

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

Lesson #4 – Go with the Flow: Mask it up!
(Junior)

Learning Goal: To understand the importance of proper mask wearing technique.

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)

Germ: Germs are a group of tiny invaders called “micro-organisms” that can make our bodies sick. Germs are so small and sneaky that they can get into our bodies without being noticed. In fact, germs are so tiny that you need to use a microscope to see them.

Curriculum Links:

The Ontario Curriculum, Science, 2007- “The Skills Continua for Scientific Inquiry and Technological Problem Solving” (page 12)

This lesson supports the skills continua of the Ontario Curriculum, Science as outlined on page 12 as “performing and recording (e.g., following procedures, accessing information, recording observations and findings) and analyzing and interpreting (e.g., organizing data, reflecting on the effectiveness of actions performed, drawing conclusions).”

Learning the benefits of a flowchart is one method used in engineering to show a process, or a standardization of that process. A flowchart supports the recording of scientific evidence during experimentation and can be the interpretation of data following an inquiry.

Tools and Materials:

- <https://www.hamilton.ca/coronavirus/face-coverings-and-masks>
- Chart paper for Flowchart anchor chart

Student/ Educator Pre-Reflection:

Before engaging in this lesson, consider:

During the pandemic, Public Health agencies have outlined that wearing a non-medical mask inside and in places where physical distancing is not possible has been a good safety measure to curb the spreading of COVID-19 between people.

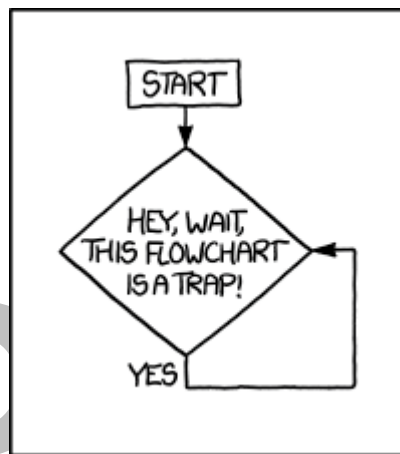
- How can I motivate my peers or younger people to wear a mask when around other people dictated by public health and City of Hamilton by-laws?
- How can I keep myself accountable to following the mask and respiratory etiquette protocol?

Provocation:

This lesson teaches the use of flowcharts as a way to visually represent processes and problem solving.

First introduce the lesson: *“Today we are going to learn about mask and respiratory etiquette we need to follow while in the school building during the pandemic. There are 2 parts to this lesson: first, we are going to learn about flowcharts, and second we are going to learn about the mask protocol—then we are going to put them together to make a visual process for people to follow.”*

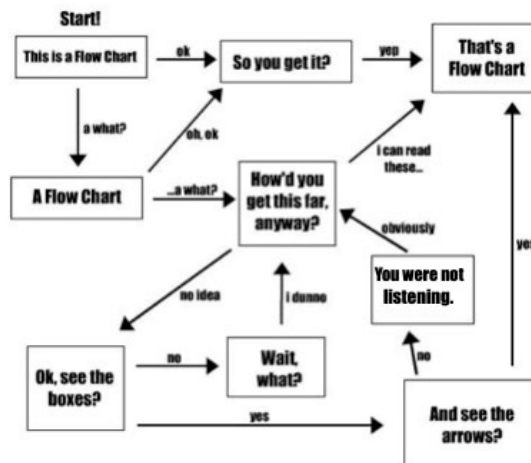
Show them the “Trap flowchart” image. Explain what makes this a flowchart.



Teacher prompt: *“Flowcharts were created by engineers, and are used to show or standardize a process. They are supposed to be easy to understand and follow. They can also be funny.”*

Show students the “brief lesson in flowcharts” image that is attached to this lesson. While reading it, show students how to follow the arrows around the chart.

A Brief Lesson in Flow Charts



Outline that there are 4 components of a flow chart (draw these out on an anchor chart):

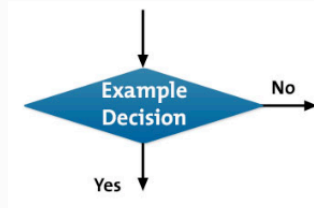
1. Elongated circles, which signify the start or end of a process.



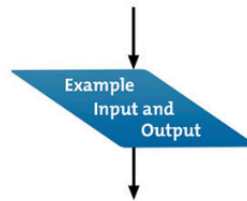
2. Rectangles, which show instructions or actions.



3. Diamonds, which highlight where you must make a decision.



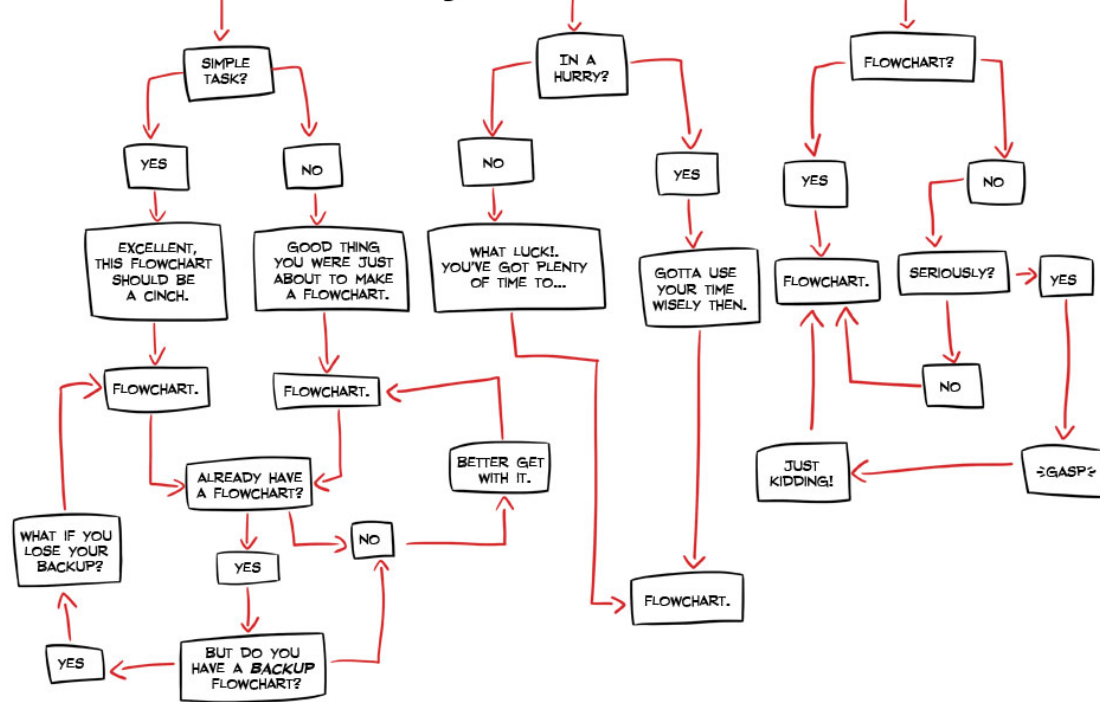
4. Parallelograms, which show input and output. This can include materials, services or people.



Tell students, *“We are going to learn the proper process to put on and remove a mask, and respiratory etiquette. Do you think we will need to make a flowchart of the process?”*

Finally, show the class the “Do you need a flowchart” chart. (All the answers are yes.)

How to decide if you need a ... flowchart.



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Learning Task/Activity:

Project the City of Hamilton Mask information page. <https://www.hamilton.ca/coronavirus/face-coverings-and-masks>

You will demonstrate the steps of putting on and taking off a face covering (ON TOP OF THE MASK YOU ARE ALREADY WEARING. Do NOT take off your mask to demonstrate.) Use the text page going through all the information. Part of the activity is for students to evaluate which information needs to be in the flowchart and what doesn't. (To DIFFERENTIATE: Students can use the poster attached to create their flowcharts instead of the text.)

After going through all the information, ask students why a flowchart would be helpful in this case.

Next review respiratory etiquette in the same way. Refer to the Public Health Ontario Poster (<https://www.publichealthontario.ca/-/media/documents/C/2013/clincial-office-cough-signage.pdf?la=en>). What are the steps for if you must cough or sneeze?

After going through all the information, ask students why a flowchart would be helpful in this case.

Consolidation:

Tell students: *“This is a lot of information to remember. A flowchart could help us understand these processes and help store them in our long-term memory. Your assignment is to choose one process (“putting on and taking off a mask,” or “What should you do if you have to cough or sneeze?”) and create) and make it a flowchart so that people can quickly learn and understand the protocol.”*

Students can choose to write their flowchart or use an online app/ program for flowchart creation (Microsoft Word or PowerPoint, Explain Everything, Notability)

When the flowcharts are finished, students can share their flowcharts. Teachers can check for understanding of the protocol, in students’ finished work.

Students/ 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:

Flowcharts: https://www.mindtools.com/pages/article/newTMC_97.htm

DRAFT