



SAMPLE LESSON PLANS

Grade 9 – Health Promotion

Unit 5

SOLs:

9.2 H Apply a decision-making process for selecting health and wellness products

Title: It's Time to DECIDE

Objectives/ Goals:

- Introduce the concept of a decision making process
- Understand the steps in the DECIDE decision making process
- Apply the DECIDE decision making process to the selection of a health and wellness product.

Materials:

[Coin toss instruction cards](#)

Coin

[DECIDE packet](#)

Print coin toss cards, cut and distribute randomly to students. Print 1 packet per student.

Procedure:

<p>Step 1</p>	<p>The Introduction: Explain that you will be looking at the DECIDE Model. Mention that it is one of many models, but that it has become popular as a method of making tough decisions a little easier. Also acknowledge that the DECIDE model isn't always applicable, but that with practice it is a useful tool.</p> <p>Ask the question. It's estimated that an adult makes about 35,000 remotely conscious decisions each day (in contrast a child makes about 3,000). This number may sound absurd, but in fact, we make 226.7 decisions each day on just food alone.</p>	<p>Question</p> <p>1.How many decisions do you think we make in a day? (i)</p>
<p>Step 2</p>	<p>Setting the Scene: Ask the questions. Students will report that generally they think they are good decision makers and that they are free to make healthy decisions.</p>	<p>Questions</p> <p>1.Who here makes good decisions when it comes to making healthy choices? 2.Who here makes healthy choices freely?</p>
<p>Step 3</p>	<p>The Hook: Distribute the Coin Toss instructions cards. Ask students NOT to share the details of their card with each other as there are 4 different sets of instructions.</p> <p>Play the 'Heads & Tails' game All students stand before you toss a coin. They have to follow the instructions written on their card. One set of students have all of the information needed to make a decision and be successful and the rest do not.</p> <p>1 set has all of the instructions needed to make a decision. 1 set has incomplete instructions needed to make a decision. 1 set has the decision made for the student. 1 set has instructions in a different language (Afrikaans)</p> <p>Once you have played the game, ask students to sit down and reveal that they had different instructions. Ask the questions.</p>	<p>Questions</p> <p>1.Who in society can't freely make health related decisions as a result of having incomplete information? 2. Who in society can't freely make health related decisions as a result of not understanding information? 3.Who in society can't freely make health decision because decisions are made for them.</p>
<p>Step 4</p>	<p>The Packet:</p>	<p>1.Students can work in small groups for</p>

	<p>Distribute the DECIDE packet.</p> <p>Introduce each stage of the DECIDE model calling upon students to give examples when appropriate.</p> <p>1 – Guide the students through scenario 1 to help them make a healthy decision. Ask for feedback and comments afterwards.</p> <p>2 – In scenario 2 a decision has already been made. Students use the DECIDE model to make a healthier decision and write that down. See notes for the rebuttal part of this scenario. Ask for feedback and comments afterwards.</p> <p>3 – Students write a scenario that they have faced recently or are considering and apply the DECIDE model to it.</p>	<p>scenario 2.</p> <p>At the end of scenario 2, ask students to swap packets and write a rebuttal to the healthy choice made. Return packets and oppose the rebuttal.</p> <p>3. Students having difficulty with scenario 3 can apply the DECIDE model to the bonus scenario which is a real life example. Afterwards they can research what decision was made in real life and compare it to the decision that they would have made.</p>
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References:

Andrew Milne, New Trier High School

[The Great Choice of Strategic Leaders](#)