



# Standards Instructional Guidance: HS.HECPS.A - Seeking Assistance and Self- Advocacy

High School Higher Education and Career Path Skills (HS.HECPS) – Adopted 2024

VERSION 1.0



OREGON  
DEPARTMENT OF  
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## Standard: HS.HECPS.A.1

### Standard Statement

Explore how personal strengths, aptitudes, interests and values connect with future career paths.

### Key Concepts

- Students can identify their personal strengths, aptitudes, interests and values, which could include, but are not limited to:
  - Exploring personal strengths
  - Assessing aptitudes and interests
  - Evaluating one's values and beliefs
- Students can identify connections between their personal strengths, aptitudes, interests, values and future career paths, which could include, but are not limited to:
  - Researching careers that align to individual interests, strengths, and aptitudes
  - Exploring a range of jobs, industries, and roles
  - Identifying internships, networking, and volunteering opportunities
  - Considering financial goals (e.g., own or rent, type of car, etc.)
  - Realizing that strengths, aptitudes, interests, and future career paths can change over time

### Essential Questions

By the end of the unit, students should be able to answer:

What do I want to do when I grow up? What kind of problems do I want to solve?

How do my personal strengths, interests and values connect to or influence my future career choices?



## Considerations

### Socio-Economic:

- Students' access to internships, work experiences, and networking opportunities can be limited by financial realities and geographic factors.
- Financial trade-offs and the need for paid work can shape how students explore careers and prioritize their goals.
- Family and community connections can play a vital role in career exposure—tapping into these networks can broaden students' horizons and sense of what's possible.
- Family responsibilities, like caregiving, can influence how students navigate career pathways, so flexible approaches that honor these commitments are essential.
- Guidance around financial literacy, including salary expectations and cost of living, can help students make informed decisions and feel more confident as they plan for the future.
- Recognizing that not all students will follow the same path, sharing diverse postsecondary options—college, trades, military, apprenticeships—ensures that every student sees themselves represented in career planning.

### Culturally Responsive:

- Cultural heritage and community ties can be powerful sources of identity and belonging as students explore their strengths and career goals.
- Students' ability to adapt to cultures outside their own can vary, and supporting this growth can expand their career opportunities.
- Historical associations of certain careers with cultures can shape students' perceptions and sense of belonging in those fields—acknowledging these histories can build understanding and confidence.
- Bilingualism and cultural competency are strengths in any career, and essential in fields like healthcare, teaching, and social work.
- Providing culturally relevant role models and connecting with community-based career support organizations can inspire and guide students.
- Recognizing and addressing systemic barriers, like discrimination or bias, helps equip students to advocate for themselves and persist in their goals.
- Aptitude tests and assessments have sometimes been misused to reinforce biases—reminding students that these tools are just one piece of the puzzle can help them feel empowered and valued.

### Strength-Based:

- Reflecting on past experiences and challenges can help students identify patterns of strength, resilience, and interest.
- Core values and principles can guide career exploration and decision-making, helping students align their paths with what matters most to them.
- Connecting with mentors, alumni, and community leaders can provide valuable insights and real-world advice for navigating different career paths.
- Setting specific and achievable goals can help students feel motivated and build momentum in their career journeys.
- Encouraging openness and flexibility can support students as they discover new strengths and possibilities over time.

## Vocabulary

Term	Definition
Values	Core principles and beliefs that guide personal and professional decisions.
Technical skills	Sometimes called “hard skills”. Technical, measurable abilities such as coding, data analysis, or graphic design.
Employability skills	Sometimes called “soft skills”. Interpersonal abilities such as communication, adaptability, and leadership.
Career pathway	A series of connected education and work experiences that lead to career advancement. It serves as a roadmap leading to a chosen career and includes: <ul style="list-style-type: none"> <li>• occupations within the pathway;</li> <li>• general and technical courses for both secondary and postsecondary; dual and articulated credit opportunities;</li> <li>• related industry certifications, apprenticeships, associate’s and bachelor’s degrees; and</li> <li>• entry and exit points for semi-, mid-, and high-level skilled careers to support life-long learning</li> </ul>
Networking	Building professional relationships to gain career insights, opportunities, and mentorship.
Aptitude	A natural ability or talent that can be developed into a skill. They assess abilities such as reasoning, problem-solving, and pattern recognition, rather than focusing on what someone already knows.

## Sample Student Activities

- Complete a career assessment (e.g., Oregon CIS Interest Profiler, [CCL Oregon Sassy Exploration Guide](#), [O\\*NET Interest Profiler](#), [BigFuture](#)’s career quiz, [USA Jobs](#) Career Explorer) and explore professions aligned with top interest areas.
- Use a self-awareness tools such as [interest and aptitude assessments](#), to analyze how natural talents, strengths and abilities connect to potential career choices.
- Rank career-related values (e.g., salary, job stability, work-life balance) and discuss their impact on career related decision-making.
- Investigate job demand, salaries, and education requirements for careers of interest using sources like the Bureau of Labor Statistics or local industry reports.
- Research and compare career and technical education (CTE) programs available at the high school and college levels, including apprenticeships, certifications, and dual-enrollment opportunities, to understand pathways that align with their career interests.

## Additional Examples

Examples of how students can explore their personal strengths, interests, and values to shape their future career paths:

- Exploring Personal Strengths:
  - Reflect on what you excel at, your unique abilities and skills. Consider both technical skills and employability skills.
  - Examples of personal strengths:
    - Analytical thinking: If you excel at breaking down complex problems.
    - Creativity: If you enjoy thinking outside the box.
    - Adaptability: If you thrive in dynamic environments.
    - Attention to detail: If you notice small nuances.
    - Empathy: If you connect well with others.
- Identifying Interests:
  - Interests are the activities or subjects that genuinely engage you. What topics or hobbies do you enjoy?
  - Examples:
    - Interest: If you love working with animals or exploring new cultures.
- Reflecting on Values:
  - Consider your core values and what matters most to you. These values guide your decisions and priorities.
  - Examples of values-related questions:
    - Work-life balance: How important is it to you?
      - If work-life balance is crucial to you, consider careers that:
        - a. Provide flexibility and control over your schedule.
        - b. Allow you to set your own hours and work from anywhere.
        - c. Balance work and personal time
    - Autonomy vs. collaboration: Which do you value more?
      - If you value autonomy, consider careers that:
        - a. Allow you to create and manage your own business.
        - b. Work independently.
      - If you prefer collaboration:
        - a. Coordinate team efforts.
        - b. Collaborate with colleagues for support or care.
    - Ideal work environment: Where do you want to work?
      - Consider where you want to work:
        - a. Corporate Office: If you thrive in a structured environment.
        - b. Start-up or Co-Working Space: If you enjoy innovation and flexibility.
        - c. Fieldwork or Outdoors: If you prefer hands-on work.
        - d. Remote or Virtual Office: If you value location independence.

- Mission-driven work: Do you want to make a positive impact?
  - If making a positive impact is essential, consider careers in:
    - a. Nonprofit Sector working for organizations focused on social change.
    - b. Natural Resources and the Environmental sector to contribute to sustainability efforts.
    - c. Social Work or Counseling to support young people and other vulnerable populations.
    - d. Humanitarian to help in crisis situations.
- Connecting to Future Career Paths:
  - Research jobs and careers that align with strengths, interests, and values.
  - Explore job titles, industries, and roles that resonate with your self-assessment.
  - Consider internships, networking, and volunteering to test your fit in real-world settings.
  - Provide students the opportunity to document their personal strengths, interests, and values connected to future career goals in their Education Plan and Profile.
  - Remember that career paths can evolve over time, so stay open to exploration and opportunities.

## Supplemental Resources

### External Links

#### [Open Education Resources/Oregon Open Learning Group: Oregon Higher Education & Career Path Skills](#)

The resources in this group have been curated by ODE content specialists and Oregon educators to supplement materials for courses that include Higher Education and Career Path Skills standards.

#### [Oregon Connections](#)

This site offers access to a large career video library, the opportunity to join live webinars with industry leaders, and attend virtual career conversations with career professionals.

#### [Career Journeys](#)

This resource seeks to help middle and high school students from across Oregon dream big by providing a wide variety of career paths and a diverse array of video stories from near-peer young professionals. It provides video profiles, lesson plans and website materials. Video interviews touch on some of the challenges they faced when navigating their own career journeys and offers insight on decisions made that lead them to where they are today.



## External Links

### [Big Futures](#)

This College Board resource provides tools to explore careers based on interests and skills, including details on job outlooks and salaries; research and compare over 3,000 colleges, including information on campus life and admissions; and explore financial aid options, with a scholarship search tool featuring over 6,000 programs.

### [ASPIRE](#)

This program is part of Oregon Student Aid and “helps educate Oregon students to become career and college ready. ASPIRE offers education, resources, and mentoring opportunities for all students. Student supports include 1:1 and group mentoring, activities or events that focus on career exploration, career and college research, admissions applications, scholarships, and financial aid.”

### [O\\*NET Interest Profiler](#)

This resource assists in exploring careers that align with your interests. Discover what you enjoy by answering questions about the kind of work you like. Based on your responses, we'll recommend careers that fit your interests and education.

### [Career Connect Oregon](#)

This is a resource directory of searchable resources supporting career-related learning.

### [Build Oregon](#)

This is a resource hub and information to inspire the next generation of construction workers.

### [Oregon Career Information Systems \(CIS\)](#)

This site provides information about job preparation, wages, future outlook, higher education and training programs, scholarships, and military service. You must have a log-in to access the site.

### [State of Oregon Employment Department- Career Explorer](#)

This search engine is a great way to explore careers, salaries, and education requirements.

### [U.S. Bureau of Labor Statistics Occupational Outlook Handbook \(OOH\)](#)

This resource provides information on what workers do; the work environment; education, training, and other qualifications; pay; the job outlook; information on state and area data; similar occupations; and sources of additional information for more than 300 occupational profiles.



## Standard: HS.HECPS.A.2

### Standard Statement

Identify school and community resources for mental, physical and financial well-being, including an understanding of how to seek assistance.

### Key Concepts

- Students can identify school and local community resources for mental, physical and financial well-being, which could include, but are not limited to:
  - Identify local community resources for mental, physical and financial well-being
  - Evaluate community resources for safety, pertinence and cultural relevance.
  - Identify a network of trusted adults (inside and outside the school) that could include, but is not limited to specialized school personnel, family/caregivers, friends and community members.
- Students can practice how to ask for assistance, which could include, but are not limited to:
  - Recognize the importance of seeking assistance
  - Identify when help or support is needed
  - Communicate needs clearly in written and verbal formats
  - Practice asking for help in personal and professional contexts (e.g., mental health support, drug and addiction counseling, LGBTQ2SIA+ resources)
  - Practice assertiveness and persistence when seeking support, accommodations and resources
  - Advocate for the well-being of others, acting as a mentor or ally



## Essential Questions

**By the end of the unit, students should be able to answer:**

How can we redefine the notion of seeking assistance for school and community resources to encourage genuine empowerment and holistic growth within diverse socio-cultural contexts?

How might we cultivate a culture of proactive resource-seeking in schools and communities that not only addresses our immediate needs but also supports long-term resilience and self-sufficiency among individuals?

How do we ensure equitable access to essential resources for all students, regardless of their socio-economic or cultural backgrounds?

How can students develop self-advocacy skills to seek assistance confidently and effectively?

In what ways can communities and schools collaborate to create a comprehensive support system for students?

## Considerations

### Socio-Economic:

- Students may have different levels of access to resources based on family income, transportation availability, or digital access.
- No-cost and low-cost resources—like sliding-scale clinics, food banks, and emergency housing—are critical for ensuring that all students can find the support they need.
- Stigma around seeking help, whether for mental health, financial stress, or physical well-being, can prevent students from accessing vital resources.
- Understanding how to navigate financial aid, insurance options, and government support can help students feel more in control and empowered to seek help.

### Culturally Responsive:

- Students' cultural backgrounds and family responsibilities shape how they view and access resources—some may prefer supports that reflect their language, traditions, or community values.
- Cultural or community-based organizations can offer safe and trusted spaces for students to find the help they need, especially when mainstream systems feel unfamiliar or unwelcoming.
- Historical and systemic mistrust in institutions may make some students hesitant to engage with traditional support systems—validating these concerns can help build trust and encourage access.
- Supporting students in finding culturally relevant resources affirms their identities and promotes a more inclusive approach to well-being.

## Strength-Based:

- Seeking help is an act of self-advocacy and resilience, not a sign of weakness—it can be framed as a proactive step toward personal growth and well-being.
- Encouraging peer-to-peer support can build a culture of care and show students that helping and being helped are both valuable.
- Teaching students how to research and evaluate resources independently can strengthen their sense of ownership and confidence.
- Normalizing help-seeking behavior and highlighting it as self-care can empower students to access resources without fear or shame.

## Vocabulary

Term	Definition
Health Equity	Ensuring fair access to healthcare resources regardless of socio-economic status, race, or background.
Self-Advocacy	The ability to speak up for one's needs and rights effectively.
Community Asset Mapping	Identifying strengths, services, and resources available within a community.
Protective Factors	Conditions or attributes that help individuals cope with stress, such as social support or access to healthcare.
Resilience	The ability to adapt and recover from adversity using available support systems.

## Sample Student Activities

- Resource Investigation Project: Students research local community organizations and present their findings on available services.
- Role-Playing Help-Seeking Scenarios: Simulate different scenarios where students practice seeking help in personal, academic, and professional settings.
- Community Asset Mapping Activity: Have students create a visual map of the resources available in their school and local community.
- Mock Advocacy Letters: Students draft letters or emails to request support or accommodations.
- Peer Support Workshop: Facilitate discussions on how students can support friends who may need assistance.
- Case Study Analysis: Examine real-world examples of individuals who successfully accessed resources and overcame challenges.

## Additional Examples

Examples to help students identify school and local community resources for mental, physical and financial well-being:

- Local Community Resources (both in person and online)
  - Mental Well-Being:
    - Community Mental Health Clinics offer counseling, therapy, and support for mental health concerns. Many Health Clinics have online visits and resources.
    - Youth Centers often provide safe spaces for young people to connect, learn, and access mental health resources.
    - Support Groups where students can join for specific mental health conditions or general well-being.
    - Suicide and Crisis Help Line: [988](#)
  - Physical Well-Being:
    - YMCA facilities offer fitness programs, sports, and wellness classes.
    - Boys & Girls Clubs provide after-school activities, sports, and health education.
    - Local Parks and Recreation Centers engage students in physical activities like swimming, hiking, or team sports.
    - School-based sports programs
    - A primary care physician
    - School-based Health Centers
  - Financial Well-Being:
    - Financial Literacy Workshops can teach budgeting, saving, and financial planning.
    - Local Credit Unions or Banks often offer financial education and resources.
    - Community-Based Organizations or Nonprofits may provide emergency financial assistance or connect students with resources.
- Trusted Adults Network
  - Specialized School Personnel:
    - School Counselors can guide students on mental health, academic development, and college and career planning.
    - School Social Workers provide a link between school and community resources.
    - Nurses provide health-related advice and referrals.
    - Trusted teachers can offer support and connect students with resources.
    - Other School Staff such as College and Career Center staff, Graduation/Success Coaches, and Community Partners within the school are also great resources who can offer support and connection.
  - Family Members:
    - Parents/Guardians are essential allies in a student's well-being journey.
    - Older siblings can share experiences and provide emotional support.
    - Grandparents/extended relatives

- Community Members:
  - Tribes and trusted neighbors can offer assistance or connect students with local resources.
  - Coaches or Mentors can be valuable role models and advisors.

Examples of how students can find assistance in various contexts:

- Recognizing the Importance of Seeking Assistance:
  - Acknowledge that finding help is a strength, not a weakness. Understand that everyone needs support at some point, and it's okay to ask for it.
- Identifying When Help or Support Is Needed:
  - Pay attention to signs such as feeling overwhelmed, confused, or stuck. Recognize when you're out of your depth and need guidance.
- Communicating Needs Clearly:
  - Verbal Format:
    - "I'm not sure I get it, could you help explain this concept to me?"
    - "I'm struggling with this assignment. Do you have advice about how to approach it?"
  - Written Format (Email or Message):
    - "Dear Teacher, I'm having difficulty understanding the material. Could we schedule time outside of class to go over it?"
    - "Hi team, I need assistance with this project. Can someone guide me?"
    - "Dear Counselor, I'd like to discuss my academic future. I am having some challenges that I will need to navigate."
- Practicing Asking for Help in Personal and Professional Contexts:
  - Personal Context:
    - "Parent/Caregiver, I am not keeping up with time management. Can we figure out some structures that might help me learn to plan my projects?"
    - "Friend, I'm feeling down. Can we chat?"
  - Professional Context:
    - "Hello Supervisor, I'm struggling with an important task. Can we brainstorm a way forward?"
    - "Hi Colleague, I know you have experience in this area, could you review my presentation slides and give me some constructive feedback?"
    - "Dear Mentor, I would appreciate your wisdom on some possible career options given my area of interest."
- Demonstrating Assertiveness and Persistence:
  - Assertiveness:
    - "I am respectfully requesting an extension due to unforeseen circumstances."
    - "I receive accommodations for my disability. I'd like to work together to make sure I have the right supports to succeed in this job/class."

- Persistence:
  - “Thank you for your attention to this important matter. I’ve followed up twice about the scholarship application. I wanted to let you know that I have still not received an update.”
  - “I’ll keep searching for resources until I find the right assistance.”
- Advocating for Others’ Well-Being:
  - Mentoring:
    - “Oh friend, let’s talk about what is bothering you.”
    - “Hey new student, feel free to ask me anything.”
  - Being an Ally:
    - “I stand with you in promoting mental health awareness.”
    - “Let’s create a safe and welcoming space for everyone.”

#### Examples of How Students Can Identify and Access Resources:

- Mental Health Hotlines & Text Support: Crisis Text Line (text HOME to 741741), National Alliance on Mental Illness (NAMI) Helpline.
- LGBTQ+ Resources: Trevor Project, PFLAG, local LGBTQ+ youth centers.
- Food & Housing Assistance: Food banks, school backpack programs, and transitional housing options.
- Employment & Career Services: Local workforce development agencies, internship programs, and scholarship opportunities.
- Legal Aid Services: Tenant rights, employment discrimination assistance, and youth legal clinics.

## Supplemental Resources

### External Links

#### [Open Education Resources/Oregon Open Learning Group: Oregon Higher Education & Career Path Skills](#)

The resources in this group have been curated by ODE content specialists and Oregon educators to supplement materials for courses that include Higher Education and Career Path Skills standards.

#### [Empowering Latine Communities: Discover Vital Resources with Latino Network](#)

This resource provides opportunities, essential services, and strong advocacy to empower youth, families, and communities through education, leadership growth, and civic participation—emphasizing key areas like childcare, healthcare, and immigration.

#### [Driving Change: Latino Network's Advocacy & Leadership Initiatives](#)

The Advocacy and Leadership Department oversees Latino Network’s programs and staff dedicated to fostering leadership within the Latinx community.

**External Links**[Legal Aid Services of Oregon](#)

Legal Aid Service of Oregon operates eight regional offices that serve the general low-income population, along with two specialized statewide programs dedicated to supporting farmworkers.

[Resources | Oregon Student Aid](#)

Prospective and current Oregon students can apply here for grants and scholarships, receive assistance with financial aid applications, and explore resources on preparing for college, job training, and career planning.

[How to Avoid Summer Melt: 4 Tips for Incoming Freshmen – Federal Student Aid](#)

A guide with financial aid tips especially written to target the gap between high school and college.

[Oregon for All](#)

This site promotes immigrant justice to create a more welcoming and prosperous state through education, research, organizing, and policy advocacy. Oregon for All is committed to sharing information, developing leadership, and supporting grassroots advocacy to drive lasting, meaningful change in our communities.

[National Mental Health Hotline \(SAMHSA\)](#)

The National Helpline 1-800-662-HELP (4357) offers free, confidential, 24-hour support with treatment referrals and information on mental health and substance use disorders, prevention, and recovery, available in both English and Spanish.

[National Alliance on Mental Illness \(NAMI\)](#)

NAMI offers advocacy, education, support, and public awareness to assist individuals and families affected by mental illness create better lives.

[Trevor Project – LGBTQ+ Support](#)

The Trevor Project is dedicated to suicide prevention and crisis support for LGBTQ+ youth. Youth can reach a crisis counselor anytime—24 hours a day, every day of the year—through text, chat, or phone, from anywhere in the U.S. Support is completely confidential and free of charge.

[211 – Community Assistance Directory](#)

This resource links community members to essential services that improve daily life and provide support during emergencies. Find assistance with paying bills, accessing food, and discovering other local resources. Various state and federal programs are available to help with housing, utilities, food, and medical costs.





## Standard: HS.HECPS.A.3

### Standard Statement

Understand the rights and responsibilities that come with being a member of communities and organizations.

### Key Concepts

- Students can identify their rights and responsibilities as a student and member of communities and organizations through research and reflection, which could include, but is not limited to:
  - Online resources
  - Library research
  - Workshops and seminars
  - Simulated scenarios
  - Peer discussions
  - Role-playing exercises
  - Internships and job shadowing
  - Labor laws
  - Legal clinics or workshops
  - Research projects
  - Peer advocacy groups

### Essential Questions

**By the end of the unit, students should be able to answer:**

How can understanding and asserting our rights, while acknowledging our responsibilities, empower us to navigate challenges effectively as a student and as a member of different communities and organizations?

What steps can I take when my rights are not being honored?

What strategies can I use to advocate for myself or others when workplace or school rights are violated?



**By the end of the unit, students should be able to answer:**

How do rights and responsibilities differ across various community roles (e.g., student, employee, volunteer, leader)?

What systems are in place to help individuals challenge unfair treatment or unsafe working conditions?

## Considerations

### Socio-Economic:

- Students' understanding of their rights and responsibilities often starts at home, with access to information shaped by family roles and economic background.
- Differences in access to resources—like legal aid, labor protections, or even basic information—can impact students' confidence and ability to challenge unfair treatment.
- Knowing workplace rights—such as wage protections, scheduling laws, and safe working conditions—is especially critical for students entering entry-level or lower-wage jobs.
- Economic pressures can make it harder for students to speak up about unfair practices if they rely on that income for themselves or their families.
- Creating an inclusive classroom where these realities are openly discussed can help students feel seen and empowered to protect their rights.

### Culturally Responsive:

- Students' cultural backgrounds and family responsibilities can shape their understanding of both formal and informal responsibilities within their communities.
- Cultural attitudes toward authority, self-advocacy, and the balance between individual and communal obligations can influence how students engage with their rights.
- Recognizing that some students may have caregiving or other community responsibilities that shape how they approach formal roles in school and work can create more supportive learning environments.
- Addressing potential conflicts between workplace norms and cultural values can help students navigate challenges while honoring their identities.
- Using inclusive communication strategies ensures that discussions of rights and responsibilities are accessible and culturally relevant for all learners.

### Strength-Based:

- Helping students identify unfair practices or unsafe working conditions is a critical part of building self-advocacy skills.
- Teaching practical strategies—like escalation procedures, documentation, and accessing external resources—can equip students to navigate workplace issues confidently.
- Case studies, guest speakers, and stories of youth advocacy can inspire students and highlight the real-world impact of standing up for themselves and others.
- Exploring negotiation and conflict resolution strategies can help students navigate challenges with professionalism and assertiveness.
- Framing these conversations as skill-building opportunities supports students in seeing themselves as capable, valued, and resilient.

## Vocabulary

Term	Definition
Rights	The legal and ethical entitlements and protections afforded to individuals ensuring fair treatment, safe working conditions, and respect for the dignity and well-being of the individual.
Responsibilities	Something one must do because of prior agreement.
Civic responsibility	Refer to the actions and attitudes a person voluntarily takes to contribute to the well-being of their community and society, which may include actions such as voting, staying informed and engaging in community activities.
Advocacy	Actively supporting or promoting a cause, issue, or policy that affects an individual's community or an organization, aiming to create positive change by raising awareness, influencing decisions, and mobilizing resources.
Workplace Protections	Laws and policies that safeguard employees from unfair treatment, unsafe conditions, or discrimination.
Whistleblower Protections	Legal safeguards for employees who report illegal or unethical practices in their workplace.
Fair Labor Standards Act (FLSA)	U.S. law governing minimum wage, overtime pay, and child labor regulations.
Equal Opportunity Employment (EEO)	Legal framework ensuring fair treatment regardless of race, gender, religion, or disability.
Restorative Justice	A conflict resolution approach that emphasizes repairing harm and fostering accountability.

## Sample Student Activities

- Review “Student Rights and Responsibilities” handbooks from several post-secondary institutions
- Review the “Staff Handbook” from their school district
- Review the “Student Rights and Responsibilities” handbook for their school district
- Analyze real-world labor disputes or case studies and discuss possible courses of action.
- Practice responses to situations like wage theft, discrimination, or unsafe work conditions.
- Students compare labor laws in different states or countries and discuss potential reforms.
- Research and compile a list of local organizations that support workers’ rights, legal aid, and advocacy.
- Simulate discussions between employees and employers regarding wages, hours, or workplace safety.

## Additional Examples

Examples of how students can self-advocate; researching one's rights and responsibilities are:

- **Online Resources**
  - Explore websites like YouthRules! from the U.S. Department of Labor or the American Civil Liberties Union for comprehensive information on student rights and labor laws. These resources can help students understand their rights in the workplace and learn about important regulations that protect them.
- **Library Research**
  - Utilize the school library's resources, including books, articles, and databases, to research topics related to student rights, employment laws, and workplace responsibilities. Librarians can help locate relevant materials and sources to support specific research questions.
- **Workshops and Seminars**
  - Participate in workshops or seminars led by school counselors, teachers, or guest speakers to learn about one's rights and responsibilities in education and the workplace. Experts in labor law and student advocacy can provide valuable insights and answer questions.
- **Mock Scenarios**
  - Engage in mock scenarios or case studies that simulate real-life situations that one may encounter in school or the workplace. Analyze these scenarios, identify one's rights and responsibilities, and practice finding appropriate solutions.
- **Peer Discussions**
  - Join group discussions or activities led by peers to share knowledge, experiences, and concerns about student rights and workplace issues. Collaborate with classmates, ask questions, and offer support to one another.
- **Role-Playing Exercises**
  - Take part in role-playing exercises where you can explore different perspectives, such as that of a student, teacher, employer, or employee. Practice assertive communication skills and learn how to advocate for your rights while respecting others'.
- **Legal Clinics or Workshops**
  - Attend workshops or presentations organized by local legal clinics, advocacy organizations, or community centers to learn about legal rights, workplace safety, discrimination, and harassment. These sessions can provide you with valuable information and resources.
- **Internships and Job Shadowing**
  - Consider participating in internships, job shadowing opportunities, or part-time jobs to gain firsthand experience in the workforce. These experiences will help you understand workplace dynamics, rights, responsibilities, and professional expectations.

- Work-Based Learning Experiences
  - Engage in CTE-aligned or non-CTE work-based learning experiences that connect classroom instruction with real-world employment settings.
- Research Projects
  - Take on research projects or presentations on specific aspects of student rights, labor laws, workplace policies, or legal cases. Explore recent developments and landmark rulings to deepen your understanding of education and employment law.
- Peer Advocacy Groups
  - Get involved in peer advocacy groups or student-led initiatives focused on promoting awareness of student rights and advocating for policy changes. Collaborate with peers to organize events and raise awareness about important issues affecting students in school and the workplace.

## Supplemental Resources

### External Links

[Open Education Resources/Oregon Open Learning Group: Oregon Higher Education & Career Path Skills](#)

The resources in this group have been curated by ODE content specialists and Oregon educators to supplement materials for courses that include Higher Education and Career Path Skills standards.

[Know Your Rights | ACLU of Oregon](#)

Every person is protected by fundamental rights under the U.S. Constitution and civil rights laws. Explore this resource to understand your rights, how to assert them, and what steps to take if they are violated.

[BOLI - Your rights at work](#)

The Oregon Bureau of Labor & Industries safeguards workers' rights, promotes fair employment opportunities, and ensures equal access to housing and public spaces without discrimination.

[BOLI - Laws protecting minor workers](#)

This resource provides information to minors, their parents, and employers on laws that safeguard young workers. These laws cover hiring practices, working conditions tailored to minors, limits on work hours, and the types of jobs minors are allowed to perform.

[University of Oregon Conduct and Community Standards](#)

The University of Oregon Conduct and Community Standards offers students opportunities to develop self-accountability, social responsibility, and a strong sense of academic integrity. They are also given opportunities for personal reflection and growth.

## External Links

### [Student Rights and Responsibilities - Chemeketa Community College - Modern Campus Catalog™](#)

The Chemeketa Community College Student Rights and Responsibilities outlines the rights and expectations for those who join the Chemeketa community by enrolling in a course or program.

### [MyWillamette - What are Students' Rights? | Sexual Misconduct Resource FAQs](#)

Learn more about your rights as a student including *The Federal Campus Sexual Assault Victims' Bill of Rights* at Willamette University.

### [Portland State University Code of Student Conduct and Responsibility](#)

This resource outlines the standards for student behavior within the Portland State University community, identifies prohibited actions such as academic dishonesty and disruptive conduct, and explains the procedures for investigating and resolving potential violations. It also details the possible consequences students may face if found in violation of the Code.

### [U.S. Department of Labor – Youth Employment Rules](#)

This resource provides information on safe and fair work experiences for teens by offering guidance on federal and state labor laws that protect young workers.

### [OSHA – Young Workers Safety and Health](#)

OSHA is committed to helping young workers have a safe and positive job experience. This site offers tools to help prevent workplace injuries and illnesses including information on rights at work, and your employer's duty to ensure a safe workplace.

### [National Employment Law Project \(NELP\)](#)

NELP offers litigation support, employment law training, written resources, and expert testimony to legal aid attorneys across the United States.

### [Oregon Work-Based Learning Toolkit Canvas Course](#)

Each module in the course includes brief videos, guidance on effective Work-Based Learning, and tools or activities designed to assist with planning and carrying out WBL experiences.

### [Career Connect Oregon](#)

This is a resource directory of searchable resources supporting career-related learning.



## Standard: HS.HECPS.A.4

### Standard Statement

Practice self-advocacy by communicating needs clearly in writing and speaking, expressing concerns, and seeking out support when necessary.

### Key Concepts

- Students can practice self-advocacy through clear communication, in both writing and speaking, which could include, but is not limited to:
  - Identifying individual or collective needs
  - Developing clear and concise communication skills
  - Practicing various modes, methods, or styles of communicating needs
  - Participating in role-playing scenarios
  - Seeking feedback
  - Goal Setting
- Students can practice self-advocacy through expressing concerns, which could include, but is not limited to:
  - Identifying specific concerns
  - Choosing the time and place
  - Identifying power dynamics that are/may be present
  - Using of "I" statements
  - Practicing active listening
  - Proposing solutions
  - Seeking support
  - Monitoring, reflecting and learning from a situation
- Students can practice self-advocacy through seeking out support when necessary, which could include, but is not limited to:
  - Recognize the need for support
  - Identify trusted adults
  - Articulate needs clearly
  - Utilize school resources
  - Reach out proactively
  - Explore peer support networks
  - Advocate for accommodations
  - Seek outside resources
  - Follow through



## Essential Questions

**By the end of the unit, students should be able to answer:**

How does the way in which we communicate our needs impact how well those needs are met?

How do you determine the best means of communication for a specific purpose or context?

How do different methods of communication impact how effectively our needs are met?

How can we adapt our self-advocacy approach to different audiences and cultural contexts?

What barriers to self-advocacy exist, and how can we overcome them?

## Considerations

### Socio-Economic:

- Students from different economic backgrounds may experience varying levels of comfort and confidence in communicating their needs or advocating for themselves.
- Financial constraints or limited access to digital tools can create barriers to practicing and refining self-advocacy skills, such as communicating in formal contexts or finding supportive resources.
- Communication styles and comfort levels are often shaped by family and community experiences, which can include navigating resource scarcity or feeling silenced in certain spaces.
- Highlighting free or low-cost support services can help students feel more empowered to seek out resources for academic, career, or personal growth.

### Culturally Responsive:

- Students' self-advocacy practices are influenced by their cultural, racial, and ethnic backgrounds, and these differences should be affirmed and celebrated.
- Cultural norms around communication—such as directness, eye contact, or tone—can shape how students express concerns and needs.
- Recognizing that students may feel more empowered in some settings than others helps build empathy and understanding within the classroom.
- Avoiding bias in ranking or evaluating communication styles ensures that all forms of self-advocacy are valued and respected.



### Strength-Based:

- Students can be encouraged to see self-advocacy as a skill that can be practiced and developed over time, not as an innate ability.
- Recognizing that self-advocacy can happen in any language helps validate students' identities and strengthens their confidence in using the tools they have.
- Code-switching—adapting language, tone, or style to different audiences—can be an asset that students learn to leverage across contexts.
- Practicing different forms of communication, including written, spoken, and digital, empowers students to find the modes that work best for them.
- Sharing positive examples of effective self-advocacy, especially from peers or mentors, can inspire students to see themselves as capable of navigating challenges and communicating their needs.

### Vocabulary

Term	Definition
Active Listening	A communication skill that involves fully listening to understand the content of a conversation and the intent of the speaker. This can include, but is not limited to, checking for understanding, summarizing what was heard, sharing talk time, and using “I statements”.
Self-Advocacy	The ability to understand and communicate one’s needs, rights, and goals effectively in order to access resources, support, and accommodations. Self-advocacy is a critical component of personal and academic success.
Code-Switching	The practice of shifting between different languages, dialects, or communication styles depending on the audience or social context.
Empowerment	The power, right, or authority to do something.

## Sample Student Activities

Examples of how students can practice self-advocacy through clear communication, both in writing and speaking:

- Encourage students to reflect on their needs, goals, and challenges. Self-awareness is the first step in effectively communicating one's needs.
- Have students write a personal advocacy statement outlining their needs, strengths, and goals, and practice delivering it in a mock scenario (e.g., requesting an accommodation from a teacher or employer).
- Develop Communication Skills/Practicing Various Modes, Methods, or Styles of Communicating Needs:
  - Practice actively listening to others' perspectives and concerns before expressing their own.
  - Recognize the importance of clear and concise communication. Organize their thoughts and use straightforward language to express their needs.
  - Discuss how nonverbal communication can convey confidence and sincerity.
  - Understand how tone of voice can influence the perception of their message.
  - Consider the perspectives and feelings of others when communicating their needs to foster understanding and collaboration.
- Practice Writing Skills:
  - Complete writing assignments to articulate their needs, preferences, or concerns in various formats, such as emails, letters, or personal statements.
  - Review and revise their written communication for clarity, coherence, and effectiveness and are provided feedback on their writing to help them improve.
- Practice advocating in different contexts, such as academic settings, extracurricular activities, emergency or social situations. Allows for refinement of communication skills in a safe and supportive environment.
- Provide constructive feedback to each other on their communication skills, offering specific suggestions for improvement and praise effective communication strategies.
- Use tools and templates to structure their written communication, such as email templates for requesting accommodations or sample scripts for initiating difficult conversations.
- Create a supportive environment where students feel comfortable expressing their needs and opinions. Encourage them to advocate for themselves and seek assistance when needed.
- Set realistic goals for improving communication skills. Students can track their progress and celebrate their achievements along the way.
- Seek feedback from teachers, mentors, or peers on their communication skills. Constructive feedback can help identify areas for improvement and refinement in approaches.

Examples of how students can practice self-advocacy through expressing concerns:

- Identify and clarify concerns before expressing them, by articulating what is bothering them and why it is important.
- Learn about appropriate times and settings to express concerns. Know how to seek private and respectful environments where they can communicate without distractions or interruptions.

- Students practice using "I" statements to express their concerns assertively and take ownership of their feelings. For example, "I feel overwhelmed by the workload" rather than "You're giving us too much homework."
- Practice being specific and concrete when expressing concerns. Provide examples or evidence to support points and clarify misunderstandings.
- Practice proposing constructive solutions or alternatives when expressing concerns. Brainstorm potential solutions collaboratively and be open to compromise.
- Reflect on experiences of expressing concerns and identify ways to learn from them. Identify what went well and what could be improved for future interactions.
- Engage students in a project where they identify a school or community issue and propose solutions using structured communication (e.g., writing letters to administrators, presenting at a school meeting).

Examples of how students can practice self-advocacy through seeking out support when necessary:

- Identify trusted adults in school or in the community whom one can turn to for support, such as teachers, counselors, coaches, or family members.
- Recognize when support and assistance is needed, whether it's related to academic challenges, personal struggles, or navigating difficult situations.
- Articulate needs and concerns clearly when seeking support. Practice being specific about what is the struggle being dealt with and what type of help is needed.
- Familiarize with the resources available in their school, such as counseling services, tutoring programs, peer support groups, or special education accommodations. Take advantage of these resources when needed.
- Reach out proactively for support rather than waiting until problems escalate. Seek help early on when encountering challenges or difficulties.
- Seek support from peers who may be experiencing similar challenges. Peer support networks can provide empathy, understanding, and practical advice.
- Know how to advocate for accommodations or modifications to support learning needs. Understand rights and responsibilities under applicable laws, such as the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.
- Locate information about outside resources and organizations that can offer additional support, such as mental health services, community-based programs, or online support groups.
- Follow through on seeking support by scheduling appointments, attending meetings, or participating in recommended programs or interventions.
- After receiving support, reflect on experiences and what was learned from seeking help. Identify strategies that were effective and areas for improvement in self-advocacy skills.
- Have students research and create a "Support Network Map" identifying trusted adults, school resources, community services, and online tools that can help them with academic or personal challenges.
- Conduct role-playing exercises where students practice seeking support in various scenarios (e.g., approaching a counselor about stress management, advocating for a schedule change, asking for career mentorship).

## Supplemental Resources

### External Links

#### [Open Education Resources/Oregon Open Learning Group: Oregon Higher Education & Career Path Skills](#)

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#### [Career One Stop](#)

Career One Stop provides career guidance, training, and job search support for young adults aged 14 to 24. Offers tools and resources to assist job seekers with a criminal record in exploring career options, gaining training, and securing employment.

#### [College Scorecard](#)

This resource provides users with data to make informed decisions about which college or career school aligns best with their goals. It offers detailed information on key factors such as costs and financial aid, graduation rates, typical student loan debt, post-graduation earnings, available fields of study, admissions statistics, and student diversity. This tool helps prospective students and their families compare institutions based on these important criteria to find the best fit.

#### [Redefining rural: What history has taught me about my Oregon home - oregonlive.com](#)

An Oregon youth shares their experiences “that being ‘different’ is a beautiful thing.”

#### [Wrightslaw](#)

Wrightslaw provides a self-advocacy Toolkit for Students with Disabilities.

#### [National College Attainment Network](#)

This site provides career and college readiness resources to support students in preparing for, applying to, and succeeding in college.

#### [Employee Handbook Booklet](#)

The Klamath Community College Student Employee Handbook serves as a comprehensive guide to all aspects of student employment. Inside, is detailed information on available resources, payroll and timesheet procedures, and contact information for departments.