Overview

Chalk Talk: As a formative assessment, students should participate in the final installment of silent Chalk Talk after completing the unit. At the beginning of the unit, students took part in this silent conversation technique by adding their comments, questions and reactions to a series of posters addressing themes found throughout the type 2 diabetes curriculum. Ideally, the posters should have been revisited once or twice during the unit, and then for the last time during the final assessment time.

After adding to the “conversation” a final time (ideally in a new pen color for each poster), the class can engage in a whole class discussion about what students observed and how their understanding and beliefs about the causes, preventions and impacts of type 2 diabetes have changed, or not, over time. This provides the teacher with a formative assessment of students understanding.

Call to Action: As a summative assessment, students continue to work on their Call to Action products, in which they have been synthesizing and applying their learning throughout the unit by creating a product that demonstrates their understanding of type 2 diabetes, addresses a specific diabetes-related problem, and contributes to a solution. Successful Call to Action products implement direct, meaningful, and relevant actions in order to make a contribution towards combatting diabetes within the students’ communities.

Learning Objectives

Students will be able to:

- Understand a problem associated with type 2 diabetes and implement a Call to Action product that contributes to a solution for the particular problem
- Develop a presentation for a specific target audience that communicates the goals, methods, results, and conclusions of the product.

Time: Students should be working in groups throughout the unit to identify areas of interest, and then assimilate, integrate and apply new information as they learn it. In creating a product, students identify an audience, and showcase their understanding of type 2 diabetes through an activity that is meaningful for that audience. At the end of the unit, students should be given at least two class periods to finalize their products.
Teacher Assessment – Type 2 Diabetes

Materials

<table>
<thead>
<tr>
<th>Materials</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers for students</td>
<td>1 per student, if possible</td>
</tr>
<tr>
<td>Call to Action Resources*</td>
<td>Available for students</td>
</tr>
<tr>
<td>Call to Action Group Planning Worksheet*</td>
<td>1 per group</td>
</tr>
<tr>
<td>Grading Rubric</td>
<td>1 per student</td>
</tr>
</tbody>
</table>


Project Based Learning

Type 2 diabetes is a complex condition that brings together issues of health care, scientific research, environmental influences, personal choice, access to resources, diet and exercise, social justice, public policy and more. The nature of this complex topic lends itself well to a Project Based Learning approach in the classroom. Using this teaching method, students work for an extended period of time to investigate and respond to this multi-faceted topic by addressing a specific diabetes-related problem and finding ways to contribute to a solution.

As with other project-based units, this curriculum is focused by a driving question that is open-ended and allows for students to make choices about which aspects of type 2 diabetes they would most like to explore as they create a project product. The driving question creates a need to know for the students, and each lesson contributes to the overall content knowledge and skill base that students will need to rely on as they implement direct, meaningful and relevant actions in order to make a contribution towards combatting diabetes within the students’ communities. The driving question for this unit is:

**How can the growth of type 2 diabetes [in the Yakima Valley] be slowed?**

In order to deeply consider the driving question, students have been provided with information to answer a number of other complex questions, including:

- What causes type 2 diabetes?
- How can it be prevented or slowed?
- Why is it growing?
- Are there aspects of my environment (i.e. Yakima Valley) that contribute to this condition?
- Are there social factors in my area that contribute to type 2 diabetes?
- How do we as a society make decisions about policies that affect many of us?

A helpful resource with background materials and resources for Project Based Learning and can be found at the Buck Institute for Education ([www.bie.org](http://www.bie.org)).
Project Ideas

Ideas for projects may include:

- Survey and analyze foods typically given at food banks
- Develop a cookbook
- Enroll a team/create an educational table for a Tour de Cure or other event
- “Do This, Not That” (in parallel to book “Eat This, Not That”)
- Develop a script for a “living room focus group”
- Propose public policy at local or state level to improve health
- Develop a monthly healthy menu plan for a family of four given a budget
- Assess the nutritional quality of school lunch programs
- Educate peers and others on sugar content of common drinks

Call to Action Resources

<table>
<thead>
<tr>
<th>Name of resource</th>
</tr>
</thead>
</table>
Assessment – Type 2 Diabetes


The Weight of the Nation resources:


Use this worksheet to plan your Diabetes Call to Action product.

**Names:**

**Group Name:**

**Problem Statement:** What specific problem will your project address?

**Research:** Before you decide on a product, you must do research about the problems or barriers associated with diabetes in your community and possible actions you can take. Summarize the research your group did before decided on a project.

- Did you read news article or books on the issue?
- Did you interview an expert of members of your community?
- Did you observe the problem yourselves?
- What facts or data did you gather?

**Root cause of the problem:** What have you learned about the causes of the problem?
# Call to Action Planning Worksheet

## Your Diabetes Product

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What exactly is your group going to do?</td>
<td></td>
</tr>
<tr>
<td>How did your group decide on your product?</td>
<td></td>
</tr>
<tr>
<td>What are the goals for your product? What do you hope to learn, teach, or accomplish?</td>
<td></td>
</tr>
</tbody>
</table>
What is your plan for making this happen?

Tell us step-by-step what you plan to do.
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

What is the time frame for your product?

How do you think this product will make a difference?
<table>
<thead>
<tr>
<th>Category</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Improvement Needed</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Statement</td>
<td>Problem is clearly stated in an engaging manner. The problem is important and relevant to the community</td>
<td>Problem is clearly stated, but not in an engaging manner. The problem is important and relevant to the community</td>
<td>Problem is stated, but not in an engaging manner. The problem is not relevant to the community</td>
<td>Problem is not stated.</td>
</tr>
<tr>
<td>Contains accurate scientific information</td>
<td>Contains accurate information about glucose homeostasis, prevention/treatment, and all other information is accurate</td>
<td>Scientific information is accurate, but does not go into detail about glucose homeostasis and prevention/treatment</td>
<td>Accurate scientific information is sparse</td>
<td>Inaccurate scientific information is present</td>
</tr>
<tr>
<td>Shows an understanding of social impacts</td>
<td>Impact(s) of diabetes given with multiple pieces of evidence.</td>
<td>Impact of diabetes given with at least one piece of evidence.</td>
<td>Impact of diabetes given without any evidence to support.</td>
<td>Impact of diabetes NOT given</td>
</tr>
<tr>
<td>Contributes to a solution</td>
<td>Solution clearly defines a method to solving the problem, and is relevant for community</td>
<td>Solution adequately defines a method to solving the problem, but is not relevant for community</td>
<td>Solution is not clearly stated OR is not relevant for community</td>
<td>No solutions given</td>
</tr>
<tr>
<td>Visual Quality</td>
<td>Meets these criteria: Neat, legible, readable - Appropriate color and images - Space used effectively</td>
<td>Meets two of these criteria: Neat, legible, readable - Appropriate color and images - Space used effectively</td>
<td>Meets one of these criteria: Neat, legible, readable - Appropriate color and images - Space used effectively</td>
<td>Meets none of these criteria: Neat, legible, readable - Appropriate color and images - Space used effectively</td>
</tr>
<tr>
<td>Effectiveness of Message</td>
<td>Project clearly motivates audience to engage in the call to action</td>
<td>Project adequately motivates audience to engage in the call to action</td>
<td>Project somewhat motivates audience to engage in the call to action</td>
<td>Project clearly does not motivate audience to engage in the call to action</td>
</tr>
<tr>
<td>Use of Resources</td>
<td>Appropriate resources used and properly cited</td>
<td>Resource used but either not appropriate or properly cited</td>
<td>Resource used but not appropriate or properly cited</td>
<td>No resources are used or cited</td>
</tr>
</tbody>
</table>