

Critters, Germs and You

Engaging Youth in Zoonotic Disease Prevention

What is it and why does it matter?

Understanding the connections between human, animal, and environmental health helps students see how diseases don't exist in isolation—they move through ecosystems and affect entire communities. By learning about zoonotic diseases, students gain the knowledge to recognize how illnesses spread between animals and people, how to prevent outbreaks, and how these diseases impact global public health. This awareness empowers students to make informed decisions, promote safer practices, and better protect both human and animal populations in an increasingly interconnected world.

Lesson Objectives

- Explain the interconnections between human, animal, and environmental health.
- Define zoonotic diseases and provide examples.
- Describe how diseases are transmitted between animals and humans.
- Identify symptoms and prevention strategies for zoonotic diseases.

Lesson Design

In this lesson, students explore a variety of zoonotic disease transmission pathways and learn how each contributes to the development of effective biosecurity and public health prevention practices. Through discussions, hands-on activities, a read-aloud, and reflection, students examine how interactions between humans, animals, and the environment influence the spread and prevention of zoonotic diseases.

Minnesota State Standards

Grade	Content Area	Minnesota Standard(s)	How the Lesson Meets the Standard
K–6	Science (Life Science)	K.2.1.1.1; 1.2.1.1.1; 2.2.1.1.1; 3.2.1.1.1; 4.2.1.1.1; 5.2.1.1.1; 6.2.1.1.1	Students explore animal needs, growth, life cycles, and how matter and energy move through agricultural food systems.
K–6	Engineering & Technology	K–6 Engineering Design	Students model real-world systems, analyze processes, and explain how food moves from farm to consumer.
K–6	Career Readiness	Career Awareness K–6	Students identify agriculture, food, and environmental science careers and connect them to daily life.

Lesson Logistics

Grade Range: Kindergarten - Grade 12

Time Range: 30 - 60 minutes depending on activities selected

Lesson Plan: You can select to do an entire lesson (with multiple activities), parts of a lesson or combine several activities into your own lesson plan.

Partners

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Reviewers

Creating My Teaching Plan

This curriculum is set up to be used in a flexible manner to best fit your needs. You can select to read a book, do an activity or several of each! This worksheet will help you design your plan.

What grade level will you be teaching (each lesson has a recommended grade range): _____

How long will you be in the classroom (each lesson has estimated time frames): _____

How many students are in each class/group (this information will be helpful for planning group activities): _____

Time frame	Who will lead	Activity/Lesson	Page #	Supplies needed



Any additional things to consider?

Book Resources

ABC's of Zoonotic Diseases

Written by K.A. Merg and M.C. Ott

Grade Range: 2 and up

[Audio Version](#)

Main Topics: Introduction to zoonotic diseases that animals and humans share.

Related Activities: 1, 2, 3, 4, 5, 6, 7

Felicity Floo Visits the Zoo

Written by E.S. Redmond

Grade Range: K-3

Main Topics: How germs spread from our hands to others

Related Activities: 1, 2, 3, 4, 5, 6, 7

A Germ's Journey

Written by Thom Rooke

Grade Range: K-3

Main Topics: Our immune systems, how germs spread and hand washing to prevent germs from spreading.

Related Activities: 1, 2, 3, 4, 5, 6, 7

Germs: Fact and Fiction, Friends and Foes

Written by Lesa Cline-Ransom

Grade Range: K-3

Audio Version: ["Germs" by Lesa Cline-Ransome | PBS Books Storytime](#)

Main Topics: Good vs Bad Germs, the role of bacteria in our world and hand washing to prevent germs from spreading.

Related Activities: 1, 2, 3, 4, 5, 6, 7

The Junior Disease Detectives: Operation Outbreak

Written by Douglas Jordan and Victoria Jeisy Scott

Grade Range: 4 and up

Printable Version: www.cdc.gov/flu-resources/graphic-novel/index.html

Main Topics: Introduction to how zoonotic diseases spread.

Related Activities: 8



Critters, Germs and You Introduction

Begin by asking the group to raise their hands if they have pets or farm animals, then ask who has ever visited a petting zoo or farm. Invite a few volunteers to share a quick story about how they interacted with an animal there. Use these examples to lead into a short discussion about the relationships youth have with animals and why animals are important to us.

Explain that, like people, animals can spread germs through mucus or their manure. Depending on the disease, animals may spread their germs through a fecal-oral route (where germs that come out of the animal's poop are eaten by another animal or a person or when they lick things, share water or feed troughs, or cough and sneeze, tiny droplets and germs can move from animal to animal and from animals to people. Introduce the term zoonotic diseases (germs that can pass between animals and humans) and give one simple example (e.g., germs on a shared water trough).

During our time together we are going to learn how diseases are transmitted and discover practical steps we can take to prevent the spread of germs that will protect both animals and people. Let's explore how germs move and what we can do to stop them!

Facilitator note: Select a book to read and a corresponding activity or activities that would be completed at this time

Critters, Germs and You Activities

Activity 1: The Soap Shield

Grade Range: All

Supplies: Water, bowl, paper towels, soap and pepper

Time Frame: 10 minutes

Set Up: Split youth into groups of 2-4 or provide supplies for each youth.

Intro: We know that soap helps us clean our hands and remove germs. But how does it work? Soap molecules change the surface tension on your skin, lift germs off your skin and move the germs off with the water!

Steps: Each group needs a bowl, with water in it (deep enough to dip their fingers), a few teaspoons of pepper, hand soap and a paper towel per youth.

1. Sprinkle pepper on top of the water. The pepper represents germs!
2. Take one finger and dip into the water; what happens? (the 'germs' stick to your finger).
3. Use paper towels to wipe pepper off fingers.
4. Now, take a small squirt of soap on a different finger; dip that into the water. What happens? (the germs spread away from your finger). This is what happens when you use soap when washing your hands!
5. Let's go wash our hands!

Activity 2: Pass the Germs!

Grade Range: All

Supplies: 3 Balls to toss, glow germ, black light

Time Frame: 10 minutes

Set Up: Sprinkle glow germ on one of the balls

Intro: Let's talk about how germs can spread!

- Can germs or pathogens spread from an animal to another animal? From a person to another person? From an animal to a person? Or from a person to an animal? The answer to all of these questions is, yes, it can!
- What ways can germs spread? (touch or contact, through the air (such as sneezing/coughing), bodily fluids, ingesting germs).
- What can we do to slow or limit the spread of germs or pathogens? (wash our hands, cover our mouths, clean surfaces, stay home when sick).

Steps:

1. Form a circle of the students. We are going to play a passing game where the student answers a question and passes the ball to a classmate. Incorporate up to three of the balls (including the one with glow germ!). Questions could include:
 - a. Name an animal that starts with the letter of your name.
 - b. If you had a chicken (or whichever ball you catch), what would you name it.
 - c. Make the sound of the animal you catch.
2. After you have tossed the balls around to give everyone a chance, collect the balls again.
3. Explain that you will be turning the lights down and checking for germs! First, shine on the three balls used. Is one more intense? Does one have less on it?
4. Then, check their hands! Did the germs spread? Explain that this is why it is important to wash our hands before eating, touching our faces, etc., as there are germs all around us!

Activity 3: The Clean Hands Challenge

Grade Range: All

Supplies: Soap, sink with water, black light, glow germ (or do after activity 2).

Time Frame: 10 minutes

Set Up: Sprinkle glow germ on hands or do after activity 2. Split youth into 3 groups.

Intro: Where do germs come from? How do they spread? How can we reduce the spread of germs and pathogens? Handwashing is one of our most effective preventative measures! Handwashing is simple, quick, and one of the best ways to stop germs from spreading. Research shows that proper handwashing can reduce illnesses such as diarrhea and respiratory infections, including colds and the flu. The CDC (Center for Disease Control) recommends that we wash our hands for 20 seconds, or the times it takes to hum Happy Birthday twice whenever germs are likely to be spread. What are examples of those times? (when we are going to eat, after using the bathroom, before preparing food, after touching animals, after touching dirty things, etc.)

Keeping your hands clean helps protect both you and those around you from getting sick. Germs can spread from person to person, from animals to people, and from contaminated surfaces when you:

- Touch your eyes, nose, or mouth with unwashed hands.

- Prepare or eat food and drinks without washing your hands first.
- Touch surfaces or objects that have germs on them.
- Cough, sneeze, or blow your nose into your hands and then touch other people or shared objects.

A few seconds spent washing your hands with soap and water can make a big difference in keeping everyone healthy. Let's test out this theory!

Steps:

1. When we wash our hands, can we just quickly dip our hands under the water? Do we need to use soap? Let's find out!
 - a. Group 1: Under the water, rub your hands together (no soap) (count to 10 under the water).
 - b. Group 2: Under the water, rub your hands together with soap on them (count to 10 under the water)
 - c. Group 3: Under the water, rub your hands together with soap on them (for 20 seconds or hum happy birthday twice!)
2. Let's check our work! Whose hands do you think will have the least germs on them? Whose will have the most? Using the black light, check for germs remaining!
 - a. Is there a common area where we still have glow germ? Is the soap more effective at cleaning our hands?

Activity 4: Tracking Germs

Grade Range: All

Supplies: Glow germ, black light, ability to dim or shut off lights

Time Frame: 10 minutes

Set Up: Sprinkle glow germ on the floor where youth will walk, on a common touch point, etc prior to youth arriving.

Intro: Have you ever thought about where germs go after they get on your shoes? In a barn, germs and pathogens can stick to our boots, clothing, hands, and equipment without us even noticing. As we move from place to place, we can carry those germs with us and spread them to other animals and people.

Steps: Today, we're going to see how easily this can happen! As you entered the room, you walked through our barn, and you picked up some germs (Glow Germ) on your shoes. Let's see where those germs travel and how quickly they spread around the room by using the black light.

After the activity, talk about biosecurity—simple actions that help stop the spread of germs and diseases. Things like cleaning and changing shoes, washing your hands, and using clean equipment can make a big difference in keeping animals and people healthy.

Activity 5: Mucus Among Us

Grade Range: 3-5

Supplies: 5 oz. disposable cups [1 per person], yellow food coloring, blue food coloring, water, container large enough to accommodate liquid from participant cups [optional if sink is available], sharpie marker

Time Frame: Set up: 10 minutes; Activity: 15-20 minutes

Set Up:

1. Fill cups about $\frac{1}{3}$ full with water
2. To make "positive mucus" add 4 drops of blue food coloring to one cup. This cup will represent an animal whose mucus would test positive for influenza

3. Repeat step 2 so you have one “positive mucus” cup for every five participants
4. Mark the bottom of the “positive mucus” cups with an X on the bottom
5. Place 4 drops of yellow food coloring in the remaining cups

Intro: We’re going to do an experiment that demonstrates how germs that cause disease can spread through mucus. Before we begin...

- What are some ways germs spread? Have you ever “shared” an illness with a family member?
- What is mucus? How is mucus spread?
- How many “animals” in our group do you predict will be infected?

Steps:

1. Pass out one cup to each participant, explaining that each represents an animal at an exhibition and that some of them would test positive for influenza.
2. Point out that each cups liquid does not look the same and that you can’t necessarily tell if an animal is carrying a germ that causes a disease. Ask youth, “how do you think this would affect an animal’s show setting?”
3. Instruct youth to walk around the space and exchange cups by pouring all the liquid from their cup into another participant’s cup, and then pouring half of that back into the original cup. They should repeat this step four times
4. As youth are exchanging mucus, announce how many animals came to the show already infected with a respiratory disease (this will be the number of cups you prepared as “positive mucus” during the facilitator prep)
5. As they finish swapping, ask if they can tell who was infected at the start, and how many additional animals they think may now be infected. How are they determining who is infected? When you look at the cups of water now, what colors can you identify?
6. Have the youth who started with blue in their cups move to one spot in the room (would have X on bottom of cup if needed to reference). Inform the youth that these youth were the “animals” that arrived already infected. Then ask who exchanged their cups with the infected individuals, have them move into another group (liquid in the cup would be a shade of green). Determine if anyone wasn’t infected (liquid in the cup would remain yellow).
7. Gather everyone to discuss
 - a. Did your animal get infected? Why or why not?
 - b. Can you determine or trace back to the source of your animal’s infection? How?
 - c. How is this activity like an animal’s environment?
 - d. Where does animal mucus end up that it could be shared between animals? Animals and humans?

NOTE: Have youth pour liquid from all cups into the container or in a sink. Wash, rinse and dry cups if you plan to reuse them

Activity 6: Germ-O

Grade Range: 2 and Up

Supplies: 1 deck of Germ-O cards per 5-7 people

Time Frame: 20 minutes

Set Up: None

Intro: Germ-O is a fun card game similar to UNO, but with a biosecurity twist! As you play, you'll learn how simple biosecurity practices can help stop the spread of zoonotic diseases.

What is biosecurity? Biosecurity includes actions that help prevent the spread of germs and diseases, such as washing your hands, changing shoes, or keeping animal areas clean.

What are zoonotic diseases? These are diseases that can spread between animals and people, such as *Salmonella* or influenza (the flu).

Use smart game strategies to play your cards, protect against germs, and be the first player to empty your hand. Along the way, you'll discover how to be a biosecurity expert!

Steps: Split into groups of up to 7 participants. Follow the instructions in the card deck.

GERM - O

AGES 7+
2 - 10 PLAYERS

Object of the game:

Be the first player to get rid of all your cards.

How to Play:

The dealer shuffles the deck and deals each player seven (7) cards.

The remainder of the cards are placed face down in the center of the players to form a DRAW pile.

The first card in the DRAW pile is turned face up to begin a DISCARD pile.

The player to the left of the dealer starts.

On your turn, you must match a card from your hand to the card on top of the DISCARD pile by color or type of germ.

EXAMPLE: If the card is a RED ASCARIS, the player must play a RED card or an ASCARIS card.

If you don't have a card that matches, you must take one from the DRAW pile. You may play that card on the same turn, otherwise the play continues to the next person.

Action Cards:



Draw 2: The next player must draw 2 cards and miss a turn.



Draw 4: You choose the color that continues play plus, the next player must draw 4 cards and miss their turn.



Reverse: The direction of the game changes from left to right or visa versa.



Skip: The next player is skipped.



Wild: You choose the color that continues play. You may play this card anytime.

Going out:

When you play your second to last card, you must yell "Germ-O" signaling that you only have one card left in your hand. If you don't yell "Germ-O" before the next player begins their turn, you must draw 2 cards as a penalty.

If no player is out of cards by the time the DRAW pile is depleted, the DISCARD pile is shuffled and play continues until there is a winner.

Contents: 109 cards

21 - Blue cards
20 - Green cards
18 - Yellow cards
18 - Red cards

8 - Draw 2 cards in 4 colors
8 - Reverse cards in 4 colors
8 - Skip cards in 4 colors
4 - Draw 4 wild cards
4 - Wild cards

Game design courtesy of the Maine Center for Disease Control www.maine.gov/idepi



Activity 7: Pathogen Pairs

Grade Range: K and Up

Supplies: A pathogen pairs deck for every 2-4 participants

Time Frame: 15 minutes

Set Up: None

Intro: There are many pathogens that can spread between animals and humans. We can help prevent the spread of these pathogens with simple steps like washing our hands, changing our barn clothes or cleaning our shoes before going to another location, and more! Let's learn about a few of the germs that can spread from animals to humans. Different germs are spread in different ways. People might get sick after ingesting the germs through contaminated water or food, or from contact with animals or their environments. For this game, we focused on how animals and people could share these germs.

Read descriptions or summarize ([image to share on screen if available](#)):

 RINGWORM SHEEP, CATTLE, GOATS, PIGS, HORSES, DOGS, AND CATS CAN GET THIS. THIS IS A COMMON INFECTION OF THE SKIN CAUSED BY A FUNGUS. NOT A WORM! SYMPTOMS It is called ringworm because it causes an itchy, red, circular rash. The patches are hairless and can be crusty or scabbed. HOW CAN I GET IT? By touching an infected animal's skin or fur or by touching things that are infected with the fungus, like blankets and towels. HOW CAN I AVOID IT? Do not interact with animals that have ringworm. If you have to handle animals, wear gloves and long sleeves. Wash your hands with soap and water afterward. Treat animals with ringworm to the veterinarian so treatment can be started.	 CRYPTOSPORIDIUM CATTLE ARE THE MOST COMMON ANIMAL TO HAVE CRYPTOS IN THEIR STOMACHS. ESPECIALLY CALVES. GOATS WILL MAKE CALVES SICK WITH DIARRHEA/BOOBIES BUT GOATS THEMSELVES RARELY GET SICK. THIS GERM IS FOUND IN THE ANIMAL'S POOP. SYMPTOMS IN PEOPLE Watery diarrhea, stomach cramps, dehydration, weight loss. HOW LONG DOES IT TAKE TO GET SICK? 2 to 10 days. HOW CAN I GET IT? You get Cryptosporidium by accidentally eating the germ, which is in the animal's poop. Poop can get onto an animal's fur and in its environment. When you touch an animal or its environment the germs can get on your hands and then into your mouth. Many dairy cattle have this as calves, and once recovered they may shed Cryptosporidium on and off throughout their life. Cryptosporidium isn't killed by common disinfectants but chlorine dioxide (ClO2) is effective. HOW CAN I AVOID IT? Cryptosporidium is a parasite with a hard outer shell so hand sanitizer and other common disinfectants can't kill it. That's why it's so important to wash your hands with soap and water after touching cattle or being in their environment and before eating any food. Leave food and drink outside of animal areas and keep your hands out of your mouth.	 SALMONELLA CATTLE, CHICKENS, PIGS, HORSES, AND REPTILES CAN HAVE SALMONELLA IN THEIR BOWELS EVEN IF THEY AREN'T SICK. THIS GERM IS FOUND IN THE ANIMAL'S POOP. SYMPTOMS IN PEOPLE Diarrhea, stomach cramps, and fever. HOW LONG DOES IT TAKE TO GET SICK? 12 to 72 hours. HOW CAN I GET IT? You get Salmonella by accidentally eating the germ, which is in the animal's poop. Poop can get onto an animal's fur and in its environment. When you touch an animal or its environment the germs can get on your hands and then into your mouth. Reptiles and baby chicks are especially likely to have Salmonella. HOW CAN I AVOID IT? Wash your hands with soap and water after touching animals or being in their environment and before eating any food. Leave food and drink outside of animal areas and keep your hands out of your mouth. Kids less than 5 years old shouldn't handle reptiles or baby poultry because they are at higher risk of getting sick.	 HAND WASHING DESCRIPTION Handwashing is the best way to keep yourself and your animals healthy. Remember to wash your hands for 20 seconds (or sing the happy birthday song 2 times) with soap and water after being with the animals.
 INFLUENZA PEOPLE, PIGS, AND POULTRY CAN GET SICK WITH THE FLU. SYMPTOMS IN PEOPLE Fever, headache and body aches, cough, sore throat, and feeling tired. These symptoms come on suddenly. HOW LONG DOES IT TAKE TO GET SICK? 1 to 4 days. HOW CAN I GET IT? People most commonly get flu from other people who are sick with the flu. This happens from being near someone sick with the flu who is coughing and sneezing or from touching an object, like a doorknob, that has the flu virus on it. People can get sick from pigs and poultry with the flu, but it's very rare. HOW CAN I AVOID IT? The best way to avoid the flu is to get your yearly flu vaccine. You can also stay away from people who are sick with the flu, wash your hands with soap and water, and don't touch your eyes, nose, or mouth. Germs spread this way. HOW CAN ANIMALS GET IT? Both pigs and poultry get sick from other pigs or poultry through close contact and from objects with flu virus on them that are shared. Pigs commonly have a barking cough and stop eating but they may have no signs at all and usually recover. Poultry may show no signs of illness or may get very sick and die quickly depending on the type of flu.	 CAMPYLOBACTER CATTLE, CHICKENS, PIGS, DOGS, AND CATS CAN HAVE CRYPTOS IN THEIR STOMACHS EVEN IF THEY AREN'T SICK. THIS GERM IS FOUND IN THE ANIMAL'S POOP. SYMPTOMS IN PEOPLE Diarrhea, fever, and stomach cramps. HOW LONG DOES IT TAKE TO GET SICK? 2 to 5 days. HOW CAN I GET IT? You get campy by accidentally eating the germ, which is in the animal's poop. Poop can get onto an animal's fur and in its environment. When you touch an animal or its environment the germs can get on your hands and then into your mouth. HOW CAN I AVOID IT? Wash your hands with soap and water after touching animals or being in their environment and before eating any food. Leave food and drink outside of animal areas and keep your hands out of your mouth.	 E. COLI CATTLE AND OTHER DOMESTIC ANIMALS LIKE GOATS, HENPS, AND DOGS CAN HAVE E. COLI IN THEIR STOMACHS EVEN IF THEY AREN'T SICK. THIS GERM IS FOUND IN THE ANIMAL'S POOP. SYMPTOMS IN PEOPLE Severe stomach cramps, diarrhea (often bloody), and fever. HOW LONG DOES IT TAKE TO GET SICK? 2 to 5 days. HOW CAN I GET IT? You get E. coli by accidentally eating the germ, which is in the animal's poop. Poop can get onto an animal's fur and in its environment. When you touch an animal or its environment the germs can get on your hands and then into your mouth. Cattle are especially likely to have E. coli. It doesn't make them sick but can make people very sick, especially kids under 5 years of age. HOW CAN I AVOID IT? Wash your hands with soap and water after touching animals or being in their environment and before eating any food. Leave food and drink outside of animal areas and keep your hands out of your mouth. Kids less than 5 years old shouldn't have direct contact with cattle because they are at higher risk of getting severely ill.	 BARN CLOTHES DESCRIPTION Wearing special barn clothes that you change out of keeps germs out of the house and keeps you from spreading germs between barns.
	 BARN BOOTS DESCRIPTION Wearing special barn boots that you change out of keeps germs out of the house and keeps you from spreading germs between barns.		

We are now going to play pathogen pairs, much like a matching game. The person with the most matches wins!

Steps: Split into groups of 2-4 participants to play the game.



Activity 8: Operation Outbreak

Grade Range: Grades 6 and up

Supplies: Per group: [The Junior Disease Detectives Operation Outbreak comic](#), [Chains of Infection Story Map Outlines, Story Map](#), internet access

Time Frame: 1.5 hours

Set Up:

Intro: [Educational Overview](#)

(Shortened version): The flu (short for influenza) is a contagious illness that affects your lungs and breathing. It can be mild or really serious. There are four types of flu viruses, but types A and B are the ones that cause the yearly “flu season,” usually in fall and winter. These viruses are always changing a little bit over time, which is why people can get the flu more than once and why new vaccines are needed each year. Sometimes, bigger changes happen, creating brand-new strains that people haven’t been exposed to before—this can lead to worldwide outbreaks called pandemics.

Flu viruses don’t just infect humans—they can also spread in animals like birds and pigs. Occasionally, these animal viruses jump to humans, especially when people have close contact with infected animals. Pigs are a big deal here because they can carry different flu viruses at the same time, which can mix together and create new ones. That’s why scientists and health experts keep a close eye on flu viruses and try to prevent them from spreading. Simple habits like washing your hands, avoiding sick animals, and staying away from others when you’re sick can help stop the flu from spreading.

Scientists constantly track flu viruses in both people and animals to watch for changes and catch new strains early. Groups like the CDC (Center for Disease Control) and USDA (United States Department of Agriculture) use a “One Health” approach, which means they recognize that human, animal, and environmental health are all connected and need to be studied together. One big goal is to make sure new flu viruses aren’t evolving in ways that make them spread easily between people and cause a pandemic.

A lot of past pandemics have come from animal flu viruses, especially from pigs and birds. Pigs are important because they can carry multiple flu viruses at once, which can mix together and create new strains. To prevent this, experts work to reduce the spread between animals and humans, especially at places like fairs. Simple steps—like washing hands, keeping sick animals away, and staying out of animal areas if you’re sick or high-risk—help stop the flu from spreading.

The activity: [Hamlet's Story](#): In this activity, students explore and identify the different ways flu viruses can spread between animals and people.

Steps:

1. Either ahead of time or at the beginning of the session, have students read *The Junior Disease Detectives, Operation: Outbreak* graphic novel.
2. Divide students into five groups. Assign each group to create a chain-of-infection story map outline. Have students research the virus associated with their story map outline by using the CDC resources provided below each story map outline.

3. Review the outline for each group. Then, have each group design a story map by using their outline. A framework for a basic story map is provided; however, students may use a variety of tools, such as stop motion videos, infographics, and time-lapse videos.
4. Have each group present their story map to the class highlighting the chain of infection.
5. Have the class discuss the story maps in sequence from birds to humans. Encourage self-discovery that the antigenic shifts that can cause these events can take years to occur and can happen continents apart.

Discussion:

1. How might Hamlet have been infected with an influenza A virus?
2. Identify the story maps that gave rise to variant influenza virus infections. Why are these variant influenza infections of concern to public health officials?

Source: <https://www.cdc.gov/flu-resources/graphic-novel/index.html>

Critters, Germs and You Reflection

What are germs, and how can they make people sick?

How can humans and animals spread germs to each other?

Why is washing your hands one of the best ways to prevent the spread of germs?

What is one new thing you learned today about how to stay healthy and stop germs from spreading?

