



## 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.