



Teaching Progression:



Step 2: Investigate the Issue

SUB SKILL(S):

- Research the topic
- Interview individuals affected
- Create a problem statement
- Brainstorm possible solutions

GUIDING QUESTIONS:

How does this issue impact my community? What is the history of this issue in my community? What resources can I use to effectively investigate this issue? Who can I interview in my community to better understand the issue?

NHES PERFORMANCE INDICATORS:

(8.12.3) Work cooperatively as an advocate for improving personal, family, and community health.

VALUABLE VOCABULARY:

*impact,
investigate,
reliable resources,
interview*

Step 2: Investigate The Issue | Sub Skill: Research The Topic



SUGGESTED LEARNING ACTIVITY 1:

Share with students that part of advocating for communities is doing research on the community health challenge. This research allows an individual to better understand the needs

of a community and the challenge affecting that community before forming an opinion and solution. By spending time researching an issue, a person can be responsive and make sure they are not advocating for something unwanted or that could cause harm. Explain to students that to truly advocate for a community health challenge, they need to dedicate time to investigating it thoroughly.

To help students understand the dangers of good intentions without adequate research, provide students with examples of harmful or ineffective advocacy. Show students a video or read an article about groups in the world who claim to be helping communities but are actually causing harm or not making an impact.

After the video/article, facilitate a discussion to allow students to reflect on this concept and make any connections to the topic by asking the following questions:

- What were the good intentions of the group?
- How did the group cause harm to those impacted?
- How could the group do a better job at helping those impacted?
- How could research have helped the group do better advocacy work?

Language of Health Literacy:

To better understand _____, I am going to investigate _____.

I am going to research _____ to help me understand _____.

I will use _____ (resources) to find reliable information about _____.

TEACHING NOTES:

- See *Resource Bank* below for an example article on harmful advocacy.



Teaching Progression: Step 2 | Investigate the Issue (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Using direct instruction, explain to students the importance of using valid and reliable sources for research. Demonstrate for students the criteria for valid and reliable sources on the internet. Tell students that they need to collect facts and evidence to explain the impact of the issue and justify solutions.

Prompt students to return to the community health challenge they explored in Step 1 to begin research. Provide students with a research graphic organizer to gather information on consequences from their chosen issue and the source they used to gather the information.

TEACHING NOTES:

- Provide students with extended time and guidance for research.
- Model and provide the *Language of Health Literacy* to support students identifying topics for further research.
- Conferences with students throughout their research time, prompting them to think of additional questions, supporting them to cite and organize sources, and helping them to locate additional sources.



See *Access Valid & Reliable Resources* for guidance on supporting students to locate valid and reliable sources of information.

Step 2: Investigate The Issue | Sub Skill: Interview Individuals Affected



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that one of the best ways to gain insight into a community health issue is to interview those who are affected. Tell students that before they can interview a member of the community, they need to create interview questions that will guide the interview process.

Show students an example of a powerful interview of a famous person. Have students write down how the interviewer responded to the person and what questions they found important.



SUGGESTED LEARNING ACTIVITY 2:

Prompt students to look at the research they have done so far. Ask students to think about what questions they still

have after doing their own research. Next, have students create their own list of interview questions. Explain to students that the first questions they write should be to get to know the person they are interviewing. Tell students that these questions will establish the person's credentials as well as help them feel more comfortable

Language of Health Literacy:

I am going to interview _____ about _____ because _____

Tell me about your role in the community.

How does _____ affect you?

What challenges/obstacles have you faced because of _____?

What has been successful in addressing _____?

What solutions for _____ would you hope to see?

Who else should I talk to about _____?

See Next Page For Teaching Notes.



Teaching Progression: Step 2 | Investigate the Issue (Cont.)

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in creating their own interview questions.



SUGGESTED LEARNING ACTIVITY 2:

Remind students that interviews provide valuable first-hand information that can give insight, solutions, and new perspectives to the community health challenge. Prompt students to return to their community health challenge tree diagram and return to the branches, or the consequences, of the tree. Instruct students to identify specific people or groups of people in the community affected by the issue.

Have students reach out to at least one person to interview to gain more insight into the community issue. Provide students with a graphic organizer to write down their questions and answers from their interview.

TEACHING NOTES:

- Be aware that depending on the community health challenge the student may be directly impacted by the community health challenge. Honor the student's expertise and knowledge by encouraging them to write about their own experience.
- Provide students time and locations for interviewing that are appropriate to your classroom structures.
- Interviewing possibilities: in person (in classroom or other appropriate location), via email, phone conversation, video conference.
- Allow students to record interviews when feasible, and instruct them to ask permission of the interviewee before recording.



See *Stage 1: Communication Techniques of Interpersonal Communication* for guidance on supporting students to use active listening strategies during interviews.



Teaching Progression: Step 2 | Investigate the Issue (Cont.)

Step 2: Investigate The Issue | Sub Skill: Create A Problem Statement



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that once they have gathered research and interviewed individuals, they are ready to create a problem statement. This statement will concretely explain the issue and the major consequences for the issue. Provide for students a model demonstrating how to create a problem statement. Tell students to create three statements of justifications for issues they believe need an advocate. Encourage students to use their problem tree diagrams as an outline for their statements. After students complete their statements, have students share at least one problem statement with peers.

Language of Health Literacy:

The issue of _____ is causing _____ (issues) in the community.

After research and interviews, I have concluded that the issue _____ is causing the following problems for the community: _____

This health issue needs to be addressed in the community because _____.

The health issue _____ is having a meaningful impact on _____ (community) because _____.

I believe the issue _____ is important to address in my community because _____.

Step 2: Investigate The Issue | Sub Skill: Brainstorm Possible Solutions



SUGGESTED LEARNING ACTIVITY 1:

Tell students that once they have a clear problem with identifiable consequences, they need to determine possible solutions for their community challenge. First, have students review their interviews and highlight any solutions suggested during the interview.

Next, to have students practice identifying appropriate solutions for an issue, have students participate in a moving discussion. Place 5-7 different issues around the room on poster paper. Give students 5-10 minutes to walk around to each poster and pose a possible solution for the health issue. Next, allow students to review their peer's ideas on the poster paper. Tell students to put a plus sign or check mark next to responses they like. Finally, facilitate a reflection discussion allowing students to talk about possible solutions for health issues and how to avoid causing harm when trying to help.

Language of Health Literacy:

The issue of _____ is causing _____ issues in the community. To solve these issues, the community could _____

Based on research, communities with similar health issues have _____

Currently, advocates in the community are _____. In order to expand these efforts, _____

*To make current efforts more sustainable, _____
_____ are possible solutions to solve this health issue in the community.*

See Next Page For Teaching Notes.



Teaching Progression: Step 2 | Investigate the Issue (Cont.)

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student discussion and identification of solutions.
- Use challenges identified earlier or those students are investigating.



SUGGESTED LEARNING ACTIVITY 2:

Give students an opportunity to brainstorm solutions for their health issue in a small group. First, have students use their research and interviews to write out possible solutions for the issue. Next tell students to take turns sharing their health problem and their possible solutions. Encourage students to ask each other questions and to add ideas if they have additional solutions that could support the health issue. By the end of the brainstorming session, students should have numerous solutions for their issue. Collect students solution lists to check for understanding and provide feedback if necessary.