



Assessing Stage 1: Advocacy for Self

Students in grades PreK-2 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.

8.2.1 Make requests to promote personal health.

- I can figure out when I do or do not need help
- I can Identify helpers for a problem
- I can get the attention of helpers
- I can say the problem
- I can say what I need
- I can ask a helper a question to get what I need

ASSESSMENT TOOL #1 (8.2.1)

Show students images of individuals dealing with problems in a variety of situations. Students must state the problem they see in the image, who might be helpers for this problem, and how they would ask for help if they were in the situation.

ASSESSMENT TOOL #2 (8.2.1)

Provide students with a scenario of a character dealing with a problem. Identify for students the problem and who is available as a helper. Task students with writing or verbalizing how to ask for help in the situation, utilizing the three components for asking for help.

ASSESSMENT TOOL #3 (8.2.1)

Have group members role play a situation based on one of the images they discussed. Prompt students to include in their role play the specific problem, who can be a helper, how they would ask for help in the situation, and possible ways the problem can be solved. Allow groups time to prepare their role play before having them present to the class.



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 1: Advocacy for Self* can be used across content areas when students encounter problems or obstacles.

Reinforce the understanding that sometimes when we need help we must ask directly and clearly for the help that we need. 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.

- What happened?
- What was your need at the time?
- How might this information influence your choice or decision?
- How do you believe you were influenced to make this decision?

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.

help, helper, ask, problem, answer, solve, encourage, positive, solution, information, advocate, situation, request



Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Standards

- [Standards & Performance Indicators](#)

Picture Books

- <https://www.brighthubeducation.com/teaching-elementary-school/105849-problem-and-solution-book-list-for-teachers/>
- <https://thisreadingmama.com/books-with-problem-and-solution/>
- <https://imaginationsoup.net/picture-books-teach-problem-solution/>
- <https://bookroo.com/books/topics/problem-solving>

Problem Scenario Videos

- <https://www.youtube.com/watch?v=gA7LZzOGJx8>
- <https://www.youtube.com/watch?v=SdgMZdB1ItU>
- <https://www.youtube.com/watch?v=yk0aeWn3irU>
- <https://www.youtube.com/watch?v=CWf5LBfZVGQ>