miniPCR bio Learning Lab™

BioBits®: Antibiotic Resistance

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BioBits®:
Antibiotic Resistance

Version: 1.0
Release: April 2023

Instructor's Guide Contents

At a glance

The spread of antibiotic resistance is one of the great public health challenges of our times. In this lab students explore how antibiotic resistance works at the molecular level.

This hands-on activity reveals molecular targets of antibiotics and antibiotic resistance genes. Using a cell-free system with fluorescent readouts, students can witness the effect of antibiotics on bacterial protein synthesis. This laboratory exercise promotes the detailed understanding of antibiotic mechanisms and bacterial resistance.

TECHNIQUES

Micropipetting

Fluorescence visualization

Cell-free protein synthesis

TOPICS

Antibiotic function

Antibiotic resistance

LEVEL

General high school

Advanced high school

College

WHAT YOU NEED

Micropipettes

Fluorescence visualization system

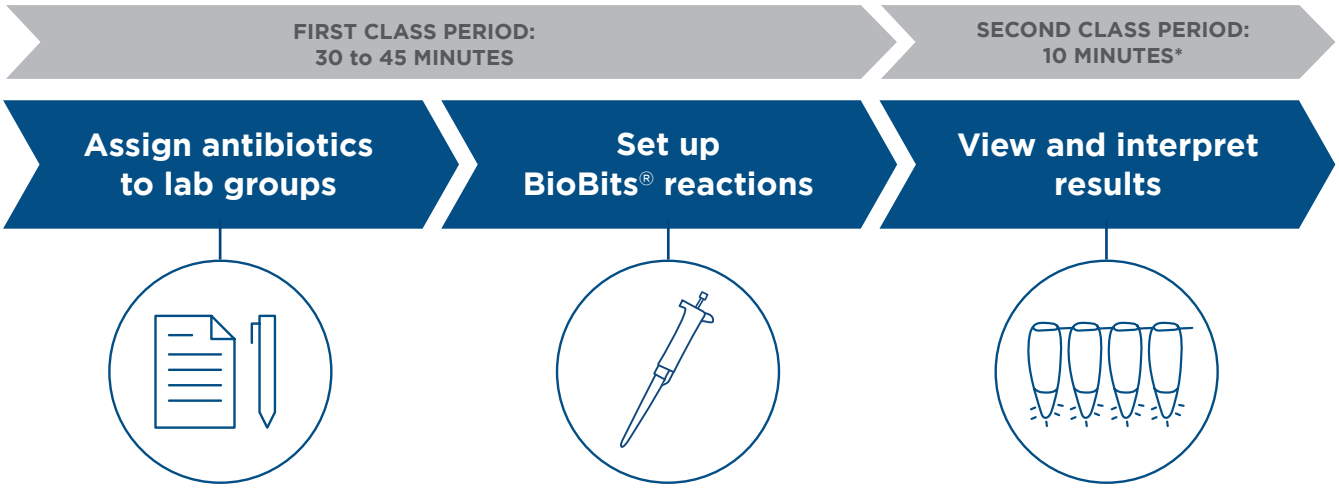
AP CONNECTION

AP Biology units 2.1. 2.6, 2.9, 3.1, 3.3, 6.4, 6.7, 7.1-3

Skills and Practices 1.A-1.C, 2.A-2.D, 3.A-3.E, 5.D, 6.A-6.E

Planning your time

This activity can be comfortably set up in a 30 to 45 minute period, followed by observation of the experimental results 8 to 72 hours later.



*Second class period can be done anywhere between 8-72 hours after first class period

Additional supports

Help your students build proficiency in pipetting and understanding the cell-free protein synthesis with additional worksheets and activities found on page 35.

Materials needed

Supplied in kit (KT-1910-06)

- Kit contains reagents for 8 lab groups.
- All components should be kept frozen for long-term storage.
- Once opened, store unused BioBits® pellets in the freezer in an airtight bag with the supplied orange desiccant card.
- Reagents must be used within 6 months of shipment.

Reagents and supplies	Amount provided in kit	Amount needed per lab group	Storage
BioBits® in strip tubes Keep BioBits® in the sealed pouch as long as possible	**Four 8-tube strips** to be broken into strips of 4 tubes	**1 strip of four tubes**	Freezer
Nuclease-free water	**200 µl**	**20 µl**	Freezer
Kinase DNA • DNA that encodes a kinase that confers antibiotic resistance	**60 µl**	**6 µl**	Freezer
RFP DNA • DNA that encodes red fluorescent protein	**60 µl**	**6 µl**	Freezer
RFP DNA + antibiotic mix • RFP DNA + kanamycin • RFP DNA + streptomycin	**100 µl each**	**10 µl of either**	Freezer

Materials needed (cont.)

Supplied by teacher

Available at miniPCR.com

Reagents and supplies	Amount needed per lab group
Micropipettes • 2-20 µl	**1** per group
Disposable micropipette tips	At least **8** per group
Blue light illuminator with an orange filter: • *e.g.,* P51™ molecular fluorescence viewer, blueGel™, blueBox™	**1** (can be shared between groups)

Other supplies:
- Disposable laboratory gloves
- Protective eyewear
- Permanent marker, fine-tipped
- Cup to dispose of tips

Lab setup

- The following activities can be carried out by the instructor ahead of class.
- Reagents are sufficient for 8 student groups*.
- Reagents are stable at room temperature for several hours during setup and the lab experiment but should otherwise remain frozen for long term storage (keep BioBits® in the sealed pouch with a desiccant card as long as possible).

* Supplies are sufficient for 8 lab groups to investigate one antibiotic each (EITHER kanamycin OR streptomycin).

- We suggest providing half of the lab groups with kanamycin and the other half with streptomycin, so the class as a whole may share their data and see the effects of both antibiotics.
- If you have four or fewer lab groups, then there are sufficient BioBits® reactions for each lab group to investigate both antibiotics—in that case, you would provide each lab group with twice the amount of reagents listed below, as well as with both antibiotic mixes.

Gloves and protective eyewear should be worn for the entirety of this lab.

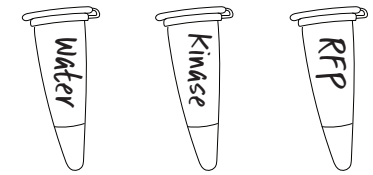
Dispense reagents

- Thaw tubes containing the liquid reagents by placing them on a rack or benchtop at room temperature.

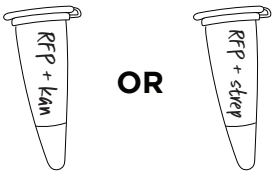
- For each lab group, label and dispense the following reagents into four labeled 1.7 ml tubes.
  - Nuclease-free water: 20 µl
  - Kinase DNA: 6 µl
  - RFP DNA: 6 µl
  - RFP DNA with kanamycin OR streptomycin: 10 µl

Defrost tubes

Aliquot reagents

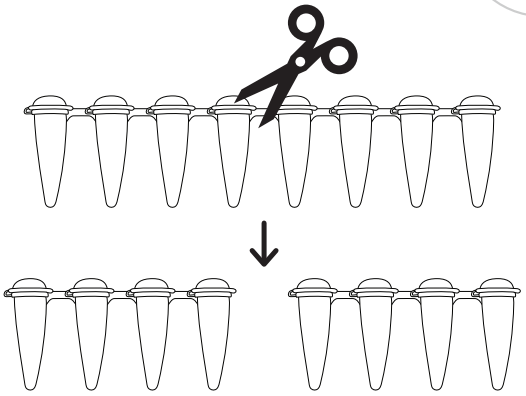


20 µl Nuclease Free Water | **6 µl Kinase DNA** | **6 µl RFP DNA**



10 µl RFP DNA + kanamycin OR **10 µl RFP DNA + streptomycin**

- Use scissors to cut each BioBits® strip of 8-tubes in half to create two 4-tube strips.



Distribute supplies and reagents to lab groups

Check	At the start of this experiment, every lab group should have:	Amount
	BioBits® pellets - Keep BioBits® in the sealed pouch as long as possible before use. We recommend opening the pouch, splitting and distributing the pellets right before the lab.	**1 strip of 4 tubes**
	Nuclease-free water	**20 µl**
	Kinase DNA	**6 µl**
	RFP DNA	**6 µl**
	RFP DNA with kanamycin OR streptomycin	**10 µl**
	2-20 µl micropipette	**1**
	Micropipette tips (2-20 µl range)	**8**
	Access to a P51™ molecular fluorescence viewer or other blue light illuminator with an orange filter, *e.g.*, blueGel™ or blueBox™	**1**
	Other supplies - Disposable laboratory gloves - Protective eyewear - Permanent marker, fine-tipped - Cup to dispose of tips	

Student's Guide Contents

Background information

In your lifetime, you have likely taken antibiotics many times to combat bacterial infections. The use of antibiotics is estimated to save millions of lives across the globe every year and is considered one of the great medical advances of the 20th century.

But a new threat has emerged: bacteria are increasingly becoming resistant to antibiotic drugs. It is estimated that well over one million people die worldwide every year as a direct result of infections caused by antibiotic resistant bacteria.[1]

In this lab, you will investigate how bacteria can survive in the presence of antibiotics. But before we get started, let's go over some basics about antibiotics and antibiotic resistance.

Antibiotics

An antibiotic is a small chemical molecule that kills bacteria by disrupting an essential cellular function. Antibiotics can kill bacteria in many different ways, but one thing they all have in common is that they specifically target bacterial molecules. For this reason, antibiotics kill bacteria without harming animal cells, such as your own cells.

In this lab, we will explore two different antibiotics that work by a similar mechanism: they both disrupt the cellular process known as *translation*. Translation is a key step in protein synthesis, and when cells can no longer make proteins, they die.

Resistance to antibiotics

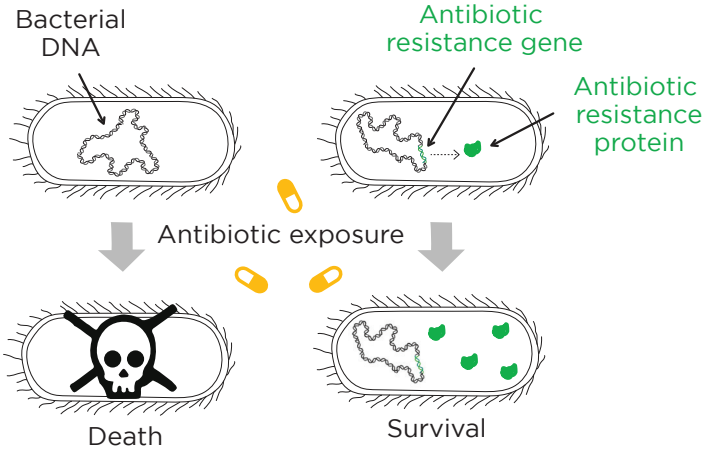
We say bacteria are *resistant* when they can survive in the presence of an antibiotic that would otherwise kill them. Luckily for us, this protection is not universal—most resistant bacteria are able to evade just one specific antibiotic, or a class of chemically similar antibiotics. There are many different ways in which bacteria can resist antibiotic action; for example, by chemically modifying the antibiotic to render it non-toxic, or by actively pumping antibiotic molecules out of the cell.

The common feature of all mechanisms of antibiotic resistance is that the bacteria produce specific proteins that protect them against the action of an antibiotic. Because the instructions for making

[1] Murray, Christopher JL, Kevin Shunji Ikuta, Fablina Sharara, Lucien Swetschinski, Gisela Robles Aguilar, Authia Gray, Chieh Han, *et al.*, "Global Burden of Bacterial Antimicrobial Resistance in 2019: A Systematic Analysis." The Lancet 399, no. 10325 (February 12, 2022): 629–55. https://doi.org/10.1016/S0140-6736(21)02724-0.

proteins are encoded in DNA, it is genetic information that makes bacteria immune to antibiotics. A stretch of DNA that can make bacteria resistant to antibiotics is called an *antibiotic resistance gene*.

In today's lab, you will work directly with a bacterial antibiotic resistance gene. This particular gene does not pose a direct threat to human health, but it will help you test a mechanism that can make bacteria immune to antibiotics. Equipped with a mechanistic understanding, scientists can develop new approaches to combat the spread of antibiotic resistance.



Today's lab

Today, your class will characterize an antibiotic resistance gene and two antibiotics. You will confirm that both antibiotics work by blocking translation and you will identify which of the two antibiotics is vulnerable to the resistance gene.

Studying antibiotics, the cell-free way

Scientists often use live bacteria to study antibiotics and antibiotic resistance. In the presence of antibiotics, susceptible bacteria will stop dividing and die, while resistant bacteria will continue to thrive. But culturing bacteria is time-consuming and also requires a special laboratory setup where you can safely grow microorganisms.

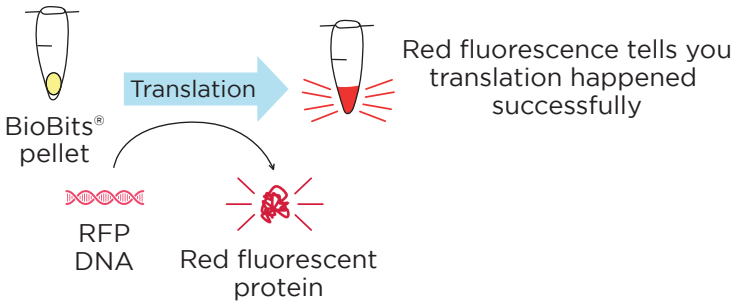
Borrowing tools from synthetic biology, today you will investigate antibiotic resistance in a simpler way. You will use a cell-free system to directly observe the effects of antibiotics that block translation.

You will use a cell-free protein synthesis system called BioBits®

- BioBits® takes the protein synthesis machinery from bacteria and puts it inside a test tube.
- All you need to do is provide instructions to make a protein, in the form of DNA.
- The molecular machinery in BioBits® will decode the DNA to make a protein, following the same molecular steps that bacterial cells would perform.

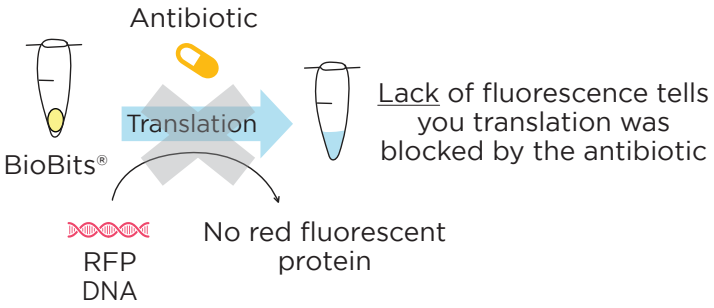
Red fluorescence will signal that protein has been made

- BioBits® can make essentially any bacterial protein; today we will be making a red fluorescent protein (RFP).
- This protein is encoded in **RFP DNA** and it glows red once translated.
- When BioBits® glows red under a blue light, you will know that translation worked and protein synthesis has occurred!



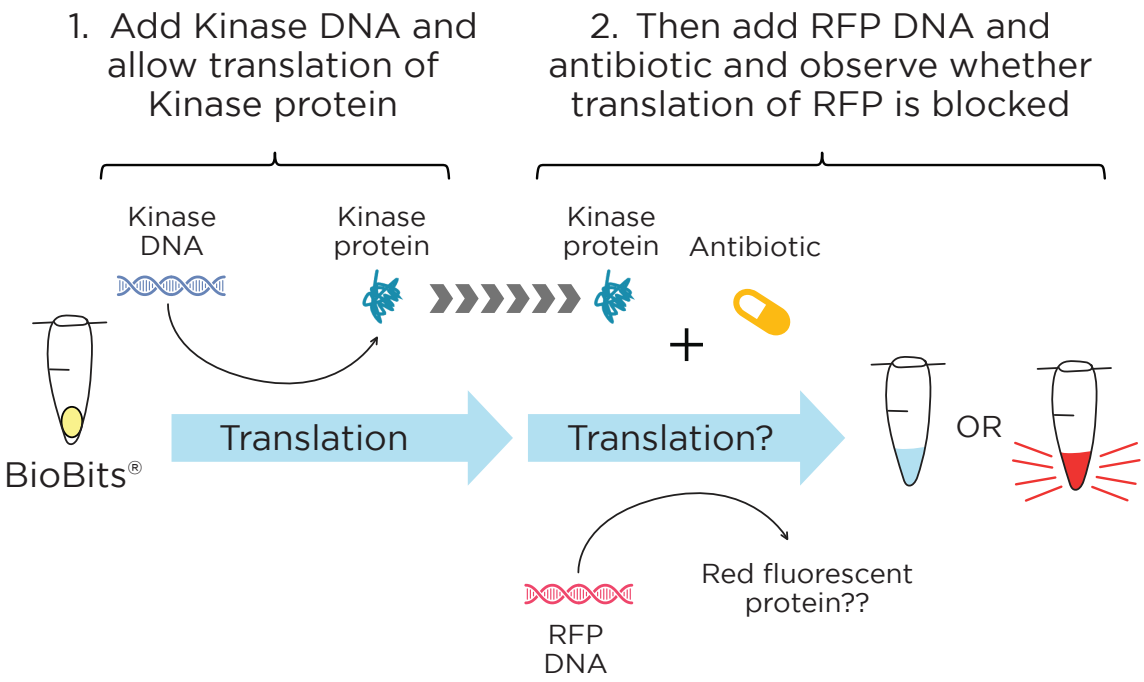
Antibiotics that block translation in bacteria will block translation in BioBits®

- **Kanamycin** and **streptomycin** are antibiotics that kill bacteria by blocking translation.
- They will also block translation in BioBits®, which are made of bacterial components.
- If translation is blocked, you will not see red fluorescence after adding RFP DNA.



Your goal: to test whether an antibiotic resistance gene can restore translation

- **Kinase DNA** encodes a protein known as *aminoglycoside kinase* that confers resistance to some antibiotics.
- Your job will be to test whether this antibiotic resistance gene confers resistance to **kanamycin or streptomycin**.



Note that the antibiotics you are testing inhibit all translation—including that of the kinase!

- If we were to add the Kinase DNA and the antibiotic at the same time, the antibiotic would block translation of the kinase protein; then the kinase gene would not have a chance to confer resistance against the antibiotic.
- Instead, you will add the Kinase DNA first, so the system has time to make the kinase protein before antibiotics are added.

Pre-lab activities

You will be provided 4 tubes to use in your experiment, each containing a BioBits® cell-free pellet. BioBits® are desiccated and need water and DNA to start making proteins. So you will also be provided:

Component	Function
Kinase DNA	Provides resistance to some antibiotics
Antibiotic (kanamycin or streptomycin)	Inhibits protein synthesis by interfering with ribosomes
RFP DNA	Encodes red fluorescent protein
Water	Added to equalize volumes as needed

The reagents that will be used in each tube are listed in the table below.

Predict what you expect to see in each of the following reactions. Use the information from the background to fill out the following table:

	Tube 1	Tube 2	Tube 3	Tube 4
BioBits® cell-free pellet	✔	✔	✔	✔
Kinase DNA	No	No	No	✔
Antibiotic (Kanamycin or Streptomycin)	No	No	✔	✔
RFP DNA	No	✔	✔	✔
Water	✔	✔	✔	✔
Do you expect to see red fluorescent protein at the end of the experiment?	Yes / No / Unknown (circle one)	Yes / No / Unknown (circle one)	Yes / No / Unknown (circle one)	Yes / No / Unknown (circle one)
Justify your prediction				

Laboratory guide

Protective gloves and eyewear should be worn for the entirety of this experiment.

You will use the BioBits® cell-free system to make fluorescent proteins and see how adding antibiotics and a specific antibiotic resistance gene will impact protein production. You will have a total of four samples, including a negative control where you only add water.

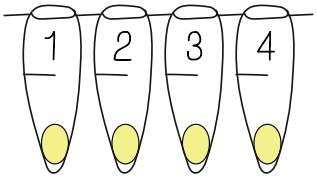
Selecting the antibiotic for your group

Your instructor will assign your group an antibiotic to test. Circle the antibiotic that you will be testing:

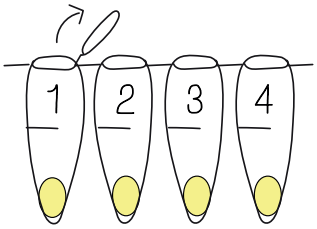
Kanamycin **Streptomycin**

Setting up BioBits® reactions

1. **Number each tube in your strip of four BioBits® pellets, 1-4.**
   - Label the numbers on the sides, not cap, of the tube.

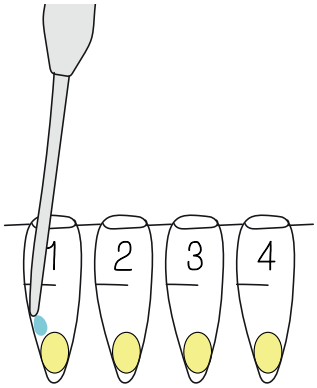


2. **Uncap the BioBits® strip tubes.**
   - BEFORE UNCAPPING, gently tap tubes on the table to collect pellets at the bottom.
   - To open tubes, CAREFULLY remove each cap in the strip one at a time, taking care not to dislodge BioBits® pellets.



How to pipette when working with BioBits®:

- Touch your pipette tip to the side of the tube and dispense the liquid, then tap the tube on the table top to collect the liquid in the bottom of the tube.
- Do not touch your pipette tip to the pellet.
- Do not pipette up and down to mix.



3. Add reagents according to the chart below, using a new tip for each sample.

	Tube 1	Tube 2	Tube 3	Tube 4
Reagent	3 µl water	3 µl water	3 µl water	3 µl Kinase DNA

Wait 10 minutes before proceeding to the next step.

- Cap tubes and tap them on your table to make sure liquid is collected at the bottom and pellets are dissolved.

4. After 10 minutes have elapsed, add reagents according to the chart below.

- In the table below, for tubes 3 and 4, circle the antibiotic that you will be using (either kanamycin or streptomycin) and then use the corresponding RFP DNA + antibiotic mix.
- Other groups will test the function of the other antibiotic.
- Add the additional reagents directly to the liquid already in the tube.
- To avoid introducing bubbles, do not pipette up and down to mix.
- Use a new tip for each sample.

	Tube 1	Tube 2	Tube 3	Tube 4
Reagent added	3 µl water	3 µl RFP DNA	3 µl pre-mix of RFP DNA + [kanamycin OR streptomycin]	3 µl pre-mix of RFP DNA + [kanamycin OR streptomycin]

5. **Close the caps on the tubes.**
    - You should feel the caps "click" into place when they are closed correctly.
    - Tap tubes on your table to make sure all liquids collect at the bottom.

6. **Observe your tubes under blue light in the P51™ viewer through an orange filter.**
    - Dim the ambient lights so it's easier to observe any fluorescence.
    - Make sure the blue light in the P51™ is ON.
    - Observe the tubes through the front window of the P51™.
    - You may use a different blue light illuminator with an orange filter if a P51™ is not available.
    - Record your observations in Table 1 on the next page. In the row labeled "0 hours", record whether the tubes appear to be fluorescing and if so, what color.

7. **Let the reactions proceed for 8 to 72 hours at room temperature.**
    - You may leave the tubes lying flat on the lab bench or table.
    - Although indoor ambient light is fine, avoid storing your tubes in direct sunlight.

Observations (to be taken 8 to 72 hours later)

1. **Observe your tubes under blue light in the P51™ viewer through an orange filter.**
    - Tap tubes on your table to make sure all liquids collect at the bottom.
    - Dim the ambient lights so it's easier to observe any fluorescence.
    - Make sure the blue light in the P51™ is ON.
    - Observe the tubes through the front window of the P51™ using the orange filter.
    - Record your observations in Table 1 below. Record whether the tubes appear to be fluorescing and if so, what color.

Table 1: Record the presence or absence of fluorescence, and its color.

Time	Tube 1	Tube 2	Tube 3	Tube 4
0 hours	[YES / NO] Color:	[YES / NO] Color:	[YES / NO] Color:	[YES / NO] Color:
Final observation (8-72 h later)	[YES / NO] Color:	[YES / NO] Color:	[YES / NO] Color:	[YES / NO] Color:

Pre-lab study questions

Review

1. **What is an antibiotic?**

2. **Why is the problem of antibiotic resistance of such a concern?**

3. **Aminoglycosides, like the kanamycin and streptomycin you will use in this lab, are antibiotics that work by binding to the bacterial ribosome and preventing translation from proceeding. Explain why this would be toxic to a cell.**

4. **Antibiotic resistance genes allow bacteria to survive in the presence of an antibiotic. But the gene doesn't directly interact with the antibiotic. Explain how genes provide resistance to antibiotics.**

5. **Would it be likely to find an antibiotic resistant gene that confers resistance to all antibiotics? Explain your answer.**

Critical thinking

6. **One common target of antibiotics is cell wall formation. Why would interfering with cell wall formation be an especially good target for an antibiotic? Consider in your answer how important it is for antibiotics to be nontoxic to patients.**

7. **Many antibiotics, such as the ones used in this lab, block protein synthesis by binding to the bacterial ribosome. Hypothesize how these antibiotics can specifically inhibit bacterial ribosomes, but not animal ribosomes.**

8. **The aminoglycoside kinase encoded by the Kinase DNA is a protein expected to provide resistance to at least one of the two antibiotics you are testing. Antibiotic resistance functions by one of four general mechanisms: (i) by removing antibiotics from the cell, (ii) by chemically modifying antibiotics making them inactive, (iii) by interfering with an antibiotic's target, or (iv) by creating new biochemical pathways that bypass the antibiotic's action. Based on the fact that today's kinase must protect from antibiotics in a cell-free system, which resistance mechanism(s) could potentially describe how aminoglycoside kinase functions? Explain why some resistance mechanisms cannot be tested in a cell-free system.**

9. **Both streptomycin and kanamycin are classified as aminoglycosides, which means they share some structural and functional similarities. Based on this information and the information in the introduction, do you consider it likely that a specific antibiotic resistance gene could confer resistance to both streptomycin and kanamycin? Justify your answer.**

10. **Many plasmids that spread resistance genes actually contain several different resistance genes on a single plasmid. Antibiotic resistance has been described as one of the great examples of natural selection in action. Why would having multiple antibiotic resistance genes allow a plasmid to be more successful in terms of natural selection than a plasmid that contains only one antibiotic resistance gene?**

Post-lab study questions:

Analyzing your data

Which antibiotic did you test? (circle one) **Kanamycin** **Streptomycin**

1. **A positive control is one that confirms that a test works as expected. Looking back at your results from today's experiment, which tube behaved as a positive control for the ability of BioBits® to produce a protein?**

2. **In your experiment, which tube(s) demonstrated that the antibiotic you were testing was able to disrupt protein production? Use evidence from the lab to support your answer.**

3. **In your experiment, which tube(s) demonstrated whether the antibiotic resistance gene rescued protein production in the presence of the antibiotic? Explain your answer.**

4. **Did the antibiotic resistance gene that your group tested rescue protein production in the presence of an antibiotic? Refer to your experimental results to support your claim.**

5. **Compare your results with those of other groups.**
   a. **Did groups that tested the same antibiotic obtain the same results as yours? If not, what might explain the difference(s)?**

   b. **Did groups that tested the other antibiotic see the same results as yours? Describe any differences observed.**

6. **Some antibiotic resistance mechanisms are specific to certain antibiotics, while other resistance mechanisms protect broadly against multiple antibiotics. Based on today's experimental outcomes, do you think Kinase DNA confers broad resistance to antibiotics, or specific resistance to some antibiotics? Cite experimental evidence from at least two different groups in your answer.**

Critical thinking:

7. **You were instructed to add the Kinase DNA 10 minutes before adding the antibiotics and RFP DNA. What would have happened if you had added the Kinase DNA at the same time as the antibiotics and RFP DNA?**

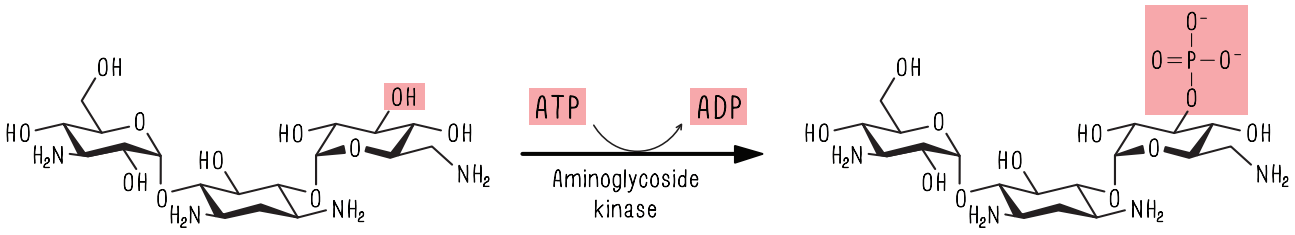
8. **What two steps took place in the BioBits® system after you added the Kinase DNA? Explain how these steps were important for the antibiotic resistance to manifest itself.**

9. **After adding Kinase DNA, you had to incubate the reaction for just 10 minutes prior to adding the antibiotics and RFP DNA. Then, after adding RFP DNA, you waited at least 8 hours before observing the results. Based on your answer to question 8 above, in your opinion, what was different between Kinase DNA and RFP DNA that the waiting times were so different? Explain why you think that.**

Advanced questions:

10. **Lateral gene transfer is when genes move between different organisms that are not related. This is different from how genes are normally passed down from parents to their offspring. When thinking of the BioBits® reaction as a model for a cell, how does adding the Kinase DNA model how bacteria are able to acquire resistance in nature? Is it more similar to a DNA mutation conferring resistance or to a cell acquiring resistance through lateral gene transfer? Explain your answer.**

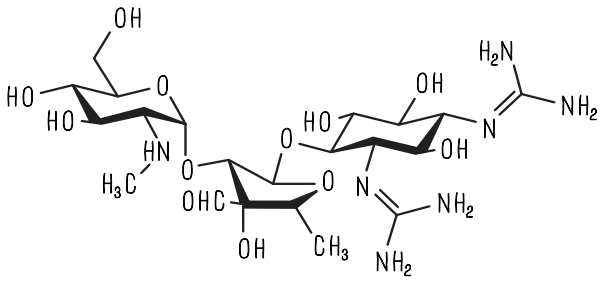
11. **The reaction you observed in this lab is illustrated below. The chemicals or functional groups that are directly changed by the reaction are highlighted in red. Can you use information from this reaction to say whether using aminoglycoside kinase to survive in the presence of high levels of kanamycin would be energetically costly to a cell? Justify your answer.**



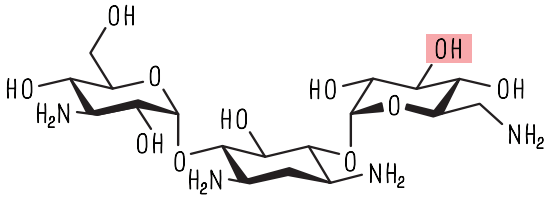
Kanamycin

Kanamycin (3')-phosphate

12. **Below are the chemical structures of both streptomycin and kanamycin. Again the critical hydroxyl group that is modified by aminoglycoside kinase is highlighted in red in the kanamycin molecule. Compare the structures of the two molecules. Can you propose a simple hypothesis as to why aminoglycoside kinase is not effective at conferring resistance to streptomycin?**



Streptomycin



Kanamycin

CER Table

Fill in the table based on your results from the lab. Use the rubric on the next page to guide your answers.

Question:

Against which antibiotic(s), kanamycin and/or streptomycin, does the aminoglycoside kinase confer resistance?

Claim

Make a clear statement that answers the above question.

Evidence

Provide data from the lab that supports your claim.

Reasoning

Explain clearly why the data you presented supports your claim. Include the underlying scientific principles that link your evidence to your claim.

Score	4	3	2	1
CLAIM A statement that answers the original question/ problem.	Makes a clear, accurate, and complete claim.	Makes an accurate and complete claim.	Makes an accurate but incomplete or vague claim.	Makes a claim that is inaccurate.
EVIDENCE Data from the experiment that supports the claim. Data must be relevant and sufficient to support the claim.	All of the evidence presented is highly relevant and clearly sufficient to support the claim.	Provides evidence that is relevant and sufficient to support the claim.	Provides relevant but insufficient evidence to support the claim. May include some non-relevant evidence.	Only provides evidence that does not support claim.
REASONING Explain why your evidence supports your claim. This must include scientific principles/ knowledge that you have about the topic to show why the data counts as evidence.	Provides reasoning that clearly links the evidence to the claim. Relevant scientific principles are well integrated in the reasoning.	Provides reasoning that links the evidence to the claim. Relevant scientific principles are discussed.	Provides reasoning that links the evidence to the claim, but does not include relevant scientific principles or uses them incorrectly.	Provides reasoning that does not link the evidence to the claim. Does not include relevant scientific principles or uses them incorrectly.

We recommend that teachers use the following scale when assessing this assignment using the rubric. Teachers should feel free to adjust this scale to their expectations.

Rubric score	3	4	5	6	7	8	9	10	11	12
Equivalent Grade	55	60	65	70	75	80	85	90	95	100

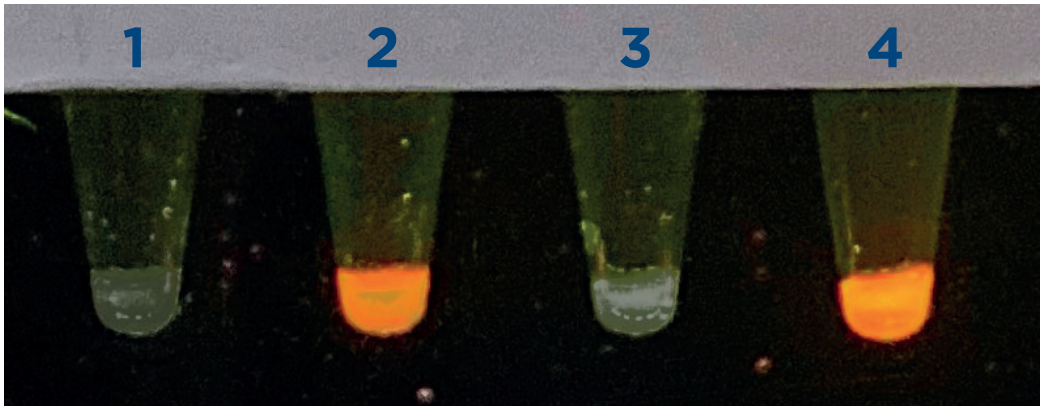
Instructor's Guide

Expected results

Listed below are the expected results for each possible reaction, accompanied by a brief explanation. Note that the exact timing of results may differ depending on incubation temperature and timing, or other sources of experimental variability, but the overall pattern should not change. You may also observe small differences in brightness across different groups which can arise from differences in micropipetting and sample handling.

Fluorescent proteins will remain visible for a few days at room temperature (or longer if stored in the fridge).

Example results using kanamycin



	Reagent 1	Reagent 2	Expected observations (kanamycin results shown above)	
1	Water	Water	No fluorescence (baseline)	
2	Water	RFP DNA	Red fluorescence	
3	Water	RFP DNA + antibiotic mix	No fluorescence	
4	Kinase DNA	RFP DNA + antibiotic mix	With kanamycin: Red fluorescence	With streptomycin: No fluorescence

1. **Water and Water (Negative control):**
    - With no DNA, no fluorescence is expected.
    - Students may detect low levels of autofluorescence (which appears dimly green/yellow), as the components in BioBits® pellets will show low levels of fluorescence on their own
    - This tube and its low level of autofluorescence can be used to explain the importance of including negative controls in experiments.

Tube 2 - Water and RFP DNA (Control for RFP production):

- RFP DNA encodes a red fluorescent protein. In the BioBits® system, the RFP DNA is transcribed and translated, resulting in observable red fluorescent protein.
- This red fluorescence will become evident under blue light within 8 hours, and can be used as a readout of successful protein expression.

Tube 3 - Water and RFP DNA + antibiotic mix:

- Both kanamycin and streptomycin block translation, therefore no red fluorescence is expected.
- Students may detect low levels of autofluorescence (which appears dimly green/yellow) slightly brighter than the autofluorescence of the negative control (tube 1), as the processes of transcription and translation will produce byproducts that will autofluoresce above baseline.

Tube 4 - Kinase DNA and RFP DNA + antibiotic mix:

- For groups working with kanamycin:
  - Translation is expected to be rescued through the action of the aminoglycoside kinase, the antibiotic resistance gene product, and students are expected to observe red fluorescent protein.
  - The red fluorescence may not be as bright as the red fluorescence in Water + RFP DNA control (tube 2). This slight dimming could suggest that translation is not fully rescued by the antibiotic resistance gene product. Dimming could also be in part a consequence of BioBits® having to produce two proteins, kanamycin kinase and red fluorescent protein, and having to split limited protein production resources.

- For groups that are working with streptomycin:
  - Translation will not be rescued because streptomycin is not a substrate for aminoglycoside kinase, the antibiotic resistance gene product.
  - RFP will not be produced, and red fluorescence is not expected.

Troubleshooting

These factors may contribute to variability in the results observed:

Reagent storage

- Reagents must be stored in the freezer (at -20 °C) upon arrival.
- The unopened reagents are stable at room temperature for at least one week, but efficacy will drop the longer they are stored out of the freezer.
- Keep BioBits® in the sealed pouch as long as possible before use. We recommend opening the pouch, splitting and distributing the pellets the same day that you perform the lab. Pellets stored outside of the sealed pouch or without the orange desiccant card will lose efficacy. Store any unused pellets in the resealable bag including the supplied desiccant card.

Micropipetting

- Students performing this lab should be familiar with proper micropipetting technique and be able to accurately pipette volumes in the 3 µl range.
- Ensure students follow the guidelines for adding liquids to BioBits® on page 15.
    - Touch your pipette tip to the side of the tube and dispense the liquid, then tap the tube on the table top to collect the liquid in the bottom of the tube.
    - Do not touch your pipette tip to the BioBits® pellet.
    - Do not pipette up and down to mix.

Viewing the fluorescence

- We recommend tapping tubes on the bench to collect all liquids at the bottom. Alternatively, use a microcentrifuge to briefly spin liquids down.
- Please ensure your fluorescence viewer has an orange filter (not yellow) and has a fresh battery if battery-operated.

Notes on lab design

This BioBits® Antibiotic Resistance Lab is designed to give students an authentic, hands-on activity to investigate antibiotic function and antibiotic resistance. In designing this lab, we aim to provide the right balance between intellectual engagement, inquiry, and accessibility. We have made certain choices in the design of this lab in order to achieve these goals. Some of these choices include:

- RFP and antibiotics were mixed together to reduce pipetting errors from small volumes and provide students with more consistent results.

- When investigating antibiotic function and antibiotic resistance, scientists most often work with live bacteria. We have chosen to use the BioBits® cell free system as this requires significantly less laboratory equipment, allows for simplified protocols and easily interpretable results.

- The BioBits® cell free system allows students to investigate antibiotics that affect protein expression. As this is a cell-free system, it is not possible to investigate all types of antibiotics, for example those that inhibit cell wall formation. Likewise, certain types of antibiotic resistance mechanisms will not function in this system, for example those that use an efflux pump. We encourage you to discuss the benefits and drawbacks of using a cell-free system with your students.

- In this lab we refer to the protein that provides resistance to kanamycin as aminoglycoside kinase. This is a generic term for any enzyme that adds a phosphate group to an aminoglycoside antibiotic. There are actually several different related enzymes that interact with different aminoglycoside antibiotics in this way. More specifically, the enzyme used in this lab is aminoglycoside-3'-phosphotransferase, which specifically catalyzes the addition of a phosphate group to the 3'-hydroxyl group of certain aminoglycosides, including kanamycin. Aminoglycoside-3'-phosphotransferase does not recognize streptomycin as a substrate due to structural differences in the antibiotic molecules.

- In the design of this lab, some groups will experiment with kanamycin and some with streptomycin. The resistance gene used in this lab will counteract the effects of kanamycin, but not those of streptomycin. Groups can then compare results to compile all data. We chose this approach so that students can appreciate the specificity of antibiotic resistance mechanisms. *Enough reagents are provided such that all groups may experiment with kanamycin if you prefer to obtain uniform results across groups*.

Differentiation

Standard protocol: The standard protocol included in this guide prescribes what reagents to use in each reaction and asks students to predict possible results. This allows students to move through the initial setup of the lab more quickly with less teacher direction. We recommend this approach for most classes.

Additional scaffolding: Results from this lab will be visible for several days. You may choose to spread the experiment over the course of a week, so students may build their understanding gradually.

- Day 1, set up tubes 1 (water only), 2 (RFP DNA) and 3 (RFP DNA + antibiotic). Focus on students' understanding that RFP is a readout of translation and that the antibiotic they are testing blocks translation.
- Day 2, discuss previous day results and set up tube 4 (Kinase DNA, RFP DNA + antibiotic). Introduce that they will be testing whether the Kinase will provide protection to the antibiotic they are testing and rescue translation.
- Day 3, observe tube 4 and compare results across groups to determine which antibiotic is counteracted by the Kinase.

Optional simplification: This lab is designed to show that antibiotic resistance genes act confer resistance to specific antibiotics. The resistance gene used in this lab will provide resistance to kanamycin, but not streptomycin. Enough reagents are provided so that all groups may experiment with kanamycin if you prefer to focus simply on demonstrating antibiotic resistance.

Student-designed protocol: For more advanced students, or classes where experimental design is especially important, you may engage students in deciding what should go in each tube based on the experimental question and desired controls. This approach may take more time and teacher guidance as students will need to make significant decisions based on different possible experimental setups.

Additional student supports

At miniPCR bio™, we are committed to preparing students to be successful in the laboratory through high quality curriculum and training. We have created an extensive set of resources to help your students succeed in molecular biology techniques, all of which are available for free download at the miniPCR bio™ tutorials page of our website.

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https://www.minipcr.com/tutorials/

Those activities most relevant to this lab are listed below.

Micropipetting: Students performing this lab should be familiar with proper micropipette technique and be able accurately to pipette volumes in the 3 µl range. These introductory pipetting activity will introduce students to proper pipetting technique and have them practice pipetting a variety of volumes. (https://www.minipcr.com/micropipetting/). Alternatively, have students practice pipetting small volumes of food coloring beforehand.

Cell-free protein synthesis: This BioBits® lab uses cell-free protein synthesis technology to create a low-cost and easy-to-use hands-on activity. Read more about how cell-free reactions work and their different real-world applications. DNAdots include articles and study questions. Find this free article at:
https://dnadots.minipcr.com/dnadots/cell-free-technology

Extension activities

BioBits® Central Dogma Lab: Students performing this lab should be familiar with transcription and translation and how DNA codes for proteins. The BioBits® Central Dogma Lab contains a comprehensive investigation of the central dogma and transcription and translation (https://www.minipcr.com/product/biobits-central-dogma/). By sequencing the BioBits® Antibiotic Resistance lab after the BioBits® Central Dogma lab, students will have a solid foundation of both the biological processes and experimental paradigm used in this investigation.

miniPCR Learning Labs™ on Antibiotic Resistance: We offer two PCR-based activities training students to track the presence of antibiotic resistance in the environment.

- **Agricultural Monitoring Lab: A Case Study in Antibiotic Resistance.** (https://www.minipcr.com/product/antibiotic-resistance-pare-lab/) This lab presents a fictional case study of tracing a farm-based outbreak of antibiotic resistant organisms.

- **eDNA Project: Sampling Soil for Antibiotic Resistance.** (https://www.minipcr.com/product/edna-pcr-project/) In this authentic investigation students use PCR and gel electrophoresis to monitor the spread of antibiotic resistance genes in environmental DNA samples.

Learning goals and skills developed

Student Learning Goals - students will:

- Experimentally model how antibiotics specifically target cellular functions
- Determine whether the addition of an antibiotic resistance gene is able to rescue protein expression in the presence of different antibiotics
- Demonstrate that antibiotic resistance mechanisms are specific to certain antibiotics

Scientific Inquiry Skills - students will:

- Identify or pose a testable question
- Formulate hypotheses
- Identify dependent and independent variables and appropriate experimental controls
- Follow detailed experimental protocols
- Use data to evaluate a hypothesis
- Make a claim based in scientific evidence
- Use reasoning to justify a scientific claim

Molecular Biology Skills:

- Micropipetting
- Cell-free protein expression
- Fluorescence visualization

Standards alignment

Next Generation Science Standards

Students who demonstrate understanding can:

HS-LS3-1.	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-2.	Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
• Asking Questions and Defining Problems • Developing and Using Models • Planning and Carrying Out Investigations • Analyzing and Interpreting Data • Constructing Explanations and Designing Solutions • Engaging in Argument from Evidence • Obtaining, Evaluating, and Communicating Information	**LS1.A:** From Molecules to Organisms: Structures and Processes **LS3.A:** Inheritance of Traits	• Patterns • Cause and Effect • Systems and System Models • Structure and Function • Stability and Change • Interdependence of Science, Engineering, and Technology • Influence of Engineering, Technology, and Science on Society and the Natural World

Common Core ELA/Literacy Standards

RST.9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
RST.9-10.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
WHST.9-10.1	Write arguments focused on discipline-specific content.
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

* For simplicity, this activity has been aligned to high school NGSS and grades 9-10 Common Core standards.

