



Grade 10 Sample Lesson Plan: Community Health Advocacy Project

SOLs

- Research and develop an educational campaign to encourage positive health choices and discourage risky choices (e.g., body piercing, tattooing, exposure to sun and loud noise, drinking, texting while driving, driving while drowsy).
- Identify and create a plan to address a community health-related social issue.

Objectives/Goals

Health Skill - The ability to access valid information to enhance health

- Evaluate the validity of health information, products, and services
- Use resources from home, school, and community that provide valid health information

Health Skill - The ability to advocate for personal, family, or community health

- Utilize accurate peer and societal norms to formulate a health enhancing message.
- Demonstrate how to influence and support others to make positive health choices.
- Work cooperatively as an advocate for improving personal, family, and community health.
- Adapt health messages and communication techniques to a specific target audience.

Materials

- Project Template Proposal, Interview Guide

Procedure

Step 1	This project ideally should be done over the course of several weeks (minimum) and perhaps spaced out over time.	
---------------	--	--

Step 2	Show Advocacy Intro Slide Show - Perhaps you find another video or example to engage student interest. They could brainstorm things they care about, etc. and then get them to narrow focus by thinking about a health topic they could advocate for.	What is advocacy? Where do we see advocacy at our school? What groups, clubs, causes etc.?
Step 3	Students create a driving question to what they want to investigate (this Tubric is a good tool to help create driving questions). Students will then find valid resources to support the project. Use the Research Template to guide work on finding valid and reliable sources. You could direct them to particular websites or publications. You could use this website to help guide research - http://newtrier.libguides.com/HealthAdvocacy	
Step 4	Analyze whether or not the source is a good one using the CRAAP Test . Perhaps have a minimum of two sources.	How do you know if a website is more credible than another? Who is behind the website and what is it's purpose? Is there anyone to contact? Is it current, relevant? Etc.
Step 5	Find at least one expert to interview about the topic. Come up with 2 or 3 questions that you could ask. Complete the Interview Guide	Provide examples of how you might find contact info

	template. You may email, call, or have a face- to-face interview with someone.	(someone in community, school, national organization, author, etc?)
Step 6	Have students craft their health message.	Who is your target audience? What do you want them to know or do about your health topic?
Step 7	Provide “voice & choice” as to how students can show their learning. Some examples include: website, social media page, blog, poster, podcast, video, song, decorated bulletin board, letter, etc.	How will you convey your message?
Step 8	Students present to the class the last two days of the project.	
Step 9	Students provide each other with feedback. The teacher can use this rubric to grade, or have students “self-grade” or have a “peer- assessment” done using the rubric.	

References

- Andy Horne, M.Ed., New Trier High School
- <http://newtrier.libguides.com/HealthAdvocacy>

Health Advocacy Interview Assignment

Step 1 - Research at least ONE person you could interview for your health advocacy project topic.

Person 1 Name:
 Phone #:
 Email:
 Title:

OPTIONAL Person 2 Name:
 Phone #:
 Email:
 Title:

Step 3 - Three Interview questions you have for them regarding your topic: (see samples below)

- 1.
- 2.
- 3.

Step 4 - Check-in with Teacher

Step 5 - Interview this person via email, face-to-face, or by phone. (If you need a template see below):

Hello (_____)(Name),

My name is _____ and I am a high school student at New Trier High School. I am completing a health advocacy project in my health class and need to interview an expert on my topic. My topic is on

_____.

I have a few questions below:

- 1.
- 2.
- 3.

Thank you for taking the time to answer my questions.

Sincerely,

(Your First and Last Name)

(Your email address)

Sample questions:

What do you think is the most important information that should be shared about ____ [health advocacy issue] with _____ [target audience]?

What resources would you suggest? And why?

What are the most significant challenges in getting this message across to people?

In your opinion, why is _____ (health advocacy issue) an important topic/message for _____ (target audience)?

How has this message changed over time?

Do you think that _____ [health advocacy issue] is a more or less serious concern today?

As my peers prepare for college, is there any specific information about ____ [health advocacy issue] that I should share with them?

Would you be willing to talk to my Health class in the future about this issue?

Is there someone else (a person or related organization) that you would suggest I contact or explore?

How could my classmates best advocate for this issue? Are there some volunteer or possible fund-raising opportunities that you would suggest?



Driving Question TUBRIC 2.0™

Framing
Words

Person
or
Entity

Action
or
Challenge

Audience
or
Purpose



TUBRIC™ | bie.org



1

[Wild Card]

How can...

How do...

Should...

Could...

What...

2

[Wild Card]

I
We

We as,
[Roles]
[Occupations]

[Town]
[City]
[County]

[State]
[Nation]

[Community]
[Organization]

3

[Wild Card]

Build...
Create...
Make...

Design...
Plan...

Solve...

Write...

Propose...
Decide...

4

[Wild Card]

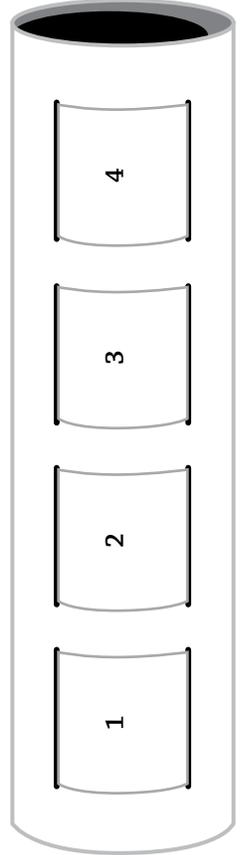
Real-World Problem

For a Public Audience

For a School

For a Classroom

For an Online Audience



Assembly required.
Instructions not included.
Application open-ended
It's Project Based Learning.



Name: _____

Period: _____

Date: _____

Task/Points	4 Exceeds	3 Meets	2 Developing	1 No Evidence	Points
Research - Identify health issue AND access valid and reliable information					
Complete proposal on selected health issue	Complete proposal w/ health issue of personal interest AND considers potential action	Complete proposal w/ health issue of personal interest	Proposal is partially complete AND/OR missing specifics	Proposal not submitted or lacks sufficient detail	
Find 2 valid websites/resources	More than two valid resources provided	Two valid resources provided	One valid resource provided	No resource provided	
Interview 1 expert	Completes "Interview Worksheet" and attempts to contact more than one person	Completes "Interview Worksheet" and attempts to contact one person.	Interview Worksheet partially complete and no contact attempt made	No evidence of Interview Worksheet or lacks sufficient detail	
Health Advocacy - Create and deliver your message targeted to our school audience/community					
Identify target audience	Target audience identified specific to school community w/ subset groups identified (ex: health class, clubs, parent groups, administration, etc.)	Target audience identified specific to school community	Target audience does not directly link to school community	No target audience identified	
Create message	Health message is clear with supporting facts and on target with audience.	Health message is clear with supporting facts	Health message is vague AND/OR lacking supporting facts	No health message	
Deliver the Message (Presentation) <ul style="list-style-type: none"> • Demonstrates how to influence & support others to make positive health choices • Message adapted & communicated to a specific target audience 	Meets criteria, produces artifact with planned future action steps	Meets criteria AND produces artifact for this class	Still developing influence, target message or artifact	Very limited influence, target message or artifact	
General Comments:					

Self Reflection - Consider factors such as creativity, time-management, effectiveness of advocacy, challenges, etc.

Write your response here:

What about this project are you most proud of and what about YOUR PROJECT would you improve for the future?

What suggestions (positive or constructive) would you share with your teacher for next year's students?

National Health Education Standards - Performance Indicators (Grades 9-12)

Health Skill - The ability to access valid information to enhance health

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

3.12.2 - Use resources from home, school, and community that provide valid health information

Health Skill - The ability to advocate for personal, family, or community health

8.12.1 - Utilize 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.

Name(s): _____

Find and share an example of **HEALTH** advocacy

WHY does it interest you?

What is the name of the organization?

What is the message?

Who seems to be the intended audience? WHY do you say that?

What action is being promoted?

Can you find out anything about their staff? What is the background of their staff? List any contact information of a specific person you can contact (phone, email, social media).

What can people who are passionate about this topic do?

See if you can find at least one other group that supports this cause or a similar one.

Are there any connections at New Trier? Clubs? Health Services? Social Work?

Essential Question: How might you adapt this message to New Trier? Use statistics and facts to support your message. *Hint: If your topic is covered by the Youth Risk Behavior Survey (from New Trier or the Center for Disease Control), then make sure you take a look at the [resource page](#).*