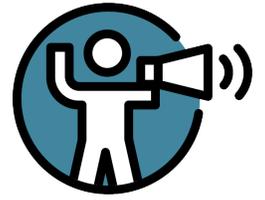**Health Skill:**

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
Process the Situation

Step 2
Determine How to Approach the Situation

Step 3
Ask for What Is Needed

Step 4
Reflect

Grades 9-12 Framework

In grades 9-12, students gain skills to better practice self-advocacy in their life. High school students are beginning to transition into more professional settings, and they should start practicing self-advocacy with people in positions of authority like bosses, admissions counselors, and community leaders. These skills help students develop appropriate self-advocacy strategies to gain the support they need in various real-life situations. In *Stage 1: Advocacy for Self,* students in grades 9-12 begin by analyzing challenges they could face. Then, they work to learn how best to approach the situation. Finally, they seek support using appropriate communication strategies, stating the challenge/obstacle, and making specific requests to overcome the challenge/obstacle.

Mastery of *Stage 1: Advocacy for Self* for grades 9-12 means students are able to clearly state the challenge they face, explain who can support them with the issue at hand, and practice self-advocacy by explaining their needs appropriately.

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
Take Action

Step 5
Reflect

Grades 9-12 Framework

In grades 9-12, students continue to focus on learning to advocate for those in their communities at-large. Extending beyond the school-wide community, prompt students to select a community health challenge that is important to them and that needs the support of advocates. Students can collaborate 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 should conduct research and interviews in order to communicate a stance that reaches the audiences within their community. In addition to creating powerful messages with appropriate persuasive techniques, students should explore the idea that advocacy for others isn't just about words, but actions. Therefore, students should spend time developing SMART Goals and action plans that help them implement the changes they seek. Finally, students should learn how to maintain their personal health during advocacy work, which can be at risk when engaging in community activism. 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* below.

Mastery of *Stage 2: Advocacy for Others* for grades 9-12 means students are able to identify a community health challenge, research the community health challenge, identify root causes of the community health challenge, develop a powerful message using a variety of persuasive techniques, create and implement action plans, and gain the support of others.

Stage 1: Advocacy for Self

The Steps:

Step 1: Process the Situation

Step Overview: Before advocating for help, students must first process the situation in a way that allows them to determine how to move forward. In this step, students work through the internal processing that will help them identify their challenge or obstacle, identify possible solutions for the challenge/obstacle, and determine if the situation requires self-advocacy. If the situation does require self-advocacy, students should continue on to Step 2. If after completing step 1, 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*.

Sub Skill(s):

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

Step 2: Determine How to Approach the Situation

Step Overview: Once a student knows they need to self-advocate in a situation, they must decide the best way to approach the situation. In Step 2, students work to identify people who can help them with their current challenge and how to best seek support from that individual. Because high school students often need to advocate for themselves in a more professional setting, time should be dedicated to crafting professional emails and other appropriate forms of communications.

Sub Skill(s):

- Identify individuals who can support
- Use appropriate strategies to ask for support
    - Approach in-person
    - Ask if it is the right time
    - Call
    - Write a note, email or text
    - Use appropriate non-verbal communication

Step 3: Ask For What I Need

Step Overview: When advocating, an individual should provide a person (a helper) with the follinwg information: sharing the challenge/obstacle, stating what they need, and specifically requesting what is needed. This step allows students to take the internal processing from Step 1 and Step 2 and put this planning into action. In Step 3, students provide clear background information and ask specific questions in order for a helper to provide necessary support. Students should practice communicating these components in order to practice advocating effectively. Sometimes during self-advocacy, we continue to experience obstacles. For example, the individual we went to may not be able to provide the help we are seeking. Therefore, in addition to constructing and communicating their obstacles and needs, students should also practice negotiating next steps. Students should practice listening to the individual, asking follow up questions, and breaking down their requests into smaller pieces in order to move forward. Pair Step 3 with *Stage 3: Conflict Resolution* of *Interpersonal Communication* for how to reach a compromise during self-advocacy.

Sub Skill(s):

- Ask for what is needed
    - 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 for themselves, 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 support? Why?
- How did I communicate my needs?
- Did I clearly communicate my needs using an appropriate method for the situation?

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).
- Share with students that just because we advocate for something doesn't mean we will have these needs met, and that they may need to negotiate or break their request into smaller pieces.
- 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.

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Teaching Progression:

Step 1: Process the Situation

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

GUIDING QUESTIONS:

How do I determine if I need to advocate for myself to solve a problem? What situations can I handle on my own? What is it appropriate to advocate for?

NHES PERFORMANCE INDICATORS:

(8.12.3) Work cooperatively as an advocate for improving personal, family, and community health. (8.12.4) Adapt health messages and communication techniques to a specific target audience.

VALUABLE VOCABULARY:

challenges, obstacles, determine, advocate, solution

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

SUGGESTED LEARNING ACTIVITY 1:

Share with students that people often face situations that can hinder their health and success. Explain that when they encounter a challenge or obstacle that could harm their health or success, they should advocate for their needs. 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 students a story about a young person demonstrating self-advocacy. Ask students to share in small groups what they noticed about the story and how they know that self-advocacy was the right move for the given situation.

Language of Health Literacy:

This challenge required advocacy because _____.

An obstacle I am experiencing is _____.

A challenge I am facing is _____.

My strength in this situation is _____.

I sometimes struggle with_____.

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 the story of a person who went to a doctor and did not receive the care they needed because the doctor wouldn't listen. For example, according to research, doctors are less likely to listen to women, people of color, trans people, people in fat bodies, etc. See the *Resource Bank* below for sample story.

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

SUGGESTED LEARNING ACTIVITY 2:

Explain to students that in order to start advocating for themselves, they need to have a better understanding of the obstacles they face in their own life. Share with students a personal list of daily or life stressors that you encounter. Ask students to discuss which stressors they connect with and why.

Next, have students write a list of daily and/or life stressors they encounter. Using the *Language of Health Literacy* as a guide, have students identify the obstacles currently present in their life. Have students share a current obstacle they face.

TEACHING NOTES:

- Have examples of daily/life stressors ready to share with students to support their brainstorming and writing as necessary. Some examples may include: commuting to and from school, schoolwork/homework, caring for siblings or family members, arguments between friends, trouble accessing translation services.
- Model and provide *Language of Health Literacy* to support student responses and discussion.

SUGGESTED LEARNING ACTIVITY 3:

Explain to students that they will often have to advocate for their personal needs when it comes to their health. Provide students with a comprehensive list of health-related topics appropriate for grades 9-12. Have students circle any health topics that connect with challenges/obstacles they face or have experienced.

Once students review the list and identify health-related topics, facilitate a student discussion by asking the following questions:

- What health topics do you connect with the most?
- How did you experience a challenge related to that health topic?
- What strengths did you have in the situation?
- What did you find difficult about the situation?

TEACHING NOTES:

- Model and provide students with the *Language of Health Literacy* to support their small group discussions.
- Use a variety of discussion protocols and strategies to ensure all students are able to share their ideas.
- 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.
- Define health broadly. For example, health can be related to physical health, mental health, social, health, etc.

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

Step 1: Process The Situation | Sub Skill: Determine Solution(s) And/Or Need(s)

SUGGESTED LEARNING ACTIVITY 1:
Share with students that in order to advocate, we must identify solutions and needs for the obstacle. Understanding the solutions and needs allows us to not just go to someone with a problem but with ideas for how to overcome the obstacle.

Provide students with an obstacle or challenge scenario. Ask students to determine possible solutions for the obstacles. Then, prompt students to identify what is needed to implement the solution.

Language of Health Literacy:

The possible outcomes in this situation are _____.

If I _____, then I will need _____.

I am strong at _____, which will lead to _____.

I struggle with _____, so I may need to advocate for _____.

TEACHING NOTES:
- Example Obstacle/Challenge Scenarios:
  - Alex was sick last week and missed three days of school. They have an essay due in two days for history and do not think they will finish it in time.
  - Jo is feeling frustrated with their lab partner. Their partner doesn't come prepared to class and expects Jo to do all of the work.
  - Charlie is struggling to get enough sleep at night because their parents work late and they have to take care of their younger siblings.
- Model and provide the *Language of Health Literacy* to support students in determining solutions/needs for each scenario.
- Use these scenarios and work for the next Sub Skill: Determine if the situation requires self-advocacy.

SUGGESTED LEARNING ACTIVITY 2:
Explain to students that before they can advocate for their needs, they must identify possible solutions/needs for an obstacle they are facing. Provide students with a list of possible health-related challenges they could face. In pairs or small groups, have students brainstorm ways that they could solve each health challenge. Then, have students identify resources or assistance they may need to implement each solution.

TEACHING NOTES:
- Prepare obstacles/challenges that students are able to utilize to form a variety of solutions for. Consider obstacles/challenges that seem to require self-advocacy as well as those that may not.
- Example health obstacles: feeling lonely/depressed, abusive relationships, poor sleep habits.
- Possible solution examples for poor sleep habits: set an alarm to go to sleep, take time to rest when you are tired, do not make plans that go beyond a certain time, do not use cellphone before sleeping.

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

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

SUGGESTED LEARNING ACTIVITY 1:
Explain to students that many of the stressors, issues, and challenges that we face daily can be dealt with independently. However, it is important to consider how self-advocacy could improve the situation. Remind students of the definition of self-advocacy explored in earlier lessons. *Self-advocacy* is *the ability to speak up for one's health and needs and ask for what is needed.* Tell students that they will examine how different scenarios can be solved independently or with self-advocacy.

Give students the following questions to ask themselves when they face a situation that may require self-advocacy:

- What strengths do I have that could help me solve this obstacle?
- What needs can I provide myself?
- Do I have areas of growth that make it difficult for me to tackle this obstacle on my own?
- Would I be able to better solve this obstacle if I asked for support?
- What needs can others provide?

Present students with a list of scenarios that highlights an obstacle/challenge. Tell students that they are going to answer the question, "What can you do next in this scenario?" Place students in pairs. Tell students that one person in the pair is responsible for creating independent solutions for the scenario, and the other person is responsible for creating a solution that involves self-advocacy. After each scenario, have students share their independent and self-advocacy solutions and/or needs. Tell students to determine which solutions and needs would best solve the challenge/obstacle and explain why.

Language of Health Literacy:

I would handle this situation _____ (independently/ with the help of someone) because ___.

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

I need to advocate for _____ because _____.

I will be able to handle _____ on my own, but I will need support with _____ because_____.

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

TEACHING NOTES:

- Scenarios used in previous lessons can be revisited, or students could create a list of personal scenarios to explore with their partners.

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

SUGGESTED LEARNING ACTIVITY 2:

Explain to students that when a person faces a challenge in their life, they need to examine the possible solutions for that challenge. Tell students that they will be given various scenarios and determine if they would handle a situation independently or seek support to overcome the challenge. To facilitate a movement-based discussion, label one side of the room "Independent" and the opposite side of the room "Advocate." Read a scenario of a person facing a health challenge. Give students a minute to consider how they would handle the situation. Then, have students move to "Independent" or "Advocate". Once students are on their chosen side, have them turn to someone close by to discuss why they chose their position and any possible solution to the situation.

TEACHING NOTES:

- Example of scenarios:
    - Jeff is late to their bus stop and misses their bus. They will now be late to first period, and they know Ms. White won't let them take the quiz if they are late.
    - Lila is at a party with friends when they see their designated driver take a shot.
    - Tyler needs a recommendation letter for a college application turned in by tomorrow, but the teacher still hasn't submitted the letter even after Tyler reminded the teacher yesterday.
- Model and provide the *Language of Health Literacy* to support students in determining needs for each scenario.

See *Access Valid & Reliable Resources* for guidance on supporting students to determine when help and information is needed in a situation.

SUGGESTED LEARNING ACTIVITY 3:

Revisit the list of daily and life stressors created previously. Model for students with your own list which challenges you can handle independently and which challenges you need support to overcome. Have students create a two columned chart. Label one column "What I can do on my own" and the other "'What I need support with." Have students sort their own daily and life challenges into the two columns.

Once students complete the sort, have students reflect on the activity using the following questions:

- What strengths allow you to face certain challenges independently?
- What common factors are associated with challenges that you need to ask for support?
- Are there certain issues in life that you will always need to ask for support?

TEACHING NOTES:

- It may be helpful to provide students with a list of common issues high school students face to help them engage more in the activity.

- Giving students situations that require in-the-moment advocacy can give students real life examples, helping students think on their feet. For example, you aren't feeling well during class, and the teacher tells you to go to the nurse. You want to call home for someone to pick you up, so you can rest.

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

SUGGESTED LEARNING ACTIVITY 4:

Explain to students that when they advocate for their needs, they need to critically evaluate what they need and why. Tell students that it can often be difficult to realize in the moment when we are advocating appropriately for ourselves or exercising privilege to get our way in a situation. Define *privilege* for students. *Privilege* is *the special rights of certain people over others that free individuals from certain obligations that are not necessary earned or fair to others.* Explain to students that it is important for them to realize when they actually need to advocate for themselves and when they are simply wanting a privilege or advantage.

Give students the following questions to ask themselves to assess if the situation and needs truly require advocacy. Tell students that if they answer *yes* to all of these questions, they can proceed with advocating for themselves. If they answer *no* to any of the questions, they should stop and think about how this situation could be just a challenging obstacle that takes resilience and additional problem-solving on their part rather than change. Provde students with the following questions:

- Is my need a universal right? (For example, personal safety)
- Is this something that will allow me to have a more fair advantage in this situation?
- Am I wanting something that should be given to all people in this situation?
- If my need is not met, will I be at a disadvantage compared to others?

Provide students with examples of individuals advocating and people wielding their privilege. Have students sort the examples into two columns: advocacy, act of privilege.

When students complete the sort, have students debrief in small groups using the following questions:

- What are the main differences between advocacy and privilege?
- How can privilege lead to unfair advantages for certain people?
- Why is it important to critically evaluate our requests during self-advocacy?

TEACHING NOTES:
- Possible example scenarios:
  - Edwin has a B in chemistry. They completed every assignment on time and went to tutoring each week. They feel like they deserve an A and are contemplating talking with their teacher.
  - Lou tried out for the volleyball team. When they were in the locker room after tryouts, they heard the coaches talking with a parent promising their child a spot on the team if they signed up to run the annual fundraiser for the team. Lou knows their parents can't support the annual fundraiser, and Lou is worried that they won't get a spot on the team because of this.
  - Mindy ran for student council. When the votes were counted they lost the race by 50 votes. The day the elections were held, it snowed heavily causing many students to miss school. Mindy feels that the elections were unfair and wants to call for a revote.
- Privilege is often tied to personal identities, such as race, gender, sexuality, etc. Therefore, some students may answer these questions differently. Allow these differences in opinion to be an opportunity for students to explore and debate ideas, rather than encouraging students to have all of the same answers.

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Teaching Progression:

⚠ Step 2: Determine How to Approach the Situation

SUB SKILL(S):

- Identify individuals who can support
- Use appropriate strategies to ask for support
  - Approach in-person
  - Ask if it is the right time
  - Call
  - Write a note, email or text
  - Use appropriate non-verbal communication

VALUABLE VOCABULARY:

approach, appropriate, inappropriate, attention

GUIDING QUESTIONS:

How do I determine who is the best person to approach for support? What are appropriate ways to get support from different people? What are inappropriate ways to get help from someone?

NHES PERFORMANCE INDICATORS:

(8.12.3) Work cooperatively as an advocate for improving personal, family, and community health. (8.12.4) Adapt health messages and communication techniques to a specific target audience.

Step 2: Determine How to Approach the Situation
Sub Skill: Identify Individuals Who Can Support

⚠ SUGGESTED LEARNING ACTIVITY 1:

Using direct instruction, review people in the school and in the community that can offer support for various needs a person could face. Include the guidance counselor, nurse, mental health providers, local politicians, etc.

After students learn about different people who offer support in their community, have students journal about an obstacle they currently face. Tell students to explain the issue they are facing and who they could reach out to for support. Have students explain in their writing how this person can support them with their challenging situation.

Language of Health Literacy:

I should advocate for _____ from _____ because _____.

The best person to support me in this situation is _____ because _____.

I know _____ can help me with this situation because they will be able to _____.

TEACHING NOTES:

- Invite experts into the classroom to explain their role in the community, and how students can access resources for support.

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Teaching Progression: Step 2 | Determine How to Approach the Situation (Cont.)

SUGGESTED LEARNING ACTIVITY 2:

Provide students with a list of possible challenges a high school student may face. Have students work in pairs to determine which person in their home, school, or community would best be able to help with each challenge. Prompt students to share their list and support person for each situation.

Debrief the activity by asking the following questions:
- How do you know who to approach when you have an issue?
- What do you do if you don't know who could best help?

TEACHING NOTES:
- Model for students using a list of obstacles a teacher faces on a given day and specific support people you rely on to solve each challenge.
- Example: My child is throwing up at daycare. The best person to support me in this situation is my department lead Ms. Anderson because they can get a sub to cover my next class, so I can pick up my child.
- Ask for students to add to the class list to provide more real-life examples of high school obstacles.

See *Access Valid & Reliable Resources* for guidance on supporting students to determine the validity and reliability of help from an individual.

Step 2: Determine How to Approach the Situation | Sub Skill: Use Appropriate Strategies To Ask For Support

SUGGESTED LEARNING ACTIVITY 1:

Tell students that once they determine who can help them with their obstacle they must then decide how they will advocate for the needed help. Share with students that when we advocate for ourselves, we need to use appropriate communication techniques for the given context (e.g. the way you approach your best friend could be very different from the way you approach the principal for support). Tell students that they will first examine which form of communication they think is most appropriate when seeking support from certain individuals.

Language of Health Literacy:

In order to advocate for _____ from _____, I will _____.

To get help from _____, I will _____.

To get _____'s attention, I will _____.

When asking for support from_____, I should use _____ strategy because _____.

Introduce and model different strategies students can use to get attention from those whose help they need. Provide students with each strategy and an example. Have students create an example for each strategy from their own personal experience. Tell students to include the specific person who is being asked to support them.

See next page for suggested strategies students can learn.

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Teaching Progression: Step 2 Determine How to Approach the Situation (Cont.)

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 can't figure out how to access your account when applying for college. You call the student helpline to ask for support.
Write a note, email or text	You go to your teachers office after school, but she is not there. You leave a handwritten note explaining you stopped by on her desk. You have a zero for three assignments in Algebra that you turned in last week. You decide to email your teacher to ask why the assignments are still zeros in the gradebook. 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.

SUGGESTED LEARNING ACTIVITY 2:

Have students determine the most appropriate method for advocacy by engaging students in a movement-based discussion. In distinct areas of the room, place the following labels: Approach In-person, Call, Write an Email, Text. Instruct students that for each person named to move to the communication technique they think is most appropriate. After students move to the appropriate method of advocacy, have students turn and talk to those close by on why they chose each given communication technique.

TEACHING NOTES:

- Name people that students would encounter at home, school and in the greater community: teacher, counselor, parents, best friend, nurse, pastor, admissions counselor at a college, boss at a job, etc.

See *Stage 1: Communication Techniques* of *Interpersonal Communication* for guidance on analyzing the context to determine best communication strategies.

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Teaching Progression: Step 2 | Determine How to Approach the Situation (Cont.)

SUGGESTED LEARNING ACTIVITY 3:

Place students in small groups (3-4). Give each small group different scenarios of a person looking for support and a person who is present to help. Have the small groups act out how they will get attention in the scenario appropriately and inappropriately. Allow several groups to share their theatrical examples and facilitate a class discussion on appropriate versus inappropriate strategies.

TEACHING NOTES:

- Example Scenarios:
  - You fell down on the sidewalk outside of school. Your knee is bleeding, and you need a bandaid. You approach the office manager for support.
  - You are applying for a summer internship that requires letters of recommendation. You decide to ask your science teacher.
  - You had a family emergency over the weekend and could not complete an assignment due on Monday. You need to ask your teacher for an extension.
  - You are feeling a lot of pressure from home to get good grades and participate in extracurriculuar activities. You are struggling to feel successful at anything you are doing and are worried about disappointing others.

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

VALUABLE VOCABULARY:

advocate, negotiate

GUIDING QUESTIONS:

How do I clearly communicate my needs appropriately? Why is it important to ask for what you need directly and clearly?

NHES PERFORMANCE INDICATORS:

(8.12.3) Work cooperatively as an advocate for improving personal, family, and community health.

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

SUGGESTED LEARNING ACTIVITY 1:

Tell students that when they ask for support, they need to explain the issue they are facing, state their need, and ask for help. Tell students that they can follow this process when they are talking with someone in-person and in written communication.

Give students a bag of cut out scenarios and a bag of cut out names/types of people who could support. Tell students to pull a scenario and a person from each bag. If the individual is the appropriate person to seek help from based on the scenario, students should explain why they would go to this persson. Then, based on the scenario and individual, prompt students to practice asking for help by using the *Language of Health Literacy*. If the individual is not an appropriate person to seek help from based on the scenario, students should discuss why they wouldn't go to this person.

Language of Health Literacy:

I am having an issue with _____.

I need _____.

Can you_____?

TEACHING NOTES:

- Model and provide students with *Language of Health Literacy* when practicing with their partners.
- Allow students to complete this process multiple times in order to develop confidence with the *Language of Health Literacy*. As students practice, conference and provide feedback.

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

SUGGESTED LEARNING ACTIVITY 2:

Explain to students that some people can only be reached via email. For example, local political officials and many people in positions of authority need to be reached via email when seeking support. Explain to students that they will practice self-advocacy by drafting an email to a person who could help them with an issue. Provide students with a list of people they may need to email: mental health care provider, doctor, mayor, principal, state senator, etc.

Model for students an email that you would write asking for help. For example:

Strategy	Example
Email Model:	Dear Dr. Ortega, I am a highschool student. I am struggling to decide what I should do when I graduate. On one hand, I am interested in going to college to study engineering, and I am also interested in starting to work in a trade, such carpentry, in order to stay close to home and support my family. I read that before going to college, you worked as a plumber. I think meeting with you to discuss your experience will help me make a decision that is right for me. I believe this will help me because you were able to work to support your family and attend school, graduating college and going on to earn your Ph.D. Hearing how you did this will help me have hope and optimism. Would you be able to meet to talk about your experience? Thank you for your time, and please do not hesitate to contact me with any Sincerely, Edwin Molinaro Senior, East High School
Email Template:	Dear _____, I am (personal statement). I am struggling to _____. I think _____ will help me _____. I believe this will _____. Would you be able to _____? Thank you for your time, and please do not hesitate to contact me with any questions. Sincerely, NAME

TEACHING NOTES:

- Encourage students to write to people whose help they require in order to practice this skill in a real-life situation.

Health

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

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.

Provide students with a scenario depicting someone needing help. Then, prompt students to write down the help they would feel comfortable offering and help they would not feel comfortable offering. Next, provide students with advocacy statements requesting help. Finally, ask students to decide if they can offer the help being requested and why.

Language of Health Literacy:

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

I understand you can _____, but you can't_____. Who should I contact to help me with _____?

TEACHING NOTES:

- Example Scenario: Marice is struggling with their mental health. They have experienced several hardships over the past couple of months, including the death of their grandparent, one of their parents losing a job, and the pressure to do well in school.

- Example of Advocacy Statement: I am struggling with my mental health. I feel depressed and overwhelmed. I need someone to talk to about all of the things I am facing right now. Can you talk to me about my depression?

See *Stage 2: Refusal Skills & Boundary Setting* of *Interpersonal Communication* for guidance on supporting students in identifying boundaries for offering support to others.

SUGGESTED LEARNING ACTIVITY 2:

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 Is Needed (Cont.)**

SUGGESTED LEARNING ACTIVITY 3:

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 an advocacy 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 of Advocacy Statement: I am struggling to pass math. I need help completing my math homework. Can you do my math homework?
- List of Available Supports:
  - Lend a calculator
  - Help talk to the teacher about what they are struggling with
  - Going to tutoring with them
  - Tutoring them on the math concepts

See *Stage 3: Conflict Resolution* of *Interpersonal Communication* for guidance on supporting students to reach 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 support? Why?
- How did I communicate my needs?
- Did I clearly communicate my needs using an appropriate method for the situation?
- Were my needs met? Why or why not?

GUIDING QUESTIONS:

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

NHES PERFORMANCE INDICATORS:

(8.12.3) Work cooperatively as an advocate for improving personal, family, and community health. (8.12.4) Adapt health messages and communication techniques to a specific target audience.

VALUABLE VOCABULARY:

*reflection,
needs,
feelings,
advocacy*

SUGGESTED LEARNING ACTIVITY:

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 support? Why?
- How did I communicate my needs?
- Did I clearly communicate my needs using an appropriate method for the situation?
- 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 health.

- Provide multiple opportunities for students to answer these questions.

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

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Assessing Stage 1: Advocacy for Self

Students in grades 9-12 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.

8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
- I can identify obstacles/challenges that require self-advocacy.
- I can determine solutions and needs to overcome obstacles/challenges that require self-advocacy.
- I can determine who I should go to for self-advocacy.
- I can negotiate next steps with someone in order to get the help I need.

8.12.4 Adapt health messages and communication techniques to a specific target audience.
- I can use a variety of communication techniques to self-advocate.
- I can communicate my obstacle/challenge to someone appropriately.
- I can communicate my solutions and needs to someone appropriately.
- I can ask for what I need from someone appropriately.

ASSESSMENT TOOL #1 (8.12.3, 8.12.4)

Have students keep an advocacy journal by keeping track of the times they needed to ask for something from someone. The instances they write about can start off small (e.g. asking for a pencil during math class) and work towards more significant acts of self-advocacy (e.g. asking their families for more responsibility and trust). Prompt students to answer the reflection questions in Step 4 to guide their journal entries.

ASSESSMENT TOOL #2 (8.12.3, 8.12.4)

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

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

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*?

Resource Bank

RMC Health
- Health Education Skills Models

National Health Standards
- Standards & Performance Indicators

Stories About Need for Self-Advocacy
- https://www.nytimes.com/2018/01/11/sports/tennis/serena-williams-baby-vogue.html
- https://www.self.com/story/weight-stigma-kept-me-out-of-doctors-offices
- https://www.nationalgeographic.com/news/2018/03/transgender-health-emergen-cy-rooms-training-hospitals-science/
- https://www.theatlantic.com/health/archive/2015/10/emergency-room-wait-times-sex-ism/410515/

Stage 2: Advocacy for Others

The Steps:

Step 1: Define the Issue

Step Overview: 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. The sub skills within this step prompt students to internally process their own background knowledge about an issue prior to researching the issue more in depth. Exploring our own background knowledge of an issue is important, however, it is important for students to understand after exploring their own understanding they should spend extensive time researching the topic, which they will do in Step 2. Students should focus on an issue within their community that feels relevant or interesting. Be sure they understand the definition for advocacy prior to beginning Step 1. Students should use their knowledge from *Advocacy for Self* as a guide and foundation.

Sub Skill(s):

- Identify community health challenge
- Predict root causes
- Determine the consequence

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 and solutions. By spending time researching an issue, a person can be responsive and make sure they are not advocating for something unwanted or for something that could cause more harm. It is possible to spend more time in Step 2 than in other steps or to come back to this step to better understand the issue throughout advocacy work. 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. This step also requires students to collaborate with important stakeholders in order to better understand the issue. 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
- Create a problem statement
- Brainstorm possible solutions

Step 3: Develop a Powerful Stance

Step Overview: With the compilation of accurate information, students develop a powerful stance that supports their selected community challenge as well as its solutions. 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 as well as the solutions they are proposing. These facts will support the stance they take and provide important background and supportive information for when they progress to Step 4.

Sub Skill(s):

- Decide on and defend a solution
- Determine the best methods of communication for audience
- Create a powerful, persuasive health message
    - Emotions
    - Logic
    - Facts & Figures

Step 4: Take Action

Step Overview: Part of advocating for others is not simply having powerful words, but having powerful actions. In this step, students should plan for how they will implement their solutions to have a lasting impact within the community that is most affected. Students should explore how they can create an action plan for their solutions, which allows them to work cooperatively with others because it acts as an accountability tool. In addition to creating a detailed plan, students should also practice getting commitments from others, so they know who they can rely on during their efforts. Finally, students should explore the importance of following through on their advocacy efforts. This is important as students become active citizens because it allows them to stay committed to a cause they are passionate about.

Sub Skill(s):

- Create an action plan
- Get commitment from others
- Follow through

Step 5: 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 others. 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 community challenge did I advocate for? Why?
- How did research help inform my advocacy?
- How did hearing from those affected inform my advocacy?
- How did I decide on the best solution for the health issue?
- How did I use supporting evidence to form my opinion?
- What actions did I take to address this community challenge? Were they informed by those affected?
- How have my views changed about the challenge through my advocacy?
- What would I do the same next time?
- What would I do differently next time?

Teaching 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.

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Teaching Progression:

Step 1: Define the Issue

SUB SKILL(S):

- Identify community health challenge
- Predict root causes
- Determine the consequence

GUIDING QUESTIONS:

How do I determine issues within my community? What community health challenge am I passionate about? Why is understanding the root causes of a community health challenge important?

NHES PERFORMANCE INDICATORS:

(8.12.3) Work cooperatively as an advocate for improving personal, family, and community health.
(8.12.4) Adapt health messages and communication techniques to a specific target audience.

VALUABLE VOCABULARY:

advocate, issue, community, cooperate, justification

Step 1: Define the Issue
Sub Skill: Identify Community Health Challenge

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that in *Stage 2: Advocacy for Others*, they will learn strategies to better advocate for others, whether that is in a community or for a specific health topic. Tell students that the first thing they must do when advocating for others is to identify the issue they want to address.

Show students a persuasive speech made by an advocate addressing an issue facing their community. After the video is over, facilitate a discussion by asking the following questions:

- For which community was this person an advocate?
- What challenge did they address?
- Why was this challenge important to address?

Language of Health Literacy:

_____ (community) is facing _____ (challenge).

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

TEACHING NOTES:

- See the *Resource Bank* below for a suggested video.

- Model and provide the *Language of Health Literacy* to support student discussion and identification of challenges/obstacles.

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

SUGGESTED LEARNING ACTIVITY 2:

Provide students with a graphic organizer with concentric rings. Label the rings from the most outside ring to the center ring as the following: world, country, state, local, school. Tell students that they are going to work on brainstorming important issues facing different levels of society. Instruct students to brainstorm examples of challenges facing each level of society. Encourage students to provide at least three examples for each category.

Once students complete their charts, have students share in small groups, starting with world issues and working their way toward school issues. Encourage students to add to their graphic organizer any ideas they think are important.

TEACHING NOTES:

- Provide students with an example for each category to help them get started.
- Examples: world, pollution; country, access to medical care; state, funding for education; local, lack of housing for those in need; school, teenage vaping.
- Instruct students to keep this graphic organizer for future lessons.

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 a community health challenge developed and how to support those involved and affected.

Place students in small groups (3-4). Provide each group with examples of challenge a community could face and a variety of root causes. Prompt groups to match root causes with community health challenges. Once groups have matched potential root causes to community health challenges, instruct groups to walk around the room to observe how other groups matched root causes. As students walk around, prompt students to notice differences and similarities to how their group matched root causes. Explain to students that these differences reveal an important lesson about the importance of researching an issue to better understand the root cause because each person brings a unique perspective and understanding.

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 _____.

To debrief the activity, facilitate a discussion by asking the following questions:

- Why is it important to know root causes for a challenge facing a community?
- Do some root causes create multiple challenges? Explain.
- Were there any root causes that could be added to these major issues? Explain.

See Next Page For Teaching Notes.

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

TEACHING NOTES:

- Repeat root causes to help students understand that one root causes can impact a community in multiple ways. For example, lack of trusted adults in a community can connect to youth substance use and high suicide rates.

- To provide additional challenge and critical thinking, do not tell students which statements are community health challenges and which are root causes. This will provide students an opportunity to see the interconnectedness of root causes and community health challenges.

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

SUGGESTED LEARNING ACTIVITY 2:

Show students a picture of a tree. Explain to students that a challenge in a community can be thought of as a tree. Write a common issue the school community could face on the trunk of the displayed tree. Next, explain that this challenge was able to grow because of root causes. Under the tree, write out specific root causes that could lead to the development of the challenge the school community faces. Explain to students that they are going to pick three of the challenges they identified earlier to create community challenge tree diagram with root causes. Allow students to share their community challenge tree diagrams once they have finished. Encourage students to suggest additional root causes that can be added to other diagrams.

TEACHING NOTES:

- The "Problem Tree Analysis" allows students to diagram root causes, the main challenge, and next consequences as a quick and easy visual. See *Resource Bank* below to gain more insight into this diagram.

- Model and provide the *Language of Health Literacy* to support student discussion and identification of root causes.

SUGGESTED LEARNING ACTIVITY 3:

Post 5-7 examples of major challenges facing society on chart paper posted around the room. For each challenge, tell students that they need to write 1-3 root causes. Give students 5-10 minutes to silently walk around the room and write their responses for each community health challenge.

Once students finish brainstorming root causes, tell students to pick the issue that is most important to them and go to that poster. Facilitate a conversation with the small groups at each poster. Ask students to discuss why they chose this issue and which causes they think contribute the most to the community health challenge.

TEACHING NOTES:

- Example societal issues: global warming, police violence, pollution, youth smoking, alcohol abuse.

- Model and provide the *Language of Health Literacy* to support student discussion and identification of root causes.

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

Step 1: Define The Issue | Sub Skill: Determine The Consequence

SUGGESTED LEARNING ACTIVITY 1:

Instruct students to return to their community health challenge tree diagrams. Explain to students that issues facing society are considered in need of attention because of the consequences these challenges create. Define *consequences* for students. *Consequences* are *the result, outcome or event due to an action or condition*. Tell students that on their community health challenge tree diagrams, the branches of the tree are the consequences or results of the challenge the community faces. Tell students that when they are defining the issue in Step 1, they will need to brainstorm as many consequences as they can for the given issue. Taking time to predict these consequences helps us research by giving us a place to start. However, be sure to explain to students that to fully understand the consequences of a community health challenge we may need to dig deeper, research, and interview those affected to better understand the full impact, which they will do in Step 2.

With the entire class, model creating a community health challenge tree diagram using a common health issue. Demonstrate for students how you determine consequences for the given community health challenge

Next, have students use their community health challenge tree diagrams from Step 1 to create the consequences section of the diagram. Once students complete their consequence section of the diagram, have students share with a small group.

Language of Health Literacy:

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

_____ is impacted by _____ because _____.

The issue, _____, causes _____ consequences for this community.

TEACHING NOTES:

- Community Health Challenge Example: youth tobacco use has increased.
- Possible Consequences: increased likelihood of cancer, lower lung function, long term addiction, increased school suspensions.
- Model and provide the *Language of Health Literacy* to support student discussion and prediction of consequences.

SUGGESTED LEARNING ACTIVITY 2:

Show students a video demonstrating a community health challenge (e.g. food deserts, malaria, discrimination in medicine based on sex or gender). Once the video is over, have students discuss in small groups the community health challenge, the root causes, and the main consequences for this community. Encourage students to be specific when providing consequences by asking them to specifically name who is being affected and how.

Teaching Progression:

Step 2: Investigate the Issue

SUB SKILL(S):

- Research the topic
- Interview individuals affected
- Create a problem statement
- Brainstorm possible solutions

GUIDING QUESTIONS:

How does this issue impact my community? What is the history of this issue in my community? What resources can I use to effectively investigate this issue? Who can I interview in my community to better understand the issue?

NHES PERFORMANCE INDICATORS:

(8.12.3) Work cooperatively as an advocate for improving personal, family, and community health.

VALUABLE VOCABULARY:

impact,
investigate,
reliable resources,
interview

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

SUGGESTED LEARNING ACTIVITY 1:

Share with students that part of advocating for communities is doing research on the community health challenge. This research allows an individual to better understand the needs of a community and the challenge affecting that community before forming an opinion and solution. By spending time researching an issue, a person can be responsive and make sure they are not advocating for something unwanted or that could cause harm. Explain to students that to truly advocate for a community health challenge, they need to dedicate time to investigating it thoroughly.

To help students understand the dangers of good intentions without adequate research, provide students with examples of harmful or ineffective advocacy. Show students a video or read an article about groups in the world who claim to be helping communities but are actually causing harm or not making an impact.

After the video/article, facilitate a discussion to allow students to reflect on this concept and make any connections to the topic by asking the following questions:

- What were the good intentions of the group?
- How did the group cause harm to those impacted?
- How could the group do a better job at helping those impacted?
- How could research have helped the group do better advocacy work?

Language of Health Literacy:

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

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

I will use _____ (resources) to find reliable information about_____.

TEACHING NOTES:

- See *Resource Bank* below for an example article on harmful advocacy.

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

SUGGESTED LEARNING ACTIVITY 2:

Using direct instruction, explain to students the importance of using valid and reliable sources for research. Demonstrate for students the criteria for valid and reliable sources on the internet. Tell students that they need to collect facts and evidence to explain the impact of the issue and justify solutions.

Prompt students to return to the community health challenge they explored in Step 1 to begin research. Provide students with a research graphic organizer to gather information on consequences from their chosen issue and the source they used to gather the information.

TEACHING NOTES:

- Provide students with extended time and guidance for research.
- 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 valid and reliable sources of information.

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

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that one of the best ways to gain insight into a community health issue is to interview those who are affected. Tell students that before they can interview a member of the community, they need to create interview questions that will guide the interview process.

Show students an example of a powerful interview of a famous person. Have students write down how the interviewer responded to the person and what questions they found important.

SUGGESTED LEARNING ACTIVITY 2:

Prompt students to look at the research they have done so far. Ask students to think about what questions they still have after doing their own research. Next, have students create their own list of interview questions. Explain to students that the first questions they write should be to get to know the person they are interviewing. Tell students that these questions will establish the person's credentials as well as help them feel more comfortable

Language of Health Literacy:

I am going to interview _____ about_____ because _____.

Tell me about your role in the community.

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 _____?

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

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in creating their own interview questions.

SUGGESTED LEARNING ACTIVITY 2:

Remind students that interviews provide valuable first-hand information that can give insight, solutions, and new perspectives to the community health challenge. Prompt students to return to their community health challenge tree diagram and return to the branches, or the consequences, of the tree. Instruct students to identify specific people or groups of people in the community affected by the issue.

Have students reach out to at least one person to interview to gain more insight into the community issue. Provide students with a graphic organizer to write down their questions and answers from their interview.

TEACHING NOTES:

- Be aware that depending on the commuity health challenge the student may be directly impacted by the community health challenge. Honor the student's expertise and knowledge by encouraging them to write about their own experience.
- 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.

See *Stage 1: Communication Techniques* of *Interpersonal Communication* for guidance on supporting students to use active listening strategies during interviews.

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

Step 2: Investigate The Issue | Sub Skill: Create A Problem Statement

SUGGESTED LEARNING ACTIVITY 1:
Explain to students that once they have gathered research and interviewed individuals, they are ready to create a problem statement. This statement will concretely explain the issue and the major consequences for the issue. Provide for students a model demonstrating how to create a problem statement. Tell students to create three statements of justifications for issues they believe need an advocate. Encourage students to use their problem tree diagrams as an outline for their statements. After students complete their statements, have students share at least one problem statement with peers.

Language of Health Literacy:

The issue of _____ is causing _____ (issues) in the community.

After research and interviews, I have concluded that the issue _____ is causing the following problems for the community: _____.

This health issue needs to be addressed in the community because _____.

The health issue _____ is having a meaningful impact on _____ (community) because _____.

I believe the issue _____ is important to address in my community because _____.

Step 2: Investigate The Issue | Sub Skill: Brainstorm Possible Solutions

SUGGESTED LEARNING ACTIVITY 1:
Tell students that once they have a clear problem with identifiable consequences, they need to determine possible solutions for their community challenge. First, have students review their interviews and highlight any solutions suggested during the interview.

Next, to have students practice identifying appropriate solutions for an issue, have students participate in a moving discussion. Place 5-7 different issues around the room on poster paper. Give students 5-10 minutes to walk around to each poster and pose a possible solution for the health issue. Next, allow students to review their peer's ideas on the poster paper. Tell students to put a plus sign or check mark next to responses they like. Finally, facilitate a reflection discussion allowing students to talk about possible solutions for health issues and how to avoid causing harm when trying to help.

Language of Health Literacy:

The issue of _____ is causing _____ issues in the community. To solve these issues, the community could _____.

Based on research, communities with similar health issues have _____.

Currently, advocates in the community are _____. In order to expand these efforts, _____.

To make current efforts more sustainable, _____.

_____ are possible solutions to solve this health issue in the community.

See Next Page For Teaching Notes.

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

TEACHING NOTES:
- Model and provide the *Language of Health Literacy* to support student discussion and identification of solutions.
- Use challenges identified earlier or those students are investigating.

SUGGESTED LEARNING ACTIVITY 2:

Give students an opportunity to brainstorm solutions for their health issue in a small group. First, have students use their research and interviews to write out possible solutions for the issue. Next tell students to take turns sharing their health problem and their possible solutions. Encourage students to ask each other questions and to add ideas if they have additional solutions that could support the health issue. By the end of the brainstorming session, students should have numerous solutions for their issue. Collect students solution lists to check for understanding and provide feedback if necessary.

Teaching Progression:

Step 3: Develop a Powerful Stance

SUB SKILL(S):

- Decide on and defend a solution
- Determine the best methods of communication for my audience
- Create a powerful, persuasive health message
  - Emotions
  - Logic
  - Facts & Figures

GUIDING QUESTIONS:

How can I promote a positive health solution to the issue? What is my personal opinion on the health issue? What methods of communication and persuasion will create a meaningful health message?

NHES PERFORMANCE INDICATORS:

(8.12.1) Utilize accurate peer and societal norms to formulate a health-enhancing message. (8.12.4) Adapt health messages and communication techniques to a specific target audience.

VALUABLE VOCABULARY:

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

Step 3: Develop A Powerful Stance
Sub Skill: Decide On And Defend A Solution

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that they may have many different ways to address a community health challenge, but they must narrow down their solutions to a few concrete solutions within their control. Explain to students that they should use specific criteria to determine which solution best meets the needs of the challenges. Provide students with the following checklist to analyze solutions on the next page.

Language of Health Literacy:

I believe _____ would be the best solution for the community health issue because _____.

I know that_____ would make a positive impact for the community because _____.

Based on my research and interviews, I think _____ is the best solution because _____.

I think to reach the ultimate goal of ____, we need to start with _____ (solution) because _____.

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

Criteria	Question	Analysis of Solution
Feasibility	How likely will I be able to accomplish this solution?	
Impact	How much of an impact will this solution have on the issue?	
Limitations	What are the most challenging limitations when trying to implement this solution?	
Sustainability	Will this solution continue to solve issues for the community?	

Place students in small groups (3-4). Provide each group with a community health challenge and at least three solutions. Ask the groups to answer the questions in the chart above for each solution to determine which are the most viable. Prompt students to cite specific reasons solutions align to the criteria and possible suggestions for how the solutions could more closely align.

SUGGESTED LEARNING ACTIVITY 2:

Instruct all students to stand. Read a problem and several solutions outloud to the class. After each solution, tell students to remain standing if they think the solution would be within their actual control to take action on or sit if they think the solution would not be currently obtainable.

After each scenario, have students turn and talk with those close about why they believe the solution is realistic versus currently out of reach. Have students use the solution criteria chart to analyze each solution. Remind students that they may want to eventually see a big societal change, but they must take first steps to reach those bigger goals.

TEACHING NOTES:

- Reinforce the criteria used in the previous activity and prompt students to explain their reasoning by using the questions above.
- Examples given are not meant to diminish a student's sense of power. Rather, the goal of the activity is to help students focus on realistic solutions to issues facing their community. For example, if the problem is that young people do not have enough voice in politics the solution can't be to immediately create a law to lower the voting age to 16. Instead, explain to students that they may need to take additional steps to reach that bigger goal. A solution could be to invite local politicians into the school to talk with young people and hear issues concerning their community.

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

SUGGESTED LEARNING ACTIVITY 3:

Have students revisit their solutions brainstorming list from previous activities. Explain to students that they need to narrow down their solutions to concrete next steps to start making an impact on their community health challenge. Remind students that they may want to see larger changes eventually, but they need to figure out how to start the process now.

Instruct students to rank their brainstorming solutions by using the criteria and chart above, with 1 being the best solution to the highest number being the worst solution. Next, tell students to take their top solution(s) to determine if the solution could be accomplished realistically with concrete steps. Once students have narrowed down their solution(s), prompt students to share with a partner which solution(s) seem to be the best option to address the community challenge.

See *Decision-Making* for additional guidance on supporting students to use a variety of prioritization strategies to pick a solution.

Step 3: Develop A Powerful Stance
Sub Skill: Determine The Best Methods Of Communication For My Audience

SUGGESTED LEARNING ACTIVITY 1:

Use direct instruction to introduce students to key persuasive techniques used in communication. Explain to students that people who create ads are constantly trying to persuade their audience into buying a product and taking action. After demonstrating the use of persuasive techniques with students, have students analyze the use of persuasion in advertisements.

Prompt students to analyze the ads provided and discuss which persuasive techniques are utilized by asking the following questions:

- What persuasive technique is being used?
- How does this persuasive technique connect to something the audience cares about?
- How would someone typically respond to this persuasive technique?
- How does the use of this persuasive technique convince the audience to agree with the author's stance?

Language of Health Literacy:

Persuasive techniques used in effective communication are _____.

I know my audience cares about _____ Therefore, I will _____ to persuade them to support _____.

_____ (audience) values _____, so I should make sure I highlight_____ when discussing _____.

For my health message, I will use _____ persuasive technique because _____.

I believe_____ (method of communication) will have the biggest impact on my audience because _____.

TEACHING NOTES:

- Techniques include but are not limited to: emotional pull, logic, facts, statistics, storytelling, repetition, figurative language.
- To connect with other academic reading and writing standards, incorporate ethos, pathos, and logos persuasive writing techniques into this lesson. Collaborate with literacy or social studies teachers to learn more about how they teach persuasive techniques.

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

SUGGESTED LEARNING ACTIVITY 2:

Explain to students that when advocating for their community health challenge, they will need to use persuasion to gain support for their chosen solution. Tell students that the form of persuasion they choose depends on their audience and their goals. Show students a video of a persuasive speech given by a prominent community organizer or activist. After students watch the video, have them discuss what form(s) of persuasion that person used. Also, have students discuss how this form of persuasion was appropriate for their audience.

Next, have students complete a writing activity explaining which form of persuasion they believe will be most effective to promote their health challenge. Have students share their thoughts with a small group or a partner.

TEACHING NOTES:

- To keep track of student's progress toward building a persuasive presentation, collect their quick write responses to review. Take action with students who seem lost or unengaged.
- See the *Resource Bank* below for example speeches.

SUGGESTED LEARNING ACTIVITY 3:

Share with students that when they are trying to convince someone to support their cause, they should think about mutual self-interest. Define *mutual self-interest*. *Mutual self-interest* means *that two parties care about a specific outcome and would both benefit from solutions to the issue.* Provide students with an example of how using mutual self-interest could persuade someone to their side.

Then, ask students to identify someone whose support they will need to affect change for their health issue. Once students have identified someone's support who is needed, ask students to create a visual for what this person cares about. Next, prompt students to add visuals that represent some of the positive outcomes of the possible solution. Finally, have students draw lines connecting the positive outcomes to the items that the person cares about.

TEACHING NOTES:

- Example of mutual self-interest: Young people really want a place where they can hang out after school with fun activities. The principal wants young people to be safe, healthy, and not use substances. Having a place for young people to hang out after school with prosocial activities is an evidence-based way to prevent youth substance use and promotes health of young people.

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

Step 3: Develop A Powerful Stance
Sub Skill: Create A Powerful, Persuasive Health Message

SUGGESTED LEARNING ACTIVITY 1:

Provide students with several examples of health-related poster campaigns that address an issue in a community. Place posters around the room. Place students in small groups, one group at each poster. Tell students to discuss the message of the poster, the persuasive technique used, and how the poster makes them feel.

> **Language of Health Literacy:**
>
> *In order to address _____, we must _____.*
>
> *This community needs you to _____ to help solve the issue of _____.*
>
> *Now is the time to take action by _____ to fix the issue of _____.*

Explain to students that there are different forms of communication they can choose to promote their idea and call to action. Visuals can be a powerful method of persuasion that can grab attention, quickly educate people about the issue, and call the audience into action. Provide students with art supplies to create their own poster to promote their health issue and solution. Once students complete their posters, have students present their work to the class to receive feedback on how the visual impacted them.

TEACHING NOTES:

- Example Health Campaigns: National Parks, "Health Parks Healthy People;" anti-texting and driving posters, "It can wait:" anti-tobacco campaign, "Truth."
- Ask students to bring in poster campaigns they have seen on social media or in their community.
- Reach out to your local public health agency for poster campaigns they are using.

SUGGESTED LEARNING ACTIVITY 2:

Have students write a persuasive speech that uses at least three persuasive techniques. Tell students that their speech needs to present the community health challenge, explain facts and details from their research and interviews, lay out the solution, and call their audience to action.

After students write a first draft of their speech, use peer editing to have partners identifying persuasive techniques and the key elements that should be included in the speech.

SUGGESTED LEARNING ACTIVITY 3:

Have students practice their speeches with a partner or a small group. Provide students with a checklist of appropriate presentation techniques, communication skills, and persuasive techniques. Instruct students how to give supportive feedback by encouraging students to provide positive and constructive feedback. Once students complete their speech practice, give students time to make any additional edits to their presentations.

Allow students to present their persuasive speeches to the classroom. Provide students with a checklist of required elements for the persuasive speech to reference during the speeches. After each speech, have students share out two positives from each presentation.

See *Stage 1: Communication Techniques of Interpersonal Communication* for guidance on supporting speaking strategies when delivering a message.

Teaching Progression:

Step 4: Take Action

SUB SKILL(S):

- Create an action plan
- Get commitment from others
- Follow through

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.

VALUABLE VOCABULARY:

commitment, altered, audience

Step 4: Take Action | Sub Skill: Create An Action Plan

SUGGESTED LEARNING ACTIVITY 1:

Using direct instruction, present to students an action plan template. Explain to students that they will be creating a SMART goal for their solutions, indicating what data they will collect to demonstrate their solution's impact, and creating time-sensitive action steps.

Give students a graphic organizer with the action plan template. Tell students that their first step in creating their action plan is to create a SMART Goal(s) for their solution(s). Remind students that the goal(s) for their solution(s) must be specific, measurable, attainable, realistic and time-based. Provide three to five examples of solutions to students with corresponding SMART Goal(s). Using the SMART criteria, have students determine if the solutions presented were broken down into the correct SMART Goals. For each example that doesn't meet the criteria, have students make corrections.

Language of Health Literacy:

The solution for my problem is _____.

I will measure my solution by _____.

This solution is attainable because _____

This solution is realistic because _____

I will complete this solution by _____ (date).

To demonstrate the solution is impacting the community, I will collect _____ (data).

The steps that need to be taken to accomplish this solution are _____.

I need to gain the support of _____ to accomplish my solution.

I need _____ resources to accomplish my solution.

See next page for example action plan template.

Teaching Progression: Step 4 | Take Action (Cont.)

Action Plan	
SMART Goal: Create a goal that is specific, measurable, attainable, realistic and time-based for your solution.	
Data Collection: What data will you collect to demonstrate your solution is solving the issue?	

Action Steps			
Action to Achieve SMART Solution:	Timeline: By what date will this action be achieved?	People Responsible: Who will be involved with this action?	Resources Needed: What resources are needed to complete this action step?

SUGGESTED LEARNING ACTIVITY 2:

Have students write SMART Goal(s) for their solution(s) for their own community challenge. Once they have completed the SMART Goal(s), prompt students to trade their work with a partner to receive feedback. Finally, provide time for students to incorporate their peer's feedback.

See *Goal-Setting* for guidance on supporting students to write SMART Goals.

Teaching Progression: **Step 4 | Take Action (Cont.)**

SUGGESTED LEARNING ACTIVITY 3:

Have students refer to the second section of the action plan template. Explain to students that it is vital for them to continuously collect data to demonstrate that their solution is addressing the communitiy health challenge. Create 5-8 possible SMART Goals for a variety of community health challenges. Write each solution and SMART Goal(s) on a poster and place the posters around the room. Explain to students that they will be thinking about possible ways to collect data for each of these solutions. Give students time to circulate around to the posters to write possible ways to collect data.

Next, give students time to walk around to read their peer's responses. Once they finish the activity, prompt students to discuss with a partner to brainstorm possible ways to collect data for their SMART solution. Finally, instruct students to write out their ideas for data collection on their action planning template.

TEACHING NOTES:

- Provide examples of data students can use to evaluate progress (e.g. before and after photos, testimonials, local/state-level data, receipts, attendance trackers, surveys, interviews, observations, reports).
- Model and provide the *Language of Health Literacy* to support student discussion and identification of data.

SUGGESTED LEARNING ACTIVITY 4:

Tell students that the final part in their action plan template is to create specific action steps. Explain to students that these steps are meant to help them stay on track as well as chunk the actions to keep the solution feasible and sustainable. Provide students with an example of a completed action plan template. Ask students to annotate their noticings and any questions they have. Then, prompt students to add any action steps are needed in order to make the plan more clear for everyone working on it.

SUGGESTED LEARNING ACTIVITY 5:

Instruct students to brainstorm as many action steps as they can to accomplish their solution on sticky notes or small pieces of paper. Next, have students consolidate steps by laying the sticky notes or small pieces of paper together. Once steps are consolidated, prompt students to rearrange their sticky notes or small pieces of paper into a sequential order. Finally, have students determine if they are missing action steps and insert these as needed.

Once students have completed their action planning brainstorm and organization activity, have students transfer their action steps onto their action plan template in chronological order.

TEACHING NOTES:

- Remind students that these steps need to be attainable, realistic, and sustainable.
- Model and provide the *Language of Health Literacy* to support students in discussion and narrowing down

Teaching Progression: Step 4 | Take Action (Cont.)

Step 4: Take Action | Sub Skill: Get Commitment From Others

SUGGESTED LEARNING ACTIVITY 1:
Share with students that they must ask for support and get commitment from others in order to complete their action plans. Prompt students to review their action plan template to identify actions that require support. Explain to students that they must ask people directly for support and get a commitment of support to successfully implement their plans. After sharing your persuasive health message, you should directly ask the person to commit to your cause by asking: Will you commit to _____?

Have students practice asking for commitment with a partner. Have the partner respond in several different ways in order to have students practice their responses. Ask students to debrief what it felt like be directly asked to commit to a cause rather than just being told to support through persuasion.

Language of Health Literacy:

To make sure the community improves_____issue, I need you to ____. Will you commit to do _____?

We need _____ to happen. Will you commit to _____.

Can I count you in to help _____? I can send you an email reminder if that is helpful.

I understand that you can't help right now. Do you know anyone who could?

Thank you for committing to _____. I will get in touch soon with next steps.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student practice.
- Connect this sub skill to Step 3 by asking students to use their persuasive speech about their health issue and mutual self-interest to gain support.
- Example reactions:
  - Yes, I would love to help.
  - I can't help, but you can ask _____.
  - I would love to help. What should I do now?
  - I'm sorry. I'm too busy.

SUGGESTED LEARNING ACTIVITY 2:
Explain to students that they may not be able to ask for commitment in person, and they may need to gain commitments via email, phone call, or text. Have students refer to the people they will need to get commitments from to complete their plans. Tell students to determine how they should communicate with each person in order to gain a commitment to complete their project. Have students create an email demonstrating how they would write a person to appropriately ask for their commitment to complete the action plan.

TEACHING NOTES:

- Use strategies in *Stage 1: Advocacy for Self* for communication techniques to use when advocating.
- Remind students that they will need to decide which communication is appropriate for the given situation.
- Connect this sub skill to Step 3 by asking students to use their persuasive speech about their health issue and mutual self-interest to gain support.

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Teaching Progression: **Step 4 | Take Action (Cont.)**

Step 4: Take Action | Sub Skill: Follow Through

SUGGESTED LEARNING ACTIVITY 1:

Share with students that it is important to follow through in their advocacy efforts. Ask students to discuss what could happen if they do not follow through on their advocacy efforts by asking the following questions:

- What are the personal consequences if you do not follow through in advocating for this community health challenge?
- What are the consequences for other people if you do not follow through in advocating for this community health challenge?

Language of Health Literacy:

I will complete _____ by _____ date.

To make sure I am on the right track with my Action Plan, I need to complete _____ action by _____.

_____ data will demonstrate that I am making progress to complete my Action Plan.

I will need to observe _____ to know my action plan is making progress toward my solution.

SUGGESTED LEARNING ACTIVITY 2:

Provide students time to implement their action plans. Throughout this process, prompt students to return to their action plan template. To monitor their progress, have students collect and analyze data as well as check off any action steps. Conference with students throughout this process to hold them accountable and problem solve.

SUGGESTED LEARNING ACTIVITY 3:

Share with students that community advocacy work can be challenging because we will experience obstacles and barriers that can be painful, physically and mentally. These struggles or hurdles can make it difficult to want to continue with the work. Introduce self-management practices that can promote self-care, and therefore, more sustainable participation in advocacy efforts. Allow students to practice these strategies in class and select strategies that they will use to help them cope with the stress, exhaustion, and pain that can come with advocacy.

TEACHING NOTES:

- Suggested self-care strategies: meditation, journaling, talking with a trusted person, exercise, sleeping.
- See the *Resource Bank* below for an article on the importance of self-care in activism and advocacy work.
- Keep in mind that a person's identity can determine how much care is needed. The closer a person's identity is to an issue, the more self-care the individual amy need. Support students who have experienced oppression because of their identity in prioritizing their self-care and refer students to outside services as needed.

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Teaching Progression:

Step 5: Reflect

REFLECTION QUESTION(S):

- What community challenge did I advocate for? Why?
- How did research help inform my advocacy?
- How did hearing from those affected inform my advocacy?
- How did I decide on the best solution for the health issue?
- How did I use supporting evidence to form my opinion?
- What actions did I take to address this community challenge? Were they informed by those affected?
- How have my views changed about the challenge through my advocacy?
- What would I do the same next time?
- What would I do differently next time?

VALUABLE VOCABULARY:

reflection, needs, feelings, advocacy

GUIDING QUESTIONS:

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

NHES PERFORMANCE INDICATORS:

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

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

- What community challenge did I advocate for? Why?
- How did research help inform my advocacy?
- How did hearing from those affected inform my advocacy?
- How did I decide on the best solution for the health issue?
- How did I use supporting evidence to form my opinion?
- What actions did I take to address this community challenge? Were they informed by those affected?
- How have my views changed about the challenge through my advocacy?
- What would I do the same next time?
- What would I do differently next time?

TEACHING NOTES:

- Model this reflection process by sharing with students a time when you participated in community advocacy and the impacts on the community's health.

- Provide multiple opportunities for students to answer these questions.

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

Assessing Stage 2: Advocacy for Others

Students in grades 9-12 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.

8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
- I can research a community health issue to learn about societal norms and impacts.
- I can use research to formulate valid and reliable health-enhance.

8.12.2 Demonstrate how to influence and support others to make positive health choices.
- I can examine the root causes of a community health issue to determine solutions.
- I can explain how to educate and support others to make positive health choices.

8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
- I can work with others to advocate for community health.
- I can create action steps that help accomplish solutions to community health challenges.
- I can get commitments from others to support advocacy efforts.

8.12.4 Adapt health messages and communication techniques to a specific target audience.
- I can change health messages to communicate with specific audiences.
- I can use a variety of persuasive techniques to craft persuasive health messages.

ASSESSMENT TOOL #2 (8.12.1, 8.12.2, 8.12.3, 8.12.4)

In pairs or small groups, task students with creating and communicating a health focused project. Each project must include a health-enhancing message that focuses on one health issue being addressed. Students must formulate their message based on norms in their community and accurate information regarding the health issue. After researching the health issue being addressed, students will advocate for a plan to improve health within the community. Student messages should connect to multiple audiences (e.g. peers, family members, those directly impacted, lawmakers, etc.) and the way they address each audience should be adapted appropriately. Students can choose their project topic focus or be assigned a topic, based on teacher discretion. Students must present their project to the class and/or wider community. Creative visuals can be made to enhance the delivery of the health messages.

ASSESSMENT TOOL #1 (8.12.4)

Create a 'Bingo' card with a specific health message written in each square. Call out random labeled spaces, as in the original game of Bingo. When students receive the number of spaces for a win, they must change one or more (determined by teacher in rules of each round) of the messages they are claiming to adapt to a specified audience. For example, one square may read 'If you don't use sunscreen you are more likely to get skin cancer.' The new audience that this message must be adapted for is 50 year old, beauty conscious women. In order to receive a win, students can adapt the message to read 'wearing sunscreen can help your skin stay healthy and youthful.' Play multiple rounds, changing the number of squares required for a win and the groups to adapt messages towards. *Additional Options: Allow students to play with a partner or on teams. Create a 'Free' space in which students must create their own message and name the audience it is for in order to use the space for a win.*

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

Persuasive Speeches
 • https://www.youtube.com/watch?v=TMrtLsQbaok
  https://www.youtube.com/watch?v=iBBB-vJZB50

Problem Tree Diagram
 • http://www.mspguide.org/tool/problem-tree

Example of Harmful Advocacy
 • http://www.humanosphere.org/social-business/2014/09/toms-shoes-harm-local-shoe-sellers/

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

Self-Care in Advocacy
 • https://yourdream.liveyourdream.org/2018/07/beginners-guide-to-self-care-for-activists-how-to-avoid-burnout/

Social Action Projects
 • https://tc2.ca/uploads/PDFs/Social%20Action%20Projects/IA_Handbook_9-12_EN_FINAL.pdf