

**Learn. Disrupt. Rebuild @HWDSB: BUILDING A COMMUNITY OF CARE**

**Module 1: Physical & Mental Health and Safety**

**Lesson #10 - Physical Distancing Regulations**

**Learning Goal:** To understand physical distancing requirements determined by public health and demonstrate the correct techniques for washing hands.

**Key Vocabulary:**

- **Bacteria** - are tiny, one-celled creatures that are found throughout nature, including in the bodies of human beings. Some bacteria are good for our bodies. They help keep things in balance by helping keep the digestive system in working order. Some bacterial infections include sore throats (tonsillitis or strep throat), ear infections, cavities, and pneumonia.
- **Face Mask or Face-Covering** - is a protective covering that you wear over your face, for example to prevent yourself from breathing bad air or from spreading germs, or to protect your face when you are in a dangerous situation.
- **Public Health** - is the science of protecting and improving the health of people and their communities. This work is achieved by promoting healthy lifestyles, researching disease and injury prevention, and detecting, preventing and responding to infectious diseases.
- **Physical Distancing** - (previously referred to as social distancing) measures are approaches taken to minimize close contact with others in the community. The measures that are being used include the following: Asking everyone to avoid crowded places and non-essential travel; Maintaining a two-metre separation from others when outside of the household; Avoiding common greetings, such as handshakes; Encouraging persons at high risk for severe illness from COVID-19 to stay home unless necessary.
- **Social Circles** – refers to who you can interact and come into close contact with one another without physical distancing.
- **Virus** - microscopic parasites that need to be inside living cells to grow and reproduce. Most viruses cannot survive very long if they are not inside a living thing like a plant, animal, or person.

**Educator Pre-Reflection:**

Before engaging in this lesson, consider/think about...

Review the current guidelines set out by City of Hamilton's Public Health department:

**Physical Distancing**

Physical distancing, keeping at least 2 metres (6 feet) away from people who don't live with you, helps prevent the spread of COVID-19.

**Why is it important to physically distance?**

- We all need to play our part to protect the health of family and friends.
- Physical distancing – staying 2 metres (6 feet) apart from others – is the best way to help prevent the spread of COVID-19.

- Physical distancing not only protects you, it protects your friends and family as well.
- If you get together with others, know the difference between social circles and social gatherings. Social circles allow close contact with the same 10 people who are part of your circle. Social gatherings can be any group of up to 50 people indoors and 100 people outdoors, but with physical distancing.
- COVID-19 is mainly spread by close contact with an infected person to others around them. People who are infected may or may not have symptoms.

### What can you do to prevent getting COVID-19?

- Wear a mask or face covering (it should cover your nose, mouth and chin without gaping).
- Clean phones and other devices regularly.
- Wash your hands often with soap and water or use an alcohol-based hand sanitizer.
- Avoid touching your eyes, mouth and nose.



Review the guidelines set out by Public Health Ontario about Physical Distancing (PDF):

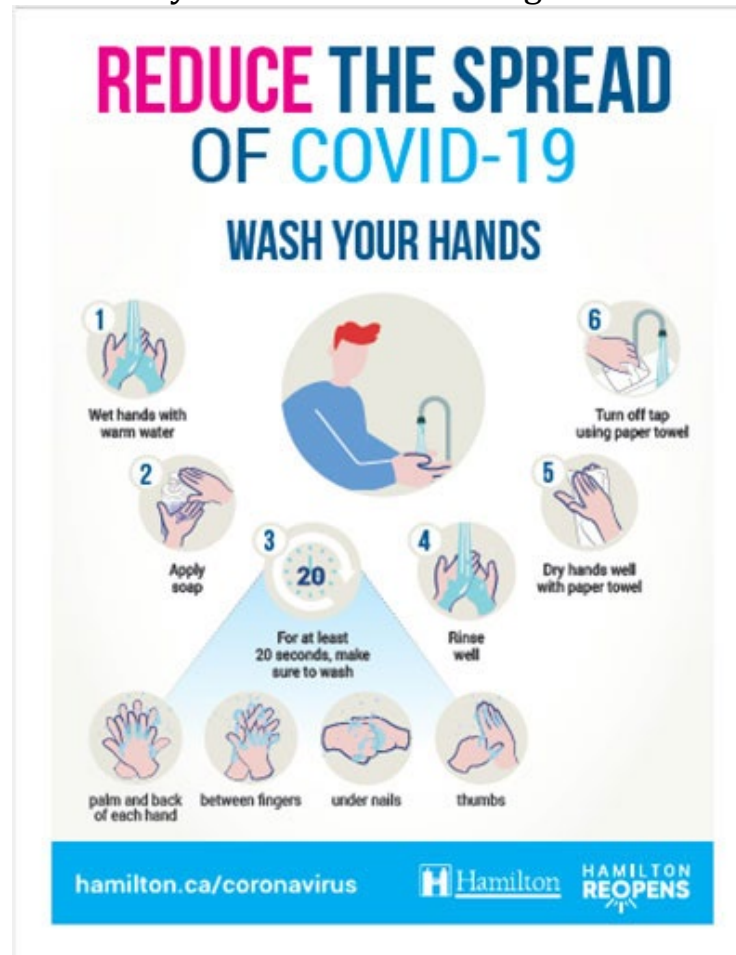
<https://www.publichealthontario.ca/-/media/documents/ncov/factsheet/factsheet-covid-19-guide-physical-distancing.pdf?la=en>

### Student Pre-Reflection:

Before you begin, think about...

- How do we properly wash hands to protect ourselves against COVID-19 and other bacteria and viruses?
- How do you properly wear a mask outlined by Public Health Ontario and City of Hamilton Public Health?
- Review this infographic about proper handwashing. What choruses or verses of your favourite songs or monologues last 20-30 seconds?

- Review this infographic about wearing a mask or face-covering. What materials can you use at home to make your own face covering?

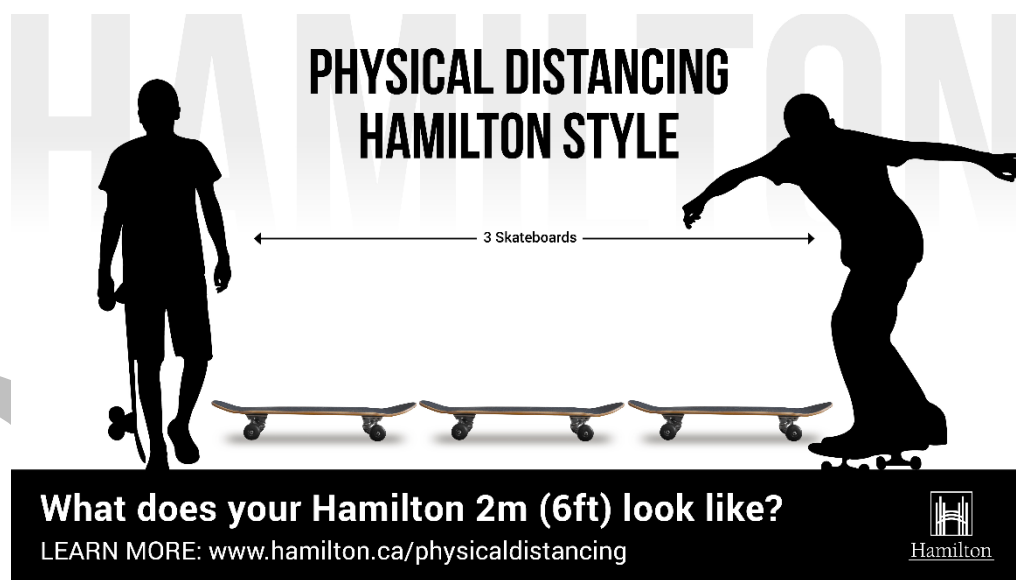


**MY MASK PROTECTS YOU and YOUR MASK PROTECTS ME.**  
**WEAR A MASK.** 

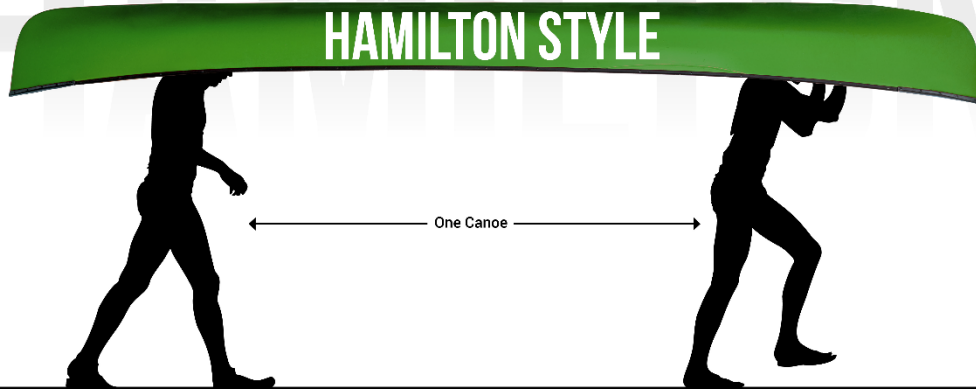


**Teacher Prompt:** Either on the HUB or projected, display these advertisements.

- Why is physically distancing, specifically 2m, so important to combat the spread of COVID-19?
- What do you think about these advertisements put out by the City of Hamilton?
- Have you seen any other advertisements that have explained physical distance?
- Make your own 2m advertisement with items you use every day: iPads, Tim Horton's/Starbucks cups, cellphones, dogs, etc.



## PHYSICAL DISTANCING HAMILTON STYLE



**What does your Hamilton 2m (6ft) look like?**

LEARN MORE: [www.hamilton.ca/physicaldistancing](http://www.hamilton.ca/physicaldistancing)



## What is physical distancing?

Physical distancing means avoiding close contact with others to prevent the spread of COVID-19. Protective measures include:



Stay at home as much as possible



Limiting or cancelling gatherings



Working from home where possible



Coordinating meetings virtually



Keeping kids away from group settings



Keeping a distance of 6 feet from others

[hamilton.ca/coronavirus](http://hamilton.ca/coronavirus)



### Learning Task/Activity:

**Teacher Prompt:** Take a look at our classroom. Every classroom is different in terms of our desks, teacher desks, doorways. Our classroom will also look different in terms of the materials we can share or not share. How can we be prepared? As a class, determine:

- Appropriate distance between desks?
- Teacher's space?
- Tools for class and rules for use/reuse?
- Tools required to be brought every day by students?
- Charging your iPad each day?
- Entering and exiting spaces?
- Going to the bathroom?
- Collaboration and partner norms?



- Where are the closest hydration stations/areas to get water?
- Other important classroom considerations depending on subject/curriculum: calculators, lab equipment, art equipment, tech equipment?

Consider using markers such as string, tape, and paper to create visual reminders and markers for students. You may want to have a space on the chalkboard that explicitly states this understanding for all students to see.

#### **Ideas for Follow up / Discussion:**

- **Finding Reputable Information:** It may be important to discuss where to find resources and reputable information about COVID-19. Explore where students have been primarily reading and receiving their information about the novel coronavirus. Social media? Local news? Hospital websites? Discuss with students how easy it is for misinformation to spread, and how to determine which agencies are reputable.
- **Viruses, Bacteria, and Infection:** What is the difference between viruses and bacteria anyway? What about fungus and protozoa? All four are types of germs that can invade human bodies, animal bodies, and plant bodies. Discuss as a class where you can find these germs in the classroom, school, and home. You may want to discuss how our body fights against these germs and infection.
- **World Health Organization and COVID-19 Information:** According to the World Health Organization (WHO), their primary role is to “direct” and “coordinate” health response within the United Nations. In addition to local public health agencies the WHO has also provided information about the novel coronavirus. There has been a lot of confusion about COVID-19. This “MythBusters” page can facilitate class discussion on misinformation and misconceptions:  
<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters>

#### **Educator Post-Reflection:**

The main idea I want to remember or take away from this lesson is ...

*How can I create a physically safe classroom for myself and the students?*

*What method is best to communicate classroom physical distance expectations to the class?*

#### **Student Post-Reflection:**

The main idea I want to remember or take away from this lesson is ...

*When physical distancing feels impossible, what are my next steps to take of myself against COVID-19?*

*What does 2m of distance look like starting from my torso?*

#### **Curriculum Connections**

The lessons included in **Learn. Disrupt. Rebuild@HWDSB** align with the [Ontario Curriculum](#) across several subject areas, as articulated within the [Considerations for Program Planning](#) (i.e., front matter) applicable to all curriculum documents, Grades 1 to 12. Educators must consider this information to guide the implementation of curriculum and in creating the environment in which it is taught. These considerations include areas such as Student Well-being and Mental Health; Healthy Relationships; Human Rights, Equity

and Inclusive Education. Outlined below is the specific language that has been used to align Learn. Disrupt. Rebuild@HWDSB with the Ontario Curriculum across several secondary subject areas.

<https://www.dcp.edu.gov.on.ca/en/curriculum#secondary>

### **The Arts (2010)**

#### **HEALTHY RELATIONSHIPS AND THE ARTS**

Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community (p.36).

### **Canadian and World Studies - (2018/2015)**

#### **HEALTHY RELATIONSHIPS AND CANADIAN AND WORLD STUDIES**

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community (p.47/p. 53).

### **Classical Studies and International Languages (2016)**

#### **HEALTHY RELATIONSHIPS AND CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES**

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted (p.46).

### **Cooperative Education (2018)**

#### **HEALTHY RELATIONSHIPS AND COOPERATIVE EDUCATION**

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships - the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted (p. 60-61)

## **French as a Second Language (2014)**

### **SUPPORTING STUDENTS' WELL-BEING AND ABILITY TO LEARN**

Educators play an important role in promoting children and youth's well-being by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. (p.3)

## **Health and Physical Education (2015)**

### **HEALTHY RELATIONSHIPS AND HEALTH AND PHYSICAL EDUCATION**

Mental health concepts are included within all content areas of the Healthy Living strand. The focus in this strand is on promoting and maintaining mental health, building an understanding of mental illness, and reducing stigma and stereotypes. (p. 42).

## **Social Sciences and Humanities (2013)**

### **SUPPORTING STUDENTS' WELL-BEING AND ABILITY TO LEARN**

Educators play an important role in promoting children and youth's well-being by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. A learning environment of this kind will support not only students' cognitive, emotional, social, and physical development but also their mental health, their resilience, and their overall state of well-being. All this will help them achieve their full potential in school and in life.

The Role of Mental Health: Mental health touches all components of development. Mental health is much more than the absence of mental illness. Well-being is influenced not only by the absence of problems and risks but by the presence of factors that contribute to healthy growth and development. By nurturing and supporting students' strengths and assets, educators help promote positive mental health in the classroom (p.6).

## **Technological Education (2009)**

### **Health and Safety in Technological Education**

Teachers are responsible for ensuring the safety of students during technology lab, shop, and classroom activities. Health and safety issues must also be addressed when learning involves cooperative education and other workplace experiences (see p. 39). Teachers need to encourage and motivate students to assume responsibility for their own safety and the safety of others, and they must help students develop the knowledge and skills needed for safe participation in all technology-related activities. For these reasons, teachers must model safe practices at all times and communicate safety expectations to students in accordance with school board policies and procedures, Ministry of Education policies, and Ministry of Labour regulations.



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