



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.