



Teaching Progression:



Step 3: Make a Decision

SUB SKILL(S):

- Ask questions about options
- Pick between two things

GUIDING QUESTIONS:

How do I make healthy decisions?

NHES PERFORMANCE INDICATORS:

- (5.2.1) Identify situations when a health-related decision is needed.
(5.2.2) Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

VALUABLE VOCABULARY:

decision,
healthy,
unhealthy,
safe, allowed

Step 3: Make a Decision | Sub Skill: Ask Questions About Options



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that once they have identified when they need to make a decision and have identified people who can help them, they then make the decision. Remind students that in order to make a healthy decision they must be thoughtful.

Model asking and answering the following questions to help decide between two choices:

- Which choice follows the rules?
- Which choice is healthier?
- Which choice is safer?

Language of Health Literacy:

_____ follows the rules.

_____ is healthier.

_____ is safer.

TEACHING NOTES:

- Add questions as needed to meet the needs of your students.



Teaching Progression: Step 2 | Make a Decision (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Share a decision you need to make in your life. For example, tell students you are trying to decide whether or not you should go for a walk after school. Model for students thinking through who you went to for help and the help they provided. Then, using the questions above, share with students the thought process you went through to make the decision. Ask students to share what they think about your decision by asking the following questions:

- Was the decision healthy?
- Was help used?
- What could happen next because of the decision?

Step 3: Make a Decision | Sub Skill: Pick Between Two Things



SUGGESTED LEARNING ACTIVITY 1:

Place students in pairs or small groups. Provide students with two different objects. Have students go through the questions provided above to help make decisions, identifying the choice and identifying who they would go to for help. Then, have students decide between the two objects, explaining why they chose the object they did.

Language of Health Literacy:

I pick _____, I picked this because _____.

I decided to _____.

I chose _____.

TEACHING NOTES:

- The objects can be less specific to health at first and then gradually become more connected to health. For example, provide students with two different colored markers and then provide students with two different beverage options.
- As students progress, transition to using pictures or scenarios, as ability allows.
- Depending on student ability, provide more options or additional questions to deepen student