

RESEARCH

Gather ten or more current resources each:

health book

films or kits from the ESD

other books in classroom

laser disk

books in school library

newspaper articles

books in public library

magazine articles

books at home

Internet articles

Your group also needs to do at least one interview with an expert (someone paid to do work in a related field).

Take notes on your sources following the note-taking format we learned in class. As you use each resource, create a full bibliography entry following the format given on the class [bibliography](#) web site.

Each person in the group should have three resources by September 19 and at least three pages of notes by September 26. Turn in article analyses for articles you used. Take the resources your group used and make one complete bibliography. Turn it in by September 26.

Revise and edit and reprint.

The final copies of your bibliography is due by November 21.

TEACH THE ESSENTIALS

Working with your group, take your individual notes and categorize them into piles:

"essential/most important/must be learned"

"really good/additional information in more detail/should be taught"

"extra stuff/interesting bits/include if there is time"

"don't need"

★ Every piece of information your group deems “essential/most important/must be learned” needs to be taught *more than once* and tested. Write up a 20-question test that includes all that information. Save one copy of the test without the answers shown; make a second copy and put in the answers. Print both copies and bring them to me for review.

Turn in your best draft of your test and key by October 17.

Revise and edit and reprint.

The final copy of the test and key is due by November 21.

★ Make sure all the essential information is included in the hand-outs. One hand-out must be a brochure using the Publishing program. Use *all* the sections, on the front *and* back of the page! Each person is responsible for writing at least one section. You may add pictures. A little clip-art is OK.

Turn in your best draft by October 31.

Revise and edit and reprint.

The final copies of your hand-outs are due by November 21.

★ Make sure all the essential information is included in a computer presentation using the PowerPoint program. Put the information in *outline form* in the slides we will see. Prepare the additional information you will tell us--beyond the outline we will see--in the notes view. Insert graphs or charts with statistics that you created in Excel. Add your own digital photos or Internet or scanned pictures (pictures you use from the Internet or that you scan from other works must be cited). Please avoid clip-art in your computer presentation.

Add a poster for your group's topic.

Your completed poster and your computer presentation with written notes is due November 15.

DESIGN YOUR LESSON

Do high-quality, organized work. You might divide your topic into separate areas so each person in the group is responsible for that area. For example, in the nervous system I might have several subtopics: the parts of the brain, nerve cells, neurotransmitters, the effects of drugs on the brain, how the brain interacts with the rest of the body. One person in the group could concentrate on the parts of the brain, writing the relevant test questions, designing the appropriate brochure section, and creating the three to six slides for the Power Point that had to do with the parts of the brain. Then everyone would work together on the extra things like the video or song (see below).

Be completely prepared to present on December 2. DON'T BE ABSENT! Use the chart below to connect parts to make sure you cover all the requirements:

| BLOOM (see topics) | INTELLIGENCES | TECHNOLOGY |
|--|--|--|
| 1. knowledge 2. comprehension 3. application 4. analysis 5. synthesis 6. evaluation | 1. verbal-linguistic 2. logical-mathematical 3. visual-spatial 4. pick two more: musical interpersonal intrapersonal bodily-kinesthetic | 1. Word 2. Excel 3. Publisher 4. Power Point 5. digital camera and/or video |

PRESENT YOUR LESSON

You will present on Friday, December 2. DON'T BE ABSENT! Your group will have 30 to 35 minutes for your presentation. In addition to the already completed test, hand-outs, and Power Point, you will want to bring more, due the day of your presentation. For example, you might include:

diagrams comparing a healthy system to an unhealthy one

posters encouraging healthy choices

your original video with a skit, demonstrations, puppets, ads

exercises you will have us practice

a song you made up and will teach us (overhead or hand-outs with the words, please!)

an activity designed to make us reflect on what you taught

a game to review the information

I will give the class your group's quiz in the afternoon following your presentation so everyone has time to look over the brochures and maybe study a little. The quiz grades will count as part of the first trimester's health grade.

EVALUATING YOUR LESSON

You will complete a self-evaluation form together for your group and a peer [evaluation form](#) for at least one other group. You will also each complete an individual [reflection page](#). I will fill out a teacher evaluation form, and I will ask visiting adults to do evaluations as well. In the week following your presentation I will meet with your group to debrief.

