



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 decide on the best solution for the health issue?
- 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:

reflection, needs, feelings, advocacy

GUIDING QUESTIONS:

What do I want to remember for next time I need to advocate for myself?

NHES PERFORMANCE INDICATORS:

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

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 decide on the best solution for the health issue?
- 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?

TEACHING NOTES:

- Model this reflection process by sharing with students a time when you participated in community advocacy and the impacts on the community's health.
- Provide multiple opportunities for students to answer these questions.
- Allow students to reflect in a variety of modes, including: writtening, partner discussion, whole-class discussion, and one-on-one conferencing.