

## Disease Prevention Performance Task

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National AAHPERD Convention 2011



### DISEASE AND GENETICS

**CONTENT AREA:** Disease Prevention

**GRADE LEVEL:**

This teaching strategy could be implemented at the middle school or high school level. Middle school students may need more time for completion. Appropriateness will depend on the level of prior disease prevention knowledge.

**HEALTH ED STANDARDS:**

- 1) Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- 3) Students will demonstrate the ability to access valid information, products and services to enhance health.

**OBJECTIVES:**

After completing this exercise, students will be able to: 1) analyze how genetics and family history can affect personal health; 2) describe the risk/protective factors of various diseases; 3) explain ways to prevent diseases and health problems; 4) locate valid, local resources for support and assistance with various diseases.

**MATERIALS:**

Successful implementation of this assessment will require access to the school library or internet for disease research and compilation of information into a glogster. Teachers should also ensure that their school has the bandwidth capable of supporting 30+ students using the free glogster program online. Other beneficial resources would be handouts, nutrition books, podcasts, free downloadable music or informational videos.

**PRIOR INSTRUCTION:**

Before implementing this teaching strategy, students will need prior knowledge of the diseases that are the leading causes of death in the United States. Students should also have an understanding of the relationship between genetics, family health history, lifestyle choices (risk factors/protective factors) and disease prevention. Before receiving this project, students should complete a genogram (see attached), which is a pictorial family tree that contains family health history information. Along with this, students can write a reflection regarding the information they received about the family health history and the implications this has on their future level of health. To make this project meaningful, have students research diseases that are in their family health history.

**PROCEDURE:**

First, complete all preparation work ahead of time. Plan to reserve flip cameras reserved if necessary from your media center. Consider the age group and the length of your classes to determine how much work time students will need to write their script, film their segment, and edit their video, as well as, show their video to their classmates in class. Some work (i.e. scripting or editing) could be completed outside of class. You may need to reserve some time to teach students how to use the flip cameras or the video editing software. If you need help with this, ask your technology department to teach these components to your classes. After planning, give students the performance task guidelines and the rubric. Explain the assignment and show prior examples if possible. After completing the video project, students should complete a peer evaluation to assess the cooperation of the group.

**ASSESSMENT:**

Students will be assessed using the rubric that was created. Make sure to explain the rubric when you explain the project so the students know the expectations and the components of the project in advance. The rubric will assess the video project, the meeting of a script deadline, and cooperation skills of the group. Students will evaluate themselves and their partner on cooperation in a peer assessment after the project is completed (see attached).



# Disease & Genetics

HOW DOES FAMILY HISTORY AFFECT MY HEALTH STATUS?

Community Health Educator Names: \_\_\_\_\_

Period: \_\_\_\_\_ Disease/Condition: \_\_\_\_\_

**TASK:** You have just been hired to be a community health educator by the Public Health Services Division of the State of New Hampshire. As a community health educator, you need to research a disease/condition and then educate the community about the disease/condition. You will also need to provide information about what people can do to prevent certain diseases, what types of screenings they should have done, and some warning signs that they may be at risk for the disease.

**PART 1:** Research the disease/condition you have been assigned. The information you need to research is listed below. All of your information should be listed in a easy-to-read, professional glogster.

- Description of the disease
- Warning signs of the disease
- Causes of the disease
- Ways to prevent the disease/condition or minimize the effects
- What is the likelihood of getting the disease if it is in your family history?
- Health screenings that are needed regularly to detect or control the disease
- Local places to access related services (type of doctors seen)
- Current magazine or news article related to the disease (google news)

**PART 2:** Educate your classmates by presenting your information to the class. Your presentation should be 2-3 minutes. Everyone in the group should be actively involved in the presentation. The presentation should include all of the information that was researched as well as a visual.

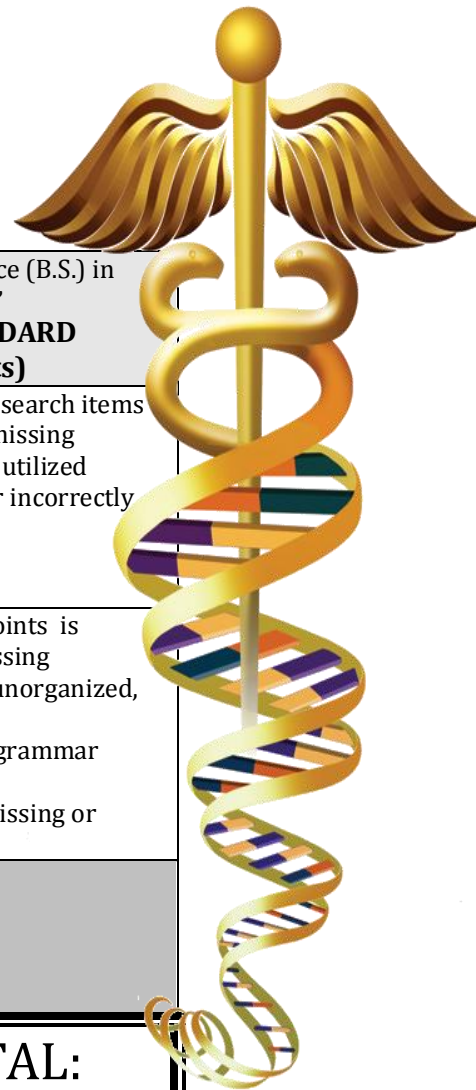
***Presentations should not be reading your glogster to the class.***

**PART 3:** Create a glogster using the disease information you researched. The glogster should contain all of the required research info from PART 1 (see above). The glogster should be professional and attractive in appearance. The glogster should include: a title, images and color, with 0-2 grammar/spelling errors, one video/multimedia source, link to and a works cited list. This will be graded on the day of the presentation. One glogster per group. Each group will get a username and password to log in to <http://edu.glogster.com/>

**Name your glogster in the following format: diseasename period#**

**PART 4:** You will be graded by your group members on how well you work together. (In class)

## Health Education • Diseases & Genetics Rubric



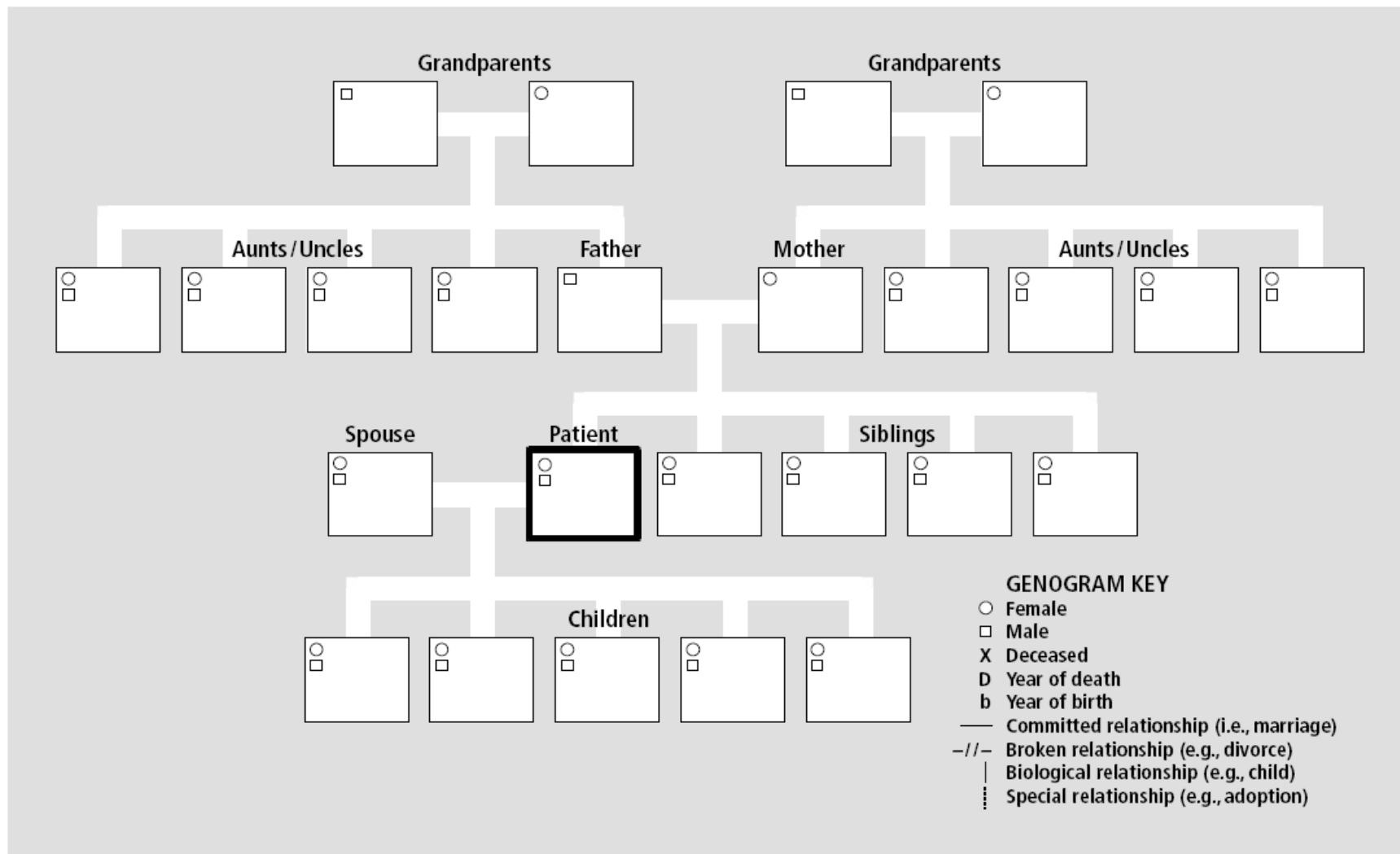
Criteria	“Doctorate (PhD) in Research” <b>ABOVE STANDARD</b> (9-10 points)	“Masters of Science (M.S.) in Research” <b>ON STANDARD</b> (6-8 points)	“Bachelors of Science (B.S.) in Research” <b>BELOW STANDARD</b> (0-5 points)
<b>Research (x3)</b>	<b>ON STANDARD +</b> - News article is relevant, current, and provides additional information - Utilizes more than 5 sources	- Describes 8 points clearly and completely - Utilizes information from at least five sources - Sources are cited in MLA format	- Description of the 8 research items is incomplete or parts missing - Less than five sources utilized - Sources are missing or incorrectly cited
<b>Glogster (x3)</b>	<b>ON STANDARD +</b> - Includes three or more graphics - Creativity & uniqueness is apparent	- Describes 8 points clearly & completely - Includes Title - Includes at least two graphics - Attractive & organized appearance - Sources cited correctly - 0-2 spelling/grammar errors	- Description of the 8 points is incomplete or parts missing - Less than 2 graphics, unorganized, unpleasing to the eye - More than 2 spelling/grammar errors - Source citations are missing or incomplete
<b>Group Cooperation (x2)</b>	Peer Evaluations to be Completed for each group member. Peer Evals will be averaged and worth 20 points.		

**COMMENTS:**

**GROUP TOTAL:**



# GENOGRAM TEMPLATE



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"Focus on the Family, Part I: What Is Your Family Focus Style?" Goder RS, Medalie JH, Zyzanski SJ, Kikano GE, Acheson LS, Stange KC. *Family Practice Management*. March 2001;49-50. <http://www.aafp.org/fpm/20010300/49focu.html>

# Disease & Genetics Project

## PEER EVALUATION ON GROUP COOPERATION

Grader: \_\_\_\_\_ Person Being Graded: \_\_\_\_\_

Evaluate each of the classmates you worked with on the Disease & Genetics Project. Write his/her name on the line below. Rate each of the tasks that he/she completed from the list below. Add up the total score and write it on the line below.

5= EXCELLENT

4=GOOD

3=AVERAGE

2= FAIR

1=POOR

\_\_\_\_\_ Listened to others ideas; good attitude and willingness to help

\_\_\_\_\_ Assisted the group with research

\_\_\_\_\_ Contributed to completing the glogster page

\_\_\_\_\_ Communicated about the progress of the project

\_\_\_\_\_ **TOTAL SCORE (20 points)**



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