

RADIO COMMUNICATION

Asking for help when you need it

Target competency	Ask for help when it's needed
Cross-curricular competencies (QEP)	<ul style="list-style-type: none"> Construct their identity Solve problems
General objectives	<ul style="list-style-type: none"> Recognize when to ask for help Identify trusted adults to ask for help



REVIEW OF THE PREVIOUS WORKSHOP

In the last workshop, we talked about emotions and how to calm yourself down when you're feeling emotional. Do you remember the challenge I gave you? Tell me how it went.

* The challenge was to show their parents the emotion cards and explain how they could use them to talk about their emotions.

THE ADVENTURES OF LEO AND CHARLIE

Bad news: the bus is still broken down. Charlie, Leo and the other students are stranded in the middle of a forest. The adults' phones don't work. This makes it impossible to call for help. Luckily, the bus driver, Mr. Steve knows the forest like the back of his hand. He tells the group that there's a cabin nearby where they can send a emergency all for help.

After a few minutes' walk, the group arrives at a beautiful little log cabin. Charlie and Leo are very excited and are the first to go inside.

Mr. Steve dusts off the old two-way radio. He presses several buttons and turns the dials. After a moment, he says to the class: "OK, students! Good news: the radio works. The only problem is that the battery is so low that we can only send one message. I need your help. Together, we have to decide who we will send our message to, and what we want to say."

Without waiting, Charlie and Leo get straight. With the help of their classmates' help, they'll have to send the best possible message. They'll also have to choose the person best able to help them.

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DID YOU KNOW?

Preschoolers seem to know when to ask for help. As they get older, however, they are more likely to neglect asking for help, and to try to solve a problem even if they don't have all the information needed to solve it.

(Was & Warneken, 2017)

A child's willingness to ask for help is facilitated to the extent that the helper (whether parent, teacher or peer) is encouraging, trustworthy and friendly. Children prefer to interact with someone who seems to want to help them answer their question, rather than with someone who is competent but emotionally disengaged.

(Rowles & Mills, 2018)

To help a student find solutions to their problem, you can listen to what they have to say and offer help, without trying to control everything or providing help too quickly. You can help the student assess the situation, the resources they possess and the resources they lack to solve the problem.

(Coughlin et al., 2015)

INSTRUCTIONS

1. Suggest to the students that they help Charlie, Leo and their friends to send their message, based on the following questions:
 - If you were in this situation, who would you send your message to? Why?
 - What would you say to this person in your message?
2. Explain that, as in Charlie and Leo's situation, sometimes in life we have to ask for help to get something done.
3. Put the students into action in different situations requiring help, for example:
 - Helping you find something you've lost: your glasses on your head, your pencil on your ear or your shirt. The object must be visible, and students must be able to easily help you locate it from their desks.
 - Fetching a book from high up in the classroom bookcase. Ask a student volunteer. This student will probably need the help of a taller person.
 - Moving a large table in the classroom. Ask a student volunteer. This student will undoubtedly need the help of their peers to achieve this.
4. Next, ask the students if they have any other situations in their lives where it's necessary to ask for help. If necessary, give an example from your own life where you've had to ask for help. Listen to some of the answers and complement them with the following examples:
 - Tying your shoelaces / Cutting your food / Zipping up your coat / Opening a container / Finding something you've lost / Settling a dispute / When you've hurt yourself / When you're in pain / etc.
5. Next, pass out the *Asking for help* handout (below) and ask the students to draw a person or several people they trust and who could help them in a time of need. For example, someone in their family, a teacher or other school staff member, their classmates, etc.
6. Finally, if time allows, take the opportunity to introduce students to the various people they can trust at school to ask for help (e.g., attendants, SETs, resource persons, principal, etc.).

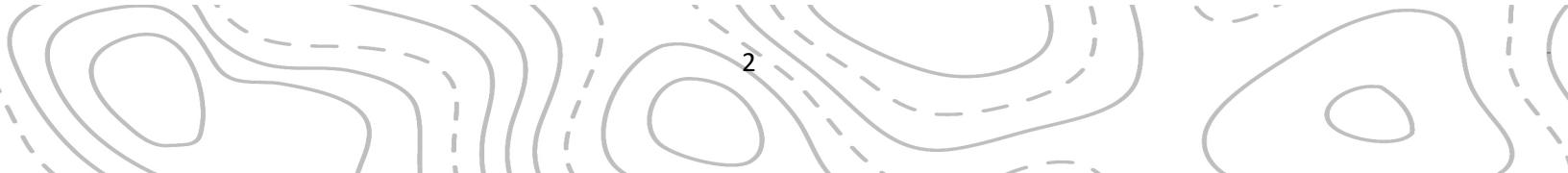
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CHALLENGE

Suggest the following challenge:

- Before the next OFF-TRAIL workshop, if you need help, ask the person you've drawn to help you.



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ENABLING REINVESTMENT

To encourage the reinvestment of what was learned, you can set up a space in the classroom where you can display the students' drawings, along with the names and photos of people they can trust at school to ask for help (e.g., a large poster with the photos and names of helpers at school). If time allows, you can print out the walkie talkie (handheld radio transceiver) on the supplementary sheet and use this image to help students identify the offices of the school's resource persons.

You can also encourage help-seeking and refer students to their drawings when they don't know how to overcome a challenge.

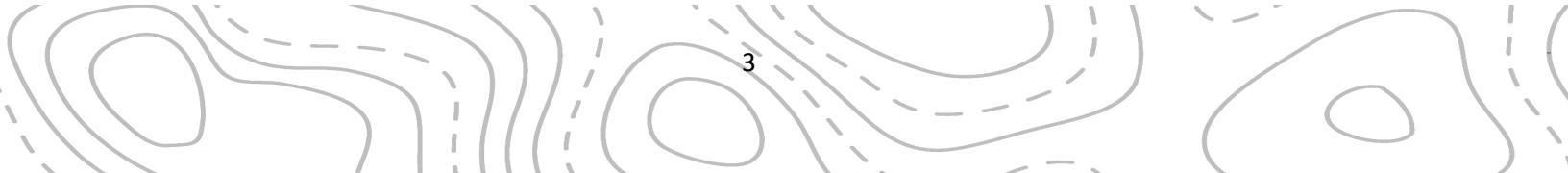
When a student asks you directly for help, encourage them to think about the problem by listening to their needs, encouraging them in a reassuring and caring way and offering your support, without necessarily providing solutions too quickly.

READING SUGGESTIONS

- Gravett, E. (2007). *Little Mouse's Big Book of Fears*. Pan Childrens.
- Ohi, R. (2019). *No Help Wanted!* North Winds Press.



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HANDOUT TO PRINT
Asking for help

Who can you ask for help when you need it?



SUPPLEMENTARY SHEET

