

WHERE TO TURN/WHO CAN HELP??

Purpose: In this 2-lesson activity, students identify resource people from whom they can seek help for self and/or for friends. Students are encouraged to be self-advocates, i.e., learn not only where to get help, but also, the basics of asking for help, including, calling 9-1-1 for help in an emergency. This is an opportunity to review your self-referral process with students—where to get self-referral forms (e.g., your office and/or classroom) and where to submit their requests (e.g., a special locked mailbox or envelope in your office).

Note: *Decide how to approach your mandated reporter responsibilities (a child may mention being abused by another person in the course of exploring students' options for getting help). Even though you most likely have addressed confidentiality with the whole class in the past, it is suggested that you review/discuss the confidentiality guidelines prior to starting these lessons.*

In addition, keep in mind that a fine line surrounds this activity as it relates to family issues (e.g., universal family problems versus family-specific problems [sibling conflict v. alcohol abuse by a parent or sibling]). Keep a mental note of the problems identified; be alert to family-specific problems (e.g., drug abuse, abuse of a parent)...be prepared to intercede if family privacy might be at risk (e.g., make mental note of family problems mentioned but do not list them with others). Assure students that you are available to talk with them about any issues; remind them of your self-referral procedure.

Time: Two (2) 30-45 minute Lessons **Group Size:** Whole Class **Grade Level:** 2-3

Lesson 1: Where To Turn/Who Can Help? Students learn the importance of ASKING for help (for self and/or others); identify problems/situations in which students might need help and create a resource list of names and contact information for people who can help.

Materials: A big “HELP!!!” sign; [Where to Turn](#) Student Thinking Paper; Your school’s self-referral form (optional), a list of common problems students in your school might have (see ASSESSMENT Step in Procedures);

Lesson 2: Calling 9-1-1 Students learn the difference between a “problem” and an “EMERGENCY”; when and how to call 9-1-1; practice making 9-1-1 calls and are provided a 9-1-1 checklist to keep by their home phones.

Materials: A big red piece of paper with “EMERGENCY” written on it. Teletrainer (phones used to teach students how to use the telephone—may be available through phone company if district does not have one) OR discarded phones; [PSC Resources: Teaching Students To Call 9-1-1](#) and [Emergency Situations](#); [Student Resources: Using 9-1-1 To Get Help ...](#) and [Calling 9-1-1: A Checklist](#).

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Personal And Social Development (PS)

Big Idea: PS 3 Applying Personal Safety Skills and Coping Strategies

Concepts: PS.3.A. Safe & Healthy Choices
PS.3.B. Personal Safety of Self & Others
PS.3.C. Coping skills

American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain

Standard C: Students understand safety and survival skills.

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

Kdg	PS 3.C	Unit: Life Changing Events  
Kdg	PS 3.A/Ps.3.B	Unit: What Are Safe And Healthy Life Choices?  
2 nd Grade	PS 3.A/PS.3.B	Unit: What Are Safe And Healthy Choices, And How Do I Keep Myself Safe?  
3 rd Grade	PS 3.C	Unit: How Does One Cope With Life-Changing Events?  

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
Communication Arts	
Mathematics	
Social Studies	
Science	
X Health/Physical Education	HPE2: principles/practices of physical/mental health HPE5: ... reduce risk factors/avoid high risk behaviors
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting	X	Staying calm in emergency

Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:

<p>LESSON 1: Students complete the “Where to Turn? Who Can Help” Student Thinking Paper. During “Who Can Help?” game, students will indicate to whom they would turn for help in response to specific situations.</p> <p>LESSON 2: During a simulation of calling 9-1-1 in emergency situations, student callers use their <i>Calling 9-1-1: A Checklist</i> as a guide and provide the dispatcher with clearly stated, thorough and accurate information.</p>
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Lesson Preparation/Motivation

<p><i>Essential Questions:</i> What kinds of problems do people have? Where and how do people get help for problems? Who can help you if you have a problem? Is it OK to ask for help?</p> <p><i>Engagement (Hook):</i> See individual lessons</p>
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Procedures

<i>Professional School Counselor Procedures</i>	<i>Student Involvement</i>
<p>LESSON ONE: WHERE TO TURN/WHO CAN HELP?</p> <p>Materials: A big “HELP!!!” sign; Where to Turn Student Thinking Paper; Your school’s self-referral form (optional), a list of common problems students in your school might have (see Assessment)</p> <p><i>Throughout this lesson, systematically observe students as they participate in discussions, complete thinking papers and work with partners. Make note of students who have difficulty completing the thinking papers. Consider whether difficulty is a challenge of “will”</i></p>	<p>LESSON ONE: WHERE TO TURN/WHO CAN HELP?</p> <p>Students: During these lessons, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p>

Professional School Counselor Procedures	Student Involvement
<p>(e.g., attitude) and/or “skill” (e.g., lack of oral/written communication skill) OR if the challenge is indicative of a lack of self-confidence.</p> <p><i>Hook:</i> Enter the classroom waving your big “HELP!!!” sign. “Does anybody know where I can get HELP???!?” Wait for response; if no response, ask again...when you get a response, say, “I don’t want that kind of help!”</p> <ol style="list-style-type: none"> Use students’ response/non-response to your plea for “HELP” to lead into lesson...emphasize: <ul style="list-style-type: none"> The importance of letting someone know you have a problem—people don’t carry a big “HELP” sign letting us know when there is a problem. The importance of identifying the problem AS WELL AS knowing where to get help. Ask students whom they would ask for help if they break an arm, don’t understand a math assignment, or if something is stolen from them. Ask students to define “problem”: <i>FYI: “(A) situation, matter or person that presents perplexity or difficulty.” (kids.yahoo.com/reference/dictionary)</i> <p>Explain that everyone has problems—some are BIG problems, some are little problems; some are in-school problems, some are out-of-school problems.</p> <ol style="list-style-type: none"> Ask students to help you make a list of problems students their age might have. Emphasize that these might be problems in school or out of school. List the problems on the board; ask for a volunteer to write the problems on small pieces of paper as you write problem on board (fold/cut a piece of notebook paper into 8 sections). Collect “problems” from volunteer; place in “hat” for drawing in Assessment: Content. When a friend has a problem: explain that they, (themselves) may not have a problem but they probably know someone who has problem and does not know where to turn for help. Ask students what they would do if a friend (or family member) had a problem. Write their responses on the board. Distribute the <i>Where to Turn</i> Student Thinking Paper. Talk with students about the kinds of problems the people listed at the top can help solve. Brainstorm other sources of help. Complete the Student Thinking Paper together—writing names of people within school community and how to contact them. 	<p><i>Hook:</i> Volunteer: tell school counselor where he or she can get help.</p> <ol style="list-style-type: none"> Listen and think about school counselor’s comments about seeking help. What do you think when he or she says “I don’t want that kind of help”? Respond to each situation with at least one possible source for help. Volunteer to define the word “problem”. You or a classmate volunteer to write the problems as school counselor writes them on board. All (or as many as time allows) contribute a problem. Volunteer to tell what you would do to get help for a friend (or family member). Contribute to conversation about the help people listed at the top of the page can give you and your friends. Complete Student Thinking Paper together.

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<p>ASSESSMENT: Content: Use <i>Where to Turn</i> thinking paper for game “Who Can Help?” Group students in pairs; explain the procedures/rules:</p> <ul style="list-style-type: none"> • Draw a problem from the “hat” (see Step 4); • Read the problem; • First pair to identify the person who can help shouts (inside shouts) “Help is on the way!” • Pairs identify to whom they would turn for help. • Validate response—invite other pairs to contribute their responses. • Validate thinking of all students. <p>Throughout game, monitor students’ responses to make sure all students are able to identify helpers.</p> <p>Stop game at end of pre-specified time period or when all problems have been “referred” to appropriate source of help.</p> <p>Who’s the winner? Everyone when everyone knows where to get help and/or how to ask for help.</p> <p>Discuss responses; invite questions and/or comments from students.</p> <p>ASSESSMENT: Personalization of Content: Using Soft-Toss process (use a rolled-up sock or other soft, tossable object). Begin by saying something like “For me, asking for help is... (<i>sometimes difficult because I am afraid people will think I am helpless</i>). Grace, I invite you to complete the sentence “For me, asking someone for help is...” toss object to Grace; Grace completes sentence and invites another student to complete the sentence; continue Soft-Toss until everyone contributes (or time runs out).</p> <p>Remind students about “Pass with Responsibility” option: Passing is “OK”—must take responsibility for saying something like “I pass today”—goal is to hear every student’s voice and (ultimately) for EVERY student to contribute/say something—no excuses, everyone’s idea is important!</p> <p>CLOSURE: (Optional: Give each student a “Self-Referral” form and review procedures for self-referral and how to make an appointment to talk with you.)</p> <p>Remind students that every person in the school wants to help them; there are options when they need help or advice or just want to talk about something.</p>	<p>ASSESSMENT: Content: Participate in “Who Can Help?” game with partner. Think about the responses of other pairs; how do their responses fit with what you might do?</p> <p>Listen and contribute to discussion with intentionality—the intention to learn more about asking for help from the right person.</p> <p>ASSESSMENT: Personalization of Content: Participate in Soft-Toss; listen and think about other students’ responses. Do you ever have those same thoughts?</p> <p>Remember: “Pass with Responsibility” option: Passing is “OK”—you must take responsibility for saying something like “I pass today</p> <p>CLOSURE: (Optional: if school counselor hands out a “Self-Referral” form, listen to texplanation about how you can make an appointment to talk with him or her. Put self-referral form where you can find it when you need it.</p> <p>Think about the first person with whom you will talk when a problem/dilemma/challenge comes into your life.</p>

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<p>Tell students that in the next lesson, they will learn to tell the difference between getting help for problem and getting help in a REAL EMERGENCY.</p> <p>Encourage students to take their Student Thinking Papers home and talk with their at-home-adult(s) about people who are ready to help at school.</p> <p>LESSON TWO: CALLING 9-1-1</p> <p>Materials: Prior to this lesson, cut apart the situations on the Emergency Situations PSC Resource. A big red piece of paper with EMERGENCY written on it. Teletrainer OR discarded phones; PSC Resources: Teaching Students To Call 9-1-1; Student Resources: Using 9-1-1 To Get Help & Calling 9-1-1: Checklist.</p> <p><i>Throughout this lesson, systematically observe students' confidence in seeking help. Assess their potential for setting aside panic and, either getting help from an adult OR calling 9-1-1.</i></p> <p>Hook: Enter the classroom waving your big red “EMERGENCY” sign. “There’s a fire in my kitchen! I need help NOW! What shall I do????!!!”</p> <ol style="list-style-type: none"> 1. Introduce “9-1-1” (depending upon the age of your students, they may or may not know what 9-1-1 is and how it is used in emergencies). Let the students be your guide in re: how much pre-information to provide about 9-1-1. Emphasize the difference between the problems discussed in Lesson 1 and EMERGENCIES that require a 9-1-1 call. (Explain consequences of making a false 9-1-1 call.) 2. Review procedure for calling 9-1-1(see Professional School Counselor’s [PSC] Resource: <i>Teaching Students to Call 9-1-1</i> and Student Resources <i>Using 9-1-1 To Get Help In An Emergency</i> and <i>Calling 9-1-1: A Checklist</i>). Ask volunteers to demonstrate making a call with you serving as dispatcher. Provide feedback. 3. Role-Play: Calling 9-1-1. The maturity level of your students will determine whether role-plays can take place “all-at-once” or one pair at-a-time in front of class. Adjust procedure to fit time and students. <p>Group students in pairs; distribute two (2) emergency situations to each pair (see Lesson 2 PSC Resource <i>Emergency Situations</i>). Instruct students to decide who will be first caller and dispatcher. Encourage dispatcher to ask questions and give instructions to caller. Verify that students are able to read their situations and tell them to use their checklists to make</p>	<p>Put completed thinking papers in “take-home” folders/backpacks. Talk with your at-home-adult(s) about the thinking paper.</p> <p>LESSON TWO: CALLING 9-1-1</p> <p>Students: A Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. Remember to use complete sentences and conventions of standard English in speaking and writing.</p> <p>Hook: If you know about “9-1-1”, shout (inside shouts) “CALL 9-1-1”</p> <ol style="list-style-type: none"> 1. Students volunteer to explain what they know about 9-1-1 and how to call 9-1-1 in an emergency when no one else is around. 2. Answer and ask questions about calling 9-1-1 Volunteer to demonstrate making a 9-1-1 call for help. 3. Using tele-trainers or discarded telephones, students work in pairs & practice calling 9-1-1 to request help in the emergency they are given (use checklist to make sure caller gives accurate information to dispatcher) Take turns being caller and dispatcher.

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<p>sure they provide accurate information during their role play calls to 9-1-1..</p> <p>ASSESSMENT: Content: Observe students’ ease and accuracy of information when talking with the dispatcher. Use the checklist as a rubric for assessing students’ ability to effectively place a 9-1-1 call.</p> <p>Review Lessons 1 and 2. Ask volunteers to identify what they remember about the difference between problem situations and emergency situations and how to respond to each kind of situation.</p> <p>ASSESSMENT: Personalization of Content: Ask students how they feel when they ask for help.</p> <ul style="list-style-type: none"> • Is it hard or easy to ask adults (other than parents or guardians) for help when you need it? • What makes asking for help hard? Easy? • Who has been too scared to ask for help? What did you do? <p>Stress: all people need help at some point and that it is OK to ask for help.</p> <p>CLOSURE: Invite students to tell what else they would like to know about getting help in problem and emergency situations. Make a list of “Want-to-Learns; use information to plan future lessons</p>	<p>ASSESSMENT: Content: When you are the caller during the simulation of emergency situations and calling 9-1-1, use your <i>Calling 9-1-1: A Checklist</i> as a guide; provide the dispatcher with clearly stated, thorough and accurate information.</p> <p>Volunteer to provide examples of your learning.</p> <p>ASSESSMENT: Personalization of Content: Participate in conversation about asking for help. Volunteer responses to the school counselor’s questions. Encourage peers who are hesitant to volunteer, to risk telling one of their thoughts.</p> <p>CLOSURE: Tell what you would like to know/need to know about getting help in problem AND emergency situations.</p>

Follow-Up Activities

Provide the classroom teacher with a copy of the materials used in this lesson. Give him or her a copy of a completed *Where to Turn? Who Can Help* thinking paper; ask him or her to post this thinking paper for students to reference when needed. In addition, provide classroom teacher with self-referral forms for students. Ask the teacher to place the forms in an easily accessible place for students and to remind students to put the self-referral forms in your special mailbox.

Summarize your systematic observations and the list of students’ “Want-to-Learns”

Observations: Identify students who appeared to have difficulty completing the thinking papers about seeking help. Identify those who had difficulty with any aspect of the lesson, for example, students who were hesitant to express ideas during whole class conversations and/or with partners, appeared to lack confidence in their own thoughts, consistently attempted to take over class discussions and/or partner collaboration, repeatedly engaged in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity.

Students’ Want-to-Learns: Based on students’ statements of what else they would like to know/need to know (Closure), plan appropriate follow-up, e.g., additional classroom guidance lessons on specific topics or classroom teacher-conducted lessons.

Consult with classroom teacher about your systematic observations: Identify students who had difficulty with any aspect of the lesson. Discuss whether a student’s difficulty is a challenge of “will” (e.g., attitude) and/or “skill” (e.g., lack of oral/written communication skill) OR if the challenge is indicative of a lack of self-confidence/fear of asking for help. Does the classroom teacher observe the same types of behaviors?

Collaborate with classroom teacher if/when intervention is indicated for individual students. Interventions might include (and are not limited to) additional classroom guidance activities about seeking help or Responsive Services involvement (e.g., individual/group counseling or parental involvement).

Name: _____ Date: _____

WHERE TO TURN? WHO CAN HELP?

Examples of people who can help you:

Parent or another family member

Friend

Teacher

Professional School Counselor

Nurse

Religious Leader (e.g., religion teacher)

Community Youth Services

Other???

DO NOT KNOW OR CAN'T DECIDE WHERE TO TURN?? SEE YOUR PROFESSIONAL SCHOOL COUNSELOR—HE OR SHE WILL HELP FIND THE BEST HELPER FOR YOU!

Directions: List the names of people you can/will go to for help and how to contact them

PERSON WHO CAN HELP MY FRIENDS & ME	CONTACT INFORMATION
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

TEACHING STUDENTS TO CALL 9-1-1

(This page may be modified for use as a Parent Handout)

Teach students when to call 9-1-1. Use basic concepts such as when an adult can't wake up, any fire that happens without an adult around, or an intruder in the home. Students may know the number, but they may get confused about **when** to call—when one is 5, everything seems like an emergency. Older students may intuitively understand when there is an emergency, even though they can't explain it. Encourage students to trust their "gut" feelings, and if in doubt, tell them to call.

PROBLEMS VS. EMERGENCIES

Teach students the difference between a problem and an emergency. **A problem** is something that they need help with, but the situation does not require emergency services. **An emergency** is a situation that requires immediate assistance from the police or fire department, or requires immediate medical assistance through paramedics or EMTs.

Problems

When students experience a problem, they should decide whether to call an adult family member immediately, call a neighbor, or whether the problem can wait until an adult gets home. For example, parents would probably want a child to call them if the child:

- Feels scared
- Has trouble getting into the house
- Gets home and finds that the electricity is off

Emergencies

If the situation is an emergency, call 9-1-1 immediately. The following situations would require an immediate call to 9-1-1:

- A fire
- Evidence of a break-in
- A medical emergency, such as someone being unresponsive or bleeding profusely

PLACING A 9-1-1 CALL

1. Teach students to call from a house phone -- not a cell phone. When the 9-1-1 call is made from a house phone and in case the individual "freezes", he or she doesn't HAVE to say anything else to get help. Of course, the more detailed the information, the better/faster the response.
2. If the individual must use a cell phone, teach him or her to tell the dispatcher the town, state the address of the locations from which they are calling.
3. Teach students not to hang up until told to do so. In most cases, 9-1-1 dispatchers will keep children on the line until responders arrive. This is helpful to children because they want to know someone is on the line if they need help and/or reassurance.
4. Children have a tendency to mumble when they're nervous. Stress the importance of being heard **and** understood; recording equipment and computers make it difficult to hear at some 9-1-1 centers.
5. Make sure students can say their first and last names to the dispatcher. He or she will use the child's name repeatedly.
6. Emphasize to students that they **MUST** carefully listen to the dispatcher's questions and ask the dispatcher to repeat the question if necessary.
7. Teach students to feel comfortable saying "I don't know". Stress the importance of **not** making anything up. Children may see the dispatcher's questions as a sort of quiz, and think they let someone down if they don't know an answer. It's much better for them to say "I don't know" or "I'm not sure" if they do not know an answer.
8. At home **AND** at school, provide frequent opportunities to practice calling 9-1-1. Using a teletrainer or unplugged phone, student dials 9-1-1; an adult acts as dispatcher. The dispatcher asks questions about the pretend incident. Students will use their checklists (Student Handout *Calling 9-1-1*).

EMERGENCY SITUATIONS

Make enough copies of this page for each pair to have 2 emergency situations; Cut apart prior to class

(NOTE: The maturity level of students will determine the appropriateness of these scenarios. You may want to create less emotional scenarios for younger students)

Home Alone!

Suddenly the smoke alarm goes off and you smell smoke but don't know the source.

You see 2 automobiles crash in front of your house. No one is moving in either car.

When you get home from school, you go to your grandmother's room to tell her you are home; when you say "I'm home!" she doesn't answer you.

You are in your house and you notice a strange car driving through your neighborhood several times. Pretty soon the car stops and the driver tries to get your friend to get into the car. You see your friend run away.

Home Alone!

It's raining cats and dogs outside and the wind is blowing. All of a sudden you hear: CRRRAAAASSSSHHHH!!! Rain starts pouring into your house.

You get home from school and the garage door is open. You think you see someone moving inside your house. No cars are in the garage and your parents are supposed to be at work.

You are taking care of your little sister while your mother goes to the store. Your sister is climbing on a chair, falls and hits her head. There is blood all over and you can see a gash on her head.

When you get home from school you decide to cook some bacon—it catches on fire!

You get home from school and get ready to watch television. Your tv set is gone and you know it was there that morning and there is no reason it should not be there now—then you notice the sliding glass door is open.

Home Alone!

You are climbing the big maple tree in your front yard. OOPS...you lose your balance and fall to the ground. Your leg hurts; you cannot stand up. Luckily, your cell phone is in your pocket.

USING 9-1-1 TO GET HELP IN AN EMERGENCY

Take this page home—talk about the information with your at-home-adult(s)

IS IT A PROBLEM OR AN EMERGENCY?

- A problem is something with which you need help but it does not require IMMEDIATE assistance.
- An emergency is a situation that REQUIRES A 9-1-1 CALL for IMMEDIATE assistance from the police or fire department, or medical assistance through paramedics or Emergency Medical Technicians.

Problems

When you experience a problem, decide whether to call a parent immediately, call a neighbor, or whether the problem can wait until an adult gets home. For example, (unless your parent instructs you otherwise) call a parent if you:

- Feel scared
- Have trouble getting into the house
- Get home and the electricity is off

Emergencies

The following issues require an immediate call to 9-1-1:

- A fire
- Evidence of a break-in
- A medical emergency, such as someone being unresponsive or bleeding a lot.

HOW TO CALL 9-1-1

1. **Call from a house phone** (land line) –rather than a cell phone. Calling from a house phone/land line lets the dispatcher know where you are in case you don't remember what to say. If you **MUST** use a cell phone, tell the dispatcher the town, state and location from which you are calling.
2. **Provide as much information about the incident and your location as possible** to the dispatcher so he or she can contact the appropriate helpers.
3. **Speak clearly**—if you mumble, it will take longer for the dispatcher to know what kind of help you need.
4. **Say your first AND last names, your address and type of emergency clearly for the dispatcher**
5. **Listen** to the dispatcher's questions carefully; **ask** the dispatcher to repeat if you did not hear or understand the question.
6. If you do not know the answer to a question, **say "I don't know"**. NEVER make something up just to answer a question!!!
7. **Stay on the line** unless the dispatcher says it is ok to hang up. He or she will probably want you to stay on the line until help arrives.
8. **Practice with an adult at home**--on an unplugged phone and use a pretend situation. Dial 9-1-1 and the adult will be the dispatcher and will ask you questions about the pretend incident.

CALLING 9-1-1: A CHECKLIST

(Fill in the basic information; keep a copy of checklist beside all the phones at home)

_____ 1. **Call 9-1-1** from a house phone (land line) if available.

_____ 2. **Clearly state:**

- Your city and state if you have to use a cell phone:

City _____ State _____

- Your First Name _____ Last Name _____

- House Number _____ Street Name _____

- or location of emergency if you are not at home*

- Type of Emergency, e.g., fire, medical emergency

_____ 3. **Listen**

- Answer question if you know the answer.

- Ask dispatcher to repeat question if you do not understand.

- Say "I don't know" if you do not know the answer to a question.

_____ 4. **Stay on the line** until help arrives or dispatcher tells you to hang up.

_____ 5. **Stay calm** and **be proud that you are helping the** dispatcher get the very best help for the emergency!

Other important information to know (make the list with your family at home):
