Seeking help

Consider the following two statements.

**Statement 1**: Successful students do not need to ask for help.

**Statement 2**: Successful students know when and how to ask for help.

1) Which one do you think is true?

**Objectives for the lesson**

Students will understand that:

- [ ] Successful students ask for help.
- [ ] There are resources available for them to use.
- [ ] As members of a learning community, all students help one another.

Students will be able to:

- [ ] Identify when they need to ask for help.

On the back of this page is some information: “Successful Students: The Difference That Makes the Difference.”

2) Look at the Beliefs section. Which of the beliefs listed support the statement you selected above?

3) What are some the reasons that people do not ask for help?

4) In your group, discuss any on-campus resources that would be helpful to other people in the class. For example, do you have a list of all of the tutoring labs? Do you know the instructor’s office hours? Generate a list then look up any information your group doesn’t already know.

5) Seeking help is important. It is also important to realize that you can offer help. What are some ways you might be able to help your classmates in this class?

6) How do you know when you need help?
Successful students: The difference that makes the difference

Beliefs (opinions/confidence/trust in)
- College experiences and a degree help me achieve bigger career and life goals.
- It is up to me to take responsibility for my own learning.
- Resources are available to me on campus; I need to find out what they are and use them.
- Earning the grades I want this semester will require more than the minimum amount of work.
- During my journey through college, it is not what happens to me that matters, but how I react to challenges along the way.
- When I am in a new environment and stretching myself, I do not expect instant results; I know that good things come to me with time and patience.
- Success is a process, not a destination.
- I am fully supported!

Attitudes and emotions (feelings about)
- I want more than just a grade—I get a bigger sense of accomplishment when I understand and can apply what I learn in college.
- I know that if I treat my instructors with respect, they are more likely to want to help me succeed.
- I help myself feel in control of my time and on top of my work by creating a study schedule—and sticking to it.
- I quickly recognize when I start to feel lost or unhappy about my academic progress; I speak to my instructor or advisors about why and what I can do to feel more in control.
- I like to show initiative.
- I do whatever I can to feel part of the college community.

Thoughts (consideration/reflection)
- I think about how to connect new course material to what I already know and/or have learned in other courses.
- I give considerable thought to what courses I need to take in the future to help me achieve my academic and career goals.
- When something negative happens, I consider what I did to contribute to that outcome and how I might do things differently next time.
- I know that feedback from my instructors is an opportunity for learning and improving.
- I understand that making mistakes is a part of the learning process.

Behaviors (actions/reactions)
- I keep a calendar of all my commitments (academic and otherwise) to help me stay organized.
- I make it a priority to attend all my classes.
- I do what is necessary so I can pay attention and focus in class (including getting enough sleep and eating well).
- I speak up in class and show myself to be an active, engaged member of that community.
- I ask for advice and guidance from academic advisors, career counselors, tutors/mentors, financial aid staff, etc., to help me make good choices and decisions.
- I complete all my assignments, taking care to present neat, accurate work.