

# BE AN ADVOCATE Project



## National Health Education Standards:

3.12.1 Evaluate the validity of health information, products, and services

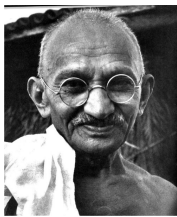
4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

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

8.12.2 Demonstrate how to influence and support others to make positive health choices.

8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

8.12.4 Adapt health messages and communication techniques to a specific target audience.



“You must be the change that you wish to see in the world.” Ghandhi

What is advocacy?

Advocacy is: Speaking up for something that you care about.

Advocates make a difference by expressing their concerns and desires to friends, family, neighbors, and ultimately, the people that have the power to make a change..

It only takes oen person to make a difference!

## ***Part 1: Advocacy Research*** (for example SADD)

What is one example of an advocate?

What issue(s) did they feel needed attention?

What did they do about it? (Be specific)

How did you find this advocate? What inspired you to choose this advocate as an example?

How can we learn from their example? What are some of the ways that you can put their advocacy into action in your own life?

	No (1)	Somewhat (1.5)	Yes (2)
Research was done to gather pertinent information			
Information gathered was valid and current			
Reflection is meaningful and descriptive			
Advocacy in your own life thorough			
Sources were cited			
Total:			/10

## **Part 2: Planning and Research to be an Advocate**

Your task: to be an advocate

Your target group: Middle School students, grade 6, 7, or 8

Your target topics: see choices below for each grade level

What is your approach? For example: Humor, gross out, scientific, bandwagon

What is your platform of communication? For example: Video, posters, online

Grade 6	Grade 7	Grade 8
-Decision-making -Bullying, body image/no body teasing -Cyber safety, Internet safety	-Tobacco -Goal setting -Time management, specifically with computer/technology and gaming	-Alcohol -Marijuana -Peer pressure -What to expect in high school -Physical activity and finding what you like (not just team sports) How to make healthy choices in high school

## **Your Project Organization**

What is your target group?

What target topic will you focus on for your advocacy? For example, Making healthy choices in High School in the areas of food, physical activity, and sleep (what you should choose, NOT what you shouldn't choose)

What is your approach?

What is your platform of communication?

How will you present this to the middle schoolers?

Topic and Audience	Key Points and Research	What does that look like for 6 <sup>th</sup> , 7 <sup>th</sup> , or 8 <sup>th</sup> grade student?	Action How can others help?

Cite your sources:

### **Part 3 Presentation**

Each group will present their advocacy project to the class. The class will choose one or two of the best projects. The class will contribute ideas to those projects. These projects will be presented to the Middle Schools students.

Length of presentation: 10-20 minutes

Purpose: to “sell” and promote your project, to advocate

### Project Evaluation

	Needs Improvement (5 – 6)	Satisfactory (6.5 – 7.5)	Proficient (8 – 9)	Exemplary (9.5 – 10)
Planning	The topic was too broad and less relevant to the audience. Class time was rarely used wisely. Research and planning was limited.	The topic was somewhat broad and somewhat relevant to the audience. Class time was used wisely sometimes while researching and planning. Some of the information gathered was valid and/or current but could have been explained in more detail.	The topic was specific and relevant to the audience. Class time was used wisely most of the time while researching and planning. The information presented was valid, current, and clearly explained.	The topic was very specific and relevant to the audience. Class time was always used wisely while researching and planning. The information presented was valid, current, and explained in great detail.
Presentation Information	Included in the presentation with was little of the following information: Advocacy topic, specific information and research, the action, and how others can help.	Included in the presentation with was some of the following information: Advocacy topic, specific information and research, the action, and how others can help.	Included in the presentation with was: Advocacy topic, specific information and research, the action, and how others can help.	Included in the presentation with good detail was: Advocacy topic, specific information and research, the action, and how others can help, sources cited.
Presentation Delivery	The presentation lacked creativity, failed to hold the attention of the audience, and was uninspiring.	The presentation was somewhat inspiring, but lacked creativity to make it memorable and hold the attention of the audience.	The presentation was mostly creative, memorable, inspiring, and, for the most part, held the attention of the audience.	The presentation was creative, unique, memorable, inspiring, and held the attention of the audience.

### Self Evaluation

	Yes	Somewhat	No
I used class time wisely, researching my topics, gathering pertinent information, and I cited my sources.			
The information gathered was valid and current.			
My project and message were presented in an entertaining and informative way.			
My presentation was memorable and inspiring.			
I put 100% effort into my BE AN ADVOCATE project.			
Total:			/10

### Peer Evaluation

	Yes	Somewhat	No
The topic was specific and relevant to the audience			
The information gathered was valid and current.			
The project and message were presented in an entertaining and informative way.			
The presentation was memorable and inspiring.			
The presentation held my attention completely			
Total:			/10