



TOPIC

Advocacy

LEVEL

Third Grade

THEME

Advocate vs. Bystander

LEARNING OUTCOMES

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

- Understand what it means to advocate for someone else
- Learn specific, respectful ways to take action when someone needs support
- Practice speaking up and standing up for others in everyday situations

MATERIALS

- Chart paper or whiteboard
- Markers
- Crayons, colored pencils, or markers
- Scenario Cards for group skits
- Advocate Action Papers (one per student)

ESSENTIAL QUESTIONS

- What are respectful and caring ways I can take action to help someone else feel safe, supported, and included?

CHECK-IN / WELCOME (5 MINUTES)

Ask:

- “What does it mean to advocate for someone?”
- “How is it different from helping them quietly or being nice?”

Say: “When we advocate, we use our words and actions to stand up for someone. That might mean including them, speaking up when something’s wrong, or asking for help with or for them. Today we’ll learn how to do that, just like Aavidum teaches us because no one should feel alone.”

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Read a few situations aloud and ask students to vote:

Advocate = someone who takes helpful, respectful action

Bystander = someone who sees it but doesn’t take action

Example scenarios:

- You hear someone calling another kid names at recess.
- A classmate drops their books and you help them pick them up.
- A friend says they’re sad and you tell them, “That stinks,” and walk away.
- A new student is sitting alone, and you invite them to sit with you.
- You see someone being left out of a group game, and you ask them to join your team.
- You notice a classmate crying quietly at their desk, but you don’t say anything or tell the teacher.
- You hear another student spreading a rumor, and you say, “That’s not true. We shouldn’t say things like that.”
- You watch someone knock over another student’s lunch tray and just keep eating your lunch.

CONTINUED GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Ask: "What could an advocate say or do in that moment?"

Write student ideas on chart paper titled:
"Ways to Be an Advocate"

Examples might include:

- "You can sit with us."
- "That's not kind. Please stop."
- "I'll go with you to talk to the teacher."
- "Do you want to play with us?"

ACTIVITY: ADVOCATE ROLE PLAY (20 MINUTES)

Instructions:

- Say: "Now let's practice how we can speak up and help others using our words and actions."
- Break students into small groups and give each group a situation. Have them act out a scene where someone advocates respectfully.
- Example scenarios:
 - A classmate is being left out of a group game
 - A friend is nervous about presenting in front of the class
 - Someone is being laughed at for a mistake they made
 - A peer looks sad and hasn't talked all day
- After each skit, ask:
 - "What did the advocate do?"
 - "How did that help?"
 - "Was it respectful and kind?"
- Advocate Action Poster
- Have students draw a picture and write a sentence completing this prompt:
 - "I can be an advocate by..."
- Examples:
 - "I can be an advocate by standing up for someone who is being teased."
 - "I can be an advocate by helping a friend ask for help."
 - "I can be an advocate by including others."

WRAP-UP (5 MINUTES)

Say: "We've learned what it means to be an advocate today: someone who helps and speaks up respectfully. Now, let's each share one way we can be an advocate."

Have students go around the room and share what they wrote on their Advocate Action Posters.

After everyone shares, invite the class to say together, "We will be advocates!" and seal it with a group gesture like high-fives around the room or another class tradition.