**Title:** Healthy decisions

**Description:** The purpose of this lesson is to help students understand how they can analyze the consequences of their decisions on order to make the healthy decisions.

**Subject:** Health

**Introduction:** Healthy decision making is an important skill to acquire during adolescence as students will face many difficult decisions that may have important and lasting impacts. The goal of this lesson is to provide students the opportunity to reflect on how their decisions can affect them in the future and weigh different factors surrounding certain decisions. Students may also reflect on how previous decisions have played out in their lives and how it has affected them.

**Group size:** Whole class, individual work

**Learning objectives:**

In a short reflection at the end of this lesson students will be able to:

* Identify key factors in the decision making process
* Explain why they have made certain decisions
* Reflect on past experiences and apply lessons learned to future decisions

**Guiding questions:**

How can we use different tools to make healthy decisions?

How do my decisions affect me/others?

What is a *healthy* decision?

**Materials:** computer, <https://bubbl.us/>

**Procedures:**

1. Open lesson with some “celebrity” bad decision making tidbits. (e.x rich people that file for bankruptcy, celebrities who end up in jail etc., even though they have the potential to do great things.)
2. Introduce students to <https://bubbl.us/> and allow them to become familiar with the program
3. Instruct students to create a concept map about how they will make an important decision and the consequences of their decision (i.e. applying for college, getting a job, spending money, giving in to peer pressures etc.)
4. Students will include alternative decisions, and consequences of each decision for themselves and others
5. Allow students to brainstorm before using computers
6. Give students time in class to create their concept map.
7. After the initial concept map, introduce some tools for decision making such as cost-benefit analysis, positive and negative consequences now and in the future, time spent etc.
	1. Example: Deciding whether to apply for college or get a job after high school may include the following analyses:
		1. Choosing a college, tuition cost, cost of living, distance from home, available degrees and potential jobs, tie spent in college etc.
		2. Choosing a job, wages, potential for advancement etc.
8. Address student’s concept map and ask them to reconsider some of their choices using some of these tools. Does this change their decision?
9. After completing the concept map students will write a 1 page reflection about what they learned and how they will use this and other tools to help them make healthy decisions.

**Assessment:**

Students will be assessed based on the clarity of their concept map as well as the level of critical thinking in their reflection.

**Benchmark or Standards:**

HE.912.B.3.6

Benchmark Description: Employ the healthiest choice when considering all factors in making a decision.

Standard: Demonstrate the ability to use decision-making skills to enhance health.