



TOPIC

Advocacy

LEVEL

Fifth Grade

THEME

Name It. Own It. Ask for It.

LEARNING OUTCOMES

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

- Identify how emotions can signal needs
- Practice using their voice to advocate for emotional, social, or academic support
- Learn how to express themselves clearly and respectfully
- Reflect on how advocating for yourself strengthens your mental health and confidence

MATERIALS

- Scenario cards or slips
- Chart paper or whiteboard
- Markers
- "Name It. Own It. Ask for It." Worksheet (one per student)
- Writing utensils

ESSENTIAL QUESTIONS

- How can understanding my emotions help me advocate for myself?
- What can I do when I need help, support, or something to change?

CHECK-IN / WELCOME (5 MINUTES)

Ask:

- "What does self-advocacy mean to you?"
- "How does it feel when you speak up for what you need?"
- "What makes it hard sometimes?"

Explain: "Self-advocacy is using your voice to express what you need in a way that is clear and respectful. It's a skill that helps you take care of your mental, emotional, and academic health. One way we live Aavidum is by speaking up when we need something. When you speak up for yourself, you give others permission to do the same. That's how we build a culture of care."

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Introduce this process:

- Name It – What emotion am I feeling?
- Own It – What is causing me to feel this way?
- Ask for It – What do I need to feel better, succeed, or solve this?

Example:

"I feel frustrated when I don't understand the math homework. I need help going over the directions."

Write this on the board as a sentence stem:

"I feel ___ when ___ because ___. I need ___."

ACTIVITY: ADVOCACY SCENARIOS (20 MINUTES)**Instructions:**

- Put students into pairs or small groups. Read each scenario one at a time and have the students practice applying the advocacy process with their partner/group.
- Example Scenarios:
 - You're overwhelmed with homework and need more time.
 - A friend keeps teasing you and it's starting to bother you.
 - You're nervous about a presentation and want extra practice.
 - You're feeling left out at lunch.
 - You're having a bad day and need space.
 - You forgot something you need for class and are afraid to tell your teacher.
- In pairs or small groups, have students practice using the "Name it. Own It. Ask for It." Worksheet.
 - Identifying the feeling
 - Identifying the cause
 - Using the "I feel / when / because / I need" sentence to advocate
- Let them role-play with one student as the speaker and the other as the listener (friend, teacher, adult, etc.).

WRAP-UP (5 MINUTES)

Ask students to reflect on one situation in their life where they could advocate for themselves. On the bottom of their worksheet, they will complete the statement:

"Next time I feel ____, I will ask for ____."

Collect the students' responses and screen for students who may need extra support.