

CBA Middle and High School Core Curriculum Activity

Send for Help

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Target Population(s)	Middle and high school students	Grade(s)	6–12
Length of Session	Length and number of sessions determined by counselor/teacher	# Sessions	Varies

CBA Competency Statements

Competency Statements (As a result of participating in this activity, students will:)	Opportunities We Provide Students to Learn What is Expected of Them	Assessments Used with Each Competency Statement
Identify and invite experts to help expand their knowledge and develop their skills.	Complete a written response (worksheet with guiding questions) on documenting the steps.	Student Worksheet
Effectively communicate to experts their problems and the kind of assistance they need.	Complete a written response (worksheet with guiding questions) on documenting the steps.	Student Worksheet
Demonstrate what they learn from experts to improve their own learning.	Describe how they applied what they learned in their school work and/or personal lives (e.g., oral report, essay).	Criteria Checklist/Rubric

CBA School Counseling Student Standards Addressed

The CBA student standards are provided in Section 1, “Introduction,” of this document.

Construct(s)	Sub-Construct(s)	School Counseling Contexts
Relationships	Help-Seeking	Personal Growth Social Interaction

Motivation			Self-Direction			Self-Knowledge			Relationships		
M1	M2	M3	SD1	SD2	SD3	SK1	SK2	SK3	R1	R2	R3

Supporting Research

Enter research that supports the benefits of this type of activity to student learning and achievement. Include at least one idea that caught your attention and you feel will make a difference in the way you approach and deliver this activity.

- “The Influence of Noncognitive Domains on Academic Achievement in K–12.” November 2009, Jihyun Lee and Valerie J. Shute. Source: <http://files.eric.ed.gov/fulltext/ED507799.pdf>.
- Thought from this source to consider: “Students are more likely to seek help when they are metacognitively aware regarding a given task (i.e., they know what they know and what they can and cannot do).”

Preparations

Complete the following preparations prior to introducing the activity to students:

- Collaborate with a content area teacher to deliver this activity, having students identify something in the content area that they, as a class, are having trouble learning.
- Contact invited experts in advance to let them know the invitation is coming, what is expected of them and how they can best help your students. Recommend that they describe and/or demonstrate what they do (e.g., steps involved in successfully doing their job, special techniques they use, examples of how they achieve excellence). Ask them to include hands-on opportunities for students and provide them with feedback on their performance.
- Develop a list of key concepts and vocabulary, with definitions, to introduce to your students.

Resources

The following resources are used in this activity:

- “Send for Help” Worksheet
- Flip charts/boards and markers for brainstorming activities

Session Activities

[Note: This activity is best delivered by a counselor collaborating with a content area teacher, enabling the students to select an area of learning in which they need help. Some of the action steps are best completed using a full class period (e.g., visit to class by expert), and others can be completed as a class segment by the counselor and/or teacher. Decide how many sessions you will need and what action steps will be included in each session.

Session 1

#	Who	Action Steps
1	Counselor Teacher	<ul style="list-style-type: none"> – Introduce the purpose of the “Send for Help” lesson and what students are expected to know and do as a result of their learning. – Discuss key concepts and vocabulary students will need to know to successfully complete this activity. For example: <ul style="list-style-type: none"> + Expert. An individual who has knowledge about or experience in areas in which the students need help. + Expert Advice. The information and tools an “expert” shares with others about the best way to get things accomplished. – Introduce the brainstorming activity to identify types of help the students might need to help with their learning and who they would contact to get help.
2	Students	<ul style="list-style-type: none"> – Identify (as a class) something they are learning for which they need help (to acquire/expand their knowledge or develop their skills). – Brainstorm the types of help they would like to ask for and who they think would be a good person or organization to ask. Document the results on flip charts. – Develop a set of selection criteria to help them decide who would be the best expert to ask for help. Brainstorm the list of criteria and document it on flip charts.
3	Students	<ul style="list-style-type: none"> – Research likely candidates using social media, search engines, the library, phone books and word of mouth, using a set of selection criteria that will help them make their decision regarding who to ask. – Select an expert to contact and ask for help.
4	Students	<ul style="list-style-type: none"> – Achieve consensus on what information the expert needs from them in order to prepare for the visit (e.g., concise statement of problem area for which they need help, what is expected of the expert, when and where help is needed). The information should be documented and included in the students’ invitation.
6	Students	<ul style="list-style-type: none"> – Determine the best method for making the contact (e.g., phone call, letter, email) and prepare the invitation asking the expert to visit the class and help them solve their problem of too little information and not enough skill. – Send the invitation to the expert.

Session 2

Step	Who	Action Steps
1	Counselor Teacher	– Guide students in deciding how best to capture and retain the expert device and what they need to do to host their guest.
2	Students	– Brainstorm how to capture and organize what the expert will share (e.g., by phrasing and asking relevant questions, documenting what the expert is saying, participating in hands-on activities). – Select a group of students to host the invited guest and rehearse the role and responsibilities of being a good host.

Session 3

Step	Who	Action Steps
1	Students Counselor Teacher	– Meet with the expert. – Students are in charge of greeting their guest in the school’s main office and bringing their expert back to the class. – The group of students in charge of coordinating the visit introduces the expert and facilitates the discussion. – The guest is escorted back to the school’s main office to sign out and leave.
2	Students Counselor Teacher	– Students are asked to discuss their perceptions regarding the visit, what they learned and the best ways to ensure that they do not forget what they learned before applying it to work on the problem for which they need expert advice.

Session 4

Step	Who	Action Steps
1	Counselor Teacher	– Arrange opportunities for students to hold follow-up discussions, apply the knowledge they learned to the area for which they needed help and work on developing those skills the expert considers important to success.
2	Students	– Send a thank you note, including a description of the most important lessons the class learned during the expert’s visit.
3	Students	– Complete the “Send for Help” Worksheet and maintain a copy in the students’ files or portfolio.

Step	Who	Action Steps
4	Counselor & Teacher	– Review the completed “Send for Help” Worksheets to assess student progress toward stated results for this activity. Provide whole class and individual feedback, as appropriate.
5	Counselor	<ul style="list-style-type: none"> – Provide students with feedback on their performance. – Use the assessment data to help students take appropriate actions to reinforce their learning strengths and address those areas that need improvement. – Report data on student learning resulting from participation in this activity.

Student Assessments and Data Reporting

The primary outcomes for this activity are that students learn how to ask for help and, having received help, apply what they learned to improve their learning process and/or complete specific instructional tasks with which they were having difficulty.

The “Send for Help” Worksheet is evidence of the collective response of the class. If assessment of individual effort is needed, students can be asked to complete their own version of the worksheet and submit it for review. The individual worksheets can then serve as a basis for discussion and selection of items for inclusion on the whole class version of the completed worksheet.

Students can be asked to write descriptive narrative paragraphs describing their experience meeting with an expert and what they learned. The paragraphs can be assessed for quality as a self-reflective exercise that demonstrates students’ ability to articulate for themselves and clearly communicate with others. The counselor and teacher may also wish to develop an observation checklist for the types of behaviors students are expected to exhibit (e.g., courteous, respectful, thoughtful in questions and responses).

Attachments

- Attachment A: “Send for Help” Worksheet

Attachment A
“Send for Help” Worksheet

This worksheet is for documenting the steps you will take to get an expert to help you and to identify the most important lessons you learn when the expert visits your school. The whole class will brainstorm the answers to these questions and a scribe will record the responses. Answers will be entered into this worksheet and distributed to all students in the class so everyone has the answers to guide them in setting up future visits by experts.

Steps Prior to the Visit

What steps will we take to identify and contact an expert for help?

What kind of information does the expert need from us before visiting the school?

How will we get ready for an expert to visit our class?

How will we document what the expert says is important for us to know and do?

Steps Following the Visit

Name the most important lessons learned during the expert’s visit.

Give examples of how we applied these lessons to help us learn more about the problem for which we asked help.

Discuss and record what advice you would give to other students in your school who are thinking about asking an expert for help.

CBA Student Standards

The CBA student standards are generally listed in every activity. For the purpose of these activities, the standards are only provided on this page.

Constructs	#	Standard Statements [As a result of the school counseling program, students are expected to know and do the following by the time they graduate from high school.]
Motivation	M1	Describe how their own motivation structure and patterns affect their current and future lives.
	M2	Articulate a positive vision of their future that motivates present behavior.
	M3	Consistently apply effective self-motivational techniques.
Self-Direction	SD1	Assess the factors responsible for their academic success and challenges and adjust their behavior accordingly.
	SD2	Demonstrate the self-direction, initiative and skills necessary for achievement and success.
	SD3	Maintain focus despite stress, anxiety and set-backs.
Self-Knowledge	SK1	Describe how their unique characteristics impact their current and future lives.
	SK2	Demonstrate how their skills and talents contribute to their success.
	SK3	Discuss how their values and interests inform their decisions and actions.
Relationships	R1	Engage in collaborative and mutually beneficial relationships to promote individual and group success.
	R2	Assess when they need help from others and seek assistance.
	R3	Demonstrate fairness, respect and equity in relationships with others.