Teaching Progression:

Step 1: Define the Issue

SUB SKILL(S):
- Identify community health challenge
- Predict root causes
- Determine the consequence

GUIDING QUESTIONS:

How do I determine issues within my community? What community health challenge am I passionate about? Why is understanding the root causes of a community health challenge important?

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.

VALUABLE VOCABULARY:

advocate, issue, community, cooperate, justification

Step 1: Define the Issue
Sub Skill: Identify Community Health Challenge

SUGGESTED LEARNING ACTIVITY 1:
Explain to students that in *Stage 2: Advocacy for Others*, they will learn strategies to better advocate for others, whether that is in a community or for a specific health topic. Tell students that the first thing they must do when advocating for others is to identify the issue they want to address.

Show students a persuasive speech made by an advocate addressing an issue facing their community. After the video is over, facilitate a discussion by asking the following questions:

- For which community was this person an advocate?
- What challenge did they address?
- Why was this challenge important to address?

Language of Health Literacy:

_____ (community) is facing _____ (challenge).

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

TEACHING NOTES:

- See the *Resource Bank* below for a suggested video.

- Model and provide the *Language of Health Literacy* to support student discussion and identification of challenges/obstacles.

rmc Health

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

SUGGESTED LEARNING ACTIVITY 2:

Provide students with a graphic organizer with concentric rings. Label the rings from the most outside ring to the center ring as the following: world, country, state, local, school. Tell students that they are going to work on brainstorming important issues facing different levels of society. Instruct students to brainstorm examples of challenges facing each level of society. Encourage students to provide at least three examples for each category.

Once students complete their charts, have students share in small groups, starting with world issues and working their way toward school issues. Encourage students to add to their graphic organizer any ideas they think are important.

TEACHING NOTES:

- Provide students with an example for each category to help them get started.
- Examples: world, pollution; country, access to medical care; state, funding for education; local, lack of housing for those in need; school, teenage vaping.
- Instruct students to keep this graphic organizer for future lessons.

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 a community health challenge developed and how to support those involved and affected.

Place students in small groups (3-4). Provide each group with examples of challenge a community could face and a variety of root causes. Prompt groups to match root causes with community health challenges. Once groups have matched potential root causes to community health challenges, instruct groups to walk around the room to observe how other groups matched root causes. As students walk around, prompt students to notice differences and similarities to how their group matched root causes. Explain to students that these differences reveal an important lesson about the importance of researching an issue to better understand the root cause because each person brings a unique perspective and understanding.

To debrief the activity, facilitate a discussion by asking the following questions:

- Why is it important to know root causes for a challenge facing a community?
- Do some root causes create multiple challenges? Explain.
- Were there any root causes that could be added to these major issues? Explain.

See Next Page For Teaching Notes.

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 _____.

Health

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

TEACHING NOTES:

- Repeat root causes to help students understand that one root causes can impact a community in multiple ways. For example, lack of trusted adults in a community can connect to youth substance use and high suicide rates.

- To provide additional challenge and critical thinking, do not tell students which statements are community health challenges and which are root causes. This will provide students an opportunity to see the interconnectedness of root causes and community health challenges.

- Model and provide the Language of Health Literacy to support student discussion.

SUGGESTED LEARNING ACTIVITY 2:

Show students a picture of a tree. Explain to students that a challenge in a community can be thought of as a tree. Write a common issue the school community could face on the trunk of the displayed tree. Next, explain that this challenge was able to grow because of root causes. Under the tree, write out specific root causes that could lead to the development of the challenge the school community faces. Explain to students that they are going to pick three of the challenges they identified earlier to create community challenge tree diagram with root causes. Allow students to share their community challenge tree diagrams once they have finished. Encourage students to suggest additional root causes that can be added to other diagrams.

TEACHING NOTES:

- The "Problem Tree Analysis" allows students to diagram root causes, the main challenge, and next consequences as a quick and easy visual. See *Resource Bank* below to gain more insight into this diagram.

- Model and provide the *Language of Health Literacy* to support student discussion and identification of root causes.

SUGGESTED LEARNING ACTIVITY 3:

Post 5-7 examples of major challenges facing society on chart paper posted around the room. For each challenge, tell students that they need to write 1-3 root causes. Give students 5-10 minutes to silently walk around the room and write their responses for each community health challenge.

Once students finish brainstorming root causes, tell students to pick the issue that is most important to them and go to that poster. Facilitate a conversation with the small groups at each poster. Ask students to discuss why they chose this issue and which causes they think contribute the most to the community health challenge.

TEACHING NOTES:

- Example societal issues: global warming, police violence, pollution, youth smoking, alcohol abuse.

- Model and provide the *Language of Health Literacy* to support student discussion and identification of root causes.

rmc Health

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

Step 1: Define The Issue | Sub Skill: Determine The Consequence

SUGGESTED LEARNING ACTIVITY 1:

Instruct students to return to their community health challenge tree diagrams. Explain to students that issues facing society are considered in need of attention because of the consequences these challenges create. Define *consequences* for students. *Consequences* are *the result, outcome or event due to an action or condition*. Tell students that on their community health challenge tree diagrams, the branches of the tree are the consequences or results of the challenge the community faces. Tell students that when they are defining the issue in Step 1, they will need to brainstorm as many consequences as they can for the given issue. Taking time to predict these consequences helps us research by giving us a place to start. However, be sure to explain to students that to fully understand the consequences of a community health challenge we may need to dig deeper, research, and interview those affected to better understand the full impact, which they will do in Step 2.

With the entire class, model creating a community health challenge tree diagram using a common health issue. Demonstrate for students how you determine consequences for the given community health challenge

Next, have students use their community health challenge tree diagrams from Step 1 to create the consequences section of the diagram. Once students complete their consequence section of the diagram, have students share with a small group.

Language of Health Literacy:

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

_____ is impacted by _____ because _____.

The issue, _____, causes _____ consequences for this community.

TEACHING NOTES:
- Community Health Challenge Example: youth tobacco use has increased.
- Possible Consequences: increased likelihood of cancer, lower lung function, long term addiction, increased school suspensions.
- Model and provide the *Language of Health Literacy* to support student discussion and prediction of consequences.

SUGGESTED LEARNING ACTIVITY 2:

Show students a video demonstrating a community health challenge (e.g. food deserts, malaria, discrimination in medicine based on sex or gender). Once the video is over, have students discuss in small groups the community health challenge, the root causes, and the main consequences for this community. Encourage students to be specific when providing consequences by asking them to specifically name who is being affected and how.