



Tobacco Nicotine On Trial: Decision Making

More Practice with I STOP'D and We STOP'D

3 Cs

- ☞ I care about myself.
- ☞ I care about others.
- I care about my community.

Help students to understand and invite them to state clearly:

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

Preparation

Copies

- From the *Tobacco on Trial Student Workbook*:
- “Airline Decision-Making Experience” (see *Student Workbook* page 9)
- “Using I STOP'D to Solve a Problem” (see *Student Workbook* page 10)

Vocabulary

No new vocabulary

Lesson at a Glance

Introduction

1. Airline Decision-Making Experience

Strategy

2. Review I STOP'D and We STOP'D (see lessons 4 and 5)

Conclusion

3. Using I STOP'D or WE STOP'D to Solve a Problem.

Core Curriculum Objectives and Standards

Objectives

Identify and practice the steps of good decision making.

Standards

7050-0202 Use decision-making skills to increase the likelihood of positive outcomes.

Teacher Notes

Introduction

Activity -
Individual

Activity -
Group

Ask

Read

Ask

Strategy

Conclusion

Activity -
Individual or
Group

1. “Airline Decision-Making Experience”

- Give each student the “Airline Decision-Making Experience” worksheet.
- Read the paragraph at the top of the page.
- Have each student complete the “Individual Decision Section.”
- Remind students that this part of the activity is absolutely individual with no sharing or talking.
- Divide the class into groups of 5–6 students.
- Have each group complete the “Group Decision” section of the worksheet.
- Have each group report about the decision it made including the reasons for making that decision.
- How did you make the decision as a group?
- Who was the most influential person in the group?
- What made the decision difficult to make?
- What did individuals or groups do when there was not enough information?
- What other times do people make-up information when they don’t have what they need?
- How can this process be more effective and efficient?
- Using a decision-making model like “We STOP’D” can help groups come to a smart decision.

The following information might help you make a smarter decision.

- **Brain Surgeon:** The brain surgeon is returning home from a vacation. He would like to get home as soon as possible because his last flight was delayed and he is tired of airplane food!
- **Lawyer:** The lawyer is leaving for a business trip and wants to arrive at his hotel in time for a quick swim before bed!
- **Religious Leader:** The religious leader is traveling to a seminar. He would like to arrive early to do some sightseeing!
- **Environmentalist:** The environmentalist is anxious to leave for the jungle. He has decided to take a week off to observe butterflies.
- **Teenager:** The teenager is flying to receive a long-awaited kidney transplant!
- **Movie Star:** The movie star is excited to leave to start filming his or her leading role in an upcoming film.

- How does knowing this information help you make a smarter decision?
- How can improving your decision making skills improve you ability to make smarter decision?

2. Review I STOP’D and We STOP’D.

Review the concepts of effective decision-making from lessons 4 and 5

3. Using I STOP’D to Solve a Problem

- Choose a personal or group problem. For example, “Should I use tobacco?”
- Complete the worksheet using the I STOP’D or We STOP’D decision-making process.
- Use the processing questions in the introduction to evaluate the effectiveness of the individuals or groups to make smart solutions.

