



Teaching Progression:



Step 1: Figure Out the Problem

GUIDING QUESTIONS:

How do I know when I have a problem that needs attention? What are problems that require help from adults?

NHES PERFORMANCE INDICATORS:

(8.2.1) Make requests to promote personal health.

VALUABLE VOCABULARY:

*problem,
need,
identify*



SUGGESTED LEARNING ACTIVITY 1:

Provide a list of life or 'everyday' problems that are generally common for your classroom community. Read the example problems aloud to the class one at a time. Pause after each problem is shared and asked students to raise their hand if they have experienced the problem being read aloud. Have students share with a partner specific examples from their own lives of some of the shared problems.

Language of Health Literacy:

I am having trouble with _____ I need help.

I can't do _____ on my own. I need help.

I need help doing _____.

TEACHING NOTES:

- Examples of Problems: needing to wash your hands, but not having soap available; needing to use the bathroom, but not knowing where a bathroom is located.
- Be sure to include examples that are relevant to the students in your classroom.
- Model and provide the *Language of Health Literacy* to support student responses.



SUGGESTED LEARNING ACTIVITY 2:

Prompt students to draw an image of a problem they have had or a problem from the list previously shared. Ask students to be as detailed in their drawings as they can. Have students share their images with the class or in small groups.

See Next Page For Teaching Notes.



Teaching Progression: Step 1 | Figure out the Problem (Cont.)

TEACHING NOTES:

- Remind students to select a problem they feel comfortable sharing, and that they can choose one from the list if they are uncomfortable drawing a problem of their own.



SUGGESTED LEARNING ACTIVITY 3:

Read a story aloud to the class that showcases a problem for an individual or multiple characters. Pause periodically throughout the story to ask students if they can identify the problem(s). Have students share why they believe the problem exists and how they determined the problem within the story. As the story progresses, have students consider with a partner how they might solve the problem in the story. Have multiple students share with the class the ideas discussed with their partner. Have students speak, write or draw the problem(s) they identify in each story with opportunities to share their determinations aloud.

TEACHING NOTES:

- Allow multiple students to share their ideas throughout the reading of the story.
- Read multiple stories in this manner, allowing students to determine various problems across differing scenarios.



SUGGESTED LEARNING ACTIVITY 4:

Share with students that some problems need the help of others and some problems can be solved on our own. Ask the class if there were any situations they identified that did not need the help of another individual. Have students briefly share with a peer or small group any ideas they have of problems that do not require help.

After students have discussed some of their ideas, show pictures of individuals struggling with a problem. First, have students state the problem they are seeing in the image. Then, tell students that if the problem requires help to wave their hands in the air and say, "Help." If the problem doesn't require help, instruct students to give a thumbs up and say, "I got this!" Repeat this process with

TEACHING NOTES:

- Image Examples: pencil breaks in class, shoes are untied, an argument with friends, forgot lunch.
- Provide groups with a discussion question that helps them begin to identify the need to ask for help in different situations.
- Example Discussion Questions:
 - How do you know when to ask for help?
 - How can you tell if a problem can be solved without a helper?