

# Developing Self-Advocacy Skills

This lesson is designed to help students learn to be self-advocates at home, at school, or in the community.

## OBJECTIVES

Students will...

1. Learn about the concept of self-advocacy
2. Identify situations in which they may need to advocate for themselves
3. Develop strategies to effectively advocate for themselves

## ACTIVITIES

### PART 1

#### Content Knowledge

Begin by introducing the concept of self-advocacy to students. Ask students to share a time when they had to speak up for themselves or others. This could be at school with other students, at home, on the playground, at recess etc. Allow several students to share examples.

Explain to students that speaking up is a form of advocacy. You can advocate for yourself, others, or for a cause.

Now take some time to explore skills associated with self-advocacy. Ask students how they feel when advocating for themselves, others, or causes they care about. Why might they be hesitant to speak up for themselves or others? Examples of skills may include:

Advocacy Skills	Description
Communication	Expressing thoughts or opinions clearly
Leadership	Guiding or directing others to achieve a set goal
Self-Confidence	Believing in yourself or your abilities
Persistence	Staying the course despite challenges or obstacles
Problem Solving	Understanding issues and being able to find ways to fix them

Split students into small groups. As a group, ask students to role-play a scenario in which someone has to advocate for themselves or others. Ask them to identify whether the main character is advocating for themselves, others, or a cause. Then ask students to act out their scenario in front of the class.

Grade Level: 8

MEFA PATHWAY SECTIONS WITHIN THIS LESSON:

- My Goals
- My Journal

DOMAIN:

- Social Emotional Learning

TIME:

- 90 minutes

MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website

FUTURE READY SKILLS:

- Problem Solving
- Communication
- Self-Awareness
- Self-Confidence

VOCABULARY:

- Self-Confidence
- Speaking Up
- Communicating
- Problem Solving
- Leadership

Email any questions to: [k12support@mefa.org](mailto:k12support@mefa.org)



# LESSON PLAN

## PART 2

### Applying Information

Have students log in to MEFA Pathway and navigate to *My Goals* under the *Self Discovery* tab. Instruct students to create a new personal goal about how they plan to advocate more for themselves. Have students reflect on the scenarios they reviewed in groups and determine where in their own lives they can advocate for themselves more. Students should list specific strategies they will use to advocate for themselves in the future.

## PART 3

### Evaluating Information

Ask students to share the self-advocacy goal they created with a partner and evaluate if the strategies listed will help them achieve their goal. Students should go back and edit their goal or strategies if needed.

## PART 4

### Critical Thinking/Creative Application

Have students log in to MEFA Pathway and create an entry in their *My Journal* by clicking on the pen icon in the lower right corner reflecting on the following questions:

1. What does it mean to be a self-advocate?
2. Why is it important to speak up for yourself or others?
3. Why might it be hard to speak up for yourself?
4. What did you learn from today's lesson that will help you in the future?

Email any questions to:  
[k12support@mefa.org](mailto:k12support@mefa.org)

# Developing Self-Advocacy Skills Grading Rubric

Email any questions to:  
[k12support@mefa.org](mailto:k12support@mefa.org)

CATEGORY	EXCELLENT 4	GOOD 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
Sequencing of Information	The information is organized in a clear, logical way.	Most information is organized in a clear, logical way.	Some information is logically sequenced.	There is no clear plan for the organization of information.
Effectiveness	The entry includes all material needed to give a good understanding of the topic.	The entry is lacking one or two key elements.	The entry is missing more than two key elements.	The entry is lacking several key elements and has inaccuracies.
Font Choice & Formatting	Font formats (size, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formats have been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Conventions. Student uses proper grammar, punctuation, and spelling.	The entry has no misspellings or grammatical errors.	The entry has 1- 2 misspellings, but no grammatical errors.	The entry has 1- 2 grammatical errors but no misspellings.	The entry has more than 2 grammatical and/or spelling errors.