

Health, Physical Education, Family and Consumer Sciences

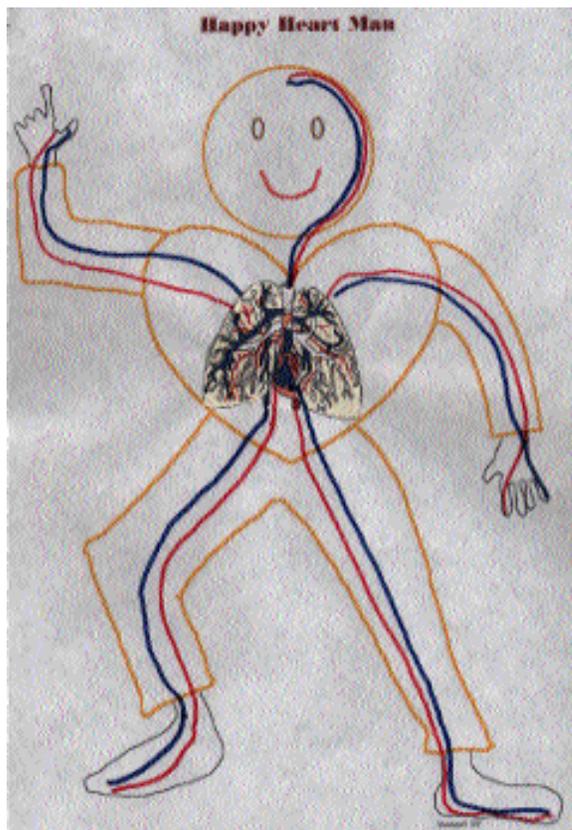
Resource Guide

PART II.2

| | |
|--------------------------------|----|
| The Circulatory System..... | 2 |
| Evaluating Health Choices..... | 12 |

Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Health, Physical Education, and Family and Consumer Sciences Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

The Circulatory System



HEALTH

- ▲ growth/development
- ▲ healthy choices/behaviors
- ▲ behaviors affect growth/development
- ▲ influences affect healthy choices
- ▲ practice healthy choices

PE

- ▲ relationship between physical activity/well being

F&CS

1

In order for health education to be relevant to students' lives, it must be delivered consistently at all grade levels.

Teacher

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District

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Grade 1



The children are fascinated with trying to feel their hearts beating through their chests.

Teacher

INTRODUCTION

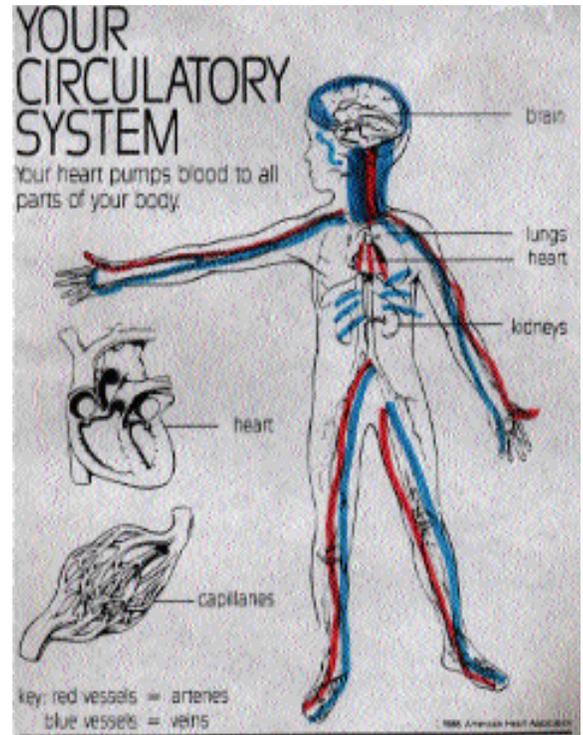
A successful program should result in the student first considering what effect their behavior will have on their health when making everyday decisions related to nutrition, safety, drug use, exercise, etc. For this reason, I have chosen a unit, consisting of six lessons, which integrates lessons delivered by the nurse-teacher, classroom teacher, physical education teacher, and the art teacher. It is an introduction on the circulatory system for first grade students.

LESSON ONE

The presenter of this lesson, (nurse-teacher) introduced basic information on the location, structure, and function of the circulatory system. Care was taken to insure that visual, auditory, and experiential learners would benefit. It was not expected that students would process any knowledge of the subject prior to the lesson.

NURSE-TEACHER

1. To stimulate interest in the topic a 6-minute video is shown (presented by animated characters in *The Wizard of Oz.*)
2. A description of the heart as a muscle that acts as a pump is made. Using a teacher-made poster, the students are shown the location of the heart and lungs. The veins, described as tubes carrying the blood from the body to heart and then to the lungs are illustrated in blue. The arteries described as tubes carrying oxygenated blood from the heart to the body are illustrated in red.
3. The heart is described as a muscle that works 24 hours a day to keep us alive.



STUDENTS

1. The student will make a fist to indicate the size of his/her heart.
2. The student will place the fist in the middle of the chest to indicate the location of the heart.
3. The student will place his right hand, palm down, in the middle of the chest. Remaining silent and not moving, the student will attempt to feel the heart beating.
4. The student will color the arteries red and the veins blue on the *Your Circulatory System* worksheet.

MATERIALS

- Video *It's a Heart!* from the American Heart Association kit "Getting to Know Your Heart."
- *Your Circulatory System* worksheet from the American Heart Association Kit "Getting to Know Your Heart."

ASSESSMENT

The nurse-teacher will observe each child locating their heart and describing it as a pump.

REFLECTION

While it is not anticipated that students have any prior knowledge of this subject. I find that almost every student can locate the heart before the lesson begins. Few know that it is a muscle, but some know that it pumps blood throughout the body. Basic information about the blood vessels is almost always new.

LESSON TWO

Prior to the second lesson, Mrs. Koenig taught a unit on nutrition. Therefore, the students were already aware that some foods are good for their bodies, some are not, and that it is necessary to consume healthy foods on a daily basis to maintain good health.

Alex

Eat good food so you'd
on't get sick.

Dear Mom
Mrs. Koenig and Mrs. Ouillette have been teaching us
about healthy foods and our hearts. Two foods that
are good for us are fish and apple.
On Tuesday we will be making a "Heart Healthy
Soup". On Monday I will have to bring in noodles
to put in our soup. When I come home on Tuesday, I
will be able to tell you at least 3 ingredients that were
in our soup.

Love, Alex



NURSE-TEACHER

1. The presenter will review that the heart is a muscle and a pump that requires fuel (food) to operate efficiently.
2. A Venn Diagram will be used to identify foods that the students like, foods that are good for them, and which foods fall into both categories.
3. The presenter will lead a discussion on and make a list of ingredients that would be included in a "heart healthy soup."
4. The presenter will explain that each student will be responsible for bringing in an ingredient to be included in the soup.

5. Parent volunteers will be solicited to help in the preparation of the soup.

STUDENTS

1. Students will participate in the discussion and the preparation of the list of ingredients for the soup.
2. Each student will complete a letter to go home to their parents which lists two foods they identify as "heart healthy," and naming the ingredient they must provide for the soup.

ASSESSMENT

Each student will complete the parent letter naming two foods that are "heart healthy."

Name Alex Teacher Mrs Koenig

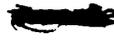
The Circulatory System

Directions: Fill in the blanks using the words in the word bank.

Word Bank

~~heart~~ ~~muscle~~ ~~blood~~

~~muscle~~ ~~blood~~ ~~exercise~~



~~muscle~~ ~~blood~~ ~~exercise~~



1. My heart is a muscle.
2. It works hard every day to pump blood all through my body.
3. The blood carries oxygen to all of my body's cells.
4. The blood is carried in tubes called arteries and veins.
5. It is important to get exercise every day to keep my heart healthy.
6. Two foods that would be good for my heart are:

1. crackers

2. apples

7. Two kinds of exercise that would be good for my heart are:

1. jump rope

2. Baseball

Below are 2 lungs and 1 heart. Cut them out and glue them in the proper place on the body on the next page. When you have put in the heart and lungs, please draw red arteries and blue veins on the body.

LESSON THREE

Students bring in the necessary ingredients for the heart healthy soup and they assist the parent volunteers, the teacher, and the presenter in the preparation of the soup. [An adult should be present at all times that the crock pot is in use.]

NURSE-TEACHER

1. Students will be informed of the process for the preparation of the soup.
2. Safety issues of food preparation will be discussed.
3. Presenter will discuss the importance of washing hands and food to avoid passing germs.
4. Presenter will inform students that the parent volunteers will be cutting the vegetables since a sharp knife is required.
5. Students will be instructed not to touch the crock pot since the intense heat could cause a burn to the skin.

STUDENTS

1. Each student will wash his/her hands and the ingredients brought in for the soup.
2. Students will present their ingredients to the parent volunteers and return to their seats for regular instruction.
3. Following the preparation of the soups, which will take all day to cook, the students will eat.

ASSESSMENT

The presenter will observe the students washing their hands and their vegetables. Each student will identify the ingredient he/she is contributing to the soup.

REFLECTION

Students loved this activity and eagerly looked forward to tasting the soup. They were initially distract by the parents preparing the soup and the smell of soup cooking while the regular class continued.

LESSON FOUR



From the nutrition unit already covered by the classroom teacher, a healthy life styles lesson including the importance of adequate sleep for growth and development, and previous lessons on the circulatory system, the students have learned a great deal about the structure, function, and care of the circulatory system. Exercise is an important component in the maintenance of good health, but is of particular concern in maintaining a healthy heart. The students will learn that the heart beats faster during and becomes stronger because of exercise.

NURSE-TEACHER

- 1 .The presenter explains that the heart, just like any other muscle in the body, requires exercise to keep it strong. When we are sleeping our hearts beat quite slowly. While attending to our normal daily routines, our hearts beat faster. As we increase our activity level, our heartbeat will also increase.

2. The presenter will play the audio tape *Heartbeat Sounds* contained in the “Heart Treasure Chest” from the American Heart Association. The students will be instructed that this is the sound the heart makes when it is heard through a stethoscope. (The tape begins with the sound of a heart at rest. As the heartbeat becomes more rapid, an explanation is given that the increase in heart rate is due to an increase in activity level.)
3. The students will be shown a stethoscope and asked to identify it and its purpose. The presenter will then demonstrate the proper technique for finding and listening to one’s own heartbeat. An explanation of why and how to clean the earpieces of the stethoscope between students is given.
4. Divided into small groups, the students will be instructed to listen to their own heartbeats. The adults present will monitor the students while they are engaged in this activity.
5. The presenter will demonstrate the proper technique for locating the carotid pulse by placing the index and middle fingers at the jawline, and sliding them down the neck toward the midline until the carotid is felt. It is explained that they will now be able to feel but not hear their heart beating.
6. The presenter will put on music with an upbeat tempo and have the students jog in place for one minute after which the students will again find their carotid pulse. Students who are physically unable to jog in place will exercise to their own tolerance level.
7. The presenter will identify several different activities (watching TV, riding a bike, sleeping, reading, etc.) and ask the students how the heartbeat would respond to these activities.



STUDENTS

1. The students will listen to the audio tape *Heartbeat Sounds*.
2. In small groups, the students will listen to their own heartbeats via a stethoscope. The students will try to imitate vocally the sound of their heartbeat. They will clean the earpieces before allowing the next student to use the stethoscope.
3. The students will find their carotid pulse and feel it for 15 seconds.
4. The students will jog in place while listening to music.
5. Following the one-minute jog, students will again find their carotid pulse and be able to indicate that the heart is now beating faster.
6. Students will give a thumbs up or thumbs down to indicate activities (that the teacher has suggested) that will increase or decrease the heartbeat.
7. The students will identify daily exercise as an important component for a healthy circulatory system.

MATERIALS

- Tape player and music tape
- *Heartbeat Sounds* audio tape from the *Heart Treasure Chest*
- Five stethoscopes
- An alcohol wipe for each student

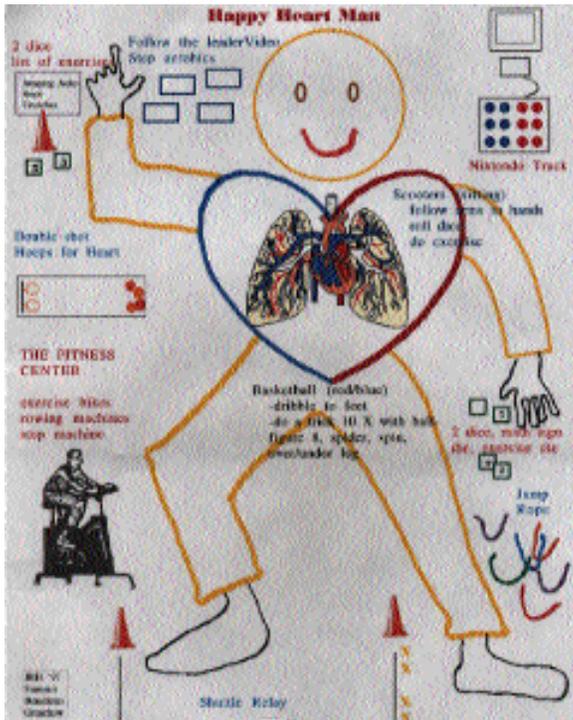
ASSESSMENT

The adults present will observe each child locate their heart with the stethoscope and imitate the sound their heart is making. The adults will check to see that each child is able to find his carotid pulse. Following the jogging exercise and again finding the carotid pulse, students will be able to articulate that the heart is now beating faster due to the increase in activity level.

REFLECTION

Once again, this activity, which addresses more than one learning style is a very enjoyable experience for the students. There are enough different activities included in this one lesson to keep all learners interested and involved. The ability to hear their own heartbeat is always a climactic moment. The learning indicator “understanding how exercise affects growth and development” is clearly demonstrated.

LESSON FIVE



This presenter coordinated the unit on the circulatory system to coincide with the physical educator’s unit on the heart. Paula Summit is responsible for the development of this lesson plan, and she and Rob Benedetto implemented it at all grade levels. They understood that Mrs. Koenig’s class was just finishing the circulatory system unit, so review of the system as opposed to primary instruction was all that was necessary. Mrs. Summit and Mr. Benedetto taped an outline of the human body on the gym floor utilizing all of the floor space. The circulatory system including the heart, lungs, arteries (in red), and veins (in blue) were included in the body. A 10-second resting pulse was taken at the beginning of class. The students then jogged for two minutes and another pulse was taken. Eight different activities were set up at various points on the body outline. The students rotated in groups through the different activities. Students participated at each station for a period of three minutes. Following each activity, the carotid pulse was checked. Pre-taped music timed for three minutes with



appropriate silent periods for the counting of the pulse was used to time the rotations.

PHYSICAL EDUCATION TEACHER

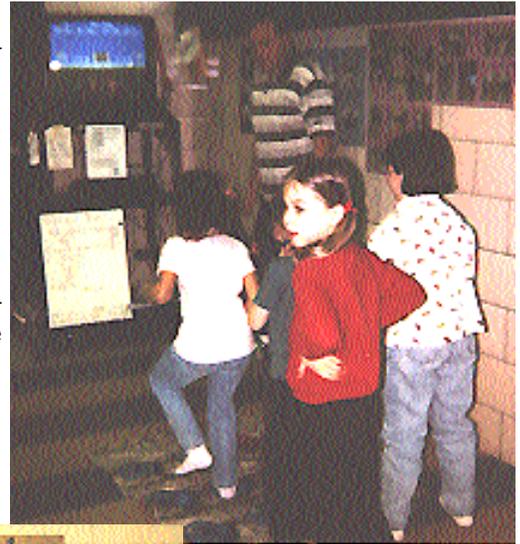
1. A brief review was given of the circulatory system and the importance of daily exercise to maintain a healthy system.
2. A demonstration of taking a carotid pulse was given.
3. Directions for the activities at each of the eight stations were given.

STUDENTS

Students rotated through each of the eight activity stations completing the activities and then counting their carotid pulse.

1. “Follow the Leader” on video, step aerobics on blue step boxes.
2. Nintendo, World Class Track Meet. Two runners run 50 yards on the virtual track.
3. Ride scooter “blood cells” (red and blue) going to and from the heart, arms, and hands.

4. Basketball blood cells (red and blue). Dribble up and down the outline of the legs to feet, do a dribbling “trick” 10 times with the basketball.
5. Jump rope activity and single hand rope skills.
6. Shuttle run for fun. Two at a time, run around cones with shuttles. Return shuttles to start while next two people get ready to run.
7. “The Fitness Center”. Use exercise bikes, rowing machines, air step machine, and stretch bands. 25 repetitions.
8. Double shot “Hoops for Heart” basketball shooting station. Mini-basketball station. Two at a time take two shots and run to the end of the line.



MATERIALS

Abody outline with the circulation system included is taped in different colors on the floor of the gymnasium. The eight activity stations with the proper equipment must be set up at designated points on the outline.

- Two TVs and VCRs
- Step boxes
- Nintendo, World Class Track Meet cartridge, and power pad
- Scooters
- Basketballs
- Jump ropes
- Four shuttles
- Four cones



ASSESSMENT

The physical education teachers observed the students participating in the different activities, and guided the students to assess themselves by comparing their own heart rates and individual activity levels.

REFLECTION

This activity is an enjoyable one for the students and is a wonderful way to integrate the curriculum and reinforce the classroom learning related to this subject. The students demonstrated the indicators “possessing basic knowledge and skills which support positive health behaviors and understanding the exercise aspects of growth and development.” This activity can be and is used (by the sponsor method) to raise funds to be donated to the American Heart Association. Hopefully students will be encouraged to become involved in other activities that are beneficial to the community.

LESSON SIX

This art class activity reinforced the basic anatomical information that the students received during health instruction. Rose Sherwood, the art teacher, was interested in combining the circulatory system with an art project. Before becoming an art teacher, Mrs. Sherwood was a medical illustrator. Since the students had already received information in art class related to different textures, materials of varying size, weight construction, and texture were used in this activity.

ART TEACHER

1. The students were instructed to outline a body on butcher paper and fill in the circulatory system using materials of varying textures.
2. The students were divided into three groups to begin the activity.

STUDENTS

1. One student from each group will lie down on the butcher paper.
2. A second student will trace an outline of the first student's body.
3. Other students will draw and cut out a heart from red felt.
4. Students will draw and cut out lungs from blue burlap.
5. Students will glue lungs and heart on the body outline.
6. Students will glue arteries and veins throughout the body using red and blue yarn.
7. Time permitting, students may use buttons and other materials to make a face on the body.



MATERIALS

- Butcher paper
- Red and blue yarn
- Glue
- Buttons
- Panels of red felt or velvet
- Panels of blue burlap

ASSESSMENT

The art teacher will observe each student's participation in the art activity. Questions regarding the structure and function of the circulatory system may be asked during the activity.

REFLECTION

Because the students had received primary instruction in health class, and reinforcing activities in physical education class, they were able to understand and complete this activity easily.

Unit Assessment



Assessment by physical, oral, and written performance was ongoing throughout the unit.

DISTINGUISHED

The student is able to:

1. accurately place the heart and lungs on a human diagram
2. distinguish between arteries and veins
3. recognize that exercise will make the heartbeat increase
4. name oxygen as a substance carried by the blood stream.

PROFICIENT

The student will be able to:

1. find the carotid artery
2. identify good nutrition and daily exercise as vital components of a healthy life style
3. identify the heart as a muscle that pumps blood through the body
4. name two heart healthy exercises and foods.

COMPETENT

The student will be able to:

1. locate the area on their own body where there heart is located
2. imitate the sound made by a beating heart
3. name one ingredient in a heart healthy soup
4. communicate that a heart is necessary to survival.

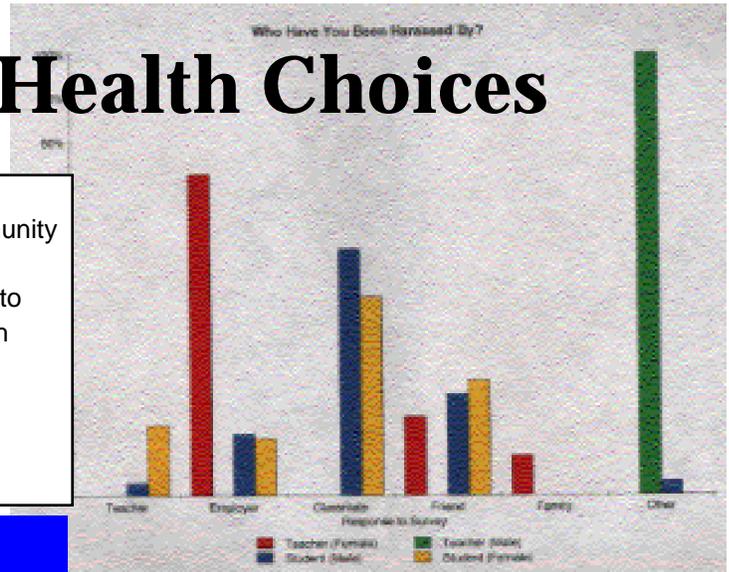
Evaluating Health Choices

HEALTH
PE
F&CS
3

- ▲ ability to access community health services
- ▲ use technology/media to promote positive health messages

For success in this learning experience, students need to know the following:

- How to determine group roles and responsibilities of each member to the finished product, including the development and prioritizing of the work assignments.
- How to find basic information on and the prevalence of a given health-related problem.
- How to use the computer (as a word processor, as an information provider, and how to access the Internet to find accurate, factual information.
- How to find and interview people in the field of health for appropriate, factual information and services pertaining to their project.
- Effective methods of educating people about health issues.



Marjorie Wilkison

Pavilion Central Schools

Big Tree Road

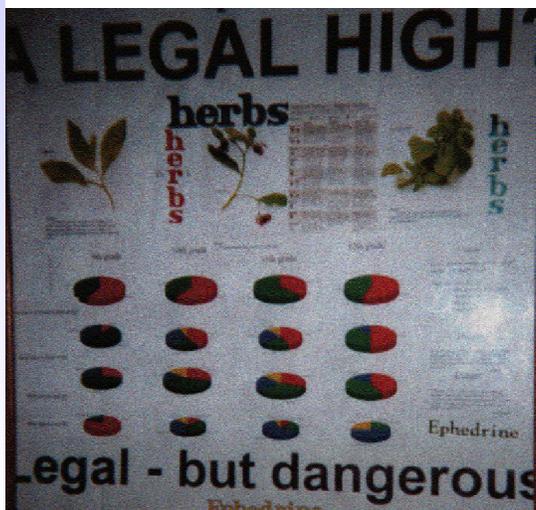
Pavilion, NY 14525

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Grade 10-12

The teacher will do the following:

- Determine the group size, topics for the project (see sample queries attached), and leaders of each group. Three students per group is suggested.
- Decide what form(s) the project solution will take (see suggestions later in this plan).
- Assign projects to groups, trying to match projects with interest areas of students, and possibly allowing students to develop queries of their own (of course, approval would be needed to begin work).
- Provide orientation and organizational and fundamental research time at the start of the project. All recording sheets and the Grading Rubrics should be discussed at this time. A minimum of three days is suggested.
- Provide guidance/practice in the following



The students will do the following:

- Choose a group leader; decide in which project their interests lie or determine if they want to develop their own project topic; and decide how to divide responsibilities, under the direction of the leader (the group may decide to split the leadership role).
- Determine the steps that they must take in order to solve the query, including the type of foundation research and resource people needed, the timeline for each step, and the skills they must learn in order to meet the deadline; decide how the initial days will be spent productively.
- Record all responsibilities, time involved in the

SAMPLE PROJECT QUERIES

- *Determine knowledge of 8th graders about any abused drug, use of same, long term effects on their learning, future children, employability; Compare to National Survey; develop lesson for same students.
- *Does this school need a social worker; do area schools use one; why are they need; do students here have those needs?
- *Does activity level reduce with age; what problems may result from that choice with people of all ages.
- *What is sexual harassment; does it exist here; do we have a policy; do teachers, students know about it; does a problem exist here; do area schools have similar policies; do we need awareness raised about this issue?
- *Evaluate the school cafeteria lunch diet for one month for saturated and unsaturated fats, cholesterol, sodium, fiber; are there state regulations for these meals; how do students feel about choices of lunches; what improvements can be suggested.
- *Determine what is a good pre-practice and pre-game meal; survey winter athletes to determine if they make these healthy choices; what is the importance of this food for success.
- *Evaluate drug knowledge/attitudes of students in grades 3, 5, 7; what is the likelihood of their future use based on their attitudes; when are they most likely to make that choice; suggestions for lowering drug abuse in this school.
- *Examine the physical environment for air quality and dust or examine furniture, fountains, etc. for samples to culture and categorize; determine level of concern with results; investigate "sick buildings," and determine if it is significant here; determine cause of presence of environmental health hazard and make recommendations to students and staff to deal with any potential problem.
- *Evaluate student injuries according to location, cause, activity, age, hospitalization for all injuries from Sept. 1996 to Sept. 1997; put results on spread sheet, draw conclusions about activity of most concern and potential solutions; know ADA, and if our school complies, and how it affects our students.

project, and group's organizational charts and due dates for each part of the project. Be prepared to justify time spent, work completed, and potential grade earned.

- Learn sources of information and skills related to the project that can be found in the school and the community.
- Give progress reports, both orally and/or written; confront any group's internal problems, i.e. unacceptable work production, leaving projects in inaccessible locations or group members being passive or directive, etc.
- Complete all parts of the project (using all or some of the tools listed below), putting them in the final collection device (folder, etc.), and turning them in on the due date.
- Make group appointment with the teacher to discuss project results, conclusions, rubrics, and grades, as well as the evaluation of the project process.

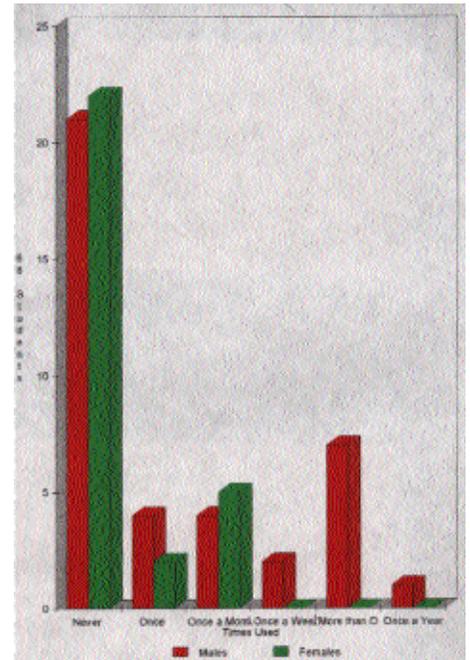
The final tools completed by the students for assessment could be all or part of the following:

Research...did it thoroughly investigate current, accurate information on the topic; were at least five sources used; including interviews...oral and written assessment will be used.

Internet Sources...was a list of reliable sources, addresses, and topics covered...written and oral assessment will be used.

Survey...was the group able to develop a survey that gave them the type of information about a particular group that they were looking for...oral and written assessment will be used.

Graphs...did the graphs demonstrate accurately the information gathered by the surveys...oral and written assessment will be used.



PROJECT TOPIC #10

SOLVE: evaluate drug knowledge/attitudes of students in

grades 3, 5, 7; select knowledge areas that they should know about and determine what they know and what attitudes they have about these areas. Graph the results; draw conclusions about their future use based on where they are now; determine when you feel that students make the decision about using, and what are the major determining factors; make a B.B. about subject; develop report to teachers in grades 3, 5, and 7 on the results that you compiled and the suggestions for lowering drug abuse in this school; develop internet resource list and determine the cause/number of drug-related deaths of these age groups; compile information in pamphlet for class mates.

NEED TO KNOW: major drugs that the students in these grades should know about; research the basic information available in order to develop a survey and make recommendations. Contact nurse and teachers in each of the grades mentioned to gain information about the students (i.e.: reading level, what they might know, how to formulate an effective survey for that grade level, etc.) Learn how to use computer for graphs,

Suggested Project Tools

- Research
- Survey/analysis of available data
- Graphs
- Pamphlet
- Bulletin board
- Internet sources
- Area professionals, organizations
- Final report: Written (To teacher); Oral (To board, principal, etc.)
- Teaching younger students

Lab Results or Lessons Taught...(only pertains to certain projects)...how effective were the methods used and what were the outcomes...oral and written assessment will be used.

Bulletin Board...does it prevent the problem and suggest plausible solutions...written and oral assessment will be used.

Pamphlet...does it educate the reader about entire problem and present possible solutions...written and oral assessment will be used.

Final Report to BOE, Administrator, or Coaches...can the group present research, survey results, and solutions that have merit...written and oral assessment will be used.

MATERIALS

TIME BILLING

Date Started: Wed. Oct. 30

Date Completed: Jan 9,

For Students:

Leader's Project folder,
art material,

access to a telephone,

Time Table (to record
their work contribution
and time spent),

Project Plan sheet,

use of a computer (with
Encarta and *Publisher*
programs), and

access to the Internet.

| Activity | Time Spent | Description |
|--------------------------|-------------|--|
| organization | 30 min | filled out sheet with columns |
| 10-31 pamphlet plan | 30 min | design of pamphlet |
| 11-1 more pamphlet | 30 min | searched for info. to use |
| 11-3 pamphlet | 45 min | looked on my PC for pamphlet designs for ideas |
| 11-4 nutrition ?'s | 30 min | thought of ?'s to test knowledge of nutrition |
| 11-5 info. | 40 min. | went to library & searched for info. for B.B. and pamphlet |
| 11-6 survey | 15 min. | worked on finishing survey ?'s |
| 11-7 dietary avgs. | 25 min. | figured out avgs. from meal analysis |
| 11-12 survey | 20 min. | survey finalled |
| * 11-15 sources | 1hr. 30min. | finding school lunch menus on the net |
| 11-16 " | 30 min. | found some so I could get addresses |
| 11-20 group | 15 min | talked among group to see how things are progressing |
| 11-14 interview ?'s | 20 min | decided on ?'s to ask Mr. Magin |
| 11-21 survey | 1 hr. | 5th period passed out surveys in lunch room |
| * 12-5 interview | 40 min | interview Mr. Magin |
| 12-18 food pyramid | 30 min | made custom food pyramid for B.B. on my computer |
| * 12-28 pamphlet | 2 hours | finished pamphlet |
| 12-31 gathered materials | 30 min | got food and table clothe for B.B. |
| 1-3 discussion | 40 min | talked about what was happen assigned loose ends |
| 1-5 final report | 30 min | printed and touched up report |
| 1-9 loose ends | 45 min | made sure our group had everything together |
| Total | | 13.583 hours |

For the Teacher:

use of a computer, paper supplies for development of student work sheets and assessment sheets.

| TEACHING RATING SHEET | |
|---|----------------------|
| GROUP NAMES: | |
| GROUP SUBJECT: | |
| GRADE LEVEL: | |
| <u>RATING INSTRUCTIONS:</u> EACH OF THE FOLLOWING SHOULD BE RATED BY USING A 1 TO 5 SCALE..... 5 BEING THE BEST AND 1 IS FOR A POOR SCORE, 3 IS AVERAGE. | |
| | <u>RATING</u> |
| A. ALL MEMBERS OF TEACHING GROUP TAKE AN ACTIVE PART IN PRESENTATION (note below the names of those that do not) | _____ |
| B. ACCURACY OF FACTUAL INFORMATION USED..... | _____ |
| C. STRENGTH OF MAIN THEME..... | _____ |
| D. INTERACTION WITH CHILDREN IN CLASS..... | _____ |
| E. HANDLING OF QUESTION/ANSWER TIME..... | _____ |
| F. USE OF PRINTED OR A.V. MATERIAL..... | _____ |
| G. APPROPRIATENESS OF INFORMATION FOR AGE GROUP TAUGHT.. | _____ |
| H. PRESENTERS' VOICES ARE CLEAR AND LOUD ENOUGH TO BE BE EASILY HEARD..... | _____ |
| I. PRESENTERS STAY WITH THE TOPIC. INTERACT WITH EACH OTHER ONLY WHEN IT PERTAINS TO THE TOPIC..... | _____ |
| J. PRESENTERS' OVERALL APPEARANCE AND CONDUCT INHANCE THE MESSAGE THAT THEY ARE DELIVERING..... | _____ |
| K. PRESENTERS DEMONSTRATE CONFIDENCE IN THEIR KNOWLEDGE OF THE TOPIC THAT THEY ARE BRING TO THE CHILDREN..... | _____ |
| AVERAGE SCORE: | |
| _____ | |
| <u>COMMENTS BY THE SUPERVISING TEACHER:</u> | |
| | |
| TOTAL TIME SPENT ON LESSON: _____ | |



ASSESSMENT

- Weekly written reports by the Group Leaders
- Bi-monthly meetings by teacher with each group
- Observation and informal discussion with each group or individual members
- Reports of progress by support teachers
- Time Billing Sheets and Project Outline Sheets
- Rubric for all assigned tasks
- Oral, taped debriefing with the group, up to 30 minutes, depending on the extent of the project
- Projects that culminated in teaching a lesson had a written assessment

NAME: _____

PROJECT: _____

| RATE EACH BY CHECKING APPROPRIATE BOX: | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| PROJECT ORGANIZATION (Weighted double) | | | | | |
| RESEARCH RESULTS (Weighted double) | | | | | |
| ORIGINAL RESEARCH: | | | | | |
| SURVEY/QUESTIONNAIRE (Weighted double) | | | | | |
| ORIGINAL RESEARCH: Graphs, Pictorial Display | | | | | |
| INTERNET SOURCES | | | | | |
| PAMPHLET | | | | | |
| LOCAL ORGANIZATIONS, PROFESSIONAL HELP | | | | | |
| BULLETIN BOARD | | | | | |
| TEACHING OPPORTUNITY/ORAL PRESENTATION | | | | | |
| NEWSPAPER ARTICLE | | | | | |
| WRITTEN FINAL REPORT | | | | | |
| COLUMN TOTALS: | | | | | |

AVERAGE SCORE: _____

Evidence that supports my assessment of student performance is present in the individual's and group's ability to determine the complexity and layers of the problem presented to them, to develop a tool to investigate the extent of the problem, to evaluate the results of that tool, and to draw conclusions and make recommendations about the solution of their problems. It will also be noted in their ability to compile a pamphlet and bulletin board to educate others about their project. They must use a variety of skills and knowledge learned in this class as well as most of their other classes. Finally, they must demonstrated their ability to cooperatively solve a community problem by working through and solving group difficulties, dividing responsibilities, and demonstrating a joint effort in reaching the solutions.

HEALTH CHOICES PROJECT: RUBRIC SCORING GUIDE

PROJECT ORGANIZATION

- 5** Equal division of responsibilities; demonstrated equity, cohesiveness; shows enthusiasm, pride in project; could account for time spent in a realistic manner; weekly reports illustrate continued progress toward project completion and problem solving; all parts completed prior or at due date; dynamic results, thoughtful solutions; Time Sheets demonstrate extent of work intensity.
- 4** Equal division of responsibility; demonstrated need to complete tasks in an orderly manner, but without close attention to detail; the group's progress and problem-solving ability is documented in the weekly reports; equity and cohesiveness is demonstrated; all parts completed in a timely manner. Time spent on the project is demonstrated in a realistic manner; acceptable results; plausible solutions.
- 3** Division of responsibility is not totally equitable; attention to detail and demonstrating pride in the finish product is weak; cohesiveness of group appears to be weak due to a member's not completing or late on responsibilities; weekly reports demonstrated slow progress through the project; one part of the project is turned late but all parts are completed; time spent on the project is weak or questionable in a couple of areas of the Time Sheet; weak results, limited solutions.
- 2** Division of responsibility is not equitable which may be demonstrated by one or two students doing the majority of the work; the group demonstrates little care or pride in job; more than one part s late and/or missing; progress reports demonstrate limited progress; Time Sheet demonstrates limited time and have several areas of questionable time accounting; weak results, limited to poor solutions.
- 1** Responsibilities carried mainly by the leader, with little help from other members; little pride is demonstrated by group; more than one part is missing; progress reports demonstrate very limited progress; Time Sheet demonstrates limited time spent on the project and the student can not explain extent of time spent in several areas; little or no solutions; poor results.

PROJECT TOOLS

- 5** Outstanding completion; attention to detail; demonstrated understanding of connection to problem; demonstrated understanding of tools and used it in the correct manner; showed a high level of original thought; went to extremes to get tools to excellent level; was able to keep problem/solutions in sight as completing final product; spelling/grammar excellent; presentation shows care.
- 4** Completed well; minor details need work; demonstrated understanding of tool, and used it in the correct manner; showed limited original thought; could keep problem/solution in sight as completing tool; minor spelling/grammar errors; care taken in completion.
- 3** Average results; deficiency in quality of work; understood tool, and used in the correct manner; showed little or no original thought; did not demonstrate a clear understanding of

- 2 Weak results in tool; incomplete work; did not demonstrate any original thought; demonstrates limited understanding of tool; very weak spelling and grammar; sloppy results; limited care taken.
- 1 Poor, incomplete work; does not demonstrate a desire to do a thorough job or a clear understanding of problem; sloppy results; very poor spelling/grammar; indifferent to project tool.

FINAL REPORTS/TEACHING/PRESENTATIONS**

- 5 Dynamic, well-planned approach; concise presentation of problem, survey results; used graphics in an orderly manner (in oral); thoughtful, original suggestions for solution to problem; written word is presented with correct grammar and spelling; suggests local organizations for assistance.
- 4 Well-planned approach; minor weaknesses in presentation of problem and survey results; thoughtful, realistic, but not unique, solutions to problem; minor grammar and spelling error; limited local organization suggestions.
- 3 Weaknesses in plans; one major or several minor weakness in presentation of problem, survey results; thoughtful, but not necessarily realistic, solutions to problem; occasional errors in spelling and grammar; limited local organizations suggested.
- 2 Weak planning of presentation; limited reference to survey, graphs, organizations; many errors in spelling and grammar; weak suggested solutions to problem.
- 1 Part(s) of presentation is missing; limited reference to survey, graphs, organizations; many errors in spelling and grammar; limited, weak solutions to problem.

****See Attached Teaching Evaluation Form**

*****Each teacher has the flexibility to chose which tools to use and/or evaluate and how each tool will be weighted; see Rubric Grading**

REFLECTION

This was an ideal way to bring together the many phases of health, as well as to practice problem solving and cooperative completion of tasks in a group setting. After reviewing the results, I would say that the basic plan is great, as it allows hands-on active learning for the student who might have trouble learning in the traditional manner. A teacher, however, may elect to develop the queries and have the students *select* one to investigate, rather than assigning or allowing the students to develop one of their own. To further enhance this lesson, the suggestion would be to get more community involvement by educating the school personnel about the projects so that they understand the importance of the survey results, allowing the community to see how they can assist and benefit from this involvement with the students, and encouraging the recipients of the project's results to consider using the suggestions for improved health. In addition, it was discovered that some students need more structure in work-completion deadlines, so that piece was added.

REFLECTION:
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