



The slide features a blue background. In the top left corner, there is a purple bell icon with sound waves. To its right, the text "Bell Ringer" is written in white. The central image shows eight blue 3D figures holding up a large puzzle that spells out "TEAMWORK" in two rows. The top row has pieces for "T", "E", "A", "M" and the bottom row has pieces for "W", "O", "R", "K". In the bottom right corner, there is a timer showing "00:00:00" and the text "MMG101". A small copyright notice is visible in the bottom left corner of the slide area.

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00:00:00

MMG101

1. Review the last module:
2. Have each pair of students brainstorm (or recall from the last class) one thing that can make working in teams or groups more difficult or frustrating than working alone.
3. Then, have each pair of students brainstorm (or recall from the last class) at least three benefits of working in groups.



1. Have teams share what they came up with for each task.

Play it Out!



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00:00:00

MMG101

1. Direct students to Module Reader: *Four Steps to Asking for Help*. Ask students to read the page silently, then with a team partner.
2. Assign each cooperative learning team one of the three scenarios described (or allow students to come up with their own scenario, which you will approve before they begin working on it).
3. Students discuss their scenario and how to ask for help using the skill steps. Each team will share its role play with the class. Allow students several minutes to plan and prepare their role play.
4. As each team presents its role play, the rest of the class watches to make sure the role play includes the skill steps. After each role play, ask the rest of the class for feedback. Affirm and record on the next screen correct behaviors and use of skill steps. Identify any inappropriate behaviors and have team reenact the scenario using appropriate behaviors.

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.



1. Review the four steps to asking for help. Reinforce that asking for help is NOT weakness!
2. People who ask for help will become more skilled and more confident.
3. Tell students that the next lesson will focus on how to GIVE help.

Homework or Extension Activities

- Draw a cartoon or write a paragraph illustrating a situation in which a student asks for help and follows the four steps.
- Read aloud a section from a novel or picture book in which a character asks for help.
- There is a Online Reinforcement activity you can use through remind.com. You can download the instructions on the TDS MMG module website.

Literature Connection

Students may enjoy a read aloud of the picture book *Dinner at Alberta's* by Russell Hoban, which features a teenaged alligator who decides to ask for help to improve his bad table manners after he is invited to the home of his sister's attractive friend.