

The teacher may introduce differences between advocacy and self-advocacy so students can identify how their actions may impact outcomes of various situations (e.g. communication skills, strategies to manage challenges, creating healthy boundaries and relationships with family and friends).



The teacher may provide components of healthy communication so students can demonstrate active listening skills and use “I” statements for self-advocacy.



The teacher may introduce negotiation skills (e.g. compromise, consequences/outcomes, listening skills) so students can consider ways to advocate for themselves and others.



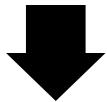
The teacher may provide examples of doctors prescriptions so students can summarize the characteristics of self-advocacy (refer to L.E. #1).



The teacher may have students brainstorm various “stressors” so students can identify strategies to manage daily challenges.



The teacher may provide appropriate personal examples of healthy and unhealthy relationships (e.g. positive role models, friends, family) so students can explore how healthy boundaries and relationships impact their lives.



Performance Assessment: As a team of doctors you have been asked by the Director of the Health Advocacy Center to write a *Prescription Action Plan* for a client who struggles with communication, including active listening skills, creating healthy boundaries, and managing daily challenges. Your goal is to increase your client’s ability to use self-advocacy skills to benefit their overall well being. Your prescription must include:

- Specific communication skills
- Strategies for creating healthy boundaries
- Strategies for managing daily challenges

Strategies for Self-Advocacy