



Teaching Progression:



Step 2: Determine How to Help

SUB SKILL(S):

- Ask questions to figure out how to help
- Talk about possible solutions to the problem
- Decide if help can be offered

GUIDING QUESTIONS:

How can I best help those dealing with challenges? What help am I able to offer?

NHES PERFORMANCE INDICATORS:

(8.5.2) Encourage others to make positive health choices.

VALUABLE VOCABULARY:

*solutions,
decide,
helpful*

Step 2: Determine How To Help | Sub Skill: Ask Questions To Figure Out How To Help



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that once someone confirms that they need support, they need to ask questions to determine how they can best help.

Asking questions allows us to help someone in the way they want to be helped, rather than the way we think they should be helped.

To help students understand the impact of not knowing how someone wants to be helped, use a simulation activity by setting up a classroom store. Instruct students to approach the store. Before they ask for what they want, hand them something. When students ask for something different from the store, tell students that you think they would like what you gave them more.

After each student has an opportunity to shop at the store, debrief the experience with students by asking the following questions:

- How did it feel to not have the chance to ask for what you wanted?
- How did it feel to be told by someone else that they thought you wanted?
- How could the situation be changed to better accommodate what you wanted?

Language of Health Literacy:

*You seem to be struggling with _____.
What is going on?*

What would be helpful right now?

How are you feeling about _____?

What do you think you need right now?

Who else can we ask for help?

Can I ask _____ (trusted adult) to help?



Teaching Progression: Step 2 | Determine How to Help (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Show students a video demonstrating a character facing a problem. After the video, have students write out all the questions they think they would need to ask the person to better understand the issue. Make a class list of questions that they could ask to better understand what is going on in the situation.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in identifying questions they would ask.



SUGGESTED LEARNING ACTIVITY 3:

Place students in pairs and give each pair scenarios. Assign one partner the job of acting out the problem in the scenario. Instruct the other partner to ask questions to better understand the scenario. After students complete the role play in pairs, have several groups share their examples to the class.

Lead students in a discussion to debrief the activity using the following questions:

- Why is it important to ask questions when you are trying to help?
- What would you do if the person tells you to leave them alone?
- Have you ever had someone ask you if you needed help? How did you respond?

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students asking questions in their role plays.
- Complete at least two rounds to provide each student an opportunity to play both roles.
- Use scenarios used in previous activities.



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



Teaching Progression: Step 2 | Determine How to Help (Cont.)

Step 2: Determine How to Help |

Sub Skill: Talk About Possible Solutions To The Problem



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that once they have asked questions to gain a better understanding of the issue, they can talk about possible ways to solve the problem. Provide students a list of issues that they could face at school or at home. Tell students that you are going to read the list outloud, and they are going to circle any issue that they have faced themselves. After reading the list, explain to students that a great way to suggest a possible solution for a problem is to share how you have solved issues for yourself. Have students write out next to the problems they have faced a solution that they have tried. Next, have students turn to a partner to share using the *Language of Health Literacy*.

Language of Health Literacy:

When I have an issue like this, I usually _____.

What are ways that you think we could deal with this issue?

Let's brainstorm ways to solve this issue.

Step 2: Determine How To Help | Sub Skill: Decide If Help Can Be Offered



SUGGESTED LEARNING ACTIVITY 1:

Share with students that when helping others, it is important to be realistic and honest about the help you can offer. If someone asks for something you cannot do, it is okay to say that, so other solutions can be identified. Give students a T-chart. Label the left side, "Help I can offer." Label the right side, "Help I cannot offer." Then, provide students with a list of help that someone may ask for.

Instruct students to sort the items of the list into the two categories. Prompt students to share their lists with a partner.

At the end of the activity, ask students the following questions:

- How did you decide on the things you could do to help someone?
- How did it feel to not be able to offer some of the help on the list?
- Is it okay for us to be able to offer different supports? Explain.

Language of Health Literacy:

I feel comfortable helping you with _____.

I can't help you with _____. I can help you do _____.

I hear you need _____. I can't do that. Can I help you some other way?

I can help you _____. Do you need any additional support?

I really think we should reach out to ____ to get support with this issue.

See Next Page For Teaching Notes.



Teaching Progression: Step 2 | Determine How To Help (Cont.)

TEACHING NOTES:

- Include help that students obviously can't do (e.g. provide medical help, skip class to hang out with a friend).
- Include help that students can offer, but may choose not to (e.g. sharing their lunch, talking about conflict, lend money).
- Model and provide the *Language of Health Literacy* to support student discussion and sorting of help they can offer.



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that when offering help, they should still keep their own boundaries in mind. Prompt students to reflect on how they must set boundaries when offering help to others. Read a story out loud to students that demonstrates the complexities of giving to those in need.

Throughout the story, stop at appropriate points to ask students the following questions:

- How does the character feel helping others?
- What benefits do both characters receive in this story?
- Can you ever give too much to another person?
- How do you know when you should set boundaries when helping others?

TEACHING NOTES:

- See the *Resource Bank* below for a recommended story.



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