



TOPIC

Advocacy

LEVEL

Second Grade

THEME

Using Our Voices

LEARNING OUTCOMES

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

- Recognizing when something doesn't feel right
- Speaking up and asking for help
- Using "I feel" and "I need" statements
- Identifying safe adults and friends to turn to

MATERIALS

- Whiteboard or chart paper
- Paper and crayons/colored pencils
- "Helping Hand" worksheet
- Emotion cards or visuals (optional)

ESSENTIAL QUESTIONS

- How can I recognize when I need help?
- Why is it important to use my voice when something doesn't feel right?
- What are some safe and respectful ways to ask for help?

CHECK-IN / WELCOME (5 MINUTES)

Ask: "What does it mean to take care of your mental health?"

- Let students offer answers, then guide them: "It means paying attention to how we feel inside (our emotions and thoughts) and making sure we get help when we need it."

Ask: "What do we do if our stomach hurts? What about if our heart feels sad?"

Say: "It's brave and smart to speak up when something doesn't feel right. At Aavidum, we say it's okay to ask for help. That's called self-advocacy."

Write on the board or Show on Slide:

Self-Advocacy = Using your voice to speak up for yourself.

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Tell a short, simple story:

"Jordan was feeling really worried before the spelling test. Her stomach felt tight, and her hands were sweaty. She didn't want anyone to know. But she remembered what she learned about self advocacy and decided to tell her teacher, 'I'm feeling nervous. Can you help me take some deep breaths?' Her teacher smiled and helped her calm down."

Ask:

- "Was Jordan being brave or being a baby?"
- "What might have happened if Jordan didn't say anything?"
- "What can we say when we feel nervous, mad, or sad?"

Have students practice using:

- "I feel ___ because ___. I need ___." for something they recently needed.

ACTIVITY: HELPING HANDS (20 MINUTES)**Instructions:**

- Pass out the “Helping Hand” worksheet or have students trace their hand on a piece of paper.
- On each finger, students write or draw:
 - A time I needed help
 - Someone I can talk to
 - A feeling I’ve had this week
 - Something I can say when I need help
 - A way I can help someone else
- Share: Invite volunteers to share one finger from their hand drawing.
- Create an Aavidum Classroom Promise
- Say: “Aavidum means ‘I’ve got your back.’ Let’s make a promise as a class to support each other.”
- Work together to come up with 3 to 5 classroom Aavidum promises, such as:
 - We speak up when we need help.
 - We listen when someone shares how they feel.
 - We check in on our friends.
 - We use kind words.
 - We don’t leave anyone out.
- Write it on chart paper and let students decorate it and/or sign their names around it. Display it in the classroom.

WRAP-UP (5 MINUTES)**Ask:**

- “Why is it important to speak up when something’s wrong?”
- “How does using your voice help your mental health?”
- “What can you do if you see a friend who looks upset?”

End with having the students repeat this affirmation out loud.

- “My voice matters.”
- “My feelings matter.”
- “And I’m not alone.”
- “Aavidum.”