

# Asking for Help

## Grade 6, Unit 2, Lesson 4

Objective	<p>Students will be able to determine who they should ask for help in specific school scenarios related to their goals, and practice with their peers.</p>
Alignment	<p><b>ASCA Student Standards:</b> Social Skills (B-SS 1, B-SS 2, B-SS 3, B-SS 8)  <b>CASEL:</b> Relationship Skills</p>
Supplies	<ul style="list-style-type: none"> <li>• Pencils/Pens for students</li> <li>• <a href="#">Asking for Help</a></li> <li>• <a href="#">Asking for Help - Script</a></li> <li>• <a href="#">Exit Slip</a></li> </ul> <p><b>Remote Learning Note:</b> You can also turn the exit slip into a Google Form to use in Google Classroom.</p>
Do Now	<p>Students should complete the <b>Asking for Help</b> worksheet.</p>
Activity	<p><b>Prior to the lesson,</b> the instructor should assign partners with pairs of students who will be comfortable sharing and participating in activities together.</p> <p><b>Asking for Help</b></p> <ol style="list-style-type: none"> <li>1. Explain to students that they've done a lot of work reflecting on their grades and learning what it means to be on-track. It is important to know that it is okay to ask for help to reach their goals and get the grades they want in middle school, and in high school.</li> <li>2. Share that the focus of this lesson will be about asking for help, specifically related to challenges you may face at school. In high school, it will be up to you to ask for help because you will need to be more independent and it's good to prepare for this now. Today's lesson will help you think about who to ask for help in specific situations so you can practice asking for help with a partner.</li> <li>3. Ask the students if they see any connections between any of the challenges on the <b>Asking for Help</b> worksheet and the concepts discussed in previous weeks.</li> <li>4. Ask students to review their <b>Asking for Help</b> worksheet with their partner. They should specifically discuss why they chose specific people to ask for help with their challenges. If the partners choose different people to help with a challenge, ask them to discuss why they might go to different people in that situation.</li> <li>5. Ask several groups to share something from their pair discussion with the whole group.</li> <li>6. In their same pairs, ask students to pick one challenge each from the <b>Asking for Help</b></li> </ol>

worksheet. They should each pick a different challenge.

- a. Ask one student from each pair to volunteer to go first. This student will play themselves, and their partner will pretend to be the person they chose to ask for help for that specific challenge.
    - i. Example: Student A chose “I am curious about applying to high school and want to talk with someone about it” and they selected an older classmate to ask for help. Student A will be themselves in this practice scenario, and Student B will pretend to be an older classmate.
  - b. Set a timer for 5 minutes for the first challenge to be acted out. They should role play the full conversation of asking for help in as much detail as possible. Encourage each student to share at least 3-4 lines of dialogue each to ensure they elaborate on their responses.
    - i. If needed, give the students a few minutes to write up a script before they start on the template provided. This will help them come up with 3 lines of dialogue each, and will help them remember which partner is going first.
    - ii. If you are co-teaching, or have a student who is willing to help, act out an example in front of the class to help them get started.
  - c. After the timer goes off, set a timer for another 5 minutes for the second challenge to be acted out.
7. Ask if there are any volunteers who would like to act out their scenario in front of the class.
    - a. If not, ask for volunteers to share what it was like to act out these scenarios in their pairs.
      - i. How did it feel? Do you wish you had said anything differently now that you are done? Did the person respond how you expected?

**Remote Learning Note:** For the first part of the activity, students can share in the whole group rather than in pairs. If breakout groups are possible, they can also do this in small group breakout sessions. Because this activity also requires students to work in pairs to complete the role place section of the activity (which may be stressful or logically difficult over Google Meets) the role play activity portion of this lesson can be assigned as homework, or during asynchronous time, to complete with a sibling, parent or guardian, etc.

Closing or  
Exit Slip

Completed **Exit Slip**