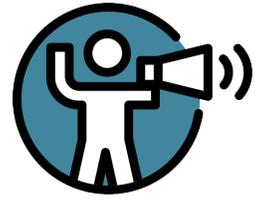


Health Skill:

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:



Grades 3-5 Framework

In grades 3-5, students need to develop the ability to recognize the problem they are facing in a given situation. Students need to practice not only identifying these situations, but also determining who they can ask for support. Throughout this skill, students learn specific strategies to advocate for their personal needs with an appropriate trusted adult. Finally, students reflect on the self-advocacy process to continue to grow and become stronger self-advocates.

Mastery of *Stage 1: Advocacy for Self* for grades 3-5 means students are able to identify the problems they face, determine their needs to overcome issues, and get attention from appropriate people to support their needs.



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 to Help



Step 2
Determine How
to Help



Step 3
Take Action



Step 4
Look Back
& Learn

Grades 3-5 Framework

In grades 3-5, students learn foundational steps that support their abilities to advocate for others when necessary. Students begin by learning 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 reinforces for students that when they are in need of help, they must state this need to others, as outlined in *Stage 1: Advocacy for Self*. It is also important to stress to students at this age group that they should ask questions to better understand the type of help that is needed, allowing them to help as the individual needs, rather than push their own ideas onto the person. Exploring what is needed in order to help acts as a bridge to grades 6-8 and 9-12, which prompts students to research a community health challenge to better understand the root causes and possible solutions. Once students have progressed through these two steps, they will provide the help that is necessary for the situation by determining what support they can and cannot offer. Finally, students in grades 3-5 should practice following through on the ways they say they will help.

Mastery of *Stage 2: Advocacy for Others* for grades 3-5 means students are able to help others make healthy choices by first asking if help is needed, asking questions to better understand how they can help, negotiating support offered, and providing the necessary help for the situation.



Stage 1: Advocacy for Self

The Steps:



Step 1: Figure out the Problem

Step Overview: To begin *Stage 1: Advocacy for Self*, students first learn to identify and name various problems in their life that they should seek help from others. Naming a problem is an important first step that leads to asking for a specific type of help to address their needs and wants. In addition to recognizing a problem, students spend time determining what they need in order to overcome this problem. From there, students are able to decide if their needs require the help of others before moving on to Step 2.

Sub Skill(s):

- Identify the problem
- Determine my need(s)
- Decide if the situation requires self-advocacy



Step 2: Get Attention of Helper

Step Overview: Once an individual processes the problem and identifies their needs, it is then important to identify who is best situated to support them. For additional practice in identifying helpful individuals, see *Access Valid & Reliable Resources*. After identifying those who can help, students should practice using appropriate strategies that elicit the attention of those individuals who can help. Students in this step should practice specific behaviors necessary for seeking and grabbing the attention of those who may be able to offer them help with their problem.

Sub Skill(s):

- Identify individuals who can help
- Choose an appropriate strategy to get support
 - Approach in-person
 - Ask if it is the right time
 - Call
 - Write a note, email or text
 - Use non-verbal communication



Step 3: Ask For What I Need

Step Overview: Asking for what you need is the final step in learning to advocate for oneself.

There are three important components that should be included when asking for what is needed.

These components ensure that the helper understands the problem and is able to provide the support requested. The three components that support student development of asking for what is needed are: stating the problem, stating what is needed, and asking a specific question of the helper that supports solving the problem. Having students practice these three components through the use of the *Language of Health Literacy* is an effective way to build understanding and memory for this step of self-advocacy.

Sub Skill(s):

- Say the problem
- Say what is needed
- Ask for support



Step 4: Look Back & Learn

Step Overview: Learning to reflect takes practice and intention. After an individual advocates for themselves, they then must reflect on how they feel after the situation, if additional follow up is necessary, and what they want to remember next time they are advocating for themselves. Building time for students to reflect is crucial in developing metacognition, which supports other health skills, such as *Decision-Making, Goal-Setting, and Self-Management*.

Reflection Question(s):

- What was the problem?
- How did I know the situation required self-advocacy?
- Who did I go to for help? Why?
- How did I seek attention? Why?
- How did I communicate my needs?



Teaching Tips

- Use stories about individuals facing problems or obstacles to provide practice opportunities for students to identify problems.
- Prompt students to think about problems they can handle on their own and problems that require assistance.
- Be careful about how you define attention and attention seeking. The ways people gain attention, whether appropriate or inappropriate, can be cultural or a survival mechanism. When students suggest or demonstrate an inappropriate way to gain attention, debrief this with them to better understand what they are trying to do and refer them to support services as needed.
- Provide a variety of strategies students can use to get attention from helpers (e.g. raising their hand, calling for help, approaching someone in person).
- Allow students to share who they go to when they need help and why by asking them to draw pictures or bring photographs in to share with the class.
- Pair *Stage 1: Advocacy for Self* with *Access Valid & Reliable Resources* to reinforce identifying trusted adults.
- Pair *Stage 1: Advocacy for Self* with *Stage 1: Communication Techniques of Interpersonal Communication* to reinforce speaking strategies one needs when asking for help.

See *Teaching Progression* for suggested learning activities.



Teaching Progression:



Step 1: Figure Out the Problem

SUB SKILL(S):

- Identify the problem
- Determine my need(s)
- Decide if the situation requires self-advocacy

GUIDING QUESTIONS:

How do I know when I have a problem that needs attention? How do I know what I need to overcome a problem? What problems require the help of others?

NHES PERFORMANCE INDICATORS:

(8.5.1) Express opinions and give accurate information about health issues.

VALUABLE VOCABULARY:

*problem, need,
identify,
self-advocacy*

Step 1: Figure Out the Problem | Sub Skill: Identify The Problem



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that to address problems we face in life, we must first identify when there is a problem. Read a story out loud to students about a character who is facing several problems. Tell students that they are going to identify everytime they hear a problem the character is facing by standing up. After each problem, have students share what problem they identified with a partner.

Language of Health Literacy:

I notice the problem is _____.

I am struggling with _____.

I am having trouble with _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student discussion and identification of problems in the story.
- Modify movement as necessary to meet the needs and abilities of your students.



Teaching Progression: Step 1 | Figure Out the Problem (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Provide students with a list of problems that a student could face on a given day at home and at school. Instruct students to read the list of problems and circle any problems that they have faced. Next, tell students to put a star next to problems that they are currently struggling with in their life. Prompt students to add any problems they are currently facing that are not reflected in the list provided. Once the activity is complete, have students share in small groups one to three problems they are currently facing.

TEACHING NOTES:

- Encourage students to use the *Language of Health Literacy* while debriefing the activity.
- The list of problems provided to students should include age appropriate health problems (e.g. I know I need to exercise everyday, but I don't have a safe place to exercise.)
- Keep in mind that some students may be triggered by this task or ask not to complete it in written form because the problems they are facing feel overwhelming. Offer personal conversations or drawing options as deemed appropriate for your classroom and the students in need of additional supports.

Step 1: Figure Out The Problem | Sub Skill: Determine My Needs



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that once they have identified their problem, they must next determine what they need to solve the problem.

Figuring out our needs allows us to better communicate with others in order to resolve the problem.

Provide students with images that display common needs someone their age could use to overcome problems they face. Read a scenario about a person experiencing a problem. Then, prompt students to hold up the image of the need that they believe best resolves the problem. After each round, prompt students to share with a partner why they picked the image they did.

Language of Health Literacy:

I need _____ to overcome _____.

_____ will help me solve this problem because _____.

To help me with _____, I need _____.

TEACHING NOTES:

- Choose scenarios that provide students with common problems people face in your school community and that may require more than one option to overcome the problem. This will encourage students to think creatively about how they can address problems in their life. See below for example scenarios:
 - Taylor is feeling nervous about presenting their report in social studies and is worried that their nerves will get in the way of doing a good job.
 - Drew forgot their lunch at home on the day of the field trip.
 - Cam played a lot at recess. They are feeling hot and have a headache.
- Example images of needs: picture of a pencil; picture of two people talking to each other; picture of someone exercising; picture of food; picture of water; picture of toys; picture of books; picture of cell phone; picture of headphones.



Teaching Progression: Step 1 | Figure Out the Problem (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Read aloud scenarios of students facing common problems at home or at school. After each scenario, give students time to work in small groups to identify the problem and list what the character needs to overcome the problem. After students identify the problem and determine possible needs, have 1-2 groups share out their answer to the class. Write out possible solutions to each problem on the board. Finally, have students vote for which need would best resolve the problem, prompting students to justify their answers.

SUGGESTED LEARNING ACTIVITY 3:

Have students revisit the list of problems they face from the previous sub skill. Tell students that they are going to pick 3-5 problems they are currently facing to practice determining needs for each situation. Next, tell students to pick one problem that they are still facing that they find challenging to overcome. Have students draw out this problem and draw the needs that must be met in order to overcome this problem. After students complete the activity, have students share their problems and needs with other classmates. Encourage students to add to their needs if they get a good idea from a peer.

TEACHING NOTES:

- Provide students with a graphic organizer to diagram the problem and the needs they have to overcome the issue. For example, the graphic organizer can be a spider map with the problem in the center and possible needs surrounding the problem. Provide other options as deemed appropriate for your classroom and the students in need of additional supports.

Step 1: Figure Out The Problem | Sub Skill: Decide If The Situation Requires Self-Advocacy



SUGGESTED LEARNING ACTIVITY 1:

Define *self-advocacy* for students. *Self-advocacy* is *asking for support in order to solve a problem we are facing*. Explain to students that some problems we face can be solved on our own and others can't be solved by ourselves. Tell students that if we face a problem that requires the support of others, then we must ask for help by advocating for ourselves. Share with students that just because someone could help you solve a problem doesn't mean that we need to ask for help. Explain to students that before we ask for support, we must first decide if the situation actually requires self-advocacy or if we can solve the issue independently.

Provide students with the following four questions that they can ask themselves to determine if they need to advocate for themselves:

- What are my strengths in this situation?
- What am I struggling with in this situation?
- If I don't ask for help, what are the possible outcomes?
- If I do ask for help, what are the possible outcomes?

Language of Health Literacy:

My strengths in this situation are _____.

I am having trouble with _____. I need help.

I can't do _____ on my own. I need help.

I need help doing _____.



Teaching Progression: Step 1 | Figure Out the Problem (Cont.)

Explain to students that answering these questions can clarify if self-advocacy is needed. Tell a story about a problem you are facing and the needs you have identified. Then, model asking yourself these questions and prompting students to add ideas.

TEACHING NOTES:

- Use other definitions as necessary to meet the needs of your students.
- Model and provide the *Language of Health Literacy* to support students in deciding what they can do on their own.



SUGGESTED LEARNING ACTIVITY 2:

Provide students with problems and an accompanying potential need. For each example, have students determine if the need can be fulfilled independently or if the need requires the help of others.

TEACHING NOTES:

- Example Problems & Needs:
 - Problem: Missed the bus; Need: getting a ride to school.
 - Problem: Needing to go to the bathroom; Need: leaving the classroom to go to the bathroom.
 - Problem: Forgetting their permission slip for a field trip; Need: Getting their permission slip signed.
- Model and provide the *Language of Health Literacy* to support students in deciding what needs they can fulfill on their own.



SUGGESTED LEARNING ACTIVITY 3:

Have students create their own stories of a time that they needed to use self-advocacy. Encourage students to include in their stories the four questions and how they answered the questions to determine when to self-advocate. Tell students at the end of their narratives to include a final statement using the *Language of Health Literacy* to clearly state what supports they need.

TEACHING NOTES:

- Give students the opportunity to share their narratives through writing or drawing. These options provide students options that help improve engagement in the activity of personal reflection.



Teaching Progression:



Step 2: Get Attention of Helper

SUB SKILL(S):

- Identify individuals who can help
- Choose an appropriate strategy to get support

GUIDING QUESTIONS:

Who should I ask for help when I have a problem? How do I get attention in appropriate ways?

NHES PERFORMANCE INDICATORS:

(8.5.1) Express opinions and give accurate information about health issues.

VALUABLE VOCABULARY:

help, individuals, attention, support, trusted adult

Step 2: Get Attention Of Helper | Sub Skill: Identify Individuals Who Can Help



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that once they have determined that they need support to overcome a problem, they must then determine who is the best person to help solve the issue. Tell students that there are many people at home and at school that can help them solve problems, and they must decide who is best to help depending on the issue.

Language of Health Literacy:

_____ is a person who helps me when _____.

I go to _____ for help with _____.

_____ could help me with _____.

Place students in small groups (3-4). Give each group a large piece of paper separated into categories of places where they can find people who can help (e.g. home, school, community). Place the paper in the middle of their table. Next, give students time to brainstorm individually on the paper all the people who can help them within that category. Prompt students to rotate around the paper until they have an opportunity to contribute to each category. Once students have finished their independent writing, have groups share their answers. Finally, instruct students to walk around and read other groups' posters.

TEACHING NOTES:

- Group lists can include: nurses, doctors, teachers, bus drivers, parents, sisters, brothers, crossing guard, principal, counselors, etc. If students are missing an important person who provides support within your community, add this person to your final class list.
- Model and provide the *Language of Health Literacy* to support students to identify helpers in their life.



Teaching Progression: Step 2 | Get Attention Of Helper (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Tell students that when they have a problem, they must decide who would be the best person to help them solve the issue. Provide students with needs and people that do not go together. Then, ask students to discuss why the people do not go with the problem/need.

TEACHING NOTES:

- Non-examples for students to discuss: going to your teacher with a broken arm; going to your friend for a signature for a permission slip; going to the president for a pencil.
- If time allows, prompt students to identify who they would go to instead.



SUGGESTED LEARNING ACTIVITY 3:

Post 10 problems that students could face around the room on posters or chart paper. Prompt students to walk around to the problems and write around the problem the people who could best support them with this issue. Remind students to refer to the list of people who could help created by the class in the earlier lesson. Once students finish the activity, split up the class evenly among the posters. Have students discuss who would be the best support for the given problem. If more than one person could help solve the issue, have students discuss who they think would be the best person for the problem and why.

TEACHING NOTES:

- Possible problems to include: no pencil for class, my stomach hurts, can't find my brother at the store, my lunch money is missing, my dog got out of the back fence.
- Model and provide the *Language of Health Literacy* to support student discussion.



See *Access Valid & Reliable Resources* for guidance on supporting students in identifying trusted individuals they can go to for help.



Teaching Progression: Step 2 | Get Attention Of Helper (Cont.)

Step 2: Get Attention Of Helper |

Sub Skill: Choose An Appropriate Strategy To Get Support



SUGGESTED LEARNING ACTIVITY 1:

Share with students that once they determine who can help them, they then must decide how to get their attention in effective and appropriate ways.

Introduce and model different strategies students can use to get attention from those whose help they need. Then, provide students with resources someone needs and individuals they could go to for those resources. Instruct students to match a strategy for getting attention based on the need and individual. Prompt students to explain their reasoning.

Below are some strategies students can learn.

Language of Health Literacy:

I would _____ to get attention from _____.

If I were trying to get help from _____, I would use _____ strategy to ask for help.

The best strategy to get help from _____ is _____ because _____.

Strategy	Example
Approach in-person	You forgot your pencil at home. You walk to a friend and ask if you can borrow a pencil for the day.
Ask if it is the right time	You need to go to the bathroom during class. The teacher is currently talking to another student, so you ask, "Is now a good time to ask you a question?"
Call	You are at home when your mom starts choking on her dinner. She is starting to turn blue. You call 911.
Write a note, email or text	You are sleeping over at your friend's house and realize you forgot a change of clothes for tomorrow. You text someone in your family to see if they can bring it to you.
Use non-verbal communication	You are on the playground at recess playing soccer. Your friend falls and gets hurt. You see a teacher across the field, but they can't hear you. You gesture to the teacher to come over by swinging your arms left and right to a waving motion.

TEACHING NOTES:

- Complete this activity multiple times with different needs and individuals. Allow different students to offer various ways of seeking attention based on the scenario.
- Add additional attention-seeking strategies to meet the needs of your students. If students have additional strategies they use, ask them to describe them and create their own examples to share with the class.
- Examples:
 - Need: signature for permission slip; Person: grandparent; Strategy(ies): approach in-person and ask if it is the right time.
 - Need: more time to complete a quiz; Person: teacher; Strategy(ies): raise your hand.



Teaching Progression: Step 2 | Get Attention Of Helper (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Have students revisit the list of problems and needs from Step 1. Tell students that they should pick one problem that they are currently facing that requires the support of someone to solve the problem. Have students write out the problem they are facing, the needs they identified to overcome the problem, who they think could best support them, and which strategy they would use to ask for support.



Teaching Progression:

Step 3: Ask For What I Need

GUIDING QUESTIONS:

How do I advocate for my needs? Why is it important to directly ask for what I need?

NHES PERFORMANCE INDICATORS:

(8.5.1) Express opinions and give accurate information about health issues.

VALUABLE VOCABULARY:

*ask, problem,
directly, clearly,
support*



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that once they know who they will approach and which strategy for getting attention they will use, they must ask for support. Tell students that when advocating for their needs they must state the problem, say what is needed, and ask for support. Share with students that using these components prompts them to create an advocacy statement.

Language of Health Literacy:

My problem is _____.

I need _____.

Can you help me _____?

Provide students with 3-5 examples of advocacy statements. In the statements, have some statements include all three components and others that are missing components. Ask students to discuss what happens if parts are missing. For example, what happens if we just state our problem and our need without asking directly for help?

Once students discuss the impact of the missing parts, instruct students to edit each statement to make sure it has all three components.

TEACHING NOTES:

- Advocacy Statement Example: My problem is that I haven't finished my quiz. I need more time. Can you help me by giving me more time to complete the quiz?



SUGGESTED LEARNING ACTIVITY 2:

Have students revisit an earlier problem they were working to solve. Tell students to write an advocacy statement for the problem by using the three components: state the problem, say what is needed, and ask for support. Have students share their advocacy statements with a partner. Instruct students to edit each other's work if there are missing components to the advocacy statements.



See *Stage 1: Communication Techniques of Interpersonal Communication* for speaking strategies students can use when asking for help.



Teaching Progression:



Step 4: Look Back & Learn

REFLECTION QUESTION(S):

- What was the problem?
- How did I know the situation required self-advocacy?
- Who did I go to for help? Why?
- How did I seek attention? Why?
- How did I communicate my needs?
- Were my needs met? Why or why not?

VALUABLE VOCABULARY:

*reflect, needs,
feelings*

GUIDING QUESTIONS:

What do I want to remember for next time I need to advocate for myself?

NHES PERFORMANCE INDICATORS:

(8.5.1) Express opinions and give accurate information about health issues.



SUGGESTED LEARNING ACTIVITY 1:

Ask students questions that will help them understand the importance of looking back on the help they received from self-advocacy and what they learned. For example ask the following questions:

- What was the problem?
- How did I know the situation required self-advocacy?
- Who did I go to for help? Why?
- How did I seek attention? Why?
- How did I communicate my needs?
- Were my needs met? Why or why not?

TEACHING NOTES:

- Model this reflection process by sharing with students a time when you needed to advocate for your own health.
- Provide multiple opportunities for students to answer these questions.
- Allow students to reflect in a variety of modes, including: writing, partner discussion, whole-class discussion, and one-on-one conferencing.



Assessing Stage 1: Advocacy for Self

Students in grades 3-5 will have mastered *Stage 1: Advocacy for Self* by demonstrating their ability to showcase the performance indicators identified in Standard 8. Use the student friendly language below to support rubric creation and feedback to students.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

8.5.1 Express opinions and give accurate information about health issues.

- I can figure out when I do or do not need help
- I can identify helpers for a problem
- I can get the attention of helpers
- I can say the problem
- I can say what I need
- I can ask a helper a question to get what I need

ASSESSMENT TOOL #1 (8.5.1)

Give students excerpts of a picture book that shows a character encountering a challenge and using self-advocacy to overcome this challenge. Instruct students to write the narration and/or dialogue to the story that identifies the challenge for the character, explains how they are getting the attention of a trusted adult, and how they advocate for themselves directly and clearly.

ASSESSMENT TOOL #2 (8.5.1)

Place students in small groups (3-4). Provide each group with a task that requires some materials that they need to advocate for in order to accomplish the task. Select student volunteers that will have materials that groups will need. Instruct students to complete the task and when they notice they need a material they do not have, to get the attention of the student volunteer using a variety of strategies and to clearly and assertively advocate for their groups needs. Instruct groups that each member of the group must advocate for at least one material their group needs.

ASSESSMENT TOOL #3 (8.5.1)

Write several examples of each of the three components of an advocacy statement and cut the examples into strips. Give students the strips of paper and instruct them to create complete advocacy statements by matching components together. Once students are confident in their answers, have them glue the strips on a sheet of paper in order to allow you to collect and provide feedback.



Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Stage 1: Advocacy for Self* can be used across content areas when students encounter problems or obstacles.

Reinforce the understanding that sometimes when we need help we must ask directly and clearly for the help that we need. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are experiencing a challenge and require assistance voicing a need or want. These questions can be a guide for independent reflection when students are challenged to understand an incident or what they need.

- What problem are you facing?
- What do you think you need to overcome *this problem*?
- Does *this need* require self-advocacy?
- Who should you go to for help for *this need*?
- How will you get *this person's* attention?
- How should you ask for help clearly and assertively?

VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

help, helper, ask, problem, answer, solve, encourage, appropriate, solution, information, advocate, situation, request

Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Standards

- [Standards & Performance Indicators](#)



Stage 2: Advocacy for Others

The Steps:



Step 1: Ask to Help

Step Overview: In Step 1, students first develop awareness around noticing if someone is struggling or facing a challenge that may require help. Students should discuss the importance of body language and words to determine if someone may need help. After using these social cues, students then practice asking if help is needed. This is an important component of advocating for others because helping someone who is not in need of help is unproductive and can lead to harm. It is also important to emphasize the need to ask for consent before helping because it reinforces the idea of *Stage 1: Advocacy for Self* that we must state our needs directly, rather than expecting someone to just intuitively know how to support.

Sub Skill(s):

- Notice someone struggling with a problem
- Ask if help is needed



Step 2: Determine How to Help

Step Overview: Students focus on asking how they can help others in this step. Asking questions supports students in knowing the role they can play as a helper and the most effective ways they can help the person in need. Skills learned in *Stage 1: Advocacy for Self* are used in this step as students consider whether they can do what is asked of them as well as the attention seeking skills when they are seeking additional help in a problem situation.

Sub Skill(s):

- Ask questions to figure out how to help
- Talk about possible solutions to the problem
- Decide if help can be offered



Step 3: Take Action

Step Overview: In this step, students act on the request(s) being made in support of others.

This action may involve speaking to other individuals as a way to offer or find additional support.

Students use their advocacy skills from *Stage 1: Advocacy for Self* to obtain the attention of others when necessary. Students also confirm that they are helping as needed by restating what is being asked of them and/or offering additional ideas that can be helpful to the situation if they themselves cannot offer the requested help.

Sub Skill(s):

- Follow through with actions
- Check in for feedback



Step 4: Look Back & Learn

Step Overview: Learning to reflect takes practice and intention. After someone has advocated for an individual, it is important to learn from the outcomes, both positive and negative. This step

allows students to take time to connect this moment of advocacy to future actions. Developing metacognition in advocacy is especially important because as individuals learn more, they must be willing to change and adapt their approach in response to feedback they get from the person they are helping. Reflection in *Stage 2: Advocacy for Others* also allows individuals to learn how to help others in a way that is responsive to the needs of the person and not how they believe they should help.

Reflection Question(s):

- How did I know that someone needed help?
- Did I ask questions to better understand how to help?
- How did I decide on which action to take to support others?
- What would I do the same next time?
- What would I do differently next time?



Teaching Tips

- Use role play to help students practice asking someone if they need help and asking questions to better understand the help that is needed.
- Discuss with students the importance of helping people the way they want to be helped rather than only helping the way they want to be helped. For example, if someone needs a marker, and they want the marker to be pink, giving them a green marker is not the most helpful.
- Prompt students to think about ways they can offer help and ways they cannot. Give students examples of requests and ask them to decide if they can help someone in that way or not. See *Stage 2: Refusal Skills & Boundary Setting of Interpersonal Communication* for additional guidance on knowing when to say yes or no to someone and for strategies on saying no.
- Pair *Stage 1: Advocacy for Self* with *Stage 1: Communication Techniques of Interpersonal Communication* to reinforce interpreting body language and using listening strategies.

See *Teaching Progression* for suggested learning activities.



Teaching Progression:



Step 1: Ask to Help

SUB SKILL(S):

- Notice someone struggling with a problem
- Ask if help is needed

GUIDING QUESTIONS:

How do I know if someone needs help?

NHES PERFORMANCE INDICATORS:

(8.5.2) Encourage others to make positive health choices.

VALUABLE VOCABULARY:

*advocate, issue,
community,
cooperate*

Step 1: Ask To Help | Sub Skill: Notice Someone Struggling With A Problem



SUGGESTED LEARNING ACTIVITY 1:

Share with students that in order to advocate for others, they must be aware of those around them. Ask students to share out clues that let them know someone may be having a problem. When students provide examples, ask them to act out these clues. Chart the clues as a reference for the remainder of the health skill.



SUGGESTED LEARNING ACTIVITY 2:

Show students pictures of people who are either experiencing a challenge or are not experiencing a challenge. If students notice that the person in the picture may require their help, instruct them to shout, "Help." If they think the person does not require help, instruct them to give a thumbs up and say, "They're good!"

Language of Health Literacy:

I noticed that _____ is having an issue with _____.

I know _____ is struggling with _____ because _____.

_____ is having a problem with _____. I know this because I can see _____.

For each picture that students identify as people facing issues, ask students the following questions:

- What makes you think this person may need help?
- What about their body language is giving you clues?
- What about their facial expression is giving you clues?

See Next Page For Teaching Notes.



Teaching Progression: Step 1 | Ask to Help (Cont.)

TEACHING NOTES:

- The people that you show should be a mixture of individuals in need of support and people not in need of support. Show students pictures of people looking upset, angry, scared, happy, excited, or sad.
- Model and provide the *Language of Health Literacy* to support student discussion and explanations.



SUGGESTED LEARNING ACTIVITY 3:

Tell students that before they can help others, they need to recognize when another person is having a problem. Provide students with 5-10 scenarios of different people encountering problems. Have students read each scenario with a partner or independently.

Instruct students to analyze each situation by answering the following questions:

- What problem is being presented in this story?
- How do you know if the character needs help?
- Do you think this character can solve this problem independently or do they need support?
- How would you help the character in this situation?

Step 1: Ask To Help | Sub Skill: Ask If Help Is Needed



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that you may not always know what problem someone is facing and if someone actually needs help. Often we can tell by someone's body language and expressions that they are upset, but we may not be able to tell the problem they are facing or if they really need our help.

Share with students that it is natural to want to help others because when we help others, we create a better, stronger community. There are many benefits to giving to others, and they must also be aware of other people's boundaries when offering support.

Have students watch a video explaining the importance of giving to others. After the video, facilitate a discussion with students using the following questions:

- How do you feel when you offer someone help?
- How can giving to others make the community stronger?
- Are there ever times when you shouldn't offer help?
- Is it okay for someone to say they don't need your help?

Language of Health Literacy:

I noticed you are struggling with _____. Can I help you?

It looks like you are having a problem with _____. Can I help?

Is there anything I can help you with _____?

You seem to be feeling _____. What is going on?

TEACHING NOTES:

- See the *Resource Bank* below for a suggested video. Use a variety of discussion protocols and strategies to ensure all students are able to participate.



Teaching Progression: Step 1 | Ask to Help (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that once they notice someone is facing an issue, they need to determine if that person needs their help. They will do this by asking the person directly if they would like help, and if the person says, "yes," they will move on to Step 2. If the person says, "no," they respect the person's decision and give them space.

Tell students a story from your own experience about a time you witnessed a friend struggling with a problem. Demonstrate for students how you asked this person if you could help by modeling the *Language of Health Literacy*. Instruct students that when they hear you use the *Language of Health Literacy*, they should pull on their ear to show you are listening.



SUGGESTED LEARNING ACTIVITY 3:

Have students draw a comic about a time they witnessed someone struggling with an issue. Instruct students to draw and write dialogue in their comic strip that shows them asking the person if they need help. Encourage students to use the *Language of Health Literacy* in their illustrations to demonstrate how they could ask the person if they need support.



See *Stage 2: Refusal Skills & Boundary Setting* for guidance on supporting students to understand and respect boundaries.



SUGGESTED LEARNING ACTIVITY 4:

Place students in pairs. Provide each pair with a scenario demonstrating a common problem students could face at your school. Tell student pairs to create a skit demonstrating how they could ask a person in need if they can help by using the *Language of Health Literacy*. After students have had sufficient time to act out several scenarios, have groups demonstrate their role play to the class.

TEACHING NOTES:

- Create multiple scenarios that will allow groups to demonstrate different ways to ask if someone needs support.
- Possible scenarios could include:
 - You notice that the person who is sitting next to you in class hasn't started their test, and they are frantically searching through their bag and desk.
 - While you and a friend were playing tag at recess, your friend fell down, and their arm is bleeding.
 - The teacher tells everyone to get out their markers to color in a map for social studies. The person sitting next to you is looking in their backpack and looks like they are about to cry.



Teaching Progression:



Step 2: Determine How to Help

SUB SKILL(S):

- Ask questions to figure out how to help
- Talk about possible solutions to the problem
- Decide if help can be offered

GUIDING QUESTIONS:

How can I best help those dealing with challenges? What help am I able to offer?

NHES PERFORMANCE INDICATORS:

(8.5.2) Encourage others to make positive health choices.

VALUABLE VOCABULARY:

*solutions,
decide,
helpful*

Step 2: Determine How To Help | Sub Skill: Ask Questions To Figure Out How To Help



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that once someone confirms that they need support, they need to ask questions to determine how they can best help.

Asking questions allows us to help someone in the way they want to be helped, rather than the way we think they should be helped.

To help students understand the impact of not knowing how someone wants to be helped, use a simulation activity by setting up a classroom store. Instruct students to approach the store. Before they ask for what they want, hand them something. When students ask for something different from the store, tell students that you think they would like what you gave them more.

After each student has an opportunity to shop at the store, debrief the experience with students by asking the following questions:

- How did it feel to not have the chance to ask for what you wanted?
- How did it feel to be told by someone else that they thought you wanted?
- How could the situation be changed to better accommodate what you wanted?

Language of Health Literacy:

*You seem to be struggling with _____.
What is going on?*

What would be helpful right now?

How are you feeling about _____?

What do you think you need right now?

Who else can we ask for help?

Can I ask _____ (trusted adult) to help?



Teaching Progression: Step 2 | Determine How to Help (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Show students a video demonstrating a character facing a problem. After the video, have students write out all the questions they think they would need to ask the person to better understand the issue. Make a class list of questions that they could ask to better understand what is going on in the situation.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in identifying questions they would ask.



SUGGESTED LEARNING ACTIVITY 3:

Place students in pairs and give each pair scenarios. Assign one partner the job of acting out the problem in the scenario. Instruct the other partner to ask questions to better understand the scenario. After students complete the role play in pairs, have several groups share their examples to the class.

Lead students in a discussion to debrief the activity using the following questions:

- Why is it important to ask questions when you are trying to help?
- What would you do if the person tells you to leave them alone?
- Have you ever had someone ask you if you needed help? How did you respond?

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students asking questions in their role plays.
- Complete at least two rounds to provide each student an opportunity to play both roles.
- Use scenarios used in previous activities.



See *Stage 1: Communication Techniques of Interpersonal Communication* for guidance on active listening strategies.



Teaching Progression: Step 2 | Determine How to Help (Cont.)

Step 2: Determine How to Help |

Sub Skill: Talk About Possible Solutions To The Problem



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that once they have asked questions to gain a better understanding of the issue, they can talk about possible ways to solve the problem. Provide students a list of issues that they could face at school or at home. Tell students that you are going to read the list outloud, and they are going to circle any issue that they have faced themselves. After reading the list, explain to students that a great way to suggest a possible solution for a problem is to share how you have solved issues for yourself. Have students write out next to the problems they have faced a solution that they have tried. Next, have students turn to a partner to share using the *Language of Health Literacy*.

Language of Health Literacy:

When I have an issue like this, I usually _____.

What are ways that you think we could deal with this issue?

Let's brainstorm ways to solve this issue.

Step 2: Determine How To Help | Sub Skill: Decide If Help Can Be Offered



SUGGESTED LEARNING ACTIVITY 1:

Share with students that when helping others, it is important to be realistic and honest about the help you can offer. If someone asks for something you cannot do, it is okay to say that, so other solutions can be identified. Give students a T-chart. Label the left side, "Help I can offer." Label the right side, "Help I cannot offer." Then, provide students with a list of help that someone may ask for.

Instruct students to sort the items of the list into the two categories. Prompt students to share their lists with a partner.

At the end of the activity, ask students the following questions:

- How did you decide on the things you could do to help someone?
- How did it feel to not be able to offer some of the help on the list?
- Is it okay for us to be able to offer different supports? Explain.

Language of Health Literacy:

I feel comfortable helping you with _____.

I can't help you with _____. I can help you do _____.

I hear you need _____. I can't do that. Can I help you some other way?

I can help you _____. Do you need any additional support?

I really think we should reach out to ____ to get support with this issue.

See Next Page For Teaching Notes.



Teaching Progression: Step 2 | Determine How To Help (Cont.)

TEACHING NOTES:

- Include help that students obviously can't do (e.g. provide medical help, skip class to hang out with a friend).
- Include help that students can offer, but may choose not to (e.g. sharing their lunch, talking about conflict, lend money).
- Model and provide the *Language of Health Literacy* to support student discussion and sorting of help they can offer.



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that when offering help, they should still keep their own boundaries in mind. Prompt students to reflect on how they must set boundaries when offering help to others. Read a story out loud to students that demonstrates the complexities of giving to those in need.

Throughout the story, stop at appropriate points to ask students the following questions:

- How does the character feel helping others?
- What benefits do both characters receive in this story?
- Can you ever give too much to another person?
- How do you know when you should set boundaries when helping others?

TEACHING NOTES:

- See the *Resource Bank* below for a recommended story.



See *Stage 2: Refusal Skills & Boundary Setting* for guidance on supporting students to set and uphold boundaries.



Teaching Progression:



Step 3: Take Action

SUB SKILL(S):

- Follow through with actions
- Check in for feedback

GUIDING QUESTIONS:

How can I take action to help someone? Why is it important to follow through on help that is offered?

NHES PERFORMANCE INDICATORS:

(8.5.2) Encourage others to make positive health choices.

VALUABLE VOCABULARY:

*peers, help,
follow through,
action*

Step 3: Take Action | Sub Skill: Follow Through With Actions



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that they must follow through and take action when advocating for others. Lead a class discussion that

prompts students to think about the importance of following through on help that is offered by asking the following questions:

- Why is it important to follow through when helping others?
- How does it feel to take action and support others?
- How does it feel when someone doesn't do what they said they will?
- What can get in your way when trying to take action to help others?

Language of Health Literacy:

I will _____ to help _____.

I need to _____ to best advocate for _____.

I plan to _____ to help _____.

I need to get _____ to help with this issue.



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that one way to ensure they follow through is to tell the person what they will do by creating action statements that explain how they will follow through and support.

Place students in pairs and tell the pairs to stand in concentric circles. Provide students in the inside circle with an example scenario that outlines a problem and the need. Prompt the student in the inside circle to read the scenario and need. Then, instruct the student in the outside circle to state what they will do to help. In order to give the outside circle multiple opportunities to practice, rotate the inner circle several times. Switch inside and outside circles, so each student has an opportunity to play both roles.

See Next Page For Teaching Notes.



Teaching Progression: Step 3 | Take Action (Cont.)

TEACHING NOTES:

- Example Scenarios:
 - Your friend lost their lunch box at recess. They need support finding it before they leave for the bus. They ask you to help them find it before going back to class. (Action Statement: I will clean up my stuff from recess and come help you look for your lunchbox.)
 - You notice a student sitting alone at recess. When you talk to them, they say they don't have anyone to play with, and they feel alone. They ask you to sit with them at lunch the next day. (Action Statement: I will invite you to sit with me tomorrow at lunch and introduce you to my other friends.)
- Model and provide the *Language of Health Literacy* to support student responses.

Step 3: Take Action | Sub Skill: Check In For Feedback



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that once they have taken action to help another person, they should check in to see

if their actions supported the needs of the other person. Tell students that this is an important step in order to make sure they are helping in the way the other person needed. Have students practice identifying actions that help meet a person's need through the following activity.

Language of Health Literacy:

Did that help you solve the problem?

I did _____ to help. Was that what you wanted?

Is there anything else that can be done to help with this issue?

Place students in small groups (3-4). Give students a bag with a statement explaining a need. Also, give groups a bag with actions that could meet the needs of a person. Have students draw a need and an action from the bag. Tell students to determine if the action actually meets the need requested. If the action does support the need, have students explain why. If the action does not meet the need requested, have students explain what action could be taken to support the need.

TEACHING NOTES:

- Example of a statement explaining a need: I left my lunch money at home, but I need to eat lunch.
- Example of possible actions: talk to a teacher, provide them with a resource, talk in a calm and soothing voice, give them a bandaid, ask if they want to borrow a pencil, ask them if they want to play with you, etc.



Teaching Progression:



Step 4: Look Back & Learn

REFLECTION QUESTION(S):

- How did I know that someone needed help?
- Did I ask questions to better understand how to help?
- How did I decide on which action to take to support others?
- What would I do the same next time?
- What would I do differently next time?

VALUABLE VOCABULARY:

reflect, negative, positive, outcome

GUIDING QUESTIONS:

Why is it important to reflect after you have advocated for an issue? How do I become a better advocate?

NHES PERFORMANCE INDICATORS:

(8.5.2) Encourage others to make positive health choices.

Ask students questions that will help them understand the importance of looking back on the help they offered when advocating for others and what they learned. For example ask the following questions:

- How did I know that someone needed help?
- Did I ask questions to better understand how to help?
- How did I decide on which action to take to support others?
- What would I do the same next time?
- What would I do differently next time?

TEACHING NOTES:

- Model this reflection process by sharing with students a time when you needed to advocate for others.
- Provide multiple opportunities for students to answer these questions.
- Allow students to reflect in a variety of modes, including: writing, partner discussion, whole-class discussion, and one-on-one conferencing.



Assessing Stage 2: Advocacy for Others

Students in grades 3-5 will have mastered *Stage 2: Advocacy for Others* by demonstrating their ability to showcase the performance indicators identified in Standard 8. Use the student friendly language below to support rubric creation and feedback to students.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

8.5.2 Encourage others to make positive health choices.

- I can notice someone having trouble making healthy choices
- I can ask someone if they need help
- I can ask questions to figure out how to help someone
- I can decide if I can help someone
- I can take actions to help someone

ASSESSMENT TOOL #1 (8.5.2)

Write out examples of a student completing steps 1 and 2 in *Stage 2: Advocacy for Others*. Display these examples on posters around the room. Have students rotate to each poster to read and reflect on the scenarios. Tell students to write out what the character could do to follow through and take action to advocate in each situation. After students write out how to take action, have students read through their peer's responses. Place students in small groups to discuss the following questions to debrief the activity:

- If you ask someone else to help, are you still advocating?
- Have you ever tried to solve an issue and not follow through? Explain.
- Why is it important to follow through and take action when advocating for others?

ASSESSMENT TOOL #2 (8.5.2)

Have students create a story or a comic strip demonstrating a character facing an issue. Tell students that in the story, they need to show how they would approach the person in need, determine what they can do, and finally take action. Once students complete their stories, have them share with others in the class using a concentric circle discussion. Have students form two concentric circles facing each other. Prompt each student to share their story with their partner. After students share with their first partner, have the inside or outside circle rotate to give students new partners. Repeat as many times as desired.



Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Stage 2: Advocacy for Others* can be used across content areas when students notice someone having a problem and are unsure how to help or do not help in productive ways.

Reinforce the understanding that sometimes people want our help and other times they do not. Also, we want to make sure that when we offer help, we are helping in the way the person wants to be helped and not just the way we would want to be helped. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are experiencing a challenge and require assistance voicing a need or want. These questions can be a guide for independent reflection when students are challenged to understand an incident or what they need.

- What happened?
- How did you know *the person* needed help?
- What help did *they* ask for?
- How were you able to help *them*?
- How do you know you helped *the person*?

VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

help, helper, ask, problem, answer, solve, encourage, positive, solution, information, advocate, situation, request



Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Standards

- [Standards & Performance Indicators](#)

Video on Giving to Others

- <https://www.youtube.com/watch?v=bH5ozEo1Ao4>

Setting Boundaries When Offering Help - The Giving Tree

- <https://www.youtube.com/watch?v=XFQZfeHqgwo>