



Teaching Progression:



Step 4: Reflect

REFLECTION QUESTION(S):

- Did I uphold my boundary? Why or why not?
- Who was trying to persuade me to do something I wasn't comfortable doing?
- What form of persuasion was hardest for me to resist?
- Which refusal/boundary setting skill(s) did I use?
- Which refusal/boundary setting skill(s) worked the best?
- Did the person respect my boundary? If not, how do I want to follow up?
- Based on how the situation resolved, how do I want the relationship with the person to change or stay the same?
- What do I want to remember next time I am pressured to do something unsafe or unhealthy?
- Do I need to seek help and support? If so, who should I go to?

VALUABLE VOCABULARY:

reflection

GUIDING QUESTIONS:

How do I want to use these strategies in my own life?

NHES PERFORMANCE INDICATORS:

(4.8.1) Apply effective verbal and nonverbal communication skills to enhance health. (4.8.2) Demonstrate refusal and



SUGGESTED LEARNING ACTIVITY 1:

Ask students questions that will help them understand the importance of looking back on the situation and reflecting on what they learned. For example ask the following questions:

- Did you uphold your boundary? Why or why not?
- Who was trying to persuade you to do something you weren't comfortable doing?
- What form of persuasion was hardest for you to resist?
- Which refusal/boundary setting skill(s) did you use?
- Which refusal/boundary setting skill worked the best?
- Did the person respect your boundary? If not, how do you want to follow up?
- Based on how the situation resolved, how do you want the relationship with the person to change or stay the same?
- What do you want to remember next time you are pressured to do something unsafe or unhealthy?
- Do you need to seek help and support? If so, who should you go to?

TEACHING NOTES:

- Model this reflection process by sharing with students a time when you upheld a boundary to enhance your health, or how using refusal/boundary setting strategies allowed you to uphold healthy decisions.
- Provide multiple opportunities for students to answer these questions.
- Allow students to reflect in a variety of modes, including: writing, partner discussion, whole-class discussion, and one-on-one conferencing.