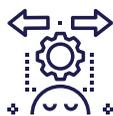




Teaching Progression:



Step 1: Identify Decisions in My Life

SUB SKILL(S):

- Identify decisions
- Identify decisions about being healthy

GUIDING QUESTIONS:

Why are decisions important to my health?
When does a decision need to be made?

NHES PERFORMANCE INDICATORS:

(5.2.1) Identify situations when a health-related decision is needed.

VALUABLE VOCABULARY:

*decide,
decision,
pick,
choose,
healthy*

Step 1: Identify Decisions in My Life | Sub Skill: Identify Decisions

Language of Health Literacy:

The person in the picture is trying to decide _____.

The picture shows a decision about _____.

I decide to _____.



SUGGESTED LEARNING ACTIVITY 1:

Share a story about a decision regarding your health that you recently made. Provide details in your story that include the following: the context for the decision, things you consider when making the decision, some factors that made the choice difficult, whether this was a good or bad choice for your health, and how you felt after making your choice.

After sharing your story, ask students to repeat back what they heard. Gather as many details as possible. Chart

the details of your story that align with the Decision-Making steps that follow (healthy choice, helper, good/bad choice). Explain to students that in order to make the decision you just shared, you had to keep in mind how the choice would help or not help you be healthy.

See Next Page For Teaching Notes.



Teaching Progression: Step 1 | Identify Decisions in My Life (Cont.)

TEACHING NOTES:

- Some options for stories regarding healthy choices include: going to sleep early in order to rest fully; eating a healthy breakfast with specific foods or going for a long walk as exercise.
- The details you provide in your story should align with the parts of decision-making students will learn.
- Use images on the chart to aid in understanding for students who are not reading and writing.
- Use the chart throughout the health skill activities as a reminder to students as they share their stories, describe who/what helped them make their choice, and determine whether their choice was good or bad for their health.



SUGGESTED LEARNING ACTIVITY 2:

Define the word *decide* for students. To *decide* means *to pick or choose something*. Sometimes, it is choosing between objects or actions. Give students pictures of someone making decisions. Have students identify what decision is being made. Then, ask students to identify if the picture shows a decision related to health.

TEACHING NOTES:

- Pictures should include examples of specific health-related decisions and examples of decisions that are not health-related. For example, pictures could show someone picking between two different food options, one healthy and one unhealthy. In another picture, a person could be deciding between two different toys.
- Model and provide the *Language of Health Literacy* to support student responses and understanding.

Step 1: Identify Decisions in My Life

Sub Skill: Identify Decisions About Being Healthy



SUGGESTED LEARNING ACTIVITY 1:

Facilitate a whole-class discussion about the different situations that require students to make decisions. Separate these decisions into home and school. Chart student responses. After a list is generated, read each decision to the class. If a student thinks the decision is related to their health, have them jump up and down. If a student thinks the decision is not related to their health, have them squat low to the ground. Ask students to explain their answers.

Language of Health Literacy:

_____ (decision) is about health.

_____ (decision) is not about health.

See Next Page For Teaching Notes.



Teaching Progression: Step 1 | Identify Decisions in My Life (Cont.)

TEACHING NOTES:

- Examples of Decisions:
 - School example: students may decide with whom to play.
 - Home Example: students may need to decide when to go outside to play.
- Use images on chart to aid in understanding for students who are not reading and writing.
- Use other movements or make modifications to activity to meet the needs of your students and classroom.



SUGGESTED LEARNING ACTIVITY 2:

Place students in pairs or small groups. Ask students to share with their partner/group a story about a healthy choice they made. Give each student an opportunity to share at least one story with their partner/group. Ask students to share with the class some of the healthy choices they heard from their partner/group.

TEACHING NOTES:

- Literacy Enrichment: Students write their story about a time they made a healthy choice before sharing with a partner or group.