



## 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.

**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*



# Resource Bank

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

## Debate Structure

- <https://www.thoughtco.com/fast-debate-formats-for-the-classroom-8044>