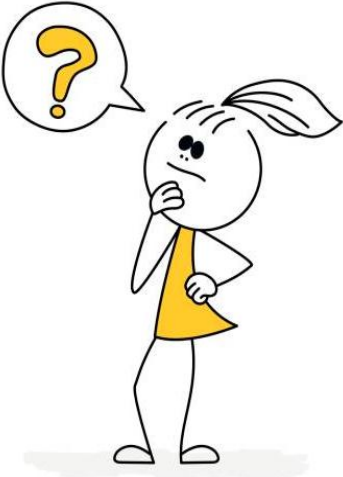



# 4

**Purpose:** To promote value-led and morally driven decision making.

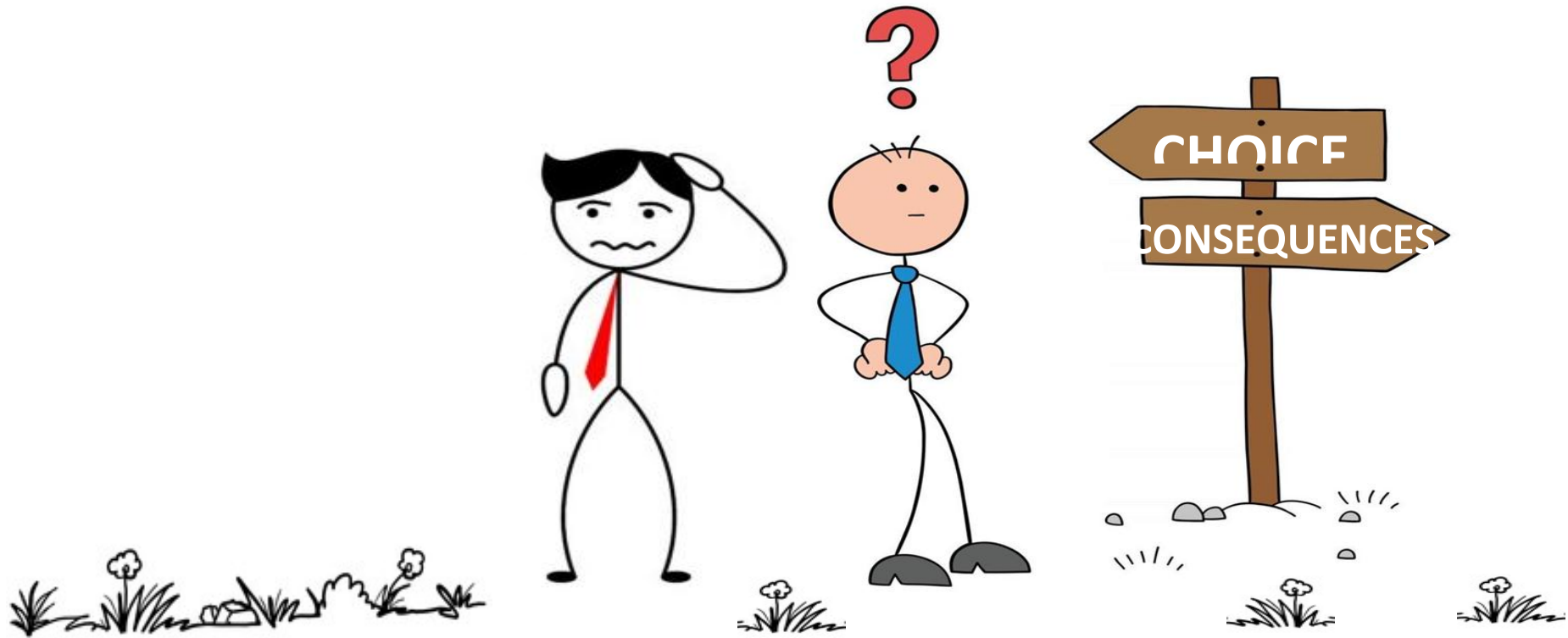
**Participant learning objectives:**

1. Be more aware of personal values and morals which drive decision making
2. Understand that all choices have consequences
3. Gain the knowledge and skills to inform better decision making.

CONTENT	METHODS/ RESOURCES <i>Slides 41-51 can assist with this session.</i>	APPROX. TIME
<p><b>Our Values</b></p>	<p><b>Resources:</b>  <a href="#">Values Discussion Cards</a>            Inform participants of the purpose of today’s session – to explore our values and our principles and how these can, and should, influence our decision making.            Introduce participants to the definitions of principles and values on slide 42. Emphasize the importance of values in driving our decisions.</p> <p>Split participants into pairs and provide each pair with a set of value discussion cards. Give participants 15 minutes to discuss the cards, in turn, answering the questions listed.</p> <p><b>Debrief:</b> Bring participants back together and ask a few volunteers to present to the group some of the things discussed within their pairs. Was this exercise difficult/ easy? Did it help you understand your values a bit further and possibly the reasons why you hold them? Think about the three values which influence your decision making the most.</p> <p>Now ask participants to reflect on a good decision they have made this week and a not so good decision they have made this week. Ask them why it turned out to be a good/ not so good choice? Some participants can feed back their examples if they feel comfortable doing so. This leads on to the discussion of consequence.</p>	<p>30 minutes</p> 

<p><b>Choices &amp; Consequences – Drama Activity</b></p>	<p><b>Resources:</b>  <a href="#">Drama Scenarios</a></p> <p>Highlight that all choices have consequences e.g., if we decide to skip dinner and go out instead, we will be hungry; if we start a part time job, we will earn more money.</p> <p>Split participants into smaller groups of 3-5, depending on overall group size.  Give each group one drama scenario.  Ask the group to work together to act out the scenario and what might happen next/ what might the consequences of the characters’ decisions be?  Showcase each drama to the rest of the group.</p> <p><b>Debrief:</b> Would they make the same decisions as the characters in the scenario? What values are driving behaviours? Would they be confident dealing with these situations themselves? Why/why not? How could we be more assertive in some of these scenarios?</p>	<p>60 minutes</p>
<p><b>Being Confident In Our Choices</b></p>	<p>Highlight that during the teenage years, peer pressure has a big impact on the decisions we make. Highlight that we all experience peer pressure throughout our lives, even as adults. We need to develop the confidence to say no to things we do not want to do.</p> <p>Go through slide 46 at a pace that is suitable for the group. Ask participants to think of a time they felt pressured into doing something they did not want to do e.g., salesperson at the door asking you to buy a service/ commodity; a game of truth or dare. Provide them with tips on slide 47 on how to be more confident in their decision making.</p>	<p>20 minutes</p>
<p><b>Dealing with Difficult Emotions</b></p>	<p>Introduce participants to the concept of dealing with difficult emotions. If we have the skills to deal with our emotions better, we may also be better at making better decisions e.g. less risky decisions!</p> <p>Ask participants to think of a time when they felt a strong negative emotion e.g. fear, anger, frustration, loneliness. Ask them to think about how they felt/reacted/dealt with that emotion. How could they have handled the situation better?</p> <p>Inform participants of the three steps to managing emotions and inform them that we will delve deeper into managing emotions next week. Ask them to try and follow these three steps the next time they feel a powerful negative emotion.</p>	<p>15 minutes</p> 

	<p><b>Three steps:</b></p> <ol style="list-style-type: none"> <li>1. Identify the emotion (How do I feel? Where do I feel the emotion in my body? Label and accept the emotion).</li> <li>2. Take action (Decide if you need to express your emotion. Think about how best to deal with this emotion).</li> <li>3. Get Help (Seek support of a trusted adult or friend if you don't feel like you can manage the emotion on your own).</li> </ol>	
<b>Check-Out/ Evaluation</b>	<p><b>Resources:</b>  <a href="#">Informal evaluation ideas</a>  Choose an activity from the list provided.</p>	10 minutes



## Values Discussion Cards ✂

<p>Name a person (real or fictional) you respect or admire. What traits of theirs do you appreciate?</p> <p>What do you think this person values?</p>	<p>Describe what you would do on an ideal day. How does this compare with a typical day?</p> <p>What typical daily activities reflect your values? Which don't?</p>	<p>Describe one of your close friends. What makes you close?</p> <p>What values do you share with your friend?</p>
<p>Imagine it's your 40<sup>th</sup> birthday. Your friends and family give speeches about your life. What do you think they say?</p> <p>Which of your values are recognised in their speeches?</p>	<p>What is your dream job and why?</p> <p>What does this dream job say about your values?</p>	<p>Imagine you come into a large fortune that allows you to never work again and buy anything you want. What would you do?</p> <p>What do your actions say about your values?</p>



<p>When you were younger, what were your wishes for the future?</p> <p>How have your values changed as you've gotten older?</p>	<p>What are your three most prized possessions?</p> <p>Why do you value these items?</p>	<p>What three things do you find yourself thinking of most often?</p> <p>Do these thoughts reflect your values?</p>
<p>A genie in a bottle appears and grants you three wishes. What do you wish for?</p> <p>What do your wishes say about your values?</p>	<p>If you could send a message to everyone on Earth, what would it be?</p> <p>How does this message reflect your values?</p>	<p>If you spoke to a stranger for five minutes at the supermarket, how would they describe you?</p> <p>What would this person say you value? Would they be right?</p>

# Drama Scenarios

## Group 1: Act out the scenario and what happens next...

Jake: Look at that kid. He's such a loser!

Nathan: Who?

Jake: That new kid. What's he even wearing anyway? Them shoes are so dumb.

Nathan: He's alright. He's just quiet.

Jake: He's alright? Did you see him in P.E.? He's the whole reason we lost today. I was talking with the guys, and we think we're going to have to teach him a lesson.

Nathan: What kind of lesson?

Jake: You know. Just scare him a little on the bus ride home today. You in?

Nathan: I don't know. I think we should just leave him alone.

Jake: You're such a chicken, Nathan. Are you worried about getting in trouble?

Because that bus driver is like 90 years old. There's no way he'll know.

Nathan: It's not that. It's just that ...

Jake: Just that what? You'd rather hang out with that loser than us?

Do you know he was slabbering about you to the older ones today too?

Nathan: What? Was he?

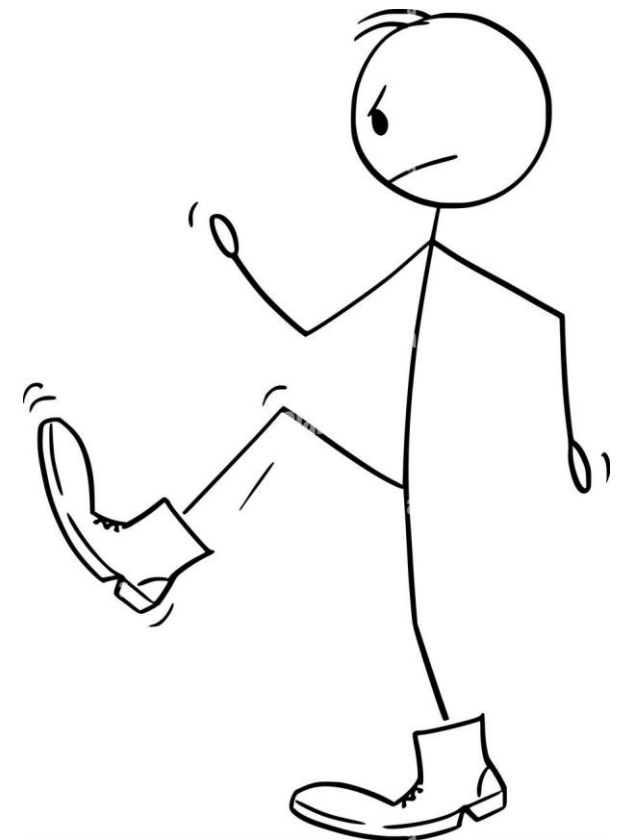
Jake: Yeh, saying all sorts of stuff...

Nathan: OK, OK, I'm in.

*Think about:*

*What might the consequences be?*

*What values are driving the behaviour?*



## Group 2: Act out the scenario and what happens next...

Sophia: I wish you would try out for the school musical with me.

Mia: But I don't sing. I play basketball.

Sophia: Who says you can't do both? Besides, I've heard you sing. I know you have a great voice.

Mia: Me? No, I don't.

Sophia: Yes, you do. You have a beautiful voice. You just try to hide it.

Mia: Well, it's embarrassing to sing in public.

Sophia: Why is it any different than making a jump shot in front of hundreds of people?

Mia: I don't know. It just is.

Sophia: Well, it can't hurt to try, can it? Plus, Rachel and Emma are already going.

It would be so cool for all four of us to do it together.

Mia: What if I mess it up?

Sophia: I'm pretty sure you won't mess it up. But if you do, I'll buy you a milkshake to make you feel better.

Look, just think about it, OK? And stop worrying so much. It'll be fun!

Mia: OK, I'll maybe give it a go.

*Think about:*

*What might the consequences be?*

*What values are driving the behaviour?*



### Group 3: Act out the scenario and what happens next...

Molly: Here, grab a bottle of vodka from your dad's cupboard. He'll not notice.

We can share it in the park.

Aidan: I'm not sure. I'll be grounded again if I'm caught.

Molly: You won't get caught. Sure, has that bottle not been lying in there since Christmas?

How else are we going to get drunk?

Aidan: I know but...

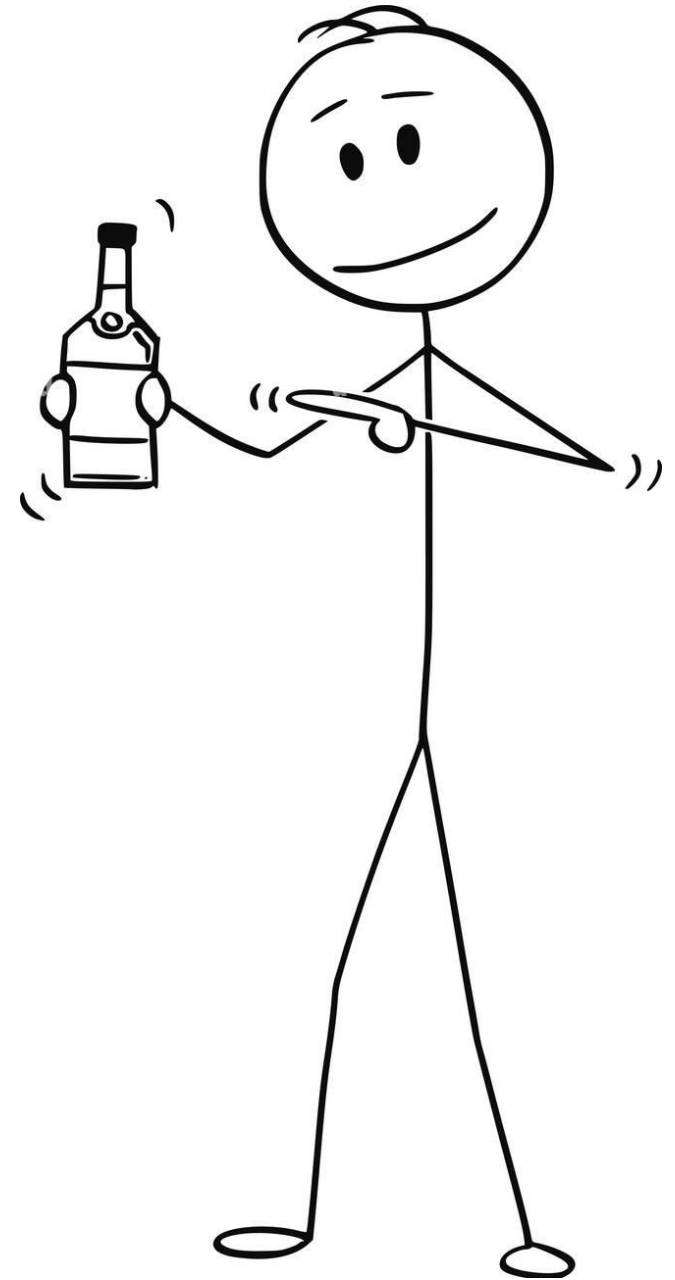
Molly: Look, I'll go in and get us some coke to mix it with. See you in five down at the park.

Aidan: OK, I'll sneak in and out as quick as I can.

*Think about:*

*What might the consequences be?*

*What values are driving the behaviour?*





#### Group 4: Act out the scenario and what happens next...

Rory: Here look what I managed to get my hands on this morning... I stole it from my brother's blazer.

Susan: Jez Rory. What are you doing with that? And you brought it into school!?

Rory: Sure, it's a laugh. Who's going to catch me anyway...

Susan: The teacher for one, your brother, your parents!

Rory: Ack I'll worry about that later. Here, you have a wee go, don't be a loser...

Susan: Ugh no! I detest the smell of that stuff! The only loser around here will be you when you either get caught or get sick. I don't get this whole craze around vaping and smoking!

Rory: Cause it's cool, all the seniors...

Susan: Well, if it's 'cool' to vape or smoke I guess I'm not one of the cool ones then...

Here I've to get back to class, see you around Rory.

*Think about:*

*What might the consequences be?*

*What values are driving the behaviour?*

