

CHAPTER 2

Making Good Decisions

Lessons

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“ I feel that **I don't have a say** in anything I do! **My parents** want me to do one thing, and **my friends** want me to **do something else**.

I just don't know what to do. I want to obey my parents, but I don't always know how to say no to my friends. ”

Health **IQ**

PRE-READING

Answer the following multiple-choice questions to find out what you already know about making decisions. When you've finished this chapter, you'll have the opportunity to change your answers based on what you've learned.

1. Which of the following statements about consequences is correct?
 - a. All consequences are good.
 - b. All consequences are bad.
 - c. Consequences can be good or bad.
 - d. Consequences happen only when goals are not reached.

2. Which of the following is NOT a source for your values?

- a. your religion
- b. your culture
- c. your traditions
- d. your friends

3. Which of the following is a long-term goal?

- a. making an A on a test
- b. getting into college
- c. finishing your homework
- d. cleaning up your room

4. Where does peer pressure come from?

- a. adults you don't know
- b. older kids
- c. adults who break the rules
- d. kids your age who want you to do something

5. Which statement about goals is NOT true?

- a. You can have only one goal at a time.
- b. You can change your goals at any time.
- c. Your goals can be short- or long-term goals.
- d. You can chart your progress toward a goal.

6. Which statement is true about decisions?

- a. All decisions are difficult to make.
- b. Good decisions are always easy to make.
- c. There is only one good decision for any situation.
- d. Good decisions are responsible decisions.

ANSWERS: 1. c; 2. d; 3. b; 4. d; 5. a; 6. d

Lesson 1

You Are a Decision Maker!

What You'll Do

- Describe what a good decision is.
- Identify three things that influence your decision making.
- Explain the difference between positive, neutral, and negative consequences.

Terms to Learn

- good decision
- consequence

Start Off Write

Are all consequences bad? Explain.

It was Marcia's worst fear. While taking a test, Marcia saw two friends sharing answers. She knows if she tells the teacher, her friends will hate her. But if she keeps quiet, she'll hate herself. What should she do?

Let's face it. Sometimes, you have to make choices that you don't know how to make. Still, you have to do something! Being in control means that you make your own choices. You make choices every day. In this lesson, you'll learn how to make the best choices.

What Is a Good Decision?

You're faced with many situations in which you need to figure out what to do. You have to make decisions. A *decision* is a choice that is made. Every day, you make decisions that only you can make. You decide what to wear, how to act, and what to say. No one can make you behave badly, make you break rules, or make you be rude. A **good decision** is a decision in which you have carefully considered the outcome of each choice. When making a decision, you want to make the best choice possible. Good decisions are responsible decisions. They are decisions that you will be proud of having made.

Health Journal

Keep a record of your daily decisions for a week. Your first entry will be to list three or four decisions you made yesterday. What or who influenced your decisions?

Figure 1 Sometimes, even a simple decision, such as what to wear, can be difficult.



What Influences Your Decisions?

There are many influences in your life. An *influence* is something or someone that makes you want to choose one thing over another. Your friends, family, and even the media send messages to you about how you should behave. You want to have positive influences around you. These are influences that can help you and other people.

What Are the Consequences of Your Decisions?

When you make a decision, there is a result. A **consequence** is the result of an action you take. Sometimes, a consequence happens right away and doesn't last long. For example, if you smoke one cigarette, you might cough for a few minutes. Coughing is a *short-term consequence*. What happens if you continue to smoke? You might develop lung disease in the future. The disease would be a *long-term consequence*. Even if you decided that you would never smoke, there would still be a consequence. You would likely stay healthy. Every decision has a consequence. The consequence can be positive, neutral, or negative. Positive consequences help you or other people. Negative consequences do harm to you or other people. Neutral consequences neither help nor hurt you or other people.

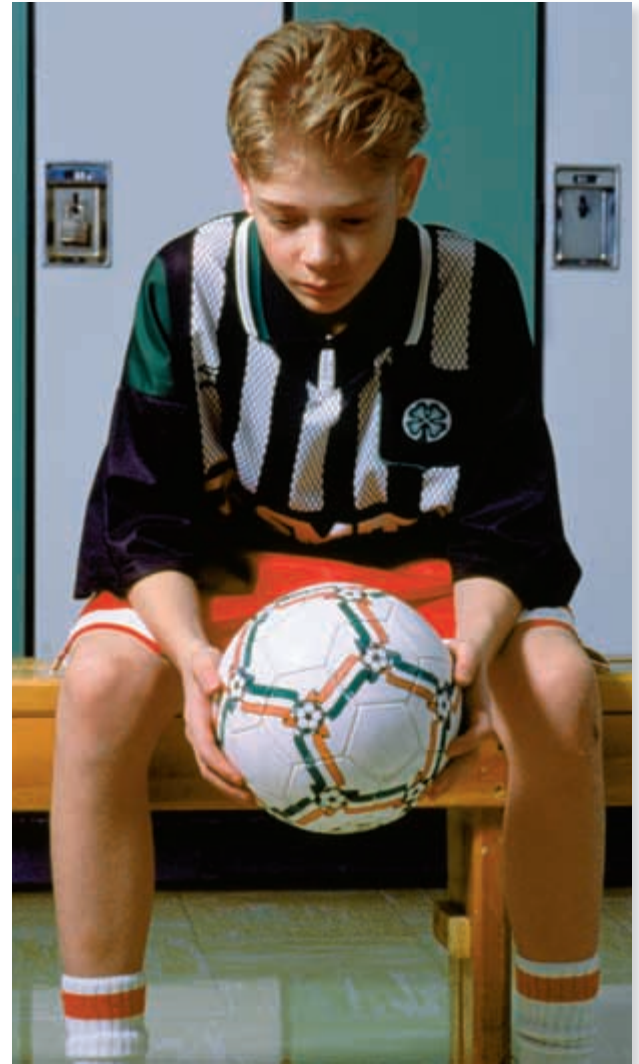


Figure 2 A consequence of failing a class is being suspended from school sports teams.

Lesson Review

Using Vocabulary

1. In your own words, explain what a good decision is.
2. Define the term *consequence*, and given an example of a short-term consequence and a long-term consequence.

Understanding Concepts

3. Explain the difference between positive, neutral, and negative consequences.

Critical Thinking

4. **Identifying Relationships** List three people or things that are important influences in your life. How do these people or things influence you?

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Lesson 2

Six Simple Steps to Good Decisions

What You'll Do

- **Identify** six steps useful in making good decisions.
- **Describe** how your values are influences on your decisions.
- **Explain** the importance of predicting consequences.

Terms to Learn

- values
- option
- brainstorming

Start Off Write

Why is it important to list your options before making a decision?

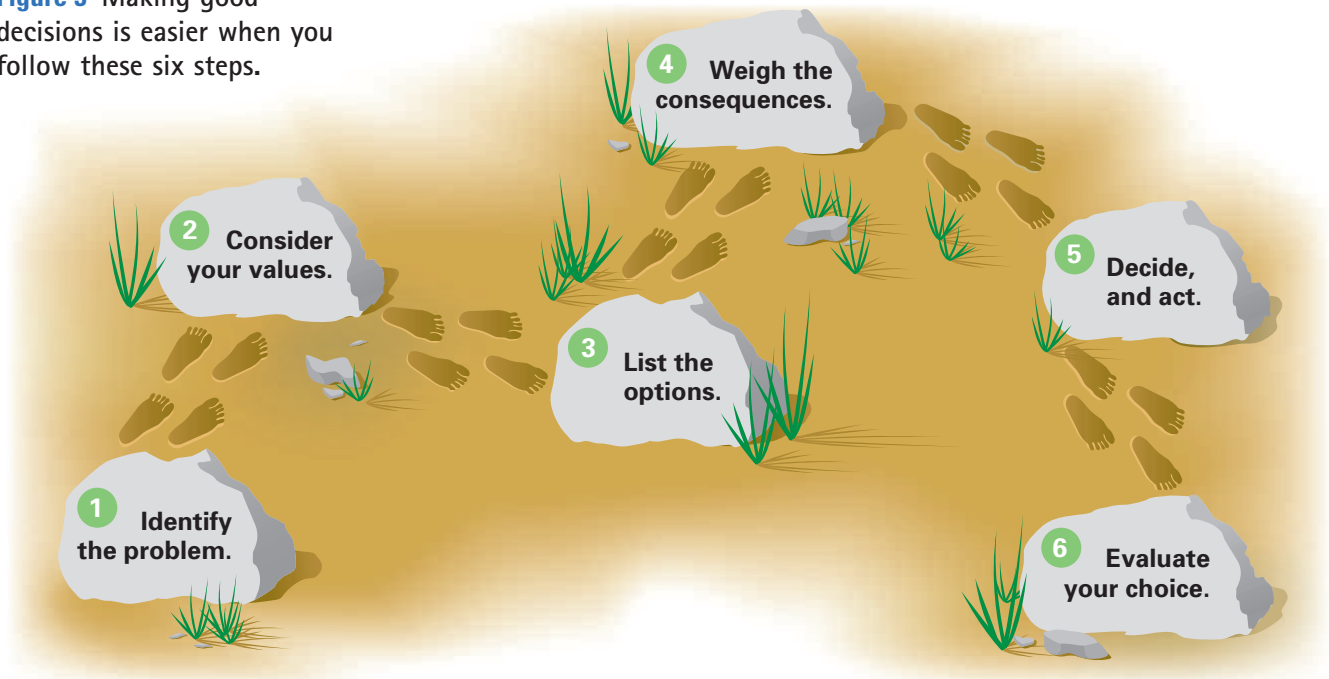
Tom hoped that he passed his science class. But when he opened his report card, his hopes were dashed. He decided right then to study and work harder. Tom is now determined to improve his grade.

Like Tom, you can do better. In fact, when you make good decisions, many problems will be solved. If you learn to use the six steps shown in Figure 3, you will become better at making good decisions.

Identify the Problem

Identifying the problem can be the most difficult step in making a decision. For example, what problems do you face when a friend offers you a drink of alcohol? An obvious problem is how to say no. But the basic problem is whether you should drink alcohol. You know that drinking alcohol is illegal and can get you in trouble. If you worry about the wrong problem, you won't make the best decision. When you know the real problem, you can begin to figure out what decision to make.

Figure 3 Making good decisions is easier when you follow these six steps.



Consider Your Values

The next step to making good decisions is to think about how your values relate to the problem. **Values** are beliefs that you consider to be of great importance. Good values include honesty and responsibility. Values represent the kind of person you want to be. For example, if you value being honest, you will decide not to cheat on a test if the opportunity arises. Values come from your traditions, culture, background, and religion. To identify your values, think of the beliefs that have guided your family over the years. Talk to your parents, and find out their ideas about values.

Values can help you develop a good character. *Character* is the way a person thinks, feels, and acts. Character based on good values will help you make good decisions.

Remember that many things can influence your decisions. Values influence your decisions by reminding you of what's important. Decisions based on good values almost always lead to good results.

List the Options

There is always more than one way to solve a problem. You have options. An **option** is one of several choices that you can make. You have now identified the problem and thought about your values. Now, think of ways to handle the problem. The best way to list all of your options is by brainstorming.

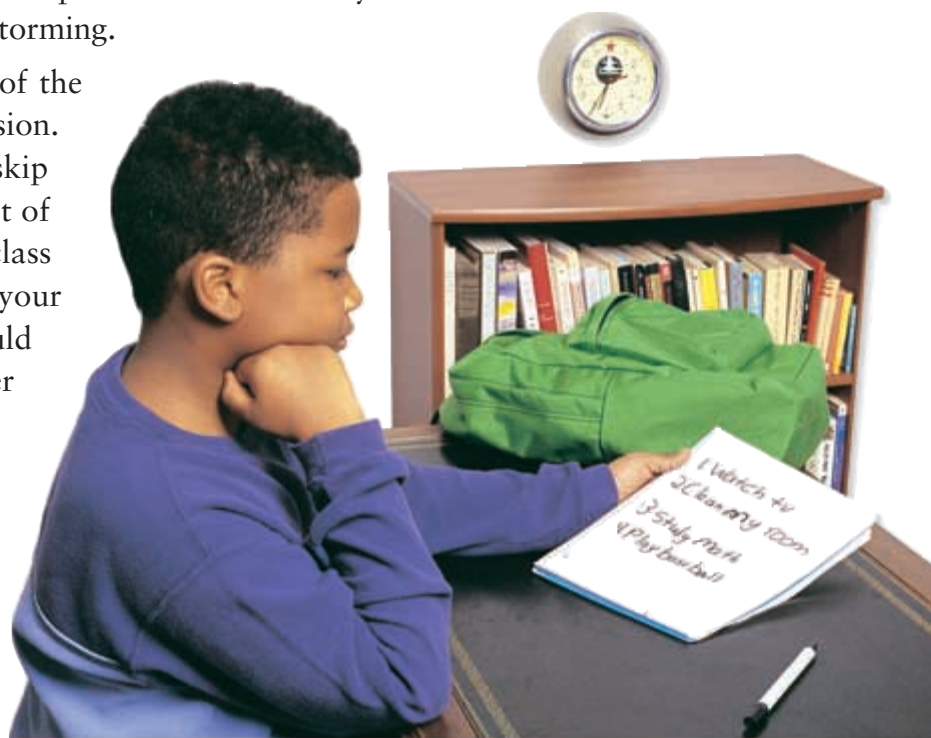
Brainstorming is thinking of all of the possible ways to carry out your decision. Suppose your friend asks you to skip class with her. But you value the trust of your parents and teachers. Skipping class may put that trust at risk. What are your options? You could say no. You could tell your friend that you will meet her after class. If you aren't sure what to do, talk to your parents. The next time this problem happens, you will be prepared.

LIFE SKILLS ACTIVITY

MAKING GOOD DECISIONS

Maria recently enrolled in a new school and doesn't know anyone. When Gwen and Robin asked her to go shopping with them, she was thrilled. However, in the store dressing room, Gwen and Robin began to plan how they were going to shoplift a pair of jeans. What should Maria do? What will influence her the most?

Figure 4 Writing your options may help you see things more clearly.



Weigh the Consequences

You have listed your options. Now decide which option is best. To do this, picture what would happen if you chose each option. Think of the example at the beginning of the chapter. What should Tom do if his friends asked him to go to the movies the night before his science test? He has been working hard, but he thinks that he needs one more night to review. Tom values self-discipline, so he probably should say no. What are the consequences of this option? Tom would do well on his test, which would guarantee that he would pass the class. What would the consequences be if he chose to go to the movies? He might keep his friends from getting mad at him, but he might fail his test and disappoint his parents. You must predict the consequences of each option. Which consequences are good? Which consequences are bad? Which consequences have the best result? Answering these questions will help you make good decisions.

Myth & Fact

Myth: A consequence always means something negative.

Fact: Many consequences have positive rewards.

Decide, and Act

You've thought through your options and weighed the consequences. Think about which option will bring about the best consequences for you and for others. Choose the option that represents your values. Take time to choose wisely. You can't always be sure that your choice will have good results.

Sometimes doing what you believe in will make your friends angry with you. But if you believe that you made the correct choice, then you are probably making a good decision. Remember that no matter which option you choose, the option is something that you have thought about and acted on with the best intentions.



Figure 5 This student's decision to study math will most likely have positive consequences.

Evaluate Your Choice

What would you do if you made a choice and your friends made fun of you? Did you make a bad decision? After all, your friends laughed at you and you felt really dumb! But you cannot measure the value of your choices just by how you feel. You may face many of the same problems over and over again. That is why you need to know if the choices you make are good decisions! Once you've acted on a decision, you should stand back and look at your results. Ask yourself the following questions: Did I uphold my values? Do my parents approve of my choice? Do I feel good about my actions? If you answer yes to these questions, you've probably made a good decision! If you answered no to any of these questions, it's probably not too late to change your mind. You can repeat the process and make a different choice. Even if you can't make a different choice, you can learn from your mistake! Try not to repeat the same mistake. Think about what you will do differently next time.

Health Journal

Evaluate a decision that you made recently. List the pros and cons of your choice. Would you make the same choice next time?

Figure 6 Evaluate your decision by looking at both the pros and cons.

My Choice: I chose to spend more of my time studying math.

<i>Pros</i>	<i>Cons</i>
<i>I am passing math.</i>	<i>I spend less time with my friends.</i>
<i>I am off academic probation.</i>	<i>I missed Geoff's big party.</i>
<i>I am back on the football team.</i>	

Lesson Review

Using Vocabulary

1. Define the term *values*.
2. Define the term *option*.
3. What is brainstorming?

Understanding Concepts

4. Explain why you must predict the consequences of your decisions.

5. Values are an influence on your decisions. Explain this statement, and give an example.

Critical Thinking

6. **Making Predictions** Which of the six steps to making good decisions would be the most difficult for you to carry out? Explain your answer.



Lesson 3

Facing Pressure

What You'll Do

- Distinguish between positive and negative peer pressure.
- List five refusal skills.
- Explain the importance of a support system.

Terms to Learn

- peer pressure
- refusal skill
- assertiveness
- support system

Start Off Write

How does assertiveness help you handle peer pressure?

It was the party of the year, and you were invited. You felt great. You were hanging out with the cool crowd. Then, someone pulled out some cigarettes and offered one to you. Everyone was looking at you.

Dealing with your peers can be very difficult. A *peer* is someone who is about the same age as you and with whom you interact. In this lesson, you'll learn ways to deal with your peers and with the pressures they put on you.

Dealing with Peer Pressure

Peer pressure is the feeling that you should do something because your friends want you to. You may face peer pressure when a friend dares you to drink alcohol or begs you to join a club. Peer pressure can be positive or negative. *Positive peer pressure* can help you make the right decisions. For example, if your friends are on the honor roll, you may study harder to be like them. On the other hand, *negative peer pressure* can keep you from doing the right thing. The key to dealing with negative peer pressure is to have a plan in place before you have to face a problem.

A **refusal skill** is a strategy you can use to avoid doing something that you don't want to do. Refusal skills can help you handle negative peer pressure. One skill may work better than another for you in some situations. You may find that you are comfortable using one skill but have trouble using other skills. But the more you practice refusal skills, the easier it will be to use them. Figure 7 lists five important refusal skills that will help you learn to deal with peer pressure.

Figure 7 Use these refusal skills when you face negative peer pressure.



Refusal Skills Are Ways To Say No

- ▶ Avoid dangerous situations.
- ▶ Say "No!"
- ▶ Stand your ground.
- ▶ Stay focused on the issue.
- ▶ Walk away.

Avoiding Dangerous Situations


The easiest way for you to stay out of a bad situation is to avoid it in the first place. You already know some situations that might lead to trouble. Going to a friend's house when his or her parents aren't around, cutting school, or staying out past curfew are examples of bad situations. Before you agree to be in one of these situations, picture what might go wrong if you say yes. You will probably have a feeling that something bad might happen. Will the consequences of your decision hurt you or someone else? Will you regret this decision? If you answer yes to either of these questions, you should avoid the situation.

Saying No

Refusal skills have to do with learning how to say no. It seems like saying no might be a hard thing to do, but you already know how to do it. You know how to say no to your brother or sister when they want to borrow your clothes or a video game. You know how to say no when your parents ask if you want to eat a food you don't like for dinner. Refusing to give in to negative peer pressure isn't any different. Saying no to peer pressure means using the same skills in tough situations that you use when you refuse foods that you don't like. You not only have to say no but also have to show that you mean no. To show someone that you really mean no, face the person and calmly, but firmly, say no.



Figure 8 Sometimes, the best way to avoid a dangerous situation is to walk away.



Brain Food

Former First Lady Nancy Reagan is credited with coining the phrase, "Just say no." She said the phrase in 1984 when she was talking about peer pressure with students at Peralta Year Round School in Oakland, California.

LIFE SKILLS ACTIVITY

COPING

Work in a group to think of situations in which other students may need the help of a support system. For example, think about a situation in which a student's parents are getting a divorce. What could you say to support this student?

Standing Your Ground

Sometimes, saying no once will not be enough. Your friends might not like hearing you say no. They might keep pressuring you and hoping that you'll give in. You must be assertive. **Assertiveness** is the self-confidence to defend your thoughts, feelings, or beliefs in a way that is honest, respectful, and not harmful to anyone. Stand your ground, and show your peers that you really mean no. To stand your ground, repeat yourself and use a firm voice. You may need to say no in more than one way. You can say, "I don't want to do that" or "That is something I will not do." It doesn't matter how you refuse as long as you remember that your decision to say no is worth defending.

Staying Focused on the Issue

When you give in to pressure, you are letting someone else decide what you should do. Remember your values. When you give in to pressure, you risk losing those values. Say no to smoking if you value your health. You know smoking will hurt your lungs. You should also say no if you value staying out of trouble. Smoking is illegal if you are under 18 years old. Whatever your reason for saying no, stay focused on it.



Figure 9 Sometimes, you have to stand your ground when dealing with peer pressure.

Walking Away

When you say no, you are refusing to let people or situations control you. But sometimes saying no is not enough. Sometimes, the best decision is to leave. You do not need to make excuses to your friends. You may have already used several other refusal skills. So, remember that you can always walk away! You don't have to prove anything.

Supporting Other People

Refusing to do things with your friends can be very hard. But you are not the only person who has a hard time figuring out how to say no. Your friends feel the same way! It takes a lot of courage to stand up and say no to people who want you to do things that will hurt you. That's why it helps to have a support system. A **support system** is a group of people, such as friends and family, who promise to help each other during tough situations. Make a pact with your friends that you will support each other during difficult times no matter how hard life gets. Help each other identify the values that are important to each of you. When you support your friends, you are creating positive peer pressure. That's true friendship!



Figure 10 Having a friend to support you and your decisions makes you a stronger person.

Lesson Review

Using Vocabulary

1. Define *peer pressure*.
2. Identify the five refusal skills.
3. What is assertiveness?
4. Describe a support system.

Understanding Concepts

5. Explain the difference between positive and negative peer pressure.

6. Why is having a support system important?

Critical Thinking

7. **Using Refusal Skills** Think of a situation in which you would need to use your refusal skills. Describe the situation, and write a plan about how you would deal with the situation. Include in your plan three people who would make up your support system.



Lesson 4

Goals

What You'll Do

- **Distinguish** between short-term goals and long-term goals.
- **Explain** how achieving goals can improve your self-esteem.
- **Explain** how goals improve your relationships with other people and your community.
- **Describe** the relationship between goals and success.

Terms to Learn

- goal
- self-esteem
- success

Start Off Write

Why do you think having goals is important?

Anna wants to be part of the varsity track team. She has been training for weeks now and has been keeping a record of her times. She is very encouraged because she is getting faster every day.

Anna is learning a very important lesson. Things worth doing don't come easily. Reaching a goal takes work. A **goal** is something that you work toward and hope to achieve. In this lesson, you will read about the reasons for setting goals and ways to successfully reach your goals.

Types of Goals

When you woke up this morning, you may have thought about how you wanted your school day to be. Goals such as getting to school on time, talking to friends at lunch, and turning in all of your homework are examples of short-term goals. *Short-term goals* don't take long to reach. They can be reached in a short time. For example, finishing your homework in time to watch a TV show is a short-term goal. Other goals, such as getting into college after high school, are long-term goals. Long-term goals are built from short-term goals. *Long-term goals* can sometimes take years to reach.

Figure 11 Achieving a Long-Term Goal



Figure 12 This teen may set a goal to become an astronaut.



Why Set Goals?

What would happen if you never set any goals? You would not have many responsibilities. But, you wouldn't have many challenges to meet either. Life would become very boring after a while. Think about how your life would be different if you never tried out for the choir, the tennis team, or some other activity that you enjoy. Having goals means the difference between living your life and letting life happen to you. When you set goals, you have a sense of purpose. Goals help your self-esteem. **Self-esteem** is the way you value, respect, and feel confident about yourself. If you feel good about yourself and things you have done, you have good self-esteem. When you reach a goal, your self-esteem increases and you gain a sense of accomplishment. An *accomplishment* is a task that you have successfully completed. This feeling will motivate you to keep going. Having a purpose will also help you feel better about yourself.



Goals and Relationships

Goals aren't only for individuals. Goals can strengthen relationships between people. For example, your family has goals. Your parents want to earn money to pay the bills. They want to take care of you and your brothers and sisters. They want to teach you responsibility by asking you to do chores. They have a goal to teach you about rules when they discipline you. You have goals in your friendships, too. You set goals when you make a promise to each other to stay friends and not to keep secrets from each other. You have goals when you practice together so you can both make the baseball or softball team. In healthy relationships, friends support each other and help each other reach goals.

Health Journal

Write a journal entry that describes one of your long-term goals. What short-term goals have you set to help you achieve your long-term goal?



Figure 13 How are the goals of these students helping the community?



Goals and the Community

Communities are groups that are made up of many people that have similar interests. Often, people in a community will work toward the same goal. Sometimes, their goal may be to help the entire community. They may work together to keep their neighborhood clean. Sometimes, the goal of a community may be to help certain people. Members of the community may take food to the sick and elderly. Or they may collect warm clothing for needy children during the holidays. What kind of goals would you like to see at work in your community?

Defining Success

How will you know when you've reached success? Will millions of people know your name? Will you be able to change people's lives by making one decision? Some people think of success as having fame, money, or power. But actually, **success** is the achievement of a goal. You will be successful when you reach your goals.

Hands-on **ACTIVITY**

SUCCESS

1. Work in groups of two. Interview one adult and one student.
2. Ask each person to define what success means to him or her. For example, does success mean completing college, getting married, or having a career?

Analysis

1. Categorize the class results into four or five major areas, such as family, education, wealth, or community.
2. Determine the number of responses for each major area, and illustrate the results by making a pie graph. What does success mean to most of the people your class interviewed?

The Path to Success!

Do you ever think about what your dream job would be? At the same time, do you wonder if you could ever do that job? With effort and determination, you can do just about anything that you want to do. The key is to make a decision to reach that goal! Some of your dreams will become your long-term goals. Remember that long-term goals are made of short-term goals.

Suppose that you are thinking about the day you will graduate from high school. You will need to reach many short-term goals before that day. You will need to talk to your counselor about the kinds of classes to take. You will want to prepare for your classes by studying hard. There will be exams that you will have to pass. Although the day you graduate may seem a long time from now, you should begin preparing early. Keep your goals in sight. Stay away from things that will prevent you from reaching your goal. Drugs, alcohol, and negative peer pressure can keep you from being successful. If you fail at one of the goals along the way to your long-term goal, don't give up. Learn from your mistakes, and try again. Successful people find a way to keep going. You can, too!



Figure 14 It is never too early to start working on your long-term goals.

Lesson Review

Using Vocabulary

1. Define the term *goal*.
2. Explain what self-esteem is.

Understanding Concepts

3. Compare short-term goals with long-term goals.
4. How does reaching your goal improve your self-esteem?

5. How do goals improve your relationships with your friends and your community?
6. Explain the relationship between goals and success.

Critical Thinking

7. **Making Predictions** Think of a long-term goal that you have. What are some short-term goals that will help you meet your long-term goal?

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Lesson 5

Choosing and Reaching Your Goals

What You'll Do

- **Describe** how your interests and values influence your goals.
- **Identify** four resources available for working toward one's goal.
- **Explain** the importance of measuring and rewarding your progress towards meeting a goal.
- **Explain** why changing goals is sometimes okay.

Terms to Learn

- interest
- resource
- mentor

Start Off Write

How do rewards help you achieve your goals?

Leslie had always been interested in dolphins. She hoped that someday she could work as a trainer. For now, she spends a lot of her time reading and learning about dolphins and their behavior.

Leslie has a goal that she wants to reach. For now her steps are small. Eventually, she will build on those activities. In this lesson, you'll learn about the ways you can choose goals, work towards goals, and measure your progress along the way to success.

What Are Your Interests?

The goals you reach will be the ones in which you have an interest. An **interest** is something that you enjoy and want to learn more about. Have you ever thought about starting a new hobby? Maybe you would like to try painting or photography. You may have an interest in those things. Find ways to learn about your interests. Take a class at your school. Call your community center for information on classes offered there. Think of goals you might have because of your interests. These are goals you will want to reach.



Figure 15 Explore your interests. You may find a new, exciting hobby.

What Is Important to You?

If you are going to reach your goals, they will have to be important to you. You must have an interest in your goals. But your values should be an influence on your goals, too. Build your goals around both your interests and your values. For example, imagine that you have an interest in cooking. But you want to learn to cook balanced meals because you value good health. By learning to cook nutritious meals, you are pursuing an interest and upholding your values. This activity is important to you because it includes both your interest and your values. You are more likely to reach goals based on your interests and values.

What Resources Do You Need?

What do you have to do to buy a pair of jeans? First, you need to find a pair that you like and that fits you. You also need money to buy jeans. Money is a resource. A **resource** is something you use to help you. Resources are all around you. Resources can be money, knowledge, people, or skills. For example, the Internet is a good resource for information. Another resource is a mentor. A **mentor** is a person who can give you good advice. If you have an interest in cooking, your mother or father could be a mentor. She or he probably has experience with cooking and may be happy to give you advice. If you have an interest in playing tennis, one resource might be the local parks where tennis lessons are taught. Whatever your interest is, be creative. Use the resources that are available to you.

**LIFE SKILLS
ACTIVITY**

SETTING GOALS

Identify a career that interests you. What interests do you have that relate to this career? What long-term and short-term goals can you set to prepare for this career?

Figure 16 Examples of Resources



Parents and teachers can give you information or help you find useful information.

Books and encyclopedias found at your local library, are excellent references.



The Internet can provide you with many sources of current information.

STUDY TIP *for better reading*

Reading Effectively Define each of the words under the Terms to Learn head in your own words. Then, do the following:

- Identify one of your interests.
- Explain what resources you would use to learn more about your interest.
- Identify a person who could be a mentor to you.

Measure Your Progress

Reaching goals can take a long time. So, you should measure your progress along the way. *Progress* is a step toward your goal. Progress is often slow, and you won't be able to see it on a daily basis unless you measure it. For example, if your goal is to run a 6-minute mile, you might not notice your daily progress. Keeping track of your time during each mile you run is one way to measure your progress. How you measure your progress depends on the goal. First, list the steps that you need to take to reach your goal. Then, make a chart that shows each step. As you complete each step, fill in the chart. If a chart doesn't work, find another way to measure your progress. Some activities might only need to be measured every 2 weeks, rather than daily. The important thing is to keep track of your improvement so that you stay focused on your goal.

Reward Your Success!

Reward yourself when you make progress toward your goal. A *reward* is a prize you give yourself for accomplishing a task. When you're working toward a long-term goal, you should reward yourself for accomplishing each step that leads to your goal. Use your chart to mark when you will earn a reward. Share your success with your parents and your friends. Let them help you with your reward. For example, do something fun with friends and family if you get good grades on your report card. Decide in advance what reward you will earn. You will find that you will start working harder to get that reward! But the best reward is knowing that you're closer to your goal.



Figure 17 A trip to an amusement park can be a fun reward for accomplishing a long-term goal.

Changing Your Goals

As you get older, your interests may change. Changing your goals is okay as long as you are changing them for the right reasons. Ask yourself the following questions to decide whether you are still on the right path.

- Does the idea of reaching my goal make me happy?
- Am I doing well at what I do?
- Am I upholding my values through my goals?
- Is there something else I would rather be doing?

Your answers to these questions will help you decide if you should change your goals. You can always take a different direction.

**LANGUAGE ARTS
ACTIVITY**

Write a short story about a teenager who is thinking about changing his or her goals.



Figure 18 Write down your interests and values when deciding to change your goals. This tip will help keep you focused.

Lesson Review

Using Vocabulary

1. Define the term *interest*.
2. Explain what a resource is. Identify four resources.
3. Describe what a mentor does.

Understanding Concepts

4. Why should you think about your interests and values when you set goals?

5. Why should you measure your progress towards a goal?

6. Why do goals sometimes change?

Critical Thinking

7. **Analyzing Ideas** What is one of your goals right now? Under what circumstances would you have to change this goal? What interests did you have that influenced you to set this goal?

Chapter Summary

■ A good decision is one in which you have carefully considered the outcome of each choice. ■ There are many influences on your decisions. ■ A consequence is the result of a decision. ■ There are six steps to making good decisions. ■ Peer pressure is a feeling that you should do something your friends want you to do. ■ Refusal skills are ways to avoid doing something you don't want to do. ■ A support system is made up of family and friends who can help you deal with negative pressure. ■ A goal is something that you try to achieve. ■ Setting goals improves your self-esteem. ■ Goals reflect your values and your interests. ■ Success is the achievement of your goals.

Using Vocabulary

For each sentence, fill in the blank with the proper word from the word bank provided below.

consequence	goals
interests	mentor
peer pressure	refusal skills
resource	success
support system	values

- Doing something just because everyone does it is an example of ____.
- Solving crossword puzzles might be considered one of your ____.
- Someone who helps you find the resources to reach your goals is a ____.
- Different ways to say no are also called ____.
- Reaching your goals is a measure of ____.
- If you want to find books about fishing, the library would be a good ____.
- Friends who help you make good decisions are part of your ____.
- Beliefs you consider important are your ____.

Understanding Concepts

- What are the six steps to making good decisions?
- List three possible short-term goals for a long-term goal of making better grades.
- List five of your interests.
- Name one of your interests, and identify three resources that would help you learn more about your interest.
- How can you show someone that you mean no?
- What is a reward, and how does it help you reach your goal?
- Why is it important to set goals?
- What should you do if you realize that a goal you are working toward is not what you really want?
- How can a support system help you when you face pressure?

Critical Thinking

Analyzing Ideas

- 18 You have been given an assignment for a big class project. You have broken the project down into three steps: doing research, writing a paper, and making a class presentation. How would you use rewards to help you finish your class project?
- 19 You and several of your friends have decided to set up a support system to help each other accomplish the goals that you have set. However, your friends think that one of your goals is impossible. What should you do?
- 20 What should you do if you evaluate a decision that you made and decide that it was not the best choice you could have made?

Making Good Decisions

- 21 Your best friend tells you that she has been sneaking alcohol from her house and bringing it to school. She claims it makes her school day more fun. However, you have seen her sleeping in class and you know her grades have also been going down. You don't know whether to risk losing her friendship by telling her counselor or to ignore the situation and hope she soon realizes what she is doing is unhealthy. What should you do?
- 22 One of your friends wants you to skip class and go to the mall. What are the consequences of your actions? What other people would be affected by your decision? What would be the consequences for the other people?

- 23 You are with some of your friends, and one of them offers you a cigarette. You tell them you don't want to start smoking, but they keep on teasing and harassing you. What should you do?
- 24 Use what you have learned in this chapter to set a personal goal. Write your goal, and make an action plan by using the Health Behavior Contract for making good decisions and using refusal skills. You can find the Health Behavior Contract at go.hrw.com. Just type in the keyword **HD4HBC01**.

Name _____ Class _____ Date _____

Health Behavior Contract

Making Good Decisions

My Goals: I _____, will accomplish one or more of the following goals:
I will use the six-step method for making decisions.
I will work toward one long-term goal.
I will practice at least one refusal skill.
Other: _____

My Reasons: By using the six-step method of decision making, I will make better choices. I will also improve my ability to set short-term and long-term goals. By using refusal skills, I will make more-responsible decisions.
Other: _____

My Values: Personal values that will help me meet my goals are

My Plan: The actions I will take to meet my goals are

Evaluation: I will use my Health Journal to keep a log of actions I took to fulfill this contract. After 1 month, I will evaluate my goals. I will adjust my plan if my goals are not being met. If my goals are being met, I will consider setting additional goals.

Signed _____
Date _____

Reading Checkup

Take a minute to review your answers to the Health IQ questions at the beginning of this chapter. How has reading this chapter improved your Health IQ?

Setting Goals

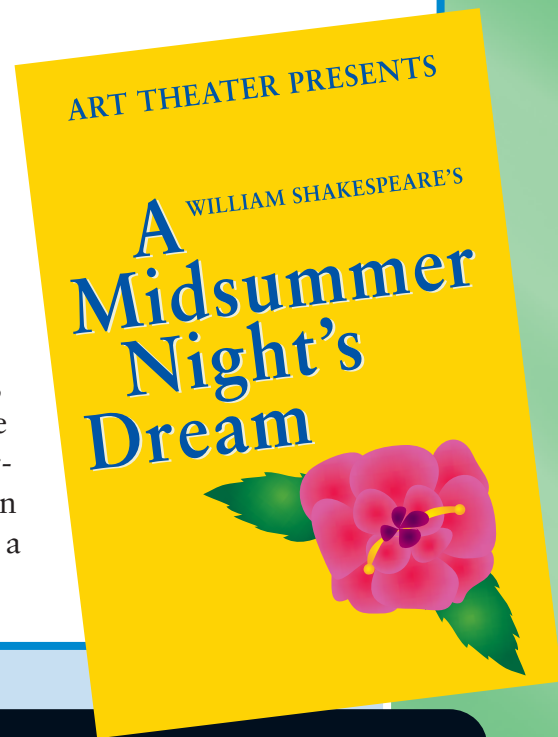
A goal is something that you work toward and hope to achieve. Setting goals is important because goals give you a sense of purpose and achieving goals improves your self-esteem. Complete the following activity to learn how to set and achieve goals.

Allison's Goal



Setting the Scene

Allison's drama class is planning a field trip to see a play in another city. Any student that wants to go has to contribute a certain amount of money to help pay for the trip. Allison really wants to go on the trip, but her parents tell her that she must try to raise the money herself. Allison thinks that she can earn enough money if she starts a baby-sitting service.



The 5 Steps of Setting Goals

1. Consider your interests and values.
2. Choose goals that include your interests and values.
3. If necessary, break down long-term goals into several short-term goals.
4. Measure your progress.
5. Reward your success.

Guided Practice

Practice with a Friend

Form a group of two. Have one person play the role of Allison, and have the second person be an observer. Walking through each of the five steps of setting goals, role-play Allison setting and working toward her goal of earning money for her field trip. The observer will take notes, which will include observations about what the person playing Allison did well and suggestions of ways to improve. Stop after each step to evaluate the process.

Independent Practice

Check Yourself

After you have completed the guided practice, go through Act 1 again without stopping at each step. Answer the questions below to review what you did.

- 1.** Allison decided to start a baby-sitting service. What interests and values might have influenced her decision?
- 2.** What is Allison's long-term goal? What are some short-term goals that might help her reach her long-term goal?
- 3.** How can Allison measure her progress toward her goal?
- 4.** What is one of your long-term goals? What are some short-term goals that might help you reach that goal?



On Your Own

Allison was able to earn enough money to go on the field trip. After she saw the play, Allison decided that she wants to be an actress when she is older. Allison told her drama teacher her plans, and he suggested that in addition to acting classes, she should take some singing and dancing classes. Allison is a good dancer, but she does not sing very well. Make an outline that shows how Allison could use the five steps of setting goals to improve her singing skills.

