

(Narrator) In this 35-minute activity and 10- minute class discussion, students start by using disease event data to categorize the events into levels of disease occurrence.

Then they will track novel emerging respiratory disease (NERD) events over time and location. They will determine the point in time that NERD should be declared a pandemic and justify their decision.

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

Divide students into groups of 3 to 5. Hand out one set of Level of Disease Event Cards to each group and one Level of Disease Classification Sheet to each student.

Allow groups 5 minutes to sort cards into level of disease classifications, record their responses and if time permits, propose a disease which may be responsible for each event.

Have students share and record on the classroom copy. Review answer key, discussing criteria used for categorizing events into each level.

In Part 2, provide each group a set of NERD Newsfeed Posts and each student a NERD Timeline.

Together as a class, choose one post, read it aloud and demonstrate how to record the location and number of cases on the timeline. Instruct groups to continue this process using subsequent newsfeed posts.

Encourage students to observe the spread of NERD, paying close attention to the number and location of cases.

Instruct students to think critically about when they might declare NERD to be a pandemic and what criteria they would use to justify their decision.

After coming to a group consensus, the group should mark a “P” on their timelines when the group thinks NERD has reached a pandemic level.

Hand out a NERD Pandemic Label Card to each group.

Ask a representative from each group to indicate where their group decided NERD progressed to a pandemic level by taping their group’s pandemic card to the classroom version of the NERD timeline. Cards for each group can be colored for easy identification.

Review the placement of the pandemic cards and ask students from each group to justify their answers.

Spend the last 10 minutes wrapping up and reviewing “What exactly is a pandemic?” Suggested discussion prompts are provided in the lesson plan.