



Learning Habits Lesson: Getting Help

Summary

Students are exposed to the four steps for getting help when stuck.

Group Size: Whole class (Reinforce with small group, if necessary)

Length: Approximately 20 minutes

Lesson Preparation:

- Watch teacher video - available [here](#).
- Prepare student video - available [here](#).
- Print *Getting Help poster* in A3 colour ([download](#)) – one copy for the classroom.
- Access to a whiteboard.

Learning Intention

This activity helps students to:

- Learn that there are four steps to follow to get help when stuck
- Learn that asking the teacher for help is not the first step
- Learn where to find the four steps listed (on a wall poster and in the student app)

After the Lesson

Follow-up may be needed to reinforce these expectations until they become habitual.

- It may be helpful to re-play the Getting Help – Video to the whole class as a reminder after a few weeks.
- The best way to reinforce is when students request teacher help:
 - First, check that the student has followed the first three steps. If they haven't, simply direct them to follow those steps first – but to put up their hand for help if they are still stuck afterwards.
 - Once they have followed the three steps and asked for help, do not help directly with the mathematics they are stuck with. Instead, go back to the first step (the answers) with the student, and guide them through how to use the answer to get unstuck. Many students need to learn how to decode solutions or videos, and you will still be able to explicitly tackle misconceptions or missing knowledge in the context of solution-decoding.

Note: Like the teacher video mentioned, as a teacher, there may be the temptation to immediately help students with a question. However, we want students to build upon their metacognition and strategies to move along the continuum as independent learners. This might also mean different students might take a different amount of time to adjust to this process and that's completely okay too.

Time	What the teacher is doing	What students are doing
1 min	<p>While maintaining an air of mystery to keep the students guessing, don't give the learning intentions yet.</p> <p>On the whiteboard, write up the below with Steps 1 to 4.</p> <div data-bbox="363 439 925 629" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>How do you help when you're stuck? Step 1: Step 2: Step 3: Step 4:</p> </div>	Wonder about what the teacher is writing about and what these steps could be.
10min	<p>Lead a class discussion where students try to guess what the <u>first step</u> might be.</p> <p>Generally, students never think of "checking the solutions" as a valid way to get help, let alone as step 1. So the idea here is to build to the "big reveal" over time. There might be other tangential suggestions like "Read the question properly" or "use a calculator". Reframe the discussion by saying: <i>"Imagine that you've read a question really carefully, and had your best attempt at answering it - but you're still confused and stuck."</i></p> <p>When a student suggests something from further down the list such as "Get help from a friend", say <i>"Actually, that's Step 3"</i>. Try to architect the discussion so that the list is filled from the bottom up, rather than from the top down. By the time the discussion is finished, the whiteboard shows:</p> <div data-bbox="368 1249 949 1442" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>How do you help when you're stuck? Step 1: Check the worked solutions Step 2: Watch the video Step 3: Get help from a friend Step 4: Get help from the teacher</p> </div>	<p>Participate in a class discussion.</p> <p>Think about what you've previously done before and in other classes. Reflect on what types of information can help you become "unstuck".</p>
9mins	<p>Play the <i>Getting Help – Video</i>. This will:</p> <ul style="list-style-type: none"> ● Reinforce what the four steps are ● Demonstrate to students how to navigate the student portal to find each of the help steps (find the worked solutions, the video and a list of peers to ask for help). <p>Reinforce the teacher <u>is</u> still there to help - just not the first step. As learners, we need to develop and practice strategies to help ourselves.</p> <p><i>Optional:</i> The conversation can continue into what this might look like in the classroom. For example, how might you approach a friend to ask them for help? If the purpose of the video is to provide extra information (and to not "teach" the whole module), how might the student contemplate the video?</p> <p><i>Optional:</i> Put up the <i>Getting Help poster</i> in the room to refer to.</p>	<p>Watch the video.</p> <p>What do you notice? What do you wonder? Do you have any questions about the video?</p> <p>Participate in a class discussion.</p>