

# Self-advocacy



Recommended:  
8th grade



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 behaviors 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 behaviors 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

## Activity 2 - Xello Lesson: Self-advocacy



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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 behaviors 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](#) (also available in [Spanish](#)) 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](#) (also available in [Spanish](#)), 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 lesson shown or **View lessons** on the left of your screen.
- 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.

### Materials required

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

### Prerequisites

- None

### Artifacts

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

## Activity 2 - Xello Lesson: Self-advocacy



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45 minutes

- 4 Students can also explore their dashboard feed where they'll find new content about their updated saved careers.
- 5 Once all students have completed the Xello lesson, return to the [Self advocacy slide presentation](#) (also available in [Spanish](#)) to have them revisit their answers to the inquiry prompts you posed at the beginning of class.
- 6 **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.
- 7 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



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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](#) (also available in [Spanish](#)) on the next page to your students.

### Materials required

- [Student instructions](#) (also available in [Spanish](#))
- Computer or tablet with internet access

### Artifacts

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

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## 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**.

## Aptitudes de autodefensa

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### Instrucciones para estudiantes

- 1 Observa una profesión que hayas guardado o una profesión coincidente sugerida que no estés seguro de que vaya a ser adecuada para ti. Revisa el perfil de la profesión y toma nota de los aspectos de los que no tengas conocimiento o no estés seguro.
- 2 Si aún no lo has hecho, guarda la profesión e indica qué sensación te genera. **En Lo que me gusta y lo que no, Explorar esta profesión**, propone 2 o 3 ideas sobre lo que te gusta de la profesión y al menos 1 aspecto del que no tengas conocimiento o no estés seguro en el área de lo que no te gusta.
- 3 Respecto de uno de los aspectos que no te gustan, ¿qué podrías comenzar a hacer o decir hoy para derribar la barrera asociada a esta profesión? En la tarjeta de Explorar las notas de esta profesión, explica cómo aplicarías una o más de las siguientes aptitudes o características de autodefensa para comenzar a abordar la incertidumbre y descubrir si esta profesión es adecuada o no.
  - Comunicarse: transmitir ideas, hechos u opiniones de manera oral, escrita o gráfica.
  - Actuar con liderazgo: guiar o dirigir a otros para alcanzar metas.
  - Confiar: creer en ti mismo y en tus habilidades.
  - Ser optimista: mantener una mentalidad positiva con respecto a eventos o resultados inciertos.
  - Persistir: insistir con una medida incluso cuando se encuentran obstáculos.
  - Resolver problemas: encontrar maneras de tratar o solucionar problemas que surgen.
- 4 En tu perfil de **Acerca de mí**, agrega y califica la autodefensa en la sección de **Aptitudes**. Considera agregar otras aptitudes relacionadas de las siguientes categorías de aptitudes: Comunicación y trabajo, Liderazgo y Personal.