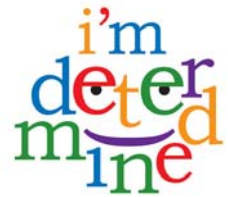


**Organizing Topic:** Decision Making *(The skill of choosing among more than two known options.)*



**Title:** Be Ready To Pay the Price

**Target Level:** Middle School

**Sample Related Standards of Learning:**

- 6.4 The student will analyze the consequences of personal choices on health and well-being. Key concepts/skills include
- a) the connection between self-image and personal success;
  - b) the importance of accepting responsibility for personal actions;
  - c) the use of resistance skills to avoid violence, gangs, weapons, and drugs;
  - d) identification of risk behaviors;
  - e) strategies for preventing and responding to injuries.
- 7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include
- a) alternatives to gang-related behaviors and acts of violence;
  - b) recognition of harmful and risky behaviors;
  - c) the benefits of stress management;
  - d) strategies for coping with disappointment;
  - e) factors that affect school success;
  - f) the impact of difficult family situations;
  - g) development of interpersonal relationships.
- 8.2 The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include
- a) the risks associated with gang-related activities;
  - b) the benefits of using resistance, problem-solving, and decision-making skills for resolving health issues;
  - c) the importance of developing relationships that are positive and promote wellness;
  - d) the benefits of developing and implementing short- and long-term health and fitness goals that are achievable and purposeful.

**Objective:**

- Students learn to make effective choices based on determining positive and negative consequences of each given option.

**Prerequisite Understandings/Knowledge/Skills:**

- Prior knowledge of and experience with simple decision making.

- ❑ Understanding of the concept of cause and effect, e.g., when certain options are chosen, certain results occur. Teacher needs to assess understanding in this area and provide background knowledge as necessary.

**Materials Needed:**

- ❑ Access to Internet to download video clip
- ❑ LCD projector
- ❑ Chart paper or white/black board
- ❑ Markers
- ❑ Small, disparate items (see "Opener" below)
- ❑ Teacher-created scenario with four different options as solutions (see "Guided Practice" below)

**Time Frame:** Two 90-minute blocks.

**Lesson Procedure:**

Prior to conducting the independent practice that appears below, teacher needs to log onto [www.unitedstreaming.com](http://www.unitedstreaming.com). If the school does not have an account, the teacher can set up a 30-day trial account. Once in the site, click on Health (under "Subject/Grade Search" on the left hand menu); next, click on Safety (under "By Subject" on the same left hand side menu); scroll down to the video titled: "Enviro-Tacklebox: Module 1: Science in Personal and Social Perspective: At Your Own Risk." Teacher will need to preview this 18 minute program. It provides a number of scenarios where risky behavior/actions are portrayed. Teacher can opt to show the entire video program to the class, pausing at each scenario for a small group activity, or can select one scenario, note the time where the clip appears, and then cue up the program for the independent practice small group activity.

**Note:** There are many other programs that could be used for this lesson plan. For eighth graders, there is an excellent program in the subject category of Careers called "Choices" that shows how people made the difficult decision to stay in school so they could get a job after graduation.

1. Opener:

Teacher distributes three things (pencils, pens, key chains, etc.) to one (or more) students; teacher asks them to make a selection; teacher asks why they made the decision they did, and the process (thinking) they went through while making the decision.

2. Tap prior knowledge:  
Ask class, *“How many decisions do you make each day?”*  
Whole class activity - write ideas on board, chart paper, etc.
3. Teach:  
Vocabulary - consequence, cause/effect, options, solution.
4. Guided practice:  
Small group activity: *“What would you do?”*  
Class breaks into four small groups. A scenario is given (teacher-created). Four options are presented as solutions. Teacher assigns an option to each group. Group members must determine the positive and negative consequences of the assigned choice. Teacher sets a time limit for response. Group facilitator, timekeeper and group recorder are chosen/assigned. When time is up, one group member reports out to the class.

When all have presented positive and negative consequences, students vote on the best option for themselves and for others, now and in the future.

5. Independent practice:  
Teacher logs onto [www.unitedstreaming.com](http://www.unitedstreaming.com) and shows video program (see above under Lesson Procedure). Teacher can pause the program after a scenario is presented, and ask students to get into small groups. Teacher gives each group a Decision Making Four Square handout (attached). Group members use the same process of determining possible solutions, positive and negative consequences that result from each proposed solution, and select the best solution for themselves and for others, recording their responses in the appropriate squares. Or, teacher can pose a specific question asking the class to weigh consequences, and make the best decision for a course of action. When time is up, students report out to class.

**Specific Options for Differentiating this Lesson:**

- Video scenarios only
- Scenarios on cards
- Role play
- Scenarios specific to IEP involvement, transition
- Use of tape recorder for evaluation piece

**Evaluation**

- ❑ Teacher checks for individual understanding of decision making process through creation of a scenario; student will verbally or in writing weigh consequences and make a choice.
- ❑ Students conduct a self-reflection on what they learned: what did I know, what did I learn, what else do I want to know?

**Extending Understanding:**

- ❑ Students each generate a scenario and three/four possible solutions to bring to class. They should be prepared to discuss the positive and negative consequences of each possible solution.

## Decision Making Four Square

<p>What are some possible solutions?</p>	<p>What are the positive consequences for each solution?</p>
<p>What are the negative consequences for each solution?</p>	<p>Which solution is the best choice for you? For others?</p>