



Teaching Progression:



Step 1: Identify When You Need Help & Information

SUB SKILL(S):

- Identify health-related questions
- Determine when help and/or information is needed

GUIDING QUESTIONS:

What are the situations I can handle on my own? How do I know when I need help? How do I know when I need more information?

NHES PERFORMANCE INDICATORS:

(3.12.4) Determine when professional health services may be required.

VALUABLE VOCABULARY:

*symptoms,
health-enhancing,
professional health
service*

Step 1: Identify When You Need Help & Information Sub Skill: Identify Health-Related Questions



SUGGESTED LEARNING ACTIVITY 1:

Independently, have students reflect on the health concerns and questions people their age have. Provide different categories of health to help generate questions. These questions can be questions that students have personally. Have students write their questions down.

After previewing questions and making necessary judgement calls around classroom safety, have students share out some of the questions they came up with. Chart the questions that come up, separating them into the categories you gave students from independent work time. Ask students from the class-generated question list which questions they are able to answer and act on by themselves. Label the questions that students feel equipped to answer on their own. You will use these questions for Step 2. Label the questions that students do not feel equipped to answer on their own. You will use these questions for Step 3.

Language of Health Literacy:

Should I _____?

Is _____ healthy?

Is _____ true?

What do I do about _____?

_____ is happening. What do I do about it?

What is _____?

How do I _____?

How _____?



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

TEACHING NOTES:

- Example health categories: mental health, physical health, substance use, and sexual health.
- Example health questions: How do I deal with stress? How much water should I drink in a day? Is marijuana bad for me? What is the best form of birth control for me?
- Model and provide the *Language of Health Literacy* to help students come up with their questions.
- Put parameters around this activity that uphold your classroom norms and understanding around health class appropriate materials.
- Be careful not to make assumptions about the questions students have about their health, potentially rushing to label certain questions inappropriate. If a student poses what seems like an inappropriate question, ask them to explain their intention. Otherwise, you may suggest that a legitimate health question for that student is one to be embarrassed about, preventing them from seeking the help and information they need in the future.

Step 1: Identify When You Need Help & Information

Sub Skill: Determine When Help And/Or Information Is Needed



SUGGESTED LEARNING ACTIVITY 1:

Tell a story about a time when you handled a health-related situation on your own. For example, share

about a time when you had a cold for a couple of days and were able to nurse yourself back to health. Then, tell a story about a time when you needed additional help or information. For example, share about a time a friend gave you information that didn't seem quite right about a new diet they were trying. Ask students to discuss the differences they noticed about the stories. Ask students to identify the signals they noticed in the second story that clued them in that additional help and/or information was needed.

Have students respond to the following questions in writing:

- What are the situations I can handle on my own?
- How do I know when I need help? How do I know when I need more information?

Facilitate a whole-class discussion about the questions.

Language of Health Literacy:

I feel confident to handle _____ because _____.

I would want to seek additional help and/or information for _____ because _____.

I know I need more information or help when _____ because _____.



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



SUGGESTED LEARNING ACTIVITY 2:

Divide students into small groups. Give students various scenarios of health-related symptoms or situations. Explain to students that they will classify each scenario with the following rating system: one if the situation could be managed on their own (e.g. using a stress management technique); two if the situation may need additional guidance/help (e.g. being cyberbullied); or three if the item may need the assistance of a trained professional (e.g. insomnia, chronic anxiety, over/under eating).

Provide time for students to work through each scenario and provide a ranking. Explain to students that not everyone will rank the scenario the same and that is ok. Ask students to share their rankings and reasoning for the different scenarios.

TEACHING NOTES:

- If students rank a scenario very differently than you anticipated, talk with the student in order to help them address concerns and potential skill gaps.
- Facilitate a whole-class discussion about the similarities between the scenarios that were ranked similarly (e.g. scenarios regarding a health condition required a health care professional and managing personal responsibilities had a higher likelihood to be handled independently).
- Reinforce throughout the conversation that seeking help and information is not a weakness but a strength. Seeking additional resources is a strategy used to help be successful.