

# Facilitator Instructions

## Decision-Making & Consequences - Student Gameplan



WHYTRY

### Quick Start Guide:

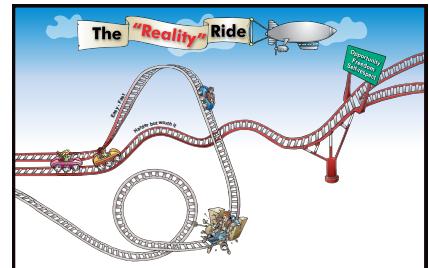
- Review the purpose of the gameplan below
- Look over the example framing script (adjust to your own style)
- Flip to the back and show the full-size visual metaphor to the student
- Let the student complete the gameplan independently
- Use the discussion prompts (pages 3–4) to process their responses together

### The Purpose Of This Gameplan

This gameplan helps students reflect on the connection between their daily choices and future outcomes. It supports students in understanding that while they can't control every consequence, they can take ownership of their decisions and choose a path that leads to freedom, opportunity, and self-respect.

### Learning Objectives – I can be resilient by:

- Recognizing that my decisions have consequences
- Learning from past choices to make better ones
- Choosing actions that lead to opportunity, freedom, and self-respect



### Framing the Visual Metaphor

Before handing out the gameplan, **take a moment to introduce the full visual metaphor on the back page**. You don't need to explain everything. This is just a quick intro to help the student understand that it's more than just another worksheet—it's about the way their decisions shape their future. Creating this buy-in makes the activity more meaningful and encourages real effort. This example frame below can guide you. Don't worry about getting it perfect. You know your students best. This is just one way you could say it—use your own words that match your style.

### Example Framing (Use your own words):

This image shows two tracks—two paths life can take us on depending on the choices we make. One path feels easier and faster in the moment, but it can lead to problems, frustration, or feeling stuck. The other path is harder—it takes more effort and better decisions—but it leads to opportunity, freedom, and self-respect.

This gameplan is your chance to think about where your ride is headed. What are your goals? What challenges keep pulling you off track? And what could help you stay on the path that gets you where you really want to go?

It's not about being perfect—it's about being real with yourself and learning from the ride you're already on. This is your chance to think ahead, take control, and start steering in the direction you want your life to go."

### Facilitator Instructions

Allow students to complete the gameplan individually. This can be done during a class period, a counseling session, or as a take-home activity. Encourage honest, reflective responses. Students may write directly on the gameplan or on the visual, if there is space. Before students start filling out the gameplan, remind them to bring it back completed next time you meet so you can talk more about what it means and how it connects to their real-life experiences.

### Visual Key

**Blimp (My Goal)** = A goal or dream that gives direction—where the student wants their life to go.

**Uphill Track** = The hard things we deal with daily—challenges at home, school, or with peers.

**Easy-Fast Track** = Choices that seem fun or easy now but often lead to consequences (the crash).

**Crash Site** = The result of poor decisions—can include getting in trouble, losing trust, or feeling stuck.

**The Loop** = Repeating the same choices and ending up with the same negative results—feeling frustrated, confused, angry, or hopeless.

**Harder-But-Worth-It Track** = A tougher path that takes effort but leads to better outcomes like respect, opportunity, and freedom.

**Staying on Track** = Making consistent, smart choices that lead to your goals—even when it's tough.

**Support Team** = People who help students stay focused, make good decisions, and avoid the crash—could be teachers, friends, family, or mentors.

**Positive Outcomes Sign** = The rewards at the end of the harder track—Opportunity, Freedom, and Self-Respect.

### Processing the completed gameplan

After your student has completed the gameplan it can be very helpful to go through their responses together and process their answers with them. Look for opportunities to help them make connections to their life experiences. The goal is guided discovery for the student so try to avoid fixing or lecturing, and keep the tone supportive, not evaluative. Another tip is to use affirming language: "That makes sense," "Thanks for sharing that," or "That sounds like it took courage to write."

## Decision-Making & Consequences - Facilitator Instructions

Some of the core concepts to emphasize when processing the completed gameplan could include:

### **1. Choices Have Consequences**

Support the student in identifying situations where their decisions have led to either helpful or harmful outcomes. Reinforce the idea that they have the power to choose—and therefore the power to change course.

### **2. Learning from the “Loop”**

Help the student recognize if they've ever felt stuck—repeating the same choices with the same results. The “loop” in the visual represents those patterns. Acknowledge how hard it can be to break cycles, but that change begins with awareness.

### **3. Resilience Means Staying on Track**

Highlight that staying on the “Harder-but-Worth-It” track doesn’t mean perfection. It means continuing to move forward, even when it’s hard. Ask the student what motivates them to keep trying or who helps them stay focused.

### **4. Support Systems Matter**

Affirm the importance of people who believe in them. Use the “Support Team” section to identify who they trust and how those relationships can support better decision-making.

### **5. Positive Outcomes Are Possible**

Guide them to define what “opportunity,” “freedom,” and “self-respect” mean to them personally. Connect these ideas back to their goal at the top of the gameplan. Show how small, consistent decisions build toward that outcome.

## **Your Role As A Facilitator**

- Encourage honest reflection without judgment.
- Use the Reality Ride image to bring abstract concepts to life.
- Celebrate progress, even small steps.
- Help the student name one concrete action they can take to stay on the “Harder-but-Worth-It” track this week.

## **Facilitator Notes:**

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# Decision-Making & Consequences

Student Gameplan Facilitators Guide

## Learning Objectives

- I Can Be Resilient By
  - Recognizing that my decisions have consequences
  - Learning from past choices to make better ones
  - Choosing actions that lead to opportunity, freedom, and self-respect

