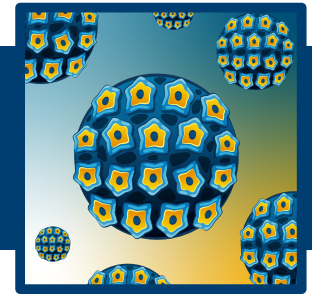


Student Directions

UNIT: GOING VIRAL!

LESSON 2: PUBLIC HEALTH: IT'S A PROCESS!

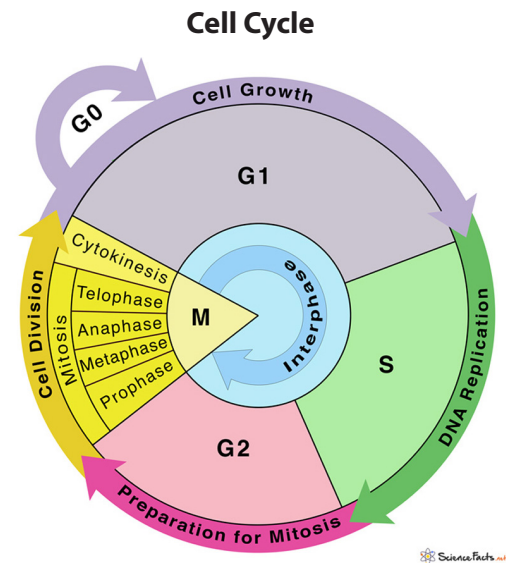
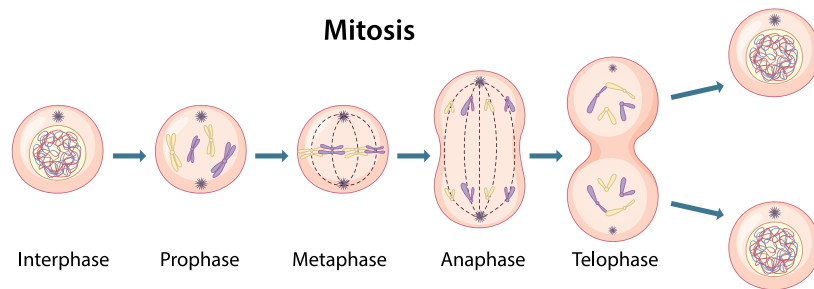
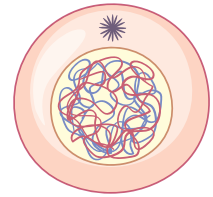
Activity 2A: Viral Invasion! Time to Ink, Think, & Link!



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Round 1: Ink

1. Working with your Public Health Committee (committee of 3–4), you will read the Round 1: Ink information sheet.
2. Discuss the cell cycle and its steps with your committee.
3. Your table is your canvas—draw and label directly on the paper.
4. Cover your table with butcher paper. Draw and label the cell cycle.
5. Talk with your committee to make sure everything is accurate and complete.



MIDDLE & HIGH SCHOOL LEVEL

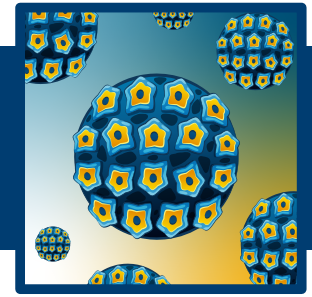
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NIH SEPA Project #1R25GM142021-01A1 | Some graphic elements courtesy of Freepik

Student Directions

UNIT: GOING VIRAL!

LESSON 2: PUBLIC HEALTH: IT'S A PROCESS!

Activity 2A: Viral Invasion! Time to Ink, Think, & Link!



Round 2: Think

1. Travel with your committee to a new table.
2. Look at the sketch left by another committee. Talk about it and write helpful critiques:
 - Did they label all the steps?
 - Is anything missing?
 - What could be improved?
3. Make any changes to the initial drawing in a different color.
4. Next, discuss the new prompt that your teacher provides.
5. Use facts from the handout and drawings to write a short response to the new prompt on the *butcher paper*.



Round 3: Link

1. Travel with your committee to a new table.
2. Consider the information on the butcher paper. Analyze evaluate the information and responses provided by previous groups.
 - What additional information can your committee provide? Write any thoughts on the butcher paper.
3. Discuss the final prompt provided by the teacher with your committee.
4. Use everything on the table (the sketch, responses, and information sheet) to write a thoughtful response to the final prompt and generate new questions the committee needs to consider.

