

Outbreak! – The Poster

Follow-up Activity:

Design a graphic poster to educate workers in the health care field that effectively communicates the importance of hand hygiene to reducing disease transmission.

Reference <http://www.cdc.gov/handhygiene/training/interactiveEducation/index2.htm> as you prepare your poster.

Your poster should address the importance of effective hand hygiene to health care workers using graphic images and symbols. The poster must be easily understood by people whose first language is NOT English and emphasize ONE of the following concepts:

- Harmful micro-organisms and their effects on a host
- Effects of antibacterial agents on micro-organisms
- Prevention of the harmful effects of micro-organisms

Your poster should:

- Be 8 ½” x 11”.
- Be neat.
- Be in colour.
- Include a pencil planning sketch showing the size and location of the primary graphic elements you intend to use.
- Include a list of sources used to compose the poster design (include complete URL for web-based sources).
- Be your own original work.
- Be easily understood by people who can't read English.

Your poster must not:

- Be anyone else's original work or contain elements of anyone's work for which you do not own the rights.
- Include graphics or images you did not create yourself.
- Include inappropriate or offensive words, graphics or images.

Task Specific Rubric for Graphic Poster

Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of factors affecting the concepts studied K/U	- only a few concepts are used correctly and/or appropriately	- some concepts are presented correctly	- concepts are presented correctly	- concepts are presented clearly and correctly
Selection and integration of information from various sources T/I	- only one or two sources are used	- some sources are used and/or the information is presented discretely	- a variety of sources are used and the information is well integrated	- a variety of sources, including some that would not be expected, are used and integrated seamlessly
Analysis of information T/I	- information has limited relevance for the audience	- some information that is relevant to the purpose and the audience is included	- information that is relevant to the stated purpose and the audience is included	- information relevant and supportive of the stated purpose and interesting to the audience is included
Communication of information C	- information is presented with limited clarity, in such a way that the audience may have difficulty with it	- some information is communicated clearly and is usually appropriate for the audience	- information is communicated clearly in various ways and is appropriate for the audience	- information is communicated clearly, in a variety of ways that engage the audience
Relationship to everyday activities MC	- few familiar examples are used, with links to the concepts presented requiring more clarity	- some familiar examples are used, with some links to the concepts presented	- familiar examples are used to link concepts presented	- familiar examples are used and consistently linked to the concepts presented

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.