



Teaching Progression:



Step 1: Process the Situation

SUB SKILL(S):

- Identify the obstacle/challenge
- Determine need(s)
- Decide if the situation requires self-advocacy

GUIDING QUESTIONS:

How can you best identify a problem in a situation?

NHES PERFORMANCE INDICATORS:

(8.8.1) State a health-enhancing position on a topic and support it with accurate information.

VALUABLE VOCABULARY:

identify, situation, self-advocacy, advocate, obstacle, reasonable, feasible

Step 1: Process The Situation

Sub Skill: Identify The Obstacle/Obstacle



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that people encounter situations that pose problems or obstacles to their success and health. In these moments, it is important to advocate for yourself in order to get the help you need and ensure your needs are being met. Some obstacles require help or a change from someone else and some do not.

Language of Health Literacy:

An obstacle I am experiencing is _____.

A challenge I am facing is _____.

I sometimes struggle with _____.

Define *self-advocacy* for students. *Self-advocacy* is *the ability to speak up for one's health and needs and ask for what is needed*. Tell a story about a time you advocated for your health or needs. Ask students to share out what they noticed about your story and how they could tell it was a situation that required self-advocacy.

TEACHING NOTES:

- Use other definitions as necessary to meet the needs of your students.
- Be sure your story includes enough details to make it clear why self-advocacy was important in the situation. For example, tell a story about a time you went to the doctor and felt you weren't getting the care you needed, or about a time you were struggling to complete an assignment in school and needed additional help.



Teaching Progression: Step 1 | Process the Situation (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Select a short story that connects to the daily lives of your students and showcases more than one obstacle for the characters involved, whether fiction or nonfiction. Have students read independently, underlining or highlighting any obstacles or challenges the characters encounter. At the completion of independent reading, place students in small groups. Task each group with sharing the obstacles and challenges they identified and explain why they believe this was a problem in the story. Have some groups share their identified challenges and explanations aloud to the class.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students identifying challenges and obstacles.
- See the *Resource Bank* below for recommended story options.



SUGGESTED LEARNING ACTIVITY 3:

Share with students a list of obstacles or challenges you have faced. Then, instruct students to write a list of challenges or obstacles they have encountered in their life. Explain that these do not have to be challenges or obstacles that have been resolved. Have students share some of their challenges with partners or small groups. Prompt members of the group to share if they have experienced a similar obstacle or not.

TEACHING NOTES:

- Set appropriate limits to how far back students should consider their problems as necessary.
- Example obstacles/challenges: getting to school on time, getting help for an assignment, needing a resource or supply.
- Have students keep this list for future activities for this step as they learn to determine needs and decide if the situation requires self-advocacy.



Teaching Progression: Step 1 | Process the Situation (Cont.)

Step 1: Process The Situation | Sub Skill: Determine Need(s)



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that part of self-advocacy is determining what you need in order to overcome the obstacle or challenge. Understanding our needs helps to create a plan on how to make sure this need is met. Provide students with an obstacle or challenge scenario. Ask students to determine what is needed to overcome the obstacle or challenge.

Language of Health Literacy:

I need _____ to overcome _____.

I need _____ to address _____.

To help me with _____, I need _____.

TEACHING NOTES:

- Example Obstacle/Challenge Statements:
 - Alex is about to take a quiz. They reach in their bag and realize they don't have something to write with.
 - Jo is struggling to get to school on time because their parents have to drop their younger siblings off at school. Every three times they are late to school, they receive lunch detention.
- Model and provide the *Language of Health Literacy* to support students in determining needs for each scenario.



SUGGESTED LEARNING ACTIVITY 2:

Instruct students to return to the list of challenges/obstacles they created earlier. Ask students to pick two examples from the list, one that had a resolution and one that did not have a resolution. For the first challenge/obstacle, have students identify the need that was met that helped resolve their challenge and write an explanation for why this need helped resolve the situation. For the second challenge/obstacle, have students identify what they need to resolve the challenge and write why this need would resolve the situation.

TEACHING NOTES:

- Keep in mind that some students may be triggered by this task or ask not to complete it in written form because their needs can't be met. Offer personal conversations or drawing options as deemed appropriate for your classroom and the students in need of additional supports.
- Model and provide the *Language of Health Literacy* to support student responses.
- Have students keep these identified needs for a future learning activity for the Sub Skill: Decide if the situation requires self-advocacy.



Teaching Progression: Step 1 | Process the Situation (Cont.)

Step 1: Process The Situation

Sub Skill: Decide If The Situation Requires Self-Advocacy



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that when advocating for ourselves, it is important to determine if the situation requires self-advocacy, and if what they are advocating for is realistic and feasible. Provide students with a list of challenges/obstacles. Read each challenge/obstacle on the list aloud to the class and have students move to a predetermined space in the room if they see this challenge/obstacle as one they can resolve independently. Have students move to an alternate space in the room if they see this challenge/obstacle as one that requires them to advocate for their needs to another person.

Language of Health Literacy:

To overcome _____, I must advocate for _____ because _____.

I need to advocate for _____ because _____.

I know I am advocating for the right thing because _____.

TEACHING NOTES:

- Example obstacles/challenges: getting to school on time, getting help for an assignment, needing a resource or supply.
- If time allows, prompt students to think about what is needed to overcome this obstacle/challenge.
- Model and provide the *Language of Health Literacy* to support student responses.



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that we want to make sure that we are advocating for something that is feasible and reasonable for others to do. Share a time you advocated for something from someone who couldn't meet your need because they were unable to do so for a variety of reasons, such as lack of requested resources, lack of authority to offer the support, etc. Ask students to share what they noticed about the story you shared.



SUGGESTED LEARNING ACTIVITY 3:

Provide students with a series of example requests or advocacy statements. Then, give students a list of questions students should ask themselves to determine if they are advocating for something reasonable and feasible. Explain to students that if they are able to answer 'yes' to one or more of the questions, then their ask may not be reasonable or feasible for the situation. Use the questions below to guide student analysis:

- Is there a smaller ask that can help me resolve the challenge/obstacle equally?
- Can I break my need into smaller pieces?
- Are there alternative ways of solving the problem?
- Is this the only way my needs can be met?
- Should I take more personal responsibility for this challenge/obstacle?

See Next Page For Teaching Notes.



Teaching Progression: Step 1 | Process the Situation (Cont.)

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in assessing their requests.
- Example Advocacy Statements:
 - To overcome being overwhelmed by math, I need to be excused from all math homework.
 - To complete my quiz, I need a pencil.
 - To help me cope with my nervousness in interacting with people in the cafeteria, I need to meet with a counselor before going to lunch.



SUGGESTED LEARNING ACTIVITY 4:

Instruct students to return to their need statements from earlier. Ask students to use the questions to determine if they are advocating for something that is reasonable and feasible. Ask students to explain why they think they are advocating for the correct thing. If they conclude that they are not advocating for the correct thing, prompt them to consider a new need that would help them resolve the obstacle/challenge.