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LIVING EARTH

*Community Empowerment:
Eradicating Disease*

Unit 2 Living Earth

Design Journal

Developed in partnership with:
Discovery Education

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Unit 2 Living Earth

Students will be able to:

Investigate different types of infectious diseases.

Discover what diseases affect the target audience.

Explore the role of a Community Outreach Campaign Team.

BACKGROUND

Over the past few decades, some major diseases, such as polio, the bubonic plague, and mumps, have been almost completely eradicated in many countries. This is due to understanding what causes infectious diseases and what actions can help eliminate them. Infectious diseases can spread throughout the world quickly and relentlessly. This means it is vital that we find ways to identify and treat these diseases. Children under the age of five are especially susceptible to infectious diseases.

Scientists work hard to study and find solutions to diseases. To do this, they have to have a firm understanding of how infectious diseases spread through populations and the pathogens that cause the diseases. Studying pathogens, variables that determine their spread, and ways to destroy them allows scientists to develop the vaccines and recommend procedures to prevent diseases to the public.

In 1796, Edward Jenner developed a vaccine for smallpox. Even after this important discovery, the importance of sanitation to prevent disease was not recognized until the late 1800s. At that time, many diseases were linked to drinking impure water and to unsanitary living conditions. Diseases including cholera, malaria, diarrhea, hepatitis A, and typhoid are common infectious diseases that result from unclean drinking water. There are still more than a billion people worldwide who lack clean drinking water and more than two billion who lack clean living conditions. Clean water is especially important in preventing diseases in children under five.

From a presence in research, to a lack of trust in medicine, to availability of vaccines and treatment, many people of color and other disadvantaged groups in the US and globally face inequity as they seek medical treatment for infectious disease.

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Unit 2 Living Earth

Disease Education Report

Posts and Communication Created for the Disease Education Social Media Posts Slide Deck

Community outreach or health campaigns can have a powerful impact on awareness as they combine information and education with visual and audio elements to bring awareness and change to a community issue. The first steps in the creation of an outreach campaign is to understand the problem and identify the audience that is being impacted negatively. This project will focus on infectious disease and the inequality that some groups or populations face when seeking medical care and finding access to data and information about their own health.

You are part of a team that is tasked with creating a community outreach campaign to inform and influence people in a community that struggles with health literacy about an infectious disease they are facing. Your community outreach campaign should address issues related to disparities in healthcare and access to treatments or prevention associated with your disease. In your role as a project manager, community education specialist, web design specialist, or media specialist, you will choose a community profile and work with your group to research information about the challenges the community faces when dealing with disease and health-related issues. The group will create a community outreach campaign that will provide community members with education about infectious diseases, treatments, health care availability and data on disparities in health care for their community. An informative ad or

infographic, PSA video calling community members to action, a mock social media outreach, or other advertisements for communication will be added to the campaign website.

IMPORTANT NOTE: This project does not actually have students post directly to social media platforms due to the sensitivity around using social media in the classroom and the potential issues of having students create social media accounts for this project. Instead, students are creating posts for the social media platform they choose, but are not actually posting on the platform. Options will be suggested for ways to reach the target audience of their social media posts including:
- Teachers managing a class social media account for the students.
- Classes providing ideas and content to be shared on school social media platforms.
- Students share their social media posts directly to identified community leaders via email or other form of communication.

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Proposal Requirements

Research for the project must include:

1 Definition of different infectious diseases (viral, bacterial, parasitic).

2 What conditions allow the disease to exist and persist within the identified community.

3 How the disease impacts the people in their community.

4 How the disease impacts the body, disrupts the homeostasis of the body system.

5 The social and emotional impact of the disease.

6 Data on prevalence of infectious disease in their community or region with a separation of various ethnic or socioeconomic groups (if available).

7 Information on where clinics and treatment might be available in the community or websites to get information about treatment options.

The Disease Education Report must include:

1 Disease Background

2 Disease Impact

3 Disease Causes

4 Disease Context (Conditions that give rise to the disease)

5 Disease Treatment

The posts and communications must include:

1 All portions of the mock social media profile completed in an appropriate and relevant way.

2 Informative postings, pictures, and comments that convey data and the message of the project to the target audience.

3 A clear topic and message that is conveyed in a graphic way.

4 Incorporation of data to support the topic or message from appropriate and credible sources.

5 Pictures or graphics to support the data.

6 Background information on inequity in healthcare in disadvantaged communities that helps to explain why this is an important issue related to human health.

7 A clear message for a specific target audience, which may include a slogan or catchphrase.

8 It should be engaging and appropriate for the target audience.

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Project Design Process Journal

Name

_____

_____

Start Date

_____

Due Date

_____

Team Members

_____

_____

_____

_____

_____

_____

_____

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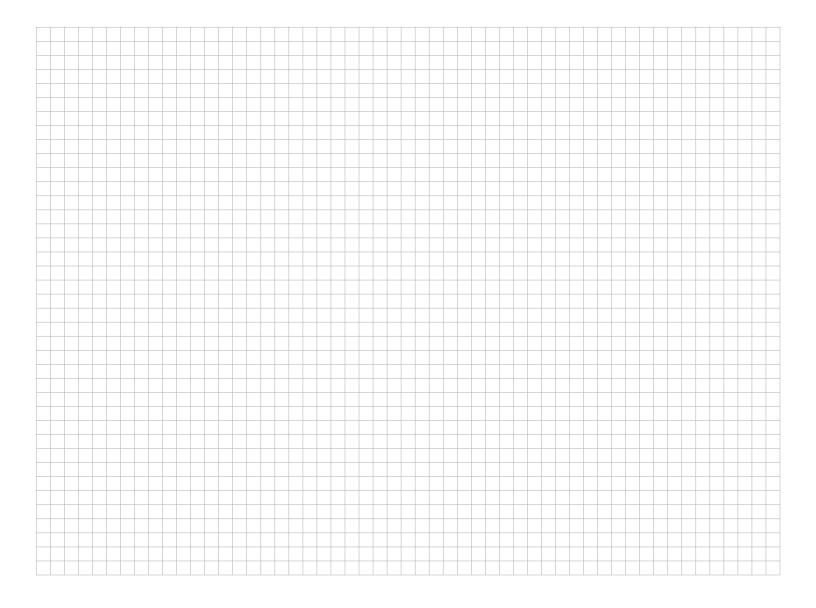Engineering Design Process Journal

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Step 1: Define the Problem

According to the information from the community profile your group has chosen, what is the problem and/or the need that justifies the need for a community outreach campaign?

_____

_____

_____

What evidence do you see of this problem when you think about what you have learned in the other lessons for this unit?

_____

_____

_____

Below are the requested products. Describe what needs to be communicated in each product.

Disease Education Report

1 _____

2 _____

3 _____

Posts and Communication Created for the Disease Education Slide Deck

1 _____

2 _____

3 _____

How can a proposed design increase a person's ability to obtain information and access to healthcare when faced with disease?

_____

_____

_____

What are the constraints for your community outreach campaign?

_____

_____

_____

What are the critical questions needing answers in order to be able to produce these components?

1 _____

2 _____

3 _____

What do you already know about these questions?

_____

_____

_____

What resources will you use to find out more information about these questions?

_____

_____

_____

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Engineering Design Process Journal

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Step 2: Brainstorm

Discuss initial ideas for your campaign with your group. In the space provided, create a concept map, flow chart, or other type of graphic organizer showing how you might connect information about an infectious disease to the issues of health care inequity in your chosen community. What will the goal of each piece of the campaign be to inform and inspire?

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Engineering Design Process Journal

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Step 3: Research and Generate Ideas

On the table below, think about possible questions you need to answer to gather more information prior to committing to one of your ideas. What resources are available to assist you in answering your questions?

Resource List

_____

_____

_____

Possible Questions Generate a list of specific questions that need to be answered	Collected Information to Answer the Question	Any Additional Ideas Uncovered or Generated During Research Notes or sketches

Possible Question starters:
— What are some additional demographics or background that might be helpful to know about your chosen community?
— Has the problem of inequity in healthcare been addressed previously? If so, what was not effective or what allows the problem to continue?
— What will the target audience be for this campaign?
— What data resources might be helpful when creating the campaign?

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Lesson Connections

LESSON 1: Infectious Diseases
Use the capture sheets and information learned from this lesson to answer the following questions:

How has Covid-19 impacted our community?

How can a community outreach campaign be used to combat diseases in a community?

How do different types of infectious diseases impact our bodies and communities?

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Engineering Design Process Journal

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Making Connections

What I learned from this lesson:

How this connects to the project:

Which part(s) of the project does this lesson address and how might it be used?

Research

Disease Education Report

Posts and Communication Created for the Disease Education Slide Deck

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Engineering Design Process Journal

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Lesson Connections

LESSON 2: Disease Transmission and Cause
*Use the capture sheets and information learned from this
lesson to answer the following questions:*

How are the different causes of infectious diseases similar and different from one another regarding their transmission and effects on the body?

How is our body organized to make it work properly?

How do the various body systems work?

How do diseases impact the body system?

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Engineering Design Process Journal

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Making Connections

What I learned from this lesson:

How this connects to the project:

Which part(s) of the project does this lesson address and how might it be used?

Research

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Engineering Design Process Journal

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Lesson Connections

LESSON 3: Disease Impact
*Use the capture sheets and information learned from this
lesson to answer the following questions:*

How do you design an experiment around an experimental question?

How does the body maintain homeostasis?

How does the process of mitosis help maintain homeostasis in the body?

How does infectious disease disrupt the homeostasis of an infected person's body?

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Engineering Design Process Journal

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Making Connections

What I learned from this lesson:

How this connects to the project:

Which part(s) of the project does this lesson address and how might it be used?

Research

Disease Education Report

Posts and Communication Created for the Disease Education Slide Deck

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Engineering Design Process Journal

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Lesson Connections

LESSON 4: Persistence of Disease
*Use the capture sheets and information learned from this
lesson to answer the following questions:*

How does an infectious disease spread through a community?

How can social and environmental variables contribute to an infectious disease spreading in a community?

How can we use communication strategies to help overcome health literacy issues?

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Engineering Design Process Journal

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Making Connections

What I learned from this lesson:

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How this connects to the project:

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Which part(s) of the project does this lesson address and how might it be used?

Research

Disease Education Report

Posts and Communication Created for the Disease Education Slide Deck

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Lesson Connections

LESSON 5: Treatment and Prevention
Use the capture sheets and information learned from this lesson to answer the following questions:

How is mRNA similar and different from other types of vaccines?

How do vaccines cause the body to generate disease specific antibody proteins to fight a specific disease?

How does protein synthesis produce specific antibody proteins to fight a specific disease?

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Engineering Design Process Journal

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Making Connections

What I learned from this lesson:

How this connects to the project:

Which part(s) of the project does this lesson address and how might it be used?

Research

Disease Education Report

Posts and Communication Created for the Disease Education Slide Deck

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Engineering Design Process Journal

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Lesson Connections

LESSON 6: Community Empowerment
Use the capture sheets and information learned from this lesson to answer the following questions:

How can the disease be eradicated from the community you are focused on helping?

How can you deliver a speech that helps convince people to follow a certain course of action?

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Engineering Design Process Journal

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Making Connections

What I learned from this lesson:

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How this connects to the project:

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Which part(s) of the project does this lesson address and how might it be used?

Research

Disease Education Report

Posts and Communication Created for the Disease Education Slide Deck

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Step 4: Identify Criteria and Specify Constraints

What are specific criteria and constraints for your chosen outreach campaign?

Criteria

_____

_____

_____

_____

_____

_____

Constraint

_____

_____

_____

_____

_____

Potential Materials Needed

_____

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Engineering Design Process Journal

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Step 5: Explore Possibilities

Review your ideas from the Brainstorm and Research sections of your Design Journal. Explore some of your ideas with more detail. Record your exploration in the space below. Possible explorations can reflect testing, experiments, simulations, peer review, etc. Be sure to include any data collected or group discussion and feedback.

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Step 6: Select and Approach

Use the following decision matrix to assist you in selecting one of your ideas for further development. To use the tool, complete the following steps:

1   Enter the criteria and constraints of the project you recorded earlier in the first column.
2   Use a numeric value to rate each solution against the criteria or constraint. (2 = totally meets the requirement, 1 = somewhat meets the requirement, 0 = does not meet the requirement)
3   Total the columns and circle the highest score.

Criteria or Constraint	Sketch/Idea 1	Sketch/Idea 2	Sketch/Idea 3

Other criteria: A single rating for your own "nice-to-have," desirable criteria and universal design criteria (such as *Robustness, Aesthetics, Cost and Resources, Time, Skill Required, Safety):*

Totals			

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Step 7: Develop a Design Proposal

Now that your team has decided on the best solution, you need to develop a plan to create your community outreach campaign. Some of these components will come in at different points during the unit. Your solution proposal must include the following components:

1   Background information on the community your challenge focuses on and the inequity in access to healthcare and information that the community faces.
2   Statistics and data showing the prevalence and disparities related to information, treatment, and access to healthcare, as well as case studies or examples showing that information can help prevent or diminish the disease in the community.
3   A graphic organizer showing how you will connect research, data, and campaign components to influence and educate your chosen community.
4   Information about the demographic(s) of your community and the reason(s) why they face inequity.

Your written solution proposal may be attached to this folio, inserted into the space below, or submitted digitally according to the instructor's direction.

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Engineering Design Process Journal

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Step 8: Campaign Design

In the space below, create a storyboard of your effective
pitch from Lesson 6. Use your Disease Education Report and
Community Communication Posts to communicate how to
eliminate the infectious disease in the target community.

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Engineering Design Process Journal

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Step 9: Evaluating the Design

How will you evaluate or obtain feedback about your community outreach campaign?

_____

_____

_____

_____

_____

_____

What data will you collect during evaluation?

_____

_____

_____

_____

_____

_____

In the space below, document the type of evaluation you conducted and the results.

Description of Test Performed

_____

_____

_____

_____

_____

_____

Test Results

_____

_____

_____

_____

_____

_____

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Step 10: Refine the Design

How might you refine your ideas or design based on the feedback you received in Step 9?

In the space below, document the refinement(s) you imagined and if you decided to change your design for the product, explain why.

Refinement(s) Considered due to Evaluation Questions

Explanation of change, if made

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Step 11: Modify and Present

What changes (if any) did you make to your campaign after data and feedback in the Evaluation step of this project?

Presentation of the Product
The community outreach campaign platform (website) must include:

1   An education section that will inform community members about the science of treatment for infectious diseases, the production of vaccines, and data on the inequity the community faces.
2   An ad or infographic that will inform the community about the problem with inequity in medicine.
3   A PSA video that will call for action from the community members to demand equity and equality in healthcare.
4   A mock social media profile that can show outreach and a method for communication of information for the community.
5   Features that are targeted to your specific audience. (For example, if your target audience is non-english speaking, it may be helpful to add pages that are translated in that language or record a second PSA video with a voiceover in the native language of that group.)

Explain in the space below, if this were for an actual community outreach campaign challenge (rather than a fictional one) what further work would need to be done to prepare the campaign for actual implementation in the community?

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Step 12: Communicate Processes and Results

In addition to your presentation format outlined in the guidelines in the journal, answer the following questions about your solution.

1   What were the best things about your campaign?

_____

_____

_____

_____

_____

_____

_____

2   What were the weaknesses of your campaign?

_____

_____

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3   How would your campaign change if you were to share your campaign with another of the communities from the community profile choices? Explain the reasoning behind any changes or improvements you would make.

_____

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