

LESSON PLAN <i>Don't Get Left Behind</i> Date:	
(30-45 Minute Lesson for grades 9-12)	
<p>NY State ELA Anchor Standard for Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>What Students Should Be Able To Do, Know, Understand, Accomplish At End of Lesson/Goals:</p> <ul style="list-style-type: none"> <li>Define 5 relevant vocabulary words (e.g. connection, identity, self-reliance, independence, confidentiality)</li> <li>Consider the question: Are You Comfortable Asking For Help?</li> </ul>	
<p>Teacher Prep:</p> <ul style="list-style-type: none"> <li>Read "<a href="#">Asking for Help: Getting Past Obstacles</a>"</li> <li>Watch Video: <a href="#">Don't Get Left Behind</a></li> <li>Presentation should include 5 related vocabulary words/key words</li> </ul>	
<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>Access to <a href="#">Don't Get Left Behind</a> video on Vimeo.com</li> <li>Access to "<a href="#">Asking for Help: Getting Past Obstacles</a>"</li> <li>This Lesson Planning Sheet</li> </ul>	
<p><b>Opening:</b></p> <ul style="list-style-type: none"> <li>Introduce Jonathan Hesney and read his commentary               <ul style="list-style-type: none"> <li><a href="https://www.my-robin.com/our-coaches/jonathan-hesney/">https://www.my-robin.com/our-coaches/jonathan-hesney/</a></li> <li>"Challenge is something that we all encounter, and when that happens, we have to be able to seek out the things and the people that can help us through these challenging moments." - Coach Jonathan</li> </ul> </li> <li>Watch <a href="#">Don't Get Left Behind</a> together as class               <ul style="list-style-type: none"> <li><a href="https://vimeo.com/543829420">https://vimeo.com/543829420</a> (3 minutes)</li> </ul> </li> </ul>	<p><b>Time:</b> 5 min.</p>
<p><b>Reading Prompt:</b></p> <ul style="list-style-type: none"> <li>"<a href="#">Asking for Help: Getting Past Obstacles</a>"</li> </ul>	<p>5-10 min.</p>
<p><b>Writing Prompt:</b></p> <p>Ask students to write a few paragraphs on the following prompts. Assure them that this will not be turned in: it's just for them.</p> <ul style="list-style-type: none"> <li>List at least 5 things you've needed help with in your life.</li> <li>Did you ask for help? What was the outcome?</li> <li>Could you have handled things differently? Imagine some alternative outcomes.</li> </ul>	<p>5-10 min.</p>

# Robin

<p><b><u>Roleplay Activity: Asking for Help</u></b></p> <ul style="list-style-type: none"><li>• Have students say out loud "I need help" 5 times together as a group.</li><li>• Have all students write an email to someone who can help them (it doesn't have to be sent, but it certainly can!) Include an introduction, the phrase "can you help me _____", and thanks.</li><li>• Break students into pairs to play the "help me" game: each pair of students should be given a list of goals and then roleplay a conversation where one student asks the other for help achieving a goal. Partners should respond appropriately to either help or lead their partner in the right direction. After 10 minutes, come back together as a group to discuss.<ul style="list-style-type: none"><li>○ Example goals: memorize important court cases in US History</li><li>○ Practice using the quadratic formula</li><li>○ Manage my time</li><li>○ Write a professional email</li><li>○ Anything your partner can do that you can't</li></ul></li></ul>	10-15 min.
<p><b><u>Closing/Exit Ticket:</u></b></p> <ul style="list-style-type: none"><li>• Ask students to say or write down how this activity made them feel. What did they notice about themselves?</li></ul>	5 min.