**Lesson 3: Ask a Trusted Adult for Help**

**Overview:** Students will apply STOP, THINK, ASK to make healthy choices. This lesson focuses on self-advocacy by using four steps to ask a trusted adult for help to make a healthy choice to prevent substance use.

National Health Education Standards

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Healthy Behavior Outcomes (HBOs):

|  |  |
| --- | --- |
| **Alcohol and other drugs** | HBO 2. Avoid misuse and abuse of over-the-counter and prescription drugs. |
| HBO 3. Avoid the use of alcohol. |
| HBO 4. Avoid the use of illegal drugs. |
| **Tobacco** | HBO 1. Avoid using or experimenting with any form of tobacco. |

Lesson Objectives – Students will be able to:

|  |  |
| --- | --- |
| **Objective** | **Assessments** |
| 1. Apply Stop, Think, Ask to make a healthy choice. | Attachment 3.1a, 3.1b: Stop, Think, Ask |
| 1. Identify situations that need help from a trusted adult. | Attachment 3.1a, 3.1b: Stop, Think, Ask |
| 1. Describe the four elements of asking for help. | Attachment 3.1a, 3.1b: Stop, Think, Ask |
| 1. Analyze a message to determine if it contained the critical elements | Attachment 3.1a, 3.1b: Stop, Think, Ask |
| 1. Demonstrate the critical elements of asking for help in a role-play scenario. | Attachment 3.1a, 3.1b: Stop, Think, Ask |

Introduction:

* STATE each of the following sentences and questions, pausing briefly between each one:
* What is the problem I am having?
  + “My tummy hurts.”
  + “My friend fell down, and her knee is bleeding.”
  + “I do not know where the school nurse’s office is. What can I do?”
* Ask: What do these children need? (All of these children need help.)
  + Whenever you need to make a healthy decision, you can use Stop, Think, Ask.
* STOP: What is happening?
* THINK: Do I need help? Who can help me?
* ASK: Reach out to a trusted adult for help.
* We’ve learned how to stop and think, so today’s lesson is focused on asking for help.

Teaching Steps:

Activity 1: Do I Need Help?

* Share the Know to NO! Medication Safety Principles
  + Rule 1: If you don’t know:
    - Don’t *touch* it!
    - Don’t *take* it!
    - Don’t *taste* it!
    - Tell a trusted adult.
  + Rule 2: ONLY take medicine with the help of a trusted adult.
    - Can you spot the trusted adult? (Slide 4)
* EXPLAIN: We are going to watch a video about two friends, Hunter and Eve. They need help. Watch and listen carefully to see what they do. Remember our three steps to stop, think, and ask for help when we need it.
* Show this short video: [*Getting Help: Building Resilience with Hunter and Eve*](https://www.google.com/search?client=firefox-b-1-d&q=Getting+Help%3A+Building+Resilience+with+Hunter+and+Eve+#kpvalbx=_2b2eZZ3jGcD_ptQP9O6zsA0_42).
  + Ask:
    - STOP: What was happening to Hunter and Eve? (Hunter was stuck in a snowdrift; Eve was not strong enough to help Hunter.)
    - THINK: Did Hunter and Eve need help? Why? (Yes. They needed a trusted adult to help.)
    - ASK: Who did they choose to help? Why? (They chose Hunter’s neighbor, Mr. Garcia. Hunter knows Mr. Garcia and feels comfortable with him. Plus, Mr. Garcia is strong.)

Activity 2: Asking for Help

* + STATE: Let’s practice Stop, Think, and Ask one more time (see Attachment 3.1a, 3.1b, or 3.1c for a different situation).
  + Story: Your mom takes her morning medicine, then puts the lid back tightly on the bottle, sets it on the kitchen table, and tells you she will be right back. As soon as she walks out of the kitchen, your little sister Ako grabs the bottle and begins to shake it up and down.
    - STOP: What is happening? (*Little sister begins playing with the bottle of pills.)*
    - THINK:
      * Do you need help? Why? (*Yes. The bottle of medicine needs to be put away in a safe and secure place*.)
    - Who could help you? *(Mom. She is a trusted adult who can put the medicine away.*)
      * Rules to remember: If it is unhealthy or unsafe, or if you’re unsure, don’t touch, take, or taste. Tell a trusted adult.
    - \*If you need to say NO to an unhealthy choice, you can follow these steps:
      * Say, “NO! That’s unhealthy and unsafe.”
* Ask for help from a trusted adult.
  + Do you remember the last step? ASK
  + What are some things we might need to ask a trusted adult to help us with? (Answers will vary.) Emphasize how children always need to ask a trusted adult for help with medicine or any unknown substance/object.
* REVIEW the steps of asking for help:
  + **ASK:** “Can you help me?”
  + **TELL** your trusted adult your need or problem.
  + **LISTEN** to your trusted adult.
    - Look at the trusted adult.
    - Nod your head if you understand what they are saying.
    - If you do not understand what they are telling you, say, “I do not understand.”
  + **THANK:** Say thank you!
* Practice the four words and actions that can help students remember how to ask for help:
  + **ASK:** Point to mouth.
  + **TELL:** Chatting hand.
  + **LISTEN:** Point to ear.
  + **THANK:** Sign language fingers to mouth and move away from mouth.
  + PRACTICE how to ask for help using *inside-outside circles.*
  + Tell students make two concentric circles: an *inside circle (A)* and an *outside circle (B).* Circle A turns to face a person in Circle B.
* Explain to students that you will read a story (Attachment 3.1b) and then say either Circle A or Circle B.
  + If you say Circle A, each student in Circle A will face the Circle B student across from them. Circle A students will practice the steps of asking for help. When they get to the LISTEN step, they will pretend they are listening by nodding their heads a few times and finish by saying, “Thank you.” Remind them to do all four steps.
  + Circle B students will describe to their Circle A partner which steps they did well and which steps they need to improve.
  + Teacher says, “Circle A, move two students to your right.” Circle A students turn to face a new Circle B partner for Round 2.
* Round 2: Teacher reads another story and this time calls out Circle B to practice the steps of how to ask.
  + - *Repeat until all scenarios have been finished or time runs out.*
* Closure:
* REVIEW steps of how to ask for help using the corresponding motions.
* **ASK, TELL, LISTEN, THANK**
  + **ASK:** Point to mouth.
  + **TELL:** Chatting hand.
  + **LISTEN:** Point to ear.
  + **THANK:** Sign language fingers to mouth and move away from mouth.
* When students have returned to their seats, ask:
* Which step of asking for help did you have the most difficulty with? Why? Which step seemed to be the easiest?
* Can you think of a time when you can use these steps?

Attachment 3.1a: Ask, Tell, Listen, Thank

Your parent takes their morning medicine, puts the lid back tightly on the bottle, sets it on the kitchen table, and tells you she will be right back. As soon as she walks out of the kitchen, your little sister Ako grabs the bottle and begins to shake it up and down.

A pile of pink pills

Description automatically generated

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**STOP: Do I need help?**

**** A green smiley face with black background

Description automatically generated A yellow face with black background

Description automatically generated A red face with black lines

Description automatically generated

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**A yellow face with a finger pointing to it

Description automatically generated THINK: Take the bottle away?**

A green smiley face with black background

Description automatically generated A yellow face with black background

Description automatically generated A red face with black lines

Description automatically generated

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**A yellow face with a finger pointing to it

Description automatically generated**  **THINK: Do nothing?**

A green smiley face with black background

Description automatically generated A yellow face with black background

Description automatically generated A red face with black lines

Description automatically generated

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ASK: Who can help you?**

**Reach out and ask a trusted adult for help. A cartoon of a person with The Andy Warhol Museum in the background

Description automatically generated A cartoon of a person with a hat

Description automatically generated**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **How to ask for help** | **Check** |
| **ASK:** Can you help me? |  |
| **TELL** yourtrusted adultyour need or problem. |  |
| **LISTEN** to your trusted adult. |  |
| **THANK:** Say thank you! |  |

Attachment 3.1b: Ask, Tell, Listen, Thank

You are at the park, and a friend finds a bottle on the ground. They want you to take a closer look.

A green and black arched window

Description automatically generated with medium confidence

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**STOP: Do I need help?**

**** A green smiley face with black background

Description automatically generated A yellow face with black background

Description automatically generated A red face with black lines

Description automatically generated

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**A yellow face with a finger pointing to it

Description automatically generated THINK: What should I do? Touch the bottle**

**and taste what is inside?**

A green smiley face with black background

Description automatically generated A yellow face with black background

Description automatically generated A red face with black lines

Description automatically generated

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**A yellow face with a finger pointing to it

Description automatically generated**  **THINK: Don’t touch it. Ask for help.**

A green smiley face with black background

Description automatically generated A yellow face with black background

Description automatically generated A red face with black lines

Description automatically generated

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ASK: Who can help you?**

**Reach out and ask a trusted adult for help. A cartoon of a person with The Andy Warhol Museum in the background

Description automatically generated A cartoon of a person with a hat

Description automatically generated**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **How to ask for help** | **Check** |
| **ASK:** Can you help me? |  |
| **TELL** yourtrusted adultyour need or problem. |  |
| **LISTEN** to your trusted adult. |  |
| **THANK:** Say thank you! |  |