**Lesson 3: Asking for Help to Make Healthy Choices**

**Overview:** Students will demonstrate self-advocacy by asking people for what they need and want, speaking up for themselves, promoting healthy choices, and taking responsibility for making healthy choices.

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):

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| **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:

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| **Objective** | **Assessments** |
| 1. Use Stop, Think, Choose to determine situations that need help from a trusted adult | Attachment 3.1 – Ask for Help |
| 1. Identify trusted adults who can support and assist in making healthy choices. | Attachment 3.1 – Ask for Help |
| 1. Describe the three steps of asking for help. | Attachment 3.2 – Asking for Help Checklist  Attachment 3.3 – Jo Needs Help |
| 1. Demonstrate the steps of asking for help. | Attachment 3.2 – Asking for Help Checklist |

Introduction

* STATE: We are going to begin our lesson with a short video. The video tells us what we will be practicing today. When the video ends, I will ask you a few questions:
* Video: [Asking for Help – Mindfulness Maya](https://www.youtube.com/watch?v=60bj8dcFB-M)
* What do you think we will be practicing today? (*When to ask for help and* *how to ask for help*)
* What do you know about asking for help?
* Can asking for help be difficult? Why?
  + (*You might not know how to ask for help; you might be afraid to ask for help; you think others might think you are not smart.*)
* EXPLAIN: Did you know that *everybody*, no matter how old they are, has times they need to ask for help? (*Tell students that you still need to ask for help!)*

Teaching Steps:

Activity 1: Stop and Think: Do I need help?

* EXPLAIN: We learned Stop, Think, Ask to help us make healthy choices. We also THINK if we need help from a trusted adult.
* STOP (*Motion: Put hand up in STOP gesture.*)
  + Recognize WHAT is happening.
    - 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?
* THINK (Motion: Point to your head.)
  + What are my options?
  + Do I need help from a trusted adult to help with this choice?
  + If you need to say NO to an unhealthy choice, you can follow these steps.
    - Say, “NO. That’s unhealthy and unsafe.”
    - Then ask for help from a trusted adult.
* Practice (Attachment 3.1)
* Read: You are hungry and go to the kitchen. You see a medicine bottle on the counter. You are not sure what it is.
  + Point to each question and ask students to answer. Briefly discuss their responses before moving to the next question.
    - STOP: Know what is happening. (*There is something unhealthy or unsafe — or you just don’t know*.)
    - THINK: Do you need help? (*Yes, I want to be safe and healthy.)*
      * If you need to say NO to an unhealthy choice, you can follow these steps.
      * Say, “NO. That’s unhealthy and unsafe.”
      * Then ask for help from a trusted adult.
      * WHO can help? (*A trusted adult at home*)
        + Review the picture of trusted adults to confirm they can recognize a trusted adult.
        + EXPLAIN: We know we need help, and we know who we are going to ask for that help. What do we do next?

Activity 2: How to Ask for Help

* Now that we know when we need help, let’s learn how to ask for help:
* REVIEW the steps of asking for help:
  + ASK: “Can you help me?”
  + TELL your trusted adult what has happened (your need or problem).
  + LISTEN to your trusted adult.
  + THANK the trusted adult.
* We can use our words and our body to communicate. Remember to:
  + Look at your trusted adult.
  + Keep your hands and feet still.
  + Tell them what happened.
  + 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.”
    - If the trusted adult is busy and cannot help right away, wait patiently. If it is an emergency or dangerous, tell the adult it is an emergency.
  + Demonstrate the steps to your students. Check for understanding by asking if they noticed all the steps.

Activity 3: Partner PRACTICE

* Students will practice asking for help (as a class or with a partner)
  + ASK: Can you help me?
  + TELL: There is medicine on the counter.
  + LISTEN: Tell the students you will help and put the medicine away.
  + THANK
* Use Attachment 3.2 to assess students’ performance.

Activity 4: Scenario

* You and your friend find what looks like a vape on the picnic table at the park. You are unsure what to do next, but you see a police officer nearby. (Attachment 3.3)
  + Stop – What is happening? That looks unhealthy or unsafe.
  + Think – Do I need help? Who could help me?
    - I need help. I should ask a trusted adult. Who is the nearest trusted adult who can help? It looks like the police officer can help.
  + Ask – Let’s practice asking for help from the police officer. Remember to Ask, Tell, Listen, and Thank.
* Great job of asking for help. Let’s pretend there was not a trusted adult nearby. If you recognize a situation where a trusted adult is not available or nearby, you might also need to say NO immediately to an unhealthy or unsafe choice.
  + Say, “NO. I will not do that. It is healthy or unsafe.”
  + Walk away. Don’t stay and argue what to do.
  + Tell a trusted adult and ask for help once you find them.
* If time, use the role-play strategy for this situation - Someone wants you to try a pill they found at home and brought to school.

Closure:

* Today we learned how to ask for help. How do we know if we need help? (Stop and think)
* Who should we ask for help? (Trusted adults)
* Then how do we ask for help? (Ask, tell, listen, thank)
* Show me with your thumbs (up, down, or middle) how confident you are to ask a trusted adult for help. Why is it important to ask for help?

Attachment 3.1: Ask for Help

*A group of yellow pills

Description automatically generated*You are hungry and go to the kitchen. You see medicine on the counter. You are not sure what it is.

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**STOP: What is happening?**

**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

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**THINK: My options**

* A yellow face with a finger pointing to it

  Description automatically generatedDon’t take, touch, or taste.
* Tell a trusted adult.
* Try them.
* Touch them and throw them away.

**Who can help me?**

* My friend.
* A trusted adult.
* I do not need help.

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| **A cartoon of a person with The Andy Warhol Museum in the background  Description automatically generated A cartoon of a person with a mustache and a tie  Description automatically generated** | **ASK:**   * Reach out to a trusted adult for help?   1. Yes   2. No |

Attachment 3.2: Ask for Help Checklist

**Ask for help:** Write what you would say to ask for help.

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| --- | --- |
| **Step** | **Your answer:** |
| 1. **ASK**: |  |
| 1. **TELL:** |  |
| 1. **LISTEN:** | **Don’t touch, taste or take it.** |
| 1. **THANK** the trusted adult for helping | **Thank you!** |

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| --- | --- |
| **Step** | **Check if YES** |
| 1. **ASK**: Can you help me? |  |
| 1. **TELL:** I found a medicine bottle on the counter. |  |
| 1. **LISTEN:** Don’t take, touch, or taste it. |  |
| 1. **THANK** the trusted adult for helping. |  |

**My Actions**

* Look at trusted adult
* Keep hands and feet still.
* Tell them what happened.
* 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.”

Attachment 3.3: Jo Needs Help

Jo has found a vape pen on the picnic table at the park. They are unsure what to do, but they saw a trusted adult nearby.

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**STOP: What is happening?**

**Do I need help?**

**** A green smiley face with black background

Description automatically generated A yellow face with black background

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**THINK: My options**

* A yellow face with a finger pointing to it

  Description automatically generatedTouch the vape.
* Leave it alone.
* Ask for help.

**Who can help me?**

* My friend
* A trusted adult
* I do not need help

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| --- | --- |
| **A cartoon of a person with The Andy Warhol Museum in the background  Description automatically generated A cartoon of a person with a mustache and a tie  Description automatically generated** | **ASK:**   * Reach out to a trusted adult for help?   + Yes   + No |

1. Ask a trusted adult to help: What will you say?
   1. **\_\_\_\_\_\_**: “Can you help me?”
   2. **TELL** the TRUSTED \_\_\_\_\_ what has happened (your need or problem).
   3. **\_\_\_\_\_\_** to the trusted adult for next steps.
2. What will you say if your friend wants you to touch the vape?
   1. OK, I will try it.
   2. No. That is not safe or healthy.