

# Helping Hand - Myself - I Can Make Wise Choices

## Requirement

- A. Learn the steps of good decision-making.
- B. Use them to solve two real-life problems.

## Goal of this track

To enhance the children's care and appreciation for the individuals God created them to be

## Concept Included in This Component

Feelings, values, decision-making, media..

## Objective of this component

Upon completion of the Adventurer requirements the children will:

- Know: the basic principles of wise decision-making,
- Feel: the value of determining their own happiness and success by making wise choices in Christ, and
- Respond: by using good decision-making skills to make choices in every day life.

## Background Information

Children make many small decisions each day. Each of these decisions affects the course of their future lives. Children need to learn to look forward to the long-term consequences of their decisions rather than reaching for immediate gratification. They need to evaluate whether they, as Christians, can feel comfortable with a particular action and its consequences.

There are many different ways to describe the steps a person goes through in making a good decision. Those listed in the box following should be helpful to children.

### THINK ABOUT EACH STEP PRAYERFULLY

1. What is the problem?
2. What are several possible solutions?
3. What might be the consequences of each solution?  
(How would it affect me, God, other people? I can go to the Bible, parents, friends, or books to get help in finding the answers to these questions.)
4. What is the best solution? (What am I trying to do? What is most important to me? What shouldn't I do?)

## Teaching Tips

- Present the steps of decision-making one at a time. Discuss their meaning and how they may be used to solve a simple problem situation. Use several examples.
- Next, introduce several different problem situations and go through the problem solving steps. Use such situations as:
  - \* It's a stormy day and the TV and telephone are not working. What will you do?
  - \* Your uncle gave you money to buy a new piece of clothing. What should you buy?
  - \* You were planning to go swimming with your cousins when some old friends came to visit. What should you do?
- When the children understand each step, lead them to think of a real situation and work on it together. The children may choose a problem that is taking place at the Adventurer meeting, such as teasing or not taking turns. It may relate to a decision they need to make, such as what game to play, or where to go on a field trip. Allow them to proceed through the steps on their own, with as little intervention as possible. As in real life, there may be more than one correct answer!
- There is a worksheet in the workbook that may be used by the children to solve two of their own problems, such as how to use leisure time, what TV programs or music to listen to, how to spend money, what clothing to wear, what to eat for lunch, or choosing friends.
- Bible stories, texts and quotations:

Solomon (1 Kings 2-10)

Daniel (Daniel 1, 2, 6)

Mary and Martha (Luke 10:38-42)

Joshua 24:15 - "Choose you this day whom ye will serve. . ."

Proverbs 3:5, 6 - "Lean not unto thine own understanding. . ."

"All are by their own choice deciding their destiny, and God is overruling all for the accomplishment of His purposes." ( *Education*, page 178)

"Remember, dear young friends, that each day, each hour, each moment, you are weaving the web of your own destiny. Each time the shuttle is thrown, there is drawn into the web a thread which either mars or beautifies the pattern." ( *Messages to Young People*, page 212)

### **Norm's Notes**

This is a very practical component and can be applied to every day living even by young children.

Note that the "A" part asks the children to learn the steps for good decision making, give out a copy of the box in the Background Information above.

The "B" part calls for use of these steps in two real-life situations. If possible find problems that would be applicable to the children in your class and let them work them through. While in real life the steps of decision making would be carried through silently in their head it is

good in class to encourage the children to do this out loud so that they can comment to each other on the ideas and thoughts that they are proposing. Make sure however this is not a "put down" exercise but one of mutual encouragement for each other.

Before this requirement is completed the children will show an understanding of decision making. This will have been demonstrated in their two real-life problems. However, if the exercise showed that a child failed to understand good decision-making, demonstrate how it should have been done and give the child another try at the next class meeting.

The material here is taken from pages 14, 22 and 155 - 156 of the printed manual.