**Calm 20 Research Assignment**

**Learner Outcomes**:

* Student will apply an understanding of the dimensions of health, how factors relate, and how they can apply this in managing personal well-being. Determine practices and behaviours that contribute to optimal well-being: physical, emotional, social
* Evaluate resources and support systems for each area of health and well-being
* Evaluate choices that create barriers to achieving and maintaining health
* Analyze the dimensions of health

**Assignment:** We will draw topics. Research the topic given to you and prepare a “presentation” for the class. Presentation formats include Power Point/Google Slides or poster. **This is an individual assignment.**

**Topics:**

1. Exercise, Diet & Nutrition –
2. Bullying (cyber, boy/girl) –
3. Poverty –
4. Alcohol abuse –
5. Drug issues –
6. STIs –
7. Teen pregnancy –
8. Depression/mental illness –
9. Media influences – how teens are viewed in the media/how the media affects teens/how the views presented by the media affect how teens are perceived
10. Teen Runaways –
11. Suicide –
12. Eating Disorders: anorexia & bulimia
13. Eating Disorders: binge/compulsive eating, emotional eating, etc. –
14. Effectively Handling Stress –
15. Dealing with loss and grief –
16. Dating Violence/Date Rape –
17. Anxiety Disorders –
18. Effective Communication
19. Smoking
20. Peer Pressure
21. Social Media – Facebook, Twitter, Snapchat– how much personal information should you really be putting out there?
22. Under-nutrition & Obesity Rates Rising
23. School Drop-outs
24. Dealing with test anxiety/Study Habits
25. Gender Identity/GSAs
26. Goal setting for teens – where do I go after high school and how do I get there?
27. Broken Homes/Divorce/Blended Families
28. Child Abuse/Violence in the Home
29. Cyber Addiction
30. Smokeless Tobacco/Vaping
31. Conflict with Parents/Guardians
32. Self Harm
33. Challenges of Fitting in
34. On-Screen Violence and Unhealthy Social Media

**Requirements:**

* **Content is the most important component**
* Detailed research
* Clear presentation that follows the conventions of your chosen format
* Attractive presentation
* Bibliography (where did you get the information from?)

**Slides Ideas to Include:**

* **Title Page**
* **Appropriate images throughout the slides (not all on one page)**
* **Appropriate video (ensure it fits your topic and you’ve watched the entire video)**
* **Signs/Symptoms/Causes**
* **High Risk Indicators**
* **Types**
* **Facts/Trends/Statistics (be sure to include Canadian statistics where available)**
* **Other Connections**
* **Prevention**
* **Where to Get Help**
* **Source Page/Bibliography**

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| ***CALM Research Presentation***  |
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| Date of Presentation: \_\_\_\_\_\_\_\_\_\_\_\_ | Title of Work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_ /32 = \_\_\_\_\_\_\_\_\_% |
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|   | **Criteria** | **Points** |

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|  | 1 | 2 | 3 | 4 |   |
| **Organization** | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. | \_\_\_\_ |
| **Content Knowledge** | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student is at ease with content, but fails to elaborate. | Student demonstrates full knowledge (more than required)with explanations and elaboration. | \_\_\_\_ |
| **Visuals** | Student used no visuals. | Student occasional used visuals that rarely support text and presentation. | Visuals related to text and presentation. | Student used visuals to reinforce screen text and presentation. | \_\_\_\_ |
| **Quality of conclusion** | Conclusion omitted. Speech just ends, it doesn’t feel complete. Presentation does not end in a smooth manner. | Disconcerting flow from body of presentation into conclusion. Speaker moves from body of presentation into conclusion without a smooth, consistent flow. | Conclusion is not complete or organized. Transitional flow from body of presentation to conclusion is not smooth. | Clearly organized conclusion that wraps up the topic well, ties speech together and has a note of finality. Smooth transitional flow from body of presentation into summarization. |  |
| **Mechanics** | Student's presentation had four or more spelling errors and/or grammatical errors. | Presentation had three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. | \_\_\_\_ |
| **Voice Quality, pace** | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly.  | Student used a clear voice and correct, precise pronunciation of terms. | \_\_\_\_ |

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| **Sources/References** | No documentation of sources is given. | Some sources are accurately documented.Only one source is used. | All sources are accurately documented.2-3 sources were used.  | All sources are accurately documented.4 or more sources are used. | \_\_\_\_ |
| **Timeliness** | Powerpoint given more than one week late. | Up to one week late. | Up to 2 days late. | Presentation presented on time. | \_\_\_\_ |

**Teacher Comments**:  |
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