

[Narrator] In this 35-minute activity and 10-minute class discussion, students identify the chain of infection for NERD and propose prevention strategies to reduce the spread of the disease.

This activity uses data and concepts based on a novel emerging respiratory disease, or NERD. NERD is a fictional disease used for teaching purposes.

Start this think, pair, share activity by providing students with a NERD factsheet. Provide time to identify key information that should be included in the chain of infection.

Next, pair students to discuss their answers and fill in the graphic organizer. A partially filled organizer or word bank could be provided for differentiation.

Then, encourage each pair to share their answers with the class. Ask for student volunteers to record this information on the classroom version of the organizer.

After sharing, students can modify their own graphic organizers.

The next step is to arrange students into groups of 3 to 5 and provide a strategy cards sheet to each group.

The students will start by brainstorming how people interact in the school environment and identify corresponding prevention strategies to break a link in the chain of infection to reduce the spread of NERD.

Each group will choose three of their strategies, then complete and cut out the cards. To quickly identify the strategies from each group later in the lesson, think about printing the sheets on different colored papers or having students color code their cards.

For example, to complete the cards, students select “wearing a mask” as a strategy that will break a link in the chain after the “portal of exit”. A sample explanation is that “the portal of exit has been blocked so the infectious agent cannot get out”. Make sure students identify different strategies to break the chain at different links.

Next, the students share their strategies with the class and tape their cards to the classroom version of the organizer at the link in the chain of infection that it would break. Keep in mind that a strategy may break the chain in multiple areas, for example masks can block the portal of exit as well as the portal of entry.

Spend the last 10 minutes wrapping up and reviewing “How does disease spread?” Suggested discussion prompts are provided in the lesson plan.