

Decisions I Make Activity

Lesson Plan: Decision-Making

Grade Level: 6th-8th grade

Curriculum Outcomes:

- Health 1: Identify circumstances that help or hinder making healthy decisions related to personal health.
- Health 2: Demonstrate a decision-making model to make a personal health-enhancing choice.

Lesson Objective:

By the end of this lesson, students will be able to make informed decisions by considering the Dimensions of Health/Wellness and identifying solutions with positive and negative consequences.

Materials Needed:

1. Whiteboard or blackboard
2. Markers or chalk
3. Handout: Decision-Making Flow Chart Worksheet (attached)
4. Scenario cards (attached)
5. Computer or tablet with internet access (optional)

Lesson Duration: 1 class period (45-60 minutes)

Procedure:

- A. Introduction (5 minutes):
 - Greet the students and briefly review the concept of decision-making.
 - Discuss the importance of making informed decisions that consider personal health and well-being.
 - Share the lesson objective with the students.
 - B. Dimensions of Health/Wellness (15 minutes):
 - Introduce the concept of Dimensions of Health/Wellness, explaining that it is a framework that helps us understand different aspects of our well-being.
 - Display the Dimensions of Health/Wellness on the whiteboard or blackboard.
 - Discuss each dimension briefly, explaining its significance in relation to personal health:
 - a) Physical Health: Body functioning, nutrition, fitness, etc.
 - b) Mental/Emotional Health: Thoughts, feelings, stress management, etc.
 - c) Social Health: Relationships, communication, support systems, etc.
 - d) Environmental Health: Surroundings, pollution, safety, etc.
 - e) Spiritual Health: Values, beliefs, purpose, etc.
 - Engage students in a class discussion by asking questions related to the dimensions:
 - a) How does physical health influence our decisions?
 - b) Why is mental/emotional health important when making choices?
 - c) How can social health affect decision-making?
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- d) In what ways can environmental health impact our decisions?
- e) How might spiritual health play a role in decision-making?

C. Decision-Making Tree Activity (20 minutes):

- Distribute the Decision-Making Tree Worksheet to each student.
- Explain that the decision tree will help them make decisions by considering the consequences of different options to a problem/scenario.
- Model an example using a hypothetical scenario, such as choosing whether to join a school sports team or saying no to alcohol.
- Walk the students through the decision tree process, explaining each step:
 - a) Start with a decision or problem.
 - b) Identify at least three possible solutions or options and write them in the boxes below the problem.
 - c) Discuss the potential positive consequences of each solution and write them in the boxes underneath.
 - d) Discuss the potential negative consequences of each solution and write them in the boxes underneath the positive consequences box.
 - e) Consider the dimensions of health/wellness and how each option may impact them.
 - f) Choose the solution that has the most positive consequences and is aligned with personal health/well-being.
- Divide the students into pairs or small groups.
- Provide each group with a set of scenario cards.
- Instruct the groups to choose a scenario and work together to complete the Decision-Making Tree Worksheet for that scenario.

D. Group Presentations and Discussion (15 minutes):

- Ask each group to share their completed Decision-Making Worksheets with the class.
- Allow time for each group to explain their chosen solution, positive consequences, negative consequences, and how they considered the dimensions of health/wellness.
- Encourage the class to ask questions and engage in a discussion about the different decisions and their potential outcomes.
- Summarize the key points discussed, emphasizing the importance of considering the consequences and the dimensions of health/wellness in decision-making.

E. Conclusion and Reflection (5 minutes):

- Ask students to reflect on what they have learned about decision-making and the dimensions of health/wellness.
 - Facilitate a short class discussion by posing the following questions:
 - o How did the Decision-Making Tree help you consider the consequences of different solutions?
 - o Did thinking about the dimensions of health/wellness influence your decision-making process? How?
 - o How can this knowledge help you make healthier decisions in your daily life?
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Assessment:

- Monitor students' participation during the group activities and class discussions.
 - Review students' completed Decision-Making Flow Chart Worksheets and provide feedback.
 - Evaluate students' understanding by assessing their ability to identify solutions with positive and negative consequences and their consideration of the dimensions of health/wellness in decision-making.
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Scenario Cards

Scenario #1: Katie has a huge algebra exam coming up at the end of the week, but she has work everyday after school and is too exhausted to study once she finally gets home. She knows she needs to attend the after-school tutoring sessions, but can't make it because no one will cover her shift. Two days before the exam, she realizes she is not prepared at all and pulls an all-nighter to study. But because of her lack of sleep, she feels even worse the next day. What should she do?

Scenario #2: Alex is a 6th-grade student who feels stressed about upcoming exams and extracurricular activities. He has to decide how to cope with stress effectively. Should he take regular breaks, practice relaxation techniques, and seek support from friends and family, or should he ignore his stress and continue to push himself?

Scenario #3: Ben's older brother started vaping during his senior year of high school and let Ben try it. Ben thinks vaping tastes like candy and makes him look cool, so he began stealing his brother's vapes. In no time, Ben develops a nicotine addiction. He can't go more than 2 hours without having the urge to hit his vape. His mom catches him vaping one day and takes it away, causing Ben to lose his temper and scream at his mom. That's when Ben realizes he has a problem. What should he do?

Scenario #4: Sarah finds herself at a party where some older students are trying to persuade her to try smoking for the first time. She knows that smoking is harmful to health, but she doesn't want to feel left out or rejected. Sarah must decide whether to stand firm in her beliefs and say no to peer pressure or give in to fit in with the crowd.

Scenario #5: Jake enjoys staying up late playing video games on his phone. He often sacrifices sleep to have more screen time. However, his lack of sleep has started affecting his mood, concentration, and academic performance. Jake must decide how he can limit his screen time and prioritize getting enough sleep for better overall health and academic performance. How can he compromise and establish a healthy sleep routine?

Scenario #6: Amy's parents recently decided to separate, so she has to move across the state and start at a brand new school where she doesn't know anybody. She is extremely sad to leave behind her friends from her old school and feels like she has no one to talk to about what she's going through with her family. She soon loses interest in her usual hobbies and just wants to stay in bed all day. She realizes she has depression, but doesn't know what to do. What should her next steps be?

Decision-Making Tree

