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5-229

Flu Pandemic

Introduction

According to the Center for Disease Control and Prevention, although the flu shot has a 36% effective rate, people are increasingly dying from the flu city-wide.In the month of January, there was an increase in deaths due to the flu. However, just under 10% of U.S. death certificates list flu or pneumonia.

Even though the vaccine is not as powerful as the government hoped, it can still lessen the flu severity, keep people out of the hospital, and save lives from the flu pandemic. Precautions people should take if they have the flu are staying home from work or school to prevent spreading the flu, as well as getting vaccinated if they have not done so already.

Task

Your task is to create a Power-Point presentation using the Public Policy Analysis (PPA) method to explain the nature of this current pandemic and to teach your classmates and other students how to fight the flu pandemic. Below are the six steps to help you complete this assignment.

1. What is the problem?
2. Where is the evidence?
3. What are the causes?
4. What is the existing policy?
5. What Policies can you create to help the problem?
6. What is the best Policy to correct the problem?

Process/Resources

Process

A. Your teacher will assign you into a group of six and each person will be given a role.
1. Group leader: Responsible for keeping the team on task
2. Researchers: Responsible for the materials
3. Spokesperson: Responsible for presenting
4. Note-takers: Responsible for recording

Scenario:
Class 5-229 has been chosen to work with The Center for Disease Control and Prevention in developing a more effective vaccine to stop the spread of the flu.

Using a map, determine which city has the most reported cases of the flu. With your group, brainstorm your problem and then determine how you can create a vaccine that would work to stop the flu pandemic. Your group will present your findings to your classmates and other students in the school.

- Define the Problem
- Gather the Evidence
- Identify Causes
- Evaluate a Policy
- Develop Solutions
- Select best Solution

1. **Identify The Existing Problem**
2. **Gather Evidence**
3. **Identify The Cause Of The Problem**
4. **Evaluate Existing Policies**

5. Develop Solutions

6. **Select Best Solution**

Activity Sheets

1. **Define the Problem** - A social problem is a condition that at least some people in a community view as being undesirable. (e.g. crime, drug abuse, Bullying)
   a. Example
   b. Worksheet 1
2. **Gather Evidence** - is giving data about the problem. (e.g. statistic, article by experts, and case studies)
   a. Example
   b. Worksheet 2
3. **Identify the Cause** - Medical researchers try to identify the cause of various diseases. For example, Dr. Jonas Salk virtually eliminated polio when he identified the virus that caused it. Likewise, if policymakers can identify the causes or factors that contribute to a social problem, then they can develop public policies to eliminate or lessen these causes or factors.
   a. Example
   b. Worksheet 3
4. **Evaluating Existing Public Policy** - evaluating an existing policy or product can lead to improvements. For example, urban schools had very lax security policies, but now that has changed because of the many school shootings. If you examine the existing policy and it does not work then you have to make changes to it.
   a. Example
   b. Worksheet 4
5. **Develop Solutions** - This means to find another way or alternative. For example, one way to do so is to eliminate or lessen the causes or contributory factors.
   a. Example
   b. Worksheet 5
6. **Select Best Solutions** - Feasibility and Effectiveness. Feasibility refers to the likelihood that your policy would be enacted by the government or government agency. Effectiveness refers to the likelihood that your policy will produce results that lessen the social problem.
   a. Example
   b. Worksheet 6

Resources

- **[Tracking flu cases throughout New York State](#)**
- **[Influenza Activity, Surveillance and Reports](#)**
- **[Influenza Laboratory-Confirmed Cases By County: Beginning 2009-10 Season](#)**
- **[NYS Flu Tracker](#)**

Evaluation

Rubric

Student Name:				
Category	**3**	**2**	**1**	**Points**
Organization	There is a logical sequence of information. Title slide and closing slide are included.	There is some logical sequence of information.	There is no logical sequence of information.	
Content	Presentation covers the topic and completely and in depth information is clear, appropriate,	Presentation included some essential information. Some information is confusing,	Presentation includes little essential Information. Information is confusing.	

	and accurate.	incorrect or **f**lawed**.**	Inaccurate, or flawed.	
Multimedia Design (text, graphics, sound, video animation	Presentation is attractive and appealing to the viewer (s). Slides have an appropriate amount of text. At least 3 images/graphics are used.	Most multimedia elements contribute to the presentation. Some slides may have too much text. At least 1-2 images/graphics are used.	Multimedia is absent, or if used distracts from the presentation. No images/graphics are used.	
Language	Spelling, grammar, capitalization, punctuation, are accurate.	There are minor problems in spelling, grammar, capitalization, and punctuation usage.		
Appearance	Presentation is attractive and appealing to the viewer (s), the design is colorful, organized, and text supports the graphics	Presentation is Somewhat appealing to the viewer (s). Presentation is somewhat colorful and organized and the text somewhat supports the graphic.	Little or no attempt has been made to make the presentation appealing to viewers. Presentation is not colorful or organized. Text does not support the graphic.	
Total Score				**16**
Comments				

Conclusion

Congratulations! You have provided a valuable service for your class and school. Information about the nature of the current flu pandemic will be useful to everyone who sees your work!

Standards

English Language Arts Standards: Speaking & Listening Grade 5

CCSS.ELA.Literacy SL 5.1

CCSS.ELA.Literacy SL 5.3

CCSS.ELA.Literacy SL 5.5

English Language Arts Reading: Literature Grade 5

CCSS.ELA.Literacy RL 5.2

CCSS.ELA.Literacy RL 5.3

CCSS.ELA.Literacy RL 5.7

Science Standard 5.4

Students will understand and apply scientific concepts, principles and themes pertaining to the physical setting and living environment and recognize the historical development of ideas in science.