**Lesson 10 – Advocate for Healthy Behaviors to Prevent Substance Use**

**Overview:** Students will create an advocacy message that applies the knowledge and skills learned to promote behavioral health and/or substance use prevention for their target audience. Promotion messages could use any format (e.g., video, news story, poster, poem, song, commercial, role play, etc.) to provide information about substance use prevention, enhance communication and decision-making skills, access supports and resources, reduce stigma, or advocate to develop policies and programs that enhance behavioral health.

National Health Education Standards:

**Standard 1:** Students comprehend functional health knowledge to enhance health.

**Standard 8**: Students advocate for behaviors that support personal, family, peer, school, and community health.

Healthy Behavior Outcome (HBO):

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| Students will advocate for health-enhancing behaviors. |

Lesson Objective – Students will be able to:

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| **Objective** | **Assessments** |
| 1. Apply the Know to NO! principles and skills to create an effective advocacy message that enhances behavioral health.
 | Attachment 10.1.Advocating for Health Behaviors Planning Guide  |
| 1. Use valid and reliable resources to provide a rationale for the importance of the advocacy issue.
 | Attachment 10.1.Advocating for Health Behaviors Planning Guide  |
| 1. Create an effective advocacy message to promote health-enhancing behavior and prevent substance use.
 | Attachment 10.1.Advocating for Health Behaviors Planning Guide  |

Introduction:

* In this lesson, we are going to put the skills you have learned through the substance use prevention lessons into action. You will formulate a promotion message for a target audience (child, teen, or adult). You can be creative with how you promote your message. Promotion messages can include news broadcast, poster, poem, rap, social media, commercial, role play, etc.

Teaching Steps:

Activity 1: Advocacy

* Ask students, “What does it mean to advocate?”
	+ *Possible answers:*to promote, support, get the message out, etc.
* Advocacy skills are essential for providing equitable health opportunities. This skill empowers students with confidence to apply functional health knowledge and health literacy to persuade others to adopt healthy behaviors ([NHES](https://www.schoolhealtheducation.org/standard-8/)).
* Advocacy is the ability to take action to secure conditions that support the health and quality of life of self and others. Advocacy involves influencing others to act in ways that support personal, family, peer, school, and community health ([NHES](https://www.schoolhealtheducation.org/standard-8/)).
* Advocacy skills can include identifying needs, formulating a plan of action, creating messages, and applying strategies to promote health. Students use advocacy skills to encourage others to adopt health-enhancing norms, beliefs, and behaviors as well as to implement policies, programs, and environments that support health ([NHES](https://www.schoolhealtheducation.org/standard-8/)).
* What are different lesson topics we focused on in this unit?
	+ Substance use disorder (SUD); how to reduce the stigma associated with substance use disorder (SUD); stigma as a barrier for seeking treatment for SUD; the dangers associated with alcohol, tobacco products, vaping, and marijuana; how to support a person with SUD or a mental health condition; etc.
	+ Identify a focus area to create your advocacy message.
	+ An advocacy message includes the following:
		- Identification of a need for the target audience
		- Credible information to support the health promotion message
		- A target audience
		- Confidence in the health promotion message
		- Goal of enhancing quality of life and promoting equitable health opportunities

Activity 2: Create Your Message

* Distribute and review the *Advocating for Health Behaviors Planning Guide* attachment.
* Students can work individually or with a partner to design a drug-free message.
* Students can work individually or with a partner to formulate the plan for their advocacy message. They may need time outside of school to design their messages.
* Students will perform their advocacy message; students can assess their classmates using the *student assessment sheet*.

Closing

* Today’s focus was to promote drug-free messages. When you advocate healthy behaviors, you are more likely to adopt those positive behaviors. Continue to advocate healthy messages for yourself and others to make the world a safer place to live. As we wrap up the substance use prevention lessons, remember:
	+ I can make healthy choices using Stop, Think, Choose.
	+ I am a positive influence.
	+ I can use assertive communication to make a healthy choice.
	+ I can help others by recognizing, reaching out, and connecting to resources.

Attachment 10.1: Advocating for Health Behaviors Planning Guide

**Directions**: Choose a mode in which you will advocate to your target audience about the dangers associated with substance use disorder. You can promote your message in various ways: a news anchor, public service announcement (PSA), board game, song, rap, social media, poster, role play, commercial, etc. Follow the criteria below to guide your message. Use this template to draft ideas. Refer to the provided rubric to guide your work.

**Group Members:**

1. What is your topic? Identify a specific issue that supports making healthy choices to prevent substance use.
2. What is the mode (news story, public service announcement, board game, song/rap, social media, poster, role play, commercial, etc.) in which you will deliver your advocacy message?
3. Who is the target audience for your message?
4. What should your audience know about the issue? Provide a description of the issue and use statistics and valid resources to build your message.
5. What valid and reliable resources did you use to shape your message, or what resources can help your audience?
6. Getting started: Brainstorm possible ideas for your advocacy project.

Attachment 10.1b: Advocating for Healthy Behaviors Rubric

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| **Category** | **3** | **2** | **1** |
| **Topic** | Identifies a specific topic that supports substance use prevention and/or behavioral health.  | Identifies a topic that supports substance use prevention and/or behavioral health.  | Does not identify a clear topic or issue. The topic is not related to behavioral health or substance use prevention. |
| **Target Audience Identified** | Identifies and describes characteristics of a specific target audience. | Identifies target audience. | Does not identify a target audience for the advocacy message. |
| **Mode of Communication** | Mode of communication identified aligns well with the needs of the audience. | Identifies a mode of communication that is effective for the message, but other options would have been more effective. | Does not identify a mode of communication.  |
| **Scope of The Problem** | Provides information, statistics, and principles that clearly describe the problem and why it is important to the audience.  | Describes the scope of the issue. The information is relevant, meaningful, and aligned with the topic.  | Does not describe the scope of the issue to the audience.  |
| **Possible Consequences** | Identifies consequences with accurate facts, information, data, and evidence. | Identifies possible consequence.  | Provides limited information about the potential consequences of the action.  |
| **Healthy Actions** | Message would enhance quality of life and promote equitable health opportunities.  | Message has the potential to put healthy actions into practice.  | Does not include a message of a healthy action that can be put in practice. |
| **Message Effectiveness** | Provides a clear, specific, and effective message that prevents substance use or enhances behavioral health. | Provides an effective substance use prevention or behavioral health message.  | No drug-free position is provided, or the position is not health-enhancing. |
| **Presentation and Communication** | Communicates a clear and specific message that aligns with the needs of all members of the target audience. | Communicates a general message that aligns with the target audience.  | Advocacy message does not communicate or present the message effectively.  |

Attachment 10.2. Peer Assessment

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| Group members’ names: |
| Topic:  |
| Overall rating |
| Superior | Excellent | Successful | Needs improvement |
| Two reasons you gave this rating:  |