**Mental Health Infographic**

**Overview** Infographics are graphic depictions of complex information (e.g., knowledge, data, concepts, ideas). This medium relies upon visual elements to communicate complex information clearly and concisely to diverse audiences. Infographics use evidence and practice-based data, compelling statistics, easy-to-read fonts, complimentary color schemes, simple charts, bold graphs, and other graphics to disseminate information in quick and easily digestible format.

For this project, you will work independently or in small groups.

**Assignment** As a group, decide on one health topic myth as the foundation for creating an infographic. For example, you could focus on [see below for topic examples]. Upon selecting a topic, your group will develop an infographic to disseminate the topic in a way that effectively communicates with diverse audiences. You may submit your assignment to be posted during ***Mental Health Week*** (for bonus marks).

**Mental Health Topics Ideas**

Anxiety

Eating Disorders

Bullying in schools/online

Mood disorders (depression)

Psychosis

Schizophrenia

Substance Abuse/ Addictions

Suicide

Attention-Deficit

Hyperactivity Disorder (ADHD)

Autism Spectrum Disorder (ASD)

Bipolar Disorder

Stress

**Class dates**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Procedure**

1. **Scoping**
	1. Familiarize with infographics. What makes on infographic more effective or engaging than another? Fonts/Elements/Layouts/Visually Appealing/ Concise/ Clear Message. Use examples for inspiration when designing your infographic – but DO NOT copy any content!
2. **Select**
	1. Choose a topic.
		1. Infographics should tell a story, identify causes and issues that are supported by evidence, and provide sustainable solutions. A phrase or short sentence is all that is required to communicate the idea, story or concept of your infographic.
		2. Be sure to test your topic with a few peers and ask for feedback regarding clarity and edit as necessary. Your group must submit your topic to the teacher for approval before creating your infographic.
3. **Research and Write (10)**
	1. Use skills developed to conduct reliable research (finding, assessing, and using credible articles/resources) to find evidence and data for your infographic. Resources should be current, provide reliable information, and have a transparent purpose. You must use at least 5 quality professional sources for your infographic. You will need to cite your sources.
	2. What essential information about the topic do you want your readers to understand and know? What are the most important pieces of knowledge about your topic? Write down key concepts and important information about your selected topic. Your infographic will include visual elements to communicate key concepts, information, and knowledge clearly, concisely, and captivatingly.
4. **Sketch (10)**
	1. Before you begin creating your infographic within the software of your choice, it is useful to conceptualize your graphic by sketching it. What is the story you are going to tell? Grab a pen, pencil, crayons, or other writing implements and visually organize your key concepts on paper. Draw a flowchart that shows what order the data should be presented. To be most effective:
		1. Being with a compelling title that tells your story or conveys your message
		2. Identify the cause or issue
		3. Present facts and figures that are quality and persuasive
		4. Discuss strategies to address the topic
5. **Develop and Design (20)**
	1. Explore various infographic software - FREE:
		1. Canva, PiktoChart, Visually, Visme
	2. Sign up for a free account using your school email and select a free template.
	3. Modify an existing template or begin with a blank canvas.
	4. Keep in mind that your aim is to build a visually appealing infographic that clearly and concisely communicates complex information to diverse audiences.
	5. Edit the template by double-clicking and replacing default text with information (e.g., facts, statistics, words, etc.) pertinent to your topic.
	6. Search for new graphical elements to include (e.g., charts, maps, icons, pictures, tables).
	7. Change colors of background or fonts.
	8. Applied ideas, concepts, strategies, graphs, images to infographic.
	9. Font
		1. No more than 2 different fonts, easy to read
	10. Colour
		1. 1-2 main colours for the background; 1-2 main colours for fonts
		2. Too many colours make the infographic difficult to read. Use colours that are complimentary of another and related to your topic. (eg. breast cancer=pink)
	11. Blank Space
		1. Do not clutter your infographic. Allow blank spaces split up your concepts, ideas and increase readability.
6. **Finalizing (30)**
	1. Previewing
		1. Zoom out to view your infographic in its entirely. Save document often.
	2. Peer review (10)
		1. Allow another group to review your infographic. Share your concept, idea, story you want to communicate and allow for constructive feedback.
	3. Editing
		1. Accept and apply edits from the peer review.
	4. **Submit (20)**
		1. **On time and to teacher.**

**Infographic Reflection (10)**

After you are done creating and revising your infographic, each group member will write a brief (i.e., 1-page or less) MS Word document that addresses:

1. What message are you communicating within your infographic?

2. Why did you choose this topic?

3. What did you like about creating an infographic?

4. What was challenging about creating an infographic?

5. What did you learn while creating an infographic?

6. How can you use infographics in the future?

**Self and Peer Evaluation (20)**

After your presentation, you will complete a self- evaluation and a peer-evaluation for each member of your group.

**Note for groups: Students who do not contribute to their group will receive zero points for their group project.**

**Final Evaluation**

|  |  |
| --- | --- |
| **Research and Write** | /10 |
| **Sketch** | /10 |
| **Develop and Design** | /20 |
| **Finalizing** | /30 |
| **Infographic Reflection** |  /10 |
| **Self Evaluation** | /10 |
| **Peer Evaluation** | /10 |
| **Total** | /100 |

**Infographic Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Extending** | **Proficient** | **Developing** | **Emerging** | **Insufficient Evidence**  | **Total** |
| **Research** **and Write** | **10-9** | **8-6** | **5-3** | **2-1** | **0** |  |
| Student demonstrated exemplary communication and research skills. Provided >5 credible sources.  | Student met expectations with demonstrated communication and research skills. Provided 4-5 credible sources.  | Student is developing skills to clearly communicate concepts and ideas. Student is developing skills to conduct quality research. Provided 2-3 credible sources.  | Student is advised to seek additional support with communicating clear concepts and ideas. Student is advised to seek additional support with conducting quality research. Provided 1 credible sources.  | Did not submit |  |
| **Sketch** | **10-9** | **8-6** | **5-3** | **2-1** | **0** |  |
| Provided >1 detailed sketch. Included ideas, colours, graphs, strategies, and layout choice.  | Provided 1 sketch with details. Missing 1-2 concepts.  | Provided 1 sketch with unclear ideas. Missing 3-4 concepts.  | Provided 1 sketch with incomplete ideas. Missing >4 concepts. | Did not submit |  |
| **Develop** **and Design** | **20-16** | **15-11** | **10-6** | **5-1** | **0** |  |
| Chose and signed up for free account. Applied ideas, concepts, strategies, graphs, images to infographic. Clear communication and flow of information. Easy to read and follow. Rough draft is included.  | Chose and signed up for free account. Applied ideas, concepts, strategies, graphs, images to infographic. Clear communication but information does not flow. Rough draft is included.  | Chose and signed up for free account. Missing 1-2 ideas, concepts, strategies, graphs, images. Unclear information and no flow. No rough draft included.  | Chose and signed up for free account.Missing >2 concepts. Incomplete information/story and does not flow. No rough draft included.  | Did not submit |  |
| **Finalizing** | **30-23** | **22-15** | **15-8** | **7-1** | **0** |  |
| Infographic is very clear and concise. Information provided tells an important story that engages reader. Graphics are relevant and informative. Peer edits are included. Submitted on time.  | Infographic is clear and concise. Information provided tells a story that engages reader. Graphics are relevant and informative. Peer edits are included. Submitted on time. | Infographic is unclear and hard to follow. Information unclear and confuses the reader. Graphics are not relevant. Peer edits are not included. Submitted late. | Infographic is unclear and hard to follow. Information unclear and confuses the reader. Graphics are not relevant. Peer edits are not included. Submitted late | Did not submit |  |
| **Infographic Reflection** | **10-9** | **8-6** | **5-3** | **2-1** | **0** |  |
| Thoroughly answered all reflection questions. Provided many quality details and ideas. | Answered all reflection questions. Provided quality details and ideas. | Did not answer all reflection questions. More details and ideas needed. | Did not answer all reflection questions. Little to no details provided.  | Did not submit |  |
| **Self & Peer Evaluation** | **20-16** | **15-11** | **10-6** | **5-1** | **0** |  |
| Submitted both self and peer evaluations. Provided positive feedback and constructive comments for improvements.  | Submitted both self and peer evaluations on time. Provided some feedback.  | Submitted self OR peer evaluation on time or submitted BOTH late. Did not provide any feedback.  | Only submitted 1 evaluation.  | Did not submit |  |

**Self Evaluation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Extending****10-9** | **Proficient****8-6** | **Developing****5-3** | **Emerging****2-1** | **Insufficient Evidence****0** | Total |
| **Project** | Fully contributed my effort and ideas to the group. Allowed peers the opportunity to contribute. Respected my peer’s time, effort, and ideas. Remained fully on-task while working. Made myself available outside of class-time to work on project.  | Mostly contributed my effort and ideas to the group. Sometimes allowed peers the opportunity to contribute. Sometimes respected my peer’s time, effort, and ideas. Remained mostly on-task while working Sometimes available outside of class-time to work on project.  | Rarely contributed my effort and ideas to the group. Sometimes allowed peers the opportunity to contribute. Sometimes respected my peer’s time, effort, and ideas. Rarely on-task while working. Never available outside of class-time to work on project.  | Rarely contributed my effort and ideas to the group. Never allowed peers the opportunity to contribute. Never respected my peer’s time, effort, and ideas. Never on-task while working. Never available outside of class-time to work on project. | Absent/Did not participate. |  |
| What I did well:What I need to improve: |

**Peer Reflection**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Extending****10-9** | **Proficient****8-6** | **Developing****5-3** | **Emerging****2-1** | **Insufficient Evidence****0** | **Total** |
| **Project** | Fully contributed effort and ideas to the group. Allowed peers the opportunity to contribute. Respected peer’s time, effort, and ideas. Remained fully on-task while working. Fully available outside of class-time to work on project.  | Mostly contributed effort and ideas to the group. Sometimes allowed peers the opportunity to contribute. Sometimes respected peer’s time, effort, and ideas. Remained mostly on-task while working Sometimes available outside of class-time to work on project.  | Rarely contributed effort and ideas to the group. Sometimes allowed peers the opportunity to contribute. Sometimes respected peer’s time, effort, and ideas. Rarely on-task while working. Never available outside of class-time to work on project.  | Rarely contributed effort and ideas to the group. Never allowed peers the opportunity to contribute. Never respected peer’s time, effort, and ideas. Never on-task while working. Never available outside of class-time to work on project. | Absent/Did not complete. |  |
| **\_\_\_\_\_\_\_\_\_\_\_** |  |  |  |  |  |  |
| **\_\_\_\_\_\_\_\_\_\_\_** |  |  |  |  |  |  |
| **\_\_\_\_\_\_\_\_\_\_\_** |  |  |  |  |  |  |
| Who did what well?Who needs to improve on what? |

**Examples**

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