



Teaching Progression:



Step 2: Think About Help

SUB SKILL(S):

- Identify when help is needed
- Ask trusted adults for help

GUIDING QUESTIONS:

Why do I need help making some decisions? What kinds of decisions do I need help? Who do I ask for help when making a decision?

NHES PERFORMANCE INDICATORS:

(5.2.2) Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

VALUABLE VOCABULARY:

decision,
trusted adult,
help, safe

Step 2: Think About Help | Sub Skill: Identify When Help Is Needed



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that sometimes making a decision requires getting help. State who helps you make healthy choices in your life. Explain how these people help you make decisions in your daily life. Provide students with questions they can ask themselves if they are trying to figure out if they need help. Model answering the following questions:

- Am I safe?
- Am I allowed to do this on my own?
- Would I feel angry, scared, or sad doing this on my own?

Language of Health Literacy:

I need help when I decide

TEACHING NOTES:

- Make sure your examples are relevant for your students
- Add questions as needed to meet the needs of your students.



Teaching Progression: Step 2 | Think About Help (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Read different scenarios to students about someone their age making a decision. If students think the person needs help with decisions, have them wave their arms. Ask students to explain their answers.

TEACHING NOTES:

- Make sure scenarios are relevant and responsive to the students in your class.
- Use other movements or make modifications to activity to meet the needs of your students and classroom.

Step 2: Think About Help | Sub Skill: Ask Trusted Adults For Help



SUGGESTED LEARNING ACTIVITY 1 :

Share images (e.g. photographs, cartoons, illustrations) that show a scene where someone is helping another person make a healthy choice. As students are learning to identify the helper, name the helper for them and describe how they are helping. Remind students of previous conversations and discussions that may relate and help them to understand the role of a helper better.

Language of Health Literacy:

_____ helps me to decide to
_____.



SUGGESTED LEARNING ACTIVITY 2 :

Ask students to share with a partner the people and things that help them make healthy decisions. Have students then share aloud with the class some of the helpers for healthy choices they heard from their partner. Prompt students to draw images of those who are helpers in their life helping them make a decision.

TEACHING NOTES:

- The images, paired with a brief description of the helper, can be used as cards that students can access regularly throughout and beyond the health skill activities.



See *Access Valid & Reliable Resources* to support students in identifying trusted adults in their life.



See *Interpersonal Communication* for speaking and listening strategies to support students asking for help.



See *Stage 1: Advocacy for Self of Advocacy for Self & Others* to support students in asking for help clearly.



Teaching Progression: Step 2 | Think About Help (Cont.)



SUGGESTED LEARNING ACTIVITY 3:

Post images of different helpers around the room. Read a story or show a video that shows many decisions being made. When students think the person in the story needs help, have them stand next to one of the images. Ask students why they thought the person needed help, and why they chose the person they did. If students have different answers, explain that people have different comfort levels for finding help and that help can come from many different people.

TEACHING NOTES:

- Images can be chosen by you or student-created. Make sure images are responsive to and reflective of the students in your class.



SUGGESTED LEARNING ACTIVITY 4:

Prompt students to recall the decisions that they have to make at home and school. Instruct students to draw the different decisions they make. Then, ask students to identify which decisions they need to ask for help in order to make the most health-enhancing decision possible by circling the image in red. Finally, ask students to identify the decisions they do not need help with by circling the image in green.

TEACHING NOTES:

- Create and label your own images to serve as an example for students.
- Model and provide the *Language of Health Literacy* to help with student responses.