Europeana Learning Scenario

Title

Our Invisible Deadly Enemies : Pandemics

Author(s)

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Abstract

This learning scenario is based on the recent global problem, Covid-19 and other pandemics during our history. On 26 March, there were more than 470,000 confirmed cases of Covid-19 around the world and more than 163,134 deaths now, touching every continent save Antarctica. The World Health Organization finally declared it as pandemic on 11 March. Throughout history, nothing has killed more human beings than the viruses, bacteria and parasites that cause disease. Not natural disasters like earth quakes or volcanoes. Not war – not even close. Covid-19 reminds us, is that infectious diseases haven't vanished. In fact, there are more new ones now than ever: the number of new infectious diseases like Sars, HIV and Covid-19 has increased by nearly fourfold over the past century. In this learning scenario, students will gather information about infectious diseases that are accepted pandemic and killed millions of people. After implementation of this learning scenario, thanks to new Europeana, students will get more informed about the pandemics and how to take precautions against them by combining the past experiences with recent one Covid-19. They will discuss and improve possible solutions to avoid similar pandemics in the future.

Keywords

English, Covid19, Epidemic, Pandemic, Infectious diseases, precautions, solutions.

Table of summary

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Subject	*English*
Topic	*Pandemics throughout history*
Age of students	*11-14*
Preparation time	*10' for preparation*
Teaching time	*4 lessons *45'*
Online teaching material	*activity1-educational animation* *activity2-pandemics in history* *animation-covid-19* *https://www.who.int/* *storybook by who on covid-19* *https://www.worldometers.info/coronavirus/?*
Offline teaching	*Papper, crayons*

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material	
Europeana resources used	europeananew educational resources about pandemics socialdistancingifts washyourhandscollections image1 washingyourhands washingyourhands washingyourhands washingyourhands ecologyofinfluenza 1918influenza swineflu toilet-paper epidemiologyofhuman influenza

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Integration into the curriculum

The topic fits into the Science and Social Sciences lesson curriculum for the 1st, 2nd and 3rd grade of secondary school (11 -14 year old students). The learning scenario will be implemented in English lesson .During the lesson, students practice reading, speaking and writing, which are an integral part of every English lesson.

Aim of the lesson

Influenza A viruses (IAVs) are important pathogens of humans and animals. They have caused four pandemics between 1918 and 2009 and several outbreaks in wild and domestic animals. Students will get familiar with various kinds of infectious diseases, (more focused on recent contagious one, Covid-19) accepted as pandemics that killed millions of people throughout history. Students will learn about how humans fought against pandemics and survived from them. Finally by combining the past and future cases, students will discuss how to take measures against pandemics to avoid similar ones in the future.

Outcome of the lesson

Presentations, online posters, stories, brochures, paintings

Trends

Student Centered Learning

Project based Learning

Inquiry based learning

21st century skills

Critical thinking, Creativity, ICT literacy, Flexibility and Adaptability, Responsibility, Self-direction

Activities

Name of activity	Procedure	Time
Introduction	In this learning process, the teacher provides students with learning supports and rich multiple media sources of information to assist students in successfully finding solutions.	10’
Read,watch and Listen	Teacher displays an educational animation about ‘’The Black Death’’. *animation of black death* After the video she asks students; How terrible was this sickness and illness? What can we learn from the history about this disease?	35’
Collaborate	Teacher asks students work in groups. Students form their own groups. Each group should be six students . (for 30 numbered class)	
Learn and Discuss	Students think and discuss about the video and questions. They write their answers on sticky papers and paste them on paper board. As soon as they answer the questions, teacher comes up with new words: pandemic and epidemic. She gives information about what a pandemic and an epidemic are, then she asks students the difference between a pandemic and an epidemic. Teacher plays a video. When they watch this video students will acquire these information ; -What exactly a Pandemic and an epidemic are, how are they declared, what happens when they occur. -How Covid-19 outbreak declared as pandemics , - Pandemics before 1918 and how many people died in these pandemics, -Which institutes declares an epidemics as pandemics and according to what, - Pros and cons of declaration of pandemics, -What happens when a pandemics is declared . Some plagues are more deadly than others, in this video teacher plays the worst of the worst pandemics in history and give information about how they outbroke, the countries that were affected most and how many people were killed by these	45’

Name of activity	Procedure	Time
Investigate	pandemics. *the worst pandemics in history* Teacher asks students how they feel now who are approximately living in the same situation nowadays. She plays an educational animation about the latest pandemic : Covid-19 *Covid-19 animation* After the video , students will know better , -Where and when the outbreak started, -How it transmitted to people from animals, -Symptoms of the disease, -Who are affected more by the disease , -What can we do to stop this outbreak? -Why the disease is called ''Covid-19''. The students are familiar with Europeana. Teacher tells the groups of students making search on ; -Pandemics in history , -Latest blog topics related with the pandemic. -*resources about pandemics in Europeana platform.* Teacher shows examples from the given links (up in the learning scenario plan) and asks students to form three groups. Students will be given these topics to produce materials.	45’
Practice	- What is a pandemics and an epidemics? - Deadly pandemics in history with detailed information such as kind of them, outbreak place and reason, affected countries, number of deaths. - The recent pandemics Covid-19 Students will discuss in groups, gather information online from internet, from Europeana collections and from experts. As assessment they will read the story book published by WHO (World Health Organization: *storybook by who on Covid-19*	
Product	Finally groups will work altogether and create an online brochure/e-book with pictures on how to fight against our unseen enemies, what measures to take against to avoid similar pandemics in the future.	45’

Name of activity	Procedure	Time

Assessment

-Interview with an expert on Covid-19 and deadly pandemics in history.

-Students will read the story book ''Children's story book released to help children and young people cope with COVID-19'' published by World Health Organization.
storybookcopewithcovid-19

********** **AFTER IMPLEMENTATION** **********

Student feedback

Teacher's remarks

About the Europeana DSI-4 project

Europeana is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

European Schoolnet (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex