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| **Lesson Title:** Guided Reading – Introducing the Corona Virus. **Lesson number:** 1/3. | | | |
| **Wellbeing Area/ concept** | **Activity** | **Outcome** | **Materials/Equipment needed** |
| **Health and Wellbeing:**  Introducing the Corona Virus and creating a discussion.  **Skill:** Reading | **Guided reading text about the Corona Virus:**  6 children will be chosen to read a paragraph each.  Children will be developing their knowledge of vocabulary, which is displayed in the text. Certain words will be used for discussion points, stimulating children to share their ideas and previous knowledge.  Children will be expected to answer questions about the text independently, which will develop their comprehension skills. | Children will gain a deep understanding of the virus, which is important to challenge any preconceptual ideas that children may hold.  This lesson is also important for their understanding of their health and wellbeing, alongside their awareness of the pandemic and how to prevent it. | * Guided reading text sheet * Guided reading question sheet * Pen or pencil * PowerPoint presentation |
| **Key Vocabulary** | VIPERS: Vocabulary, Infer, Predict, Explain, Retrieve, Summarise. Language, sentence, paragraph, Coronavirus, Covid-19, symptoms, protecting, spreading, catching, prevent, vulnerable, helping, services, panic and bulk buying. | | |

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| **Lesson Title:** Defining Key Terms. **Lesson number:** 2/3. | | | |
| **Skill Area** | **Activity** | **Outcome** | **Materials** |
| **Social:**  Use of talk partners and feeding back to the group.  Complete Matching activity.  **Scissor Skills:**  Children will be cutting out their matching activity. | A4 paper with incorrectly matching words and their definitions.  Children are expected to cut all the options out and stick them back together next to the correct definition on an A4 pieces of paper. | Children will have gained a greater understanding of the correct terminology regarding the virus.  ‘Tricky’ words/terms would have been looked at and children will gain an understanding of the tricky words/terms. | * Matching activity sheet * Scissors * PowerPoint presentation |

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| **Lesson Title:** Poster Making: How to Prevent Corona Virus. **Lesson number:** 3/3. | | | |
| **Skill Area** | **Activity** | **Outcome** | **Materials** |
| **Art and Design:**  Designing a poster on how to prevent corona virus in pairs, using pens and paper. | **Starter:** How to Prevent Corona Virus Video: [www.youtube.com/watch?v=8c\_UJwLq8PI](http://www.youtube.com/watch?v=8c_UJwLq8PI)  Children will be making a poster in pairs.  They will be highlighting how to help prevent the spread of coronavirus, using the YouTube video to help them / remind them.  They may use their artistic and creative skills to make their posters. | Children will have developed their understanding, awareness and knowledge about how to prevent getting corona virus.  I also hope to gain a greater insight into their current understandings of the virus and to challenge and incorrect, existing preconceptions | * Access to YouTube * Example of a Poster * A3 Paper * Colouring pens and Paper |

Rationale:

I believe my lessons all subtly support the mental health and well-being of my students. I believe challenging and preconceptions and misconceptions is important for their mental health as they may have received incorrect or irrelevant statistics and “facts” about the Covid-19 pandemic. This is important as children are information sponge’s that take in as much information as they can, some of which then becomes permanent (Martin et al, 1990: 644). My introductory lesson is based around guided reading. This gives children the opportunity to listen to their friends and peers reading, this may make the information easier to listen to if it comes from a more personal figure as opposed to a teacher. 6 children would volunteer to read, I would not make any child read that doesn’t feel comfortable as that may be negative for their confidence. The children would then use the second work sheet to answer questions about the piece of writing to allow them to show their understanding of the piece of writing. If children need help, I would be able to read the initial piece of reading out again specifically so they can find their information. This session is made with the intention of being a more independent learning session but using peers for help if needed.

My second task is based on group work and using others understandings of the definitions alongside your own. This is also good opportunity for children to use their coordination to cut their words out and stick them into their books (NHS, 2018:1). I had planned to put the original piece of writing from Task 1 on the board to allow children to see how the definitions are used within sentences to further develop their understandings of the definitions of the specific words. When children are confident they have all definitions matched correctly, they can then stick these in their books to refer back to like a dictionary if/when they don’t understand terminology. If some groups are considerably further ahead than others, they can alphabetically order the definitions and stick them in to create their own COVID-19 dictionaries.

My final task, Task 3, consists of allowing the children to express this information through a poster. This is a chance for children to express their new information however they wish. The poster could be formative about things they have just learned, it could have drawings and images, it could be warning people about looking after themselves. I believe allowing the children to express themselves is important in allowing their mental health and well-being to become better as the session can be therapeutic and help reduce anxiety (Curry and Kasser, 2005:84). This is also a brilliant opportunity for children to use different drawing techniques whilst helping their well-being. I believe using a more informal approach to a sensitive topic allows the children to feel more comfortable whilst the sessions are running as they may not feel as anxious whilst talking about potentially sensitive topics (Hoekstra, 2007:199)

Task 1

Covid-19, otherwise known as Coronavirus, is a large family of viruses that cause illness. Typical symptoms of Covid-19 include fever and a cough that may severely progress and cause shortness of breath and breathing difficulties. Generally, coronavirus can cause more severe symptoms in people with weakened immune systems, older people, and those with long-term conditions.

The public have been told to stay at home if they have either a high temperature (which means that you feel hot to touch on your chest or back) and a new, continuous cough (if you usually have a cough, it may be worse than usual).

Thousands of people in the UK who are showing symptoms of Covid-19 have been tested. The majority of the unfortunate people who have been tested positive for the virus are expected to make a full recovery. The government is constantly monitoring the situation and will contact us if there is a change in circumstances.

Lots of people are panic buying lots of items from supermarkets. However, there is no need for them to panic or bulk buy, supermarkets are working with suppliers to make sure there is enough for everyone.

There are lots of things we can do to help prevent catching or spreading Covid-19. We can do things such as: wash your hands with soap and water often – do this for at least 20 seconds; always wash your hands when you get home or into school or work; put used tissues in the bin immediately and wash your hands afterwards; avoid close contact with people who have symptoms of Covid-19.

People are offering up their services to help the ones who have self-isolated or in need. For example, a woman in Cornwall has created a postcard that she puts through her old peoples letter boxes so they feel that they aren’t alone; customers can now request that delivery drivers leave food on their doorstep and those who have extra food have been asked to donate to food banks.

Task 1

Covid-19 Questions Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. What are the two names for the virus?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. What is the meaning of the term ‘symptom’?

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1. How will the public know if coronavirus circumstances change?

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1. Does the public need to panic about the virus? Explain why.

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1. What other things could you do to help prevent catching or spreading Covid-19? Use your own ideas. Do not copy from the text.

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1. Think of one thing you could you do to help your community?

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| **Symptoms**  Task 2 | **This word means to ask for something** |
| **Fever** | **The act of buying large amounts of a particular product** |
| **Immune system** | **This word is used to describe stopping something from happening** |
| **Long-term conditions** | **This is a person or a business that provides products or services for supermarkets** |
| **Unfortunate** | **This is used to describe something that is completed right away** |
| **Tested positive** | **This is the name for a high temperature** |
| **Monitoring** | **This is inside the body, which helps to protect us against illness and diseases** |
| **Circumstances** | **This is the state of being alone and away from others** |
| **Panic buying** | **This is an illness or disease that cannot be cured but can usually be controlled with medicines or other treatments** |
| **Supermarket  Suppliers** | **This is a noticeable change in your body that is different to normal** |
| **Prevent** | **This word describes something that is unsuccessful or unlucky** |
| **Immediately** | **This is used to describe the act of observing and checking** |
| **Isolation** | **This is a fact or a condition which is connected to an event or action** |
| **Request** | **This is the term used to describe that you have something in your body, for example, corona virus.** |

Task 3 cannot be shown but this is where children would make their posters.

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