

OBJECTIVES and DIRECTIONS

INFECTIOUS DISEASE: EVOLVING CHALLENGES TO HUMAN HEALTH

The National Academies make recommendations to decision makers using available scientific evidence. Today you and your team members will formulate your own recommendations on the impact of infectious diseases. You will find a great deal of scientific information in this exhibition to help you.

Each team of students will gather detailed information from stations in the *Infectious Disease: Evolving Challenges to Human Health* exhibition. Later you will share the information with your colleagues in the other teams. Your visit will conclude with a discussion of the big question:

What strategies and challenges exist to effectively control infectious disease around the world?

The class will discuss the types of decisions that the evidence gathered today could support, as well as the uncertainty associated with the evidence. For example:

- *What evidence is used to determine the status of infectious diseases?*
- *What is the evidence that **scientific** (biological, ecological, evolutionary) and/or **sociopolitical** (geographic, economic, cultural) forces might contribute to the spread of infectious disease?*
- *What are the main challenges involved with controlling infectious disease in both developing and industrialized countries?*

DIRECTIONS:

1. Everyone in the class will work through the stations on *Microbial Evolution, Where are They?, Global View, and Public Health*. The Overview questions will guide you through these first four stations. Feel free to start at any station - you need not answer questions in any specific order.
2. Each group will also do an "expert rotation," focusing on one of three areas. The expert worksheet on your clipboard should correspond to the expert group you are in.

HINT: To finish the worksheet in a timely manner, group leaders should organize team members in smaller groups that tackle specific questions on the worksheet.

3. You will next reassemble as a team and review your answers so that each member has gathered the information needed to answer the questions. Make sure that, as individuals in your expert group, EVERYONE can answer the group questions found on the last worksheet.
4. You will then report the information that you have gathered in your expert groups to your classmates and discuss answers on the last worksheet.

READ, THINK, EXPLORE, DISCUSS!