

Concept

To ask for what you need or want, face the person you are asking and use a respectful voice.

Key Words

Need, respectful

Objective

Children will be able to:

1. Demonstrate asking for what they need or want during skill-practice activities

Why This Theme Matters

It is important for children to be able to ask for help when they need it. For many children, this requires speaking up in a strong, respectful way. Speaking up in this way (being assertive) also helps children get along with others.

Teaching Notes

Encourage children to seek help from an adult after trying to solve a problem themselves and then asking a peer for help. Be aware of different cultural ideas about looking a person in the eyes. Encourage children to face people they are speaking to in order to help listeners know that they are being addressed.

Using Skills Every Day

Have children THINK AHEAD to when they might need to ask for help and how they should ask.

Notice when children ask for help correctly, and REINFORCE their behavior with specific feedback: **You faced me and asked for help in a strong, respectful voice. It is easy for me to understand what you want when you ask for help that way.**

- Model asking for help.
- Remind children to ask for help when they need it.

Have children THINK BACK to what they did when they needed help.

Go online to SecondStep.org for Weekly Theme resources and videos.

Day 1: Puppet Script

Materials: Girl and Boy puppets, paintbrush

Teacher: **Last week you learned that repeating directions helps you remember them. Oh, I hear our friends. Let's listen!**

Girl puppet has a paintbrush in her hands and is pretending to paint a picture.

Girl: **I just need to finish the top part of my tree and I'll be done. She looks around. Oh no! What am I going to do?**

Boy puppet: **What's wrong?**

Girl: **There's no green paint. I need it for my picture.**

Boy: **I'll help you look.** They look together.

Boy: **I can't find any either. Let's ask a teacher.**

Girl (hesitating): **I don't know. I'm afraid to ask.**

Boy: **Don't be scared. It's okay to ask. Teachers are here to help. Face the teacher and say in a strong, respectful voice, "Excuse me. Will you please help me find some green paint?"**

Girl: **I can try that. I face the teacher and ask in a strong, respectful voice. Let me say it to myself so I remember.** Move Girl's head to show her self-talk.

Girl (looking at the teacher and speaking in a strong, respectful voice): **I'm painting a tree. _____(Boy) helped me look, but we can't find any green paint. Will you please help me find some?**

Teacher: _____(Girl), **you asked for help in a respectful voice. That made it easy for me to know how to help you. I'll get green paint from the cupboard.** Ask children when they think they will need help from you today.



Teach and sing Verse 5 of "The How to Learn Song" (Track 7 of the *Join In and Sing* CD). Lyrics are in the Teaching Materials Notebook. Then sing the previous verses. Sing the song again during the week.



Play the Stop and Start game from the Teaching Materials Notebook one or more times during the day. The symbol you'll need to play the game is also in the Teaching Materials Notebook. Photocopy it before you play. Continue to play each day this week.

Day 2: Story and Discussion

Yesterday _____(Girl puppet) was painting and needed help finding green paint. _____(Boy) helped her, but they still didn't find any. Then who did _____(Girl) ask for help? (The teacher.)

_____ (Girl) was scared, but _____(Boy) said to use a strong, respectful voice and face me. It worked! I understood what _____(Girl) needed and helped her find green paint.



Gloria

Show the photo. Ask children what they see, what is happening, and how the child in the photo feels. Point out the story elements. **This is Gloria. The teacher said it's time to get ready to go outside. Gloria got her coat. She put her arms in the sleeves. Yesterday she was able to zip up her coat by herself. Today she is trying to zip up the zipper. She tries and tries, but just can't get it to work. Gloria is stuck. She needs help with her coat zipper.**

1. Think about who Gloria can ask for help. Give think-time. Call on a few children at random. (The teacher. A friend.)

2. What kind of voice should Gloria use when asking for help? (A strong, respectful voice.)

3. If you think Gloria should face the teacher when she asks for help, clap two times.

When you need to ask someone for help, look at the person and speak in a respectful voice.

Have each child turn to a neighbor and ask in a respectful voice, "Will you please help me?"

When you need help, be sure to ask in a respectful voice.

Day 3: Skill-Practice Activity 1

Please Pass Game (small group, Objective 1)

Materials: Beanbag and other small, soft toys

1. Have children sit in a circle. Describe the game. **Let's see how quickly we can pass the beanbag around the circle. Before your neighbor passes it to you, say "Please pass the beanbag" in a respectful voice. Afterward say "Thank you." Watch me do it.**
2. Give the beanbag to the child on your right. Model asking the child to pass it to you and then thanking the child.
3. Notice and reinforce asking respectfully: **You asked in a respectful voice. You remembered to say "Thank you."**
4. Play the game several times, changing the toys passed and the direction the toys travel. Add in more words. (Please pass me the fuzzy red ball. Please give me the blue teddy bear.)

Day 4: Skill-Practice Activity 2

Asking for Help (large group, Objective 1)

Materials: Boy puppet

1. Have children sit in a circle. Explain that they are going to practice asking for help. _____(Boy puppet) is going to show you how to ask for help using a strong, respectful voice.
2. Read the first scenario below and have Boy ask for help. **Please, can you help me tie my shoes?**
3. Have all the children repeat what Boy said.
4. Repeat the process using the other scenarios.
5. After each scenario, reinforce the tone of voice: **You were asking for help in a strong, respectful voice.**
6. Make up some new scenarios and have individual children ask for help without a model.

Scenarios

- You need help tying your shoes.
- You need help putting on your coat.
- You need help finding a book.
- You need help opening a box.

Day 5

Read a book related to this week's theme. Go online to SecondStep.org for recommended books, resources, and videos.



Send home this week's Home Link from the Teaching Materials Notebook.

