



Grade 7 Sample Lesson Plan: Unit 12– Decision Making

Description

Please see attached handout for a lesson submitted by a Virginia teacher

Handout

The next page includes a handout for the lesson.

Decision Making

7.4.e Explore the relationship among positive self-image, healthy development, and **healthy decision making** during the middle school years



Do middle school students process decisions differently from adults?

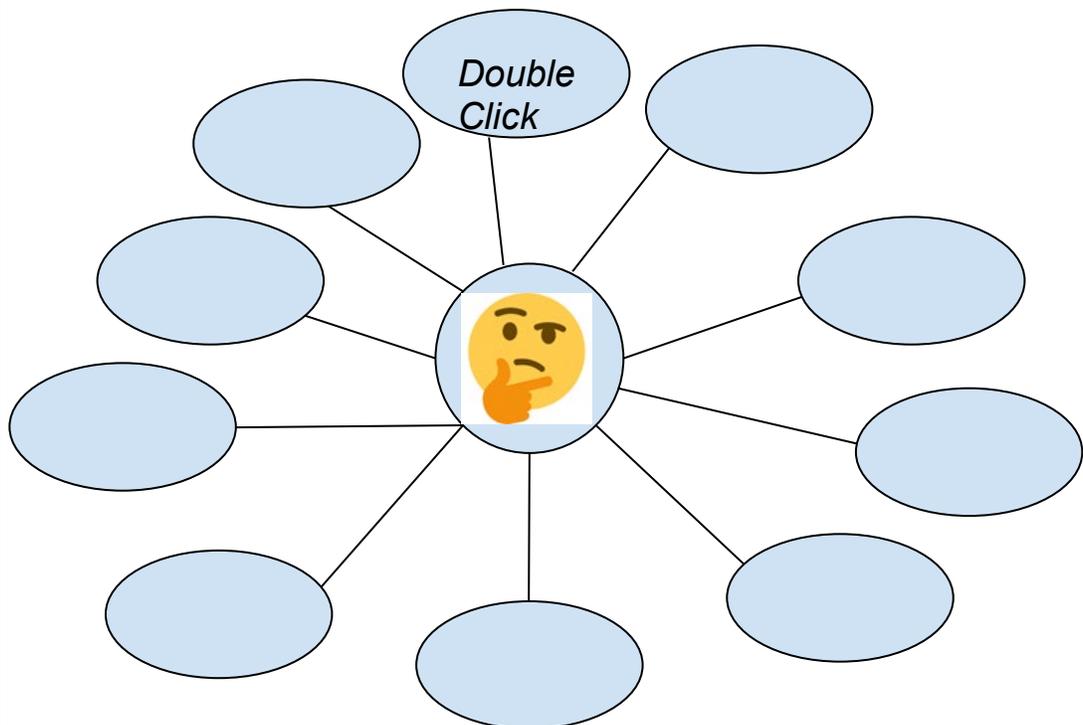
What types of decisions require more thought than others?

What steps can I take to make healthy decisions in my everyday life?

Link

Think about the decisions you make every day. Using the graphic below, list decisions you make everyday as a middle school student. These may be everyday things like when to wake up, school-related decisions, and non-school related decision about friends and activities.

To fill out the diagram with your responses, double click on the words *Double Click Here*, then click on the oval and type your responses.



Graphic: Created Using Google Draw

You probably could have filled more circles with the different decisions you make every day. Have you ever made a decision too quickly and wondered why? Have you ever thought about the reasons middle schoolers make certain decisions?

Many decisions carry consequences, some good, some not good. Think of some of the decisions you have made just today that have carried consequences big or small.

What would happen if you did not get up when your alarm went off or when a parent or sibling woke you up?

In this lesson you will explore decision making and why teen decision making is different from adults.



Explore

There are times when adolescents make impulsive decisions without giving themselves enough time to consider the outcome and consequences of their decision. Did you know that many of the reasons middle school students make the decisions they do can be explained by science? The article will explain how adolescent brain development plays a major role in why impulsive decisions are so common amongst teenagers.

Read Teen Brain: Behavior, Problem Solving, and Decision Making at

https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/The-Teen-Brain-Behavior-Problem-Solving-and-Decision-Making-095.aspx

Explain



Using the information from the website <https://www.ready.gov/winter-weather>, respond to the following scenario and explain your reasoning:

Your family vehicle breaks down on the side of the road during a snowstorm. You have a cell phone but there is also a gas station one mile away. You and your family have warm jackets and hats.

What is the **best** decision to make in this scenario. Explain your answer referencing information from the website.

As you read, answer the questions below.
What does the **Amygdala** do in the brain?

What does the **Frontal Cortex** do in the brain?

How does the adolescent/teen brain work differently than adults when making decisions?

Do you think teens are capable of making decisions? Why or why not?

Making Decisions

Some decisions do not seem to need much thought. When the bell rings at the change of class, you know it is time to leave the class. Other decisions take more thought, like what classes to take next year.

The table lists decisions that many middle school students make. You will need to complete the chart by adding more examples (you can use the list you made in the beginning of the lesson for ideas). Then, place an "X" next to **Easy** if you could make this decision automatically without much thought or place an "X" next to **Needs More Thought** if this decision requires more thought and weighing of potential consequences or outcomes.

Decision	Easy	Needs More Thought
To get to class on time or hang out with friends		
Go home with a friend on their bus instead of your own bus		
What time to get up in the morning		
Give into peer pressure		

	to try out for the school play		
	Stay up late texting with a friend when you have a test in your first class in the morning		
	Give into peer pressure to try something you don't want to like cigarettes or alcohol		



Apply

It is time to decide!

Select one of the decisions from the list above that you checked, **Needs More Thought**. Use the decision making process to make a decision.

1. Identify the decision to be made
2. List all possible options
3. Evaluate the pros and cons of all possible options, using the criteria:
 - a. Is it safe?
 - b. Is it healthful?
 - c. Is it legal?
 - d. Is it responsible?
 - e. Is it respectful?
4. Make the decision – how would you communicate your decision to someone? Why did you make this decision?
5. Reflect on and evaluate the decision – how will you know that it was a good decision?

Your Decision that Needs More Thought:

1. Identify the decision to be made:

2. List all possible options:

3. Evaluate the pros and cons of all possible options, using the criteria:

- a. Is it safe?
- b. Is it healthful?
- c. Is it legal?
- d. Is it responsible?
- e. Is it respectful?

4. Make the decision – how would you communicate your decision to someone? Why did you make this decision?

5. Reflect on and evaluate the decision – how will you know that it was a good decision?



Reflect

Teenage Decision -Making Slogan:

Create a three or four word slogan campaign that could be posted on signs or posters around your middle school in order to help teenagers make more informed and less impulsive decisions. Think back to the previous activities in this lesson to help you create your slogan. One example has been provided.

Design your slogan using the space provided, by clicking on Insert at the top of the menu (next to view) and select Drawing (under the word table). Use the Google Draw features to be as creative as you would like with your design. Make it attractive to the eye so that other students would take notice: