

HS 1 (Section 7) Student Presentation Guidelines

GOALS: Student presentations have the following goals: (A) To have students teaching students (B) To provide a lively forum for discussion of health topics (C) To gain experience presenting information to peers (D) To introduce content on health topics that are part of the curriculum.

STUDENT TEAMS: Presentation teams will be formed at the beginning of the semester to address the following topics:

Topics (Brief Title)

- Ch 04: Fitness (2/24)
- Ch 05: Nutrition (3/2)
- Ch 06: Eating_Patterns (3/9)
- Ch 07: Sexuality (3/16)
- Ch 08: Reproductive (3/23)
- Ch 09: Infectious (4/6)
- Ch 10: Major_Diseases (4/13)
- Ch 11: Drugs (4/20)
- Ch 12: Alc&Tob (4/27)
- Ch 13: Health_Care (5/4)
- Ch 14: Injury&Violence (5/11)

Procedure

1. **Get to know your group:** Establish means of communication with group members (e.g., exchange Email addresses, phone numbers, etc.). Communication is key!
2. **Select a specific topic for research:** As a group, students select topics from the chapter in the text. Use chapter section headings to help focus and coordinate content. For example, one person in the Eating_Patterns Group (Chap 6) might address "Eating Disorders" (pp. 130–133) while another addresses "Practical Guide to Weight Management" (pp. 136–139). Your group need *not* cover everything in the chapter. All students in the class are required to read the entire chapter; it is *not* your responsibility to cover everything in the text. (Better to do a little well than a great deal badly.—Socrates)
3. **Presentation:** Make certain you know your topic! Study the information in the relevant section in the text. Use supplemental sources such as the *Merck Manual Home Edition*, Mayo Clinic Site, and so on (see course web page for other trusted sources). During your presentation, use at least one teaching aid (e.g., PowerPoint presentation, display board, white board, handouts, etc.). If you use handouts, bring enough for the entire class.
4. **Research a popular sources of information on your topic:** Consider the following popular ("pop") sources of health information: *Audio/Visual Media* (e.g., television, movies, radio, commercials, music); *Print Media* (magazines, billboards, & ads); *Peer Groups* (a survey of friends, acquaintances, and/or co-workers); and *WWW* pages. What do these sources "say" about the topic? For example, the presenter of eating disorder information could survey his or her friends about their beliefs about eating disorders. The presenter of Weight Management may present information from advertisements about diet programs. The presenter then compares how these pop information sources compare with the information in more reliable sources, using CARS and other criteria to evaluate sources. What recommendation would you make to students who "consume" this particular pop source of health information?

If you miss your presentation date you lose the points allotted to the assignment.