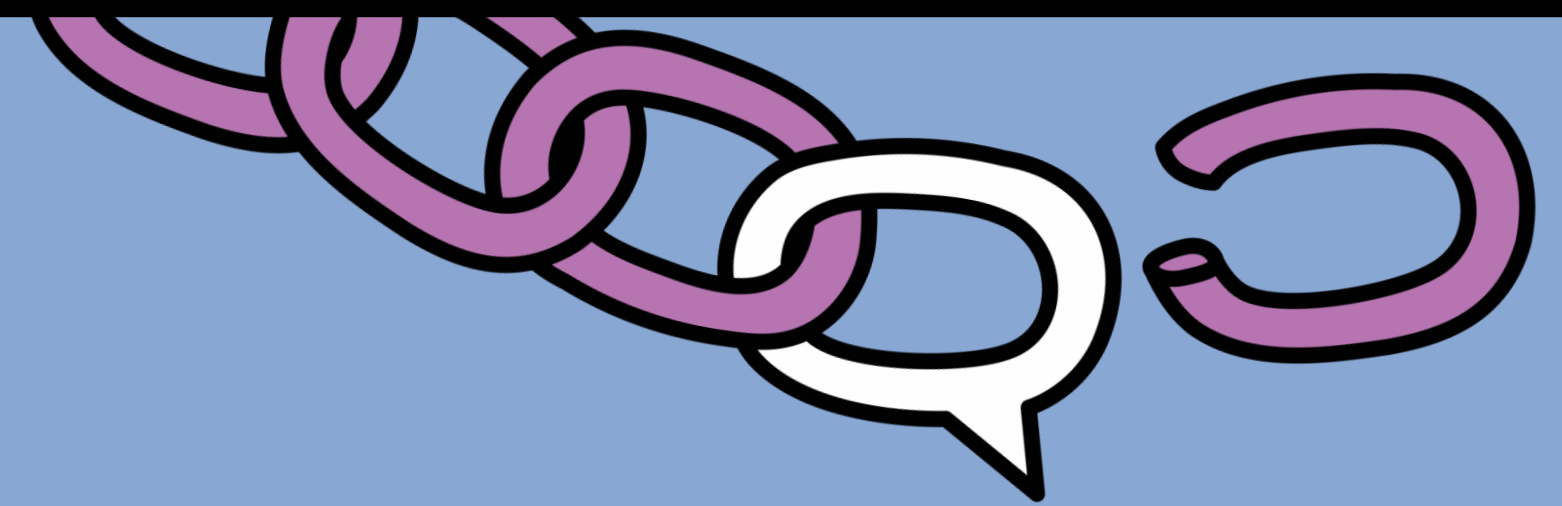# ACTIVITY : SETTING THE SCENE
## Asking for Help

SUPPORT DOCUMENTS FOR THE ANIMATION :

⭐ Use of PAS and practice of GG (12-16 and 17-24)

⭐ Drug Awareness Week and competency

⭐ Asks for Help (PAS and GG)

⭐ Animation : Drug Awareness Week

KNOWLEDGE TO BE ACQUIRED (ÉKIP Framework):

Recognize situations that require help and the factors that influence the need for help for oneself or others.

CONTENT TARGETED BY THE ACTIVITY:

✴ Signs that could lead to a request for help.

✴ Obstacles to asking for help.

✴ Strategies favorable to asking for help.
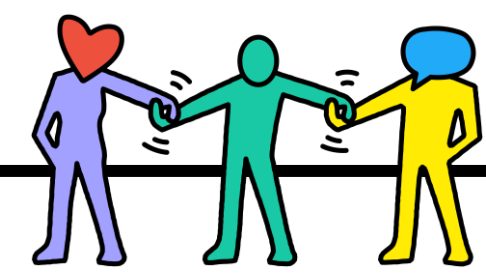
DESCRIPTION OF THE ACTIVITY :

1 Animation of a discussion with the students concerning :

Themes could be:

➡ what motivates them to use PAS or practice GG;

➡ circumstances that might require help for oneself or for others;

➡ signs, attitudes or behavior suggesting a need for help.

A
Clues for recognizing situations requiring help for young people, particularly in the context of PAS use and the practice of GG.

B
Factors that could influence a young person's request for help, particularly in the context of PAS use and the practice of GG.

Themes could be:

➡ obstacles to asking for help;

➡ possible solutions to these obstacles;

➡ factors that facilitate asking for help;

➡ reflections on how to facilitate asking for help:
1. When to ask for help?
2. How to ask for help?
3. Where to ask for help?
4. Who to ask for help?

Votre gouvernement

Québec

ACTIVITY : SETTING THE SCENE
Asking for Help

For situations that make you worry, ask for help.
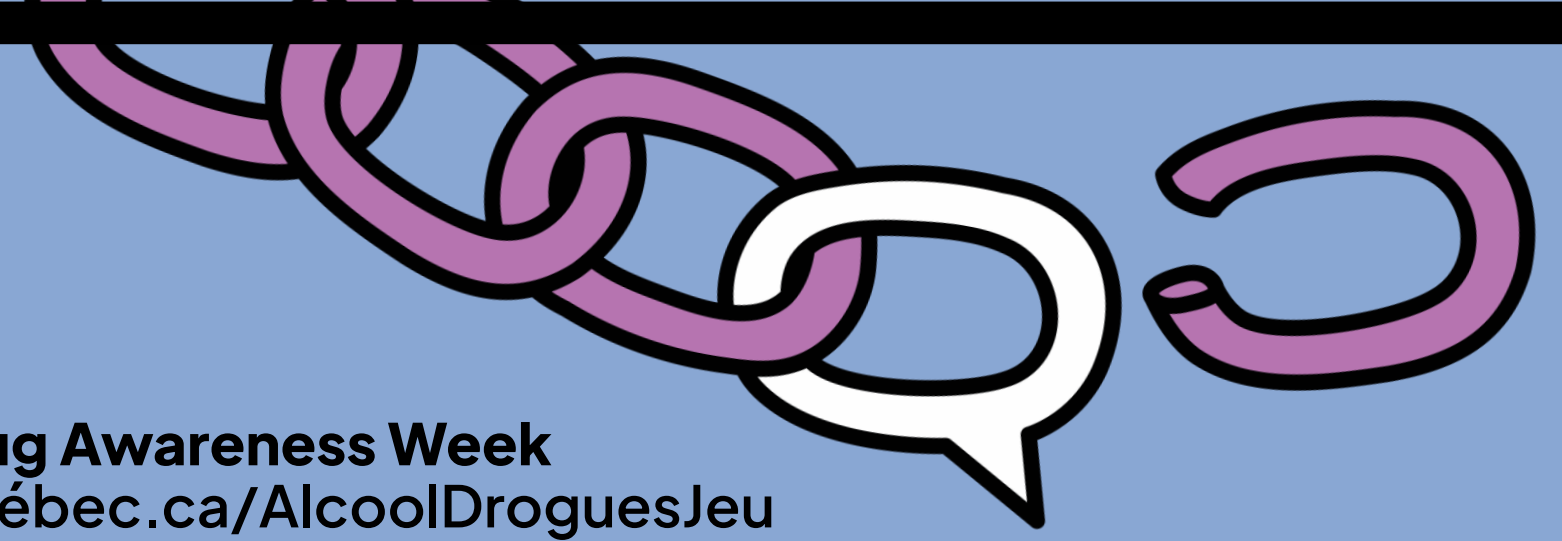
DESCRIPTION OF THE ACTIVITY :

2 Carrying Out the Activity:

A – In class, present a fictitious situation of a young person, in the desired form (role-playing, written, oral, extract from a film or program, etc.), which requires help, particularly in the context of the use of PAS and the practice of GG. This situation can be inspired by the elements presented in the support document *Asking for Help (PAS and GG)*.

B – As a team, invite students to identify the clues that could lead the young person to ask for help, as well as the elements of the situation that could hinder or facilitate this request.

C – Invite students to create an outcome to the situation presented, in the desired form (role-playing, collective writing, orally, etc.) that summarizes the factors that influenced the request for help.

D – Pool the students' answers, summarizing the different requests for help, using the information found in the supporting documents.

E – Conclude the activity by recalling the situations that require help for oneself or others, the factors that can influence this request for help, and the support services available in their environment.

POSSIBLE REINVESTMENTS :

Invite support staff from your school to come present their services to the students (kiosks, presentations in class, etc.).

Invite local resources to make presentations on help-seeking, particularly with regard to situations requiring help and factors influencing help-seeking.

Share strategies for asking for help with other students (student radio message, theme day, posters, peer helper group, etc.).