



## Teaching Progression:

### Step 3: Make a Decision

#### GUIDING QUESTIONS:

Why is it important to make decisions?

#### NHES PERFORMANCE INDICATORS:

(5.12.7) Evaluate the effectiveness of health-related decisions.

#### 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 problems arise when we get stuck in the decision making process?

#### Language of Health Literacy:

*After weighing my options, I have decided to \_\_\_\_\_ This is a healthy option for me and my future self because \_\_\_\_\_.*

*I feel confident in the decision I made because \_\_\_\_\_.*

#### SUGGESTED LEARNING ACTIVITY 2:



Give students a realistic decision that they may soon face. Have students use one of the decision making strategies to work through the options and consequences of their decision. Then, have students justify the decision they choose to make using the *Language of Health Literacy* to support their responses.

#### TEACHING NOTES:

- Example Decision: You are struggling in chemistry and have a lower than usual grade. You have five weeks left in the class to bring up your grade. What do you do?
- Allow students to complete Steps 1 and 2, if needed.
- Make sure students explain verbally or in writing why they chose the option they did, explaining why the option is healthy.