



Teaching Progression:



Step 1: Define the Issue

SUB SKILL(S):

- Identify the challenges/obstacles
- Predict root causes
- Predict who is affected

GUIDING QUESTIONS:

What defines an issue? What are root causes of an issue? Who is affected by health issues?

NHES PERFORMANCE INDICATORS:

(8.8.1) State a health-enhancing position on a topic and support it with accurate information. (8.8.3) Work cooperatively to advocate for healthy individuals, families, and schools.

VALUABLE VOCABULARY:

advocate, issue, community, cooperate, root cause, impact, affect

Step 1: Define the Issue | Sub Skill: Identify The Challenges/Obstacles



SUGGESTED LEARNING ACTIVITY 1:

Share with students that similar to how they experience challenges and obstacles, other people and communities experience challenges and obstacles. In these moments, it will be important to become advocates for others. In order to do this, we must recognize that there is a problem and work needed to fix this problem through advocacy and actions.

Ask students to write about a time they had to speak up or provide help for a friend. Prompt students to provide as many details as possible by asking the following questions:

- Who needed help?
- How did you know they needed help?
- What was the challenge/obstacle?
- How did you help them?
- How did you know how to help them?

Language of Health Literacy:

_____ (community) is facing _____ (challenge).

_____ is causing _____ (challenge/obstacle) for _____ (community).



Teaching Progression: Step 1 | Define the Issue (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Read a short story or show a video to students about a community and a challenge they face. Using the *Language of Health Literacy*, have students identify the challenge being faced in the community. Facilitate a whole class discussion that allows students to explain how they determined the community challenge/obstacle.

TEACHING NOTES:

- Select stories that highlight a community challenge faced by the community or an obstacle the community is facing.
- Example topics: community food scarcity, high prevalence of tobacco use, lack of affordable housing.

Step 1: Define The Issue | Sub Skill: Predict Root Causes



SUGGESTED LEARNING ACTIVITY 1:

Define *root cause* for students. Explain to students that a *root cause* is *the initial situation or condition that leads to an outcome*. Determining the root cause of a challenge allows you to understand how an obstacle/challenge developed and how to support those involved and affected. Provide students with a low stakes challenge someone their age may face. Then, ask the class to come up with root causes for that challenge. Chart student responses to create a comprehensive list.

After students create the list of causes, facilitate a whole class discussion about what they learned about root causes from the exercise. Ask students the following questions:

- Were there more possible causes than you thought?
- Why is it important to think of all the possible causes before working to solve the problem?
- How could we more precisely predict the root cause for this challenge?

Language of Health Literacy:

Based on what I already know about the challenge, I predict that _____ is the root cause.

From my experience, _____ is the root cause of _____ because _____.

TEACHING NOTES:

- Example Challenge: Jordan did not complete their math test.
- Possible root causes: they didn't have a pencil; they were not prepared for the quiz; they missed school the days leading up to the quiz; they were late to class; they couldn't concentrate because something happened at home earlier that day, etc.
- Use a variety of discussion protocols and strategies to ensure all students are able to participate.



Teaching Progression: Step 1 | Define the Issue (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Provide students with a list of community challenges. Provide a second list with possible root causes for various community challenges. Have students read the listed root causes and make predictions that might connect to the listed community challenges.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in predicting the root causes of communities.
- Root causes can connect to multiple community challenges. Have students explain the connections they make between root causes and community challenges. Allow students to use their own experiences and knowledge to support their predictions and connections.



SUGGESTED LEARNING ACTIVITY 3:

Prompt students to go through several rounds of root causes analysis. Place students in small groups (3-4). On charts hanging around the room, display issues impacting people their age or their school community. Instruct students to go to one of the charts with an issue and discuss what could be a root cause of that issue. Prompt students to select one of the causes they discussed and write this on the chart. Then, instruct students to rotate to a new chart. Have students read the cause identified by the previous group and ask them to identify what caused that. Facilitate this process for several rounds until students identify the root cause.

TEACHING NOTES:

- Example of Issue: High prevalence of youth vaping in the community
 - First Cause: Young people vape because they are stressed.
 - Second Cause: Young people are stressed because they don't have anyone to talk to about their mental health.
 - Root cause: Young people don't have anyone to talk to about their mental health because teachers at school don't build relationships or show they care.
- Model and provide the *Language of Health Literacy* to support student discussion and process.



SUGGESTED LEARNING ACTIVITY 4:

Read a series of community challenges aloud to students. Using the *Language of Health Literacy*, have students write down their predictions for the root cause of each community challenge.

TEACHING NOTES:

- Provide students with multiple opportunities to predict root causes based on their experiences and knowledge. Allow students to share their explanations with each other and aloud to the class.



Teaching Progression: Step 1 | Define the Issue (Cont.)

Step 1: Define The Issue | Sub Skill: Predict Who Is Affected



SUGGESTED LEARNING ACTIVITY 1:

Read students a story of a community challenge. Provide them with a list of individuals and groups who may be affected by community challenges.

Have students select those who they believe are affected by the specific challenge in the story.

Language of Health Literacy:

Based on what I already know about the challenge, I predict _____ is affected by _____ because _____.

I predict _____ is impacted by _____ because _____.

TEACHING NOTES:

- Read multiple stories of various community challenges to students.
- Allow students to explain their selections for those affected by the community challenge using the *Language of Health Literacy* as a guide.



SUGGESTED LEARNING ACTIVITY 2:

Show a video of a community challenge that includes background information as well as information about possible root causes. Have students consider who they believe is affected by the challenge being presented, based on the information they receive throughout the video.

TEACHING NOTES:

- Be aware that some students will have background information from their own experiences with similar community challenges that inform their predictions of who is impacted. Allow students who have direct experience with the challenge to share their experiences, if they are comfortable.
- Model and provide the *Language of Health Literacy* to support student predictions.