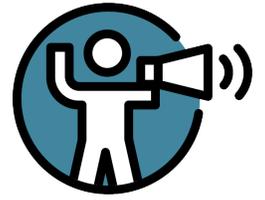**Health Skill:**

Advocacy for Self & Others

Background Information

Advocacy is an integral part of the health education process because it allows individuals to become active participants in their health and the health of their community. *Advocacy for Self & Others* helps students build the capacity to promote their own healthy behaviors and to encourage their peers to develop and maintain their healthy behaviors. This health skill is separated into two stages: *Stage 1: Advocacy for Self* and *Stage 2: Advocacy for Others*. It is important for students to engage in Stage 1, which supports a student's ability to advocate for themselves, prior to advocating for others in Stage 2. Development of both stages of this health skill enables students to engage as active citizens in all areas of society. Many of the strategies taught throughout *Advocacy for Self & Others* can be practiced across a range of school settings and contexts.

Notes on Grade Level Progression

Activities, vocabulary, and language throughout the grade levels are vertically aligned and build upon one another. If students require scaffolding, refer to previous grade levels for additional ideas for activities and instruction that address gaps in student skills. For enrichment activities, look at higher grade levels in order to provide additional practice opportunities or for ideas on how to deepen understanding.

Stage 1: Advocacy for Self

PreK-2
- Deciding when to get help
- Getting attention when needed
- Asking for what is needed

3-5
- Figuring out the problem
- Identifying who can help
- Asking for help

6-8
- Identifying challenges/obstacles
- Determining needs
- Determining if the situation requires self-advocacy
- Use appropriate attention-grabbing strategies depending on context
- Negotiate next steps for self-advocacy

9-12
- Explain the role of privilege in self-advocacy.
- Determine best method for self-advocacy

Stage 2: Advocacy for Others

PreK-2
- Asking if help is needed
- Deciding what help can be offered
- Helping as needed

3-5
- Noticing when help is needed
- Asking questions to better understand problem
- Taking action to help others

6-8
- Identifying challenges within a community
- Predicting root causes of community challenges
- Researching community challenges
- Interviewing those impacted by community challenge
- Developing a stance with evidence and reasoning
- Communicating stance using persuasive techniques

9-12
- Determining possible solutions to community challenges
- Creating an action plan to impact community challenges
- Getting commitment from others
- Taking action and following through

NATIONAL HEALTH EDUCATION STANDARD (NHES) 8:
Students will demonstrate the ability to advocate for personal, family, and community health.

National Health Education Standard Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

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Stage 1: Advocacy for Self

Stage 1: Advocacy for Self focuses on identifying problems that arise and various ways students can begin to solve these problems by seeking help from others. The goal of self-advocacy is to provide students with a framework for understanding the reasons they may need support for various problems or issues and how to obtain the appropriate support needed. Students learn how to identify problems in their lives and the best resources available for obtaining the support they need. Students build a stronger understanding for self-advocacy as the problems they are seeking to solve become more complex. *Stage 1: Advocacy for Self* supports students' understanding of how to work through the necessary steps to promote and maintain their healthy behaviors.

The Steps:

Step 1	Step 2	Step 3	Step 4
Process the Situation	Seek Attention	Ask for What I Need	Reflect

Grades 6-8 Framework

In grades 6-8, students need to develop the ability to critically evaluate when a situation requires self-advocacy. Students need to practice not only identifying these situations, but also evaluating their requests and needs. Throughout this skill, students must learn to be specific about what they need, so when they approach an individual for help, they demonstrate some initial problem-solving. Finally, unlike previous grade levels, teachers should address what happens when a need cannot be met by the individual they approached for support. Activities throughout the *Teaching Progression* rely on small group and class discussions that support identifying problems as well as stories and videos that help students choose appropriate ways to seek help from others.

Mastery of *Stage 1: Advocacy for Self* for grades 6-8 means students are able to identify challenges that require the support of others, identify needs that address their challenge, and call on the attention of others with specific requests to help resolve their challenges.

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Stage 2: Advocacy for Others

Stage 2: Advocacy for Others builds on the skills and strategies created in *Stage 1: Advocacy for Self.* Students use their learnings from *Advocacy for Self* as a foundation for learning and developing their abilities to advocate for others. Students first learn to identify ways to know if and when others may need support in their advocacy efforts. Then, as students advance through grade levels, they grow in their ability to advocate for others beginning on an individual basis and moving toward advocacy on the community and global level.

The Steps:

Step 1
Define the Issue

Step 2
Investigate
the Issue

Step 3
Develop a
Powerful Stance

Step 4
Act On &
Communicate
Stance

Step 5
Reflect

Grades 6-8 Framework

In grades 6-8, students focus on learning to advocate for those in their communities at-large. Students should have an understanding of the word advocacy as they begin this stage of the health skill. Extending beyond the school-wide community, students select an issue that is important to them and that needs the support of advocates. Students work together with a peer, or in a small group, to research a community or health issue in order to develop a strong stance that supports necessary change and promotes health of others. Students conduct research and interviews in order to communicate a stance that reaches the audiences within their community. Teachers should utilize a project-based learning approach to allow students to explore important community or health issues they want to focus on for their work. For further information on project-based learning see the *Resource Bank*.

Mastery of *Stage 2: Advocacy for Others* for grades 6-8 means students are able to identify a community issue, research background information, and communicate their own stance to an audience.

Stage 1: Advocacy for Self

The Steps:

Step 1: Process the Situation

Step Overview: Before advocating for help, it is important to take time to identify needs. In this step, students work through the internal processing that will help them identify their challenge or obstacle, determine their needs, and decide if the situation requires self-advocacy. In grades 6-8, as students become more independent and responsible for their health, it is important for them to analyze the need to seek help and ensure they are asking for something reasonable and feasible. If the situation does not require self-advocacy, guide students to other health skills that could aid them in overcoming their challenge, such as *Decision-Making* and *Goal-Setting*. If the situation does require self-advocacy, students should continue on to Step 2.

Sub Skill(s):

- Identify the obstacle/challenge
- Determine need(s)
- Decide if the situation requires self-advocacy

Step 2: Seek Attention

Step Overview: Once an individual processes their challenge or obstacle and identifies their needs, it is then important to use appropriate strategies that elicit the attention of individuals who can help. Students in this step should practice specific behaviors necessary for seeking and grabbing the attention of those who may be able to offer them help with their challenge. In addition to utilizing strategies that get attention in productive ways, students should also spend time identifying who they would go to with this request. For additional practice in identifying helpful individuals, see *Access Valid & Reliable Resources.*

Sub Skill(s):

- Name helpful individuals
- Use appropriate strategies to seek attention
    - Approach in-person
    - Ask if it is the right time
    - Call
    - Write a note, email, or text
    - Use non-verbal communication

Step 3: Ask For What I Need

Step Overview: In Step 3, students provide clear background information and ask specific questions in order for a helper to provide necessary support. When asking for help it is important to first provide the person with context to ensure they have an understanding of the challenge. Then, students should state their need to overcome the challenge, so that the helper understands what is needed. Finally, students should directly ask for the support they need, which allows the helper to know concretely they are being asked for help. In addition to asking for help, students should also recognize that sometimes a helper can not provide the help they have requested. In this case, they must work to negotiate next steps to be able to move forward.

Sub Skill(s):

- Ask for what you need
  - State the challenge/obstacle
  - State the need
  - Make a request
- Negotiate next steps

Step 4: Reflect

Step Overview: Learning to reflect takes practice and intention. After an individual advocates, they then must reflect on how they feel after the situation, if additional follow up is necessary, and what they want to remember next time they are advocating for themselves. Building time for students to reflect is crucial in developing metacognition, which supports other health skills, such as *Decision-Making, Goal-Setting, and Self-Management.*

Reflection Question(s):

- What was the challenge/obstacle?
- How did I know the situation required self-advocacy?
- Who did I go to for help? Why?
- How did I seek attention? Why?
- How do I communicate my needs?
- Were my needs met? Why or why not?

Teaching Tips

- Use stories about individuals facing problems or obstacles to provide practice opportunities for students to identify problems.
- Prompt students to think about problems they can handle on their own and problems that require assistance.
- Be careful about how you define attention and attention seeking. The ways people gain attention, whether appropriate or inappropriate, can be cultural or a survival mechanism. When students suggest or demonstrate an inappropriate way to gain attention, debrief this with them to better understand what they are trying to do and refer them to support services as needed.
- Provide a variety of strategies students can use to get attention from helpers (e.g. raising their hand, calling for help, approaching someone in person, writing an email, text, or letter).
- Allow students to share who they go to when they need help and why by asking them to draw pictures or bring photographs in to share with the class.
- Pair *Stage 1: Advocacy for Self* with *Access Valid & Reliable Resources* to reinforce identifying individuals who can help.
- Pair *Stage 1: Advocacy for Self* with *Stage 1: Communication Techniques* of *Interpersonal Communication* to reinforce speaking strategies one needs when asking for help.

See *Teaching Progression* for suggested learning activities.

Teaching Progression:

Step 1: Process the Situation

SUB SKILL(S):
- Identify the obstacle/challenge
- Determine need(s)
- Decide if the situation requires self-advocacy

GUIDING QUESTIONS:

How can you best identify a problem in a situation?

NHES PERFORMANCE INDICATORS:

(8.8.1) State a health-enhancing position on a topic and support it with accurate information.

VALUABLE VOCABULARY:

identify, situation, self-advocacy, advocate, obstacle, reasonable, feasible

Step 1: Process The Situation
Sub Skill: Identify The Obstacle/Obstacle

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that people encounter situations that pose problems or obstacles to their success and health. In these moments, it is important to advocate for yourself in order to get the help you need and ensure your needs are being met. Some obstacles require help or a change from someone else and some do not.

Language of Health Literacy:

An obstacle I am experiencing is _____.

A challenge I am facing is _____.

I sometimes struggle with _____.

Define *self-advocacy* for students. *Self-advocacy* is *the ability to speak up for one's health and needs and ask for what is needed.* Tell a story about a time you advocated for your health or needs. Ask students to share out what they noticed about your story and how they could tell it was a situation that required self-advocacy.

TEACHING NOTES:
- Use other definitions as necessary to meet the needs of your students.
- Be sure your story includes enough details to make it clear why self-advocacy was important in the situation. For example, tell a story about a time you went to the doctor and felt you weren't getting the care you needed, or about a time you were struggling to complete an assignment in school and needed additional help.

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Teaching Progression: Step 1 | Process the Situation (Cont.)

SUGGESTED LEARNING ACTIVITY 2:

Select a short story that connects to the daily lives of your students and showcases more than one obstacle for the characters involved, whether fiction or nonfiction. Have students read independently, underlining or highlighting any obstacles or challenges the characters encounter. At the completion of independent reading, place students in small groups. Task each group with sharing the obstacles and challenges they identified and explain why they believe this was a problem in the story. Have some groups share their identified challenges and explanations aloud to the class.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students identifying challenges and obstacles.
- See the *Resource Bank* below for recommended story options.

SUGGESTED LEARNING ACTIVITY 3:

Share with students a list of obstacles or challenges you have faced. Then, instruct students to write a list of challenges or obstacles they have encountered in their life. Explain that these do not have to be challenges or obstacles that have been resolved. Have students share some of their challenges with partners or small groups. Prompt members of the group to share if they have experienced a similar obstacle or not.

TEACHING NOTES:

- Set appropriate limits to how far back students should consider their problems as necessary.
- Example obstacles/challenges: getting to school on time, getting help for an assignment, needing a resource or supply.
- Have students keep this list for future activities for this step as they learn to determine needs and decide if the situation requires self-advocacy.

Teaching Progression: Step 1 | Process the Situation (Cont.)

Step 1: Process The Situation | Sub Skill: Determine Need(s)

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that part of self-advocacy is determining what you need in order to overcome the obstacle or challenge. Understanding our needs helps to create a plan on how to make sure this need is met. Provide students with an obstacle or challenge scenario. Ask students to determine what is needed to overcome the obstacle or challenge.

Language of Health Literacy:

I need _____ to overcome _____.

I need _____ to address _____.

To help me with_____, I need _____.

TEACHING NOTES:

- Example Obstacle/Challenge Statements:
  - Alex is about to take a quiz. They reach in their bag and realize they don't have something to write with.
  - Jo is struggling to get to school on time because their parents have to drop their younger siblings off at school. Every three times they are late to school, they receive lunch detention.
- Model and provide the *Language of Health Literacy* to support students in determining needs for each scenario.

SUGGESTED LEARNING ACTIVITY 2:

Instruct students to return to the list of challenges/obstacles they created earlier. Ask students to pick two examples from the list, one that had a resolution and one that did not have a resolution. For the first challenge/obstacle, have students identify the need that was met that helped resolve their challenge and write an explanation for why this need helped resolve the situation. For the second challenge/obstacle, have students identify what they need to resolve the challenge and write why this need would resolve the situation.

TEACHING NOTES:

- Keep in mind that some students may be triggered by this task or ask not to complete it in written form because their needs can't be met. Offer personal conversations or drawing options as deemed appropriate for your classroom and the students in need of additional supports.
- Model and provide the *Language of Health Literacy* to support student responses.
- Have students keep these identified needs for a future learning activity for the Sub Skill: Decide if the situation requires self-advocacy.

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Teaching Progression: Step 1 | Process the Situation (Cont.)

Step 1: Process The Situation
Sub Skill: Decide If The Situation Requires Self-Advocacy

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that when advocating for ourselves, it is important to determine if the situation requires self-advocacy, and if what they are advocating for is realistic and feasible. Provide students with a list of challenges/obstacles. Read each challenge/obstacle on the list aloud to the class and have students move to a predetermined space in the room if they see this challenge/obstacle as one they can resolve independently. Have students move to an alternate space in the room if they see this challenge/obstacle as one that requires them to advocate for their needs to another person.

Language of Health Literacy:

To overcome _____, I must advocate for _____ because _____.

I need to advocate for _____ because _____.

I know I am advocating for the right thing because _____.

TEACHING NOTES:

- Example obstacles/challenges: getting to school on time, getting help for an assignment, needing a resource or supply.
- If time allows, prompt students to think about what is needed to overcome this obstacle/challenge.
- Model and provide the *Language of Health Literacy* to support student responses.

SUGGESTED LEARNING ACTIVITY 2:

Explain to students that we want to make sure that we are advocating for something that is feasible and reasonable for others to do. Share a time you advocated for something from someone who couldn't meet your need because they were unable to do so for a variety of reasons, such as lack of requested resources, lack of authority to offer the support, etc. Ask students to share what they noticed about the story you shared.

SUGGESTED LEARNING ACTIVITY 3:

Provide students with a series of example requests or advocacy statements. Then, give students a list of questions students should ask themselves to determine if they are advocating for something reasonable and feasible. Explain to students that if they are able to answer 'yes' to one or more of the questions, then their ask may not be reasonable or feasible for the situation. Use the questions below to guide student analysis:

- Is there a smaller ask that can help me resolve the challenge/obstacle equally?
- Can I break my need into smaller pieces?
- Are there alternative ways of solving the problem?
- Is this the only way my needs can be met?
- Should I take more personal responsibility for this challenge/obstacle?

See Next Page For Teaching Notes.

Teaching Progression: **Step 1 | Process the Situation (Cont.)**

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in assessing their requests.
- Example Advocacy Statements:
    - To overcome being overwhelmed by math, I need to be excused from all math homework.
    - To complete my quiz, I need a pencil.
    - To help me cope with my nervousness in interacting with people in the cafeteria, I need to meet with a counselor before going to lunch.

SUGGESTED LEARNING ACTIVITY 4:

Instruct students to return to their need statements from earlier. Ask students to use the questions to determine if they are advocating for something that is reasonable and feasible. Ask students to explain why they think they are advocating for the correct thing. If they conclude that they are not advocating for the correct thing, prompt them to consider a new need that would help them resolve the obstacle/challenge.

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Teaching Progression:

⚠ Step 2: Seek Attention

SUB SKILL(S):

- Name helpful individuals
- Use appropriate strategies to seek attention
  - Approach in-person
  - Ask if it is the right time
  - Call
  - Write a note, email, or text
  - Use non-verbal communication

GUIDING QUESTIONS:

How do I ensure I get the help I need? What are appropriate ways to get attention from someone? What are inappropriate ways to get help from someone?

NHES PERFORMANCE INDICATORS:

(8.8.1) State a health-enhancing position on a topic and support it with accurate information. (8.8.4) Identify ways in which health messages and communication techniques can be altered for different audiences.

VALUABLE VOCABULARY:

information, correct, appropriate, inappropriate, trusted adult, attention

Step 2: Seek Attention | Sub Skill: Name Helpful Individuals

⚠ **SUGGESTED LEARNING ACTIVITY 1:**

Read students a story that highlights a challenging situation to which students can relate. Ask students to identify individuals in the story who the character(s) can go to for help. Have students identify as many individuals who could help in different ways in the given situation as possible. Prompt students to explain why they chose the individuals they did.

Language of Health Literacy:

I can advocate to _____ for _____ because _____.

I will go to _____, so I can advocate for _____ because _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student responses.
- Ensure stories are relevant and responsive to students in your classroom. Using stories with connecting images/pictures is a supportive way for students to visualize who the helpers are in each presented situation.

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Teaching Progression: **Step 2 | Seek Attention (Cont.)**

SUGGESTED LEARNING ACTIVITY 2:

Have students return to the two challenges/obstacles they identified in Step 1. For the challenge/ obstacle that was resolved, have students list individuals who were of support at the time of the situation. For the unresolved challenge/obstacle, prompt students to identify at least two individuals who could be of support. Explain to students that each helper might offer assistance for a different part of their challenge or that multiple individuals may be options for helping with the same aspect of their challenge.

TEACHING NOTES:

- Students can practice listing helpful individuals using multiple challenging scenarios from their lives.
- Model and provide the *Language of Health Literacy* to support students identifying helpful individuals for their challenge/obstacle.

See *Access Valid & Reliable Resources* for guidance on supporting students to identify trusted adults, information, and services.

Step 2: Seek Attention | Sub Skill: Use Appropriate Strategies To Seek Attention

SUGGESTED LEARNING ACTIVITY 1:

Share with students that once you identify your needs and who you should go to in order to advocate for that need, you should use strategies to elicit the attention from those individuals. Prompt students to think about the times they have needed your attention as their teacher. Ask students to identify the ways, appropriate or inappropriate, they try to get your attention. Chart student ideas. Then, ask students to identify which strategies are most helpful for them and you.

Language of Health Literacy:

To get help from _____, I will _____.

To get _____'s attention, I will_____.

_____ is an appropriate way to get the attention of ____ because _____.

SUGGESTED LEARNING ACTIVITY 2:

Post pictures of individuals that can help students when they need it. Next to the pictures, place blank chart paper. Instruct students to go to each chart and write down a strategy they could use to get the attention of that individual. After students have visited each paper, debrief with the class and discuss strategies that are appropriate versus inappropriate, prompting students to explain why they believe the strategy is an effective way to elicit the attention they need.

See Next Page For Teaching Notes.

Teaching Progression: **Step 2 | Seek Attention (Cont.)**

TEACHING NOTES:

- Make the activity even more relevant to students by using images of people from their school and community. For example, use an image of the school counselor or nurse. Take the time to discuss the protocols the school has to reach these individuals.

- When discussing the difference between appropriate and inappropriate ways to seek attention be aware of cultural bias. Allow students to come to conclusions on their own, and if you are concerned, share that the strategy may not work for you. However, if they know that person doesn't mind, then it is ok.

SUGGESTED LEARNING ACTIVITY 3:

Introduce and model different strategies students can use to get attention from those whose help they need Then, provide students with resources someone needs and individuals they could go to for those resources. Instruct students to match a strategy for getting attention based on the need and individual. Prompt students to explain their reasoning.

Below are some strategies students can learn.

Strategy	Example
Approach in-person	You are at a grocery, and you are looking for an ingredient you can't find. You approach an employee to let them know you need assistance.
Ask if it is the right time	You have a question about a class assignment you missed. You decide to ask your friend for materials to complete the assignment. You approach them before class starts and ask, "Is now a good time to talk about the assignment I missed?" If it is, have the conversation. If it isn't, tell them you will check in at a different time.
Call	You are struggling with your mental health. You call a local hotline to talk about your feelings and get additional resources.
Write a note, email or text	You are sleeping over at your friend's house and realize you forgot a change of clothes for tomorrow. You text someone in your family to see if they can bring it to you.
Use non-verbal communication	You are at a community center with your friends playing soccer. You need help setting up the goal. You gesture to a staff person to come over to see if they can help.

See Next Page For Teaching Notes.

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Teaching Progression: **Step 2 | Seek Attention (Cont.)**

TEACHING NOTES:

- Complete this activity multiple times with different needs and individuals. Allow different students to offer various ways of seeking attention based on the scenario.
- Add additional attention-seeking strategies to meet the needs of your students.
- If students have additional strategies they use, ask them to describe them and create their own examples to share with the class.

SUGGESTED LEARNING ACTIVITY 4:

Explain to students that sometimes we also must consider context in addition to the person when we are seeking attention. Show videos that highlight a challenge/obstacle. Have students identify the best way to seek attention in this situation. First, have students list the ways one could seek the attention of helpers for the challenge/obstacle. Then, have students select and explain why one specific way to seek attention is best for the depicted situation.

TEACHING NOTES:

- Have students work in pairs or small groups to support brainstorming and the determination of the best ways to seek attention in a given situation.
- Use a variety of discussion strategies and protocols to ensure all students have an opportunity to share their ideas about the videos.

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Teaching Progression:

Step 3: Ask For What I Need

SUB SKILL(S):

- Ask for what is needed
  - State the challenge/obstacle
  - State the need
  - Make a request
- Negotiate next steps

GUIDING QUESTIONS:

How do you know when something is clearly communicated? Why is it important to ask for what you need directly and clearly?

NHES PERFORMANCE INDICATORS:

(8.8.1) State a health-enhancing position on a topic and support it with accurate information. (8.8.3) Work cooperatively to advocate for healthy individuals, families, and schools.

VALUABLE VOCABULARY:

advocate, communicate, request, specific

Step 3: Ask For What I Need | Sub Skill: Ask For What Is Needed

SUGGESTED LEARNING ACTIVITY 1:

Share with students that once they get the person's attention, they must verbalize their challenge/obstacle to the individual they are seeking help from. This allows the helper to fully understand the situation and what is needed. Have students return to the challenges/obstacles and identified needs from previous learning activities, especially the ones they thought would be best with an in-person conversation. Place students into pairs. Instruct students to take turns using the *Language of Health Literacy* to advocate for what is needed, including the challenge/obstacle, their need, and the question requesting support.

Language of Health Literacy:

The problem I have is _____.

I need _____.

Can you _____?

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student practice.
- Allow students to do practice asking for what they need several times.
- Listen to students as they practice and provide feedback.

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Teaching Progression: Step 3 | Ask For What I Need (Cont.)

SUGGESTED LEARNING ACTIVITY 2:
Remind students that sometimes written communication is the best way to advocate for certain needs. Have students return to the challenges/obstacles and identified needs from previous learning activities, especially the ones that would be best to do via written communication. Instruct students to write out how they would ask for what they need.

TEACHING NOTES:
- Model and provide the *Language of Health Literacy* to support student writing.
- Practice with multiple challenges/obstacles and have students practice writing the language for each.

See *Stage 1: Communication Techniques of Interpersonal Communication* for guidance on supporting students to use appropriate speaking techniques to ask for what they need.

Step 3: Ask For What I Need | Sub Skill: Negotiate Next Steps

SUGGESTED LEARNING ACTIVITY 1:
Explain to students that not all helpers will be capable of helping in the ways that are needed. Affirm for students that this can often be frustrating, especially when we have spent so much time processing the challenge, figuring out what we need, and voicing that need. Share with students that in this moment, they shouldn't give up, and instead, negotiate or ask for what the person can do. Sometimes actions must be broken up into multiple parts or altered in order for helpers to support your needs for a challenge/obstacle, or sometimes the person can refer you to someone else who can help.

Language of Health Literacy:

I understand you can _____, but not_____.

I understand that you can't _____. Do you know someone who can help me with that?

Thank you for being able to _____.

Provide students with a scenario in which a helper is unable to support or can only meet a small portion of what is needed in a challenge/obstacle after being asked. Using the *Language of Health Literacy,* have students state how they might break up their needs into smaller pieces or alter their needs for the given situation.

TEACHING NOTES:
- Utilize challenges/obstacles from previous activities to support continuity of learning.
- Model and provide the *Language of Health Literacy* to support students practicing how to negotiate next steps.

Teaching Progression: **Step 3 | Ask For What I Need (Cont.)**

SUGGESTED LEARNING ACTIVITY 2:

Place students in pairs. Give one student a list of things they can and cannot do to support their partner. Give the other student a challenge/obstacle and a need statement that cannot be completely met by the list of available supports. Instruct the student to ask for what they need, using the *Language of Health Literacy* from the Sub Skill: Ask for what you need. Then, instruct the other student to say they can't do that. From there, the student that is advocating will practice breaking their request into smaller parts or altering the need until their partner can agree to help. Switch roles to allow both students an opportunity to practice.

TEACHING NOTES:

- Example Challenge/Obstacle & Need Statement: I have been feeling very overwhelmed with classwork. I need to be excused from all homework assignments.

- Example Supports Available: extension on homework assignments, extra time after school to work on assignments, one-on-one help, reduction of homework, time management coaching.

See *Stage 2: Conflict Resolution of Interpersonal Communication* for guidance on supporting students in reaching a compromise.

Teaching Progression:

Step 4: Reflect

REFLECTION QUESTION(S):

- What was the challenge/obstacle?
- How did I know the situation required self-advocacy?
- Who did I go to for help? Why?
- How did I seek attention? Why?
- How do I communicate my needs?
- Were my needs met? Why or why not?

GUIDING QUESTIONS:

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

NHES PERFORMANCE INDICATORS:

(8.8.1) State a health-enhancing position on a topic and support it with accurate information.

VALUABLE VOCABULARY:

advocate, challenge, overcome, support

SUGGESTED LEARNING ACTIVITY 1:

Ask students questions that will help them understand the importance of looking back on the help they received from self-advocacy and what they learned. For example ask the following questions:

- What was the challenge/obstacle?
- How did I know the situation required self-advocacy?
- Who did I go to for help? Why?
- How did I seek attention? Why?
- How do I communicate my needs?
- Were my needs met? Why or why not?

TEACHING NOTES:

- Model this reflection process by sharing with students a time when you needed to advocate for your own health.

- Provide multiple opportunities for students to answer these questions.

- Allow students to reflect in a variety of modes, including: writing, partner discussion, whole-class discussion, and one-on-one conferencing.

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Assessing Stage 1: Advocacy for Self

Students in grades 6-8 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.

8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- I can identify challenges and obstacles that require self-advocacy.
- I can identify needs to help me overcome challenges and obstacles through self-advocacy.
- I can ask for what I need by stating the challenge/obstacle, stating my needs, and requesting help.

8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- I can clearly and assertively ask for what I need.
- I can negotiate next steps with an individual when advocating for myself.

8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.
- I can identify individuals who can best support my needs.
- I can use appropriate strategies to get the attention of individuals.
- I can advocate for my needs verbally.
- I can advocate my needs in writing.

ASSESSMENT TOOL #1 (8.8.1)

Have students read a problem situation that is missing an element for properly asking for help (Step 3). Ask students to identify the missing element.

Extension: Have students explain how the missing element could impact receiving the help that is needed in the problem situation.

ASSESSMENT TOOL #2 (8.8.1, 8.8.3, 8.8.4)

Have students write a story about a problem situation. Each story must include how the individual(s) involved will seek the attention of a helper, who they will ask and why, and what the helper is being asked to do. The story must include components from each step of the health skill.

Extension: Have students add images to support their story using drawings or collage.

ASSESSMENT TOOL #3 (8.8.1, 8.8.3, 8.8.4)

In small groups, have students create a skit that showcases the three steps of the health skill completely. Each skit must include a detailed problem scenario, someone being asked for help, and a specific question that asks for what is needed.

ASSESSMENT TOOL #4 (8.8.1, 8.8.3, 8.8.4)

Task students with creating a comic strip that focuses on a character encountering a problem situation. Students must add details and images to their comic that best describe the totality of the problem situation and how their character goes about advocating for their needs.

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. Advocacy skills can be used across content areas when students encounter individual problems or those of a larger group. Remind students to consider whether their problem needs the support of another person, and how they can ask for that support appropriately.

Reinforce the understanding that students can advocate for themselves by asking for what they need to overcome challenges/obstacles. Additionally, students should practice negotiating next steps if their needs cannot be met by the person they went to for help in a variety of contexts. For example some people may be more willing than others to make accomodations and this means students should be prepared to adjust what they are asking for. Use the questions below as guidelines and reminders for students encountering problems regarding specific content or in social interactions.

- How would you describe *this challenge*?
- Does *this challenge* need the support of others?
- What do you need to advocate for to overcome *this challenge*?
- Who do you need to advocate for *this*?
- How can you best get the support from *this person*?
- What are other supports you could ask for if *this person* cannot do *this*?

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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

Challenges/Obstacles Middle Schoolers Face
   • https://www.understood.org/en/school-learning/choosing-starting-school/moving-up/middle-school-challenges-for-kids-with-learning-and-thinking-differences
   • https://www.atlantaparent.com/help-middle-school-kids/
   • https://www.youtube.com/watch?v=XFQZfeHq9wo

Stage 2: Advocacy for Others

The Steps:

Step 1: Define the Issue

Step Overview: Part of advocacy, especially within a community, is learning how to speak up for something that is important to you. Advocacy can happen for an individual or a group of people. Advocating within a community requires deep understanding of an issue or problem before acting on the beliefs formed about that issue. Students should focus on an issue within their community that feels relevant or interesting. The word *predict* is used throughout this step in order for students to begin understanding the issue by using their own background knowledge before researching the issue more indepth. Throughout this step, teachers should prompt students to keep in mind that our predictions may not be accurate once we start researching. Continuing through the step, be sure that students have selected an issue they are interested in learning more about as this can be the issue they focus on for the duration of the health skill.

Sub Skill(s):

- Identify the challenges/obstacles
- Predict root causes
- Predict who is affected

Step 2: Investigate the Issue

Step Overview: Part of advocating for others is doing research on the issue. This research allows an individual to better understand the needs of a community and the issue affecting that community before forming an opinion. By spending time researching an issue, a person can be responsive and make sure they are not advocating for something unwanted or could cause harm. It is possible to spend more time in Step 2 than in other steps or to come back to this step throughout the process of advocating for others to better understand the issue. Tell students that good advocates are constantly researching the issue and adjusting their understanding as needed. The intentional research, through interviewing and gathering information, is critical and supports the ability to develop a strong stance. Use the health skill *Access Valid & Reliable Resources* as a guide throughout this step, particularly in research and interview question development.

Sub Skill(s):

- Research the topic
- Interview individuals affected
- Summarize information

Step 3: Develop a Powerful Stance

Step Overview: With the compilation of accurate information, students develop a powerful stance that supports their selected community issue. A stance can be described as a belief supported by facts. Explain to students that their stance should be created with the facts from their research in mind. These facts will support the stance they take and provide important background and supporting evidence when .

Sub Skill(s):

- Decide on an opinion
- Explain your reasons

Step 4: Act On & Communicate Stance

Step Overview: Students now act on their researched stance by sharing their information with others and promoting healthy behaviors. An individual can advocate for an issue in a variety of ways, including through presenting a speech, writing an article, creating a poster, recording a commercial or podcast, etc. In all of these different modes, it is important to create a plan for how this message will be created as well as use persuasive techniques to ensure the message is effectively reaching its audience. Students should spend time making a plan for how they will advocate and make change as well as decide the best ways to persuade others to join their cause.

Sub Skill(s):

- Make a plan to address the challenge/obstacle
- Use appropriate persuasive techniques to communicate stance
    - Emotions
    - Logic
    - Facts & Figures

Step 5: Reflect

Step Overview: Learning to reflect takes practice and intention. After someone has advocated for an issue, it is important to learn from the outcomes, both productive and unproductive. This step allows students to take time to connect this moment of advocacy to future actions. Developing metacognition in advocacy is especially important because as individuals learn more about an issue, they must be willing to change and adapt their opinions in response to new information and research. Reflection in *Stage 2: Advocacy for Others* also allows individuals to learn how to help others in a way that is responsive to the needs of those affected and not just how they believe they should help.

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 form my opinion?
- 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 Tips

- Provide students with examples of community advocacy that are relevant to your students that are led my youth. See the *Resource Bank* below for examples.
- Prompt students to be critical of their advocacy for others to ensure they are helping in a way that is helpful and responsive to those impacted.
- Incorporate extensive research time for students to deeply understand a community health challenge in order to become better advocates and create change for those impacted.
- Instruct students on a variety of persuasive techniques (e.g. emotion, facts & figures, experts) in order for them to incorporate these persuasive techniques into their communication about a community health challenge.
- Allow students to implement some of their ideas in their community. Use resources aligned to Social Action Projects for additional guidance and support for how to facilitate students directly impacting their communities through advocacy. See the *Resource Bank* below for more information on Social Action Projects.
- Pair *Stage 2: Advocacy for Others* with *Access Valid & Reliable Resources* to reinforce accessing valid and reliable resources.
- Pair *Stage 2: Advocacy for Others* with *Stage 1: Communication Techniques* of *Interpersonal Communication* to reinforce speaking strategies one needs when advocating for a cause.

See *Teaching Progression* for suggested learning activities.

Teaching Progression:

Step 1: Define the Issue

SUB SKILL(S):
- Identify the challenges/obstacles
- Predict root causes
- Predict who is affected

GUIDING QUESTIONS:

What defines an issue? What are root caues of an issue? Who is affected by health issues?

NHES PERFORMANCE INDICATORS:

(8.8.1) State a health-enhancing position on a topic and support it with accurate information. (8.8.3) Work cooperatively to advocate for healthy individuals, families, and schools.

VALUABLE VOCABULARY:

advocate, issue, community, cooperate, root cause, impact, affect

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Step 1: Define the Issue | Sub Skill: Identify The Challenges/Obstacles

SUGGESTED LEARNING ACTIVITY 1:

Share with students that similar to how they experience challenges and obstacles, other people and communities experience challenges and obstacles. In these moments, it will be important to become advocates for others. In order to do this, we must recognize that there is a problem and work needed to fix this problem through advocacy and actions.

Ask students to write about a time they had to speak up or provide help for a friend. Prompt students to provide as many details as possible by asking the following questions:

- Who needed help?
- How did you know they needed help?
- What was the challenge/obstacle?
- How did you help them?
- How did you know how to help them?

Language of Health Literacy:

_____ (community) is facing _____ (challenge).

_____ is causing _____ (challenge/obstacle) for _____ (community).

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Teaching Progression: Step 1 | Define the Issue (Cont.)

SUGGESTED LEARNING ACTIVITY 2:

Read a short story or show a video to students about a community and a challenge they face. Using the *Language of Health Literacy*, have students identify the challenge being faced in the community. Facilitate a whole class discussion that allows students to explain how they determined the community challenge/obstacle.

TEACHING NOTES:

- Select stories that highlight a community challenge faced by the community or an obstacle the community is facing.
- Example topics: community food scarcity, high prevalence of tobacco use, lack of affordable housing.

Step 1: Define The Issue | Sub Skill: Predict Root Causes

SUGGESTED LEARNING ACTIVITY 1:

Define *root cause* for students. Explain to students that a *root cause* is *the initial situation or condition that leads to an outcome*. Determining the root cause of a challenge allows you to understand how an obstacle/challenge developed and how to support those involved and affected. Provide students with a low stakes challenge someone their age may face. Then, ask the class to come up with root causes for that challenge. Chart student responses to create a comprehensive list.

Language of Health Literacy:

Based on what I already know about the challenge, I predict that_____ is the root cause.

From my experience,_____ is the root cause of_____ because _____.

After students create the list of causes, facilitate a whole class discussion about what they learned about root causes from the exercise. Ask students the following questions:

- Were there more possible causes than you thought?
- Why is it important to think of all the possible causes before working to solve the problem?
- How could we more precisely predict the root cause for this challenge?

TEACHING NOTES:

- Example Challenge: Jordan did not complete their math test.
- Possible root causes: they didn't have a pencil; they were not prepared for the quiz; they missed school the days leading up to the quiz; they were late to class; they couldn't concentrate because something happened at home earlier that day, etc.
- Use a variety of discussion protocols and strategies to ensure all students are able to participate.

Teaching Progression: **Step 1 | Define the Issue (Cont.)**

SUGGESTED LEARNING ACTIVITY 2:

Provide students with a list of community challenges. Provide a second list with possible root causes for various community challenges. Have students read the listed root causes and make predictions that might connect to the listed community challenges.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in predicting the root causes of communities.

- Root causes can connect to multiple community challenges. Have students explain the connections they make between root causes and community challenges. Allow students to use their own experiences and knowledge to support their predictions and connections.

SUGGESTED LEARNING ACTIVITY 3:

Prompt students to go through several rounds of root causes analysis. Place students in small groups (3-4). On charts hanging around the room, display issues impacting people their age or their school community. Instruct students to go to one of the charts with an issue and discuss what could be a root cause of that issue. Prompt students to select one of the causes they discussed and write this on the chart. Then, instruct students to rotate to a new chart. Have students read the cause identified by the previous group and ask them to identify what caused that. Facilitate this process for several rounds until students identify the root cause.

TEACHING NOTES:

- Example of Issue: High prevalence of youth vaping in the community

  - First Cause: Young people vape because they are stressed.

  - Second Cause: Young people are stressed because they don't have anyone to talk to about their mental health.

  - Root cause: Young people don't have anyone to talk to about their mental health because teachers at school don't build relationships or show they care.

- Model and provide the *Language of Health Literacy* to support student discussion and process.

SUGGESTED LEARNING ACTIVITY 4:

Read a series of community challenges aloud to students. Using the *Language of Health Literacy,* have students write down their predictions for the root cause of each community challenge.

TEACHING NOTES:

- Provide students with multiple opportunities to predict root causes based on their experiences and knowledge. Allow students to share their explanations with each other and aloud to the class.

Teaching Progression: Step 1 | Define the Issue (Cont.)

Step 1: Define The Issue | Sub Skill: Predict Who Is Affected

SUGGESTED LEARNING ACTIVITY 1:
Read students a story of a community challenge. Provide them with a list of individuals and groups who may be affected by community challenges. Have students select those who they believe are affected by the specific challenge in the story.

Language of Health Literacy:

Based on what I already know about the challenge, I predict_____ is affected by _____ because _____.

I predict _____ is impacted by _____ because _____.

TEACHING NOTES:
- Read multiple stories of various community challenges to students.
- Allow students to explain their selections for those affected by the community challenge using the *Language of Health Literacy* as a guide.

SUGGESTED LEARNING ACTIVITY 2:
Show a video of a community challenge that includes background information as well as information about possible root causes. Have students consider who they believe is affected by the challenge being presented, based on the information they receive throughout the video.

TEACHING NOTES:
- Be aware that some students will have background information from their own experiences with similar community challenges that inform their predictions of who is impacted. Allow students who have direct experience with the challenge to share their experiences, if they are comfortable.
- Model and provide the *Language of Health Literacy* to support student predictions.

Teaching Progression:

Step 2: Investigate the Issue

SUB SKILL(S):

- Research the topic
- Interview individuals affected
- Summarize information

GUIDING QUESTIONS:

What do I need to know about an issue? How can I best advocate for an important issue? Why is understanding the issue deeply important when advocating?

NHES PERFORMANCE INDICATORS:

(8.8.1) State a health-enhancing position on a topic and support it with accurate information. (8.8.3) Work cooperatively to advocate for healthy individuals, families, and schools.

VALUABLE VOCABULARY:

accurate, cooperate, stance, research, interview, investigate

Step 2: Investigate The Issue | Sub Skill: Research The Topic

SUGGESTED LEARNING ACTIVITY 1:

Read a detailed explanation of a community challenge to students. Then, have students list questions they have about the topic. Chart student questions. Explain to students that in order to better understand the challenge being faced, these questions should then be used to guide our research.

Language of Health Literacy:

To better understand _____, I am going to investigate _____.

I am going to research _____ to help me understand _____.

TEACHING NOTES:

- Provide examples to students to support their ability to identify research points within a community challenge.
- Example challenges and research topics:
  - Community challenge: Litter on the streets; Questions: What are the available trash/recycling receptacles and/or programs? Who is responsible for littering in this community? Are their organizations working to clean up litter?
  - Community challenge: Large potholes and cracking sidewalks; Research: What are the government plans for street paving? What is the best way to repair potholes? How do potholes form?

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Teaching Progression: **Step 2 | Investigate the Issue (Cont.)**

SUGGESTED LEARNING ACTIVITY 2:

Have students determine a community challenge they wish to better understand. Use community challenges presented throughout Step 1 and/or provide a list of additional community challenges that students can reference. Using the *Language of Health Literacy,* have students write their reason for selecting the community challenge they wish to research further.

Then, have students list questions they have about the challenge/obstacle. Finally, instruct students to research the answers to these questions.

TEACHING NOTES:

- Provide support for students during the selection process to narrow down community challenges they wish to research or investigate. Offer students a variety of selection tools when necessary.

- Allow students to investigate the issue over multiple class periods in order to ensure they have a more comprehensive understanding of the topic.

- Model and provide the *Language of Health Literacy* to support students identifying topics for further research.

- Conference with students throughout their research time, prompting them to think of additional questions, supporting them to cite and organize sources, and helping them to locate additional sources.

See *Access Valid & Reliable Resources* for guidance on supporting students to locate trustworthy resources.

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Teaching Progression: Step 2 | Investigate the Issue (Cont.)

Step 2: Investigate The Issue | Sub Skill: Interview Individuals Affected

SUGGESTED LEARNING ACTIVITY 1:

Share with students that just like we want to ask ourselves questions when we are researching before jumping into investigating an issue, we want to come up with questions for individuals impacted by the issue to have a better understanding of the problem. Explain that preparing for interviews is an important part of interviewing an individual affected by a community issue. Have students write a list of questions they will use to interview a community member, focusing on the community challenge they wish to learn more about.

Language of Health Literacy:

I am going to interview _____ about _____ because _____.

How does _____ affect you?

What challenges/obstacles have you faced because of _____?

What has been successful in addressing _____?

What solutions for ____ would you hope to see?

Who else should I talk to about_____?

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in question development.
- Provide time for students to practice asking their interview questions to classmates to prepare for interviewing community members. Also, prompt students to practice how they will collect the information they get from their interviews (e.g. writing the answers to questions, recording methods when available).

SUGGESTED LEARNING ACTIVITY 2:

Have students look back at the research they have done so far and identify those who are affected by the community challenge they selected. Prompt students to choose at least one affected individual within the community to interview for further information and understanding. Then, have students select an appropriate method for reaching out to community members. Finally, prompt students to write out specfic questions they want to ask the person.

TEACHING NOTES:

- Provide students time and locations for interviewing that are appropriate to your classroom structures.
- Interviewing possibilities: In person (in classroom or other appropriate location), via email, phone conversation, video conference.
- Allow students to record interviews when feasible, and instruct them to ask permission of the interviewee before recording.

Teaching Progression: **Step 2 | Investigate the Issue (Cont.)**

Step 2: Investigate The Issue | Sub Skill: Summarize Information

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that part of researching an issue is synthesizing research, which will allow them to see all of the information in one place and prepare for Step 3: Develop a Powerful Stance. Instruct students to create an annotated bibliography for their research.

Language of Health Literacy:

After researching _____, I have realized that _____ is the true root cause.

After investigating this issue further, I have discovered that _____ is affected by this challenge or obstacle.

I learned _____ about this challenge/obstacle, which is important because _____.

TEACHING NOTES:

- See the *Resource Bank* below for guidance on creating an annotated bibliography.
- Prompt students to work on the annotated bibliography during the entirety of their research.

SUGGESTED LEARNING ACTIVITY 2:

Have students identify information from their interview and research that helped them learn more about the community challenge. This information is important to better understand the community challenge, its root cause, and those affected. Have students write a research summary, based on their interview(s) and research. Using the *Language of Health Literacy*, have students reflect on their predictions as well as identify their learnings.

TEACHING NOTES:

- Allow students to highlight, underline or re-write information that is relevant to this activity and stands out in their research.

Teaching Progression:

Step 3: Develop a Powerful Stance

SUB SKILL(S):
- Decide on an opinion
- Explain your reasons

GUIDING QUESTIONS:

How does my opinion affect my advocacy?

NHES PERFORMANCE INDICATORS:

(8.8.1) State a health-enhancing position on a topic and support it with accurate information. (8.8.4) Identify ways in which health messages and communication techniques can be altered for different audiences.

VALUABLE VOCABULARY:

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

Step 3: Develop A Powerful Stance | Sub Skill: Decide On An Opinion

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that an *opinion* is t*heir viewpoint on something*. A *stance* is *an opinion on a specific challenge or obstacle being faced*. A strong stance is rooted in facts and/or information. Provide students with a variety of topics for which they are able to express their viewpoint, or opinion. Then, have students identify and state their opinion on each topic.

Language of Health Literacy:

After researching this obstacle, my opinion is_____.

After investigating this challenge, I think_____ is the best solution.

I feel _____ about _____.

In my opinion, _____.

I believe _____ needs to happen in the community.

TEACHING NOTES:
- Example topics:
  - Should cursive be used in schools?
  - What is the best sport?
  - Should students be required to learn a foreign language?
- Model and provide the *Language of Health Literacy* to support students in creating their opinion statements.

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

SUGGESTED LEARNING ACTIVITY 2:
Read topics aloud to the class. Have students move to one wall or corner to indicate a specific opinion on a topic, and an alternate wall or corner to indicate a varying opinion on the same topic.

TEACHING NOTES:
- An example topic and phrasing for this activity: Move to the left side of the room if you believe everyone should eat vegetables at every meal, and to the right side of the room, if you believe vegetables should be eaten only when desired.
- Complete this activity for multiple topics, allowing many opportunities for students to form an opinion and move accordingly within the classroom to align themselves with that opinion.

SUGGESTED LEARNING ACTIVITY 3:
Instruct students to return their research from Step 2. Have students write their post-research opinions regarding the community challenge they investigated. Using the *Language of Health Literacy,* have students state their viewpoints on the challenge and what they believe needs to happen in the community.

Step 3: Develop A Powerful Stance | Sub Skill: Explain Your Reasons

SUGGESTED LEARNING ACTIVITY 1:
Explain to students that after we decide on our opinion, we need to make sure we have evidence and reasoning that support our opinion. Evidence helps support our opinions, which increases the likelihood of persuading others.

Create a series of imagined topics for students to state opinions about. Have students create and name a specific reason for their opinion on each topic.

Language of Health Literacy:

I believe in _____ because _____.

I think _____ is the best option because ____.

According to _____, _____ would _____ because _____.

In ____ (source), it states, "_____," which means _____.

My stance is correct because _____.

TEACHING NOTES:
- Use imagination to create ideas that are silly, fun, and/or outrageous. Allow students to use their imaginations in their explanations.
- Example creative and imagined topics:
  - Do you believe the toaster yelling, "Don't sit on me!" at the cat this morning was warranted?
  - Should t-shirts be allowed to state their own desires for being washed in cold water?

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

SUGGESTED LEARNING ACTIVITY 2:

Place students in small groups (3-4). Provide groups with two different opinions about the same topic. On separate strips of paper, print evidence that could support the opinions given. Instruct students to read through each piece of evidence and match the evidence to the opinion it supports.

TEACHING NOTES:

- As students work, provide feedback and prompt groups to explain how that piece of evidence supports the opinion.
- To support students in understanding the connection between an opinion and supporting evidence, be sure evidence is easily sortable and that there are right and wrong answers. As students progress, give more nuanced pieces of evidence that could support multiple opinions.

SUGGESTED LEARNING ACTIVITY 3:

Using 'Suggested Learning Activity 2' from 'Sub Skill: Decide on on an opinion', have students explain their choice for moving to one side of the room or another for each topic presented. Have students state their reason for their opinion based on their knowledge or experience.

TEACHING NOTES:

- Explanations can occur after each movement/topic reading or at the conclusion of the activity as a reflection tool.
- Prompt students to name specific pieces of evidence that support their opinion.
- Model and provide the *Language of Health Literacy* to support student explanations.

SUGGESTED LEARNING ACTIVITY 4:

Instruct students to return to their opinion from Suggested Learning Activity 3 of the Sub Skill: Decide on an opinion. Have students write a descriptive paragraph detailing their reasoning for their opinions they developed throughout their research. Remind students to utilize the information they gathered during research and interviews in order to explain their reasons, creating a strong stance supported by evidence.

Teaching Progression:

Step 4: Act On & Communicate Stance

SUB SKILL(S):

- Make a plan to address the challenge/obstacle
- Use appropriate persuasive techniques to communicate stance
  - Emotions
  - Logic
  - Facts & Figures

VALUABLE VOCABULARY:

communication techniques,

alter, audience

GUIDING QUESTIONS:

How can my actions affect change? How can I best communicate the needs of the community?

NHES PERFORMANCE INDICATORS:

(8.8.3) Work cooperatively to advocate for healthy individuals, families, and schools. (8.8.4) Identify ways in which health messages and communication techniques can be altered for different audiences.

Step 4: Act On & Communicate Stance | Sub Skill: Make A Plan To Address The Challenge/Obstacle

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that part of *Advocacy for Others* is creating an action plan for how change can occur. These actions can be broad and it is important to use research and input from those affected to decide how to act. Ask students to list ways they can create change in their community. Chart student responses and any others that would benefit the group.

Language of Health Literacy:

To help _____, we must _____ because _____.

_____ will help address _____ because _____.

We need support from _____ in order to _____.

First, we must _____ in order to _____.

We should organize _____ in order to_____.

TEACHING NOTES:

- Example actions to create change: talking with others about the challenge; organizing a drive to collect needed items; creating posters to educate the community about the challenge and what they can do, writing to lawmakers about policies, etc.
- Prompt students to go back to their research to identify actions that are already being done to address the community challenge they have been investigating as a way to generate actions.

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Teaching Progression: **Step 4 | Act On & Communicate Stance (Cont.)**

SUGGESTED LEARNING ACTIVITY 2:

Have students write a speech to deliver to their classmates or other community members. Have students present their speeches in a manner appropriate to your classroom structures.

TEACHING NOTES:

- Remind students that their speech should include important researched information and opinions or ideas from their interview. This will further support their strong stance.
- Allow students to practice their speeches aloud in small groups.
- Model and provide the *Language of Health Literacy* to support students in creating their speeches.

SUGGESTED LEARNING ACTIVITY 3:

Instruct students to look at their research from Step 3. Have students identify an action they can take to address the challenge they have researched. Then, prompt students to think about all of the steps they will need to take to accomplish this action.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in identfying actions they can take .
- If time allows, provide students the opportunity to complete these actions.

See *Decision-Making* for guidance on supporting students in implementing strategies they can use to follow through on decisions they have made.

See *Goal-Setting* for guidance on supporting students in creating specific actions and utilizing strategies that support them in following through on their plans.

SUGGESTED LEARNING ACTIVITY 4:

Have students design and create a poster, or other visual representation, that outlines their plan to address the community challenge they researched. Have students use images, colors, and words to showcase their plan.

TEACHING NOTES:

- Provide students with necessary tools to create their visual. This may include poster board, markers, or computer equipment if utilizing an electronic visual representation.
- Allow students to present their posters to the class and/or other community members. Students may wish to read a speech when showing their poster. This can be accommodated based on your classroom structures.

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Step 4: Act On & Communicate Stance
Sub Skill: Use Appropriate Persuasive Techniques To Communicate Stance

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that part of advocating for others is persuading more people to join their cause or to help. In order to do this, we must be strategic in how we persuade. Share with students that in order to persuade someone they can use emotions, logic, and facts & figures. Define and provide examples of each of these persuasive techniques. As students learn about each persuasive technique, ask students to think about when each of these persuasive techniques would be effective and when they wouldn't be.

Language of Health Literacy:

I know _____ matters to _____. Therefore I will use _____ (persuasive technique) to gain support.

To gain support from_____, I will be sure to use _____ (persuasive technique).

SUGGESTED LEARNING ACTIVITY 2:

Create a list of descriptive words and statements that are related to each type of persuasive technique. Have students categorize each into one of three headings (emotion, logic, facts & figures).

TEACHING NOTES:

- Determine the best option for your students to categorize each word or statement. Students can cut out the list of words and statements, glueing them into the appropriate category. Students can rewrite the words and statements under the correct headings. Students can draw lines from a word bank into the appropriate category.
- Examples:
  - Emotions: empathy, joy, fear, connecting to others.
  - Logic: eating healthy foods supports a healthy body, sleep allows your body to recover.
  - Facts & Figures: 36% of DPS students are Spanish speaking students, 4% of high school students in Denver drop out of grades 7-12.

SUGGESTED LEARNING ACTIVITY 3:

Give students cards with the different persuasive techniques written on them. Show students a video that utilizes one or more persuasive techniques to communicate a stance. As students watch the video, have students identify the techniques they are seeing or hearing by holding up the card that corresponds with the technique being used.

TEACHING NOTES:

- Use commercials as they tend to be great examples of using identifiable persuasive techniques.
- Show multiple videos that use a variety of persuasive techniques.
- Have students write or speak about the techniques in each video. Writing and discussions can happen independently, in small groups or as a whole class.

Teaching Progression: Step 4 | Act On & Communicate Stance (Cont.)

SUGGESTED LEARNING ACTIVITY 4:

Have students apply their written speech to each persuasive technique, changing their previously written words to focus on either emotion, logic, or facts & figures. Have students only include information that supports an emotional communication style, logical communication style, or fact based communication style.

TEACHING NOTES:

- Allow students to write their speech isomg one, two, or three of the persuasive techniques. Use available classroom time and structures to determine how many techniques students are able to utilize in their speech writing.
- Prompt students to rewrite their speech to add each persuasive technique, or to further support their speech by adding a technique that was not initially included.
- If time allows, have students read their speech aloud to others. Instruct those listening to identify the persuasive technique(s) being used.
- Model and provide the *Language of Health Literacy* to support students thinking through adapting their speech to appeal to each persuasive technique.

See *Stage 1: Communication Techniques of Interpersonal Communication* for guidance on supporting students using effective speaking strategies to deliver their speech.

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 form my opinion?
- 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:

reflect, negative, positive, outcome

GUIDING QUESTIONS:

Why is it important to reflect after you have advocated for an issue? How do I know I advocated for the correct thing? How do I become a better advocate?

NHES PERFORMANCE INDICATORS:

(8.8.1) State a health-enhancing position on a topic and support it with accurate information. (8.8.2) Demonstrate how to influence and support others to make positive health choices. (8.8.3) Work cooperatively to advocate for healthy individuals, families, and schools. (8.8.4) Identify ways in which health messages and communication techniques can be altered for different audiences.

SUGGESTED LEARNING ACTIVITY:

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 form my opinion?
- 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?

See Next Page For Teaching Notes.

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Teaching Progression: **Step 5 | Reflect (Cont.)**

TEACHING NOTES:

- Provide many opportunities for students to answer these questions.
- Allow students to reflect in a variety of modes, including: through drawing, writing, partner discussion, whole-class discussion, and one-on-one conferencing.
- Model this reflection process for a decision you have made.

Assessing Stage 2: Advocacy for Others

Students in grades 6-8 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.

8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- I can research a topic using valid and reliable resources.
- I can interview those affected by a community health challenge.
- I can state my opinion/stance on a topic.
- I can cite evidence to support my opinion/stance.

8.8.2 Demonstrate how to influence and support others to make positive health choices.
- I can reach out to a variety of audience to share my opinion/stance on a topic.
- I can clearly and assertively share my opinion/stance on a topic.

8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- I can gain commitment from others to support actions for addressing a community health challenge.
- I can create an action plan that addresses a community health challenge.

8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.
- I can use a variety of persuasive techniques to deliver health messages to different audiences.
- I can identify how to change health messages for different audiences.

ASSESSMENT TOOL #1 (8.8.1, 8.8.2)

Facilitate a class debate on a relevant health topic. Place students in groups of four. Assign each group a side of an issue. Allow students to research information related to their side and write out a speech that supports their side. Have teams take turns presenting their side of the argument, switching between members of each group. At the end of the debate, have the class vote on which side they would support to determine the winner of the debate.

See the *Resource Bank* below for a resource on structuring debate.

ASSESSMENT TOOL #2 (8.8.3)

Place students in pairs. Have each pair create a poster that showcases a health issue they believe is important to learn about. Have pairs identify what should be showcased on the poster and how. Have pairs present their poster to the class, identifying how each person contributed information for their poster and contributed to the creation of the poster.

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ASSESSMENT TOOL #3 (8.8.4)

Have students identify an issue, or provide one to each student, that they must communicate in one sentence to a variety of audiences. Provide students with two different audiences to write their sentence for (ex. kindergarten students and the school principal). Ask students to explain which persuasive technique they used and why, based on what they know about the audience.

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

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Resource Bank

RMC Health
- Health Education Skills Models

National Health Standards
- Standards & Performance Indicators

Annotated Bibliography
- https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html

Social Action Projects
- https://tc2.ca/uploads/PDFs/Social%20Action%20Projects/IA_Handbook_5-8_EN_FINAL.pdf

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.schoology.com/blog/project-based-learning-pbl-benefits-examples-and-resources
- http://www.nea.org/tools/16963.htm

Debate Structure
- https://www.thoughtco.com/fast-debate-formats-for-the-classroom-8044