

**NIH SEPA Environmental Health Investigators  
PhotoVoice Curriculum: Lesson 9  
Grade Level: Middle School  
Duration: 1 hour**

## **Poster Creation**

### **Standards**

#### NGSS Connections to CCSS:

- CCSS.ELA-LITERACY.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- CCR Writing Anchor #2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### National Core Art Standards:

- 6th VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art.
- 6th VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design
- 7th VA:Cr1.1.7a: Apply methods to overcome creative blocks.
- 7th VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- 7th VA:Cr3.1.7a: Reflect on and explain important information about personal artwork in an artist statement or another format.

### **Objectives**

1. Students will develop an understanding of poster formatting and design.
2. Students will learn image manipulation techniques and develop an understanding of using color palettes.
3. Students will develop an understanding of utilizing images and content creation from different sources.

### **Materials**

- 8x10 of printed photo (1 per student)
- Printed/written final draft of narratives (completed during previous session)
- 11x17 in poster boards (1 per student)

- Supplies to make poster (glue, scissors, construction paper, writing/coloring materials, etc)
- “Making a better research poster” video: [https://youtu.be/AwMFhyH7\\_5g](https://youtu.be/AwMFhyH7_5g)

## Activities

**Bell Ringer:** Watch the video about making a better research poster. Have a brief discussion about creating a research poster and what to look for when students make their own. (5 minutes)

**Lecture:** Discuss the purpose of the final poster project. Explain that a research poster summarizes information or research and helps to publicize it and generate discussion in an aesthetically pleasing and easy to understand way. The poster is usually a mixture of a brief text mixed with tables, graphs, pictures, and other presentation formats. In this case, students will use images and narratives. (10 minutes)

**Activity:** Students will use their typed narrative and printed photograph to create a poster that will be presented to the class. Pass out photos, narratives, poster boards, and supplies. Allow students to work in small groups to make their posters. Explain the guidelines, setup and expectations for the final poster (ex. photo on top, narratives on bottom, with optional colored borders). The final product should have no mistakes so glue should not be applied until the instructor has reviewed the poster layout and given verbal approval for the student to proceed. (30 minutes)

**Discussion:** Ask students to look over their poster and help them fix mistakes. Ask them to discuss challenges they faced while working on the posters. Inform them that during the next session they will practice presenting their poster to an audience. (15 minutes)

## Resources

The Yale Poorvu Center for Teaching and Learning gives some tips for Implementing Posters in the Classroom: <https://poorvucenter.yale.edu/ImplementingPosters>

Scientific Poster Design: How to keep your poster from looking like an “abstract painting”: <https://hsp.berkeley.edu/sites/default/files/ScientificPosters.pdf>