

## Think-Pair-Share

**Guiding Question:** “What factors play a role in your decision-making process when making an everyday or important decision?”

**Directions:** Based on the guiding question above, complete the think-pair-share activity. **First**, think about the question individually and fill in the first column. **Second**, turn to a partner and brainstorm the possible factors in the second column. **Lastly**, during the large class discussion write down some factors that you think play a role in your life.

THINK	PAIR	SHARE

## Decision Influencers Worksheet

Make a list below of the **important decisions** you currently make on a regular basis at home, school and with friends. Check off whether you make those decisions **on your own** or **whether you are influenced by others**. Check all factors that apply.

Decisions:	Media	Friends	Parents	Teachers	On My Own
<u><b>At School</b></u>					
1.					
2.					
3.					
4.					
<u><b>With Friends</b></u>					
1.					
2.					
3.					
4.					
<u><b>At Home</b></u>					
1.					
2.					
3.					
4.					

## The 3 Cs of Effective Decision-Making Process

Follow the steps below when making an effective decision.

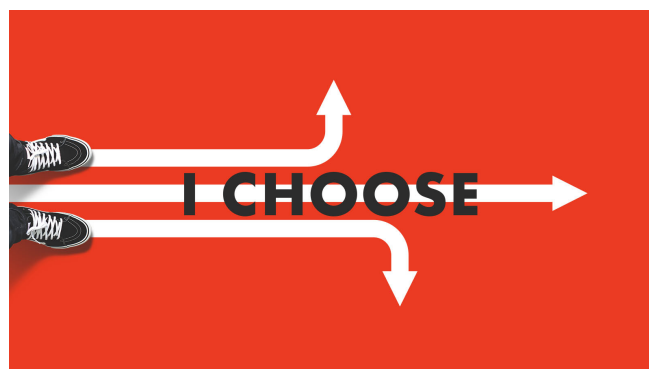
**Step 1: Clarify**, identify the best decision to be made or the problem to be solved.



**Step 2: Consider** and list the possible solutions (choices) and the different short-term and long-term consequences of each solution. Collect any additional information that may be helpful.



**Step 3: Choose** the best decision (alternative) and take the necessary action. Reflect afterwards whether you are satisfied with the decision that was made.



## **Putting the 3Cs into Practice: Alcohol & Other Drugs**

**Name and Group members:**

**Please read the directions for each situation and complete the worksheet below.**

Please complete the example situations below. Make sure to, (1) **clarify (identify)** the decision to be made or the problem to be solved, (2) list and then **consider** the possible solution (**choices**) and their likely short-term and long-term consequences, and (3) **choose** the best decision (**alternative**). This is to be completed with your group.

### **Situation Number One**

1: You're at the park with another friend. The three of you are on the basketball court. He or she takes out an electronic marijuana vape pen that belongs to one of his or her older sisters and asks the two of you if you want to smoke. Your other friend says, "Yes." You don't really want to smoke, but since both of them do, you're not sure what to do.

**Problem:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Possible Consequences (Short-term and Long-term)**

**Short-term:**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

**Long-term**

3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

### **Possible Solutions (choices)**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

**Decision:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Situation Number Two

2: You are at a friend's house. His parents have gone out for the evening. Your friend heads straight for the liquor cabinet. You have never drank alcohol before and you know your parents/guardian disapproves of underage drinking.... but your friend promises, "you can't smell liquor on your breath." What will you do?

**Problem:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Possible Consequences (Short-term and Long-term)

#### Short-term:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

#### Long-term

3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

### Possible Solutions (choices)

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

**Decision:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Additional Situation:** You are at a party where there is a lot of booze and everyone is pretty drunk. Your best friend drove to the party and is getting ready to drive their significant other home. You know that your friend is in no condition to drive and you're afraid that they will get into an accident or be arrested for drunk driving. You know that you will have a hard time convincing your friend not to drive, especially in front of their significant other. They would also prefer that your friend doesn't drive, but is afraid to say so.

Name:

Date:

**Post-Roleplay Reflective Journal**

Please focus on the following questions below when reflecting on today's lesson and activities. Please incorporate teacher feedback, the lesson activities, and the role-playing scenario into your closing reflective journal.

**Reflect on the following:**

1. What do you feel is a **strength** when applying the 3Cs into a near to real-life decision-making situation such as our practice one's today?
2. What are some areas that you need to **improve** on based on your practice today?
3. On a scale from 1-to-10, what is your level of self-efficacy (**confidence**) in using the 3Cs decision-making model in real-life situations? Elaborate on why you rated your confidence level the way that you did.
4. Personal reasons can play a large role in decision-making. Since people may have different reasons for making the decisions that they make, why is it important to make your own decisions?
5. Why do you think the 3Cs of decision-making process is beneficial to making healthy decisions? How will you apply these 3Cs of effective decision-making in the next week of your life or the next time you are faced with having to make a decision involving alcohol & other drugs?

## Formal Reflective Journal Rubric

## Decision-making Skill Formal Process Assessment

Dimensions/Components	Proficient	Competent	Basic	Missing
100%	100%	80%	60%	0%
<b>Analyzes the relationship between healthy behaviors and personal health.</b>  25% 5/20	Analyzes all or most of the following in the reflective journal:  -Analyzes the individual responsibility they have in making a decision and how their actions, decision-making skills can enhance their overall health.  -Analyzes their scripted scenario and describes the skills they used to stay safe and healthy.  -Identifies how they will use the 3Cs of decision-making in their lives.	Analyzes two of the following in the reflective journal:  -Analyzes the individual responsibility they have in making a decision and how their actions, decision-making skills can enhance their overall health.  -Analyzes their scripted scenario and describes the skills they used to stay safe and healthy.  -Identifies how they will use the 3Cs of decision-making in their lives.	Analyzes one of the following in the reflective journal:  -Analyzes the individual responsibility they have in making a decision and how their actions, decision-making skills can enhance their overall health.  -Analyzes their scripted scenario and describes the skills they used to stay safe and healthy.  -Identifies how they will use the 3Cs of decision-making in their lives.	No analysis or growth is described.
	100% 5/5	80% 4/5	60% 3/5	0% 0/5

<p><b>Analyze the outcome of a health-related decision. Analyze the multiple influences which affect health decisions and behaviors.</b></p> <p>25% 5/20</p>	<p>Analyzes all or most of the following in the reflective journal:</p> <ul style="list-style-type: none"> <li>-Analyzes how the 3Cs of decision-making can positively influence healthy decision-making and behaviors pertaining to alcohol &amp; other drugs.</li> <li>-Analyze how lack of decision-making skills can lead to unintended negative health outcomes.</li> <li>-State how they could use the 3Cs of decision-making in real-life situations.</li> </ul> <p>100% 5/5</p>	<p>Analyzes two of the following in the reflective journal:</p> <ul style="list-style-type: none"> <li>-Analyzes how the 3Cs of decision-making can positively influence healthy decision-making and behaviors pertaining to alcohol &amp; other drugs.</li> <li>-Analyze how lack of decision-making skills can lead to unintended negative health outcomes.</li> <li>-State how they could use the 3Cs of decision-making in real-life situations.</li> </ul> <p>80% 4/5</p>	<p>Analyzes one of the following in the reflective journal:</p> <ul style="list-style-type: none"> <li>-Analyzes how the 3Cs of decision-making can positively influence healthy decision-making and behaviors.</li> <li>-Analyze how lack of decision-making skills can lead to unintended negative health outcomes.</li> <li>-State how they could use the 3Cs of decision-making in real-life situations.</li> </ul> <p>60% 3/5</p>	<p>No analysis or growth is described.</p> <p>0% 0/5</p>
<p><b>Evaluates and examines evidence to show developed self-efficacy and knowledge in the decision-making skill to be safe and healthy.</b></p> <p>25% 5/20</p>	<p>Uses all or most of the following as evidence to show developed self-efficacy and knowledge in the decision-making skill to be safe and healthy:</p> <ul style="list-style-type: none"> <li>-Evaluates and examines all of the lesson activities, teacher feedback and journal to see the growth in the decision-making skills to be safe and healthy.</li> <li>-Describes their self-efficacy and empowerment in using the 3Cs of decision-making in a near to real-life situation.</li> <li>-Compare the level of self-efficacy from the start of the lesson to the final journal reflection on a scale of one to ten.</li> </ul> <p>100% 5/5</p>	<p>Uses two of the following as evidence to show developed self-efficacy and knowledge in the decision-making skill to be safe and healthy:</p> <ul style="list-style-type: none"> <li>-Evaluates and examines all of the lesson activities, teacher feedback and journal to see the growth in the decision-making skills to be safe and healthy.</li> <li>-Describes their self-efficacy and empowerment in using the 3Cs of decision-making in a near to real-life situation.</li> <li>-Compare the level of self-efficacy from the start of the lesson to the final journal reflection on a scale of one to ten.</li> </ul> <p>80% 4/5</p>	<p>Uses one of the following as evidence to show developed self-efficacy and knowledge in the decision-making skill to be safe and healthy:</p> <ul style="list-style-type: none"> <li>-Evaluates and examines all of the lesson activities, teacher feedback and journal to see the growth in the decision-making skills to be safe and healthy.</li> <li>-Describes their self-efficacy and empowerment in using the 3Cs of decision-making in a near to real-life situation.</li> <li>-Compare the level of self-efficacy from the start of the lesson to the final journal reflection on a scale of one to ten.</li> </ul> <p>60% 3/5</p>	<p>No analysis or growth is described.</p> <p>0% 0/5</p>



<b>Conducts a personal assessment of health and safety knowledge and skills.</b> 25% 5/20	<p>Uses all or most of the following when conducting a personal assessment of health and safety knowledge and skills:</p> <ul style="list-style-type: none"> <li>-Analyzes their individual functional knowledge, decision-making and self-management skills during their diagnostic and formative journal reflections.</li> <li>- Describes their growth from the diagnostic activity to the formative journal.</li> <li>-Describes their strengths and areas of need from the role-play situations, through the formative journal.</li> </ul> 100% 5/5	<p>Uses two of the following when conducting a personal assessment of health and safety knowledge and skills:</p> <ul style="list-style-type: none"> <li>-Analyzes their individual functional knowledge, decision-making and self-management skills during their diagnostic and formative journal reflections.</li> <li>- Describes their growth from the diagnostic activity to the formative journal.</li> <li>-Describes their strengths and areas of need from the role-play situations, through the formative journal.</li> </ul> 80% 4/5	<p>Uses one of the following when conducting a personal assessment of health and safety knowledge and skills:</p> <ul style="list-style-type: none"> <li>-Analyzes their individual functional knowledge, decision-making and self-management skills during their diagnostic and formative journal reflections.</li> <li>-Describes their growth from the diagnostic activity to the formative journal.</li> <li>-Describes their strengths and areas of need from the role-play situations, through the formative journal.</li> </ul> 60% 3/5	<p>No analysis or growth is described.</p> 0% 0/5
Overall Grade on Rubric: ___/20				

**Teacher Comments and Feedback:**

# Agenda

<p><b>NYS Standards:</b></p> <p><b><u>NYS Standard 1</u></b></p> <p>NYSHE 1B NYSHE 1C NYSHE 1D</p> <p><b><u>NYS Standard 2</u></b></p> <p>NYSHE 2B</p>	<p><b>Essential Question:</b> How can I use health strategies and decision-making skills to improve my personal health and safety as well as others?</p>	<p><b>Learning Target:</b></p> <p><b>Today I WILL:</b> practice using the 3Cs of decision-making individually and in small group role-play scenarios.</p> <p><b>So I CAN:</b> clarify, consider, and choose the most effective decisions to be healthy in a real-life alcohol &amp; other drugs situation.</p> <p><b>I know I have it WHEN:</b> I have the confidence to apply the 3Cs of decision-making to real life health-related situations. I will use teacher feedback and positive reinforcement when putting the 3Cs into practice, as well as in my reflective journal, to rate my confidence level on a scale of 1-10 in my decision-making skill.</p>
Time	Activity	Description
1 Minute	Learning Goal/Target	Today we will, so we can, I know I have it when.
7 Minutes	Guiding Question - Think/Pair/Share	Students will use a think-pair-share to analyze the question and brainstorm different answers. Use the “bounce it” card to share ideas.
7 Minutes	Decisions Influencers Worksheet	Students will write down three decisions that they make each in three different categories. Students will check off what influences them based on each decision.
5 Minutes	Learn about Lab HS/NYS A.O.D. data and the need for decision-making skills.	Students will learn about the important data regarding adolescents and alcohol and other drugs. Students will also learn about data pertaining to their school and previous cases of alcohol and other drugs within the school community.
20 minutes	Introduce and Put the 3Cs into Practice - Demonstration and Situations	Students will learn and understand the 3Cs of effective decision-making. Students will practice applying this process in a small group alcohol & other drugs scenario worksheet.
5 Minutes	Reflective Journal/HW	Students will work on their post-assessment reflective journal at the end of class. Students will finish it for HW and submit it for next class.

## **Modified Think-Pair-Share**

**Guiding Question:** “what factors play a role in your decision-making process when making an everyday or important decision?””

**Directions:** Think about the **question above** and the **factors** such as yourself, friends, family, teachers, media, setting, etc. that play a **role in your decisions**. Fill in the bullets below.

THINK	PAIR	SHARE
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

## Modified Decision Influencers Worksheet

Make a **list** below of the **most important decisions** you **currently make** on a regular basis at **home, school and with friends**. **Check off** whether you make those decisions **On Your Own** or whether you are **influenced by Others**. Check all that applies to each decision. **Follow the examples.**

Decisions	On My Own	Parents	Friends	Teachers	Media
<b><u>At Home</u></b>	■	■	■	■	■
<b>Example:</b> To play video games past my bedtime.		X	X		X
1.					
2.					
3.					
<b><u>At School</u></b>	■	■	■	■	■
<b>Example:</b> To show up late for 6th period after lunch.	X		X		
1.					
2.					
3.					
<b><u>With Friends</u></b>	■	■	■	■	■
<b>Example:</b> To drink or not drink at a social function.		X	X	X	X
1.					
2.					
3.					

## **Modified The 3 Cs of Effective Decision-Making Process**

**Follow the steps below when making an effective decision.**

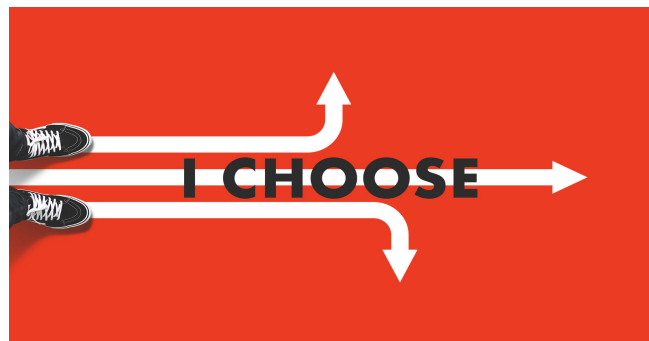
**Step 1: Clarify, identify the best decision to be made.**



**Step 2: Consider and list the possible solutions (choices) and the different short-term and long-term consequences of each solution.**



**Step 3: Choose the best decision and take action. Reflect afterwards on the decision that was made.**



### Modified Putting the 3Cs into Practice

**Please read the directions for each situation and complete the worksheet below.**

Please complete the example situations below. Make sure to, (1) **clarify (identify) the decision to be made** or the problem to be solved, (2) **list and then consider the possible solution (choices)** and their likely short-term and long-term consequences, and (3) **choose the best decision (alternative)**. This is to be completed in **a small cooperative group.**

**Use your 3Cs of decision-making worksheet as a guide when completing the situations.**

#### **Situation Number One**

1: **You're at the park with another friend.** The three of you are on the basketball court. He or she **takes out an electronic marijuana vape pen** that belongs to one of his or her older sisters and **asks the two of you if you want to smoke.** Your other friend says, "Yes." **You don't really want to smoke, but since both of them do, you're not sure what to do. What will you do?** In your groups use the 3Cs of decision-making to answer the following below.

**Problem: State the problem in this situation below.**

1. \_\_\_\_\_

**Possible Consequences (Short-term and Long-term)**

**Short-term: One short-term issue that could happen.**

1. \_\_\_\_\_  
\_\_\_\_\_

**Long-term: One long-term issue that could happen.**

1. \_\_\_\_\_  
\_\_\_\_\_

**Possible Solutions (choices): Write two different choices you can make based on the problem and consequences.**

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_

**Decision: Choose the best decision out of the two listed above.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## **Situation Number Two**

**2: You are at a friend's house.** His parents have gone out for the evening. Your friend heads straight for the liquor cabinet. You have never drank alcohol before and you know your parents/guardian disapproves of underage drinking.... but your friend promises, "you can't smell liquor on your breath." **What will you do?**

**Problem: State the problem in this situation below.**

1. \_\_\_\_\_

**Possible Consequences (Short-term and Long-term)**

**Short-term: One short-term issue that could happen.**

1. \_\_\_\_\_  
\_\_\_\_\_

**Long-term: One long-term issue that could happen.**

2. \_\_\_\_\_  
\_\_\_\_\_

**Possible Solutions (choices): Write two different choices you can make based on the problem and consequences.**

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Decision: Choose the best decision out of the two listed above.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## **Modified Post-Assessment Reflective Journal**

**Name:**

**Date:**

**Reflect on the following:** Use teacher feedback, putting the 3Cs of decision-making scripted scenarios and the lesson activities to help you answer the following questions.

1. What do you feel is a **strength** when applying the 3Cs (**clarify, consider, choose**) into a near to real-life decision-making situation such as our practice one's today?
2. What are some areas that you need to **improve** on (**involving decision-making**) based on your practice today?
3. On a scale from 1-to-10, what is your level of self-efficacy (**confidence**) in using the 3Cs decision-making model in real-life situations? Elaborate on why you rated your confidence level the way that you did.

**Level:**

**Why:**

4. Personal reasons can play a large role in decision-making. Since people may have different reasons for making the decisions that they make, **why is it important to make your own decisions?**
5. Why do you think the 3Cs of decision-making process is beneficial to making healthy decisions? **How will you apply these 3Cs of effective decision-making in the next week of your life or the next time you are faced with having to make a decision involving alcohol & other drugs?**