



Teaching Progression:



Step 2: Pick Ways to Help

SUB SKILL(S):

- Ask questions to figure out how to help
- Decide if help can be offered

GUIDING QUESTIONS:

How do I learn the best ways to help someone?

NHES PERFORMANCE INDICATORS:

(8.2.2) Encourage peers to make positive health choices.

VALUABLE VOCABULARY:

problem,
solve

Step 2: Pick Ways to Help

Sub Skill: Ask Questions To Figure Out How To Help



SUGGESTED LEARNING ACTIVITY 1:

Share with students that when we help others we want to make sure we are helping them the way they want to be helped and not in the way we want to be helped.

Explain that in order to help someone the way they need to be helped, we must ask them questions.

Ask for a student volunteer. Prompt the student to share a problem they are experiencing. Then, model using the *Language of Health Literacy* by asking the student volunteer questions to better understand how you can help.

Once the demonstration is complete, ask the rest of the class to share what they noticed about how you asked questions and listened.

Language of Health Literacy:

How can I help you?

What would be helpful right now?

Is there something specific you need?

Who else can we ask for help?

*Can I ask _____
(adult/trusted person) to help?*

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in asking questions to learn more about how to help someone.
- Preview the problem from the student volunteer to ensure it is appropriate to share with the class.
- Repeat this process as necessary to properly model for students how to ask questions to learn what someone needs.
- As the class becomes more comfortable, allow other students to ask questions.



Teaching Progression: Step 2 | Pick Ways to Help (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Ask for a student volunteer to come to the front of the room. Tell the class a made up problem the student is having. Then, privately, so no one can hear, tell the student volunteer the one way they can be helped. Explain to the class that they will be able to ask the student volunteer ten questions to figure out how they can help. Call on students to ask questions. When someone thinks they know what is needed, they can make a guess. If they guess incorrectly, the student volunteer will shake their head no. If they guess correctly, the student volunteer will jump up and down. Repeat this process so multiple students get the opportunity to volunteer, ask questions, and make guesses.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in asking questions to learn more about how to help someone.
- Problem Example: You forgot your lunch at home (Solution: A friend shares a turkey and cheese sandwich and a bag of chips.)



SUGGESTED LEARNING ACTIVITY 3:

Place students in small groups (3-4). Provide all groups with the same problem scenario by reading it aloud, providing a card with a written description, and/or showing images that show the problem. Assign one person in the group to act out the scene provided and answer questions posed to them, Assign one or more persons to ask questions about how they might help in the situation. Switch scenarios and assignments so students have an opportunity to ask out the problem and answer/ask questions.

Faciliate a whole class discussion at the conclusion of the role play. Help students evaluate how asking specific questions allows them to help others more effectively. Use the questions below to support this discussion.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in asking questions to learn more about how to help someone.
- Sample Discussion Questions:
 - What can you learn about a person's problem by asking questions?
 - Why do you think it's important to ask how you can help someone?
 - What can you say if you are unable to help someone with what they need?



Teaching Progression: Step 2 | Pick Ways to Help (Cont.)



SUGGESTED LEARNING ACTIVITY 4:

Read a picture book aloud to the class that focuses on a problem that needs to be solved. Pause the reading as the problem arises. Have students share with a partner the questions they would ask in order to determine how they might help in the situation. Have some students share aloud to the class the questions they would ask in the book's scenario.

TEACHING NOTES:

- Read multiple books in this manner to support continued connection of question asking in support of others.
- Remind students of the questions they asked in their small group role plays.



See *Stage 1: Communication Techniques of Interpersonal Communication* for guidance on active listening strategies.

Step 2: Pick Ways to Help | Sub Skill: Decide If Help Can Be Offered



SUGGESTED LEARNING ACTIVITY 1:

Share with students that when someone needs help, we need to decide if we can help or do what is being asked. Read a problem someone is having to the group that can be solved in multiple ways. Then, read examples of what the person needs. If students think they can help by doing what is asked, they will give a thumbs up and say, "Yes." If they think they cannot help by doing what is asked they will give a thumbs down and say, "No." Repeat this process several times to give students an opportunity to practice identifying ways they can and cannot help others.

Language of Health Literacy:

I can help you do _____.

I can't help you with _____.

I hear you need _____. I can't do that. Can I help you some other way?

TEACHING NOTES:

- Provide examples of help that should obviously not be done by a student in order to help students understand that it is ok if they can't help someone in the exact way they need help. For example, if someone is feeling hurt by another person and asks them to push another student to punish them for being mean, the student should say no.
- Model and provide the *Language of Health Literacy* to help students discuss why they can or cannot do certain things to help.



Teaching Progression: Step 2 | Pick Ways to Help (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that when someone asks us for help, and we can't help we can feel sad or guilty because we want to help our friends. When this happens, we can ask the person if we can help in another way or help them ask someone else who can help.

Place students in pairs. Read aloud to the class a problem situation in which a helper feels they cannot help in the way that is asked of them. Ask pairs to brainstorm ideas for alternate options to support the individual with the problem. Prompt pairs to brainstorm at least two new ideas for the given scenario. Have some pairs share their new ideas aloud to the class.

TEACHING NOTES:

- Example Situation: A student broke their pencil during class and asks a classmate to help.
 - Need: The student ask someone to go get them another pencil from the classroom pencil bin.
 - New idea: The teacher says we can only get up during breaks. Can I let you borrow my pencil until a break. OR Since we can't get up right now, maybe you can raise your hand and ask the teacher to give you the pencil you need.
- Use the questions below as a guide to support student understanding of keeping their own needs in mind when advocating for others:
 - Why might you not be able to help someone in the way they ask?
 - How can you tell someone you cannot help them?
- Model and provide the *Language of Health Literacy* to support student responses.



See *Stage 2: Refusal Skills & Boundary Setting of Interpersonal Communication* for guidance on saying no to someone's request.