

USING THE DECIDE PROCESS

Performance Standard 24B.E

Describe and identify key components of the DECIDE model (define problem, explain alternative, identify values, decide and act, and evaluate results) accordingly:

- *Knowledge:* Identify the key components of the DECIDE model.
- *Application:* Apply each of the steps in the model to two situations
- *Communication:* Explain the components of the model in the context of the given scenarios.

Procedures

1. *In order to apply decision-making skills related to the promotion and protection of individual health (24B)*, students should experience sufficient learning opportunities to develop the following:
 - Describe key components of a decision making process.
 - Identify options available to solve a problem or make a decision.
2. Apply the process of the DECIDE model in class to example situations so the students can understand the model. The steps of the model are: define problem, explain alternative, identify values, decide and act, and evaluate results.
3. Hand the students the scenario sheet and have them read all of the scenarios.
4. Have the students chose 2 of the situations to which they will apply each of the steps of the DECIDE model and have them complete the tasksheet.
5. Evaluate each student's performance using the "Using the Decide Process" Rubric as follows:
 - *Knowledge:* Identified the key components of the DECIDE model regarding 2 scenarios.
 - *Application:* Applied each of the steps to the scenarios appropriately.
 - *Communication:* Explained the components completely.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- One class period

Resources

- Scenario tasksheet
- DECIDE tasksheet
- Using the DECIDE Process Rubric

USING THE DECIDE PROCESS

Scenario Sheet

Directions: Use the DECIDE process and decide how you would handle 2 of the following situations. Give reasons for your decision.

1. Dan and his family recently moved to a new town. At school, Dan ate his lunch alone for weeks until three boys from his science class asked Dan to join them. Soon Dan was getting together with the boys after school, too. Thrilled to have new friends, Dan overlooked some of the foolish things they did. One afternoon, Dan's friends said to him, "here's your chance to prove your friendship. Tomorrow, when we visit you at the store where you work, you distract the other clerk while we pocket a few things." Stunned, Dan did not respond. After a sleepless night, he was still not sure what he should do.
2. Cal and you have been friends for years, so it's hard to believe he didn't invite you to his party. All the other kids in your old group are going. That's how you found out about it-Ted asked you to go with him. Cal has also invited some people you don't know well but would like to meet. Maybe he doesn't think you're good enough for his crowd. You're angry and hurt. It might feel good to tell Cal off, but what about your friendship? There are still three days left before the party. Cal sits next to you in homeroom.
3. Julie's vacation is finally here. For months, she has been looking forward to going on a vacation with Sandy and her family. When they arrive to pick Julie up, she finds out that Sandy's aunt is going with them. Sandy's aunt smokes three packs of cigarettes a day, one right after another. Julie can't stand breathing cigarette smoke, especially in cars or other enclosed places. The smoke makes her eyes tear, her throat sore, and her nose run. Julie can't bear the thought of an eight-hour car ride under these smoky conditions.
4. Early one morning Ken went for a jog along the river near his house. As he ran, he noticed a lone boat on the river about half a mile ahead of him. The boater seemed to be having difficulties on the rough water. As Ken got closer to the boat, he saw a person fall out of the boat into the river. Ken quickly glanced around, but did not see anybody else to help.

USING THE DECIDE PROCESS

DECIDE Tasksheet

1. Define the problem:
2. Explain the alternative:
3. Identify your values:
4. Decide and act:
5. Evaluate the results:

USING THE DECIDE PROCESS

NAME _____ DATE _____

- Exceeds standard (average of 4.0)
- Meets standard (average of 3.0 – 3.9)
- Approaches standard (average of 2.0 – 2.9)
- Begins standard or absent (average of 1.0 – 1.9)

SITUATION 1

4	<ul style="list-style-type: none"> • Can thoroughly apply each of the steps in the DECIDE model to the 2 situations of their choice. • Information given in detail with no inaccuracies or misinformation.
3	<ul style="list-style-type: none"> • Can adequately explain 3 of the steps in the DECIDE model to the 2 situations of their choice. • Information contained few inaccuracies. • Shows average knowledge.
2	<ul style="list-style-type: none"> • Attempted to explain each of the steps in the DECIDE model to the 2 situations of their choice. • Some information inaccurate and needed more details.
1	<ul style="list-style-type: none"> • Attempted to explain 3 of the steps in the DECIDE model to the 2 situations of their choice. • Information inaccuracies are prevalent. • Student lacks basic knowledge of the DECIDE model.
Score	

SITUATION 2

4	<ul style="list-style-type: none"> • Can thoroughly apply each of the steps in the DECIDE model to the 2 situations of their choice. • Information given in detail with no inaccuracies or misinformation.
3	<ul style="list-style-type: none"> • Can adequately explain 3 of the steps in the DECIDE model to the 2 situations of their choice. • Information contained few inaccuracies. • Shows average knowledge.
2	<ul style="list-style-type: none"> • Attempted to explain each of the steps in the DECIDE model to the 2 situations of their choice. • Some information inaccurate and needed more details.
1	<ul style="list-style-type: none"> • Attempted to explain 3 of the steps in the DECIDE model to the 2 situations of their choice. • Information inaccuracies are prevalent. • Student lacks basic knowledge of the DECIDE model.
Score	

DECIDE Worksheet

1. Define the Problem:

Cal did not invite me. I'm very mad.

2. Explore the Alternative:

He could have invited him to go to the party.

3. Identify your values:

Cal should have invited me so this problem would not happen.

4. Decide and act:

Ask him to invite me to the party.

5. Evaluate the results:

Next year he might invite me first so I don't get mad.

DECIDE Worksheet

1. Define the Problem:

They're asking him to do a crime.

2. Explore the Alternative:

So just say no instead of saying nothings.

3. Identify your values:

It is the wrong thing to do.

4. Decide and act:

Call the police to catch the criminals.

5. Evaluate the results:

If they get caught they will probably never do it again.

DECIDE Worksheet

1. Define the Problem: Should Ken help the man who is drowning in the river?
2. Explore the Alternative: run back home for help, jump in and save him, look for something like a tree branch to help pull the man out.
3. Identify your values: how important is his life? how important is yours? would you mind getting injured if you help this man?
4. Decide and act: look for a tree branch to help pull him out
5. Evaluate the results: this way I can try to save his life without having to risk mine

HEALTH EDUCATION PERFORMANCE STANDARD 24B - E

DECIDE Worksheet

1. Define the Problem: Should Dan distract the clerk at his shop so his "friends" can steal a few things?

2. Explore the Alternative: Should I let my friends steal? Should I tell the other clerk what's happening and then try to stop my "friends"? Should I just say "No" and walk away?

3. Identify your values: How important is my job?

4. Decide and act: I will tell the clerk what's happening, so he can help me tell these people not to steal.

5. Evaluate the results: This is a good decision because this way Dan can have another person on "his side" and could help back him up.