

Resources & Review, Day 1: Resources

Special Education: Secondary, Lesson #27

Student Learning Objectives:

To be able to...

1. Model appropriate question asking
2. Identify 3 community resources
3. Identify 2 personal resources

Materials Needed:

Transparency - four step approach to question asking
One copy of Community Resource Handout for each student
One copy of the worksheet for each student
3 copies - small group worksheet

Agenda:

1. Question asking - rule review and discussion
2. How to ask a question - a four step approach
3. Practicing asking questions
4. Identification of community resources
5. Identification of personal resources
6. Deciding who to ask - worksheet
7. Optional additional activities

**“Give a man a fish - feed him for a day.
Teach him to fish - feed him for the rest of his life!”**

It's one thing to provide your students with factual information in a class setting. It's quite another to prepare your students for handling ongoing issues relating to their emerging sexuality.

As their teacher, you will not always be available to your students as an “askable” support person. They must develop other options. The goal of the lesson is for each student to develop a personal strategy for getting information or help if they need it.

Activities:

**Role-play being lost.
Use lots of nonverbal
communication to
express questions,
concern, puzzlement,
“lost” feeling.**

1. Question Asking - rule review and discussion

- A. Ask the class how they feel when they're lost. Explain that
*“People sometimes feel the same way when they have a problem and don't know how to get help.
This lesson is about finding help when you or a friend has a problem.”*
- B. Remind the class of the ground rules you developed in the very first lesson.
One of the rules was *“All questions are OK questions”*
Review this concept and be sure that your students understand that this means that if they want to find out something, they should ask a question.
They will not be laughed at or “put down” for not knowing, or for asking the question.

2. How to ask a question - a four step approach

- A. Tell students that in order to get answers to the questions we have, it helps to ask questions effectively.
Project the four step transparency. Tell students:
“The following four steps will help you get good answers to your questions.”
FIRST. Figure out what you want to know. What is your question?
SECOND. Ask your question assertively. Speak clearly so that others can hear.
THIRD. Listen carefully to the answer
FOURTH. Paraphrase the answer. Be sure you understand.
- B. Remember back with your students to questions which have come up in previous lessons.
Write one or two simple questions on the board.
Some possibilities might be:
- *“What is body language?”*
 - *“When does puberty happen?”*
 - *“Where could I go on a date?”*
 - *“How do I tell somebody I like them?”*

**Role-play asking a
question**

Use relevant, simple questions that have immediate significance for some students – e.g. Where’s the bathroom? When is lunch?

- C. Model re-asking the questions using effective question asking behavior.

3. Practicing asking questions

- A. Pass out the sample question cards worksheet to each student.
- B. One at a time, have students raise their hands and ask their question using the four steps.
Either a member of the class or the teacher or teaching assistants can volunteer to answer the question.
The teacher facilitates and fields questions, directing some to be answered by others.

4. Identification of community resources

- A. Define the word “Resource.”
Tell students that a resource is
“a person, place or thing that you go to when you need help or answers to questions.”
Give examples:
- When you want to make a cake, the recipe is a resource.
 - When you want to know what movie is on TV, the TV guide listing is a resource.
 - When you want to know what the temperature is outside, you look at a thermometer - a resource.
 - When you want to know if you have an infection, you go see a doctor or nurse - a resource.
 - When you don’t know the answer to a question in school, you look it up in your textbook, or ask someone in your class. The textbook or the person you ask are resources.
- B. Discuss with students that there are many community resources (people or places in the community) available to help with answers.
- C. Divide the class into 3 small groups and hand out one ***Deciding Who to Ask Small Group Worksheet*** per group. Have a teaching assistant facilitate where necessary.
Give each group a copy of the phone book - either yellow or white pages or both.
Have students write down the names and phone numbers of at least three agencies or organizations they could call to get an answer to the questions on the worksheet.
Encourage them to include a resource for:
- a resource in case of abuse or exploitation and
 - a resource for questions about STDs and AIDS
 - a resource for questions about birth control
 - sexual health information

Use brochures from the most useful agencies, preferably with pictures of the buildings on them.

Or take “Polaroid” pictures of the buildings.

“Who will help me?” Refer back to the personal relationships posters and have students point to someone who would help them.

Revise the questions to fit situations your students might be most likely to face

5. Identification of personal resources

- A. Discuss that there are also personal resource people - people who care about you and might know the answer to a question you have.
- B. Ask students to help you brainstorm ideas for who you could ask if you had a question.
Write their ideas on the board.
Your list might include:
 - teacher or teaching assistant
 - parent
 - counselor
 - friend
 - clergy
 - aunt or uncle
 - trusted adult
 - librarian
 - one of the people from an agency
 - If your area has **2-1-1** services (38 states do, as of this printing, at least in some parts of the state), make sure your students know about it. **2-1-1** is an easy to remember telephone number that, where available, connects people with important community services - from finding an after-school program to food banks and drug/alcohol intervention and sexually transmitted disease clinics.

6. Deciding who to ask - worksheet

- A. Hand out the worksheet.
Read the situations aloud and have students discuss possible resources.
Emphasize that there are no wrong answers.
- B. Have students write on the bottom of the worksheet two people they could talk to privately about concerns or problems they might have.

7. Optional Additional Activities


- A. Invite a panel to come to your class. People representing various agencies can speak briefly about the services their organization provides and answer questions from your students.
- B. Collect brochures and business cards (preferably one for each student, but if you only have one copy of each, then create an accessible resource pamphlet file), distribute them and discuss the services provided.

Dear Trusted Adult,

In class we talked about community and personal resources for future questions. Students practiced question-asking skills, and identified three community agencies and two personal resources they could contact with questions, concerns or problems.

You can support the learning in today's lesson by:

- Modeling appropriate question asking and using community and personal resources. Point out to your child that you don't have to have all the answers; you just have to know where to go to find them!
- Look up numbers and discuss resources to fill out the following form. Then cut it out and post it by the telephone.



Emergency Numbers

Ambulance _____

Fire _____

Police _____

Poison Control _____

Doctor _____

Doctor _____

Doctor _____

Clinic _____

Hospital _____

Close Neighbor _____

Trusted Adult _____

Home Address _____

Home Phone _____

If you have any questions or comments, please call me.

Sincerely,

Teacher, Principal or Nurse

NOTE: All Trusted Adult Exercises are Optional.

How to Ask a Question: a four step approach

- 1. Figure out what you want to know.
What is your question?**

- 2. Ask your question assertively.
Speak clearly so that others can hear.**

- 3. Listen carefully to the answer.**

- 4. Paraphrase the answer. Be sure you understand.**

Deciding Who to Ask: Small Group Worksheet

Write down one resource from the phone book and the phone number for that resource:

1. **Your sister thinks she might be pregnant. Where could you suggest she turn for help?**

Answer:

Their Phone: _____

2. **Your friend comes to school with bruises and welts on his back. He says his Dad got mad at him. Where could you turn for help?**

Answer:

Their Phone: _____

3. **You need information about STDs for a report at school. Where could you turn for help?**

Answer:

Their Phone: _____

4. **Your friends have all started puberty and you haven't. You're pretty sure there's nothing wrong but you can't help worrying. Where could you turn for help?**

Answer:

Their Phone: _____

Personal Questions Worksheet

| | |
|---|---|
| <p>Your friend says he might have an STD, but he doesn't know how to find out. Where could you suggest he turn for help?</p> | <p>Ever since your parent's divorce, you've been sad and not very interested in yourself or school. Where could you turn for help?</p> |
| <p>You are invited to a party where you think there might be a lot of older kids and no parents. You don't want your friends to think you're a baby, but you're confused about the decision. Where could you turn for help?</p> | <p>You and your little brother and sister have a new baby-sitter. He is 18. Yesterday and today he came into your room without knocking while you were changing your clothes. The first time you thought it was just a mistake. Now you're not sure. Where could you turn for help?</p> |
| <p>You heard a word you didn't understand. Your friend thinks it has to do with checkups and cancer. You wonder what it means. Where could you turn for help?</p> | <p>You have been feeling very tired lately and you need a physical checkup. Where could you turn for help?</p> |

If I have a question, two people I could ask are:

1. _____
2. _____