

TOPIC

Advocacy

LEVEL

First Grade

THEME

My Voice is My Superpower

LEARNING OUTCOMES

At the end of the lesson, the students are expected to:

- Recognize that everyone has feelings
- Understand that it's okay to ask for help
- Practice using their voice to share a feeling or need
- Know that adults in their life want to help them

MATERIALS

- Emotion cards or drawings of feelings
- Chart paper or board
- Markers
- Soft ball

ESSENTIAL QUESTIONS

- How can I use my voice to let others know how I feel or what I need?

CHECK-IN / WELCOME (5 MINUTES)

Say: "Have you ever needed help but didn't know how to ask? Or felt something inside like you were upset or nervous but didn't say anything? When we speak up for ourselves and tell someone what we need or how we feel, that's called self-advocacy. That's a big word, but it just means standing up for yourself in a kind, respectful way."

Ask:

- "Why do you think it's important to tell someone when we feel upset or worried?"
- "Who are some safe grown-ups we can talk to if we need help?"

Make a list together: parents, teacher, counselor, nurse, etc.

GUIDED DISCUSSION / TOPIC INTRODUCTION (15 MINUTES)

Say: "When we know how we're feeling, it's easier to tell others. Knowing how you're feeling is part of self-advocacy too."

Have students volunteer to act out different feelings that will be shown with illustrations on pieces of paper. Have the class guess what they are.

Feelings: sad, scared, nervous, tired, frustrated

Then ask: "What could you say if you felt that way and needed help?"

Examples:

- "I feel sad. Can I talk to someone?"
- "I'm frustrated. Can you help me?"
- "I'm tired. Can I take a break?"

CONTINUED GUIDED DISCUSSION / TOPIC INTRODUCTION (15 MINUTES)

Teach a simple format: "I feel ____ because _____. I need _____."

Examples:

- "I feel nervous because I don't know the answer. I need help."
- "I feel happy because I played with my friend. I need to tell her thank you."

Activity:

Give students pretend situations and ask them to respond with an "I" statement.

Situations:

- When you didn't get a lot of sleep last night
- When you don't have anyone to play with
- When you fell down and got hurt
- When someone says something mean
- When you have to try something new for the first time

ACTIVITY: POWERFUL VOICE PRACTICE (15 MINUTES)

Say: "Did you know your voice is powerful? You can use your voice to help a friend, stand up for yourself, ask for what you need, or make someone smile. When you use your voice in a kind and strong way, you're using your superpower!"

Instructions:

- Have students stand or sit in a circle.
- Toss a soft ball to one student.
- When they catch it, they complete the sentence:
 - "My voice has power when I _____."
 - "...ask for help," "...say something kind," "...tell the truth," "...stand up for a friend"
- Then they toss it to someone else.

WRAP-UP (5 MINUTES)

Ask:

- "What did we learn about self-advocacy today?"
- "When is a time you might need to speak up for yourself?"

Reinforce the key message:

"You have the right to feel safe, to be heard, and to ask for help. Your voice matters! Your voice is one of your greatest superpowers. When you speak up with kindness and courage, you help yourself and others, too. That's what Aavidum means: we've got each other's backs, and we use our voices to show it!"