



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 accommodations 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-emergency-rooms-training-hospitals-science/>
- <https://www.theatlantic.com/health/archive/2015/10/emergency-room-wait-times-sex-ism/410515/>