



Teaching Progression:



Step 2: Investigate the Issue

SUB SKILL(S):

- Research the topic
- Interview individuals affected
- Summarize information

GUIDING QUESTIONS:

What do I need to know about an issue? How can I best advocate for an important issue? Why is understanding the issue deeply important when advocating?

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.

VALUABLE VOCABULARY:

*accurate,
cooperate,
stance, research,
interview,
investigate*

Step 2: Investigate The Issue | Sub Skill: Research The Topic



SUGGESTED LEARNING ACTIVITY 1:

Read a detailed explanation of a community challenge to students. Then, have students list questions they have about the topic. Chart student questions. Explain to students that in order to better understand the challenge being faced, these questions should then be used to guide our research.

Language of Health Literacy:

To better understand _____, I am going to investigate _____.

I am going to research _____ to help me understand _____.

TEACHING NOTES:

- Provide examples to students to support their ability to identify research points within a community challenge.
- Example challenges and research topics:
 - Community challenge: Litter on the streets; Questions: What are the available trash/recycling receptacles and/or programs? Who is responsible for littering in this community? Are their organizations working to clean up litter?
 - Community challenge: Large potholes and cracking sidewalks; Research: What are the government plans for street paving? What is the best way to repair potholes? How do potholes form?



Teaching Progression: Step 2 | Investigate the Issue (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Have students determine a community challenge they wish to better understand. Use community challenges presented throughout Step 1 and/or provide a list of additional community challenges that students can reference. Using the *Language of Health Literacy*, have students write their reason for selecting the community challenge they wish to research further.

Then, have students list questions they have about the challenge/obstacle. Finally, instruct students to research the answers to these questions.

TEACHING NOTES:

- Provide support for students during the selection process to narrow down community challenges they wish to research or investigate. Offer students a variety of selection tools when necessary.
- Allow students to investigate the issue over multiple class periods in order to ensure they have a more comprehensive understanding of the topic.
- Model and provide the *Language of Health Literacy* to support students identifying topics for further research.
- Conference with students throughout their research time, prompting them to think of additional questions, supporting them to cite and organize sources, and helping them to locate additional sources.



See *Access Valid & Reliable Resources* for guidance on supporting students to locate trustworthy resources.



Teaching Progression: Step 2 | Investigate the Issue (Cont.)

Step 2: Investigate The Issue | Sub Skill: Interview Individuals Affected



SUGGESTED LEARNING ACTIVITY 1:

Share with students that just like we want to ask ourselves questions when we are researching before jumping into investigating an issue, we want to come up with questions for individuals impacted by the issue to have a better understanding of the problem. Explain that preparing for interviews is an important part of interviewing an individual affected by a community issue. Have students write a list of questions they will use to interview a community member, focusing on the community challenge they wish to learn more about.

Language of Health Literacy:

I am going to interview _____ about _____ because _____.

How does _____ affect you?

What challenges/obstacles have you faced because of _____?

What has been successful in addressing _____?

What solutions for _____ would you hope to see?

Who else should I talk to about _____?

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in question development.
- Provide time for students to practice asking their interview questions to classmates to prepare for interviewing community members. Also, prompt students to practice how they will collect the information they get from their interviews (e.g. writing the answers to questions, recording methods when available).



SUGGESTED LEARNING ACTIVITY 2:

Have students look back at the research they have done so far and identify those who are affected by the community challenge they selected. Prompt students to choose at least one affected individual within the community to interview for further information and understanding. Then, have students select an appropriate method for reaching out to community members. Finally, prompt students to write out specific questions they want to ask the person.

TEACHING NOTES:

- Provide students time and locations for interviewing that are appropriate to your classroom structures.
- Interviewing possibilities: In person (in classroom or other appropriate location), via email, phone conversation, video conference.
- Allow students to record interviews when feasible, and instruct them to ask permission of the interviewee before recording.



Teaching Progression: Step 2 | Investigate the Issue (Cont.)

Step 2: Investigate The Issue | Sub Skill: Summarize Information



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that part of researching an issue is synthesizing research, which will allow them to see all of the information in one place and prepare for Step 3: Develop a Powerful Stance. Instruct students to create an annotated bibliography for their research.

Language of Health Literacy:

After researching _____, I have realized that _____ is the true root cause.

After investigating this issue further, I have discovered that _____ is affected by this challenge or obstacle.

I learned _____ about this challenge/obstacle, which is important because _____.

TEACHING NOTES:

- See the *Resource Bank* below for guidance on creating an annotated bibliography.
- Prompt students to work on the annotated bibliography during the entirety of their research.



SUGGESTED LEARNING ACTIVITY 2:

Have students identify information from their interview and research that helped them learn more about the community challenge. This information is important to better understand the community challenge, its root cause, and those affected. Have students write a research summary, based on their interview(s) and research. Using the *Language of Health Literacy*, have students reflect on their predictions as well as identify their learnings.

TEACHING NOTES:

- Allow students to highlight, underline or re-write information that is relevant to this activity and stands out in their research.