Cycle One Health

Content Area: **Physical Education and Health**
Course(s): **Phys Ed 6**
Time Period: **September**
Length: **4 weeks**
Status: **Published**

Transfer

Decision Making

Enduring Understandings

The difference between quick decions and good decision making.

Making a decision with your heart and your head.

The comfort zone trap can lead to bad decision making.

How to frame a good decision.

How to create alternative choices.

By understanding the importance of mental/emotional health, we can self assess ourselves and manage our health in appropriate ways.

By learning the reasons people may abuse substances, we can understand that is not a healthy way to cope with our emotions.

Essential Questions

What is the problem and how can it be framed as a choice?

What things do we care about that could be affected by this decision?

What alternatives can be considered?

What are the likely consequences of different courses of action?

How do we feel about the tradeoffs? What do we like best, all things considered?

What could trigger us to reconsider, re-assess, or adapt our behaviors?

Why is it important to utilize healthy behaviors when it comes to mental/emotional health?

Why is it important to recognize when you need help with your emotions?

Content

Decisions, Outcomes, Decision Chain, Decision Traps, Decision Chain, Comfort Zone, HIP (How, Impact, Performance), Values, Creative Alternatives, Uncertainty, Follow-Through, Mental Health

Learning Objectives

Explain the difference between decisions and outcomes

Describe the elements of a good decision

Analyze the Heart and Head Model while framing your approach is key to better decision making

Describe the Decision Chain Framework

Describe the Comfort Zone Trap

Describe the importance of establishing purpose & scope as essential steps in framing a decision.

Formulate Creative Alternatives

Demonstrate skills that promote stress management in a healthy way.

Identify individuals who are open to talk about mental health issues and disorders.

Analyze unhealthy ways that people may use to cope with their emotions and stress.

Resources

Teen Health 1, Glencoe/McGraw-Hill

Decision Education Foundation

Decision Making: Colorado Education Initiative

Informed Decision Making

Making Choices

Responsible Decision Making

Assessments

Written Tests
Formative: Test: Written
Formative: Transfer Tasks: Teacher Observation and Class Discussion
Formative: Transfer Tasks: Oral: Discussion
Summative: Test; Written
Summative: Test; Project-based

Decision Making Wheel

In A Pickle

Example Projects Demonstrating Decision Skills

Standards

HPE.2.1.8.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
HPE.2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
HPE.2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
HPE.2.1.8.E.CS1	Social and emotional development impacts all components of wellness.
HPE.2.1.8.E.CS3	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a

	variety of settings and cultures in different situations.
HPE.2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
HPE.2.2.8.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.8.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
HPE.2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
HPE.2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
HPE.2.2.8.B.CS1	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
HPE.2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
HPE.2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
HPE.2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
HPE.2.2.8.C.CS1	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.
HPE.2.2.8.C.CS2	Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.
HPE.2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
HPE.2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
HPE.2.2.8.D.CS1	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.