Health Fair

**IB Criteria C & D**

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| **Statement of Inquiry:** The choices we make as individuals and as a society have consequences not only to us as individuals but can have impacts on society at large. |

In **groups of 2 or 3**, you will be preparing a display (poster) and presentation to inform your peers about a particular **public health issue**. You will need to sign up for you group with your teacher.

You will present in class as well as during the Health Fair held during the IB Week (**week of March 19th, 2017**).

Some suggested topics are provided at the end of this document – if you choose a different topic you **MUST** have it **APPROVED** by your teacher.

This is a larger project so make sure you stay on top of it! Don’t leave it all to the last minute; set goals and deadlines for yourself to stay on track. You will be provided with some time in class to work on it. Exact dates are to be determined.

# Presentation and Poster

Your presentation and poster must cover the following:

1. **Background:** introduce your health issue and provide the necessary background information on it so that your peers can understand what the issue involves; give your audience the necessary context.
* What is it?
* What are the causes?
* What are the symptoms?
* How is it treated?
* Why is it a public health issue?
* Is this something that affects everyone or are particular groups affected (age groups, gender groups, economic groups, certain countries, etc)?
1. **Effect on adolescents:** provide information specific to how this particular health issue affects teenagers
2. **Statistics:** provide your audience with impacting statistics and/or information. Include visually appealing pictures, charts and/or graphs. Remember to explain what these graphics mean; how can their information be interpreted.
* Make sure that the information you are using is current (published within the last 5 years)
1. **Impacts:** what impact does this health issue have on society? Discuss at least two impacts in the following areas: social, economical, environmental, political or ethical impacts.
2. **Conclusion:** Conclude your presentation with at least two recommendations to protect, promote or ameliorate the health of your population of focus. Can this issue be prevented? How? Do the people affected require certain resources? Also indicate which government or health organizations are associated with your health issue.

## Poster Display Checklist

Your poster (display) must contain all of the following components:

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| --- | --- | --- |
| **Component** | **Checklist Poster** | **Checklist Pamphlet** |
| Background information |  |  |
| Information specific to adolescents |  |  |
| Statistics |  |  |
| Visuals (charts, pictures, etc) |  |  |
| 2 impacts (social, economical, environmental, ethical, political) |  |  |
| Government/Health organizations associated with issue |  |  |
| 2 recommendations to protect, promote or ameliorate the health of your population of focus |  |  |
| Full APA references (on back of poster) – at least 5 sources |  |  |

You may of course bring in additional props, models, videos, etc to make your display even more attractive!

## Pamphlets

You must also create an information pamphlet to be given to your audience members that summarizes the above information as well as provides the contact information for government and/or health organizations that could provide additional information, and/or includes the information on who to contact for help.

You will need to print **20 copies** to be given out to your peers who visit your display

In-Class presentation date: \_\_\_\_\_\_\_\_\_\_\_\_

Health Fair presentation date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Process Journal

Along with your presentation and pamphlets you will need to hand-in a Process Journal (1 per team). This should be in a duo-tang or binder.

You must include:

* A table of contents
* Assignment- completed and typed up information including visuals and statistics (basically everything that is on your display)
* A copy of your pamphlet
* Lists of organizations associated with your health issue
* Research evidence (printed out research with the useful information highlighted)
* Reference list in proper APA format
* Copies of any email communications between your team and any government/health organizations
* Copies of pamphlets or documents obtained from organizations
* List of materials needed for the health fair
* Design sketch of your display
* Journal entries – **each member** must keep a journal log that indicates the dates the project was worked on and what was done that day
* Self- evaluations – each member must submit a self-evaluation where they indicate what they learned from this project (not just knowledge but skills) and areas where they feel they can improve.
* Copy of the Grading Checklist (found at the end of this document)
* Rubrics for criteria C and D (found at the end of this document)

Process Journal due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# What is Public Health?

“Public health promotes and protects the health of people and the communities where they live, learn, work and play. While a doctor treats people who are sick, those of us working in public health try to prevent people from getting sick or injured in the first place. We also promote wellness by encouraging healthy behaviors.” (APHA, 2018)

# Possible Topics

* Alcohol-related harms
* Food safety (*E.Coli*, listeria, etc)
* Healthcare-associated infections
* Heart disease and stroke
* HIV
* Motor vehicle injury
* Nutrition, physical activity and obesity
* Prescription drug overdose
* Teen pregnancy
* Climate change and health
* Community water fluoridation
* Ebola
* Injury and violence prevention
* Mental health
* Heavy metal contamination
* Dieting (fad diets)
* Lack of clean drinking water

See more topics at:

* <http://www.publichealthontario.ca/en/BrowseByTopic/Pages/default.aspx>
* <https://www.apha.org/topics-and-issues>
* <http://epimonitor.net/List_of_Public_Health_Issues.htm>

# Useful Resources

[**https://www.apha.org/what-is-public-health**](https://www.apha.org/what-is-public-health)

<https://www.canada.ca/en/public-health.html>

<https://www.cpha.ca/resources>

<http://www.globalissues.org/issue/587/health-issues>

<http://www.nccmt.ca/knowledge-repositories/public-health-plus>

**References**

American Public Health Association (APHA). (2018). What is Public Health? Retrieved January 10, 2018, from <https://www.apha.org/what-is-public-health>

Group members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Grading Checklist

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| --- | --- |
| **Component** | **Grade** |
| **Poster/Display** | **/5** |
| Background information |  |
| Information specific to adolescents |
| Statistics |
| Visuals (charts, pictures, etc) |
| 2 impacts (social, economical, environmental, ethical, political) |
| Government/Health organizations associated with issue |
| 2 recommendations to protect, promote or ameliorate the health of your population of focus |
| Full APA references (on back of poster) – at least 5 sources |
| **Process Journal** | **/10** |
| A table of contents |  |
| Assignment- completed and typed up information including visuals and statistics (basically everything that is on your display) |
| A copy of your pamphlet |
| Lists of organizations associated with your health issue |
| Research evidence (printed out research with the useful information highlighted) |
| Reference list in proper APA format |
| Copies of any email communications between your team and any government/health organizations |
| Copies of pamphlets or documents obtained from organizations |
| List of materials needed for the health fair |
| Design sketch of your display |
| Journal entries – **each member** must keep a journal log that indicates the dates the project was worked on and what was done that day |
| Self- evaluations – each member must submit a self-evaluation where they indicate what they learned from this project (not just knowledge but skills) and areas where they feel they can improve. |
| Copy of the Grading Checklist (found at the end of this document) |
| Rubrics for criteria C and D (found at the end of this document) |
| **Total** | /15 |

# Criterion C: Processing and evaluating

**Maximum: 8**

At the end of year 3, students should be able to:

1. present collected and transformed data
2. interpret data and describe results using scientific reasoning

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| --- | --- |
| Achievement Level | Level Descriptor |
| 0 | The student **does not** reach a standard identified by any of the descriptors below |
| 1-2 | The student is able to: * 1. collect and present data in numerical and/or visual forms
	2. accurately interpret data
	3. state the validity of a hypothesis with limited reference to a scientific investigation
	4. state the validity of the method with limited reference to a scientific investigation
	5. state limited improvements or extensions to the method.
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| 3-4 | The student is able to: 1. correctly collect and present data in numerical and/or visual forms
2. accurately interpret data and describe results
3. state the validity of a hypothesis based on the outcome of a scientific investigation
4. state the validity of the method based on the outcome of a scientific investigation
5. state improvements or extensions to the method that would benefit the scientific investigation.
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| 5-6 | The student is able to: 1. correctly collect, organize and present data in numerical and/or visual forms
2. accurately interpret data and describe results using scientific reasoning i
3. outline the validity of a hypothesis based on the outcome of a scientific investigation
4. outline the validity of the method based on the outcome of a scientific investigation
5. outline improvements or extensions to the method that would benefit the scientific investigation.
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| 7-8 | The student is able to: 1. correctly collect, organize, transform and present data in numerical and/ or visual forms
2. accurately interpret data and describe results using correct scientific reasoning
3. discuss the validity of a hypothesis based on the outcome of a scientific investigation
4. discuss the validity of the method based on the outcome of a scientific investigation
5. describe improvements or extensions to the method that would benefit the scientific investigation.
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1. discuss the validity of a hypothesis based on the outcome of the scientific investigation
2. discuss the validity of the method
3. describe improvements or extensions to the method.

Criterion D: Reflecting on the impacts of science
**Maximum: 8**
At the end of year 3, students should be able to:
i. describe the ways in which science is applied and used to address a specific problem or issue
ii. discuss and analyse the various implications of using science and its application in solving a specific
problem or issue
iii. apply scientific language effectively
iv. document the work of others and sources of information used

|  |  |
| --- | --- |
| Achievement Level | Level Descriptor |
| 0 | The student **does not** reach a standard identified by any of the descriptors below |
| 1-2 | The student is able to:i. **state** the ways in which science is used to address a particular public health issueii. **state** the implications of the use of science to solve a particular public health issue, interacting with a factoriii. **apply** scientific language to communicate understanding but does so **with limited success**iv. document sources, **with limited success**. |
| 3-4 | The student is able to:i. **outline** the ways in which science is used to address a particular public health issueii. **outline** the implications of using science to solve a particular public health issue, interacting with a factoriii. **sometimes apply** scientific language to communicate understandingiv. **sometimes** document sources **correctly**. |
| 5-6 | The student is able to:i. **summarize** the ways in which science is applied and used to address a particular public health issueii. **describe** the implications of using science and its application to solve a particular public health issue, interacting with a factoriii. **usually apply** scientific language to communicate understanding **clearly and precisely**iv. **usually** document sources **correctly**. |
| 7-8 | The student is able to:i. **describe** the ways in which science is applied and used to address a particular public health issueii. **discuss and analyse** the implications of using science and its application to solve a particular public health issue, interacting with a factoriii. **consistently apply** scientific language to communicate understanding **clearly and precisely**iv. document sources **completely**. |