

How I Got Here due September 13 at the beginning of class – PPT images due by e-mail to kcolville@elon.edu by Sept 12 at 9 pm.

Take the Washington Post's illustrated timeline as your starting point:

<http://www.washingtonpost.com/wp-dyn/content/graphic/2008/05/17/GR2008051700257.html>.

This timeline lists events and trends over the past 40-some years that may be contributing factors to our current US obesity rates. What contributing factors, influences and trends in your own 20-some years add up to where you are currently, health-wise?

Your task is to come up with at least 12 illustrations (personal photos or images cribbed from the web) and 12 short "blurbs" explaining them, displayed chronologically and in an aesthetically pleasing format. Try to fit this on one page (legal size paper if you need it). You may be as honest as you care to be, these timelines will not be shared with the class unless you choose to do so.

In addition, choose three images from your timeline that you will share in class. Create a 4-slide Powerpoint presentation with your name as the first slide, and one image (no blurb) on each of the next three slides, in chronological order. E-mail your PPT to me by September 12 at 9 pm. Nothing fancy, just the images; here's what mine looks like:



In class, you will have 1 minute to present all three slides. Prepare to tell us in one minute or less what these images mean to you and your current health status.

To examine your personal influences on your current health status, think broadly and use these questions as a guide:

- What were your childhood eating habits? Are they different now? Did you cook for yourself, eat as a family, have trouble making enough money to always have food on the table?
- Did you have an important influence in your life who was a model of healthy or unhealthy behavior? Maybe your cousin is a tri-athlete, or your dad smoked, or you may have lost someone close to you because of preventable illness. How did these people affect your habits around eating, exercise, mental health, and self-care?
- Did you have any medical issues of concern growing up that may have influenced what you could eat, how much and what types of exercise you could do, and how your family adapted?
- What was the health environment like in your schools growing up? Did you love or hate PE and why? What did you eat for lunch? What kinds of messages did you learn about health in school?
- What cultural/family influences affect your eating habits, exercise habits, mental health, education and self care? Did your family go to church every Sunday...and stop by KFC on the way home? Did you have a single parent who struggled to find time to cook and opted for easy, more processed foods? What influences from American popular culture affected you growing up and now?
- Do you aspire to a healthy adulthood, with nutritious food, regular exercise, contentment, and preventive healthcare as a norm in your life? What are you doing now to get there?

Here's how I plan to evaluate this project:

	Distinguished Performance	Above Average Performance	Average Performance	Passing despite Deficiencies	Failure	
Quantity						
	Number of blurbs and images	At least 12 images and corresponding blurbs.	12 images and corresponding blurbs	8-12 images and corresponding blurbs	6-8 images and corresponding blurbs	Less than 6 images and corresponding blurbs
Quality						
	Breadth	Blurb-images reflect personal influences in at least five dimensions (family, school, culture, role models, etc.)	Blurb-images reflect personal influences in at least four dimensions (family, school, culture, role models, etc.)	Blurb-mages reflect personal influences in at least three dimensions (family, school, culture, role models, etc.)	Blurb-mages reflect personal influences in at least two dimensions (family, school, culture, role models, etc.)	Blurb-mages reflect personal influences in no more than 1 dimension (family, school, culture, role models, etc.)
	Presentation--Written	Fits on one page with no grammar errors and clear, concise blurbs.	Fits on one page with minimal grammar errors and clear blurbs.	Fits on one page with several grammar errors and lengthy, unclear blurbs.	Fits on one page with distracting grammar errors and lengthy, unclear or missing blurbs.	> 1 page. Repeated grammar errors. Lengthy, unclear, missing, awkward or irrelevant blurbs.
	Presentation—Oral	1 minute. Variety of images. Strong, clear voice and efficient, informative, storytelling.	1 minute. Variety of images. Clear voice, minimal rambling or awkwardness; informative storytelling.	1 minute. Commonality to images. Some rambling and awkwardness. Informative storytelling.	> or < 1 minute. Commonality to images. Distracting rambling and awkwardness.	> or < 1 minute. Commonality to images. Unprepared, rambling, awkward or irrelevant.
	Timeliness	Both timeline and PPT handed in on time.	Both timeline and PPT handed in on time.	Both timeline and PPT handed in on time.	Either timeline or PPT is handed in on time, but not both.	Neither timeline nor PPT handed in on time.

Honor Code: Please include a written honor code statement on your timeline. Collaboration with fellow students in discussing this assignment is encouraged, so long as the goal of that discussion is to increase your own self-awareness and identify influences. The identification/location of images, writing of blurbs and formatting of the document should be entirely your own work. I'll take questions on the assignment until noon on September 12.