

## Health Skill:

# Decision-Making



## Background Information

The health skill, *Decision-Making*, focuses on the fact that people make decisions everyday. These decisions can be everyday decisions, impulsive decisions, quick decisions, or thoughtful decisions. Identifying the level of importance for each decision allows for an intentional process to be utilized when needed. Taking the time to make thoughtful decisions, especially regarding one's health, helps maintain positive health behaviors and change unhealthy behaviors. It is important for students to understand that the use of this skill allows them to sort through problems, brainstorm options, analyze the outcomes, follow-through, and reflect on the choices they make. When applied to health, the steps in this health skill model gives students the ability to make decisions individually, or collaboratively, to improve their quality of life. The health skill also allows students to make decisions outside of high-risk and high-stake contexts, increasing the likelihood of making healthy choices when facing potentially unhealthy situations. Mastery of *Decision-Making* empowers students to work through difficult situations by keeping the impact of the decision on their health in mind. Mastering *Decision-Making* prepares students for the other health skills, such as *Goal-Setting*, *Self-Management*, and *Advocacy for Self & Others*.

### Notes on Grade Level Progression

Activities, vocabulary, and language throughout the grade levels are vertically aligned and build upon one another.

If students require scaffolding, refer to previous grade levels for additional ideas for activities and instruction that address gaps in student skills. For enrichment activities, look at higher grade levels in order to provide additional practice opportunities or for ideas on how to deepen understanding.

#### PreK-2

- Identifying decisions related to health
- Knowing when to get help
- Choosing between two options
- Learning from decisions

#### 3-5

- Identifying options
- Predicting outcomes
- Reflecting on decisions

#### 6-8

- Defining different types of decisions (everyday, impulsive, thoughtful)
- Analyzing collaborative and individual decisions
- Predicting and evaluating outcomes
- Using strategies to help follow-through on decisions
- Identifying potential obstacles to health decision-making

#### 9-12

- Using more complex prioritization strategies (pro/con lists, values rating)
- Using collaborative decision-making strategies

### NATIONAL HEALTH EDUCATION STANDARD (NHES) 5:

Students will demonstrate the ability to use *decision-making* skills to enhance health.

*National Health Education Standard Rationale: Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.*

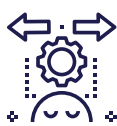


## Grades 3-5 Framework

In grades 3-5, students begin *Decision-Making* by identifying the moments in their life when thoughtful decisions are needed. First, prompt students to think about decisions in general and then transition to identifying decisions related to their health. Students should also determine which decisions require help and which are made on their own. In Step 3, students practice making healthy decisions and communicating their decisions to others, increasing the likelihood they will be able to follow through on decisions in difficult situations. Finally, students reflect on their decisions, connecting to personal health and their future.

Mastery of *Decision-Making* for grades 3-5 means students are able to identify health-related decisions, brainstorm options and outcomes, make healthy decisions, and reflect on how those decisions impact their health and futures.

## The Steps:



### Step 1: Identify Decision



**Step Overview:** The main goal of this step is to develop awareness for when decisions need to be made. Understanding when decisions are necessary helps an individual recognize when they should use a decision-making process. Students need to learn to recognize when a decision relates to their health as well as the difference between thoughtful and quick decisions.

#### Sub Skill(s):

- Define thoughtful decisions
- Identify health-related decisions



### Step 2: Brainstorm Options & Outcomes

**Step Overview:** In Step 2, students use strategies that aid in decision-making: listing options, identifying if help is needed, and predicting outcomes. Part of this step is prompting students to think through whether or not options are healthy and safe in order to prioritize choices that are health-enhancing.

#### Sub Skill(s):

- List options for decisions
- Identify when help is needed for a health-related decision
- Predict outcomes of each option



### Step 3: Make a Decision

**Step Overview:** Once a person has listed options and predicted outcomes, it is important to make the decision and follow-through. It can sometimes be easy to get stuck in Step 2 because it is hypothetical. However, it is important that a decision is actually made. Step 3 provides students opportunities to practice making a decision and communicating that decision to others.

#### Learning Objective(s):

- Make a health-related decision
- Communicate decision to others



### Step 4: Look Back & Learn

**Step Overview:** Learning to reflect takes practice and intention. After a decision is made, it is important to learn from the outcomes, both positive and negative. Building time for students to reflect is crucial in developing metacognition, which supports other health skills, such as *Goal-Setting*, *Self-Management*, and *Advocacy for Self & Others*. This step allows students to take time to connect this decision to future decisions. Teachers should provide several opportunities to practice making decisions and working through the reflection process.

#### Reflection Question(s):

- How did the decision make you feel?
- What options did you think about at first?
- Why did you choose the option you did?
- What might happen next after that decision?
- How did asking for help make your decision healthier?
- Would you make that decision again? Why or why not?
- What do you want to remember next time you have to make the same decision?



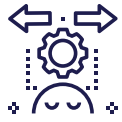
### Teaching Tips

- Teach *Decision-Making* for each health topic covered. Prompt students to identify decisions they will need to make related to that health topic. For example, when studying the impacts of bullying, have students use the steps to decide what to do if they witness bullying.
- Implicitly teach the decision-making processing by modeling decisions you make and structuring learning activities to be centered around student choice.
- Provide opportunities for students to role play communicating their decisions to others and asking for support. Communicating decisions increases the likelihood that an individual will follow through.
- Allow students to use decisions they are facing in their life in order to apply the decision-making process to their life.

See *Teaching Progression* for suggested learning activities.



## Teaching Progression:



### Step 1: Identify Decisions

**SUB SKILL(S):**

- Define thoughtful decisions
- Identify health-related decisions

**GUIDING QUESTIONS:**

Why are decisions important to our health? What are some times when a decision needs to be made?

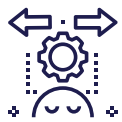
**NHES PERFORMANCE INDICATORS:**

(5.5.1) Identify health-related situations that might require a thoughtful decision.

**VALUABLE VOCABULARY:**

*decision,  
thoughtful,  
quick*

### Step 1: Identify Decisions | Sub Skill: Define Thoughtful Decisions



**SUGGESTED LEARNING ACTIVITY 1:**

Explain that decisions are made based on a variety of factors, experience, knowledge, and emotions. Important decisions should be made in a thoughtful way, which means some decisions need to be made prior to the situation occurring. For example, the decision to not use tobacco needs to be made before you are offered to use it.

In the center of separate sheets of paper, instruct students to write the phrases thoughtful decisions and quick decisions. Ask students to think of examples and criteria for each type of decision, encouraging students to make as many connections as possible. Have students connect their examples and criteria to the center of their paper, creating a mind map for each type of decision.

Once students have completed their mind map for each type of decision, give students time to share their mind maps with several classmates. Tell students that they must add at least three new ideas from sharing with their classmates to their mind map.

Create a class mind map for thoughtful and quick decisions. Then, define thoughtful decisions and quick decisions as a class.

**Language of Health Literacy:**

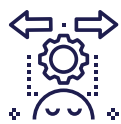
*A thoughtful decision is \_\_\_\_\_.*

*A quick decision is \_\_\_\_\_.*

*The difference between a thoughtful decision and a quick decision is \_\_\_\_\_.*



## Teaching Progression: Step 1 | Identify Decisions (Cont.)



### SUGGESTED LEARNING ACTIVITY 2:

Show a video of a person making decisions. When students think a thoughtful decision is required, have students stand up. When students stand, pause the video and prompt students to explain why they think a thoughtful decision is needed. Allow students who disagree to share their reasoning.

### TEACHING NOTES:

- Make sure videos feature decisions that are relevant to the age group and students in your class.
- Model and provide the *Language of Health Literacy* to support student understanding and discussion.
- Use different movements to meet the needs of your classroom.

## Step 1: Identify Decisions | Sub Skill: Identify Health-Related Decisions



### SUGGESTED LEARNING ACTIVITY 1:

Place students in small groups (3-4). Provide students different scenarios that require a thoughtful decision. Have each group identify the decision that needs to be made. Have students write a paragraph about why they think the situation requires a thoughtful decision related to health, citing evidence from the scenario. When students are finished, have each group or set of pairs present their answer and reasoning.

### Language of Health Literacy:

*A thoughtful decision I will need to make soon is* \_\_\_\_\_.

*This decision connects to my health because* \_\_\_\_\_.

\_\_\_\_\_ *need(s) to decide whether or not to* \_\_\_\_\_.

\_\_\_\_\_ *need(s) to decide* \_\_\_\_\_.

\_\_\_\_\_ *(am/is/are) deciding to do* \_\_\_\_\_ *or* \_\_\_\_\_.

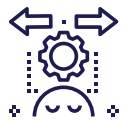
\_\_\_\_\_ *must decide if (I/they/we) will* \_\_\_\_\_.

### TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student responses.
- Use the examples from the mind map activity and video practice to create scenarios.



### Teaching Progression: Step 1 | Identify Decisions (Cont.)



#### SUGGESTED LEARNING ACTIVITY 2:

Explain to students that once this decision has been made ahead of time, these decisions can become quick decisions because students don't need to spend time in the moment deciding. Have students identify a thoughtful decisions related to their health that they will need to make in the near future. Have students write these decisions down.

After students identify their decision, have students share their decisions with others in the class.

#### TEACHING NOTES:

- Thoughtful Decision Example: students may need to decide ahead of time what they would do if they witness bullying or if they are being bullied.
- Make sure student-provided examples are appropriate for class and comprehensive.
- Provide additional decisions as needed to make sure students have enough to pick from.
- As students are writing down the decisions they will personally make, conference with students to learn more about why they selected these decisions and to have them connect the decisions to their health.
- Model and provide the *Language of Health Literacy* to support student responses and connections to health.



## Teaching Progression:



# Step 2: Brainstorm Options & Outcomes

### SUB SKILL(S):

- List options for decisions
- Identify when help is needed for a health-related decision
- Predict outcomes of each option

### GUIDING QUESTIONS:

What decisions require help? How do I consider my options when making a decision? What are the outcomes of the different options for decisions?

### NHES PERFORMANCE INDICATORS:

(5.5.2) Analyze when assistance is needed in making a health-related decision. (5.5.3) List healthy options to health-related issues or problems. (5.5.4) Predict the potential outcomes of each option when making a health-related decision.

### VALUABLE VOCABULARY:

*option,  
outcome,  
positive,  
negative,  
analyze,  
consequences*

## Step 2: Brainstorm Options & Outcomes

### Sub Skill: List Options For Decisions



### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that one strategy people use when making thoughtful decisions is to list all of the options for the decision. Provide a scenario for your students that requires someone to make a decision. Ask students to identify the decision that needs to be made. Model for students listing all available options for the decision.

### TEACHING NOTES:

- Example Decision-Making scenario: a person comes home from school and is hungry before dinner.
- Elicit student responses, as appropriate, and add to the list of outcomes.

### Language of Health Literacy:

One option is to \_\_\_\_\_.

Someone could decide to \_\_\_\_\_,  
\_\_\_\_\_, or \_\_\_\_\_.

Some options are \_\_\_\_\_.



## Teaching Progression: Step 2 | Brainstorm Options & Outcomes (Cont.)



### SUGGESTED LEARNING ACTIVITY 2:

After modeling, place students in groups (3-4). Provide students with scenarios that require a thoughtful decision. Have each group identify the decision that needs to be made. Then, have each group list the options the person has in the scenario.

#### TEACHING NOTES:

- Reuse the scenarios from step 1, if needed.
- Model and provide the *Language of Health Literacy* to support student responses.
- As students work, monitor progress and encourage students to think of as many options as possible.



### SUGGESTED LEARNING ACTIVITY 3:

Tell students to go back to the decisions they identified in Step 1 and pick one decision they want to practice with. Instruct students to list the different options. Once students are done, have them share their decision and options with a new partner or small group. Those hearing the decision and options should provide feedback, listing any additional options not previously identified.

#### TEACHING NOTES:

- Allow students to work in partners as needed, however, students will be working on their own decisions.
- Conference with students while they work to provide feedback and help list options.
- If students express uncertainty about their options or identify that they need help, tell them they will work on identifying when help is needed next.

## Step 2: Brainstorm Options & Outcomes

### Sub Skill: Identify When Help Is Needed For A Health-Related Decision



### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that sometimes when making decisions and looking at our options, we may realize that we need help. Getting help when making a difficult decision is important and recognizing when help is needed is a strength. Tell a story about a time when you had a tough decision to make, providing details that show why help was needed. Ask students what they noticed about the story. Chart student responses.

#### Language of Health Literacy:

*I need help deciding \_\_\_\_\_ because*

\_\_\_\_\_

*\_\_\_\_\_ doesn't feel healthy/safe because*

\_\_\_\_\_ *I need help.*

See Next Page For Teaching Notes.





### Teaching Progression: Step 2 | Brainstorm Options & Outcomes (Cont.)

#### TEACHING NOTES:

- Example Scenario: share how one time a really good friend was pressuring you to do something you didn't want to do, but you were worried they would get mad at you if you didn't follow along.



#### SUGGESTED LEARNING ACTIVITY 2:

Provide students with questions they could ask themselves in moments when decisions become too difficult or feel unsafe. Model using these questions with the story you told earlier. Explain to students that if they answer yes to any of the questions below, they should seek the help of a trusted adult or resource. Some questions you could provide include:

- Are you having trouble coming up with healthy options?
- Is your safety or someone else's safety at risk?
- Are you feeling uncomfortable with your options?



#### SUGGESTED LEARNING ACTIVITY 3:

Have students go to the decision they identified in Step 1. Have students go through the questions above and analyze whether or not they need help. Have students share their answers for whether or not they would seek help.

#### TEACHING NOTES:

- Be aware that some students may be triggered by this activity because they feel overwhelmed or limited by their options.
- In order to explain their reasoning, make sure students cite background knowledge and the answers to the questions above.



See *Access Valid & Reliable Resources* for guidance on supporting students to locating valid information and help students need to make healthy decisions.



## Teaching Progression: Step 2 | Brainstorm Options & Outcomes (Cont.)

### Step 2: Brainstorm Options & Outcomes

#### Sub Skill: **Predict Outcomes Of Each Option**



##### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that another strategy people use when making thoughtful decisions is to predict the outcomes of each option. This helps to eliminate options that have unhealthy or unsafe outcomes without following through on the decision. Go back to the example used earlier to model listing options. For each option, model predicting the outcomes. Elicit student responses and add to possible outcomes.

##### Language of Health Literacy:

*If I decide to \_\_\_\_\_, then \_\_\_\_\_ (will happen).*

\_\_\_\_\_ could happen if I \_\_\_\_\_.

\_\_\_\_\_ is a healthy option for me because \_\_\_\_\_.

\_\_\_\_\_ is not a healthy option for me because \_\_\_\_\_.

##### TEACHING NOTES:

- In the example about what, if anything to eat before dinner, you may predict the outcome of not eating a snack, which could result in overeating at dinner, or you may predict the outcome of eating different foods, such as eating an apple or a bag of potato chips.



##### SUGGESTED LEARNING ACTIVITY 2:

Provide students options for what could happen next in class. Have students list the outcomes for each option as a class. Push students to list as many outcomes as they can, both positive and negative. Display student responses.

##### TEACHING NOTES:

- Example of Classroom Decision: students could decide the order of two activities or whether or not to work in groups for an activity.
- Make sure the options you provide do not have only one right choice.
- This activity will be continued in Step 3, Make a Decision.



### Teaching Progression: Step 2 | Brainstorm Options & Outcomes (Cont.)



#### SUGGESTED LEARNING ACTIVITY 3:

Have students return to the decision they identified in Step 1 and the options they listed. Now, have students predict the outcomes for each option. While students work, monitor progress and ask students the following questions:

- Are those all of the outcomes for that option?
- Is that outcome healthy or unhealthy?
- Does the person in the scenario need help? How do you know?

#### TEACHING NOTES:

- Allow students to talk with other students for ideas but make sure they are completing work for their own decision.
- Conference with students as they list their options.
- Be aware that some students may be triggered by this activity because they feel overwhelmed or limited by their options. Allow students to change decision, take short breaks, or check-in with a trusted adult as necessary throughout this process.



## Teaching Progression:

### Step 3: Make a Decision

#### SUB SKILL(S):

- Make a health-related decision
- Communicate decision to others

#### GUIDING QUESTIONS:

How do I make decisions?  
How do I communicate my decisions to others?

#### NHES PERFORMANCE INDICATORS:

(5.5.5) Choose a healthy option when making a decision.

#### VALUABLE VOCABULARY:

*decision, option*  
*outcome, results*  
*positive, negative,*  
*follow-through*

### Step 3: Make a Decision | Sub Skill: **Make A Health-Related Decision**

#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that the most important step in *Decision-Making* is actually making the decision and following-through. Go back to the scenarios and groups students were using in Step 2. Now, have students identify the decision that the person in the scenario should make by circling the option. Have students explain why they chose the option they did, citing evidence from the scenario and predictions.

#### SUGGESTED LEARNING ACTIVITY 2:

Tell students they are going to have an opportunity to practice making decisions. Hang posters around the room with different decisions, options, and predicted outcomes. Give students a set amount of time at each poster. Have students rotate to each poster and write their name next to the option they would pick. Notice the options most students choose.

Debrief the activity by asking the following questions:

- How did it feel to make decisions?
- What made it easy to make the decision?
- What made it difficult to make the decision?

See Next Page For Teaching Notes.



## Teaching Progression: Step 3 | Make Decision (Cont.)

### TEACHING NOTES:

- Make sure the decisions displayed on posters are relevant for the students in your class.
- Facilitate class debrief that prompts to students to think about the considerations they made to ensure they make healthy decisions.



### SUGGESTED LEARNING ACTIVITY 3:

Have students return to the decision they identified in Step 1 and Step 2. Have students circle the option they have decided and write an explanation for why they chose that option.

## Step 3: Make Decision | Sub Skill: **Communicate Decision To Others**



### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that communicating our decisions is one way we make sure to follow-through. It is important to voice our decisions to people so they know and can support us if we need help. Model communicating a decision you made by using the *Language of Health Literacy*.

### Language of Health Literacy:

*I have decided to \_\_\_\_\_.*

*I made this decision because \_\_\_\_\_.*

*After weighing my options, I decided to \_\_\_\_\_ because \_\_\_\_\_.*

### SUGGESTED LEARNING ACTIVITY 2:

Place students in pairs and have them practice telling their peers the decision they made. After sharing, the partner who was listening decides if they would make the same decision and explains why or why not. Have students switch roles.

### TEACHING NOTES:

- Model and provide the *Language of Health Literacy* above to support student responses.
- Remind students to use the speaking and listening strategies they learned in *Interpersonal Communication*.



See Stage 1: Communication Techniques in *Interpersonal Communication* for guidance on speaking and listening strategies when communicating decisions.



## Teaching Progression:



### Step 4: Look Back & Learn

#### REFLECTION QUESTION(S):

- How did the decision make me feel?
- What options did I think about at first?
- Why did I choose the option I did?
- What might happen next after this decision?
- How did asking for help make my decision healthier?
- Would I make this decision again? Why or why not?
- What do I want to remember next time I have to make the same decision?

#### GUIDING QUESTIONS:

How do I learn from my decisions? How do I know when I have made a healthy decision?

#### NHES PERFORMANCE INDICATORS:

(5.5.6) Describe the outcomes of a health-related decision.



#### SUGGESTED LEARNING ACTIVITY:

Ask students questions that will help them understand the importance of looking back on their progress in working toward a goal. For example ask the following questions:

- How did the decision make me feel?
- What options did I think about at first?
- Why did I choose the option I did?
- What might happen next after this decision?
- How did asking for help make my decision healthier?
- Would I make this decision again? Why or why not?
- What do I want to remember next time I have to make the same decision?

Ask students to share their reflections aloud about different decisions related to health. Celebrate students for naming the specific reasons they chose certain options. Remind students that reflecting, or looking back, at their decision and how they made it, will help them make healthy decisions in the future.

#### TEACHING NOTES:

- Provide many opportunities for students to answer these questions.
- Allow students to reflect in a variety of modes, including: through drawing, writing, partner discussion, whole-class discussion, and one-on-one conferencing.
- Model this reflection process for a decision you have made.

#### VALUABLE VOCABULARY:

*reflect,*  
*negative,*  
*positive,*  
*outcome*



# Assessing Mastery of Decision-Making Grades 3-5

Students in grades 3-5 will have mastered *Decision-Making* by demonstrating their ability to showcase the performance indicators identified in Standard 5. Use the student friendly language below to support rubric creation and feedback to students.

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

**5.5.1 - Identify health-related situations that might require a thoughtful decision**

- I can identify when a health-related decision is needed.

**5.5.2 - Analyze when assistance is needed in making a health-related decision.**

- I can analyze when help is needed for a health-related decision.

**5.5.3 - List healthy options to health-related issues or problems**

- I can list options for decisions.

**5.5.4 - Predict the potential outcomes of each option when making a health-related decision.**

- I will be able to predict the outcomes of each option when making a decision.

**5.5.5 - Choose a healthy option when making a decision**

- I can make a health-related decision.
- I can communicate my decision to others.

**5.5.6 - Describe the outcomes of a health-related decision.**

- I can reflect on decisions I have made.

## ASSESSMENT TOOL #1 (5.5.1)

Provide a stack of cards to students with a variety of decisions. These decisions can be varied in terms of type and level of importance. For example, some should be everyday decisions and thoughtful decisions, and some should be related to health and some should not be related to health. Create a graph for students. On the x axis, put the phrases "related to health" on one side and "not related to health" on the other. On the y axis, put the phrases "thoughtful decision" on one side and "not thoughtful decision" on the other. Have students go through the cards and sort them into each quadrant to show whether or not the situation requires a thoughtful decision, and if the decision relates to their health or not.

## ASSESSMENT TOOL #2 (5.5.2, 5.3.3, 5.5.4, 5.5.5)

Have students create a "Choose Your Own Adventure" story. Students select an initial health choice for a character, providing at least three options for the reader. For each option, students direct readers to an outcome and new health decision that needs to be made. Asking for help should be included in times when it is relevant. Students should provide at least three rounds for each initial branch, leading readers through a variety of decisions and outcomes. Have students provide an answer key, highlighting the healthy choices and explaining why the selected choices are healthy.



**Extension (5.5.5):** Students exchange “Choose Your Own Adventure” stories. Students complete the adventure, justifying their decisions and analyzing outcomes.

### ASSESSMENT TOOL #3 (5.5.2)

Provide students with scenarios where people are making decisions that require assistance. For example, they are being bullied by a student and aren't sure what to do. Ask students to explain why assistance is needed, citing evidence and using background knowledge. Then, have students explain the help that is needed and where the help could be accessed.

### ASSESSMENT TOOL #4 (5.5.6)

Have students keep a “Daily Decisions Journal.” Provide time for students to identify decisions they have made and describe the outcomes of the health-related decisions. Use the reflection questions in Step 4 in the Teaching Progression to support student journal entries.

Reflection Questions:

- How did the decision make you feel?
- What options did you think about at first?
- Why did you choose the option you did?
- What might happen next after that decision?
- How did asking for help make your decision healthier?
- Would you make that decision again? Why or why not?
- What do you want to remember next time you have to make the same decision?

*Extension: Students predict upcoming important decision and work through the decision making process.*

## Content Area Connections

**Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.**

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Decision-Making* can be used across content areas when students are struggling with individual decisions. Remind students to consider the steps for thoughtful decision-making when they are struggling to make healthy decisions and support them going through the steps.





Reinforce the understanding that decision-making occurs in all areas of life by exploring the following questions with students across contents. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are making decisions regarding content, choosing partners or group members, or when reflecting on choices that have already been made. These questions can be a guide for independent reflection when students are challenged to understand the choices that led to a particular incident, and how others may have influenced them on their path towards that choice.

- What was happening when *this* decision needed to be made?
- Who did you go to for help with *this* decision?
- How was *this* decision healthy or unhealthy?
- How was *this* decision safe or unsafe?
- How was *this* decision following or not following the rules?

### VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

*decision, option, outcome, predict,  
healthy, unhealthy, safe, help, consequences*

## Resource Bank

### RMC Health

- [Health Education Skills Models](#)

### National Health Education Standards

- [Standards & Performance Indicators](#)