Big Idea/ Topic
Ask 3 Before Me

<table>
<thead>
<tr>
<th>Standard Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health Standard 4</strong>: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</td>
</tr>
</tbody>
</table>

### Instructional Design

**Define Simply**
Introduce students to “Ask 3 Before Me” by explaining that sometimes we all need some help. Students will be taught to seek help from up to three peers before asking their teacher. This strategy is meant to be utilized on questions pertaining to their assigned work only and not on questions related to safety or on personal matters. The goal is to utilize this practice in situations when a teacher is seeking uninterrupted work time with a small group of students while the other students are expected to work independently or in other small groups. Students can learn problem-solving, communication, and collaboration skills using this strategy.

**Model/Demonstrate with Examples**
Brainstorm with students a list of different scenarios in which they may need to ask for help (Ex: solving a math problem, reading, clarification on directions). Then, model for students by asking individuals to help you with different scenarios. For example, “Jamal, can you remind me what we are supposed to do when we are finished?”

**Practice in All Relevant Settings**
Practice using different scenarios during small group work time. For example, put some example questions in a bowl and have a random student pick a question to ask three peers (e.g., How do you write a good thesis statement?). Make sure you specify what voice level to use when asking peers your question. After teaching and practicing, it may be helpful to prompt students with reminders before working in groups.

**Monitor & Provide Positive Feedback and Reinforcement**
Teachers can provide students with behavior specific praise when they ask three peers prior to asking the teacher. Praise should also be offered during practice time to help reinforce the routine. “Karla, thank you for asking Emily, Tonio, and Destiny for help when you got stuck. Nice job!”

**Based on Data, Adjust Instruction & Reteach**
Teachers should monitor if students are not using this routine. If students forget, it may be time to reteach and increase praise to reestablish the classroom routine.

### Evidence of Student Success
- Student success will be demonstrated when students ask up to 3 peers for help during small group work time prior to asking the teacher.

**Distance Learning Supports**

- This concept can be utilized during break out rooms etc.

**Engaging Families**

- Students can practice this at home with homework. If parents don’t know the answer, they can call three peers before emailing or calling their teacher.