


RFCDC – LEARNING ACTIVITIES BASED ON THE COVID-19 PANDEMIC

Covid-19 Journalists



Target group:
**Learners in primary
or secondary schools**

**MAKING CHILDREN'S
AND STUDENTS' VOICES
HEARD** 



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Covid-19 Journalists

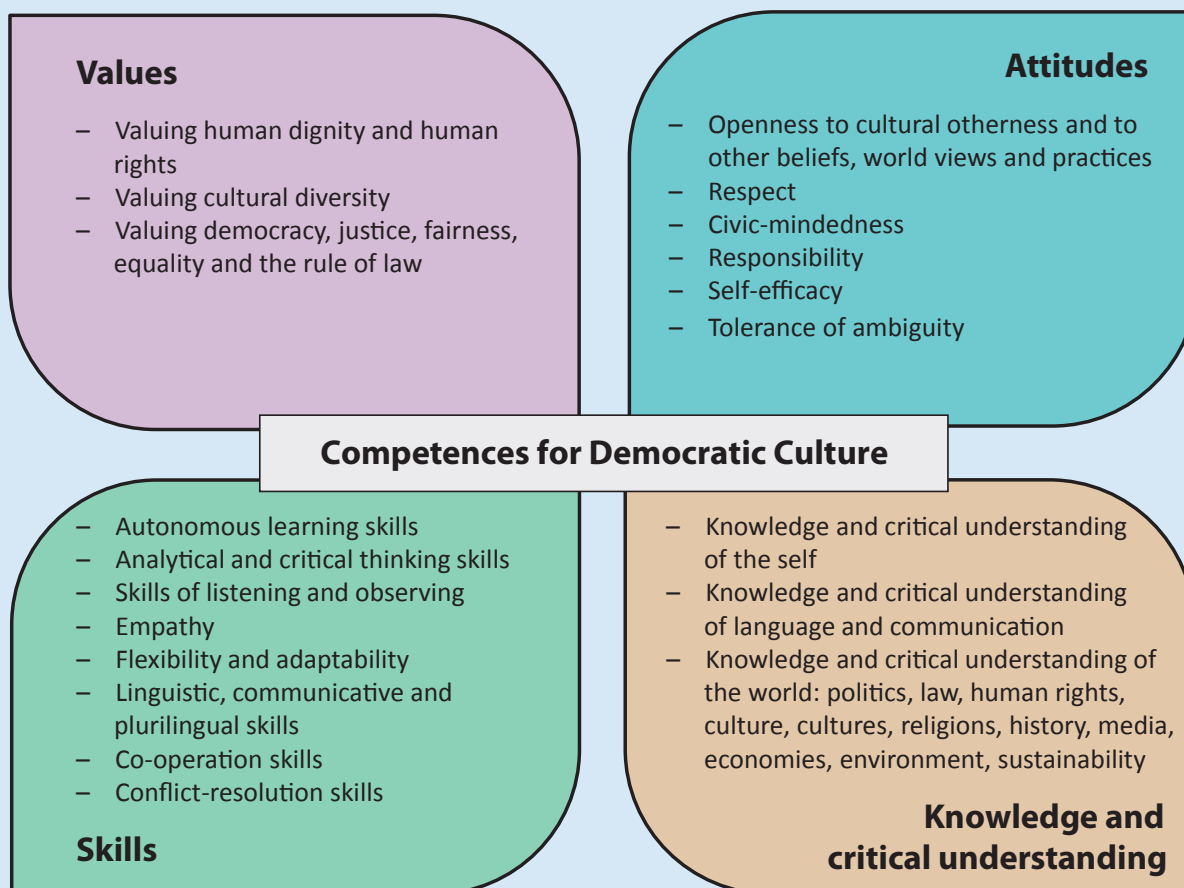
RATIONALE

— Learners are facing new difficulties, requirements and rules arising from the Covid-19 pandemic crisis. However, they do not have many opportunities to reflect on these, nor to collaborate with peers and adults in order to improve their understanding and

their ability to cope with the demands of these challenging times. This activity provides them with the opportunity to reflect in a group and with adults on the situation, the difficulties that they are encountering, similarities with the past, and on the future.



THE RFCDC COMPETENCES



COMPETENCES PROMOTED BY THE ACTIVITY

— Civic mindedness; Self-efficacy; Autonomous learning skills; Analytical and critical thinking skills; Co-operation skills; Linguistic and communicative skills.

LEARNING OUTCOMES

— Completing this activity will help learners to:

- ▶ Engage with public issues;
- ▶ Identify discrepancies or divergences in materials being analysed;
- ▶ Identify differences in the points of view that are encountered;
- ▶ Express their own point of view on the materials that have been analysed and on the different points of view that have been encountered;
- ▶ Collaborate with others.



DESCRIPTION OF ACTIVITY

1. Discuss with the learners what journalists usually do in their job. Explain that quality journalists are responsible of their texts and that they respect certain principles. It is possible to find a good compilation of these principles at: <https://www.ifj.org/who/rules-and-policy/global-charter-of-ethics-for-journalists.html>.

Explain that they themselves are going to become journalists, reporting on the Covid-19 crisis in their community, and that they will be interviewing parents, grandparents and other children (possibly using online resources) to find out about their experiences of the pandemic. Additionally, they might be asked to collect data and information concerning previous public health crises in the past, for example the Spanish flu pandemic in 1918, in order to compare these crises with the present pandemic.

2. Divide the learners into small groups, and give each group a specific assignment to investigate and report. These might be as follows:
 - ▶ Group A might focus on Covid-19 and the characteristics of this pandemic crisis (e.g. What is a coronavirus? What problems are linked to it? How does the virus spread?)

- ▶ Group B might focus on the present crisis and the relevant safety behaviours (e.g. What is good behaviour? What is forbidden? What is allowed? Do different people hold different points of view about safety behaviours? Do children/adults/elders know what to do in this kind of situation?)
 - ▶ Group C might focus on the past, and investigate what safety behaviours were required during a previous pandemic such as the Spanish flu (e.g. What was forbidden? What was allowed? Did different people hold different points of view about safety behaviours at the time? Did children/adults/elders know what to do in that situation?)
 - ▶ Group D might focus on the mismatch between what people believe are safety behaviours and actual safety behaviours (e.g. Are there differences between the behaviours of adults and peers and what the official regulations specify as safety behaviours?)
 - ▶ Group E might focus on children and Covid-19 (e.g. Are there specific requirements of children during pandemic? Do children understand what is happening? What are the things that adults can do to help children during this period?)
- Take steps to ensure that all learners have an opportunity to contribute actively to the work that is being conducted by their group.

MATERIALS OR RESOURCES REQUIRED

- ▶ Videos about Covid-19, for example:
 - For primary level learners <https://youtu.be/MVvVTDhGqaA>
 - For secondary level learners <https://youtu.be/sGYg6Kk3X1Q>
- ▶ If a poster is to be produced by the learners to present the results of the activity, a poster creator tool such as <https://www.canva.com>
- ▶ Alternatively, if the learners cannot use web tools for creating posters, a common online blackboard may be used instead, such as <https://jamboard.google.com>
- ▶ If the learners are asked to produce a video report, a video making tool may be used, such as <https://www.rawshorts.com>



3. Each group prepares a report on the specific topic that has been assigned to them, which reports the issues that they have analysed and what they have discovered. Their report should also express their own point of view on the issues that have been investigated. The reports could be produced in the form of posters, and a poster exhibition could be used to present the outcomes of the activity. The groups present their reports to the rest of their class. Alternatively, the groups

could be asked to produce a short video report, and a video exhibition could subsequently take place. Learners might need some assistance or instruction on how to use the online tools for making posters or videos.

4. Summarise all of the ideas that have emerged, and discuss with the learners how these ideas can help their community or families during the Covid-19 pandemic and in the future.

REFLECTION ON THE ACTIVITY AND THE LEARNING OUTCOMES THAT HAVE BEEN ACHIEVED

Debrief the learners by asking questions such as these:

- ▶ How did you like being a journalist?
- ▶ Was it difficult to find the examples and information you needed?
- ▶ Were any parts of this activity especially challenging? Especially fun?
- ▶ What did you learn from this activity?
- ▶ What did you learn from the reports made by the other groups?
- ▶ When the Covid-19 pandemic is over, which behaviours should be maintained and which ones may be changed?

In addition, learners can be asked to share any other personal tips or advice they might have as a result of participating in this activity.

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www.coe.int/en/web/education/covid-19

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