



Teaching Progression:



Step 2: Find Trusted Adults

SUB SKILL(S):

- Know “go-to” trusted adults
- Ask for help
 - Call a trusted adult
 - Go directly to a trusted adult
 - Have a trusted adult help find a trusted professional or other adult who can help

GUIDING QUESTIONS:

Where can I find trusted adults in my school and community? How can I find trusted adults in school and community? Who can I ask for help in an emergency situation?

NHES PERFORMANCE INDICATORS:

(3.2.2) Identify ways to locate school and community health helpers.

VALUABLE VOCABULARY:

*trusted adult,
uniform,
safe,
emergency*

Step 2: Find Trusted Adults | Sub Skill: Know “Go-To” Trusted Adults



SUGGESTED LEARNING ACTIVITY:

Using the same pictures of the professionals from the earlier activity, discuss with students where these adults can be found in their school and community. For example, show a picture of a counselor or mental health care provider. Explain to students they can locate these different trusted adults in the following ways:

- If they are at home, dial _____.
- If they are around town, look for _____.
- If they are at school, look for _____.

Language of Health Literacy:

I would go to _____

They would help me _____

TEACHING NOTES:

- Provide additional examples as needed to students.
- Make sure examples are responsive to student backgrounds and experience. For example, some students are comfortable approaching police because of their identity and others are not.



Teaching Progression: Step 2 | Find Trusted Adults (Cont.)

Step 2: Find Trusted Adults | Sub Skill: Ask for Help



SUGGESTED LEARNING ACTIVITY:

Explain to students that for other adults they will generally use one of three ways to get help from an adult:

- Call them (Emergency would always be 9-1-1)
- Go directly to that person
- Have a trusted adult help locate a trusted professional or other adult who can help

Read scenario from earlier again and have students identify if the situation was an emergency, or not. Then, ask students to identify the ways they would get the help they needed. Have them choose from the options provided and ask them to explain why they chose that method.

Example Scenarios

- A fire started in the kitchen.
- A family member is arguing with you.
- A family member is bleeding pretty badly or has lost consciousness.

Language of Health Literacy:

I will call that trusted adult

I will go to _____

I will ask _____ to help

me find _____

TEACHING NOTES:

- *Literacy Enrichment:* Have students write their own scenarios that can be shared with the class. Be sure to read through scenarios to make sure that they are not potentially triggering for other students in the class.



See Stage 1: Communication Techniques of *Interpersonal Communication* for guidance on speaking and listening strategies when asking for help.



See *Advocacy for Self & Others* for guidance on supporting students to ask for help clearly.