

Grades 9-12
Erin's Law Day 5
April 21st, 2017

Objective(s):

The student will be able to...

- Students will be able to define advocacy
- Students will develop advocacy action plans

Materials: Be the Change Video (Lesson 5 Chapter), Worksheet *Personal Plan for Advocacy* OR *Advocacy Plan*

Assignment(s):

Assignment	Academic (A) / Personal Management (PM)	Standard(s)	Points	Assigned	Due
Advocacy in Action	N/A	SB 856 Erin's Law OAR 581-022-1440	*	4/21/17	4/21/17

**no points this week, focus is on being present and participating as appropriate.*

Procedure:

1. Begin advisory according to personal preference.
2. Take attendance.
3. Read Announcements.
4. Review the group agreements and check in re: any new thoughts or questions about the previous lesson.
5. Teacher *"During our time this week you have learned from Lauren, survivors, and experts about some very real dangers that exist. Now that you have this important information, you have the tools needed to help you stay safe. In addition to thinking about our own personal boundaries and values, today we are going to learn about another important concept: advocacy. Advocacy is a way that you can make a difference. You have learned from Lauren that she suffered terrible abuse. However, she took that painful experience and decided she wanted to make a difference. This was her choice, and may not be right for other survivors. She wanted to reach out to children and teenagers to teach them about abuse. Today you can start thinking about how you can make a difference for yourself and others."*
6. Watch video. (about 8 minutes)
7. Ask for comments or thoughts.
8. Read:
"We all have a responsibility to ourselves and others. Over the past few lessons, we have talked about our personal responsibilities. Today we are going to talk about our responsibility to ourselves, others, and our community. It is important to pass on

the valuable information you have learned. For this purpose we'll call it a plan for Advocacy in Action."

9. Write Advocacy on the board. Ask students to share ideas about what advocacy means. Develop a definition that includes the following concepts:

*acting (speaking, writing, etc.) on behalf of or in support of a cause.

*acting (testifying, public speaking, writing, etc.) to defend the rights of yourself and others

10. Read:

"Advocacy is an active process. It can include speaking publicly, using social media and traditional media to spread your message, and recruiting people to support your cause. We need to develop a plan to be advocates for people—a plan to share what you have learned with others and to have for yourself.

What are some examples of what you think that individuals or groups of people could do to be advocates for personal safety and personal responsibilities?"

11. Have students work in small groups to develop a list of advocacy ideas.

12. Allow students an opportunity to share ideas.

13. After students have listed and shared their ideas, have them work in small groups to answer the following questions about their idea:

*what would the goal be?

*what would you want to accomplish?

*who would be your target audience?

*what would your logo or motto be?

Allow students to share their ideas again.

NOTE: students may also reflect on a variety of opportunities to be an advocate during their daily activities.

14. Debrief/Closure:

- Review and reflect on topics from the week. Allow students to share by choice. Do they need/want additional information? What will they do with the information after this week? Has it prompted conversations at home or with friends? Be aware of the possible need to debrief students or refer (to the counseling center). Remember: the goal is only to provide information.
- Allow for down time/casual conversations as students prepare to exit AG.

NOTES:



Lesson 5

Advocacy in Action

Advocacy Plan

Directions: Consider the list of advocacy ideas your class shared. Select one idea and complete the advocacy plan. When your plan is completed, you will share it with the class. Your class will select one plan to implement.

1. Write an idea about what your class could do to be advocates for personal safety and personal responsibility:

2. What is the goal of your advocacy idea? What do you want to accomplish?

3. Who is your target audience?

4. Create a specific message for your target audience.

5. What kind of support do you need to conduct your activity? Does it require approval from anyone?

6. Create an implementation plan that includes who is responsible for what activities, costs, when it will happen, how long it will last, and any needed follow-up activities.



Lesson 5

Advocacy in Action

Personal Plan for Advocacy

Directions: Read each scenario. Discuss with your group how you could advocate for personal safety and responsibility.

1. You and your friends are going to a movie. When you arrive, one of your friends is met by two people much older than you whom you do not know. She tells you she is going to skip the movie and leave with these two people. You don't think this is a good idea. What can you do and say to advocate for your friend's safety?
2. During lunch, you notice there is always a group of students that stands near the cafeteria and makes comments as people walk to lunch. What can you do to stop their actions and advocate for a safe school?
3. You go to a party with several friends. You are asked to leave your friends and go for a walk with someone you just met. How can you advocate for your personal safety?
4. You made plans to go to a friend's house for the weekend because your parents are out of town. You are discussing your plans during lunch. Several friends hear you talking. They want to go to your house and hang out while your parents are away. How can you advocate for your personal responsibility?