



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.

Language of Health Literacy:

One option is to _____.

*Someone could decide to _____,
_____, or _____.*

Some options are _____.

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.



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.