



## Assessing Stage 1: Advocacy for Self

Students in grades 6-8 will have mastered *Stage 1: Advocacy for Self* by demonstrating their ability to showcase the performance indicators identified in Standard 8. Use the student friendly language below to support rubric creation and feedback to students.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**8.8.1 State a health-enhancing position on a topic and support it with accurate information.**

- I can identify challenges and obstacles that require self-advocacy.
- I can identify needs to help me overcome challenges and obstacles through self-advocacy.
- I can ask for what I need by stating the challenge/obstacle, stating my needs, and requesting help.

**8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.**

- I can clearly and assertively ask for what I need.
- I can negotiate next steps with an individual when advocating for myself.

**8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.**

- I can identify individuals who can best support my needs.
- I can use appropriate strategies to get the attention of individuals.
- I can advocate for my needs verbally.
- I can advocate my needs in writing.

### ASSESSMENT TOOL #1 (8.8.1)

Have students read a problem situation that is missing an element for properly asking for help (Step 3). Ask students to identify the missing element.

Extension: Have students explain how the missing element could impact receiving the help that is needed in the problem situation.

### ASSESSMENT TOOL #2 (8.8.1, 8.8.3, 8.8.4)

Have students write a story about a problem situation. Each story must include how the individual(s) involved will seek the attention of a helper, who they will ask and why, and what the helper is being asked to do. The story must include components from each step of the health skill.

Extension: Have students add images to support their story using drawings or collage.



### ASSESSMENT TOOL #3 (8.8.1, 8.8.3, 8.8.4)

In small groups, have students create a skit that showcases the three steps of the health skill completely. Each skit must include a detailed problem scenario, someone being asked for help, and a specific question that asks for what is needed.

### ASSESSMENT TOOL #4 (8.8.1, 8.8.3, 8.8.4)

Task students with creating a comic strip that focuses on a character encountering a problem situation. Students must add details and images to their comic that best describe the totality of the problem situation and how their character goes about advocating for their needs.

## Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. Advocacy skills can be used across content areas when students encounter individual problems or those of a larger group. Remind students to consider whether their problem needs the support of another person, and how they can ask for that support appropriately.

Reinforce the understanding that students can advocate for themselves by asking for what they need to overcome challenges/obstacles. Additionally, students should practice negotiating next steps if their needs cannot be met by the person they went to for help in a variety of contexts. For example some people may be more willing than others to make accommodations and this means students should be prepared to adjust what they are asking for. Use the questions below as guidelines and reminders for students encountering problems regarding specific content or in social interactions.

- How would you describe *this challenge*?
- Does *this challenge* need the support of others?
- What do you need to advocate for to overcome *this challenge*?
- Who do you need to advocate for *this*?
- How can you best get the support from *this person*?
- What are other supports you could ask for if *this person* cannot do *this*?



**VOCABULARY REINFORCEMENT:**

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

*problem, issue, advocate, challenge, obstacle, research, evidence, affected, persuade, support*

## Resource Bank

### RMC Health

- [Health Education Skills Models](#)

### National Health Standards

- [Standards & Performance Indicators](#)

### Challenges/Obstacles Middle Schoolers Face

- <https://www.understood.org/en/school-learning/choosing-starting-school/moving-up/middle-school-challenges-for-kids-with-learning-and-thinking-differences>
- <https://www.atlantaparent.com/help-middle-school-kids/>
- <https://www.youtube.com/watch?v=XFQZfeHqgwo>