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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 todevelop 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 accurateinformation. 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 ableto 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 atrusted 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 theyadvocated for positive change.● Language Arts: Examine how characters in a bookadvocate for themselves or others. Write a well-developed persuasive essay to explain an opinion withsupporting facts and details.● Science: Use scientific measurements and knowledgeto advocate for a position or need.● Physical Education: Develop a project to advocate forphysical 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 feelstrongly about.● Students are able to research for accurate informationand then formulate an opinion based on thatinformation.● Students are able express their opinion and encourageothers to make positive health choices by using anappropriate delivery method for the targeted audience.advocacy |
| **Instructional Strategies and Other Resources** | ● Teaching strategies: large group discussion, small groupactivities, partner work, role-play, journaling● Expanding to broader advocacy efforts can begin with aclassroom project that involves advocacy for classroom changes.● Students can role play to practice advocating for themselves andothers. Advocacy might start with simple advocacy skills for theirclassroom needs.● Potential homework assignments could be to discuss how toadvocate 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.***  |