

## Advocacy and Goal Setting

### National Health Standard

8 Students will demonstrate the ability to advocate for personal, family and community health.

6 Students will demonstrate the ability to use decision-making skills to enhance health.

### SEL Standards

1C Demonstrate skills related to achieving personal and academic goals.

3C Contribute to the well-being of one's school and community.

### Performance Descriptors

6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

8.8.1 State a health enhancing position on a topic and support it with accurate information.

8.8.2 Demonstrate how to influence and support others to make positive choices.

8.8.4 Identify ways that health messages and communication techniques can be altered for different audiences.

**Performance Task:** Students choose a relevant topic, use valid and reliable resources to create a visual presentation (infographic, cartoon, letter, flipgrid, PSA, social media posts, etc.) to advocate helping their peers, school or community take positive action.

**Knowledge:** Students will know...

How to apply valid and reliable information to advocate for their community.

That advocacy is enacting change for a community.

What type of evidence is necessary to advocate for change.

The barriers to advocating for change.

Use evidence to determine issues in their school, home or community that are impacting youth.

Why and how to identify a target audience.

Advocacy is done in public and a collaborative effort.

Community advocacy is based on a group's belief that a social, medical, mental or physical health injustice is occurring (ex. ADA, LGBTQ, Abortion, School Lunch, Bullying, Legalization of Marijuana, Child Labor Laws, Immigration, School Safety, Physical Activity, Capital Punishment, and Gender Equity).

**Understandings:** Students will understand that...

When empowered they possess the courage, voice and ability to make changes.

**Transfer goals:** Students will be able to independently use their learning to...

Advocate for change for their community.

**Skill:** Students will be able to...

Show evidence of a clear health enhancing position (SMART goal).

Support the position with relevant and factual information.

Show awareness of audience.

Inspire people to take positive action.

Demonstrate passion and conviction.

Define advocacy.

Determine if information is accurate and reliable.

Determine the target audience and message of advocacy campaigns ([Truth commercials](#), ASPCA, Letter, and School Board Presentation).

Develop an [outline](#) for advocating for change.

**Essential questions:** Students will keep considering...

What is my role in advocating for change for my community?

How can I influence others to support me in advocating for change?