



Teaching Progression:



Step 1: Identify Trusted Adults

SUB SKILLS(S):

- Define trust and safety
- Describe trusted adults
- Pick a trusted adult based on need

GUIDING QUESTIONS:

What makes me trust someone? How can adults help me?
What does someone do that makes me feel safe or not safe?

NHES PERFORMANCE INDICATORS:

(3.2.1) Identify trusted adults and professionals who can help promote health.

VALUABLE VOCABULARY:

trusted adult,
community,
safe,
help

Step 1: Identify Trusted Adults | Sub Skill: Define Trust & Safety

Language of Health Literacy:

Trust means _____

I trust people when _____

I trust people who _____



SUGGESTED LEARNING ACTIVITY:

Provide an overview of the skill by explaining to students that when they need help for their mental or physical health, trusted adults are important. Additionally, share that when they are hurt or upset, first they should identify the trusted adults in their life that would be the most helpful for the situation. Then, they can figure out how they find that adult.

Teach students the definition of the words *trust* and *help* by showing a picture you drew or a photograph of a trusted adult helping you. Explain why you chose this person, highlighting the different characteristics they possess. For example, they are a good listener, they help when I am hurt, and they make sure I have what I need.

Model asking and answering the following questions:

- What makes me trust someone?
- How does a person help me?
- What does someone do that makes me feel safe or not safe?



Teaching Progression: Step 1 | Identify Trusted Adults (Cont.)

Step 1: Identify Trusted Adults | Sub Skill: Describe A Trusted Adult



SUGGESTED LEARNING ACTIVITY 1:

Give students a blank sheet of paper and drawing materials. Ask students to draw a picture of a trusted adult in their life helping them with something. Ask the following questions as students draw:

- Who is this person that is helping you?
- How are they helping you?
- Why did you choose this person?
- Why do you trust them?

Language of Health Literacy:

I trust _____

They help me with _____

Have students share their images with a partner, answering the questions above. Once students have explained their images, hang the images up around the classroom to serve as a reminder for students of the different ways trusted adults can look and act.

TEACHING NOTES:

- *Literacy Enrichment:* For students who are reading and writing, have students label their drawings with the characteristics of the person they drew and write out the answers to questions above.
- Model and provide the *Language of Health Literacy* to support student responses.
- Prompt students to think of situations that are specific to their health. These can include both mental health (e.g. comforting when they are sad) and physical health (e.g. taking care of a person when they are sick).



SUGGESTED LEARNING ACTIVITY 2:

Write scenarios that can be read to students that provide information about someone getting help from an adult. These scenarios will describe adults offering help to people their age. Provide as much information as needed to help students understand when to trust and when not to trust someone.

Explain a green light is when the adult in the scenario seems safe; a yellow light is when the scenario lacks enough information to determine if the adult is safe; and a red light is when the adult in the scenario seems unsafe. Discuss yellow in more depth to help students think through how to not be afraid of all strangers, but also make sure they are keeping themselves safe. Explain that trust looks different for everyone and that someone they may trust may not be trusted by others, and vice versa.

Example Scenarios:

- Maria falls down on the playground. Maria is hurt and needs a band aid for their knee. Maria's mom is there and has helped Maria in the past when they have gotten hurt and are good at comforting them when they are scared and sad.
- James is lost in the grocery store. James saw a ball they liked and walked away from their grandma when they saw a ball they liked. A person who works in the store comes up to James to see if they need any help. The person keeps a comfortable distance from James and asks if they are ok.
- Alex is playing in the front yard. A person who Alex has never met stands by the fence and asks Alex to come over. Alex says no, but the person keeps telling Alex to come over. The person then starts yelling at Alex.

See the next page for the rest of Suggested Learning Activity 2.



Teaching Progression: Step 1 | Identify Trusted Adults (Cont.)

Place green, red, and yellow placeholders around the room. Direct students to stand up. Read each scenario and provide students time to move to the part of the room with the color that shows their level of trust for the adult. Once students have moved, ask students to explain why they chose the color they did, allowing students to share their perspectives and experiences. Continue to reinforce that trust looks different for everyone, and that someone they may trust may not be trusted by others, and vice versa.

TEACHING NOTES:

- Be sure to include scenarios that are responsive to student background and experience.
- Use the drawing activity to inform scenarios that should or should not be included.
- Make sure to instruct on strangers and what this means for trusted adults. For example, many strangers, by definition, are yellow with the possibility of becoming green or red once trust is earned or not earned.

Step 1: Identify Trusted Adults | Sub Skill: Pick An Adult Based On Need



SUGGESTED LEARNING ACTIVITY 1:

Show pictures of different people in different occupations and contexts in students' life. Discuss each option with students by asking these questions:

- What does this person do? They are a police officer, and they keep us safe.
- Why can he/she/they be trusted? They are wearing a uniform. We see them in our hallway at school helping others.
- How could he/she/they help? They keep us safe. They help me find my house if I get lost. They protect my school from bad people. They make me feel better when I am sad.

Language of Health Literacy:

I would go to _____

They would help me _____

TEACHING NOTES:

- Some of these pictures should be professionals and some can be people in students' life, like family members. Make sure pictures represent student backgrounds and cultures. For example, if a family picture is used, make sure to include different familial structures.
- To help reinforce the types of help the school can provide, consider taking pictures of helpful school staff (e.g. counselors, nurses, principal, teachers).



Teaching Progression: Step 1 | Identify Trusted Adults (Cont.)

SUGGESTED LEARNING ACTIVITY 2:

Tape the pictures around the room. Read different situations when a student may need help. After reading each scenario, provide time for students to stand next to the picture of the adult they would go to if they were in that scenario. Since there is likely to be more than one answer for students, debrief with students afterwards, asking a variety of students to explain why they chose the person they did.

Example Scenarios:

- I fell on the playground at recess.
- I am having problems with my friends and feel like they are being mean to me.
- I am lost at the mall and can't find my family.
- I am feeling really sick.

TEACHING NOTES:

- Make sure scenarios represent the different experiences of the students in your classroom and connect to their daily lives.
- Use a variety of strategies to help facilitate discussion and engage all students.