

# Self Advocacy

Go For Your Goals, Module 5



# AGENDA



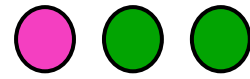
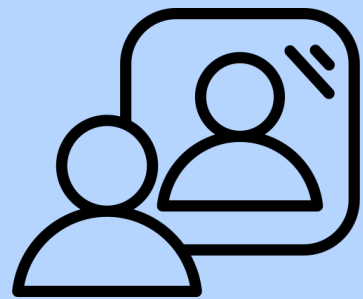
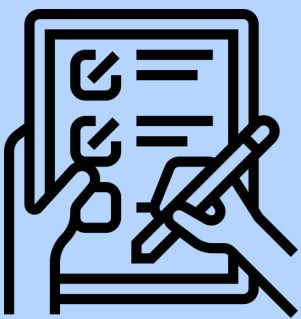
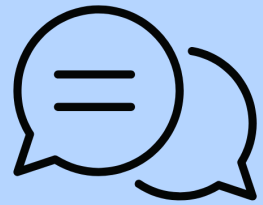
1. Brainstorm: Do you think it's easier to ask for help for yourself or for others? Why?



2. Activity: Working independently or in pairs/small groups, work on the 2 scenarios provided, applying what we covered today.



3. Reflect: Think of an example of a time when you didn't self-advocate. What stopped you? Now that you have the skills to advocate for yourself, what other things might stand in your way and how could you deal with them?



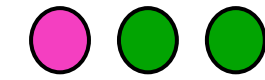
# BRAINSTORM



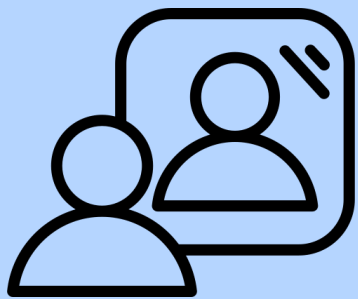
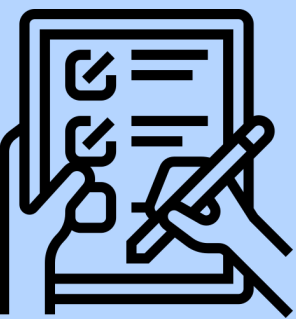
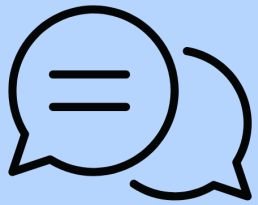
Do you think it's easier to ask for help for yourself or for others? Why?

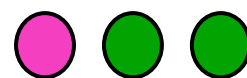
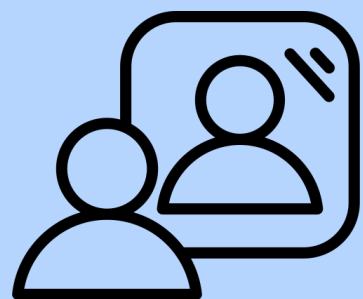
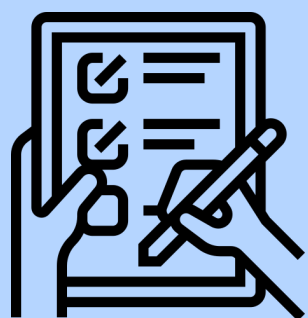
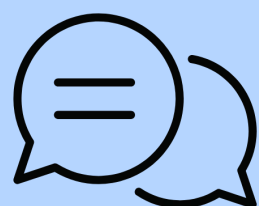


# DISCUSS



Share your responses from the brainstorming section.





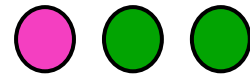
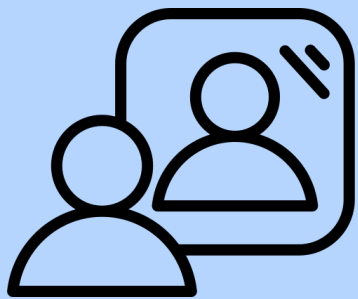
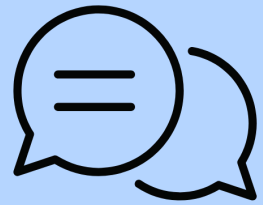
# DIVE IN



## Advocacy

When you ask for help for yourself or for someone or something, it is called **advocacy**.

When you speak or act in support of yourself it is called **self-advocacy**.



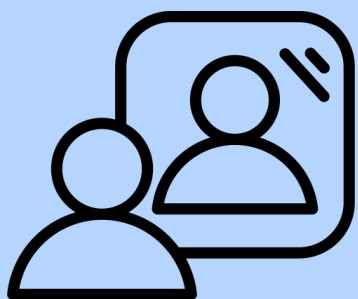
# DIVE IN



Step 1 - Know exactly what you are asking for. Be precise and be prepared to explain why you are asking.

Step 2 - Identify who can help you. Is it your teacher? A family member? Your boss? Someone else? It doesn't make sense to ask someone for help if they aren't in a position to help you.

Step 3 - Decide what you should say. Remember that you're asking for help, so be polite and prepared. It might help to write it down first or role play with a friend before you ask.



# ACTIVITY



Working independently or in pairs/small groups, work on the 2 scenarios applying what we covered today.



## Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Self-Advocacy

**Scenario 1:** There's a big music festival coming up, and you really want to go.

→ What are you asking for?

→ Who should you talk to?

→ What should you say?

**Scenario 2:** Last month, you asked for a day off at work, but notice that you're still on the schedule to work that day.

→ What are you asking for?

→ Who should you talk to?

→ What should you say?

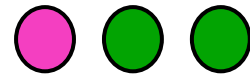
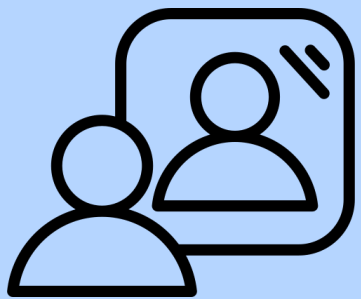
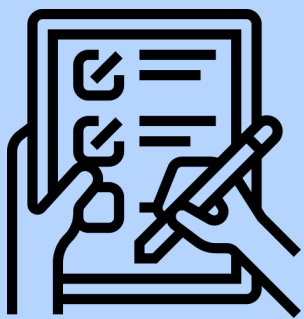
**Scenario 3:** Your school is taking part in a student exchange program and you've always wanted to travel.

→ What are you asking for?

→ Who should you talk to?

→ What should you say?

**Reflect:** Think of an example of a time when you didn't self-advocate. What stopped you? Now that you have the skills to advocate for yourself, what other things might stand in your way?



# REFLECT



Think of an example of a time when you didn't self-advocate. What stopped you? Now that you have the skills to advocate for yourself, what other things might stand in your way and how could you deal with them? Are there other strategies we've discussed that might help?

# Home Connection



High School

## Home Connection

### Self Advocacy

Dear \_\_\_\_\_,

I wanted to share with you what your student has been learning about the importance of self-advocacy. In today's lesson, we discussed how self-advocacy means speaking or acting in support of oneself. As students grow older and transition into adulthood, they will need to take a more active role in their lives and be able to speak up for what they need.

We emphasized that self-advocacy should be done assertively, which means expressing oneself while being respectful of others. It can be as simple as asking for clarification on something confusing or requesting a different seating arrangement to minimize distractions. To self-advocate effectively, students need to follow three steps:

- 1. Know precisely what they are asking for and be prepared to explain why.
- 2. Identify who can help them—a teacher, family member, boss, or school counselor.
- 3. Decide what to say, ensuring they are polite and prepared.

We also discussed the importance of having a plan if the person they ask cannot help. This might involve considering alternative ways to ask for help, asking for something different, or approaching someone else.

To continue this conversation at home, please ask your student: "Can you give an example of when you needed to self-advocate and how you handled it?" This can be a great opportunity to discuss the importance of self-advocacy and share personal experiences.

Please do not hesitate to reach out with any questions or concerns.

Best,

\_\_\_\_\_

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## Professional Development



Take 5 minutes and reflect on your ability to self-advocate. Are you satisfied or is this an area that you'd like to improve?





# Further Study

- Edutopia, *Teaching Students to Self-Advocate During Distance Learning*:  
[www.edutopia.org/article/teaching-students-self-advocate-during-distance-learning](http://www.edutopia.org/article/teaching-students-self-advocate-during-distance-learning)
- NY Times, *How to Stand Up for Yourself*:  
<https://www.nytimes.com/guides/year-of-living-better/how-to-stand-up-for-yourself>
- Understood, *6 Tips for Helping Your High Schooler Self-Advocate*:  
[www.understood.org/articles/en/6-tips-for-helping-your-high-schooler-learn-to-self-advocate](http://www.understood.org/articles/en/6-tips-for-helping-your-high-schooler-learn-to-self-advocate)
- Zarrow Center for Learning Enrichment (University of Oklahoma): *Lessons for Teaching Self-Awareness and Self-Advocacy*:  
[www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy](http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy)





**Lesson Complete!**

