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| **LEAD – Lesson 8 Conflict and Advocacy**  **Materials Needed**: | |
| **Welcome** | Phone, speaker, classroom binder, name tags, snacks, attendance list, markers/pens, clipboards, hand sanitizers, masks |
| **Team Posters** | Posterboards (10ea), markers, crayons |
| **Ultimate scavenger Hunt** | Instructions, pens, markers, yard sticks, blindfolds, face paint, baby wipes, old fabric (three-legged race), all hula hoops, 2 soccer balls, puzzle |
| **Journal Time** | Journals, writing utensils |

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| Objectives |
| Participants should be able to:   1. Understand the importance of advocacy. 2. Know where resources are on campus that they can utilize. 3. Experience teamwork during the scavenger hunt. |

**Welcome Students – 20 min**

Before students enter...

1. Set up check-in materials at the door. Check-in materials = Attendance list, name tags, notebooks, markers/pens, snacks and drinks.
2. Have music playing.

**Remaining Coaches:** Prepare the room by moving desks/chairs into groups of four-five. As students enter‘Welcome them Back’ and introduce yourself to new folks, helping verify they’re in the right room.

**Coach #1:** Leads check-in by greeting students, checking them in on the attendance list and ***writing nametags at the tables***. Offer them a snack. Invite them to find a seat wherever they are comfortable.

*Grab your students' journals and ask them about how they have worked towards their goal that we worked on two weeks ago.*

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*Transition:*

We talked about different ways to solve a conflict. How to identify emotions, how to identify solutions, steps to take and the consequences of those decisions. Today we’re going to talk about advocacy... who can tell me what advocacy means?

**Advocacy:** Any action that supports the needs of others.

There are different types of advocacy. Self-advocacy, systems advocacy, peer advocacy...Can anyone tell me what they might advocate for? What do you care about? What would you want to share the importance of in the world?

When you advocate for something, you are trying to show your support, maybe the need for change, or increasing it’s importance in the world.

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**ICE BREAKER: Team Poster – 20 min**

**Table Coaches** (15 minutes)

1. Coaches will help teams get started on building team posters...and then exit to their stations listed below to set up and prepare.

Instructions:

1. Students will have an opportunity to work together as a team to make posters that represent them. Their team name would ideally be a leadership quality that they find important.
2. Once the posters are made...the students will bring the posters with them for the scavenger hunt.

**SCAVENGER HUNT: 30-40 min**

**Lead Coach:**

‘Who here has heard of a scavenger hunt? Each team will be given a list of locations to go to, along with tasks that you can complete along the way... You have until 4:30pm to make it back to the classroom. After that your points will be added up and there will be a winner!

Rules:

1. You must stay with your group. There is no wondering off to other locations on campus. Your points will not count if there are members missing. Coaches will be counting!
2. In every picture, or video, your team poster MUST be visible!
3. You will also need to bring your poster to each station!
4. Have fun!

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**Transition: Clean up stations and return to classroom**

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**Group Discussion/Journal Entry:**

**All other coaches:** In groups and with journals, ask students to reflect on the following:

1. What did you learn today?
2. Do you feel advocating for yourself is important? Why?
3. What are steps we can take in conflict to advocate for ourselves?
   1. Open with a statement that engages your audience. ...
   2. Present the problem. ...
   3. Share a story or give an example of the problem. ...
   4. Connect the issue to the audience's values, concerns or self-interest. ...
   5. Make your request (the “ask”).
4. **Strategies for Developing Advocacy Skills**
   1. Enter the situation with a positive attitude and a willingness to answer questions;
   2. Express your desires in a pleasant tone rather than a hostile tone;
   3. Explain your wishes clearly and concisely;
   4. Don't give up. Advocacy is daunting, but can have dynamic results.

**Closing: 4:55pm**

**Coaches:** Begin cleaning the room, and moving desks back to where they were if needed.

Stay after to debrief!

Scavenger Hunt Details:

Coaches -

You will be assigned to a location on campus that I will have marked on a map for you...we’ll give you a chance when you arrive, to scope out the location...you will also be texted how many groups there are...so you know when all have come to your station.

Student details -

All teams will be given a piece of paper that ensures that they are starting in a different area.

Teams will be asked to go to different areas on campus... and some of them are specifically areas that are resources in advocating for themselves and their future!

Once complete, or out of time, students must return to the classroom for the tally of points.

***SPEED BUMPS!***

Better to anticipate these...

1. Conflict between teams along the way? Try to understand if it was a passing, or competition-based issue and separate groups. If it continues to escalate call me, and I will come over to address. Appropriate discipline might include taking away points from their team's score.
2. Lack of understanding the game...ROLL with it! Change it up! Or simplify it! Having problems? Call me.