

## Advocacy (AV)

Middle School (6<sup>th</sup> grade)

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

### Skill Cues from Rubric:

- Take a clear stand for a healthy choice
- Explain why the stand taken is good for health
- Use information to support choice
- Be persuasive

### Teach the Skills

The teacher will begin a discussion on what it means to advocate. The teacher will also introduce the skill cues so the student knows how they will be assessed.

- What does it mean to advocate?
- Have you seen someone advocate before? If so, what examples have you seen?
- What does it mean to be persuasive?
- What are some national tobacco advocacy campaigns you have seen? (My Anti-Drug)

### Practice the Skill

Tobacco is Dangerous

#### Step 1

Your task is to write a persuasive letter to another 6<sup>th</sup> grade student that details the consequences of using tobacco. The letter should include the consequences that we have gone through during our long term/short term discussion with the use of the Venn Diagram, a persuasive message, cost, and how smoking can affect the people around you.

- While assessing your letter, I will be looking for the following criteria:
- Take a clear stand for a healthy choice
- Being persuasive
- Three consequences are given
- Cost is discussed
- How smoking affects people around you is discussed

#### Step 2

Your second task is to take that same letter you wrote to another 6<sup>th</sup> grade student and adjust it so you are writing the letter to someone you know who smokes. All of the criteria above will also be assessed; however, you must show awareness of the audience for the message/letter. There should be no "real" names used. You need to make up a fictional name.

- While assessing your letter, I will be looking for the following criteria:
- take a clear stand for a healthy choice
- Being persuasive
- Three consequences are given
- Cost is discussed
- How smoking affects people around you is discussed
- Show awareness of the audience for the message

## Assess the Skill Anti-Smoking Brochure

You have been chosen by a panel of experts to show their findings about the dangers of smoking. As a graphic design expert, your job is to develop an anti-smoking brochure that details the dangers of smoking. You have been taught the consequences of smoking, the price of smoking, how smoking affects other people around you, and the short term and long term effects of smoking. With your strong will to never see anyone ever smoke again, you know your brochure has to be very persuasive and targeted to the correct age group. Your brochure must have at least five consequences of smoking, at least three graphics, at least three facts about smoking (cost, effect on other people), it must be colorful and neat, and you must provide at least one resource where someone can go for help. The brochure must be persuasive, convincing, and targeted at a certain age group.

### Scoring Criteria

Skills	10 Points	7 Points	3 Points
Use correct and factual information to support stance	All of the information given is factual and supports stance	Some of the information given is simply there to give readers information. Does not support stance	The information given is based solely on informing people. Does not support stance. Some information is not factual
Persuasive	The brochure is highly persuasive	The brochure is intended to be persuasive, but misses	There is no effort to be persuasive
Shows awareness of audience	All information is intended for one audience	Some information is off course for intended audience	There is no awareness of audience
Encourages others to make healthy choices (resource given)	A reliable resource is given and encouragement is evident	A reliable resource is given	No resource is given