



## Assessing Stage 1: Advocacy for Self

Students in grades 3-5 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.

### **8.5.1 Express opinions and give accurate information about health issues.**

- I can figure out when I do or do not need help
- I can identify helpers for a problem
- I can get the attention of helpers
- I can say the problem
- I can say what I need
- I can ask a helper a question to get what I need

#### **ASSESSMENT TOOL #1 (8.5.1)**

Give students excerpts of a picture book that shows a character encountering a challenge and using self-advocacy to overcome this challenge. Instruct students to write the narration and/or dialogue to the story that identifies the challenge for the character, explains how they are getting the attention of a trusted adult, and how they advocate for themselves directly and clearly.

#### **ASSESSMENT TOOL #2 (8.5.1)**

Place students in small groups (3-4). Provide each group with a task that requires some materials that they need to advocate for in order to accomplish the task. Select student volunteers that will have materials that groups will need. Instruct students to complete the task and when they notice they need a material they do not have, to get the attention of the student volunteer using a variety of strategies and to clearly and assertively advocate for their groups needs. Instruct groups that each member of the group must advocate for at least one material their group needs.

#### **ASSESSMENT TOOL #3 (8.5.1)**

Write several examples of each of the three components of an advocacy statement and cut the examples into strips. Give students the strips of paper and instruct them to create complete advocacy statements by matching components together. Once students are confident in their answers, have them glue the strips on a sheet of paper in order to allow you to collect and provide feedback.



## 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 1: Advocacy for Self* can be used across content areas when students encounter problems or obstacles.

Reinforce the understanding that sometimes when we need help we must ask directly and clearly for the help that we need. 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 problem are you facing?
- What do you think you need to overcome *this problem*?
- Does *this need* require self-advocacy?
- Who should you go to for help for *this need*?
- How will you get *this person's* attention?
- How should you ask for help clearly and assertively?

### 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, appropriate, solution, information, advocate, situation, request*

## Resource Bank

### RMC Health

- [Health Education Skills Models](#)

### National Health Standards

- [Standards & Performance Indicators](#)