



# Grade Pk-2 Decision Making

## Background Information:

Students make decisions everyday, however, many of the decisions they see and experience may not have been carefully made. It is important for students to understand that the use of this skill will allow them to sort through problems, brainstorm options, analyze the positive and negative outcomes, and then implement and reflect on the choices they make. When applied to health issues, this process gives students the ability to make decisions individually, or collaboratively, to improve their quality of life.

The PK-2 model has four steps. Students are able to identify a situation when a decision needs to be made. Students determine if help is needed to make the decision. Finally they make a decision and describe the outcome.

## The Model



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## The Steps

Skill Steps	Teaching progression	Grades pk-2 Decision Making Example:
<p><b>Step 1: Identify the Situation That Needs a Decision</b></p>	<p>Students have to make decisions in the classroom all the time. Teachers should introduce this skill throughout the day by giving students opportunities to make their own decisions. For example:</p> <ul style="list-style-type: none"> <li>• Are you going to wear a coat at recess or not?</li> <li>• You can do your work now or at individual choice time.</li> </ul> <p>Students discuss the potential positive and negative outcome of the decision.</p>	<p>Provide a real life example of a decision that needs to be made</p> <ul style="list-style-type: none"> <li>• When do I need to wash my hands?</li> </ul> <p>Potential Outcomes:</p> <p>“Washing my hands before I eat gets rid of germs that could make me sick when I put things in my mouth”.</p> <p>“If I wash my hands before I eat I will not have time to eat lunch.”</p>
<p><b>Step 2: Determine if help is needed to make the decision</b></p>	<p>Determine if the decision can be made individually or if help is needed. Sometimes decisions may require help from a trusted adult. A way to practice this skill is to provide the students with situations that require them to determine if they need help or not. For example”</p> <ul style="list-style-type: none"> <li>• I have a splinter.</li> <li>• I need to sharpen my pencil.</li> <li>• I lost my lunchbox.</li> <li>• Who am I going to sit by at lunch?</li> </ul> <p>Once students understand this process, they can begin to share some of their own experiences that require a decision to be made and if help is needed. The class can help each other determine if the situation requires help or not</p>	<p>Does the situation require the help of a trusted adult or can I make this decision on my own.</p> <p>If the situation needs help, students need to determine which trusted adult would be the best. For example:</p> <ul style="list-style-type: none"> <li>• “Do I need to wash my hands before lunch?” Do I need the help of my teacher, parent, or can I make the decision by myself?</li> </ul>
<p><b>Step 3: Make a Decision and Follow Through</b></p>	<p>Make the decision based on the information that you have. Considering the potential outcomes of the decision.</p>	<p>If the decision is one that can be made alone, they need to act on it. If the situation needs help, make the decision based on input from the trusted adult.</p> <p>“I am going to wash my hands by myself before I eat lunch”.</p>
<p><b>Step 4: Describe the Outcome</b></p>	<p>Share the results of the decision in order to determine if the outcome was positive or negative.</p>	<p>Students need to express why the outcome of their decision was positive or negative. This can include one or two content/knowledge related reasons as to why it was a positive decision. For example, “Washing my hands before I eat gets rid of germs that could make me sick when I put things in my mouth”.</p>

# Sample Student Handouts

**Step 1: Identify the Situation When a Decision Needs to be Made**

Wash Hands	Don't Wash Hands

Directions: Brainstorm with students different activities they do throughout the day. Students then draw one of their favorite activities. Next, they place their drawing in the appropriate place on the chart after asking them whether the activity requires them to wash their hands or not.

**Step 2: Determine if help is needed to make the decision**

Name: \_\_\_\_\_

Look at the top picture. If this is a decision you can make by yourself, circle the child. If this decision needs to have the help of a trusted adult, then circle in the child and the parent.

Name: \_\_\_\_\_

**Make a Healthy Decision**

What decision do you need to make? \_\_\_\_\_

\_\_\_\_\_

Do you need help to make a good decision? YES NO

If you need help, who can help you? \_\_\_\_\_

\_\_\_\_\_

What are you going to do? (Make a decision.) \_\_\_\_\_

\_\_\_\_\_

Describe the outcome. How did your decision turn out?

**Teaching Tips:**

- Vocabulary: decision, trusted adult, positive decision, negative decision, outcome
- When students are providing answers, a rationale needs to be given by students as to why a trusted adult is needed or why they can make the decision on their own.
- Content needs to be combined with the decision making model. For example, if you have to make a decision about washing your hands, the students need to understand why we wash our hands and how germs spread.
- If your students are not yet reading, then the use of pictures, stories, or other verbal examples that model various situations can be used.

**What Does Mastery of Accessing Information Look Like:**

PK-2 students should be able to identify situations where a decision needs to be made. Students will be able to determine if the decision can be made individually or with the assistance of a trusted adult. Students will also be able to choose an appropriate trusted adult. Finally, when simple decisions can be made on their own, they need to act on those decisions and be able to describe the reasons why the decision was either positive or negative.

**Teaching/Student Resources**

**The Colorado Education Initiative**  
<http://www.coloradoedinitiative.org/resources/chpe/>

**RMC Health**  
<http://www.rmc.org/>

**Colorado Department of Education**  
<http://www.cde.state.co.us/cohealthpe/statestandards>

# Step 1: Identify the Situation When a Decision Needs to be Made

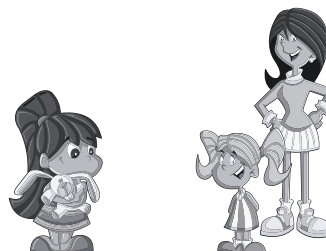
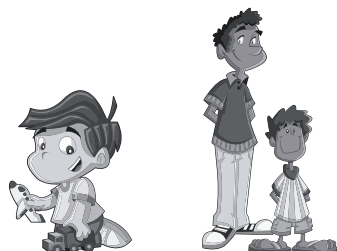
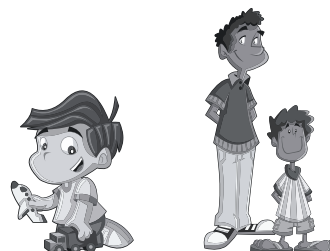
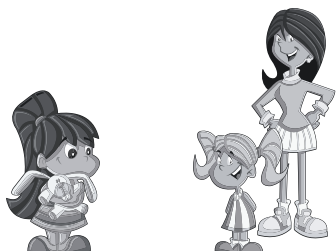
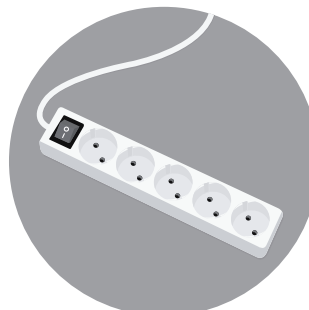
Wash Hands	Don't Wash Hands

**Directions:** Brainstorm with students different activities they do throughout the day. Students then draw one of their favorite activities. Next, they place their drawing in the appropriate place on the chart after asking them whether the activity requires them to wash their hands or not.

# Step 2: Determine if help is needed to make the decision

Name: \_\_\_\_\_

Look at the top picture. If this is a decision you can make by yourself, circle the child. If this decision needs to have the help of a trusted adult, then circle in the child and the parent.



Name: \_\_\_\_\_

# Make a Healthy Decision

What decision do you need to make? \_\_\_\_\_

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Do you need help to make a good decision?      YES      NO

If you need help, who can help you?

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Describe the outcome. How did your decision turn out?

