



Bell Ringer

- *Do you have difficulty asking for help in class? Why?*
- *Why might someone have difficulty asking for help in class or in other situations?*

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00:00:00

MMG101

1. Have students write their answer to the following question in their journal. Click the online timer to set a time for this activity.
 - *Do you have difficulty asking for help in class? Why?*
 - *Why might someone have difficulty asking for help in class or in other situations?*
2. Remind students that in this activity, they are thinking about how and why they (or others) think, and therefore they are practicing **metacognition**.

Motivation

1. After a few minutes, ask students to share their answers to the Bell Ringer with a team partner.

- *Do you have difficulty asking for help in class? Why?*
- *Why might someone have difficulty asking for help in class or in other situations?*

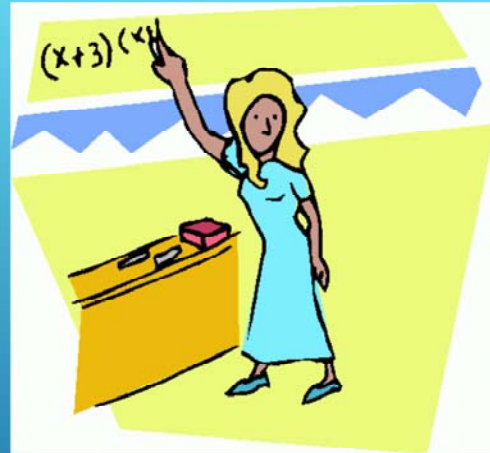
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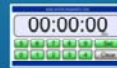
1. Ask student volunteers for their answers, and write down responses on the board.
2. Encourage students to think more deeply about any negative behaviors they might exhibit (“What might the person be feeling inside that makes them reluctant to ask for help?”). By keeping the question hypothetical (“Why might *someone* have difficulty...”), it is hoped that students will be more honest and reflective

Mrs. Ramirez taught a math lesson on how to find the area and circumference of a circle. Even though she worked through some examples on the overhead with the class, Sylvia still didn't get it. She often has this problem in math class. When Mrs. Ramirez asked if anyone had any questions, Sylvia didn't speak up. That night, she was unable to do the homework assignment, and the next day received a zero because she didn't turn it in. A test on this material is coming soon.

How would you advise Sylvia?



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MMG101

1. Ask a student(s) to read the scenario on the screen.

Mrs. Ramirez taught a math lesson on how to find the area and circumference of a circle. Even though she worked through some examples on the overhead with the class, Sylvia still didn't get it. She often has this problem in math class. When Mrs. Ramirez asked if anyone had any questions, Sylvia didn't speak up. That night, she was unable to do the homework assignment, and the next day received a zero because she didn't turn it in. A test on this material is coming soon. How would you advise Sylvia?

2. Ask students to briefly discuss it in their cooperative learning teams.

Advice for Sylvia


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1. Ask a volunteer from each cooperative learning team to share the team's advice for Sylvia. Point out any helpful steps, especially those that correspond to the skill steps you will introduce below.
2. Put the advice statements on the board/screen, and have students copy them into their notebooks.
3. Ask students to describe what Sylvia should *not* do or say to ask for help. Point out that often the *way* someone asks for help is very important, and impacts whether the other person wants to help or not.

Four Steps to Asking for Help

PROBLEM	WHAT IS THE PROBLEM?
PERSON	WHO IS THE RIGHT PERSON TO HELP ME?
PROCESS	HOW SHOULD I ASK FOR HELP?
POLITE	HOW CAN I THANK MY HELPER?

 **MMG101**

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1. Tell students they will now learn four steps to asking for help successfully.
2. Display these on the board/screen: *Four Steps to Asking for Help*. Read the steps with students.

Problem What is the problem?
Person Who is the right person to help me?
Process How should I ask for help?
Polite How can I thank my helper?

3. Model before the class a situation in which you recently asked for help (at a store, at a business, to a friend or family member).
4. Follow the four steps as you explain what your problem was, who you asked for help, how you asked for help (politely, calmly), and how you thanked your helper.