

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 5 (NHES):

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 6-8 Framework

In grades 6-8 for *Decision-Making*, students work to identify the different types of decisions they will have to make. Since all decisions made throughout a person's day cannot all go through a decision-making process, middle school students spend time delineating between decisions that require a thoughtful decision-making process from everyday decisions or impulsive decisions. After identifying decisions that require more thought, students utilize strategies to make healthy decisions, such as listing options and predicting outcomes. Making the decision and follow through on the decision are important steps to name for middle school students since internal and external influences can make it hard to make and follow through on healthy decisions. Finally, to ensure students learn from decisions, reflection is a crucial step in decision-making, allowing students to connect choices to their future.

Mastery of *Decision-Making* for grades 6-8 means students are able to identify important health-related decisions, use decision-making strategies, make a healthy decision, follow through on that decision, and reflect on their decisions.

The Steps:



Step 1: Determine Importance of a Decision

Step Overview: The main goal of this step is to develop awareness for when decisions need to be made using a thoughtful decision-making process. It is important for students to understand that they do not have to go through these steps with every decision they make because that can be unrealistic and overwhelming. By focusing on the important decisions related to their health, students are better able to recognize when they need to slow things down. It also allows them to make decisions ahead of time rather than in stressful moments where it is more difficult to make healthy decisions. In addition to distinguishing between when a thoughtful decision-making process is needed, students also explore when decision-making must be done with others because the decision affects more than just themselves. For example, students should explore important decisions that require agreement or consent from another person.

Sub Skill(s):

- Define different types of decisions (Everyday, Impulsive, Thoughtful, etc.)
- Determine if a situation requires a thoughtful decision
- Determine if a situation requires an individual or collaborative decision



Step 2: Use a Prioritization Strategy

Step Overview: In Step 2, students use strategies that aid in prioritizing in decision-making: listing options, identifying if help is needed, and predicting outcomes. The Sub Skills included in this step are only a few of the many strategies students can use to aid them in making healthy decisions. Teachers should use additional strategies to meet the needs of their students.

Sub Skill(s):

- List options for thoughtful decisions
- Determine if help is needed when making a decision
- Predict the outcomes of different options



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 decisions.



Step 4: Follow Through

Step Overview: Learning to follow through on decisions is especially important for middle school students as they encounter challenges to healthy decision-making, such as peer pressure. If students are struggling to make healthy decisions or follow through on healthy decisions, review the work they did in *Analyze Influences* to help them review the influences that help or hinder their ability to make healthy decisions. It is important that teachers provide strategies to follow through on decisions, such as communicating decisions clearly and making a plan. The Sub Skills for this step provide three strategies, however, teachers should use additional strategies to meet the needs of their classroom.

Sub Skill(s):

- Communicate decisions
- Identify when it is easy or hard to follow through on healthy decisions
- Make a plan for when a healthy decision is difficult



Step 5: Reflect

Step Overview: Learning to reflect takes practice and intention. After a decision is made, it is important to learn from the consequences, both positive and negative. This step allows students to take time to connect this decision to future decisions. Developing metacognition in decision making allows a person to make decisions more quickly in moments where they don't have time to go through all of the steps explicitly.

Reflection Question(s):

- How did the decision make me feel?
- What options did I think about at first?
- Why did you choose the option I did?
- What might happen next after this decision?
- How did asking for help make my decision healthier?
- How does this decision affect others?
- How does this decision affect my relationships?
- How does this decision align with my values?
- How does this decision affect my goals?
- Would I make that decision again? Why or why not?
- What do I want to remember next time I 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 substances, such as tobacco, marijuana, and alcohol, have students use the steps to decide whether or not to use these substances.
- 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 order to apply the decision-making process to their life.
- Pair Decision-Making with *Stage 2: Refusal Skills & Boundary Setting of Interpersonal Communication* to help students follow through on decisions when facing difficult situations.

See *Teaching Progression* for suggested learning activities.



Teaching Progression:



Step 1: Determine Importance of a Decision

SUB SKILL(S):

- Define different types of decisions (Everyday, Impulsive, Thoughtful, etc.)
- Determine if a situation requires a thoughtful decision
- Determine if a situation requires an individual or collaborative decision

GUIDING QUESTIONS:

What types of decisions take very little processing to make? What types of decisions need a more thorough, thoughtful decision-making process? What makes some decisions so much more important than others?

NHES PERFORMANCE INDICATORS:

(5.8.2) Determine when health-related situations require the application of a thoughtful decision-making process. (5.8.3) Distinguish when individual or collaborative decision making is appropriate.

VALUABLE VOCABULARY:

decision, process, healthy, unhealthy, thoughtful decisions, everyday decisions, impulsive decisions, individual, collective, collaborative

Step 1: Determine Importance of a Decision

Sub Skill: Define different types of decisions (Everyday, Impulsive, Thoughtful, etc.)

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that not all decisions are equal in terms of importance. Define for students the different types of decisions.

- Everyday Decisions: *Decisions that don't have long-lasting impacts on one's life and health.*
 - Example: I'm in class and deciding what color pen I should use.
- Impulsive Decisions: *Decisions that are made without going through the decision-making process. They can have negative consequences, especially in stressful situations. They can also have positive consequences because once you have made a healthy decision once, it is easier to make the same decision in the future faster and easier.*
 - Negative Example: I'm at a friend's house and they offer me a vape device. I say yes in the moment without thinking or reflecting.

Language of Health Literacy:

An everyday decision is _____.

An example of an everyday decision is _____.

An impulsive decision is _____.

An example of an impulsive decision is _____.

A thoughtful decision is _____.

An example of a thoughtful decision is _____.



Teaching Progression: Step 1 | Determine Importance of a Decision (Cont.)

- Positive Example: I am at a friend's house and they offer me a vape device. I say no in the moment because I made the decision a while ago not to vape.
- Thoughtful Decisions: *Decisions that are made by going through the decision-making model. These are often decisions that are made before the moment a decision needs to be made or that requires a pause in the moment to make the decision that is aligned with my values and goals.*
 - Example: I go to a friend's house, and they offer me a vape device. After weighing the options and thinking about the consequences beforehand, I tell my friend I won't vape. I decide to talk with my friend about how their use of the product makes me feel.

TEACHING NOTES:

- Use the definitions and examples above to help students better understand the different types of decisions they make.
- Use additional types of decisions, definitions, or examples to support the needs in your classroom.



SUGGESTED LEARNING ACTIVITY 2:

Provide students with different scenarios of people making decisions. Have students read each scenario and decide if the person made an Everyday, Impulsive, or Thoughtful decision. Ask students to explain their answers based on the definitions you have provided.

TEACHING NOTES:

- To incorporate movement, have students stand in different parts of the classroom to denote which decision they think is being made or create body movements for each type of decision (e.g. tap their head for a thoughtful decision).



Teaching Progression: Step 1 | Determine Importance of a Decision (Cont.)

Step 1: Determine Importance of a Decision

Sub Skill: Determine If A Situation Requires A Thoughtful Decision



SUGGESTED LEARNING ACTIVITY 1:

To activate student background knowledge about decision-making, have students go through a variety of decisions. Place students in pairs. Provide each pair with a variety of cards with various decisions that need to be made. Have each partner go through the cards while the other keeps time. Explain to students that they will go through each card and try to make decisions, paying attention to the decisions that are Everyday, Impulsive, or Thoughtful. Explain that if the decision takes them less than 30 seconds, it is probably a decision they have already made or does not require more thought. If the decision takes them longer than 30 seconds, it is probably a decision that requires more thought and processing.

As they work through the cards, have students sort the cards, identifying the decisions that require a thoughtful decision-making process.

Language of Health Literacy:

I need to be thoughtful when deciding _____ because

_____.

_____ requires a thoughtful decision because

_____.

Before _____, I need to take time to think about

_____ because _____.

TEACHING NOTES:

- Be sure to listen to the decisions students make as this can provide insight into their thought-processes. For example, if students make an unhealthy decision, conference with the student and encourage them to save the decision for later when they learn more about how to determine whether the decision requires more thought.



SUGGESTED LEARNING ACTIVITY 2:

Share with students a decision you have to make. For example, deciding where you are going to move next. Explain to students that you first have to determine the level of importance of the decision. Model using the following questions to help decide if the decision requires a thoughtful decision:

- Does this situation affect my health?
- Does this situation impact my future goals?
- Does this situation affect my relationships?
- Does this situation connect to my values?

Explain to students that if they answer yes to one or more of the questions, it is a thoughtful decision, and they should follow the rest of the steps for decision-making.



Teaching Progression: Step 1 | Determine Importance of a Decision (Cont.)



SUGGESTED LEARNING ACTIVITY 3:

Explain to students that they need to anticipate when and where situations will arise that require them to make a thoughtful decision. This allows them to go through the decision-making process before the moment feels high stakes and potentially more difficult to make a healthy and appropriate choice.

Ask students to brainstorm the types of situations that require a thoughtful decision.

TEACHING NOTES:

- Provide the following categories to help students name important decisions related to their health: health decisions, academic decisions, relationship decisions, and free time decisions (e.g. activities, athletics, extracurriculars).



SUGGESTED LEARNING ACTIVITY 4:

Have students return to the cards they sorted in the first activity as a reference and the decisions identified by the group. Then, have students identify the thoughtful decisions they feel they need to make in the near future.

TEACHING NOTES:

- Model and provide students the *Language of Health Literacy* to explain why the decision requires more thought and how the decision connects to their health.

Step 1: Determine Importance of a Decision

Sub Skill: Determine If a Situation Requires an Individual or Collaborative Decision



SUGGESTED LEARNING ACTIVITY 1:

Tell students a story about a decision you made that impacted someone else or required input from someone else. For example, deciding to adopt a pet or to give someone a hug. Provide students with as many details as you can. Then, ask students to discuss how this situation is different from the other situations they have looked at so far. Ask students what details let them know this was not an individual decision. Chart student responses and keep up for the remainder of their learning about *Decision-Making*.

Language of Health Literacy:

_____ requires a collaborative decision because _____.

When deciding _____, I need to check in with _____ because _____.

I can decide _____ on my own because _____.



Teaching Progression: Step 1 | Determine Importance of a Decision (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Provide students questions they can ask themselves to determine if a decision requires another person's input. Use the questions below as a guide and add any other questions that are responsive to your students' needs:

- Does this question affect someone other than me?
- Do I need permission from another person to follow through on this decision?
- Do I need support from another person to follow through on this decision?

Instruct students to create a T-Chart. On one side, have students write, "Individual Decision," and on the other, write, "Collaborative Decision." Provide students with decisions that need to be made. Then, have students sort the decision on the T-Chart. Finally, have students explain with a partner why they sorted decisions the way they did.



SUGGESTED LEARNING ACTIVITY 3:

Have students refer to the decisions they identified earlier that they will make in the near future. Then, prompt students to ask themselves these questions to determine if the decision requires a collaborative decision. Finally, have them share with a partner whether or not their decision requires input or approval from another person, explaining their reasonings.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student responses.



Teaching Progression:



Step 2: Use a Prioritization Strategy

SUB SKILL(S):

- List options for thoughtful decisions
- Determine if help is needed when making a decision
- Predict the outcomes of different options

GUIDING QUESTIONS:

What strategies can I use to help me make healthy decisions? Why do some decisions need the assistance of a trusted person? Who are the people that you trust the most to help you with important decisions?

NHES PERFORMANCE INDICATORS:

(5.8.3) Distinguish when individual or collaborative decision making is appropriate. (5.8.4) Distinguish between healthy and unhealthy alternatives to health-related issues or problems. (5.8.5) Predict the potential short-term impact of each alternative on self and others.

VALUABLE VOCABULARY:

outcomes, healthy, unhealthy, decision, values, consequences, impact, alternatives, delayed, evaluate, influence

Step 2: Use a Prioritization Strategy

Sub Skill: List Options For Thoughtful Decisions



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that they should use a variety of strategies to help them make healthy thoughtful decisions. One strategy they should use when making decisions is to list all of their options. Go back to your personal example from Step 1. Model for students listing all of your options. Make sure to show students that they often have many options and rarely are there only two options.

Language of Health Literacy:

What should I do about _____?

For this decision, I could _____, _____, _____, or _____.

I have several options for this decision, including _____, _____, _____, or _____.



Teaching Progression: Step 2 | Use a Prioritization Strategy (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

To help students go beyond obvious options, have students write their decisions in the form of the following question: What should I do about _____? Provide an additional example that is relevant to students, such as whether or not to vape. Show students that instead of asking, "Should I vape or not?" which limits options, we should ask, "What should I do about vaping?" The second phrasing provides more options, and more options increases the likelihood we can make a decision that is aligned to our values and beliefs. Give students a variety of decisions that seemingly only have two options. Then, have students work to rephrase the decision into a more open-ended question.

SUGGESTED LEARNING ACTIVITY 3:



Have students refer back to the thoughtful decisions they identified in Step 1. Have them rewrite the decision to be more open-ended. Then, have students list all of the options they have for that decision. Allow students to work collaboratively with others in the class to help them come up with multiple options. Conference with students throughout the process to support their work. Repeat this activity for other decisions students identified in Step 1 as time allows.

Step 2: Use a Prioritization Strategy

Sub Skill: Determine If Help Is Needed When Making A Decision

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that another strategy they should always consider is to seek help. Go through an example that is relevant for students that would require them to seek help. Provide the following questions to help them determine if they need to seek help:

- 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?

Language of Health Literacy:

When deciding _____, I should seek out help from _____ because _____

_____ is a decision that makes me feel _____, and I need help.

Explain to students that if they answered yes to any of the questions above, they should seek the help of a trusted adult or resource. Then, have students use these questions on other example decisions they may face.

TEACHING NOTES:

- Example to Seek Help: a friend comes to them with suicidal thoughts.
- Work through as many examples as students need to understand the types of situations when seeking help is the best option.



See *Access Valid & Reliable Resources* and *Advocacy for Self & Others* to support students in identifying those who can help and how to ask for help.



Teaching Progression: Step 2 | Use a Prioritization Strategy (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

instruct students to refer back to the thoughtful decisions they identified in Step 1. Have them go through the questions above to determine if help is needed to make the decision.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in determining if help is needed and explaining how they know.

Step 2: Use a Prioritization Strategy

Sub Skill: Predict The Outcomes Of Different Options



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that the last strategy they will use is to weigh their options by thinking through the healthy and unhealthy outcomes of each. Model for students predicting different outcomes and label each outcome with a plus-sign or a minus-sign to show if the outcome is healthy or unhealthy. Have students offer other potential outcomes and explain if they think the outcome is healthy or unhealthy.

Language of Health Literacy:

If I _____, there will be more healthy outcomes than unhealthy outcomes. Therefore, this is a good option for me.

If I _____, there will be more unhealthy outcomes than healthy outcomes. Therefore, this is not a good option for me.



SUGGESTED LEARNING ACTIVITY 2:

Play a game with students to help them predict outcomes of different choices. Name an option for a decision. Ask students what they think would happen next. After reading the option, throw a ball to one student and ask them to predict what they think would happen. Once they say their outcome, have students star jump if they think the outcome is healthy or squat if the outcome is unhealthy. Ask multiple students to explain why they think the outcome is healthy or unhealthy. Keep score of the healthy and unhealthy outcomes. Repeat this process, naming outcomes until the group cannot come up with any more ideas. At the end, ask students if they think the option is the right decision based on the number of healthy and unhealthy outcomes.

TEACHING NOTES:

- Use other movements to meet the needs of students in your classroom.
- Provide the *Language of Health Literacy* to support student responses and discussion.



Teaching Progression: Step 2 | Use a Prioritization Strategy (Cont.)



SUGGESTED LEARNING ACTIVITY #3:

Have students refer back to one of the thoughtful decisions they identified in Step 1. For each option they listed, instruct them to predict outcomes and label them as healthy or unhealthy. Using the *Language of Health Literacy*, have students analyze each option. Explain to students that they do not need to make a decision and that they are only brainstorming. They will make a decision in Step 3.



Teaching Progression:

Step 3: Make a Decision

GUIDING QUESTIONS:

Why is it important to make decisions?

NHES PERFORMANCE INDICATORS:

(5.8.6) Choose healthy alternatives over unhealthy alternatives when making a decision.

VALUABLE VOCABULARY:

decision,
alternatives,
choice

Step 3: Make a Decision



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that the most important step in *Decision-Making* is actually making the decision.

Facilitate a whole-class discussion by asking students the following questions:

- Why is it important to make a decision?
- What challenges can arise from not making a decision?
- What happens if we get stuck in weighing our options?

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:

Have students refer back to the decision they worked on in Step 2. Ask students to look at all of the work they did to analyze their options and consider the outcomes. Then, have each student identify the option they feel is the healthiest for them.

TEACHING NOTES:

- Make sure students explain, verbally or in writing, why they chose the option they did, and why the option is healthy for them.
- Model and provide the *Language of Health Literacy* to support student responses.



Teaching Progression:



Step 4: Follow Through

SUB SKILL(S):

- Communicate decisions
- Identify when it is easy or hard to follow through on healthy decisions
- Make a plan for when a healthy decision is difficult

GUIDING QUESTIONS:

How do I make sure I follow through on my decisions? What situations make it difficult to follow through on decisions? Why is it important to communicate important decisions to the people around us?

NHES PERFORMANCE INDICATORS:

- (5.8.1) Identify circumstances that can help or hinder healthy decision making.
- (5.8.6) Choose healthy alternatives over unhealthy alternatives when making a decision.

VALUABLE VOCABULARY:

*peer pressure,
help, hinder,
circumstance,
healthy,
unhealthy*

Step 4: Follow Through | Communicate Decisions



SUGGESTED LEARNING ACTIVITY 1:

Facilitate a class discussion by asking students to think about the reasons it can be difficult to follow through on healthy decisions they have made.

For example, students may name pressure from friends or conflicting messages in advertisements. Chart student responses and keep them visible for the rest of the learning activities for this step. Explain to students that once they have identified what is challenging them to follow through on their decision, they want to use a strategy to make sure they do what they said they would.

Language of Health Literacy:

I have decided to _____. I made this decision because _____. I would really like your support in this decision.

After weighing my options, I decided to _____ because _____. I would really like your support in this decision.



Reference their learning from *Analyze Influences* to reinforce the role that peers, media, and culture play on healthy decision-making.



Teaching Progression: Step 4 | Follow Through (Cont.)

SUGGESTED LEARNING ACTIVITY 2:

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 our choices and can support us if we need help. Model communicating a decision you made by using the *Language of Health Literacy*.



See *Stage 1: Communication Techniques of Interpersonal Communication* and *Stage 2: Refusal Skills & Boundary Setting* for speaking and listening strategies for communicating decisions effectively.

SUGGESTED LEARNING ACTIVITY 3:

Place students in pairs and have them practice telling their peers the decision they made in Step 2 and Step 3. After sharing, the partner who was listening decides if that decision makes sense for them and explains why. Have students switch roles.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student responses.

Step 4: Follow Through | Make A Plan For When A Healthy Decision Is Difficult

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that another strategy they can use to help them follow through is to create a plan. Having a plan ahead of time makes it easier to stick to decisions, especially when influences may hinder their ability to make healthy decisions. Model making a plan for a decision that was going to be difficult to follow through on, such as prioritizing getting work done before hanging out with friends. Make sure the plan is specific and maps out important times, dates, and outcomes.

Language of Health Literacy:

To make choosing _____ easier, I am going to _____.

It is going to be hard to _____, so I am going to _____.

SUGGESTED LEARNING ACTIVITY 2:

Have students refer back to the decision they worked on in Step 2 and Step 3. Provide time for students to create a plan that will help them follow through on their decision. While students work, conference with individuals to help them create their plan. Use the following questions to guide conferences:

- When do you plan on doing _____?
- What resources do you need to do _____?
- Who do you need to reach out to in order to get help with _____?
- What do you need to do before or after _____?



See *Goal-Setting* for guidance on creating action steps and tracking progress.



Teaching Progression:



Step 5: Reflect

REFLECTION QUESTION(S):

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

VALUABLE VOCABULARY:

reflect,
negative,
positive,
outcome

GUIDING QUESTIONS:

How do I reflect on my decisions? How do I know when I have made a healthy decision?

NHES PERFORMANCE INDICATORS:

(5.8.7) Analyze 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 decisions and learning from them. For example ask the following questions:

- How did the decision make me feel?
- What options did I think about at first?
- Why did you choose the option I did?
- What might happen next after this decision?
- How did asking for help make my decision healthier?
- How does this decision affect others?
- How does this decision affect my relationships?
- How does this decision align with my values?
- How does this decision affect my goals?
- Would I make that 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.

See Next Page For Teaching Notes.



Teaching Progression: Step 5 | Reflect (Cont.)

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.



Assessing Mastery of Decision-Making Grades 6-8

Students in grades 6-8 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.

5.8.1 Identify circumstances that can help or hinder healthy decision making.

- I can identify when it is easy or hard to follow through on healthy decisions.
- I can make a plan for when a healthy decision is difficult.

5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

- I can determine if a situation requires a thoughtful decision-making process.

5.8.3 - Distinguish when individual or collaborative decision making is appropriate.

- I can determine if a situation requires
- I can determine if I need help when making a decision.

5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

- I can determine if options are healthy or unhealthy.

5.8.5 Predict the potential short-term impact of each alternative on self and others.

- I can predict the outcomes of different options.

5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

- I can list options for important decisions.
- I can make healthy decisions.
- I can communicate my decisions.
- I can make a plan to follow through on my decisions.

5.8.7 Analyze the outcomes of a health-related decision.

- I can reflect on decisions I have made.

ASSESSMENT TOOL #1 (5.8.1)

Have students write a skit about a circumstance where making a healthy decision is difficult. Make sure students use the strategies they learned to follow through on their decision, communicating their decision clearly and using their plan.



ASSESSMENT TOOL #2 (5.8.2)

Provide scenarios for students of different situations that require a variety of decisions. Have students answer the questions below with each scenario, determining whether the situation requires a thoughtful decision or not. Make sure students explain their answers.

- Does this situation affect my health?
- Does this situation impact my future goals?
- Does this situation affect my relationships?
- Does this situation connect to my values?

ASSESSMENT TOOL #3 (5.8.4, 5.8.5, 5.8.6, 5.8.7)

Provide a menu of decisions students their age will need to make. These could include whether or not to vape, whether or not to post something on social media, whether or not to have a significant other. Have students select one of the decisions and work through the decision-making steps they learned, including making the decision and reflecting on the potential outcomes of those decisions. If students choose unhealthy options, conference with students to learn more about their choice and provide support for making healthier choices in the future.

ASSESSMENT TOOL #4 (5.8.7)

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 decision. 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?
- How does this decision affect others?
- How does this decision affect my relationships?
- How does this decision align with my values?
- How does this decision affect my goals?
- 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 who may influence them when they are making choices and how understanding these influences can support them in their development.

Reinforce the understanding that the need to make decisions 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 options do you have for *this decision*?
- What do you think led you to choose *this option*?
- How might *this* influence your choice or decision?
- What support do you need with *this decision*?
- How can you make sure you follow through with *this decision*?

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, consequence, outcome, predict, reflect,
help, hinder, healthy, unhealthy*

Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Education Standards

- [Standards & Performance Indicators](#)