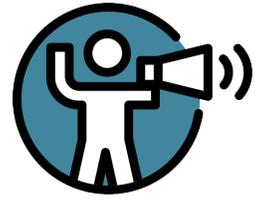


Health Skill:

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
Determine How to
Approach the Situation



Step 3
Ask for What
Is Needed



Step 4
Reflect

Grades 9-12 Framework

In grades 9-12, students gain skills to better practice self-advocacy in their life. High school students are beginning to transition into more professional settings, and they should start practicing self-advocacy with people in positions of authority like bosses, admissions counselors, and community leaders. These skills help students develop appropriate self-advocacy strategies to gain the support they need in various real-life situations. In *Stage 1: Advocacy for Self*, students in grades 9-12 begin by analyzing challenges they could face. Then, they work to learn how best to approach the situation. Finally, they seek support using appropriate communication strategies, stating the challenge/obstacle, and making specific requests to overcome the challenge/obstacle.

Mastery of *Stage 1: Advocacy for Self* for grades 9-12 means students are able to clearly state the challenge they face, explain who can support them with the issue at hand, and practice self-advocacy by explaining their needs appropriately.



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
Take Action



Step 5
Reflect

Grades 9-12 Framework

In grades 9-12, students continue to focus on learning to advocate for those in their communities at-large. Extending beyond the school-wide community, prompt students to select a community health challenge that is important to them and that needs the support of advocates. Students can collaborate 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 should conduct research and interviews in order to communicate a stance that reaches the audiences within their community. In addition to creating powerful messages with appropriate persuasive techniques, students should explore the idea that advocacy for others isn't just about words, but actions. Therefore, students should spend time developing SMART Goals and action plans that help them implement the changes they seek. Finally, students should learn how to maintain their personal health during advocacy work, which can be at risk when engaging in community activism. 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* below.

Mastery of *Stage 2: Advocacy for Others* for grades 9-12 means students are able to identify a community health challenge, research the community health challenge, identify root causes of the community health challenge, develop a powerful message using a variety of persuasive techniques, create and implement action plans, and gain the support of others.