MEFA pathway™

Developing Self-Advocacy Skills
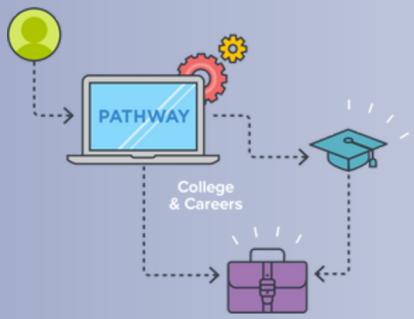
Grade Level:	**Domain:**	**TIME:**
7, 8, 9, 12	Social Emotional Learning	90 Minutes

This lesson is designed to help students learn to be self-advocates at home, at school, and 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.

MEFA Pathway Activities

- My Goals
- My Journal

Materials Needed

- Internet connection

Vocabulary

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

Future Ready Skills

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

CONTENT KNOWLEDGE

Begin by introducing the concept of <u>self-advocacy</u> 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 self-advocacy 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.

PART 2

APPLYING INFORMATION

Have students reflect on the scenarios they reviewed in their groups and determine where in their own lives they can advocate for themselves more. Have students log in to MEFA Pathway and click on **My Goals** under the *Self-Discovery* tab. Instruct students to click on *ADD GOAL* in the *PERSONAL section* and create a new personal goal about how they plan to advocate more for themselves. 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?

GRADING RUBRIC FOR JOURNAL ENTRIES

CATEGORY	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
`	4	3	2	1
Description	Offers a vivid, detailed, and insightful description of the experience, setting the stage for deeper reflection.	Provides a clear and detailed account of the experience, including relevant details.	Clearly describes the experience, event, or learning.	Offers a limited description of the experience.
Analysis	Engages in critical thinking, questioning assumptions, and demonstrating a thorough understanding of the learning.	Connects the experience to personal learning and raises some insightful questions.	Attempts to analyze the experience but may lack depth or clarity.	Superficial analysis, lacking deeper thought.
Future Application	Formulates clear, actionable plans for utilizing new insights and knowledge in future learning and experiences	Identifies specific ways to apply the learning to future situations or goals.	Suggests some possible connections to future learning or practice.	Makes no clear connection to future learning/action.