

**Learn. Disrupt. Rebuild@HWDSB – Building a Community of Care
Module 1 – Physical Safety, Mental Health and Wellness**

Lesson #1 – Covid 19 – Sorting Out the Symptoms
(Intermediate)

Learning Goal: To identify the symptoms of Covid 19 and what steps to follow if feeling sick at school or at home.

Key Vocabulary:

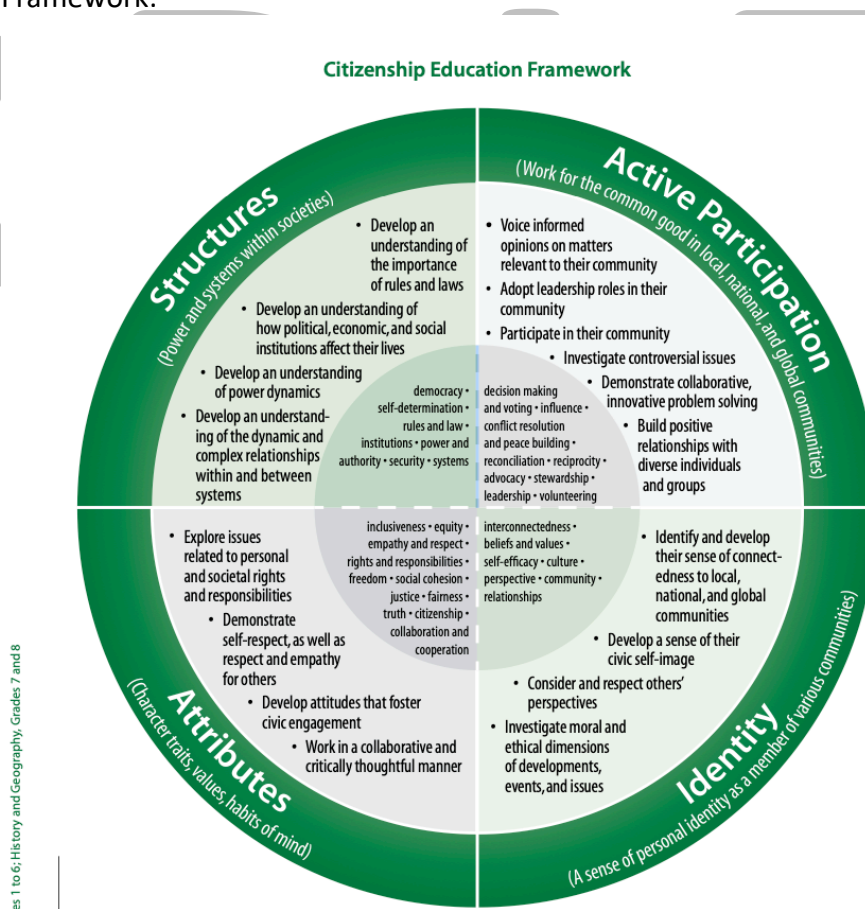
Covid 19 - is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV. (www.who.int)

Symptoms - A physical or mental related problem that a person experiences that may indicate a disease or condition. (www.cancer.gov)

Curriculum Links:

The Ontario Curriculum, Social Studies (History and Geography), Grades 4-8

Citizen Education Framework:



This lesson builds on students developing the attributes for social studies education, being able to work in a “collaborative, and critically thoughtful matter.” Students will evaluate the accuracy of websites and articles for scientific information versus editorial and false information about COVID-19.

Tools and Materials:

- Chart paper for anchor charts
- HWDSB health precaution signage about COVID-19 Screening

Educator Pre-Reflection:

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

- Why is important to know the symptoms of COVID-19?

Student Pre-Reflection:

Before you begin, think about...

- Why is important to know the symptoms of COVID-19?
- What should I do if I feel sick at home or at school?

Provocation:

Show students COVID 19 Screening Signs from various locations (Large images attached to lesson)

STOP COVID-19
DO YOU HAVE ANY OF THE FOLLOWING?

COMMON SYMPTOMS:

- Fever (temperature of 37.8 C or greater)
- Shortness of breath
- New or worsening Cough

OTHER SYMPTOMS OF COVID-19:

- Sore throat
- Loss of taste or smell
- Difficulty swallowing
- Nausea/vomiting, diarrhea, abdominal pain
- Runny nose, or nasal congestion – in absence of underlying reason such as seasonal allergies or post nasal drip
- Chills
- Headaches
- Croup
- Conjunctivitis (pink eye)

Have you had close contact with someone who has been diagnosed with COVID-19 or had close contact with a confirmed case of COVID-19 without wearing appropriate PPE in the last 14 days?

Have you had contact with anyone with acute respiratory illness who travelled outside of Canada in the last 14 days?

IF YOU ANSWERED YES TO ANY OF THESE QUESTIONS, GO HOME & SELF-ISOLATE RIGHT AWAY. GET TESTED FOR COVID-19.

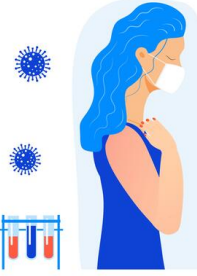
hamilton.ca/coronavirus | Hamilton HAMILTON REOPENS

CORONAVIRUS 2019-nCoV SYMPTOMS


- FEVER
- COUGH
- SHORTNESS OF BREATH
- SORE THROAT
- HEADACHE

SOURCE: SHUTTERSTOCK


CORONAVIRUS




2-14 DAY
INCUBATION
PERIOD



• WUHAN





2019-nCoV





NO VACCINE


SYMPTOMS



PAINFUL
CONDITION


CHILL



FEVER



SINUSITIS



CHEST PAIN



COUGH


PREVENTION



MEDICAL
MASK


AVOID
ANIMALS


AVOID CONTACT
WITH OTHERS


WASH HANDS
WITH SOAP


NOT TRAVEL
WHILE SICK


COOK & FRY
MEAT WELL

Prompt: “Take a look at each of these infographics: what symptoms do they have in common? Which ones are different? Part of the reason that the information changes is that we are seeing the scientific process in real time as we learn more about COVID-19. As scientists learn more about the disease, they publish their information. Sometimes, the new information they learn, changes what we formerly knew.”

Learning Task/Activity:

Teacher prompt: Take a look at this list of 20 symptoms. Search online to figure out which ones are associated with COVID-19. (Hint: 6 of them don't belong)

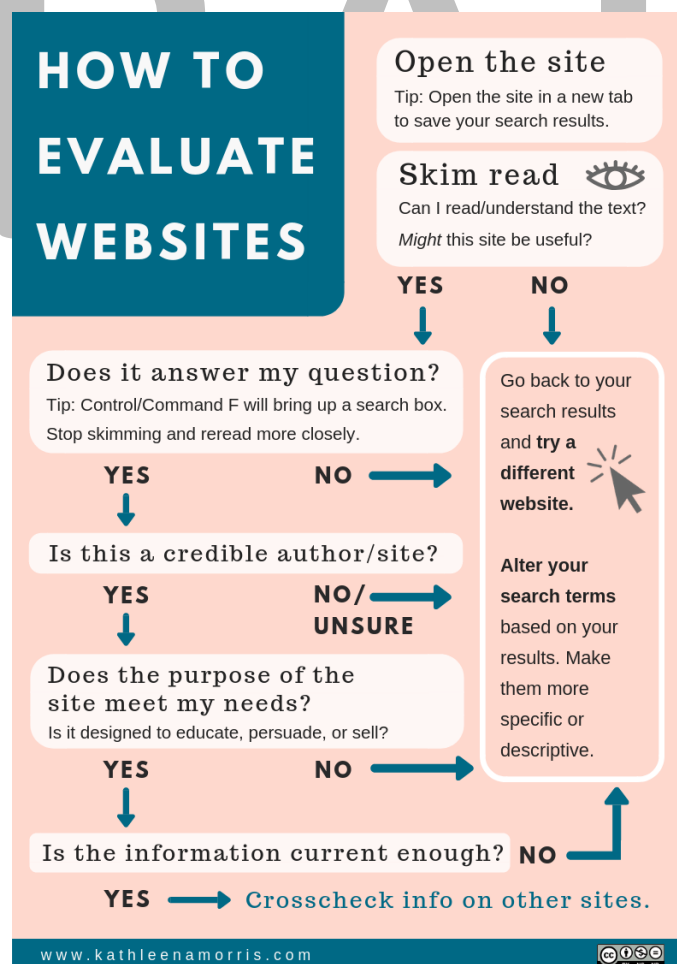
On an anchor chart, display the following list of symptoms:

- Sweating
- Nervousness
- Fever (Temperature above 38.7 degrees Celsius)
- Worsening Cough
- Itchy feet * highlighted items are not symptoms
- Pink Eye
- Runny Nose
- Blisters in ears and nose
- Loss of Taste
- Loss of Smell
- Loss of Hearing
- Diarrhea
- Vomiting
- Stomach pain
- Sore Throat
- Difficulty Breathing

- Nasal Congestion
- Unexplained or increased number of falls
- Chills
- Headaches
- Barking Cough
- Fatigue
- Delirium
- Dry Skin
- Purple hands and feet
- Blood clots in the body

Teacher prompt: How can we determine which of these are real symptoms for COVID 19? What online tools do we have available to help us verify the items on this list? **How can we ensure that we are using reputable, informative sites for our research?** When you conduct your research, make sure that you note the website you get your information from. There are many sites and sources of information that are not accurate, or want to stoke fear and or/ denial.

Review best practices of internet research (make flowchart available for students to access):



Students can work individually or in groups to figure which symptoms are not associated with COVID 19. Encourage students to split up the list to encourage teamwork and collaboration. Direct students to databases on the Virtual Library site as a starting point for their research- for Younger Junior students, limit their research to only these sites (see attached Virtual Library Junior/Intermediate Database guide). For intermediate students, they can search the internet for other sources, providing they follow the process on the flowchart above.

Teacher prompt: *Now that we have had a chance to do some research lets sort the list into 2 categories. COVID 19 Symptoms and Other.*

Create a T-chart graphic organizer, have students share their findings with the class by sorting the symptoms into “COVID-19” and “Other diseases”

Teacher prompt: *Some COVID 19 symptoms are common, and some are atypical. What do you think the difference is between a common symptom and an atypical symptom? What do you think the word atypical means?*

Teacher prompt: *Now we are going to sort our COVID 19 symptoms into our graphic organizer.*

Students share their findings with the class. Make sure that you ask the students about their sources for information about the symptoms.

Consolidation:

Teacher Prompt: *Now that we know the symptoms of COVID 19, it is important for us to monitor ourselves daily if we are feeling unwell. We have a responsibility to take care of ourselves and each other. How can we make it safe for someone in our class to share that they are feeling sick, without shaming or embarrassing them?*

The ideas generated from this discussion can be written into a class agreement that students can sign to remind them of the process the class outlined for COVID-19 self-screening.

Student/ Educator Post-Reflection:

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

My next step is...

I need to learn more about...

I am feeling...

Ideas for Going Deeper/Further Resources:

- Students can create a flowchart/ infographic to inform students about what to do if they feel ill.

- Students can create a community campaign to encourage empathy for people living with COVID-19/ isolating in their community.

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