

| <b>MRSA<br/>Effective Poster Design</b>                            |  |   |  |
|--|--|---|--|
| <b>Grade Level:</b>  | Grades 3 - 12  |   |  |
| <b>Time:</b>   | 2 class periods  |   |  |
| <b>HECAT Health Topic:</b>   | <input type="checkbox"/> Tobacco-Free  | <input type="checkbox"/> Healthy Eating               | <input type="checkbox"/> Mental/Emotional Health         |
|  | <input type="checkbox"/> Physical Activity   | <input checked="" type="checkbox"/> Safety            | <input checked="" type="checkbox"/> Other                |
|  | <input type="checkbox"/> Violence Prevention   | <input type="checkbox"/> Alcohol and Other Drugs-Free |  |
| <b>HEAP Acronym*</b>   | <input checked="" type="checkbox"/> CC   | <input checked="" type="checkbox"/> AI                | <input type="checkbox"/> SM                              |
|  | <input type="checkbox"/> IC  | <input checked="" type="checkbox"/> DM                | <input type="checkbox"/> GS                              |
| <b>Educational Standard</b>  |  |   |  |
| <b>National:</b>   | Health Education Standard 7  |   |  |
| <b>Instructional Methodology Used:<br/>(Check all that apply.)</b> | <input type="checkbox"/> Lecture   | <input type="checkbox"/> Guided Practice              | <input type="checkbox"/> Cooperative Learning            |
|  | <input checked="" type="checkbox"/> Discussion   | <input type="checkbox"/> Student Debate               | <input checked="" type="checkbox"/> Student Presentation |
|  | <input type="checkbox"/> Lab   | <input type="checkbox"/> Technology                   | <input type="checkbox"/> Other:                          |
| <b>Lesson Plan Description:</b>                                    | <p>This lesson is designed to explore poster design supporting MRSA education.</p> <p>Students design informational posters, focusing MRSA. The lesson includes an exploration of the subject, a review of informational writing components, and details on effective poster design. Students can present their posters in class, at school as well as submit them for the contest.</p>  |   |  |
| <b>Learning Objectives:</b>  | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Review informational writing components.</li> <li>• Determine the criteria for effective poster presentations.</li> <li>• Explore ways to convey an influential message.</li> <li>• Design posters that effectively illustrate their ideas and MRSA research.</li> </ul>  |   |  |
| <b>Materials/Resources Required:</b>                               | <p>Reserve time in the computer lab for students to review the MRSA web site OR project the web site for all students to view.</p> <p>Arrange a time and location to display the students' posters within the class or school.</p> <p>Arrange to submit the student posters for the contest. . [See... <a href="http://www.studentsfightmrsa.com/shareit.php">http://www.studentsfightmrsa.com/shareit.php</a>]</p> <p>Per student:<br/>           2 - 8.5 X11 sheets (one for a draft and one for the final poster)<br/>           Art supplies (water color markers, pencils, erasers, rulers)</p> |   |  |

\*InnerLink uses the HEAP developed health education assessment framework to correlate to the National Health Education Standards. CC- core concepts, AI- assessing information, SM-self management, INF-analyzing influences, IC-interpersonal communication, DM- decision making, GS-goal setting, AV-advocacy

**Lesson Plan Content:**

Explain that the class will be designing posters that educates viewers on MRSA. The poster must capture attention and get its message across quickly and motivate the viewer to take action.

First class period

Start with *Learn It!* [See... <http://www.studentsfightmrsa.com/learnit.php>]

- Have students complete appropriate MRSA tutorial.
- Elaborate on the other resources as well as contest opportunity and requirements. [See... <http://www.studentsfightmrsa.com>]

Explain that posters are a VISUAL medium. Review the CDC posters. Discuss the following:

- Focus on a single message.
- Let an image/graphic(s) illustrate the message.
  - Use text sparingly.
  - Use less than 50 words.
  - Use phrases instead of complete sentences.
  - Use an active voice.
  - Remember that good informational writing is well supported by facts from reputable sources.
- Explore design possibilities; arrange and rearrange information on the poster.
- Try different font styles and sizes of letters.
  - The title should be bold and distinctive.
- Try various color combinations.
- Keep the poster well ordered with a clear sequence.
- Focus of a poster should be *show* not *tell*. Suggest that the poster be simple, legible, appropriate, attractive, and ORIGINAL.

Second Class Period

Distribute paper and art supplies. (one sheet for a draft and one for the final poster)

Explain that the class will be designing posters that educates viewers on MRSA. The poster must capture attention, get its message across quickly, and motivate the viewer to take action.

Have students write their names on the BACK of their posters.

|                                       |   |  |  |  |
|---------------------------------------|---|--|--|--|
| <b>Lesson Closure:</b>                | <p>This lesson was designed to promote poster design and MRSA education.</p> <p><input type="checkbox"/> Arrange a place and time for the poster presentation.</p> <p><input type="checkbox"/> Submit posters to the Students Fight MRSA contest.</p>   |  |  |  |
| <b>Assessment Methodology:</b>        | <input checked="" type="checkbox"/> Guided Learning   | <input checked="" type="checkbox"/> Teacher Observation  | <input checked="" type="checkbox"/> Cooperative Learning | <input checked="" type="checkbox"/> Discussion |
|                                       | <input type="checkbox"/> Student Debate   | <input checked="" type="checkbox"/> Student Presentation | <input type="checkbox"/> Lab                             | <input type="checkbox"/> Technology            |
| <b>Assessment:</b>                    | Other:  |  |  |  |
| <b>Assessment:</b>                    | Check posters for completion and effort using the rubric and the criteria for effective. Provide feedback.  |  |  |  |
| <b>Accommodation/Modifications:</b>   | Student may participate in the contest by submitting video, audio, or essay.  |  |  |  |
| <b>Extending the Lesson:</b>          | Discuss plagiarism and copyright infringement.  |  |  |  |
| <b>Interdisciplinary Connections:</b> | <input type="checkbox"/> Math   | <input checked="" type="checkbox"/> Reading              | <input checked="" type="checkbox"/> Writing              |  |
|                                       | <input type="checkbox"/> Technology   | <input checked="" type="checkbox"/> Art (Drama)          | Other:   |  |
| <b>Additional Resources:</b>          | <p>Online Resources on Poster Presentations</p> <p>Designing Effective Poster Presentations<br/> <a href="http://www.ncsu.edu/project/posters/">http://www.ncsu.edu/project/posters/</a></p> <p>Advice on Designing Scientific Posters<br/> <a href="http://www.swarthmore.edu/NatSci/cpurrin1/posteradvice.htm">http://www.swarthmore.edu/NatSci/cpurrin1/posteradvice.htm</a></p> <p>Poster Sessions Writing Guide<br/> <a href="http://writing.colostate.edu/guides/speaking/poster/index.cfm">http://writing.colostate.edu/guides/speaking/poster/index.cfm</a></p> |  |  |  |
| <b>Vocabulary:</b>                    | <p><b>Visual medium</b></p> <p><b>Plagiarism</b> – to use another’s writing, idea, image, or other product without permission and crediting the source, or passing it off as one’s own work.</p> <p><b>Copyright infringement</b> or <b>copyright violation</b></p>   |  |  |  |

## Poster Design Rubric

| CATEGORY                     | 4   | 3   | 2   | 1   |
|------------------------------|---|---|---|---|
| <b>Coverage of the Topic</b> | Details on the poster capture the important information about MRSA and increase the viewer's understanding. | Details on the poster include important information but the viewer may need more information to understand fully. | Details on the poster relate to the topic but are too general or incomplete. The viewer needs more information to understand. | Details on the poster have little or nothing to do with main topic. |
| <b>Use of Graphics</b>       | All graphics are related to the topic and make it easier to understand.                                     | All graphics are related to the topic and most make it easier to understand.                                      | All graphics relate to the topic.   | Graphics do not relate to the topic.                                |
| <b>Organization</b>          | Information is very organized with clear titles and subheadings.  | Information is organized with titles and subheadings.   | Information is organized, but titles and subheadings are missing or do not help the reader understand.                        | The information appears to be disorganized.                         |
| <b>Resources</b>             | All sources (information and graphics) are accurately documented.   | All sources (information and graphics) are accurately documented, but there are a few errors in the format.       | All sources (information and graphics) are documented, but information is incomplete or many are not in the desired format.   | Some sources are not accurately documented.                         |
| <b>Mechanics</b>             | No grammatical, spelling or punctuation errors.   | Almost no grammatical, spelling or punctuation errors   | A few grammatical, spelling, or punctuation errors.   | Many grammatical, spelling, or punctuation errors.                  |