



Teaching Progression:



Step 3: Develop a Powerful Stance

SUB SKILL(S):

- Decide on and defend a solution
- Determine the best methods of communication for my audience
- Create a powerful, persuasive health message
 - Emotions
 - Logic
 - Facts & Figures

GUIDING QUESTIONS:

How can I promote a positive health solution to the issue? What is my personal opinion on the health issue? What methods of communication and persuasion will create a meaningful health message?

NHES PERFORMANCE INDICATORS:

(8.12.1) Utilize accurate peer and societal norms to formulate a health-enhancing message. (8.12.4) Adapt health messages and communication techniques to a specific target audience.

VALUABLE VOCABULARY:

opinion, solution, persuasion, develop, health-enhancing, advocacy, evidence, support

Step 3: Develop A Powerful Stance Sub Skill: Decide On And Defend A Solution



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that they may have many different ways to address a community health challenge, but they must narrow down their solutions to a few concrete solutions within their control. Explain to students that they should use specific criteria to determine which solution best meets the needs of the challenges. Provide students with the following checklist to analyze solutions on the next page.

Language of Health Literacy:

I believe _____ would be the best solution for the community health issue because _____.

I know that _____ would make a positive impact for the community because _____.

Based on my research and interviews, I think _____ is the best solution because _____.

I think to reach the ultimate goal of _____, we need to start with _____ (solution) because _____.



Teaching Progression: Step 3 | Develop A Powerful Stance (Cont.)

Criteria	Question	Analysis of Solution
Feasibility	How likely will I be able to accomplish this solution?	
Impact	How much of an impact will this solution have on the issue?	
Limitations	What are the most challenging limitations when trying to implement this solution?	
Sustainability	Will this solution continue to solve issues for the community?	

Place students in small groups (3-4). Provide each group with a community health challenge and at least three solutions. Ask the groups to answer the questions in the chart above for each solution to determine which are the most viable. Prompt students to cite specific reasons solutions align to the criteria and possible suggestions for how the solutions could more closely align.



SUGGESTED LEARNING ACTIVITY 2:

Instruct all students to stand. Read a problem and several solutions outloud to the class. After each solution, tell students to remain standing if they think the solution would be within their actual control to take action on or sit if they think the solution would not be currently obtainable.

After each scenario, have students turn and talk with those close about why they believe the solution is realistic versus currently out of reach. Have students use the solution criteria chart to analyze each solution. Remind students that they may want to eventually see a big societal change, but they must take first steps to reach those bigger goals.

TEACHING NOTES:

- Reinforce the criteria used in the previous activity and prompt students to explain their reasoning by using the questions above.
- Examples given are not meant to diminish a student's sense of power. Rather, the goal of the activity is to help students focus on realistic solutions to issues facing their community. For example, if the problem is that young people do not have enough voice in politics the solution can't be to immediately create a law to lower the voting age to 16. Instead, explain to students that they may need to take additional steps to reach that bigger goal. A solution could be to invite local politicians into the school to talk with young people and hear issues concerning their community.



Teaching Progression: Step 3 | Develop A Powerful Stance (Cont.)



SUGGESTED LEARNING ACTIVITY 3:

Have students revisit their solutions brainstorming list from previous activities. Explain to students that they need to narrow down their solutions to concrete next steps to start making an impact on their community health challenge. Remind students that they may want to see larger changes eventually, but they need to figure out how to start the process now.

Instruct students to rank their brainstorming solutions by using the criteria and chart above, with 1 being the best solution to the highest number being the worst solution. Next, tell students to take their top solution(s) to determine if the solution could be accomplished realistically with concrete steps. Once students have narrowed down their solution(s), prompt students to share with a partner which solution(s) seem to be the best option to address the community challenge.



See *Decision-Making* for additional guidance on supporting students to use a variety of prioritization strategies to pick a solution.

Step 3: Develop A Powerful Stance

Sub Skill: Determine The Best Methods Of Communication For My Audience



SUGGESTED LEARNING ACTIVITY 1:

Use direct instruction to introduce students to key persuasive techniques used in communication. Explain to students that people who create ads are constantly trying to persuade their audience into buying a product and taking action. After demonstrating the use of persuasive techniques with students, have students analyze the use of persuasion in advertisements.

Prompt students to analyze the ads provided and discuss which persuasive techniques are utilized by asking the following questions:

- What persuasive technique is being used?
- How does this persuasive technique connect to something the audience cares about?
- How would someone typically respond to this persuasive technique?
- How does the use of this persuasive technique convince the audience to agree with the author's stance?

Language of Health Literacy:

Persuasive techniques used in effective communication are _____

I know my audience cares about _____. Therefore, I will _____ to persuade them to support _____

_____ (audience) values _____, so I should make sure I highlight _____ when discussing _____

For my health message, I will use _____ persuasive technique because _____

I believe _____ (method of communication) will have the biggest impact on my audience because _____

TEACHING NOTES:

- Techniques include but are not limited to: emotional pull, logic, facts, statistics, storytelling, repetition, figurative language.
- To connect with other academic reading and writing standards, incorporate ethos, pathos, and logos persuasive writing techniques into this lesson. Collaborate with literacy or social studies teachers to learn more about how they teach persuasive techniques.



Teaching Progression: Step 3 | Develop A Powerful Stance (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that when advocating for their community health challenge, they will need to use persuasion to gain support for their chosen solution. Tell students that the form of persuasion they choose depends on their audience and their goals. Show students a video of a persuasive speech given by a prominent community organizer or activist. After students watch the video, have them discuss what form(s) of persuasion that person used. Also, have students discuss how this form of persuasion was appropriate for their audience.

Next, have students complete a writing activity explaining which form of persuasion they believe will be most effective to promote their health challenge. Have students share their thoughts with a small group or a partner.

TEACHING NOTES:

- To keep track of student's progress toward building a persuasive presentation, collect their quick write responses to review. Take action with students who seem lost or unengaged.
- See the *Resource Bank* below for example speeches.



SUGGESTED LEARNING ACTIVITY 3:

Share with students that when they are trying to convince someone to support their cause, they should think about mutual self-interest. Define *mutual self-interest*. *Mutual self-interest* means *that two parties care about a specific outcome and would both benefit from solutions to the issue*. Provide students with an example of how using mutual self-interest could persuade someone to their side.

Then, ask students to identify someone whose support they will need to affect change for their health issue. Once students have identified someone's support who is needed, ask students to create a visual for what this person cares about. Next, prompt students to add visuals that represent some of the positive outcomes of the possible solution. Finally, have students draw lines connecting the positive outcomes to the items that the person cares about.

TEACHING NOTES:

- Example of mutual self-interest: Young people really want a place where they can hang out after school with fun activities. The principal wants young people to be safe, healthy, and not use substances. Having a place for young people to hang out after school with prosocial activities is an evidence-based way to prevent youth substance use and promotes health of young people.



Teaching Progression: Step 3 | Develop A Powerful Stance (Cont.)

Step 3: Develop A Powerful Stance

Sub Skill: Create A Powerful, Persuasive Health Message



SUGGESTED LEARNING ACTIVITY 1:

Provide students with several examples of health-related poster campaigns that address an issue in a community. Place posters around the room. Place students in small groups, one group at each poster. Tell students to discuss the message of the poster, the persuasive technique used, and how the poster makes them feel.

Explain to students that there are different forms of communication they can choose to promote their idea and call to action. Visuals can be a powerful method of persuasion that can grab attention, quickly educate people about the issue, and call the audience into action. Provide students with art supplies to create their own poster to promote their health issue and solution. Once students complete their posters, have students present their work to the class to receive feedback on how the visual impacted them.

Language of Health Literacy:

In order to address _____, we must _____

This community needs you to _____ to help solve the issue of _____

Now is the time to take action by _____ to fix the issue of _____

TEACHING NOTES:

- Example Health Campaigns: National Parks, "Health Parks Healthy People;" anti-texting and driving posters, "It can wait:" anti-tobacco campaign, "Truth."
- Ask students to bring in poster campaigns they have seen on social media or in their community.
- Reach out to your local public health agency for poster campaigns they are using.



SUGGESTED LEARNING ACTIVITY 2:

Have students write a persuasive speech that uses at least three persuasive techniques. Tell students that their speech needs to present the community health challenge, explain facts and details from their research and interviews, lay out the solution, and call their audience to action.

After students write a first draft of their speech, use peer editing to have partners identifying persuasive techniques and the key elements that should be included in the speech.



SUGGESTED LEARNING ACTIVITY 3:

Have students practice their speeches with a partner or a small group. Provide students with a checklist of appropriate presentation techniques, communication skills, and persuasive techniques. Instruct students how to give supportive feedback by encouraging students to provide positive and constructive feedback. Once students complete their speech practice, give students time to make any additional edits to their presentations.

Allow students to present their persuasive speeches to the classroom. Provide students with a checklist of required elements for the persuasive speech to reference during the speeches. After each speech, have students share out two positives from each presentation.



See *Stage 1: Communication Techniques of Interpersonal Communication* for guidance on supporting speaking strategies when delivering a message.