

APPLICATION OF DECISION MAKING PROCESS

Performance Standard 24B.F

Students will use the decision-making process to solve a “given” health problem accordingly:

- *Knowledge:* Know the key components of the DECIDE process.
- *Application:* Apply each step in the DECIDE process to a given problem/situation.
- *Communication:* Explain the components of the DECIDE process in the context of the assigned problem/situation.

Procedures

Note: Provide students with opportunities to review and practice the DECIDE decision making process. (DECIDE process: define the problem; explore the alternatives; consider the consequences of each alternative; identify your values; decide and act; evaluate the results.)

1. ***In order to apply decision-making skills related to the protection and promotion of individual health (24B),*** students should experience sufficient learning opportunities to develop the following:
 - Use the decision-making process to assess and solve an individual health problem.
2. Give each student a copy of the decision-making model with a problem/situation already designated (see attached page).
3. Instruct each student to apply the DECIDE process to the assigned problem.
4. Evaluate each student’s performance using the “Application of Decision Making Process” Rubric as follows:
 - *Knowledge:* The knowledge component was demonstrated in the performance.
 - *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
- Review and practice can be done during one class period or over several weeks

Resources

- Copy of the decision-making process model
- Set of problems that students can use to practice using the decision-making model
- Scoring Rubric

Scenario: Before school, James would like to meet with his friends. The last 3 days, two older students have been stopping him and taking his lunch money. You are James' friend. What would you do?

Define the problem: In the hallway, before school, someone is bullying my friend.

OPTIONS (possible ways to solve the problem)	POSITIVE CONSEQUENCES (what's the best thing that can happen if I choose this option?)	NEGATIVE CONSEQUENCES (what's the worst thing that can happen to me if I choose this option?)	WHO'S AFFECTED (who would be affected if I chose this solution?)

TURN THIS SHEET OVER

Which option would you choose? _____

Why did you choose that option? _____

Step-By-Step Plan (what steps will you take to make sure that your option works?)

1. _____

2. _____

3. _____

4. _____

Possible Barriers (what could keep this plan from being successful? How would you solve these problems?)

1. _____

2. _____

3. _____

HEALTH RUBRIC (Goals 22, 23, 24)

Exceeds standard – (average of 11 –12)
 Meets standard - (average of 9 – 10)
 Approaches standard – (average of 6 – 8)
 Begins standard – (average of 1 – 5)

Score	KNOWLEDGE	APPLICATION	COMMUNICATION
	Knows and understands health terms, facts, concepts, and principles; and basic body parts and functions	Applies health knowledge, skills and methods to manipulate, analyze, synthesize, create and evaluate	Communicates health knowledge and applications through writing, speech, and visual displays
4	Identification and descriptions of health terms, facts, concepts, and principles; and basic body parts and functions are complete and correct.	Applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create and evaluate are complete, appropriate, and accurate.	Written, oral and/or visual communication of health knowledge and applications are well organized and effective.
3	Identification and descriptions of health terms, facts, concepts, and principles; and basic body parts and functions are mostly complete and correct.	Applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create and evaluate are mostly complete, appropriate, and accurate.	Most of the written, oral and/or visual communication health knowledge and applications are well organized and effective.
2	Identification and descriptions of health terms, facts, concepts, and principles; and basic body parts and functions are somewhat complete and correct.	Applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create and evaluate are somewhat completed, appropriate, and accurate.	Some of the written, oral and/or visual communication health knowledge and applications are organized and effective.
1	Identification and descriptions of health terms, facts, concepts, and principles; and basic body parts and functions are minimally present or correct	Applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create and evaluate are minimally completed, appropriate and accurate.	Little of the written, oral and/or visual communication health knowledge and applications are organized and effective.
0	All identification and descriptions of health terms, facts, concepts, and principles; and basic body parts and functions are missing and/or incorrect.	All applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create and evaluate are missing and/or incorrect.	All of the written, oral or visual communication health knowledge and applications are missing and/or lack organization.

Scenario: Before school, James would like to meet with his friends. The last 3 days, two older students have been stopping him and taking his lunch money. You are James' friend. What would you do?

"Meets" (page 1)

Define the problem: In the hallway, before school, someone is bullying my friend.

OPTIONS (possible ways to solve the problem)	POSITIVE CONSEQUENCES (what's the best thing that can happen if I choose this option?)	NEGATIVE CONSEQUENCES (what's the worst thing that can happen to me if I choose this option?)	WHO'S AFFECTED (who would be affected if I chose this solution?)
tell his parents	the bully would stay away	the bully would call James a wimp.	<u>James</u>
tell the Principal	the bully would stop	The bully would get in a lot of trouble	<u>Bully</u>
talk it through with the bully	the bully will stop bullying everyone	The bully would bully James even more.	<u>James</u>
tell an adult/teacher.	The bully would get suspended	The bully would Bully the adult/teacher.	<u>Bully</u>

Which option would you choose?

tell the principal

Why did you choose that option?

Because that's the only way it would get solved.

Step-By-Step Plan (what steps will you take to make sure that your option works?)

1. talk to the principal every day
2. secretly write down bad things that happened & show the principal.
3. take a different way to the principals office.
4. Call the principal every night.

Possible Barriers (what could keep this plan from being successful? How would you solve these problems?)

1. The bully can take away the paper of what you wrote on.
2. On the way to the principal the Bully may stop you.
3. The Bully could find out a way to listen in on your conversations with the Principal.

"Exceeds" (page 1)

Scenario: Before school, James would like to meet with his friends. The last 3 days, two older students have been stopping him and taking his lunch money. You are James' friend. What would you do?

Define the problem: In the hallway, before school, someone is bullying my friend.

OPTIONS (possible ways to solve the problem)	POSITIVE CONSEQUENCES (what's the best thing that can happen if I choose this option?)	NEGATIVE CONSEQUENCES (what's the worst thing that can happen to me if I choose this option?)	WHO'S AFFECTED (who would be affected if I chose this solution?)
Tell a teacher what the bully is doing.	The bully can stop picking on James.	James might get hurt even more for getting the bully in trouble.	The bully would get affected because he would stop bothering James and James won't be bullied anymore.
Stand up to the bully.	The bully might stop because he is scared.	The bully can beat James up.	The bully might go away and James would be more comfortable.
Keep on giving money to the bully.	James won't get hurt if you keep giving the money.	James will have to keep on giving the bully money.	The bully would get more money and James would be even more scared.
Tell your parents what's happening.	The bully can stop hurting James.	James might get hurt more for telling on the bully.	The bully will stop picking on James and James will be more comfortable in school.

TURN THIS SHEET OVER

Which option would you choose? I would choose to tell a teacher.

Why did you choose that option? So I won't have to keep on giving him money.

Step-By-Step Plan (what steps will you take to make sure that your option works?)

1. I would first tell a teacher what the bully was doing to James.
2. Then, I would tell the teacher to watch from a distance what the bully does to prove my point.
3. Next, I would go to the bully and say I don't have money and not give him anything.
4. Lastly, if the bully tries to hurt me I will call the teacher over so that she makes the bully stop.

Possible Barriers (what could keep this plan from being successful? How would you solve these problems?)

1. The teacher might not believe me and she could think that I was trying to get him in trouble.
2. The bully might hurt me before the teacher came in time.
3. The bully might walk away and beat me up later so that the bully doesn't in trouble because he might have seen the teacher before I got to him.