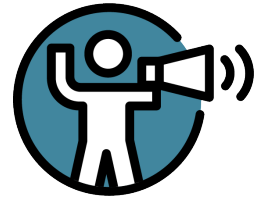


## Health Skill:

# Advocacy for Self & Others



## Background Information

Advocacy is an integral part of the health education process because it allows individuals to become active participants in their health and the health of their community. *Advocacy for Self & Others* helps students build the capacity to promote their own healthy behaviors and to encourage their peers to develop and maintain their healthy behaviors. This health skill is separated into two stages: *Stage 1: Advocacy for Self* and *Stage 2: Advocacy for Others*. It is important for students to engage in Stage 1, which supports a student's ability to advocate for themselves, prior to advocating for others in Stage 2. Development of both stages of this health skill enables students to engage as active citizens in all areas of society. Many of the strategies taught throughout *Advocacy for Self & Others* can be practiced across a range of school settings and contexts.

### Notes on Grade Level Progression

Activities, vocabulary, and language throughout the grade levels are vertically aligned and build upon one another. If students require scaffolding, refer to previous grade levels for additional ideas for activities and instruction that address gaps in student skills. For enrichment activities, look at higher grade levels in order to provide additional practice opportunities or for ideas on how to deepen understanding.

### Stage 1: Advocacy for Self

#### PreK-2

- Deciding when to get help
- Getting attention when needed
- Asking for what is needed

#### 3-5

- Figuring out the problem
- Identifying who can help
- Asking for help

#### 6-8

- Identifying challenges/obstacles
- Determining needs
- Determining if the situation requires self-advocacy
- Use appropriate attention-grabbing strategies depending on context
- Negotiate next steps for self-advocacy

#### 9-12

- Explain the role of privilege in self-advocacy.
- Determine best method for self-advocacy

### Stage 2: Advocacy for Others

#### PreK-2

- Asking if help is needed
- Deciding what help can be offered
- Helping as needed

#### 3-5

- Noticing when help is needed
- Asking questions to better understand problem
- Taking action to help others

#### 6-8

- Identifying challenges within a community
- Predicting root causes of community challenges
- Researching community challenges
- Interviewing those impacted by community challenge
- Developing a stance with evidence and reasoning
- Communicating stance using persuasive techniques

#### 9-12

- Determining possible solutions to community challenges
- Creating an action plan to impact community challenges
- Getting commitment from others
- Taking action and following through

### NATIONAL HEALTH EDUCATION STANDARD (NHES) 8:

Students will demonstrate the ability to advocate for personal, family, and community health.

*National Health Education Standard Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.*



## Stage 1: Advocacy for Self

*Stage 1: Advocacy for Self* focuses on identifying problems that arise and various ways students can begin to solve these problems by seeking help from others. The goal of self-advocacy is to provide students with a framework for understanding the reasons they may need support for various problems or issues and how to obtain the appropriate support needed. Students learn how to identify problems in their lives and the best resources available for obtaining the support they need. Students build a stronger understanding for self-advocacy as the problems they are seeking to solve become more complex. *Stage 1: Advocacy for Self* supports students' understanding of how to work through the necessary steps to promote and maintain their healthy behaviors.

### The Steps:



Step 1  
Process the  
Situation



Step 2  
Seek Attention



Step 3  
Ask for What  
I Need



Step 4  
Reflect

### Grades 6-8 Framework

In grades 6-8, students need to develop the ability to critically evaluate when a situation requires self-advocacy. Students need to practice not only identifying these situations, but also evaluating their requests and needs. Throughout this skill, students must learn to be specific about what they need, so when they approach an individual for help, they demonstrate some initial problem-solving. Finally, unlike previous grade levels, teachers should address what happens when a need cannot be met by the individual they approached for support. Activities throughout the *Teaching Progression* rely on small group and class discussions that support identifying problems as well as stories and videos that help students choose appropriate ways to seek help from others.

Mastery of *Stage 1: Advocacy for Self* for grades 6-8 means students are able to identify challenges that require the support of others, identify needs that address their challenge, and call on the attention of others with specific requests to help resolve their challenges.



## Stage 2: Advocacy for Others

*Stage 2: Advocacy for Others* builds on the skills and strategies created in *Stage 1: Advocacy for Self*. Students use their learnings from *Advocacy for Self* as a foundation for learning and developing their abilities to advocate for others. Students first learn to identify ways to know if and when others may need support in their advocacy efforts. Then, as students advance through grade levels, they grow in their ability to advocate for others beginning on an individual basis and moving toward advocacy on the community and global level.

### The Steps:



**Step 1**  
Define the Issue



**Step 2**  
Investigate  
the Issue



**Step 3**  
Develop a  
Powerful Stance



**Step 4**  
Act On &  
Communicate  
Stance



**Step 5**  
Reflect

### Grades 6-8 Framework

In grades 6-8, students focus on learning to advocate for those in their communities at-large. Students should have an understanding of the word advocacy as they begin this stage of the health skill. Extending beyond the school-wide community, students select an issue that is important to them and that needs the support of advocates. Students work together with a peer, or in a small group, to research a community or health issue in order to develop a strong stance that supports necessary change and promotes health of others. Students conduct research and interviews in order to communicate a stance that reaches the audiences within their community. Teachers should utilize a project-based learning approach to allow students to explore important community or health issues they want to focus on for their work. For further information on project-based learning see the *Resource Bank*.

Mastery of *Stage 2: Advocacy for Others* for grades 6-8 means students are able to identify a community issue, research background information, and communicate their own stance to an audience.