

## Lesson 9A

# Asking for Help

<b>SUGGESTED MATERIALS</b>	<ul style="list-style-type: none"> <li>■ <a href="#">I Just Want to Do It MY WAY! Book with Audio CD</a> by Julia Cook (Boys Town Press)</li> <li>■ <a href="#">I Just Want to Do It MY WAY! Activity Guide for Teachers</a> by Julia Cook (Boys Town Press)</li> <li>■ <a href="#">But I Need Your Help Now!</a> by Bryan Smith (Boys Town Press)</li> <li>■ <b>DOWNLOADABLE ACTIVITIES:</b> <a href="#">But I Need Your Help Now!</a> by Bryan Smith (Boys Town Press)</li> <li>■ <a href="#">A Flicker of Hope</a> by Julia Cook (Boys Town Press)</li> </ul>
<b>LESSON OBJECTIVES</b>	<ul style="list-style-type: none"> <li>■ Recognize when they need to use the skill of <b>Asking for Help</b>.</li> <li>■ Discuss why it is important to appropriately ask someone for help.</li> <li>■ Demonstrate the skill of <b>Asking for Help</b> in school, at home, and in the community.</li> <li>■ Analyze situations where they need to ask for help.</li> </ul>
<b>ESSENTIAL QUESTIONS</b>	<ul style="list-style-type: none"> <li>✓ <i>What are effective ways to ask someone for help?</i></li> <li>✓ <i>What types of help or assistance might you need?</i></li> <li>✓ <i>Who is the best person to ask for help when you're at school?</i></li> <li>✓ <i>Who might you ask for help when you're at home?</i></li> <li>✓ <i>Who is the best person to ask for help or assistance when you're in a public place?</i></li> </ul>
<b>LESSON ACTIVITIES AND ASSESSMENTS</b>	<ul style="list-style-type: none"> <li>■ Provide students with an opportunity to teach the skill to students from a lower grade.</li> <li>■ Instruct students to write in their <b>SEL Journals</b>. Have them describe their use of the skill and whether or not they received the help they needed.</li> <li>■ Instruct students to write in their <b>SEL Journals</b>. Have students describe times when they can ask for help, what specific words they say when <b>Asking for Help</b>, and how the skill can help them.</li> <li>■ Use think-pair-share. Discuss/role-play how to ask for help using the following prompt: Who might you ask for help if you got separated from a parent at the store? Practice <b>Asking for Help</b> with your partner.</li> </ul>

### ★ SKILL STEPS

#### Asking for Help

1. Look at the person.
2. Ask the person if they have time to help you (now or later).
3. Clearly describe the kind of help you need.
4. Thank the person for helping you.



### REASONS

- *You are less likely to become frustrated.*
- *You will get the help you need.*
- *You are more likely to complete the task correctly.*

### + SKILL EXTENSION:

**Interrupting Appropriately**

## Lesson 9A — Weekly Activities

### Asking for Help

MONDAY	<ul style="list-style-type: none"> <li>■ Ask students to identify situations when they may need to ask someone for help.</li> <li>■ State the name, steps and reasons for using the skill.</li> <li>■ Model or demonstrate the skill.</li> <li>■ Role-play the following scenarios (<i>see appendix for more</i>):               <ul style="list-style-type: none"> <li>• <i>You do not understand an assignment.</i></li> <li>• <i>Your shoes keep coming untied.</i></li> <li>• <i>You can't find your class materials.</i></li> </ul> </li> </ul>
TUESDAY	<ul style="list-style-type: none"> <li>■ Review the steps of the skill as well as the reasons for using it.</li> <li>■ Model or demonstrate the skill.</li> <li>■ Read <i>I Just Want to Do It MY WAY! Book with Audio CD</i> by Julia Cook.</li> <li>■ Additional activities to support skill development: <i>I Just Want to Do It MY WAY! Activity Guide for Teachers</i> by Julia Cook</li> <li>■ Invite students to practice the skill with a partner using a role-play scenario they create.</li> </ul>
WEDNESDAY	<ul style="list-style-type: none"> <li>■ Review the steps of the skill as well as the reasons for using it.</li> <li>■ Model or demonstrate the skill.</li> <li>■ Create additional role-play scenarios (<i>see appendix</i>) that are relevant to your students.</li> <li>■ Write in <i>SEL Journals</i>. Describe their use of the skill and whether or not they received the help they needed.</li> </ul>
THURSDAY	<ul style="list-style-type: none"> <li>■ Review the steps of the skill as well as the reasons for using it.</li> <li>■ Read <i>But I Need Your Help Now!</i> by Bryan Smith or <i>A Flicker of Hope</i> by Julia Cook. Discuss lessons learned from the story. (e.g. A Flicker of Hope: How did the little candle ask for help? Why is asking for help important?)</li> <li>■ Additional activities to support skill development: DOWNLOADABLE ACTIVITIES: <i>But I Need Your Help Now!</i> by Bryan Smith</li> </ul>
FRIDAY	<ul style="list-style-type: none"> <li>■ Model or demonstrate the skill</li> <li>■ Discuss how using the skill has helped students, or in what situations it was difficult.</li> <li>■ Discuss situations when students used the skill during the school week.</li> <li>■ Write in SEL Journals. Have students describe times when they can ask for help, what specific words they say when <b>Asking for Help</b> and how the skill can help them.</li> </ul>

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- 2.** Ask the person if they have time to help you (now or later).
- 3.** Clearly describe the kind of help you need.
- 4.** Thank the person for helping you.





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