



Grade 9 Sample Lesson Plan: Unit 5 – It’s Time to DECIDE

SOLs

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

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

Step 1	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. 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.	Question 1.How many decisions do you think we make in a day? (i)
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<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> <ol style="list-style-type: none"> 1. Who here makes good decisions when it comes to making healthy choices? 2. Who here makes healthy choices freely?
<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> <ul style="list-style-type: none"> 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>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> <ol style="list-style-type: none"> 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>Step 4</p>	<p>The Packet:</p>	<ol style="list-style-type: none"> 1. Students can work in small groups for

	<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](#)