



## Teaching Progression:



### Step 4: Follow Through

**SUB SKILL(S):**

- Communicate decisions
- Identify when it is easy or hard to follow through on healthy decisions
- Make a plan for when a healthy decision is difficult

**GUIDING QUESTIONS:**

How do I make sure I follow through on my decisions? What situations make it difficult to follow through on decisions? Why is it important to communicate important decisions to the people around us?

**NHES PERFORMANCE INDICATORS:**

- (5.8.1) Identify circumstances that can help or hinder healthy decision making.
- (5.8.6) Choose healthy alternatives over unhealthy alternatives when making a decision.

**VALUABLE VOCABULARY:**

*peer pressure,  
help, hinder,  
circumstance,  
healthy,  
unhealthy*

### Step 4: Follow Through | Communicate Decisions



**SUGGESTED LEARNING ACTIVITY 1:**

Facilitate a class discussion by asking students to think about the reasons it can be difficult to follow through on healthy decisions they have made.

For example, students may name pressure from friends or conflicting messages in advertisements. Chart student responses and keep them visible for the rest of the learning activities for this step. Explain to students that once they have identified what is challenging them to follow through on their decision, they want to use a strategy to make sure they do what they said they would.

**Language of Health Literacy:**

*I have decided to \_\_\_\_\_. I made this decision because \_\_\_\_\_. I would really like your support in this decision.*

*After weighing my options, I decided to \_\_\_\_\_ because \_\_\_\_\_. I would really like your support in this decision.*



Reference their learning from *Analyze Influences* to reinforce the role that peers, media, and culture play on healthy decision-making.



## Teaching Progression: Step 4 | Follow Through (Cont.)

### SUGGESTED LEARNING ACTIVITY 2:

Explain to students that communicating our decisions is one way we make sure to follow-through. It is important to voice our decisions to people, so they know our choices and can support us if we need help. Model communicating a decision you made by using the *Language of Health Literacy*.



See *Stage 1: Communication Techniques of Interpersonal Communication* and *Stage 2: Refusal Skills & Boundary Setting* for speaking and listening strategies for communicating decisions effectively.

### SUGGESTED LEARNING ACTIVITY 3:

Place students in pairs and have them practice telling their peers the decision they made in Step 2 and Step 3. After sharing, the partner who was listening decides if that decision makes sense for them and explains why. Have students switch roles.

### TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student responses.

## Step 4: Follow Through | Make A Plan For When A Healthy Decision Is Difficult

### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that another strategy they can use to help them follow through is to create a plan. Having a plan ahead of time makes it easier to stick to decisions, especially when influences may hinder their ability to make healthy decisions. Model making a plan for a decision that was going to be difficult to follow through on, such as prioritizing getting work done before hanging out with friends. Make sure the plan is specific and maps out important times, dates, and outcomes.

### Language of Health Literacy:

*To make choosing \_\_\_\_\_ easier, I am going to \_\_\_\_\_.*

*It is going to be hard to \_\_\_\_\_, so I am going to \_\_\_\_\_.*

### SUGGESTED LEARNING ACTIVITY 2:

Have students refer back to the decision they worked on in Step 2 and Step 3. Provide time for students to create a plan that will help them follow through on their decision. While students work, conference with individuals to help them create their plan. Use the following questions to guide conferences:

- When do you plan on doing \_\_\_\_\_?
- What resources do you need to do \_\_\_\_\_?
- Who do you need to reach out to in order to get help with \_\_\_\_\_?
- What do you need to do before or after \_\_\_\_\_?



See *Goal-Setting* for guidance on creating action steps and tracking progress.