Debriefing Life

This is the last task of Part Three: Life.

Objective

In this task, we will debrief Part Three: Life. This is good to do before we move on to the next part. 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 3-7 folder to get Debriefing Life 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 3-7 and Part Three. Check it off the task list.

Congratulations, you have completed Part Three of your research. Give yourself a pat on the back. You now know more about the life of the mosquito. Keep this research easily available. Think about how it could help with your final project. The next part of your research will focus on understanding more how diseases are transmitted or spread to humans. This includes learning about:

- Mosquito-borne disease distribution
- Disease hosts
- Factors that affect transmission

Continue to Part 4: Transmission
Task 3-7 Debriefing Life

**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 Three: Life?
2. What evidence did you collect during Part Three that could be useful to answer any questions on your question map?
3. How could this evidence or information be useful to develop a solution to the problem question: How can we seek to ensure health for all from mosquitoes?

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 these 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 community partner to meet with the team. Use your list of questions to have a conversation with them.

**Perspectives—Four Corners Strategy**

1. Label four corners of the room with the following signs: Social, Economic, Environmental, Ethical. If you do not have corners, just mark four different areas in the room.
2. Four different statements will be read to the team, one at a time.

**Statements**

- People in our community need to learn more about different types of mosquitoes.
- Not all mosquitoes are harmful to humans and not all should be killed.
- Male and female mosquitoes have some different feeding habits and behaviors.
- Local organizations and governments should only think about the mosquitoes that cause human problems when spending money on a solution.

3. After each statement is read, take a minute and let each team member think about which category they think this statement best belongs in: Social, Economic, Environmental, or Ethical.
4. You can write down your answers and reasons for your choice, if you would like.
5. All team members should move to the corner that corresponds to their choice.
6. 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 at that corner?
   - How many team members changed their positions after hearing people talk during the whole team discussion?
   - What led you to change your mind?

Identity
- Look at your personal and team identity maps from Tasks 1-1 and 1-4. What aspects of your or your team’s identity might influence your opinions on the perspectives?
- 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?