**GLS 10 - ‘Asking For Help’ Remotely - AKA Self-Advocacy**

**“How To Ask For Help?”**

We all need help from time to time. Asking for help is **not** a sign of weakness. It is a sign of **strength** – you want to succeed, you just need some additional support!

**Normally**, at York Mills, you can get assistance through extra help with a teacher, peer tutoring, an appointment with your guidance councillor, or a meeting with the student success teacher. If there is an issue with an extracurricular activity, you might ask your coach or staff advisor.

Most of these things are still available during **remote** learning; you can show up to your teacher’s “drop-in hours” virtually to ask questions and get extra help. You can email your guidance counsellor, or Ms. Gluskin (student success teacher). You can still communicate electronically with coaches and staff advisors.

Generally, it is better to ask for help **early**. For instance, if an assignment is due on a Friday, it is better to ask for help on the Monday before than it is on the Thursday before the due date. Waiting too long shows the teacher that you haven’t put much effort into the work yet. Teachers are usually happier to help if you have approached them **in advance**.

It is also best to ask for help on a **specific task or problem**. This works better than just telling the teacher you don’t understand the subject. Clarify to the teacher **exactly** what you need help with. The teacher cannot see into your mind (this is true remotely and under normal educational circumstances).

If the problem is that you don’t understand the instructions, it may be best for you to say that you need help starting the assignment – you don’t know how to **take the first step**.

**How** you approach (speak to) people for help or assistance makes a big difference. Your **tone of voice** should be calm and polite, not demanding or whiny. In remote learning, this would be parallel to your word choice in emails or posts.

Asking for help is one step toward becoming a better **self-advocate**, someone who speaks up for them self.

**Special Remote Learning Tips:**

Stay Up to Date

* regularly check any course websites
* turn on your notifications for Google Classroom

Remote Learning Routine

* set a routine that works with your teachers’ drop-in hours, so that you have specific questions to ask
* ask for feedback when you get any work returned and aren't sure what you can do to improve

Keep Your Motivation Up

* see “Motivation” worksheet for tips
	+ it’s hard to self-advocate when your motivation is low

**Part 1: You can learn a lot from experience!**

**Complete the following for ONE problem at school when you did NOT ask for help.** ( /5 marks Thinking)

1. In grade I really needed help when ...

2. When I needed help, I **did** **not talk** to [person]

3. I was too **nervous / shy / afraid / lazy / other** (circle) to ask for help. What made you nervous/shy/afraid/lazy/other? What did you think would happen?

4. My timing was off. I waited too .Because of this…

5. Instead of doing what I did, I should have …

**Part 2:** **Barriers to Self-Advocacy**

*What stands in the way of asking for help?*

**A: Match the barrier on the left with an example or reason for it on the right.** ( /5 marks Knowledge)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Barrier** |  | **Example or Reason**  |
| \_\_\_ | I’m unable to clearly state what I need help with | a) | Should I ask my teacher, guidance counsellor, or student success teacher? |
| \_\_\_ | I don’t know who to ask | b) | I‘m too embarrassed to let anyone see how much I am struggling and how much I “don’t get.” |
| \_\_\_ | I’ve never been directly taught how to advocate for myself | c)  | Could it be: language difficulties, poor social skills, lack of practice, lack of self-awareness? |
| \_\_\_ | I don’t have confidence in my abilities | d)  | I let my parents advocate for me because it’s easier or because they are more activist than me. |
| \_\_\_ | I am very passive | e)  | I don’t try to get help because I don’t know what it feels like to ask (it’s an unknown). |

**Source:** (adapted from <http://www.learnalberta.ca/content/kes/pdf/or_ws_tea_life_03_selfadv.pdf>)

B: **For one of the barriers - examples/reasons above, explain how it affects you personally AND how you might set a goal for overcoming the barrier**. ( /2 marks thinking)

0-2 = filling up space on the lines 3-4 = giving it some thought 5 = being open, honest and reflective

**Parts 1 and 2: TOTAL = /5 marks Knowledge**

* Select and use strategies to improve your performance in school; use personal knowledge and an understanding of self-advocacy to develop effective strategies for enhancing success in school

**PART 3: Create a small visual (cartoon, drawing, collage, pamphlet) or write a short paragraph showing your choice of:**

0-2 = filling up space on the lines 3-4 = giving it some thought 5 = being open, honest and reflective

**TOTAL = /5 marks Knowledge**

Curriculum expectations: identify their learning styles, personal qualities, and learning challenges by analysing their past experiences, both successful and unsuccessful; use personal knowledge and an understanding of self-advocacy to develop effective strategies for enhancing success in school.

1. the difference between what self-advocacy is and what it is not
2. tips for getting over your personal barriers to self-advocacy
3. tips for asking for help in remote learning

Submit your creation as a photo or file. ( /5 marks application - see below)

Below are some ideas. Do not copy them.

**Self-advocacy is NOT…**

* Whining
* Demanding
* Being entitled
* Attacking teachers
* Blaming others

**Self-advocacy is being:**

* Self-aware
* Self-regulating

**Self-advocacy’s purpose is:**

* Growth
* Development
* Success

0-2 = does not correctly apply concepts, repeats material

3-4 = good visualization or explanation of ideas

5 = creative/original visualization of concept or thorough explanation

**PART 3: TOTAL = /5 marks Application**

* Select and use strategies to improve your performance in school; use personal knowledge and an understanding of self-advocacy to develop effective strategies for enhancing success in school

Knowledge total marks = /5

Thinking total marks = /7