

## Module 6: Advocacy and Self-Advocacy

### Education: Advocacy and self-advocacy – What does it have to do with bullying prevention?

Did you know that more than 50 percent of bullying situations stop when a peer intervenes? That shows just how powerful your actions can be when looking out for someone else! This module's educational piece will teach students about advocacy and self-advocacy and how this relates to bullying prevention.

View the [PowerPoint presentation](#), with educator notes.

### Interaction: Being a self-advocate

Being a “self-advocate” means speaking up for yourself, telling people what you need, and taking action. These skills can be used if you experience bullying, if you see bullying happen, if you demonstrate bullying behavior, and if you are experiencing other issues at school. In this interactional activity, students will learn tools they can use to think about how they can change a situation, and then make an action plan.

Share a copy of the [Student Action Plan handout](#) with your students as well as one to two scenarios of bullying situations. Examples of age appropriate scenarios are listed below, but feel free to create your own as well. The handout includes sample scenarios, as well as example action plans to give students ideas as they get started. If you are creating your own scenarios for students to use, provide enough details and context to get the students started.

- [Scenario examples – Elementary school students](#)
- [Scenario examples – Middle and high school students](#)

Have students think about ways they could create their own action plan and make a difference. The student action plan includes three steps:

- **Step 1:** Describe the situation that's happening, including how it made you feel
- **Step 2:** Describe what you would like done about it. Think about how the situation could be stopped or prevented
- **Step 3:** What steps can you take to make that happen? Include who could help, what they could do, and what you can do

### Additional media activities

#### Elementary school – Video – [What Should You Do? Peer Advocacy](#)

Students with disabilities are bullied at a much higher rate than their nondisabled peers. This video shares a bullying scenario involving a student with Down syndrome, then explores ways to advocate on behalf of someone else.

After sharing the video, ask your students to respond to the following discussion questions:

- What would you do in this scenario?
- What are other ideas to address the situation?
- What are other ways to be supportive of the person being bullied?

## **Middle and high school – Video - [Bullying and Bystanders: What Teens Say](#)**

Bullying is a fact of life for many kids and teens; research suggests almost half of teens have experienced bullying online or on their cell phone in the past year. But by standing up, instead of standing by, kids and teens can help end bullying.

**As a follow-up activity**, after watching the video, have students answer the same questions as the teens in the video, including:

- What is bullying?
- What type of bullying have you seen?
- Where have you seen bullying?
- As a bystander, what could you do if you see bullying?