

**Subject/Grade: Grade 7 Health**

**Lesson Title: Healthy Decision Making**

**Teachers: Mr. Meger**

**Stage 1: Identify Desired Results**

**Outcome(s)/Indicator(s):**

DM 7.8 - Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.

- a) Determine the benefits of using a decision-making process
- c) Decide on ways to build personal commitment into the decision-making process
- d) Recognize the role of personal commitment in making decisions

**Key Understandings: ('I Can' statements)**

- I can make healthy decisions
- I can communicate with my classmates
- I can identify an unhealthy decision
- I can identify the impact of social media
- I can identify peer pressure
- I can set and achieve goals relating to health
- I can seek resources and support systems if needed

**Essential or Key Questions:**

- What are the potential benefits and risks of the decision I am considering?
- How will this decision affect my physical, mental, and emotional well-being?
- What are my values and priorities, and how do they align with this decision?
- What are the short-term and long-term consequences of this decision?
- How will this decision affect my relationships with others?
- Who can I talk to for advice and support in making this decision?

**Prerequisite Learning:**

- Reading
- Analyzing text
- Communicating with classmates
- Understanding of mental health
- Conflict resolution
- Impact of stress on decisions
- Effects of peer pressure

**Instructional Strategies:**

- Carousel of scenarios
- Discussion
- Role play scenarios
- Small group discussions

### Stage 2: Determine Evidence for Assessing Learning

- Students will be called upon to share the scenario and the points that have been written down under the scenario they have
- Discussions will be had about the scenario and how the situation should be handled
- Students will have opportunity to assess their own personal situations
- If time\* spend 5 minutes within group making short skit about the scenario presented and how it should be handled in a healthy way
- Transition into next lesson could be a short story of an experience they have had, or if we do not get to the skits, a skit could be the transition.

### Stage 3: Build Learning Plan

**(Planned for 45 mins)**

**Set (Engagement):**

**Length of time: 10 mins**

- Introduce activity
- What decision making process can look like
- Put students into groups (seating rows) and move them into an area of the class
- Hand out scenarios to groups

**Development:**

**Length of time: 30 mins**

- Give students 3-4 minutes to get down healthy ideas on how to handle situation
- Once every group has given an answer to the scenario, go through each individual group and ask them to read the scenario they have (Read to the class which scenario you had)
- Someone else in the group read the responses
- (I have some jot notes written down about the scenario, lets see how many of the same we have)

**Learning Closure:**

**Length of time: 5 mins**

- Reiterate what the decision making process is and can look like (who it benefits, and the impact it can have)
- While it is tough at the moment, it is important to ask yourself what are the potential benefits and risks of the decision I am considering.
- Ask students to return back to their desks in a quiet way for transition into next subject

**Materials/Resources:**

- Scenarios printed off and cut out
- Pen & paper

**Possible Adaptations/Different Strategies:**

- Ask students to give examples of situations in their lives where they made a healthy decision at end of class
- Give students 5 minutes to develop a short skit based on their scenarios

**Management Strategies:**

- Set guidelines/expectations of students at beginning of class
- Be clear with instructions
- Prepare for questions students may ask
- Countdown from 10 strategy
- Ask students to leave if they continue to disrupt the class
- Only discuss with your own group

**Safety Considerations:**

- Students may have had negative experiences, make it a safe space

### Stage 4: Reflection

- Time management:

- What worked well/what did not:
  
- Were explanations thorough/further explanation needed:
  
- Were all students able to participate:

Scenarios:

1. You are walking home from school and an older group of kids that you do not know call you over and offer you to try a cigarette, and you are not sure whether to accept it or not.
2. Your friends are encouraging you to participate in a dangerous physical activity after school, such as jumping off of the playground. You are not sure whether to take the risk or not.
3. It is Thursday night and a new video game was just released, but there is a math test in the morning that you have not prepared for yet. All of your friends will be playing the new game, but your parents will not let you play unless you have a good showing on the math test in the morning.
4. You are not sure how to explain the significance and importance of Ramadan to your non-Muslim teachers or peers who may not be familiar with the customs and traditions.

5. You are feeling very thirsty during the day while fasting, but you have a soccer game after school. You are not sure whether to break your fast to stay hydrated or to continue fasting and risk dehydration during the game.

#### Backup scenarios

You have not been sleeping well lately and have lots on your mind, what are some ways to improve sleep?

You have been invited to a sleepover where you know the other kids will be watching a movie that is rated for older audiences and contains your parents will not be okay with. You are not sure whether to stay and watch the movie or to leave.

You are a student-athlete and are not sure how to balance your training and competition schedule with your Ramadan fasting.

You have a paragraph due in literacy on Monday morning, but your friends want you to spend time with them all weekend because they are done with their paragraph. If you spend the entire weekend with them you may not get it done.