AOHS Health Careers Exploration

Lesson 16

Project Presentation and Course Closure

Teacher Resources

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| Resource | Description |
| Teacher Resource 16.1 | Guide: Public Health Fair |
| Teacher Resource 16.2 | Assessment Criteria: Professional Pitch |
| Teacher Resource 16.3 | Rubric: Health Professionals Pamphlet |

Teacher Resource 16.1

Guide: Public Health Fair

The students’ presentation of their project is the culmination of all the hard work they have put into this course. Therefore, it is important that the final presentation be staged as a special event, open to parents and invited guests. The event celebrates the students’ hard work and also reinforces to them that the work they have done is for a broader audience than just their teacher and classmates.

Step 1: Schedule It Properly

The basic setup for the fair should be as follows:

1. Each culminating project group will have two minutes to pitch their pamphlet to the audience. The purpose of the pitch is to inform medical professionals about how they could use the pamphlet to help educate and reassure patients who are experiencing the disease or condition described in the pamphlet. Consider the number of groups that will be pitching and allow approximately four minutes per group. Their actual pitch should be two minutes long, but transition time is needed between the groups.
2. After all groups have had a chance to pitch their pamphlets, each group will be stationed at a table with copies of their pamphlet. The audience will visit each station, take time to look through the pamphlet, ask group members pertinent questions, and give professional input about what is effective in the pamphlet and how it could be improved. After visiting each station, audience members will fill in a feedback form.
3. Any remaining time will be devoted to visiting with the audience and making contacts with NAF advisory board members, medical professionals, school administrators, and others who might be able to help students continue with their studies or secure internships in health science professions.

Once you know how much time you need to allow, decide whether the public health fair will be held during school hours or outside of class time. Consider when your students and your invited guests are most likely to be available. It may be easier to attract parents, NAF academy advisory board members, community professionals, and local leaders to an evening event that will not take time out of their workday. If you do decide to hold the event outside of class time, make sure to notify the students as soon as possible so that you have time to handle scheduling conflicts.

Step 2: Invite the Right People

It is vital that this presentation be done for a broader audience than just you and the rest of the class. Consider designing (or having your students design) an invitation or flyer that can be distributed to interested parties.

Here are some of the people you may want to invite:

* All of the guest speakers and other medical professionals who have participated in your class during this course
* Medical professionals whom students have interviewed for their projects
* Local public health agencies
* NAF academy advisory board members
* Local internship providers
* School administrators, guidance counselors, other teachers, and school board members
* Local civic leaders
* Local middle and high school guidance counselors (to help recruit future NAF students)
* Parents, guardians, friends, and relatives of the students

It is important to request that the audience watch all the pitches and not get up and leave as soon as the student they know is finished. That potential problem can be addressed by reminding all audience members that they will have time to view the pamphlets up close when the pitches are finished.

Ask all audience members to offer feedback using Student Resource 16.2, Feedback Form: Culminating Project Pamphlet. Emphasize the great help the audience can be to the students by providing them with a real-world perspective on their work.

Step 3: Make It Celebratory

The students need to get the message that this is a big deal.

If possible, consider using a larger room, perhaps with a podium for students who are pitching. Make sure to have tables or desks arranged so that the students can display their pamphlets for the audience.

Make arrangements for refreshments to be available before or after the fair. The PTA or parents group may be able to assist with this, or discuss other options with your school administration.

Reinforce the significance of the event by emphasizing to the students that they dress in appropriate business attire.

Step 4: Arrange for Videotaping

Make arrangements for someone to videotape the pitches and circulate through the room afterwards, getting up-close footage of the groups and their pamphlets. A videotaped recording can be both entertaining and informative for the students, who may use it to evaluate their own performance. If you are participating in NAFTrack Certification, you can upload the video as a culminating project artifact. It will also be helpful for future AOHS students to see what previous students have done, and it can be a useful recruiting tool.

Teacher Resource 16.2

Assessment Criteria: Professional Pitch

Student Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Using the following criteria, assess whether students met each one.

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|  |  | Met | Partially Met | Didn’t Meet |
| The pitch clearly explains the purpose of the pamphlet, including the disease or medical condition it addresses and the target audience. |  | □ | □ | □ |
| The pitch identifies realistic and appropriate highlights or best qualities of the pamphlet. |  | □ | □ | □ |
| The pitch makes a strong argument for why a medical practice or public health office should use this pamphlet. |  | □ | □ | □ |
| The pitch is concise, not repetitive, and follows the appropriate structure of introduction, best qualities, and final sales pitch. |  | □ | □ | □ |
| The pitch is delivered effectively: group members speak clearly and at an appropriate volume, and they maintain eye contact with the audience. |  | □ | □ | □ |

Additional Comments:

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Teacher Resource 16.3

Rubric: Health Professionals Pamphlet

Student name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  | Exemplary | Solid | Developing | Needs Attention |
| --- | --- | --- | --- | --- |
| Visual Design | Assignment is highly attractive, well designed, and professionally laid out. Appropriate graphics are used tastefully, effectively support the content, and make it easy to follow. | Assignment is attractive and has a good design and an organized layout. Graphics clearly help support the content. | Assignment contains some graphics and organizational elements, but it lacks good design. Graphics only partially match and support the content. | Assignment is messy and contains no coherent visual design. Most of the graphics distract from the content. |
| Target Audience | The pamphlet's design, language, and graphics are all very appropriate for the target audience. | The pamphlet's design, language, and graphics are mostly appropriate for the target audience. | There are some aspects of language, graphics, or design that are not appropriate for the target audience. | The pamphlet is not designed and written with the target audience in mind. |
| Required Elements | All required elements are included in the assignment. Some additional elements are included to enhance the assignment. | All required elements are included in the assignment. | One or two of the required elements are missing. | More than two required elements are missing. |
| Content: Medical Condition | All information about the medical condition is complete, accurate, not too technical for the target audience, and clearly presented. | Almost all of the information about the medical condition is complete, accurate, not too technical, and clearly presented. | Assignment includes some of the information about the medical condition, but important details are missing or unclear, or information is too technical. | Assignment is missing substantial amounts of important information about the medical condition. |
| Content: Health Professionals | Content shows in-depth understanding of the role each health professional plays in the care of patients with this condition and in-depth understanding of how an interdisciplinary team that treats this condition works together. Patients will know exactly what to expect from each professional during treatment. | Content shows understanding of the role each health professional plays in the care of patients with this condition. Patients will have some idea of what to expect from each professional during treatment. | Content shows some gaps in understanding the role each health professional plays in the care of patients with this condition. Patients will likely still have plenty of questions. | Roles of health professionals are unclear, and patients would be very confused or potentially misled about what to expect from each professional during treatment. |
| Creativity | Assignment shows tremendous creativity and contains unique, imaginative ideas for both layout and content. It’s clear that much thought and effort went into innovation. | Assignment includes some unique and creative ideas in either layout or content. Effort clearly went into creating a unique project. | Assignment demonstrates little creativity, and minimal effort was put into creating a unique or innovative project. | Assignment shows almost no creativity, unique ideas, or time and effort. |
| Mechanics | No grammatical, spelling, or punctuation errors. Voice is consistent. All sentences are well constructed and vary in structure. | Few grammatical, spelling, or punctuation errors. Voice is almost always consistent. Most sentences are well constructed, with some variation in sentence structure. | Some grammatical, spelling, or punctuation errors. Voice is not always consistent. There are some problems with sentence structure. | Many grammatical, spelling, or punctuation errors. Voice is inconsistent. Most sentences are poorly constructed. |

Additional Comments:

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