**Dates:** Spring 2020 **Grades**: 6-8 **Focus**: Accessing Information about Coronavirus

**LESSON STRUCTURE**

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| **Focus Question** |
| How can I access reliable information about the Coronavirus? |
| **Learning Objectives** |
| Students will be able to access and analyze the validity and reliability of health information and services related to Coronavirus. |
| **National Health Education Standards** |
| **Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health |
| Resources and Materials |
| 1. [Fear/Facts Graphic Organizer](https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/graphicorganizer/) 2. CARP Checklist 3. Websites:    1. ­ [Teens Health: Coronavirus: What Kids Can Do](https://teenshealth.org/en/kids/coronavirus-kids.html?ref=search)    2. ­ [Newsela: Your Most Urgent Questions about the New Coronavirus](https://newsela.com/read/lib-coronavirus-questions/id/2001005032/)    3. ­ [Scholastic: 5 Big Questions about Coronavirus](https://sn56.scholastic.com/issues/2019-20/031620/coronavirus.html#On%20Level)    4. ­ [Healthy Children: 2019 Novel Coronavirus (COVID-19)](https://www.healthychildren.org/English/health-issues/conditions/chest-lungs/Pages/2019-Novel-Coronavirus.aspx) |
| **Introduction or Model** |
| * Who has heard of or played the game of telephone before? *Show video or link to a website explaining what telephone is.* * How does the end of the game of telephone relate to what is happening today with Coronavirus?   + *Note: Depending on grade and age group, students may need to be prompted to think about what happens at the end of the game or what happens as messages pass from one person to another.* * Teacher ask: When hearing different messages, where can we find information? And how do we know if it is accurate and reliable? * Provide a discussion platform for students to respond in. |
| **Independent Work** |
| * Provide students with the CARP Checklist to evaluate websites and resources for reliability and accuracy. * Send students a list of the websites above in “materials”. * Ask students to use the checklist to analyze each resource and explain whether or not it is a reliable and accurate website. * Students can fill out the checklist for a minimum of 3 websites or resources.   + *Teacher option: For older grades, students can search for websites specific to this content and use the checklist to determine validity.* |
| **Check for Understanding/Wrap Up** |
| 1. Students will use the Fears vs. Facts Graphic Organizer to create a list of fears they have or fears others may have about the coronavirus. 2. After creating the list of fears, students will use the websites and resources they found to be valid to provide facts about the fears that they or others may have. |