LESSON 6
INTRODUCTION TO DECISION MAKING

OBJECTIVES OF LESSON 6

Participants will:
- Demonstrate knowledge of self-protective personal goals (*Activity 1*)
- Outline a step-by-step process based strategy for interpersonal decision making (*Activity 2*)
- Apply decision-making strategy to make decisions in hypothetical interpersonal situations of abuse (*Activity 3*)

MATERIALS:

- Chart paper
- Markers
- Stickers: DM Choices
- Vignette Booklet: Lesson 6
- Activity Sheet: 4 Steps in DM
- Activity Sheet: Decision Making Chart (DM Chart)
- Activity Sheet: Goals House (from Lesson 5)
FOCUS OF ACTIVITY: Participants will be introduced to a step-by-step process of decision making to address interpersonal problems. This activity serves as an introduction to Lesson 6, Activity 2 in which participants will practice the use of a decision-making strategy.

PROCEDURE:
1. Introduce decision-making process according to script.
2. Brainstorm ideas with participants; if participants do not reply, skip to next line.
3. When referring to goals, which participants have previously set in Lesson 5, use Goals House Chart as a visual prompt.
4. Label 4 Steps of the Decision-Making Process (on poster) when presenting the four key decision-making questions (representing components of the decision-making process) to participants.

MATERIALS: Activity Sheet: 4 Steps in DM

INFORMATION PRESENTED:

When people are faced with difficult situations of abuse, they often have to make decisions. They have to take steps to stop or prevent the abuse from happening. They need to protect themselves and make themselves safe.

To make good decisions, we have to think about several things and it’s not always easy. However, there are some steps that can help us make good decisions. We will talk about these steps in the next few sessions.

Let’s start by talking about how you make decisions. What are some things you need to think about when you have to decide something important?

Brainstorm ideas. If participants do not reply, skip next line.

(It seems that you all have ideas about how to make decisions. Lets talk about a few other things that are important when you are making decisions….)
First you must make decisions that keep in mind the three goals we have set. Remember last session, we decided which goals were most important to us? Hold up Goals House Chart.

Second, you must think through your decisions carefully. We will look at a step-by-step strategy that you can use to make decisions.

To make a good decision, we must think through the decision carefully. The four main steps are:

1. Thinking about how you feel and whether there is a problem.

2. Thinking about all of the choices/options you have for how to handle the problem.

3. Thinking about what could happen with each choice and whether the choice meets your three goals.

4. Deciding what you think you should do in this situation.

Together we will look at some situations of abuse and use this strategy to make decisions for other people. Today, I will show you how to use these steps to make a decision; from next time on, we will practice together. After a few sessions, you will be able to follow the steps on your own.
FOCUS OF ACTIVITY: Participants will develop understanding of a step-by-step strategy for interpersonal decision making through the instructor’s use of a modeling technique. The purpose of this lesson is to introduce the strategy to participants, so that they will be able to apply the strategy to make decisions in other interpersonal situations.

PROCEDURE:
1. Instructor models the use of the strategy for the participants by presenting each question according to the script.
2. Display and refer to the Activity Sheets: Decision Making Chart (DM Chart) and 4 Steps in DM.
3. Show corresponding visual and read problem.
4. Present each step to the participants by reading the script and modeling the response.
5. Model each option/choice for the participants.
6. Instructor completes each discussion according to the script for each choice chosen.
7. Summarize by showing visual and specify choice to situation by writing or drawing on visual.


INFORMATION PRESENTED:
Present Activity Sheet: DM Chart and make sure that every participant can easily see the chart and point to steps on the side of chart. Show Activity Sheet: 4 steps in DM.
This is what I am going to use to help me make my decisions. Present Activity Sheet: DM Chart. These steps are the same steps that we talked about on this chart. Show Activity Sheet: 4 steps in DM. Here are the three goals that we agreed upon as being very important to use in our relationships.

Review Goals House Chart from Lesson 5 and read:

I am going to show you how I use the steps in decision making. I am going to show you what I do. The next time we meet, you can have a chance to do the steps, but today I am going to do it by myself.

Show vignette 19 from Vignette Booklet: Lesson 6 and read problem:

(V19) Whenever he comes to family parties, Trisha’s uncle forces her into a bedroom and touches her private parts. Trisha’s uncle tells Trisha not to tell anyone.

Step One: Is There a Problem?:

The first step we need to take is to think about whether there is a problem (show first step on DM chart and read “Is there a problem?” Mark yes box. Why?)

1) How do you think Trisha is feeling in this situation?
Hmm… I think she is probably feeling frightened and upset.

2) What is the problem here?
Trisha’s uncle is sexually abusing her.

3) Does Trisha need to do something to deal with the problem?
Yes.

Step Two: What can Trisha Do?

Point to the second step on DM chart and read, “What can Trisha do to handle the problem?”

The second step is to think about some of the things that Trisha can do to handle the problem. What are her choices? We need to think about all of her options and all of the choices she could make. What are some of the things that Trisha can do to handle the problem? What are her choices?
Brainstorm all of Trisha’s options.

Place Sticker: DM Choices on DM Chart according to choices listed.

_Hmmm… Trisha could…_

_Ignore the problem -- do nothing_
_Walk away and do nothing_
_Speak up to/ against her uncle_
_Tell someone… her counselor or mother_
_Push away_
_Speak up and call the police_
_Call the police_
_Speak up and tell someone_
Step Three: What could happen if?

Point to the third step and read: “What could happen if?”
For each choice listed, complete the following discussion and record on DM Chart.

In the third step we will talk about what could happen if we went with each of these choices. We will see if each choice meets all our goals.

What could happen if Trisha ignores the problem -- does nothing?

Would this choice meet our goals?

A. Would this choice meet our goal to be independent? Is Trisha standing up for herself and acting on her own to stop the abuse from happening? (Mark yes or no) No. If Trisha ignores the problem she is not being independent. She is not standing up for herself and acting on her own to stop the abuse from happening.

B. Would this choice meet our goal to be safe now? Is Trisha acting on time to stop the abuse from happening? (Mark yes or no) No. Ignoring the problem would not be acting on time to stop the abuse from happening.

C. Would this choice meet our goal to be safe later? Is Trisha acting to prevent the abuse from happening again? (Mark yes or no) No. If she ignores the problem, her uncle may think it’s ok to do it again.
CONTINUE for the following choices:

Walk away and do nothing
Speak up to/against her uncle
Tell someone…her counselor or mother
Push away
Speak up and call the police
Call the police
Speak up and tell someone

ELIMINATE choices that do not meet the goals.

Step Four: What do you think Trisha should do in this situation?

Now that we have selected some choices that meet all our goals, which one do you think Trisha should do in this situation?

Select the choice that is most effective for this situation.

Tell her uncle to stop, and get away from him, and yell for help.

Place a check mark in the small circle under the selected option.

SUMMARY

Show 4 Steps in DM and Specify Choice for Situation:
Show visual and reread vignette and discuss decision.
Illustrate how the selected choice can be acted upon (e.g. “Speak Up To…” Who should Trisha speak up to? What should she say?)
FOCUS OF ACTIVITY: Review the previous activity by having the participants apply the modeled strategy in an interpersonal situation.

PROCEDURE:
1. Model decision-making strategy for interpersonal decisions by showing visual and reading problem to participants.
2. Present Step One: Recognizing the Problem/Sizing up the situation to participants.
3. Show the first step using the Activity Sheet: DM Chart and present questions according to script.
4. Explain that if there is no problem in an interpersonal situation (as in healthy relationships) the full strategy need not be used.

MATERIALS: Chart paper, Markers, Stickers: DM Choices; Vignette Booklet: Lesson 6 vignette 20, Activity Sheets: 4 Steps to DM, DM Chart, Goals House Chart.

INFORMATION PRESENTED:

Show Vignette 20 from Vignette Booklet: Lesson 6 and read problem:

(V20) Mike and Elise have been coworkers for many years. One day, Mike asks Elise on a date.

Present new Activity Sheet: DM Chart

Step One: Is there a Problem?

The first step we need to do is decide whether there is a problem (show first step on DM Chart).

Is Elise faced with a problem? (No)

1) How do you think Elise is feeling in this situation?

2) Why is there no problem? What type of relationship do we call this? (Is this a healthy or abusive relationship? Why)
3) Does Elise need to do something to deal with a problem in this situation?

**SUMMARY**

Reread vignette and show visual and specify that since situation reflects a healthy relationship, Mike and Elise’s interaction meets all the goals.