

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Decision-Making – 7th Health

Unit	Decision-Making
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>The health skill, Decision-Making, focuses on the fact that people make decisions everyday. When applied to health, the steps in this health skill model give students the ability to make decisions individually, or collaboratively, to improve their quality of life. The health skill also allows students to make important decisions that require a thoughtful decision-making process outside of high-risk and high-stake contexts, increasing the likelihood of making healthy choices when facing potentially unhealthy situations. Mastery of Decision-Making empowers students to work through difficult situations by keeping the impact of the decision on their health in mind.</p> <p>Students make decisions everyday, however, many of the decisions they see and experience may not have been carefully considered. It is important for students to understand that the use of this skill will allow them to sort through problems, brainstorm options, analyze the positive and negative outcomes, and then implement and reflect on the choices they make. When applied to health issues, this process gives students the ability to make decisions individually, or collaboratively, to improve their quality of life.</p> <p>The decision making model for grades 6-8 involves five basic steps. It is a good idea to have these steps posted in the room or available as a handout. The model and an example should be shared with students during the teaching of the skill. By understanding how to make good decisions students will learn that they will have more control over their lives.</p> <p>Source: www.rmc.org</p>

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<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 1</p> <ul style="list-style-type: none"> • Can students determine reasons why people choose to use or not to use alcohol and other drugs and describe situations that could lead to the use of alcohol and other drugs? • Can students describe the relationship between using alcohol and other drugs and injuries? • Can students describe major chronic diseases and their relationship to what people eat and their physical activity level? • Can students explain the behavioral and environmental factors that contribute to the major chronic diseases? • Can students determine the benefits of being sexually abstinent and summarize ways to prevent pregnancy? • Can students explain why individuals have the right to refuse sexual contact? <p>Standard 5</p> <ul style="list-style-type: none"> • Can students describe healthy options when making a decision about health-related issues or problems? • Can students practice using a decision-making process to avoid or refuse addictive or harmful substances and/or behaviors? • Can students demonstrate the use of a decision-making process to enhance or establish healthy behaviors and relationships?
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 5: Use decision-making skills to enhance health.</p> <p>7.5.1. Describe healthy options when making a decision about health-related issues or problems.</p> <p>7.5.2. Practice using a decision-making process to avoid or refuse addictive or harmful substances and/or behaviors.</p> <p>7.5.3. Demonstrate the use of a decision-making process to enhance or establish healthy behaviors and relationships.</p>
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>7.1.1. Determine reasons why people choose to use or not to use alcohol and other drugs and describe situations that could lead to the use of alcohol and other drugs.</p> <p>7.1.2. Describe the relationship between using alcohol and other drugs and injuries.</p> <p>7.1.4. Describe major chronic diseases and their relationship to what people eat and their physical activity level.</p> <p>7.1.8. Explain the behavioral and environmental factors that contribute to the major chronic diseases.</p> <p>7.1.9. Determine the benefits of being sexually abstinent and summarize ways to prevent pregnancy.</p>

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	7.1.10. Explain why individuals have the right to refuse sexual contact.
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	outcomes, positive, negative, reflection, decision, values
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Social Studies - Examine how decisions were made based on historical texts and other resources. Use decision making into financial literacy lessons.</p> <p>Science – Examine various texts to make a build a case for your position on a scientific debate.</p> <p>Literacy – Analyze characters' decisions at key points in a reading examining what factors influenced their decisions.</p> <p>Source: www.rmc.org</p> <p>21st Century Skills</p> <ul style="list-style-type: none"> • Communication • Problem Solving
<p>Assessing Learning How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>Grades 6-8 students will have mastered the skill of decision making if they can first of all, anticipate situations where they might have to make a thoughtful decision. Then, they should be able to identify the decision to be made and determine if the decision can be made alone, or if they need the help of an adult or trusted source. Next, students will be able to list healthy options and predict positive and negative outcomes. Finally, they will be able to make a healthy decision and then analyze the outcome of the decision and how it will benefit their life in the future.</p> <p>Source: www.rmc.org</p>
<p>Instructional Strategies and Other Resources</p>	<p>https://www.aeseducation.com/blog/what-are-21st-century-skills</p> <p>www.rmc.org</p> <p>https://healthsmartva.org/</p> <p>https://www.cdc.gov/healthyschools/sher/standards/3.htm</p>

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	Lesson Planning for Skills-Based Health Education
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****Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the Curriculum Platform.**