



Teaching Progression:



Step 5: Reflect

REFLECTION QUESTION(S):

- What community challenge did I advocate for? Why?
- How did research help inform my advocacy?
- How did hearing from those affected inform my advocacy?
- How did I form my opinion?
- How did I use supporting evidence to form my opinion?
- What actions did I take to address this community challenge? Were they informed by those affected?
- How have my views changed about the challenge through my advocacy?
- What would I do the same next time?
- What would I do differently next time?

VALUABLE VOCABULARY:

reflect, negative, positive, outcome

GUIDING QUESTIONS:

Why is it important to reflect after you have advocated for an issue? How do I know I advocated for the correct thing? How do I become a better advocate?

NHES PERFORMANCE INDICATORS:

(8.8.1) State a health-enhancing position on a topic and support it with accurate information. (8.8.2) Demonstrate how to influence and support others to make positive health choices. (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.



SUGGESTED LEARNING ACTIVITY:

Ask students questions that will help them understand the importance of looking back on advocacy work and what they learned. For example ask the following questions:

- What community challenge did I advocate for? Why?
- How did research help inform my advocacy?
- How did hearing from those affected inform my advocacy?
- How did I form my opinion?
- How did I use supporting evidence to form my opinion?
- What actions did I take to address this community challenge? Were they informed by those affected?
- How have my views changed about the challenge through my advocacy?
- What would I do the same next time?
- What would I do differently next time?

See Next Page For Teaching Notes.



Teaching Progression: Step 5 | Reflect (Cont.)

TEACHING NOTES:

- Provide many opportunities for students to answer these questions.
- Allow students to reflect in a variety of modes, including: through drawing, writing, partner discussion, whole-class discussion, and one-on-one conferencing.
- Model this reflection process for a decision you have made.