Grade 9 Sample Lesson Plan:
Safety and Injury Prevention – Risky Business

SOLs

- 9.1 J
- 9.2 N

Objectives/Goals

- Students will identify behaviors that may contribute to intentional and unintentional injuries.
- Students will analyze situations involving risky behaviors that may result in permanent disability for self or others.
- Students will understand actual risk versus perceived risk.
- Students will demonstrate the ability to use decision-making skills to enhance health as it relates to risky behaviors (e.g. speeding, impaired driving, weapon use, etc).

Materials

- 1 – PowerPoint – Risky Business
- 2 – Handout – Weighing the Risks
- 3 – Poster board or butcher paper
- 4 – Stickers (red, yellow, green)
- 5 – Optional - Poly spots - at least 6, but ideally 24 or 30 (4 or 5 sets of 6)
- 6 – Handout – Decision Making Comic Strip assessment

Procedure

Step 1 – Lesson 1

- A – Tell students that *Today we will be thinking about and discussing risky behaviors that teenagers engage sometimes engage in. We will discuss why the teenage years lend themselves to taking more risk and identify behaviors that may result in permanent disability for self and others. At the end, we will look different scenarios and demonstrate our ability to mitigate risk through decision making (applying the DECIDE model acronym)*
- B - Begin by getting students to reflect on their own risk taking behaviors and their perceptions of others' risk taking behavior using the PowerPoint – Risky Business (Unintentional Injury Voting Activity).
- C – Before class, use a poster board or large piece of butcher paper to create a grid to go with the PowerPoint activity. On the poster board, write each statement for the voting

activity. Separate each statement and leave ample space for students to put their sticker beside each statement.

- D – Using the PowerPoint slides, read each question aloud. Give each student a group of stickers. They will need plenty of all 3 colors, so they don't ask for more of a color. (This keeps other students from knowing their answers).
- E – Say, *As I read each statement, you will choose the statement that matches your answer best. On the sticker that matches your choice, write the statement number on your sticker.*
- F – To make sure students understand, read the first statement. Go over the choices. If your choice is "all the time", write a #1 on the green sticker. If your choice is "about 50% of the time" write #1 on the yellow sticker. If your choice is "rarely or never", write #1 on the red sticker. You will do this for each statement that I read. There are 8 statements that we will do.
- G – After you read all eight statements for the Unintentional Injury Voting Activity, ask students to place their stickers on the poster board. Once students have done this, process each statement by looking at which statement receives the majority of votes and which answer receives the lowest number of votes. Note whether the majority of votes follows the healthiest behaviors, noting incidences where the healthiest behaviors did not receive the most votes.
- H – Ask students:
    - *What is your reaction to the class voting on these behaviors?*
    - *Why do you think that the "healthiest behavior" did not always receive the most votes?*
    - *What does that say about our attitudes toward avoiding unintentional injuries that are related to these healthy behaviors?* (That it isn't going to happen to them).
- I – Explain to students that most unintentional injuries could be prevented and that it is important to understand risk taking behaviors and our attitudes towards them.
    - You might share the following:
        - According to the Centers for Disease Control, for Americans aged 1-34, unintentional injuries claim more lives than any other cause.
        - For Americans aged 5-34, motor vehicle crashes are the leading cause of death, claiming 18,266 American deaths…it is consistent each year.
        - The top 10 unintentional injury deaths in the 10-44 age group include: unintentional motor vehicle accidents, unintentional poisoning, unintentional drowning, unintended land transport, and unintentional fire/burns.

Step 2

- A – Perhaps you get students to think about defining risk. Write ideas on the board. Webster defines risk as: *a situation involving exposure to danger (noun) or to expose (someone or something valued) to danger, harm, or loss (verb)*.

- B - Next, ask students *How does risk impact decision-making?* Have them brainstorm out loud and put some ideas on the board. Then…
    - Explain *each situation may hold different levels of risk. And everybody has a different threshold for the level of risk they'll take on.*

- *Some risks help you to grow and move beyond your comfort zone (ex: loving someone when you're afraid of rejection)*
- *Some risk teaches you about what you like and what you don't (ex: when you experiment with new things, situations or relationships*
- *Other types of risks can be dangerous or illegal with serious consequences for your health and wellbeing (this is often what people refer to when they talk about risk taking)*.
- *Knowing what you are OK with and what you are not is a learning process. Sometimes you might feel comfortable with the risks, but at other times you may feel very distressed or upset. It's important to understand this and think about these things now.*
- *Here are some things to look out for:*
  - *You find yourself in situations you're not comfortable with*
  - *You're doing something illegal*
  - *You're doing something that might hurt somebody else*
  - *It could have a lasting impact upon your health*
  - *It could affect your relationships now and in the future*
  - *It could affect your education or career*

- B - Explain to the class *teens are becoming independent adults who want to explore and challenge their skills, limits and boundaries. In exploring these limits and boundaries, they will encounter different types of risks.*

  Ask students to identify common risky behaviors that teens might engage in. Some ideas might include:
  - Sexting
  - Dangerous driving (texting while driving or driving at high speeds, etc.)
  - Unprotected sexual activity
  - Alcohol use/binge drinking
  - Illegal substance use
  - Illegal activities like trespassing or vandalism
  - Fighting
  - Truancy
  - Hitchhiking
  - Self-harm/cutting
  - Riding with someone who is high or drunk
  - Gambling
  - Stealing/shoplifting

- C – Depending on what they say, it is likely they will mention more negative risks than positive. Ask, *is all risk-taking behavior negative?* Have them list some examples on the board. Some ideas might include:
  - Asking for help on an assignment
  - Trying out for a team
  - Joining an organization
  - Asking someone out on a date
  - Making a new friend
  - Learning a new sport or hobby

Step 3

- A – Introduce the concept of *actual risks* versus *perceived risks*.
    - Explain that *actual risks refers to the real dangers of the situation. They are the same for everyone. For example, skiing has certain risks. Because of rocks, trees, weather changes and steep runs, anyone could fall and hurt themselves.*
    - *Perceived risks refers to our interpretation of the risks and their possible consequences. These interpretations can depend on what has happened to us in our previous experience. For example, a skier may choose to not go down a certain run, because they feel the run is too dangerous for their level of experience, or because they fell on that run the last time they tried it.*
- B - Ask the students *what are some of the risks that you have faced*?

  On the board, have two columns labelled "actual" and "perceived." Record the students' answers in the appropriate column. (Be aware that labelling risks as actual or perceived is subjective, and that our interpretation of risk is informed by our personal experiences. For example, walking through the cafeteria isn't actually risky, but for a bullied student this may be one of the riskiest moments of their day.)

Step 4

- A – Use the Handout – Weighing the Risk
- B - For each example situation, think about the things you would need to weigh the risks, then make a decision. Write your answers in the space provided. Situation What are the risks? (Actual and Perceived) What could happen? (Positive and Negative) What do you do?

Step 5 – Lesson 2

- A - Introduce the decision making model to students, and walk through the steps of the decision making process. Use a student example (one not related to violence or weapons: go with an "easy" or "light" decision), and go through the decision making steps. Use the D.E.C.I.D.E. acronym to help student remember the 6 steps.
    - Step 1: Define the issue or Determine the Decision To Be Made. This can cause confusion among students. This should not be an "either/or" question. It should be open ended.
        - Example Decision: What should I wear to school today?
    - Step 2: Evaluate Options. What options do students have in this situation? You might want to stick with three to keep it simple, but mention to students that there may be many more options in any decision. Go over both positive and negative decisions; while we want students to always make a socially appropriate, healthy

decision, we must acknowledge that some students do at least consider making an option that is unhealthy.

- Example options: (1) Sweat pants and a sweatshirt; (2) fancy dress clothes, (3) jeans and a t-shirt

- Students may suggest other options; these are only examples.

- Step Three: Consider Potential Positives & Negatives For Each Option

  - The key word here is "potential." A lot of teenagers make hasty decisions because they think a result is guaranteed when it is not. Often they may make a decision hoping for a result (peer acceptance, etc.) that does not actually happen in the end. We only discuss two potential positives and two potential negatives for each option, but more may come up.

    - Option 1: Comfortable (+), May Look Sloppy (-); Option 2: Dressed to Impress (+), Uncomfortable (-); Option 3: Comfortable (+), Cold in Winter (-)

- Step 4: Identify Your Values – Ask yourself the following questions:
  - Does this idea follow my ideas and personal values?
  - Will this idea help me stay safe and healthy?
  - Does this idea follow family, school, and community rules?
  - Does this idea show respect for myself and others?
  - Could this really work, that is, is it realistic?

- Step Five: Decide and Take Action. Discuss with students the above information, and help weigh the potential positives and negatives against each other. A decision should be made based on a decision that is socially appropriate, aligns with their values, and also healthy. Discuss the importance of taking action here: students often know what they *should* do, but they often don't do it!

- Step Six: Evaluate the Decision and Reflect on Your Decision. After the decision is made and students have completed the process, evaluation takes place. Students should reflect on whether the decision they made was the best decision, and why.

- B – Have students practice working through the DECIDE acronym with various scenarios. You can start with the six scenarios given in the Handout – Weighing the Risks. The goal is to get students as many repetitions as possible working through different realistic scenarios they may face that have potential for "risky behavior."

- C – To practice, have students form pairs. Rather than writing everything down here, the goal is to get more "reps" so have them talk through the six steps. You could make this a kinesthetic activity and have them take one full step for every part of the DECIDE acronym. For example, if my partner and I Define the problem, we take one full step forward, then we must Explore different alternatives…if we are successful, then take another step. Tip: You could use a few sets of 6 poly spots labeled with a letter from the DECIDE acronym to reinforce them learning these 6 steps. (Ex: Poly spot #1 is labeled "D" = Define the problem, poly spot #2 is labeled "E" = Explore the alternatives, etc.). You would want a probably 5-6 sets of six if your class is larger. Once students finish one scenario, they should pick a new scenario and start from the beginning.

- D – After about 10-15 minutes of getting repetitions, have student complete the Decision Making Comic Strip assessment.

Assessment Idea

Students will complete the Decision Making Comic Strip assessment to show their learning of the various learning outcomes of NHES #5 on decision making.

References

- Teaching Kids to Take Healthy Risks – NPR.org
- Center for Disease Control – Unintentional Injury Statistics

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

Weighing the Risks

For each example situation below, think about the things you would need to weigh the risks, then make a decision. Write your answers in the space provided.

Situation	What are the risks? (Actual & Perceived)	What could happen? (Positive & Negative)	What do you do?
Your friend is being bullied in school. One day, you decide to stand up for your friend and talk to the bullies.			
On the way to a school dance with friends, somebody pulls out a JUUL and passes it around. Eventually, the JUUL ends up in your hand.			
During lunch, a friend challenges you to a quick game of dice where the wager is $ 10 a game. You have exactly $ 10 for lunch, but you're feeling lucky and think you can win.			
Your friend's parents are out for the evening and you are at a party there. Your friend breaks open their liquor cabinet, and tries to pour alcohol in everyone's drinks.			
You are at a party with your friends and the person who drove has been drinking. When it's time to leave they say they "are good to drive."			

Decision Making Comic Strip – Assessment

Directions: You will create a comic strip showcasing the decision making process that we have learned about, relating to a situation involving potential risk taking and/or unintentional injury. Please read below for specific requirements, as well as the project rubric. This is an individual project!

The following National Health Education Standards will be assessed during this project:

- **5.12.4** The student will generate alternatives to health-related issues or problems *such as risky behaviors and/or unintentional injuries*
- **5.12.5** The student will predict the potential consequences to each alternative on self and other *as it relates to risky behaviors and/or unintentional injuries*
- **5.12.6** The student will defend the healthy choice when making decisions *in regard to avoiding risky behaviors and/or unintentional injuries*

Your comic strip must showcase the following content & skills:

- ❑ Shows progression through a decision-making process:
  - ❑ Identifies the decision to be made
  - ❑ Considers options: what their choices are
  - ❑ Determines potential pros (positives) and cons (negatives) for each option
  - ❑ Takes action or makes decisions
  - ❑ Evaluates or reflects on action

Situation. You can pick a situation from the "Weighing the Risks" handout, or you can choose your own that is meaningful to you (see your teacher for approval).

The project has been broken down into the following parts:

- ❑ Scenario & Planning: Read the scenario and fill out the brainstorming chart. Make sure you cover **ALL** of the content and skills listed above!

- ❑ Drafting: Begin to sketch out your comic strip in pencil

- ❑ Final Copy: Add color (colored pencils, markers, crayons, etc.) to your comic strip. Cut out the finished boxes and arrange on a piece of paper.

Planning Sheet

Step 1. Identify The Decision To Be Made. In a complete sentence, identify the specific decision you need to make based on the situation you selected. Be specific!

Step 2. Consider Your Options. Create a list of options for your decision. What are your choices in this situation? Come up with three different ideas/choices.

1.

2.

3.

KEEP IN MIND: The following questions are good to ask yourself when you're making a decision.

- ❑ Does this idea follow my ideas and personal values?
- ❑ Will this idea help me stay safe and healthy?
- ❑ Does this idea follow family, school, and community rules?
- ❑ Does this idea show respect for myself and others?
- ❑ Could this really work, that is, is it realistic?

Step 3. Determine Pros (Positives) & Cons (Negatives) For Each Option. Fill in the chart below, making notes of at least one positive and negative for each option.

#	Positives / Pros / Advantages	Negatives / Cons / Disadvantages
1		
2		
3		

Step 4. Take Action and Make a Decision! Identify which option you went with and, in a complete sentence, explain **WHY** you think this is the **BEST** decision to make!

Step 5. Evaluate Your Decision. Was your decision a good decision? What happened as a result of making this decision?

Decision Making Comic Strip Rubric

National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- **5.12.4** The student will generate alternatives to health-related issues or problems *such as risky behaviors and/or unintentional injuries*
- **5.12.5** The student will predict the potential consequences to each alternative on self and other *as it relates to risky behaviors and/or unintentional injuries*
- **5.12.6** The student will defend the healthy choice when making decisions *in regard to avoiding risky behaviors and/or unintentional injuries*
- **5.12.7** The student will evaluate the effectiveness of health-related decisions *in regard to avoiding risky behaviors and/or unintentional injuries*

Concerns ("Not Yet") **Areas That Need Work w/Comments**	**Criteria ("Proficient")** **Standards for Performance**	**Advanced ("Above & Beyond")** **Evidence of Exceeding Standard w/Comments**
	Step 1: Identifies the decision to be made.	
	Step 2: Has at least two options/choices that can be made (NHES 5.12.4)	
	Step 3a: For each of the two options/choices, has one potential positive impact (NHES 5.12.5)	
	Step 3b: For each of the two options/choices, has one potential negative impact (NHES 5.12.5)	
	Step 4: Identifies which choice they will make and demonstrates actions (actually making the decision) (NHES 5.12.6)	
	Step 5: Evaluates the decision: Was it a good decision or a bad decision? How do you know? (NHES 5.12.7)	
	Comic strip is creative, colorful, and unique; comic strip final product is neat, professional, and shows pride in work	

Grade & Teacher Comments: