

Episode Ten: Coronavirus Special *(originally aired 3/25/2020)*

VIEWING & DISCUSSION GUIDE

TARGET AUDIENCE

English and Language Arts, Social Studies, Media Studies, Social Emotional Learning, Environmental Science: Ages 11–14

EPISODE THEMES

- Global Connections and Concerns: Health
- Global Connections and Concerns: Economics
- Media Consumption
- Human Resilience

U.S. EDUCATION STANDARDS

Media Literacy

ISTE 1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

ISTE 7.a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

ISTE 7.d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.

**English and Language Arts
Reading Informational Texts**

CCSS.ELA-LITERACY.RI.6.7
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-LITERACY.RI.8.7
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

EPISODE OVERVIEW

Produced by the BBC World Service, *My World* is a program for tweens and teens who want to know more about the key stories and issues shaping our world. Series One of *My World* culminates with a special episode about Coronavirus. It showcases a variety of issues and topics surrounding the virus, *as the world understood them*, in late March, 2020. These include:

- Experiences of teens in lockdown.
- Advice to protect against the virus and feelings of anxiety.
- Symptoms of Coronavirus.
- The purpose of lockdowns.
- Scientific explanation of a virus.
- How vaccines work and how they are developed.
- Tips to wash hands and cell phones effectively.
- Inspiring and entertaining moments from lockdowns around the world.

NOTE: This episode covers multiple topics. If you want to take a deeper dive into a particular topic from this episode, head over to our chaptered segments. Each segment is 3-5 minutes and includes a list of prompts to engage your students in the topic covered in that segment.

- Coronavirus: What We Have Learned Since March, 2020
- Coronavirus: Handwashing. Now More Than Ever.
- Coronavirus: Tracking A Vaccine
- Coronavirus: Highlights of Kindness

PREVIEWING DISCUSSION

Suggested prompts include:

- When did you first become aware of the Coronavirus?
- What was the purpose of lockdowns for the Coronavirus?
- What is a vaccine?
- Why do you think vaccines are mandated (required) in order to attend public schools in the United States?
- Has your life changed since the Coronavirus?
- Reflect on the lockdowns and other measures to stop the spread of the Coronavirus. What were the impacts, both positive and negative, socially, economically, and medically?

National Council for the Social Studies Themes

5. Individual, Groups, and experiences that provide for the study of interactions among individuals, groups, and institutions.

7. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

9. Social studies programs should include experiences that provide for the study of global connections and interdependence.

10. Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Next Generation Science Standards

MS-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

CASEL Core Competencies— Collaborating States Initiatives

Social Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.

POST VIEWING DISCUSSION

- How do viruses differ from bacteria and how does this make treatment different?
- What concerns did Andrea from Italy and from Jung-Oh from South Korea share? What differed about their experiences?
- Why does it typically take so long to develop vaccines?
- Since the recording of this episode, when low mortality rates were reported, what do we now know about how many people have died from the Coronavirus?
- What does it mean to “flatten the peak” or “flatten the curve?”
- Did My World host Radzi Chinyanganya’s demonstration about hand washing reveal anything new to you? If so, what?
- Why is misinformation about the Coronavirus particularly dangerous?
- Do you remember any misunderstood information about the virus and its source?
- What are some strategies to cope with anxiety about the Coronavirus?
- At the time of recording, we did not understand how important face masks are in protecting ourselves and others from the virus. Dr. Shunmay Yeung reflects on what was generally understood in late March, 2020. Pretend you are the producer of My World; how would you re-edit this segment to communicate the change of advice to wearing a mask and how the virus is spread?
- Have you cleaned your phone? Will you now?

INFOBASE SUGGESTED RESOURCES

For additional instructional opportunities, Infobase suggests reviewing these resources.

EXTEND AND CONNECT

1. Suggest students consider a time when doctors *didn't* wash their hands before medical procedures. Or ask students to guess when handwashing became standard health guidelines in the U.S. (The 1980s!) Students can learn about how this radical practice became a minimal effort to save lives with National Geographic’s “[Wash your hands’ was once controversial advice](#)”.
Source: Strohlic, Nina, “Wash your hands’ was once controversial advice,” *National Geographic*, 6 March 2020, www.nationalgeographic.com/history/2020/03/handwashing-once-controversial-medical-advice/. Accessed 27 September 2020.
2. Invite students to evaluate how the Coronavirus impacted advertising. Students can create an archive and find print advertisements that addressed the pandemic, such as Burger King’s “couch potatrot” [campaign](#) (scroll down to see the ad that was expensively published as full pages in publications such as *The New York Times* in early April). Additionally, students can develop a ‘during’ and ‘new normal’ categories with the latter, conveying advertisements of a changed way of living.
Source: Gianatasio, David, “Burger King Salutes ‘Couch Potatrot’ in ‘Stay Home of the Whopper’ Ad, *Muse by Clio*, April 2020, musebyclio.io/advertising/burger-king-salutes-couch-potatrot-stay-home-whopper-ad. Accessed 12 November 2020.

3. An economic analysis can challenge students to hypothesize, and then research, which industries were hardest hit by the Coronavirus and which products or industries boomed. Need inspiration? Share this column from [The New Yorker](#), “Covid Silver Lining: The Porta Potty Boom,” (14 September 2020).
4. Inspire students to make connections between the environment and the spread of the Coronavirus. For example, during COVID-19, with many of the world’s cities in lockdown, pollution was reduced from a lack of traffic, and birds could communicate more clearly.

Suggested sources include: “Six nature facts related to coronavirus,” 8 April 2020, *UN Environment Programme*, www.unenvironment.org/news-and-stories/story/six-nature-facts-related-coronaviruses. Accessed 12 November 2020.

“Coronavirus lockdown gives animals rare break from noise pollution,” *dw.com*, www.dw.com/en/coronavirus-lockdown-gives-animals-rare-break-from-noise-pollution/a-53106214. Accessed 12 November 2020.