


# RFCDC – LEARNING ACTIVITIES BASED ON THE COVID-19 PANDEMIC

Rules keep us away from Covid-19!



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

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



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## Rules keep us away from Covid-19!

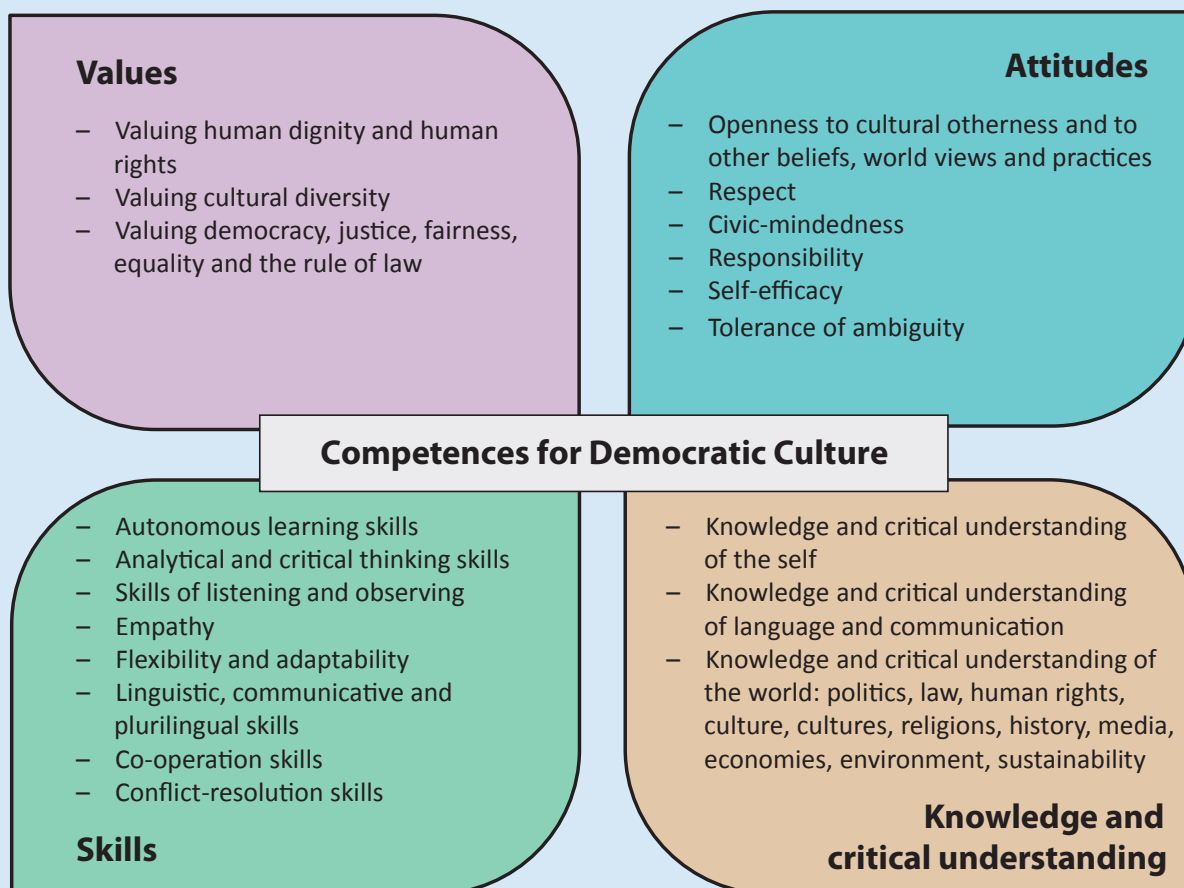
### RATIONALE

During the Covid-19 pandemic, learners should be given the opportunity to identify and evaluate rules which they themselves find meaningful in order to keep themselves, their peers, their families and their communities safe from the virus. The activity aims to

give learners a voice while improving well-being at school. The learners produce a poster concerning the appropriate behaviours that can help to prevent the spread of Covid-19 both inside and outside the school.



## THE RFCDC COMPETENCES



## COMPETENCES PROMOTED BY THE ACTIVITY

— Self-efficacy; Civic-mindedness; Analytical and critical thinking skills; Co-operation skills; Knowledge and critical understanding of the world.

## LEARNING OUTCOMES

— Completing this activity will help learners to:

- ▶ Reflect on the impact of the coronavirus upon human health;
- ▶ Identify some rules that should be respected in the school and in the community;
- ▶ Engage in critical thinking;
- ▶ Engage in responsible behaviour;
- ▶ Co-operate and collaborate with others.



## DESCRIPTION OF ACTIVITY

1. Show a short video about Covid-19 in the learners' own language, which explains how it affects human health and how it spreads in the community. Make sure that the video is from an official or authoritative source.
2. Divide the learners into groups of 5, and ask them to:
  - ▶ identify 3 ways that Covid-19 spreads between people in human groups;
  - ▶ identify 3 rules that should be respected in the school and the community, and discuss and explain why these are good rules – encourage the learners to identify rules saying what *could or should be done* to help the situation (rather than rules saying what *should not be done*), and ask them to focus on the most effective measures that they think they can take in order to protect other people from catching the virus.
3. Each group presents their work to the whole class, briefly explaining their choices. Summarise the ideas that emerge.
4. Learners decide, from among all the rules that have been identified, 5 rules that should be respected by all of the learners in order to stay safe from Covid-19. Each group can be asked to vote for the 5 best rules in their opinion, and to explain their choices, using an online voting tool.
5. Each group designs a poster using an online tool. Alternatively, if the learners cannot use a web tool for creating a poster, they may use a common online blackboard or wall to draw one.
6. Display the posters from all of the groups on a common online wall (when the children come back to school, the posters can be printed out and hung on their classroom wall).
7. Summarise the learners' ideas of how important it is to keep the rules of hygiene and to be responsible in order to keep other people and the community safe and healthy.
8. To underline that rules can sometimes change over time, the learners can be asked at a later point in time to re-evaluate and possibly adapt the rules that they have identified.

## 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>
- ▶ An online voting tool such as <https://www.mentimeter.com> – in the case of young children, the teacher can prepare the poll in advance for each group
- ▶ 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 or wall may be used instead, for example:
  - <https://jamboard.google.com>
  - <https://padlet.com/>



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

— Ask the learners to comment on and discuss the learning process and the rules that they have chosen. Ensure that they reflect critically on the rules, and think about whether some are better or more important than others. The possibilities here will vary depending on whether they are learners in primary or secondary education.

— Hold a debriefing session based on some of the following questions:

- ▶ What kind of experience was it for you to identify the rules to be followed in order to avoid Covid-19 spreading? For example, was it easy or difficult? What sorts of things did you think about when you were deciding which rules to choose?
- ▶ Has anything changed in your thinking after you found out which rules your friends had produced during this activity?
- ▶ What have you learned about yourself as a result of doing this activity?
- ▶ What have you learned about the world as a result of doing this activity?

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[www.coe.int/en/web/education/covid-19](http://www.coe.int/en/web/education/covid-19)

[www.coe.int/free-to-speak-safe-to-learn](http://www.coe.int/free-to-speak-safe-to-learn)

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