



Empowerment Through Advocacy

During the Empowerment Through Advocacy mini-lessons, students will learn the connection between empowerment and the skill of advocacy. Students will practice recognizing their strengths to build self-confidence as well as create their own advocacy message. The key message is it takes confidence to stand up for your health and the health of others.

Lesson Name: Amplify Kindness – Building Together

Unit Name: Advocacy

Grade Level: 9-12

Lesson Length: 20 minutes

Before beginning, teachers should offer accommodations specifically mentioned in a student’s IEP to support their ability to participate in the mini-lesson. A sample list of common accommodations and modifications to aid you in selecting appropriate supports for students can be found under “Additional Resources” [here](#).

Lesson Objective(s):

Through the cooperative activity, students will be able to demonstrate how working together as a team can help you achieve a goal faster than working alone. Students will be able to make connections between advocacy and the Amplify Kindness theme.

Equipment Needed:

- Various objects that can be used to build a structure (e.g., blocks, mats, Legos, baskets, boxes) – 1-2 objects per student
- Music (optional)

Essential Question (related to objective):

How does the Amplify Kindness theme relate to advocacy?

CASEL Core SEL Competency:

- Relationship skills
- Practicing teamwork and collaborative problem-solving

National Standards and Grade-Level Outcomes for K-12 Physical Education:

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- S4.H4.L1 Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.

Lesson Overview:

The purpose of this activity is to illustrate the Amplify Kindness theme. When students work together instead of alone, they can have a bigger impact. Teachers can connect the theme of advocacy and the purpose of their health. moves. minds. fundraising event to the theme, Amplify Kindness.

Definitions:

Amplify

To make bigger or louder

Advocacy

Any action or process intended to support a position, cause, program or proposal

Kindful Minute

A Mindful Minute while sending kind thoughts to

- Yourself
- Someone you know
- Everyone in the world

Activity Progression:

Define the word “amplify” to students and explain the mini-lesson’s activities.

Example script: “You may have noticed our Amplify Kindness theme this year for health. moves. minds. Amplify means to make bigger or louder. When we amplify kindness, we work together to make our kindness bigger. Today we are going to do an activity that shows the word amplify in action and discuss how it connects to advocacy.”

Give each student two different objects that can be used to build a structure. Students will work together to build the tallest structure using the objects they were given.

First progression – Groups of 4

Have students work in groups of four to build the tallest structure in the class with only the objects they were given. Tell students you will give them three minutes for their group to build the tallest structure. They can use whatever objects they were given to build the tallest structure. After the time is up, walk around with a measuring stick to see who has the tallest structure.

Second progression – Three groups total

For this progression, get students into groups so that there are only three groups total. The challenge is still the same, but this time there are more people and more equipment to build the tallest structure. Can they build a structure taller than before? Give the students five minutes to build the tallest structure. After the time is up, walk around with a measuring stick to see who has the tallest structure.

Third progression – Whole class

Debrief the activity, asking students to compare each of the progressions. Example questions:

- What were some positive things that came as the groups got bigger?
- What were some challenges that came as the groups got bigger?
- We defined amplify as making something louder and bigger. We worked on advocacy in one of our lessons and you created your own advocacy messages. How do you think the theme Amplify Kindness can relate to advocacy?

Explain to students that it didn’t really matter who built the tallest structure – the importance came in being able to work together. Connect to students that everyone has different resources or objects to build the structures, but as the groups got bigger every object made a difference in the ability to make the structure as tall as possible.

This can be related to working together as a team to achieve a goal, like when raising money for a charity or to help our community or when advocating for a specific cause. When we work together as a team we can make a bigger impact – we can amplify our kindness.

Example script: “In the activity, when you worked in bigger groups you were able to build taller structures because you had more objects to use. It didn’t matter if someone had a bigger object or a smaller object because every object helped in some way to make the structure taller.

This is the same for our fundraising goal and being able to make a difference in our school or community. The more we work together to reach our goal [you can use the specific goal if you are hosting a fundraiser], the more we are able to amplify our kindness or make our kindness bigger by helping more people.

This doesn’t just apply to when we raise money, but for when we advocate for things we believe in and we want to make a difference.”

At the end of class, have students participate in a Kindful Minute.

Example script: “Since we’ve been talking about amplifying kindness, let’s end class with a Kindful Minute. A Kindful Minute is when we send loving, kind thoughts to ourselves and to someone we know. I want you to get into a comfortable position. You can close your eyes, you can sit up straight, or you can lay down. Start by listening to yourself breathe. You can breathe normally, just pay attention to sounds you hear as you breathe. Now I want you think about how you might feel if you got a big hug from someone you love! Now keep that feeling and repeat after me in your head:

- May I be healthy.
- May I be happy.
- May I be loved.
- May I be safe.

Now I want you to think about someone you know. This can be a friend or family member. Repeat these phrases in your head:

- May you be healthy.
- May you be happy.
- May you be loved.
- May you be safe.

Now let’s think about everyone in the world or in our community. Repeat these phrases in your head:

- May everyone be healthy.
- May everyone be happy.
- May everyone be loved.
- May everyone be safe.”

Note: Please take into consideration the experiences of your students when explaining a Kindful Minute. Instead of using the term a “big hug from someone you love” maybe describe the “warm feeling you have when you do something nice for someone.”

Modifications/Differentiation:

- Assign students roles within the groups.
- For students with visual impairments, have another student be a guide.
- Have groups try to build a specific type of structure.

Checks for Understanding:

- How does the theme Amplify Kindness relate to advocacy?