



## 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.