



## Teaching Progression:



### Step 4: Act On & Communicate Stance

#### SUB SKILL(S):

- Make a plan to address the challenge/obstacle
- Use appropriate persuasive techniques to communicate stance
  - Emotions
  - Logic
  - Facts & Figures

#### VALUABLE VOCABULARY:

*communication techniques, alter, audience*

#### GUIDING QUESTIONS:

How can my actions affect change? How can I best communicate the needs of the community?

#### NHES PERFORMANCE INDICATORS:

(8.8.3) Work cooperatively to advocate for healthy individuals, families, and schools. (8.8.4) Identify ways in which health messages and communication techniques can be altered for different audiences.

### Step 4: Act On & Communicate Stance | Sub Skill: Make A Plan To Address The Challenge/Obstacle



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that part of *Advocacy for Others* is creating an action plan for how change can occur.

These actions can be broad and it is important to use research and input from those affected to decide how to act. Ask students to list ways they can create change in their community. Chart student responses and any others that would benefit the group.

#### Language of Health Literacy:

To help \_\_\_\_\_, we must \_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_ will help address \_\_\_\_\_ because \_\_\_\_\_.

We need support from \_\_\_\_\_ in order to \_\_\_\_\_.

First, we must \_\_\_\_\_ in order to \_\_\_\_\_.

We should organize \_\_\_\_\_ in order to \_\_\_\_\_.

#### TEACHING NOTES:

- Example actions to create change: talking with others about the challenge; organizing a drive to collect needed items; creating posters to educate the community about the challenge and what they can do, writing to lawmakers about policies, etc.
- Prompt students to go back to their research to identify actions that are already being done to address the community challenge they have been investigating as a way to generate actions.



## Teaching Progression: Step 4 | Act On & Communicate Stance (Cont.)



### SUGGESTED LEARNING ACTIVITY 2:

Have students write a speech to deliver to their classmates or other community members. Have students present their speeches in a manner appropriate to your classroom structures.

#### TEACHING NOTES:

- Remind students that their speech should include important researched information and opinions or ideas from their interview. This will further support their strong stance.
- Allow students to practice their speeches aloud in small groups.
- Model and provide the *Language of Health Literacy* to support students in creating their speeches.



### SUGGESTED LEARNING ACTIVITY 3:

Instruct students to look at their research from Step 3. Have students identify an action they can take to address the challenge they have researched. Then, prompt students to think about all of the steps they will need to take to accomplish this action.

#### TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in identifying actions they can take .
- If time allows, provide students the opportunity to complete these actions.



See *Decision-Making* for guidance on supporting students in implementing strategies they can use to follow through on decisions they have made.



See *Goal-Setting* for guidance on supporting students in creating specific actions and utilizing strategies that support them in following through on their plans.



### SUGGESTED LEARNING ACTIVITY 4:

Have students design and create a poster, or other visual representation, that outlines their plan to address the community challenge they researched. Have students use images, colors, and words to showcase their plan.

#### TEACHING NOTES:

- Provide students with necessary tools to create their visual. This may include poster board, markers, or computer equipment if utilizing an electronic visual representation.
- Allow students to present their posters to the class and/or other community members. Students may wish to read a speech when showing their poster. This can be accommodated based on your classroom structures.



## Step 4: Act On & Communicate Stance

### Sub Skill: Use Appropriate Persuasive Techniques To Communicate Stance



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that part of advocating for others is persuading more people to join their cause or to help. In order to do this, we must be strategic in how we persuade. Share with students that in order to persuade someone they can use emotions, logic, and facts & figures. Define and provide examples of each of these persuasive techniques. As students learn about each persuasive technique, ask students to think about when each of these persuasive techniques would be effective and when they wouldn't be.

#### Language of Health Literacy:

*I know \_\_\_\_\_ matters to \_\_\_\_\_. Therefore I will use \_\_\_\_\_ (persuasive technique) to gain support.*

*To gain support from \_\_\_\_\_, I will be sure to use \_\_\_\_\_ (persuasive technique).*



#### SUGGESTED LEARNING ACTIVITY 2:

Create a list of descriptive words and statements that are related to each type of persuasive technique. Have students categorize each into one of three headings (emotion, logic, facts & figures).

#### TEACHING NOTES:

- Determine the best option for your students to categorize each word or statement. Students can cut out the list of words and statements, glueing them into the appropriate category. Students can rewrite the words and statements under the correct headings. Students can draw lines from a word bank into the appropriate category.
- Examples:
  - Emotions: empathy, joy, fear, connecting to others.
  - Logic: eating healthy foods supports a healthy body, sleep allows your body to recover.
  - Facts & Figures: 36% of DPS students are Spanish speaking students, 4% of high school students in Denver drop out of grades 7-12.



#### SUGGESTED LEARNING ACTIVITY 3:

Give students cards with the different persuasive techniques written on them. Show students a video that utilizes one or more persuasive techniques to communicate a stance. As students watch the video, have students identify the techniques they are seeing or hearing by holding up the card that corresponds with the technique being used.

#### TEACHING NOTES:

- Use commercials as they tend to be great examples of using identifiable persuasive techniques.
- Show multiple videos that use a variety of persuasive techniques.
- Have students write or speak about the techniques in each video. Writing and discussions can happen independently, in small groups or as a whole class.



## Teaching Progression: Step 4 | Act On & Communicate Stance (Cont.)



### SUGGESTED LEARNING ACTIVITY 4:

Have students apply their written speech to each persuasive technique, changing their previously written words to focus on either emotion, logic, or facts & figures. Have students only include information that supports an emotional communication style, logical communication style, or fact based communication style.

### TEACHING NOTES:

- Allow students to write their speech using one, two, or three of the persuasive techniques. Use available classroom time and structures to determine how many techniques students are able to utilize in their speech writing.
- Prompt students to rewrite their speech to add each persuasive technique, or to further support their speech by adding a technique that was not initially included.
- If time allows, have students read their speech aloud to others. Instruct those listening to identify the persuasive technique(s) being used.
- Model and provide the *Language of Health Literacy* to support students thinking through adapting their speech to appeal to each persuasive technique.



See *Stage 1: Communication Techniques of Interpersonal Communication* for guidance on supporting students using effective speaking strategies to deliver their speech.