

## Teaching About the novel Coronavirus and COVID-19

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The purpose of this lesson is

- To give students (and staff) accurate information about this virus and its transmission
- To teach and emphasize the importance of how to stay healthy and what to do if you or a family member is sick
- To dispel myths about the Coronavirus
- To analyze some statistics or data about this outbreak

The lesson should include:

1. How viruses spread
2. Handwashing effectiveness (esp. vs. hand sanitizer)
3. Debunking misinformation
4. Stats and facts
5. Spanish language materials

Recommended content:

1. Print materials for the classroom to HANG up in both English and Spanish
  - [Handwashing](#)
  - [Stop the Spread of Germs](#)
  - [COVID-19 Factsheet 1](#)
2. [Spanish language resources](#)
3. Other helpful materials and online data/resources
  - World Health Organization:  
<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public>
  - Centers for Disease Control and Prevention:  
<https://www.cdc.gov/coronavirus/2019-ncov/specific-groups/guidance-for-schools.html>

Choices for materials and activities:

1. Zine make & read + facts/stats + handwashing demo
2. Video from CDC or WHO + flu spreading (NPR) + facts/stats + handwashing demo
3. Show the data (CDC) and have a discussion + facts/stats + handwashing demo

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Lesson [Slideshow](#)

Learning Target:

- I can use data and scientific information to understand how viruses spread and how to remain healthy during the coronavirus outbreak.

Opener:

1. What do you know about the coronavirus?

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*Write some ideas on the board, but do not address yet*

2. Why is it important to get the facts and ask questions about disease outbreak, especially now with the coronavirus

*Write some ideas on the board, but do not address yet*

#### Mini Lesson:

1. Coronavirus 101
  - a. [World Health Organization](#)
  - b. [BrainPop](#)
2. MythBusters:
  - a. Use the information from the WHO to dispel [myths about this outbreak](#)
3. Handwashing  
<https://www.cdc.gov/handwashing/when-how-handwashing.html>
4. [COVID-19 Factsheet 1](#)

#### Application:

*Choice 1: Zine make & read + facts/stats*

[Print](#) or [use these slides](#)

Read - in turns - the zine

[Review these statistics](#)

*Choice 2: Video from CDC or WHO + flu spreading (NPR) + facts/stats*

Watch one the these videos from [CDC\(1\)](#), [CDC\(2\)](#), or [WHO](#)

[Watch this video about how flu \( or any respiratory virus\) spreads \(in general\)](#)

[Review these statistics](#)

*Choice 3: Show the data (CDC) and have a discussion + facts/stats*

[Read some more detailed facts about the virus](#)

[Explore the data viewer from Johns Hopkins](#)

#### Debrief:

Discuss these questions

1. Why is it important to get the facts and ask questions about the coronavirus?
2. What are organizations like the World Health Organization (WHO) and the CDC doing to help address the coronavirus? What are some of the challenges related to studying and preventing the spread of infectious diseases?
3. In general, what are some health and hygiene practices you should use in order to help prevent the spread of germs?
4. Media literacy: Why is it sometimes a good idea to limit the amount of news you watch on issues like the coronavirus? If you're feeling worried about the virus, who could you talk with at home and in school? How are science-based websites like the [World Health Organization](#), [STAT news](#) and [Science News](#) different from general news websites?