

RFCDC – LEARNING ACTIVITIES BASED ON THE COVID-19 PANDEMIC

Learners' Covid-19 messages to the authorities

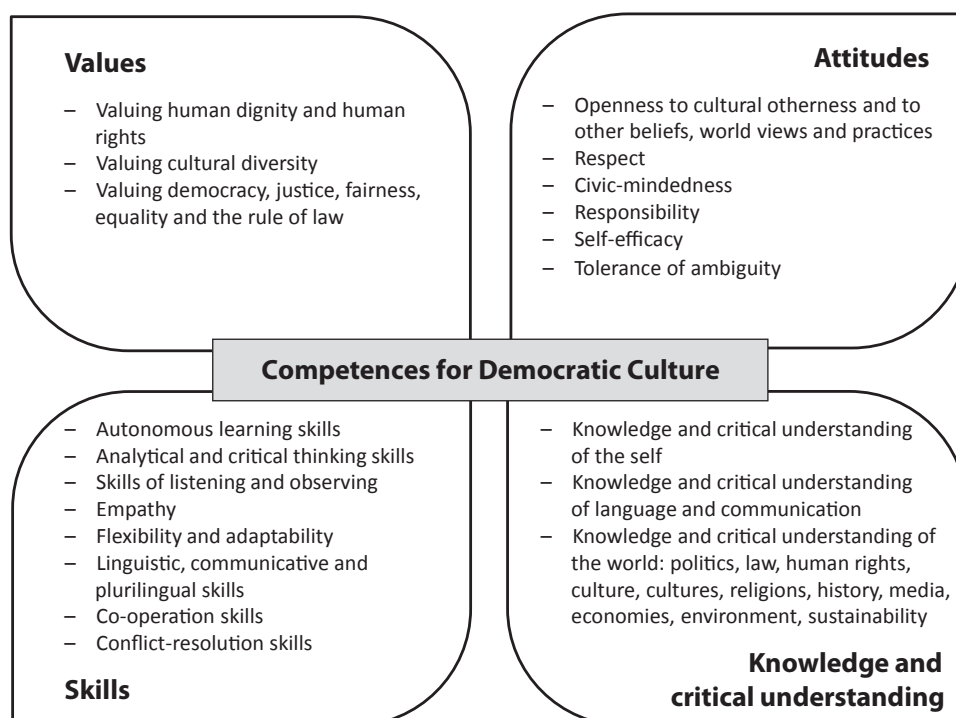
Target group

■ Learners in primary or secondary schools

Rationale

■ Covid-19 has had a huge impact on learners' behaviour. In this activity, learners identify the actions that local authorities, national government or European institutions have taken or could take to deal with Covid-19. After reflection on these actions, participants create a letter, video, email or cartoon strip with a focus on children's and young people's needs and what politicians should do to meet these needs during and after the Covid-19 pandemic. The message can be sent to the local, national or European institutions, as appropriate. This activity helps learners to understand how democratic institutions function and how they themselves can interact with them.

The RFCDC Competences



Competences promoted by the activity

■ Valuing democracy, justice, fairness, equality and the rule of law; Civic-mindedness; Co-operation skills; Linguistic and communicative skills; Knowledge and critical understanding of the world.

Learning outcomes

■ Completing this activity will help learners to:

- ▶ Reflect on the current situation of Covid-19;
- ▶ Discuss what can be done to help make the community a better place;
- ▶ Generate enthusiasm among group members for accomplishing shared goals;
- ▶ Understand and appreciate that information on public policies and their implementation should be made available to the public;
- ▶ Describe the social impact and effects on others of different communication styles.

Description of activity

1. During the Covid-19 pandemic, many institutions have developed dedicated web pages devoted to the crisis. Ask the learners to begin this activity by conducting a web search to find the relevant web pages on the official websites of their local authorities, national government, the Council of Europe, the World Health Organization, and other organisations. Younger learners can use the Google Translator Extension to help them understand the contents of the web pages that they find.
2. Ask the learners to think about the actions that are being taken by the different organisations, working individually. The following question may be used to stimulate their reflections (these questions can be simplified for younger learners):
 - ▶ Is the information about Covid-19 well-organised on the different websites?
 - ▶ Are there any actions that are focused on children's and young people's needs?
 - ▶ What other improvements can you suggest to politicians to deal with children's and young people's needs during and after the Covid-19 pandemic?
 - ▶ How can learners address their proposals to the different organisations?
3. Learners create a list of their own answers to these questions, which they can use for online collaboration with other learners in their class. They can use Google Slides or Tricider for this purpose.
4. Organise the learners into small groups, who work together online to develop their ideas. A random group generator can be used to allocate learners to groups. Each group first summarises the main positive and negative actions in response to Covid-19 from the different websites. Each group then creates a list containing their own suggestions to politicians about the actions that should be taken to deal with children's and young people's needs during and after the Covid-19 pandemic. A template for online collaboration can be created using either Google Slides or Tricider.
5. Each group then creates messages addressed to the authorities. These messages express their reflections on their Covid-19 responses and their suggestions for meeting the needs of children and young people. Encourage the learners to be creative – for example, their messages could be organised in a letter, video, email, cartoon strip, etc. Learners may choose a local, national or international institution to send their messages to. One of the challenges is to find the appropriate tool for expressing their thoughts.
6. Each group presents their work to the whole class. The learners consider whether to send their messages to the real institutions. During this stage, they should be encouraged to believe in themselves and their potential.
7. Ask the groups to find out who is the person in charge in the organisation and to whom they should address their messages. For this purpose, it is important to explore the contact information and the organisational structure that is provided on the relevant websites. Sometimes learners will need the help of the teacher to identify the correct person.

Materials or resources required

- ▶ Council of Europe website on Covid-19:
<https://www.coe.int/en/web/education/covid-19>
- ▶ World Health Organization website on Covid-19:
<https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

- ▶ Tools for online collaboration, for example:
 - Google Slides <https://www.google.co.uk/slides/about/>
 - Tricider <https://youtu.be/dvLuwL9Quzw>
- ▶ For younger learners:
 - Google Translator Extension
- ▶ A random group generator, for example:
 - <https://www.randomlists.com/team-generator>

Reflection on the activity and the learning outcomes that have been achieved

■ Ask the learners to comment on and discuss the process of the activity and the results of creating their messages to the authorities.

■ Ask the learners to reflect critically on what they have learnt from the activity with the following questions:

- ▶ Did you find the updated information on Covid-19 on the websites easily?
- ▶ Did you learn something new about Covid-19? If so, what did you learn?
- ▶ Do you think that your messages will be taken into account by the organisations?

www.coe.int/education
www.coe.int/en/web/education/covid-19
www.coe.int/free-to-speak-safe-to-learn
www.coe.int/rfcdc

