



Stage 2: Advocacy for Others

The Steps:



Step 1: Ask if Help is Needed



Step Overview: Step 1 of *Stage 2: Advocacy for Others* teaches students to first ask questions before attempting to help someone solve a problem. The importance of question asking is to determine if the other person wants or needs the help of others. Students practice asking questions that help them discern whether another person would like assistance or would rather solve their problem independently. This step helps students understand that not all problem situations require advocacy and that advocating for others means they have first confirmed that they need help.

Sub Skill(s):

- Notice someone having trouble
- Ask if help is needed



Step 2: Pick Ways to Help



Step Overview: Students focus on asking how they can help others in this step. Question asking will support students in knowing the role they can play as a helper and the most effective ways they can help the person in need. Skills learned in *Advocacy for Self* will be used in this step as students consider whether they can do what is asked of them. Remind students of the attention seeking skills when they are seeking additional help in a problem situation for another person.

Sub Skill(s):

- Ask questions to figure out how to help
- Decide if help can be offered



Step 3: Help as Asked



Step Overview: In this step, students act on the request(s) being made in support of others. This action may involve speaking to other individuals as a way to offer or find additional support. Students use their advocacy skills from *Stage 1: Advocacy for Self* to obtain the attention of others when necessary. Students also confirm that they are helping as needed by restating what is being asked of them and/or offering additional ideas that can be helpful to the situation if they themselves cannot offer the requested help.



Teaching Tips

- Use role play to help students practice asking someone if they need help and asking questions to better understand the help that is needed.
- Discuss with students the importance of helping people the way they want to be helped rather than only helping the way they want to be helped. For example, if someone needs a marker, and they want the marker to be pink, giving them a green marker is not the most helpful.
- Prompt students to think about ways they can offer help and ways they cannot. Give students examples of requests and ask them to decide if they can help someone in that way or not. See *Stage 2: Refusal Skills & Boundary Setting of Interpersonal Communication* for additional guidance on knowing when to say yes or no to someone and for strategies on saying no.
- Pair *Stage 1: Advocacy for Self* with *Stage 1: Communication Techniques of Interpersonal Communication* to reinforce interpreting body language and using listening strategies.

See *Teaching Progression* for suggested learning activities.