



## Teaching Progression:

### **Step 3: Ask For What I Need**

#### GUIDING QUESTIONS:

What is the best way to ask for what I need?

#### NHES PERFORMANCE INDICATORS:

(8.2.1) Make requests to promote personal health.

#### VALUABLE VOCABULARY:

*ask,  
problem,  
situation,  
properly*



#### SUGGESTED LEARNING ACTIVITY 1:

Create a visual, using words and images, that shows the three components of properly asking for what you need: state the problem, state what you need, ask a specific question about what you need from the helper. Share the visual with students, reading the components aloud while showing the visual representations. Provide an example situation to the class that uses the three components for asking for help.

#### Language of Health Literacy:

*My problem is \_\_\_\_\_*

*I need \_\_\_\_\_*

*Can you help me \_\_\_\_\_?*

#### TEACHING NOTES:

- Model and provide the *Language of Health Literacy* as a guideline for including each component when asking for help.
- Example: You need to wash your hands while playing at a friend's house, but can't find the soap. In order to properly ask for help, you say to your friend, "My problem is that I need to wash my hands, but there isn't any soap. I need soap to wash my hands. Can you help me find some soap?"



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



### SUGGESTED LEARNING ACTIVITY 2:

Read a picture book aloud to the class that showcases a problem for one or more characters. Pause throughout the story and have students identify with a partner the problem being described as well as any potential helpers in the situation. At the appropriate point(s) in the story, have students practice with a partner asking for help by using the three components. Select a few students to share aloud to the class how they would ask for help in the situation described. Continue reading the story, pausing to have students discuss additional problems as they are presented and how they would ask for help in the given situations.

### TEACHING NOTES:

- See the *Resource Bank* below for sample books.
- Listen to students as they share with their partner and provide feedback.



See *Stage 1: Communication Techniques of Interpersonal Communication* for speaking strategies students can use when asking for help.