

# Giving and Receiving Help

Relationships, Module 4



# AGENDA



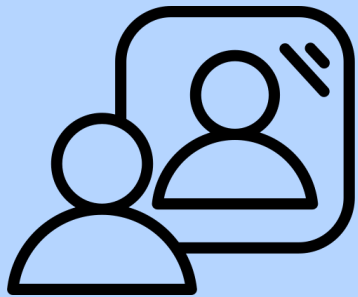
1. Brainstorm: Do you think it's easier to ask for help for yourself or for others? Why?



2. Independently or with a partner review the scenarios and follow the prompts to complete.



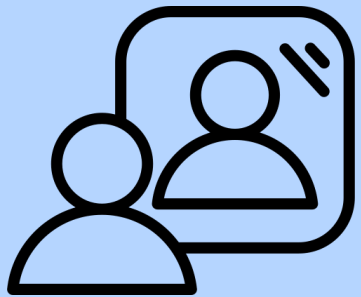
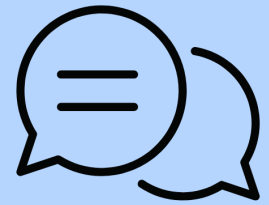
3. Reflect: Think of an example of a time when you didn't ask someone if they needed help. What stopped you? Now that you have the skills to advocate for yourself and others, what would you do differently?



# BRAINSTORM



Do you think it's easier to ask for help for yourself or for others? Why?



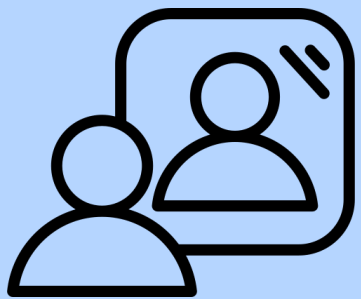
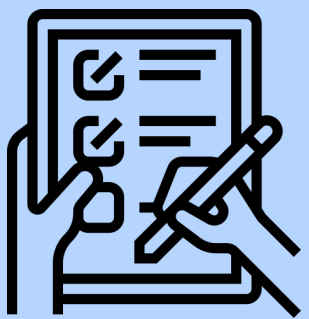
# DISCUSS



Share your responses to the brainstorm section of this lesson.







# DIVE IN



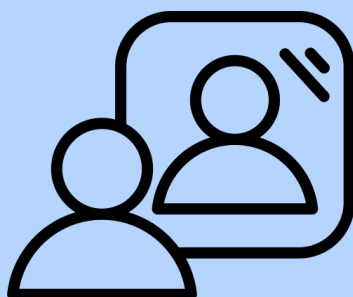
Advocacy- When you ask for help for yourself or for someone or something, it is called **advocacy**. When you speak or act in support of yourself it is called **self-advocacy**.

→ **In order to self-advocate effectively, there are three steps:**

1. **Know exactly what you are asking for.** Be precise and be prepared to explain why you are asking.
2. **Identify who can help you.** Is it your teacher? A family member? Your boss? Someone else? It doesn't make sense to ask someone for help if they aren't in a position to help you.
3. **Decide what you should say.** Remember that you're asking for help, so be polite and prepared. It might help to write it down first or role play with a friend before you ask.

→ **Similarly, when offering help, there are three steps to follow:**

1. **Ask the person if they would like help.** A simple, "Is there anything I can help you with" will do.
2. **Identify if you are able to help them.** If so, then help!
3. **If you are not able to help,** ask the person if they would like you to help find someone who can.



# ACTIVITY



Independently or with a partner review the scenarios and follow the prompts to complete.



## High School

### Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Giving and Receiving Help

**Scenario 1:** You ordered a new pair of Jordans. The shipping website says that the package has been delivered but it never arrived.

- What are you asking for?
- Who should you talk to?
- What should you say?

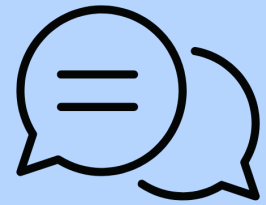
**Scenario 2:** You see a person who is visually impaired walking on an icy sidewalk. What would you do?

**Scenario 3:** You really want to get into a competitive summer internship program.

- What are you asking for?
- Who should you talk to?
- What should you say?

**Reflect:** Think of an example of a time when you didn't ask someone if they needed help. What stopped you? Now that you have the skills to advocate for yourself and others, what would you do differently?

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# REFLECT



Think of an example of a time when you didn't ask someone if they needed help. What stopped you?

Now that you have the skills to advocate for yourself and others, what would you do differently?

# Home Connection



## Home Connection

### Giving and Receiving Help

Dear \_\_\_\_\_,

I'm excited to share that your student has been learning about advocacy and self-advocacy in class. We discussed how advocacy involves asking for help for oneself or others, especially in situations where someone might be treated unfairly. This could be due to various factors such as race, age, nationality, language, religion, sex, or ability. For example, someone in a wheelchair might need to advocate for access to a building.

As your student transitions to life after high school, they will need to take a more active role in advocating for their own needs and helping others. We emphasized that advocacy should be assertive, not aggressive, and always respectful.

Please discuss this question with your student: Can you think of a situation where you needed to advocate for yourself or someone else? How did you handle it, and what did you learn from the experience? This will help reinforce their learning and encourage them to practice advocacy skills in their daily lives.

Please do not hesitate to reach out with any questions or concerns.

Best,

\_\_\_\_\_

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## Professional Development



Take 5 minutes to consider: reflect on your ability to self-advocate. Are you satisfied or is this an area that you'd like to improve?





# Further Study

- Edutopia: Teaching Students to Self-Advocate During Distance Learning:  
[www.edutopia.org/article/teaching-students-self-advocate-during-distance-learning](http://www.edutopia.org/article/teaching-students-self-advocate-during-distance-learning)
- NY Times: How to Stand Up for Yourself: [Practical Ways to Improve Your Confidence \(and Why You Should\) - The New York Times](#)
- Understood: 6 Tips for Helping Your High Schooler Self-Advocate:  
[www.understood.org/articles/en/6-tips-for-helping-your-high-schooler-learn-to-self-advocate](http://www.understood.org/articles/en/6-tips-for-helping-your-high-schooler-learn-to-self-advocate)
- Zarrow Center for Learning Enrichment (University of Oklahoma): Lessons for Teaching Self-Awareness and Self-Advocacy:  
[www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy](http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy)







**Lesson Complete!**

