



Teaching Progression:



Step 1: Ask if Help is Needed

SUB SKILL(S):

- Notice someone having trouble
- Ask if help is needed

GUIDING QUESTIONS:

How do I know if someone needs help?

NHES PERFORMANCE INDICATORS:

(8.2.2) Encourage peers to make positive health choices.

VALUABLE VOCABULARY:

help

Step 1: Ask If Help Is Needed Sub Skill: Notice Someone Having Trouble



SUGGESTED LEARNING ACTIVITY 1:

Share with students that in order to notice if someone needs help, we need to pay attention to someone's body language and words.

Language of Health Literacy:

_____ is having
trouble with _____.

_____ is a problem for
_____.

Show students a video that highlights an individual in a problem situation. Pause the video periodically to ask students questions that support their analysis of the situation. Pause the video at appropriate times based on the specific video being shown and have students demonstrate the body language or words of the person who needed help. Prompt students to share what they noticed about the person's body language or words that let them know the person may need help. Finally, ask students to identify the problem the person may be having.

TEACHING NOTES:

- Use the questions below to support analytical thinking:
 - What problem is being presented in this video?
 - How do you know if the character needs help?
 - Do you think the character can solve this problem on their own?
- Model and provide the *Language of Health Literacy* to support responses.



See *Stage 1: Communication Techniques of Interpersonal Communication* for guidance on interpreting body language and active listening strategies.



Teaching Progression: Step 1 | Ask if Help is Needed (Cont.)

Step 1: Ask If Help Is Needed | Sub Skill: Ask If Help Is Needed



SUGGESTED LEARNING ACTIVITY 1:

Guide students through a role playing activity. Place students in pairs. Provide each group with a card that explains in writing or shows in images a problem situation.

Assign one student to act out the problem on the card and answer questions as if they were the person in the scenario. Assign another student to ask questions that help them gather information about the situation and if help is needed.

After two to three minutes of role playing, stop the groups and begin a debriefing conversation. Have each group answer questions that support their understanding of the importance of asking what is needed before offering help in a problem situation. Rotate roles so each person has an opportunity to play each role.

Language of Health Literacy:

Do you need help with _____?

Can I help you _____?

Is there anything I can help you with to _____?

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students asking if help is needed.
- Discuss student responses to the questions as a class after groups have an opportunity to debrief. Use the questions below as a guideline:
 - Did the questions you asked help you understand the situation?
 - What did you learn about the situation by asking questions?
 - How did you learn if the person needed help or was able to solve their problem independently?