



TOPIC

Advocacy

LEVEL

Fourth Grade

THEME

We > Me: Collaborative Advocacy

LEARNING OUTCOMES

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

- Understand what collaborative advocacy means
- Identify an issue at school that affects student well-being
- Work as a team to brainstorm respectful, realistic actions to improve the school culture
- Reflect on how group efforts create positive change

MATERIALS

- Chart paper or whiteboard
- Markers
- "Team Advocacy Plan" worksheet (one per person)
- Sticky notes

ESSENTIAL QUESTIONS

- How can we work together to make our school a more kind, safe, and supportive place?

CHECK-IN / WELCOME (5 MINUTES)

Ask:

- "What does it mean to stand up for yourself?"
- "What about standing up for someone else?"
- "What if a group of people work together to stand up for something they care about?"

Define advocacy together:

Advocacy = Speaking up or taking action to help yourself, others, or your community.

Collaborative Advocacy = Working with others to make a positive change.

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Say:

"Aavidum means 'I've got your back.' It's more than words. It's about creating a school where no one feels alone, and where students work together to make sure everyone is accepted and cared for. That's collaborative advocacy! There is power when we use our voices together."

Ask:

- "What are some ways we've seen people show they've got each other's backs?"
- "What's something in our school we could work together to improve?"

ACTIVITY: TEAM ADVOCACY PLAN (20 MINUTES)**Instructions:**

- Step 1: In small groups (3 to 5 students), have students brainstorm a challenge or need at school (kids being left out at recess, unkind language, stress about schoolwork, lack of kindness, bullying, loneliness, etc.).
- Step 2: Each group fills out a Team Advocacy Plan worksheet:
 - What is the problem we see?
 - Who is affected?
 - Why does this matter?
 - What is one thing we could say or do as a group to help?
 - Who could we ask for help if needed?
 - How will this show we've got each other's backs?
- Step 3: Each group shares their idea with the class in a quick one minute presentation.

Possible extension: Continue to develop these advocacy plans. Consider voting as a class to pick one class-wide advocacy project to pursue. Either carry out the advocacy plan and/or have the class share it with the appropriate school staff person to practice putting their voices into action.

WRAP-UP (5 MINUTES)

On a sticky note or small paper, each student writes:

"One way I will use my voice or actions to make our school better is..."

Closing message:

"Your voices and actions matter. When you work together with kindness, creativity, and care, you are being advocates. You are being leaders. That's what Aavidum is all about."