



Teaching Progression:



Step 2: Determine How to Approach the Situation

SUB SKILL(S):

- Identify individuals who can support
- Use appropriate strategies to ask for support
 - Approach in-person
 - Ask if it is the right time
 - Call
 - Write a note, email or text
 - Use appropriate non-verbal communication

VALUABLE VOCABULARY:

*approach,
appropriate,
inappropriate,
attention*

GUIDING QUESTIONS:

How do I determine who is the best person to approach for support? What are appropriate ways to get support from different people? What are inappropriate ways to get help from someone?

NHES PERFORMANCE INDICATORS:

(8.12.3) Work cooperatively as an advocate for improving personal, family, and community health. (8.12.4) Adapt health messages and communication techniques to a specific target audience.

Step 2: Determine How to Approach the Situation

Sub Skill: Identify Individuals Who Can Support



SUGGESTED LEARNING ACTIVITY 1:

Using direct instruction, review people in the school and in the community that can offer support for various needs a person could face. Include the guidance counselor, nurse, mental health providers, local politicians, etc.

After students learn about different people who offer support in their community, have students journal about an obstacle they currently face. Tell students to explain the issue they are facing and who they could reach out to for support. Have students explain in their writing how this person can support them with their challenging situation.

Language of Health Literacy:

I should advocate for _____ from _____ because _____.

The best person to support me in this situation is _____ because _____.

I know _____ can help me with this situation because they will be able to _____.

TEACHING NOTES:

- Invite experts into the classroom to explain their role in the community, and how students can access resources for support.



Teaching Progression: Step 2 | Determine How to Approach the Situation (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Provide students with a list of possible challenges a high school student may face. Have students work in pairs to determine which person in their home, school, or community would best be able to help with each challenge. Prompt students to share their list and support person for each situation.

Debrief the activity by asking the following questions:

- How do you know who to approach when you have an issue?
- What do you do if you don't know who could best help?

TEACHING NOTES:

- Model for students using a list of obstacles a teacher faces on a given day and specific support people you rely on to solve each challenge.
- Example: My child is throwing up at daycare. The best person to support me in this situation is my department lead Ms. Anderson because they can get a sub to cover my next class, so I can pick up my child.
- Ask for students to add to the class list to provide more real-life examples of high school obstacles.



See *Access Valid & Reliable Resources* for guidance on supporting students to determine the validity and reliability of help from an individual.

Step 2: Determine How to Approach the Situation | Sub Skill: Use Appropriate Strategies To Ask For Support



SUGGESTED LEARNING ACTIVITY 1:

Tell students that once they determine who can help them with their obstacle they must then decide how they will advocate for the needed help. Share with students that when we advocate for ourselves, we need to use appropriate communication techniques for the given context (e.g. the way you approach your best friend could be very different from the way you approach the principal for support). Tell students that they will first examine which form of communication they think is most appropriate when seeking support from certain individuals.

Language of Health Literacy:

*In order to advocate for _____ from _____,
I will _____.*

To get help from _____, I will _____.

To get _____'s attention, I will _____.

*When asking for support from _____, I should
use _____ strategy because _____.*

Introduce and model different strategies students can use to get attention from those whose help they need. Provide students with each strategy and an example. Have students create an example for each strategy from their own personal experience. Tell students to include the specific person who is being asked to support them.

See next page for suggested strategies students can learn.



Teaching Progression: Step 2 Determine How to Approach the Situation (Cont.)

Strategy	Example
Approach in-person	You are at a grocery, and you are looking for an ingredient you can't find. You approach an employee to let them know you need assistance.
Ask if it is the right time	You have a question about a class assignment you missed. You decide to ask your friend for materials to complete the assignment. You approach them before class starts and ask, "Is now a good time to talk about the assignment I missed?" If it is, have the conversation. If it isn't, tell them you will check in at a different time.
Call	You can't figure out how to access your account when applying for college. You call the student helpline to ask for support.
Write a note, email or text	You go to your teachers office after school, but she is not there. You leave a handwritten note explaining you stopped by on her desk. You have a zero for three assignments in Algebra that you turned in last week. You decide to email your teacher to ask why the assignments are still zeros in the gradebook. You are sleeping over at your friend's house and realize you forgot a change of clothes for tomorrow. You text someone in your family to see if they can bring it to you.
Use non-verbal communication	You are at a community center with your friends playing soccer. You need help setting up the goal. You gesture to a staff person to come over to see if they can help.



SUGGESTED LEARNING ACTIVITY 2:

Have students determine the most appropriate method for advocacy by engaging students in a movement-based discussion. In distinct areas of the room, place the following labels: Approach In-person, Call, Write an Email, Text. Instruct students that for each person named to move to the communication technique they think is most appropriate. After students move to the appropriate method of advocacy, have students turn and talk to those close by on why they chose each given communication technique.

TEACHING NOTES:

- Name people that students would encounter at home, school and in the greater community: teacher, counselor, parents, best friend, nurse, pastor, admissions counselor at a college, boss at a job, etc.



See *Stage 1: Communication Techniques of Interpersonal Communication* for guidance on analyzing the context to determine best communication strategies.



Teaching Progression: Step 2 | Determine How to Approach the Situation (Cont.)



SUGGESTED LEARNING ACTIVITY 3:

Place students in small groups (3-4). Give each small group different scenarios of a person looking for support and a person who is present to help. Have the small groups act out how they will get attention in the scenario appropriately and inappropriately. Allow several groups to share their theatrical examples and facilitate a class discussion on appropriate versus inappropriate strategies.

TEACHING NOTES:

- Example Scenarios:
 - You fell down on the sidewalk outside of school. Your knee is bleeding, and you need a bandaid. You approach the office manager for support.
 - You are applying for a summer internship that requires letters of recommendation. You decide to ask your science teacher.
 - You had a family emergency over the weekend and could not complete an assignment due on Monday. You need to ask your teacher for an extension.
 - You are feeling a lot of pressure from home to get good grades and participate in extracurricular activities. You are struggling to feel successful at anything you are doing and are worried about disappointing others.