

# Applying Project Citizen to “Let’s Get Healthy”



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## Applying Project Citizen to “Let’s Get Healthy”

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**Grades:** 5-8

**Subjects:** Interdisciplinary

### Overview of Lesson Plan:

*Let’s Get Healthy!*, an OHSU program, teaches students about measuring their own health parameters and provides them with the opportunity to analyze and interpret group data to improve or maintain a healthy lifestyle. *Project Citizen*, a program co-sponsored by the Center for Civic Education, is a curriculum where students learn how to influence public policy by studying problems in their own community. It is designed to promote responsible participation in local and state government.

When participating in *Project Citizen*, students work together to identify a public policy issue in their community and develop an action plan for local government leaders to use in addressing the issue. The work culminates with a class portfolio that can be part of a state and national showcase. Students learn about local government while honing reading, research, writing, speaking, and critical analysis skills. Research shows that students participating in *Project Citizen* develop a greater understanding of the democratic process and a commitment to active citizenship.

Before students identify a public policy issue in their community and develop an action plan, they are encouraged to look at their own individual and family habits and choices to improve or maintain healthy lifestyles. For example, a student might decide to exercise more by walking in his or her community. His or her family might also decide to focus on walking more often as a family to increase physical activity. Yet if students and families live in a community that doesn't have sidewalks or a safe way places to walk and exercise, they might decide to influence public policy within their community to develop a solution for providing safe walking paths.

Thus this lesson is broken into three different levels:

- Creating an individual action plan - How can a student improve or maintain a healthy lifestyle?
- Creating a family action plan - How can a student and his or her family work together to improve or maintain a healthy lifestyle?
- Identifying and studying a problem within a community using *Project Citizen* - How can public policy be influenced or changed to create an environment that will improve or help maintain a healthy lifestyle for a community?

**Suggested Time Allowance:** Varies with level and resolution. Students focusing on identifying an individual goal and writing it up as a S.M.A.R.T. Goal will take about 45 minutes. *Project Citizen* will require a more extended commitment of time to complete all six steps and to present final portfolio(s) to a governing body whether that is a school's administration, school board, local city council or state legislative committee.

**Objectives:** Pairing *Let’s Get Healthy!* with *Project Citizen* allow students to work together in a group to conduct research and discover problems impacting healthy lifestyles that they think need resolution. Students will:

- recognize a health policy problem within their community
- identify alternative solutions to the problem and weight and advantages and disadvantages.
- propose a solution to the problem that requires a government action.
- create and propose an action plan
- record results on a portfolio and a documentation binder
- take part in a simulated public hearing to present results



**Materials:** S.M.A.R.T Goal worksheet and Project Citizen materials

**Activities/Procedures:**

**Opening:** Show students the 16 minute TedMed talk to motivate them to think in terms of *Let's Get Healthy!* In this clip, Dan Buettner talks about universal lifestyle behaviors that promote longevity, why they're so hard to adopt in the U.S., and how one town undertook its own Blue Zone experiment, to great effect. <http://www.youtube.com/watch?v=waGHi6aMzh8>

**Individual Action Plan:** This involves students analyzing current habits and health practices, identifying what can promote or help maintain a healthy lifestyle, and students creating a S.M.A.R.T. Goal to achieve it.

See the following:

Worksheet: *Identify a problem to study based on information from Let's Get Healthy!*

Worksheet: SELECTING A PROBLEM FOR STUDY *Individual Level – Possible topics*

Worksheet: *Developing SMART goals as an Individual*

**Family Action Plan:** This involves families analyzing current habits and health practices, identifying what can promote or help maintain a healthy lifestyle, and creating a S.M.A.R.T. Goal to achieve it.

See the following:

Worksheet: *Identify a problem to study based on information from Let's Get Healthy!*

Worksheet: SELECTING A PROBLEM FOR STUDY *Family Level – Possible topics*

Worksheet: *Developing SMART goals as a Family*

**Project Citizen Steps:**

Worksheet: *Identify a problem to study based on information from Let's Get Healthy!*

Worksheet: *SELECTING A PROBLEM FOR STUDY Community Level – Possible topics*

Resources: *Gathering Information on the problem your class will study – Kid friendly online resource with descriptions*

Resources: Government resources from the federal, to state, to local level for the state of Oregon

**Step 1**—Identify public policy issues in our community impacting our efforts in maintain a healthy lifestyle

**Step 2**—Select a problem for the class to study

**Step 3**—Gathering information on the problem you class will study

**Step 4**—Developing a class portfolio

- Explaining the problem - Why is it a serious problem, and why should it be handled by the government?
- Examining alternative policies - Explain and evaluate alternative policies proposed alternative policies proposed in order to solve the problem.
- Policy of our class - Propose and explain the policy that will deal with the problem
- Developing an action plan - Develop a plan of action in order to get our proposed policy accepted and implemented by government

**Step 5**—Presenting your portfolio

**Step 6**—Reflecting on your learning experience

## Identify a problem to study based on information from

### *Let's Get Healthy!*

Below is a list of problems that interfere with people living a healthy lifestyle. After reading the list, discuss what you know or have heard about each topic. *[Extension: interview parents and other members in your community to learn and record what they know about these problems and their attitudes towards them.]*



Purpose of this is for you share what you know about a problem and what others know in order to better understanding of the problem and the circumstances surrounding it. This will help you gain information to help you make an intelligent choice when choosing one specific area of focus.

## Common problems interfering with improving or maintaining a healthy lifestyle

### DIET

- Not eating enough fruits and vegetables that are from all colors of the rainbow
- Eating foods high in solid fats such as fried foods, chips, hamburgers, hot dogs, cheese, ice cream, 2% or whole milk
- Not eating enough foods from “good” fats such as fish, nuts, olive oil and canola oil
- Drinking foods high in sugar, which can increase weight gain, such as non-diet soda pop, energy drinks, and artificial flavored juice drinks
- Drinking foods high in caffeine, an addictive drug, such as coffee drinks, energy drinks and non-diet soda pop
- Eating large portion sizes versus a serving amount

### SUN EXPOSURE

- Not wearing sunscreen with sun protection factor (SPF) 15 or higher
- Not wearing protective clothing, hats, sunglasses when out in the sun
- Not staying in the shade between 10 a.m. and 2 p.m. when the sun’s rays are most powerful
- Not covering up in the snow at high altitudes on a sunny day since snow reflects 80% of the sun’s rays
- Using tanning beds - Exposure to tanning beds increases the risk of melanoma, especially in women aged 45 years or younger.<sup>1</sup> Melanoma is the most common form of cancer for young adults 25-29 years old and the second most common form of cancer for adolescents and young adults 15-29 years old.<sup>2</sup>

### ACTIVITY TIME

- Spending too much time on the computer, watching TV, playing video games or texting - It all adds up!
- Not balancing your screen time with your physical activities
- Not balancing what you eat with how much you exercise

### SLEEP

- Not getting between 8.5 and 11 hours or sleep a night which can affect your heart, brain function, and your body size
- Getting poor sleep or interrupted sleep due to consuming caffeine or sugar close to bedtime or due to the use of electronics such as phone, computers, or TV
- Dozing off during routine or daytime situations or feeling sleepy during the daytime

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1. 1 Ting W, Schultz K, Cac NN, Peterson M, Walling HW. Tanning bed exposure increases the risk of malignant melanoma. *Int J Dermatol.* 2007 Dec;46(12):1253-7.

2. 2 Howlader N, Noone AM, Krapcho M, et al. SEER Cancer Statistics Review, 1975-2008, National Cancer Institute. Bethesda, MD, [http://seer.cancer.gov/csr/1975\\_2009\\_pops09/](http://seer.cancer.gov/csr/1975_2009_pops09/), based on November 2010 SEER data submission, posted to the SEER web site, 2011.

## SELECTING A PROBLEM FOR STUDY

### Individual Level – Possible topics<sup>3</sup>



- Balancing food intake with physical activity - Eating just 150 calories more a day than you burn can lead to significant weight gain over a year.
- Bring lunch and snacks from home to your workplace -You'll find it's easier to make better choices when you have a variety of nutritious foods available in the places where you eat, like at work.
- Build a healthy support network - Did you know social relationships could influence your risk of being obese? A person's chance of becoming obese increases by 171% if a close friend becomes obese and by 37% if a spouse becomes obese
- Active commuting whenever possible – Active community that incorporates cycling or walking is associated with an 11% reduction in the risk of heart disease.
- Cooking meals allows you to have control over the ingredients and portion sizes – Many of your favorite recipes can be made healthier by simple ingredient substitutions
- Drink Water - Did you know that one 20-oz. bottle of regular soda has about 14 teaspoons of sugar? That's more sugar than two candy bars
- Keep snacks out of reach - In one study, people ate more than twice as much candy when it was in a bowl on their desk as when it was just 6 feet away from the desk
- Learn about food marketing aimed at kids - Each day, children see an average of 15 TV commercials for food products - or 5,500/year. 98% of those are for foods high in fat, sugar, and salt
- Be aware of oversized portions when eating foods away from home - 20 years ago an average sized bakery muffin had 210 calories. Today's average muffin is over three times as large and often has 500 calories or more!
- Eat a healthy breakfast - People who eat breakfast tend to weigh less than those who don't.
- Eat smaller portions - Did you know store-bought chocolate chip cookies could be 700% larger than the standard serving size for a cookies used by FDA for the food label?
- Find physical activities you enjoy - Getting just 10 more minutes of heart-pumping activity every day could burn almost 20,000 calories in a year.
- Know what you are eating by understanding what labels are telling you
- Be a healthy shopper - Stores devote 75% more shelf space to snack foods than to fruits and vegetables.
- Minimized highly processed packaged foods - Roughly 75% of sodium intake comes from salt (sodium chloride) added by food manufacturers during processing
- Move more, sit less - On average, U.S. adults spend nearly 20 hours a week watching TV. Fewer than half of them get the recommended 2.5 hours of weekly moderate-intensity activity
- Replace whole milk with 1% or skim milk - An 8-oz. glass of whole milk contains 150 calories compared to non-fat milk (skim) which has 90 calories
- Plant a vegetable garden - Not only can planting a vegetable garden give you fresh, delicious vegetables, you can also burn approximately 150 calories during 30 minutes of gardening
- Weigh yourself once a week - In 2002, the average American was 25 pounds heavier than in 1960

## Developing SMART goals as an Individual

After you have thought of a goal, write it down in the Draft Goal box. Then test it to make sure it is a SMART goal. Write your final and revised goal in the last box.

**Specific** - The first term stresses the need for a specific goal over and against a more general one. This means the goal is clear and specific

**Measurable** - The second term stresses the need for measuring progress toward the attainment of the goal. The thought behind this is that if a goal is not measurable, it is not possible to know if one is making progress toward successful completion.

**Attainable** - The third term stresses the importance of goals that are realistic and attainable. The goal is not out of reach or below standard performance.

**Relevant** - The fourth term stresses the importance of choosing goals that matter.

**Time-bound** - The fifth term stresses the importance of grounding goals within a time frame, giving them a target date. A commitment to a deadline helps one focus his or her efforts on completion of the goal on or before the due date.



Draft Goal:	
Specific	
Measurable	
Attainable	
Relevant	
Time-Bound	
Obstacles	Solutions
FINAL GOAL:	

## SELECTING A PROBLEM FOR STUDY

### Family Level – Possible topics<sup>4</sup>

- Pack a fruit or vegetable in your child’s lunch - Children and teens ages 2-18 get 40% of their daily calories from added sugars and solid fats. Most fall significantly short of the daily recommendations for fruit and vegetables
- Be active as a family - One study showed that 8-18-year-old U.S. children spent 4.5 hours watching television on a typical day. Kids who are active have better blood pressure and better cholesterol levels on average than those who aren’t
- Ensure your child eats breakfast everyday - Eating breakfast daily before school can help to improve children's ability to concentrate. That can help improve their classroom performance and also decrease behavioral problems.
- Have lunch with your child at school or visit the cafeteria - When was the last time you ate in a school lunchroom? Get to know the school food environment by having a meal at school
- Talk to your child about what they are eating at school - The average child consumes about one-third of their daily calories at school; for some children it is 40-50%
- Identify healthy options to celebrate special occasions at school - Children consume nearly 3 snacks per day, adding up to over 27% of their daily calories. Most of these calories are from sugar-sweetened beverages and sugary, high fat desserts
- It’s okay to say “No” to unhealthy foods that are marketed to your child - \$1.6 billion per year is spent marketing to children. Advertisers rely on "pester power"- children's ability to nag their parents into purchasing things they may not otherwise buy
- Limit your child’s screen time - Children who watch more than two hours of TV a day are more likely to be overweight. Over the past 5 years, young people have increased the time they spend watching TV and playing video/computer games to 7.5 hours, almost the length of an adult work day
- Make sure your child is getting enough sleep - Several important studies provide strong evidence of the association between short sleep duration and childhood obesity
- Does your family eat dinner together a few times per week? Preschool-aged children are likely to have a lower risk for obesity if they regularly eat dinner as a family
- Use smaller dinner plates - eating from a 12-inch plate causes people to consume 22 percent more calories at a meal than eating from a 10-inch plate
- Pre-plate your food - one study shows that pre-plating food in the kitchen before placing it on the table leads people to eat 30 to 33 percent less than if they keep a serving plate in front of them.
- Turn off the TV during meals - Watching television during family meals is associated with poorer dietary quality among adolescents
- Walk or bike to school with your child - In 1969, 42% of students walked or biked to school. By 2001, only 16% of students walked or biked to school
- Make sure your child gets an hour of physical activity a day - Increasing children's physical activity may reduce their risk of developing diseases like type 2 diabetes and heart disease later in life and can improve their social and psychological well-being
- Be a healthy role model - Parental fruit and vegetable intake may be the strongest predictor of fruit and vegetable consumption among young children



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4 "The Weight of the Nation". Home Box Office (HBO). 2012. Web. June 28, 2012. <<http://theweightofthenation.hbo.com/>>.

## Developing SMART goals as a Family

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**Relevant** - The fourth term stresses the importance of choosing goals that matter.

**Time-bound** - The fifth term stresses the importance of grounding goals within a time frame, giving them a target date. A commitment to a deadline helps one focus his or her efforts on completion of the goal on or before the due date.



Draft Goal:	
Specific	
Measurable	
Attainable	
Relevant	
Time-Bound	
Obstacles	Solutions
FINAL GOAL:	

## SELECTING A PROBLEM FOR STUDY

### Community Level – Possible topics<sup>5</sup>



- Does the cafeteria offer healthy foods such as salads and fruit?
- Are there vending machines in school where you can buy snacks and drinks like baked chips, fig bars, and bottled water?
- Do you take gym class on a regular basis?
- Are there after-school sports or other physical activities available aside from gym class?
- Promoting physical activity - Half of American kids don't have a park, community center, or sidewalk in their neighborhood
- Is there infrastructure supporting bicycling and walking
- Improve access to public transportation
- Enhance personal safety in areas where persons are or could be physically active
- Parent involvement in schools - Research shows that consistent parent involvement at school leads to improved student achievement. Help support healthy initiatives for families while enjoying the school's programming, facilities, and social opportunities
- Food environments in your community - 116.3 million people live in "food deserts," low-income communities without ready access to healthy and affordable food
- Help your community be active - People who live in neighborhoods where it's easy to walk get about 70 more minutes of weekly physical activity than those who live in neighborhoods where it's hard to walk
- Participate in Screen-Free Week at the end of April into early May - Time with screens is linked to childhood obesity
- Support local sustainable farms - The US agricultural system provides more calories than the average person needs each day, but not enough fruits and vegetables for all Americans to meet recommendations
- Increase availability of healthier food and beverage choices in public service venues
- Improve geographic availability of supermarkets in underserved areas
- Provide incentives to food retailers to locate in and/or offer healthier food and beverage choices in underserved areas
- Improve availability of mechanisms for purchasing foods from farms
- Restrict availability of less healthy foods and beverages in public service venues
- Institute smaller portion size options in public service venues
- Limit advertisements of less healthy foods and beverages
- Discourage consumption of sugar-sweetened beverages
- Require physical education in schools
- Increase the amount of physical activity in physical education programs in schools
- Increase opportunities for extracurricular physical activity
- Support locating schools within easy walking distance of residential areas

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5 "The Weight of the Nation". Home Box Office (HBO). 2012. Web. June 28, 2012. <<http://theweightofthenation.hbo.com/>>.

## We the People – Project Citizenship

**Project Citizen** (<http://new.civiced.org/programs/project-citizen>) introduces students to and educates them in the methods and procedures used in our political process. The goal of the program is to develop student's commitment to active citizenship and governance by

1. providing the knowledge and skills required for effective participation
2. providing practical experience designed to foster a sense of competence and efficacy
3. developing an understanding of the importance of citizen participation

Below are a description of each of the six steps involved in *Project Citizen* and links to PDF worksheets to assist students in various steps of the process.

### Step I - Identifying Public Policy Problems in Your Community

Discuss the purpose of this step with students. The purposes of Step I are to make students aware of what they already know about problems in their community to discuss these problems with their parents, neighbors, or other members of the community to find out what they know and what they think about these problems to gather enough information to select a problem that the majority of the class agrees is important to study.

*The Problem Identification and Analysis Form*

[http://new.civiced.org/programs/project-citizen?utm\\_source=Eblast+Educators+-+July+2012&utm\\_campaign=Educator+Eblast+7%2F3%2F12&utm\\_medium=email](http://new.civiced.org/programs/project-citizen?utm_source=Eblast+Educators+-+July+2012&utm_campaign=Educator+Eblast+7%2F3%2F12&utm_medium=email)

### Step II – Selecting a Problem for Study

### Step III - Gathering Information on the Problem Your Class Will Study

Once the class has selected a problem, students will need to gather additional information to use in the development of their portfolio.

*Interview Form*

[http://new.civiced.org/programs/project-citizen?utm\\_source=Eblast+Educators+-+July+2012&utm\\_campaign=Educator+Eblast+7%2F3%2F12&utm\\_medium=email](http://new.civiced.org/programs/project-citizen?utm_source=Eblast+Educators+-+July+2012&utm_campaign=Educator+Eblast+7%2F3%2F12&utm_medium=email)

*Printed Sources Form:*

[http://new.civiced.org/programs/project-citizen?utm\\_source=Eblast+Educators+-+July+2012&utm\\_campaign=Educator+Eblast+7%2F3%2F12&utm\\_medium=email](http://new.civiced.org/programs/project-citizen?utm_source=Eblast+Educators+-+July+2012&utm_campaign=Educator+Eblast+7%2F3%2F12&utm_medium=email)

*Radio/Television/Internet Sources Form: This might be a website, television or radio news program, documentary, interview show, or some other program that addresses the problem*

[http://new.civiced.org/programs/project-citizen?utm\\_source=Eblast+Educators+-+July+2012&utm\\_campaign=Educator+Eblast+7%2F3%2F12&utm\\_medium=email](http://new.civiced.org/programs/project-citizen?utm_source=Eblast+Educators+-+July+2012&utm_campaign=Educator+Eblast+7%2F3%2F12&utm_medium=email)

*Information from Print or Electronic Sources Form*

[http://new.civiced.org/programs/project-citizen?utm\\_source=Eblast+Educators+-+July+2012&utm\\_campaign=Educator+Eblast+7%2F3%2F12&utm\\_medium=email](http://new.civiced.org/programs/project-citizen?utm_source=Eblast+Educators+-+July+2012&utm_campaign=Educator+Eblast+7%2F3%2F12&utm_medium=email)

*Information from Letters or Interviews - Documentation Forms*

[http://new.civiced.org/programs/project-citizen?utm\\_source=Eblast+Educators+-+July+2012&utm\\_campaign=Educator+Eblast+7%2F3%2F12&utm\\_medium=email](http://new.civiced.org/programs/project-citizen?utm_source=Eblast+Educators+-+July+2012&utm_campaign=Educator+Eblast+7%2F3%2F12&utm_medium=email)

## Step IV - Developing a Class Portfolio

Now you have completed enough research to begin to develop your class portfolio. Your class will need to work together to discuss and answer questions on a series of worksheets that will be used to guide the development of your portfolio. The materials in the portfolio should include the best documentation the class and group have gathered in investigating the problem.

*Task One: Explaining the Problem* – The first thing you will need is to clearly explain the problem you have chosen. You will need to explain why the problem is important, which individual or groups in the community are interested in this problem, and which part of government has responsibility for dealing with it.

[http://new.civiced.org/programs/project-citizen?utm\\_source=Eblast+Educators+-+July+2012&utm\\_campaign=Educator+Eblast+7%2F3%2F12&utm\\_medium=email](http://new.civiced.org/programs/project-citizen?utm_source=Eblast+Educators+-+July+2012&utm_campaign=Educator+Eblast+7%2F3%2F12&utm_medium=email)

*Task Two: Examining Alternative Policies* – You must identify several alternative policies for dealing with the problem you have chosen. These policies may include an existing policy or policies being proposed by individuals or groups, include your original ideas for policies to address the problem.

[http://new.civiced.org/programs/project-citizen?utm\\_source=Eblast+Educators+-+July+2012&utm\\_campaign=Educator+Eblast+7%2F3%2F12&utm\\_medium=email](http://new.civiced.org/programs/project-citizen?utm_source=Eblast+Educators+-+July+2012&utm_campaign=Educator+Eblast+7%2F3%2F12&utm_medium=email)

*Task Three: Proposing a Public Policy* – Next, you will need to propose a public policy to deal with the problem. It must not violate the U.S. Constitution or your state's constitution. It may be one of the alternative policies you discussed earlier, a modification of one of those policies, or it may be your own original idea.

[http://new.civiced.org/programs/project-citizen?utm\\_source=Eblast+Educators+-+July+2012&utm\\_campaign=Educator+Eblast+7%2F3%2F12&utm\\_medium=email](http://new.civiced.org/programs/project-citizen?utm_source=Eblast+Educators+-+July+2012&utm_campaign=Educator+Eblast+7%2F3%2F12&utm_medium=email)

*Task Four: Developing an Action Plan*

[http://new.civiced.org/programs/project-citizen?utm\\_source=Eblast+Educators+-+July+2012&utm\\_campaign=Educator+Eblast+7%2F3%2F12&utm\\_medium=email](http://new.civiced.org/programs/project-citizen?utm_source=Eblast+Educators+-+July+2012&utm_campaign=Educator+Eblast+7%2F3%2F12&utm_medium=email)

**Constitutional Opinion Form:** The United States Constitution and Bill of Rights place limits on what government can do in order to protect the rights of the people. So do the constitutions of each state. Whenever we suggest that government adopt a policy or enact a law to deal with a problem, it is important that we do not ask government to do something prohibited by our federal or state constitutions. Each citizen has the right and should take the responsibility to look at present and suggested policies and laws to see if they might be violating constitutional limits on government. This checklist includes some of the most important limits our federal and state constitutions place on our governments to protect our rights.

Use the checklist when you develop your policy. Be sure that, in your opinion, your proposed policy does not violate the limits placed on government.

[http://new.civiced.org/programs/project-citizen?utm\\_source=Eblast+Educators+-+July+2012&utm\\_campaign=Educator+Eblast+7%2F3%2F12&utm\\_medium=email](http://new.civiced.org/programs/project-citizen?utm_source=Eblast+Educators+-+July+2012&utm_campaign=Educator+Eblast+7%2F3%2F12&utm_medium=email)

Portfolio Criteria Checklist - Each Section

[http://new.civiced.org/programs/project-citizen?utm\\_source=Eblast+Educators+-+July+2012&utm\\_campaign=Educator+Eblast+7%2F3%2F12&utm\\_medium=email](http://new.civiced.org/programs/project-citizen?utm_source=Eblast+Educators+-+July+2012&utm_campaign=Educator+Eblast+7%2F3%2F12&utm_medium=email)

Portfolio Criteria Checklist – Overall Portfolio

[http://new.civiced.org/programs/project-citizen?utm\\_source=Eblast+Educators+-+July+2012&utm\\_campaign=Educator+Eblast+7%2F3%2F12&utm\\_medium=email](http://new.civiced.org/programs/project-citizen?utm_source=Eblast+Educators+-+July+2012&utm_campaign=Educator+Eblast+7%2F3%2F12&utm_medium=email)

## **Project Citizen Portfolio - Want to see how to have your students build a quality portfolio?**

View an exemplary Project Citizen portfolio created by a fifth grade class at W.J. Quarles Elementary School located along the Gulf Coast in Long Beach, Mississippi. Their teacher Carol Paola compiled the "Teacher Tips." <http://www.civiced.org/digitalPortfolio/index.php?page=Home>

### **Step V—Presenting your portfolio**

When your class portfolio is completed, you can present your project before an audience. Your presentation can be made to a three- or four-person panel representing your school and community. These panel members will "judge" your presentation based on the same criteria you used to develop your portfolio. This activity will give you valuable experience in presenting important ideas to others and convincing them of your position.

There are four basic goals of the presentation:

1. To inform an audience of the importance of the problem identified in your community.
2. To explain and evaluate alternative policies so that an audience can understand the advantages and disadvantages of each.
3. To discuss your class's choice as the best policy to deal with the problem and make the case for that policy. To make and support your class's view that the proposed policy does not violate your federal and state constitutions.
4. To demonstrate how your class could develop support for its policy in your community, as well as in the legislative and executive branches of the appropriate level of government.

**Opening Oral Presentation:** The first four minutes will be the opening presentation during which the group will present orally the **most significant information** from its part of the portfolio.

- It should be based on the portfolio display and documentation section, but should not be a word for word reading from the display.
- Use graphics from the portfolio to help you explain or emphasize a point.
- Only materials included in your portfolio may be used during the oral presentation. You may not introduce additional materials such as videotapes, slides, computer demonstrations, etc.

**Follow-up Questions:** The next six minutes will be the follow-up question period during which a panel of judges will ask the group about its portfolio presentation. During this period the judges might ask you to

- explain further or clarify points you have made.
- give examples of specific points you have made.
- defend some of your statements or positions.
- answer questions about what you learned from your experience. What problems did you have? What were the most important things you learned as you studied this community problem?

### **Evaluators Guidelines for the Simulated Hearing**

[http://new.civiced.org/programs/project-citizen?utm\\_source=Eblast+Educators+-+July+2012&utm\\_campaign=Educator+Eblast+7%2F3%2F12&utm\\_medium=email](http://new.civiced.org/programs/project-citizen?utm_source=Eblast+Educators+-+July+2012&utm_campaign=Educator+Eblast+7%2F3%2F12&utm_medium=email)

### **Step VI—Reflecting on your learning experience**

Guidelines – Possible Questions for Reflection

[http://new.civiced.org/programs/project-citizen?utm\\_source=Eblast+Educators+-+July+2012&utm\\_campaign=Educator+Eblast+7%2F3%2F12&utm\\_medium=email](http://new.civiced.org/programs/project-citizen?utm_source=Eblast+Educators+-+July+2012&utm_campaign=Educator+Eblast+7%2F3%2F12&utm_medium=email)

## ONLINE HEALTH RESOURCES TO USE WITH PROJECT CITIZEN



*Now your class has selected a problem, you must decide where to get additional information. Some sources of information are better than others. Below is a list of kid friendly and oriented online sources to explore. As a class, you should decide which sources to contact, and then divide into research teams.*

<http://www.mypyramid.gov> is your access point for the U.S. Department of Agriculture's (USDA) food guidance system. This website contains general guidance on food and healthy eating, with tips and suggestions for making smart dietary choices. The site also features interactive tools that can customize food and calorie recommendations according to your age, gender, and physical activity level.

<http://www.health.gov/PAGuidelines> is where you can learn about the benefits of physical activity. The 2008 Physical Activity Guidelines for Americans, from the U.S. Department of Health and Human Services, provides general information on physical activity for teenagers, including how often you should be active and which activities are best for you.

<http://www.fitness.gov> is run by The President's Council on Physical Fitness and Sports, provides regular updates on the Council's activities as well as resources on how to get involved in its programs.

<http://www.girlshealth.gov> is developed by the Office on Women's Health, provides girls with reliable health information on physical activity, nutrition, stress reduction, and more.

<http://www.fns.usda.gov/tn> is the USDA's Team Nutrition website, which focuses on the role nutritious school meals, nutrition education, and a health-promoting school environment play in helping students learn to enjoy healthy eating and physical activity.

<http://www.nichd.nih.gov/msy> is the National Institute of Child Health and Development's Media-Smart Youth: Eat, Think, and Be Active! program. This interactive after-school program is designed to help young people become aware of the media's influence on their food and physical activity choices.

<http://www.bestbonesforever.gov> is a bone health campaign sponsored by the Office of Women's Health for girls and their friends to grow stronger together and stay strong forever.

<http://ndep.nih.gov/teens/index.aspx> is from the National Diabetes Education Program, provides teens with information about diabetes. The website offers publications and resources on how teens can prevent and manage diabetes.

<http://hin.nhlbi.nih.gov/portion/keep.htm> is a quiz from the National Heart, Lung, and Blood Institute that tests your knowledge of how food portion sizes have changed during the last 20 years.

<http://www.cdc.gov/nccdphp/dnpa/physical/index.htm>, a site sponsored by the CDC's Division of Nutrition and Physical Activity, addresses the importance of physical activity and provides recommendations on how to get started on a fitness program. It includes links to websites that offer health information for teenagers.

<http://win.niddk.nih.gov/index.htm>, The Weight-control Information Network (WIN) provides the general public, health professionals, the media, and Congress with up-to-date, science-based information on weight control, obesity, physical activity, and related nutritional issues.

<http://www.letsmove.gov/> *Let's Move!* is a comprehensive initiative, launched by the First Lady, Michelle Obama, and dedicated to solving the problem of obesity within a generation, so that children born today will grow up healthier and able to pursue their dreams

<http://www.choosemyplate.gov/about.html> The Center for Nutrition Policy and Promotion, an organization of the U.S. Department of Agriculture, was established in 1994 to improve the nutrition and well-being of Americans.

<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/index.htm> *We Can!* (Ways to Enhance Children's Activity & Nutrition) is a national movement designed to give parents, caregivers, and entire communities a way to help children 8 to 13 years old stay at a healthy weight.

<http://www.kidshealth.org> The Nemours Foundation's Center for Children's Health provides current information about child development, nutrition and fitness, preventive health care, and diseases and conditions. Information is available in English and Spanish. There are sites for parents, children, and teens.

<http://www.nichd.nih.gov/health> The NICHD, a division of the National Institutes of Health, conducts research on the health of children and their families. The Web site presents information based on that research. It covers a wide range of topics. There are links to consumer-level information on more than 100 health topics as well as valuable information about participation in clinical research and NICHD public health campaigns.

<http://www.nlm.nih.gov/medlineplus/teenhealth.html> This is a site from the National Library of Medicine created for teens. Using the MedlinePlus format, it has links to reliable sites offering information on nutrition, emotions, body image, alcohol, drugs, sexuality, and other topics of interest to teens.

<http://www.iom.edu/Reports/2012/Accelerating-Progress-in-Obesity-Prevention.aspx> The Institute of Medicine (IOM) is an independent, nonprofit organization that works outside of government to provide unbiased and authoritative advice to decision makers and the public. Report: Accelerating Progress in Obesity Prevention: Solving the Weight of the Nation

[http://www.cdc.gov/cancer/skin/pdf/shade\\_planning.pdf](http://www.cdc.gov/cancer/skin/pdf/shade_planning.pdf) the *Guidelines for School Programs to Prevent Skin Cancer*, which outlines steps that school communities, can take to develop a comprehensive approach to reducing the risk for skin cancer among students, teachers, staff, and visitors.

<http://www.bluezones.com/> In 2004, Dan Buettner teamed up with National Geographic and hired the world's best longevity researchers to identify pockets around the world where people lived measurably better. In these Blue Zones they found that people reach age 100 at rates 10 times greater than in the United States.

<http://www.aad.org/spot-skin-cancer/understanding-skin-cancer/how-do-i-help-others-understand-skin-cancer/how-do-i-help-others-understand-skin-cancer> The American Academy of Dermatology was founded in 1938. It is the largest, most influential and most representative dermatology group in the United States.

## VIDEOS

<http://www.youtube.com/watch?v=waGHi6aMzh8> Uploaded by TedMed Dec 9, 2011

Dan Buettner talks about universal lifestyle behaviors that promote longevity, why they're so hard to adopt in the U.S., and how one town undertook its own Blue Zone experiment, to great effect.

<http://theweightofthenation.hbo.com/> THE WEIGHT OF THE NATION is a presentation of HBO and the Institute of Medicine (IOM), in association with the Centers for Disease Control and Prevention (CDC) and the National Institutes of Health (NIH), and in partnership with the Michael & Susan Dell Foundation and Kaiser Permanente.

## Government Resources



### FEDERAL RESOURCES

**United States Congress** - If you need information from the federal government, are trying to obtain a government service, or are having problems with a particular federal agency, contact your representative in Congress for assistance. <http://house.gov/>

**United States Senators** - If you have questions about federal programs, are having problems getting what you need from a federal agency, or just have a situation you need help with, please contact one or both of senator of your state. <http://www.senate.gov/>

**United States Department of Commerce, Census Bureau:** Leading source of quality data about the nation's people and economy - <http://www.census.gov/>

### STATE RESOURCES

**Oregon Health Authority – Public Health:** Helping people and communities achieve optimum physical, mental and social well-being through partnerships, prevention and access to quality, affordable health care. <http://www.oregon.gov/OHA/>

- **Oregon Health Authority - Prevention and Wellness:** provides programs, statistics, policy development and other services to build healthy communities and educate Oregonians about preventing chronic diseases, the importance of health screenings, and self-managing illnesses. <http://public.health.oregon.gov/PreventionWellness/Pages/index.aspx>
- **Wellness@Work:** a statewide partnership launched in June 2011. The effort aims to create a culture of wellness for Oregonians in worksites of all types and sizes. <http://dwp1.dhs.oregon.gov/WellnessAtWork/>
- **SAFE KIDS Oregon** unites public and private organizations including emergency responders as well as interested citizens who work together to reduce unintentional preventable injury and death in Oregon's children ages 0 - 14. <http://public.health.oregon.gov/PHD/Directory/Pages/program.aspx?pid=10>

### LOCAL AND COUNTY RESOURCES

**Clackamas County Public Health** - Protecting and promoting the health of the citizens of Clackamas County by providing community-wide health promotion and disease prevention services. [http://www.clackamas.us/community\\_health/ph/stats.jsp](http://www.clackamas.us/community_health/ph/stats.jsp)

**State Representative or State Senator** – Go to Oregon Blue Book <http://bluebook.state.or.us/> for contact information on your local state representative or senator

**Rotary Club** - Rotary is an organization of business and professional leaders united worldwide who provide humanitarian service, encourage high ethical standards in all vocations, and help build goodwill and peace in the world. <http://www.rotary.org>