



Assessing Stage 2: Advocacy for Others

Students in grades PreK-2 will have mastered *Stage 2: Advocacy for Others* 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.

8.2.2 Encourage peers to make positive health choices.

- I can notice someone having trouble
- I can ask someone if they need help
- I can ask questions to figure out how to help someone
- I can decide if I can help someone
- I can take actions to help someone

ASSESSMENT TOOL #1 (8.2.2)

Show students pictures of a person dealing with a specific health situation. Students must state how they would ask for help if they were in the same situation. Provide students with many images to showcase their understanding of how to ask for the help they need to better their health.

ASSESSMENT TOOL #2 (8.2.2)

Place students into groups of three or four. Provide each group with a list of scenarios that specify a health-related issue. Ask each group to review the scenario before discussing the options available for solving the issue. Have the group determine the best solution to resolve the issue. Ask students to discuss how they would respond if this issue were to arise in their own lives. Have group members share their ideas aloud with the class at the conclusion of the discussions.

Additional Option: Have students view videos of scenarios on a classroom appropriate device.



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. *Stage 2: Advocacy for Others* can be used across content areas when students notice someone having a problem and are unsure how to help or do not help in productive ways.

Reinforce the understanding that sometimes people want our help and other times they do not. Also, we want to make sure that when we offer help, we are helping in the way the person wants to be helped and not just the way we would want to be helped. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are experiencing a challenge and require assistance voicing a need or want. These questions can be a guide for independent reflection when students are challenged to understand an incident or what they need.

- What happened?
- How did you know *the person* needed help?
- What help did *they* ask for?
- How were you able to help *them*?
- How do you know you helped *the person*?

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.

help, helper, ask, problem, answer, solve, encourage, positive, solution, information, advocate, situation, request



Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Standards

- [Standards & Performance Indicators](#)