



Helping You Helps Me Too (🧠 A Social Health Story)
(2nd Grade – 7-8 yrs.)
Think, Pair, Share: A Little Help from Your Friends



STORY CONNECTION: SLIDE 3 (Approx Time: 20-25 mins)

One of the things that you will learn early on is that everybody needs a little help sometimes. Did you ever drop your book bag, only to have all the books fall out? Or did you ever drop your lunch tray? Or did you not understand something in your math class? All these things can make you feel a little embarrassed – like you want to go somewhere and hide. But the best thing that you can do in these circumstances is accept help.

Materials needed:

- Chart Worksheet (included below) or blank paper
- Paper
- Pencils
- “Asking For Help Step, Tips and Suggestions” sheet (optional- included below)

Preparation needed:

- Determine if/how student(s) will be grouped in Part I.
- OPTIONAL: Print copies and/or display Asking For Help Step, Tips, and Suggestions

Instructions:

1. This story is all about help—asking for help and helping others. This activity will focus on what student(s) can do when they need help with something, because we all need a little help from our friends from time to time. If you are working with an individual student, then you will act as the partner.

Part I:

2. Give student(s) the chart worksheet or they can fold a piece of paper in half and label one side “By Myself” and the other side “Need Help.”
3. Ask student(s) to think about what they can do by themselves and things they still need help doing.
For example: I can tie my shoes. I need help getting to school each morning.
4. Give student(s) a few minutes to write or draw items in both columns. Encourage them to put ten things in each column.
5. Next, partner student(s) with one or more student(s) and have them share their lists with each other. As they share with each other, have them pay attention to things that are the *same* or *different* on their lists.
6. Have a few student(s) share things they put in the “by myself” part of the chart. Have them elaborate by telling how they learned to do that and who they went to for help before they could do it by themselves or if they needed help.

7. Next, have student(s) share some of the things from the “need help” column. Ask the following questions to help the student(s) elaborate on these items:
- How do you know it is time to ask for help with something?
 - Who do you ask for help when you need it?
 - Is it always the same person? Why? Why not?
 - Are there things you can do to get the help you need when you need it? What are they?

Part II:

8. The next part of the lesson will focus on strategies student(s) can use when they do need help with something.
9. It is important to remind student(s) that sometimes when they need help, the person they need help from might not be able to help them at that very moment. Share these steps with your student(s):

How to Ask for Help:

1. Look at the person.
 2. Ask if they have time to help you right now.
 3. Explain what you need help with.
 4. Thank the person for their help.
10. Share with student(s) the following language that can help them verbalize that they need help. These are suggestions as to things they can say for step 3 when asking someone for help.
- “I am not sure what I need. Can you talk with me?”
 - “I am struggling with _____. Can we talk about it later?”
 - “I am working hard but I am still not understanding _____. Can you help me?”
 - “Can you give me some advice about _____?”
- **Suggestion: You could display these for student(s) to see. ***
11. Pass out or display the tips and suggestions sheet (included below) where student(s) can see them.
12. Now, explain to student(s) they will get the chance to practice this with their partner(s).
13. Model as you explain the activity: (Have a student pretend to be your partner- face them.)
- Choose something from the “need help” chart. I am going to choose “telling time.”
- Look at your partner and ask, “Do you have time to help me right now?”
 - The partner will say “yes.”
 - Say: “I am struggling with telling time on the clock. Can you help me with that?”
 - The partner will either say “yes” or something like “I cannot help you right now, but I can help you during center time.”
 - I will say, “Thank you for helping me.”
14. Ask student(s) if they have any questions or need any clarification. Clear up any misunderstandings.
15. Have student(s) face their partner.
16. They will choose who will ask for help first.
17. Set an allotted amount of time to practice.
18. Partners can switch back and forth asking for help from their list of ideas until everyone has a chance to practice asking for help or the timer goes off.
19. Come back together and have student(s) share by asking questions like:
- How it felt asking for help using the steps?
 - Did this make it easier or less uncomfortable/embarrassing?
 - Do they think that they could do it on their own?
 - Would it help to keep the steps posted?
20. In closing, remind student(s) that EVERYONE, even grownups, needs help from time to time. However, when we need help and ask for it, we are doing something that is good for our Social Health and that will make our brain happy because we will be able to do what we want to do. There is no shame in asking for help!

Name _____

Things I Can Do By Myself	Things I Need Help Doing

Steps for Asking for Help

1. Look at the person.
2. Ask if they have time to help you right now.
3. Explain what you need help with. (See below.)
4. Thank the person for their help.

Asking for Help Tips and Suggestions Can use with #3 above

"I am not sure what I need. Can you talk with me?"

"I am struggling with _____. Can we talk about it later?"

"I am working hard but I am still not understanding _____.
Can you help me?"

"Can you give me some advice about _____?"