

## **HS.HECPS.A.4**

### **STANDARD STATEMENT:**

*Practice self-advocacy by communicating needs clearly in writing and speaking, expressing concerns, and seeking out support when necessary.*

### **ESSENTIAL QUESTIONS:**

By the end of the unit, students should be able to answer:

- How does the way in which we communicate our needs impact how well those needs are met?
- How do you determine the best means of communication for a specific purpose or context?
- How do different methods of communication impact how effectively our needs are met?
- How can we adapt our self-advocacy approach to different audiences and cultural contexts?
- What barriers to self-advocacy exist, and how can we overcome them?

### **PNWFCU LESSON THAT MEETS THE STANDARD:**

- [Seeking Assistance & Self-Advocacy](#)

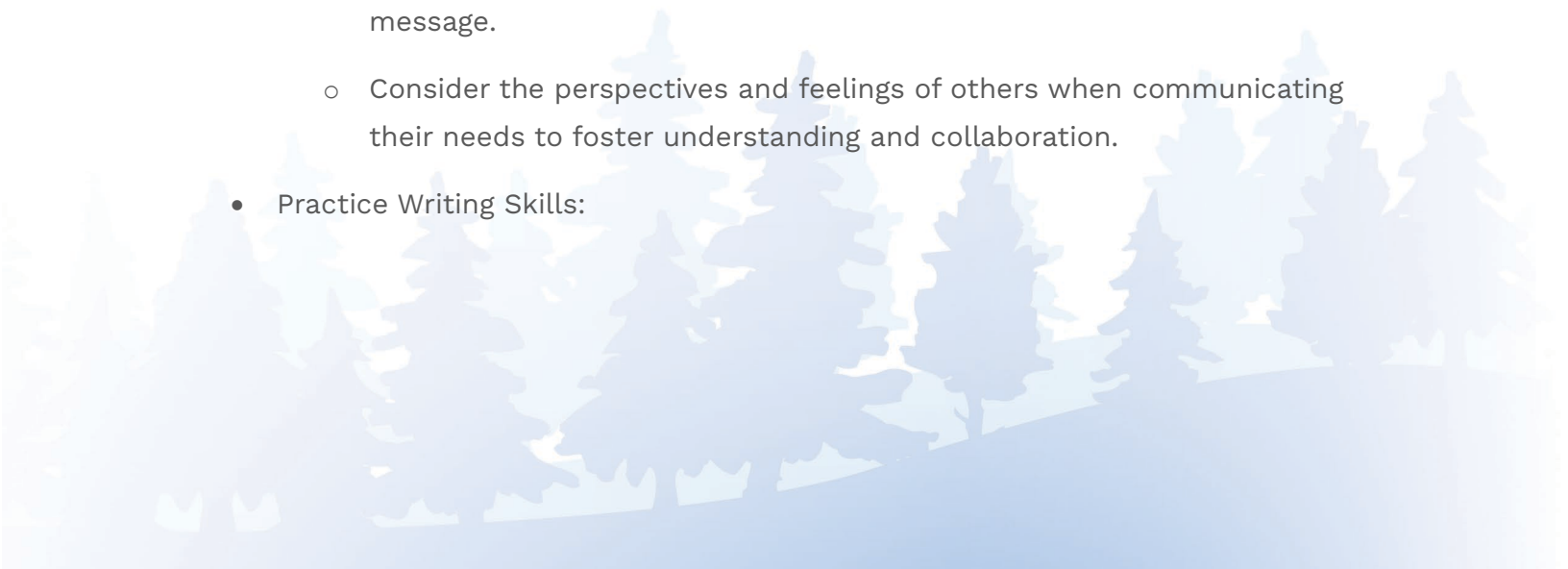
### **SUPPORTING RESOURCES:**

- [Common Open Educational Resources](#)
  - [ACLU Oregon](#)
  - [Bureau of Labor and Industries](#)
  - [University of Oregon Student Conduct](#)
  - [Chemeketa Community College Student Rights and Responsibilities](#)
  - [Willamette University Students Rights](#)
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- [Portland State University Student Conduct and Responsibilities](#)
- [US Department of Labor Youth Employment Rules](#)
- [OSHA Young Workers Rights](#)
- [National Employment Law Project](#)
- [Oregon Work-based Learning Toolkit Canvas Course](#)
- [Career Connect Oregon](#)

### **POTENTIAL STUDENT ACTIVITIES:**

- Examples of how students can practice self-advocacy through clear communication, both in writing and speaking.
- Encourage students to reflect on their needs, goals, and challenges. Self-awareness is the first step in effectively communicating one's needs.
- Have students write a personal advocacy statement outlining their needs, strengths, and goals, and practice delivering it in a mock scenario (e.g., requesting an accommodation from a teacher or employer).
- Develop Communication Skills/Practicing Various Modes, Methods, or Styles of Communicating Needs:
  - Practice actively listening to others' perspectives and concerns before expressing their own.
  - Recognize the importance of clear and concise communication. Organize their thoughts and use straightforward language to express their needs.
  - Discuss how nonverbal communication can convey confidence and sincerity.
  - Understand how tone of voice can influence the perception of their message.
  - Consider the perspectives and feelings of others when communicating their needs to foster understanding and collaboration.
- Practice Writing Skills:



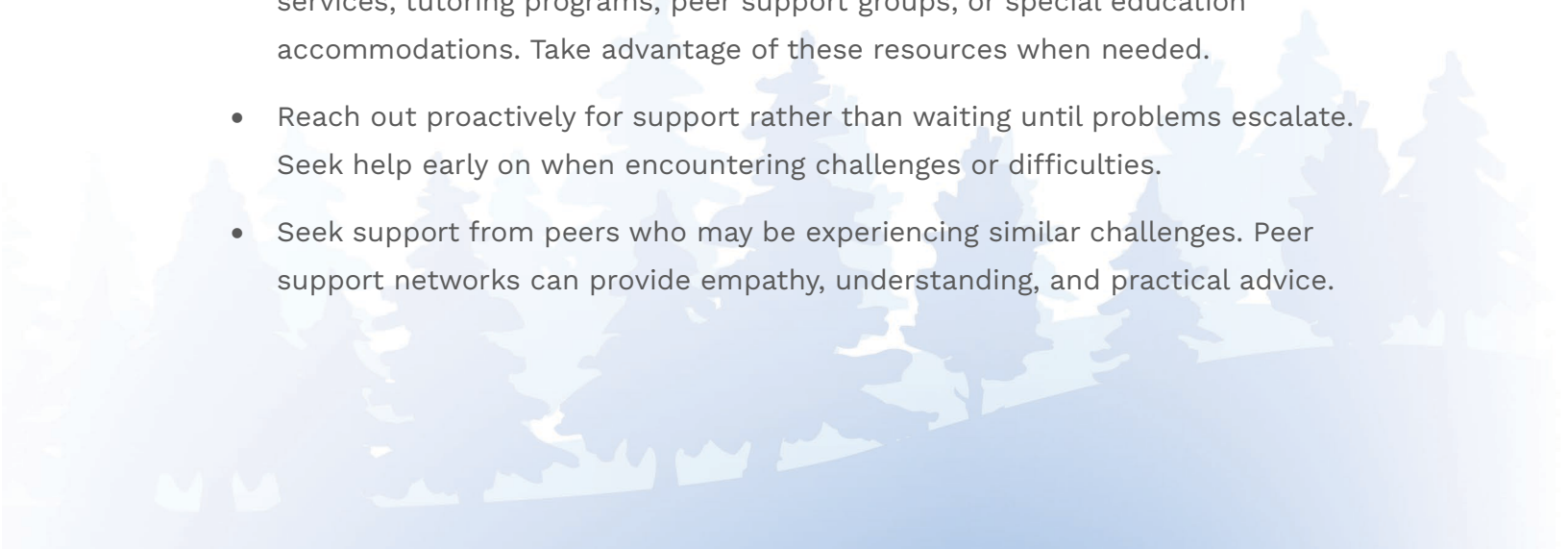
- Complete writing assignments to articulate their needs, preferences, or concerns in various formats, such as emails, letters, or personal statements.
- Review and revise their written communication for clarity, coherence, and effectiveness and are provided feedback on their writing to help them improve.
- Practice advocating in different contexts, such as academic settings, extracurricular activities, emergencies or social situations. Allows for refinement of communication skills in a safe and supportive environment.
- Provide constructive feedback to each other on their communication skills, offering specific suggestions for improvement and praising effective communication strategies.
- Use tools and templates to structure their written communication, such as email templates for requesting accommodation or sample scripts for initiating difficult conversations.
- Create a supportive environment where students feel comfortable expressing their needs and opinions. Encourage them to advocate for themselves and seek assistance when needed.
- Set realistic goals for improving communication skills. Students can track their progress and celebrate their achievements along the way.
- Seek feedback from teachers, mentors, or peers on their communication skills. Constructive feedback can help identify areas for improvement and refinement in approaches.

Examples of how students can practice self-advocacy through expressing concerns:

- Identify and clarify concerns before expressing them, by articulating what is bothering them and why it is important.
- Learn about appropriate times and settings to express concerns. Know how to seek private and respectful environments where they can communicate without distractions or interruptions.

- Students practice using "I" statements to express their concerns assertively and take ownership of their feelings. For example, "I feel overwhelmed by the workload" rather than "You're giving us too much homework."
- Practice being specific and concrete when expressing concerns. Provide examples or evidence to support points and clarify misunderstandings.
- Practice proposing constructive solutions or alternatives when expressing concerns. Brainstorm potential solutions collaboratively and be open to compromise.
- Reflect on experiences of expressing concerns and identify ways to learn from them. Identify what went well and what could be improved for future interactions.
- Engage students in a project where they identify a school or community issue and propose solutions using structured communication (e.g., writing letters to administrators, presenting at a school meeting).

Examples of how students can practice self-advocacy through seeking out support when necessary:

- Identify trusted adults in school or in the community whom one can turn to for support, such as teachers, counselors, coaches, or family members.
  - Recognize when support and assistance is needed, whether it's related to academic challenges, personal struggles, or navigating difficult situations.
  - Articulate needs and concerns clearly when seeking support. Practice being specific about the struggle being dealt with and what type of help is needed.
  - Familiarize with the resources available in their school, such as counseling services, tutoring programs, peer support groups, or special education accommodations. Take advantage of these resources when needed.
  - Reach out proactively for support rather than waiting until problems escalate. Seek help early on when encountering challenges or difficulties.
  - Seek support from peers who may be experiencing similar challenges. Peer support networks can provide empathy, understanding, and practical advice.
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- Know how to advocate for accommodations or modifications to support learning needs. Understand rights and responsibilities under applicable laws, such as the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.
- Locate information about outside resources and organizations that can offer additional support, such as mental health services, community-based programs, or online support groups.
- Follow through on seeking support by scheduling appointments, attending meetings, or participating in recommended programs or interventions.
- After receiving support, reflect on experiences and what was learned from seeking help. Identify strategies that were effective and areas for improvement in self-advocacy skills.
- Have students research and create a "Support Network Map" identifying trusted adults, school resources, community services, and online tools that can help them with academic or personal challenges.
- Conduct role-playing exercises where students practice seeking support in various scenarios (e.g., approaching a counselor about stress management, advocating for a schedule change, asking for career mentorship).

## QUESTIONS:

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