



RFCDC – LEARNING ACTIVITIES BASED ON THE COVID-19 PANDEMIC

Stay connected during Covid-19: A guide for friends!

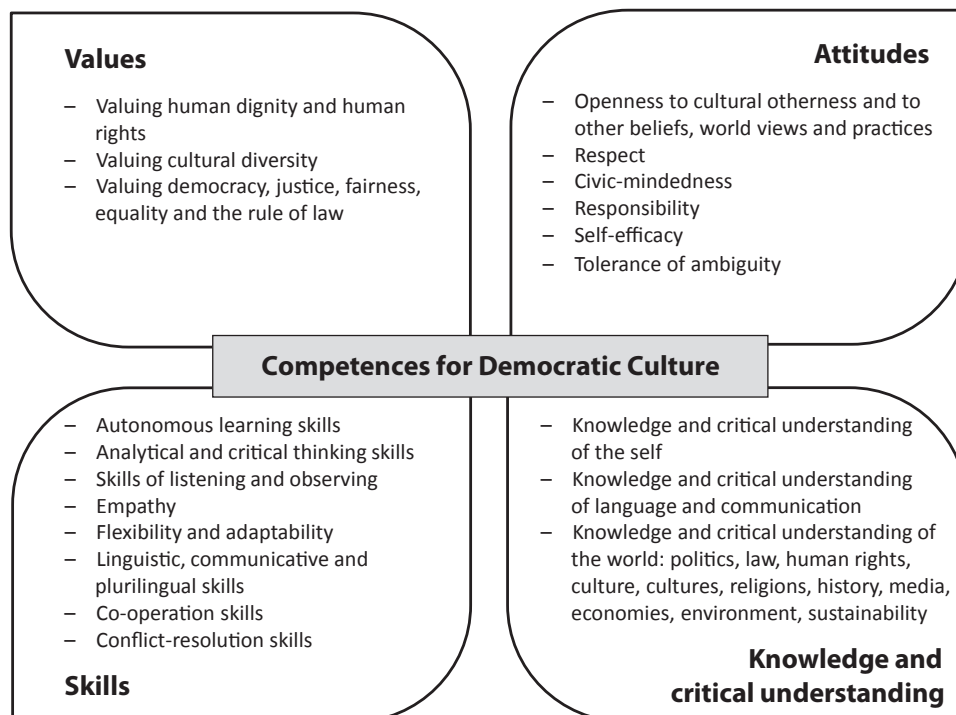
Target group

■ Learners in secondary schools

Rationale

■ During the Covid-19 pandemic, learners have experienced the loss of physical contact with their friends. The impossibility of playing or spending time together doing the things that they used to do before social restrictions were imposed may have affected their well-being. This activity is aimed at fostering learners' critical reflections on how they have tried to maintain contact with their friends during lockdown, and encouraging them to identify new ways of maintaining contact. The goal is for the learners to produce a guidance document which other learners of the same age may subsequently use to discover enjoyable things to do with friends when face-to-face meetings are not allowed.

The RFCDC Competences



Competences promoted by the activity

■ Analytical and critical thinking skills; Co-operation skills; Flexibility and adaptability; Knowledge and critical understanding of the self.

Learning outcomes

■ Completing this activity will help learners to:

- ▶ Reflect on means and ways to maintain social contacts with friends during lockdown situations
- ▶ Co-operate with others
- ▶ Adapt to new situations by using new knowledge and skills
- ▶ Reflect critically on themselves from a number of different perspectives

Description of activity

1. Hold a brainstorming session with the learners about how they have tried to maintain social contacts with friends during the Covid-19 pandemic. Questions such as the following may be used:
 - ▶ Did you have the chance to maintain safe contacts with your friends during the Covid-19 lockdown?
 - ▶ Which kind of means (e.g., mobile phones, video calls, chat, web conferences, social networks) did you use most to spend time with them, considering that it was impossible to meet physically?
 - ▶ What kind of activities did you do together?
 - ▶ What were your preferred ways to hear/see each other and to play/do things together?Summarise the main ideas that emerge.
2. Ask the learners to reflect individually about their own personal experiences with friends during lockdown, and to list at least 3 examples of useful means for keeping in contact with their friends that they used, with specific samples of the activities that they did and enjoyed together using each of the 3 means. Check to make sure that their examples are activities that are in line with lockdown regulations.
3. Divide the learners into small groups, and ask them to share with others in their group their lists of activities done and the means that they used, and to discuss them.
4. Ask each group to search on the internet for other alternative ways to spend time with friends, without physically meeting them.
5. Ask the learners in each group to summarise and list all of the activities that they have discussed, including those found on the internet, and to vote in order to choose at least four activities (and the means) that all learners can use in order to keep in contact with their friends during lockdown. All of the activities and means must be feasible. An online voting tool may be used.
6. Ask the learners to develop a final document or poster which can be used as a guide which explains to other children of their age what are the best ways, tools, and activities that can be used to spend time together with friends during a lockdown. The learners should try to put together all of the four main ideas that emerged from each group, and to avoid replications. Learners must insert in this guide as much information as they can (including website links, pictures, etc.) in order to explain clearly how, and what kind of means are necessary, to engage in these activities. An online creative tool can be used.
7. The guide is then shared via the school website or the local community website, and with local newspapers. It can also be sent to the Ministry of Education, with the request that it be distributed to all schools.
8. As an alternative to producing a written guide, learners could be asked to produce a video, using an online video-making tool, in which they explain to other children of their age what it is best to do in order to keep in contact with friends during lockdown, a video-guide that future children in similar lockdown situations can watch, explaining how to maintain positive relationships, notwithstanding the restrictions and limitations.

Materials or resources required

- ▶ For online implementation, an online voting tool can be used such as:
 - <https://www.mentimeter.com>
- ▶ If the activity is implemented online, teachers can take notes on online walls such as:
 - <https://www.pearltrees.com>

- ▶ If a poster is to be produced by the learners to present the results of the activity, they can use a poster creator tool such as:
 - <https://www.canva.com>
- ▶ Alternatively, if a video is to be produced by the learners, they can use an online video-making tool such as:
 - <https://www.rawshorts.com>
 - <https://www.powtoon.com/>

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

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

- ▶ Has anything changed in your thinking after hearing about the ideas and activities suggested by others?
- ▶ Would you change anything about how you met your friends during the Covid-19 lockdown, after this activity?
- ▶ Do you now view lockdown days in a new or a different way?
- ▶ Do you think that you will implement some of the new activities suggested in the future, even if it is possible to physically meet your friends?

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