

# LESSON 10

## The Ball Is in Your Court

### Topic

#### Content Area

Decision-making model

#### Content Statement/Concept Statement

Apply decision-making techniques to risky situations

### Content Outline

1. A person must clarify his or her **values** before making a **decision**.
2. A **decision-making model** is a tool that can be used to make decisions.
  - TEENS decision-making model
3. Good decision-making skills can help teens deal with potentially dangerous situations.

### Standards of Education

#### Related National Health Education Standards

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks (NHES 3.0).

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health (NHES 6.0).

#### Related State Standards

Refer to attached state standards.

#### Objectives/Expected Learner Outcomes

Demonstrate ways to avoid and reduce threatening situations (NHES 3.6).

Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively (NHES 6.1).

Predict how decisions regarding health behaviors have consequences for self and others (NHES 6.3).

### Standards of Education

#### Student Group Targeted

7th Grade

#### Time Required

Teacher Preparation: 5 minutes

Activity: 35 minutes

Assessment: 10 minutes

## Materials and Resources

TEENS Talking Decision Ball™  
Cool Cash™ (first-time use provided)  
TEENS Decision-Making Model Transparency T10  
Ultimate Basketball Playbook Handout  
Slam Dunk Decisions Handout  
Activity Supplies (coin or token—not provided)

## Key Terms/Vocabulary

A **decision** is the act of making a choice.  
A **value** is a way of behaving or thinking by which a person tries to live.  
A **decision-making model** is a procedure to follow when making decisions.

## Motivation and Explanations

Students will need to know how to make good decisions, especially when they find themselves in a risky situation. Learning how to use a decision-making process will help students make decisions that better reflect their values, needs, and wants.

## Questioning Strategies/Discussion

The theme of this lesson is a game similar to basketball that requires students to apply decision-making skills. Applying these skills in an active learning environment will help students comprehend how to utilize decision-making skills in situations that require quick thinking. One strategy to facilitate discussion is to evaluate decision-making influences by asking these types of discussion questions: What factors influence the decisions you make? How can you learn to make better decisions? Why is learning how to make good decisions important?

## Teacher Preparation

Before class review the **Ultimate Basketball Playbook** handout to become familiar with how to organize the game.

## Activity: Ultimate Basketball

In this lesson, students will be participating in a game of Ultimate Basketball. This sporting event goes beyond the physical demands of a basketball game and requires students to think quickly to make good decisions.

Begin class by discussing the TEENS Decision-Making Model transparency T10. Students should be able to list each step of the model readily before participating in the activity. During pre-game warm-ups, if students are having difficulty quickly reciting the steps of the model, you may choose to leave the transparency on display for the remainder of the game.

Divide the class into two teams. Have each team create a team name. Write both names on the board, and keep track of each team's points under the appropriate team name. Organize the teams in accordance with the Ultimate Basketball Playbook handout.

### Pre-game Warm-ups:

Use the TEENS Talking Decision Ball™ to simulate a basketball game. Allow each team a few minutes to warm up for the game by randomly tossing the TEENS Talking Decision Ball™ to other team members. Before a player tosses the ball to his or her teammate, he or she should say the name of that player to deter two players from colliding in an effort to catch the ball at the same time. As a player catches the ball, the ball will recite a letter from the TEENS model or the phrase "Think Fast." When the ball says a letter, the player must quickly identify the appropriate step on the TEENS model. When the ball says "Think Fast," the player must identify a safety or violence fact he or she has learned in a previous lesson of this module. (You may wish to provide a quick review of some of the module's topics to help students think of a few examples.) Players are not allowed to repeat a fact that has already been given. When each player from the first team has had an opportunity to catch the ball, give the second team time to warm up.

### Game Time:

Toss a coin to decide which team will have possession of the ball first. Activate the ball until it is set to begin play with the letter "T." Read a scenario from the Slam Dunk Decisions handout. Toss the ball to a member of the team that won the coin toss. When the player catches the ball and the ball recites "T," the player must describe an appropriate action he or she would take in relation to the scenario described during the "Track down information" step of the TEENS model. For example, the first scenario reads, "You are listening to the radio while on a camping trip in a remote area. The newscaster has just predicted severe weather in your area." The player who catches the ball when it recites "T" might give a response such as, "Track down information by continuing to listen to the radio for more details about the weather."

If the player answers correctly, give his or her team a point, and continue the game by having the player toss the ball to another member of the team, thus attempting to work through all of the steps of the model. If the player answers incorrectly, have the player toss the ball to a member of the other team, giving the other team an opportunity to steal the ball by responding correctly. During game play, when the ball says "Think Fast," the player must identify a safety or violence fact that is related to the scenario topic being addressed. Each time the ball completes the TEENS cycle of letters and phrases, players should return the ball to the teacher, who will then read a new scenario. Teams will alternate having possession of the ball with each new scenario.

When the game is over, total the score of each team. Distribute one bill of Cool Cash™ to each player from the winning team. If the game is tied, give the players of each team a bill of Cool Cash™.

## Assessment

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Students will design a program insert highlighting how the personal decisions of a fictional basketball player have affected his or her personal safety. Have students select one injury or violence safety issue from the previous lessons. Have students apply the TEENS decision-making model to the issue they have chosen. For example, the player may have been in a car accident in which the choice to wear a seat belt saved his or her life.

## Assessment Strategies

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In the activity, students will demonstrate the ability to make appropriate decisions and explain the proper actions to take during each step of the decision-making process. You will know when students have achieved the lesson objectives when they have successfully designed brochures about safety issues that show how personal decisions can affect personal safety and demonstrate how to apply the TEENS decision-making model to the issue. An alternative assessment is to have students write a helpful letter to an alien visitor to Earth that describes a possible risky situation involving one injury or violence safety issue from the previous lessons and instructs the alien how to use the TEENS decision-making model to make a healthy decision in that situation.

## Supplemental Resources

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<http://www.HealthEdcoCurriculum.com>  
<http://www.HealthEdco.com>

Additional products available through HEALTH EDCO<sup>®</sup> that complement this lesson:  
Solution Ball

# Slam-Dunk Decision List

1. You are on a camping trip, and your best friend steps sideways on a tree root and severely sprains her ankle.
2. You are invited to meet some new friends at the park after dark. You've heard rumors that they may be members of a gang.
3. You and your friends are out hiking when you see a gun lying near a pile of leaves.
4. You meet your friends for an afternoon of skateboarding. None of your friends is wearing safety equipment, and they laugh at you when you put on yours.
5. You have just sat down to watch TV when your little sister walks out of the kitchen in tears, holding a half-empty bottle of cleaning fluid.
6. You are cooking in the kitchen, and your kitchen curtains suddenly catch on fire.
7. You trip while walking downstairs, and you bang your head against the wall. A bump quickly appears, and you have a massive headache.



8. The school bully confronts you after school and threatens to beat you up if you don't do his homework.



9. You and your best friend are at a swimming pool. Your best friend wants to dive into the water, but you see several signs that say "No diving."
10. You come home from school and find your little brother snooping in your room. You've caught him in your room three times already this week, and you've told him repeatedly to stay out. This time, you're really angry, and you've had enough!