



## Teaching Progression:



### Step 2: Get Attention of Helper

#### SUB SKILL(S):

- Identify individuals who can help
- Choose an appropriate strategy to get support

#### GUIDING QUESTIONS:

Who should I ask for help when I have a problem? How do I get attention in appropriate ways?

#### NHES PERFORMANCE INDICATORS:

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

#### VALUABLE VOCABULARY:

*help, individuals,  
attention,  
support,  
trusted adult*

### Step 2: Get Attention Of Helper | Sub Skill: Identify Individuals Who Can Help



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that once they have determined that they need support to overcome a problem, they must then determine who is the best person to help solve the issue. Tell students that there are many people at home and at school that can help them solve problems, and they must decide who is best to help depending on the issue.

Place students in small groups (3-4). Give each group a large piece of paper separated into categories of places where they can find people who can help (e.g. home, school, community). Place the paper in the middle of their table. Next, give students time to brainstorm individually on the paper all the people who can help them within that category. Prompt students to rotate around the paper until they have an opportunity to contribute to each category. Once students have finished their independent writing, have groups share their answers. Finally, instruct students to walk around and read other groups' posters.

#### Language of Health Literacy:

\_\_\_\_\_ is a person who helps me when \_\_\_\_\_.

I go to \_\_\_\_\_ for help with \_\_\_\_\_.

\_\_\_\_\_ could help me with \_\_\_\_\_.

#### TEACHING NOTES:

- Group lists can include: nurses, doctors, teachers, bus drivers, parents, sisters, brothers, crossing guard, principal, counselors, etc. If students are missing an important person who provides support within your community, add this person to your final class list.
- Model and provide the *Language of Health Literacy* to support students to identify helpers in their life.



## Teaching Progression: Step 2 | Get Attention Of Helper (Cont.)



### SUGGESTED LEARNING ACTIVITY 2:

Tell students that when they have a problem, they must decide who would be the best person to help them solve the issue. Provide students with needs and people that do not go together. Then, ask students to discuss why the people do not go with the problem/need.

#### TEACHING NOTES:

- Non-examples for students to discuss: going to your teacher with a broken arm; going to your friend for a signature for a permission slip; going to the president for a pencil.
- If time allows, prompt students to identify who they would go to instead.



### SUGGESTED LEARNING ACTIVITY 3:

Post 10 problems that students could face around the room on posters or chart paper. Prompt students to walk around to the problems and write around the problem the people who could best support them with this issue. Remind students to refer to the list of people who could help created by the class in the earlier lesson. Once students finish the activity, split up the class evenly among the posters. Have students discuss who would be the best support for the given problem. If more than one person could help solve the issue, have students discuss who they think would be the best person for the problem and why.

#### TEACHING NOTES:

- Possible problems to include: no pencil for class, my stomach hurts, can't find my brother at the store, my lunch money is missing, my dog got out of the back fence.
- Model and provide the *Language of Health Literacy* to support student discussion.



See *Access Valid & Reliable Resources* for guidance on supporting students in identifying trusted individuals they can go to for help.



**Teaching Progression: Step 2 | Get Attention Of Helper (Cont.)**

**Step 2: Get Attention Of Helper |**

**Sub Skill: Choose An Appropriate Strategy To Get Support**



**SUGGESTED LEARNING ACTIVITY 1:**

Share with students that once they determine who can help them, they then must decide how to get their attention in effective and appropriate ways.

Introduce and model different strategies students can use to get attention from those whose help they need. Then, provide students with resources someone needs and individuals they could go to for those resources. Instruct students to match a strategy for getting attention based on the need and individual. Prompt students to explain their reasoning.

Below are some strategies students can learn.

**Language of Health Literacy:**

*I would \_\_\_\_\_ to get attention from \_\_\_\_\_.*

*If I were trying to get help from \_\_\_\_\_, I would use \_\_\_\_\_ strategy to ask for help.*

*The best strategy to get help from \_\_\_\_\_ is \_\_\_\_\_ because \_\_\_\_\_.*

Strategy	Example
Approach in-person	You forgot your pencil at home. You walk to a friend and ask if you can borrow a pencil for the day.
Ask if it is the right time	You need to go to the bathroom during class. The teacher is currently talking to another student, so you ask, "Is now a good time to ask you a question?"
Call	You are at home when your mom starts choking on her dinner. She is starting to turn blue. You call 911.
Write a note, email or text	You are sleeping over at your friend's house and realize you forgot a change of clothes for tomorrow. You text someone in your family to see if they can bring it to you.
Use non-verbal communication	You are on the playground at recess playing soccer. Your friend falls and gets hurt. You see a teacher across the field, but they can't hear you. You gesture to the teacher to come over by swinging your arms left and right to a waving motion.

**TEACHING NOTES:**

- Complete this activity multiple times with different needs and individuals. Allow different students to offer various ways of seeking attention based on the scenario.
- Add additional attention-seeking strategies to meet the needs of your students. If students have additional strategies they use, ask them to describe them and create their own examples to share with the class.
- Examples:
  - Need: signature for permission slip; Person: grandparent; Strategy(ies): approach in-person and ask if it is the right time.
  - Need: more time to complete a quiz; Person: teacher; Strategy(ies): raise your hand.



## Teaching Progression: Step 2 | Get Attention Of Helper (Cont.)



**SUGGESTED LEARNING ACTIVITY 2:**

Have students revisit the list of problems and needs from Step 1. Tell students that they should pick one problem that they are currently facing that requires the support of someone to solve the problem. Have students write out the problem they are facing, the needs they identified to overcome the problem, who they think could best support them, and which strategy they would use to ask for support.