

## Lesson 2: Decisions, Decisions!

Grade Band: K-2

### Objectives:

- Identify how decisions impact wellness
- Apply a decision-making model to various scenarios

### Materials:

- Construction paper of different colors
- Student Activity Sheet: Decisions, Decisions! – one per student
- Student Activity Sheet: My Choices – one per student
- Storybook that involves decision-making (see suggestions within lesson)

**Suggested Time Frame:** 2 class sessions (based on 45-minute intervals)

### Instant Expert:

Throughout their lives, students will be faced with many decisions regarding their health and wellness. What to eat, whether to be physically active, whether to apply sunscreen, wear a seatbelt or bike helmet, and how much sleep to get are just a few of them. To maintain personal wellness, students must make decisions about balancing physical, social, and mental/emotional health. Learning how to make informed, confident decisions is an important foundational aspect of this unit.

In this lesson, students will learn about a decision-making process and have an opportunity to apply that process to different decisions related to wellness. As students learned in Lesson 1, the three components of the wellness triangle are:

1. My Body: Physical Wellness – Total care of your body; physical activity (60 minutes per day); hygiene; healthy eating patterns and nutrition intake per USDA’s 2015-2020 Dietary Guidelines for Americans
2. My Friends and Family: Social Wellness – Getting along with others in a variety of settings and online, including friends, family, and teachers
3. My Mind and Feelings: Mental/Emotional Wellness – Liking who you are and accepting yourself; expressing emotions in a healthy way; managing stress; and managing pressures, goals, and decisions

The decision-making model that is introduced in this lesson is:

**Step 1:** What is the decision you have to make?

**Step 2:** What are your choices? List them all!

**Step 3:** List the pros (good things that could happen) and cons (bad things that could happen) for each choice. With some choices, you may need to get information or help from an adult.

**Step 4:** Make your decision. Try to make the best decision for you.

**Step 5:** Think about your decision and change it if you think there is a better one.

You may want to share with students that:

- There are more than one or two options for many decisions. Be creative!
- Decision-making is often an ongoing process. With most decisions, you can change your mind if you realize you have made a mistake.
- If you are gathering information to help you make an important decision, make sure it is from a trusted source or a person who will want the best for you.
- When thinking of consequences, make sure that you can accept the ones that relate to the decision you've chosen.

Note: As always, you will want to be sensitive to individual students' unique situations and follow your school or district's policy when it comes to the collection of personal information related to minors.

## Additional Resources

- The Centers for Disease Control and Prevention BAM! Body and Mind: <http://www.cdc.gov/bam/safety/index.html>
- The Centers for Disease Control and Prevention, Health Literacy: <http://www.cdc.gov/healthliteracy/learn/>
- Substance Abuse and Mental Health Services Administration: [www.samhsa.gov](http://www.samhsa.gov)
- USDA's 2015-2020 Dietary Guidelines for Americans <http://health.gov/dietaryguidelines/2015/guidelines/>

## Procedure:

### Session 1: Introducing the Decision-Making Process

1. Before class, hang various colors of construction paper in different spots around the room.
2. Show students the different-colored papers around the room and invite them to stand next to their favorite color. Ask members of each color group to talk about how they decided on their favorite color. Ask them if their favorite color has ever changed, and why. Remind students that making decisions is sometimes easy and sometimes hard.

Would they consider this decision easy or hard, and why? Did anything bad happen because they chose one color over another? If so, what?

3. Gather the class back together and explain that some decisions are more difficult than others. Sometimes, we need to think really hard about a decision and what could happen after we make it. Explain that today, students are going to learn about a way to help them with harder decisions (e.g., Who will I play with at recess? How will I spend my allowance money? Where do I sit at lunch?).
4. Introduce the decision-making process from the Instant Expert section. You may want to consider making it into an anchor chart for your classroom.
5. Read a book to the class that features decision-making. Explain that you will use the decision-making process to think about the characters' choices. Possible book selections are:
  - Ira Sleeps Over by Bernard Waber
  - What Will It be Penelope? by Tori Corn
  - I'll Do It Later by Louise Tidd
  - The Berenstain Bears and the Double Dare by Stan and Jan Berenstain
6. As you read, stop at appropriate points to discuss Decision Making Steps 1-4. Discuss the characters' choices, the pros and cons of each option, and the final decision that was made. Once you finish the book, instruct the students to put themselves in the character's shoes. Have them turn and talk to a neighbor about Step 5: Think about the decision that was made and change it if you think there is a better option.
7. Tell students that, as they get older, they will have the chance to make more decisions on their own. But, just like the character in the book, they still have many important decisions to make every day.
8. Present students with a new scenario. Say: "Pretend that for one hour after school today, you will be given the choice of watching television alone or playing outside with your friends." Distribute the Decisions, Decisions student worksheet. With a partner, ask students to brainstorm pros and cons for watching television, and pros and cons for playing outside with their friends. Students may use words or pictures to explain their thoughts.
9. When there are 10 minutes left in the session, ask students to decide which option would be best for their wellness. Allow a few groups to share, and discuss why this was the best decision for them.

10. Explain that the more difficult the decision, the more important it is to think about all the choices and all of the pros and cons!

## Session 2: Give Decision-Making a Try!

1. Begin the second session by reading a book about all of the choices (both big and small) that we have to make every day. Ask students to listen for the decisions that are made as you read. Possible books include:
  - a. My Choices Make Me Who I Am by David and Mutiya Vision
  - b. Do I Have To: Kids Talk About Responsibility? by Nancy Loewen
  - c. Being Responsible by Cassie Mayer
2. Just like the decisions that the character(s) in the book make, explain that they have to make decisions every day—and many of them have to do with the wellness triangle. Have them remember that, during the last session, they made a decision between watching television and playing outside. Ask: Which part(s) of the wellness triangle did you think about?
3. Explain that every day, they have to make decisions that are related to their wellness: their bodies, minds and feelings, and their relationships with their friends and families. When they make positive decisions related to all three, they stay strong and balanced like the triangle. This can help to make them healthier and happier.
4. Instruct students to close their eyes and pretend that it is tomorrow morning. Have them wake up, stretch, and get out of bed. Explain that, with a partner, they will now try to think of one decision they will have to make “today” about their body, one decision they will have to make “today” about their minds and feelings, and one decision they will have to make “today” about their friends and families. Review the activity sheet and instruct them to draw/write two choices for each of the decisions, think about the pros and cons, and then circle the best choice. Model this and then have students work with a partner to complete the “My Choices” student worksheet.
5. Walk around the classroom as students are working and provide help as needed. You may need to give younger students some decision examples, such as deciding what to eat for breakfast, what to do at recess, or whether to read or watch television after school.
6. Ask student volunteers to share one decision. What were the pros and cons of making this choice? What other choices could they have made? [For example, one student may have chosen to brush his or her teeth in the morning. What good came from this?

What other choice was there? What good/bad would have come from *not* brushing their teeth? Did the student make the best decision?]

7. Share with students that we make many decisions by thinking about what we want our lives to be like or what things we want in the future. For example, students might decide to save their allowance instead of spending it so they can buy a bike, game, or toy. Or they might decide to eat a nutritious breakfast so they can concentrate at school and have enough energy to play basketball. Or they may want to exercise each day so that they have a healthy heart later in life. Explain that wellness decisions they make today will help them not only today, but they'll help make sure they are well tomorrow, the next day, and in the future! Have students share some decisions they have made that will help them in the future.

**It's Your Decision!** *This feature helps to reinforce decision-making with students and can be integrated into the lesson or serve as an extension.*

Alone or with a partner, challenge students to apply the decision-making model they explored to one of the decisions below.

### **Physical Wellness:**

Your friend only eats the dessert out of the lunches that his parents pack for him, and he wants you to do the same. What do you do?

### **Social Wellness:**

Two of your friends are arguing over who gets the ball first in your basketball game. What do you do?

### **Mental/Emotional Wellness:**

It really hurts your feelings when your best friend teases you. You're not sure if your best friend knows that her jokes make you sad. What do you do?

### **Family Connection:**

Challenge students to work with family members to identify a decision they must make that will affect all of them. Ideas include what they will do on their next day off together, how they can be physically active, what they will eat for dinner, or whether or not the family should get a pet. Then have them work through the decision-making process considering pros and cons of each choice.

For other tools to extend learning outside of the classroom, refer to the School-to-Home activities on TogetherCounts.com. Begin these activities together at school and then encourage students to continue them with their families.

## Community Connection:

Invite a local pediatrician, police officer, or athlete to the class to talk about the importance of making healthy decisions. Identify which area of wellness the decisions are linked to (My body, My friends and family, or My mind and feelings). Have students prepare questions ahead of time to ask the guest speaker. Encourage students to share what they learned with other classes.

## Standards Correlations:

### ***National Health Education Standards***

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.

### ***SHAPE America, National Physical Education Standards***

- Discusses the relationship between physical activity and good health.
- Gives corrective feedback respectfully to peers.
- Exhibits responsible personal and social behavior that respects self and others.

### ***Common Core State Standards***

Kindergarten:

#### ***Speaking and Listening***

- Comprehension and Collaboration:
  - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
  - Add drawings or other visual displays to descriptions as desired to provide additional detail.
  - Speak audibly and express thoughts, feelings, and ideas clearly.

#### ***Reading: Literature***

- Key Ideas and Details:
  - With prompting and support, ask and answer questions about key details in a text.
- Range of Reading and Level of Text Complexity:

- Actively engage in group reading activities with purpose and understanding.

First Grade:

### ***Speaking and Listening***

- Comprehension and Collaboration:
  - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
  - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
  - Produce complete sentences when appropriate to task and situation.

### ***Reading: Literature***

- Key Ideas and Details:
  - Ask and answer questions about key details in a text.

Second Grade:

### ***Speaking and Listening***

- Comprehension and Collaboration:
  - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
  - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### ***Reading: Literature***

- Key Ideas and Details:
  - Describe how characters in a story respond to major events and challenges.

## Student Activity Worksheet: Decisions, Decisions!

What will you do after school today? You must decide between watching television alone and playing outside with your friends. Brainstorm pros (+) and cons (-) for each choice!

### Watching TV By Myself



### Playing Outside With Friends





## Student Activity Worksheet: My Choices

We make choices related to wellness every day. When you wake up tomorrow, what decisions will you have to make? Draw two choices, think about the + and -, and then circle your positive decision!

### My Body Decisions



or

### My Mind and Feelings Decision



or

### My Friends and Family Decision



or