

# ***Learning to Ask for Help***

## Lesson Objective:

Students will understand the importance of asking for help and learn strategies to ask for help in respectful and effective ways. They will recognize that asking for help is a part of learning and teamwork.

## Materials Needed:



- Copy of Book 6, Chapter 4, *Betty Learns to Ask for Help*
- Pencils and markers
- S.T.A.R. Strategy Poster
- Activity 1: Help Wanted Role-play

### Scenario Cards

- Activity 2: Asking For Help Worksheet
- Home Connection Letter



## Introduction to the Topic (10 minutes)

### Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Begin with a brief discussion on learning to ask for help

## Greeting and Circle Time Teacher Script

### 1. Warm Welcome and Opening Discussion:

- “Today, we’re going to talk about something very important—asking for help. Sometimes, we feel like we should do everything on our own, but asking for help is an important part of learning and working together. In the story we’ll read today, Betty learns about the power of asking for help when she’s working on a project. Let’s see how she learns that asking for help doesn’t mean you’re not good enough; it just means you’re smart enough to know when you need support.”

### 2. Discussion Starter

- “What do you think might be a reason someone doesn’t want to ask for help, even if they need it?”

Read the Chapter (15 minutes)

Story Time Outline:



- Read Chapter 4 aloud. Pause at key moments to engage students and make sure they are following the story.
- Ask questions during key parts of the story.

**Story Time Teacher Script:**

**Prepare the Students for the Story:**

- "Ok, let's read Betty's Big Brainstorm, Chapter 4, called Betty Learns to Ask for Help, and see what happens".
- (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

**Read the Chapter with Emphasis on Key Moments:**

- **While reading**, pause during key moments.
- **Ask Questions:**
  - Why is Betty frustrated with her project in the library?
  - How does Betty feel about asking for help at first?
  - What does Grandma say about asking for help?
  - How do Ollie and Harriet offer to help Betty with her project?
  - What are some reasons Betty is hesitant to ask for help?
  - How does Buzz feel about asking for help with his math homework?
  - What lesson does Bennie share about asking for help early?
  - How does asking for help make Betty feel at the end?
  - What does Grandma say about asking for help and building stronger relationships?
  - How do Betty and her friends feel after they've completed the solar system project together?

## Chapter 4: Betty Learns to Ask for Help

Betty and her friends were gathered in the school library, working on a group project for science class. Their task was to build a model of the solar system, and they were all excited to work together. Betty was in charge of designing the planets, while Ollie was handling the measurements, and Harriet was busy writing up the facts. Buzz, Sammy, and Bennie were helping with the assembly.

Everything was going well, except for one thing—Betty was stuck. She couldn't figure out how to make the planets the right size. Her paper kept tearing, and her designs didn't look like the neat circles she wanted them to be. She tried again and again, getting more and more frustrated.

"Why can't I get this right?" Betty muttered under her breath. She didn't want to ask for help because she thought she should be able to do it on her own.

"Betty, are you okay?" Ollie asked, noticing her frustration.

Betty quickly tried to hide her torn papers. "I'm fine," she said quickly. "I'm just having a little trouble with the planets, but I'll figure it out."

Harriet, who was working nearby, looked over. "It's okay if you need help. We're all here to help each other."

Betty felt embarrassed. "But I don't want to bother anyone. I should be able to do it by myself."

Grandma, who was helping out in the library that day, overheard the conversation and came over. "It sounds like you're feeling a bit stuck, Betty. It's okay to ask for help when you need it." Betty looked up at Grandma, unsure. "But shouldn't I be able to do it on my own? I don't want to seem like I can't do it."

Grandma smiled gently. "Asking for help doesn't mean you can't do it, Betty. It means you're being smart about getting the support you need. No one can do everything alone, and learning how to ask for help is an important part of problem-solving and working with others."

Betty thought about what Grandma said. "But what if I ask for help and people think I'm not good at what I'm doing?"

"That's a common feeling," Grandma said kindly. "But remember, everyone needs help at some point. Even the best problem-solvers ask for help when they need it. It's not about weakness; it's about working together and learning from each other."

Betty nodded, still a little unsure. "So, how do I ask for help in the right way?"

Grandma smiled. "The first step is recognizing when you need help. If you're feeling stuck, frustrated, or overwhelmed, it's a good time to pause and ask yourself, 'Could someone else give me advice or support right now?' Once you know you need help, you can ask politely. Try saying something like, 'I'm having trouble with this part, can you help me figure it out?' or 'Can you show me how to do this?' Asking respectfully shows that you value the other person's input."

Ollie, listening to the conversation, added, "Betty, I can help you with the measurements if you want. We can work on the planet sizes together."

Harriet chimed in, "And I can help you with drawing the circles. I've got a few tricks for making them look neat."

Betty smiled, feeling relieved. "That would be great. Thanks for offering to help."

Grandma nodded. "See how easy that was? Asking for help can make your work better, and it also brings people closer together. It's a way of building stronger relationships."

Buzz, always full of energy, buzzed over. "I ask for help all the time! Like when I couldn't figure out my math homework, I asked my teacher to explain it again, and it really helped."

Sammy agreed. "Yeah, I used to think asking for help meant I wasn't smart, but I realized that everyone needs help sometimes. It actually makes me better at things."

Bennie added thoughtfully, "And it's important to ask for help early. If you wait too long, the problem might get worse. But if you ask right away, you can fix it before it becomes too frustrating."

Betty felt better hearing her friends talk about their own experiences. "I guess I was worried that asking for help would mean I wasn't good enough, but now I see that it's just a part of learning and working together."

"Exactly," Grandma said. "Remember, asking for help is a sign of strength and self-awareness. It shows that you know when you need support, and it helps you learn from others. And the more you practice asking for help, the easier it becomes."

With her friends' help, Betty was able to get the planet sizes just right. Harriet showed her how to draw the circles more neatly, and Ollie helped with the measurements. In no time, the planets were ready, and their solar system model started to take shape.

As they worked together, Betty realized that asking for help didn't make her less capable. In fact, it made her feel more connected to her friends and more confident in what she could achieve with their support.

At the end of the day, Betty smiled at their completed solar system. "I'm glad I asked for help," she said. "It made everything better, and I learned new ways to solve problems."

Grandma nodded proudly. "And remember, asking for help isn't just about getting the job done—it's about building stronger relationships and learning from each other. It's an important part of being part of a team."

From that day on, Betty and her friends made a point to ask for help when they needed it and to offer help when they saw someone struggling. They learned that by supporting each other, they could accomplish even more and grow together as a team.

And Betty knew that the next time she faced a challenge, she wouldn't hesitate to ask for help, knowing that it was just another part of her journey toward learning and growing.

## Post-Chapter Teacher Script

- **Teacher:** “Wow! Betty sure learned a lot about asking for help. It’s not just to get the job done, but it also helps build stronger relationships, and it’s an important part of working as a team.”

## Post-Chapter Questions

Ask these questions to help students reflect on the chapter and connect it to their own experiences:

- Why do you think Betty was afraid to ask for help?
- Have you ever felt stuck but didn’t want to ask for help? Why or why not?
- What are some polite ways to ask for help when you need it?
- How can asking for help make a project better?
- Do you think it’s better to ask for help right away or wait? Why?
- How can asking for help show that you are a good problem-solver?
- What did Betty learn about asking for help from her friends?
- How can you tell when someone else might need help?
- How does asking for help bring people closer together?
- What can you do to make sure your friends know it’s okay to ask you for help?

Do an Activity (20 minutes)

- Students will practice identifying times they may need help and practice asking for help.

**Please choose from the following 2 activities:**

### Activity 1: Help Wanted Role-play (15 minutes)

#### Introduce Activity

“Today, we’re going to practice something really important—**asking for help**. We all have times when we feel stuck, confused, or unsure of what to do next. And that’s okay! What matters is knowing how to speak up and ask for help in a polite and clear way.

Sometimes we might feel shy, embarrassed, or even frustrated when we need help, but asking is a strength, not a weakness. It shows that we want to learn, grow, and work together.

In this activity, you'll work in small groups. I'll give each group a card with a situation where someone might need help. Your group will act out the scenario and show how a person could ask for help in a kind and respectful way.

Let's get ready to practice using our voices to ask for support when we need it—and to remember, everyone needs help sometimes!”

### **Activity Instructions**

Divide the class into small groups and give each group a role-play scenario card.

Have the groups act out the scenario and practice asking for help in a polite and effective way.

Examples of Role-Play Scenarios:

- You're stuck on a math problem and don't know how to solve it.
- You can't reach a book on a high shelf and need assistance.
- You're having trouble organizing a group project and don't know where to start.
- You forgot how to do a task your teacher explained, and now you're confused.
- You're having trouble playing a new game and don't understand the rules.
- You're having trouble drawing a picture and want advice on how to improve.
- You're carrying something heavy and need help from a friend.
- You can't remember how to do something on the computer and need help.
- You're struggling with spelling a word and need assistance.
- You need help finding a solution to a disagreement with a friend.

“Great job today, everyone. You showed that asking for help can be respectful, clear, and confident. Remember, we all need help sometimes, and learning how to ask is a big part of being a good learner and a kind friend. The more we practice, the easier it becomes. Let's keep supporting each other and never be afraid to ask for help when we need it.”

### **Activity 2: Asking for Help Worksheet (15 minutes)**

“Sometimes we all need a little help—whether it's with schoolwork, solving a problem, or figuring out how to do something new. Today, we're going to think about one area where we might need help, and how we could ask for it in a respectful way. You'll fill out a short worksheet to practice saying what you need, how you'd ask, and who you would ask. This will help you feel more confident the next time you need support.”

## Activity Instructions

Students will complete a worksheet where they write down one area where they might need help, how they would ask for help, and who they would ask. This helps reinforce the idea of identifying when help is needed and how to ask for it.

- Hand out the worksheet to each student
- Provide time to complete the worksheet
- Review the worksheet with the class and ask students to share some of their responses.

Worksheet Prompts:

- One thing I need help with is...
- I would ask for help by saying...
- I would ask (name of person) to help me because...

## Review and Reflection Teacher Script



### 1. Gather in a Circle for Reflection:

- “Let’s all come back together in a circle.”

### 2. Closing

- “Today, we learned that asking for help is not a sign of weakness but a way to work together and grow. Betty learned that asking her friends for help made the project better and brought them closer together. Remember, we all need help sometimes, and it’s okay to ask. Can anyone share one thing they learned today about asking for help?”
- **Why do you think some people feel nervous about asking for help?**
  - What could we do to make it easier for others to ask?
- **How can asking for help make a team or group stronger?**
  - Can you think of a time when working together made something better?
- **What are some polite and respectful ways to ask someone for help?**
  - How do you think it feels to be asked for help?
- **Who are some people you trust to help you, and why do you feel comfortable asking them?**
  - What makes someone a good helper?

## Home Connection Letter

### 1. Sending Information Home:

- “Before you go, I have a letter for you to take home explaining what we learned today about asking for help.”
- Hand out the letters as the children prepare to leave.

## Parent Letter

### Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson.



Dear Parent(s)/Guardian(s),

Today in class, we read a story about Betty learning how to ask for help.

We discussed how asking for help is an important part of learning and problem-solving.

Your child learned that asking for help doesn't mean they aren't capable; it shows that they are taking steps to grow and work together with others.

We practiced how to ask for help respectfully and effectively.

Ask your child to share what they learned about asking for help and encourage them to practice this important skill at home.

Thank you for supporting your child's learning!

Best Regards,

You're stuck on a math problem and don't know how to solve it.

You can't reach a book on a high shelf and need assistance.

You're having trouble organizing a group project and don't know where to start.

You forgot how to do a task your teacher explained, and now you're confused.

You're having trouble playing a new game and don't understand the rules.

You're having trouble drawing a picture and want advice on how to improve.

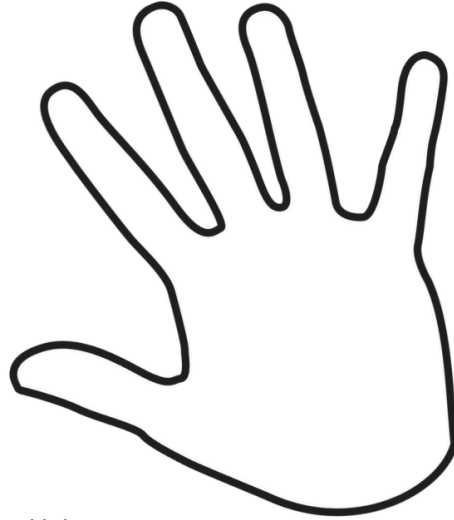
You're carrying something heavy and need help from a friend.

You can't remember how to do something on the computer and need help.

You're struggling with spelling a word and need assistance.

You need help finding a solution to a disagreement with a friend.

# ***Asking For Help***



1. One thing I need help with is:

---

---

2. I would ask for help by saying:

---

---

3. I would ask (name of person) to help me because:

---

---

4. Why is it important to ask for help when you need it?

---

---

5. How do you feel when you get the help you need?

---

---

6. What are some things you can say to thank someone for helping you?

---

---