

Bless you! – Module on the Topic of Influenza and Viruses

Methodological and didactic comments



Yaps
Raising
young people's
awareness on
preparedness and
self protection



The European Commission provides funding for the project.

Project Partners



Federal Office of Civil Protection and Disaster Assistance



AUSTRIAN RED CROSS



UNIVERSITATEA BABEŞ-BOLYAI

Bless you! – Module on the Topic of Influenza and Viruses

General Information

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| <p>What subjects is this module suitable for?</p> | <ul style="list-style-type: none"> • English, • General Knowledge, • Civic Education, • Social Education, • Arts, • Cross-Disciplinary Subjects |
| <p>What age group is this module suitable for?</p> | <p>for the age group 7-12</p> |
| <p>What general skills are taught using this learning module?</p> | <ul style="list-style-type: none"> • Developing communication and reading skills • Analysing and assessing information, facts and situations • Working with texts and text comprehension • Training speech and active listening • Stimulating motor skills and creativity • Training focusing skills • Clearly describing processes and feelings to others • Verbalising one's emotions |
| <p>What thematic skills are taught using this learning module?</p> | <ul style="list-style-type: none"> • Knowing there's a difference between a common cold and the flu • Knowing the main symptoms of a flu and of a common cold; based on these, reflecting on their own history of having a cold or the flu • Knowing the causes / triggering factors of a flu / common cold • Knowing that bacteria and viruses can cause diseases such as the flu or a cold • Knowing the terms: wave of flu, epidemic and pandemic, and knowing their main characteristics • Reflecting upon one's hygiene behaviour in case of a cold or flu and, if necessary, rethinking it |

Context

In the 2012/2013 winter season, 7.7 million people in Germany went to the doctor's because of flu symptoms. About 3.4 million of them aged 15 to 59 could not go to school or to work because of this. This is the highest value in the past ten years, according to the influenza report published by the Robert Koch Institute (RKI). The wave of flu also lasted unusually long, namely 19 weeks.

Children, not only adults, are affected by the flu. All the while, they are confronted with a fear of the flu because of accounts in the media. Often times, terms such as "wave of flu", "epidemic" or "pandemic" are used, that children are not familiar with and which, consequently, scare them. That's where the module "Bless you!" comes in handy.

This teaching unit for the age group 7-12 informs pupils about the difference between a cold and the flu (Influenza), about the types of flu from the past (such as the Spanish flu) and the present (bird and swine flu), as well as about the correct behaviour in case of illness. Moreover, pupils are asked to think about what the correct hygiene behaviours are that reduce the risk of infection (prevention). They also learn the terms "wave of flu", "epidemic" and "pandemic", as well as the difference between them.

Focusing on the world we live in, on taking action, the great diversity of methods and learning through discovery are the main didactic principles used. Thus, pupils come into contact independently and actively with the topic of the flu and viruses by solving the tasks, reading the stories, looking at the images and playing the games. They acquire specialised knowledge, as well as social skills, action skills, knowledge about methodology and the mass media. Moreover, the drawings stimulate the imagination and creativity of pupils, as well as their motor skills through colouring.

Methodological and didactic comments

The module is made up of several tasks that take into account the correct behaviour in case of fire from several perspectives. Depending on the the pupils' level of knowledge and the time at hand, the tasks can be solved individually or collectively.

Can you fill in the blanks?

General competences conveyed

- Working with texts and reading comprehension
- Analysing and assessing information, facts and situations

Starting from the opening story, where Max finds out about the flu and common colds at school, pupils learn the terms "wave of flu", "epidemic" and "pandemic" and find out what the main criteria that differentiate them are. They also learn about the causes that could lead to these illnesses and the fact that bacteria and viruses are all around and that they are partially useful and necessary.

According to the level of knowledge the pupils possess and the time at hand, the tasks can be solved individually, or collectively.

Symptom check



General competences conveyed

- Working with texts and text comprehension
- Speaking and listening, training social skills and interactions with others
- Clearly describing processes and feelings to others
- Verbalising one's own emotions

With the help of a table that illustrates the symptoms of a cold and those of a flu, pupils come across the difference between the flu and a simple cold. They also exchange information about their own experience with having a cold: they or members of their family may have at one point experienced a bad cold or even a flu.

The task is to,

- verbally illustrate how they felt and to
- sum up and jot down what measures their parents or other members of the family took in order to make the situation better.

In order to promote an exchange of ideas between all pupils, it is recommended that this partial task be solved by the entire class.

Green oder Red?



General competences conveyed

- Analysing and assessing information, facts and situations

This quiz that can be played by the whole class strengthens pupils' knowledge on influenza and the various types of flu. They have to think if

- apart from the "classical" flu there are also other kinds (e.g. bird flu, swine flu), if,
- animals, too, can get the flu, if
- the flu virus can be passed from humans to animals and
- if the waves of flu, epidemics and pandemics that the media report about are a phenomenon of our times.

Several statements are read. Pupils are asked to vote using a card if the statement is true (green card) or false (red card). Whoever assesses all the statements correctly is a "flu expert".

If several pupils have assessed correctly the same number of statements, statement 7 can be used as a decisive round. The quickest correct answer will get the points.

The quiz is a good introduction to the topics of epidemics, pandemics and risks of infection. This is why it can also be used separately from the other tasks in module “Bless you!”.

Tip:

The quiz can also be played by two competing teams. In this case, pupils can coordinate to come up with the correct answer. Again, question 7 can be used as a decisive question if the teams have come to a draw.

Answers for teachers:

- Statement 1: correct, there are several types of flu.
- Statement 2: wrong, people too can get swine or bird flu.
- Statement 3: wrong, animals too, like dogs, cats and even whales or horses can come down with the flu. However, only swine and bird viruses can be transmitted to people directly.
- Statement 4: correct, people can transmit the flu virus directly to pigs and viceversa.
- Statement 5: correct, between 1918 and 1929 many people got the Spanish flu. However, it did not start in Spain, but Mexico. The name “Spanish flu” appeared following the first news about the disease were broadcast in Spain. At the time, Spain was applying a liberal censorship to the mass-media, meaning that, unlike other affected countries, news about the scale of the flu epidemic were not hindered or suppressed.
- Statement 6: correct, all flu viruses originally come from water birds.
- Statement 7: wrong

In order to stay healthy



General competences conveyed

- Working with texts and text comprehension
- Analysing and assessing information, facts and situations
- Clearly describing processes and feelings to others
- Verbalising one’s own emotions

In order to recognise and reflect upon the significance of the correct behaviour in preventing and avoiding contamination, pupils assess various statements about the importance of hygienic behaviour in avoiding disease. This will also bring about the discussion of vaccines. In order to spark debate, pupils will be asked to colour in green those statements they think are correct. The statements they think are incorrect will be coloured in red. Moreover, pupils can introduce other healthy behaviours in the empty speech bubbles.

Tip:

If the topic of body hygiene is touched upon, it is recommended that proper handwashing be practised.

Flocke's safety memory

This is a fixed module to be found in some teaching units. Twelve cards are available for this task. Pupils visualise once again important rules of behaviour for each topic discussed. What's more, the exercise allows students to reflect while playing and strengthen their knowledge about the topic of influenza and viruses. The ability to focus and memorise is also stimulated.

The safety memory game can be played at school or with the family, which encourages talks about the topic at home, as well.



Auxiliary learning modules

The following teaching units offer more in-depth thematic knowledge:

- Fire – Module on Fire Safety Education
- Bless you! – Module on the Topic of Influenza and Viruses
- Knife, Fork, Scissors, Light – Module on Household Risks
- Helpfulness – module on the correct behavior in an emergency
- Safety First – Module on the Topic of Safe Ways to School
- Fast as Lightning – Module on Storms
- Completely Soaked – Module on the Topic of Floods and Landslides
- Highly Dangerous – Module on Drought and Forest Fires
- Quaking – Module on the Topic of Earthquakes
- Supportive – Social Engagement in a Community
- A Matter of Honour – Module on Volunteering