

Connecting

Purpose:

- To help students understand the importance of communication and advocacy around Alcohol, Tobacco, and Other Drugs (ATOD).
- Students role play to break down barriers around the subject of ATOD, and create a safe environment to talk about crucial skills necessary to advocate for themselves in relationship to any topic.

Comprehensive Health Standards:

Standard 3: Emotional and Social Wellness in Health

Advocate to improve or maintain positive mental and emotional health for self and others (CH09.HS.S3.GLE3)

Standard 4: Prevention and Risk Management

Comprehend concepts that impact of individuals' use or nonuse of alcohol or other drugs (CH09.HS.S4.GLE1)

Guiding Questions:

- What does advocacy mean?
- What are some examples of advocacy in the real world?

Setting the Stage:

This activity involves all students to participate and to embrace their character given. It is important that all students understand the purpose of their specific group. There are different groups that will be assigned a specific objective, i.e. creating student voice against marijuana. Each of the different groups should have different purposes, but all of the goals surround around ATOD. It is the task of each individual group to come up with action steps to accomplish their goal, with all characters contributing to the project. Through this collaboration it is possible to practice communication as well as both self advocacy and advocacy.

Time Guide:

Total Predicted Time: 65 Minutes

- Discussion around advocacy: 5 minute
- Instructions/ passing out the cards: 5 minutes
- Allow students to read their card: 5 minutes
- Role play interactions: 30 minutes
- Wrap up discussion: 20 minutes

Instructions for Connecting:

1. Begin with a class discussion:
Ask the question: What is advocacy?
 - Ask the students how they define advocacy.
 - Allow a discussion around advocacy to take place through examples and definitions students provide.
 - Once the discussion is complete share the dictionary definition of advocacy: *The act of pleading for, supporting, or recommending.*
2. After the discussion explain:
 - The activity that is about to take place is around advocacy and that it is important to fully participate.
 - Have students divide into groups of 4
3. Begin passing out the included cards by set to a group of 4, so that each student has a character to role play.
 - Each individual character has specific goals and needs, which will provide different perspectives for all of the groups.
4. Go around to each of the different groups and explain their main objective (i.e Reduce smoking).
5. Allow the students to read their card.
6. Once the students have read the cards allow the groups of 4 to talk and interact in order to create a plan on ways to accomplish their main goal.
 - In order to figure out a plan/ idea around their main objective it is important for all students to participate and figure out their needs and resources for the group.
7. After the allotted time have a concluding discussion involving the guiding questions.

Conclusion/ Discussion Questions:

At the end of the activity students will walk away with a firm understanding of what advocacy is and how to be an advocate. Through role play students will be able to advocate against ATOD, and these skills acquired can be used in many different settings.

At the end of this activity have the students discuss and reflect using the following guiding questions.

- Why would it be important to talk about reducing smoking in school?
- How is communication important to advocacy?
- What were some of the struggles of having working with a group, knowing what you could contribute?
- How can advocacy be used in a real life setting? Can you personally give examples?

Adaptations:

- Can allow students to present their final project
- The discussion around advocacy can be lead through media, advocates in the real world.