



Teaching Progression:



Step 2: Seek Attention

SUB SKILL(S):

- Name helpful individuals
- Use appropriate strategies to seek attention
 - Approach in-person
 - Ask if it is the right time
 - Call
 - Write a note, email, or text
 - Use non-verbal communication

GUIDING QUESTIONS:

How do I ensure I get the help I need? What are appropriate ways to get attention from someone? What are inappropriate ways to get help from someone?

NHES PERFORMANCE INDICATORS:

(8.8.1) State a health-enhancing position on a topic and support it with accurate information. (8.8.4) Identify ways in which health messages and communication techniques can be altered for different audiences.

VALUABLE VOCABULARY:

*information,
correct,
appropriate,
inappropriate,
trusted adult,
attention*

Step 2: Seek Attention | Sub Skill: Name Helpful Individuals



SUGGESTED LEARNING ACTIVITY 1:

Read students a story that highlights a challenging situation to which students can relate. Ask students to identify individuals in the story who the character(s) can go to for help. Have students identify as many individuals who could help in different ways in the given situation as possible. Prompt students to explain why they chose the individuals they did.

Language of Health Literacy:

*I can advocate to _____ for _____
because _____.*

*I will go to _____, so I can advocate for
_____ because _____.*

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student responses.
- Ensure stories are relevant and responsive to students in your classroom. Using stories with connecting images/pictures is a supportive way for students to visualize who the helpers are in each presented situation.



Teaching Progression: Step 2 | Seek Attention (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Have students return to the two challenges/obstacles they identified in Step 1. For the challenge/obstacle that was resolved, have students list individuals who were of support at the time of the situation. For the unresolved challenge/obstacle, prompt students to identify at least two individuals who could be of support. Explain to students that each helper might offer assistance for a different part of their challenge or that multiple individuals may be options for helping with the same aspect of their challenge.

TEACHING NOTES:

- Students can practice listing helpful individuals using multiple challenging scenarios from their lives.
- Model and provide the *Language of Health Literacy* to support students identifying helpful individuals for their challenge/obstacle.



See *Access Valid & Reliable Resources* for guidance on supporting students to identify trusted adults, information, and services.

Step 2: Seek Attention | Sub Skill: Use Appropriate Strategies To Seek Attention



SUGGESTED LEARNING ACTIVITY 1:

Share with students that once you identify your needs and who you should go to in order to advocate for that need, you should use strategies to elicit the attention from those individuals. Prompt students to think about the times they have needed your attention as their teacher. Ask students to identify the ways, appropriate or inappropriate, they try to get your attention. Chart student ideas. Then, ask students to identify which strategies are most helpful for them and you.

Language of Health Literacy:

To get help from _____, I will _____.

To get _____'s attention, I will _____.

_____ is an appropriate way to get the attention of _____ because _____.



SUGGESTED LEARNING ACTIVITY 2:

Post pictures of individuals that can help students when they need it. Next to the pictures, place blank chart paper. Instruct students to go to each chart and write down a strategy they could use to get the attention of that individual. After students have visited each paper, debrief with the class and discuss strategies that are appropriate versus inappropriate, prompting students to explain why they believe the strategy is an effective way to elicit the attention they need.

See Next Page For Teaching Notes.



Teaching Progression: Step 2 | Seek Attention (Cont.)

TEACHING NOTES:

- Make the activity even more relevant to students by using images of people from their school and community. For example, use an image of the school counselor or nurse. Take the time to discuss the protocols the school has to reach these individuals.
- When discussing the difference between appropriate and inappropriate ways to seek attention be aware of cultural bias. Allow students to come to conclusions on their own, and if you are concerned, share that the strategy may not work for you. However, if they know that person doesn't mind, then it is ok.



SUGGESTED LEARNING ACTIVITY 3:

Introduce and model different strategies students can use to get attention from those whose help they need. Then, provide students with resources someone needs and individuals they could go to for those resources. Instruct students to match a strategy for getting attention based on the need and individual. Prompt students to explain their reasoning.

Below are some strategies students can learn.

Strategy	Example
Approach in-person	You are at a grocery, and you are looking for an ingredient you can't find. You approach an employee to let them know you need assistance.
Ask if it is the right time	You have a question about a class assignment you missed. You decide to ask your friend for materials to complete the assignment. You approach them before class starts and ask, "Is now a good time to talk about the assignment I missed?" If it is, have the conversation. If it isn't, tell them you will check in at a different time.
Call	You are struggling with your mental health. You call a local hotline to talk about your feelings and get additional resources.
Write a note, email or text	You are sleeping over at your friend's house and realize you forgot a change of clothes for tomorrow. You text someone in your family to see if they can bring it to you.
Use non-verbal communication	You are at a community center with your friends playing soccer. You need help setting up the goal. You gesture to a staff person to come over to see if they can help.

See Next Page For Teaching Notes.



Teaching Progression: Step 2 | Seek Attention (Cont.)

TEACHING NOTES:

- Complete this activity multiple times with different needs and individuals. Allow different students to offer various ways of seeking attention based on the scenario.
- Add additional attention-seeking strategies to meet the needs of your students.
- If students have additional strategies they use, ask them to describe them and create their own examples to share with the class.



SUGGESTED LEARNING ACTIVITY 4:

Explain to students that sometimes we also must consider context in addition to the person when we are seeking attention. Show videos that highlight a challenge/obstacle. Have students identify the best way to seek attention in this situation. First, have students list the ways one could seek the attention of helpers for the challenge/obstacle. Then, have students select and explain why one specific way to seek attention is best for the depicted situation.

TEACHING NOTES:

- Have students work in pairs or small groups to support brainstorming and the determination of the best ways to seek attention in a given situation.
- Use a variety of discussion strategies and protocols to ensure all students have an opportunity to share their ideas about the videos.