

Family Life Assessment Lesson Procedures

Standards:

NHES Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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

Lesson Objectives:

Predict the potential short & long term impacts of sexual health decisions on self and others.

Analyze the influence of family, culture, peers, perceptions of norms, and personal values & beliefs on personal decision making.

Procedures:

1. Warm-Up: Ask students to use the raise hand feature if their answer to each of the warm-up questions is true. After reviewing student responses to the warm-up questions, explain to students that they are going to work through the process of decision making and analyzing influences in class today. Please review this sample statement to help guide you in prepping your students for today's class:
 - a. "Making decisions can be difficult and making decisions about sexual activity and sexual health can be even more difficult since everyone has different values and beliefs about this topic. A person has the right to make a different decision at any point in their life and they do not have to make the same choice twice. An important part of decision making is evaluating the outcome of the decision. Today you are going to use information you have learned throughout the family life unit to work through the decision making process to identify how decisions surrounding sexual health could impact the various areas of wellness. During this process, you are also going to take some time to analyze your personal internal and external influences to gain a better understanding of the impact your influences have on your own decision making."
2. Next, establish a format for your students to respond to and discuss the 4 question on decision making. During the discussion, students should gain a better understanding of the importance of thinking through choices before making a decision.
 - a. Sample formats may include - Have students answer the questions on a Padlet then hold a class discussion, Ask students to respond in the Teams meeting chat then hold a class discussion, or put students into breakout rooms to discuss the 4 questions and then pull students back to the main meeting to hold a class discussion.
3. Then explain the two types of influences to the class: internal and external. Ask students to share examples of both types of influences and to explain how the influence may impact a person's choices.

- a. This class discussion can be done in a variety of different ways. Use the ideas listed under step number 2 to help establish the best way to implement the discussion with your students.
4. Next, students will work independently to complete the Family Life Assessment. Take time to explain the assignment prior to releasing students to work. The directions include:
 - a. Work through the three choices provided in the scenario.
 - b. For each choice, analyze the impacts the decision could have on the persons' physical, social, emotional/mental, and spiritual health
 - c. Analyze your own internal and external influences
 - d. Think about the impact your personal influences have on your sexual health decisions
5. Closure: Consider the best way to implement the closure in your classroom so that students can respond to all three questions. Some ideas include:
 - a. Have students return to the teams meeting at a set time to go over the closure questions
 - b. Set up the closure as a "test" in itslearning so students can submit their answers without peers seeing
 - c. Set up a discussion board in itslearning with the three questions and ask students to write their own thread in the discussion board

Family Life Assessment Grading:

This skills based assessment is assessing students' skills in the area of analyzing influences and decision making process. Please adapt/modify the point values on the rubric to fit your grading scale & policy. The rubrics provided should be used in the following ways:

Decision Making Rubric - Should be used to grade the response to the following question:

After analyzing the impacts that Andie's decision could have on the areas of health, provide Andie advice on what choice you believe is the best option. In your response, explain the positive and negative outcomes that may result if Andie chooses this option. Be sure to explain why you feel this is the best choice for Andie to make.

Analyzing Influences Rubric - Should be used to grade student responses on the influences chart and closure question.