



Empowerment Through Advocacy

During the Empowerment Through Advocacy mini-lessons, students will learn the connection between empowerment and the skill of advocacy. Students will practice recognizing their strengths to build self-confidence as well as create their own advocacy message. The key message is it takes confidence to stand up for your health and the health of others.

Lesson Name: I CARE

Unit Name: Empowerment Through Advocacy

Grade Level: 9-12

Lesson Length: 20 minutes

Before beginning, teachers should offer accommodations specifically mentioned in a student's IEP to support their ability to participate in the lesson. A sample list of common accommodations and modifications to aid you in selecting appropriate supports for students can be found under "Additional Resources" [here](#).

Lesson Objective(s):

Students will be able to list the skills cues for advocacy and describe characteristics of an effective advocate. Students will practice a Mindful Minute or Better Breathing for 60 seconds as a tool for managing stress and other complex emotions.

Essential Question (related to objective):

How can I be an effective advocate?

National Health Education Standards & Performance Indicators:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

Lead up to Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Equipment Needed:

- [How am I feeling?](#) Daily check-In poster
- Advocacy examples (at the end of the mini-lesson)
- Advocacy skills poster
- Advocate skills poster
- I CARE skills poster

CASEL Core SEL Competency:

- Self-awareness
- Recognizing strengths

Lesson Overview:

Teachers will review the definition of advocacy and introduce the definition of an advocate. Students will evaluate and analyze various advocacy examples in relation to the skill cues, I CARE. Students will begin to think of what their advocacy efforts could look like and what kind of advocacy examples stand out to them.

Students will partake in some positive self-talk reinforcing the message of the role of empowerment and building confidence. Teachers should connect the SEL sub-competency of recognizing strengths to empowerment and advocacy.

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Definitions:

Advocate

Educating and persuading others to believe in a specific position, claim, message or cause. To advocate is to speak favorably on a topic for others to hear.

Advocacy

Any action or process intended to support a position, cause, program or proposal.

Activity Progression:

To start the mini-lesson, have students check in using the “How am I feeling?” daily check-In poster.

Example script: “Before we get into today’s mini-lesson, I would like you to do a check-in by placing a sticky note next to the heart you feel best describes how you’re feeling right now. Write your name on the back if you want me to check in with you. At the end of class, I will ask you again how you are feeling.”

In a synchronous setting (i.e. live virtual session), have students check in using emojis, GIFs, pictures or choosing their own feeling and typing it in the chat box. Additionally, students can use an annotate feature to make a mark next to the heart students feel best describes how they are feeling. Allow students to private chat their check-in to you if they don’t feel comfortable sharing it in the chat box with the entire class.

As soon as students sit down or enter the classroom, have them answer the prompt, “Identify three characteristics of an effective advocate.”

Review the definition of advocacy and this time share the definition of advocate. Have students share what they wrote in response to the prompt. Use some of their answers to identify the skill cues. Allow students to add their own language to the skill cues as long as it is still in alignment with the intent of the skill cue.

Tell students that today that we will learn about the skill cues of advocacy and I CARE, and that learning the skill cues will help them advocate effectively.

Review the I CARE skill cues.

I – Identify and research a relevant and meaningful health issue

C – Create a health-enhancing position or message supported by facts and evidence and geared toward the audience

A – Act passionately and with conviction

R – Relay your health-enhancing message to your audience

E – Examine the effectiveness of the advocacy effort

Provide examples of advocacy geared toward teens (see examples on the next pages). Some of the examples were purposely selected because they aren’t strong examples of advocacy campaigns. Place students into small groups and have them analyze/evaluate the examples of advocacy using the I CARE skill cues. Have them answer the following:

- What specific skills cues were used in the advocacy example?
- How were the skill cues addressed?
- If some skill cues were not used, what suggestions could you use to improve the advocacy example?

After about 10 minutes, review the examples as a group. Allow groups to share their thoughts and the class to weigh in.

In a synchronous setting, get students into breakout rooms to answer the questions about the advocacy examples.

Next, play the video of Will. I. Am singing the song “[What I am.](#)” Let students know it is a Sesame Street version of the song, but to pay attention to the lyrics. Ask students how the song relates to the definition of

empowerment.

After the song, have students do the following:

- Identify something about themselves they are proud of:
 - It should be something different than what they listed in the “I Am Empowered” mini-lesson.
 - It can be a characteristic or something they did. If they list something they did, have them identify an adjective that could be used to describe the action. (e.g. If a student identified they were proud they let someone borrow their notes from math class, they could use the adjective “helpful” to describe themselves.)
- Why are you proud about it?
- How did you feel listening to the song?
- In your own words, describe how a person’s confidence can impact health-related decisions.

Example script: “In addition to learning about advocacy we have been talking about empowerment and how our confidence can play a part in our ability to advocate or stand up for ourselves. A couple lessons ago, we talked about positive self-talk, so we will take a few minutes for some positive self-talk today. We are going to listen to a song called ‘What I am.’ Pay attention to how you are feeling when listening to the song. [Play the video]

Now I want you all to identify what YOU are. What’s something about yourself you are proud of and briefly write a sentence or two about why you are proud about what you listed. And last, jot down a few feelings you felt during the song. [Allow students to complete the task.]”

End class by asking students to think about their advocacy efforts. After looking at the examples in class, how would their efforts to advocate be similar or different than the examples they saw today? Ask: What types of advocacy examples were most compelling to you? How would you be an effective advocate?

Tell students to begin brainstorming topics they feel are important in the community.

Example script: “So, we have gone over some examples of advocacy. I want you to now think about how you would advocate for something you feel strongly about. Would it be similar or different than the examples we saw in class? [Allow students to answer the questions in a group, via the chat function, or answer on a sheet of paper or lead a group discussion.]”

Advocacy is an important skill because when we advocate it allows us to be able to stand up for ourselves or for a topic we believe is important. Advocacy takes confidence to relay your message and that’s why we are making efforts to recognize our strengths. I want you to start thinking about what issues you feel are important in our community.”

End the class with a Mindful Minute or Better Breathing.

At the end of class have students check in with themselves again. You can allow students to change their sticky note if they want to. Explain to students that physical activity is another way to enhance our mood. Have students use the “How am I feeling?” daily check-in poster during each class to begin learning to be self-aware by identifying their current state.

Activity adapted from Lesson Planning for Skills-Based Health Education, p. 279.

Modifications/Differentiation:

- Paraphrase questions or only provide a few questions at a time.
- Provide the advocacy examples ahead of time.
- Create a worksheet with questions for students to answer.

Checks for Understanding:

- What are important characteristics of an effective advocate?
- Why would a person need to be confident when they advocate?

COVID-19 youth actions



Mark the actions you've taken to fight the coronavirus. Take a screenshot and share it with friends and family so others can learn how to help.



Took care of my mental health



Kept learning at home



Checked on my loved ones



Practiced physical distancing, but stayed connected



Went live on social media to spread accurate information



Sent kind messages to people having a hard time



Called someone living in isolation



Listened to music, read a book or played a game



Ate healthy and did some exercise



Helped my siblings play and learn at home



Made sure I didn't put myself or others at risk



Taught someone how to wash their hands properly



Followed UNICEF and WHO on social media



Stepped in when family or friends shared misinformation



Called out racism and discrimination



Stayed at home to protect myself and others

Visit [Voicesofyouth.org](https://www.voicesofyouth.org) to learn more

Snapchat

...defined and dethroned.

What is Snapchat?

Snapchat is a **PHOTO SHARING** application where users can send photos to friends, acquaintances or even **PERFECT STRANGERS**. The user can choose how many seconds the photo will be visible until it **SELF DESTRUCTS** (from one to ten seconds, maximum)



THE STATISTICS:

30 times Snapchat is used every single day **MILLION**

So, what's the big deal?!

Because of the self-destruction design of the app, users think it is a safe medium to send nude and semi-nude pictures. And with the majority of the users of Snapchat being teens and tweens, this creates a huge problem, exposing young people to the dangers of sexting.

The CEO Evan Spiegel has said that this app was not created with the intention of sexting, but teens will be teens...

20% of teenagers that have sent nude or semi-nude images via cellphone or online.





ONE in **SIX** teens have received nude or semi-nude photos via text message.

4th Snapchat is the most popular free iPhone app!

THINK before you snap.



photo sent **EVERY** second on Thanksgiving day alone **1,000**

HEY! There are many ways users can prolong the life of a picture that is sent via Snapchat. Users can take a screenshot of the image that you are sending (you will be notified) or they can take a picture with a camera or another phone.

Short Term Consequences

- Unintended people seeing your photos
- Humiliation at school
- Suspension or expulsion from school
- A bad reputation

Long Term Consequences

- The image going viral
- Denial of college admission or job prospects
- Conviction and jail time
- Possibly registering as a sex offender for life
- Restrictions on living situations

The **BOTTOM** Line

Sending **ANYONE** inappropriate pictures is a **RISK** teens should **NOT** take. Even with the built in safeguards that Snapchat has, there are still ways for people to spread and keep a permanent copy of pictures that could **BURN** a reputation.

Photo: iStockphoto.com/evan speigel
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TO LEARN MORE ABOUT MONITORING YOUR CHILD'S SOCIAL MEDIA ACCOUNTS CLICK HERE:
www.eKnowKids.com

Teens caught sexting may be charged with production, distribution and/or possession of child pornography — all are federal crimes.

53% of teens who sext are girls

47% of sexters are boys

17 percent of the sexting youngsters report that they have posted the images along to someone else. 55 percent of those who posted the images to someone else say they shared them with more than one person.



THE TRUTH ABOUT TEEN SEXTING

86% OF SEXTERS ARE NOT CAUGHT

48% OF TEENS HAVE RECEIVED A SEXUALLY SUGGESTIVE MESSAGE

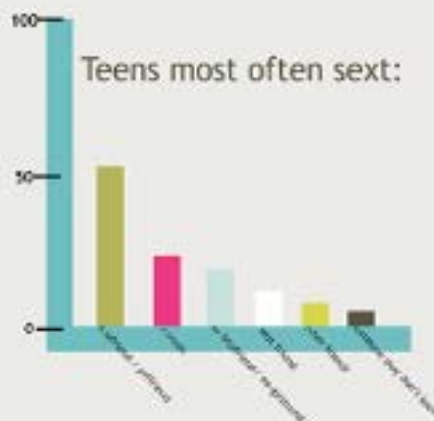
39% OF TEENS HAVE SENT A SEXT

PERCENTAGE OF TEENS THAT HAVE SEXTED NUDE OR SEMI-NUDE PHOTOS OF THEMSELVES:



AND

11% OF YOUNG TEENAGE GIRLS, AGES 13 to 16 HAVE SEXTED NUDE OR SEMI-NUDE PHOTOS OF THEMSELVES.



TO LEARN MORE ABOUT SEXTING AND HOW TO PROTECT YOUR CHILD VISIT: www.siNewKids.com

©2010 Children's Privacy Foundation
 American Oversight Association
 The New York Times
 Design: Benjamin

E-CIGARETTES

E-cigarettes operate by heating a liquid solution to produce an inhalable aerosol.



They are less toxic than cigarettes, but still contain harmful chemicals.



At least 60 chemical compounds are in e-liquids, and more are in the aerosol they produce.

60

Use of e-cigarettes among high school students



E-cigarettes are now the

most popular tobacco product among youth.

68%

E-cigarettes are rapidly evolving.

The new high-nicotine product JUUL has become so popular with youth that it captured 68% of the e-cigarette market in 2 years.

E-cigarettes come in many youth-appealing flavors and food-like packaging, which has prompted FDA action.



THE 
REAL
COST

LEARN MORE

VAPING
CAN PUT
DANGEROUS
CHEMICALS,
LIKE DIACETYL,
INTO YOUR
LUNGS.

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Healthier School Meals Matter

30+ million kids have healthier school meals



10 Years Ago

43% of school lunches included pre-packaged foods high in calories, sodium, and fat, like burrios, pizzas, or chicken nuggets.

42% of schools did not offer fresh fruits and vegetables daily and fewer than 5% of lunches had whole-grain breads.

Today

Since USDA's updated nutrition guidelines went into effect, school meals have **LESS** fat, sodium, and added sugar, and **MORE** fruits, vegetables, whole grains, and low-fat dairy products.



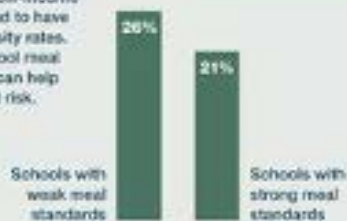
Healthier school meals can help improve kids' diets



Students consume lower calories from junk food at school and eat more fruits and vegetables when schools offer them daily for lunch.

Healthier school meals may help reduce obesity among kids at high risk

Kids from low-income families tend to have higher obesity rates. Strong school meal standards can help reduce that risk.



Obesity rate for kids from low-income families, 2007

Millions of kids are counting on school meals – let's continue to make them healthier.

Sources:

The Robert Wood Johnson Foundation. Improving Child Nutrition Policy: Insights from National USDA Study of School Food Environments. February 2009.

Taber D, Chiroli J, and Chaloupka F. "State laws governing school meals and disparities in fruit/vegetable intake." *Am J Prev Med*. 44(5):665-72, 2013.

Taber D, Chiroli J, Pivetti L, and Chaloupka F. "Association between state laws governing school meal nutrition content and student weight status: implications for new USDA school meal standards." *JAMA Pediatrics*. 167(5):510-5, 2013.



ARE YOU POURING ON THE POUNDS?

DON'T DRINK YOURSELF FAT.
Cut back on soda and other sugary beverages.
Go with water, seltzer or low-fat milk instead.

NYC Department of Health & Mental Hygiene
Michael Bloomberg
Thomas F. Kelly, M.D., M.P.H.,
Commissioner

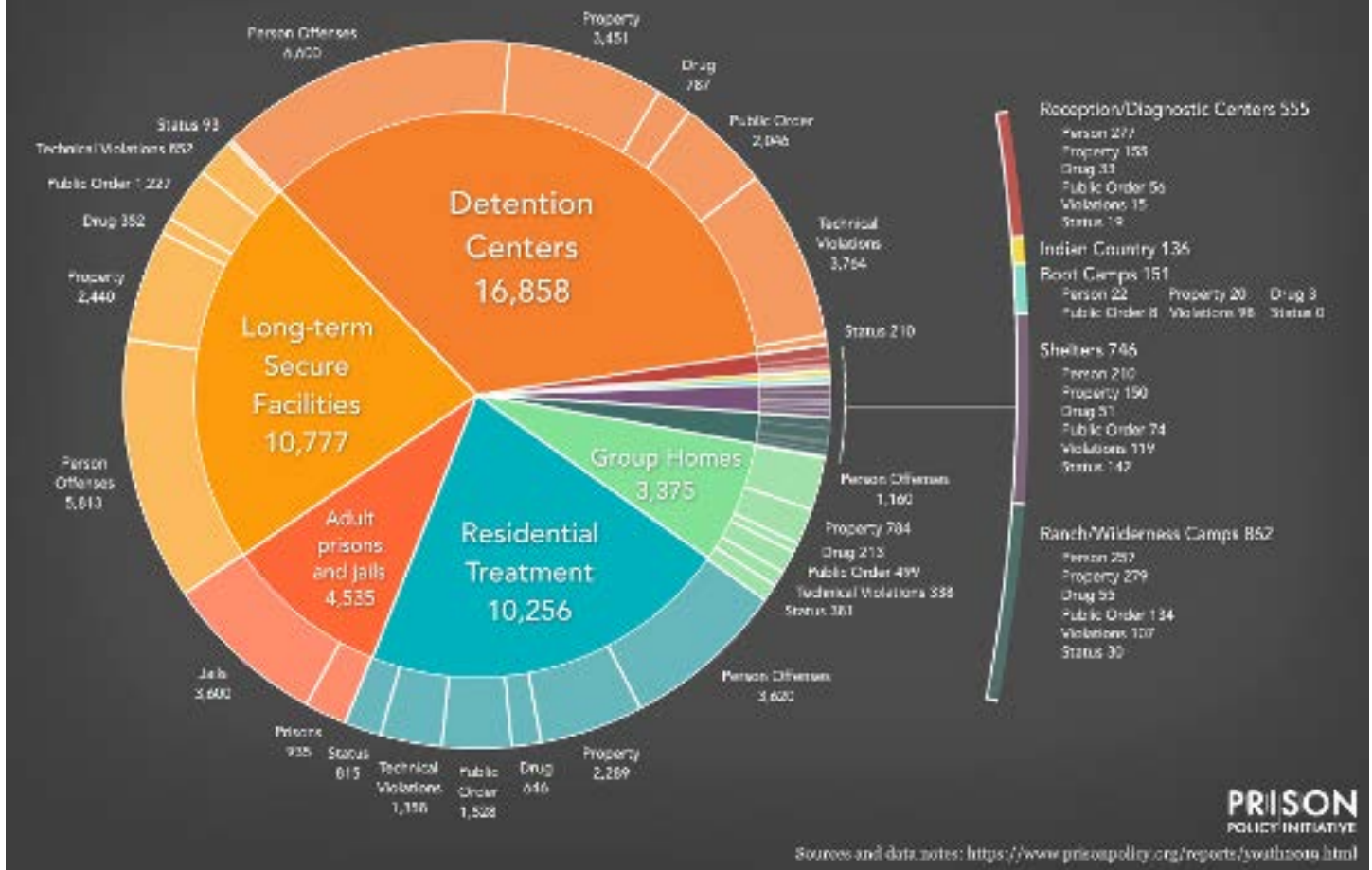


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How many youth are locked up in the United States?

Every day, over 48,000 youth are held in facilities away from home as a result of juvenile or criminal justice involvement.



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CORONAVIRUS PREVENTION TIPS

Symptoms of Novel Coronavirus



Fever



Cough



Shortness
of breath



Sore throat



Sluggish

Prevention Tips



Wash your hands
with soap



Wear a mask



Eat balanced
nutrition



Careful contact
with animals



Eat the meat
well



Exercise
often



Avoid close contact
with people who are sick



Check up
to a doctor if sick

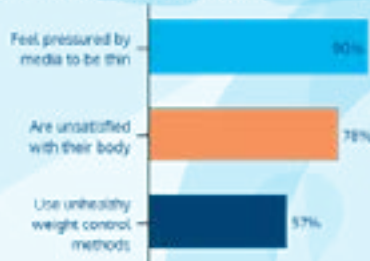
shutterstock

IMAGE ID: 1628140615
www.shutterstock.com

BODY IMAGE IN TEENS

MOST TEENAGE GIRLS WANT TO BE THINNER AND THINK OF BODY IMAGE AS A TOP PRIORITY

HIGH SCHOOL GIRLS, AGES 13-17:



BODY IMAGE IS AN ISSUE FOR TEEN BOYS, TOO. MANY WANT TO BE THINNER OR HAVE MORE BULK

3 OUT OF 10 BOYS USE UNHEALTHY MEANS OF LOSING WEIGHT (EX. SKIPPING MEALS)



SIGNS OF BODY IMAGE ISSUES



Distorted eating habits



Obsessed with their weight or exercising



Frequently self-critical



Often compares themselves to others



WAYS TO PROMOTE POSITIVE BODY IMAGE

CHALLENGE THE MEDIA

Explain that what the media presents only represents a tiny amount and people come in all shapes and sizes. Encourage your teen to challenge what the media promotes.

FOCUS ON HEALTH, NOT WEIGHT

Instead of focusing on the numbers, focus on getting your child healthy. Concentrate on great nutrition and getting active in a fun way.

BE A ROLE MODEL

If your child sees you obsessing about your looks and weight, chances are they're going to do the same thing. You need to practice what you preach.

MAKE IT FUN

If your teen has an interest in nature, encourage them to get active through hiking. If they enjoy swimming, offer to get a membership with the local pool or gym with a pool.

Sources:
http://www.viewpointcenter.org/resources/about/090405-18_Gallivan_3-terms_worst_media_body_image_perceptions_H_Cullison_Spring_2014.pdf
http://www.viewpointcenter.org/resources/Health/Weight/How_your_health_and_your_weight_promoting_positive_body_image_in_sixth



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THINGS
YOU
SHOULD
KNOW
ABOUT...

TEENS & MENTAL HEALTH

ONE IN EIGHT CHILDREN AND YOUNG PEOPLE BETWEEN THE AGES OF FIVE AND 19 IN ENGLAND HAS A MENTAL DISORDER, AND APPROXIMATELY 1 IN 5 YOUTH AGED 13-18 IN THE US EXPERIENCES A SEVERE MENTAL DISORDER AT SOME POINT DURING THEIR LIFE.

FAMILY DYNAMICS

24%



of people aged five to 19 who have a mental disorder were in a family that have been struggling to function well.

SOCIAL MEDIA

25%



of 11-19 year olds reported being cyber-bullied. But, those with higher rates of social media use reported similar loneliness levels to those who barely use it,

ISOLATION

80%



of adolescents report feelings of loneliness at some time, and almost a third describe these feelings as 'persistent and painful'.

LGBT

92%



of LGBT youth report hearing messages about being LGBT, from school, peers and online. 42% say they do not feel accepted

IF YOU ARE WORRIED ABOUT AN ADOLESCENT IN YOUR LIFE, PLEASE CONNECT WITH ME:
OLIVER@OLIVERDRAKEFORD.COM

LINKS

FAMILY <https://www.theguardian.com/society/2013/nov/22/why-do-more-young-people-have-mental-health-problems>

ISOLATION <https://www.usnews.com/news/health-care-news/articles/2018-05-01/study-many-american-teenagers-are-lonely-younger>

SOCIAL <https://www.usnews.com/news/health-care-news/articles/2018-05-01/study-many-american-teenagers-are-lonely-younger>

TEEN PREGNANCY STAY INFORMED

TAKE THE QUIZ
WWW.PBCTEENS.ORG

3 in 10

girls in the U.S. will get pregnant at least once before age 20.



Parenthood is the leading reason why girls drop out of school.



50%
Less than half of all teen mothers ever graduate high school.



Children
of teen mothers are 50% more likely to repeat a grade.



2%
of teen mothers earn a college degree by age 30.



305,000

teen births in the United States each year.



80%
of teen fathers don't marry the mother of their child.

PEOPLE WITH DEPRESSION SAY IT FEELS LIKE:

You are a burden to everyone

Your head is surrounded by a thick, black, unrelenting fog

Exhausting, like you're living in a cage

Hopeless. Like there is no person or thing that can help you forget about everything that makes you sad all of the time

An overwhelming sense of sadness about life and about all that you are and all you do

Fighting an exhausting battle against yourself

You need to hug someone. But at the same time, you don't want any human to hug you

You have a lump in your throat, as if you're about to cry at any moment, all day

Difficult to tell if you can trust your own perception of reality

A needle of pain pricking at your body at every chance it gets

Being misunderstood and ashamed

Soul sucking torture

You are numb to the world

You want your life to get better, but everything is so hard to do and you have no motivation

All you want is to go home and just curl up and fall asleep forever

Drowning and no one sees it and you feel helpless against the water around you

Really terribly lonely all of the time

A dark, empty room with no escape

It's hard to be happy, to love or accept love

You'll never be happy again, even when you know that's not true

Heavy and tired, like you're moving through quicksand

MAY IS 2
MENTAL 0
HEALTH 1
MONTH 6

LEARN
about it.

ACT
B4Stage4.

SHARE
with #mentalillnessfeelslike.

An affiliate of
MHA
Mental Health America