Debriefing Community

This is the last task of Part Two: Community.

Objective

In this task, we will debrief Part Two: Community. This is good to do before we move on to the next part. Each debrief will be very similar and is broken down into the same parts. The objective is to think about and discuss helpful information that was gathered during that part.

1. Remember the team norms.
   • Recognize the benefits of listening to a range of different perspectives and viewpoints.
   • Be open to new ideas and perspectives that challenge your own.
   • Be willing to cooperate with others to change things for the better.

2. Remember to use your meaningful conversation starters as needed throughout this discussion.
   • I agree with ________________ because…
   • I disagree with ________________ because…
   • I’d like to go back to what ________________ said about …
   • I’d like to add ________________
   • I noticed that …
   • Another example is …

3. Remember when you are making claims from evidence to use the following sentences.
   • I think this claim is best supported because …
   • I do not think this claim is best supported because …
   • I think this piece of evidence supports this claim because …
   • I do not think this piece of evidence supports this claim because …
4. Go to the Task 2-6 folder to get Debriefing Community instructions. There is only one version of the debrief.

5. Follow the instructions in the task folder to complete the five sections of the debrief.
   • Question Map Analysis
   • Community Partners
   • Perspectives
   • Identity
   • Problem Question

Hooray! You completed Task 2-6 and Part Two. Check it off the task list.

Congratulations, you have completed Part Two of your research. Give yourself a pat on the back. You now know more about what your community thinks about mosquitoes. Keep this research easily available. The next part of your research will focus on understanding the life of the mosquito. The team will need to learn more about the mosquito as an animal. This includes learning about:
   • Different types of mosquitoes
   • Life cycle of mosquitoes
   • Where mosquitoes live
   • What mosquitoes eat
   • What are the behaviors of mosquitoes

Continue to Part 3: Life
Task 2-6 Debriefing Community

**Question Map Analysis**

1. Look at your team question map from Task 1-10. Are there any questions on your map that were addressed in Part Two: Community?
2. What evidence did you collect during Part Two that could be useful to answer any questions on your question map?
3. How could this evidence or information be useful to help develop a solution to the problem question: How can we seek to ensure health for all from mosquitoes?
4. Take time to rearrange, update, or modify any questions on your question map at this time.

**Community Partners**

1. As a team, look over the list of community partners created in Task 2-5.
2. As a team, determine if there are any community partners you could contact to get more information about the research questions you identified on your question map from Task 1-10.
   - Make a plan as a team to communicate with these partners.
   - Create a list of questions you would like to ask the partners.
   - Email, phone, or write to each partner with your questions.
   - If your team decides it's appropriate, invite the partner to meet with the team. Use your list of questions to have a conversation with them.

**Perspectives**

1. Use the Research Perspective Opinion Continuum Activity setup from Task 1-7 (Mosquito A or Mosquito B setups from Task 1-7 both work here) to discuss each perspective statement below.
2. Do this activity as individuals or in small groups. If done in small groups, each group sends one representative to the continuum.
3. Remember, pose each statement, take a minute, and let each team member or group think about their position on that statement.
   - Remember, the continuum goes from one side or corner of the room to the other; from “strongly agree” to “strongly disagree.” Then there is “not sure” in the middle.
   - Explain that relative location is also important; that is, standing closer to the strongly agree or strongly disagree side of the room means you feel very strongly about this statement. If you only agree or disagree slightly, then being closer to the midpoint is a physical way of stating the way you think and feel about the issue.
Social: I think it is acceptable that not everyone in our community has an understanding of mosquitoes.

Ethical: I think it is acceptable for some people to be affected more than others by mosquito-borne diseases in my community.

Environmental: I think understanding the number of times a mosquito bites in a day is not useful to solve the problem.

Economic: I think some parts of the community have a greater risk of mosquito-borne diseases because they cannot afford to have communication media or technology in their home.

Move to a whole team discussion.

- Remember, team members must back up opinions with information and other team members must listen carefully to one another.
- Can individual team members explain to the team the reasons for their position on the continuum?
- How many team members changed their positions after hearing people talk during the whole team discussion?
- What led you to change your mind?
- Ask team members on both sides of the issue to identify what they believe to be the strongest arguments and reasons they heard from the opposing side.

Identity

- Look at your personal and team identity maps from Tasks 1-1 and 1-5. What aspects of your or your team’s Identity might influence your opinions on the perspective continuum?
- How might your decisions be influenced by these parts of your identity?
- Have any parts of your identity map changed?

Problem Question

Is there anything you learned in this discussion that would be useful when thinking about the problem question: How can we ensure health for all from mosquitoes?