

# Project Planning Template

## Promoting Women's Health

<b>COURSE:</b> Business	<b>DURATION:</b> 3 weeks	<b>TEACHER:</b>	Promoting Women's Health
GLOBAL ISSUE OVERVIEW			
<p>Sex-based health disparities are evident throughout the world; however, nowhere are these disparities greater than in resource-poor countries. Women in developing nations lack basic health care and face life-debilitating and life-threatening health issues. Some health issues never existed in the West, whereas science eradicated others decades ago. Maternal mortality, female genital cutting, child marriage, human immunodeficiency virus (HIV)/AIDS, and cervical cancer are a few of the issues that plague developing nations. Inadequate health care affects families, communities, and countries. For the enormous numbers of people without access to health care, there is a terrible paradox: poverty exacerbates poor health while poor health makes it harder to get out of poverty. Many developing countries, alone and via strategic partnerships, are attempting to address these health care issues, but face a number of challenges.</p> <p><a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2492587/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2492587/</a></p> <p><b>Global Competencies Addressed:</b></p> <ul style="list-style-type: none"> <li>• Investigate the World: Initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues.</li> <li>• Recognize Perspectives: Recognize, articulate, and apply an understanding of different perspectives.</li> <li>• Communicate Ideas: Select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups.</li> <li>• Take Action: Translate ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.</li> </ul>			

STANDARDS ADDRESSED		
Career/Technical Knowledge and Skills	Academic Knowledge and Skills	21 <sup>st</sup> Century Skills
<p><b>CCTC</b></p> <p>BM-MGT 3 Apply economic concepts fundamental to global business operations.</p> <p>1. Describe global trade’s impact on business activities.</p> <p>BM-MGT 4 Employ and manage techniques, strategies, and systems to enhance business relationships.</p> <p>2. Manage internal and external intercultural business relationships.</p> <p>CRP – 4 Communicate clearly, effectively, and with reason.</p> <p>CRP – 6 Demonstrate creativity and innovation.</p> <p>CRP – 7 Employ valid and reliable research strategies.</p>	<p><b>Writing:</b> Communicate information and ideas in narrative, informative, and persuasive writing with clarity and effectiveness.</p> <p>W.9-10.3</p> <p>W.11-12.3</p> <p>WHST.9-10.2</p> <p>WHST.11-12.2</p> <p>WHST.9-10.4</p> <p>WHST.11-12.4</p>	<p><b>Learning and Innovation Skills:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> </ul> <p><b>Life and Career Skills:</b></p> <ul style="list-style-type: none"> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self-Direction</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul>

**PROJECT DEFINITION & GOALS/OBJECTIVES**

- Using the top 10 issues of global women’s health, students will research a specific issue.
- Students will research effective methods of addressing the specific issue, identifying both problems and solutions.
- Students will research a specific geographic region.
- Based on their research results, students will create an effective promotional campaign to raise awareness and to encourage participation in the given program. Students could also create an infographic. You can use the infographic template and lesson plan found in the Global Career Planning unit (lesson 3) as an example.

The instructor can proceed in a variety of ways:

1. Assign one of the health care issues to a student or to teams of students.

OR

2. Allow students to choose or draw from a predetermined women’s health care issue.

**AND**

Assign a specific country from the UNICEF country profile or allow students to select or draw a specific country from the UNICEF country profile to research.

**OR**

Assign each person/team the same health care issue but assign different countries to further illustrate how cultural factors impact the development of and promotion/implementation of programs.

**SCENARIO OR PROBLEM: What scenario or problem will you use to engage students in this project?**

Developing countries face enormous challenges in allocating scarce resources. Of particular concern is ensuring that policies and programs are as effective as possible. As an advisor to a local government, your task is to research a pressing women's health care issue that is being addressed and create a promotional campaign (or infographic) to raise awareness of the issue and promote acceptance of and participation in the program/policy. Your final product should describe the benefits of the program/policy while being mindful of local cultural norms.

**Essential Questions**

- How do countries with emerging economies answer the three basic economic questions of what to produce, how to produce, and for whom to produce?
- What is the economic impact of not addressing global women's health issues?
- What impedes implementation of health care initiatives?
- What cultural factors must be considered and addressed when planning to implement health care initiatives?
- What communication and infrastructure factors must be considered when planning a promotional campaign?

**Grade Level Adaptations**

Younger students – Restrict the health care issues to the most developmentally appropriate ones; have students create a poster to raise awareness of the issue.

Advanced students – Have students develop/deliver a presentation to a local service organization with international ties (such as Rotary International).

**ASSESSMENT: How will you determine what students have learned? (Check all that apply.)**

<b>FORMATIVE</b>		<b>SUMMATIVE</b>	
Quizzes/Tests		Multiple Choice/Short Answer Test	
Notes/Graphic Representations	X	Essay Test	
Rough Draft		Written Product with Rubric	
Practice Presentation		Oral Presentation with Rubric	
Preliminary Plans/Goals/Checklists of Progress	X	Other Product or Performance with Rubric	X
Journal/Learning Log Adapted from Tammy Worcester Tang		Self-Evaluation or Reflection	X
Other: Fishbowl Discussion	X	Evaluation by Authentic Audience	
		Other: Peer Edit Review using Rubric	X

## **MATERIALS, RESOURCES, or CONSTRAINTS: What materials and resources will be needed? Are there any perceived challenges?**

- Computer
- Internet access

### **Project Management Materials:**

- \*Project Management Plan – [http://bie.org/object/document/project\\_management\\_log\\_team\\_tasks](http://bie.org/object/document/project_management_log_team_tasks)
- \*Project Rubric [http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric\\_id=2623338&](http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2623338&)  
(Instructor may choose to use a more product-specific rubric, depending on the product.)
- \*Project self-reflection form – Buck Institute [http://www.bie.org/object/document/my\\_thoughts\\_about\\_the\\_project](http://www.bie.org/object/document/my_thoughts_about_the_project)

### **Links**

- World Health Organization (WHO)  
<http://www.who.int/life-course/news/commentaries/2015-intl-womens-day/en/>
- PBS NewsHour's Social Entrepreneurs  
<http://www.pbs.org/newshour/bb/social-entrepreneurs-changing-world/>
- Countdown 2015 Maternal, Newborn and Child Survival Country Profiles  
<http://www.countdown2015mnch.org/country-profiles>
- UNICEF  
[http://www.unicef.org/infobycountry/sierraleone\\_53819.html](http://www.unicef.org/infobycountry/sierraleone_53819.html)
- United Nations Documents: Beijing Platform for Action. Chapter IV. C. Women and Health  
<http://www.un-documents.net/bpa-4-c.htm>

## **SUPPORT, MODIFICATIONS, AND EXTENSIONS: What is needed to provide support for students who have difficulty learning the content, modify for students with special learning needs, or to provide enrichment for advanced students?**

Infographic – How the World Gives Birth, *National Geographic*, April 2016, Vol. 229, no. 4.

Students needing additional help – schedule time for individual and small group work with instructor.

Peer edit review

Enrichment – Research and report on current initiatives regarding [UN Documents](#) Beijing Platform for Action. Chapter IV. C. Women and Health.

**CALENDAR OF MAJOR LEARNING ACTIVITIES—What are the learning activities or tasks for each day? Are there any project milestones? When will formal assessment activities occur?**

Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Introduce topic – ALL read the following article:  <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2492587/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2492587/</a>                      using literacy strategy adapted from Mark Forget, Max Teaching</p> <p>Distribute  <a href="http://www.maxteaching.com/downloads/Closing-the-Gap.pdf">http://www.maxteaching.com/downloads/Closing-the-Gap.pdf</a> and discuss Project Management Plan – to be completed and turned in weekly</p> <p>Distribute and discuss Project Rubric</p>	<p>Fishbowl discussion of top 10 global women’s health care issues</p> <p>Assign specific topics</p> <p>Form teams</p>	<p>Research</p>	<p>Research</p> <p>Note check</p>	<p>Research</p> <p>Teams submit completed weekly Project Management Plan</p>
Week 2				
<p>Team meeting/discussion to identify most suitable product for topic, generate tasks for Project Management Plan</p>	<p>Continue research</p> <p>Instructor meet with each team to review product selection, provide feedback</p>	<p>Progress check</p> <p>Work on promotional product should be well under way</p>	<p>Work on product</p>	<p>Teams submit completed weekly Project Management Plan</p>
Week 3				
<p>Team meeting/discussion to generate tasks for Project Management Plan</p> <p>Continue work on product</p> <p>Instructor meets with each team to review final plans</p>	<p>Continue work on product</p>	<p>Peer edit review – at least one other team reviews product, using product rubric, and provides feedback</p> <p>Revise product as needed per peer edit review feedback</p>	<p>Revise product as needed per peer edit review feedback</p>	<p>Final products due</p> <p>Complete self-reflection form</p>

**STUDENT REFLECTION ACTIVITIES—How will students reflect on their work? Add reflection questions and/or activities here.**

Project self-reflection form – Buck Institute [http://www.bie.org/object/document/my\\_thoughts\\_about\\_the\\_project](http://www.bie.org/object/document/my_thoughts_about_the_project)

Adapted from: Southern Regional Education Board, Unit Planning Template, 592 10th St. N.W., Atlanta, GA 30318-5776