

Unit 11: Lesson 4

Use All the Help You Can Get

PSYCHOLOGICAL COROLLARY: When a person seeks assistance, there are many sources he or she can turn to for help.

LESSON OBJECTIVE: Students will identify two sources of help for two different problems. For example, people who need counseling can go to the clergy or to therapists; people who need advice about health problems can go to local medical clinics or to family doctors.

SOCIAL BEHAVIORS

This lesson shows students that successful people:

- recognize what others have to offer
- obtain and use information
- ask questions
- try new strategies when best efforts fail
- are active—not passive

SOCIAL VOCABULARY

- crisis
- hotline

OTHER VOCABULARY

- animal shelter
- bulletin board
- pharmacist
- financial aid
- legal aid
- Better Business Bureau

SUGGESTED LESSON PLANS

INTRODUCTION

- Ask students to imagine that they have a \$100.00 winning lottery ticket but don't know how to claim their prize money. Have students brainstorm what they would do to claim their prize as soon as possible. Solutions might include the following:
 - ▶ Look up the lottery's number online.
 - ▶ Look for a phone number on the ticket.
 - ▶ Go to the place where you bought your ticket and ask how to claim the prize.
 - ▶ Call the local paper that announces the winners.
 - ▶ Call the local TV/radio station that announces the winners.
 - ▶ Ask the librarian at your local library for advice.
- Stress that there are many sources of help.
- Ask students if they would ever consider giving up trying to claim their prize money.
- Introduce vocabulary.

GROUP USE OF STUDENT WORKBOOK

(p. 122 in SOFT SKILLS)

- Ask students to complete each problem listed on the worksheet in this way:
 - ▶ Discuss the merits of each source of help.
 - ▶ Put a #1 by the source they would use first.
 - ▶ Fill in their ideas about sources of help in solving the problem.
 - ▶ Discuss responses.

- Discuss the value of all the choices. Stress that there is seldom only one source of help.
- Ask volunteers to share both their problems and their strategies for solving the problems they listed on the worksheet. Where would they get help? Where would they go first? Why?

REVIEW

- Ask students why it is important to realize that there are many sources of help for any problem. For example:
 - ▶ The problem will seem less overwhelming if we feel we have many choices.
 - ▶ We are less likely to give up on a problem when one source doesn't work out if we know there are others available.

HOMEWORK (OPTIONAL)

- Give students the following assignment:
Work on a problem you have by
 - ▶ defining the problem,
 - ▶ determining of all possible sources of help, and
 - ▶ making arrangements to get advice from the best source of help. Ask willing students to share results of their efforts.