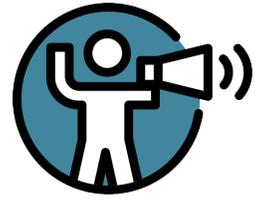


Health Skill:

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
Figure Out
the Problem



Step 2
Get Attention
of Helper



Step 3
Ask for What
I Need

Grades PreK-2 Framework

In grades PreK-2, *Stage 1: Advocacy for Self* focuses on identifying problems that need the assistance of helpers and how to ask for specific support that aids students in solving problems. Throughout most of the health skills for grades PreK-2, there is strong emphasis on students being able to recognize whether or not they can do something on their own, and if not, knowing how to seek the help of trusted adults. *Stage 1: Advocacy for Self* provides younger students with the steps they need to advocate for wants and needs through effective communication.

Many examples throughout this health skill use picture books as a way for students to identify problems in different situations. Sample picture books are listed in the *Resource Bank* below. However, teachers should find books that best connect with their classroom and students. Take care to select appropriate books that allow students to build their knowledge of the health skill through engaged reading. Additionally, students in grades PreK-2 should take part in small group and partner discussions as they build their capacity for identifying problems and how to ask for specific help when needed. Although most activities do not necessitate a high level of literacy, be sure to adapt activities as appropriate in individual classrooms.

Mastery of *Stage 1: Advocacy for Self* for grades PreK-2 means students are able to identify a problem in a given situation, identify possible helpers for the situation, and ask for help that supports solving the problem.



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
Ask if Help
is Needed



Step 1
Pick Ways
to Help



Step 1
Help as Asked

Grades PreK-2 Framework

In grades PreK-2, students learn foundational steps that support their abilities to advocate for others when necessary. Students begin by learning about the need to first ask others if they need help. This step is an important way for students to ensure they are helping someone who in fact wants or needs to be helped. Additionally, it reminds students that when they are in need of help, they must state this need to others, as outlined in *Stage 1: Advocacy for Self*. Students then ask or use their self-advocacy skills to identify how they might help another individual. Once students have progressed through the first two steps, students provide the help that is necessary for the situation and that they are capable of providing.

Mastery of *Stage 2: Advocacy for Others* for grades PreK-2 means students are able to help others make healthy choices by first asking if help is needed, then identifying the appropriate helper, and last providing the necessary help for the situation.