



Empowerment Through Advocacy

During the Empowerment Through Advocacy mini-lessons, students will learn the connection between empowerment and the skill of advocacy. Students will practice recognizing their strengths to build self-confidence as well as create their own advocacy message. The key message is it takes confidence to stand up for your health and the health of others.

Lesson Name: Position of Power

Unit Name: Empowerment Through Advocacy

Grade Level: 9-12

Lesson Length: This mini-lesson may need to be done over the course of several class periods. You may choose to break it into sections (see suggestions below).

Before beginning, teachers should offer accommodations specifically mentioned in a student's IEP to support their ability to participate in the lesson. A sample list of common accommodations and modifications to aid you in selecting appropriate supports for students can be found under "Additional Resources" [here](#).

Lesson Objective(s):

Students will be able to research information about a health topic of their choice.

Students will be able to create a health-enhancing message on a health topic of their choice using evidence to support their position.

Students will practice a Mindful Minute or Better Breathing for 60 seconds as a tool for managing stress and other complex emotions.

Essential Question (related to objective):

How can I create a health-enhancing message?

National Health Education Standards & Performance Indicators:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

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

- 8.12.1 Use accurate peer and societal norms to formulate a health-enhancing message.

Equipment Needed:

- [How am I feeling?](#) Daily check-In poster
- Advocacy skills poster
- Advocate skills poster
- I CARE skills poster

CASEL Core SEL Competency:

Social awareness

- Perspective-taking
- Respect for others

Lesson Overview:

Students will begin creating their own advocacy messages on a health topic of their choice. Students will start by researching the topic ensuring they are collecting information that is valid and reliable. Students will have a chance to give feedback on each other's advocacy messages. Teachers should connect the SEL competency social awareness and the sub-competencies of perspective-taking and respect for others to the mini-lesson.

Mini-Lesson Name: **Position of Power** Unit Name: **Empowerment Through Advocacy** Grade Level:

Definitions:

Advocate

Educating and persuading others to believe in a specific position, claim, message or cause. To advocate is to speak favorably on a topic for others to hear.

Advocacy

Any action or process intended to support a position, cause, program or proposal.

Activity Progression:

To start the mini-lesson, have students check in using the “How am I feeling?” daily check-In poster.

Example script: “Before we get into today’s mini-lesson, I would like you to do a check-in by placing a sticky note next to the heart you feel best describes how you’re feeling right now. Write your name on the back if you want me to check in with you. At the end of class, I will ask you again how you are feeling.”

Day 1 (30-40 minutes)

On the board, write or post the quote by Alice Walker, “The most common way people give up their power is by thinking they don’t have any.” Have students reflect on the quote and write what it means to them.

Allow students to share their responses to the quote. Share with students that advocating is a form of power. Tell students that in this lesson they will begin researching a health topic of their choice so they can create an advocacy message around the topic.

Example script: “I love this quote because sometimes we forget how much power each of us has. We all have the power to advocate and influence. That’s why we are learning how to effectively advocate in addition to empowering ourselves by using positive self-talk and identifying our strengths – so we can make the most of the power we have.”

Today we are going to begin research on a topic of your choice so you can create your own advocacy message.”

This is a good time to review the ACCESS skill cues for accessing valid and reliable information, products, and services.

ACCESS

Is it accurate?

Is it credible?

Is it current?

Is it easy to use and access?

What situations is it best used in?

Are claims or information supported?

Give students some time to identify a health topic of interest and the position they want to take. Provide various topics:

- Mental health
 - getting help, suicide prevention, helping a friend in need, stress management, anxiety, depression, eating disorders
- Sexual health
 - STD/STI prevention, pregnancy prevention, consent, abstinence
- Nutrition
 - Being vegan/vegetarian, eating a balanced diet, fad/trendy diets, sugary drinks, school lunch
- Tobacco/e-cigarette use
- Teen alcohol use
- Substance abuse

- Teen dating violence
- Self-image/body image
- o Effects of social media, positive body image

First students must find evidence to support their position. Students should use valid and reliable online resources to gather evidence to support their position. The goal is to gather enough facts and information to support their position so they can create a health-enhancing message to share with their classmates.

Days 2 and 3 (30-40 minutes each)

Next, students will decide how they want to share their advocacy message. Students can choose to:

- Write a blog post
- Create an infographic
- Make a short video
- Write and perform an original song
- Create a social media campaign
- Give a presentation

(Canva and Piktochart are free websites students can use to make graphic designs.)

Review the I CARE skill cues:

- I – Identify and research a relevant and meaningful health issue
- C – Create a health-enhancing position or message supported by facts and evidence and geared toward the audience
- A – Act passionately and with conviction
- R – Relay your health-enhancing message to your audience
- E – Examine the effectiveness of the advocacy effort

Students would need to address the following areas:

Position – The position should be clear and make a healthful statement.

Evidence – The information used should support the claims being made. Aim to have at least four pieces of evidence.

Passion or conviction – The advocacy message should exhibit confidence and excitement about the topic.

Appeal – The advocacy message should make your classmates want to participate or engage in the healthy behavior.

Day 4

Students will then present their advocacy messages to the class.

Students will fill out a peer review rubric based on the areas of position, evidence, passion/conviction, and appeal. See feedback rubric below.

When finished, ask students what they thought was most challenging about creating an advocacy campaign, what they liked most and generally what they learned over the last few lessons. Make connections to the larger concepts of empowerment and the skill of advocacy. Connect the SEL competency of social awareness and the sub-competencies.

Example script: “Over these last few lessons, we have been talking about empowerment and advocacy. We have been learning about empowering ourselves through positive self-talk and recognizing our strengths. We have also been learning how to advocate – which takes specific skills. A person has to feel empowered to advocate for themselves and others. Each of you has the power to make an impact.

Additionally, by gathering evidence, creating and sharing our advocacy messages, we are working on social awareness. We must have respect for others when giving feedback, making sure we are giving feedback in a way that isn’t hurtful, but is constructive. It’s important to be able to see another person’s perspective even if you don’t agree with them.”

End the class with a Mindful Minute or Better Breathing.

At the end of class, have students check in with themselves again. You can allow students to change their sticky note if they want to. Explain to students that physical activity is another way to enhance our mood. Have students use the “How am I feeling?” daily check-in poster during each class to begin learning to be self-aware by identifying their current state.

Activity adapted from Lesson Planning for Skills-Based Health Education.

Modifications/Differentiation:

- Paraphrase questions or only provide a few questions at a time.
- Have students present in small groups or pairs.
- Create or provide a graphic organizer for collecting evidence.
- Have students work together in pairs to create advocacy messages.

Checks for Understanding:

- Why is important to learn the advocacy skills I CARE when creating an advocacy message?
- What other skills do we need when advocating?
- Explain the connection between advocacy and empowerment.
- How can being more empowered affect other areas of your life?



Advocacy Message Peer Feedback Rubric

Name: _____

Date: _____

	3	2	1
Position <i>Is the advocacy message clear?</i>	The advocacy message states a clear position.	The advocacy message states a somewhat clear position.	The advocacy message does not state a clear position.
Evidence <i>Does the information provided back up what the advocacy message is saying?</i>	The advocacy message includes at least four pieces of evidence to support their position from valid and reliable sources.	The advocacy message includes at two to three pieces of evidence to support their position from valid and reliable sources.	The advocacy message includes at zero to one pieces of evidence to support their position from valid and reliable sources.
Passion or conviction <i>Does the advocacy message exhibit confidence and excitement about the topic?</i>	The advocacy message shows passion or conviction about the topic.	The advocacy message shows limited passion or conviction about the topic.	The advocacy message does not show passion or conviction.
Appeal <i>Does the advocacy message make you want to participate in the healthy behavior?</i>	The advocacy message clearly appeals to me.	The advocacy message somewhat appeals to me.	The advocacy message does not appeal to me.

What did you like about the advocacy message?

What could make the advocacy message better?