



Teaching Progression:



Step 3: Develop a Powerful Stance

SUB SKILL(S):

- Decide on an opinion
- Explain your reasons

GUIDING QUESTIONS:

How does my opinion affect my advocacy?

NHES PERFORMANCE INDICATORS:

(8.8.1) State a health-enhancing position on a topic and support it with accurate information. (8.8.4) Identify ways in which health messages and communication techniques can be altered for different audiences.

VALUABLE VOCABULARY:

opinion, solution, stance, develop, health-enhancing, advocacy, evidence, support

Step 3: Develop A Powerful Stance | Sub Skill: Decide On An Opinion



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that an *opinion* is *their viewpoint on something*. A *stance* is an *opinion on a specific challenge or obstacle being faced*. A strong stance is rooted in facts and/or information. Provide students with a variety of topics for which they are able to express their viewpoint, or opinion. Then, have students identify and state their opinion on each topic.

Language of Health Literacy:

After researching this obstacle, my opinion is _____.

After investigating this challenge, I think _____ is the best solution.

I feel _____ about _____.

In my opinion, _____.

I believe _____ needs to happen in the community.

TEACHING NOTES:

- Example topics:
 - Should cursive be used in schools?
 - What is the best sport?
 - Should students be required to learn a foreign language?
- Model and provide the *Language of Health Literacy* to support students in creating their opinion statements.



Teaching Progression: Step 3 | Develop A Powerful Stance (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Read topics aloud to the class. Have students move to one wall or corner to indicate a specific opinion on a topic, and an alternate wall or corner to indicate a varying opinion on the same topic.

TEACHING NOTES:

- An example topic and phrasing for this activity: Move to the left side of the room if you believe everyone should eat vegetables at every meal, and to the right side of the room, if you believe vegetables should be eaten only when desired.
- Complete this activity for multiple topics, allowing many opportunities for students to form an opinion and move accordingly within the classroom to align themselves with that opinion.



SUGGESTED LEARNING ACTIVITY 3:

Instruct students to return their research from Step 2. Have students write their post-research opinions regarding the community challenge they investigated. Using the *Language of Health Literacy*, have students state their viewpoints on the challenge and what they believe needs to happen in the community.

Step 3: Develop A Powerful Stance | Sub Skill: Explain Your Reasons



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that after we decide on our opinion, we need to make sure we have evidence and reasoning that support our opinion. Evidence helps support our opinions, which increases the likelihood of persuading others.

Create a series of imagined topics for students to state opinions about. Have students create and name a specific reason for their opinion on each topic.

Language of Health Literacy:

I believe in _____ because _____.

I think _____ is the best option because _____.

According to _____, _____ would _____ because _____.

In _____ (source), it states, "_____" which means _____.

My stance is correct because _____.

TEACHING NOTES:

- Use imagination to create ideas that are silly, fun, and/or outrageous. Allow students to use their imaginations in their explanations.
- Example creative and imagined topics:
 - Do you believe the toaster yelling, "Don't sit on me!" at the cat this morning was warranted?
 - Should t-shirts be allowed to state their own desires for being washed in cold water?



Teaching Progression: Step 3 | Develop A Powerful Stance (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Place students in small groups (3-4). Provide groups with two different opinions about the same topic. On separate strips of paper, print evidence that could support the opinions given. Instruct students to read through each piece of evidence and match the evidence to the opinion it supports.

TEACHING NOTES:

- As students work, provide feedback and prompt groups to explain how that piece of evidence supports the opinion.
- To support students in understanding the connection between an opinion and supporting evidence, be sure evidence is easily sortable and that there are right and wrong answers. As students progress, give more nuanced pieces of evidence that could support multiple opinions.



SUGGESTED LEARNING ACTIVITY 3:

Using 'Suggested Learning Activity 2' from 'Sub Skill: Decide on an opinion', have students explain their choice for moving to one side of the room or another for each topic presented. Have students state their reason for their opinion based on their knowledge or experience.

TEACHING NOTES:

- Explanations can occur after each movement/topic reading or at the conclusion of the activity as a reflection tool.
- Prompt students to name specific pieces of evidence that support their opinion.
- Model and provide the *Language of Health Literacy* to support student explanations.



SUGGESTED LEARNING ACTIVITY 4:

Instruct students to return to their opinion from Suggested Learning Activity 3 of the Sub Skill: Decide on an opinion. Have students write a descriptive paragraph detailing their reasoning for their opinions they developed throughout their research. Remind students to utilize the information they gathered during research and interviews in order to explain their reasons, creating a strong stance supported by evidence.