



Facilitator Toolkit **Session Plans**

Topic Three: How Respiratory Droplets Spread COVID-19

Contents

Overview of Sessions	3
Facilitator Instructions	3
Choose your Session	3
Session Materials	3
Using the Materials	3
Conducting a Session	4
Educational Content Outline	5
Learning objectives	5
Key Educational Takeaways	5
Content Outline	5
Sessions at a Glance	7
60-Minute Session Plan	8
1. Session Start	8
2. Agenda and Learning Objectives	8
3. Recap of Last Session and This Session’s Video	9
4. Discussion	10
5. Role Play	13
6. Regroup and Discuss	14
7. Reflection and Wrap-Up	15
20-Minute Session Plan	17
1. Session Start and Agenda	17
2. Video	17
3. Discussion	18
4. Reflection and Wrap-Up	20
10-Minute Session Plan	23
1. Session Start and Agenda	23
2. Video	23
3. Discussion	24
4. Reflection and Wrap-Up	25

Overview of Sessions

The following Session Plans for **Topic Three: How Respiratory Droplets Spread COVID-19** 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:

- The plans and slides are 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 internally 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 Outline

Topic Three: How Respiratory Droplets Spread COVID-19

Content summary: How does SARS-CoV-2 get from one person to another: what is a respiratory droplet?

Inside Infection Control Video: *What's a Respiratory Droplet? Why Does It Matter?*

Learning objectives

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

- Describe one characteristic (1) of respiratory droplets
- Understand one (1) primary way that SARS-CoV-2 moves between people
- 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

- Our breath contains a lot of water that you can't usually see.
 - ▶ When we see our breath in cold air or see our glasses fog up when we're wearing a mask, what we're seeing is all the water in our breath.
 - ▶ Those are our respiratory droplets.
- The main way that SARS-CoV-2, the virus that causes the disease COVID-19, travels between people is through respiratory droplets.
 - ▶ When someone is infected with SARS-CoV-2, the droplets that they breathe out have virus particles in them.
 - ▶ People who are close by can breathe the droplets in, or the droplets can land on their eyes, and they can get infected.

Content Outline

- Different viruses spread from person to person in different ways.
- The main way that SARS-CoV-2, the virus that causes the disease COVID-19, travels between people is through respiratory droplets.
- These droplets aren't large, like you would see from a splash in a sink. They're very tiny.
- The droplets have different sizes, but most of them are so small that we can't see them most of the time.
- We usually can't see the water in our breath, but when we do things like breathe on a mirror and fog it up, we're seeing our respiratory droplets.
- We're also seeing our respiratory droplets when we're outside in cold weather and can see our breath, or when our eyeglasses fog up when we're wearing a mask.

- Every time we let breath out of our nose or mouth, we're letting out respiratory droplets – when we're talking, singing, coughing, or even just breathing normally.
- The droplets not only have different sizes, they also travel in the air for different distances.
- The droplets are small and light enough that they can reach other people who are close by.
- When someone is infected with SARS-CoV-2, the droplets that they breathe out have virus particles in them.
- If people who are close by aren't wearing masks or aren't behind a barrier, then they can breathe the droplets in, or the droplets can land on their eyes.
- When droplets carrying virus get into someone's nose, mouth, or eyes, or travels to their lungs, the virus lands on cells.
- Like many other respiratory viruses, SARS-CoV-2 is able to get into a lot of cells in the nose, throat, eyes, and lungs. The virus can then hijack those cells and make the person sick with COVID-19.
- Since respiratory droplets are the main way that SARS-CoV-2 moves between people, many of the infection control actions we need to take in healthcare are things to keep people, including our patients, our coworkers, and ourselves, from breathing in each other's respiratory droplets.

Sessions at a Glance

Topic Three:

How Respiratory Droplets Spread COVID-19

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



60-Minute Session Plan

1. Session Start



Slide 1: Opening slide

Participants log in and get settled.

2. Agenda and Learning Objectives



5 minutes



Slide 2 and Slide 3: Agenda and Learning Objectives



Facilitator Notes:

- Welcome!
- Overview of the session's goals and topics.
- Post "housekeeping" reminders in chat:
 - ▶ We'll meet today for one hour.
 - ▶ Please keep your videos on, to the extent possible, so that we can see each other as we engage in this important conversation.
 - ▶ 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.
 - ▶ Great to see you all here today!



Sample Script

"Welcome! Today we'll be focusing on the important concept of respiratory droplets, and how they spread COVID-19. In chat, I am placing our standard housekeeping reminders."



Slide 4: Checking In



Facilitator Notes:

- Facilitator greeting in chat box.
 - ▶ Place a friendly note in chat to encourage others to reply (e.g., a smiley face, “I’m ready to learn!” “I’m great!” – whatever feels right and is accurate).
- Audience greetings in chat box.
 - ▶ Wait a moment while participants share messages in chat and affirm these greetings before moving on.
 - ▶ If participants share messages such as “I’m exhausted,” be sure to acknowledge those responses and discuss participant needs before moving on.
- You may adapt the introduction time as needed and spend time on introductions if there are new faces or if group members still do not know each other.



Sample Script

“Let’s remind ourselves who’s in the room. As many of us know each other already, we’re not going to do formal introductions today. **How are you feeling today?** Give us a shout in chat to let us know how you are.”

3. Recap of Last Session and This Session’s Video



10 minutes



Slide 5: Thinking back to last session



Facilitator Notes:

- Remind the audience of the previous session: The Basic Science of Viruses, and how to talk about and explain those concepts.
- Using a tool like webinar chat or polling, or simply by calling on volunteers, ask participants to share whether they used their analogies.
 - ▶ You don’t need answers from everyone.
 - ▶ Wait for and affirm participant responses.
- Introduce topic of today’s video episode.



Sample Script

“Last time, we talked about viruses and how to explain some of the concepts to others. **Did anyone find a way to use these analogies on the job? Did anyone have other infection control conversations that they would like to report? Would anyone like to share a key message from last time that stands out in your memory?**

[after participants answer]

“Today we’re going to talk about something that has been a hot topic ever since COVID-19 first emerged: respiratory droplets. **What are they? How do they spread COVID-19?** We know how important these questions are, and sometimes it’s hard to explain these ideas to others.”



Slide 6



Video: *Inside Infection Control* by CDC’s Project Firstline



Facilitator Notes:

Play video [What’s a Respiratory Droplet? Why Does It Matter?](#) (5:07 min)



Sample Script

“Let’s see if Dr. Carlson has any tips.”

4. Discussion



15 Minutes



Slide 7: Image



Facilitator Notes:

- Invite audience to think about how respiratory droplets are part of their everyday life as well as their work life.
- Link respiratory droplets to the importance of respiratory protection.



Sample Script

“Before we discuss how respiratory droplets apply to your work life, how many of you have seen images such as this one? When we look at photos like this, it’s easy to understand why these little droplets matter and why we care about preventing people from breathing in each other’s respiratory droplets.”



Slide 8: What is your facility doing to keep people from breathing in each other’s respiratory droplets?



Facilitator Notes:

Ask audience to describe respiratory protection at work.

- Wait for responses.
- Affirm correct responses and encourage the group to think beyond just wearing masks.
 - ▶ If appropriate, use this discussion to reinforce the importance of staff wearing masks at all times, even in non-patient-care areas.
- As needed, you can use the following list to help generate a complete list of responses:
 - ▶ Keep physical distance between people.
 - ▶ Use plastic barriers.
 - ▶ Schedule patient appointments to reduce the number of people who are in the facility at one time.
 - ▶ Ask patients to wait for a phone call before entering the facility for their appointment.
 - ▶ Reduce the number of visitors permitted.
 - ▶ Limit the number of staff in offices, breakrooms, etc.
 - ▶ Use separate wards, clinic rooms, etc., for people who have suspected or confirmed COVID-19.
 - ▶ Increase air flow in clinic spaces to remove respiratory droplets faster.
 - ▶ Use masks on everyone to prevent droplets from getting into the air.
 - ▶ Use respirators like N95s to prevent people from breathing droplets.



Sample Script

“So, what are some things that your facility is doing to protect people from breathing in each other’s respiratory droplets?”



Slide 9: Strategies, easy or hard?



Facilitator Notes:

- Ask the audience to reflect on the strategies to keep people from breathing in each other's respiratory droplets.
- Consider inviting participants to think about how this applies to different people: Is it easy/hard for staff? For patients and families?
- It is likely that participants may highlight that these strategies, while easy in theory, are challenging to implement consistently.
 - ▶ If this point is not raised, you may add it to the conversation.
- If there are strategies that are easy to implement consistently, probe this topic to explore what makes them easy:
 - ▶ Teamwork among staff?
 - ▶ Policies that facilitate specific actions (e.g., screening and triage away from the waiting room)?
 - ▶ Effective signage or other positive reinforcement?
- When discussing strategies that are challenging, as above, be sure to explore the “whys”: why is it hard to implement consistently?
 - ▶ The aim is to identify and articulate challenges without finger-pointing.
 - ▶ Your role will be to support a positive exploration of these challenges and to redirect the conversation if thoughts need to be reframed, while still capturing the underlying concern, in such a way that does not blame specific individuals.
- Affirm responses and make connections, as appropriate, to other participant comments that have already been made.
- Take notes during the discussion to remember key points.



Sample Script

“This next question is perhaps more challenging. **When you think about being able to implement these strategies consistently, which are easy, and which are hard? Let’s talk first about the easy ones—are there any easy ones?**”

[Pause so that participants can reflect.]

“**Would anyone like to respond to this question? Are there any strategies that are easy to implement consistently?**”

[Wait for answers.]

“Now let’s talk about strategies that are challenging to implement consistently. **Who would like to share a thought about this?**”

[Wait for answers.]

“Thank you, these are important thoughts. I’d like to spend some time identifying specific actions we can take that can address some of these challenges. **How can we find solutions?**”

5. Role Play



10 minutes



Slide 10: Role-play: Finding solutions to infection control challenges



Facilitator Notes:

- As in prior sessions, use breakout rooms appropriate to your platform to divide participants into three groups. Give each group a separate scenario:
 - ▶ Group One: You’re part of a facility with a waiting room and having difficulty getting people to wear masks. What are some things you can do?
 - ▶ Group Two: You notice coworkers that are seated too closely together in the breakroom, eating and conversing together without masks.
 - ▶ Group Three: You notice a patient who consistently wears a mask under his or her nose, stating that it is too uncomfortable to wear over nose.
- Provide the following tips to all groups:
 - ▶ In your role-play, be sure to integrate concepts from the video we watched today.
 - ▶ You may also wish to identify solutions beyond addressing mask-wearing only.
- While the groups are working, be sure to visit each breakout room to see if participants have questions or would like help brainstorming ideas.



Sample Script

“We’re going to examine some specific scenarios in small groups. You will each be given a scenario showing a realistic healthcare challenge. In your group, I’d like you to strategize about how you would address this challenge if it happened in real life. Your aim should be to rectify the situation while ‘keeping the peace’ with all concerned. In groups, spend some time brainstorming and then I’d like you to develop a short skit illustrating your solutions in practice. Even though we’re online and can’t use props, plan out a short dialogue as if you were in a real-life role-play. You will have 10 minutes to work.”

6. Regroup and Discuss



15 minutes



Slide 11: Let's Regroup



Facilitator Notes:

- Invite the groups to reenact their role-plays.
 - ▶ Make sure group members goes off mute before beginning.
 - ▶ Encourage the audience to watch for the “problem” and “solution(s)” illustrated in the scenario.
- Thank the group and invite audience members to describe what they saw happening in the skit:
 - ▶ What was the presenting problem?
 - ▶ What was the solution?
- Briefly debrief with the group and audience and be sure to emphasize the core strategies that were successfully implemented.
- Then go on to the next two groups.
- Ask the participants to reflect on which strategies might be relevant to them.
 - ▶ Discuss together the positive ways in which we each have the power to intervene and problem-solve.
 - ▶ Discuss how knowing the rationale for certain infection control strategies can further empower us to act.



Sample Script

“Let’s regroup. We have three separate scenarios and I’m eager to see your role-plays. **Who would like to go first?**”

[reenactments]

“Thank you all for these great role-plays. **As you think about all three scenarios, what are some strategies that you think might be relevant to your daily lives, to the real-life scenarios you find yourselves in?**”

[Pause for replies, then discuss]

7. Reflection and Wrap-Up



5 minutes



Slide 12: Reflection



Facilitator Notes:

- Encourage the audience to think about how they can use this knowledge at work.
- Ask audience to make note of their thoughts and action steps that they can take or reinforce.
- Ask audience to reflect on how the role-playing scenarios may relate to them and their jobs.



Sample Script

“We’re at the end our time today, and we covered a lot of ground. We have a lot to cover next time as well, when we begin discussing how viruses spread from surfaces to people. Before we close, I’d like to encourage each of you to reflect for a moment about your own job, and how you can positively promote respiratory droplet protection at work. I’m going to pause for 60 seconds and invite you to write down some action steps you could take, or that you already take and would like to affirm. Think about how these role-plays may apply to you and your everyday interactions with others.

[Give participants one full minute to reflect.]

“We will continue to take this time at the end of each session, because it’s important to continue thinking about how we can each feel empowered to act for our own health and the health of others.”



Slide 13: Key Messages



Facilitator Notes:

- Reinforce Key Messages.
 - ▶ Be ready to add to the list, as needed.



Sample Script

“I hope you enjoyed today’s conversation. I’ve captured some take-home messages here, which you can review at your leisure after the session today.”



Slide 14: 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’ll start talking about how viruses spread from surfaces to 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 15: 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 with them the best way to connect with you (e.g., stay after the session ends, or call or email you?).

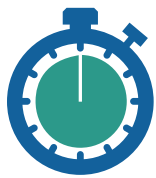


Sample Script

“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.



20-Minute Session Plan

1. Session Start and Agenda



Slide 1: Opening slide



Slide 2 and 3: Agenda and Learning Objectives



Facilitator Notes:

- Welcome
- Reminder of last session topics
- Overview of this session's goals and topics



Sample Script

“Welcome! Today we’ll be focusing on the important concept of respiratory droplets, and how they spread COVID-19.

“Last time, we talked about viruses, and how to explain these concepts to others. Today we’re going to talk about something that has been a hot topic ever since COVID-19 first emerged: respiratory droplets. **What are they? How do they spread COVID-19?** We know how important these questions are, and sometimes it’s hard to explain these ideas to others.”

2. Video



Slide 4



Video: *Inside Infection Control* by CDC’s Project Firstline



Facilitator Notes:

Play video [What’s a Respiratory Droplet? Why Does It Matter?](#) (5:07min)



Sample Script

“Let’s see if Dr. Carlson has any tips.”

3. Discussion



Slide 5: Image



Facilitator Notes:

- Invite audience to think about how respiratory droplets are part of their everyday life as well as their work life.
- Link respiratory droplets to the importance of respiratory protection.



Sample Script

“Before we discuss how respiratory droplets apply to your work life, how many of you have seen images such as this one? When we look at photos like this, it’s easy to understand why these little droplets matter and why we care about preventing people from breathing in each other’s respiratory droplets.”



Slide 6: What is your facility doing to keep people from breathing in each other’s respiratory droplets?



Facilitator Notes:

- Ask audience to describe respiratory protection at work.
- Wait for responses.
- Affirm correct responses and encourage the group to think beyond just wearing masks.
 - ▶ If appropriate, use this discussion to reinforce the importance of staff wearing masks at all times, even in non-patient-care areas.
- As needed, you can use the following list to help generate a complete list of responses:
 - ▶ Keep physical distance between people.
 - ▶ Use plastic barriers.
 - ▶ Schedule patient appointments to reduce the number of people who are in the facility at one time.
 - ▶ Ask patients to wait for a phone call before entering the facility for their appointment.
 - ▶ Reduce the number of visitors permitted.
 - ▶ Limit the number of staff in offices, breakrooms, etc.

- ▶ Use separate wards, clinic rooms, etc., for people who have suspected or confirmed COVID-19.
- ▶ Increase air flow in clinic spaces to remove respiratory droplets faster.
- ▶ Use masks on everyone to prevent droplets from getting into the air.
- ▶ Use respirators like N95s to prevent people from breathing droplets.



Sample Script

“So, what are some things that your facility is doing to protect people from breathing in each other’s respiratory droplets?”



Slide 7: Strategies, easy or hard?



Facilitator Notes:

- Ask the audience to reflect on the strategies to keep people from breathing in each other’s respiratory droplets.
- Consider inviting participants to think about how it applies to different people: Is it easy/hard for staff? For patients and families?
- It is likely that participants may highlight that these strategies, while easy in theory, are challenging to implement consistently.
 - ▶ If this point is not raised, you may add it to the conversation.
- If there are strategies that are easy to implement consistently, probe this topic to explore what makes them easy:
 - ▶ Teamwork among staff?
 - ▶ Policies that facilitate specific actions (e.g., screening and triage away from the waiting room)?
 - ▶ Effective signage or other positive reinforcement?
- When discussing strategies that are challenging, as above, be sure to explore the “whys”: why is it hard to implement consistently?
 - ▶ The aim is to identify and articulate challenges without finger-pointing.
 - ▶ Your role will be to support a positive exploration of these challenges and to redirect the conversation if thoughts need to be reframed, while still capturing the underlying concern, in such a way that does not blame specific individuals.
- Affirm responses and make connections, as appropriate, to other participant comments that have already been made.
- Take notes during the discussion to remember key points.



Sample Script

“This next question is perhaps more challenging. **When you think about being able to implement these strategies consistently, which are easy and which are hard? Let’s talk first about the easy ones—are there any easy ones?**

[Pause so that participants can reflect.]

“Would anyone like to respond to this question? Are there any strategies that are easy to implement consistently?”

[Wait for answers.]

“Now let’s talk about strategies that are challenging to implement consistently. **Who would like to share a thought about this?**

[Wait for answers.]

“Thank you, these are important thoughts. I’d like to spend some time identifying specific actions we can take that can address some of these challenges. **How can we find solutions?”**

4. Reflection and Wrap-Up



Slide 8: Reflection



Facilitator Notes:

- Encourage audience to think about how they can use this knowledge at work.
- Ask audience to make note of their thoughts and action steps that they can take or reinforce.



Sample Script

“We’re at the end our time today, and we covered a lot of ground in a short amount of time. Before we close, I’d like to encourage each of you to reflect for a moment about your own job, and how you can positively promote respiratory droplet protection at work. I’m going to pause for 60 seconds and invite you to write down some action steps you could take, or that you already take and would like to affirm.

[Give participants one full minute to reflect.]

“We will continue to take this time at the end of each session, because it’s important to continue thinking about how we can each feel empowered to act for our own health and the health of others.”



Slide 9: Key Messages



Facilitator Notes:

- Reinforce Key Messages.
 - ▶ Be ready to add to the list, as needed.



Sample Script

“I hope you enjoyed today’s conversation. I’ve captured some take-home messages here, which you can review at your leisure after the session today.”



Slide 10: 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 start talking about how viruses spread from surfaces to 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 11: 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 with them 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.



10-Minute Session Plan

1. Session Start and Agenda



Slide 1: Opening slide



Slide 2 and 3: Agenda and Learning Objectives



Facilitator Notes:

- Welcome
- Reminder of last session topics
- Overview of this session's goals and topics



Sample Script

"Welcome! Today we'll be focusing on the important concept of respiratory droplets, and how they spread COVID-19.

"Last time, we talked about viruses, and how to explain these concepts to others. Today we're going to talk about something that has been a hot topic ever since COVID-19 first emerged: respiratory droplets. **What are they? How do they spread COVID-19?** We know how important these questions are, and sometimes it's hard to explain these ideas to others."

2. Video



Slide 4



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



Facilitator Notes:

Play video [What's a Respiratory Droplet? Why Does It Matter?](#) (5:07 min)



Sample Script

"Let's see if Dr. Carlson has any tips."

3. Discussion



Slide 5: Image



Facilitator Notes:

- Invite audience to think about how respiratory droplets are part of their everyday life as well as their work life.
- Link respiratory droplets to the importance of respiratory protection.



Sample Script

“Before we discuss how respiratory droplets apply to your work life, how many of you have seen images such as this one? When we look at photos like this, it’s easy to understand why these little droplets matter and why we care about preventing people from breathing in each other’s respiratory droplets.”



Slide 6: What is your facility doing to keep people from breathing in each other’s respiratory droplets?



Facilitator Notes:

- Ask audience to describe respiratory protection at work.
- Wait for responses.
- Affirm correct responses and encourage the group to think beyond just wearing masks.
 - ▶ If appropriate, use this discussion to reinforce the importance of staff wearing masks at all times, even in non-patient-care areas.

As needed, you can use the following list to help generate a complete list of responses:

- Keep physical distance between people.
- Use plastic barriers.
- Schedule patient appointments to reduce the number of people who are in the facility at one time.
- Ask patients to wait for a phone call before entering the facility for their appointment.
- Reduce the number of visitors permitted.
- Limit the number of staff in offices, breakrooms, etc.
- Use separate wards, clinic rooms, etc., for people who have suspected or confirmed COVID-19.
- Increase air flow in clinic spaces to remove respiratory droplets faster.
- Use masks on everyone to prevent droplets from getting into the air.
- Use respirators like N95s to prevent people from breathing droplets.



Sample Script

“So, what are some things that your facility is doing to protect people from breathing in each other’s respiratory droplets?”

[After responses]

“Some of these strategies are easy to implement, and others are much harder.”

4. Reflection and Wrap-Up



Slide 7: Reflection



Facilitator Notes:

- Encourage audience to think about how they can use this knowledge at work.
- Ask audience to make note of their thoughts and action steps that they can take or reinforce.



Sample Script

“Think about your own role in promoting the strategies we just discussed in your facility. Before we close, I’d like to encourage each of you to reflect for a moment about your own job, and how you can positively promote respiratory droplet protection at work. I’m going to pause for 60 seconds and invite you to write down some action steps you could take, or that you already take and would like to affirm.

[Give participants one full minute to reflect.]

“We will continue to take this time at the end of each session, because it’s important to continue thinking about how we can each feel empowered to act for our own health and the health of others.”



Slide 8: Key Messages



Facilitator Notes:

- Reinforce Key Messages.

- ▶ Be ready to add to the list, as needed.



Sample Script

“I hope you enjoyed today’s conversation. I’ve captured some take-home messages here, which you can review at your leisure after the session today.”



Slide 9: 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 start talking about how viruses spread from surfaces to 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 10: 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 with them the best way to connect with you (e.g., stay after the session ends, or call or email you?).

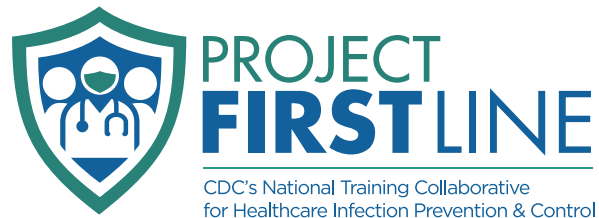


Sample Script

“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.



For more information please contact
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