Gifted Student Self-Advocacy · Grades 3–5 / 6–8 · 15 minutes · FREE

What Is Academic Self-Advocacy?

Choose real or fictional examples. Skip private details; never include passwords, medical information or contact details.

Learning goal: Explain what academic self-advocacy is and how it is different from complaining or demanding less work.

Academic self-advocacy means noticing what you need to keep learning, showing evidence, and asking respectfully for challenge or support. It is a responsibility, not a way to avoid work. You can advocate out loud, in writing, with a form or with a trusted adult beside you.

Your steps

1. Read the four steps: Notice, Prove, Request, Reflect.
2. Sort each example as self-advocacy or not yet self-advocacy.
3. Choose a way to advocate that fits you.
4. Write one sentence about why self-advocacy matters.

1. Self-advocacy or not yet?

Write YES or NOT YET and explain why in a few words.

Example	Yes / Not yet	Why?
“This is boring. I’m not doing it.”		
“I scored 10/10 on the pretest. Could I try the challenge set?”		
“I need another example before I move on.”		
“Give me less homework because I’m smart.”		

2. The four steps in my own words

Explain each step so a younger student could understand it.

NOTICE · I figure out…	PROVE · I show…
REQUEST · I ask…	REFLECT · I check…

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What Is Academic Self-Advocacy? · Practice & next steps

Continue your ideas from page 1. Write, draw, use symbols or ask someone to scribe. Share only what you choose.

3. Ways I can advocate

Check every format you might use. All of them count.

- ☐ Talk with my teacher at a good time
- ☐ Write a short note or form
- ☐ Use a sentence starter card
- ☐ Practice first with a trusted adult
- ☐ Ask during a planned conference
- ☐ Another way:

My addition / adjustment:

_____

My next step

One time self-advocacy could help my learning is…

_____

_____

_____

Optional stretch · Grades 6–8

Compare self-advocacy with complaining. Write a rule a classroom could use to tell them apart.

Optional teacher / parent follow-up: Emphasize that asking for challenge keeps responsibilities in place. Accept written and quiet formats as fully valid.

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