

National Library of Medicine

# Global Health Exhibition Online Education Resource

Spring 2020 Associate Fellowship Project

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## Abstract

### Objective

The purpose of this project is to design a lesson plan for the History of Medicine Division (HMD) Exhibition Program's forthcoming exhibition on global health, titled *Making a World of Difference: Stories about Global Health*. The module helps HMD actualize NLM's Strategic Plan, with an emphasis on connecting online exhibition visitors with NLM resources.

### Methods

The author uses a lesson plan template and previous Exhibition Program lesson plans to understand the structure and content needed for the final deliverable. Based on NLM resources referenced in the associated exhibition, as well as intended audience, the lesson plan's scope focuses on high school students using NLM's consumer health resources to learn about disasters and disaster preparedness through a creative activity. The lesson plan is iteratively developed to ensure language, content, and organization met the needs of teachers as well as of Exhibition Program's programmatic and stylistic guidelines.

### Results

The result is a lesson plan focused on high school students using MedlinePlus and the Disaster Information Management Research Center to learn about disaster and disaster preparedness. This learning activity is supplemented with information resources from government agencies, as well as handouts to guide lesson activities. The students culminate their learning experience through the research, design, and production of their own public service announcements sharing information about disaster preparedness to their peers.

### Conclusions

The final lesson plan and associated materials will be made freely available on HMD's online exhibition website for *Making a World of Difference*, scheduled for 2021.

## Introduction

The History of Medicine Division (HMD) at the National Library of Medicine (NLM) oversees the collection, preservation, and access of historical medical materials for public audiences. One way in which HMD enables access to their collection materials is through the Exhibition Program. This program develops physical and digital displays focused on topics often at the intersect of medicine, history, and society. In an effort to actualize NLM's Strategic Plan and better meet the needs of its audiences, the Exhibition Program is in current stages to relaunch a previous exhibit, titled *Against the Odds: Making a Difference in Global Health*. Produced in 2008, the original exhibition and website focus on stories related to global and public health. With the planned relaunch of the exhibition, renamed *Making a World of Difference: Stories about Global Health*, the program wants to develop an educational resource supplement for the online exhibition to promote awareness and use of NLM resources among teachers and their students. To that end, the program submitted a project proposal to have an NLM Associate Fellow develop content for the educational resource.

This resource is presented as a lesson plan for upper grade high school teachers to use to guide students through an exhibition-related activity using NLM information resources. Additional developed resources include handouts to support classroom activities. The final version of deliverables will be made available on HMD's [Exhibition Program website](#), which features a catalog of their current exhibitions.

## Methods

### Timeline

Months	Activities
January to February	Introduction meeting for project; discuss expectations and resources to use for lesson plan development; generate and present potential ideas for lesson activities; identify NLM resources to highlight and intended audience
March to May	Outline lesson plan content and activities; create lesson plan content and outline handouts; identify and document background information resources; review and revise lesson plan content and language to best fit Exhibition Program style
June	Submit finalized lesson plan to HMD staff for review; finalize lesson plan content and organization
2021 (estimated)	<i>Making a World of Difference</i> exhibition is publicly released, including educational module

### Approach

The following attributes are integral in designing a final deliverable that meet project goals.

**Lesson plan design:** Exhibition Program provides standard parameters for any exhibition-associated educational resource. These parameters guided me in developing necessary content such as outlining learning objectives, developing activities for a three-day lesson (45 minutes each day), and identifying educational standards. Educational modules from active exhibitions (such as the [lesson plan for the Graphic Medicine exhibition](#)) also provide good examples for content and language. The examples offer a template for content organization, wherein the classroom activities often progress by learning about a topic, using NLM resources to explore further, and applying information learned from NLM resources to develop a creative output.

**Audience selection:** The lesson plan and activities should be designed for intended audiences. As the Exhibition Program prioritizes helping connect diverse audiences with NLM resources, I considered which student group(s) would benefit from the knowledge and use of NLM tools. High school students were selected as the intended audience for this lesson plan, as many NLM consumer-oriented resources, such as MedlinePlus, are designed for grade school reading levels. Reviewing educational standards, such as Common Core, also revealed that our objectives closely aligned with upper grade expectations for research, writing, and collaborating.

**Topic selection:** While the exhibition covers several different facets of global health—from disease prevention to disaster response—the lesson plan focuses on one topic to provide manageable and relevant learning experiences. Upon review, I was drawn to the exhibition vignette describing Hurricane Katrina and its impact on both health and healthcare infrastructure. Disaster response was selected as the lesson plan topic because high school students are likely to have previous knowledge or experience with it, increasing opportunities for successful engagement and learning.

**Resource Selection:** The audience and topic selections inform which NLM resources would be most suitable for the lesson plan activities. [MedlinePlus](#), NLM’s consumer health resource, has several disaster-related topic pages written for lay audiences. The [Disaster Information Management Research Center](#) serves as a hub for disaster-related information, and includes resources for the general public.

These attributes help develop an outline and working lesson plan. The project sponsor also reviews the outline once ensure it meets HMD’s educational standards. While drafting the lesson plan, the project sponsor provides feedback every few weeks to help refine the plan’s flow, content, and language. For the penultimate review, the project sponsor shares the lesson plan with Exhibition Program staff to receive feedback on style and clarity. We then agree upon a final version of the lesson plan, which will be published online with the release of the *Making a World of Difference* online exhibition.

## Results

The resulting lesson plan includes classroom procedures for three, 45-minute class periods. The procedures guide high school students through several activities related to disasters, health, and information, including a class survey of perspectives on disasters and creating public service announcements on a disaster topic of their choosing for school peers. Handout templates are also included to support students during the public service announcement activity, as well as a reflection exercise at the end of the lesson. In addition to classroom activities, the lesson plan provides a general description of the associated exhibition, background information, learning objectives, a materials list, suggestions for continuing activities, and educational standards met through the activities (Common Core and National Health Education Standards). This educational resource will be published on the HMD Exhibition Program website as a part of the new exhibit, *‘Making a World of Difference: Stories about Global Health’* with associated handouts. The final drafts of the lesson plan and handouts can be found in **Appendix I and II** of this report.

## Discussion

This project gave me an opportunity to use my skills as an educator to support HMD’s efforts to “engage a wide range of audiences,” as outlined in NLM’s 2017-2027 Strategic Plan. The *Making a World of Difference* exhibition, like HMD’s other exhibitions, serves to highlight the history of medicine through a

sociocultural lens for both professional and public audiences. The lesson plan highlights disasters and disaster response to engage with high school students, because they are likely to have background knowledge of or experience with this subject. Acknowledging that disasters can have a profound, traumatic impact on people of all ages, the lesson plan also offers resources from both NLM and others on how to support the mental health and safety of those dealing with these painful experiences.

Being mindful of the experiences, strengths, and needs of high school students was also helpful in identifying engaging activities. The first class-wide activity involves students responding to questions about disasters and health posted around the room using sticky notes. Students then engage with peers' responses by reading and writing a check-mark on them when they agree. Providing an opportunity for students to share their thoughts and values while learning the same from their peers will hopefully encourage more authentic engagement in classroom conversations on the impact of disasters on health. The main creative activity, creating a Public Service Announcement (PSA) on disaster preparedness, is also meant to provide space for students to pursue topics that interest them. While students must use NLM resources to find information, the activity and related handout encourage students to review, assess, and curate information that they think is most important for their peers to know. The flexibility of PSA formats will allow students to use their creativity to design a PSA, whether an infographic, audio recording, video, or other medium. Through interest-driven activities with creative outputs, the lesson plan aims to give students agency in their learning to increase classroom engagement.

The lesson plan is also designed with the instructor's needs in mind. I worked with the project sponsor through multiple versions of the lesson plan to ensure clarity in language and organization of activities. Additional support for teachers is also provided through handouts so teachers do not have to spend time creating student learning aids and can focus more on the learning experience for students. The project sponsor also encouraged suggesting extension activities to cue teachers to think beyond what is presented in the text. Teachers of any skill level and experience should find this lesson plan useful for their own planning and development. Iterative design and communication are crucial when developing a lesson plan that met these expectations. In addition to project sponsor guidance, previous lesson plans and feedback from HMD staff and other Associates proved helpful in the revision and editing process.

One challenge during this process was making sure selected and shared NLM resources for this lesson plan are both informative and designed appropriately for student audiences. This meant reviewing resources for accessible interfaces and language, NLM's consumer health resources in particular. While MedlinePlus and DIMRC share information curated for public, I found it necessary to closely review them to ensure they would be of interest and of use for students during the lesson. Several decisions were made in the lesson plan process to ensure that students could use the resources effectively, such as designating the lesson plan for upper secondary education (10-12<sup>th</sup> grade) students and including other government disaster resources geared towards kids and teens (ex. [Ready.gov/kids](https://www.ready.gov/kids)).

## Conclusion

The final lesson plan and handouts were submitted to HMD's Exhibition Program, where they will be edited and formatted for use via the forthcoming online exhibition. The lesson plan will encourage educators to use NLM resources to connect high school students with quality, credible information when learning about disasters and disaster preparedness, adding on to HMD's already robust collection of exhibition educational resources. This experience helped me better understand HMD Exhibition Program's activities and goals for actualizing NLM's strategic plan to connect communities with health information resources to make an impact.

## Acknowledgements

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## Appendix I. Lesson Plan

### **Spread the Word: PSAs for Disaster Preparedness**

**Grade Level:** 10-12

**Subject:** Health Education

**Time Needed:** Three 45-minute class periods

#### **Description**

Students explore the impact of disasters on health and information resources about disaster preparedness and safety.

In [class 1](#), students respond to warm-up questions about disaster, then they analyze, organize, and create visual summaries of class responses. Students gain understanding of their similar and different perspectives on disasters. They also make observations on short and long-term health impact of Hurricane Katrina, viewing 5 images from the *Making a World of Difference: Stories about Global Health* online exhibition. Students then identify importance of reliable health information for protecting one's health in a disaster. In [class 2](#), students view 2 Public Service Announcements (PSA) on tornados as an effective way to share critical, accurate information about public issues such as disaster preparedness. In groups, students select a disaster topic and use disaster information resources from the National Library of Medicine to create a PSA to help disaster preparedness in their school. In [class 3](#), students complete their PSAs and reflect on the impact and efficacy of their PSAs to disseminate information on protecting health during disasters to their peers.

#### **Learning Outcomes**

##### **Students will be able to:**

- Collect, organize, and summarize a set of data visually to draw insights
- Use NLM disaster and consumer health information resources in order to find accurate, reliable information about disasters and their impact on health
- Describe how the Public Service Announcement (PSA) format supports effective information sharing
- Create a PSA that informs peers about recommended actions and resources to be healthy before, during, and/or after a disaster
- Reflect on and develop an understanding of their own role in disaster preparedness as health information users in order to protect one's health

#### **Background Information**

*Making a World of Difference: Stories about Global Health* spotlights collaborative efforts, on local and global scales, to improve access to primary health care, reduce discrimination, and address health

information needs. A series of vignettes show how communities and health care workers come together to prevent disease, conduct cutting-edge research, end conflict, and recover after natural disasters. Recognizing that each of us can play a role in the search for solutions, this lesson plan gives students the opportunity to consider their own roles in addressing health information needs to protect one's health before, during, and/or after a disaster.

To prepare for the lesson, the teacher is encouraged to become familiar with the online [exhibition](#) and resources below:

- [Ready Kids](#) from the U.S. Department of Homeland Security provides resources for teens, educators, and families for disaster planning and preparedness
- [Overview of Public Service Announcements](#) with PennState Teaching and Learning with Technology
- [Tips for Creating Your Own Video PSA](#) from Substance Abuse and Mental Health Services Administration
- [Example workflow](#) of creating video PSAs from Common Sense Education

Classroom conversations about the impact of disasters on health can touch on previous student experiences, some of which may be traumatic and difficult to discuss. Teachers should have information to support students who are experiencing trauma and are in need:

- School nurse and/or counselor contact information
- Coping with Disasters MedlinePlus page: <https://medlineplus.gov/copingwithdisasters.html>
- National Institute of Mental Health page on Helping Children and Adolescents Cope with Disasters and Other Traumatic Events: <https://www.nimh.nih.gov/health/publications/helping-children-and-adolescents-cope-with-disasters-and-other-traumatic-events/index.shtml>
- Call/text TEEN LINE for adolescent mental health services: <https://teenlineonline.org/>

### **Vocabulary**

The following words and phrases may be introduced or incorporated into the lesson:

- Disasters, Natural and/or Man-Made
- Emergency
- Disaster Planning, Preparedness, and Response
- Public Health

### **Materials**

Handouts:

- PSA Research and Planning Handout
- Reflection Handout

Other materials and set-up:

- White board or projector to display class materials and to record student responses in Class 1 discussion
- Sticky notes
- Paper and markers
- Online access to selected websites:
  - PSA Examples
    - INFOGRAPHIC: [Be Ready! Tornadoes](#) (CDC)

- VIDEO: [When the Storm Comes](#) (1:30 minutes; FEMA)
- Disaster Information Management Research Center: <https://disasterinfo.nlm.nih.gov/>
  - 'Natural & Man-Made Disasters' Topic Pages
  - DIMRC Topic page: [Tornadoes](#)
- MedlinePlus List of Disasters: <https://medlineplus.gov/disasters.html>
  - [Medline Plus Topic pages: Tornadoes and Coping with Disasters](#)
- [Ready.gov](#)—Disasters and Emergencies tab contains a list of disaster topics

### Class 1 Procedures

*Preparation:* Post the following 4 questions around the classroom. Leave space under each question for students to post their responses on sticky notes:

- What disaster interests you the most?
  - What is one impact of disasters on health?
  - What information do you need to be prepared in a disaster?
  - Where would you look for helpful information about a disaster?
1. Begin class by gauging students' current understanding and perspectives on disasters and their health impact. Distribute 4 sticky notes to each student, pointing out 4 questions posted around the classroom. Ask students to write and post their responses to each question on a sticky note.
  2. After students have posted their sticky notes, tell students to read all posted responses and to write a check mark on each response they agree with when reviewing.
  3. Introduce the lesson's focus on disasters and health. Read aloud FEMA's (*Federal Emergency Management Agency*) description of disasters below:
    - **Disaster:** An occurrence of a natural catastrophe, technological accident, or human-caused event that has resulted in severe property damage, deaths, and/or multiple injuries. ([Source](#))
  4. Display [5 images related to Hurricane Katrina](#) from the *Making a World of Difference* exhibition, and read aloud image captions to students as an example of a natural disaster. Ask students to share their observations of short and long-term health impacts from the Hurricane Katrina example.
  5. Tell students that disasters, such as Katrina, not only cause direct physical harm and destruction, but also bring about challenges to accessing and delivering patient care due to impaired health care services and systems.
  6. Inform students that they are to explore class perspectives on disasters and health by organizing and summarizing the posted responses to 4 questions around the classroom.
  7. Divide students into 4 groups and assign each group 1 of 4 questions and corresponding posted response sticky notes. Task each group to collect, organize, and summarize the responses, including check marks, to their assigned question in a chart or other visual representation.
  8. Distribute paper and markers to each group to create a visual summary. To help groups review, ask them to consider the following questions when creating the visual summaries of class responses:
    - Which response has the most tallies? The fewest?
    - Are there any similarities in the responses? Any differences?

- Do these responses make sense to you? Why or why not?
  - What question(s) do you have about these responses? What information would you need to answer your question(s)?
9. Have each group present their visual summary work from Step 8. Follow up each presentation with probing questions, such as:
- How did you approach looking at the responses and turning them into your visual?
  - Which response(s) surprised you?
  - What other questions do you have about disasters after this activity?

Make note of students' questions that may need follow-up to ensure understanding of content.

10. In preparation for the Public Service Announcement (PSA) Activity in Classes 2 and 3, have students discuss with their group the following question: "When a disaster hits our community, what would we want to know to protect our health?" Ask students to share out responses. Write them on a board and tell students these will be shared next class as guidance during next class' activity.
11. **Class 1 Evaluation:** Student responses to questions inform the teacher about their current perspectives on disasters and health. Presentations help the teacher evaluate students' ability to evaluate, curate, and share meaningful data with their peers.

## Class 2 Procedures

*Preparation:* Set up for students to work in groups of two to three and, at least, one Internet access-enabled device for each group for PSA research and planning. Display the example PSAs (public service announcements) on the class board.

1. View example PSAs on Tornadoes as a class:
  - INFOGRAPHIC: [Be Ready! Tornadoes](#) (CDC)
  - VIDEO: [When the Storm Comes](#) (1:30 minutes; FEMA)
2. Ask students the following questions about the PSAs they have viewed and conduct a brief discussion about sharing health information in PSA format:
  - What do these Public Service Announcements tell us?
  - What did you like about the presentation? What did you not like?
  - Is it effective? Why or why not?
3. Tell students that through using credible health information resources from the National Library of Medicine (NLM), they will create PSAs for their school community about protecting one's health in a disaster.
4. Introduce the online NLM health information resources using tornados as an example:
  - Disaster Information Management Research Center (DIMRC): <https://disasterinfo.nlm.nih.gov/tornadoes>
  - MedlinePlus: <https://medlineplus.gov/tornadoes.html>
5. Assign half of the students to review the [DIMRC Tornado page](#), and the other half to review the [MedlinePlus Tornado page](#). Regroup with students and ask what kinds of information they found on each resource page. During discussion, display resources and highlight features as students share responses.

6. Distribute [PSA Research and Planning Handout](#) to guide students in creating their PSAs. First review the handout as a class and clarify any questions students may have. Then display students' responses to "When a disaster hits our community, what would we want to know to protect our health?" from Class 1, which may guide the discussion and research in project groups.
7. Provide in-class time for students to work in groups to research and create PSAs for their school community. While students research, circulate among groups to check on progress and ask questions about their research and planning process. If students are having difficulty selecting a PSA format, share examples from [Ready.gov](#) as inspiration.
8. Collect students' PSA Research and Planning handouts for evaluation and to return them next class. Remind groups to discuss with you if they need any specific tools and/or technologies for creating their PSAs.
9. **Class 2 Evaluation:** Teachers evaluate student research using handouts to measure their ability to find and identify accurate, appropriate information using NLM resources. The Planning portion of the handout can be used to assess students' ability to curate information and to design a PSA sharing this information with intended audiences.

### Class 3 Procedures

*Preparation:* Provide computers and other resources necessary to support students researching and creating PSAs. Depending on students' needs for PSA creation, teachers may use this activity as an opportunity to collaborate with a school librarian/media specialist to ensure necessary tools/resources are available.

1. Return PSA Research and Planning handouts to students and offer any corrections or clarifications groups need for creating their PSAs.
2. Allow students to continue creating their PSAs. Check-in with groups and ask questions about their projects that prompt critical thinking of what information they decide to share and how.
3. As groups complete their PSAs, distribute [Reflection Handout](#) to each student to complete. Depending on remaining time, have groups present completed PSAs and/or Reflection responses during this or at another class period.
4. Collect completed group PSAs and individual Reflection responses for evaluation and/or display at school locations, such as the library or hallways.
5. **Class 3 Evaluation:** Teachers can use final PSAs to assess students' understanding of a disaster and ability to create informative messaging for intended audiences. The Reflection Handout provides teachers insight into what students think are the main takeaways of the lesson with respect to disasters, their impact on health, and disaster information sources. Reflection responses may also inform follow-up conversations and/or future iterations of lesson plan.

### Extension Activities

- Extend PSA display in class or school to group presentations of their PSAs similar to an information fair or poster session in a common area in the school during a scheduled meeting among teachers and/or parents. Each group would engage in oral summary of their work as well as addressing any questions and receiving feedback from meeting participants.

- Have students collect and analyze more responses to the 4 questions from Class 1, by asking other students, teachers, and family members. Assign students to organize and draw insights from the larger number of responses to gain further understanding of their community's perspectives on health and disasters.

### **Common Core Standards:**

Literacy in Science & Technical Subjects

Key Ideas and Details

Common Core State Standards.English Language Arts-LITERACY.RST.11-12.2

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Integration of Knowledge & Ideas

CCSS.ELA-LITERACY.RST.11-12.9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Writing

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Speaking & Listening

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### **National Health Education Standards**

1.12.5 Propose ways to reduce or prevent injuries and health problems.

- 2.12.5 Evaluate the effect of media on personal and family health.
- 3.12.1 Evaluate the validity of health information, products, and services.
- 3.12.2 Use resources from home, school, and community that provide valid health information
- 3.12.4 Determine when professional health services may be required.
- 8.12.4 Adapt health messages and communication techniques to a specific target audience.

## Appendix II. Lesson Plan Handouts

### PSA Activity: Research and Planning

Your group will create a public service announcement to share with other students at school about how to be healthy in a disaster. Follow the steps in this handout to select your topic, research, determine a PSA format, and outline your final PSA.

#### Step 1

Use the list of disasters in MedlinePlus to find and select a disaster topic:

<https://medlineplus.gov/disasters.html>

When selecting your topic, think about your peers' responses to questions about health and disasters, as well as the discussion, for ideas.

Our selected Disaster topic is:

#### Step 2

Your group will research using National Library of Medicine (NLM) resources to better understand your selected disaster, its impact on health, and how to protect your health. Use the following resources to start:

- Disaster Information Management Research Center: <https://disasterinfo.nlm.nih.gov/>  
[Note: Use search bar or select menu items for dropdown list of topics]
- MedlinePlus List of Disasters: <https://medlineplus.gov/disasters.html>

Write down relevant information you find in the outline below. Use the questions to guide your research, but also add other information you find important to share with your audience. Be sure to cite your sources.

#### **Describe the Disaster**

What happens during the disaster?

Why should your audience be concerned about the disaster?

#### **Disaster Impact on Health**

What are some ways the disaster can harm the community?

What are some ways the disaster can harm a person?

How do these harms affect a person's health?

#### **Protecting Your Health in a Disaster**

How can someone prepare before the disaster to protect their health?

What can someone do during the disaster to protect their health?

What should someone have at home or school to prepare for the disaster?

### **Seeking Help during a Disaster**

If your health/safety are at risk during this disaster, who can you ask for help?

What information resources would be helpful to use to take care of your health in the disaster?

### **List of Sources**

#### **Step 3**

Now your group will decide what information to share in your PSA. Reviewing your research, identify 3 important facts and/or recommendations to share with your audience. Focus on key information on how to prepare and to protect health from the disaster.

Point 1:

Point 2:

Point 3:

#### **Step 4**

Based on the information your group wants to share, think about what format would be best for your PSA and why. Effective PSAs are brief (for example, 1-2 minute video, a large poster, etc.), engaging, and promote accurate, reliable information.

What is your selected format?

Why did you choose this format?

Based on your format, what kinds of tools and/or software will you need to make your PSA? List those materials here and talk to your teacher to make sure they are available to you:

#### **Step 5**

With your research complete and format selected, your group is now ready to plan and create your PSA. Use the back of this organizer to write out or design your PSA. Be sure to have a title and cite your sources. Other details in PSAs may include catchy taglines, hashtags, images, etc. Be creative and have fun!

### **Reflection Activity**

You and your group have now finished producing your PSA for other students. Congratulations! To reflect on your work, answer the questions below:

- What do you think other students will learn from your PSA?
- After this activity, what is one thing you know to do in the event of a disaster to protect your health?
- Do you think a PSA is an effective way to share information about protecting your health during a disaster? Why or why not?
- What information resource(s) did you find most helpful for your PSA and why?