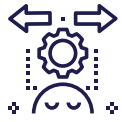




Teaching Progression:



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.)



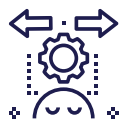
SUGGESTED LEARNING ACTIVITY 2:

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* _____.

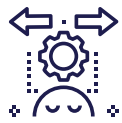
_____ *must decide if (I/they/we) will* _____.

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.