



# 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 they 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.