

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Advocacy – 8th Health

Unit	Advocacy
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>The health skill, Advocacy for Self & Others, helps students build the capacity to promote their healthy behaviors and to encourage their peers to develop and maintain their own healthy behaviors. This health skills is separated into two stages: Advocacy for Self and Advocacy for Others. Development of both stages of this health skill enables students to engage as active citizens in all areas of society.</p> <p>Advocacy is an integral part of the health education process. A person who is proficient in advocacy is able to promote their own healthy behaviors, as well as encourage others to develop and maintain their own healthy behaviors. Advocacy is a complex skill that requires students to build upon several other skills. True advocates must consider the viewpoints of different audiences and then use that information to shape their own beliefs and messages. Finally, advocates convince others to accept their beliefs. True mastery of advocacy creates a tool for change. Advocacy is a foundational skill that enables students to become active and engaged citizens in all areas of society.</p> <p>In grades 6-8, students can advocate for themselves and for the health and wellbeing of others. As students' progress in this grade span, their perspective can expand beyond an individual to larger groups, such as the classroom, schools, and the community. Students begin to understand the broader community and can identify the needs of others. To effectively advocate for the community, students need to be able to gather accurate and reliable information on an issue, problem, or need; form an opinion based on their research; identify other perspectives; and develop and deliver effective and persuading messages to others. The focus at this grade span should center on the community level, which can be supported by service learning projects.</p> <p>Source: www.rmc.org</p>

FAYETTE COUNTY PUBLIC SCHOOLS

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<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 1</p> <ul style="list-style-type: none"> • Can students explain why using alcohol or other drugs is an unhealthy way to manage stress and describe the relationship between using alcohol and other drugs with other health risks? • Can students explain the relationship between access to healthy foods and personal food choices and identify healthy and risky approaches to weight management? • Can students explain the causes, symptoms and effects of depression, anxiety and common eating disorders? • Can students explain the benefits of living in a diverse society? • Can students describe the importance of seeking help and treatment for common infectious diseases and chronic diseases and summarize health practices to prevent the spread of disease? • Can students explain climate-related physical conditions that affect personal safety? • Can students describe the factors that contribute to and that protect against engaging in sexual behavior and explain the importance of setting personal limits to avoid sexual risk behaviors? • Can students describe situations that could lead to the use of tobacco and explain reasons most individuals do not use tobacco products? • Can students describe how power and control differences in relationships can contribute to aggression and violence and describe how prejudice, discrimination and bias can lead to violence? • Can students explain that rape and sexual assault should be reported to a trusted adult? <p>Standard 8</p> <ul style="list-style-type: none"> • Can students propose a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others? • Can students design an advocacy campaign to influence and support others to make behavior choices to improve personal health and wellness?
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 8: Advocate for personal, family and community health.</p> <p>8.8.1. Propose a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.</p> <p>8.8.2. Design an advocacy campaign to influence and support</p>

FAYETTE COUNTY PUBLIC SCHOOLS

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	<p>others to make behavior choices to improve personal health and wellness.</p>
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>8.1.1. Explain why using alcohol or other drugs is an unhealthy way to manage stress and describe the relationship between using alcohol and other drugs with other health risks.</p> <p>8.1.2. Explain the relationship between access to healthy foods and personal food choices and identify healthy and risky approaches to weight management.</p> <p>8.1.3. Explain the causes, symptoms and effects of depression, anxiety and common eating disorders.</p> <p>8.1.4. Explain the benefits of living in a diverse society.</p> <p>8.1.6. Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases and summarize health practices to prevent the spread of disease.</p> <p>8.1.7. Explain climate-related physical conditions that affect personal safety.</p> <p>8.1.9. Describe the factors that contribute to and that protect against engaging in sexual behavior and explain the importance of setting personal limits to avoid sexual risk behaviors.</p> <p>8.1.11. Describe situations that could lead to the use of tobacco and explain reasons most individuals do not use tobacco products.</p> <p>8.1.12. Describe how power and control differences in relationships can contribute to aggression and violence and describe how prejudice, discrimination and bias can lead to violence.</p> <p>8.1.13. Explain that rape and sexual assault should be reported to a trusted adult.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>advocacy, advocate, option, advocating for self, advocating for others, audience, influences, reliable.</p>
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Social Studies: Identify a historical figure and how they advocated for positive change.</p> <p>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.</p> <p>Science: Use scientific measurements and knowledge to advocate for a position or need.</p>

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Advocacy – 8th Health

	<p>Physical Education: Develop a project to advocate for physical fitness/physical activity.</p> <p>Source: www.rmc.org</p> <p>21st Century Skills</p> <ul style="list-style-type: none">• Communication• Initiative• Creativity• Productivity• Critical Thinking• Social Skills
<p>Assessing Learning How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>Mastery at the 6-8 level:</p> <ul style="list-style-type: none">• Students are able to define a health-enhancing position and take a stand on that topic.• Students are able to research information to support their position.• Students are able to target an audience and persuade them to make healthy choices.• Students are able to demonstrate conviction towards their topic. <p>Source: www.rmc.org</p>
<p>Instructional Strategies and Other Resources</p>	<p>https://www.aeseducation.com/blog/what-are-21st-century-skills</p> <p>www.rmc.org</p> <p>https://healthsmartva.org/</p> <p>https://www.cdc.gov/healthyschools/sher/standards/3.htm</p> <p>Lesson Planning for Skills-Based Health Education</p>
<p>**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.</p>	