



## Teaching Progression:



### Step 1: Identify When You Need Help or Information

**GUIDING QUESTIONS:**

When do I need help? When do I need information?  
What are the health services I will need throughout my life?

**NHES PERFORMANCE INDICATORS:**

(3.8.4) Describe situations that may require professional health services.

**VALUABLE VOCABULARY:**

*access,  
information,  
help,  
situations*

### Step 1: Identify When You Need Help or Information



**SUGGESTED LEARNING ACTIVITY 1:**

Explain to students that throughout their life they will need to be able to recognize when they need help or more information. Provide an example from your life of a moment when you realized you needed additional help or information. For example, you could tell about a time when you were not feeling well, or you saw an advertisement for a healthy snack.

Facilitate a discussion that prompts students to reflect on their own life and come up with examples of when they realized they needed help or information.

**Language of Health Literacy:**

*When dealing with \_\_\_\_\_, it's important to seek valid (information/services/products) because \_\_\_\_\_.*

*One situation that requires valid and reliable (information/services/products) is \_\_\_\_\_ because \_\_\_\_\_.*

*If \_\_\_\_\_ (happens), I will need to seek out additional help and information because \_\_\_\_\_.*

*If I receive information about a topic related to my health, I should seek out additional information because \_\_\_\_\_.*



### Teaching Progression: Step 1 | Identify When You Need Help or Information (Cont.)



#### SUGGESTED LEARNING ACTIVITY 2:

Divide students into small groups. Assign each student group one of the following age groups: infants and toddlers (0-3), preschoolers (3-5), grade schoolers (5-12), teens (12-18), young adults (18-21), early adulthood (21-30), middle adulthood (30-50), and late adulthood (50 and up). Have students brainstorm all of the health-related help that people would need at that age. Have students put their answers on index cards or sticky notes. Create a giant timeline with student responses.

Facilitate a whole-group discussion to debrief the activity to check for student understanding.

#### TEACHING NOTES:

- Example health information and services: making new friends, substance use, sexual health, risk-management, etc.
- Help students come up with ideas by prompting them to think of their experiences and the people in their life that are those ages.
- Discussion Questions: What are the differences between each age range? What are the similarities between each age range? What do you notice about the health information and services someone needs as they get older?



#### SUGGESTED LEARNING ACTIVITY 3:

Give students scenarios that show someone needing help or information. Have students work in pairs to read through the scenarios, identifying when the person needed help or information, why the person needed help or information, and what help or information was needed. Have students share their answers with the class, eliciting feedback from other students.

#### TEACHING NOTES:

- Example scenarios: a friend offering an electronic nicotine device; wanting to change eating habits to be healthier, not being able to read (see) the board from a seat in the classroom.
- Make sure scenarios are relevant and responsive to the lives of your students.
- Model and provide the *Language of Health Literacy* to support student responses.