



RFCDC – LEARNING ACTIVITIES BASED ON THE COVID-19 PANDEMIC

Take your time during Covid-19: a message to the future!

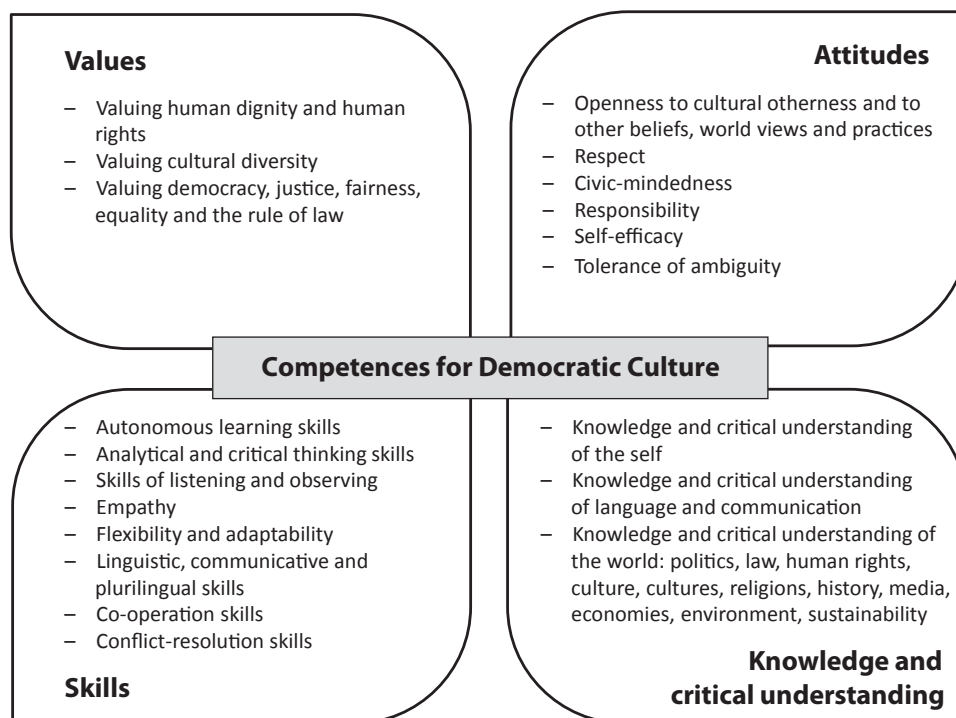
Target group

■ Learners in primary or secondary schools

Rationale

■ During the Covid-19 pandemic, learners have experienced spending all their time at home, without the chance to go out, go to school, play with friends or do many of the other things that they are used to doing. Many learners spent a lot of time in front of their mobiles or computer screens. This may affect their well-being. This activity is aimed at fostering learners' critical reflections on their routines during lockdown, and encouraging them to evaluate what they have done right and perhaps what they could have done better, and reflecting on the things that they have learnt from their lockdown experiences.

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 whether the information they used and the activities they engaged in during lockdown are beneficial
- ▶ Co-operate with others
- ▶ Adapt to new situations by using new 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 arranged their daily life experiences during the Covid-19 pandemic. Questions such as the following may be used:
 - ▶ How did you spend your time during the Covid-19 lockdown?
 - ▶ How did you organise your days at home?
 - ▶ What kinds of play activities did you do?
 - ▶ Did you spend time doing some physical exercise?
 - ▶ Did you have the chance to maintain safe contacts with your friends?

Summarise the main ideas that emerge.

2. Ask the learners to reflect individually about their own personal experiences at home during lockdown, and to list:
 - ▶ 3 examples of things they did that they enjoyed;
 - ▶ 2 things that they did that they did not enjoy or found frustrating or annoying;
 - ▶ 1 thing they did that is unhealthy.

Check to make sure that their examples refer to activities that are in line with national lockdown regulations and are realistic.

3. Divide the learners into small groups, and ask them to share with others in their group their list of activities undertaken at home in order to have enjoyable days during lockdown, and to discuss them. They should also discuss activities/things they (or others, such as their parents) considered annoying, frustrating, or unhealthy to do.
4. Ask the learners in each group to summarise and list all of the activities that have been discussed and to vote in order to choose four activities that all learners should do in order to have a good day at home during lockdown (these must be feasible and can include alternative ways to do homework, physical exercises, activities for keeping in contact with friends, online activities, and leisure and playing) and one thing that should be avoided (such as playing all day with videogames, sleeping till late, etc.). An online voting tool may be used.
5. Ask each group to write down a message (a letter or email, or a poster, which can be created using an online poster creator tool) to future children in order to suggest to them how they should handle a lockdown and how to organise their days in the case of a new pandemic (or similar) crisis, based on their selected list. If necessary, provide some ideas on what to write about, and how to organise the writing of the letter, email or poster, by showing the following bullet points, writing them on the blackboard or online wall:
 - ▶ Present the most relevant difficulties in organising one's time during lockdown;
 - ▶ Suggest ideas about what is best to do/how best to spend one's time (what kind of play activities to engage in, how to keep in contact with friends, how to manage homework, etc.);
 - ▶ Give some tips concerning activities and behaviours to avoid (e.g., because they are unhealthy or annoying) and explain why;
 - ▶ Conclude with general advice to children in future lockdown situations about how to organise their time.
6. The letters/emails/posters are then passed around the class or shared online. If possible, a speaker from each group reads her/his group's letter, email or poster to the whole class.

7. If possible, instead of a letter, email or poster, learners can be asked to produce a short video, using an online video making tool, in which members of each group tell future children how it is best to arrange their days, a guide that future children in similar lockdown situations can watch and which can explain to them how to arrange good days for themselves, notwithstanding the restrictions and limitations. The same bullet points presented above can be used as references to prepare the video.

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>

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

- Hold a debriefing session based on some of the following questions:
- ▶ What kind of experience was it to reflect on how you spent your days?
 - ▶ Has anything changed in your thinking after hearing about the ideas and activities suggested by others?
 - ▶ Did you learn anything about yourself?
 - ▶ Would you change anything about how you organised your time during the Covid-19 lockdown, after this activity?
 - ▶ Do you now view lockdown days in a new or a different way?

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