

Advocacy Lessons

The American School Health Association

<https://www.ashaweb.org/>



ASHA's Advocacy Classroom Lessons

The following table is a guide for utilizing ASHA's [Advocacy Toolkit](#) and accompanying [video](#) in a classroom setting. This is followed by lesson plans for increasing knowledge and skills around advocacy.

Topic	Time	Page	Competencies	Standards
What is Advocacy?	0:02:07	4	<p>5.1.5 Identify existing coalition(s) or stakeholders that can be engaged in advocacy efforts.</p> <p>5.2.5 Identify available resources and gaps (e.g., financial, personnel, information, and data).</p>	<p>Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health</p> <p>Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>
Preparing to advocate	0:08:13	6	<p>5.1.4 Write specific, measurable, achievable, realistic, and time-bound (SMART) advocacy objective(s).</p> <p>5.2.7 Develop persuasive messages and materials (e.g., briefs, resolutions, and fact sheets) to communicate the policy, system, or environmental change</p> <p>5.3.2 Use traditional, social, and emerging technologies and methods to mobilize support for policy, system, or environmental change.</p>	<p>Standard 3 Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>
State, Local, Federal, Advocacy	0:22:50	5	<p>5.2.6 Identify organizational policies and procedures and federal, state, and local laws that pertain to the advocacy efforts.</p> <p>5.2.8 Specify strategies, a timeline, and roles and responsibilities to address the proposed policy, system, or environmental change (e.g., develop ongoing relationships with decision makers and stakeholders, use social media, register others to vote, and seek political appointment)</p>	<p>Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.</p>
WSCC Resource to support Advocacy Efforts		15	<p>5.4.1 Conduct process, impact, and outcome evaluation of advocacy efforts.</p>	<p>Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.</p>
Take Action		16	<p>5.3.2 Use traditional, social, and emerging technologies and methods to mobilize support for policy, system, or environmental change.</p>	<p>Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>

Advocacy Letter

Level: College

National Health Education Standards:

- **Standard 4:** Students demonstrate effective interpersonal communication skills to enhance health.
- **Standard 8:** Students advocate for behaviors that support personal, family, peer, school, and community health.

Rationale: This assignment is designed to let students take a stance and advocate at a local level in support of student health outcomes and academic achievement.

Overview: Write a letter to your former school district's superintendent and school board advocating to allocate funds for resources that support student health outcomes and academic achievement. You will keep it brief and personalized, while stating your importance, incorporating 3-5 important points about what you are advocating for, as well as providing relevant and accurate information.

Rubric: This assignment will be worth 25 points and graded using the rubric below. See the example below.

Advocacy Rubric	Strongly Agree	Agree	Disagree	Strongly Disagree
Letter was correctly addressed and personalized (4pts)				
Length of Letter was appropriate (8pts)				
3-5 important points were addressed (8pts)				
Accurate (expert) information was provided (3pts)				
References provided (2pts)				

Dr. Jeff Hauswald
MCCSC Superintendent
315 E. North Drive
Bloomington, IN 47401

Dear Dr. Hauswald

My name is Stu Dent and I am currently a graduate student at Indiana University studying Health Education. While getting my masters, I have also been working in the school system as a wellness teacher. I am writing to you in hopes of the adoption and implementation of a comprehensive sexuality education curriculum to benefit the health and education of students, within the Monroe County Community School Corporation. MCCSC's current sex education curriculum is abstinence only based. Replacing this curriculum would not only benefit the students, but it would reach more students and families as well.

While abstinence-only education is one of the only government funded sex education curricula, it is not effective in schools (see [here](#)). Abstinence only education does not discuss any form of contraception, leading to more unintended teenage pregnancies, as well as higher STD rates in teenagers. Additionally, teaching other curriculum that is not abstinence only, does not encourage or lead to early onset sexual activity.

Comprehensive sexuality education is important for students (see [here](#)), as it goes beyond educating on the act of sexual activities. Comprehensive sexuality education also includes concepts such as self-esteem, interpersonal relationships, STD prevention, stress management, and so much more. By creating a comprehensive approach, all students have the ability to feel included in these topics, as it relates to everyone, regardless of sexual preferences/identities or religious beliefs. With over 85% of parental support, a comprehensive sexuality education easily can be implemented all across the school. This will not only educate students more on their health, but it will also decrease teenage pregnancies and STD rates.

Teaching in the Wellness classes, I have observed many students not finding the current curriculum relatable. From my personal experience, many of my students correlated abstinence with religious beliefs. They did not believe what was being taught was necessary, as they did not believe in abstinence until marriage. Additionally, I had students who identified in the LGBTQ community. They did not think this related to them as well. These alone, in one school, are two groups of students who could greatly benefit from comprehensive sexuality education. Monroe County Community School Corporation needs comprehensive sexuality education.

Sincerely,
Stu Dent

Grading: This example scored 23.25/25 (93%). The letter addressed 3-5 important points in an appropriate length for a letter. It also had references page However, the information presented, while accurate, was a little vague. The write could have added more statistics to show their expertise. Additionally, the writer addressed the school district's superintendent, but failed to address the school board.

Social Media Advocacy Assignment

Level: High School

National Health Education Standards:

- **Standard 4:** Students demonstrate effective interpersonal communication skills to enhance health.
- **Standard 8:** Students advocate for behaviors that support personal, family, peer, school, and community health.

Rationale: This assignment is designed to have students advocate for school health on social media at a local, state or federal level. If used properly, social media can be an effective way to educate and advocate on school health issues, while reaching and providing a platform to influence public officials and a network to connect with the community and interested stakeholders.

Overview: Students will use the [Advocacy Toolkit](#) to plan and develop a social media post, advocating for a topic related to school health (student's choice). First, students will complete the planning sheet. Students will then create a social media post, following the guidelines of the Advocacy Toolkit. Students will also come up with a minimum of 5 hashtags, or groups/people to be tagged, in order to make their post reach a larger audience. Out of those 5, a minimum of 2 must be incorporated into the social media post itself. Please include a separate reference page with a minimum of 2 references, properly cited in AMA or APA format.

Rubric: This assignment will be worth 25 points and graded using the rubric below.

Advocacy Rubric	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre-planning sheet is thoroughly complete and well developed (5pts)					
Social Media post takes an accurate stand for a school health topic (5pts)					
Social Media post is professional, articulate, and concise (5pts)					
5 audience groups or hashtags were created(5pts)					
Separate Reference Page with proper format, as well as in text citations (5pts)					

-EXAMPLE-
Social Media Advocating Pre-Planning Sheet

Directions: Please fill out the Social Media Advocating Pre-Planning Sheet BEFORE creating your social media post. Use the [Advocacy Toolkit](#) to help guide you. Your answers do not need to be in complete sentences, but your thoughts should be easy to follow. Use in-text citations when fit.

5. *What school health topic are you advocating for? Are you advocating at a local, state, or federal level?*
 - a. I will be advocating at a state level
 - b. I will be advocating for implementation of a comprehensive sexuality education curriculum in the State of Indiana.

6. *List 3-5 facts about why the topic you chose is important (this should be thorough, as you are the EXPERT).*
 - a. Indiana has no sex education curriculum, in fact, it is not even required
 - b. Curriculum in Indiana is supposed to stress abstinence only as the expected standard
 - i. While looking at the YRBSS data, near 42% of high school students reported “had sexual intercourse”
 - c. Comprehensive sex education is beyond intercourse
 - i. It also incorporates concepts such as self-esteem, interpersonal relationships, STD prevention, stress management, and so much more

7. *Which Social Media Platform will you be using: Facebook, Twitter, or LinkedIn?*
 - a. I will be using LinkedIn.

8. *Please write your 5 hashtags/groups you are trying to reach. Please give a short description of who they are, or what this means. Try to get a combination in here.*
 - a. Indiana Department of Education
<https://www.linkedin.com/company/education-indiana-department-of/>
 - i. This would be a good group to try to reach, as they develop curriculum in Indiana schools
 - b. Centers for Disease Control and Prevention
<https://www.linkedin.com/company/centers-for-disease-control-and-prevention/>
 - i. This would be a good group to reference and tag. They have great data, statistics, and information around comprehensive sex education.
 - c. Advocates for Youth <https://www.linkedin.com/company/advocatesforyouth/>
 - i. This is a group dedicated to advocating for youth. They may be a good person to partner with
 - d. #sexeducation
 - e. #sexualhealth

- i. Both of these hashtags are used by Advocates for Youth, as well as another Sex education for social change group. They have connections to bigger supports.








EXAMPLE PRODUCT:

Create a post ✕

Profile Information

Indiana Department of Education Our schools need comprehensive sex education! The Youth Risk Behavior Surveillance Survey Results show a need for more comprehensive education in our Indiana schools. Comprehensive sex education incorporates concepts such as self-esteem, interpersonal relationships, STD prevention, stress management, and so much more. Students deserve to be educated! Please learn more about the benefits of comprehensive sexual education here: <http://www.jstor.com/stable/23233613>
#sexeducation #sexualhealth

Add hashtag [#relationships](#) [#std](#) [#sexual](#) [#education](#) >

      ... |  Anyone Post

Works Cited

Centers for Disease Control and Prevention. (n.d.). *High school YRBS*. Centers for Disease Control and Prevention. Retrieved September 12, 2022, from <https://nccd.cdc.gov/youthonline/App/Results.aspx?LID=IN>

Budlong, C., & Franken, M. (1992). Sexuality Education in the Middle School Curriculum. *Middle School Journal*, 23(3), 29–33. <http://www.jstor.org/stable/23023015>

Carter, D. (2012). Comprehensive Sex Education for Teens Is More Effective than Abstinence. *The American Journal of Nursing*, 112(3), 15–15. <http://www.jstor.org/stable/23233613>

Scoring: The following example scored 22/25. They had fully filled out their pre-planning sheet, but did lose points due to lack of in-text citations. They received some credit for the separate APA citations as the separate reference page. The information was accurate, from reliable sources. Their audience reached was very thorough and aligned well with the health topic of their choosing. They had a good mix of people to tag, as well as hashtags and used 3 within their post. Lastly, this example did not receive full credit for professionalism. A picture, or something to capture readers attention should have been presented.