Avatars Anonymous:
A Six Step Program

Introduction and Lesson Plan Key

What is AA.6?

      The objective is to teach high school students the importance of self-advocacy, how to implement longstanding solutions to health challenges, and the idea that health is a lifelong journey. Students will also grasp the idea that they control their own health, along with the understanding of how to live a healthy lifestyle. This curriculum was modeled to fit Colorado Health Standards, but was adapted to be used in classrooms nationwide. This program also integrates the Colorado Health Standards in all steps of this course. Additionally, it incorporates the 21st Century Learning Skills, which are a combination of critical thinking, invention, collaboration, self-direction, and information literacy. While this curriculum will provide a step-by-step process, with lesson plans that are flexible and can be modified by instructors to adapt to individual classes as needed. Instructors are also encouraged to bring their own expertise to the curriculum. It is important to note that this curriculum involves many discussion based activities, in which some students may be faced with uncomfortable topics provided by their research and their Avatars (i.e.: drug use and sexuality). It is crucial that instructors provide a safe space for these discussions and establish norms around open and safe conversations. This curriculum was designed to increase students' level of understanding about health issues and equip them with the ability to advocate for themselves and others through a number of activities, discussions, and blogging on the Avatars Anonymous website at http://www.avatarsanonymous.org/sign-in.

Who Created AA.6?

      Avatars Anonymous (AA.6) was created by a group of high school students known as the Community Health Action Team (C.H.A.T.). This program was created in 2012, in response to the Colorado Department of Education's request for C.H.A.T.'s leadership in building a curriculum incorporating the Colorado Comprehensive Health and P.E. Standards.

      Below is a Lesson Plan Key with brief descriptions in the boxes of what is in each part of the lesson plans. Some of the lesson plans may not have a Modifications section.

Day # of 14	**Lesson Plan Key for Avatars Anonymous: A 6 Step Program** **Step #: Step Name (Day # of total)**

Comprehensive Health Standards for Grades 9-12
The Comprehensive Health Standard(s) covered in each lesson plan.

Prior Knowlege
What students need to know before starting the lesson.

Materials and Resources
Extra materials and/or resources needed to complete the lesson.

Desired Results
Expectations of students for each lesson.

Objectives
What the students will learn.

Inquiry Questions
Guiding questions for that day's lesson.

In-Class Activities
What will be completed in class.

Preview for Next Class
What to expect for the next class period. *These tasks may include activating an Alert, Text Message, or Health Challenge on the Avatars Anonymous website depending on the activities done during the day.

Homework
What students will complete at home.

Assessment
What activities and/or projects have the potential for points.

Modifications
Alternative activities, materials, resources, and/or preparation, including computerless version modifications.

Comprehensive Health Standards for Grades 9-12

CH09-GR.HS-S.2-GLE.3	CH09-GR.HS-S.2-GLE.6	PE09-GR.HS-S.3-GLE.2	PE09-GR.HS-S.3-GLE.3

Prior Knowlege

An understanding of the complexity of health issues and the health-related struggles many people confront and/or overcome.*

*As taught in the 8th grade standards for Comprehensive Health and Physical Education.

Materials and Resources

Copies of the Student Overview for each student (See Appendix A)

Instructions for icebreaker activities: "Counting Game" and "All My Neighbors." (See Appendix E)

A classroom with open space reserved in the middle.

Copies of the blank Exit Ticket template. (See Appendix C)

Page on "Tips for Creating a Safe Classroom Environment." (See Appendix D)

Desired Results

Students will discover that health is a lifelong journey.

Students will gain a basic idea of Avatars Anonymous: A Six Step Program.

Students should feel comfortable with sharing and learning in a collaborative environment.

Students will begin to think about health issues from a personal perspective.

Objectives

To understand that the definition of health is often personal and can appear to cover many different topics and perspectives

To learn that a positive and welcoming environment is ideal for the learning process

Inquiry Questions

Why are some people embarrassed or afraid to speak on behalf of others?

Why do we have biases?

What if I found out my best friend was involved in something I had been raised to believe was not right?

In-Class Activities

1. Overview of Avatars Anonymous: A Six Step Program: (10 minutes)
    a. Give students brief overview of this entire interactive health unit. Use the Student Overview. Pass out copies of the handout. (See Appendix A)
2. Team Building Icebreakers: (30-35 minutes)
    a. Counting Game (10-15 minutes) Objective: A team building activity that encourages positive attitude and allows students to help one another through difficult times. (See Appendix E)
    b. All My Neighbors: (20 minutes) Objective: An icebreaker that allows students to get to know each other a bit better. (See Appendix E)
3. Exit Ticket: (5-10 minutes)
    a. Have students hand in their answers to the question, "What is your personal definition of health?" on the blank Exit Ticket template. (See Appendix C)

Preview for Next Class

The following class will involve an interaction with the students' Avatars. The next class will require computers for each student.*

*If using the Computerless Version, print out the Complete Avatar Responses. Cut out the Avatar Biographies and hand them out to students during the next class.

Homework

N/A

Assessment

Potential points can be given for the Exit Ticket and in-class participation.

AVATARS ANONYMOUS: A 6 Step Program
Step 1: Introduction (Day 2 of 2)

Comprehensive Health Standards for Grades 9-12			
CH09-GR.HS-S.2-GLE.3	CH09-GR.HS-S.2-GLE.6	PE09-GR.HS-S.3-GLE.2	PE09-GR.HS-S.3-GLE.3

Prior Knowlege
A basic understanding of what health is.
An understanding of the pros and cons of daily activities and decisions concerning health.

Materials and Resources
Computers for each student to access Avatars Anonymous website.*
Exit Tickets from previous lesson plan.
Copies of the blank Exit Ticket template for this class. (See Appendix C)
*If using the Computerless Version, print out the Complete Avatar Responses.

Desired Results
Students will arrive at an agreed-upon definition of health.
Students will create a safe, non-judgmental environment in which to discuss health challenges and be able to express their feelings about health.
Students will be introduced to their Avatars and will record their login information.

Objectives
To create a safe environment for all students to discuss health
To learn how to communicate and express personal beliefs in a constructive way

Inquiry Questions
How do health practices in adolescence affect lifelong health?
How can I tell if someone needs help?*
*Other questions can be used, as long as students make connections between actions and health consequences.

In-Class Activities
1.Class discussion about the fundamentals of health: (20 minutes)
      a. Pass out the previous day's Exit Ticket, which addresses students' original ideas of health.
      b. Lead a class discussion on what defines health in order to come to a consensus. Some questions to ask include:
            i. What is health?
            ii. What are factors that play into personal well-being?
            iii. In the past, what have you liked/disliked about health class?
            iv. Different questions can be used for this discussion based on the students' responses to the first question.
2.Pick an Avatar and customize: (25 minutes)
      a. Ask students to go to this web address: http://www.avatarsanonymous.org/sign-in
      b. Ask students to create an account and record their login information. This will prevent them from losing access to their accounts and progress in the program.
      c. Have the students sign into the Avatars Anonymous website to select their Avatars and customize their look.
3.Wrap-up: (5 minutes)
      a. Assign Homework:
            i. Students will do something proactive to decrease their stress. Have them write a description of what they do and bring this description to the next class to share.
            ii. Remind students to record login information. Students should sign in to the Avatars Anonymous website and write a blog to their classmates, answering the following question: "Why did I choose my Avatar?" and blog about things the students share in common with their Avatars. (See Appendix A)
      b. Exit Ticket: Have students hand in their answers to the following question, "What are four things that stress you out, and how do you handle this stress?" on the blank Exit Ticket template. (See Appendix C)

Preview for Next Class
The next class will be dedicated to discussing stress and the factors that relate to it. Students will be asked to form strategies for dealing with their Avatars' personal stress, which will require computers for each student.

Homework
Students should do something proactive to decreases their stress. Have them write a description of what they do and bring this description to the next class to share.
Students should sign in to the Avatars Anonymous website and write a blog to their classmates, answering the following question: "Why did you choose the Avatar you did? What do you have in common with your Avatar?" (See Appendix A)

Assessment
Potential points can be given for the Exit Ticket and in-class participation.

Modifications
If using the Computerless Version, print out the Complete Avatar Responses prior to this class. Hand out one Avatar Biography per student. This may allow for more time to discuss health.

AVATARS ANONYMOUS: A 6 Step Program
Step 2: Stress (Day 1 of 1)

Comprehensive Health Standards for Grades 9-12

CH09-GR.HS-S.2-GLE.6

Prior Knowlege
Students must know their login information on Avatars Anonymous website.
Students must know their Avatar's profile as well as the cause of their Avatar's stress.

Materials and Resources
Instructions for "Statistics Icebreaker." (See Appendix F)
Computers for each student to access Avatars Anonymous website. *Unless using the Computerless Version.
Exit Ticket from previous lesson plan.
Copies of the blank Exit and Entrance Ticket template, one of each are needed for every student. (See Appendix C)

Desired Results
Students should feel comfortable with their fellow classmates and understand each other better.
Students will start to know their Avatars and begin to relate to them.

Objectives
To begin to create a relationship between the students and their Avatars
To create an understanding and comfortable environment in which to share personal experiences/feelings

Inquiry Questions
Why is health important to you?
What stresses you out?
How do you modify your life around your stress?

In-Class Activities
1. "Statistics Icebreaker": (15 minutes)
    a. Objective: Students will be able to understand how personal actions affect health. (See Appendix F)
2. Class discussion about stress: (30 minutes)
    a. Questions that could be utilized are:
        i. What is stress?
        ii. What's stressful for you and how do you deal with it? (Encourage students to share what they did for themselves the previous night to lower their stress level.)
3. Wrap-up: (5 minutes)
    a. Review Homework:
        i. Students should review their Avatar's Stress on the website.
        ii. Students will blog a response to their Avatars, advising them on how to deal with their stress.
        (See Appendix A)
    b. Exit Ticket: Have students hand in their answers to the question, "In your opinion, what is the most important aspect of health?" on the blank Exit Ticket template. (See Appendix C)

Preview for Next Class
Go to the Avatars Anonymous website and click on the button that says Send Text Message 1. *The Stress Response for all Avatars is automatically enabled. (If a student did not sign up for Text Messages, remind students to sign in to the Avatars Anonymous website to blog to the Avatar's Stress Response.) Text Message 1 will send the following: *"Hey, what's up? This is your Avatar! I left you a message at the website you should go check it out and tell me what you think. Can't wait to hear from you!"*
During the day just before the next class begins, go to the Avatars Anonymous website and click on the button that says Enable Health Challenge and Enable Alert.
The next class will be dedicated to introducing the students to the Research Project Presentation.

Homework
Student will receive a text to sign in to the Avatars Anonymous website and learn about the things that are causing stress in their Avatars' lives.
Students should write a blog in response to their Avatars by answering the following question: "What are some resources in your community or some strategies that you are aware of that can help your Avatar deal with his/her stress?"

Assessment
Potential points can be given for the Exit ticket, blog post, and in-class participation.

Modifications
If using the Computerless Version, hand out the Stress Response of each student's Avatar. Students will write a journal entry for homework based on what their Avatars say.

Comprehensive Health Standards for Grades 9-12			
PE09-GR.HS-S.1-GLE.1	CH09-GR.HS-S.2-GLE.1	CH09-GR.HS-S.2-GLE.6	CH09-GR.HS-S.3-GLE.4
PE09-GR.HS-S.1-GLE.2	CH09-GR.HS-S.2-GLE.3	CH09-GR.HS-S.3-GLE.1	CH09-GR.HS-S.4-GLE.1
PE09-GR.HS-S.2-GLE.2	CH09-GR.HS-S.2-GLE.4	CH09-GR.HS-S.3-GLE.2	CH09-GR.HS-S.4-GLE.8
PE09-GR.HS-S.2-GLE.3	CH09-GR.HS-S.2-GLE.5		

Prior Knowlege
Class definition of health, as determined in Step 1 Day 2 of 2.
Knowledge of the Health Challenge of each student's Avatar.
*During the day just before class begins, go to the Avatars Anonymous website and click on the button that says Enable Health Challenge and Enable Alert.

Materials and Resources
Overview of the Research Project Presentation. (See Appendix G)
Summary of the Avatars' Health Challenges. (See Appendix G)
Research Project Presentation Requirements. (See Appendix G)
Group Presentation Requirements. (See Appendix G)
Rubric for Research and Presentation. (See Appendix H)

Desired Results
Students will be able to successfully research accurate data on their Avatars' Health Challenges and be able to present the knowledge in an interactive and engaging presentation.
Students will understand the requirements of the Research Project Presentation.
Students will be able to respond to their assigned Avatars' request for help in overcoming his/her Health Challenge.
Students will begin the process of gathering information for their presentation.

Objectives
To learn to advocate for self-health and for community health
To understand why health information is important when advocating for one's own health and the health of others

Inquiry Questions
Who is in your research group?
What is your group's health category?
How can you help your group be ready for the presentation?
What knowledge do you already have about the Health Challenge your Avatar is facing?
How does your Avatar's Health Challenge relate to your life experiences?

In-Class Activities
1. Introduction of the Research Project Presentation: (10 minutes)
    a. Using the Overview of the Research Project Presentation (See Appendix G), explain the Research Project Presentations and it's requirements.
    b. Over the next two classes, students will research their individual Avatar's Health Challenge and identify positive approaches and online/community/professional resources they can use to deal with their challenge. Students will then present their research to the class. The Research Project Presentation will be accomplished by dividing the class into small groups as explained below. The project will be evaluated based on the rubric provided. (See Appendix H)
    c. Handout the rubric and explain the Research Project Presentation Requirements.
2. Assigning Groups: (20 minutes)
    a. Direct students to sign in to the Avatars Anonymous website and discover their Avatar's Health Challenge and Alert.
    b. Split students into groups based on their Avatars' Health Challenges. (See Appendix G)
    c. For classrooms without computers, refer to the complete list. (See Appendix G)
3. Research: (20 minutes)
    a. Allow students to begin their research.
    b. Allow students to put away computers about 5 minutes before class ends.

Preview for Next Class
During the next class, students will continue their research on their health topic. The next class will require computers for each student.

Homework
N/A

Assessment
Potential points can be given for whether or not the students came to class prepared with knowledge of their Avatar's Health Challenges.
*Teacher can adapt the Research Project Presentation rubric to fit individual grading needs.

Modifications
If using the Computerless Version, hand out the Avatar Alerts and Health Challenge Responses to students at the beginning of class.

Comprehensive Health Standards for Grades 9-12			
PE09-GR.HS-S.1-GLE.1	CH09-GR.HS-S.2-GLE.1	CH09-GR.HS-S.2-GLE.6	CH09-GR.HS-S.3-GLE.4
PE09-GR.HS-S.1-GLE.2	CH09-GR.HS-S.2-GLE.3	CH09-GR.HS-S.3-GLE.1	CH09-GR.HS-S.4-GLE.1
PE09-GR.HS-S.2-GLE.2	CH09-GR.HS-S.2-GLE.4	CH09-GR.HS-S.3-GLE.2	CH09-GR.HS-S.4-GLE.8
PE09-GR.HS-S.2-GLE.3	CH09-GR.HS-S.2-GLE.5		

Prior Knowlege
Knowledge of all of the Avatar Health Challenges categories and group members.
An understanding of the requirements for the presentation and rubric.

Materials and Resources
Computers for each student.
Credible Resources Guide for each student. (See Appendix G)
Copy of the Research Project Presentation Rubric for each student (See Appendix H).
Materials for the visual component of the Research Project Presentation. (i.e. poster board, markers, etc.) *Optional based on time and class resources.

Desired Results
Students will be able to successfully research accurate data on their Avatars' Health Challenges and be able to present the knowledge in an interactive and engaging presentation

Objectives
To create individual group plans to complete the Research Project Presentation within the time that is assigned
To research accurate facts and statistics on the students' assigned health topics
To employ skills of time management, teamwork, and collaboration.

Inquiry Questions
What are 4 facts and 2 resources that help you better understand your Avatar's Health Challenge and its effect in your community?

In-Class Activities
1. Meet-up: (10 minutes)
    a. Students must get into their assigned groups to identify roles and responsibilities for completing the Research Project Presentation. (See Appendices G and H)
2. Start Online Research: (35 minutes)
    a. Begin research. Each student must find:
        i. 4 facts/statistics (1 of the 4 facts/statistics must relate to their school or community.)
        ii. 2 online/community/professional resources (See Appendix G)
    b. Most students should have found their facts and resources by the end of the class. If they have not, they must complete the assignment before the next class.
    c. Allow students who are done with their research to begin working on their part of the presentation. They may continue this for homework.
3. Wrap-Up: (5 minutes)
    a. Give a 5 minute warning before class ends so the class can pack up and log off computers.
    b. Remind class that they have one more class to finish their Research Project Presentations. (See Appendices G and H)

Preview for Next Class
The next class will allow students to meet in their groups and discuss what they have already found collaboratively and what tasks are left to be completed before the presentation. The next class will require the computer lab or classroom computers.

Homework
Depending on the plans formulated by the small groups, students may need to continue research or begin working on the group presentation.

Assessment
Potential points can be given for in-class participation.

Modifications
If using the Computerless Version, reserve a computer cart or computer lab for students to be able to research.
If computers cannot be made available for this class time, allow students to have a discussion about community resources that are relevant to their Avatar's Health Challenge.
An additional day(s) can be added for completing the research and presentation, depending on student time management skills or for other reasons the teacher might identify.
If the teacher feels there is not enough time and/or certain resources for a visual component to be added to the Research Project Presentation, this requirement can be omitted, reducing the presentation to an oral report.

Comprehensive Health Standards for Grades 9-12			
PE09-GR.HS-S.1-GLE.1 PE09-GR.HS-S.1-GLE.2 PE09-GR.HS-S.2-GLE.2 PE09-GR.HS-S.2-GLE.3	CH09-GR.HS-S.2-GLE.1 CH09-GR.HS-S.2-GLE.3 CH09-GR.HS-S.2-GLE.4 CH09-GR.HS-S.2-GLE.5	CH09-GR.HS-S.2-GLE.6 CH09-GR.HS-S.3-GLE.1 CH09-GR.HS-S.3-GLE.2	CH09-GR.HS-S.3-GLE.4 CH09-GR.HS-S.4-GLE.1 CH09-GR.HS-S.4-GLE.8

Prior Knowlege
Knowledge of all of the Avatar Health Challenges categories and group members.
An understanding of the requirements for the presentation and rubric.
Knowledge of the facts/resources that students discovered while researching on Day 2 of the Research Project Presentation.

Materials and Resources
Credible Resources Guide for each student. (See Appendix G)
Copy of the Research Project Presentation Rubric for each student (See Appendix H).
Materials for the visual component of the Research Project Presentation. (i.e. poster board, markers, etc.) *Optional based on time and class resources.

Desired Results
Students will be able to successfully research accurate data on their Avatars' Health Challenges and be able to present the knowledge in an interactive and engaging presentation.

Objectives
To research accurate facts and statistics on the students' assigned health topics
To put together a presentation on the students' assigned health topics
To work collaboratively to create a group presentation
To employ their skills of time management, teamwork, and collaboration

Inquiry Questions
What are 4 facts and 2 resources that help you better understand the health topic and its effect in your community?

In-Class Activities
1. Quick Meet-Up: (10 minutes)
    a. Students will meet in their groups and figure out their next steps in order to be ready for the presentation.
2. Split-Up: (35 minutes)
    a. If students still need to do research, let them, but they must finish before the class is over.
    b. Those who have completed the research will create the following:
        i.The visual component for their Research Project Presentation. (i.e. PowerPoint, Prezi, poster, collage, etc.)
        (See Appendix G)
        ii. The fact sheet* containing the facts/stats and resources gathered by each individual member. (*The fact sheet should have been compiled by the students, written or typed.)
        iii. The order of presenters and the content that each person is going to present.
3. Wrap-up: (5 minutes)
    a. Review Homework and Preview for Next Class.

Preview for Next Class
The next class will be dedicated to presentations. Groups will only have five minutes at the start of the next class to prepare before presentations start. A single computer and projector may be needed for the display of any electronic visual presentation components.

Homework
Depending on the progress of individual groups, students may need to complete remaining tasks such as the fact sheet or visual component of the Research Project Presentation. It is suggested that students practice their individual presentation parts at home in front of a family member or mirror.

Assessment
Potential points can be given for in-class participation.

Modifications
An additional day(s) can be added for completing the research and presentation, depending on student time management skills or for other reasons the teacher might identify.
If the teacher feels there is not enough time and/or resources for a visual component to be added to the Research Project Presentation, this requirement can be omitted, reducing the presentation to an oral report.

Comprehensive Health Standards for Grades 9-12			
PE09-GR.HS-S.1-GLE.1 PE09-GR.HS-S.1-GLE.2 PE09-GR.HS-S.2-GLE.2 PE09-GR.HS-S.2-GLE.3	CH09-GR.HS-S.2-GLE.1 CH09-GR.HS-S.2-GLE.3 CH09-GR.HS-S.2-GLE.4 CH09-GR.HS-S.2-GLE.5	CH09-GR.HS-S.2-GLE.6 CH09-GR.HS-S.3-GLE.1 CH09-GR.HS-S.3-GLE.2	CH09-GR.HS-S.3-GLE.4 CH09-GR.HS-S.4-GLE.1 CH09-GR.HS-S.4-GLE.8

Prior Knowlege
Completion of the research, a fact sheet, and a visual component accompanying the Research Project Presentation.
Knowledge of what information each group member is presenting.

Materials and Resources
Single computer and projector.
Students' presentations, visual components, and fact sheets.
Rubric for the Research Project Presentation (See Appendix H)
Copies of "Presentation Notes Worksheet." (See Appendix I)

Desired Results
Students will take the first steps in learning to advocate for someone else's health.

Objectives
To have a basic understanding of the five health topics
To present students' information and demonstrate a solid understanding of this information

Inquiry Questions
What was the most interesting fact you learned from your research or the research of your classmates?
Do you have a personal connection to any of these health topics?

In-Class Activities
1. Group meet-up: (5 minutes)
        a. Students will get together with their groups and confirm their roles in presenting.
2. Presentation Time: (40 minutes)
        a. Hand each student a "Presentation Notes Worksheet" (See Appendix I), on which they will take notes during other presentations. Have students turn in these worksheets upon the completion of all presentations for potential points. Return to students the next day for them to keep as a useful resource.
        b. Determine the order in which groups will present and begin the presentations.
3. Wrap-Up: (5 minutes)
        a. Review Homework:
                i. Students will blog to their Avatars, sharing facts/statistics/resources that they learned from the Research Project Presentations that could help their Avatars deal with their Health Challenges. (See Appendix A)
        b. Ask students to hold on to their facts sheets, since they will need them for the Timeline Project.

Preview for Next Class
The next day will be an introduction to a new project – a Timeline Project used for keeping track of your Avatar's journey, using posters, videos, demonstrations, etc.
Return Presentation Notes Worksheet to students the next day for them to keep as a useful resource.

Homework
Students should sign in to the Avatars Anonymous website and write a blog to their Avatars, answering the following questions:
"What are some facts and/or statistics that you gathered from the Research Project Presentations that are relevant to your Avatar's Health Challenge? What are some resources in your community that can help your Avatar deal with his/her Health Challenge?"
Share these with your Avatar. (See Appendix A)

Assessment
Potential points can be given from the provided rubric for the Research Project Presentation.* (See Appendix H)
*Teacher can adapt rubric to fit individual grading needs.
Potential points can be given for the completion of the "Presentation Notes Worksheet." (See Appendix I)

Modifications
If the teacher feels there is not enough time and/or resources for a visual component to be added to the presentation, this requirement can be omitted, reducing the presentation to an oral report.
An extra day(s) may be added depending on the size of the class to finish presentations.

AVATARS ANONYMOUS: A 6 Step Program
Step 4: Timeline Project (Day 1 of 1)

Comprehensive Health Standards for Grades 9-12

CH09-GR.HS-S.2-GLE.6

Prior Knowlege
Knowledge of the Avatar's experiences, as well as facts/statistics and resources from the students' Research Project Presentations.

Materials and Resources
Students may create anything for their Timeline Projects, and may need to provide their own materials. (See Appendix J)
Copies of the Rubric for Timeline Project (See Appendix K)
Copies of the blank Entrance Ticket template, one for each student (See Appendix C)
Presentation Notes Worksheets from previous lesson plan.

Desired Results
Students will be able to creatively put together a Timeline Project.
Students will understand that being healthy is a continuous process and a lifelong journey.

Objectives
To apply health information, facts, and resources learned throughout this course in students' daily lives

Inquiry Questions
How is health a lifelong journey?
Why is it important to understand this concept?
What are some benefits to your personal health that this concept can bring?

In-Class Activities
1. Brief Overview of Timeline Project: (5 minutes)
    a. Provide students with project instructions, grading rubric, and overview for the project. (See Appendices J and K) Set the final due date for this project, which is the last day of Step 6.
    b. Return Presentation Notes Worksheet to students for them to keep as a useful resource.
2. Inquiry Question Introduction: (less than 5 minutes)
    a. Introduce to students the first inquiry question of the lesson:
        i. How is health a lifelong journey?
        ii. Why is it important to understand this?
        iii. What are the benefits to your personal health that can be affected by this concept?
        iv. How have your Avatar's experiences contributed to your knowledge of overcoming health challenges?
        v. What have you learned from your Avatar in regards to health being a lifelong journey?
    b. All students should be able to reflect on these questions during the final day of the course when presenting their Timeline Project.
3. Explanation of Timeline Project/Overview of Materials: (35-40 minutes)
    a. Explain to students that they will need to figure out and provide their own materials, as this project is not limited as to what it can be. (See Appendix J)
4. Class discussion and Wrap-up: (5 minutes)
    a. Initiate a short class discussion around what difficulties might they face with their projects?
    b. Review Homework:
        i. Define advocacy, and have students write down their definitions to bring to class the following day as an "Entrance Ticket." (See Appendix C)
        ii. Avatars will reveal their Advocacy Challenge, which students will need to write down and bring to class the following day as an "Entrance Ticket." (See Appendix C)

Preview for Next Class
Go to the Avatars Anonymous website and click on the button that says Send Text Message 2 and Enable Avatar's Advocacy Challenge. (If a student did not sign up for Text Messages, remind students to sign in to the Avatars Anonymous website to write down their Avatar's Advocacy Challenge Response.) Text Message 2 will send the following: *"Hey, I've been having some trouble lately, I'd love to hear your take on my situation. Please stop by the website soon, thanks."*

Homework
Students will continue to work independently on their Timeline Projects until the last day of Step 6, when it will be presented.
Students should write a definition of what they believe "advocacy" means in their own words on an Entrance Ticket.
Students will receive a Text Message from the Avatars Anonymous website. Students should sign in to the Avatars Anonymous website and learn about the difficulties their Avatars have been having while trying to improve their health. Students should write down these difficulties and bring them to the next class on an Entrance Ticket.

Assessment
Potential points for the Timeline Project may be based on the rubric provided for this project.* (See Appendix K)
*Teacher can adapt rubric to fit individual grading needs.
*The form that the Timeline Project's take should be adapted to fit the resources of the students, teachers, and/or school.

Modifications
If using the Computerless Version, hand out the Avatar's Advocacy Challenges before class ends, so students can complete their homework.

Comprehensive Health Standards for Grades 9-12			
PE09-GR.HS-S.4-GLE.1 CH09-GR.HS-S.2-GLE.4	CH09-GR.HS-S.2-GLE.6 CH09-GR.HS-S.3-GLE.3	CH09-GR.HS-S.4-GLE.2 CH09-GR.HS-S.4-GLE.3	CH09-GR.HS-S.4-GLE.4 CH09-GR.HS-S.4-GLE.9

Prior Knowlege
Knowledge of the difficulties that each student's Avatar has been facing while trying to improve his/her health. (As students enter class, do a quick check that the students have written down these difficulties and a definition of advocacy.)

Materials and Resources
Jane Elliot Psychology Experiment *As an example to the teacher of how to act during the introductory activity, "The Dilemma."
Find a place in the classroom to write the word "ADVOCACY" where students' thoughts will be compiled.
"Personal Advocacy Stories for Colorado Youth" reference handout. (See Appendix L)
Copies of the Human Body handout or instructions and supplies for the Box Activity for each student. (See Appendix M)

Desired Results
Students will learn the basics of advocacy and how to advocate for their own health and the health of others.
*This lesson does not have to proceed step by step. The progression of the activity will be dependent upon the teacher's discretion or needs of the class.

Objectives
To teach students the definition of self-advocacy
To assist students in the development of their ability to advocate
To practice ways to advocate for one's own health and the health of others in a safe environment

Inquiry Questions
What difficulties come up when one is advocating for a healthier lifestyle?

In-Class Activities
1. Introductory Activity: "The Dilemma" (10 minutes)
    a. After class has begun, ask the students to crumple a few pieces of paper and participate in a paper ball "fight". Once the "fight" is over, please ask the students to separate themselves by gender. Tell the females that they have to pick up every single piece of trash in the classroom. The boys can sit leisurely.
    b. Observe for ten minutes while maintaining a serious persona. This activity will have to be played by ear based on whether or not a student advocates against the situation.
    c. If a student should say something about the about the inequality of the instructions, have the entire class stop what they are doing and applaud the student for speaking up.
    d. Should no one speak up, look at the clock and emphasize that the girls cleaned for ten minutes without saying anything. Ask the class, "Why didn't anyone speak up?"
    e. Finally, share this quote with the class, regardless if students spoke up or not: *"Most often, people say that youth are naïve. But that is wrong, they are courageous." -Maria L. Talero*
2. Class Discussion: (35-40 minutes)
    a. Begin a discussion about advocacy and its definition, according to what students wrote for homework. Remember that advocacy has a very broad spectrum of definitions, and not all of them have to be covered.
    b. Capture key words/phrases from the discussion on ADVOCACY created to compile students' thoughts. Some questions to prompt the discussion:
        i. What do you consider/not consider to be advocacy?
        ii. When is advocacy easy or difficult?
        iii. Have you ever advocated for something?
        iv. Do you feel confident to advocate for your own health?
        v. Do you feel confident advocating for someone else's health?
    d. Personal Connection to Advocacy:
        i. Share a personal story related to advocacy, either from personal experience or from the sample of true stories provided. (See Appendix L)
3. Wrap-up: (5 minutes) There are two possible Advocacy Activities: The Human Body Activity requires less materials, while the Box Activity will take additional classroom time, materials, and resources. However, it allows students to be more creative. Hand students copies of the instructions of the chosen activity. (See Appendix M)

Preview for Next Class
The Advocacy Activity assignment will lead into the next class where advocacy will be furthered discussed.

Homework
Students must complete their Advocacy Activity by the next class. (See Appendix M)

Assessment
Potential points can be given for the two Entrance Tickets, Homework from the previous day, and in-class participation.

Comprehensive Health Standards for Grades 9-12			
PE09-GR.HS-S.4-GLE.1 CH09-GR.HS-S.2-GLE.4	CH09-GR.HS-S.2-GLE.6 CH09-GR.HS-S.3-GLE.3	CH09-GR.HS-S.4-GLE.2 CH09-GR.HS-S.4-GLE.3	CH09-GR.HS-S.4-GLE.4 CH09-GR.HS-S.4-GLE.9

Prior Knowlege
Knowledge of the definition of advocacy from the previous class.
An understanding of real life examples of advocacy and situations in which it could be used.
Knowledge of students' personal definitions of what advocacy means to them.

Materials and Resources
"Yarn and Balloon Game" Materials and Instructions. (See Appendix N)
Advocacy Activity that captures the class's insights and definition for advocacy from the previous day.
"Health Scenarios": This appendix has one scenario for each of the five health categories of the Avatars' Health Challenges. *You will need one scenario per group of students in a health category. (See Appendix O)

Desired Results
Students will expand their knowledge of what is successful advocacy.
Students will practice advocacy by speaking up for their own health and the health of those around them.

Objectives
To review the definition of advocacy
To learn the difference between good and bad forms of advocacy
To apply the newly acquired knowledge of advocacy to specific situations regarding health

Inquiry Questions
What steps could you take to help out a friend or family member who isn't living a very healthy lifestyle or has a specific health concern?
If the environment at your school/home/workplace is not very healthy, but you want to be healthy in this environment, how would go about trying to create change to achieve this goal?

In-Class Activities
1. Homework collection: (5 minutes)
  a. Collect Advocacy Activity homework from the previous class as students enter.
  b. Return the Advocacy Activity to students the next day for them to keep as a useful future reference for their Timeline Projects.
2. Group discussion: (10 minutes)
  a. This open-ended discussion should be based on the following 2 questions:
    i. When have you advocated for yourself or for someone else?
    ii. What are the characteristics of good advocacy?
  b. "The Yarn and Balloon Game" (35 minutes)
    i. This activity is optional if your class is longer than 55 minutes. Objective: A team building activity to review the definition of advocacy from the previous class. This activity will introduce the concept of what good advocacy is and how it is key to creating successful, sustainable results and changes. (See Appendix N)
3. "I Statements" activity: (20 minutes)
  a. Break students into five groups based on the five categories of health challenges that correspond to their Avatars. (i.e. the same groups used for the Research Project Presentations)
  b. Give each group one of the five Health Scenarios from the "I Statements" Handout associated with that group's health category. (See Appendix O)
  c. Give the students time in their groups for each student to individually write one "I Statement" for the situation on their handout.
  d. Instructions for the "I Statements": Create a single sentence beginning with the word "I" that indicates what the student would personally do to advocate if they were involved in the situation on their paper. (i.e. "I will invite my friend to go for walks with me, since he doesn't feel safe exercising in his neighborhood by himself.")
  e. Give students time to share their "I Statements" with other members of their group. Tell each group to pick one or two (depending on time) of their favorite "I Statements" that they will share and discuss with the rest of the class.
4. Regroup and share: (10 minutes)
  a. Have each of the five groups share the statement(s) they chose and discuss each statement as a class. Use the following questions as a starting point for the brief discussion:
    i. Why did you choose this statement?
    ii. What makes this statement effective?
    iii. What else could be done in this scenario?
5. Wrap-Up: (10 minutes)
  a. Review Homework:
    i. Students will blog to their classmates about how they could have improved upon their blog from after the final day of the Research Project Presentation (Step 3, Day 4 of 4) and help their Avatars advocate for themselves. (See Appendix A)
    ii. Students will continue to work on their finalized Timeline Projects as needed.

Preview for Next Class

The next class will be dedicated entirely to students being able to work on finishing their Timeline Projects. Students will present their projects in four classes. The next class will require computers for any students that need them.

Return the Advocacy Activity to students the next day for them to keep as a useful future reference for their Timeline Projects.

Homework

Students should sign in to the Avatars Anonymous website and write a blog to their classmates, answering the following question: "After learning about advocacy, take a look at your blog response to your Avatar's Health Challenge from after the final day of the Research Project Presentation (Step 3, Day 4 of 4). Explain to your classmates how you could have improved upon your attempt to advocate for your Avatar's health using advocacy strategies from today's class. What could you have done better to help your Avatar?" (See Appendix A)

Students should bring what they have completed on their Timeline Projects to the next class and be prepared with all of the materials that are needed to complete it. Students' Timeline Project should now include an example of self-advocacy. Students should be aware of the due date for this final project.

*Teacher can set date of Timeline Project Presentations based on their classroom schedules.

Assessment

Potential points can be given for the Advocacy Activity homework assignment from the previous class (See Appendix M) and the "I Statements" in-class activity. (See Appendix O)

Modifications

"Yarn and Balloon Game" (See Appendix N) can be cut to only one round or eliminated completely and replaced by a short class discussion of what good vs. bad advocacy is and what good, successful advocacy is truly capable of achieving. It is important to have this discussion if the game is eliminated, as this is the whole point of the game and is essential for students to understand. Instead of having the entire group help each person create an "I Statement" for the health situation on their paper (See Appendix O), students can create their own "I Statements" and the group could elect one or two students to share their statements with the entire class.

Comprehensive Health Standards for Grades 9-12

CH09-GR.HS-S.2-GLE.6

Prior Knowlege
Knowledge of the project, its requirements, learning objectives, and due date. (See Appendices J and K)

Materials and Resources
Materials and resources are determined by the type of Timeline Projects the students have chosen. Computers may be one of the resources that they will need.
Return Advocacy Activity to students to keep as a useful future reference for their Timeline Projects.

Desired Results
Students will capture their Avatars' health journey in a Timeline format.

Objectives
To understand health as a lifelong journey

Inquiry Questions
How is health a lifelong journey?
Why is it important to understand this concept?
What are some benefits this concept can bring to your personal health?

In-Class Activities
1.Class Discussion: (10 minutes)
        a.Hold a class discussion of the inquiry question for this day:
                i.How is health a lifelong journey?
                ii.Why is it important to understand this concept?
                iii.What are some benefits this concept can bring to your personal health?
2.Project Work: (35 minutes)
        a. Return Advocacy Activity to students to keep as a useful future reference for their Timeline Projects.
        b. Students will retrieve their Timeline Projects.
        c. Students will continue to finalize their Timeline Projects based on the provided rubric. (See Appendix K)
        d. When class is over, students will save their work and return computers if they were being used.
3.Wrap-Up: (5 minutes)
        a. Review Homework:
                i. Students will blog to their Avatars to advise them on ways to improve their health. (See Appendix A)
                ii. Students will continue to work on their Timeline Projects as necessary.

Preview for Next Class
The next class will be dedicated entirely to students being able to work on finishing their Timeline Projects. Students will present their projects in three classes. The next class will require computers for any students that need them.

Homework
Students should sign in to the Avatars Anonymous website and write a blog to their Avatars' Advocacy Challenge Response, answering the following question: "Write a blog to your Avatar's Advocacy Challenge Response. Using your new knowledge of advocacy, what strategies can you share with, and what advice can you give, to your Avatar in order to better help him/her with his/her Advocacy Challenge?" (See Appendix A)
If students will not be able finish their project in class during the following two classes, they will need to work at home towards completing their remaining work.

Assessment
Potential points can be given for whether students stay on task or not.
Potential points can be given from the provided rubric for this project.* (See Appendix K)
*Teacher can adapt rubric to fit individual grading needs.

Modifications
If using the Computerless Version, reserve a computer cart or computer lab for students to be able to complete their Timeline Projects.
If using the Computerless Version, be sure that each student knows what their Avatar's Advocacy Challenge Response is before they leave class. Their homework will be to write a journal entry in response to the Avatar.

Comprehensive Health Standards for Grades 9-12
CH09-GR.HS-S.2-GLE.6

Prior Knowlege
Knowledge of the project, its requirements, learning objectives, and due date. (See Appendix K)

Materials and Resources
Timeline Projects.
Computers may be needed.

Desired Results
Students will work towards a complete Timeline Project.
Students will capture their Avatars' health journey in a Timeline format.

Objectives
To understand health as a lifelong journey

Inquiry Questions
How is health a lifelong journey?
Why is it important to understand this concept?
What are some benefits this concept can bring to your personal health?

In-Class Activities
1. Project Work: (45 minutes)
      a. Students will continue to work and finalize their Timeline Projects based on the provided rubric. (See Appendix K)
      b. Remind students to be ready to present their Timeline Projects in two classes.
2. Wrap-Up: (5 minutes)
      a. Review Homework:
            i. Students will receive a Text Message from the Avatars Anonymous website. Avatars will reveal their recent successes and struggles in being healthy. Students will blog to their Avatars one final time, giving them advice and describing how health is a continuous, lifelong journey. (See Appendices A and B)
            ii. Students will continue to work on their Timeline Projects as necessary.
      b. Remind students of the due date for the Timeline Project. (See Appendices J and K)

Preview for Next Class
The next class will be dedicated to discussing the realistic possible outcomes to the Avatars' health journeys based on facts and statistics sheets that were created for the Research Project Presentations. Students will also be able to work on completing their Timeline Projects. Students must present their projects in two classes. The next class will require computers for any students that need them.
Go to the Avatars Anonymous website and click on the button that says Send Text Message 3 and Enable Avatar's Final Response. (If a student did not sign up for Text Messages, remind students to sign in to the Avatars Anonymous website to blog to the Avatar's Final Response.) Text Message 3 will send the following: *"Hey wow, it's been a while. I have so much to tell you but it's kind of a lot so I left it for you at the website. I hope to hear a response soon."*

Homework
Students should sign in to the Avatars Anonymous website and learn about the recent successes that their Avatars have had in their efforts to be healthy for homework.
Students should write a blog to their Avatars, answering the following question: "After congratulating your Avatar on his/her success so far or giving them further advice on how to advocate for better health, explain to your Avatar how you believe that health is a continuous, lifelong journey. What last advice can you give your Avatar that will help him/her continue his/her journey towards being healthy?" (See Appendix A)
Students will need to bring the fact sheets they created for their Research Project Presentation to class to assist with the following class activities.
If students will not be able finish their project in class during the following class, they will need to work at home towards completing their remaining work.

Assessment
Potential points can be given for in-class participation.
Potential points for the Timeline Projects can be given based on the provided rubric for this project.* (See Appendix K)
*Teacher can adapt rubric to fit individual grading needs.

Modifications
If using the Computerless Version, hand out the Avatar's Final Response before class ends. Students will write a journal entry based on what their Avatars say for homework.

Comprehensive Health Standards for Grades 9-12

CH09-GR.HS-S.2-GLE.6

Prior Knowlege
Knowledge of the project, its requirements, learning objectives, and due date. (See Appendices J and K)

Materials and Resources
Timeline Projects.
Computers may be needed.

Desired Results
Students will work towards completing their Timeline Projects.
Students will create realistic or possible outcomes for their Avatars' health journeys based on their previous research.

Objectives
To understand health as a lifelong journey
To demonstrate adequate knowledge surrounding the Health Challenges that the students' Avatars are facing
To communicate how students choose to solve their Avatars' Health Challenges

Inquiry Questions
How is health a lifelong journey?
Why is it important to understand this concept?
What are some benefits this concept can bring to your personal health?

In-Class Activities
1. Small Group Discussion: (20 minutes)
    a. Students will divide into the same groups they had for their Research Project Presentations.
    b. Students should discuss realistic outcomes for their individual Avatars regarding all of their responses. Students should consider facts/statistics from the Research Project Presentation.
    c. Each student should then outline a realistic outcome for their Avatars. These outcomes will need to be included in the Timeline Project and do not have to be blogged to the Avatars. For example:
        i. If an Avatar is dealing with a prescription drug addiction, a realistic outcome would be that the Avatar struggles to overcome their addiction, because 40-60% of people on average tend to relapse while trying to recover from a drug addiction. Therefore, the Avatar would need professional counseling in order to become healthy.
2. Project Work: (30 minutes)
    a. Students will work and continue to finalize their Timeline Projects based on the provided rubric. (See Appendices J and K)
    b. Remind students to include the realistic outcome that they have outlined for their Avatar.
    c. Also remind students that the next class will be dedicated to presenting their Timeline Projects.

Preview for Next Class
The next class will be dedicated to student presentations of their Timeline Projects. A single computer and projector might be needed for the display of the students' presentations.

Homework
If students have not finished their Timeline Projects in class to include all of the components listed in the rubric (See Appendices J and K), they must complete their remaining work at home. Students must be ready to give a 1-2 minute presentation of their completed Timeline Projects to the class.

Assessment
Potential points can be given for in-class participation.
Potential points can be given from the provided rubric for this project.* (See Appendices J and K)
*Teacher can adapt rubric to fit individual grading needs.

AVATARS ANONYMOUS: A 6 Step Program
Step 6: Timeline Project Presentation (Day 4 of 4)

Comprehensive Health Standards for Grades 9-12

CH09-GR.HS-S.2-GLE.6

Prior Knowlege

Knowledge of the project, its requirements, learning objectives, and due date (See Appendices J and K)

Materials and Resources

Possible computer and projector.
Finalized Timeline Projects.
Timeline Project Presentation Rubric. (See Appendices J and K)

Desired Results

Students will present their finalized Timeline Projects.
Students will understand that being healthy is a continuous process and a lifelong journey.

Objectives

To demonstrate adequate knowledge on the Avatars' Health Challenges
To explain how students chose to solve their Avatars' Health Challenges
To gain confidence and experience presenting in front of peers

Inquiry Questions

How is health a lifelong journey?
Why is it important to understand this concept?
What are some benefits this concept can bring to your personal health?
What was your favorite part of this course?

In-Class Activities

1. Presentations: (45 minutes)
      a. Each student should give a 1-2 minute presentation, fulfilling the project's requirements as detailed in the
         provided rubric. (See Appendices J and K)
2. Wrap-Up: (5 minutes-optional)
      a. Ask students their favorite part of this course and why, as an optional wrap-up activity, if time permits.

Preview for Next Class

N/A: This is the final day of the course.

Homework

N/A: This is the final day of the course.

Assessment

Potential points can be given for in-class participation.
Potential points can be given from the provided rubric for this project.* (See Appendices J and K)
*Teacher can adapt rubric to fit individual grading needs

Modifications

An additional day(s) can be added for completing the Timeline Project presentations if needed.

Appendix A: Student Overview (Used throughout all Steps)

Overview: Avatars Anonymous is a six-step program created in order to teach students the importance of self-advocacy when finding solutions towards maintaining lifelong health. This program implements the Colorado Health Standards in each step, as well as the 21st Century Learning Skills: critical thinking, invention, collaboration, self-direction, and information literacy.

Throughout the program, students will be able to learn through a number of activities, discussions, and blogging on the Avatars Anonymous website at http://www.avatarsanonymous.org/sign-in. Students can also choose to receive Text Messages from their Avatars, which serve as reminders to respond in the form of a blog.

Below is an outline of the steps and days in the program, along with its corresponding classroom activities, assignments, necessary handouts, homework, and blogging activities. The outline also serves as a reference guide to keep up with what is going on in class, in case of any absences.

Day	In-Class	Homework	Website
Step 1, Day 1	**Activities:** • Avatars Anonymous Overview • Team building ice breakers **Handout(s):** • Student Overview **Exit Ticket:** "What is your personal definition of health?"	**Due:** N/A **Assigned:** N/A	N/A
Step 1, Day 2	**Bring:** • Student Overview **Activities:** • Class discussion on health • Create an account on the Avatars Anonymous website. **Exit Ticket:** "What are four things that stress you out, and how do you handle this stress?"	**Due:** N/A **Assigned:** • Do something proactive to help decrease your stress level. • Write down a description of what you did.	Create an account on the Avatars Anonymous website during class. Sign in to the Avatars Anonymous website and write a blog to your classmates, answering the following questions: "Why did you choose the Avatar you did? What do you have in common with your Avatar?"
Step 2, Day 3	**Bring:** • Student Overview **Activities:** • Icebreaker • Class discussion about stress **Exit Ticket:** "In your opinion, what is the most important aspect of health?"	**Due:** • Do something productive to help decrease your stress level. • Write down a description of what you did. **Assigned:** • What is your Avatar's Health Challenge? • What did your Alert say about your Avatar?	Write a blog to your Avatar's Stress Response by answering the following question: "What are some resources in your community or some strategies that you are aware of that can help your Avatar deal with his/her stress?" *Text Message #1*
Step 3, Day 4	**Activities:** • Introduction to Research Project • Discover Avatar's Health Challenge • Divide into groups based on Health Challenge • Research ways for Avatars to overcome their Health Challenge **Handout(s):** • Overview of the Research Project Presentation • Rubric for the Research Project Presentation	**Due:** • What was your Avatar's Health Challenge Response? • What did your Alert say about your Avatar? **Assigned:** • Continue research	N/A
Step 3, Day 5	**Bring:** • Overview of Research Project • Rubric for Research Project **Activities:** • Discuss presentation responsibilities with group • Continue research • Start work on presentation, if research is finished	**Due:** N/A **Assigned:** • Continue research and presentation	N/A
Step 3, Day 6	**Bring:** • Overview of Research Project • Rubric for Research Project **Activities:** • Continue work on research and presentations	**Due:** N/A **Assigned:** • Finish working on presentations • Complete fact sheet	N/A

Day	In-Class	Homework	Website
Step 3, Day 7	**Bring:** • Rubric for Research Project **Activities:** • Present projects • Turn in Presentation Notes Worksheet **Handout(s):** • Presentation Notes Worksheet	**Due:** N/A **Assigned:** N/A	Sign in to the Avatars Anonymous website and write a blog to your Avatar, answering the following questions: "What are some facts and/or statistics that you gathered from the Research Project Presentations that are relevant to your Avatar's Health Challenge? What are some resources in your community that can help your Avatar deal with his/her Health Challenge?"
Step 4, Day 8	**Activities:** • Introduction to the Timeline Project **Handout(s):** • Overview of the Timeline Project • Rubric for Timeline Project	**Due:** N/A **Assigned:** • What is advocacy? • Write down the difficulties your Avatar is experiencing for next class • Begin Timeline Project	Sign in to the Avatars Anonymous website and learn about the difficulties your Avatar has had while trying to improve their health. Write down these difficulties and bring them to the next class on an Entrance Ticket. *Text Message #2*
Step 5, Day 9	**Bring:** • Entrance Ticket (homework) **Activities:** • "The Dilemma" • Class discussion about advocacy • Advocacy Activity **Handout(s):** • Personal Advocacy Stories from Colorado Youth • Advocacy Activity	**Due:** • What is advocacy? • Avatar's difficulties **Assigned:** • Advocacy Activity • Continue work on Timeline Project	N/A
Step 5, Day 10	**Bring:** • Advocacy Activity **Activities:** • Yarn and Balloon Game • "I Statements" Game **Handout(s):** • Health Scenarios for "I Statements"	**Due:** • Advocacy Activity **Assigned:** • Continue work on Timeline Project	Sign in to the Avatars Anonymous website and write a blog to your classmates, answering the following question: "After learning about advocacy, take a look at your blog response from after the final day of the Research Project Presentation. Explain to your classmates how you could have improved upon your attempt to advocate for your Avatar's health using advocacy strategies from today's class. What could you have done better to help your Avatar?"
Step 6, Day 11	**Bring:** • Overview of the Timeline Project • Rubric for Timeline Project • Timeline Project **Activities:** • Class discussion about health as a lifelong journey • Continue working on Timeline Project	**Due:** N/A **Assigned:** • Continue Timeline Project	Sign in to the Avatars Anonymous website and write a blog to your Avatar, answering the following question: "Write a blog to your Avatar's Advocacy Challenge Response. Using your new knowledge of advocacy, what strategies can you share with, and what advice can you give, to your Avatar in order to better help him/her with his/her Advocacy Challenge?"
Step 6, Day 12	**Bring:** • Overview of the Timeline Project • Rubric for Timeline Project • Timeline Project **Activities:** • Continue work on Timeline Project	**Due:** N/A **Assigned:** • Continue Timeline Project • Gather fact sheet	Write a blog to your Avatar, answering the following question: "After congratulating your Avatar on his/her success so far or giving them further advice on how to advocate for better health, explain to your Avatar how you believe that health is a continuous, lifelong journey. What last advice can you give your Avatar that will help him/her continue his/her success towards being healthy?" *Text Message #3*
Step 6, Day 13	**Bring:** • Overview of the Timeline Project • Rubric for Timeline Project • Fact sheet • Timeline Project **Activities:** • Realistic outcomes for Avatars • Continue working on Timeline Project	**Due:** N/A **Assigned:** • Finalize project	N/A
Step 6, Day 14	**Bring:** • Rubric for Timeline Project • Timeline Project **Activities:** • Present Timeline Projects	**Due:** N/A **Assigned:** N/A	N/A

Appendix B: Teacher Overview for Blog Responses (Used throughout all Steps)

Day	Blog Response Prompt	Teacher Task on Website
Class 2 **(Step 1, Day 2 of 2)**	Blog to classmates: "Why did you choose the Avatar you did? What do you have in common with your Avatar?"	Enter Blog Response Prompt for students to blog to their classmates.
Class 3 **(Step 2, Day 1 of 1)**	Blog to Avatar's Stress Response: "What are some resources in your community or some strategies that you are aware of that can help your Avatar deal with his/her stress?"	Go to the Avatars Anonymous website and click on the button that says Send Text Message 1. *The Stress Response for all Avatars is automatically enabled. (If a student did not sign up for Text Messages, remind students to sign in to the Avatars Anonymous website to blog to the Avatar's Stress Response.) Text Message 1 will send the following: *"Hey, what's up? This is your Avatar! I left you a message at the website you should go check it out and tell me what you think. Can't wait to hear from you!"*
Class 4 **(Step 3, Day 1 of 4)**	*Students will write down their Avatar's Health Challenge Response and Alert during class. Tell students they will blog in response to their Avatars after they have completed the Research Project Presentation.	During the day just before class begins, go to the Avatars Anonymous website and click on the button that says Enable Health Challenge and Enable Alert.
Class 7 **(Step 3, Day 4 of 4)**	Blog to Avatar's Health Challenge Response: "What are some facts and/or statistics that you gathered from the Research Project Presentations that are relevant to your Avatar's Health Challenge? What are some resources in your community that can help your Avatar deal with his/her Health Challenge?"	*Students should keep the prompt in mind while responding to their Avatar's Health Challenge Response. Remind students to use the information they gathered from their Research Project Presentation.
Class 8 **(Step 4, Day 1 of 1)**	*Students should sign in to the Avatars Anonymous website and learn about the difficulties their Avatars have been having while trying to improve their health. Students should write down these difficulties for homework and bring them to the next class on an Entrance Ticket. Tell students they will blog in response to their Avatar's Advocacy Challenge Response after the class is done discussing advocacy strategies.	Go to the Avatars Anonymous website and click on the button that says Send Text Message 2 and Enable Avatar's Advocacy Challenge. (If a student did not sign up for Text Messages, remind students to sign in to the Avatars Anonymous website to write down their Avatar's Advocacy Challenge Response.) Text Message 2 will send the following: *"Hey, I've been having some trouble lately, I'd love to hear your take on my situation. Please stop by the website soon, thanks."*
Class 10 **(Step 5, Day 2 of 2)**	Blog to classmates: "After learning about advocacy, take a look at your blog response to your Avatar's Health Challenge from after the final day of the Research Project Presentation (Step 3, Day 4 of 4). Explain to your classmates how you could have improved upon your attempt to advocate for your Avatar's health using advocacy strategies from today's class. What could you have done better to help your Avatar?"	Enter Blog Response Prompt for students to blog to their classmates.
Class 11 **(Step 6, Day 1 of 4)**	Blog to Avatar's Advocacy Challenge Response: "Using your new knowledge of advocacy, what strategies can you share with, and what advice can you give, to your Avatar in order to better help him/her with his/her Advocacy Challenge?"	*Students should keep the prompt in mind while responding to their Avatar's Advocacy Challenge Response.
Class 12 **(Step 6, Day 2 of 4)**	Blog to Avatar's Final Response: "After congratulating your Avatar on his/her success so far or giving them further advice on how to advocate for better health, explain to your Avatar how you believe that health is a continuous, lifelong journey. What last advice can you give your Avatar that will help him/her continue his/her journey towards being healthy?"	*Students should keep the prompt in mind while responding to their Avatar's Final Response. Go to the Avatars Anonymous website and click on the button that says Send Text Message 3 and Enable Avatar's Final Response. (If a student did not sign up for Text Messages, remind students to sign in to the Avatars Anonymous website to blog to the Avatar's Final Response.) Text Message 3 will send the following: *"Hey wow, it's been a while. I have so much to tell you but it's kind of a lot so I left it for you at the website. I hope to hear a response soon."*

Appendix C: Entrance and Exit Ticket Template (Used in Steps 1, Days 1-2 of 2, Step 2, Day 1 of 1, and Step 4, Day 1 of 1)

AVATARS ANONYMOUS ENTRANCE TICKET

RESPONSE:

STEP: DAY: DUE DATE:

AVATARS ANONYMOUS EXIT TICKET

RESPONSE:

STEP: DAY: DUE DATE:

Appendix D: Tips for Creating a Safe Classroom Environment (Used in Step 1, Day 1 of 2)

A safe and open classroom environment is one in which students would not be scared to share their thoughts, learnings, and opinions in front of the class. A safe classroom environment is necessary for a health class, as health is a very complex, multifaceted, and personal topic. Especially for this program, a safe classroom environment is important because it will allow for rich and in-depth class discussions on various health topics. It will also allow students to feel comfortable sharing their personal experiences with various health challenges, stress, and advocacy. This type of ideal classroom environment will stem from the actions of the teacher, so here are some suggestions for what can be done to foster a safe space in the classroom:

- The teacher should try to understand and appreciate the students' jokes and personal anecdotes.

- The teacher should be very organized and follow a set schedule that students can rely on and feel comfortable with.

- The classroom should be set up in a way that leaves as much room as possible for students to be able to move around comfortably.

- Sometimes students need a short 5-10 minute break during class to stretch, move around to get blood flowing, and give the brain a short respite. After a short break, students will feel surprisingly recharged and able to be better focused on the class activities.

- The teacher should always be available to talk to students, answer their questions about their work, and listen to any concerns or personal stories that they may have and like to share.

- The teacher should be willing to open up to the students personally. If students see the teacher sharing personal anecdotes from their own experiences, then students will be more willing to share their own personal stories and opinions because they gain a sense of trust in, and respect for, the teacher as a person and not just as a figure of authority.

Counting Game
Objective: A team building activity that encourages positive attitude and allows students to help one another through difficult times.

Materials:
- Classroom with open space (students need to stand in a circle).

Rules:

1. Gather everyone in a small and tight circle so that all participants are standing shoulder to shoulder.
2. The group has to count from zero to 20, consecutively.
3. Everyone has to say at least one number, but no one can say the same number twice or at the same time.
4. If any same number is said at the same time or twice, then the group has to restart. The person who starts the counting does not have to stay the same; in other words, different people can start the counting game.
5. Students may not talk, point to each other, or make eye contact with others during this game. It is suggested that students either play with their heads down or their eyes closed.
6. Failure is never an option! Always continue trying and keep the group positive. If someone says, "We'll never get to 20!" confront it and say, "Yes we will! We can get to 20."
7. Once your group gets to 20, the game may be continued to try to reach a higher number, if time permits.
8. Debrief at the end and ask the group these questions:
    o What did you notice?
    o What strategies did we come up with?
    o Can you *count* on each other now?
    o What can we do to improve the next round?

All My Neighbors
Objective: An icebreaker that allows students to get to know each other a bit better.

Materials:
- Chairs- the total number of chairs must be one less than the total number of participants. It is highly encouraged that the teacher play as well.

Rules:

1. The chairs must be in a circle so that everyone is facing everyone else. One student must stand in the middle, but it is highly encouraged that the teacher start the icebreaker by standing in the middle first.
2. The student in the middle must say something about themselves that they feel comfortable sharing, and would be comfortable with having the class know. The statement that the student shares must also be something that might also be true for a few other students. (The goal is to try to get at least one person in the circle to move from their spot because they can relate to the statement made by the student in the middle. Once the student(s) move(s), others can take their spot(s). Once the last spot has been taken, the person still standing must take their turn in the middle.)
3. The student in the middle should start off their statement with, "All my neighbors who _____". Fill in the blank with a hobby, desire, goal, aspiration, activity, favorites, etc. (Example:"All my neighbors who play an instrument." Encourage the students to not do things like, "All my neighbors who are wearing earrings." Try to say something a little more personal that one would not be able to tell just by looking at that person.)
4. For whomever the statement applies true, those students must get up and find a new chair to sit in. For whomever the statement does not apply true, those students may remain seated.
5. Tell students to carefully rush to find new seats that are not right next to them.
6. Once everyone is seated, whoever is left standing gets to start the next round by saying their "All My Neighbors" statement. Repeat steps 1-6 until time permits.
7. Debrief at the end with these questions:
    o What did you notice?
    o Were we more competitive or were we engaged with learning about each other?
    o What did you find interesting?
    o Is it harder for you to judge someone else because you know a little more about him/her now?

Objective: An activity to understand the gaps in students' current knowledge around health.

Rules:

    1. Start by having students stand up.

    2. Opposite sides of the classroom will be designated as answer zones. One side will be the "True" side and the other will be the "False" side.

    3. As you read one of the following statistics, have the students move to the side of the room they deem appropriate based on their opinion of the anticipated answer.

    4. Once everyone is finished moving, share the indented bullet point below the statistic you read and lead a very short group discussion on the subject.

    5. The game ends once steps 3 and 4 have been completed for each statistic below.

Social/Emotional Health:

- 32% of youth with depression do not receive treatment or outpatient services.
    - o False, 64% of youth with depression do not receive any treatment. Even among those with severe depression, 63% do not receive any outpatient services. Only 22% of youth with severe depression receive any kind of consistent outpatient treatment (7-25+ visits in a year). (Mental Health America, 2016)
- Suicide is the 7th leading cause of death among people ages 10-24.
    - o False, suicide is the 2nd leading cause of death among the 10-24 age group. (Centers for Disease Control and Prevention, 2015)

Bullying/Relationships:

- Around 22% of students report being bullied.
    - o True. (National Center for Educational Statistics, 2015)
- Most students report to having been bullied due to religious beliefs.
    - o False, 55% of students report to having been bullied due to looks. (Youth Voice Project by Davis and Nixon, 2010)

Sexual Health:

- Consistent condom use provides substantial protection against the acquisition of many STDs, including statistically significant reduction of risk against HIV, chlamydia, gonorrhea, herpes, and syphilis.
    - o True. (American Sexual Health Association, 2016)
- Most sexually transmitted infections (STIs) have early symptoms, giving enough time to treat and prevent further infection.
    - o False, the majority of STIs have no symptoms or only mild symptoms that may not be recognized as an STI. (World Health Organization, 2015)

Alcohol, Tobacco, and Other Drugs:

- In 2010, there were approximately 189,000 emergency rooms visits by teens under age 21 for injuries and other conditions linked to alcohol.
    - o True. (Centers for Disease Control and Prevention)
- 28% of high school seniors have abused some kind of drug.
    - o False, Almost 50% of high school seniors have abused a drug. (Teen Drug Rehabs, 2015)

Nutrition and Physical Fitness:

- People who are physically active tend to live longer and have lower risk for heart disease, stroke, type 2 diabetes, depression, and some cancers.
    - o True. (Centers for Disease Control and Prevention)
- Around 7.4 million children in the United States under the age of 18 deal with food insecurity.
    - o False, 15.3 million children under 18 in the United States live in households where they are unable to consistently access enough nutritious food necessary for a healthy life. (Feeding America, 2014)

Appendix G: Overview of the Research Project Presentation (Used in Step 3, Days 1-3 of 4)
DUE DATE: Step 3, Days 3-4 of 4 (Adjustments can be made at the discretion of the teacher.)

Objective: The goal of the Research Project Presentation is to provide the entire class with the big picture of how the five health categories show up in their personal lives and their community. Students are doing the research to help themselves understand their Avatars' Health Challenges and discover resources that provide their Avatars with solutions and strategies for improving their health. This project is based on collaboration and teamwork. Students will be divided into teams to complete the research, create meaning of the information they discover, and present their findings to the entire class. All group members must have a speaking part during the presentation.

Students should keep these questions in mind when researching:
- How is health a lifelong journey?
- Why is it important to understand this concept?
- What are some benefits to your personal health that this concept can bring?
- How did your Avatar's experiences contribute to your knowledge of overcoming health challenges?
- What have you learned from your Avatar in regards to health being a lifelong journey?

During the Research Project Presentation, students will:
- Be divided into groups based on the five main health categories that corresponds with their Avatars' Health Challenge.
- Research 4 facts/statistics that illustrate the nature of their individual Avatar's Health Challenge.
- Research 2 resources: 1 from the school community and 1 from online/community/professional resources that could help their Avatar address his/her health issue. Some information on the resources that can be included is contact information, services that they provide, etc.
- Create a fact sheet, in which students will share within their groups. Groups will pick which facts will be used in the presentation and compile them into a group fact sheet to share to the class. (Not all of the facts/statistics and resources contributed by the group members need to be included, as this will be left to the decision and discretion of each group.)
- Analyze research and come to an agreement on the meaning of the research and how it can be used to improve their Avatars' health.
- Determine as a group what visual component(s) they will use to present their information (i.e. PowerPoint, Prezi, poster, collage etc.).
- Decide how each member will participate in the presentation and the order in which the information will be presented (Reminder: each student must speak!).
- Present their results to the class.

Research Project Presentation Requirements (Used in Step 3, Day 1 of 4)
Fact Sheet must have:
- 4 facts/statistics per student.
- 1 of the 4 facts/statistics that each student finds must be related to their school or community.
- 2 online/community/professional resources to help Avatars with the specific Health Challenges.
- Citations for all information provided.

Group Presentations must have:
- Information from the fact sheets.
- Visual Component.
  - o Needs to catch people's attention.
  - o Needs to show interest in the health topic.
- Every group member speak.

Credible Resources Guide (Used in Step 3, Days 2-3 of 4)
When looking for resources to cite, make sure they are credible by looking for the following traits:
- Author (Sometimes, the author is a company, organization, or text provided by the government.)
- Contact Information (email, phone number, address, etc.)
- Citations/Sources (they can be listed as links or cited throughout the text.)
- Domain (websites ending in .com, .org, .gov, etc.)
- Layout (the information is neat and cohesive; it is easy to read.)
- Spelling/Grammar/Punctuation (most published texts have little to none of these mistakes.)
*NOTE: Not all resources will have all of these traits, but should have most.

Below are the five health categories, the corresponding Health Challenges covered in this program, and the Avatars:

Alcohol, Tobacco, and Other Drugs:
1. Alcohol Abuse (Reed Truman, Male)
2. Cigarettes (Perry Lowell, Male)
3. Cocaine (Katya Feltz, Female)
4. Cough Syrup (Jack White, Male)
5. Ecstasy (Olivia Freeman, Female)
6. Marijuana (Ryan Lavine, Male)
7. Meth (Raquel Levant, Female)
8. Prescription Drug Abuse (Angelo Newman, Male)

Bullying and Relationships:
1. Abusive Relationship - Boy (Owen Boone, Male)
2. Abusive Relationship - Girl (Sammi Adams, Female)
3. Active Upstander to Bullying (Akito Aomori, Male)
4. Bullied (Sam Baker, Male)
5. Bully (Adriana Vasquez, Female)
6. Cyber Bullied (Yasmine Cruz, Female)
7. Family Violence (Sarah Anderson, Female)
8. Inactive Bystander to Bullying (Jorge Diaz, Male)

Nutrition and Physical Fitness:
1. Consequences of an Unhealthy Diet (Blair Thompson, Female)
2. Food Insecurity (Brody Jenkins, Male)
3. Media Influences (Abigail Beal, Female)
4. Obesity - Exercise (Maia Florence, Female)
5. Obesity - Genetics (Rachel Hernandez, Female)
6. Obesity - Improper Nutrition (Danil Mamon, Male)
7. Steroids (Mike Leech, Male)
8. Taking Responsibility for Healthy Eating (Fiona Tate, Female)

Sexual Health:
1. Abstinence (Emmanuel Romero, Male)
2. Emotional Aspect of Sexual Health (Angela Kim, Female)
3. HIV/AIDS (Ricky Ajmura, Male)
4. HPV Vaccination (Maja Berk, Female)
5. Pregnancy - Boy (Ven Edwards, Male)
6. Pregnancy - Girl (Jasmine Ladd, Female)
7. Protection - Self-Advocacy (Emily Sanchez, Female)
8. Protection - Why Have It? (Sydney Cartwright, Female)
9. Sexual Pressure (Jude Turner, Female)
10. Social Aspect of Sexual Health (Alexandria Ambrosia, Female)
11. STD/STI (Sheldon Phillips, Male)

Social and Emotional Health:
1. Anxiety (Marco Aguilar, Male)
2. Bipolar Disorder (Brett Grey, Male)
3. Depression (Garth Parsons, Male)
4. Eating Disorder - Boy (Lenny Baldwin, Male)
5. Eating Disorder - Girl (Amelia Everhart, Female)
6. Obsessive Compulsive Disorder (Sloan Chadwick, Female)
7. Self-Harm (Bobby Bradshaw, Male)
8. Suicide (Quinn Berry, Female)

DUE DATE: Step 3, Days 3-4 of 4 (Adjustments can be made at the discretion of the teacher.)

	1:Developing Points:	2:Accomplished Points:	3:Exemplary Points:
Understanding of Health Challenge	Group demonstrates little to no understanding of their Health Challenge, nor can they clearly identify how it affects an individual.	Group has a good understanding of their Health Challenge and how it can affect an individual.	Group has a full understanding of their Health Challenge and its effect on an individual.
Organization	Group's Research Project Presentation is unorganized and is not clear, lacking facts/statistics and resources.	Group's Research Project Presentation is organized and well planned with some relevant facts/statistics and resources.	Group's Research Project Presentation is very well organized and thoroughly planned, with relevant facts/statistics and resources.
Fact Sheet	Group's Fact Sheet is disorganized, missing 3 or more required elements, and/or is missing.	Group's Fact Sheet is organized and contains most of the required information, but is missing 1-2 required elements per each team member.	Group's Fact Sheet is well organized and contains all of the required information: 4 facts/statistics and 2 resources (1 community and 1 school related) per each team member.
Visual Component(s)	Group's visual component has too much empty space, a lack of creativity, and/or is missing information and pictures.	Group's visual component has some organization, shows creativity, but lacks a balance of information and pictures.	Group's visual component is well organized and creative, with an equal balance of information and pictures.
Presentation	Group's presentation of their Health Challenge is poorly planned and hard to follow. Their points are vague and difficult to understand. There is only one spokesperson.	Group's presentation of their Health Challenge is planned and flows well. Their points are easy to follow. Most of the group members speak.	Group's presentation of their Health Challenge is well practiced, insightful, and goes beyond a basic understanding of their topic. All group members participate.

Teacher Comments:

Total Points: _____

Presentation Notes

Name:_____ Date:_____ Class:_____

During your peers' presentations on their health topics, complete this worksheet and turn it in once ALL of the presentations have been completed. Note that you do not have to include facts from your own presentation on this worksheet, just facts from all the other presentations you observe.

List a minimum of four total facts or statistics (at least one per health topic area) that you found surprising or that you didn't previously know.

      A. Nutrition and Physical Fitness:

      B. Social/Emotional Health:

      C. Bullying/Relationships:

      D. Sexual Health:

      E. Alcohol, Tobacco, and Other Drugs:

List one online/community/professional resource you, your friends, and/or your family could find useful.

After listening to the presentations, what are two big ideas that you can take away from them, and use to maintain/improve your own health? Explain why.

Appendix J: Overview of Timeline Project (Used in Step 4, Day 1 of 1 and Step 6, Days 1-4 of 4)
DUE DATE: Step 6, Days 3-4 of 4 (Adjustments can be made at the discretion of the teacher.)

To wrap up Avatars Anonymous: A Six Step Program, students will choose and create a project to present in the form of a Timeline. This final project/presentation is introduced in Step 4, but not due until Step 6. The timing is entirely up to the discretion of the teacher and flexible according to technology availability and student progress. Through this assignment, students will document or record their educational journey with their Avatars' quests for better health. The Timeline Project must include every step of the journey towards better health within the timeline. The Timeline Project must include the following:

- Personal interactions with their Avatars (both positive and challenging).
- Understanding and application of the information they discovered through their research.
- Strategies for a lifelong journey of good health.
- Empathy for other's health challenges.
- Reflections on their own personal health experiences in relation to their Avatars' Health Challenges.
- Strategies for advocating for one's own health and the health of others in the community.

Students can choose, but are not limited to, any of the following projects:

- Powerpoint or Prezi
- Collage (Ask students to add captions or writing, to show their understanding.)
- Poster
- Speech (Ask students to turn in a script, note cards, essay, list, etc. in order to evaluate them.)
- Journal (Style of writing can be evaluated as a form of creativity.)
- Video or Slideshow

Appendix K: Rubric for Timeline Project (Used in Step 4, Day 1 of 1 and Step 6, Days 1-4 of 4)
DUE DATE: Step 6, Days 3-4 of 4 (Adjustments can be made at the discretion of the teacher.)

Avatar Profile Information:

Excellent	Very Good	Good	Fair	Poor
Includes Avatar's characteristics: Name, birthday, age, gender, activities/hobbies, personal desires/goals, etc. Includes a real world connection to the Avatar's Health Challenge.	Includes 5 of the 6 required characteristics.	Includes 4 of the 6 required characteristics.	Includes 2-3 of the required characteristics.	Includes less than 2 of the required characteristics.

Health Facts/Statistics:

Excellent	Very Good	Good	Fair	Poor
Articulates 2 facts from the Research Project Presentation that are related to the Avatar's Health Challenge. Applies a statistic from research to the community and one to the school's population.	Articulates complete facts, but does not apply facts to community or school's population.	Articulates basic facts about Health Challenge.	Little mentioning of factual information about Health Challenge.	Doesn't include any factual information about Health Challenge.

Avatar Interactions (First Response):

Excellent	Very Good	Good	Fair	Poor
Shares first Avatar interaction and response. Response provides a realistic solution for the Avatar to deal with his/her stress. Describes Avatar's stress and how it relates to the student's life or another real world example.	Shares first Avatar interaction and response. Response provides a realistic solution for the Avatar to deal with his/her stress. Briefly describes Avatar's stress and how it relates to student's life.	Briefly describes Avatar interaction, with brief description of response. Response provides little description of how to deal with the Avatar's stress.	Shares first Avatar interaction, no mention of response.	No mention of Avatar interaction.

Avatar Interactions (Second Response):

Excellent	Very Good	Good	Fair	Poor
Shares Avatar's Health Challenge in depth. Shares student response to challenge, with elaboration on what knowledge helped student to give Avatar advice. Relates to personal experience or another real world example.	Shares Avatar's Health Challenge in depth. Shares student response to challenge, with elaboration on what knowledge helped student to give Avatar advice.	Shares Avatar's Health Challenge. Shares student response to challenge.	Shares Avatar's Health Challenge.	Little or no mention of Health Challenge.

Avatar Interaction (Third Response):

Excellent	Very Good	Good	Fair	Poor
Shares Avatar's Advocacy Challenge in depth. Shares response and describes how it represents good advocacy. Relates to personal experience or another real world example.	Shares Avatar's Advocacy Challenge in depth. Shares response and describes how it represents good advocacy.	Shares Avatar's Advocacy Challenge. Shares response to Avatar.	Shares Avatar's Advocacy Challenge.	Little or no mention of Advocacy Challenge.

Avatar Interactions (Fourth Response):

Excellent	Very Good	Good	Fair	Poor
Shows solid understanding of health as a lifelong journey. Explains in depth the Avatar's recent success and how it was achieved.	Shows understanding of health as a lifelong journey. Explains Avatar's recent success and how it was achieved.	Shows understanding of health as a lifelong journey. Explains Avatar's recent success.	Shows a brief understanding of health as a lifelong journey. Mentions Avatar's recent success.	Shows no understanding of health as a lifelong journey. Does not mention Avatar's recent success.

Structure of timeline in Timeline Project:

Excellent	Very Good	Good	Fair	Poor
Timeline Project has a visual component or text that replaces the visual component of the project. All four Avatar interactions are in the form of a Timeline. Relevant data is present, used from Fact Sheet. The layout is cohesive. Clear understanding of health as a lifelong journey. In-depth advice correlates with facts and/or statistics, or is explained how they connect. Health advocacy strategies are present for student, Avatar, school and/or community.	Timeline Project has a visual component or text that replaces the visual component of the project. All or 3 Avatar interactions are in the form of a Timeline. Relevant data is present, used from Fact Sheet. The layout is cohesive. Understanding of health as a lifelong journey. Advice correlates with facts and/or statistics, or some explanation as to how they connect is present.	Timeline Project has a visual component or text that replaces the visual component of the project. 3 Avatar interactions are in the form of a Timeline. Some data is present, but might not be from Fact Sheet. The layout is complete, but needs to be cohesive. Some understanding as to how health is a lifelong journey. Advice is present, but does not always correlate with facts and/or statistics.	Timeline Project has a visual component or text that replaces the visual component of the project. 2 Avatar interactions are present, but cannot form a Timeline. Some data is present, but does not come from Fact Sheet. The layout is incomplete.	Timeline Project and/or text that replace the visual component of the project is missing or incomplete. 2-0 Avatar interactions are present, but do not form a Timeline. Little to no data is available. The layout is incomplete.

Story #1:

In elementary school, I was very shy. I had difficulty trying to stand up for myself and for my friends, especially when we were in trouble. I have always wanted to avoid trouble because I would get a ball of guilt rolling around in my stomach for a few hours. It was hard for me to ask for help, or even ask questions at all.

In middle school, I opened up a little. I joined a lot of extra-curricular activities and found my voice. I felt empowered. But I still had trouble confronting people about problems that we had. Even though I was shy in sixth grade, I eventually began to advocate for myself in eighth grade. At this time, I was heavily involved with my school.

Now that I am in high school, I have joined many youth councils that are specifically centered on youth voice and advocacy. I feel like I am more outgoing and I can defend my peers or defend my points of view despite other influences. Before, I never got the surge of power that advocacy also brings about. It's empowering and influential. Something overtakes you and wants you to pursue more things.

For example, when I was a freshman, I joined a youth team called the Adams County Youth Council for several Adams County high schools. We had three simple targets: decrease delinquency rates, increase graduation rates and decrease substance abuse. It was awesome! We did a lot of community service work and advocacy in the community to get youth to pledge to stop consuming unhealthy substances. It is rewarding to know that your voice and story are out there somewhere, waiting to touch the right person. Waiting for that person who is going through a rough time in their life and just waiting for someone to step in and advocate for them. That is exactly what the Avatars have been doing. It is to get you to learn how to justify your means, beliefs and interests apart from others.

Story #2:

It was the time of awkward girls and boys: middle school. There I was working on the Peace Committee for my middle school, a committee designed to engage all students in activities throughout the school. It was that time of the year again: time for the big middle school dance. The day before the dance, everyone was excited, and everyone on the Peace Committee was getting ready for the big event.

As I was planning out where the decorations were going to go for the evening, a member of the Peace Committee approached me. She inadvertently caused a distraction and caused all of the members to be disengaged in the layout I was drawing. It was then that I realized that I needed to stand up for myself and take the leadership role that I was assigned. I politely let her finish what she was saying and then explained the vision for the decorations. It was then that I told her that this was my assigned job, and I'm doing as I was told. It was then that she understood and helped me and other members with the decorations that were assigned.

This was my experience with advocacy within a group of people; it was the first time that I stood up for what I knew was right.

Story #3:

In 9th grade, I was a teacher's pet for sure. I was the best in my math class and the teacher praised my work a lot.

One day, my best friend Marisa and I were working on a worksheet together. She wasn't the best at math, and she sometimes cheated on her tests. The teacher knew this. As the teacher walked around the classroom, she came over to our table and began to yell at Marisa, claiming she was just copying my work.

She told her to go back to her desk across the room and Marisa wasn't one to talk back to the teacher. That was when I stood up and said, "Miss, she wasn't copying! I was helping her understand the problem. I'm sorry if you think that she cheats on everything, but she doesn't. She wants to learn it, not just write it down."

It was hard for me to keep my voice relaxed and collected rather than loud and disrespectful. The entire room was quiet and it was just the three of us standing. She looked between Marisa and I, and looked at me even harder. She then quickly told Marisa to sit back down, and took me out into the hallway.

The teacher was very angry; I think I had embarrassed her. She said, "Estela, I did not appreciate you disrespecting me… but I'm glad you stood up for your friend. It was very brave of you."

But don't think she let me off easy; I was still in a bit of trouble. Advocacy is difficult and sometimes uncomfortable.

Story #4:

I'm a junior at Denver School of the Arts, and at my school, I serve as the treasurer in my department's student organization. It's similar to a student council, but just for my major. My major, Stagecraft and Design, is responsible for creating and running the technical aspects of all of my school's productions. When deciding what projects to take on this year, it was suggested that our group try to create a lounge for our peers on breaks. We decided that we needed a sanctuary to rest and snack between show calls. Our students work so hard and for long stretches of time, and often we forget to take a break to relax and unwind. I'm currently heading up this project by creating a proposal for our administration. We plan to use a vacant lighting booth for our own student room.

I predict we will face some difficulties in the legitimacy of this need. I'm going to have to stress the need of a space like this for our students. Once we convince the administration, there are still several other things that we need to accomplish. We will need to instill motivation in the students to clean up the space and prepare it for use. We will also need to have a fundraiser to pay for furniture, which will require another administration proposal. It's going to take a lot of work, and we may encounter some push back. However, I feel that my department is capable of creating this type of change.

As hard-working, dedicated students, I feel we deserve a space of our own, and I am willing to advocate for it. This advocacy is important so that stagecraft students feel valued and appreciated for all of the extra time that they put in. I also want to advocate for this rest space, so that it can remain as an installation for our department for many years to come.

Story #5:

One time that I advocated for someone was when I was in middle school. There was a kid I didn't know too well. All I knew was he was made fun of a lot.

One day, he was getting made fun of by his ex-girlfriend. She was calling him names because he dumped her and wouldn't get back together with her. So I stepped in and told her she was immature and wrong for doing that. In fact, he was smart to break up with her if she was treating him with such disrespect.

Ever since I stood up for him, his ex-girlfriend hasn't messed with him, proving how much of an impact that advocacy can have on another person's life.

Story #6:

At my high school, I am the president of the Youth Advisory Board, which is a leadership and service club that sponsors several major events in my school, one of which is Red Ribbon Week. Red Ribbon Week is my school's annual campaign for a healthy lifestyle.

When I first got involved in the Youth Advisory Board, Red Ribbon Week's only focus was to promote drug-free and alcohol-free living. However, I was really passionate about the fact that health is much more complex and well-rounded than just staying free of tobacco, drugs, and alcohol. So I stepped up as a leader in the club and proposed my idea to widen the scope of Red Ribbon Week to include multiple aspects of health promotion. I advocated for this idea by working with my club sponsors, the school administration, and community health resources. Now, Red Ribbon Week is a much more powerful and diverse health campaign that focuses on issues including bullying, safety, nutrition, physical fitness, suicide, and stress in addition to alcohol, tobacco, and other drugs.

During my senior year, I wanted to make one last important change to Red Ribbon Week: I wanted to incorporate a sexual health awareness component into the week. I was really passionate about this and invested in making this happen, so I worked through a lot of the hesitation and pushback that I got from my school administration in order to advocate to make this happen. I met with the school nurse and the Activities Director to discuss what I wanted to accomplish through adding a sexual health component to the week and the potential risks and concerns that the adults had about the idea. Because I was so passionate about making this happen, I was able to garner enough support from the Activities Director, and he was willing to meet with me and the community group that I wanted to bring in as a resource to work out his concerns. Originally, he and the administration were very hesitant to make this happen, but because I used my passion for all-around health to drive my advocacy for this idea, they became willing to see my side and address their concerns in a constructive way that allowed sexual health to become incorporated into Red Ribbon Week. While the advocacy process was long and at times difficult, it was so rewarding to see the amazing response from the student body to the availability of a community resource for sexual health.

<u>Human Body</u>

Inside the Human Body: write or illustrate ideas that your Avatar could use to advocate for him/herself to postively deal with his/her Health Challenge.

Outside the Human Body: write or illustrate ideas that your Avatar could use to advocate to change the environment of his/her Health Challenge.
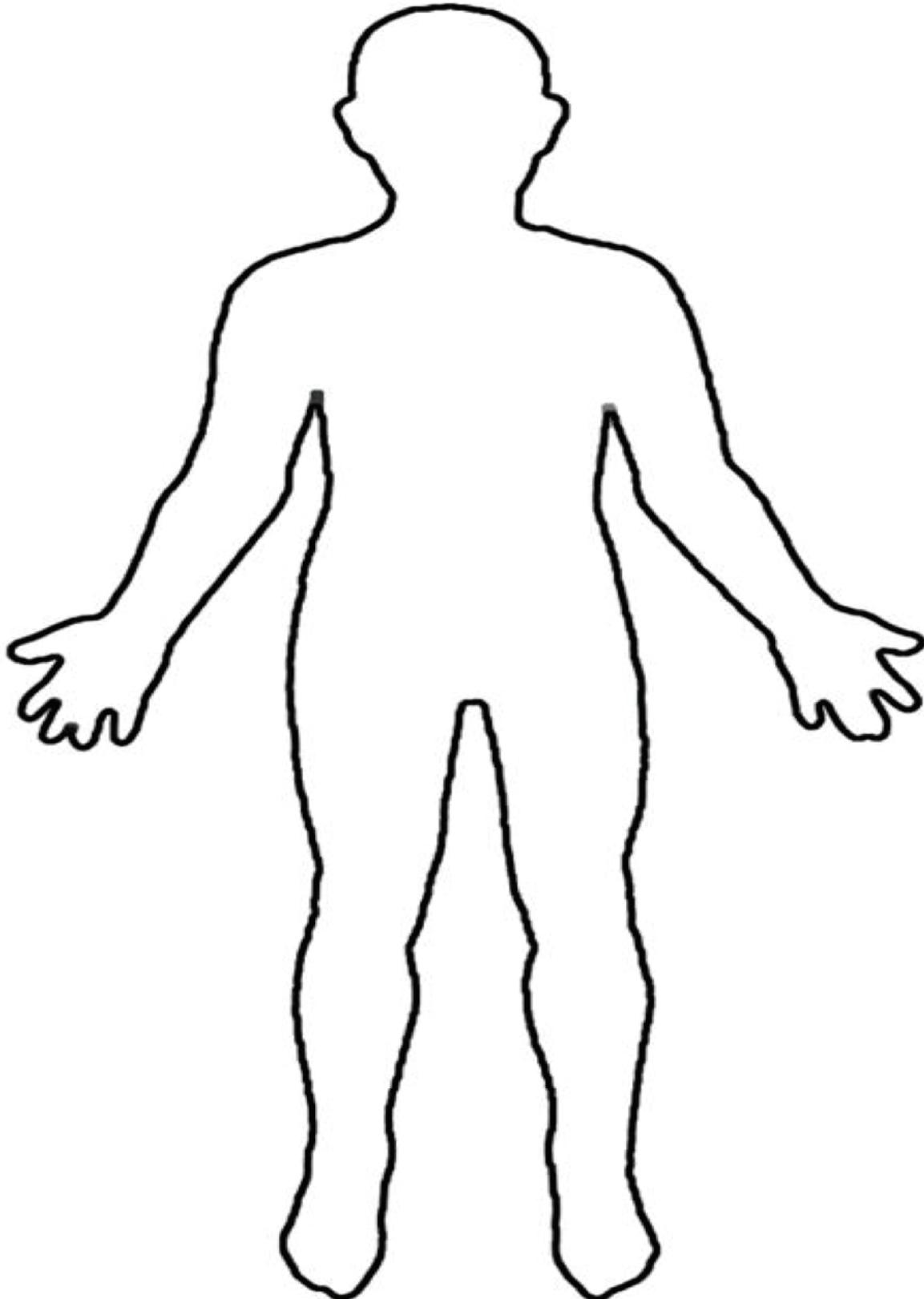
Box Activity

Objective: An activity to create a visual representation of how the Avatar can create solutions for his/her health through self-advocacy and by advocating for change in his/her surroundings.

Materials:
- Box (preferably a shoebox, or of a similar size.)
- Magazines/pictures
- Scissors
- Tape/glue

Instructions:

1. Introduce the class to the Box Activity. Let students know they can bring pictures and/or magazines to use for the activity during the following class. They will also need to bring a box, preferably a shoebox or one of equivalent size.

2. Students will create a visual representation self-advocacy

    a. *Inside the box:* Glue any pictures or clippings that represent ways that your Avatar could advocate for their health.

    Example: The Avatar Perry Lowell struggles with smoking cigarettes due to social pressure and stress. Perry Lowell is passionate about his music and his band. He believes he relieves his stress with music. The student could place a photo that communicates this on the inside of the box.

    b. *Outside the box:* Glue any pictures or clippings that represent ways that your Avatar could change his/her surroundings to advocate for better health.

    Example: The Avatar Perry Lowell struggles with smoking cigarettes due to social pressure and stress. The social pressure from his band and wanting to fit in with his band mates is one of the reasons why he smoke cigarettes increases. The student can use a photo that communicates social pressure on the outside of the box.

3. Once the box is complete, students will write a paragraph or two on what the inside and outside of their boxes represent, according to their Avatar's Health Challenge.

Appendix N: Yarn and Balloon Game (Used in Step 5, Day 2 of 2)

Objective: A team building activity to review the definition of advocacy from the previous class. It will introduce the concept of what good advocacy is, and how it is key to creating successful, sustainable results and changes.

Materials:
- Two groups of approximately 15 students each, or three groups of approximately 10 students each, depending on whether the size of the classroom provides space for two or three groups to form a relatively large circle.
- Large open space (It will be necessary to move desks to create more open space in the classroom for this game).
- 2-3 balls of yarn in any color (One ball of yarn per group).
- 2-3 blown up balloons per group, with a word or phrase written on them, such as:
  - o Hope
  - o Change
  - o Better Health
  - o Improvement
  - o Satisfaction
  - o Accomplishment

Rules:

1. Have the students in each group stand and form a circle. Tell them to leave a comfortable space between them and the people next to them. This will provide a successful setup for the game.
2. Give one ball of yarn to one student in each group.
3. Tell students that you will be directing each round of the activity. In each round, the student holding the ball of yarn will use one hand to hold on to the string and the other hand to unravel the ball of yarn slightly before throwing it to someone across the circle. However, before the student can throw the yarn to someone else, they must answer the question you pose at the beginning of the round in a word or short phrase, such as:
   - o What is a characteristic of good advocacy? (If you only do one round, this is the question to ask.)
   - o What does advocacy mean to you?
   - o When have you advocated for yourself or for someone else?
4. Students are not allowed to throw the yarn to one of the students standing directly next to them; otherwise, the game will not work. Students will soon realize why. Also, if the ball of yarn is dropped at any time, this is not a problem! Facilitate the process and help the students out by picking it up if it rolls away from the circle.
5. All students must have received the ball of yarn before you introduce the balloons. Throw one balloon into the center of each group's circle. Instruct each group to use the connections that they have formed with the yarn to try to keep the balloon off the ground for the longest amount of time possible.
6. Once the balloon has fallen to the ground in each group, pick it up and begin round two. The same rules apply, but this time prompt the students to answer a different question. Once all of the students have received the yarn a second time, put in the first balloon again to each group and give them the same task. Introduce a second balloon simultaneously after the groups have been successful for longer than in round one.
7. This game can be continued for however many rounds time permits. This is up to your discretion. Each round takes approximately five minutes to complete and no more than three rounds is recommended.
8. Wrap-Up/Follow-Up Questions:
   - o What did you notice while playing this game?
     - *The more layers of yarn "webbing" built, the easier it became to keep the balloons off the ground.*
   - o What do you think that each layer of yarn "webbing" represents?
     - *A new level of connection fabricated between the group members based on their improving capability to advocate well for themselves and those around them.*
   - o What do you think each balloon could represent?
     - *A positive result of successful and impactful advocacy.*
   - o Based on what we said the yarn and the balloons represented, what can you say about the importance of building more "layers of yarn webbing"?
     - *The more developed an individual's/group's positive advocacy abilities, the more likely that the advocacy will create the positive and sustainable results represented on the balloons.*
   - o What were some of the characteristics of good advocacy that you shared with your groups?
     - *Enlisting help from others as necessary.*
     - *Actively listening to what others have to say.*
     - *Assertive, but respectful communication, considerate and polite.*
     - *Understanding and sympathetic of the concerns of others.*
     - *Backed by appropriate knowledge and information.*
     - *Open to compromise based on the opinions of others.*
   - o Based on these characteristics of good advocacy, can someone give an example of advocacy that would NOT be considered good advocacy?
     - *Example: "You know, you have a really terrible diet. You are eating so poorly that if you keep up with the way you are eating now, you are going to be overweight and become diagnosed with diabetes. So I really do think that you should fix that problem and start eating some more fruits and vegetables."*
   - o Why is this a bad example?
     - *It is accusatory, insensitive, and an inadequate amount of useful help and support is provided by the person trying to advocate for this person's better nutrition.*

Appendix O: Health Scenarios for "I Statements" (Used in Step 5, Day 2 of 2)

Below are the scenarios from each of the five categories that cover all of the Avatars' Health Challenges. Divide students into groups based on their Avatars' Health Challenges. Each group should be given a copy of the corresponding scenario below for this activity. For example, all of the students in the "Bullying/Relationships" group should be given a copy of the first scenario below, starting with "Daniel, one of your good friends…"

Bullying/Relationships:
Daniel, one of your good friends, is being bullied in school by a football player who is in most of his classes. Now, Daniel is starting to feel scared at school. He is beginning to withdraw from his friends and family because he is too scared to face the issue. He wears big, baggy clothing to hide the bruises that he has been getting from this bully. What should you do to help your friend?

Sexual Health:
Two of your friends, Annie and Evan, have been dating for over a year now. Evan is starting to pressure Annie to have sex, but Annie is hesitant because she wants to make sure that she is safe before she has sex. She isn't sure how she should go about being safe and is feeling really guilty because she can't give Evan what he wants. What should you do to help your friends?

Alcohol, Tobacco, and Other Drugs:
Your best friend Gabby tried cocaine a few months ago because a few people in her class had pressured her to try the drug. Since then, she has been using it on a regular basis on the weekends. Recently, you have started to notice that she has started to act differently. Her grades have started to drop, and you have started to see her less and less. You are worried that she is developing an addiction to the drug and that it is starting to interfere with the quality of her life. What should you do to help her?

Nutrition and Physical Fitness:
In his health class, your friend Andrew learned about the importance of exercise to staying healthy. Andrew has never before been interested or involved in physical activity because he never thought that it was important. But now that he realizes how beneficial it could be to him, he wants to start being more active. However, he doesn't feel safe being outside and exercising in his neighborhood. What should you do to help Andrew reach his goal to be healthier?

Social/Emotional Health:
Your best friend Sally has started cutting herself. Yesterday when you were sitting behind her in class, you noticed scars on her wrist that she almost immediately hid under her long sleeves. You have also noticed that she has tended to be less social over the last few weeks. Every time you have invited her to hangout on the weekends, she has declined, which is unlike her. You are worried that she is suffering from depression. What should you do?