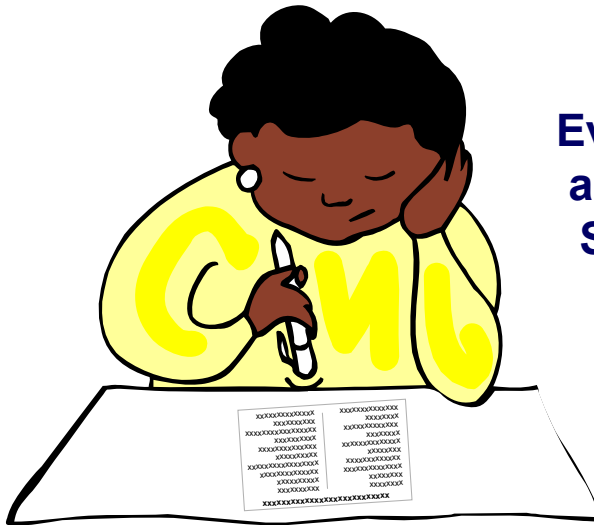


Evaluating an Actual Strategy



Evaluating an Actual Strategy

Part 1

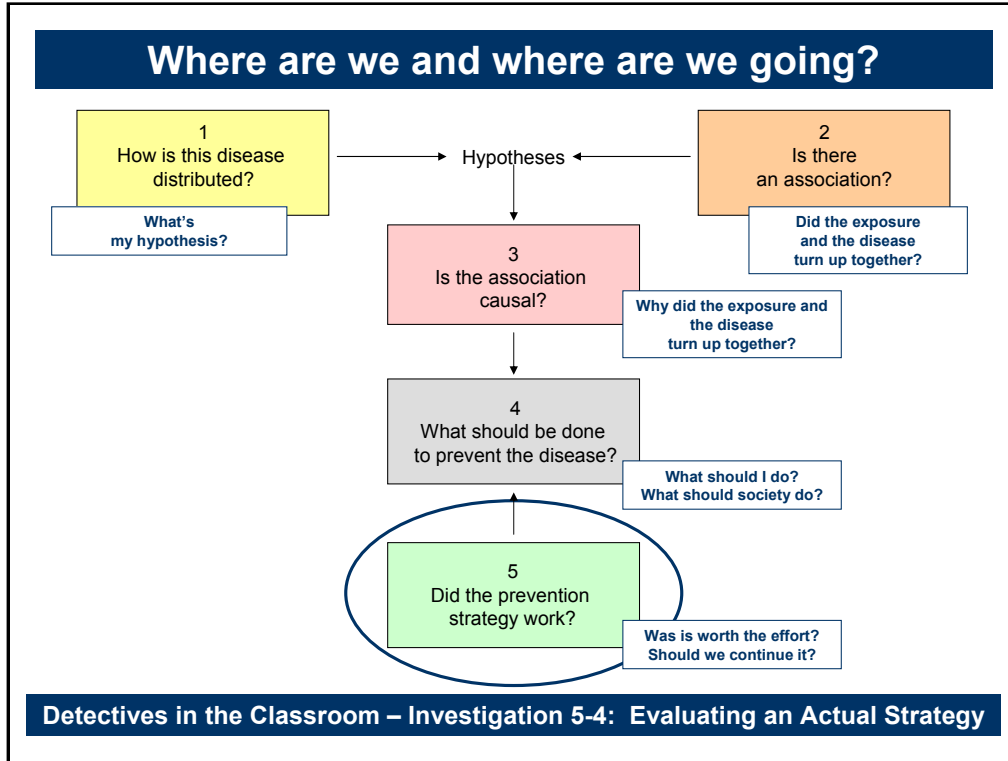
Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Tell students that **Investigation 5-4: Evaluating an Actual Strategy**, is divided into two parts and takes two class periods to complete.

In Part 1, students will create a plan for evaluating an actual risk management strategy.

In Part 2, Epi Teams will present their plans for evaluating the strategy.

Next Slide



Remind students again that in the Module 5 investigations, they are learning how to answer the question “Did the prevention strategy work?”

Next Slide

Review

Risk Management
Steps taken to reduce the levels of risk to which an individual or a population is exposed.

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Ask students to find “Risk Management” in the **Epi Talk** list.
Review the definition of “Risk Management.”

Next Slide

Eddie Eagle



**“... to prevent gun accidents ...
if they (children) encounter a firearm.”**

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Tell students that in April 2003, the website for the National Rifle Association (NRA) stated that “The Eddie Eagle GunSafe® Program was a comprehensive curriculum for parents, teachers, law enforcement personnel, and others to teach pre-kindergarten through 6th-grade schoolchildren to prevent gun accidents through a simple, memorable four-part plan of action if they encounter a firearm.”

Ask students:

- Is this is a risk management strategy? (Yes)

Next Slide

Eddie Eagle

What is the Eddie Eagle Program?
 Why Teach the Eddie Eagle Program?
 Program Features
 Awards & Recognition
 Program Materials
 Order Materials
 Staff Training
 Mascot Guidelines
 Information for Parents
 Information for Teachers
 Additional Opportunities
 Research-Based Statistics
 Eagle Fun Newsletter

EDDIE EAGLE
FREQUENTLY ASKED QUESTIONS

Q: What is the Eddie Eagle Program?

A: The Eddie Eagle GunSafe® Program is a comprehensive curriculum for parents, teachers, law enforcement personnel, and others to teach pre-kindergarten through 6th-grade schoolchildren to prevent gun accidents through a simple, memorable four-part plan of action if they encounter a firearm. Using instructional materials including workbooks, an animated video, CD-ROM, and poster, the program's safety mascot, Eddie Eagle, teaches children that if they find a gun in an unsupervised situation, they should: **STOP! Don't Touch. Leave the Area. Tell an Adult.**

Q: Does Eddie Eagle promote firearm ownership or use?

A: The Eddie Eagle Program neither offers nor asks for any value judgment concerning firearms. Like safety lessons concerning swimming pools, electrical outlets, matchbooks and household poisons, Eddie Eagle's safety lesson is one that children should not miss. With firearms found in about half of all American households, it's a stance that makes sense. Just as Smokey Bear teaches children not to play with matches, Eddie Eagle teaches them that firearms are not toys, and should not be touched to prevent any accidents.

Q: How was the program developed, and has it been shown to be effective?

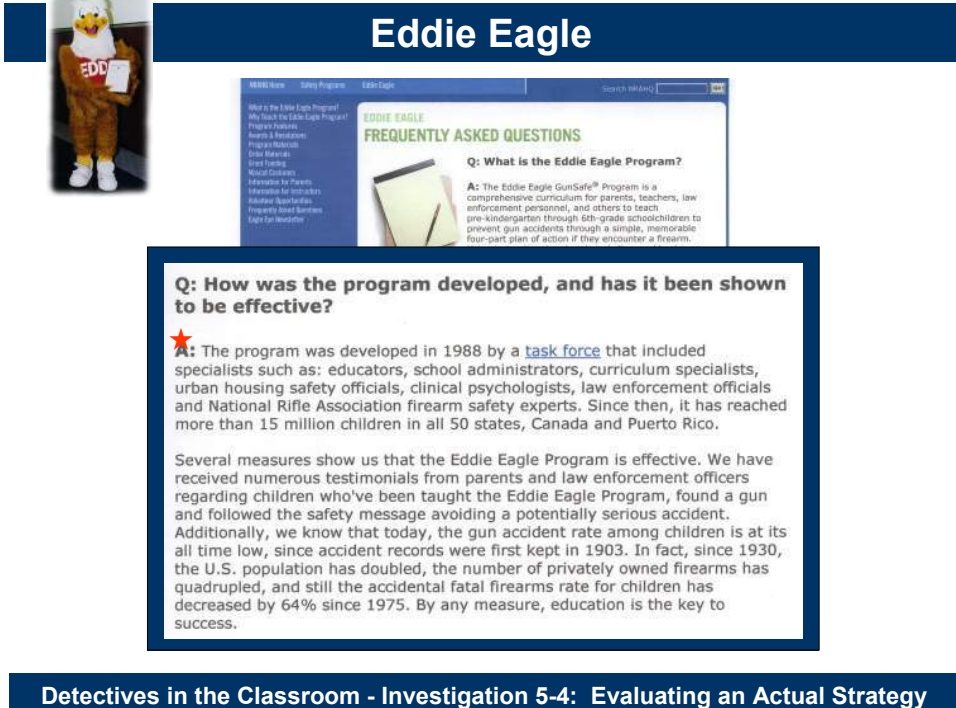
A: The program was developed in 1988 by a **task force** that included specialists such as: educators, school administrators, curriculum specialists, urban housing safety officials, clinical psychologists, law enforcement officials and National Rifle Association firearm safety experts. Since then, it has reached more than 15 million children in all 50 states, Canada and Puerto Rico.

Several measures show us that the Eddie Eagle Program is effective. We have received numerous testimonials from parents and law enforcement officers regarding children who've been taught the Eddie Eagle Program, found a gun and followed the safety message avoiding a potentially serious accident. Additionally, we know that today, the gun accident rate among children is at its all time low, since accident records were first kept in 1903. In fact, since 1930, the U.S. population has doubled, the number of privately owned firearms has quadrupled, and still the accidental fatal firearms rate for children has decreased by 64% since 1975. By any measure, education is the key to success.

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Tell students that one of the “Frequently Asked Questions,” on the Eddie Eagle Program website was, “How was the program developed, and has it been shown to be effective?” This is the same as asking, “Did the prevention strategy work?”

Next Slide



Eddie Eagle

What is the Eddie Eagle Program?
 Why Teach the Eddie Eagle Program?
 Program Features
 Awards & Recognition
 Program Materials
 Order Materials
 Staff Training
 Media Coverage
 Expansion for Parents
 Resources for Educators
 Additional Opportunities
 Research-based Statistics
 Eagle Fun Newsletter

EDDIE EAGLE
FREQUENTLY ASKED QUESTIONS

Q: What is the Eddie Eagle Program?

A: The Eddie Eagle GunSafe® Program is a comprehensive curriculum for parents, teachers, law enforcement personnel, and others to teach pre-kindergarten through 6th-grade schoolchildren to prevent gun accidents through a simple, memorable four-part plan of action if they encounter a firearm.

Q: How was the program developed, and has it been shown to be effective?

A: The program was developed in 1988 by a [task force](#) that included specialists such as: educators, school administrators, curriculum specialists, urban housing safety officials, clinical psychologists, law enforcement officials and National Rifle Association firearm safety experts. Since then, it has reached more than 15 million children in all 50 states, Canada and Puerto Rico.

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Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Read aloud the first paragraph of the answer (“The program was developed ...”).


Ask students:

- Which part of the question does this paragraph answer? (How was the Eddie Eagle program developed?)

Next Slide



Eddie Eagle



Q: How was the program developed, and has it been shown to be effective?

A: The program was developed in 1988 by a [task force](#) that included specialists such as: educators, school administrators, curriculum specialists, urban housing safety officials, clinical psychologists, law enforcement officials and National Rifle Association firearm safety experts. Since then, it has reached more than 15 million children in all 50 states, Canada and Puerto Rico.

★ Several measures show us that the Eddie Eagle Program is effective. We have received numerous testimonials from parents and law enforcement officers regarding children who've been taught the Eddie Eagle Program, found a gun and followed the safety message avoiding a potentially serious accident. Additionally, we know that today, the gun accident rate among children is at its all time low, since accident records were first kept in 1903. In fact, since 1930, the U.S. population has doubled, the number of privately owned firearms has quadrupled, and still the accidental fatal firearms rate for children has decreased by 64% since 1975. By any measure, education is the key to success.

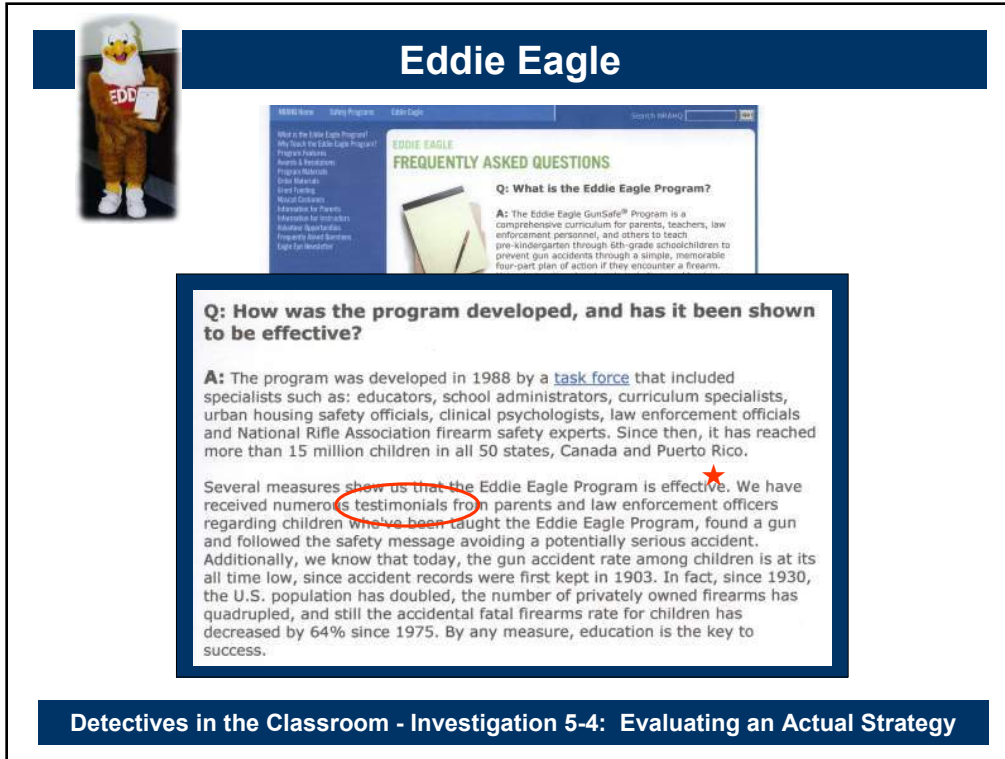
Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Read aloud the first sentence of the second paragraph of the answer (“Several measures show”).

Ask students:

- Which part of the question does this paragraph answer? (Has the Eddie Eagle Program been shown to be effective?)
- What is the relationship between the statement “Several measures show us that the Eddie Eagle Program is effective” and the fifth Essential Question, “Did the prevention strategy work?” (The statement should answer the Essential Question.)

Next Slide



Eddie Eagle

Q: How was the program developed, and has it been shown to be effective?

A: The program was developed in 1988 by a task force that included specialists such as: educators, school administrators, curriculum specialists, urban housing safety officials, clinical psychologists, law enforcement officials and National Rifle Association firearm safety experts. Since then, it has reached more than 15 million children in all 50 states, Canada and Puerto Rico.

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Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Read aloud the second sentence of the second paragraph of the answer (“We have received”).

Ask students:

- What is a testimonial?

Next Slide

Epi Talk

Epi Talk


Testimonial

A formal statement about the worth of something.


Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Ask students to find “Testimonial” in the **Epi Talk** list.
Review the definition of “Testimonial.”

Next Slide



Eddie Eagle



Q: How was the program developed, and has it been shown to be effective?

A: The program was developed in 1988 by a [task force](#) that included specialists such as: educators, school administrators, curriculum specialists, urban housing safety officials, clinical psychologists, law enforcement officials and National Rifle Association firearm safety experts. Since then, it has reached more than 15 million children in all 50 states, Canada and Puerto Rico.

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Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Ask students:

- Does this part of the answer address the fifth Essential Question: “Did the prevention strategy work?”

Probe until students uncover that testimonials are not evaluations. It may be true that children who *had been taught the Eddie Eagle Program* had found guns and then followed the safety message and avoided a potentially serious accident. However, it may also be true that children who *had not been taught the Eddie Eagle Program* had also found guns and avoided a potentially serious accident.

Next Slide

Review

When you can **measure what you are speaking about**, and **express it in numbers**, you know something about it. But when you cannot measure it, when you cannot express it in numbers, your knowledge is of a meager and unsatisfactory kind.

Lord Kelvin

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Remind students what Lord Kelvin said. (“When you can measure what you are speaking about, and express it in numbers, you know something about it. But when you cannot measure it, when you cannot express it in numbers, your knowledge is of a meager and unsatisfactory kind.”)

Ask students:

- Do testimonials “measure” what the Eddie Eagle developers are speaking about? (No)
- Do testimonials “express it in numbers”? (No)

Next Slide

2x2 Table


	Avoided a Gun Accident	Did Not Avoid a Gun Accident	Total	Risks	Relative Risk
Eddie Eagle				/ or ___ %	○
No Eddie Eagle				/ or ___ %	

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy


Ask students:

- In which cell of a 2 x 2 table do the testimonials go? (a)
- Do testimonials tell us anything about the children who are in cells b, c, and d? (No)
- In what cells do you need data in order to determine if a prevention strategy worked? (a, b, c, and d)
- In what cells do you need data in order to “measure what you are speaking about” and “express it in numbers”? (a, b, c, and d)

Next Slide



Eddie Eagle



Q: How was the program developed, and has it been shown to be effective?

A: The program was developed in 1988 by a [task force](#) that included specialists such as: educators, school administrators, curriculum specialists, urban housing safety officials, clinical psychologists, law enforcement officials and National Rifle Association firearm safety experts. Since then, it has reached more than 15 million children in all 50 states, Canada and Puerto Rico.

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Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Read aloud the third sentence of the second paragraph of the answer (“Additionally, we know that”).


Ask students:

- How can a program that was begun in 1988 be responsible for any decline in the gun accident rate that occurred between 1903 and 1987? (It cannot.)

Next Slide



Eddie Eagle



Q: How was the program developed, and has it been shown to be effective?

A: The program was developed in 1988 by a [task force](#) that included specialists such as: educators, school administrators, curriculum specialists, urban housing safety officials, clinical psychologists, law enforcement officials and National Rifle Association firearm safety experts. Since then, it has reached more than 15 million children in all 50 states, Canada and Puerto Rico.

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Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy


Read aloud the fourth sentence of the second paragraph of the answer (“In fact, since 1930,”).

Ask students:

- How can a program that was begun in 1988 be responsible for any decline in the gun accident rate that occurred between 1975 and 1987? (It cannot.)
- Even if all of the 64% decline in the “accidental firearm rate” had occurred after 1988, would you have known whether the children who had not had gun accidents were more likely to have had the Eddie Eagle Program than the children who had gun accidents? (No)

Next Slide

Eddie Eagle



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Information for Educators
Additional Opportunities
Research-based Statistics
Eddie Eagle Newsletter

EDDIE EAGLE FREQUENTLY ASKED QUESTIONS

Q: What is the Eddie Eagle Program?

A: The Eddie Eagle GunSafe® Program is a comprehensive curriculum for parents, teachers, law enforcement personnel, and others to teach pre-kindergarten through 6th-grade schoolchildren to prevent gun accidents through a simple, memorable four-part plan of action if they encounter a firearm.

Q: How was the program developed, and has it been shown to be effective?

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Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Read aloud the last sentence of the second paragraph of the answer (“By any measure,”).

Ask students:

- Do you think what has been written preceding the statement on the slide is evidence that “education is the key to success”? (No)
- What do you think needs to be done to determine whether or not the Eddie Eagle Program works and “is the key to success”? (Test the hypothesis using an epidemiologic study design)

Next Slide

Eddie Eagle

The American Legion presented its National Education Award to the Eddie Eagle Program.

EDDIE EAGLE AWARDS & RESOLUTIONS

Today, fourteen years after he was "hatched," Eddie Eagle leads the most successful child gun safety program in America, and has the potential to touch more families -- and perhaps do more good for more people -- than any other program in NRA history.

Ask the educators and law enforcement officers who teach the program on the award's website:

... citation for outstanding community service.

The National Sheriff's Association (NSA) formally endorsed the Eddie Eagle GunSafe® Program at its March 2002 annual midwinter conference. Sheriff John Cary Bittick, former president of NSA, said, "We are proud to partner with the National Rifle Association on this very important issue, and we would like to express our full support for this program."

Today's Gun Accident Rates Lowest On Record

And what a success the program has been. Thanks to NRA safety training, fewer children are involved in fatal firearm accidents today than did 50 years ago, and America's accidental firearm fatality rates have fallen steadily for decades. But now, with the help of Eddie Eagle, that safety record is improving faster than ever before. Studies from the National Center for Health Statistics indicate a 26% drop in fatal firearm accidents among children since 1988, the year that Eddie Eagle began.

And the praise, compliments and official recognition just keep pouring in:

Awards

- The National Sheriff's Association formally endorsed the Eddie Eagle GunSafe® Program. (March 2002).

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Tell students that in 2003 the Eddie Eagle Program website had a link to “Awards and Resolutions,” where it listed numerous endorsements for the Eddie Eagle Program.

Ask students:

- Is the award shown on the slide evidence that the Eddie Eagle Program works? (No)

Teacher Alert: This is one of seven Awards that were listed on the Eddie Eagle website (<http://www.nrahq.org/safety/eddie/>) on April 8, 2003.

Next Slide

The screenshot shows the Eddie Eagle website with a navigation menu on the left and a main content area. The main content area features a section titled "EDDIE EAGLE AWARDS & RESOLUTIONS" with a sub-header "Today, fourteen years after he was 'hatched,' Eddie Eagle leads the most successful child gun safety program in America, and has the potential to touch more families -- and perhaps do more good for more people -- than any other program in NRA history." Below this, there is a paragraph of text and a list of awards. A blue text box is overlaid on the screenshot, containing the following text:

The Youth Activities Division of the National Safety Council awarded its silver Award of Merit to the Eddie Eagle Program for its efforts to "promote safety and health, save lives, lessen injury and reduce economic loss."

At the bottom of the screenshot, there is a blue banner with the text: **Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy**

Ask students:

- Is the award shown on the slide evidence that the Eddie Eagle Program works? (No)

Teacher Alert: This is one of seven Awards that were listed on the Eddie Eagle website (<http://www.nrahq.org/safety/eddie/>) on April 8, 2003.

Next Slide

The screenshot shows the Eddie Eagle website. At the top left is a photo of the Eddie Eagle mascot. The main header reads "Eddie Eagle". Below it, there's a navigation menu with "HOME", "Safety Programs", "Eddie Eagle", and "SEARCH". The main content area is titled "EDDIE EAGLE AWARDS & RESOLUTIONS". It features a sub-header "Today, fourteen years after he was 'hatched,' Eddie Eagle leads the most successful child gun safety program in America, and has the potential to touch more families -- and perhaps do more good for more people -- than any other program in NRA history." Below this, there's a section titled "Today's Gun Accident Rates Lowest On Record" which states: "And what a success the program has been. Thanks to NRA safety training, fewer children are involved in fatal firearm accidents today than did 50 years ago, and America's accidental firearm fatality rates have fallen steadily for decades. But now, with the help of Eddie Eagle, that safety record is improving faster than ever before. Studies from the National Center for Health Statistics indicate a 26% drop in fatal firearm accidents among children since 1988, the year that Eddie Eagle began." There's also a section for "Awards" mentioning that "The National Sheriffs' Association formally endorsed the Eddie Eagle GunSafe® Program. (March 2002)." A blue text box is overlaid on the screenshot with the text: "The Georgia Legislature passed a resolution encouraging school systems in Georgia to adopt the program and civic and community service organizations to help provide funding at the local level."

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Ask students:

- Is the resolution shown in the slide evidence that the Eddie Eagle Program works? (No)

Teacher Alert: This is one of thirty-six Proclamations and Resolutions that were listed on the Eddie Eagle website (<http://www.nrahq.org/safety/eddie/>) on April 8, 2003.

Next Slide

Eddie Eagle

What is the Eddie Eagle Program?
 Why Teach the Eddie Eagle Program?
 Teacher Materials
 Awards & Resolutions
 Program Materials
 State Materials
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EDDIE EAGLE AWARDS & RESOLUTIONS

Today, fourteen years after he was "hatched," Eddie Eagle leads the most successful child gun safety program in America, and has the potential to touch more families -- and perhaps do more good for more people -- than any other program in NRA history.

Ask the educators and law enforcement officers who teach the program on the program website.

issue, and we would like to express our full support for this program."

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And what a success the program has been. Thanks to NRA safety training, fewer children are involved in fatal firearm accidents today than did 50 years ago, and America's accidental firearm fatality rates have fallen steadily for decades. But now, with the help of Eddie Eagle, that safety record is improving faster than ever before. Studies from the National Center for Health Statistics indicate a 26% drop in fatal firearm accidents among children since 1988, the year that Eddie Eagle began.

And the praise, compliments and official recognition just keep pouring in:

Awards

- The National Sheriffs' Association formally endorsed the Eddie Eagle GunSafe® Program. (March 2002).

The Kansas Legislature passed a resolution encouraging school systems in Kansas to adopt the Eddie Eagle Program with the view of preventing accidental firearm related injuries to children.

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Ask students:

- Is the resolution shown in the slide evidence that the Eddie Eagle Program works? (No)

Teacher Alert: This is one of thirty-six Proclamations and Resolutions that were listed on the Eddie Eagle website (<http://www.nrahq.org/safety/eddie/>) on April 8, 2003.

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The screenshot shows the Eddie Eagle website with a navigation menu on the left and a main content area. The main content area features a section titled "EDDIE EAGLE AWARDS & RESOLUTIONS" with a sub-header "Today, fourteen years after he was 'hatched,' Eddie Eagle leads the most successful child gun safety program in America, and has the potential to touch more families -- and perhaps do more good for more people -- than any other program in NRA history." Below this, there is a section titled "Today's Gun Accident Rates Lowest On Record" which states: "And what a success the program has been. Thanks to NRA safety training, fewer children are involved in fatal firearm accidents today than did 50 years ago, and America's accidental firearm fatality rates have fallen steadily for decades. But now, with the help of Eddie Eagle, that safety record is improving faster than ever before. Studies from the National Center for Health Statistics indicate a 26% drop in fatal firearm accidents among children since 1988, the year that Eddie Eagle began." Below this, there is a section titled "Awards" which states: "The National Sheriffs' Association formally endorsed the Eddie Eagle GunSafe® Program. (March 2002)." A large blue text box is overlaid on the screenshot, containing the text: "New Jersey Governor signed a proclamation on the occasion of the program's tenth anniversary and urged parents, teachers and law enforcement officers to teach the lifesaving message of gun safety to children." At the bottom of the screenshot, there is a blue text box containing the text: "Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy".

Eddie Eagle

New Jersey Governor signed a proclamation on the occasion of the program's tenth anniversary and urged parents, teachers and law enforcement officers to teach the lifesaving message of gun safety to children.

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Ask students:

- Is the proclamation shown in the slide evidence that the Eddie Eagle Program works? (No)

Teacher Alert: This is one of thirty-six Proclamations and Resolutions that were listed on the Eddie Eagle website (<http://www.nrahq.org/safety/eddie/>) on April 8, 2003.

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Ask the educators and law enforcement officers about the program on the program website.

issue, and we would like to express our full support for this program."

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And the praise, compliments and official recognition just keep pouring in:

Awards

- The National Sheriffs' Association formally endorsed the Eddie Eagle GunSafe® Program. (March 2002).

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Ask students:

- Is the resolution shown in the slide evidence that the Eddie Eagle Program works? (No)

Teacher Alert: This is one of thirty-six Proclamations and Resolutions that were listed on the Eddie Eagle website (<http://www.nrahq.org/safety/eddie/>) on April 8, 2003.

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Awards

- The National Sheriffs' Association formally endorsed the Eddie Eagle GunSafe® Program. (March 2002).

Senate Joint Memorial 809 was passed, strongly encouraging school districts in Washington to promote the use of the Eddie Eagle Program in its schools to help prevent firearms accidents among children.

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Ask students:

- Is the resolution shown in the slide evidence that the Eddie Eagle Program works? (No)

Teacher Alert: This is one of thirty-six Proclamations and Resolutions that were listed on the Eddie Eagle website (<http://www.nrahq.org/safety/eddie/>) on April 8, 2003.

Next Slide

Eddie Eagle



**“... to prevent gun accidents ...
if they (children) encounter a firearm.”**

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Ask students:

- What would be the worst thing that could happen if prevention strategies that have not been evaluated, such as Eddie Eagle, are used in schools? (In spite of our good intentions, we might mistakenly be investing our limited resources—time, energy, and money—in a strategy that does not work.)
- What do you think needs to be done to determine whether or not the Eddie Eagle Program works and “is the key to success”? (Test the hypothesis using an epidemiologic study design)

Next Slide

Scientific Literacy



... can ask, find, or determine answers to questions derived from curiosity about everyday experiences. ... has the ability to describe, explain, and predict natural phenomenon. ... is able to read with understanding articles about science in the popular press and to engage in social conversation about the validity of their conclusions. ... can identify scientific issues underlying national and local decisions and express positions that are scientifically and technologically informed. ... (is) able to evaluate the quality of scientific information on the basis of its source and the methods used to generate it. ... (has) the capacity to pose and evaluate arguments based on evidence and to apply conclusions from such arguments appropriately.

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Read the National Research Council's description of the characteristics of a scientifically literate person.

Ask students:

- What does scientific literacy have to do with the Eddie Eagle website's response to the question "... has it (Eddie Eagle Program) been shown to be effective?" (By questioning the Eddie Eagle website's "evidence" that the program is effective, they are being scientifically literate.)

Next Slide

Epi Teams



Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Divide the class into Epi Teams of four or five students per team.

Next Slide

A Plan for Evaluating an Actual Strategy

1. Identify the hypothesis that you want to test.
2. Select an epidemiologic study design to test the hypothesis.
3. Draw and label a study design flow diagram.
4. Draw and label a 2x2 table to display data from your epidemiologic study.
5. Identify the possible costs and benefits of the strategy.
6. Estimate dollar value of the strategy's costs and benefits.
7. Identify possible offsetting effects of the strategy.

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Tell students that, working in their Epi Teams, they will create a plan for evaluating the Eddie Eagle Program.

Tell students that there are seven steps to this process that are listed on the **Investigation 5-4: Epi Log Worksheet**:

1. Identify the hypothesis that you want to test.
2. Select an epidemiologic study design to test the hypothesis.
3. Draw and label a study design flow diagram.
4. Draw and label a 2 x 2 table to display data from your epidemiologic study.
5. Identify the possible costs and benefits of the strategy.
6. Estimate dollar value of the strategy's costs and benefits.
7. Identify possible offsetting effects of the strategy.

Tell students that during Part 2 of Investigation 5-4, each Epi Team will present its strategy to the class.

Next Slide

Presentation Rubric

Criteria	Got It	Getting It	Will Get It Soon
Identify Hypothesis	Clearly and accurately stated	Accurately stated	Not accurately stated
Study Design	Appropriate design selected		Inappropriate design selected
Flow Diagram	Drawn and labeled accurately	Drawn accurately	Drawn inaccurately
2x2 Table	Drawn and labeled accurately	Drawn accurately	Drawn inaccurately
Costs and Benefits	Six identified	Four identified	Two identified
Estimate Dollar Value	All are reasonable	Most are reasonable	A few are reasonable
Offsetting Effects	Four identified	Two identified	None identified

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Review the **Presentation Rubric** to be used when evaluating the presentation.

- Identify Hypothesis: Clearly and accurately stated
- Study Design: Appropriate design selected
- Flow Diagram: Drawn and labeled accurately
- 2 x 2 Table: Drawn and labeled accurately
- Costs and Benefits: Six identified
- Estimate Dollar Value: All are reasonable
- Offsetting Effects: Four identified

Give each student a **Presentation Rubric**.

Next Slide

Epi Log Worksheet

1-7

Detectives in the Classroom

Name: _____

Investigation 5-4: Epi Log Worksheet

Date: ___/___/___

Evaluating an Actual Strategy

1. Identify the hypothesis that you want to test. _____
2. Select an epidemiologic study design to test the hypothesis. _____
3. Draw and label a study design flow diagram. _____

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Give each student an **Investigation 5-4: Epi Log Worksheet**, and ask each student, working in their Epi Teams, to complete Steps 1 through 7.

Allow Epi Teams 20 minutes to prepare.

With 5 minutes left in the class, turn to the next slide.

Next Slide

Presentation Rubric

Criteria	Got It	Getting It	Will Get It Soon
Identify Hypothesis	Clearly and accurately stated	Accurately stated	Not accurately stated
Study Design	Appropriate design selected		Inappropriate design selected
Flow Diagram	Drawn and labeled accurately	Drawn accurately	Drawn inaccurately
2x2 Table	Drawn and labeled accurately	Drawn accurately	Drawn inaccurately
Costs and Benefits	Six identified	Four identified	Two identified
Estimate Dollar Value	All are reasonable	Most are reasonable	A few are reasonable
Offsetting Effects	Four identified	Two identified	None identified

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Again review the **Presentation Rubric** to be used when evaluating the presentation.

- Identify Hypothesis: Clearly and accurately stated
- Study Design: Appropriate design selected
- Flow Diagram: Drawn and labeled accurately
- 2 x 2 Table: Drawn and labeled accurately
- Costs and Benefits: Six identified
- Estimate Dollar Value: All are reasonable
- Offsetting Effects: Four identified

Next Slide

Epi Log Worksheet

1-7

Detectives in the Classroom

Name: _____

Investigation 5-4: Epi Log Worksheet

Date: ____/____/____

Evaluating an Actual Strategy

1. Identify the hypothesis that you want to test.
2. Select an epidemiologic study design to test the hypothesis.
3. Draw and label a study design flow diagram.

Three red ovals are drawn around the horizontal lines for steps 1, 2, and 3, indicating where students should provide their answers.

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Before leaving class, ask each Epi Team to identify the Epi Team members who will present each step of their Epi Team's plan for evaluating the actual risk management strategy on their **Investigation 5-4: Epi Log Worksheets**.

Tell students that it may be necessary for some students to present more than once.

Next Slide

Evaluating an Actual Strategy



Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Tell students that in Part 2 of **Investigation 5-4: Evaluating an Actual Strategy**, they will present and discuss their evaluation plans with their classmates.

Tell students that this concludes Part 1 of **Investigation 5-4: Evaluating an Actual Strategy**, and they can now put their **Epi Logs** away.

Next Slide

Evaluating an Actual Strategy



Evaluating an Actual Strategy

Part 2

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

In Part 1 of **Investigation 5-4: Evaluating an Actual Strategy**, each Epi Team created a plan for evaluating an actual risk management strategy.

Now, in Part 2, students will present their plans for evaluating the strategy and evaluate their presentations in terms of a **Presentation Rubric**.

Next Slide

A Plan for Evaluating an Actual Strategy

1. Identify the hypothesis that you want to test.
2. Select an epidemiologic study design to test the hypothesis.
3. Draw and label a study design flow diagram.
4. Draw and label a 2x2 table to display data from your epidemiologic study.
5. Identify the possible costs and benefits.
6. Estimate dollar value of the strategy's costs and benefits.
7. Identify possible offsetting effects of the strategy.

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Review the 7 steps to create a plan for evaluating the Eddie Eagle Program.

1. Identify the hypothesis that you want to test.
2. Select an epidemiologic study design to test the hypothesis.
3. Draw and label a study design flow diagram.
4. Draw and label a 2 x 2 table to display data from your epidemiologic study.
5. Identify the possible costs and benefits of the strategy.
6. Estimate dollar value of the strategy's costs and benefits.
7. Identify possible offsetting effects of the strategy.

Next Slide

Presentation Rubric

Criteria	Got It	Getting It	Will Get It Soon
Identify Hypothesis	Clearly and accurately stated	Accurately stated	Not accurately stated
Study Design	Appropriate design selected		Inappropriate design selected
Flow Diagram	Drawn and labeled accurately	Drawn accurately	Drawn inaccurately
2x2 Table	Drawn and labeled accurately	Drawn accurately	Drawn inaccurately
Costs and Benefits	Six identified	Four identified	Two identified
Estimate Dollar Value	All are reasonable	Most are reasonable	A few are reasonable
Offsetting Effects	Four identified	Two identified	None identified

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Review the **Presentation Rubric** to be used when evaluating the presentation.

- Identify Hypothesis: Clearly and accurately stated
- Study Design: Appropriate design selected
- Flow Diagram: Drawn and labeled accurately
- 2 x 2 Table: Drawn and labeled accurately
- Costs and Benefits: Six identified
- Estimate Dollar Value: All are reasonable
- Offsetting Effects: Four identified

Next Slide

Epi Team Presentations



Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Select an Epi Team to present.

Next Slide

Presentation Rubric

Criteria	Got It	Getting It	Will Get It Soon
Identify Hypothesis	Clearly and accurately stated	Accurately stated	Not accurately stated
Study Design	Appropriate design selected		Inappropriate design selected
Flow Diagram	Drawn and labeled accurately	Drawn accurately	Drawn inaccurately
2x2 Table	Drawn and labeled accurately	Drawn accurately	Drawn inaccurately
Costs and Benefits	Six identified	Four identified	Two identified
Estimate Dollar Value	All are reasonable	Most are reasonable	A few are reasonable
Offsetting Effects	Four identified	Two identified	None identified

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

After each Epi Team presentation, ask one member of the presenting Epi Team to self-assess their presentation in terms of the presentation rubric's first criterion—Identify Hypothesis: Clearly and accurately stated.

Ask another member of the presenting Epi Team to self-assess their presentation in terms of the presentation rubric's second criterion—Study Design: Appropriate design selected.

Ask another member of the presenting Epi Team to self-assess their presentation in terms of the presentation rubric's third criterion—Flow Diagram: Drawn and labeled accurately.

Ask another member of the presenting Epi Team to self-assess their presentation in terms of the presentation rubric's fourth criterion—2 x 2 Table: Drawn and labeled accurately.

Ask another member of the presenting Epi Team to self-assess their presentation in terms of the presentation rubric's fifth criterion—Costs and Benefits: Identified six.

Ask another member of the presenting Epi Team to self-assess their presentation in terms of the presentation rubric's sixth criterion—Estimate Dollar Value: All are reasonable.

Ask another member of the presenting Epi Team to self-assess their presentation in terms of the presentation rubric's last criterion—Offsetting Effects: Identified four.

Ask students if they have any questions and address misconceptions.

Repeat the above process until all Epi Teams have presented and self-assessed.

Next Slide

Evaluation of An Actual Strategy

**“A Firearm Safety Program for Children:
They Just Can’t Say No”**

**“Seeing Is Believing:
What Do Boys Do When They Find a Real Gun?”**

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Give each student in each Epi Team the abstract of either the article “A Firearm Safety Program for Children: They Just Can’t Say No” or “Seeing Is Believing: What Do Boys Do When They Find a Real Gun?”

Ask students to read the abstract in class.

Ask a couple of students to summarize each abstract for the class.

Ask students:

- What do these abstracts tell you about whether or not the Eddie Eagle Program worked? (Nothing. The Eddie Eagle Program was not evaluated.)
- What do these abstracts tell you about whether or not the Eddie Eagle Program should be evaluated? (The Eddie Eagle Program needs to be evaluated.)

Next Slide

Evaluation of An Actual Strategy

Editorial Questions Effectiveness Of NRA Prevention Program

An editorial in the June 7 Atlanta Journal-Constitution said a recent study casts doubts on the effectiveness of gun-safety programs like the NRA's "Eddie Eagle" curriculum.

The study by researchers at Emory University involved 64 youngsters in Atlanta, Ga. The children, all boys between the ages of 8 and 12, were left in a room where an unloaded .38-caliber semiautomatic pistol was hidden. Nearly half the boys picked up the weapon after finding it, and some pointed it at one another. One-fourth of the boys attempted to fire the weapon.

The editorial noted that the study "shatters the assumption that children can be taught to keep their hands off guns. The study, therefore, casts doubt on the effectiveness of gun-safety programs such as the NRA's 'Eddie Eagle,' which are increasingly being mandated in public schools."

The editorial further stated that the study emphasizes the urgent need for safe storage by gun owners. "Kids' curiosity and lack of judgment, verified by the Emory experiment, spills over into the real world with far deadlier outcomes," it noted.


The NRA is against laws that would hold adults criminally liable for leaving their guns within reach of children. But the editorial pointed out, "The reality is that Daddy's guns used to be long rifles that children would have trouble lifting, never mind shooting. Today, guns are as compact and portable as Gameboys."

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Read this editorial aloud to the class. Ask students to compare their responses to the abstracts with the content of the editorial.

Next Slide

Essential Question 5



Did the prevention strategy work?

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

The illustration shows a young person with dark skin and curly hair, wearing a yellow shirt with the letters 'CML' on it. They are sitting at a desk, looking down at a document with a grid of 'x' marks. A thought bubble above their head contains the text 'Did the prevention strategy work?'. The entire scene is framed by a dark blue header and footer.

Remind students that in order to answer Essential Question 5, “Did the prevention strategy work?”, they must evaluate the strategy.

In this investigation, they created a plan for evaluating an actual risk management strategy.

Next Slide

Scientific Literacy



... can ask, find, or determine answers to questions derived from curiosity about everyday experiences. ... has the ability to describe, explain, and predict natural phenomenon. ... is able to read with understanding articles about science in the popular press and to engage in social conversation about the validity of their conclusions. ... can identify scientific issues underlying national and local decisions and express positions that are scientifically and technologically informed. ... (is) able to evaluate the quality of scientific information on the basis of its source and the methods used to generate it. ... (has) the capacity to pose and evaluate arguments based on evidence and to apply conclusions from such arguments appropriately.

Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

Ask students:

- Do you think you are becoming more scientifically literate?

Next Slide

Evaluating an Actual Strategy



Detectives in the Classroom - Investigation 5-4: Evaluating an Actual Strategy

This concludes **Investigation 5-4: Evaluating an Actual Strategy**, and students can now put away their **Epi Logs**.