



Teaching Progression:



Step 1: Ask to Help

SUB SKILL(S):

- Notice someone struggling with a problem
- Ask if help is needed

GUIDING QUESTIONS:

How do I know if someone needs help?

NHES PERFORMANCE INDICATORS:

(8.5.2) Encourage others to make positive health choices.

VALUABLE VOCABULARY:

*advocate, issue,
community,
cooperate*

Step 1: Ask To Help | Sub Skill: Notice Someone Struggling With A Problem



SUGGESTED LEARNING ACTIVITY 1:

Share with students that in order to advocate for others, they must be aware of those around them. Ask students to share out clues that let them know someone may be having a problem. When students provide examples, ask them to act out these clues. Chart the clues as a reference for the remainder of the health skill.



SUGGESTED LEARNING ACTIVITY 2:

Show students pictures of people who are either experiencing a challenge or are not experiencing a challenge. If students notice that the person in the picture may require their help, instruct them to shout, "Help." If they think the person does not require help, instruct them to give a thumbs up and say, "They're good!"

Language of Health Literacy:

I noticed that _____ is having an issue with _____.

I know _____ is struggling with _____ because _____.

_____ is having a problem with _____. I know this because I can see _____.

For each picture that students identify as people facing issues, ask students the following questions:

- What makes you think this person may need help?
- What about their body language is giving you clues?
- What about their facial expression is giving you clues?

See Next Page For Teaching Notes.



Teaching Progression: Step 1 | Ask to Help (Cont.)

TEACHING NOTES:

- The people that you show should be a mixture of individuals in need of support and people not in need of support. Show students pictures of people looking upset, angry, scared, happy, excited, or sad.
- Model and provide the *Language of Health Literacy* to support student discussion and explanations.



SUGGESTED LEARNING ACTIVITY 3:

Tell students that before they can help others, they need to recognize when another person is having a problem. Provide students with 5-10 scenarios of different people encountering problems. Have students read each scenario with a partner or independently.

Instruct students to analyze each situation by answering the following questions:

- What problem is being presented in this story?
- How do you know if the character needs help?
- Do you think this character can solve this problem independently or do they need support?
- How would you help the character in this situation?

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



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that you may not always know what problem someone is facing and if someone actually needs help. Often we can tell by someone's body language and expressions that they are upset, but we may not be able to tell the problem they are facing or if they really need our help.

Share with students that it is natural to want to help others because when we help others, we create a better, stronger community. There are many benefits to giving to others, and they must also be aware of other people's boundaries when offering support.

Have students watch a video explaining the importance of giving to others. After the video, facilitate a discussion with students using the following questions:

- How do you feel when you offer someone help?
- How can giving to others make the community stronger?
- Are there ever times when you shouldn't offer help?
- Is it okay for someone to say they don't need your help?

Language of Health Literacy:

I noticed you are struggling with _____. Can I help you?

It looks like you are having a problem with _____. Can I help?

Is there anything I can help you with _____?

You seem to be feeling _____. What is going on?

TEACHING NOTES:

- See the *Resource Bank* below for a suggested video. Use a variety of discussion protocols and strategies to ensure all students are able to participate.



Teaching Progression: Step 1 | Ask to Help (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that once they notice someone is facing an issue, they need to determine if that person needs their help. They will do this by asking the person directly if they would like help, and if the person says, "yes," they will move on to Step 2. If the person says, "no," they respect the person's decision and give them space.

Tell students a story from your own experience about a time you witnessed a friend struggling with a problem. Demonstrate for students how you asked this person if you could help by modeling the *Language of Health Literacy*. Instruct students that when they hear you use the *Language of Health Literacy*, they should pull on their ear to show you are listening.



SUGGESTED LEARNING ACTIVITY 3:

Have students draw a comic about a time they witnessed someone struggling with an issue. Instruct students to draw and write dialogue in their comic strip that shows them asking the person if they need help. Encourage students to use the *Language of Health Literacy* in their illustrations to demonstrate how they could ask the person if they need support.



See *Stage 2: Refusal Skills & Boundary Setting* for guidance on supporting students to understand and respect boundaries.



SUGGESTED LEARNING ACTIVITY 4:

Place students in pairs. Provide each pair with a scenario demonstrating a common problem students could face at your school. Tell student pairs to create a skit demonstrating how they could ask a person in need if they can help by using the *Language of Health Literacy*. After students have had sufficient time to act out several scenarios, have groups demonstrate their role play to the class.

TEACHING NOTES:

- Create multiple scenarios that will allow groups to demonstrate different ways to ask if someone needs support.
- Possible scenarios could include:
 - You notice that the person who is sitting next to you in class hasn't started their test, and they are frantically searching through their bag and desk.
 - While you and a friend were playing tag at recess, your friend fell down, and their arm is bleeding.
 - The teacher tells everyone to get out their markers to color in a map for social studies. The person sitting next to you is looking in their backpack and looks like they are about to cry.