

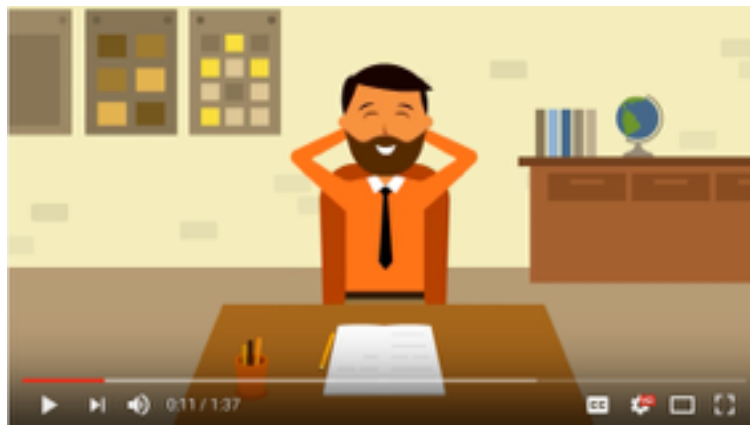
## Unit: Preventing the Infectious Flu

What is the best way to prevent the flu from spreading in our school?

### Driving Question:

My driving question is: What is the best way to prevent the flu from spreading in our school? This question warrants in-depth study because it encourages students to observe and consider the different prevention methods and identify which idea would be most effective for our school and community. This topic is very relevant because the fall season is always haunted with flu season, and if less kids in the school get sick, it becomes a more enjoyable time for everyone. My driving question provides many learning opportunities for my students, including evaluation, analyzation, presentation, and defense. With this question, they will be expected to assess the different prevention methods, analyze how effective they could be in our school and community environment, present their idea on what would work best, and lastly, defend their impressions amongst the other groups within the classroom.

### Grabber:











For my grabber, I would use a YouTube video called Flu Prevention Song for Kids (<https://www.youtube.com/watch?v=mQ2UkgAFaEw>). This is a catchy song all about the different ways to prevent the flu and other germs from spreading. There are many different pieces of information for my students to use in their projects, and because of the song's catchiness and interesting visuals, they will be more inclined to pick their favorite practice and consider other possibilities. Once they see this video, they can think about what their own parents do when they get sick, and why it is effective or not effective in protecting their peers from the infectious germs. Most likely, my students won't have seen this video before, so in their minds it will be original and will help to root their ideas and motivation into their minds. The video is extremely relevant to my driving question; it is all about different ways that we can prevent the flu from spreading. For example, the song states different ideas such as: covering your mouth when you sneeze, coughing into your arm, refrain from touching your eyes, nose, or mouth, washing your hands for 20 seconds, etc. This grabber will be used by giving my students their general ideas and inspiration, and allowing them to reference the video song while working on their projects.

### Culminating Activity:

After splitting the class into small groups, each group will create a poster and presentation to share with the class. On this poster, they should include which prevention method is best and how we can implement it within our school building. To cumulate their information and conclusion, the students will be allowed to use computers and online resources (such as <http://kidshealth.org/en/kids/center/flu-center.html>), along with talking to different people in our school, such as teachers, parents, and the school nurse. After considering all of the different prevention methods, they will decide which works best and create their poster, including their claim, evidence, and conclusion. This activity is authentic because the students will

have to work together to create the poster and presentation points in class. This isn't something that they will have done outside of my second grade classroom, so they will need to use their background knowledge and in-class observations to create their conclusion. This activity will do a great job of allowing students the opportunity to present and defend problem-solution because they will have to come up with an idea, test in, observe its success around the school, and then compare it to other ideas they have had. Within their groups, different members can suggest different ideas or rebuttals, and together they must work cohesively to compromise their ideas. If one student in a group feels that getting a flu shot is most effective, but another student provides the example that both he and his sibling got the flu even with the flu vaccination, the students have to go back to their brainstorming and find a new concept to consider. For another example, if a student feels that washing hands is the most effective and another student argues, that initial student can stand up for their idea and provide evidence that their idea should be the correct prevention method for their presentation. To evaluate their posters and presentations, I will give this rubric to my students:

Criteria	Excellent 	Good Job 	Getting There 	Nice Start 
<b>Content (Prevention method/ evidence)</b>	Students have stated an obvious and clear claim of what the most effective prevention method of the flu is. To support their statement, they use at least three different pieces of evidence (such as talking to a school nurse or parent, online resources, and/or personal experiences).	Students have stated a claim, but there may be a little confusion or it isn't developed enough. Students have provided two/ three sources of evidence, but they may not support the claim effectively.	Students have started the process of stating a claim, but their ideas are still unorganized. We don't understand which prevention method they chose or why. Including one/two pieces of evidence, it is unclear how the group decided which methods to include.	Students have watched the video but haven't developed their own ideas. They grasp the different prevention methods people use, but haven't applied them to themselves, the school, or the project.
<b>Poster</b>	The poster is neat and visually appealing. The reading is legible and the students use pictures and clipart to help engage other student groups. The prevention method is clear and each piece of evidence is clearly explained and displayed.	The poster is somewhat disorganized but the information can be found. The poster doesn't help in allowing student groups to find information easier. The prevention method and evidence is on the poster, but not clearly explained.	The poster isn't complete. It cannot be read clearly and/or doesn't include all of the necessary content. The poster doesn't have any color and is bland to look at. Other student groups cannot identify the group's claim or evidence. There isn't enough detail to prove that the students considered each prevention method and evidence strategies.	The poster is not complete and does not have good information. There is nothing visually appealing about the poster and there is not enough information to consider the content excellent. Students need to continue working before advancing on the rubric.
<b>Presentation</b>	Students present their claim, evidence, and reasoning to the class. Using all of the content they have, each student in the group speaks and shares their participation in the group. Students engage other classmates and participate in discussion.	Students present their information, but don't include specifics about the claim, evidence, and reasoning. Not all students speak and it is difficult to understand their projections.	The students don't share their claim, evidence, and reasoning. It is unclear how the students came to their conclusions. It seems like only one/two people did the work in the group, and they cannot answer their peers' questions or comments.	The students attempt to address the class, but the presentation is weak. They cannot identify their claim, evidence or reasoning. Their speech is muffled and the students can't engage in active discussion or evaluation.

Criteria	Excellent 	Good Job 	Getting There 	Nice Start 
<b>Participation</b>	All students actively completed in this project. The students were cooperative and worked together to find their evidence and develop their content. They worked equally on the poster and were positive in the presentation portion.	Not every student worked actively and together. It is hinted that specific students did more or less than others. They didn't all work together on the other portions (content, poster, and presentation).	Only one/two students completed the projects. Students were off-task and distracting to their group members. When given time to work, students did not utilize their time and had difficulty staying focused on developing their project.	Students did not work together and did not use their time effectively. With almost nothing completed, it is clear that they need more assistance and less independence.