



Assessing Stage 2: Advocacy for Others

Students in grades 9-12 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.

8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.

- I can research a community health issue to learn about societal norms and impacts.
- I can use research to formulate valid and reliable health-enhance.

8.12.2 Demonstrate how to influence and support others to make positive health choices.

- I can examine the root causes of a community health issue to determine solutions.
- I can explain how to educate and support others to make positive health choices.

8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

- I can work with others to advocate for community health.
- I can create action steps that help accomplish solutions to community health challenges.
- I can get commitments from others to support advocacy efforts.

8.12.4 Adapt health messages and communication techniques to a specific target audience.

- I can change health messages to communicate with specific audiences.
- I can use a variety of persuasive techniques to craft persuasive health messages.

ASSESSMENT TOOL #2 (8.12.1, 8.12.2, 8.12.3, 8.12.4)

In pairs or small groups, task students with creating and communicating a health focused project. Each project must include a health-enhancing message that focuses on one health issue being addressed. Students must formulate their message based on norms in their community and accurate information regarding the health issue. After researching the health issue being addressed, students will advocate for a plan to improve health within the community. Student messages should connect to multiple audiences (e.g. peers, family members, those directly impacted, lawmakers, etc.) and the way they address each audience should be adapted appropriately. Students can choose their project topic focus or be assigned a topic, based on teacher discretion. Students must present their project to the class and/or wider community. Creative visuals can be made to enhance the delivery of the health messages.

ASSESSMENT TOOL #1 (8.12.4)

Create a 'Bingo' card with a specific health message written in each square. Call out random labeled spaces, as in the original game of Bingo. When students receive the number of spaces for a win, they must change one or more (determined by teacher in rules of each round) of the messages they are claiming to adapt to a specified audience. For example, one square may read 'If you don't use sunscreen you are more likely to get skin cancer.' The new audience that this message must be adapted for is 50 year old, beauty conscious women. In order to receive a win, students can adapt the message to read 'wearing sunscreen can help your skin stay healthy and youthful.' Play multiple rounds, changing the number of squares required for a win and the groups to adapt messages towards. *Additional Options: Allow students to play with a partner or on teams. Create a 'Free' space in which students must create their own message and name the audience it is for in order to use the space for a win.*



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 a problem in their community that needs to be addressed.

Reinforce the understanding that students can advocate for issues they are passionate about through intentional research, planning, and communicating. Other content area teachers can contribute to the process of advocating for the community. For example, social studies and literacy teachers can support in the research process as well as promote civic engagement in public spaces. 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.

- How would you describe *the challenge*?
- Does *this challenge* need the support of others?
- Does *this challenge* need your support?
- What are the root causes of *this challenge*?
- Whose perspective do you need to better understand *this challenge*?
- What is your stance on *this challenge*? How did you develop *this stance*?
- What has already been done to address *this challenge*?
- How can you best get the support from others that you need to support *this challenge*?
- How should you best communicate about *this challenge* to *this audience*?

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.

problem, issue, advocate, challenge, obstacle, research, evidence, affected, persuade, support



Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Standards

- [Standards & Performance Indicators](#)

Persuasive Speeches

- <https://www.youtube.com/watch?v=TMrtLsQbaok>
- <https://www.youtube.com/watch?v=iBBB-vJZB50>

Problem Tree Diagram

- <http://www.mspguide.org/tool/problem-tree>

Example of Harmful Advocacy

- <http://www.humanosphere.org/social-business/2014/09/toms-shoes-harm-local-shoe-sellers/>

Project Based Learning

- <https://www.pblworks.org/what-is-pbl>
- <https://www.edutopia.org/project-based-learning>
- http://www.ascd.org/publications/educational_leadership/sept10/vol68/num01/Seven_Essentials_for_Project-Based_Learning.aspx
- <https://www.schoolology.com/blog/project-based-learning-pbl-benefits-examples-and-resources>
- <http://www.nea.org/tools/16963.htm>

Self-Care in Advocacy

- <https://yourdream.liveyourdream.org/2018/07/beginners-guide-to-self-care-for-activists-how-to-avoid-burnout/>

Social Action Projects

- https://tc2.ca/uploads/PDFs/Social%20Action%20Projects/IA_Handbook_9-12_EN_FINAL.pdf