



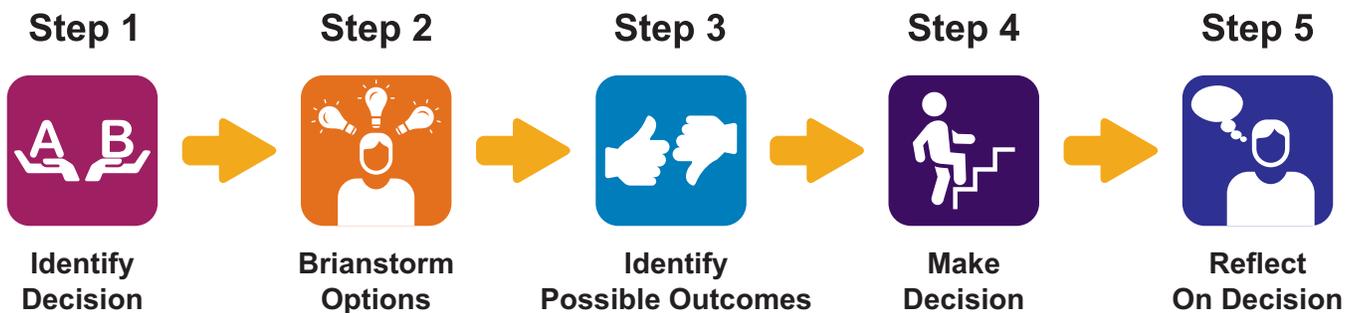
Grade 9-12 Decision Making

Background Information:

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.

The decision making model for Grades 9-12 involves five basic steps. It involves identifying a decision, looking at all options, then looking at each option and listing negative and positive options. After identifying the options students will make a decision. It is important for students to process and reflect on their decision.

The Model



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The Steps

Skill Steps	Teaching progression	Grades HS Decision Making Example:
Step 1: Identifying a Decision That Needs a Decision	<p>Before students can identify a decision, they need to be able to The first step is being able to identify a decision that needs to be made. Students need to anticipate when and where situations will arise that will require them to make a healthy decision.</p> <p>Embedded in this step is also the ability to distinguish between what decisions students can make individually, or which decisions they need to have help with in a collaborative setting.</p> <p>Once they have identified a decision they need to make, they need to be able to evaluate if it is a thoughtful decision versus an everyday decision. For example, smoking marijuana vs. what to wear to school. Thoughtful decisions will require students to apply the full decision-making process.</p> <p>The next step is to gather information and examine the available resources. This may include researching, talking to friends, assessing experiences, and/or talking to experts.</p> <p>Once they have gathered information, they need to be able to have a identify personal circumstances, or barriers, that can help or hinder their healthy decision-making.</p> <p>Students need to be able to verbalize why this decision is important to their health and how making this decision will benefit themselves and/or others.</p>	<p>I am graduating this year and I am going to college next year. The decision I need to make is, "Which college am I going to next year?"</p> <p>In considering this thoughtful decision I will need to:</p> <ul style="list-style-type: none"> Gather information about school options, including cost, location, degrees offered and identify available resources. Identify circumstances, or barriers, that can help or hinder my college decision. Be able to identify why this is an important decision for me. Identify what barriers I may encounter (ex. grades, test scores)
Step 2: Brainstorm Possible Options	<p>Make a list of all of the possible options you would consider, positive, negative and potential barriers.</p>	<p>Brainstorm Options</p> <ol style="list-style-type: none"> 1. Attend an out of state college--4 year 2. Attend an in state college--4 year <p>Barriers</p> <ol style="list-style-type: none"> 1. Cost 2. Location 3. Degrees offered
Step 3: Identify the Positive and Negative Outcomes for Each Option	<p>The use of a chart is beneficial in listing all of the barriers, and the positive and negative outcomes of each option: The criteria to be used is as follows:</p> <ul style="list-style-type: none"> • Is the option healthy or unhealthy? • What are the potential barriers? • What can I do to overcome the barriers? • How does the option affect myself? • How does the option affect others? • Does this option support my values? • How do these options affect my goals? • Does the decision follow the law? 	<p>Options</p> <p>Attend Out of State College-4 year: Outcomes, positive, make new friend, experience new environment, more choices of schools and degrees I am interested in; negative, miss friends/family, more expensive, could get lonely.</p> <p>Attend In State Collegen-4 year: Outcomes, Positive, close to home/family, close to friends, cheaper; negative, Negative, limited new experiences, close to home/family, less choice in schools and fewer degrees I am interested in.</p>
Step 4: Make a Decision and Follow Through	<p>Students are now ready to make their decision based on their analysis of the barriers, and the positive and negative outcomes.</p> <p>Now, look at the best option and answer the questions below that are relevant to your decision.</p> <ul style="list-style-type: none"> • Is the option health enhancing? • Does this decision respect my mind and body? • Does this decision respect people that care about me? • What can I do to overcome the barriers? • How does the option affect myself? • How does the option affect others? • Does this option support my values? • Does this option promote my goals? • Does this decision follow the law? <p>Based on the questions you answered above, choose the best healthy decision and follow through.</p>	<p>After analyzing the outcomes, I have decided to stay in state and attend a 4-year college. This is the best option because it is cheaper, and close to home/family and friends. Although my new experiences may be limited the money I save will allow me to travel when I graduate.</p>
Step 5: Reflect on the Decision That was Made	<p>Students need to take time to reflect on the decision that was made and analyze the outcome of the decision. Students can answer a variety of questions related to the decision making process.</p> <ul style="list-style-type: none"> • Why did I make the decision that I did? • Did the decision that I made work? Why or Why not? • How did this decision affect my health? • Were the barriers, and the positive and negative outcomes as you expected? Explain. • Would you make this decision again or choose another option? 	<p>The number one reason is cost. Friendships are important to me and I can still attend a school where they offer the degree I want.</p>

Sample Student Handouts

Making Decisions: Steps to Success

A B Step 1: Identify the decision to be made:

Does this decision need to be made by me alone, or with others?

What are the barriers that can help or hinder my decision?	What are some of my values that may impact my decision?
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What information and resources do I need to help me with my decision?

Teaching Tips:

- Vocabulary: outcome, positive, negative, values, barriers, analyze
- When talking about options, these are both positive and negative consequences.
- Personal circumstances, or barriers, that can help or hinder decision-making can be discussed during all steps of the decision making process.
- When students are gathering relevant or reliable information to help in their decision, this refers to using the library, internet, or other sources. When using resources, this refers to people and organizations that provide relevant and reliable tools to help students.
- 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.
- Consider building decision making into social studies, literacy examining how decisions in in literary text and in a historical context.
- Use decision making into financial literacy lessons.

What Does Mastery of Accessing Information Look Like:

High school students will have mastered the skill of decision making if they can make informed, educated decisions that reflect their goals, values, and interpersonal relationships. This can be demonstrated by students being able to effectively use the steps of the decision making process in a variety of different settings ensuring that these decisions are health enhancing.

Teaching/Student Resources

The Colorado Education Initiative

<http://www.coloradoedinitiative.org/resources/che/>

RMC Health

<http://www.rmc.org/>

Colorado Department of Education

<http://www.cde.state.co.us/cohealthpe/statestandards>

Making Decisions: Steps to Success



Step 1: Identify the Decision to be Made:

Does this decision need to be made by me alone, or with others?

What are the barriers that can help or hinder my decision?

What are some of my values that may impact my decision?

What information and resources do I need to help me with my decision?



Step 2: Brainstorm Possible Options

Step 3: Identify Possible Outcomes

Option 1: _____



Positive Outcomes



Negative Outcomes

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____

Option 2: _____



Positive Outcomes



Negative Outcomes

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____

Option 3: _____



Positive Outcomes



Negative Outcomes

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____



Step 4: Make a Decision and Follow Through

Analyze the outcomes under each option. Make a decision and defend your choice.

- Is the option health enhancing?
- Does this decision respect my mind and body?
- Does this decision respect people that care about me?
- Does this option support my values?
- Does this option promote my goals?
- Does this decision follow the law?



Step 5: Reflect on the Decision that was Made

After your decision has been made, reflect on the outcome of the decision. Include the answers to these questions in your reflection.

- What was my decision?
- What were the major factors, values, or beliefs that affected my decision?
- What was the outcome of my decision? Would I do it again? Why or why not?
- Were there any solutions I missed? Explain.
- Were there any unexpected outcomes? Explain.
- Was this decision good for me? How did it affect my health? My future?