

Lesson 5: Decision Making



Cluster of Learning Outcomes

Students will...

- ✓ **S.5.5.A.5** Apply a decision-making process in case scenarios related to issues associated with **puberty** (e.g., timing of physical changes, teasing related to different developmental rates, being discreet, respecting privacy of others, being sexually active, showing affection...).
- S.5.5.A.4** Apply **strategies** (i.e., using the decision-making model, practising saying “no,” walking away, getting help from a safe adult) **for preventing or avoiding substance use and abuse** (e.g., tobacco, alcohol, street drugs, performance-enhancing drugs, sniffing...) **in different case scenarios**.
- ✓ Indicates targeted learning outcome.

Lesson Focus



As a result of the learning activities within this lesson students will be able to

- identify decision-making situations associated with puberty
- apply a decision-making model to the situations
- demonstrate (through role-play) the application of a decision-making model

Resources



General Blackline Master (See Appendix B)

- BLM G-9: DECIDE Model

Notes to Teacher



Many different problem-solving and decision-making models exist. The **DECIDE model** includes and supports health knowledge and the values and beliefs of family, religion, and community:

- **Define** the topic or problem/issue.
- **Explore** the alternatives or options.
- **Check** alternatives (against sound, relevant health knowledge and values—family, church, school, and community).
- **Identify** possible solutions.
- **Decide** and take action.
- **Evaluate** and revise.

Curricular Connections



ELA:

GLO 3—Manage ideas and information

GLO 4—Enhance the clarity and artistry of communication

GLO 5—Celebrate and build community

PE/HE:

GLO 4—Personal and Social Management
(K.4.5.B.4, S.4.5.A.2)

SC:

Cluster 1—Maintaining a Healthy Body

Family Involvement



- Encourage students to take home the **DECIDE model** and work through a different situation with their families.



Suggestions for Instruction

1. Have students brainstorm for ideas of puberty-related situations that require an element of decision making.
2. Work through one sample situation with the class, using the DECIDE model.



Refer to BLM G-9: DECIDE Model (see Appendix B).

DECIDE Model: Sample Situation

- D** Define the topic or problem/issue.
- Being teased about being small or short.
- E** Explore the alternatives or options. (What are your choices?)
- Ignore the teasing.
 - Say something assertive.
 - Ask a teacher for help.
 - Fight.
- C** Check alternatives. (List pros and cons for each alternative/option.)
- Pros:
- Won't get in a fight.
 - Feel better.
 - Will get help.
 - Get rid of frustration.
- Cons:
- Teasing won't stop.
 - May be a fight.
 - May look wimpy.
 - Might get hurt.
- I** Identify possible solutions. (Pick the best choices.)
- Say something assertive.
 - Ask a teacher for help.
- D** Decide and take action. (Make the best choice.)
- Say something assertive (e.g., "I don't like it when you tease me.").
- E** Evaluate and revise.
- Did the teasing stop? If not, next choice?

Comments:

3. Divide students into groups of four and have them apply the DECIDE model to a situation of their choice.



Distribute BLM G-9: DECIDE Model to all students.

Sample Situations:

- Your friend is feeling worried because he or she has not yet shown any signs of starting puberty.
 - You want to let someone know that you find him or her very attractive.
 - Three people in your class are constantly teasing you about how small you are.
 - You are changing for physical education class and your classmates are making fun of someone in your class who is more developed physically.
 - Someone in your class has bad body odour.
 - Someone is sending you "gross" emails.
 - Some classmates make fun of your clothes.
 - Someone is staring at you every time you change for a physical education class.
4. Allow each group to develop and present a role-play demonstrating how they used the DECIDE model to sort out the issue.



Suggestions for Assessment

Observation

Teacher Assessment: Rating Scale

Observe students for the proper application of the decision-making process in case scenarios related to issues associated with puberty.

Suggested Criterion:

Use the following rating scale in recording observations.

Rating Scale					
The Student	Always 4	Frequently 3	Sometimes 2	Rarely 1	Never 0
• is able to apply the decision-making process					