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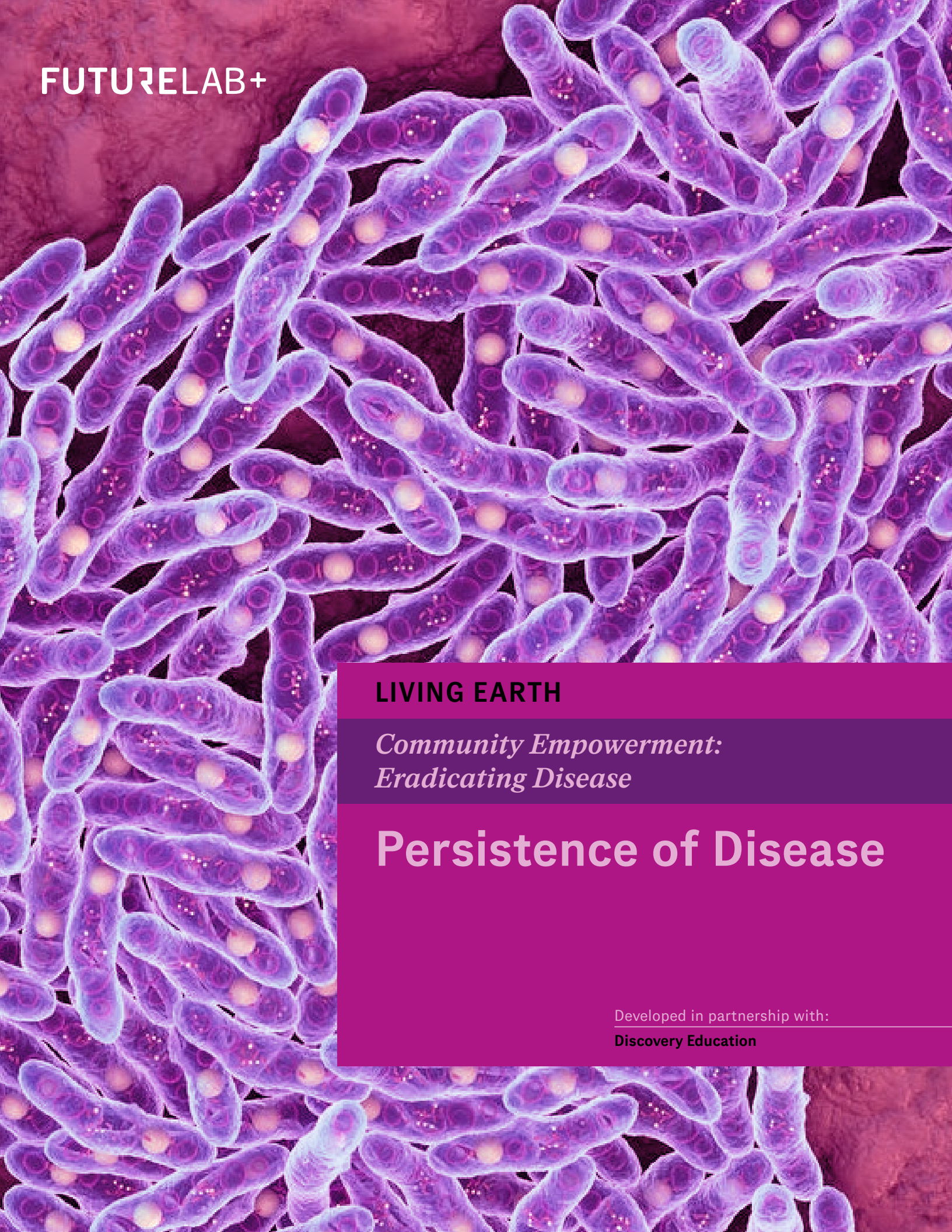

LIVING EARTH

Community Empowerment: Eradicating Disease

Persistence of Disease

Developed in partnership with:

Discovery Education

In this Lesson Plan:

Print the **Teacher Section** →

Print the **Student Section** →

Cover Image
Tuberculosis bacteria, (illustration).

This document is separated into two sections, For Teachers [T] *and* Student Resources [S]*, which can be printed independently.*

Select the appropriate printer icon above to print either section in its entirety.

Follow the tips below in the Range field of your Print panel to print single pages or page ranges:

Single Pages (use a comma): T3, T6

Page Range (use a hyphen): T3–T6

LIVING EARTH / COMMUNITY EMPOWERMENT—ERADICATING DISEASE

Persistence of Disease

ACTIVITY DURATION

Six days

DRIVING QUESTION

How can an effective outreach campaign educate and empower a community to help eradicate an infectious disease?

ESSENTIAL QUESTIONS

How does an infectious disease spread through a community?

How can social and environmental variables contribute to an infectious disease spreading in a community?

How can we use communication strategies to help overcome health literacy issues?

OVERVIEW

Advances in sanitation, water filtration, and modern medicine have worked to relieve previously endemic illnesses. But some are not so easily eradicated, while other new bacteria and mutated viruses continue to spread. Advances toward a global society have allowed for improved trade, cultural expansion, and easy travel. However, these advances have also allowed pathogens to travel borders more easily. As the world works to combat these new contagions, one form of management is reducing transmission. Pandemic-type diseases can be prevented by limiting the movement of these organisms. This helps keep infection numbers low and localized. However, pathogens are a diverse subset of life, and with that comes a wide variety of potential sources of infection. To combat their spread requires a wide range of biotechnology and healthcare professionals versed in the best forms of transmission prevention.

In this lesson, students create their third communication for their Community Outreach Campaign. The groups will create a post or communication about how the social or environmental conditions in the community are preventing

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OBJECTIVES

Students will be able to:

Explore how political, health literacy, and environmental variables can contribute to disease spread.

Reflect on their experiences with COVID-19 to explore how political, health literacy issues, and environmental variables can increase or decrease disease spread.

Explore and use communication strategies to overcome health literacy issues.

OVERVIEW *Continued*

disease eradication. Additionally, students will explore these issues in greater detail in their Disease Education Report. In order to do this work, students will learn about how governmental policy, political polarity, and environmental variables contributed to the spread of COVID-19 in the United States and in their local community.

STUDENT TASKS

Day 1	*Day 2*	*Day 3*	*Day 4*	*Day 5*	*Day 6*
Participate in a disease spread class activity. Examine the social and emotional effects that the disease has on their community.	Look at different topics related to why disease persists in a community: Government policy and political polarity Health literacy Environmental conditions	Present their findings from the previous class mini-stations to their group through a jigsaw style presentation. Research how government policy, political polarity, health literacy, and environmental conditions in their community are impacting disease spread.	Complete the "Disease Causes - Community Context Causes" section of their Disease Education Report.	Begin to develop the third post of their Community Outreach Campaign. Work together in their outreach campaign role to develop a post to raise awareness about the community context that has the greatest impact on disease persistence.	Participate in a Gallery Walk Feedback of posts. Use feedback from other students to revise and finalize posts. Add their post to their Disease Education Communication Posts.

MAKE CONNECTIONS!

How does this connect to the larger unit storyline?

There are many aspects of a disease to consider when attempting eradication. Arguably, one of the most important is mitigating the spread of the responsible pathogen.

In this lesson, students create their third post of their community outreach campaign to help eradicate infectious disease in the community they are trying to help.

How does this connect to careers?

Immunologists are physicians and researchers that focus on the function and dysfunction of the nervous system. Immunologists may work with patients suffering from allergies, asthma, or a variety of autoimmune disorders.

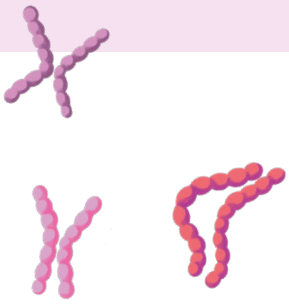
Epidemiologists are healthcare professionals who work to seek out sources of disease, means of disease spread, and persons at risk of disease. These researchers are important for tracing the spread of disease to reduce its reach, and their findings are used to create better disease mitigation strategies.

Botanists are biologists that study the physiological, structural, and developmental aspects of plants. Some of these professionals focus on plant disease—its transmission, disease process, and means to protect plants from these pathogens.

How does this connect to our world?

As our world has become more interconnected, we have seen booms in global commerce, international travel, and cultural mingling. But, as the interaction between peoples, cities, and countries has increased, so has the spread of pathogens. The spread of these organisms can lead to loss of wildlife, damage to crops and vegetation, and human disease and suffering. It is important as we move forward to be aware of means of transmission as well as what we can do as individuals to mitigate disease.

Students reflect on their own experiences with COVID-19 in order to consider how the political, health literacy, and environmental variables can increase or decrease disease spread in a community.



Pedagogical Framing

Instructional materials are designed to meet national education and industry standards to focus on in-demand skills needed across the full product development life cycle—from molecule to medicine—which will also expose students and educators to the breadth of education and career pathways across biotechnology.

Through this collection, educators are equipped with strategies to engage students from diverse racial, ethnic, and cultural groups, providing them with quality, equitable, and liberating educational experiences that validate and affirm student identity.

Units are designed to be problem-based and focus on workforce skill development to empower students with the knowledge and tools to be the change in reducing health disparities in communities.

SOCIAL-EMOTIONAL LEARNING

This lesson encourages students to practice self-management skills, like persevering in the face of setbacks, frustrations, and possible conflict, while pursuing research into different topics related to why their disease persists, specifically in their community. They will practice social awareness and management skills to successfully understand what others are feeling, while appreciating and interacting positively with their diverse groups during the lesson. They will be able to work together based on cooperation and resistance to inappropriate social pressure. They will negotiate solutions to conflict and seek help when needed. All students have been impacted by COVID-19. Some students may have personal experiences with an infectious disease and will carry that experience with them into sensitive discussions. This requires all discussion participants to demonstrate empathy and to practice social awareness.

CULTURALLY AND LINGUISTICALLY RESPONSIVE INSTRUCTION

Students reflect on their experiences with COVID-19 in their community in order to learn how governmental policies, political polarity, health literacy, and environmental conditions can increase disease spread in a community. Students learn this content collaboratively through a variety of student-centered learning activities. Additionally, the lesson offers opportunities for the growth of critical consciousness of both self and community around the issues of health disparities. Students will need to consider the health literacy issues people in their community face. They will utilize communication strategies to overcome these issues through their Community Outreach Campaign.

ADVANCING INCLUSIVE RESEARCH

In this lesson, students examine the concept of health literacy. Healthcare professionals must be conscious that different patients have different levels of familiarity with medical concepts. Communicating with patients at their health literacy level is important to building trust and establishing relationships with patients from historically marginalized communities.

COMPUTATIONAL THINKING PRACTICES

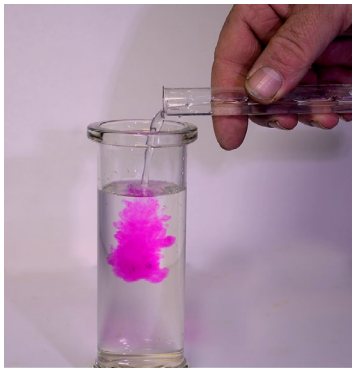
In this lesson, students engage in an activity that demonstrates how infectious diseases spread. As students watch the “disease” spread throughout their classroom, they are using the computational thinking strategies of collecting data, analyzing data,and finding patterns to identify its source. These strategies are essential tools that epidemiologists use in their work.

CONNECTION TO THE PRODUCT LIFE CYCLE

This lesson focuses on the Manufacture stage of the product life cycle, as therapies for diseases must be developed and deployed quickly to combat contagious diseases. This was recently seen in the race to develop a vaccine for COVID-19.

Day 1

Slides 1–5



Slides 1–5

Disease spread activity (20 minutes)

Teacher Note > *Gather all materials and set up for the lab prior to the activity.*

Materials:

- Saturated baking soda solution (baking powder dissolved in water until no more can dissolve)
- Distilled H_2O
- Numbered disposable cups (1 for each student)
- Phenolphthalein indicator solution

Prior to the activity:

1	Number each Dixie Cup with the total number of students in the class.
2	Fill all of the cups about half full with distilled water except for one.
3	Mix a saturated solution of baking soda and water by adding baking soda to the water and stir until no more baking soda will dissolve into the solution.
4	Fill the last Dixie Cup half way with the baking soda solution, and note which numbered cup has the baking soda solution as this is the infected cup.

Teacher Note > *If you have multiple classes, you may want to change the number of the infected cup for each class period. Read through the activity instructions prior to the lab to ensure all materials work as needed.*

During the activity:

1	Give each student a cup. Make sure one student has the cup with the infected solution—**you should be aware which one this is, but they should not. Make note of the student who has the infected cup**.
2	Tell the students that they will have four minutes to visit with other students. Each visit will have two steps.
a.	First, students should tell each other their names. Then, they should write the name of who they visited on their *Infectious Disease Activity* capture sheet.

Continues next page >

Day 1

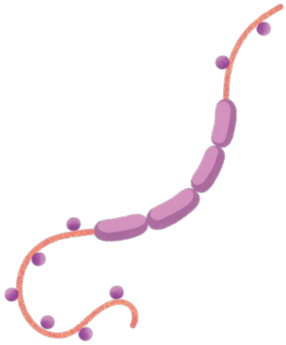
Continued

Slides 1–5

b. Next, students should share their liquids. To share liquids, one student will pour all of their liquid into the other's cup. Then, the student should pour half of the half of the liquid from the filled cup back into the first cup. Discuss that this is a model for how infectious agents can spread. Sharing the water could represent direct contact, touching something an infected person or animal has touched, sneezing on someone, transfer of bodily fluids, etc.

Teacher Note > *It would be good to model this with plain water to demonstrate the procedure.*

3 Give your class about four minutes to visit with other students.



4 At the end of four minutes, assemble the students in a line. Explain that, at the start of the exercise, all students except one had cups filled with water only. One student, however, had a cup filled with a solution of baking soda. This cup represented the person that was infected. Also, tell them that baking soda is a base.

Teacher Note > *You may need to clarify or at least ask to be sure they understand the concept of acids and bases.*

5 Explain that you have an indicator solution, phenolphthalein. Discuss that an indicator changes color to indicate whether something is an acid or a base. Tell students that phenolphthalein acts as an indicator for bases. In an acid solution or a neutral solution, it is colorless. (Show students the bottle.) But in the presence of a base, it turns pink.

6 Go down the line and put a few drops of phenolphthalein into each student's cup. If the student is infected (i.e. if the contents of his or her cup turn pink) have the student move to a designated part of the room.

7 Once everyone has been tested, write on the board the number of infected people, and all of the names that were infected.

8 Have students then dispose of cups and liquids and return to their tables for the discussion.

- Once students are back at their tables, have them look at all of the students they came into contact with and have them try to predict who was the original person infected with the disease.

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Day 1

Continued

Slides 1–7

- After students have predicted who was infected first, tell them the correct answer (who had the original infected container). Discuss how this is one way that health agencies try to determine who had the disease as well as who may be at risk. Have students write what the benefits and possible issues are with this type of tracing. As you are listening to their discussion, take note of how they treat the first person with the disease, as it may lead nicely into the next activity.
- Have students discuss how this model activity reflects real-world situations, as well as differs from real-world situations.

Slides 6–7

Affinity mapping around the impact a disease spread has on the community (20 minutes)

Teacher Note > *Prior to the activity, place sticky notes on each of the table groups for students to record their thoughts.*

- Tell students: Now that we have experienced a simulation of how disease may spread in a community, we will take a look at the social and emotional impact the disease may have on a community. Take a moment to reflect on how you felt while I was testing each of your cups, as well as after you saw the results.

1	Have a few students share their feelings, and whether they tested positive for the fake infection.
2	Write or put the question up for all students to see: What are the social and/ or emotional impacts a disease has on a community?
3	Have students take several sticky notes. Tell them that they are to write down as many ideas as they can about the question. Each idea will go on a different sticky note. As they have their ideas, they should post it in a designated area of your choosing so all students can see the notes.
4	Give students five to six minutes to silently reflect on the social and emotional impacts a disease may have on a community.
5	Let students know before time is up so they can to finish their thoughts and post their sticky notes.
6	Either you or a volunteer can then read through all of the notes. Have students listen for themes or patterns that they hear the first time they listen. Have students jot down some of the patterns.

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Day 1

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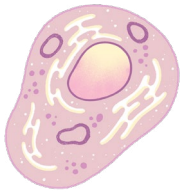

Slides 6–8

7	Discuss what trends or patterns emerged. Record the categories that students identify.
8	Read the sticky notes again, pausing for discussion around what category each note should fall under or whether the note goes into a separate category. *You may have an "other" category for any that don't quite fit.
9	Leave notes up as they will flow into tomorrow's activities.

Slide 8

Reflect on the day's activitie. (5 minutes)

1	Once all the sticky notes are categorized, have students reflect, with a *Turn and Talk*, on the following question as an exit ticket: • What two things stood out to you the most today?
2	Use the sticky notes to assess students' understanding of the lesson.

Day 2

Slides 9–11

Slides 9–10

Introduce the three categories that cause infectious diseases to persist in a community. (5 minutes)

Teacher Note > *Some students may have had experiences involving family members or friends with COVID-19 or certain diseases, so stress that the class should demonstrate empathy and respect for others in their interactions and discussions.*

- Thinking about the disease spread activity from the previous class, ask students to reflect on their experience with the spread of COVID-19. Tell students to share reasons why COVID-19 continued to spread in their community. As students share, record their thoughts into three categories pre-written on the board: Government Policy and Politics, Health Literacy, and Environmental Conditions.
- If one category is not filled, leave it unfilled for now.
- Tell students that these three categories are main factors for why an infectious disease will continue to spread in a community.
- Tell students that they will investigate these factors more closely to identify why disease continues to spread in a community.

Slide 11

Social and Environmental Causes *Jigsaw* (35 minutes)

1	In their groups, have students select which factor they will be responsible for teaching their group members. • Government Policies and Political Polarity • Health Literacy • Environmental Conditions
2	Arrange the room into three sections. Group students according to the factor they selected above. Place the materials for each session as listed in the *Session Facilitation Guide*.
3	When students are in the three main groups, have them break into smaller groups of three to four.
4	In these smaller groups, students will move through the self-guided activity described in the *Session Facilitation Guide*.

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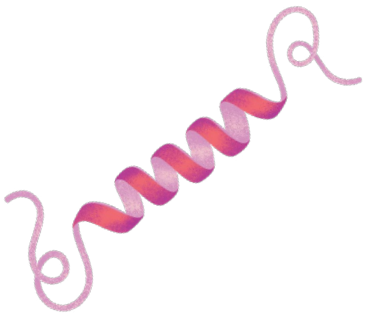
Day 2

Continued

Slides 11–12



5	To do this, have students identify who will be the facilitator and who will be the time keeper. Explain to students: • As a group, you are going to be responsible for moving each other through the steps of the mini-session. To do this, one person in your group needs to be the facilitator and one person the time keeper. The facilitator is in charge of leading the group through each step of the session. The time keeper is in charge of making sure the group does not go under or above the time given for each step.
6	Distribute *Session Facilitation Guide* and the *Session* Capture Sheet to students. Review the capture sheets with students.
7	Tell students the information they write in their note-catcher will be used to complete the Disease Causes section of their **Disease Education Report**.
8	Allow students to delete the work in their session groups.

Slide 12

Reflect on the day's activities. (5 minutes)

1	Use the strategy *Tweet! Tweet!* to have students reflect on the following question in an exit ticket: • What two things stood out to you the most today?
2	Ask a few students to volunteer to read their tweets.

Day 3

Slides 13–15

Slides 13–14

Community Factors Jigsaw. (10 minutes)

1 Back in their Community Outreach Campaign groups, students teach each other about the factors they learned about during the session the previous day in a *Jigsaw* style presentation.

2 Have students decide the order in which groups will presento first, second, etc.

3 When ready, have students use their notes to share what they learned with their group:

- The focus of their station and what it means
- How the factor can lead to disease spread in a community using COVID-19 as an example
- How the factor can be used to slow the spread of the disease in the community using COVID-19 as an example

4 Students fill out the *Community Factors* capture sheet while they listen to their group members.

Slide 15

Research Community Details around anticipated health literacy issues and local policies (30 minutes)

1 Students should research why the disease continues to persist within the community they are trying to help through the lens of the three factors they explored during the previous class lesson.

2 To do this, have students divide the three factors amongst themselves. Students can choose to focus on the same factor they did in the previous class.

3 Tell students they will present their findings to their group members during the next class.

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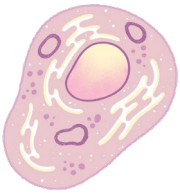
Day 3

Continued

Slides 15–16



4 Review with students how to identify reliable sources.

Teacher Note > *For reference, go back to Lesson 3, Day 3 on reliable resources.*

- To do this research, students will fill out their *Community Factors* capture sheet.
- When ready, have students present their findings to their group members.
- As they listen to their group members share their findings, students should record notes on the *Community Factors* capture sheet.

Slide 16

Reflect on the day's activities. (5 minutes)

1 As an exit ticket, have students respond to the following prompt with a *Quick Write*:

- Of the three main factors you explored, which one do you think contributes the most to the disease spread in your community? Why?

Day 4

Slides 17–19

Slides 17–19

Students further develop their Disease Education Report. (45 minutes)

1. Ask students to review the Disease Education Report. Tell them to guess which section they can now fill in based on the information they have learned in this lesson.

2. Have students share their ideas. Make sure they understand which section to fill out next:

   a. Disease Causes

   - Community Context Causes

3. Direct students to use their notes to fill in the section. They should include the following information:

   a. How do local governmental policies and politics impact how the disease spreads in your community?

   b. How does health literacy impact how the disease spreads in your community?

   c. How do environmental conditions impact how the disease spreads in your community?

4. Once students have selected the most important factor, ask them to select two elements below to help communicate information in their reports:

   a. Charts and graphs

   b. Infographics

   c. Pictures and diagrams

   d. Glossary of terms

5. When ready, let students use the rest of class to finish the sections detailed above.

Day 5

Slides 20–23

Slides 20–21

Students review the different posts they can create for their Community Outreach Campaign. (5 minutes)

1. Students use the knowledge they have built in previous lessons to develop a way to communicate environmental and social reasons that cause disease to persist in their community.
2. Provide time for students to revisit the group copy of the **Community Communication Toolkit**.
3. Have students switch their group roles and update it on the group copy of the **Community Communication Toolkit**. Provide time for students to review their new roles.
4. Remind students that they should reference **Our Group Collaborative Contract** and the **Common Group Challenges While working on a Collaborative Project** as they work in their groups.

Slides 22–23

Students are assigned roles and work as a group to create their post. (40 minutes)

1. Now that students have reviewed their job roles, groups will work on their third post. The social media manager facilitates this section. Walk around the room to provide support to groups.
2. Encourage students to think about what they have learned about infectious diseases and social media. Remind groups of the feedback they received in the previous posts to improve their work. They may want to revisit their previous posts. Each post should build off of each other.
3. Each social media manager should address his or her group:
   - **a.** Our focus for this post is, as a group, what do we think is the most influential factor contributing to our infectious disease and how it impacts the community? (Government policies and political polarity, health literacy, or environmental conditions)

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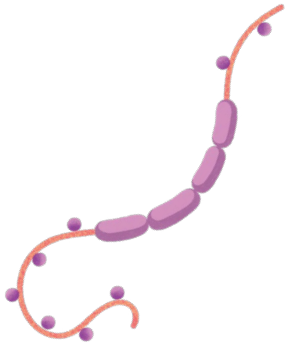
Day 5

Continued

Slides 22–23



b. Let's review the different social media posts in the group copy of the **Community Communication Toolkit**.

c. As a group, we will determine the format for our next post.

d. As we develop our social media post, we need to keep in mind our community and target audience. We can refer back to our **Community Outreach Campaign Community Identification** document from lesson 1.

e. We will use the information from our **Disease Education Report** to help us create our social media post.

f. We will have (insert amount of minutes) to work on our sections of the posts. Our posts should go on slide (insert slide number) of the class copy of the **Disease Education Communication Posts.**

- group members work on their sections of the social media post on the class copy of the **Disease Education Communication Posts.**

4 Students' third post should be completed on the class copy of the **Disease Education Communication Posts** for the Gallery Walk in the next lesson.

Day 6

Slide 24–26

Slides 24–26

Gallery Walk feedback of social media posts

Teacher Note > *Students will once again participate in a Gallery Walk.*

1 **Prepare in advance** to display posts on the wall: copies of posts, chart paper (three sections labeled: Reactions, Feedback, Likes), markers.

A gallery walk is a critique protocol where students get and give feedback to their peers to improve their work. Prior to the gallery walk, students should understand how to give and receive feedback. You may want to model this process through role-plays, providing sentence starters, or building in additional learning experiences to reinforce a positive culture.

2 Students should display the content they created for their social media platform as if they are posting on the platform. These posts can be taped to the wall or displayed on a computer screen.

3 Students will be participating in a gallery walk to view social media posts. Let students know they will be posting and giving feedback as if they were commenting on social media.

Tell students, there are three posts you can make:

a. Give feedback to the group to help them revise and improve their post. Tell students they will be providing feedback on how well the group communicated their most influential factor in their social media post.

- There are three rules when giving feedback: Be kind, be specific, and be helpful.

b. Provide reactions to posts for the information presented (e.g. OMG!).

c. Students can "like" a group's post.

4 With students' help, tape the posts to the walls:

a. Give groups time to visits other groups' posts.

b. On the chart paper, students can write feedback, provide reactions, or "like" a group's post by drawing a heart.

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Day 6

Continued

Slide 24–26

5	If posts are displayed on a computer screen: • Groups access the class copy of the **Disease Education Communication Posts**. • Students can give feedback in the notes section of the slide. • Using the infinite heart, they can drag and drop a heart on the slide to "like" a post. • Students can provide reactions to a group's post.
6	In their groups, students review and discuss the feedback from their peers.
7	Students have a choice in how they use the feedback provided. Groups may revise their posts using the feedback they received.
8	Exit ticket: Have students go back to a previous social media post (either Lesson 2 or Lesson 3). On a sticky note, ask students to write one change they would make to their social media post with their new lens of literacy. Have students share it with the group and use it to improve their post.

National Standards

Next Generation Science Standards

Science and Engineering Practices (SEP)

Practice 6
Constructing Explanations and Designing Solutions

Design a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.

Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects.

Disciplinary Core Ideas (DCI)

ETS1.C
Optimizing the Design Solution

Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed.

Crosscutting Concepts (CC)

Connections to Engineering, Technology, and Applications of Science
Influence of Science, Engineering, and Technology on Society and the Natural World

New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology.

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Infectious Disease Activity

Directions

Write the name of each person you come into contact with in the four minutes. You can contact up to 10 people; less is fine. Do not forget to share your cups' contents with one another.

	Name		Name
1		6	
2		7	
3		8	
4		9	
5		10	

1. Looking at your data and your group's data, try to predict who was the original infected person. Delete your reasoning why you believe they were the first one infected.

1a. Original Infected Person's Name

1b. Reasoning

2. Were you correct in your prediction? This is an example of one way to trace disease spread, and to warn others who may have been exposed. What are the benefits and potential issues to this type of tracing?

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Infectious Disease Activity

Continued

3. How did this model reflect real-world situations?

4. How did this model differ from real-world situations?

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Session Facilitation Guide, Part 1

Government Policy and Political Polarity

Directions

In this session, you will explore how government action and political polarity can contribute to the rise and persistence of an infectious disease. This is a guided group activity. In your group, identify who will facilitate and who will keep track of time.

Roles

Facilitator Reads the directions for each step and leads the group through the procedure for each step.

Time Keeper Keeps track of the time for each step. This person makes sure the group does not go under or over time for each step.

Steps	Description	Duration
Think and Discuss	**1** Individually, respond to the prompt: ***How did politics play a role in COVID-19 in your community?***	5 minutes
	2 With your group, discuss the following prompt: *How can the government help prevent and help contribute to the spread of COVID-19?* *How can people's political beliefs impact how they feel about COVID-19?*	
Read	**1** With your partner, read the *Politics is wrecking America's pandemic response* article. As you read, identify the following to share with your group: a. A *word* that captured your attention or struck you as powerful b. A *phrase* that moved, engaged, or provoked you c. A *sentence* that was meaningful to you, that you felt captures the core idea of the text	10 minutes
	2 Record your selections from the reading in the *Session Capture Sheet, Part 1*	

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Session Facilitation Guide, Part 1

Government Policy and Political Polarity

Continued

Steps		Description	Duration
Share	**1**	Share your choices and explain why you selected them. To do this, go in rounds: a. First, share the *words* and discuss. After three minutes, move to the phrases. b. Share *phrases* and discuss. After three minutes, move to the sentences. c. Finally, share the *sentences* ou highlighted and discuss. After three minutes, move to the discussion section.	10 minutes
Discuss	**1**	Now, use what you learned about health literacy and your own experience with COVID-19.	10 minutes
	2	Imagine your Community Outreach Campaign was focused on preventing the spread of COVID-19 in your community. Discuss the following question: *What local government rules would you recommend to help implementing to help eliminate COVID-19 from your community?*	
	3	Record notes from this group discussion in the *Session Capture Sheet, Part 1*.	

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Session Facilitation Guide, Part 2

Health Literacy

Directions

In this session, you will explore how health literacy can contribute to the rise and persistence of an infectious disease. This is a guided group activity. In your group, identify who will facilitate and who will keep track of time.

Roles

Facilitator Reads the directions for each step and leads the group through the procedure for each step.

Time Keeper Keeps track of the time for each step. This person makes sure the group does not go under or over time for each step.

Steps		Description	Duration
Think and Discuss	1	What information did you hear from doctors or public health officials about COVID-19 that you did not understand?	5 minutes
	2	Share and make a list of these things with your group in your *Session Capture Sheet, Part 2*.	
Watch	1	Watch the video: *How Effective Healthcare Communication Contributes to Health Equity*.	10 minutes
	2	As you watch, make a list of different issues you hear that can lead to an infectious disease continuing to spread in a community. Make your list in the *Session Capture Sheet, Part 2*.	
Share	1	Share the different health literacy issues you heard in your group that can contribute to infectious diseases spreading in a community. Why would they contribute to the spread of the disease in the community?	10 minutes
	2	Record your notes in your *Session Capture Sheet, Part 2.*	
Discuss	1	Now, use what you learned about health literacy and your own experience with COVID-19.	10 minutes
	2	Imagine your Community Outreach Campaign was focused on preventing the spread of COVID-19 in your community. Discuss the following questions: *What health literacy, cultural, or language issues exist in your community?* *How are these barriers to access or treatment?* *What strategies could you use in your Community Outreach Campaign to help overcome these issues?*	
	3	Record your notes in your *Session Capture Sheet, Part 2.*	

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Session Facilitation Guide, Part 3

Environmental Conditions

Directions

In this session, you will explore how environmental conditions can contribute to the rise and persistence of an infectious disease. This is a guided group activity. In your group, identify who will facilitate and who will keep track of time.

Roles

Facilitator Reads the directions for each step and leads the group through the procedure for each step.

Time Keeper Keeps track of the time for each step. This person makes sure the group does not go under or over time for each step.

Steps	Description	Duration
Think and Discuss	**1** Imagine you are managing a restaurant during the COVID-19 pandemic. You want to continue to stay open to serve people food in order to make money, but you also want to ensure that no one can get sick from COVID-19 while eating in your restaurant. How would you control the environment of the restaurant to minimize the chances people will get infected with COVID-19 while eating?	5 minutes
	2 Make a list of the these things on your *Session Capture Sheet, Part 3*.	
	3 When you are ready, share with your group. Add any new ideas you hear to your list in your *Session Capture Sheet, Part 3*.	
Read	**1** Read the article on *SARS-CoV-2 Transmission* and watch the videos: *How COVID-19 Can Spread in a Community* and the *How COVID-19 Spreads in Communities.*	10 minutes
	2 Then make a list of different reasons why people became infected. Record your list in the *Session Capture Sheet, Part 3*.	

Continues next page >

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Session Facilitation Guide, Part 3

Environmental Conditions

Continued

Steps		Description	Duration
Share	**1**	Share your reasons with your group. Add any new reasons to your list that are not already there.	10 minutes
	2	Record your notes in your *Session Capture Sheet, Part 3*.	
Discuss	**1**	Now, use what you learned about health literacy and your own experience with COVID-19.	10 minutes
	2	Imagine your Community Outreach Campaign was focused on preventing the spread of COVID-19 in your community. Discuss the following question: *What changes to the environmental conditions in your community would you recommend to help slow down or prevent the spread of COVID-19?*	
	3	Record notes from this group discussion in the *Session Capture Sheet, Part 3*.	

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Session Capture Sheet, Part 1

Government Policy and Political Polarity

Directions

Listen to your partners teach you about what they learned. Take notes on what you learn from your group in the spaces below.

Steps	Notes *Write your notes in the space below.*
Think and Discuss	
Read	
Share	
Discuss	

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Session Capture Sheet, Part 2

Health Literacy

Directions

Listen to your partners teach you about what they learned. Take notes on what you learn from your group in the spaces below.

Steps	Notes *Write your notes in the space below.*
Think and Discuss	
Read	
Share	
Discuss	

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Session Capture Sheet, Part 3

Environmental Conditions

Directions

Listen to your partners teach you about what they learned. Take notes on what you learn from your group in the spaces below.

Steps	Notes *Write your notes in the space below.*
Think and Discuss	
Read	
Share	
Discuss	

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Community Factors

Directions
Divide the three factors amongst the group. Research why the disease continues to persist within the community you are trying to help through the lens of the factor you have selected. Present your findings to your group members. As others are presenting, record your notes about their community factor.

1 Your community

What community are you focusing on?

What infectious disease impacts your community?

Continues next page >

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Community Factors

Continued

1 Government and Politics Research

What You Discovered	
Are there any local policies in place to help stop the spread of the infectious disease in your community?	
Who benefits from these policies?	
How does politics play a role in the spread of the infectious disease in the community?	

Sources

1

2

3

4

5

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Community Factors

Continued

2 Health Literacy, Cultural, and Linguistic Competency

What You Discovered	
What different health literacy issues do you anticipate for your community?	
Why do these health literacy issues occur in your community?	
What are other barriers to ensuring equitable access to treatment?	
Are there any other cultural elements or beliefs that you should consider?	

Sources

1

2

3

4

5

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Community Factors

Continued

3 Environmental Conditions

What You Discovered	
What different environmental conditions lead to people contracting the disease?	
What factors lead to people spreading the disease?	

Sources

1

2

3

4

5