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

**Overview:** Students will demonstrate self-advocacy skills including asking people for what they need and want; speaking up for themselves; 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 Objective - Students will be able to:

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| **Objective** | **Assessments** |
| 1. Apply the medication safety principles to make healthy choices that prevent substance use. | Attachment 3.1 – Stop, Think, Ask Scenario |
| 1. Identify a trusted adult who can assist with a healthy choice. | Attachment 3.1 – Stop, Think, Ask Scenario |
| 1. State the steps to ask a trusted adult for help. | Attachment 3.1 – Stop, Think, Ask Scenario |
| 1. Determine if a message includes the four steps to ask a trusted adult for help. | Attachment 3.1 – Stop, Think, Ask Scenario |

Introduction (Hook)

* Show: Slide 1 – Question mark (?)
* Ask: What does this (?) symbol mean?
* Explain: It’s a question mark. You probably ask a lot of questions, maybe 100’s of questions, every day.
* STATE: In order to learn, we need to be able to ask questions. One of the most important questions you can ask is, “Can you help me?” Today we are going to learn how to ask for help.

Activity 1: Why should we ask for help?

* EXPLAIN: We must answer a lot of questions at school and at home. I’m going to ask a few questions to see if you have the answers to make healthy and safe choices.
* Ask and discuss these questions:
  + What is the first rule when we find something that is unhealthy or unsafe or if you are unsure? (Show slide with picture of unknown substance.)
  + What is the second rule to remember?
    - Only take medicine with the help of a trusted adult.
* Do you remember the three steps you can use to make healthy choices?
  + **Stop** – What is happening? Do I need help?
  + **Think** – What are my options? Who could help me?
  + **Ask** — Ask a trusted adult for help.
* Why do you think it is important to ask for help when you need it?
  + *Emphasize:* You can ask your friends for help pushing your swing or putting together a puzzle. When you have a big problem like someone being mean to you or someone trying to get you to do something you know you is unhealthy or unsafe, who are a few trusted adults you could ask for help?
* Trusted adults are ready to help you.
  + Where can you find your trusted adults?
    - School, home, and the community (e.g., police, firefighter, etc.)
* It can be hard to ask a trusted adult for help. It might be hard to ask a police officer, firefighter, your teacher, or the school nurse for help because you do not know them as well as you know your parents.
* Let’s practice STOP and THINK. Someone brought a bag of something that looks like candy to school, but you are not sure it’s candy. What should you do?
  + Stop, Think, Ask
    - **Stop** – What is happening? Do I need help?
      * Rule 1 – Don’t take, touch or taste. Tell a trusted adult. Let’s learn how to ask for help.
    - **Think** – Who can help me?
      * Trusted adult
    - **Ask** for help.

Activity 2: Steps to take when asking for help.

* EXPLAIN: We need help to make healthy choices. Trusted adults can help us with lots of questions. If we have a question about medicines, trusted adults can help us with those questions, too. Sometimes it can be hard to ask for help, but trusted adults want you to ask them for help.
* STATE: Four words and actions that can help us remember how to ask for help: 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)
* EXPLAIN the steps of asking for help. (*State and explain each step below*.)
  + **ASK:** “Can you help me?”
  + **TELL** your trusted adult your concern.
  + **LISTEN** to your trusted adult.
  + **THANK** your trusted adult.
* We also communicate or say things with our body. So be sure to:
  + Look directly at the person.
  + Stand up straight, shoulders back.
  + Speak clearly, calmly, and confidently.
* MODEL the steps by reading and discussing the below scenario:
* Scenario: A medicine bottle was left on the counter.
  + I’m going to show you how to ask for help. Watch and listen to see if I ask, tell, listen, and thank.
  + “Can you help me? This medicine was left on the counter, and I shouldn’t touch, take or taste it.”
    - (Pretend the adult says, “Yes, I’ll put the medicine back in the cabinet. Thanks for telling me.”)
* Ask: the students identify if the steps of asking for help was followed:
  + **ASK:** Did I say, “Can you help me?” *(Yes)*
  + **TELL:** Did I tell a trusted adult what happened? *(Yes)*
  + **LISTEN:** Did I listen to the trusted adult? *(Yes)*
  + **THANK:** Did I thank the trusted adult? *(No)*

Activity 3:

* Read the scenario below, pausing to ask students the one-word name of the step for how to ask a trusted adult for help (see Attachment 3.1a):
* Scenario: You need to go to the school nurse’s office to ask for help to take your prescription medicine. The student approaches their teacher to ask for help.
  + Remember the steps: Ask, tell, listen, thank. I will play the role of the student. See if I ask tell and listen.
    - Ask: “Can you help me?”
    - Tell: “I need to take my medicine.”
    - Listen: Playing the role of the teacher, tell the students, “Yes, you can walk down to the nurse’s office. They will get your medicine and measure the correct amount.”
    - Thank: Thanks!
* Review the scenario – Did the student ask, tell, listen and thank?
  + Yes to each question. Remember trusted adults can help you and they can also be sure you get the help you need if they cannot provide it.

Closure:

* Lead in students in CHORAL RESPONSE with motions:
  + ASK (point to mouth)
  + TELL (chatting hand)
  + LISTEN (point to ear)
  + THANK (sign language fingers to mouth and move away from mouth)
* You can ask trusted adults for help with any important decision or to help you feel healthy and safe. Ask, tell, listen, and thank.
  + LEAD: the students in this cheer by having them repeat after you, one line at a time: Hooray for ME!
* I can ask for help. *(point to mouth)*
* Do you want to see? *(point to eyes)*
* Give a big hooray for me! (*pump fists in the air)*

Family Connections

* Students will take these pictures home and discuss them with their families.
* GIVE students the Hooray for Me worksheet. Teacher helps student connect key words with the action pictures of Ask, Tell, Listen, and Thank.

Attachment 3.1 Scenario:

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**Is this a healthy choice?**

A pile of candy in different colors

Description automatically generated A green smiley face with black background

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Description automatically generated A red face with black lines

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**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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**Who can help me?**

A cartoon of a child

Description automatically generated A cartoon of a person wearing glasses

Description automatically generated A cartoon of a person wearing headphones

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Kid Nurse Stranger

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**ASK:** Can you help me?

**TELL** your trusted adult your need or problem.

**LISTEN** to your trusted adult.

**THANK** your trusted adult.