



Teaching Progression:

Step 3: Ask For What I Need

SUB SKILL(S):

- Ask for what is needed
 - State the challenge/obstacle
 - State the need
 - Make a request
- Negotiate next steps

VALUABLE VOCABULARY:

advocate,
communicate,
request, specific

GUIDING QUESTIONS:

How do you know when something is clearly communicated? Why is it important to ask for what you need directly and clearly?

NHES PERFORMANCE INDICATORS:

(8.8.1) State a health-enhancing position on a topic and support it with accurate information. (8.8.3) Work cooperatively to advocate for healthy individuals, families, and schools.

Step 3: Ask For What I Need | Sub Skill: Ask For What Is Needed



SUGGESTED LEARNING ACTIVITY 1:

Share with students that once they get the person's attention, they must verbalize their challenge/obstacle to the individual they are seeking help from. This allows the helper to fully understand the situation and what is needed. Have students return to the challenges/obstacles and identified needs from previous learning activities, especially the ones they thought would be best with an in-person conversation. Place students into pairs. Instruct students to take turns using the *Language of Health Literacy* to advocate for what is needed, including the challenge/obstacle, their need, and the question requesting support.

Language of Health Literacy:

The problem I have is _____.

I need _____.

Can you _____?

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student practice.
- Allow students to do practice asking for what they need several times.
- Listen to students as they practice and provide feedback.



Teaching Progression: Step 3 | Ask For What I Need (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Remind students that sometimes written communication is the best way to advocate for certain needs. Have students return to the challenges/obstacles and identified needs from previous learning activities, especially the ones that would be best to do via written communication. Instruct students to write out how they would ask for what they need.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student writing.
- Practice with multiple challenges/obstacles and have students practice writing the language for each.



See *Stage 1: Communication Techniques of Interpersonal Communication* for guidance on supporting students to use appropriate speaking techniques to ask for what they need.

Step 3: Ask For What I Need | Sub Skill: Negotiate Next Steps



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that not all helpers will be capable of helping in the ways that are needed. Affirm for students that this can often be

frustrating, especially when we have spent so much time processing the challenge, figuring out what we need, and voicing that need. Share with students that in this moment, they shouldn't give up, and instead, negotiate or ask for what the person can do. Sometimes actions must be broken up into multiple parts or altered in order for helpers to support your needs for a challenge/obstacle, or sometimes the person can refer you to someone else who can help.

Provide students with a scenario in which a helper is unable to support or can only meet a small portion of what is needed in a challenge/obstacle after being asked. Using the *Language of Health Literacy*, have students state how they might break up their needs into smaller pieces or alter their needs for the given situation.

Language of Health Literacy:

I understand you can _____, but not_____.

*I understand that you can't _____.
Do you know someone who can help me with that?*

Thank you for being able to _____.

TEACHING NOTES:

- Utilize challenges/obstacles from previous activities to support continuity of learning.
- Model and provide the *Language of Health Literacy* to support students practicing how to negotiate next steps.



Teaching Progression: Step 3 | Ask For What I Need (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Place students in pairs. Give one student a list of things they can and cannot do to support their partner. Give the other student a challenge/obstacle and a need statement that cannot be completely met by the list of available supports. Instruct the student to ask for what they need, using the *Language of Health Literacy* from the Sub Skill: Ask for what you need. Then, instruct the other student to say they can't do that. From there, the student that is advocating will practice breaking their request into smaller parts or altering the need until their partner can agree to help. Switch roles to allow both students an opportunity to practice.

TEACHING NOTES:

- Example Challenge/Obstacle & Need Statement: I have been feeling very overwhelmed with classwork. I need to be excused from all homework assignments.
- Example Supports Available: extension on homework assignments, extra time after school to work on assignments, one-on-one help, reduction of homework, time management coaching.



See *Stage 2: Conflict Resolution of Interpersonal Communication* for guidance on supporting students in reaching a compromise.