Name: _____

Circle asking for help.

Look at the pictures. Circle asking for help.

1



2



3



4



Trace the word.

Trace the word help.



help
help
help

Name: _____

Who can help? Cut and glue.

Cut out the helpers. Glue each by the problem.

scraped knee	high shelf	lost in shop	Lee's lace

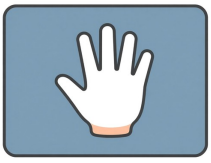
✂ Cut on the dashed lines.

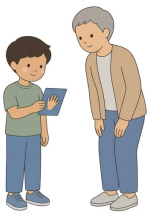





How do you ask?

Circle the ways you ask.






my way

Name: _____

Match the picture to the word.

Draw a line to the matching word.











- hurt
- shop worker
- ask another
- feelings help
- stuck

Fill in the word.

Pick a word from the box. Write it in the space.

stuck · nurse · busy · worker



1. The lid is _____.



2. The _____ helps Sam's knee.



3. Sam's teacher is _____.



4. A shop _____ helps.

Name: _____

First, next, last.

Put the pictures in order. Write 1, 2, 3.



Sam asks another grown-up



Sam's teacher is busy



Sam gets help

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. Asking for help is a strength.

2. Needing help means I am not smart.

3. I can ask someone else.

4. Climbing shelves is safer than asking.

Name: _____

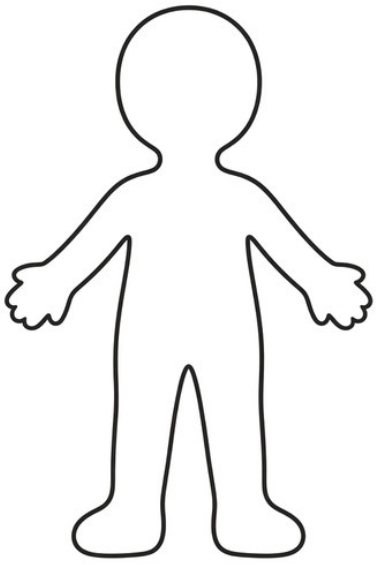
My helpers.

Draw or write three people who help you.

1	2	3

How do I know I need help?

Check your body signs.



- ☐ stuck feeling
- ☐ hot face
- ☐ tears
- ☐ tight hands
- ☐ want to give up
- ☐ hurt
- ☐ scared
- ☐ my own way: _____

Name: _____

What could I do?

Read the story. Draw or write what you could do.

1. “My lunch box will not open.”

2. “My teacher is busy.”

3. “I am lost in a shop.”

Today.

Today I asked for help with...

Who helped?

Asking for Help · Answers

For grown-ups

Name: _____

Answers

E1: row 1: sam ask help; row 2: ask-other; row 3: help-home; row 4: shop-helper
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: stuck-lid = stuck; scraped-knee = hurt; help-feelings = feelings help; ask-other = ask another; shop-helper = shop worker
D2: 1. stuck; 2. nurse; 3. busy; 4. worker
D3: 1. Sam's teacher is busy; 2. Sam asks another grown-up; 3. Sam gets help
D4: 1. thumbs up (true); 2. thumbs down (not true); 3. thumbs up (true); 4. thumbs down (not true)
A1-A4: The child's own answers are all right. Suggestions:

Tips for grown-ups

- Respond to help requests quickly and warmly, especially non-spoken ones. Trust grows when asking works.
- Teach that help is for feelings and safety too, not just schoolwork.
- Keep the help card visible and in AAC.
- Name a back-up helper in every setting.
- For community safety, practice showing an ID card with a grown-up's number.
- Overlap note: Social Skills SS10 (Ask for Help) will cover the social side; this topic covers help as a regulation tool.