

Unit 3: Advocacy

8th Grade Health Education

8 Class Meetings
Revised March 2026

Essential Questions

- How do my healthy choices exemplify self-advocacy and how do they impact the people around me?

Enduring Understandings with Unit Goals

EU 1: Learning how to self-advocate empowers individuals to enhance their personal well-being based on personal values, interests, and needs.

- Discover self-advocacy strategies to enhance personal health.
- Develop a self-advocacy message that is backed up by accurate information and reflects personal values or interests.

EU 2: Advocacy skills contribute to personal and community well-being that will lead to the development of healthy boundaries necessary for academic and personal success, as well as enhance others' lives in the community.

- Create a social advocacy plan to promote healthy behavior(s) within the community.

Health Education Standards

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

Standard 2: Students will *analyze the influence* of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability *to access valid information*, products, and services to enhance health.

Standard 4: Students will demonstrate the ability to use *interpersonal communication* skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use *decision-making skills* to enhance health.

Standard 6: Students will demonstrate the ability to use *goal-setting skills* to enhance health.

Standard 7: Students will demonstrate the ability *to practice health-enhancing behaviors* and avoid or reduce health risks.

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

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

1. Self-advocacy

- Discover self-advocacy strategies.
- Develop a self-advocacy message.
- Key Terms & Vocab: Advocate, Nutrition, Alcohol, Drugs, Tobacco, Vaping, Mental Health, Infectious diseases, Unintentional injuries, CPR, First Aid, AED.

2. Social Advocacy

- Create a social advocacy plan to promote healthy behavior for peers/family/community.

3. Interdisciplinary Connection: Advisory Curriculum.

Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Demonstrate their understanding and ability to perform CPR, First aid, and operate an AED.**
- Analyze various influences and other factors that affect health behaviors.
- Discover self-advocacy strategies that are based on personal values.
- Develop a self-advocacy message that is backed up by accurate information and reflects personal values.
- Design a social advocacy plan that promotes healthy behavior(s) in the school community.**

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Checking for Understanding
- Demonstrations
- Handouts
- Video
- Peer Teaching
- Whiteboard with objectives, key terms/vocabulary
- Written feedback
- Think-pair-share and small-group discussions.
- Word walls with visuals
- Small group instruction

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Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Student Participation
- Student discussions and responses
- Exit Slips
- Accountable Talk Discussion
- Classwork assignments

SUMMATIVE ASSESSMENTS:

- Quiz on EU 1 & 2
- Unit Task: Spread the Word

Spread the Word

Unit Task Name: Health Advocacy Campaign:
“Be the change: Advocating for a Healthier Community”

Students will design a social advocacy plan based on a selected health topic of their choice: *Drugs, Alcohol, Tobacco, Vaping, Social media influence, Exercising, Nutrition, the environment, lifesaving skills, etc.* Students will have the option of creating a presentation using Google slides, Canva, Video, Speech, Poster, Commercial, informational flyers, etc. The project will promote healthy behaviors that are valued by the student and demonstrate the relationship of academic/personal success as well as promoting healthy behaviors for others in the community. (EU 1 & 2).

Description: Evaluation: Summative Assessment guidelines and Rubric

Unit Resources

- SHAPE America
- Advocacy Activism
- CDC Standard 8
- American Heart Association