



## Teaching Progression:



### Step 1: Figure Out the Problem

#### SUB SKILL(S):

- Identify the problem
- Determine my need(s)
- Decide if the situation requires self-advocacy

#### GUIDING QUESTIONS:

How do I know when I have a problem that needs attention? How do I know what I need to overcome a problem? What problems require the help of others?

#### NHES PERFORMANCE INDICATORS:

(8.5.1) Express opinions and give accurate information about health issues.

#### VALUABLE VOCABULARY:

*problem, need,  
identify,  
self-advocacy*

### Step 1: Figure Out the Problem | Sub Skill: Identify The Problem



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that to address problems we face in life, we must first identify when there is a problem. Read a story out loud to students about a character who is facing several problems. Tell students that they are going to identify everytime they hear a problem the character is facing by standing up. After each problem, have students share what problem they identified with a partner.

#### Language of Health Literacy:

*I notice the problem is \_\_\_\_\_.*

*I am struggling with \_\_\_\_\_.*

*I am having trouble with \_\_\_\_\_.*

#### TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student discussion and identification of problems in the story.
- Modify movement as necessary to meet the needs and abilities of your students.



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



### SUGGESTED LEARNING ACTIVITY 2:

Provide students with a list of problems that a student could face on a given day at home and at school. Instruct students to read the list of problems and circle any problems that they have faced. Next, tell students to put a star next to problems that they are currently struggling with in their life. Prompt students to add any problems they are currently facing that are not reflected in the list provided. Once the activity is complete, have students share in small groups one to three problems they are currently facing.

### TEACHING NOTES:

- Encourage students to use the *Language of Health Literacy* while debriefing the activity.
- The list of problems provided to students should include age appropriate health problems (e.g. I know I need to exercise everyday, but I don't have a safe place to exercise.)
- Keep in mind that some students may be triggered by this task or ask not to complete it in written form because the problems they are facing feel overwhelming. Offer personal conversations or drawing options as deemed appropriate for your classroom and the students in need of additional supports.

## Step 1: Figure Out The Problem | Sub Skill: Determine My Needs



### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that once they have identified their problem, they must next determine what they need to solve the problem.

Figuring out our needs allows us to better communicate with others in order to resolve the problem.

Provide students with images that display common needs someone their age could use to overcome problems they face. Read a scenario about a person experiencing a problem. Then, prompt students to hold up the image of the need that they believe best resolves the problem. After each round, prompt students to share with a partner why they picked the image they did.

### Language of Health Literacy:

*I need \_\_\_\_\_ to overcome \_\_\_\_\_.*

*\_\_\_\_\_ will help me solve this problem because \_\_\_\_\_.*

*To help me with \_\_\_\_\_, I need \_\_\_\_\_.*

### TEACHING NOTES:

- Choose scenarios that provide students with common problems people face in your school community and that may require more than one option to overcome the problem. This will encourage students to think creatively about how they can address problems in their life. See below for example scenarios:
  - Taylor is feeling nervous about presenting their report in social studies and is worried that their nerves will get in the way of doing a good job.
  - Drew forgot their lunch at home on the day of the field trip.
  - Cam played a lot at recess. They are feeling hot and have a headache.
- Example images of needs: picture of a pencil; picture of two people talking to each other; picture of someone exercising; picture of food; picture of water; picture of toys; picture of books; picture of cell phone; picture of headphones.



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



### SUGGESTED LEARNING ACTIVITY 2:

Read aloud scenarios of students facing common problems at home or at school. After each scenario, give students time to work in small groups to identify the problem and list what the character needs to overcome the problem. After students identify the problem and determine possible needs, have 1-2 groups share out their answer to the class. Write out possible solutions to each problem on the board. Finally, have students vote for which need would best resolve the problem, prompting students to justify their answers.

### SUGGESTED LEARNING ACTIVITY 3:

Have students revisit the list of problems they face from the previous sub skill. Tell students that they are going to pick 3-5 problems they are currently facing to practice determining needs for each situation. Next, tell students to pick one problem that they are still facing that they find challenging to overcome. Have students draw out this problem and draw the needs that must be met in order to overcome this problem. After students complete the activity, have students share their problems and needs with other classmates. Encourage students to add to their needs if they get a good idea from a peer.

### TEACHING NOTES:

- Provide students with a graphic organizer to diagram the problem and the needs they have to overcome the issue. For example, the graphic organizer can be a spider map with the problem in the center and possible needs surrounding the problem. Provide other options as deemed appropriate for your classroom and the students in need of additional supports.

## Step 1: Figure Out The Problem | Sub Skill: Decide If The Situation Requires Self-Advocacy



### SUGGESTED LEARNING ACTIVITY 1:

Define *self-advocacy* for students. *Self-advocacy* is *asking for support in order to solve a problem we are facing*. Explain to students that some problems we face can be solved on our own and others can't be solved by ourselves. Tell students that if we face a problem that requires the support of others, then we must ask for help by advocating for ourselves. Share with students that just because someone could help you solve a problem doesn't mean that we need to ask for help. Explain to students that before we ask for support, we must first decide if the situation actually requires self-advocacy or if we can solve the issue independently.

Provide students with the following four questions that they can ask themselves to determine if they need to advocate for themselves:

- What are my strengths in this situation?
- What am I struggling with in this situation?
- If I don't ask for help, what are the possible outcomes?
- If I do ask for help, what are the possible outcomes?

### Language of Health Literacy:

*My strengths in this situation are \_\_\_\_\_.*

*I am having trouble with \_\_\_\_\_. I need help.*

*I can't do \_\_\_\_\_ on my own. I need help.*

*I need help doing \_\_\_\_\_.*



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

Explain to students that answering these questions can clarify if self-advocacy is needed. Tell a story about a problem you are facing and the needs you have identified. Then, model asking yourself these questions and prompting students to add ideas.

### TEACHING NOTES:

- Use other definitions as necessary to meet the needs of your students.
- Model and provide the *Language of Health Literacy* to support students in deciding what they can do on their own.



### SUGGESTED LEARNING ACTIVITY 2:

Provide students with problems and an accompanying potential need. For each example, have students determine if the need can be fulfilled independently or if the need requires the help of others.

### TEACHING NOTES:

- Example Problems & Needs:
  - Problem: Missed the bus; Need: getting a ride to school.
  - Problem: Needing to go to the bathroom; Need: leaving the classroom to go to the bathroom.
  - Problem: Forgetting their permission slip for a field trip; Need: Getting their permission slip signed.
- Model and provide the *Language of Health Literacy* to support students in deciding what needs they can fulfill on their own.



### SUGGESTED LEARNING ACTIVITY 3:

Have students create their own stories of a time that they needed to use self-advocacy. Encourage students to include in their stories the four questions and how they answered the questions to determine when to self-advocate. Tell students at the end of their narratives to include a final statement using the *Language of Health Literacy* to clearly state what supports they need.

### TEACHING NOTES:

- Give students the opportunity to share their narratives through writing or drawing. These options provide students options that help improve engagement in the activity of personal reflection.