

Target competency	Ask for help when it's needed
<b>Cross-curricular competencies (QEP)</b>	<ul style="list-style-type: none"> <li>• Cooperate with others</li> <li>• Construct their identity</li> </ul>
<b>General objectives</b>	<ul style="list-style-type: none"> <li>• Recognize various situations that may require help for self or others</li> <li>• Use strategies to ask for help when it's needed</li> <li>• Identify the factors that influence help-seeking behaviour</li> </ul>



**REVIEW OF THE PREVIOUS WORKSHOP**

Remember, in the last workshop, we talked about strategies to calm yourself down when you're feeling stressed. Do you remember the challenge I gave you? Tell me how you did it.

\* The challenge was to use one of the strategies seen in the previous workshop to calm down in everyday life.

**THE ADVENTURES OF LEO AND CHARLIE**

It's 6:30 a.m. and the sun is shining brightly over Camp OFF-TRAIL. Miss Nathalie, the camp cook, announces: "Your tasty breakfast is ready!"

Leo, who's really in no hurry to eat, thinks: "I so don't feel like climbing that evil Mysterious Giant Rock. Feet are made for walking on solid ground, horizontally... Not for climbing vertically on a rock!"

Charlie's fidgeting in the background, already in her OFF-TRAIL T-shirt and ready for anything, shouting: "I can't wait, I can't wait, I can't wait, I caaaan't wait!!!! I loooooove rock climbing. It's going to be totally cool!"

At the Mysterious Giant Rock, Leo begins to put on the safety equipment required for climbing: his harness, his helmet, and the lifeline. He repeats to himself in his head: "I hate rock climbing! Everyone stares at me. I'm probably going to die. It's dangerous!"

Miss Nathalie encourages him: "We trust you, Leo! You can do it!"

William says: "Come on Leo, it's super easy!"

Louis joins in: "Go Leo! You can do it. It's fun!"

Charlie also begins to encourage her friend: "Go Leo! Remember! Zombie-Zen-Chill-Relax!"

Feeling the pressure from the others, Leo approaches the Mysterious Giant Rock and starts climbing, in spite of himself, and so afraid! Just the same, he manages to climb almost two metres before he realizes he doesn't know where to go next.

Leo panics a little in his head: "Oh oh! I don't know what to do anymore. Help! This is SO embarrassing. I can't do it." Then, in a loud voice, he says: "I'm fine! I've got this. Don't worry."

## DID YOU KNOW?

A request for help, whether for oneself or to help someone else, must be made when a student is faced with a situation that requires tools or resources that they don't necessarily have, or don't know how to mobilize. It must also be made when the student wishes to assist someone going through a similar situation.

You can help students better understand what it means to ask for help, to take action, and to know their limits, by informing them about what goes into asking for help.

There are many factors that make it easier for students to ask for help, and others that make it harder. Here are a few examples:

### Facilitating factors:

- Know who to contact (resource people);
- Know the guidelines to follow in various situations;
- Know how to assert yourself;
- Know the requirements of the situation and your own limits.

### Detrimental factors:

- Embarrassment;
- Fear of betraying a secret;
- Fear of being vulnerable;
- The mistaken belief that asking for help is a sign of weakness or incompetence;
- The desire to do it by yourself.

(EKIP, 2018; Flynn and Lake, 2008)

## INSTRUCTIONS

1. Ask your students the following questions:
  - Do you think Leo should ask for help? Why?
  - What would prevent Leo from asking for help?
2. Ask students to work in teams of three or four to create short skits lasting around 60 seconds. Half the teams have to draw inspiration from a situation experienced by a team member who has asked for help to overcome a difficulty. The other half must be inspired by a situation experienced by a team member who did not ask for help to overcome a difficulty. You can let students decide which situation they prefer, or assign them at random. If the students have difficulty finding a situation, examples are available on the *Sample Difficulties* supplementary sheet, below. You can also draw on your own experience.
3. Tell them that their skits must present the difficulty encountered and their reaction to it. Give the students five minutes to prepare, then have them present their skits to the rest of the class.
4. Next, bring the group back together and discuss requests for help using the following questions. Use the information in the *Did you know?* section to complete the picture:
  - What makes it easy to ask for help?
  - What makes it difficult to ask for help?
  - When should you ask for help?
  - What's in it for you if you ask for help?
  - What can happen if you never ask for help?
  - If you had to ask for help, how would you go about it?
5. To conclude, ask the students to help Leo compose a request for help from his classmates to get out of his problem on the Mysterious Giant Rock.



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## CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, ask someone you trust for help, at least once, if you need it.

## ENABLING REINVESTMENT

To encourage students to reinvest what they've learned, you can help them identify various resources in their school to whom they can turn for help if they need it (teacher, professional, technician, attendant, secretary, principal, etc.). Give them the *Resource people in our school* worksheet (below) and help them complete it. You could also add photos of these people, or invite them to come to class to introduce themselves and explain their role.

Each student can also draw on his or her personal support network (parents, trusted adult, older sibling, etc.).

## READING SUGGESTIONS

- Nepveu-Villeneuve, O. (2022). *Olivia Wrapped In Vines*. Orca Book Publishers.
- Noël, M. (2023). *Pineshish, The Blue Jay*. Midtown Press.



## SUPPLEMENTARY SHEET

### Sample difficulties

- You're in the schoolyard and you see a friend being bullied by a bigger kid. You'd like to help your friend, but you're not sure what to do and you're afraid of being bullied too.
- It's lunchtime and you head to your locker to get your lunch box. You're very hungry and you start to worry when you can't find it.
- You have a project to do for your science class tomorrow. You were excited at first and decided to make a model of the solar system. However, you've waited a long time to get started, and now you think you can't finish it by tomorrow.
- You love playing soccer with your friends, but you hurt your ankle during your last game and have to use crutches for a few days. You realize that it's very hard to get around this way, and even more so with your backpack.
- Your parents had a big fight last night. You heard them, and this situation has upset you. You're totally confused, and you don't know the best way to ease your worries.
- You have an assignment to do, but you realize you can't remember the instructions.
- Your parents announce that they have finally sold the house. They tell you you'll have to change schools. You feel a knot forming in your stomach. You can't fall asleep.



