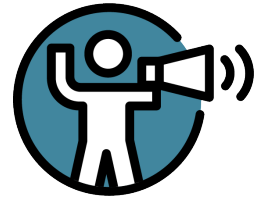


Health Skill:

Advocacy for Self & Others



Background Information

Advocacy is an integral part of the health education process because it allows individuals to become active participants in their health and the health of their community. *Advocacy for Self & Others* helps students build the capacity to promote their own healthy behaviors and to encourage their peers to develop and maintain their healthy behaviors. This health skill is separated into two stages: *Stage 1: Advocacy for Self* and *Stage 2: Advocacy for Others*. It is important for students to engage in Stage 1, which supports a student's ability to advocate for themselves, prior to advocating for others in Stage 2. Development of both stages of this health skill enables students to engage as active citizens in all areas of society. Many of the strategies taught throughout *Advocacy for Self & Others* can be practiced across a range of school settings and contexts.

Notes on Grade Level Progression

Activities, vocabulary, and language throughout the grade levels are vertically aligned and build upon one another. If students require scaffolding, refer to previous grade levels for additional ideas for activities and instruction that address gaps in student skills. For enrichment activities, look at higher grade levels in order to provide additional practice opportunities or for ideas on how to deepen understanding.

Stage 1: Advocacy for Self

PreK-2

- Deciding when to get help
- Getting attention when needed
- Asking for what is needed

3-5

- Figuring out the problem
- Identifying who can help
- Asking for help

6-8

- Identifying challenges/obstacles
- Determining needs
- Determining if the situation requires self-advocacy
- Use appropriate attention-grabbing strategies depending on context
- Negotiate next steps for self-advocacy

9-12

- Explain the role of privilege in self-advocacy.
- Determine best method for self-advocacy

Stage 2: Advocacy for Others

PreK-2

- Asking if help is needed
- Deciding what help can be offered
- Helping as needed

3-5

- Noticing when help is needed
- Asking questions to better understand problem
- Taking action to help others

6-8

- Identifying challenges within a community
- Predicting root causes of community challenges
- Researching community challenges
- Interviewing those impacted by community challenge
- Developing a stance with evidence and reasoning
- Communicating stance using persuasive techniques

9-12

- Determining possible solutions to community challenges
- Creating an action plan to impact community challenges
- Getting commitment from others
- Taking action and following through

NATIONAL HEALTH EDUCATION STANDARD (NHES) 8:

Students will demonstrate the ability to advocate for personal, family, and community health.

National Health Education Standard Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.



Stage 1: Advocacy for Self

Stage 1: Advocacy for Self focuses on identifying problems that arise and various ways students can begin to solve these problems by seeking help from others. The goal of self-advocacy is to provide students with a framework for understanding the reasons they may need support for various problems or issues and how to obtain the appropriate support needed. Students learn how to identify problems in their lives and the best resources available for obtaining the support they need. Students build a stronger understanding for self-advocacy as the problems they are seeking to solve become more complex. *Stage 1: Advocacy for Self* supports students' understanding of how to work through the necessary steps to promote and maintain their healthy behaviors.

The Steps:



Step 1
Figure Out
the Problem



Step 2
Get Attention
of Helper



Step 3
Ask for What
I Need

Grades PreK-2 Framework

In grades PreK-2, *Stage 1: Advocacy for Self* focuses on identifying problems that need the assistance of helpers and how to ask for specific support that aids students in solving problems. Throughout most of the health skills for grades PreK-2, there is strong emphasis on students being able to recognize whether or not they can do something on their own, and if not, knowing how to seek the help of trusted adults. *Stage 1: Advocacy for Self* provides younger students with the steps they need to advocate for wants and needs through effective communication.

Many examples throughout this health skill use picture books as a way for students to identify problems in different situations. Sample picture books are listed in the *Resource Bank* below. However, teachers should find books that best connect with their classroom and students. Take care to select appropriate books that allow students to build their knowledge of the health skill through engaged reading. Additionally, students in grades PreK-2 should take part in small group and partner discussions as they build their capacity for identifying problems and how to ask for specific help when needed. Although most activities do not necessitate a high level of literacy, be sure to adapt activities as appropriate in individual classrooms.

Mastery of *Stage 1: Advocacy for Self* for grades PreK-2 means students are able to identify a problem in a given situation, identify possible helpers for the situation, and ask for help that supports solving the problem.



Stage 2: Advocacy for Others

Stage 2: Advocacy for Others builds on the skills and strategies created in *Stage 1: Advocacy for Self*. Students use their learnings from *Advocacy for Self* as a foundation for learning and developing their abilities to advocate for others. Students first learn to identify ways to know if and when others may need support in their advocacy efforts. Then, as students advance through grade levels, they grow in their ability to advocate for others beginning on an individual basis and moving toward advocacy on the community and global level.

The Steps:



Step 1
Ask if Help
is Needed



Step 1
Pick Ways
to Help



Step 1
Help as Asked

Grades PreK-2 Framework

In grades PreK-2, students learn foundational steps that support their abilities to advocate for others when necessary. Students begin by learning about the need to first ask others if they need help. This step is an important way for students to ensure they are helping someone who in fact wants or needs to be helped. Additionally, it reminds students that when they are in need of help, they must state this need to others, as outlined in *Stage 1: Advocacy for Self*. Students then ask or use their self-advocacy skills to identify how they might help another individual. Once students have progressed through the first two steps, students provide the help that is necessary for the situation and that they are capable of providing.

Mastery of *Stage 2: Advocacy for Others* for grades PreK-2 means students are able to help others make healthy choices by first asking if help is needed, then identifying the appropriate helper, and last providing the necessary help for the situation.



Stage 1: Advocacy for Self

The Steps:



Step 1: Figure Out the Problem

Step Overview: To begin *Stage 1: Advocacy for Self*, students first learn to identify and describe various problems in their life that require help from others. Naming a problem is an important first step that leads to asking for a specific type of help that addresses their needs and wants.



Step 2: Get Attention of Helper

Step Overview: Step 2 focuses on how students get the attention of others and when attention is most necessary. Beginning broadly, students should identify ways to seek attention from adults in various contexts. It is important to support students in brainstorming ideas and examples from various areas of their life, so students can integrate the concept of appropriately seeking attention into their daily routines. Students also learn about the importance of identifying the many helpers in their life who can be supportive in various situations. If students need additional support with this is step refer to the *Access Valid & Reliable Resources*, which addresses identifying trusted adults in more depth.

Sub Skill(s):

- Identify helpers for a problem
- Get attention of helpers



Step 3: Ask For What I Need

Step Overview: Asking for what you need is the final step in learning to advocate for oneself. There are three important components that should be included when asking for what is needed. These components ensure that the helper understands the problem and is able to provide the support requested. The three components that support student development of asking for what is needed are: stating the problem, stating what is needed, and asking a specific question of the helper that will support solving the problem. Having students practice these three components through the use of the *Language of Health Literacy* is an effective way to build understanding and memory for this step of self advocacy.



Teaching Tips

- Use stories about individuals facing problems or obstacles to provide practice opportunities for students to identify problems.
- Prompt students to think about problems they can handle on their own and problems that require assistance.
- Be careful about how you define attention and attention seeking. The ways people gain attention, whether appropriate or inappropriate, can be cultural or a survival mechanism. When students suggest or demonstrate an inappropriate way to gain attention, debrief this with them to better understand what they are trying to do and refer them to support services as needed.
- Provide a variety of strategies students can use to get attention from helpers (e.g. raising their hand, calling for help, approaching someone in person).
- Allow students to share who they go to when they need help and why by asking them to draw pictures or bring photographs in to share with the class.
- Pair *Stage 1: Advocacy for Self* with *Access Valid & Reliable Resources* to reinforce identifying trusted adults.
- Pair *Stage 1: Advocacy for Self* with *Stage 1: Communication Techniques of Interpersonal Communication* to reinforce speaking strategies one needs when asking for help.

See *Teaching Progression* for suggested learning activities.



Teaching Progression:



Step 1: Figure Out the Problem

GUIDING QUESTIONS:

How do I know when I have a problem that needs attention? What are problems that require help from adults?

NHES PERFORMANCE INDICATORS:

(8.2.1) Make requests to promote personal health.

VALUABLE VOCABULARY:

*problem,
need,
identify*



SUGGESTED LEARNING ACTIVITY 1:

Provide a list of life or 'everyday' problems that are generally common for your classroom community. Read the example problems aloud to the class one at a time. Pause after each problem is shared and asked students to raise their hand if they have experienced the problem being read aloud. Have students share with a partner specific examples from their own lives of some of the shared problems.

Language of Health Literacy:

I am having trouble with _____ I need help.

I can't do _____ on my own. I need help.

I need help doing _____.

TEACHING NOTES:

- Examples of Problems: needing to wash your hands, but not having soap available; needing to use the bathroom, but not knowing where a bathroom is located.
- Be sure to include examples that are relevant to the students in your classroom.
- Model and provide the *Language of Health Literacy* to support student responses.



SUGGESTED LEARNING ACTIVITY 2:

Prompt students to draw an image of a problem they have had or a problem from the list previously shared. Ask students to be as detailed in their drawings as they can. Have students share their images with the class or in small groups.

See Next Page For Teaching Notes.



Teaching Progression: Step 1 | Figure out the Problem (Cont.)

TEACHING NOTES:

- Remind students to select a problem they feel comfortable sharing, and that they can choose one from the list if they are uncomfortable drawing a problem of their own.



SUGGESTED LEARNING ACTIVITY 3:

Read a story aloud to the class that showcases a problem for an individual or multiple characters. Pause periodically throughout the story to ask students if they can identify the problem(s). Have students share why they believe the problem exists and how they determined the problem within the story. As the story progresses, have students consider with a partner how they might solve the problem in the story. Have multiple students share with the class the ideas discussed with their partner. Have students speak, write or draw the problem(s) they identify in each story with opportunities to share their determinations aloud.

TEACHING NOTES:

- Allow multiple students to share their ideas throughout the reading of the story.
- Read multiple stories in this manner, allowing students to determine various problems across differing scenarios.



SUGGESTED LEARNING ACTIVITY 4:

Share with students that some problems need the help of others and some problems can be solved on our own. Ask the class if there were any situations they identified that did not need the help of another individual. Have students briefly share with a peer or small group any ideas they have of problems that do not require help.

After students have discussed some of their ideas, show pictures of individuals struggling with a problem. First, have students state the problem they are seeing in the image. Then, tell students that if the problem requires help to wave their hands in the air and say, "Help." If the problem doesn't require help, instruct students to give a thumbs up and say, "I got this!" Repeat this process with

TEACHING NOTES:

- Image Examples: pencil breaks in class, shoes are untied, an argument with friends, forgot lunch.
- Provide groups with a discussion question that helps them begin to identify the need to ask for help in different situations.
- Example Discussion Questions:
 - How do you know when to ask for help?
 - How can you tell if a problem can be solved without a helper?



Teaching Progression:



Step 2: Get Attention of Helper

SUB SKILL(S):

- Identify helpers for a problem
- Get attention of helpers

GUIDING QUESTIONS:

How do I know when I need help with a problem? How do I ask for help when I need it? Who should I ask for help when I have a problem?

NHES PERFORMANCE INDICATORS:

(8.2.1) Make requests to promote personal health.

VALUABLE VOCABULARY:

help,
helper,
attention

Step 2: Get Attention Of Helper | Sub Skill: Identify Helpers For A Problem



SUGGESTED LEARNING ACTIVITY 1:

Have students draw images on small cards of the individuals they identify as helpers in their own life. Have students create as many cards as they wish, depending on available time. Once complete, spread the cards around the room and have students take part in a gallery walk to view each of the cards. Pause the gallery walk periodically, asking various students to share aloud some of the individuals that have been identified as helpers. Ask students who created the cards to share why these individuals are helpers.

Language of Health Literacy:

_____ is a helper in my life.

I think _____ is a good helper when I have a problem.

_____ could help me with _____.

_____ helps me _____.

_____ helped me with _____.

_____ is someone who could help me when _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student explanations of helpers.
- Allow students to bring in photographs from home or printed images to share with the class.
- Keep images displayed for students to reference throughout their learning of *Stage 1: Advocacy for Self*.



Teaching Progression: Step 2 | Get Attention of Helper (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Give students pictures of someone experiencing a problem and pictures of helpful adults. Review who the adults are and the type of help they can provide. Then, ask students to match the images of problems with the image of the adult that could help. Ask students to explain why they picked the person they did.

TEACHING NOTES:

- As student ability allows, instruct students to write these examples.
- Model and provide the *Language of Health Literacy* to support the identification of situations in which helpers could be most supportive.
- Use student-created images from previous activity, if appropriate.



See *Access Valid & Reliable Resources* for additional guidance on supporting students to identify trusted adults.

Step 2: Get Attention of Helper | Sub Skill: Get Attention of Helpers



SUGGESTED LEARNING ACTIVITY 1:

Ask students to share how they would seek the attention of a teacher in class. Create a visual list of the attention seeking options shared by students. Have students draw a picture that showcases which strategy they think is the best for getting the attention of their teacher.

Language of Health Literacy:

I would _____ to get attention from _____.

TEACHING NOTES:

- Promote the identification of all ways of seeking teacher attention, whether appropriate for your classroom structure or not.
- Provide examples to students as necessary and allow students to use examples shared on the classroom-created visual list.
- Examples of Teacher Attention Seeking Strategies: hand raising, calling out the teacher's name, tapping the teacher on the shoulder, dropping an item on the floor nearby for the teacher to see, jumping up and down.



SUGGESTED LEARNING ACTIVITY 2:

Ask students to consider the most effective ways to get a teacher's attention. Have each student determine if the image they drew is effective or not by role playing multiple examples in front of the class. Have students act out attention seeking actions that have been drawn. Ask students to consider how the teacher might respond to each action and if that response is effective for getting help with their problem.



Teaching Progression: Step 2 | Get Attention of Helper (Cont.)



SUGGESTED LEARNING ACTIVITY 3:

Post images and words of the following people that students may go to for help: store employee, family members, friends, doctor. Instruct students to move around the room while music is playing. When the music stops, tell students to go to the nearest image. Once they are at an image, have students demonstrate the attention seeking strategy they think would work the best. Prompt students to share why they chose the strategy they did.

TEACHING NOTES:

- Add additional groups of people to meet the needs of your students.
- Use student-created images as appropriate.
- Use specific images of individuals within the school or community, so students can recognize these individuals.



SUGGESTED LEARNING ACTIVITY 4:

Create images that represent a problem or situation when help is needed. Place students in small groups, providing one image to each group. Have group members identify and discuss the problem they see in the image. Ask groups to identify who they might go to for help in this situation. Then, prompt them to act out how they would seek the attention of that person. Remind students that it is okay to have multiple ideas for who to seek help from and how to seek help. Once groups have discussed their ideas, have them swap images with another group and repeat the process. Repeat this process until all groups have reviewed all images, or as time allows.



Teaching Progression:

Step 3: Ask For What I Need

GUIDING QUESTIONS:

What is the best way to ask for what I need?

NHES PERFORMANCE INDICATORS:

(8.2.1) Make requests to promote personal health.

VALUABLE VOCABULARY:

*ask,
problem,
situation,
properly*



SUGGESTED LEARNING ACTIVITY 1:

Create a visual, using words and images, that shows the three components of properly asking for what you need: state the problem, state what you need, ask a specific question about what you need from the helper. Share the visual with students, reading the components aloud while showing the visual representations. Provide an example situation to the class that uses the three components for asking for help.

Language of Health Literacy:

My problem is _____

I need _____

Can you help me _____?

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* as a guideline for including each component when asking for help.
- Example: You need to wash your hands while playing at a friend's house, but can't find the soap. In order to properly ask for help, you say to your friend, "My problem is that I need to wash my hands, but there isn't any soap. I need soap to wash my hands. Can you help me find some soap?"



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



SUGGESTED LEARNING ACTIVITY 2:

Read a picture book aloud to the class that showcases a problem for one or more characters. Pause throughout the story and have students identify with a partner the problem being described as well as any potential helpers in the situation. At the appropriate point(s) in the story, have students practice with a partner asking for help by using the three components. Select a few students to share aloud to the class how they would ask for help in the situation described. Continue reading the story, pausing to have students discuss additional problems as they are presented and how they would ask for help in the given situations.

TEACHING NOTES:

- See the *Resource Bank* below for sample books.
- Listen to students as they share with their partner and provide feedback.



See *Stage 1: Communication Techniques of Interpersonal Communication* for speaking strategies students can use when asking for help.



Assessing Stage 1: Advocacy for Self

Students in grades PreK-2 will have mastered *Stage 1: Advocacy for Self* by demonstrating their ability to showcase the performance indicators identified in Standard 8. Use the student friendly language below to support rubric creation and feedback to students.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

8.2.1 Make requests to promote personal health.

- I can figure out when I do or do not need help
- I can Identify helpers for a problem
- I can get the attention of helpers
- I can say the problem
- I can say what I need
- I can ask a helper a question to get what I need

ASSESSMENT TOOL #1 (8.2.1)

Show students images of individuals dealing with problems in a variety of situations. Students must state the problem they see in the image, who might be helpers for this problem, and how they would ask for help if they were in the situation.

ASSESSMENT TOOL #2 (8.2.1)

Provide students with a scenario of a character dealing with a problem. Identify for students the problem and who is available as a helper. Task students with writing or verbalizing how to ask for help in the situation, utilizing the three components for asking for help.

ASSESSMENT TOOL #3 (8.2.1)

Have group members role play a situation based on one of the images they discussed. Prompt students to include in their role play the specific problem, who can be a helper, how they would ask for help in the situation, and possible ways the problem can be solved. Allow groups time to prepare their role play before having them present to the class.



Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Stage 1: Advocacy for Self* can be used across content areas when students encounter problems or obstacles.

Reinforce the understanding that sometimes when we need help we must ask directly and clearly for the help that we need. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are experiencing a challenge and require assistance voicing a need or want. These questions can be a guide for independent reflection when students are challenged to understand an incident or what they need.

- What happened?
- What was your need at the time?
- How might this information influence your choice or decision?
- How do you believe you were influenced to make this decision?

VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

help, helper, ask, problem, answer, solve, encourage, positive, solution, information, advocate, situation, request



Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Standards

- [Standards & Performance Indicators](#)

Picture Books

- <https://www.brighthubeducation.com/teaching-elementary-school/105849-problem-and-solution-book-list-for-teachers/>
- <https://thisreadingmama.com/books-with-problem-and-solution/>
- <https://imaginationsoup.net/picture-books-teach-problem-solution/>
- <https://bookroo.com/books/topics/problem-solving>

Problem Scenario Videos

- <https://www.youtube.com/watch?v=gA7LZzOGJx8>
- <https://www.youtube.com/watch?v=SdgMZdB1ItU>
- <https://www.youtube.com/watch?v=yk0aeWn3irU>
- <https://www.youtube.com/watch?v=CWf5LBfZVGQ>



Stage 2: Advocacy for Others

The Steps:



Step 1: Ask if Help is Needed



Step Overview: Step 1 of *Stage 2: Advocacy for Others* teaches students to first ask questions before attempting to help someone solve a problem. The importance of question asking is to determine if the other person wants or needs the help of others. Students practice asking questions that help them discern whether another person would like assistance or would rather solve their problem independently. This step helps students understand that not all problem situations require advocacy and that advocating for others means they have first confirmed that they need help.

Sub Skill(s):

- Notice someone having trouble
- Ask if help is needed



Step 2: Pick Ways to Help

Step Overview: Students focus on asking how they can help others in this step. Question asking will support students in knowing the role they can play as a helper and the most effective ways they can help the person in need. Skills learned in *Advocacy for Self* will be used in this step as students consider whether they can do what is asked of them. Remind students of the attention seeking skills when they are seeking additional help in a problem situation for another person.

Sub Skill(s):

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



Step 3: Help as Asked

Step Overview: In this step, students act on the request(s) being made in support of others. This action may involve speaking to other individuals as a way to offer or find additional support. Students use their advocacy skills from *Stage 1: Advocacy for Self* to obtain the attention of others when necessary. Students also confirm that they are helping as needed by restating what is being asked of them and/or offering additional ideas that can be helpful to the situation if they themselves cannot offer the requested help.



Teaching Tips

- Use role play to help students practice asking someone if they need help and asking questions to better understand the help that is needed.
- Discuss with students the importance of helping people the way they want to be helped rather than only helping the way they want to be helped. For example, if someone needs a marker, and they want the marker to be pink, giving them a green marker is not the most helpful.
- Prompt students to think about ways they can offer help and ways they cannot. Give students examples of requests and ask them to decide if they can help someone in that way or not. See *Stage 2: Refusal Skills & Boundary Setting of Interpersonal Communication* for additional guidance on knowing when to say yes or no to someone and for strategies on saying no.
- Pair *Stage 1: Advocacy for Self* with *Stage 1: Communication Techniques of Interpersonal Communication* to reinforce interpreting body language and using listening strategies.

See *Teaching Progression* for suggested learning activities.



Teaching Progression:



Step 1: Ask if Help is Needed

SUB SKILL(S):

- Notice someone having trouble
- Ask if help is needed

GUIDING QUESTIONS:

How do I know if someone needs help?

NHES PERFORMANCE INDICATORS:

(8.2.2) Encourage peers to make positive health choices.

VALUABLE VOCABULARY:

help

Step 1: Ask If Help Is Needed Sub Skill: Notice Someone Having Trouble



SUGGESTED LEARNING ACTIVITY 1:

Share with students that in order to notice if someone needs help, we need to pay attention to someone's body language and words.

Language of Health Literacy:

_____ is having
trouble with _____.

_____ is a problem for
_____.

Show students a video that highlights an individual in a problem situation. Pause the video periodically to ask students questions that support their analysis of the situation. Pause the video at appropriate times based on the specific video being shown and have students demonstrate the body language or words of the person who needed help. Prompt students to share what they noticed about the person's body language or words that let them know the person may need help. Finally, ask students to identify the problem the person may be having.

TEACHING NOTES:

- Use the questions below to support analytical thinking:
 - What problem is being presented in this video?
 - How do you know if the character needs help?
 - Do you think the character can solve this problem on their own?
- Model and provide the *Language of Health Literacy* to support responses.



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



Teaching Progression: Step 1 | Ask if Help is Needed (Cont.)

Step 1: Ask If Help Is Needed | Sub Skill: Ask If Help Is Needed



SUGGESTED LEARNING ACTIVITY 1:

Guide students through a role playing activity. Place students in pairs. Provide each group with a card that explains in writing or shows in images a problem situation.

Assign one student to act out the problem on the card and answer questions as if they were the person in the scenario. Assign another student to ask questions that help them gather information about the situation and if help is needed.

After two to three minutes of role playing, stop the groups and begin a debriefing conversation. Have each group answer questions that support their understanding of the importance of asking what is needed before offering help in a problem situation. Rotate roles so each person has an opportunity to play each role.

Language of Health Literacy:

Do you need help with _____?

Can I help you _____?

Is there anything I can help you with to _____?

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students asking if help is needed.
- Discuss student responses to the questions as a class after groups have an opportunity to debrief. Use the questions below as a guideline:
 - Did the questions you asked help you understand the situation?
 - What did you learn about the situation by asking questions?
 - How did you learn if the person needed help or was able to solve their problem independently?



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.



Teaching Progression:



Step 3: Help as Asked

GUIDING QUESTIONS:

How can I provide help to someone in need?

NHES PERFORMANCE INDICATORS:

(8.2.2) Encourage peers to make positive health choices. (8.2.2)

VALUABLE VOCABULARY:

peers,
help



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that to help someone they must then take action. This means following through on what they said they would do.

In order to make sure we follow through on the help being asked, we should say to the person what we will do to help. Read students an agreed upon next step for how they will help. Then, ask students to say what they will do to help using the *Language of Health Literacy*.

Language of Health Literacy:

I will _____ to help _____.

I plan to _____ to help _____.

Are you feeling better about _____?

TEACHING NOTES:

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



Assessing Stage 2: Advocacy for Others

Students in grades PreK-2 will have mastered *Stage 2: Advocacy for Others* by demonstrating their ability to showcase the performance indicators identified in Standard 8. Use the student friendly language below to support rubric creation and feedback to students.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

8.2.2 Encourage peers to make positive health choices.

- I can notice someone having trouble
- I can ask someone if they need help
- I can ask questions to figure out how to help someone
- I can decide if I can help someone
- I can take actions to help someone

ASSESSMENT TOOL #1 (8.2.2)

Show students pictures of a person dealing with a specific health situation. Students must state how they would ask for help if they were in the same situation. Provide students with many images to showcase their understanding of how to ask for the help they need to better their health.

ASSESSMENT TOOL #2 (8.2.2)

Place students into groups of three or four. Provide each group with a list of scenarios that specify a health-related issue. Ask each group to review the scenario before discussing the options available for solving the issue. Have the group determine the best solution to resolve the issue. Ask students to discuss how they would respond if this issue were to arise in their own lives. Have group members share their ideas aloud with the class at the conclusion of the discussions.

Additional Option: Have students view videos of scenarios on a classroom appropriate device.



Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Stage 2: Advocacy for Others* can be used across content areas when students notice someone having a problem and are unsure how to help or do not help in productive ways.

Reinforce the understanding that sometimes people want our help and other times they do not. Also, we want to make sure that when we offer help, we are helping in the way the person wants to be helped and not just the way we would want to be helped. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are experiencing a challenge and require assistance voicing a need or want. These questions can be a guide for independent reflection when students are challenged to understand an incident or what they need.

- What happened?
- How did you know *the person* needed help?
- What help did *they* ask for?
- How were you able to help *them*?
- How do you know you helped *the person*?

VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

help, helper, ask, problem, answer, solve, encourage, positive, solution, information, advocate, situation, request



Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Standards

- [Standards & Performance Indicators](#)



Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Stage 1: Advocacy for Self* can be used across content areas when students encounter problems or obstacles.

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- What happened?
- What was your need at the time?
- How might this information influence your choice or decision?
- How do you believe you were influenced to make this decision?

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