



## Facilitator Toolkit **Session Plans**

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# **Topic Two:** The Basic Science of Viruses

# Contents

|   |    |
|---|----|
| <b>Overview of Sessions</b>                                       | 3  |
| <b>Facilitator Instructions</b>                                   | 3  |
| Choose Your Session   | 3  |
| Session Materials   | 3  |
| Using the Materials   | 3  |
| Conducting a Session  | 4  |
| <b>Educational Content Outlines</b>                               |    |
| SARS-CoV-2? COVID-19? What's the Difference?                      | 5  |
| What's a Virus?   | 6  |
| How Do Viruses Make You Sick?                                     | 7  |
| <b>Sessions at a Glance</b>                                       | 9  |
| <b>60-Minute Session Plan</b>                                     |    |
| 1. Session Start  | 10 |
| 2. Agenda and Introductions                                       | 10 |
| 3. Recap of Last Session and Introduction of This Session's Topic | 12 |
| 4. Video  | 13 |
| 5. Discussion   | 13 |
| 6. Videos   | 14 |
| 7. Breakout Groups  |    |
| 8. Group Discussion   | 16 |
| 9. Wrap-Up  | 17 |
| <b>20-Minute Session Plan</b>                                     | 19 |
| 1. Session Start and Agenda                                       | 19 |
| 2. Video  | 19 |
| 3. Discussion   |    |
| 4. Wrap-Up  | 22 |
| <b>10-Minute Session Plan, Part One</b>                           | 24 |
| 1. Session Start and Agenda                                       | 24 |
| 2. Videos   | 24 |
| 3. Reflection   |    |
| 4. Wrap-Up  | 25 |
| <b>10-Minute Session Plan, Part Two</b>                           | 27 |
| 1. Session Start and Agenda                                       | 27 |
| 2. Videos   | 27 |
| 3. Reflection   | 28 |
| 4. Wrap-Up  | 29 |
| <b>Accessible Explanation of Illustration</b>                     | 30 |

# Overview of Sessions

The following Session Plans for **Topic Two: The Basic Science of Viruses** are to help guide you, as a provider of the Project Firstline training, with the necessary support to use Project Firstline materials to create well-rounded training events and educate your audience about infection control.

## Facilitator Instructions

### Choose Your Session

There are three different session lengths for you to choose from based on time available for training:

- 60 minutes (e.g., dedicated training session)
- 20 minutes (e.g., “Lunch and Learn” or agenda add-on)
- 10 minutes (e.g., “micro-learning” or agenda add-on)

Due to time constraints, the 10- and 20-minute sessions will have less opportunity for interactive discussion. We invite you to extend sessions for greater engagement whenever possible. We have also provided recommendations for using chat functions and other activities to draw your audience into the materials when you are limited to only short amount of time.

These time lengths are not intended to be prescriptive and are instead provided simply as a tool which you may tailor to best match your specific audience and needs. When you schedule your session, use your knowledge about your audience’s availability and learning needs to adapt these materials as needed.

### Session Materials

- Three different Session Plans: 60 minutes, 20 minutes, or 10 minutes
- Corresponding PowerPoint slide deck: 60 minutes, 20 minutes, or 10 minutes
- Links to Project Firstline videos: *Inside infection Control* by CDC’s Project Firstline

### Using the Materials

The sample materials are presented in sequence, with the expectation that participants will progress through the series. You may, however, mix and match content to meet participant needs. Things to know:

- Use the plans and slides as guides for your presentation.
- The slide numbers in the Session Plans correspond to the companion slide decks provided.
- We encourage you to customize the look of the presentations and to adapt the facilitator script to better match your own voice and audience.
- The time recommendations are provided simply as a guide for the minimum amount of time needed for each section. We encourage you to take more time, as needed, with specific sections.

## Conducting a Session

Schedule and announce the sessions according to your organization's needs and requirements.

**Each session should include, at a minimum:**

- Specific learning objectives
- The presentation of core content
- Opportunities for participants to understand and engage with the key messages for each topic

Each session should also give participants the opportunity to learn more, to understand and connect with the content, and to act on their learning and engage with others.

Additional guidance for facilitators and information about other topics covered in this series is provided in the Project Firstline Facilitator Toolkit Guide.

# Educational Content Outlines

Please note that this session includes the following **three** Educational Content Outlines.

## SARS-CoV-2? COVID-19? What's the Difference?

**Topic Two:** The Basic Science of Viruses

**Content summary:** SARS-CoV-2 is the virus that causes the disease COVID-19.

**Inside Infection Control Video:** *SARS-CoV-2? COVID-19? What's the Difference?*

### Learning Objectives

By the end of this episode, participants will be able to:

Differentiate one (1) core difference between SARS-CoV-2 and COVID-19

### Key Educational Takeaways

- SARS-CoV-2 is the official, scientific name of the virus, the germ that causes the disease COVID-19.
- COVID-19 is the name of the disease – the fever, cough, chills and other symptoms that people have when they are infected with the virus SARS-CoV-2.

### Content Outline

- SARS-CoV-2 is the virus that causes the disease COVID-19.
- We get infected with SARS-CoV-2 the virus, which makes us sick with COVID-19 the disease.
- Having one name for the virus, and another name for the disease it causes, happens in other places in medicine – like with the disease chickenpox, which is caused by the varicella zoster virus.
- Since SARS-CoV-2 is the official, scientific name of the virus that causes COVID-19, we use that name when we talk about what it does to make people sick, when test results are recorded, and often when we talk about vaccines.
- COVID-19 stands for COronaVirus Disease 2019: CO – VI – D - 19.
- COVID-19 is the illness that people come down with fever, chills, cough, difficulty breathing, and all the other symptoms that people have.
- COVID-19 is the “disease,” and it’s how we mostly talk about the pandemic.
- We don’t want to get infected with SARS-CoV-2 or sick with COVID-19, and we don’t want anyone else to, either – that’s where infection control comes in.



# What's a Virus?

**Topic Two:** The Basic Science of Viruses

**Content summary:** SARS-CoV-2 is a virus. Viruses have three main parts: genes, proteins, and an envelope.

**Inside Infection Control Video:** *What's a Virus?*

## Learning Objectives

By the end of this episode, participants will be able to:

Identify, and explain to others, the three (3) main parts of a virus

## Key Educational Takeaways

- All viruses have two parts:
  - ▶ Genes that contain all the information needed to make more virus copies
  - ▶ Proteins that protect the genes and help the virus spread
- Some viruses—SARS-CoV-2 is one of them—also have a third part: an envelope made of special fats that protects the genes and proteins.

## Content Outline

- If we know a little bit about viruses, then we can understand how it travels between people and makes us sick, and why the things we do for infection control work to stop this from happening.
- COVID-19 is caused by a virus: SARS-CoV-2.
- Viruses use living things, including people, to make copies of themselves, and then keep spreading from one living thing to another.
- All viruses have genes that contain all the information needed to make more virus copies, like an “instruction booklet” or a “blueprint.”
- Viruses have proteins that come together to create a shell that protects the “blueprint” genes.
- Some proteins stay inside the shell and are only used when it's time to build more virus copies, but other proteins can stick out from the shell and help the virus get from one place to another in the body, and also from one person to another.
- Some viruses—not all, but SARS-CoV-2 is one of them—have another protective layer covering the shell called an envelope.
- The envelope is made of fats with some proteins mixed in.
- Some proteins stick out of the envelope to help the virus get around and into cells, and also to help it spread from one person to another.

# How Do Viruses Make You Sick?

**Topic Two:** The Basic Science of Viruses

**Content summary:** How do viruses make you sick?

**Inside Infection Control Video:** *How Do Viruses Make You Sick?*

## Learning Objectives

By the end of this episode, participants will be able to:

- Describe three (3) steps showing how viruses use of the cells of living things to make more copies of themselves
- Explain one (1) reason why infection control actions focus on keeping respiratory droplets out of the air and away from other people

## Key Educational Takeaways

- Viruses are able to use cells in living things, including people, to make copies of themselves. It's how viruses spread within a body, and from person to person.
- When enough viruses have been able to get into our cells and make copies of themselves, the body recognizes that there's an infection, and our immune system revs up to fight off the virus.
- It is the activity of our immune system fighting the virus that makes us feel sick.

## Content Outline

- Viruses are able to use cells in living things, including people, to make copies of themselves. It's how viruses spread within a body, and from person to person.
- Our bodies are made up of billions of microscopic cells.
- On the outside of our body's cells, there are tiny parts that stick out, that are made of proteins.
- These tiny parts act like a lock on a door: if you have the right "key" for the "lock," then you can get into the cell. If you don't, then you can't.
- Some viruses have a little part that sticks out on their outside of the virus that works like a false key that will fit the lock to at least one type of our cells.
- The virus's false key isn't an exact match to our cell's lock, but it's close enough that the virus can hack in and invade that type of cell.
- When the virus can get inside, it hijacks the cell's machinery and uses it to make more copies of itself.
- Those new virus copies, with their false keys on the outside, then break out of the infected cell and move on to infect new cells.
- In many cases, the cell that's been hijacked and infected is destroyed in the process.
- Our bodies don't mean for this to happen. The locks on our cells are for other things that our bodies naturally do.

- When enough viruses have been able to use their false keys to get into our cells and make copies of themselves, the body recognizes that there's an infection, and our immune system revs up to fight off the virus.
- Sometimes we know that our immune system is fighting something, because we feel sick—but sometimes we don't know it's happening at all.
- When someone who is infected with a respiratory virus, whether they feel sick or not, breathes out or talks, their respiratory droplets, with virus in them, are carried out.
- Those droplets with virus could reach other people, getting into their nose, throat, lungs, and eyes, and letting the virus use its key on their cells to start the process all over again.
- To keep this from happening, many of the things we do for infection control focus on keeping respiratory droplets out of the air and away from other people.



# Sessions at a Glance

## Topic Two: The Basic Science of Viruses

### Session Plans and When to Use:

- 60 minutes (e.g., dedicated training session)
- 20 minutes (e.g., “Lunch and Learn” or agenda add-on)
- 10 minutes (e.g., “micro-learning” or agenda add-on)

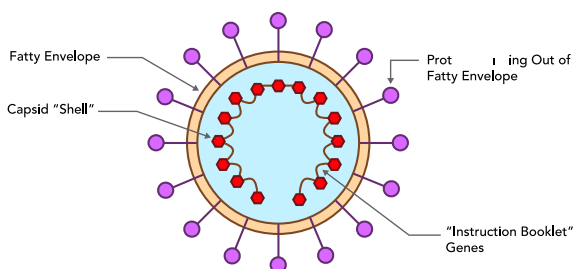
### Format:

- Online, synchronous

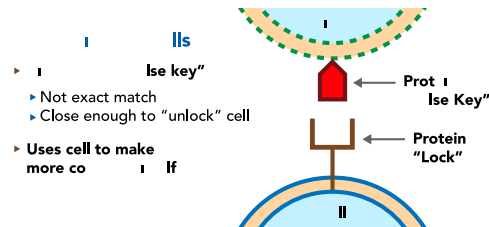
### Special Supplies:

- Registration list
- Participant booklet
- Session feedback form
- Job aids: *(For accessible explanation of illustrations below go to [page 30](#))*
  - ▶ The Parts of Viruses
  - ▶ Virus Lock and Key

#### THE PARTS OF VIRUSES



#### VIRUS LOCK AND KEY





# 60-Minute Session Plan

## 1. Session Start



### **Slide 1: Opening slide**

Participants log in and get settled.

## 2. Agenda and Introductions



**10 minutes**



### **Slides 2 and 3: Agenda and Learning Objectives**



### **Facilitator Notes:**

- Welcome
- Overview of the session's goals and topics
- Housekeeping



### **Sample Script**

“Welcome! Thank you for joining us. We’re so glad to have this time together to discuss infection control on the frontlines. Today we’ll focus on the basic science of viruses.

“Before we begin, I’d also to remind you of some housekeeping matters. We’ll meet today for one hour. We ask everyone to keep their videos on, to the extent possible. This helps us have a more authentic discussion. You may use your mute/unmute button at any time to contribute to the discussion, but when you’re not speaking, please keep your microphone muted.”



## Slide 4: Introductions



### Facilitator Notes:

- Facilitator introduction, others from your organization who are participating/assisting (e.g., monitoring chat, taking notes).
- Audience introductions: Name, professional role, special interests or questions.
  - ▶ Call on the full group one by one to introduce themselves.
  - ▶ You may go in alphabetical order, by type of participant (e.g., by job title or employer), or by other means.
  - ▶ Smile and thank individuals as they contribute.
- Review topics raised in Session One.
  - ▶ If there are no topics from the participant-generated list, explain that we're getting closer to answering those questions, and today will provide a little more background that will add for a richer discussion when we do.



### Sample Script

"We got to meet each other in the last session, but let's go briefly around the virtual room to give us all a chance to introduce ourselves. Please share your name and professional role, and how many years you've been working in healthcare.

"On the slide, you'll find a brief prompt. When I call on you, please answer as much of this as you feel comfortable sharing."

*[After introductions]*

"Thank you. Now you may remember, in the last session, I asked each of you to share topics of special interest to you. Today, our session will include a discussion of the following topics from that list."

*[Insert based on Session 1 list]*

### 3. Recap of Last Session and Introduction of This Session's Topic



**5 Minutes**



**Slide 5: Recap of last session**



**Facilitator Notes:**

- Remind the audience of infection control goals, discussion, and actions.
- Using a tool like webinar chat or polling, or simply by calling on volunteers, ask participants to share whether they were able to take action.
  - ▶ You don't need answers from everyone.
  - ▶ Wait for and affirm participant responses.
- Introduce the topics of today's videos.



**Sample Script**

"Last session, we focused on introducing the goals of infection control. **What stands out most in your memory from this discussion? Were you able to successfully implement the personal action you identified at the end of the session?** If you wish, please unmute and share your thoughts to one or both of these questions.

*[After participants answer]*

"So, if the ultimate goal of infection control is to prevent people from getting sick, the first thing we need to understand is how sickness happens. **How do people get sick with COVID-19?**

"In order to answer that question, we have to talk about the germ that causes COVID-19: the virus SARS-CoV-2."



**Slide 6: As you watch**



**Facilitator Notes:**

Provide audience with things to think about as they watch the video.



### Sample Script

“Let’s check in with Dr. Carlson to see what she has to say on this topic. Before playing the video, here are some questions to consider as you watch.

“Now let’s watch the video.”

## 4. Video



### Slide 7



### Video: *Inside infection Control by CDC’s Project Firstline*



### Facilitator Notes:

Play video “[SARS-CoV-2? COVID-19? What’s the Difference?](#)” (3:18 min)

## 5. Discussion



**5 minutes**



### Slide 8: Let’s discuss



### Facilitator Notes:

- Invite audience to share thoughts and questions.
- Wait for answers. Pause for participants to reflect before jumping into the conversation yourself.
- Affirm responses and make connections, as appropriate, to other participant comments.



### Sample Script

“Let’s discuss these questions together. I’m interested in your reactions to this episode. In any order, with any of the questions that appeal to you, please share your thoughts with the group.

*[After discussion]*

“Thank you, everyone. Let’s watch two more short segments together from Dr. Carlson, and then we’ll discuss together how we can use this information in our daily lives.”

## 6. Videos



**15 minutes**



**Slides 9 and 10**



**Videos: *Inside Infection Control* by CDC's Project Firstline**



### **Facilitator Notes:**

- Play videos back to back (approx. 5 min each):
  - ▶ [“What’s a Virus?”](#)
  - ▶ [“How Do Viruses Make You Sick?”](#)
- You may wish to add to discussion, as needed, with the following:

#### ***From “What’s a Virus?”***

- SARS-CoV-2 is a virus.
- Viruses are one of the many types of germs that can make us sick. They aren’t really a living thing like an animal is, but they are able to use living things to make more copies of themselves.
- At the simplest level, viruses only have two or three parts:
  - ▶ Genes: These are the “instruction booklet” of the virus. The genes contain all the information needed to make more virus copies.
  - ▶ Proteins: Most of the proteins in a virus come together to create a shell (the technical name is a “capsid”) that protects the instruction booklet genes from getting damaged. Some proteins remain inside the shell and are only used when it’s time for building more virus copies. Other proteins are on the outside of the shell and help the virus get from one place to another in the body – and from one person to another.
  - ▶ Envelope: Just like an envelope protects the letter inside, some viruses have a special outside layer called an “envelope” that adds another layer of protection. This envelope is made mostly of special fats, but it also has some proteins in it to help the virus get around – and spread from one person to another.
- Not all viruses have this envelope, but SARS-CoV-2, the virus that causes COVID-19, does.

#### ***From “How Do Viruses Make You Sick?”***

- Viruses are able to use cells in living things, including people, to make copies of themselves. It’s how viruses spread within a body, and from person to person.
- When enough viruses have been able to get into our cells and make copies of themselves, the body recognizes that there’s an infection, and our immune system revs up to fight off the virus.
- It is the activity of our immune system fighting the virus that makes us feel sick.





### Sample Script

“These videos had a lot of technical content. **What are some of the key takeaways that stand out to you?**”

## 7. Breakout Groups



**10 minutes**



### Slide 11: Break-out groups



#### Facilitator Notes:

- Break participants into four groups using breakout rooms.
- Give each group one of the following topics. If you have a large group, you can create more than four groups and assign two separate groups to the same topic:
  - ▶ Differentiate between SARS-CoV-2 and COVID-19.
  - ▶ Identify the three main parts of a virus.
  - ▶ Describe how viruses use the cells of living things to make more copies of themselves.
  - ▶ Explain why infection control actions focus on keeping respiratory droplets out of the air and away from other people.
- Check in with each group and be ready to give them an example analogy, if they're struggling.



### Sample Script

“Thank you for this great discussion. To take it one step further, I'd like you to think about how you could share this content with a patient, coworker, or family member who's never studied this before. We're going to break into groups, and I'm going to give each group a specific concept to focus on. In your group, with the concept you were given, identify an analogy from everyday life. You will have 10 minutes. Be ready to share your answer with the broader group when we reconvene. Use the job aid to assist your discussion and raise your hand if you'd like help in identifying an analogy.”

## 8. Group Discussion



**10 minutes**



**Slide 12: Let's reconvene**



**Facilitator Notes:**

- Reconvene the group.
- Ask each group to share their analogies and how they decided on them.



**Sample Script**

"Ok. We had 4 different groups each assigned a different statement, as shown on the slide. **Can I have a volunteer from one of the groups addressing the first topic to share your analogy?**

*[Wait for answer]*

"Thank you. **What made you decide on this approach [if not already addressed in group's initial response]?**

*[Wait for answer, and continue with each of the remaining groups]*

"These are all great ideas. I hope you will try to use some of these analogies on the job, the next time you're interacting with a patient or having a discussion with coworkers. You can even wow your friends and family."



**Slide 13: Job aids**



**Facilitator Notes:**

Share job aids: "Virus Lock and Key" and "The Parts of Viruses".



**Sample Script**

"To make your job easier, we've also prepared for you the following job aids: "Virus Lock and Key" and "The Parts of Viruses".

## 9. Wrap-Up



**5 minutes**



### Slide 14: Reflection



#### Facilitator Notes:

- Encourage audience to think about how they can use this knowledge at work.
- Ask audience to make note of their thoughts.
- In a future session, ask the audience how they were able to promote infection control.



#### Sample Script

**“Are there things you’ve learned today that help you understand infection control better? Can you imagine a realistic, every-day occasion when you could practice using these job aids or explain this concept to others? Is there somewhere you can display it at work? I’m going to pause for a minute to give you a chance to reflect. Please use your participant booklet to write down your thoughts.”**

*[Give participants one full minute to reflect]*



### Slides 15–17: Key Messages



#### Facilitator Notes:

- Reinforce Key Messages.
  - ▶ Be ready to add to the list of key takeaways, as needed.
- After participants have a chance to reply, advance the slide animation to show key messages.



#### Sample Script

“Thank you all for coming today. I enjoyed our discussion together. Before we adjourn, I’d like to ask. **What was the most important takeaway for you from today’s session?**”

*[After answers, advance slide to show key messages]*

“I’ve collected here the key messages from today’s session for future reference.”



## Slide 18: Resources and future training sessions



### Facilitator Notes:

- Preview next session.
- Add details to this slide for participants about the next training session (date, time, location/URL).



### Sample Script

“Next time, we will start talking about the ways that viruses move between people.

“In the meantime, you can keep exploring these topics on your own, using the resources on this slide. You can also follow us on social media.”



## Slide 19: Feedback form



### Facilitator Notes:

- Collect feedback.
- Digitally distribute feedback form through a means of your choosing (online survey, fillable form to return to you, etc.).
- Tell participants that you are available to answer questions or discuss further as needed.
  - ▶ Share the best way to connect with you (e.g., stay after the session ends, or call or email you?).



### Sample Script

“And finally, please let us know how you enjoyed today’s session by completing the following feedback form. Thanks again for joining us today.”

### After the session

Send list of participant questions compiled during this session to: [ProjectFirstline@cdc.gov](mailto:ProjectFirstline@cdc.gov).



# 20-Minute Session Plan

## 1. Session Start and Agenda



### Slide 1: Opening slide



### Slides 2 and 3: Agenda and Learning Objectives



#### Facilitator Notes:

- Welcome
- Overview of the session's goals and topics



#### Sample Script

“Welcome! Thank you for joining us. We’re so glad to have this time together to discuss infection control on the frontlines. Today’s meeting segment will focus on the basic science of viruses.”

## 2. Video



### Slide 4: As you watch video



#### Facilitator Notes:

- Remind audience of last session’s discussion.
- Introduce videos.
- Direct audience’s attention to questions to consider while they watch videos.



#### Sample Script

“Last session, we discussed that the ultimate goal of everything we do in infection control is to prevent people from getting sick. In order to do that, the first thing we need to understand is how people get sick with COVID-19.

“In order to answer that question, we have to talk about the virus that causes COVID-19. We also have to understand how viruses work inside the body and what we can do to protect ourselves.

“Let’s check in with Dr. Carlson to see what she has to say on these topics. We’re going to watch 3 short videos back to back. Here are some questions to consider as you watch.”



### Slides 5–7



### Videos: *Inside Infection Control* by CDC’s Project Firstline



#### Facilitator Notes:

- Play videos back to back
  - ▶ [“SARS-CoV-2? COVID-19? What’s the Difference?”](#) (3:18 min)
  - ▶ [“What’s a Virus?”](#) (4:24 min)
  - ▶ [“How Do Viruses Make You Sick?”](#) (4:52 min)

## 3. Discussion



### Slide 8: Let’s discuss



#### Facilitator Notes:

- Invite the audience to share thoughts and questions.
- Wait for answers. Pause for participants to reflect before jumping into the conversation yourself.
- Affirm responses and make connections, as appropriate, to other participant comments.
- You may wish to add to discussion, as needed, with the following:

#### ***From “What’s a Virus?”***

- SARS-CoV-2 is a virus.
- Viruses are one of the many types of germs that can make us sick. They aren’t really a living thing like an animal is, but they are able to use living things to make more copies of themselves.
- At the simplest level, viruses only have two or three parts:
  - ▶ Genes: These are the “instruction booklet” of the virus. The genes contain all the information needed to make more virus copies.
  - ▶ Proteins: Most of the proteins in a virus come together to create a shell (the technical name is a “capsid”) that protects the instruction booklet genes from getting damaged. Some proteins remain inside the shell and are only used when it’s time for building more virus copies. Other proteins are on the outside of the shell and help the virus get from one place to another in the body—and from one person to another.



- ▶ Envelope: Just like an envelope protects the letter inside, some viruses have a special outside layer called an “envelope” that adds another layer of protection. This envelope is made mostly of special fats, but it also has some proteins in it to help the virus get around – and spread from one person to another.
- Not all viruses have this envelope, but SARS-CoV-2, the virus that causes COVID-19, does.

**From “How Do Viruses Make You Sick?”**

- Viruses are able to use cells in living things, including people, to make copies of themselves. It’s how viruses spread within a body, and from person to person.
- When enough viruses have been able to get into our cells and make copies of themselves, the body recognizes that there’s an infection, and our immune system revs up to fight off the virus.
- It is the activity of our immune system fighting the virus that makes us feel sick.



**Sample Script**

**“Would anyone like to share thoughts about one of the questions on this slide? Please feel free to go off mute or respond via the chat.”**



**Slide 9: Reflection**



**Facilitator Notes:**

- Encourage audience to think about how they can use this knowledge at work.
- Ask audience to make note of their thoughts.
- Share job aids: “The Parts of Viruses” and “Virus Lock and Key”.
- In a future session, ask the audience how they were able to promote infection control.



**Sample Script**

“In order to help you discuss these topics with patients and coworkers, we’d like to share with you these job aids.

**“Can you imagine a realistic, every-day occasion when you could practice using this job aid or explain this concept to others? Is there somewhere you can display it at work? I’m going to pause for one full minute to give you a chance to reflect. Please use your participant booklet to write down your thoughts.”**

*[Give participants one full minute to reflect]*

## 4. Wrap-Up



### Slides 10–12: Key Messages



#### Facilitator Notes:

- Reinforce Key Messages.
  - ▶ Be ready to add to the list of key takeaways, as needed.
- After participants have a chance to reply, advance the slide animation to show key messages.



#### Sample Script

“Thank you all for coming today. I’ve captured today’s key messages on this slide. They are also included in your participant booklet.”



### Slide 13: Resources and future training sessions



#### Facilitator Notes:

- Preview next session.
- Add details to this slide for participants about the next training session (date, time, location/URL).



#### Sample Script

“Next time, we will start talking about the ways that viruses move between people.

“In the meantime, you can keep exploring these topics on your own, using the resources on this slide. You can also follow us on social media.”



### Slide 14: Feedback form



#### Facilitator Notes:

- Collect feedback.
- Digitally distribute feedback form through a means of your choosing (online survey, fillable form to return to you, etc.).

- Tell participants that you are available to answer questions or discuss further as needed.
  - ▶ Share the best way to connect with you (e.g., stay after the session ends, or call or email you?).

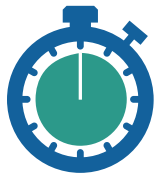


### **Sample Script**

“And finally, please let us know how you enjoyed today’s session by completing the following feedback form. Thanks again for joining us today.”

### **After the session**

Send list of participant questions compiled during this session to: [ProjectFirstline@cdc.gov](mailto:ProjectFirstline@cdc.gov).



# 10-Minute Session Plan, Part One

## 1. Session Start and Agenda



### Slide 1: Opening slide



### Slide 2: Agenda and learning objectives



### Facilitator Notes:

- Welcome
- Overview of the session's goals and topics
- Introduce video



### Sample Script

“Welcome! Thank you for joining us. We’re so glad to have this time together to discuss infection control on the frontlines. Over the next two meeting segments, we will focus on the basic science of viruses.

“Last session, we discussed that the ultimate goal of everything we do in infection control is to prevent people from getting sick. In order to do that, the first thing we need to understand is how people get sick with COVID-19.

“Let’s check in with Dr. Carlson to see what she has to say on this topic.”

## 2. Videos



### Slides 3 and 4



### Videos: *Inside infection Control* by CDC’s Project Firstline



### Facilitator Notes:

- Play videos back to back
  - ▶ [“SARS-CoV-2? COVID-19? What’s the Difference?”](#) (3:18 min)
  - ▶ [“What’s a Virus?”](#) (4:24 min)

### 3. Reflection



#### Slide 5: Reflection



#### Facilitator Notes:

- Encourage audience to think about how they can use this knowledge at work.
- Ask audience to make note of their thoughts.
- In a future session, ask the audience how they were able to promote infection control.
- Share job aid: "The Parts of Viruses".



#### Sample Script

"In order to help you discuss these topics with patients and coworkers, we'd like to share with you this picture that illustrates the parts of a virus.

**"Can you imagine a realistic, every-day occasion when you could practice using this job aid or explain this concept to others? Is there somewhere you can display it at work?"**

"I'm going to pause for one full minute to give you a chance to reflect. Please use your participant booklet to write down your thoughts."

*[Give participants one full minute to reflect]*

### 4. Wrap-Up



#### Slide 6: Key Messages



#### Facilitator Notes:

Reinforce Key Messages.



#### Sample Script

"Thank you all for coming today. I've captured today's key messages on this slide. They are also included in your participant booklet."



#### Slide 7: Resources and future training sessions



### **Facilitator Notes:**

- Preview next session.
- Add details to this slide for participants about the next training session (date, time, location/URL).



### **Sample Script**

“Next time, we’ll continue our exploration of the basic science of viruses.

“In the meantime, you can keep exploring these topics on your own, using the resources on this slide. You can also follow us on social media.”



### **Slide 8: Feedback form**



### **Facilitator Notes:**

- Collect feedback.
- Digitally distribute feedback form through a means of your choosing (online survey, fillable form to return to you, etc.).
- Tell participants that you are available to answer questions or discuss further as needed.
  - ▶ Share the best way to connect with you (e.g., stay after the session ends, or call or email you?).



### **Sample Script**

“And finally, please let us know how you enjoyed today’s session by completing the following feedback form. Thanks again for joining us today.”

### **After the session**

Send list of participant questions compiled during this session to: [ProjectFirstline@cdc.gov](mailto:ProjectFirstline@cdc.gov).





# 10-Minute Session Plan, Part Two

## 1. Session Start and Agenda



### Slide 1: Opening slide



### Slide 2: Agenda and learning objectives



### Facilitator Notes:

- Welcome
- Overview of the session's goals and topics
- Share job aid "Virus Lock and Key"



### Sample Script

"Welcome! Thank you for joining us. We're so glad to have this time together to discuss infection control on the frontlines. This is the second of two meeting segments in our discussion of the basic science of viruses.

"Last session, we started talking about viruses and distributed a job aid showing the anatomy of a virus."

## 2. Videos



### Slide 3: As you watch video



### Facilitator Notes:

Introduce video.



### Sample Script

"Today we're going to take a closer look at what viruses actually do inside the body.

"Let's check in with Dr. Carlson. Here are some questions to consider as you watch."



#### Slide 4



#### Video: *Inside Infection Control* by CDC's Project Firstline



#### Facilitator Notes:

Play video "[How Do Viruses Make You Sick?](#)" (4:52 min)



#### Slide 5: Let's discuss



#### Facilitator Notes:

- Invite audience to share thoughts and questions.
- Wait for answers. Pause for participants to reflect before jumping into the conversation yourself.
- Affirm responses and make connections, as appropriate, to other participant comments.
- You may wish to add to discussion, as needed, with the following:
  - ▶ Viruses are able to use cells in living things, including people, to make copies of themselves. It's how viruses spread within a body, and from person to person.
  - ▶ When enough viruses have been able to get into our cells and make copies of themselves, the body recognizes that there's an infection, and our immune system revs up to fight off the virus.
  - ▶ It is the activity of our immune system fighting the virus that makes us feel sick.



#### Sample Script

**"Would anyone like to share thoughts about one of the questions on this slide? Please feel free to go off mute or respond via the chat."**

### 3. Reflection



#### Slide 6: Reflection



#### Facilitator Notes:

- Encourage audience to think about how they can use this knowledge at work.
- Ask audience to make note of their thoughts.
- In a future session, ask the audience how they were able to promote infection control.



### Sample Script

“Take a moment to reflect on today’s session. **Did you learn something today (or remind yourself of something you already knew) that could help you discuss infection control in your day-to-day interactions with patients and coworkers?** Please use your participant booklet to write down your thoughts.”

*[Give participants one full minute to reflect]*

## 4. Wrap-Up



### Slide 7: Key Messages



#### Facilitator Notes:

Reinforce Key Messages.



### Sample Script

“Thank you all for coming today. I’ve captured today’s key messages on this slide. They are also included in your participant booklet.”



### Slide 8: Resources and future training sessions



#### Facilitator Notes:

- Preview the next session.
- Add details to this slide for participants about the next training session (date, time, location/URL).



### Sample Script

“Next time, we will start talking about the ways that viruses move between people.

“In the meantime, you can keep exploring these topics on your own, using the resources on this slide. You can also follow us on social media.”



## Slide 9: Feedback form



### Facilitator Notes:

- Collect feedback.
- Digitally distribute feedback form through a means of your choosing (online survey, fillable form to return to you, etc.).
- Tell participants that you are available to answer questions or discuss further as needed.
  - ▶ Share the best way to connect with you (e.g., stay after the session ends, or call or email you?).



### Sample Script

“And finally, please let us know how you enjoyed today’s session by completing the following feedback form. Thanks again for joining us today.”

### After the session

Send list of participant questions compiled during this session to: [ProjectFirstline@cdc.gov](mailto:ProjectFirstline@cdc.gov)

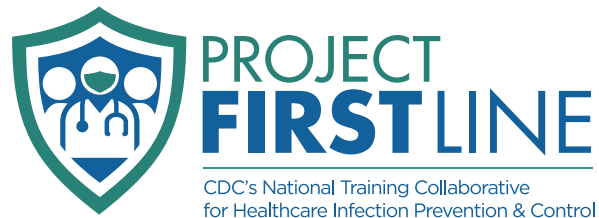
## Accessible Explanation of Illustrations

### The Parts of Viruses

This illustration shows the main parts of what viruses are made of, including: the fatty envelope, capsid “shell” made of proteins, genes that act like an instruction booklet, and more proteins that stick out of the fatty envelope. ([page 9](#))

### Virus Lock and Key

This illustration shows how viruses invade cells using a lock and key concept. Our body’s cells have parts that stick out on their surfaces that work as locks. Viruses also have parts sticking out of their surfaces that they can use like a key to unlock the cell and get inside to make more copies of themselves. ([page 9](#))



**For more information please contact**  
Centers for Disease Control and Prevention  
1600 Clifton Road NE, Atlanta, GA 30329-4027  
Telephone: 1-800-CDC-INFO (232-4636)/TTY: 1-888-232-6348  
Web: [www.cdc.gov/projectfirstline](http://www.cdc.gov/projectfirstline)