

Help-Seeking Is Smart

Choose real or fictional examples. Skip private details; never include passwords, medical information or contact details.

Learning goal: Identify a stuck point and ask a precise question after reasonable attempts.

Being capable does not mean doing everything alone. A useful question shows where the task stopped making sense. Trying something first can help you ask clearly, but you do not have to wait when you feel unsafe or need urgent support.

Your steps

1. Choose a learning task or a fictional stuck point.
2. Name the exact place you need help.
3. Record two reasonable things tried, or supports you need to try them.
4. Write a specific question and decide when and whom to ask.

1. Locate the stuck point

Avoid “everything” if you can name a smaller part. A sketch can show the difficulty.

Task / goal	The part I understand
The exact stuck point	What I need to move forward

2. Two reasonable tries

Use attempts, not endless struggle. Ask sooner if safety or distress is involved.

Example: reread the direction · still unsure which material to use.

Try	What I tried / support needed	What I noticed
1		
2		

Help-Seeking Is Smart · Practice & next steps

Continue your ideas from page 1. Write, draw, use symbols or ask someone to scribe. Share only what you choose.

3. My smart question

Use roles rather than private names or contact details.

"I am working on..."	"I tried... but I am stuck at..."
"Could you help me understand...?"	Who + when I will ask; urgent support → trusted adult now

My next step

The next time I am stuck, I will ask a question about...

Optional stretch · Grades 6–8

Compare a request for an answer with a request for a strategy. Choose which support builds independence for this task.

Optional teacher / parent follow-up: Do not use "two tries" as a gate to needed help. Normalize timely questions and accessible instructions.