

8th Grade Health Education – All About Me/Goal Setting/DECIDE

Illinois State Standard

24 Promote and enhance health and well-being through the use of effective communication and decision making skills.

National Health Standards

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

6 Demonstrate the ability to use goal-setting skills to enhance health.

Performance Descriptors

24 B.e.2 Describe Key components of a decision-making process.

24 B.e.3 Give examples where and when a decision-making process can be used.

24B.e.5 Identify options available to solve a problem or make a decision.

24 B.f.4 Compare and contrast consequences for good and bad health choices.

24B.h.1 List health related problems that affect adolescents.

24B.h.2 Explain how choices one makes now can affect one's health in the future.

24B.h.4 Identify barriers that can affect the decision making process.

6.8.1 Assess personal health practices.

6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.

Transfer goals: Students will be able to independently use their learning to... use goal setting to positively impact their current and future state of wellness.

Knowledge: Students will know...

10 Dimensions of Wellness (Social, Physical, Emotional, Intellectual, Multicultural, Financial, Occupational, Sexual, Environmental, Spiritual)

Components of a SMART goal.

How goal setting enhances health.

The individual components of the decision making model. (DECIDE)

The factors that influence the decision-making process including, heredity, culture, environment, media, technology, peers. (DECIDE)

Common adolescent problems teens face. (D)

There is more than one way to solve a problem. (E)

There are positive and negative consequences for each choice. (C)

Examples of common values and what they personally value. (I)

The choices they make today impact their health tomorrow. (E)

Understandings: Students will understand that...

Personal wellness is made up of 10 dimensions that are always changing based on choices.

There is a process to help make healthy decisions.

Their values influence their ability to make a healthy decision.

Performance Task: Students will create a SMART goal to address a personal health issue based on their self-assessment results and work through a goal-setting process to enhance health outcomes **(DISTRICT SUMMATIVE)**.

Skill: Students will be able to...

Analyze their level of wellness in each dimension based on self-assessment.

Develop a SMART goal based on their Wellness Survey.

Analyze and revise goal based on data/feedback.

List the components of DECIDE in order (exit slip).

Analyze the benefits and risks of influences the impact decision making process.

List examples of teen situations when using the DECIDE method is appropriate. (D)

Examine possible risk factor choices and protective factor choices and potential barriers to solve a problem. (E)

Identify the positive and negative outcomes of their choices. (T-Chart assessment) (C)

Identify individual values. (I) (values survey)

Explain the possible short and long term consequences and the impact to their wellness. (E)

Essential questions: Students will keep considering...

How can I improve my personal wellness?

What impact will the choices I make have on my future?

What do I value most and how does that influence my decisions?