| Steps to<br>Follow | Explanation of Each Step  | Example Decision Making<br>Sample   |
|--------------------|---|---|
| Step 1             | <ul><li>Identify the problem</li><li>What's going on?</li><li>Is there a problem?</li><li>How am I feeling?</li></ul>   | Sandip is riding his bike home from<br>school with his friends. Sandip's<br>parents insist that he wears his<br>helmet, but none of his friends are<br>wearing any protective gear. While<br>he's putting on his helmet, Sandip's<br>friends laugh and call him names                                 |
| Step 2             | <ul> <li>List options/choices giving pros and cons for each</li> <li>What are the consequences for each choice?</li> <li>Workable?</li> <li>Is the choice safe? Fair?</li> <li>How do I feel about the choices?</li> <li>How will people feel about the choice/solution?</li> </ul> | <ol> <li>Sandip can continue to wear his<br/>helmet</li> <li>Sandip can ride without his<br/>helmet</li> <li>Sandip can call his friends mean<br/>names</li> <li>Sandip can wear his helmet and<br/>ride home on his own</li> </ol>   |
| Step 3             | <ul> <li>Evaluate all options/choices</li> <li>Which option/choice do I think is the best one to follow?</li> </ul>   | <ol> <li>Sandip would be called names<br/>but would be safe</li> <li>Sandip would fit in with his<br/>friends but is not riding</li> <li>Sandip would upset his friends<br/>and likely isolate himself</li> <li>Sandip would be lonely for the<br/>ride home but he would be<br/>protected</li> </ol> |
| Step 4             | Make a decision   | Sandip decided to continue to wear<br>his helmet and ride home with his<br>friends  |
| Step 5             | Act – Follow through  | Sandip decided to continue to wear<br>his helmet and ride home on<br>decision with his friends. He told   |

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## **Teaching** Tool Topic: Personal Safety & Injury Prevention

WORKSHEET

| Steps to<br>Follow | Explanation of Each Step   | Example Decision Making<br>Sample  |
|--------------------|--|--|
|                    |  | hisfriends why wearing a helmet is<br>important and talked about all the<br>cool colours and decisions<br>available. Sandip's friends stopped<br>making fun of him and accepted<br>him in his helmet. Sandip's friends<br>wore their helmets to school the<br>following day  |
| Step 6             | <ul> <li>Reflect on the decision</li> <li>What happened?</li> <li>What did I learn?</li> <li>What would I do next time?</li> </ul> | When Sandip's friends made fun of<br>him, he was upset. He knew that his<br>parents valued wearing a helmet<br>and that it was for his own safety.<br>He knew that if he was caught not<br>wearing his helmet he would not be<br>allowed to ride his bike anymore.<br>Sandip decided to continue to wear<br>his helmet and ride home with his<br>friends. He told his friends why<br>wearing a helmet is important and<br>talked about all the cool colours and<br>decisions available. Sandip's<br>friends stopped making fun of him<br>and accepted him in his helmet.<br>Sandip's friends wore their helmets<br>to school the following day. Sandip<br>was happy to see his friends joining<br>him in wearing helmets and realised<br>that they had felt bullied by some of<br>their friends until Sandip had the<br>courage to stand up to the friend. |