



# 5.6: Advocating for Others

## CORE LESSON

**Objectives:** Students will be able to:

- 1) Reflect on a time they advocated for someone (or wish they had).
- 2) Discuss options for intervening and advocating for others.
- 3) Practice positive, proactive advocacy for others.

**MATERIALS NEEDED:** Handout 5.6

<p><b>Get Started</b> <i>(activity for introduction to the unit)</i></p> <ul style="list-style-type: none"> <li>Can you think of a time when you felt uncomfortable when someone said something unkind or insensitive about someone you cared about?</li> <li>What did you say? Or what do you wish you had said but didn't and regretted later?</li> </ul>	<p><b>Get Started</b></p> <p>[Greet students and ask them to complete the Handout 5.6 Get Started question:]</p> <ul style="list-style-type: none"> <li>Can you think of a time when you felt uncomfortable when someone said something unkind or insensitive about someone you cared about? What did you say – or what did you wish you said but didn't quite have the words or the courage at the moment?</li> </ul>	1 min
<p><b>Essential Questions</b></p> <p><b>Intro to Advocacy</b></p> <ul style="list-style-type: none"> <li>What are different situations when having an advocate(s) could be helpful?</li> </ul> <p>There are countless examples of benefiting from an advocate, but some include:</p> <ul style="list-style-type: none"> <li>Someone being a target of bullying on or off campus</li> <li>Someone with a disability, illness, or disadvantage that needs additional support</li> <li>Someone or cause that is misunderstood or under-represented</li> </ul>	<p><b>Essential Questions</b></p> <p>All lessons start with Essential Questions, which are like a road map for the lesson.</p>	1 min
<p><b>Intro to Advocacy</b></p> <ul style="list-style-type: none"> <li>What are different situations when having an advocate(s) could be helpful?</li> </ul> <p>There are countless examples of benefiting from an advocate, but some include:</p> <ul style="list-style-type: none"> <li>Someone being a target of bullying on or off campus</li> <li>Someone with a disability, illness, or disadvantage that needs additional support</li> <li>Someone or cause that is misunderstood or under-represented</li> </ul>	<p><b>Intro to Advocacy</b></p> <p><b>Advocacy</b> refers to supporting someone when they need help or trying to find a solution when someone has a problem.</p> <ul style="list-style-type: none"> <li>What are different situations when having an advocate(s) could be helpful? [e.g., someone being a target of bullying on or off campus; someone with a disability, illness, or disadvantage that needs additional support; Some one or cause that is misunderstood or under-represented.]</li> </ul>	2 min
<p><b>Teen Voices Video</b></p> <p><b>Think-Pair-Share</b> <i>(to be done with a partner. Share with class)</i></p> <ul style="list-style-type: none"> <li>In the Teen Voices video Jaylen said, "bullying can leave scars." Would you agree or disagree with this statement? And why?</li> <li>Can you think of a time when you felt uncomfortable when someone said something unkind or insensitive about someone you cared about? What did you say? Or what do you wish you had said but didn't and regretted later?</li> <li>Why can advocating for others be challenging?</li> </ul>	<p><b>Get Engaged: Teen Voices Video – Are You an Upstander or a Bystander?</b></p> <p>[PLAY video and ask students to <b>KNOCK</b> when they can relate. <b>CLICK</b> to next slide with think-pair-share questions.]</p>	7 min
<p><b>Knowledge Hub</b></p> <p><b>ADVOCATING FOR OTHERS</b></p> <p>When you see someone being unkind, be a:</p> <ul style="list-style-type: none"> <li><b>Distracter:</b> "Hey, let's go play basketball!" or "Did you see this new video on YouTube?"</li> <li><b>Supporter:</b> Don't laugh at the situation. Comfort/encourage the person targeted.</li> <li><b>Reporter:</b> Talk to someone with more influence (an adult or peer(s)).</li> <li><b>Confronter:</b> "That's not cool." "That's not funny." "Hey, that hurts."</li> </ul> <p>"Strong people stand up for themselves, but stronger people stand up for others." (-Unknown)</p>	<p><b>Knowledge Hub: Advocating for Others w/ Frankie Mendoza</b></p> <p>[PLAY video. <b>CLICK</b> for reflection questions and summary of advocate options.]</p>	4 min
<p><b>Activity: Practicing Positive Advocacy</b></p> <p>In this situation, how would you respond as a) distracter, b) supporter, c) reporter, or d) confronter? Choose different ideas and words for each example (e.g., "You can say "that's not cool!" for every answer).</p> <p>One of your friends has been teasing one of your other friends about being overweight. At first it didn't seem like anything but now you can tell it's hurting their feelings.</p> <ol style="list-style-type: none"> <li>Distracter:</li> <li>Supporter:</li> <li>Reporter:</li> <li>Confronter:</li> </ol>	<p><b>Activity: Practicing Your Positive, Proactive Advocacy Skills</b></p> <p>[In think-pair-share duos or as a class discussion, apply the four advocacy strategies to the two different scenarios, then have students partner with a classmate and discuss the corresponding questions for each of these scenarios:]</p> <p>Partner with a classmate and discuss the questions for each scenario:</p> <ul style="list-style-type: none"> <li>Did you see her trip at practice?! That was hysterical. She looked so embarrassed!</li> <li>I can't believe you hang out with him. He is so annoying.</li> <li>Everyone knows that boys are better at math and science than girls.</li> <li>Another student is teased and even pushed around as he walks down the halls and in one of your classes.</li> </ul>	7 min
<p><b>Wrap Up</b></p>	<p><b>Wrap Up</b> [See slide for wrap-up questions.]</p>	3 min
<p><b>Think-Pair-Share: Practicing Positive Advocacy</b></p> <p>Partner with a classmate and discuss the questions for each scenario:</p> <ul style="list-style-type: none"> <li>Did you see her trip at practice?! That was hysterical. She looked so embarrassed!</li> <li>I can't believe you hang out with him. He is so annoying.</li> <li>Everyone knows that boys are better at math and science than girls.</li> <li>Another student is teased and even pushed around as he walks down the halls and in one of your classes.</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>If the person/people being targeted heard this said, how do you think they would feel?</li> <li>Which advocacy option(s) do you think would be most helpful/ applicable in this situation?</li> <li>What words could you say to advocate in this situation? (Write down and say it aloud.)</li> </ul>	<p><b>Reflection/Application: Planning Ahead for Positive Advocacy</b></p> <p>Think of a time you wish you had the words and/or courage to advocate for someone. Looking back now, what could you say or do in that same situation to proactively advocate for someone?</p> <p>Write 1) the situation, 2) what you would do or say, 3) how you would feel if you proactively advocated for that person/people, and 4) how it might impact your relationship.</p>	++ out of class
<p><b>Exit Ticket:</b> "It's never too late to positively advocate." [Have students say the Exit Ticket and high-5 you as they leave.]</p>		