

## Lesson 2: Public Health Process

### OBJECTIVES

1. Identify steps during an influenza outbreak investigation.
2. Identify roles and responsibilities of public health, animal health, environmental health, and other relevant professionals in an influenza outbreak investigation and the skills each needs to fulfill their roles.
  - test
  - test

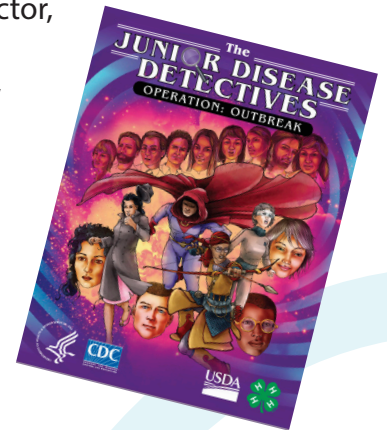
### RESOURCES

You may want to review these suggested items:

- The Junior Disease Detectives, Operation: Outbreak graphic novel: <https://www.cdc.gov/flu/resource-center/freeresources/graphic-novel/junior-detectives-print-web.pdf>
- Epidemic Intelligence Service: <https://www.cdc.gov/eis/index.html>
  - Some of the CDC epidemiologists in the graphic novel are EIS officers

### PREPARATION

1. Familiarize yourself with this lesson plan.
2. Familiarize yourself with the slides and have them open before the meeting begins. Reorganize the images on slide 5. Alternatively, you can copy this into a **Google slide** and make it public. Then you can put the link in chat during the meeting.
3. IN PERSON: Write Roles and Responsibilities on a board for Role Playing Activity
4. Determine the characters each group will have for the role play activity (Eddie, Primary Care provider, Laboratory Scientist, State Epidemiologist, State Veterinarian, Fair Director, CDC Epidemiologists, State Epidemiologist), using the role playing cards and answer key found here [https://www.cdc.gov/flu/resource-center/freeresources/graphic-novel/TheOutbreakTeam\\_v2.pdf](https://www.cdc.gov/flu/resource-center/freeresources/graphic-novel/TheOutbreakTeam_v2.pdf)
5. Review the technology functions being used (noted in **red**).



6. Collect, or open, the materials all participants will need to have on hand:
  - Paper
  - Pen
  - The Junior Disease Detectives, Operation:

Outbreak graphic novel: <https://www.cdc.gov/flu/resource-center/freeresources/graphic-novel/junior-detectives-print-web.pdf>

## INSTRUCTIONS

1. **Welcome everyone back and check in with the youth. (3 minutes) Slides 1**
2. **Reviewed or Develop the group agreements (2 minutes)**
  - You can either **screen share** and show the image you took from last week, or you can create a new image using a **Google or Powerpoint slide**, and display it as your **background image**.
3. **Ice Breaker: Superhero Powers (15 minutes) Slide 3**
  - a. Tell participants to go collect two pieces of paper and a pencil (or pen if that is all they have).
  - b. Ask everyone to draw a superhero power they wish they had on their paper.
  - c. If participants don't have paper, ask them to use emojis to describe their super power in the **chat** box
  - d. Ask each participant to let you know when they are done. They can use Zoom reactions, the chat box, or they can verbally let you know.
  - e. Take turns having each participant share their picture. They can invite everyone to guess what power the drawing represents and then share why they selected the power they did.
4. **Introduction (5 minutes) Slide 4**
  - a. **Open slide deck:**
    - i. Ask "what do you remember about the story?"
      - A brief overview is written in the speaker notes of Slide 4
      - It may be helpful to open the [graphic novel](#) and **share your screen** while you review.
      - Make sure participants recall the story well. It is important for the Role Play activity
    - ii. CDC & USDA Testing – outbreak investigation determines ease of spread.



- iii. Introduce the “CDC team”:
  - informaticians
  - data managers and/or biostatisticians
  - health communication specialists
  - laboratory scientists

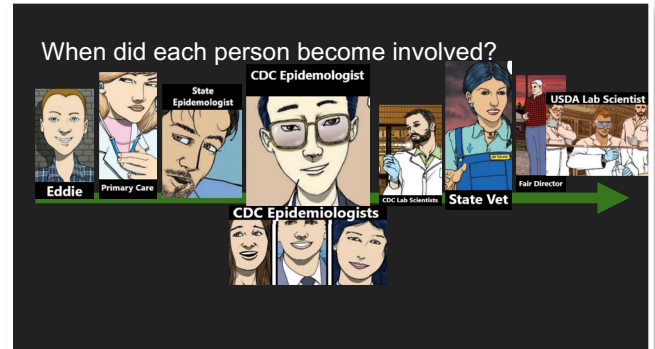
## 5. Role Play Activity (30 minutes) Slide 5

- a. Using their second sheet of paper, instruct participants to fold it into quadrants and title each with the following bolded headers. As you read each aloud, **paste the question into the chat box** as well for their future reference (IN PERSON: Write on board ahead of time and display):
  - i. What level of RESPONSIBILITIES does this person have in their job (city, county, state, national)?
  - ii. What professional **SKILLS** might this person need to do their job?
  - iii. What **ROLE** might this person have during an influenza outbreak investigation?
  - iv. Who might this person COMMUNICATE with during an influenza outbreak investigation?
- b. Explain that you will be sending them to **breakout rooms** as smaller groups to work on this activity.
- c. Each group will have two characters to discuss. They should use one side of the paper for each person. They will discuss and record their answers on the paper.
- d. Assign each group their two characters, by referencing the **breakout room assignment number**. For example breakout room one might have the Fair Director and the Laboratory Scientist. Room 2 might have Eddie and the State Epidemiologist.
- e. Tell them how long they have, and at what time they should plan to return. Put this end time in the **chat** box.
- f. Divide members into smaller groups of 3-4 and send them into breakout rooms.
- g. **Paste** their assigned characters into chat in case they forget.
- h. When they are down to 5 minutes, send a broadcast message with a 5 minute countdown. Begin to **close the rooms** one minute prior, with another warning.
- i. Once everyone is back together in the main room, ask the small groups to share what they discussed.
- j. End the group discussion with the following question: “What job would you want and why?”
- k. If you have a smaller group, you can have all participants stay in the main Zoom room to discuss two of the characters instead of doing so in breakout rooms.



## 6. Timeline (5 minutes) Slides 6, 7

- Share your screen** with slide 5 visible (the timeline and character images).
- Ask participants to help you put the images into the correct order to create a timeline for when each role would become involved in the investigation.
- You can also ask the participants to help you label when each character becomes involved in the investigation if desired. Insert text boxes if you will be doing this.
- Alternatively, you can copy the slide images into a **Google slide**, make it public, put the link in **chat**, and then ask one person at a time to put someone into the right order.



## 7. Discussion (5 minutes) Slide 8

- Facilitate a group discussion with the following questions (As time allows, discuss current topics in disease transmission and how they relate to the roles people play):
  - Why would one case of respiratory illness caused by an unidentified virus in a person who recently attended an agricultural fair be cause for concern?*
    - If participants exhibit livestock, you may prompt them asking if they're familiar with 'biosecurity'
  - Why is it beneficial to have professionals with different roles, skills, and disciplines involved in an influenza outbreak investigation?*
  - How do you define "pandemic"?*

## 8. Reminders for next week - (2 minutes) Slide 9

- Encourage members to investigate the roles different agencies and people took during the Covid-19 pandemic in their communities.
  - Who was the Medical Director?
  - Who was the Medical Advisor to the President of the United States?
  - What is the World Health Organization?
  - How did other countries respond to the COVID-19 pandemic?

**Credit:** This lesson was adapted from the Original CDC "The Operation Outbreak Team" Activity for use on a virtual platform with specific links to the Covid-19 pandemic. Original source material can be found at [https://www.cdc.gov/flu/resource-center/freeresources/graphic-novel/TheOutbreakTeam\\_v2.pdf](https://www.cdc.gov/flu/resource-center/freeresources/graphic-novel/TheOutbreakTeam_v2.pdf)

