

Lesson Plan (45 mins)

Does the modern world make it harder for diseases to spread?



Timing	Activity	Slide(s)
N/A	Feedback: Share the feedback on our domestic abuse topic, including the very exciting developments from The Children's Society.	2
1 minute	Introduce the VoteTopic: Introduce this week's question. You can find advice on the final slide.	3-4
3-5 minutes	Starter: Arguments for & against... On slide 5, students learn that it is British Science Week before taking a vote on whether they are concerned about the Coronavirus. Keep a note of the results. Then, on slide 6, they read the news headlines and a summary of the outbreak. If time, they can watch a video about what the virus is. Slide 7 outlines some keywords and their definitions.	5-8
10-15 minutes	Activity 1) The modern way: In pairs, students come up with five of their favourite things about modern life, using the picture prompts on slide 9 to help. How do these things make their lives easier or more enjoyable? Slide 10 asks them to consider how (at least) two of their chosen things might help or hinder the spread of disease. Does this change the way they think about them?	9-10
15-20 minutes	Activity 2) Pandemics of the past: Students stay in their pairs from Activity 1 and join with another pair. Together they make a list of everyone's two favourite things about modern life. Once they have done this, they read about some of the worst pandemics and decide whether their chosen aspects of modern life could have helped with or hindered the spread of these historic diseases.	11-13
15-20 minutes	Activity 3) Is prevention the only cure? For this activity, students look to the present & future to assess what various countries are doing about the current Coronavirus outbreak. First, they give each of the countries a rating out of five for the severity of their chosen measures. Then, they decide whether, based on this, modern life is making it harder or easier for the virus to spread, using the prompts to help them make a judgment. Do they come to an agreement in their pairs?	14-20
Extension	Ext.) The final say: Following the vote from the start of the lesson, students consider the question again. Who has changed their mind? If time, they can consider the questions in the pink box.	21
Optional	Call to Action: Use the ideas to take this topic further. See below for details.	22
1-2 minutes	Vote: Use slide 23 to review the Yes/No arguments. Students then cast their vote.	23-24
N/A	Coronavirus: advice for students & staff: Please see this slide if you or a student is concerned about the Coronavirus – all advice is via the NHS website.	25

Keywords:

- Coronavirus
- Pandemic
- Medicine

Call to Action!

- Little idea:** Students keep their eyes peeled for "fake news" about the Coronavirus.
- Big idea:** Can students design their own comic strip for younger audiences? Click to see NPR's version.

Please make sure you are using the **Secondary 16+ PowerPoint**

Supporting materials for SEND learners in this box

Extension tasks in this box