

Sub-Task #6 Responsible Decision-Making and Puberty

Materials

See list of Appendices

Description

Students will apply a decision making model to address adolescent growth and development issues related to personal relationships.

Expectation Code	Learning Expectation
6p2	Identify the major parts of the reproductive system and their functions and relate them to puberty
6p8	Relate the changes at puberty to the reproductive organs and their functions
6p9	Apply a problem-solving/decision making process to address issues related to friends, peers and family relationships

Assessment Opportunities – Suggestions for Assessing Expectations

Summative Assessment: Performance Assessment – Teacher will assess the student’s use of a decision making model to communicate the interrelationship of puberty to the reproduction organs and their function. The teacher will use Appendix V and W as a recording tool for the assessment.

Teaching/Learning Strategies

1. The Decision-Making Model

- Through guided discussion, the class develops a Decision-Making Model . The following example may assist you:
 - Step 1: Identify the problem
 - Step 2: List alternatives with pros and cons
 - Step 3: Evaluate all alternatives
 - Step 4: Make the decision
 - Step 5: Reflect/Evaluate the decision

2. Decision-Making Scenarios

- Guide the students through the Decision-Making Model using the following scenario:
 - At recess, a group of students begins to tease you and call you names because you are smaller than the rest of the group. One of your best friends laughs along with the group. How do you feel? What will you do?

- Divide the class into groups of five. Each group uses the Decision-Making Model to arrive at the “best solution.” Each group uses the following scenario:
 - Your two friends are fighting and are not talking to each other. Both friends expect you to side with them in this argument. You feel uncomfortable when they both ask you to sleep over on Friday night. What do you do?
- Have each group report to the class using the Decision-Making Model on how they arrived at the “best solution.”
 - Teachers need to be aware that there are many different “best solutions” based on values and beliefs of group members. All “best solutions” may have validity. Students may need to be prompted to respect the decisions of others.
- Divide the class into groups of five. Each group will use the Decision-Making Model to arrive at the “best solution” to the following scenarios (see Appendix V). Each group will solve a different scenario.
 - Have each group report to the class using the Decision-Making Model on how they arrived at the “best solution”. Have the students explain why the characters are feeling the way they do.

Notes to Teacher

Ontario Catholic School Graduate Expectations

CGE(3) A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good

CGE3(d) Makes decisions in light of gospel values with an informed moral conscience for the common good

CGE(6) The graduate is expected to be a caring family member who attends to family, school, parish, and the wider community

CGE6(b) Recognizes human intimacy and sexuality as God-given gifts, to be used as the Creator intended

Fully Alive

Theme 2, **Living In Relationship**, Topic 3, Family Stress

- recognize that all families experience day-to-day stresses and tensions
- explore some strategies for living with normal family stress

TM pp. 35-38, SB pp. 37-41