

**[Narrator]** In this 35-minute group activity, students will role play the people involved in a case investigation for possible NERD transmission.

At the conclusion of the role play, students will summarize the spread of NERD on a trace map and make evidence-based recommendations to help reduce the spread of NERD.

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 activity by dividing students into groups of 5 to 10 students. For class sizes of fewer than 20 students, this activity could be done as a whole class instead of in student groups. In this case, the teacher will take on the role as the Contact Tracing Supervisor and multiple students will take turns acting as Contact Tracers.

Hand out the Case Investigation & Contact Tracing Guide and Case Investigation & Contact Tracing Worksheet. Explain how the Character cards will be used – whether there is one set per group, or the entire class will divide up the roles.

If in groups, choose a leader in each group to be the Contact Tracing Supervisor. Both the Contact Tracing Supervisor, named Ishika in the role play, and the Contact Tracer, named William, have significant roles in the activity, so make this role choice wisely. The remaining students will choose a character from the other Character Cards. There are 10 character roles, so for groups with fewer than 10 members, students will need to play more than one character.

Read the activity introduction to the class and give them time to work through the Case Investigation Worksheet in their groups. The Contact Tracing Supervisor will guide the investigation as students act out the roles they were assigned. As each confirmed case or possible contact is interviewed by the Contact Tracer, all students should keep track of key information on their Case Investigation Worksheet.

Students will use interview information to build a timeline of events and calculate incubation and infectious periods.

After completing interviews of all characters, groups should be given the Trace Map Worksheet. Provide students with enough time to create their trace map, answer the questions on the Trace Map Worksheet, and propose evidence-based recommendations on self-isolation or self-quarantine. Review together as a class.

Spend the last 10 minutes wrapping up and reviewing “Why is contact tracing so important?” Suggested discussion prompts are provided in the lesson plan.