Week 6: Asking for What You Need or Want

Early Learning

Day 1: Puppet Script

Materials: Girl and Boy puppets, paintbrush

Teacher: Last week you learned that repeating directions helps you remember them. Oh, I hear our friends. Let's listen! Girl puppet has a paintbrush in her hands and is pretending to paint a picture.


Boy: I can't find any either. Let's ask a teacher. Girl (hesitating): I don't know. I'm afraid to ask. Boy: Don't be scared. It's okay to ask. Teachers are here to help. Face the teacher and say in a strong, respectful voice, "Excuse me. Will you please help me find some green paint?"

Girl: I can try that. I face the teacher and ask in a strong, respectful voice. Let me say it to myself so I remember. Move Girl's head to show her self-talk.

Girl (looking at the teacher and speaking in a strong, respectful voice): I'm painting a tree. Boy helped me look, but we can't find any green paint. Will you please help me find some paint?

Teacher: (Girl), you asked for help in a respectful voice. That made it easy for me to know how to help you. I'll get green paint from the cupboard.

Ask children when they think they will need help from you today.

Day 2: Story and Discussion

Yesterday (Girl puppet) was painting and needed help finding green paint. (Boy) helped her but they still didn't find any. Then who did (Girl) ask for help? (The teacher.) (Girl) was scared, but (Boy) said to use a strong, respectful voice and face me. It worked! I understood what (Girl) needed and helped her find green paint.

Show the photo. Ask children what they see, what is happening, and how the child in the photo feels. Point out the story elements. This is Gloria. The teacher said it's time to get ready to go outside. Gloria got her coat. She put her arms in the sleeves. Yesterday she was able to zip up her coat by herself. Today she is trying to zip up the zipper. She tries and tries, but just can't get it to work. Gloria is stuck. She needs help with her coat zipper.

1. Think about who Gloria can ask for help. Give think-time. Call on a few children at random. (The teacher. A friend.)

2. What kind of voice should Gloria use when asking for help? (A strong, respectful voice.)

3. If you think Gloria should face the teacher when she asks for help, clap two times.

When you need to ask someone for help, look at the person and speak in a respectful voice.

Have each child turn to a neighbor and ask in a respectful voice, “Will you please help me?”

When you need help, be sure to ask in a respectful voice.

Day 3: Skill-Practice Activity 1

Please Pass Game (small group, Objective 1)

Materials: Beanbag and other small, soft toys

1. Have children sit in a circle. Describe the game. Let’s see how quickly we can pass the beanbag around the circle. Before your neighbor passes it to you, you say in a respectful voice, “Please pass the beanbag.” Then say “Thank you.”

2. Give your neighbor the beanbag and model the language using a respectful voice.


4. Play the game several times, changing the toys passed and the direction the toys travel. Add in more words. (Please pass me the fuzzy red ball. Please give me the blue teddy bear.)

Day 4: Skill-Practice Activity 2

Asking for Help (large group, Objective 1)

Materials: Boy puppet

1. Have children sit in a circle. Explain that they are going to practice asking for help. (Boy puppet) is going to show you how to ask for help using a strong, respectful voice.

2. Read the first scenario below and have Boy ask for help. Please, can you help me tiy my shoes?

3. Have all the children repeat what Boy said.

4. Repeat the process using the other scenarios.

5. After each scenario, reinforce the tone of voice: You were asking for help in a strong, respectful voice.

6. Make up some new scenarios and have individual children ask for help without a model.

Scenarios

• You need help tying your shoes.
• You need help putting on your coat.
• You need help finding a book.
• You need help opening a box.

Day 5

Read a book related to this week's theme. Go online to www.secondstep.org for recommended books, resources, and videos.

Send home this week's Home Link from the Teaching Materials Notebook.

Concept
To ask for what you need or want, face the person you are asking and use a respectful voice.

Key Words
Need, respectful

Objective
Children will be able to:

1. Demonstrate asking for what they need or want during skill practice activities

Why This Theme Matters
It is important for children to be able to ask for help when they need it. For many children, this requires speaking up in a strong, respectful way. Speaking up in this way (being assertive) also helps children get along with others.

Teaching Notes

• Encourage children to speak up in a strong, respectful way.

• Ask children when they think they will need help from you today.

• Remind children to ask for help when they need it.

• Have children THINK BACK to what they did when they needed help.

Using Skills Every Day

Have children THINK AHEAD to when they might need to ask for help and how they should ask.

Notice when children ask for help correctly, and REINFORCE their behavior with specific feedback. You faced me and asked for help in a strong, respectful voice. It is easy for me to understand what you wanted when you asked for help that way.

• Model asking for help.

• Remind children to ask for help when they need it.

Have children THINK BACK to what they did when they needed help.

Materials Notebook one or more times during the week. Play the Stop and Start game from the Teaching Materials Notebook. Photocopy it before you play.

Continue to play each day this week.

Go online to www.secondstep.org for Weekly Theme resources and videos.

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