

HEALTH LESSON PLAN

Teacher: Henry Reyes

Grade: 9th Grade Date: 10/16/2023

Unit: Alcohol & Other Drugs

Lesson # 1

NYS HEALTH EDUCATION STANDARDS

Select those that apply:

1. **Personal Health and Fitness** - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
2. **A Safe and Healthy Environment** - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
3. **Resource Management** - Students will understand and be able to manage their personal and community resources.

Health Education Overarch Skill (Select One):

☒ **Self-Management**

☐ Relationship Management

Health Education Skills Focus (Select One)

☐ Stress Management

☒ **Decision making**

☐ Planning and Goal setting

☐ Advocacy

☐ Communication

☐

NATIONAL HEALTH EDUCATION STANDARDS

Select those that apply:

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate

Functional Knowledge Area (check one)

Objectives/ Student Learning Target:

Today I will: practice using the 3Cs of decision-making individually and in small group role-play scenarios.

So I can: clarify, consider, and choose the most effective decisions to stay healthy in a real-life everyday alcohol & other drugs situation.

I will know I have it when: When 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, in putting the 3Cs into practice situations, as well as my reflective journal, to rate my confidence level on a scale of 1-10 in my decision-making skill.

Enduring Understandings: (See the Health Guidance Document)

- Individuals need knowledge, skills and resources to be healthy.

Materials needed

Think-Pair-Share Activity Worksheet
Decisions Influencers Worksheet
The 3Cs of Effective Decision-Making Reference Sheet
Putting the 3Cs into Practice Worksheet
Reflective Journal Worksheet
Rubric
Slide show

Lesson Goal (s):

- To increase confidence in decision-making skills in alcohol and other drugs situations.
- To understand and apply the 3Cs of decision-making and how to connect them alcohol and other drugs decision-making situations to stay safe and healthy.

Essential and Guiding Questions: (See the Health Guidance Document)

Essential Question:

How can I use health strategies and decision-making skills to improve my personal health and safety as well as others?

Guiding Questions:

What factors play a role in your decision-making process when making an everyday or important decision?

Adaptations for students with special needs:

Students who have an IEP will be provided with the accommodations listed on their IEP.

IEP Modifications:

1. Virtual Slideshow
2. Worksheets converted for digital access by students.
3. Digital rubric
4. Digital journal entry

Students who do not have an IEP will be asked of the best way that that I could support them throughout this lesson for them to have a positive learning experience.

Students who need extra directions or time will be granted the accommodations needed to best support their learning and needs.

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<p>NYS Learning Standards:</p> <p><input type="checkbox"/> Personal Health and Fitness</p> <p><input type="checkbox"/> Safe and Healthy Environment</p> <p><input type="checkbox"/> Resource Management</p>	<p>NYS Learning Standards Performance Indicators:</p> <p><input type="checkbox"/> NYSHE 1C</p> <p><input type="checkbox"/> NYSHE 2B</p> <p><input type="checkbox"/></p>	<p>Desired Performance – Demonstratable Knowledge (core performance task) (Know, understand and be able to do)</p> <p><input type="checkbox"/> Know: Factors that affect all kinds of decisions</p> <p><input type="checkbox"/> Understand: The 3Cs of decision-making</p> <p><input type="checkbox"/> Able to: Use the 3Cs of decision-making in an alcohol & other drugs prevention situation.</p>
<p>Lesson Summary – Including specific functional knowledge, skills, teaching strategies (Overview of lesson)</p>		<p>Assessment Information (Evidence) (Method of monitoring student learning)</p>
<p>Anticipatory Set: (15 minutes)</p> <p>Agenda:</p> <ol style="list-style-type: none"> 1. Discuss how people often make decisions (think-pair-share). 2. Discover how decisions can be complex or complicated (Decisions Influencers Worksheet). 3. Learn about Lab HS/NYS A.O.D. data and the need for decision-making skills. 4. Introduce & practice using a decision-making model called the 3Cs of decision-making process to help us in alcohol & other drug situations. 5. Take part in a Role-play Scenario involving A.O.D. & the 3Cs of decision-making. 6. Reflective Journal Entry. <p>What are the students doing (best practice instructional strategy)?</p> <p>During this anticipatory set, the students will be introduced to this lesson’s agenda and the new learning that will take place. The students will take part in a decision-making introductory activity where they will participate in a “think-pair-share” activity where they will work on answers to the guiding question for this lesson. The students will first work on this worksheet individually, and then they will be allowed to work on it with a tablemate, followed by a class share out.</p> <p>Guiding Question: “What factors play a role in your decision-making process when making an everyday or important decision?”</p> <p>The students will then work on a “Decisions Influencers” worksheet where they will start switching their thinking gears to learn/analyze how most decisions are usually influenced by something or someone.</p>		<p>Is the assessment (Circle One):</p> <p>Formal or Informal</p> <p>Identify the assessment moment (Circle One):</p> <p>Diagnostic, Formative or Summative</p> <p>Assessment Type (Circle One):</p> <p>Information Recall, Product, Process or Performance</p>

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Directions: Please complete this think-pair-share activity where you will first work individually and then partner up with a tablemate to assist you with answering this lesson's guiding question. We will then share our responses with the class. After this activity, we will take part in another mini-activity that is going to help us understand how our decisions are influenced by a host of different people and things. These two activities are going to help us “warmup” our brains for our new learning today on effective decision-making.

Teacher Modeling: For the think-pair-share worksheet think about the guiding question and the factors, such as yourself, friends, family, teachers, media, setting, etc. that play a role in your decisions, and fill in the “think” column. Then pair up with someone at your table to come up with some additional factors. In the share section, you will write what your classmates share.

After this we will work on another mini-activity where you will make a list of the most important decisions you currently make on a regular basis at home, school and with friends. You are going to check off whether you make those decisions on your own or whether you are influenced by others. Here is one at school decision example: “should I cheat on my science test?”, some people that might influence whether you cheat on your science test are your friends or yourself.

Problem that could go wrong: Students could have a hard time during the think-pair-share activity thinking of a response to this lesson's guiding question.

Solution for that problem: I will support those students to see if I could guide them in coming up with some responses for this section. If students continue to have a hard time, I will provide them with one example to get their brains to start moving. I will also provide them with a copy of the modified worksheet.

How will you check for understanding before moving on?

After the teacher modeling of the mini-activities, I will ask students if they have any confusions on how to complete these worksheets. I will also remind students that this is a “no pressure” activity and that they are all more than welcome to work together to support each other in these activities.

Content/New Learning: (5 minutes)

Input (new knowledge) – how is this being done (best practice instructional strategy)

The new knowledge that the students will receive in this lesson is the YRBS and local data that was found for 9th-graders and reported cases of drug use, sale, and possession. The students will be informed of this data so that they are aware of the need that their age group, and adolescents in NYS, and Lab HS, have for learning how to make effective/safe decisions when it comes to

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alcohol and other drugs. The students will also be introduced to the 3Cs of decision-making and this strategy for decision-making can support them when making any kinds of decisions, but specifically decisions on alcohol and other drugs.

Directions: We learned that our decisions are mostly influenced by ourselves or other factors. Because there are many factors that can influence our decisions it is important that we learn how to make effective decisions on a daily basis, more specifically, when it comes to alcohol and other drugs. Data as recent as 2021 has found that adolescents, specifically 9th-graders, like yourselves, currently drink alcohol, use marijuana, and use electric vapor products. At our school specifically, it was found that in the 2021/22 school year, 3 cases of alcohol and drug use, possession, and sale, took place in our school community. In an attempt support our health we will be learning about the 3Cs to effective decision-making to support you when you have to make decisions regarding alcohol and other drugs. The 3C's of effective decision-making are; clarify, consider, and choose. We are going to go more in depth on these 3 steps and then we will put them into practice by taking part in various scenarios involving alcohol and other drugs.

Teacher Modeling of what students should be doing: Review the YRBS and local data on alcohol and other drugs with the classroom as well as the 3Cs to effective decision-making.

Problem that could go wrong: Some students might have a hard time understanding what the 3Cs of decision-making are.

Solution for that problem: I will provide them further examples of what they might look/sound like in a conversation or scenario.

How will you check for understanding before moving on: Before moving on to role-play practice scenarios I will check-in with each table to make sure that they understand the importance of the data that was presented to them. I will also make sure that they understand what the 3Cs of effective communication are and how they can be used in a real-world scenario. I will also ask students to tell me what the 3Cs for effective decision-making are before we move on.

Lesson Activities/Guided Practice: (20 minutes)

Describe what the students will be doing during this time with the best practice instructional strategy to implement the new knowledge and skill:

During this time the students will all be placed in groups of two or three. Each group will be given a activity sheet that has two different scenarios on it. The students will read each scenario

Information Recall, Product, Process or Performance

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and as an individual decide, 1. What the problem is in this scenario, 2. Short-term and long-term consequences, 3. Possible solutions, and 4. A decision. Once the students have come up with the decision, they must then act out the scenario along with the decision that they made and they must act out the decision. Each student in the group will repeat these steps for each scenario. However, each student must have different answers and must come to a different decision based on factors in their lives, and the people or things that help to influence their everyday decision-making.

This will demonstrate to myself and the students that they can gain the confidence to make an effective decision when it comes to an alcohol and other drugs situation in their lives. By having students practice on their own what the problem (**clarify**), consequences (**consider**), and effective decision (**choose**) might be to the situation they are faced with, the students are practicing the 3Cs of effective decision-making in a low-stake, close to real life situation. This can support the students in increasing their confidence when it comes to making healthy decision on alcohol and other drugs.

Teacher Modeling of what students should be doing: Review that each student/group knows what it is that is expected of them during this role-playing activity. I will read one of the situations to the class and give them my responses to the scenario based on the influences/factors in my life that influence my everyday decision-making. I will did do a quick roleplay of the decision I made to model to the students what it is that I am asking/expecting from them during this role-play activity.

Problem that could go wrong: Some students could have a hard time trying to figure out the problem, consequences solutions, and decision.

Solution for that problem: I will walk those students through the scenario and ask them a host of questions to help guide them through the scenario and activity, ultimately landing on a decision.

How will you check for understanding before moving on: Before moving on to the reflective journal entry I will make sure I visit each group to see if any students need guidance on what they are doing with their groups and with this activity. I will also keep reminding students of the time they have left before they have to begin the reflective journal entry. I will have a running timer displayed on the smart board in front of the classroom.

Closing: (usually 5 minutes in length)

**Information Recall, Product,
Processor **Performance****

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<p>Describe what students will be doing during this time with the best practice instructional strategy: Following the role-play situation on decision-making the students will write up a journal entry where they will answer multiple prompts having to do with their confidence in using the 3Cs of decision-making, some areas they feel they might still need improvement in, strengths, and how they will/can use the 3Cs in their everyday life decision-making, especially as it pertains to alcohol and other drugs.</p> <p>Teacher Modeling of what students should be doing: I will model how they should be responding to these prompts and how they should be as specific as possible in their responses.</p> <p>Problem that could go wrong: Some students might not understand the prompts.</p> <p>Solution for that problem: I will check in with that student(s) walk them through the prompt and provide them with examples that could support them in their response.</p> <p>How will you check for understanding before moving on: Before moving on I will make sure that every student understands the instructions and prompts for the journal entry. After reading the student's journal entries, I will be able to determine if the 3Cs of decision-making should be revisited.</p>	<p>Diagnostic, Formative or Summative Assessment Type (Circle One): Information Recall, Product, Process or Performance</p>
<p>Homework/Independent Practice:</p> <p>Describe what students will be doing during this time with the best practice instructional strategy: The students will complete their reflective journal entry for homework if they do not get to finish it during class time.</p> <p>Teacher Modeling of what students should be doing: I will model to the how they should be responding to these prompts and how they should be as specific as possible in their responses.</p> <p>Problem that could go wrong: Some students might not understand the prompts.</p> <p>Solution for that problem: Have those students come to office hours to meet with me and my SBTE to help them with the assignment.</p> <p>How will you check for understanding to ensure homework is complete: Students will have to submit this homework the following day so I will know which students submitted and which haven't. This will also allow me to provide students with feedback on their work and notice any confusions students might still have on the 3Cs of effective decision-making.</p>	<p>Is the assessment (Circle One): Formal or Informal Identify the assessment moment (Circle One): Diagnostic, Formative or Summative Assessment Type (Circle One): Information Recall, Product, Process or Performance</p>

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References, research, theories, model program and resources: MUST have a minimum of one research basis (peer reviewed journal) or theory AND one reference, resource or model program. Please list this in APA format.

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This lesson plan format was adapted by the Department of Public Health and Health Education at SUNY Brockport from the Greece CSD Health Lesson Plan Format. On December 5, 2020, Revision 3

References for the development of this form:

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2. Herbert, PC, Lohrmann, DK., (2011) *It's All in the Delivery! An Analysis of Instructional Strategies From Effective Health Education Curricula*, Journal of School Health, 81:258 – 264.
3. Joint Committee on National Health Education Standards. (2007). National Health Education Standards: Achieving Health Literacy (2nd ed.). American Cancer Society. Standards only available online at: <https://www.cdc.gov/healthyschools/sher/standards/index.htm>.
4. Student Support Services Center. (n.d.). School Health and Health Education. Retrieved April 11, 2019, from http://www.gvboces.org/NYS_SSS.cfm?subpage=212893
5. The University of the State of New York, State Education Department. (2005). A Guidance Document For Achieving the New York State Standards In Health Education. Albany: NY, New York State. Available online at <http://www.p12.nysed.gov/sss/documents/GuidanceDocument4.25.update.pdf>

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7. The University of the State of New York, State Education Department. (1996). Learning Standards for Health, Physical Education and Family and Consumer Sciences. Albany: NY, New York State Education Department. Available online at <http://www.p12.nysed.gov/ciai/health/healthPEFACSLearningStandards.pdf>