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| Students will demonstrate the ability to advocate for personal, family, and community health. | 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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| **Big Ideas**  What enduring understandings are essential for application to new situations within or beyond this content? | Advocacy is an integral part of the health education process. A person who has advocacy skills is able to promote healthy behaviors and messages for themselves, as well as encourage others to  develop and maintain their own healthy behaviors. Proficiency in advocacy involves students being able to take a position on a health issue and support that position with relevant and accurate  information. During this process, students are also able to advocate for a healthy lifestyle, encourage their peers to make good choices, be good role models to show support, and are able  to use various techniques to share positive health messages for different audiences.  In grades 3-5, students should be able to express opinions about health issues based on accurate information gathered from reliable and valid sources. While they still may need some help from a  trusted adult, they are starting to become more independent and not rely on adults as much. Students are also able to encourage others to make positive health choices through persuasion and effective communication skills. |
| **Essential Questions**  What questions will provoke and sustain student engagement while focusing learning? | *o What is an advocate?*  *o What does it mean to be an advocate?*  *o Why is it important to advocate for yourself?*  *o What does it mean to be an advocate for others?*  *o What qualities or character traits does a successful*  *advocate possess?*  *o Can advocacy be positive or negative?* |
| **Power Standards**  Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level? | 8.5.1 Express opinions and give accurate information about health issues.  8.5.2 Encourage others to make positive health choices. |
| **Supporting Standards**  Which related standards will be incorporated to support and enhance the enduring standards? |  |
| **Essential Vocabulary**  What vocabulary must students know to understand and communicate effectively about this content? | advocacy, advocate, option, advocating for self,  advocating for others, audience, influences, reliable. |
| **Cross Curriculum Connections**  Are there opportunities to make connections to other disciplines (standards and curriculum programs)? | ● Social Studies: Identify a historical figure and how they  advocated for positive change.  ● Language Arts: Examine how characters in a book  advocate for themselves or others. Write a well-  developed persuasive essay to explain an opinion with  supporting facts and details.  ● Science: Use scientific measurements and knowledge  to advocate for a position or need.  ● Physical Education: Develop a project to advocate for  physical fitness/physical activity. |
| **Assessing Learning**  How will you know when students have learned? How do you know students have successfully met the learning intention? | ● Students are able to choose a situation they feel  strongly about.  ● Students are able to research for accurate information  and then formulate an opinion based on that  information.  ● Students are able express their opinion and encourage  others to make positive health choices by using an  appropriate delivery method for the targeted audience.  advocacy |
| **Instructional Strategies and Other Resources** | ● Teaching strategies: large group discussion, small group  activities, partner work, role-play, journaling  ● Expanding to broader advocacy efforts can begin with a  classroom project that involves advocacy for classroom changes.  ● Students can role play to practice advocating for themselves and  others. Advocacy might start with simple advocacy skills for their  classroom needs.  ● Potential homework assignments could be to discuss how to  advocate at home. |
| ***\*\*Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the Curriculum Platform.*** | |