

K Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Movement/Motor Skills and Knowledge	<ul style="list-style-type: none"> ❖ Movement and Skills ❖ Skill Related Fitness Components 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate correct technique for a variety of locomotor skills. <input type="checkbox"/> I can demonstrate a locomotor skill by applying changes in direction, level, and/or pathway. <input type="checkbox"/> I can demonstrate combinations of locomotor skills. <input type="checkbox"/> I can apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
Personal and Social Skills and Knowledge	<ul style="list-style-type: none"> ❖ Cooperative skills ❖ Responsible behavior ❖ Safety Rules and Rules of Play 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate taking turns and sharing while participating in physical activities <input type="checkbox"/> I exhibit responsible personal and social behavior that respects myself and others. <input type="checkbox"/> I can follow procedures for safe behaviors, including maintaining appropriate physical space, while participating in physical activities <input type="checkbox"/> I can identify safety rules and rule of play for games/physical activities

Grade 1 Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Movement/Motor Skills and Knowledge	<ul style="list-style-type: none"> ❖ Movement and Skills ❖ Skill Related Fitness Components 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate correct technique for a variety of locomotor skills. <input type="checkbox"/> I can demonstrate a locomotor skill by applying changes in direction, level, and/or pathway. <input type="checkbox"/> I can demonstrate combinations of locomotor skills.
Physical Fitness Activities and Knowledge	<ul style="list-style-type: none"> ❖ Fitness Activity 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
Personal and Social Skills and Knowledge	<ul style="list-style-type: none"> ❖ Cooperative skills ❖ Responsible behavior ❖ Safety Rules and Rules of Play 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate taking turns and sharing while participating in physical activities <input type="checkbox"/> I exhibit responsible personal and social behavior that respects myself and others. <input type="checkbox"/> I can follow procedures for safe behaviors, including maintaining appropriate physical space, while participating in physical activities <input type="checkbox"/> I can identify safety rules and rule of play for games/physical activities

Grade 2 Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Movement/Motor Skills and Knowledge	<ul style="list-style-type: none"> ❖ Movement and Skills ❖ Skill Related Fitness Components 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate correct technique for a variety of locomotor skills. <input type="checkbox"/> I can demonstrate a locomotor skill by applying changes in direction, level, and/or pathway. <input type="checkbox"/> I can demonstrate combinations of locomotor skills.
Physical Fitness Activities and Knowledge	<ul style="list-style-type: none"> ❖ Skill Improvement ❖ Health-Related Fitness Plan 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
Personal and Social Skills and Knowledge	<ul style="list-style-type: none"> ❖ Physical Activity ❖ Physical Activity Benefits ❖ Cooperative Skills ❖ Responsible Behavior ❖ Safety Rules and Rules of Play 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate taking turns and sharing while participating in physical activities <input type="checkbox"/> I exhibit responsible personal and social behavior that respects myself and others. <input type="checkbox"/> I can follow procedures for safe behaviors, including maintaining appropriate physical space, while participating in physical activities <input type="checkbox"/> I can identify safety rules and rule of play for games/physical activities

Grade 3 Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Movement/Motor Skills and Knowledge	<ul style="list-style-type: none"> ❖ Movement and Skills ❖ Skill Related Fitness Components ❖ Skill Improvement 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate correct technique for a variety of manipulative skills <input type="checkbox"/> I can demonstrate a locomotor skill and manipulative skills in combination by applying changes in direction, level, and/or pathway. <input type="checkbox"/> I can identify and demonstrate the skill related fitness components of balance, coordination, agility and speed.
Physical Fitness Activities and Knowledge	<ul style="list-style-type: none"> ❖ Fitness Activity ❖ Health Related Fitness Plan 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply knowledge of concepts, principles, strategies and tactics related to movement and performance. <input type="checkbox"/> I can participate, describe, and give examples of the five health-related fitness components, including flexibility, cardiovascular endurance, muscular endurance, muscular strength and body composition
Personal and Social Skills and Knowledge	<ul style="list-style-type: none"> ❖ Physical Activity ❖ Physical Activity Benefits ❖ Cooperative skills ❖ Responsible behavior ❖ Safety Rules and Rules of Play 	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify physical and mental benefits and bodily responses related to regular participation in physical activity <input type="checkbox"/> I can demonstrate active listening, working with my peers, and accepting responsibility for my personal behavior. <input type="checkbox"/> I can demonstrate cooperative skills while participating in physical activities <input type="checkbox"/> I can demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings. <input type="checkbox"/> I show responsible personal and social behavior that is respectful to myself and others. <input type="checkbox"/> I am self-directed, helpful to others and appropriately participate with enthusiasm, alone and with others

		<input type="checkbox"/> I can exhibit etiquette and adherence to rules in a variety of physical activities. I can work safely with peers and equipment in physical activity settings. <input type="checkbox"/> I can demonstrate safe behaviors and appropriate equipment use while participating in physical activities <input type="checkbox"/> I can describe safety rules/rules of play for games/physical activity
Health Concepts	❖ Health Behaviors and Personal Health ❖ Dimensions of Health ❖	<input type="checkbox"/> I can explain the relationship between healthy behaviors and personal health. <input type="checkbox"/> I can identify examples of physical, mental, emotional, and social health during childhood.
Health Information, Products and Services	❖ Validity of Resources	<input type="checkbox"/> I can identify characteristics of valid health information, products, and services.
Health Promotion and Risk Reduction	❖ Healthy Practices and Behaviors	<input type="checkbox"/> I can Design healthy menus and demonstrate basic care of the human body.
Influences on Health	❖ Influences on Health Practices/Behaviors	<input type="checkbox"/> I can describe how family, school, and community influence and support personal health practices and behaviors
Decision Making and Goal Setting Skills	❖ Decision-Making ❖ Goal-Setting	<input type="checkbox"/> I can apply decision-making steps to enhance health <input type="checkbox"/> I can Set a short-term personal health goal and identify resources to assist in achieving the health goal

Grade 4 Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Movement/Motor Skills and Knowledge	<ul style="list-style-type: none"> ❖ Movement and Skills ❖ Skill Related Fitness Components ❖ Skill Improvement 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate correct technique for a variety of manipulative skills <input type="checkbox"/> I can demonstrate a locomotor skill and manipulative skills in combination by applying changes in direction, level, and/or pathway. <input type="checkbox"/> I can identify and demonstrate the skill related fitness components of balance, coordination, agility and speed.
Physical Fitness Activities and Knowledge	<ul style="list-style-type: none"> ❖ Fitness Activity ❖ Health Related Fitness Plan 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply knowledge of concepts, principles, strategies and tactics related to movement and performance. <input type="checkbox"/> I can participate, describe, and give examples of the five health-related fitness components, including flexibility, cardiovascular endurance, muscular endurance, muscular strength and body composition
Personal and Social Skills and Knowledge	<ul style="list-style-type: none"> ❖ Physical Activity ❖ Physical Activity Benefits ❖ Cooperative skills ❖ Responsible behavior ❖ Safety Rules and Rules of Play 	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify physical and mental benefits and bodily responses related to regular participation in physical activity <input type="checkbox"/> I can demonstrate active listening, working with my peers, and accepting responsibility for my personal behavior. <input type="checkbox"/> I can demonstrate cooperative skills while participating in physical activities <input type="checkbox"/> I can demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings. <input type="checkbox"/> I show responsible personal and social behavior that is respectful to myself and others. <input type="checkbox"/> I am self-directed, helpful to others and appropriately participate with enthusiasm, alone and with others

		<input type="checkbox"/> I can exhibit etiquette and adherence to rules in a variety of physical activities. I can work safely with peers and equipment in physical activity settings. <input type="checkbox"/> I can demonstrate safe behaviors and appropriate equipment use while participating in physical activities <input type="checkbox"/> I can describe safety rules/rules of play for games/physical activity
Health Concepts	<ul style="list-style-type: none"> ❖ Health Behaviors and Personal Health ❖ Dimensions of Health ❖ Basic Health Concepts 	<input type="checkbox"/> I can explain the relationship between healthy behaviors and personal health. <input type="checkbox"/> I can identify examples of physical, mental, emotional, and social health during childhood. <input type="checkbox"/> I can explain essential health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
Health Promotion and Risk Reduction	<ul style="list-style-type: none"> ❖ Healthy Practices and Behaviors ❖ Avoiding/Reducing Health Risks 	<input type="checkbox"/> I can design healthy menus and demonstrate basic care of the human body. <input type="checkbox"/> I can demonstrate a variety of behaviors to avoid or reduce personal health risks
Influences on Health	<ul style="list-style-type: none"> ❖ Influences on Health Practices/Behaviors 	<input type="checkbox"/> I can describe ways technology can influence personal health
Communication and Advocacy Skills	<ul style="list-style-type: none"> ❖ Advocacy Skills 	<input type="checkbox"/> I can encourage others to make positive health choices.
Decision Making and Goal Setting Skills	<ul style="list-style-type: none"> ❖ Decision-Making ❖ Goal-Setting 	<input type="checkbox"/> I can apply decision-making steps to enhance health <input type="checkbox"/> I can Set a short-term personal health goal and identify resources to assist in achieving the health goal

Grade 5 Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Movement/Motor Skills and Knowledge	<ul style="list-style-type: none"> ❖ Movement and Skills ❖ Skill Related Fitness Components ❖ Skill Improvement 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate correct technique for a variety of manipulative skills <input type="checkbox"/> I can demonstrate a locomotor skill and manipulative skills in combination by applying changes in direction, level, and/or pathway. <input type="checkbox"/> I can identify and demonstrate the skill related fitness components of balance, coordination, agility and speed.
Physical Fitness Activities and Knowledge	<ul style="list-style-type: none"> ❖ Fitness Activity ❖ Health Related Fitness Plan 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply knowledge of concepts, principles, strategies and tactics related to movement and performance. <input type="checkbox"/> I can participate, describe, and give examples of the five health-related fitness components, including flexibility, cardiovascular endurance, muscular endurance, muscular strength and body composition
Personal and Social Skills and Knowledge	<ul style="list-style-type: none"> ❖ Physical Activity ❖ Physical Activity Benefits ❖ Cooperative skills ❖ Responsible behavior ❖ Safety Rules and Rules of Play 	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify physical and mental benefits and bodily responses related to regular participation in physical activity <input type="checkbox"/> I can demonstrate active listening, working with my peers, and accepting responsibility for my personal behavior. <input type="checkbox"/> I can demonstrate cooperative skills while participating in physical activities <input type="checkbox"/> I can demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings. <input type="checkbox"/> I show responsible personal and social behavior that is respectful to myself and others. <input type="checkbox"/> I am self-directed, helpful to others and appropriately participate with enthusiasm, alone and with others

		<input type="checkbox"/> I can exhibit etiquette and adherence to rules in a variety of physical activities. I can work safely with peers and equipment in physical activity settings. <input type="checkbox"/> I can demonstrate safe behaviors and appropriate equipment use while participating in physical activities <input type="checkbox"/> I can describe safety rules/rules of play for games/physical activity
Health Concepts	❖ Health Behaviors and Personal Health ❖ Dimensions of Health	<input type="checkbox"/> I can explain the relationship between healthy behaviors and personal health. <input type="checkbox"/> I can identify examples of physical, mental, emotional, and social health during childhood.
Health Information, Products and Services	❖ Validity of Resources	<input type="checkbox"/> I can identify characteristics of valid health information, products, and services.
Health Promotion and Risk Reduction	❖ Healthy Practices and Behaviors	<input type="checkbox"/> I can Design healthy menus and demonstrate basic care of the human body.
Influences on Health	❖ Influences on Health Practices/Behaviors	<input type="checkbox"/> I can describe how family, school, and community influence and support personal health practices and behaviors
Decision Making and Goal Setting Skills	❖ Decision-Making ❖ Goal-Setting	<input type="checkbox"/> I can apply decision-making steps to enhance health <input type="checkbox"/> I can set a short-term personal health goal and identify resources to assist in achieving the health goal

Grade 6 Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Movement/Motor Skills and Knowledge	<ul style="list-style-type: none"> ❖ Movement and Skills ❖ Skill Related Fitness Components 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate a locomotor skill and manipulative skills in combination by applying changes in direction, level, and/or pathway. <input type="checkbox"/> I can identify and demonstrate the skill related fitness components of balance, coordination, agility and speed.
Physical Fitness Activities and Knowledge	<ul style="list-style-type: none"> ❖ Physical Activity ❖ Physical Activity Benefits 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate consistency, in a variety of fitness activities that address multiple components. <input type="checkbox"/> I can demonstrate consistency, in a variety of fitness activities that address multiple components.
Personal and Social Skills and Knowledge	<ul style="list-style-type: none"> ❖ Cooperative skills ❖ Responsible behavior ❖ Safety Rules and Rules of Play 	<ul style="list-style-type: none"> <input type="checkbox"/> I can consistently demonstrate cooperative skills while participating in physical activities <input type="checkbox"/> I can consistently demonstrate safe behaviors and appropriate equipment use. <input type="checkbox"/> I can consistently demonstrate following the rules, procedures and etiquette for the activity.
Health Concepts	<ul style="list-style-type: none"> ❖ Health Behaviors and Personal Health ❖ Basic Health Concepts 	<ul style="list-style-type: none"> <input type="checkbox"/> I can understand the importance of assuming responsibility for personal health. I can understand the relationship between healthy and unhealthy behaviors and personal health. <input type="checkbox"/> I can explain essential health concepts related to family life; nutrition, personal health, safety and injury prevention and tobacco, alcohol and other drug use prevention.
Health Promotion and Risk Reduction	<ul style="list-style-type: none"> ❖ Healthy Practices and Behaviors 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate a healthy practice and/or behavior to maintain or improve my own health in each of the following areas: personal hygiene, healthy eating, physical activity, and tobacco, alcohol and other drug use prevention

Grade 7 Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Movement/Motor Skills and Knowledge	<ul style="list-style-type: none"> ❖ Movement and Skills ❖ Skill Related Fitness Components 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate a locomotor skill and manipulative skills in combination by applying changes in direction, level, and/or pathway. <input type="checkbox"/> I can identify and demonstrate the skill related fitness components of balance, coordination, agility and speed.
Physical Fitness Activities and Knowledge	<ul style="list-style-type: none"> ❖ Physical Activity ❖ Physical Activity Benefits 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate consistency, in a variety of fitness activities that address multiple components.
Personal and Social Skills and Knowledge	<ul style="list-style-type: none"> ❖ Cooperative skills ❖ Responsible behavior ❖ Safety Rules and Rules of Play 	<ul style="list-style-type: none"> <input type="checkbox"/> I can consistently demonstrate cooperative skills while participating in physical activities <input type="checkbox"/> I can consistently demonstrate safe behaviors and appropriate equipment use. <input type="checkbox"/> I can consistently demonstrate following the rules, procedures and etiquette for the activity.
Health Concepts	<ul style="list-style-type: none"> ❖ Dimensions of Health 	I can explain the interrelationship of physical, mental/intellectual, emotional, and social health
Health Information, Products and Resources	<ul style="list-style-type: none"> ❖ Locating Health Resources 	<ul style="list-style-type: none"> <input type="checkbox"/> I can locate valid and reliable health information, products, and services
Influences on Health	<ul style="list-style-type: none"> ❖ Influences on Health Practices/Behaviors ❖ Compound Effect of Risky Behavior 	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain and analyze influences on adolescent health behaviors <input type="checkbox"/> I can describe and explain how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
Decision Making and	<ul style="list-style-type: none"> ❖ Goal Setting 	<ul style="list-style-type: none"> <input type="checkbox"/> I can develop and apply strategies to attain a short-term

Goal Setting Skills		personal health goal
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Grade 8 Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Movement/Motor Skills and Knowledge	<ul style="list-style-type: none"> ❖ Movement and Skills ❖ Skill Related Fitness Components 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate a locomotor skill and manipulative skills in combination by applying changes in direction, level, and/or pathway. <input type="checkbox"/> I can identify and demonstrate the skill related fitness components of balance, coordination, agility and speed.
Physical Fitness Activities and Knowledge	<ul style="list-style-type: none"> ❖ Physical Activity ❖ Physical Activity Benefits 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate consistency, in a variety of fitness activities that address multiple components.
Personal and Social Skills and Knowledge	<ul style="list-style-type: none"> ❖ Cooperative skills ❖ Responsible behavior ❖ Safety Rules and Rules of Play 	<ul style="list-style-type: none"> <input type="checkbox"/> I can consistently demonstrate cooperative skills while participating in physical activities <input type="checkbox"/> I can consistently demonstrate safe behaviors and appropriate equipment use. <input type="checkbox"/> I can consistently demonstrate following the rules, procedures and etiquette for the activity.
Health Concepts	<ul style="list-style-type: none"> ❖ Diseases and other health problems ❖ Environmental and Personal Health 	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify causes of common adolescent diseases and other health problems and describe ways to reduce, prevent or treat them. <input type="checkbox"/> I can explain how the environment impacts personal health. Describe how family history can impact personal health and explain how appropriate health care can promote personal health

Health Information, Products and Resources	❖ Validity of Resources	<input type="checkbox"/> I can analyze the validity of health information, products and services
Health Promotion and Risk Reduction	❖ Healthy Practices and Behaviors	<input type="checkbox"/> I can demonstrate a healthy practice and/or behavior to maintain or improve my own health in each of the following areas: personal hygiene, healthy eating, physical activity and tobacco alcohol and other drug use prevention.
Influences on Health	❖ Technology and Health	<input type="checkbox"/> I can analyze the influence of technology, including medical technology, on personal and family health
Decision Making and Goal Setting Skills	❖ Ways to influence and support others in making positive health choices	<input type="checkbox"/> I develop health enhancing messages using communication techniques that target a specific audience. I demonstrate an ability to work cooperatively as an advocate for healthy individuals, families and schools.

9-12 Health/Wellness Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Movement/Motor Skills and Knowledge	<ul style="list-style-type: none"> ❖ Students will demonstrate a variety of specific skills while participating in a physical activity. ❖ Students will be able to explain how skill related fitness components and specialized movement skills work together. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply my knowledge of movement by demonstrating a variety of specialized movement skills while participating in activity. <input type="checkbox"/> I can demonstrate how my movements can affect my skills.
Physical Fitness Activities and Knowledge	<ul style="list-style-type: none"> ❖ Students can design and implement a personal fitness plan based on accepted goals from a variety of established fitness assessments using FITT guidelines. ❖ Students will select and participate in physical activities that address their personal fitness plans. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can reflect upon my personal fitness plan in order to make modifications using the FITT guidelines <input type="checkbox"/> I can participate in activities that are appropriate in implementing my personal fitness plan.
Personal and Social Skills and Knowledge	<ul style="list-style-type: none"> ❖ Students will demonstrate collaborative skills while participating in physical activities. ❖ Students will be able to demonstrate responsible and ethical personal behavior while participating in all aspects of physical education 	<ul style="list-style-type: none"> <input type="checkbox"/> I can interact with peers in a safe and respectful way. I can give and accept constructive feedback. <input type="checkbox"/> I can be prepared for physical activity and demonstrate good sportsmanship during physical activity.
Health Concepts	<ul style="list-style-type: none"> ❖ Explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent, and/or treat them. ❖ Analyze health concepts and 	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain the causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent and/or treat them. <input type="checkbox"/> I can analyze and demonstrate practices/behaviors that will maintain or improve the health of self and/or

	<p>demonstrate health practices/behaviors to maintain or improve the health of self and/or others related to family life and the prevention of STDs, HIV, and unintended pregnancy.</p> <ul style="list-style-type: none"> ❖ Analyze health concepts and demonstrate health practices/behaviors to maintain or improve the health of self and/or others related to personal health and safety/injury prevention. 	<p>others related to family life and the prevention of STDs, HIV, and unintended pregnancy.</p> <ul style="list-style-type: none"> ❑ I can analyze and demonstrate practices/behaviors that will help maintain or improve the health of myself and/or others related to personal health and safety/injury prevention.
Health Information, Products and Resources	<ul style="list-style-type: none"> ❖ Determine when professional health services may be required and access valid and reliable health information, products, and services. 	<ul style="list-style-type: none"> ❑ I can recognize and acknowledge situations in which professional health services may be required and I can identify places a person can go to get help, locate health products, or receive health information.
Influences on Health	<ul style="list-style-type: none"> ❖ Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 	<ul style="list-style-type: none"> ❑ I can analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
Advocacy, Decision-Making and Goal Setting Skills	<ul style="list-style-type: none"> ❖ Utilize communication strategies, including but not limited to, refusal, negotiation, and/or collaboration skills to enhance health and avoid and reduce health risks. ❖ Use which may also be used to prevent, manage, or resolve interpersonal conflict without harming self or others. ❖ Apply the following decision-making process to enhance health:generate alternative approaches and predict potential short and long-term impact for themselves and others with each alternative;and defend the healthy choice. 	<ul style="list-style-type: none"> ❑ I can effectively utilize communication skills, including but not limited to, refusal, negotiation, and/or collaboration skills to enhance health and avoid and reduce health risks using teacher provided scenario(s). ❑ I can apply the decision-making process by: recognizing when a decision needs to be made, recognizing the healthy and unhealthy alternatives and listing pros and cons for each alternative, and making a healthy choice.