



## Assessing Stage 2: Advocacy for Others

Students in grades 3-5 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.

### **8.5.2 Encourage others to make positive health choices.**

- I can notice someone having trouble making healthy choices
- I can ask someone if they need help
- I can ask questions to figure out how to help someone
- I can decide if I can help someone
- I can take actions to help someone

### **ASSESSMENT TOOL #1 (8.5.2)**

Write out examples of a student completing steps 1 and 2 in *Stage 2: Advocacy for Others*. Display these examples on posters around the room. Have students rotate to each poster to read and reflect on the scenarios. Tell students to write out what the character could do to follow through and take action to advocate in each situation. After students write out how to take action, have students read through their peer's responses. Place students in small groups to discuss the following questions to debrief the activity:

- If you ask someone else to help, are you still advocating?
- Have you ever tried to solve an issue and not follow through? Explain.
- Why is it important to follow through and take action when advocating for others?

### **ASSESSMENT TOOL #2 (8.5.2)**

Have students create a story or a comic strip demonstrating a character facing an issue. Tell students that in the story, they need to show how they would approach the person in need, determine what they can do, and finally take action. Once students complete their stories, have them share with others in the class using a concentric circle discussion. Have students form two concentric circles facing each other. Prompt each student to share their story with their partner. After students share with their first partner, have the inside or outside circle rotate to give students new partners. Repeat as many times as desired.



## 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 someone having a problem and are unsure how to help or do not help in productive ways.

Reinforce the understanding that sometimes people want our help and other times they do not. Also, we want to make sure that when we offer help, we are helping in the way the person wants to be helped and not just the way we would want to be helped. 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?
- How did you know *the person* needed help?
- What help did *they* ask for?
- How were you able to help *them*?
- How do you know you helped *the person*?

### 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

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## RMC Health

- [Health Education Skills Models](#)

## National Health Standards

- [Standards & Performance Indicators](#)

## Video on Giving to Others

- <https://www.youtube.com/watch?v=bH5ozEo1Ao4>

## Setting Boundaries When Offering Help - The Giving Tree

- <https://www.youtube.com/watch?v=XFQZfeHqgwo>