



## 2019 Winter Exhibitions Schedule

### **February 20th**

**9:45am-11:45am**

*Traditional Medicine* - Driving Question: How and why did indigenous medical practices evolve in New Mexico? Students will educate judges about the evolution of medical practices in NM and demonstrate a home remedy.

*pH*-Driving Question: How and why do healthcare professionals test for and interpret pH in the body? Students will intro the pH scale, judges will test a few substances with litmus and universal indicator paper, then they will view a slide presentation about the 4 conditions relating to pH in the body, and go through a scenario where they make a diagnosis for the judge.

**1:15pm-3:15pm**

*Good Vibes (PE)*-Driving Question: How can we as a community become more mindful in self care and the balanced health of ourselves and others? The students will be learning how to schedule in time for their overall health. This will include, mental and physical health. They will create a workout plan for 4-weeks, and mental health plan for 4-weeks. These plans will include scheduling expectations, where they will go for each activity, and the expected costs for each plan and accessing self care for a specific condition.

*Explora* - Driving Question: How can we be role models who help students love math? Students will teach judges how to help children in their lives want to be more engaged in math by making it fun.

### **February 22nd**

**9:45am-11:45am**

*The Twilight Zone*- Driving Question: How do ethics save us from ourselves? Students will work in groups to act as an internal review board in which they will assess the ethical dilemmas in healthcare/research scenarios presented by the judges.

*Community Health Workers* - Driving Question: How can we as Community Health Workers serve our community through education and policy? Students will be discussing the role of the Community Health Worker in a socratic seminar style that answers the driving question. They will be expected to come from a common “setting” of a Community Health Worker.

*Staying Alive* - Driving Question: How can we support cardiovascular health in our community? Students will educate judges about cardiovascular risk factors and treatments. They will also share the importance of knowing CPR, as they all should be certified by the end of this trimester.

### **1:15pm-3:15pm**

*Dream Makers* - Driving Question: How does having a career in healthcare positively affect you, your family, and the community? Students will be interviewed by judges for a profession of the judge's choice. Students will be given a life event they will be required to talk about with judges (employers) about decisions impacted by the event.

*Stork Mythology* - Driving Question: How can income disparity impact pregnancy and childbirth in the United States? Students will educate the community on proper prenatal care around the US.

*Government* - Driving Question: How will you create, develop, and get a bill passed into law regarding an issue of significant personal importance? Students will educate judges about how government works, how a bill becomes a law, and present their passion bill.

### **February 25th: Re-Engagement Program**

#### **4:30pm-6pm**

*Early Childhood Literacy* - Driving Question: How do we as young people inform other young people about the importance of Early Literacy as it relates to culture and language? Students will present two books they created; one about early childhood development and the other about their own early childhood. Judges are encouraged to bring their children up to age 6 to participate.

### **February 26th: Re-Engagement Program**

#### **4:30pm-6pm**

*Ethnic Studies* - Driving Question: How does ethnic studies connect learning with student identity? Students will create and present retablos of someone significant in New Mexico or U.S. history.