

Self-advocacy



Recommended:
Year 9



Length:
90 minutes

About this lesson

To investigate skills that may require further development, students will learn about the concept of self-advocacy, identify skills and required to effectively advocate for themselves, such as leadership, confidence, and communication, and explore ways they can advocate for themselves in school, the community, at home, and in a career.

Learning objectives

By the end of this lesson students will:

- understand the concept of self-advocacy
- identify situations where they may need to advocate for themselves or issues they may want to advocate for
- identify skills and behaviours required to effectively advocate for themselves, such as leadership, confidence, and communication
- explore ways they can advocate for themselves in school, the community, at home, and in a career.

Driving question

How will self-advocacy help me at school, home, or work?

Future-ready skills

Self-awareness

Self-confidence

Communication

Problem solving

Lesson breakdown

15
minutes

Activity 1: Who is a self-advocate?

Introduce self-advocacy by asking each student to share a time they were a self-advocate. Use these prompts to get ideas flowing. Tell us a time when you: spoke up for something you believed in, took responsibility for something you did, questioned others expectations of yourself, joined a group of people who aimed to make life better for someone else.

45
minutes

Activity 2: Xello lesson: Self-advocacy

In this activity, students complete the Xello Lesson: **Self-advocacy** to further understand the concept of self-advocacy, identify situations where they may need to advocate for themselves or issues they may want to advocate for, identify skills and behaviours required to effectively advocate for themselves, such as leadership, confidence, and communication, and explore ways they can advocate for themselves in school, the community, at home, and in a career.

30
minutes

Activity 3: Self-advocacy skills

In this activity, students will review aspects of a career profile that they've saved as a potential option, but aren't sure it's a good fit, in order to express what they'd need in order to pursue this pathway.

Xello entry point

Before starting this lesson, students should be familiar with their **About me** profile and have explored career profiles.

Vocabulary

- Self-advocacy
- Speaking up
- Self-confidence
- Courage
- Communicating
- Persistence
- Optimism
- Problem solving
- Leadership
- Equality

Benchmarks & Curriculum

PSHE H4: strategies to develop assertiveness and build resilience to peer and other influences.

PSHE L13: young people's employment rights and responsibilities.

Activity 2 - Xello Lesson: Self-advocacy



Recommended:
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Length:
45 minutes

About this activity

In Activity 1, students were introduced to the concept of self advocacy and shared a time they were a self-advocate.

In this activity, students will dig into the **Self-advocacy** lesson in Xello. They will identify situations where they may need to advocate for themselves or issues they may want to advocate for. They'll identify skills and behaviours required to effectively advocate for themselves, such as leadership, confidence, and communication, and explore ways they can advocate for themselves in school, the community, at home, and in a career.

Inquiry prompts

- What does it mean to speak up for yourself?
- Why is it important to speak up for yourself? For others?
- What is a situation where you might need to speak up for yourself?
- Why do you think it's sometimes hard to speak up for yourself?
- What would happen if no one ever spoke up for what they believe in?

Before you begin

Before diving in with your students:

1. Create a copy or download the [Self advocacy slide presentation](#) to use as a helpful teaching aid before and after the Xello lesson.
2. Review the slides (including the speaker notes section) discussion strategies and prompts.
3. Update slide 5 of the presentation with your students' Xello sign in format. If you don't know your students' Xello login format check out [Sign in to Xello](#) for support.

Teaching strategies

Use the following strategies to set your students up for success:

- 1 Before students start the Xello lesson, get them engaged in a classroom discussion using a few of the inquiry prompts from the **Warm up** activity slide of the [Self advocacy slide presentation](#), or choose your own.
- 2 Help your students log into their Xello account. Project your screen as you model how to navigate to the lesson using your demo student account. From the student dashboard, click on a lesson to get started. If the lesson you want isn't visible, access it by selecting **View all lessons** below the lessons shown.
- 3 Students finished early? If students have time after completing the Xello lesson, encourage them to add and rate the skill of self-advocacy in their skills section in Xello.
- 4 Once all students have completed the Xello lesson, return to the [Self advocacy slide presentation](#) to have them revisit their answers to the inquiry prompts you posed at the beginning of class.

Materials required

- Computers or tablets with internet access
- Whiteboard/projector
- [Self advocacy slide presentation](#)

Prerequisites

- None

Artefacts

Students will complete the Xello lesson: **Self-advocacy**.

Activity 2 - Xello Lesson: Self-advocacy



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45 minutes

- 5 **Classroom discussion strategy: I used to think/Now I think:** Encourage students to share how important they think knowing how to advocate for yourself is. Students can use a scale from 1-3 to rate importance. A rating of 1 equals not important, a rating of 2 equals important, and a rating of 3 equals very important.
- 6 Ask students if their thoughts about the importance of knowing how to advocate for yourself have changed or stayed the same since completing the Xello lesson. Example: I used to think knowing how to advocate for myself was important (a rating of 2) but now I think it is very important (a rating of 3). If their rating has changed, what do they think caused this change in thinking? If their rating has stayed the same, why?

Activity 3: Self-advocacy skills



Recommended:
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Length:
30 minutes

Inquiry prompts

- What do I need in order to succeed?

Before you begin

- It will be helpful for students to have 3 saved careers.

Teaching strategies

In this activity, students review aspects of a career profile that they've saved as a potential option, but aren't sure it's a good fit, to identify reasons for their uncertainty in this pathway. They will then select appropriate self-advocacy skills to help them explain what they'd need in order to further pursue this career interest.

- 1 Provide the [instructions](#) on the next page to your students.

Materials required

- [Student instructions](#)
- Computer or tablet with internet access

Artefacts

Students will add a few **Likes and dislikes** for a career that they're not sure is a good fit for themselves, and includes self-advocacy strategies in the career profile's **Notes** card to help identify ways to overcome their perceived obstacle to the career. They will also add and rate self-advocacy in the **Skills** section on their **About me** profile.

Self-advocacy skills

Student instructions

- 1 Take a look at a career you have saved or a suggested career match that you're not sure is a good fit for you. Review the career profile, taking note of any aspects that you are unfamiliar with or not sure about.
- 2 If you haven't already, save the career and state how you feel about this career. Within the **Likes and dislikes** card provide 2-3 ideas about what you like about the career, and at least 1 aspect you are unfamiliar with or not sure about under dislikes.
- 3 For one of your dislikes, what could you start doing or speaking up about today in order to breakdown the barrier to this career? Explain in the **Explore this career notes** card how you would use one or more of the following self-advocacy skills or traits to help you start exploring your uncertainty now to help you figure out if this career is a good fit or not.
 - Communicating: expressing thoughts, facts, or opinions in speech, writing, or images.
 - Leadership: guiding or directing others to achieve goals.
 - Confidence: believing in yourself and your abilities.
 - Optimism: keeping a positive mindset about uncertain events or outcomes.
 - Persistence: staying a course of action even if you meet barriers.
 - Problem solving: finding ways to address or fix issues as they come up.
- 4 On your **About me** profile, add and rate self-advocacy in the **Skills** section. Consider adding other related skills from the following skills categories: **Communication & teamwork**, **Leadership**, and **Personal**.