

Decision Making (DM) (8th Grade AOD)

Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Teach the Skill

The teacher will begin a discussion on the decision making model (ABCDE). Assessing the problem, brainstorming possible solutions, considering the consequences of each (positive/negative), making a decision and acting, and evaluating your decision. The teacher will ask one student for a decision he/she had to make in the last week and the class will walk through the decision making model together. After the class discussion, the students should be able to do the following: introduce the skill cues so the student knows how they will be assessed.

- identify the decision to be made
- identify options and possible consequences
- state the decision clearly
- evaluate and reflect on the decision

Practice the Skill

The Decision is Yours

The teacher will read the following scenario and the students will work individually to walk through the ABCDE Decision Making Model to come up with as many possible solutions, consequences, and decisions as possible.

You have just learned about a party your best friend is having on Friday night. They have told you that their parents are not going to be home and they would like the party to be BIG! There is only one small problem. Since your friend's parents are going to be gone, they thought it would be a grand idea to have alcohol at the party and hopefully some "older" people show up to make it a good time. Your dad works for Miller Brewing Company and has a lot of samples at home. Your friend knows this and wants you to take the alcohol your dad has at home and bring it to the party.

- What are the possible decisions you could make?
- What are the consequences of each decision?
- What decision would YOU make?
- Based on the decision you made, what are outcomes associated with that decision?

Each student would then work through the ABCDE model and come up with as many solutions as they could. They would also think about the possible consequences of each, choose one decision and then evaluate that decision. As a whole, the class should come up with many different ideas and viewpoints and it should make for a great discussion.

We would then put their personal decisions on an index card and place them in a Venn Diagram labeled "positive," "negative," and "neutral" outcomes.

Assess the Skill It's Party Time!

The class would be split into four groups and each group would be given a different scenario. The students are to use the ABCDE decision-making model to find solutions and consequences for the scenario. Each group will be given paper and pencils to write down their brainstorming sessions, and each possible solution. After ten to fifteen minutes of group work, the students will present their scenario and solution to the class. After the group presents, they will field questions from the teacher and other students about the solution they chose. After each group has presented, there will be a review of the ABCDE model and other factors that influence the decisions that we make.

The scenarios:

1. Cindy is 18 years old. Cindy's parents and her 23-year old brother, Rich, are going away for the weekend. Renee, Cindy's best friend, is pressuring her to throw a huge Saturday night party for all their friends since no one will be home. Renee even asks Rich if he would pick up a few kegs for them. Rich brought back two kegs of beer, a bottle of vodka, and a few bottles of wine, which he hid in the basement. Renee also spread the word around school for everyone to show up. Cindy now has over \$150 worth of alcohol hid in the basement, an empty house for the weekend, and fifteen friends expected to show. What should she do?

2. Cindy, 18, is hosting the biggest high school party of the year. Her parents have gone away for the weekend. Her brother bought more than enough alcohol, and her friend Renee invited all of their friends. Everything is going well at first, but eventually Cindy becomes aware of a few problems: what should Cindy do?

- her friends invited friends, and there are now close to 100 people at the house
- some of her guests are getting sick in inconvenient places
- some of her guests are getting too friendly in inconvenient places
- the neighbors have threatened to call the police if the noise continues
- her parents changed plans, and are now coming home at 7:00 a.m. the next day

3. Bill and Tom, both 18, are driving around on a Saturday night looking for something to do. Tom stops at his house to make some phone calls and pick up some beer for the road. He hands the 6-pack to Bill, who immediately cracks one open and tosses the rest in the back seat. Tom, distracted by Bill, drives through a stop sign. The next thing the boys notice is the siren from an approaching police car. What should they do?

4. Julie, 21, and her friends go out to a frat party. Julie is spending most of her time dancing and socializing with a few guys, some of whom she knows. The guys are taking turns getting her drinks when she starts to feel a little woozy. She notices that she needs to refocus her eyes every time she blinks. She also can't seem to hear everything that's being said. Looking around, she can't locate any of her friends. What should she do?

For each scenario/group, the individuals (students) would be assessed on their ability to use the decision-making model and skills taught to them to enhance health. Each group must identify the decision to be made, they must consider and explain the option and the consequences (positive/negative) of each option, they need to come up with a group decision and evaluate their decision. Each group will be asked questions from the teacher and other groups.