

ADVOCACY (GRADES 6-8)

ACTIVITY NAME: LOGOS AND SLOGANS

ACTIVITY DURATION: 60 MIN

SKILL DEVELOPMENT FOCUS:

- | | |
|---|---|
| <input type="checkbox"/> SKILL INTRODUCTION | <input type="checkbox"/> PRESENTING THE STEPS OF THE SKILL |
| <input type="checkbox"/> MODELING | <input checked="" type="checkbox"/> PRACTICE <input type="checkbox"/> REINFORCEMENT |

SUGGESTED CONTENT/TOPIC AREAS FOR ACTIVITY:

BY THE END OF THE ACTIVITY, STUDENTS WILL BE ABLE TO:

Work cooperatively to advocate the prevention of diseases for healthy individuals, families, and schools.

NHES PERFORMANCE INDICATORS ADDRESSED THROUGH THE ACTIVITY:

8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.

ASSESSMENT STRATEGIES:

A rubric can be created based on the skill cues and used as a formative assessment

PERFORMANCE LEVEL: COMPETENCY PROFICIENCY MASTERY

Competency – The activity is designed to advance students’ ability to apply the critical parts of the skill correctly, appropriately and effectively in a given context (usually one that they are familiar with).

Proficiency – The activity is designed to advance students’ ability to do something successfully or efficiently in varying contexts. Students should have already attained a level of competence with the skill.

Mastery – The activity is designed to provide students an opportunity to perform a skill or task at a high level and automatically without prompting.

KEY VOCABULARY: PLEASE LIST THE KEY TERMS USED IN THE ACTIVITY, AND PROVIDE DEFINITIONS FOR THOSE TERMS.

- **Slogan:** a short and striking or memorable phrase used in advertising
- **Logo:** a symbol or other design adopted by an organization to identify its products, uniform, vehicles
- **Skill Cues:**
 - **Identify** a meaningful health issue
 - **Create** a health enhancing message
 - **Act** passionately and with conviction
 - **Relay** the message to the audience
 - **Evaluate** the effectiveness

DETAILED ACTIVITY DESCRIPTION:

For this activity, students will be using their knowledge and creativity to create a slogan and logo that promotes positive health behaviors in order to advocate the prevention of disease.

Students will work in groups of no more than three.

They are to choose (**Identify**) a disease discussed in class (list projected on board, so that there is not more than one of each).

After the disease is chosen, the groups are going to pretend that they own a company that is advocating for the prevention of this illness.

Once they have established the ‘company’, they are going to **Create** a creative and catchy slogan and logo.

When all the groups have completed the slogan and logo, they will briefly pitch (**Act**) their slogan and logo to the class. The group will state the disease, the company name and purpose (e.g., flu vaccination, exercise, nutrition company), the slogan they created, and show the logo of their company. The group will also state who the audience is that this company would be focused on (**Relay**).

The rest of the class will decide if this pitch is appropriate for the disease and acceptable as a promotion and advocacy of healthy behaviors (**Evaluate**). This could be a formal assessment (using a rubric) or an informal assessment using student opinion/judgement.

MODIFICATIONS:

MATERIALS NEEDED:

CONNECTIONS TO EDUCATIONAL INITIATIVES (E.G. COMMON CORE, 21ST CENTURY SKILLS, ETC.)

21st century skills: Information and media literacy, communication and collaboration

ADDITIONAL RESOURCES/BIBLIOGRAPHY

Benes, S.S., & Alperin, H. (2016). *The essentials of teaching health education*. Human Kinetics. Champaign, IL