



Teaching Progression:

Step 3: Ask For What I Need

SUB SKILL(S):

- Ask for what is needed
 - State the challenge/obstacle
 - State the need
 - Make a request
- Negotiate next steps

VALUABLE VOCABULARY:

advocate,
negotiate

GUIDING QUESTIONS:

How do I clearly communicate my needs appropriately? Why is it important to ask for what you need directly and clearly?

NHES PERFORMANCE INDICATORS:

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

Step 3: Ask For What I Need | Sub Skill: Ask For What Is Needed



SUGGESTED LEARNING ACTIVITY 1:

Tell students that when they ask for support, they need to explain the issue they are facing, state their need, and ask for help. Tell students that they can follow this process when they are talking with someone in-person and in written communication.

Give students a bag of cut out scenarios and a bag of cut out names/types of people who could support. Tell students to pull a scenario and a person from each bag. If the individual is the appropriate person to seek help from based on the scenario, students should explain why they would go to this person. Then, based on the scenario and individual, prompt students to practice asking for help by using the *Language of Health Literacy*. If the individual is not an appropriate person to seek help from based on the scenario, students should discuss why they wouldn't go to this person.

Language of Health Literacy:

I am having an issue with _____.

I need _____.

Can you _____?

TEACHING NOTES:

- Model and provide students with *Language of Health Literacy* when practicing with their partners.
- Allow students to complete this process multiple times in order to develop confidence with the *Language of Health Literacy*. As students practice, conference and provide feedback.



Teaching Progression: Step 3 | Ask For What I Need (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that some people can only be reached via email. For example, local political officials and many people in positions of authority need to be reached via email when seeking support. Explain to students that they will practice self-advocacy by drafting an email to a person who could help them with an issue. Provide students with a list of people they may need to email: mental health care provider, doctor, mayor, principal, state senator, etc.

Model for students an email that you would write asking for help. For example:

Strategy	Example
Email Model:	<p>Dear Dr. Ortega,</p> <p>I am a highschool student. I am struggling to decide what I should do when I graduate. On one hand, I am interested in going to college to study engineering, and I am also interested in starting to work in a trade, such carpentry, in order to stay close to home and support my family. I read that before going to college, you worked as a plumber. I think meeting with you to discuss your experience will help me make a decision that is right for me. I believe this will help me because you were able to work to support your family and attend school, graduating college and going on to earn your Ph.D. Hearing how you did this will help me have hope and optimism.</p> <p>Would you be able to meet to talk about your experience?</p> <p>Thank you for your time, and please do not hesitate to contact me with any</p> <p>Sincerely, Edwin Molinaro Senior, East High School</p>
Email Template:	<p>Dear _____,</p> <p>I am (personal statement). I am struggling to _____. I think _____ will help me _____. I believe this will _____.</p> <p>Would you be able to _____?</p> <p>Thank you for your time, and please do not hesitate to contact me with any questions.</p> <p>Sincerely, NAME</p>

TEACHING NOTES:

- Encourage students to write to people whose help they require in order to practice this skill in a real-life situation.



Teaching Progression: Step 3 | Ask For What I Need (Cont.)

Step 3: Ask For What I Need | Sub Skill: Negotiate Next Steps



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that not all helpers will be capable of helping in the ways that are needed. Affirm for students that this can often be frustrating, especially when we have spent so much time processing the challenge, figuring out what we need, and voicing that need. Share with students that in this moment, they shouldn't give up, and instead, negotiate or ask for what the person can do.

Sometimes actions must be broken up into multiple parts or altered in order for helpers to support your needs for a challenge/obstacle, or sometimes the person can refer you to someone else who can help.

Provide students with a scenario depicting someone needing help. Then, prompt students to write down the help they would feel comfortable offering and help they would not feel comfortable offering. Next, provide students with advocacy statements requesting help. Finally, ask students to decide if they can offer the help being requested and why.

Language of Health Literacy:

I understand that you can't _____. Do you know someone who can help me with that?

I understand you can _____, but you can't _____. Who should I contact to help me with _____?

TEACHING NOTES:

- Example Scenario: Marice is struggling with their mental health. They have experienced several hardships over the past couple of months, including the death of their grandparent, one of their parents losing a job, and the pressure to do well in school.
- Example of Advocacy Statement: I am struggling with my mental health. I feel depressed and overwhelmed. I need someone to talk to about all of the things I am facing right now. Can you talk to me about my depression?



See *Stage 2: Refusal Skills & Boundary Setting of Interpersonal Communication* for guidance on supporting students in identifying boundaries for offering support to others.



SUGGESTED LEARNING ACTIVITY 2:

Provide students with a scenario in which a helper is unable to support or can only meet a small portion of what is needed in a challenge/obstacle after being asked. Using the *Language of Health Literacy*, have students state how they might break up their needs into smaller pieces or alter their needs for the given situation.

TEACHING NOTES:

- Utilize challenges/obstacles from previous activities to support continuity of learning.
- Model and provide the *Language of Health Literacy* to support students practicing how to negotiate next steps.



Teaching Progression: Step 3 | Ask For What Is Needed (Cont.)



SUGGESTED LEARNING ACTIVITY 3:

Place students in pairs. Give one student a list of things they can and cannot do to support their partner. Give the other student a challenge/obstacle and an advocacy statement that cannot be completely met by the list of available supports. Instruct the student to ask for what they need, using the *Language of Health Literacy* from the Sub Skill: Ask for what you need. Then, instruct the other student to say they can't do that. From there, the student that is advocating will practice breaking their request into smaller parts or altering the need until their partner can agree to help. Switch roles to allow both students an opportunity to practice.

TEACHING NOTES:

- Example of Advocacy Statement: I am struggling to pass math. I need help completing my math homework. Can you do my math homework?
- List of Available Supports:
 - Lend a calculator
 - Help talk to the teacher about what they are struggling with
 - Going to tutoring with them
 - Tutoring them on the math concepts



See *Stage 3: Conflict Resolution of Interpersonal Communication* for guidance on supporting students to reach a compromise.