

# EPISODE 6

## Act Up

Theme:  
**PERSPECTIVES**



### Lesson Snapshot

#### Tap Prior Knowledge 3 MINS

- Introduce Episode 6 and Vocabulary

#### Word Work 7 MINS

- Model *Advocacy* Graphic Organizer

#### Collaborative Activity 13 MINS

- *Advocacy* Storyboard and *Causes and Important Issues*

#### Check for Understanding and Connection to Gameplay 10 MINS

- Storyboard Presentation
- Essential Question and Connection to Gameplay

## PREPARE

### LESSON DURATION

30 minutes

### ESSENTIAL QUESTION

What does it mean to be an advocate?

### LESSON OBJECTIVE

I can define and accurately use the term *advocacy*.

### 21<sup>ST</sup> CENTURY LEARNING COMPETENCIES

#### Life and Career Skills

- Flexibility and Adaptability

#### MATERIALS

- Chart paper
- Lined paper
- *Advocacy* Graphic Organizer and Answer Key
- *Advocacy* Storyboard, *Causes and Important Issues*, and Answer Key

#### EDUCATOR PREP

- Display *Advocacy* Graphic Organizer on whiteboard, or copy the model on chart paper.
- Display episode vocabulary in the classroom.
- Print *Advocacy* Graphic Organizer for each student.
- Print *Advocacy* Storyboard and *Causes and Important Issues* (one per student pair).

### EPISODE CHALLENGE

Austen has been working on finding a solution for the newly reopened power plant that is causing citizens of Fog Hollow, one of Port Douglas' poorest neighborhoods, to become ill. He has done a great job inspiring people, but clinic employees are confused on what their roles are. Brendan has done a lot of research on the issue in Fog Hollow and makes a case for leading the project himself. Students must decide who is the best choice to lead the project based on what best serves the people of Fog Hollow.

### EPISODE VOCABULARY CONCEPT

#### Advocate/Advocacy

#### OTHER VOCABULARY WORDS


- Irritant
- Respiratory
- Havoc
- Billow
- Overwhelmed
- Impact
- Contaminated
- Menace
- Threat
- Pollution
- Quality

#### Tech Tip

Share resources on Google Classroom and have students complete electronically or have students complete in Google Docs.




These vocabulary words appear during the in-game assessment. Students click on the word to read the definition.









**Support** 


Display the definition of *advocate* in a visible spot in the classroom.

**TAP PRIOR KNOWLEDGE** (3 mins)


-  **Say:** *In Episode 6, Austen, Brendan, and the rest of the clinic’s employees are advocating for the situation in Fog Hollow, one of Port Douglas’ poorest neighborhoods where many people are getting sick, most likely caused by a newly reopened power plant. When you advocate, or are an advocate, you publicly support a cause, hoping for change. During this lesson I want you to think about what it means to be an advocate and why it is important to be one.*

**WORD WORK** (7 mins)

- Display and introduce the *Advocacy Graphic Organizer*.  **Say:** *Now we are going to define “advocate” and list ways to be one.*
- As you model how to complete the graphic organizer, have students complete their own copy. **Step 1:** Write *advocate* for the word.
- **Step 2:**  **Say:** *Now we will write the definition. When you advocate, or are an advocate, you publicly support a cause that you hope to change. Write publicly supporting a cause and have students copy on their own organizer.*
- **Step 3:**  **Say:** *Now we will list ways to be an advocate. List examples/strategies to be an advocate. Have students copy down these strategies as you write them. Examples/Strategies:*
  - **Make a PSA, or Public Service Announcement.**  **Say:** *In Episode 6, Austen makes a PSA. A PSA is a public message that uses media to raise awareness. They are often advertisements on social media, in magazines, or commercials on TV.*
  - **Write an Email/Letter.**  **Say:** *You can write a letter to decision-makers who control the change you hope to make.*
  - **Make a Call.**  **Say:** *You can call decision-makers who control the change you hope to make, or call members of the public to inform them of the cause.*
  - **Sign a Pledge or Petition.**  **Say:** *You can sign a pledge, or petition, that supports your cause.*
  - **Post on Social Media.**  **Say:** *You can post your support on various social media outlets such as Twitter, Facebook, Instagram, etc.*


**Tech Tip** 

Show students examples of PSAs.

**Support** 

- Pre-assign student pairs. Have students with mixed abilities and needs work together.
- Pre-teach graphic organizer and activity to ELL and support students.
- Display a teacher-created storyboard for a cause you care about, using the *Storyboard Graphic Organizer*

**COLLABORATIVE ACTIVITY** (13 mins)

- Pass out *Advocacy Storyboard* and *Storyboard Scenarios* (one scenario per pair).  **Say:** *In this episode, Austen is working on a PSA, or public service announcement, to advocate for the problem in Fog Hollow. To make a PSA you have to create a storyboard, or a sequence of quick drawings that may include directions and dialogue, to represent your plan. Today you and your partner will become advocates and make a storyboard for specific causes.*

**Extend**

Have students come up with their own cause that they care about.



**Tech Tip**

Create digital storyboard with StoryboardThat or with Google Slides.



**CHECK FOR UNDERSTANDING AND GAMEPLAY CONNECTION** (10 mins)

- Come back together as a whole class and present storyboards.
- **Ask:** *What is the PSA advocating for? Is it effective? Why or why not?*
- **Connection to Gameplay.** **Turn and Talk:** *After learning about what it means to be an advocate, how might you, as the medical director, advocate for the people living in Fog Hollow?*

## ADVOCATE GRAPHIC ORGANIZER ANSWER KEY

### Word

*Advocate*

### Definition

*Publicly supporting a cause that you hope to change.*

### Examples

- *Make a PSA*
- *Write a Letter/Email*
- *Make a Call*
- *Sign a Pledge or Petition*
- *Post on Social Media*

**STORYBOARD ANSWER KEY**

Important Issue: Healthy is Happy (Eating a Healthy and Balanced Diet)

**Scene: 1**

pizza  
candy  
cookies  
soda

**Scene: 2**

muscle drawing

**Scene: 3**

Food pyramid picture with labels, guidelines, and serving sizes.

Junk food is delicious, but not good for you.

It is important to have a balanced diet to grow strong and healthy

To eat healthy, follow the food pyramid guidelines.

**Scene: 4**

pictures of colorful, bright fruits and vegetables

**Scene: 5**

STATISTIC IMAGE

One in five school-aged children has obesity

\*cdc.gov

**Scene: 6**

Healthy, happy kids!

Healthy food is good food!

Don't become a statistic.

Take control of your life and choose to be healthy!

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## ADVOCATE GRAPHIC ORGANIZER

<p>Word</p>
<p>Definition</p>
<p>Examples</p>

## STORYBOARD CAUSES AND IMPORTANT ISSUES

<p>The important issue I'm advocating is . . .</p>	<p><b>CAUSE 1</b> Adopting a Pet from a Shelter</p>	<p><b>CAUSE 2</b> The Importance of Staying in School</p>
<p><b>CAUSE 3</b> Eating a Healthy and Balanced Diet</p>	<p><b>CAUSE 4</b> Standing Up to Bullying</p>	<p><b>CAUSE 5</b> No Texting and Driving</p>
<p><b>CAUSE 6</b> Recycling</p>	<p><b>CAUSE 7</b> The Importance of Exercising</p>	<p><b>CAUSE 8</b> The Importance of Voting</p>
<p><b>CAUSE 9</b> Keeping Arts and Music Programs in Schools</p>	<p><b>CAUSE 10</b> Respecting Diversity</p>	<p><b>CAUSE 11</b> Pick a cause that matters to you</p>

# PSA STORYBOARD

Important Issue: \_\_\_\_\_

Scene:	Scene:	Scene:
Scene:	Scene:	Scene: