



## Grade 9 Sample Lesson Plan: It's Time to DECIDE

### SOLs

- 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

<b>Step 1</b>	<b>The Introduction:</b> 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.	<b>Question</b> 1.How many decisions do you think we make in a day? (i)
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<p><b>Step 2</b></p>	<p><b>Setting the Scene:</b> 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><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. Who here makes good decisions when it comes to making healthy choices?</li> <li>2. Who here makes healthy choices freely?</li> </ol>
<p><b>Step 3</b></p>	<p><b>The Hook:</b>  Distribute the <a href="#">Coin Toss instructions cards</a>. 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 &amp; 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><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. Who in society can't freely make health related decisions as a result of having incomplete information?</li> <li>2. Who in society can't freely make health related decisions as a result of not understanding information?</li> <li>3. Who in society can't freely make health decision because decisions are made for them.</li> </ol>
<p><b>Step 4</b></p>	<p><b>The Packet:</b></p>	<p>1. Students can work in small groups for</p>

	<p>Distribute the <a href="#">DECIDE packet</a>.</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](#)









## **Decision Making Model**

Although many models exist to help us make healthy decisions, the DECIDE model is seen by many as a helpful acronym to help make difficult choices.

Define the problem  
Explore the alternatives  
Consider the consequences  
Identify your values  
Decide and take action  
Evaluate the decision

### **Scenario 1**

You are a second semester senior at high school. It's Thursday night and you are at a party at a friend's house with no adults present. You have a test tomorrow afternoon in a class in which you've been having some problems but you feel prepared for the test. You're standing around talking with people when someone else comes up and hands you a beer. What do you do?

"Just saying no" is, of course, one choice. However, if you want to fit in and the people with whom you identify are all drinking, or if you like the taste of beer and are thirsty, the decision becomes harder.

Let's apply the DECIDE model together to make a healthy decision.

**Define the problem** – what is the problem here?

**Explore the alternatives** – are any of the alternatives unacceptable?

**Consequence** – what will probably happen if you chose any of the alternatives listed above?

**Identify your values** – that should help you narrow the choices down.

**Decide and take action** – you should now be left with a well thought out and reasonable choice.

**Evaluate** – would you make the same choice again in the future?

## **Scenario 2**

A sophomore friend of yours, on the track and field team, tells you that they have an e-cigarette in their back pack and invites you to join them during lunch period to check out the latest flavored nicotine pod.

You have not used an e-cigarette before but you've heard that 'everyone else is doing it' and that they are a healthier alternative to 'regular' smoking.

This isn't something that you would normally do, but out of curiosity you agree, convincing yourself that just one or two puffs of an e-cigarette can't do any harm.

Let's apply the DECIDE model together to make a healthy alternative decision.

My healthy alternative would be:

Rebuttal from an unhealthy friend:

Your response to justify your healthy decision:

### **Scenario 3**

Scenario 3 is all about you. Describe an important decision that you are facing/have faced and apply the DECIDE model to it.

Decide if this is a decision that you can make on your own or would you benefit from the help of others. Defend your decision.

### **Bonus Scenario #1**

You are the Athletic Director at Brigham Young University, a faith based college that has a code of honor requiring students to abstain from alcohol, tobacco, coffee, premarital sex and substance abuse.

Your basketball team is having an unusually successful season and you look likely to make the big NCAA Tournament for the first time in a long time.

A starting player who leads the team in rebounds and is a good scorer self-reports that he has had 'sexual relations in violation of the school honor code'.

What decision do you make regarding this situation?

[Use this space to make notes]