

***Instructional Assessment Plan  
Health Class – Grades 10-12***

**Topic:** Mental Health Disorders – Sharing Our Knowledge (A Collaborative Wiki Project)

**Rationale:** Students often associate mental health disorders with the stigma of being ‘crazy’ instead recognizing them as true medical issues. Students need to understand that mental health disorders have a number of causes and treatments and that many people in society suffer with not only the affects of these disorders but the stigma of the disorder as well. Students need to become familiar with several common mental health disorders, their causes, treatments, and affects as well as to discover some of the stigmas (whether true or false) associated with the condition.

**Standards Information**

**Grade Level:** 10-12

**Standards/ Anchors:**

*NYS Standards –*

**Standard 1—Personal Health and Fitness**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

Students:

- understand human growth and development throughout the life cycle
- demonstrate the necessary knowledge and skills to promote healthy development into adulthood
- apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood
- evaluate how the multiple influences which affect health decisions and behaviors can be altered.

**Standard 2: A Safe and Healthy Environment**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

Students:

- recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them
- evaluate personal and social skills which contribute to health and safety of self and others
- recognize how individual behavior affects the quality of the environment.

**Standard 3: Resource Management**

Students will understand and be able to manage their personal and community resources. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Students:

demonstrate how to evaluate health information, products and services for validity and reliability  
analyze how cultural beliefs influence health behaviors and the use of health products and services  
demonstrate the ability to access community health services for self and others  
use technology and the media to promote positive health messages  
demonstrate advocacy skills in promoting individual, family and community health.

### *Information Literacy Standards -*

#### **Standard 1 The student who is information literate accesses information efficiently and effectively.**

Indicator 1. Recognizes the need for information  
Indicator 2. Recognizes that accurate and comprehensive information is the basis for intelligent decision making  
Indicator 3. Formulates questions based on information needs  
Indicator 4. Identifies a variety of potential sources of information  
Indicator 5. Develops and uses successful strategies for locating Information

#### **Standard 2 The student who is information literate evaluates information critically and competently.**

Indicator 1. Determines accuracy, relevance, and comprehensiveness  
Indicator 2. Distinguishes among fact, point of view, and opinion  
Indicator 3. Identifies inaccurate and misleading information  
Indicator 4. Selects information appropriate to the problem or question at hand

#### **Standard 3 The student who is information literate uses information accurately and creatively.**

Indicator 1. Organizes information for practical application  
Indicator 2. Integrates new information into one's own knowledge  
Indicator 3. Applies information in critical thinking and problem solving  
Indicator 4. Produces and communicates information and ideas in appropriate formats

#### **Standard 4 The student who is an independent learner is information literate and pursues information related to personal interests.**

Indicator 1. Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits

#### **Standard 5 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.**

Indicator 2. Derives meaning from information presented creatively in a variety of formats  
Indicator 3. Develops creative products in a variety of formats

#### **Standard 8 The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.**

Indicator 1. Respects the principles of intellectual freedom  
Indicator 2. Respects intellectual property rights  
Indicator 3. Uses information technology responsibly

#### **Standard 9 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.**

Indicator 1. Shares knowledge and information with others  
Indicator 2. Respects others' ideas and backgrounds and acknowledges their contributions  
Indicator 3. Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions  
Indicator 4. Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions

## Goal, Role, Audience, Situation

### **Goal:**

What is the purpose, challenge, or problem?

Students must work collaboratively to research a mental health topic and become an expert on a mental health topic (assigned by the health teacher). The teams of students will then share their new-found knowledge by creating their own wikis, real life scenarios, note taking forms, quiz questions, and PowerPoints which they will share with their peers.

### **Roles:**

What real-world role will the school librarian assume?

The librarian will assume the role of consultant, directing students to quality resources, answering questions about citing, and assisting with the use of the necessary technology (wiki, PowerPoint) in order for them to complete their projects. The librarian will also consult with the teacher regarding project resources (both print and online) as well as collaborate with the teacher to create the wiki and track student contributions to the wiki.

What real-world role will the teacher assume?

The teacher will assume the role of facilitator, communicating expectations, deadlines, and responding to questions regarding content and final product. The teacher will also coordinate scheduling with the librarian as well as provide the grading rubric.

What real world role will the students assume?

Students will assume the role of experts on their topic and provide well-researched documentation from quality sources to support their information. Students will also be expected to be teachers to their peers and provide expert information on their topic in visual, print, and verbal formats so that everyone in the class becomes an expert on each assigned topic, not just on their own topic.

### **Audience:**

For whom is the school librarian working?

The librarian is working for the students and the teacher as a consultant – she will teach students how to use the wiki, answer questions regarding technology use and citations, grade bibliographies, acquire necessary resources, and support the students and teacher as requested.

For whom are the students working?

Students are mainly preparing the wiki presentations and note taking guides and quiz questions to teach their peers. However, students are aware that they are also preparing the wiki information for perspective viewers of the presentations on the web as well as, although the wiki is password protected, there is always the possibility that others can view the link.

**Situation:**

What is the context?

Students need to improve their editing skills as well as take more responsibility for being a part of a group project. All too often students begin a group project but their interest flags and the project suffers as does the project's final grade. However, students can use a Wiki to create a collaborative document. Individual members of the group each make their own contribution and can edit or add more current information to the document that a previous member of the group has added to. The teacher can go to the site and see who has been editing or adding information. This then allows students to take individual responsibility for what they have contributed to the Wiki, without penalizing the whole group for a student who fails to contribute to the document. (Johnson)

For this project, students will use the resources available on the library's subscription databases (including Gale Health and Wellness) as well as other sites selected by the teacher and librarian which have been judged to contain quality information for students. Students may also self-select websites as long as they fall within the parameters outlined by the teacher. Students may use other search engines, but may not use any sources for a .com or .net site without instructor approval (no WebMD for example). In order to complete their project students will also have to access information from at least one book source, one database base, and have at least five quality references in their final product. In consultation with the teacher, the librarian has made arrangements for a book cart which includes several titles on each assigned disorder. (Note – because the school library had a limited collection of materials the librarian made arrangements to borrow 21 titles from a neighboring school library).

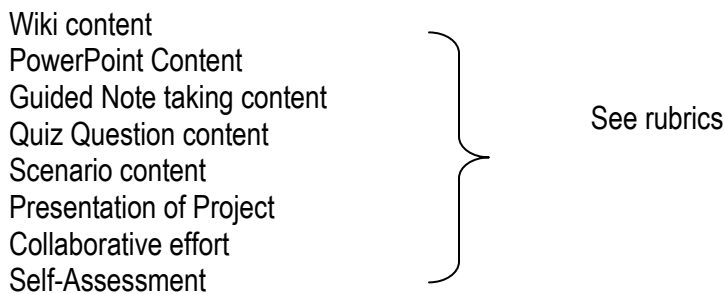
**Product/Performance With Evaluation Criteria:**

Define what the students will do or create to demonstrate understanding.

- Students will be able to create documents with information they have done research on.
- Students will be able to edit their documents.
- Students will be able to create a wiki, PowerPoint, real life scenarios, guided note taking sheets, and quiz questions as well as give a presentation where they are the 'experts' on a topic.
- Students will be able to self-edit a document.
- Students will be able to collaboratively edit their research documents by using a wiki.
- Students will be able to use the wiki to refine and edit information that each student has previously added to the document.
- Students will use the instructions and rubrics to edit their final documents.
- Students will show evidence of teamwork and collaboration.
- Students will use quality sources of information and cite them in proper MLA format.

Decide on the strategies that will assess student learning.

Student Observation – librarian and teacher will look for evidence of using appropriate search strategies, appropriate resources (like note taking sheets and bibliography cards), and team effort.



Final test grades will reflect what students learned about their own project and how well the other experts taught their topic.

**Activities and Materials**

Materials needed:

- Access to the computer lab.

- Access to subscription databases available through the school OPAC.
- Access to the internet.
- Access to print resources on each of the disorders including 26 books for the school library, 2 books from the librarian's personal collection, and 21 books to be borrowed from a local area high school.
- Access to PowerPoint available on the school computers or via Open Office or GoogleDocs at home if students do not have access to PowerPoint at home.
- Access to a word processing tool (Word on the school computers or any word processing program students can access at home) to write the quiz question and guided note taking sheets.
- Access to web site evaluation forms, bibliography cards, and MLA citation tools.
- Access to the library web page, which in turn has access to a list of quality sources as well as the wiki.
- "Video: Wikis in Plain English" which can be retrieved from Common Craft Productions at <http://www.commoncraft.com/video-wikis-plain-english>.

### Activities:

#### General:

- Teacher will setup the wiki in collaboration with the librarian.
- Librarian will obtain adequate print resources for each mental health illness.
- Librarian will provide a list of quality resources and link to them, as well as the wiki, from the library homepage.
- Access to the subscription databases and other selected resources will be demonstrated by the librarian and used by all students.
- Access and use of the wiki will be demonstrated by the librarian and used by all students.
- Teacher will monitor collaboration and progress toward project completion.
- Students will follow the instructions and rubrics for the project and must work collaboratively to produce their final products.
- Students will use their own search strategies to find information, but may be given help by group partners, the librarian, or the teacher.
- Students will prepare their wikis, scenarios, PowerPoints, note sheets, and quiz questions through their own strategies, electronic tools, and other communication vehicles.

#### Specific:

To familiarize themselves with wikis the librarian will discuss what wikis are with students and show them the video at <http://www.commoncraft.com/video-wikis-plain-english>. The librarian will then show the students how to access the wiki (both by itself and from the library web site). She will also remind students how to evaluate websites for quality, how to cite in MLA format and use the bibliography cards to take notes, and what to do if they find conflicting information between print and online sources.

After this the teacher will explain how the class is to complete their projects by going over the instructions and the rubrics. The students will then practice accessing the wiki and the librarian will ask students questions to make sure that students understand how to use and communicate

through the wiki. [The advantage of this wiki is that some students may have done more in depth research than others and the students can add information when it is their turn to edit. Students editing can then be viewed on line by the teacher and each student will get the grade that reflects their contributions to the project.]

Specific student instructions for the project are available on the library website at [www.heightsschools.com/taelibrary](http://www.heightsschools.com/taelibrary).

### Collaborative Partnership

The two of us met about this project on several occasions. Tiff first came to me and wanted to set up a wiki for the students to enhance a project she had done last year (she had the students create a research paper instead of a wiki but still had all the other requirements. She found that she had serious issues with the group all putting forth effort as she had no way to track who had done what and they had a tough time if they weren't in the same class together. She decided a wiki would be the best approach and since I had offered at the beginning of the year to work on collaborative technology projects she came to me for help (yea!). We talked about how best to set the wiki up and since Mrs. Vesey had experience setting up another wiki for her middle school kids she offered to set it up if I would help her format it which we did. We also discussed what print materials were available in the library for her proposed topics and, after I investigated what I had, what we could get from the local public library, and what was available from the neighboring high school library we revised the topics and the wiki to match the available print materials. Once I had the list of topics, I then offered to set up access to the wiki, the book cart, and some quality web sites with information about the topics from a web page that could be easily accessed off the library home page so that students could access the wiki and links from any computer. Mrs. Vesey and I also collaborated on the drafting of the instructions and the rubrics and, as you can see from the information above, we also collaborated on the teaching of the lesson to initiate the project. After the initial presentation to the students with wiki and lesson instructions there was really not much teaching involved. I simply directed students to resources and helped them with any questions they had about their PowerPoints, attaching documents to the wiki, or citing and Mrs. Vesey kept them on track, checked that they were working collaboratively, and checked the discussion board to make sure there were no inappropriate postings.

Tiffany is a great collaborator because she embraces technology and trusts that the librarian knows enough to provide quality resources and teach the students about evaluating and citing web sites. She was also really receptive to accepting help to create or change rubrics and instructions. It was a pleasure to work with her and the students and we hope they really internalized what they learned and will be able to draw upon that knowledge even after they leave Edison.