



MRSA Communications Advocate

Grade Level:	Grades 3 - 12		
Time:	The number of class periods required will vary according to classroom/instructor variables. The procedural steps are relatively sequential and should be arranged according to teacher preference. This activity promotes cross-curricular opportunities.		
HECAT Health Topic:	<input type="checkbox"/> Tobacco-Free	<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> Mental/Emotional Health
	<input type="checkbox"/> Physical Activity	<input checked="" type="checkbox"/> Safety	<input checked="" type="checkbox"/> Other
	<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> Alcohol and Other Drugs-Free	
HEAP Acronym*	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> AI	<input type="checkbox"/> SM
	<input type="checkbox"/> IC	<input checked="" type="checkbox"/> DM	<input checked="" type="checkbox"/> AV
Educational Standard			
National:	Health Education Standard 7		
Instructional Methodology Used: (Check all that apply.)	<input type="checkbox"/> Lecture	<input type="checkbox"/> Guided Practice	<input checked="" type="checkbox"/> Cooperative Learning
	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Student Debate	<input checked="" type="checkbox"/> Student Presentation
	<input type="checkbox"/> Lab	<input type="checkbox"/> Technology	<input type="checkbox"/> Other:
Lesson Plan Description:	<p>In this lesson, students will develop and implement an advocacy activity requiring written communication on MRSA. This communication may be a written document or recorded as an MP3 audio file.</p> <p>NOTE: Although this lesson focuses on MRSA, at the teacher's discretion specific aspect of the topic can easily be substituted for the reinforcement of persuasive, informative, poetry, ballad, or other writing style.</p>		
Learning Objectives:	<p>Students apply a wide range of strategies to research, comprehend, interpret, evaluate, and draw their knowledge of textual features (e.g., word meaning, sentence structure, context) to author a document on MRSA.</p> <p>Students will adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively on the assignment.</p> <p>Students use the <i>available</i> technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information, evaluate, and document knowledge.</p>		
Materials/ Resources Required:	<p>-Paper, pen, paper</p> <p>-Word processor (as applicable)</p> <p>-Resource materials (See www.studentsfightmrsa.com)</p> <p>-Media materials to fulfill audio requirements (if required)</p>		

*InnerLink uses the HEAP developed health education assessment framework to correlate to the National Health Education Standards.
 CC- core concepts, AI- assessing information, SM-self management, INF-analyzing influences, IC-interpersonal communication, DM-decision making, GS-goal setting, AV-advocacy

Lesson Plan Content:	<p>Engage students in a discussion in response to the MRSA advocacy activity. Were students swayed from their previous thoughts after completing <i>Learn It</i> and <i>Live It</i> (www.studentsfightMRSA.com)? Are students motivated to communicate specific ideas learned from this project?</p> <p>Have students share their ideas about topics or review the ones listed below:</p> <p>Determine format for advocacy activity. (writing, audio)</p> <ul style="list-style-type: none"> • Conduct a mini-lesson on how to formulate a thesis statement, language, voice, and the writing process. • The introductory paragraph should state the opinion clearly. Be sure to address the intention of the advocacy and tie it in to the chosen topic. • The next three paragraphs should give specific examples. • The closing paragraph should clearly restate the position and try to convince the reader to act or believe accordingly. • Set a due date. <p>Students should continue with the writing process as they work through editing and revising their first draft of their advocacy activity. (Peer review is recommended.)</p> <p>In subsequent sessions, students should write their final copy and execute it in the instructor-designated format/media.</p>			
Lesson Closure:	<p>This lesson was designed to promote advocacy and MRSA education.</p> <p><input type="checkbox"/> Arrange a place and time for a presentation to the class(s) or school.</p> <p><input type="checkbox"/> Submit essays or audio (MP3) to the Students Fight MRSA contest.</p>			
Assessment Methodology:	<input checked="" type="checkbox"/> Guided Learning	<input checked="" type="checkbox"/> Teacher Observation	<input checked="" type="checkbox"/> Cooperative Learning	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Student Debate	<input checked="" type="checkbox"/> Student Presentation	<input type="checkbox"/> Lab	<input type="checkbox"/> Technology
	Other:			
Assessment:	<p>Check for completion and effort using the rubric and the criteria for effective. Provide feedback.</p>			
Accommodation/Modifications:	<p>Student may participate in the contest by submitting audio or essay.</p>			
Extending the Lesson:	<p>Discuss plagiarism and copyright infringement.</p>			
Interdisciplinary Connections:	<input type="checkbox"/> Math	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	
	<input checked="" type="checkbox"/> Technology	<input type="checkbox"/> Art (Drama)	Other:	
Additional Resources:	<p>http://www.studentsfightmrsa.com/learnit.php</p>			
Vocabulary:	<p>Plagiarism – to use another’s writing, idea, image, or other product without permission and crediting the source, or passing it off as one’s own work.</p>			

Communications Advocate Rubric

Contribution	4	3	2	1
Introduction and Thesis	First paragraph is catchy. Thesis is evident and point well stated	A catchy beginning was attempted but was confusing rather than catchy. Thesis is not entirely apparent although topic is evident.	First paragraph has weak "grabber." Thesis is difficult to ascertain.	No attempt was made to catch the reader's attention in the first paragraph. Thesis is not apparent nor is the topic of the essay.
Organization	The essay is very well organized. Five paragraphs evident. One idea or scene follows another in a logical sequence with clear transitions.	The essay is fairly well organized. Five paragraphs evident. One idea may seem out of place. Clear transitions are used.	The essay is a little hard to follow. Paragraphs are unclear. The transitions are sometimes not clear.	Ideas seem to be randomly arranged. No effort at paragraph organization.
Accuracy of Facts	The entire essay is related to the assigned topic and allows the reader to understand.	Most of the essay is related to the assigned topic. The essay wanders off at one point, but the reader can still learn something about the topic.	Some of the essay is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the essay to the topic.
Focus on Topic	The entire essay is related to the topic and allows the reader to understand.	Most of the essay is related to the topic. The essay wanders off at one point, but the reader can still learn something about the topic.	Some of the essay is related to the topic, but a reader does not learn much about the topic.	No attempt has been made to relate the essay to the topic.
Mechanics	The essay has few, if any, spelling, punctuation, capitalization, grammar, or usage errors.	The essay has two or three mechanics errors.	The essay has four or five mechanics errors.	The essay has more than five mechanics errors.
Punctual	Hands in assignment on time.		Hands in assignment late.	Does not hand in assignment.