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

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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 approacg 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 *Interrpersonal 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 interpretting body language and using listening strategies.

See *Teaching Progression* for suggested learning activities.

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