Trainer’s Guide Integrating the “Bring Home the Blue, Not the Flu!” curriculum
into the classroom or a workshop with hands-on activities.

# Introduction

The online course, “Bring Home the Blue, Not the Flu,” has been created to educate youth on best practices related to biosecurity, animal health, and prevention of zoonotic diseases, so they can keep themselves and the animals they interact with safe and healthy. Two courses are available: the first created for middle-high school students (ages 13-18), and the second created for elementary students (ages 7-12). Whether on the farm, at a fair, or at home, the information presented within these courses—and the many supplemental resources we have developed to assist with implementation—can benefit youth with their current and future livestock projects, and contribute to their science and health education.

# Ideas for Implementation

The “Bring Home the Blue, Not the Flu” course content and materials allow flexibility in instruction. The courses, found on our website, and associated hands-on activities, can be incorporated into online or in-person classroom instruction, used during 4-H or FFA club/chapter meetings or to prepare for contests, incorporated into youth projects in animal or human health, used in preparation for showing at animal exhibitions or fairs, used by parents for at-home learning, and more! Listed on the following pages are three different options to consider when planning educational events based on the course material.

When deciding which hands-on activities to implement, we recognize that you may at times need to work within limited resources. For your convenience, a [workshop materials list](#_Workshop_Suggested_Materials), and the amount of time needed, for each of the three activities is provided on the last page of this guide. Detailed hands-on activity guides and demonstration videos may be found on our website.

Using this guide as a template, select what works best for your needs and delete what doesn’t apply. We hope you and the youth you interact with enjoy the course, and we welcome feedback. Please visit our website, [www.BlueNotFlu.org](http://www.BlueNotFlu.org), or contact us directly at YouthInAg@iastate.edu.

# Planning

1. Download and print or ensure access to necessary resources
	1. For trainers:
		1. Resource guide
		2. Worksheet key(s) (one for each lesson covered)
		3. Hands-on activity instructor guides (one for each activity)
	2. For each participant:
		1. Pre- and post- course evaluation forms, if not using online course evaluations
		2. Learning Goals Worksheets or Learning Objectives Worksheets and additional Worksheets (time permitting) (one for each lesson covered)
		3. Hands-on activity participant guide (only available for Disease Transmission and Outbreak Investigation: Mucous Swap Activity)
		4. Additional Resources from website, as desired (optional)
2. Before participants arrive at the workshop, set up for hands-on activities. Specific instructions can be obtained by visiting the course website and viewing the applicable demo video or downloading the instructor guide for that activity.

Options for covering course materialOption 1Use this option if students are able to complete independent learning ahead of a workshop (e.g., you are able to send participants a link to the course after registration for an event). In this option, you will spend your in-person time completing hands-on activities and facilitating discussion about the material during the activities. Suggested class/workshop time is 1 to 1.5 hours.

*Approximately 1-2 weeks before the workshop,*ask students to independently complete the online course appropriate for their age group. You may wish to have students print and hand in or download and email certificates of completion (integrated into the online course) to verify.

Option 2Use this option if the workshop or class period can be held multiple times or expanded to a longer time (i.e., a half-day or more workshop). In this option, the hands-on activities can be integrated into the instruction using the online course or PowerPoint lessons (available under ‘Supplemental Material’) during the relevant lessons. Note that each lesson is 10-15 minutes (elementary course) or 20-30 minutes (middle-high school course).

Lessons are instructor-led using either the online course or PowerPoint presentations. The specific [daily agenda](#_General_Agenda) will vary depending on time and resources available for the hands-on activities. The hands-on activities may be performed either before teaching the related lesson as an introduction to the concept, or after the lesson to apply what was learned. See ‘[Lesson-Activity Correlation Guide](#_Lesson-Activity_Correlation_Guide)’ below for more guidance.

Option 3Use this option if you have the opportunity to hold a workshop or class with youth, but are unable to request that students complete the online course prior to attending, and do not have enough time to complete the online course or PowerPoint presentations during the workshop or class. Suggested class/workshop time is 1 to 1.5 hours. In this case, you can utilize the provided learning objective worksheets (available under ‘Supplemental Material’) to guide learning on certain course topics that correlate with the hands-on activities. See ‘[Lesson-Activity Correlation Guide](#_Lesson-Activity_Correlation_Guide)’ below for more guidance.

# General Agenda

[Add Workshop Title, Date, Time, Location, Instructors’ Names, and Number of Participants to agenda]

1. Welcome- discuss session plan and overview with participants
2. Distribute pre-course evaluations, if not using online course, and allow participants time to complete. Collect evaluations.
3. Distribute relevant lesson worksheets before the workshop, for students to follow along with (time permitting)
4. (Optional) ‘Pass the Pig’ introductions (see Disease Transmission and Biosecurity Activity).
5. Cover course material according to most appropriate option (see previous) and perform hands-on activities.
	* Complete activities according to instruction in the demo video or instructor guide, and facilitate discussion throughout the activity (key topics/prompts are available in the instructor guide)
6. Summarize key concepts covered during workshop.
7. Distribute post-course evaluations, if not using online course, and allow students time to complete. Collect evaluations.

# Lesson-Activity Correlation Guide

Note that activities will be best understood by participants if all preceding lessons have been completed (e.g., elementary school participants should complete lessons 1-4 before participating in the PPE activity). The below guidance is intended to assist with timing of interspersing activities throughout classroom learning or an extended workshop, during which material from the course itself, rather than just the activities on their own, will be incorporated.

* Elementary Course:
	+ Lesson 4: PPE Activity
	+ Lesson 5: Disease Transmission and Biosecurity Activity
	+ Lesson 6: Disease Transmission and Outbreak Investigation: Mucous Swap Activity
* Middle-High School Course:
	+ Lesson 2: Disease Transmission and Biosecurity Activity
	+ Lesson 3: PPE Activity
	+ Lesson 6: Disease Transmission and Outbreak Investigation: Mucous Swap Activity

# Workshop Suggested Materials List and Estimated Time Needed\*Disease Transmission and Outbreak Investigation: Mucous Swap ActivitySetup: 15 minutes Activity: 20-30 minutes

|  |  |
| --- | --- |
| **Material** | **Quantity** |
| Instructor Guide (incl. behavior cards) | 1 per instructor (print 1 pg. behavior cards/15 participants) |
| Plastic Cups | 1 per participant |
| Baking Soda† | 1 teaspoon per 2 cups of water |
| Phenol Red with dropper† | ~ 1 mL per 10 participants |
| Distilled Water | ~ ½ cup per participant |
| Participant Guide | 1 per participant |
| Gloves | 1 pair per participant |
| Bubbles | 1 bottle |
| Bubble blower | 1 per workshop |

†Alternatively, blue and yellow food coloring may be used for a simpler activity
 **Disease Transmission and Biosecurity Activity
Setup:** 10 minutes **Activity:** 20-30 minutes

|  |  |
| --- | --- |
| **Material** | **Quantity** |
| Glo Germ | 1 container |
| Blacklight | 1 large or 1 small per 15 participants |
| Stuffed Animal (pig, cow, etc.) | 1 stuffed animal |
| Livestock Brush | 1 brush |
| Popcorn  | 1 bag |
| Feed bags or buckets | 2 bags or buckets |

**Personal Protective Equipment Activity
Setup:** 5 minutes **Activity:** 10 minutes

|  |  |
| --- | --- |
| **Material** | **Quantity** |
| Shaving Cream | 1 can |
| Tyvek | 1 per 15 participants |
| Boot Covers | 1 per 15 participants |
| Gloves | 1 pair per 15 participants |
| Mask | 1 per 15 participants |

\*Setup may be completed prior to participants’ arrival, and activity time includes time for discussion about concepts learned in the activity. Note that many of these materials can be substituted, and still allow an effective and engaging learning experience. Be creative! If you have questions or suggestions, contact us at YouthInAg@iastate.edu.