



## Teaching Progression:



### Step 3: Take Action

#### SUB SKILL(S):

- Follow through with actions
- Check in for feedback

#### GUIDING QUESTIONS:

How can I take action to help someone? Why is it important to follow through on help that is offered?

#### NHES PERFORMANCE INDICATORS:

(8.5.2) Encourage others to make positive health choices.

#### VALUABLE VOCABULARY:

*peers, help,  
follow through,  
action*

### Step 3: Take Action | Sub Skill: Follow Through With Actions



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that they must follow through and take action when advocating for others. Lead a class discussion that

prompts students to think about the importance of following through on help that is offered by asking the following questions:

- Why is it important to follow through when helping others?
- How does it feel to take action and support others?
- How does it feel when someone doesn't do what they said they will?
- What can get in your way when trying to take action to help others?

#### Language of Health Literacy:

*I will \_\_\_\_\_ to help \_\_\_\_\_.*

*I need to \_\_\_\_\_ to best advocate for \_\_\_\_\_.*

*I plan to \_\_\_\_\_ to help \_\_\_\_\_.*

*I need to get \_\_\_\_\_ to help with this issue.*



#### SUGGESTED LEARNING ACTIVITY 2:

Explain to students that one way to ensure they follow through is to tell the person what they will do by creating action statements that explain how they will follow through and support.

Place students in pairs and tell the pairs to stand in concentric circles. Provide students in the inside circle with an example scenario that outlines a problem and the need. Prompt the student in the inside circle to read the scenario and need. Then, instruct the student in the outside circle to state what they will do to help. In order to give the outside circle multiple opportunities to practice, rotate the inner circle several times. Switch inside and outside circles, so each student has an opportunity to play both roles.

See Next Page For Teaching Notes.



## Teaching Progression: Step 3 | Take Action (Cont.)

### TEACHING NOTES:

- Example Scenarios:
  - Your friend lost their lunch box at recess. They need support finding it before they leave for the bus. They ask you to help them find it before going back to class. (Action Statement: I will clean up my stuff from recess and come help you look for your lunchbox.)
  - You notice a student sitting alone at recess. When you talk to them, they say they don't have anyone to play with, and they feel alone. They ask you to sit with them at lunch the next day. (Action Statement: I will invite you to sit with me tomorrow at lunch and introduce you to my other friends.)
- Model and provide the *Language of Health Literacy* to support student responses.

## Step 3: Take Action | Sub Skill: Check In For Feedback



### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that once they have taken action to help another person, they should check in to see

if their actions supported the needs of the other person. Tell students that this is an important step in order to make sure they are helping in the way the other person needed. Have students practice identifying actions that help meet a person's need through the following activity.

### Language of Health Literacy:

*Did that help you solve the problem?*

*I did \_\_\_\_\_ to help. Was that what you wanted?*

*Is there anything else that can be done to help with this issue?*

Place students in small groups (3-4). Give students a bag with a statement explaining a need. Also, give groups a bag with actions that could meet the needs of a person. Have students draw a need and an action from the bag. Tell students to determine if the action actually meets the need requested. If the action does support the need, have students explain why. If the action does not meet the need requested, have students explain what action could be taken to support the need.

### TEACHING NOTES:

- Example of a statement explaining a need: I left my lunch money at home, but I need to eat lunch.
- Example of possible actions: talk to a teacher, provide them with a resource, talk in a calm and soothing voice, give them a bandaid, ask if they want to borrow a pencil, ask them if they want to play with you, etc.