
Performance Task: Educate & Advocate!

Description & Purpose

Now that we have learned about the inequity in COVID-19 vaccine distribution that exists in Chicago and we have become more informed citizens about the COVID-19 vaccine ourselves, it's time for us to take action in order to help reduce these inequities.

You will choose from one of two options for this performance task:

1. **Vaccine "ambassador:"** Create an educational material that can be used to help your peers and other teenagers make an informed decision about whether to get the COVID vaccine. Choices include: flipgrid video, TikTok, Canva infographic, social media campaign, artwork, or personal testimony (written or video) about the decision you are making regarding the vaccine. You may propose another format that is not listed, but it must be pre-approved by the teacher.
2. **Vaccine advocacy:** Make a demand that will address a factor causing inequities in vaccine distribution and take action to have your demand heard. You may do this independently or with classmates. Choices include: petition, social media campaign, op-ed, testimonial, or direct message to a decision-maker. You may propose another format that is not listed, but it must be pre-approved by the teacher.

Essential Questions

- How can I help others make informed decisions?
- How can I use my agency in order to advocate for equity?

Requirements

Vaccine ambassador

- Choose one of the options from the [choice board](#) or propose your own (and get it approved by your teacher!).
- Use (reliable) evidence from the research we've done. Use at least two sources (to ensure multiple perspectives!) and be sure to cite your sources.
- Thinking critically about what we've learned about the trustworthiness of a source, make sure that others will find your educational material trustworthy.
- Think about your audience: make this material appealing and engaging for teenagers.
- Polished, proofread, & professional.

Vaccine advocacy

- Choose one of the options from the [choice board](#) or propose your own (and get it approved by your teacher!).
- Use (reliable) evidence from the research we've done in order to make your argument/demand more persuasive.
- Think about your audience: make sure your action appeals to your target (the person/people you're making demands of).
- Polished, proofread, & professional.

Grading

Learning Target 13a: I can create a brief and focused research project that combines multiple sources to answer an assigned or self-generated question or problem.

| Beginner Not Meeting 0 | Novice Developing 1 | Apprentice Approaching 2 | Master Meeting 3 | Expert Exceeding 4 |
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| I can attempt to complete a research project that contains no evidence for any of the required indicators. | I can create a brief research project that attempts to use sources to answer a self-generated question or problem. | I can create a brief and focused research project that uses one reliable source to answer an assigned or self-generated question or problem. | I can create a brief and focused research project that uses one reliable source to answer an assigned or self-generated question or problem. | I can create a brief and focused research project that synthesizes multiple sources to answer an assigned or self-generated question or problem. |

Learning Target 6c: I can vary speech and usage to the appropriate audience and task.

| Not Meeting 0 | Developing 1 | Approaching 2 | Meeting 3 | Exceeding 4 |
|---|--|--|---|--|
| I can speak effectively in certain tasks and for certain audiences. | I can attempt to identify the appropriate speech for the audience and task presented in order to vary my speech. | I can show awareness of the audience and task and attempt to vary my speech to address them appropriately. | I can vary speech and usage to the appropriate audience and task. | I can effectively vary speech and usage to the appropriate audience and task, showing fluidity in code-switching as appropriate. |

Option 1: Vaccine Ambassador

One of the factors that we identified that contributes to inequity in COVID-19 vaccine distribution in Chicago is misinformation about the vaccine that leads to vaccine hesitancy and skepticism. Over the course of this unit, we have learned how to make informed decisions by assessing whether we can trust information that we consume about the vaccine. Your job is to help OTHERS - particularly yours peers and other teenagers, who will soon become eligible to receive the vaccine - make informed decisions about whether to get the vaccine.

Using what we've learned about assessing the reliability of sources and the research we've done about the COVID-19 vaccine, you will create an educational material to teach others - and particularly other teenagers - the truth about the COVID-19 vaccine. You may choose from the options below:

Create an educational material that can be used to help your peers and other teenagers make an informed decision about whether to get the COVID vaccine. Choices include: flipgrid video, TikTok, Canva infographic, social media campaign, artwork, or personal testimony (written or video) about the decision you are making regarding the vaccine. You may propose another format that is not listed, but it must be pre-approved by the teacher.

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| <p style="text-align: center;">FLIPGRID VIDEO</p> <p>Use Flipgrid to create a short video educating your audience about the COVID-19 vaccine.</p> | <p style="text-align: center;">TIKTOK</p> <p>Create an engaging TikTok educating your audience about the COVID-19 vaccine.</p> | <p style="text-align: center;">CANVA INFOGRAPHIC</p> <p>Create an infographic using Canva that educates your audience about the COVID-19 vaccine.</p> |
| <p style="text-align: center;">SOCIAL MEDIA CAMPAIGN</p> <p>Design at least 3 social media posts and a corresponding hashtag to educate your audience about the COVID-19 vaccine. Encourage others to post as well!</p> <p>I recommend using Canva to create social media posts.</p> | <p style="text-align: center;">ARTWORK</p> <p>Create artwork in any form (drawing, painting, cartoon, song, etc.) educating your audience about the COVID-19 vaccine.</p> | <p style="text-align: center;">PERSONAL TESTIMONY</p> <p>Write (at least a paragraph) or create a video explaining the decision you are making regarding the vaccine. Will you be getting the vaccine when you become eligible? Why or why not?</p> |
| <p style="text-align: center;">PROPOSE ANOTHER FORMAT</p> <p>Have an idea that's not on here? Run it by your teacher for approval!</p> | | |

Option 2: Vaccine Advocacy

We have identified many factors that are causing inequities in vaccine distribution in Chicago (such as language barriers, lack of access, misinformation, etc.). You will identify ONE factor that is causing inequity in vaccine distribution and make a demand for what you would like to see done to address that inequity. You must then take action to have that demand heard and try to make it happen! This is your opportunity to take action and use your agency to work towards equity in vaccine distribution. You may choose from the options below:

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| <p style="text-align: center;">PETITION</p> <p>Create and publicize your own online petition to have your demand heard. You may use moveon.org or change.org to create your petition.</p> | <p style="text-align: center;">SOCIAL MEDIA CAMPAIGN</p> <p>Design at least 3 social media posts and a corresponding hashtag to advocate for your demand. Make sure to tag any relevant decision makers!</p> <p>Encourage others to post as well!</p> <p>I recommend using Canva to create social media posts.</p> | <p style="text-align: center;">OP-ED</p> <p>Write an op-ed to a local newspaper advocating for your demand. Make sure to share your final version with your teacher for credit. Example of an editorial about rent control is here!</p> <p>Check out the various publications and contacts you can send your op-ed to a news source here.</p> |
| <p style="text-align: center;">TESTIMONIAL</p> <p>Speak out by creating a first person testimonial, 60 to 90 seconds for social media or by attending a Board of Education meeting or scheduling and speaking to a member of the Board of Education.</p> | <p style="text-align: center;">DIRECT MESSAGE TO A DECISION-MAKER</p> <p>Send a direct message or leave a phone message to a decision maker: your state rep or senator, the Mayor, the CEO or Board of Education for CPS, etc. In your message you should advocate in 1 minute or 1 paragraph or more for your demand. Share your comments with your teacher for credit.</p> <p>To find your legislators, go to the Illinois State Board of Elections site and input your address and zipcode.</p> | <p style="text-align: center;">PROPOSE ANOTHER ACTION</p> <p>Have an idea that's not on here? Run it by your teacher for approval!</p> |