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).

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.

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/orption.)
   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:
   ___________________________________________
 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.

<table>
<thead>
<tr>
<th>The Student</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

* is able to apply the decision-making process