



## Teaching Progression:



### Step 4: Follow Through

**SUB SKILL(S):**

- Communicate decisions
- Identify barriers to following through with my decision
- Make a plan for when a healthy decision is difficult
  - Seek out support
  - Make a schedule to manage personal time
  - Avoid friends who constantly peer pressure
  - Ask for advice from a teacher/ trusted adult
  - Determine what is within my control

**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:**

(5.12.1) Examine barriers that can hinder healthy decision making. (5.12.6) Defend the healthy choice when making decisions.

**VALUABLE VOCABULARY:**

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

### Step 4: Follow Through | Sub Skill: Communicate Decisions



**SUGGESTED LEARNING ACTIVITY 1:**

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*. Ask students to share out what they noticed about how you communicated your decision, highlighting the important elements of the *Language of Health Literacy*.

**Language of Health Literacy:**

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

*I have decided to \_\_\_\_\_ because \_\_\_\_\_. I know you want me to \_\_\_\_\_, but I am not going to do that.*



See *Stage 1: Communication Techniques of Interpersonal Communication* for speaking and listening strategies for communicating decisions effectively.



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



### SUGGESTED LEARNING ACTIVITY 2:

Place students in pairs and have them practice telling their peers a decision they have made recently. 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 | Sub Skill: Identify Barriers



### SUGGESTED LEARNING ACTIVITY 1:

Tell students that they may face barriers when it comes to following through with a decision they have made. Explain to students that they need to identify these barriers and come up with possible solutions for dealing with barriers to adequate follow through with their decisions. Provide students with a short story of a person attempting to follow through with a decision but facing several barriers. Have students annotate the text to identify all the barriers they notice the individual faces.

### Language of Health Literacy:

*A barrier I could face following through on this decision is \_\_\_\_\_.*



### SUGGESTED LEARNING ACTIVITY 2:

Have students brainstorm challenges they could face after making a decision. Write out ways students predict they could be challenged. Tell students that when it is time for them to follow through with their decision, they need to be ready to stand up for their decision and communicate it to those who may pressure them to make a different decision.

Have students create a situation where they could be challenged to not follow through on their decision. Have students make statements to clearly communicate their decision to others.

### TEACHING NOTES:

- Example Scenario: You are at a party and your friend wants you to drive their car, but you already had a drink.

### SUGGESTED LEARNING ACTIVITY 3:

Have students write their own narratives explaining a time they faced a decision with difficult barriers to overcome. Have students explain the decision they made, the barriers they faced, and strategies they used to overcome these barriers.



See *Stage 2: Refusal Skills & Boundary Setting* to support students in upholding their decisions when someone pressures them to change their mind.



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

Step 4: Follow Through |

Sub Skill: **Make A Plan For When A Healthy Decision Is Difficult**

**SUGGESTED LEARNING ACTIVITY 1:**



Tell students that when they better understand the barriers they may face to follow through on a decision they will be better prepared to make a plan for their decision. Explain to students that making a plan, especially for more complicated decisions, can relieve stress, help them be more prepared, and increase the likelihood they follow through with their decision even when it is challenging. Have students refer to their narrative from the previous activity. As a class, create a model for students with your own challenging decision how you could make a plan to ensure you followed through with your decision.

**SUGGESTED LEARNING ACTIVITY 2:**



Have students go back to the story they annotated to identify barriers one could face when following through on a decision. Have the entire class discuss possible strategies for overcoming barriers to follow through with a decision. Write out the possible strategies on the board.

**SUGGESTED LEARNING ACTIVITY 3:**



Have students select a decision they have made for themselves recently that they are struggling to follow through. Instruct students to create a plan that supports them upholding this future.

**Language of Health Literacy:**

*I know my choice is difficult, so I will \_\_\_\_\_ to be more prepared.*

*To ensure I can follow through with my decision, I need to \_\_\_\_\_.*

*I need to make this decision by \_\_\_\_\_ (time).*

*To complete my decision, I need the support of \_\_\_\_\_.*

*I need \_\_\_\_\_ resources to successfully follow through with my decision.*

*I feel \_\_\_\_\_ about my decision. This could impact my follow through by \_\_\_\_\_. I will \_\_\_\_\_ cope with this feeling and follow through with my decision.*

**TEACHING NOTES:**

- Model and provide the *Language of Health Literacy* to support students in creating their plans for following through on decisions.
- Provide strategies for students overcoming barriers, such as seek out support, make a schedule to manage personal time, avoid friends who constantly peer pressure, ask for advice from a teacher/ trusted adult,



See *Goal-Setting* for specific strategies on SMART goals and creating plans to reach goals.