

11B 1.6 Advocating for My Needs:

PHASE OVERVIEW

In this phase, pairs will launch their relationships and begin getting to know one another. Pairs will explore similarities and differences, make connections, and share experiences that will deepen their relationship. Pairs will reach a basic understanding of each other's interests, backgrounds, motivation, and lives.



LESSON OBJECTIVE

SWBAT identify the importance of self-advocacy.

PURPOSE

Self-advocacy is an important skill for students to develop. Research shows that students that are able to effectively self-advocate, graduate high school at higher rates and report higher levels of positive self-esteem. This lesson serves to introduce the concept of self-advocacy to students.

AGENDA

5 min	<i>Do Now: Mentor Connection</i>
25 min	<i>Learn and Engage: Understanding Self-Advocacy</i>
10 min	<i>Mentor Connection</i>



KEY TAKEAWAY

Engaging in self-advocacy will help ensure that my needs are met.

FACILITATOR NOTES:

Keep in mind that the Do-Now message simply serves as a class “start-up.” It is OK if students are not able to fully respond. Please move on after the 5 minutes allotted for the Do-Now so you have enough time to run the class lesson. Students will have the opportunity to write at the end of class as well.

MATERIALS: [1.6 Presentation](#), [1.6 Handout](#)

Do Now: Mentor Response		Notes:
Students will read their mentor's message and respond. They will share one high and one low of their week. This routine will help mentees understand that they must be consistent in their responses.		
Slide 2: 5 min	TALKING POINTS Log into your Platform account. Read your mentor's message and respond by sharing one high and one low of this week.	

Learn and Engage: Understanding Self Advocacy		Notes:
Students will review the importance of self advocacy and brainstorm how to engage in self advocacy in different situations.		
Slide 3: 1 min	<i>Have a student read the key takeaway.</i> Engaging in self-advocacy will help ensure that my needs are met.	
Slide 4: 3 min	STUDENT DISCUSSION What is self-advocacy? <i>Answer: The act of speaking up for oneself and one's interests.</i>	
Slide 5: 1 min	TALKING POINTS We all have needs that need to be fulfilled for us to feel stable. We have the ability to engage in self-advocacy to meet these needs.	
Slide 6 5 min	STUDENT DISCUSSION What might make it difficult for someone to speak up for themselves and engage in self-advocacy? Do you have an example of self-advocacy? What need(s) were you trying to fill? What actions did you take?	
Slide 7 8 min	ACTIVITY On your worksheet, you have a series of situations that all require self advocacy. In your pairs, think through what type of support you would need for each situation and who you could turn to for support. Record your answers on the table. Be ready to debrief with the whole class!	

Slide 8 + 9: 3 min on each slide	STUDENT DISCUSSION <i>Go through the situations and have students share out their responses</i> TALKING POINTS Throughout your life, you will find yourself in challenging situations. Thinking through who you can turn to and which resources you should be accessing will help you persevere through these challenges. Self-advocacy is key in getting through challenging times and having your needs met.	
Slide 10: 1 min	TALKING POINTS Your mentor will be a strong resource for you as you navigate your high school experience and transition into your pathway after high school. They will not know how to support you unless you engage in self-advocacy and ask for the support.	
Slide 11: Mentor Connection	Have students write to their mentors.	
Slide 12: Extend	<i>If you have additional time remaining, consider asking students what new information they have learned from their mentor's message.</i>	



MENTEE PROMPT

1. Who do you turn to most often for support? Who else could you include in your support network?

I tend to turn to... because...

I can include... because...

2. Ask your mentor to share an example of how they have advocated for themselves.

Can you share an example of how you have advocated for yourself?



Mentee Connection

OVERVIEW

This week in class, we discussed the concept of self-advocacy. Students often struggle with identifying their needs and asking for support. Sharing how you have engaged in self advocacy is a great way to model the competency to your mentee.

YOUR RESPONSE

1. **Share a high point and a low point from your week.**
2. **Share an example of how you have engaged in self-advocacy.**