

# KS3 PD

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## NEWSTHINK PROJECT 1

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April 20<sup>th</sup> 2020 – half term

# Lesson 1 - Hurricane Dorian

How have people been affected by the hurricane and what is the role of resilience?



On 1 September 2019, the islands of the Bahamas were severely damaged by Hurricane Dorian, one of the most powerful hurricanes ever recorded. For two days, ferocious winds and huge waves battered the isolated islands. When the storm finally cleared, it was estimated that 76,000 people were directly affected by the storm.

Imagine yourself in the situation of the people in the film, with flood waters rising and violent winds buffeting your home. Some people may have moved to storm shelters or away from homes on the coast.

If you have access to the Internet, watch this clip about the hurricane:

<https://www.youtube.com/watch?v=T-jEj8Bh5Kc&feature=youtu.be>

**Task 1 - Answer the questions below on paper or a computer:**

1. What might you be most worried about as the storm raged?
2. Is there anything you might try to rescue from your home?
3. Do you think you would prefer to stay in your home if it was possible, or move to a storm shelter?
4. What might be the first things you'd want to find out after the storm passed?

**Stretch task:**

Many people in the Bahamas live in isolated communities. Imagine facing a hurricane knowing it could be days before help reached you. How might that feel?

**Task 2 - Think about the things that you might need in the days and weeks after the hurricane. Write down your answers.**

1. What are the essential things that you would need to survive? (for example, clean water, food and shelter. Also think about things like hygiene.)

2. How might you be feeling in the days after the hurricane? What support might you need from those around you?



3. Research shows that mental health problems are often a serious long-term issue for those affected by natural disasters. Why do you think this is?

4. If you are anxious about family, friends or damage to your home, what might help you to cope with this? Examples might include a phone or internet access so you can communicate with others, or the chance to share your concerns and hopes with members of your community.



5. What is important in overcoming difficult situations? Discuss the meaning of resilience, which is the ability to recover or bounce back from difficult situations.



6. How could you help others in your family or community in a situation like this?



## Lesson 2 – Coronavirus: Covid-19 outbreak (1)



**You'll almost certainly have heard about coronavirus - it's the reason schools have been closed across the UK.**

It's been dominating the news for months, with everyone from Prime Minister Boris Johnson to Liverpool manager Jurgen Klopp telling people to listen to advice from medical experts.

**Coronavirus** is a new flu-like *virus* spreading around the world. The virus causes an illness called *Covid-19*.

### **What's being done about it?**

People in the UK - and in other parts of the world - have been told to stay at home and only go out if it's "absolutely necessary" by the prime minister.

Boris Johnson has announced some new rules which mean people can only leave home for essential shopping, or care for someone old or vulnerable. People can leave the house to exercise but only once a day and away from other people if they do not live in your house with you.

Only shops selling really important things like food and medicine are allowed to stay open- the rest have been told to shut. Schools have also been asked to close.

Mr Johnson said this would all help to stop the virus being passed on to other people, and that we'd all be helping to "beat coronavirus together".

**If you are upset by the news, it's important to know that you are not the only one and it's OK to have those feelings. If you have Internet access, watch the clip for more information:** <https://www.bbc.co.uk/newsround/13865002>

What do you already know so far?

**Task 1 – Definitions activity. Match the correct key terms with the definitions:**

**Coronavirus**

A large family of viruses

**Covid-19**

Getting unnecessarily large amounts of a product

**Misinformation**

Staying indoors, avoiding contact with other people

**Pandemic**

Separating people known or believed to be infected with a disease from the public

**Panic Buying**

False stories that are presented as being true

**Quarantine**

A new strain of coronavirus

**Social  
Distancing**

Staying away from gatherings and not standing close to other people

**Self-isolation**

A new disease that spreads around the world beyond expectations

**Stretch task:**

Can you think of any other key words or phrases you think could be added to this list? Make sure you include definitions.

*HINT: Think about the ways people might be coping with isolation*

**Task 2 – Create a poster or leaflet explaining how to keep people safe during the Covid-19 outbreak.**

This can be done on the computer or in poster form.



## Lesson 3 – Coronavirus: Covid-19 outbreak (2)

Tracking the spread of misinformation is a big challenge, that runs alongside controlling the spread of a virus. Passing on incorrect details can be harmful.

Sharing news with others is a good thing; advising friends how to protect themselves supports **resilience** and shows **kindness**. Remember that often people are not intentionally spreading misinformation – just as people do not intentionally spread the virus. The best way to avoid spreading misinformation is to only share information found on trusted sites like those below:

**National Health Service:**

<https://www.nhs.uk/conditions/coronavirus-covid-19/common-questions/>

**World Health Organisation:**

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

**UK Government:**

<https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public>

























### Task 1 – How can you spot misinformation?

Below are several 'posts' from social media. Explain if you would trust them or not and why.

Think about the following:

- Is this from a trusted source?
- Is there scientific evidence to back up this claim?

*(answers are at the back of the booklet)*

<div><div>user_name 10 min</div></div> <p>GUYS you can defeat coronavirus just by drinking water – your stomach acid will kill the virus! Scientists in Japan say this method 100% works!</p> <div></div>	<div><div>user_name 10 min</div></div> <p>The WHO says we should wash our hands for 20 seconds, seems long but probably a good idea #scrubscrub <a href="https://www.who.int/emergencies/diseases/novel-coronavirus-2019">https://www.who.int/emergencies/diseases/novel-coronavirus-2019</a></p> <div></div>	<div><div>user_name 10 min</div></div> <p>GO AND BUY MASKS – you need a mask to survive!! Everyone else is wearing a mask, so we need one too! 🤖</p> <div></div>
<div><div>user_name 10 min</div></div> <p>I have discovered a powerful cure, guaranteed to protect you and your family against Coronavirus – buy here at 💰 <a href="http://www.falsocures.co.uk">www.falsocures.co.uk</a></p> <div></div>	<div><div>user_name 10 min</div></div> <p>Although the situation is serious, most people recover. It is passing it on to grandparents and sick people we should be most worried about, say scientists <a href="http://redcross.org.uk/news-and-media">redcross.org.uk/news-and-media</a></p> <div></div>	<div><div>user_name 10 min</div></div> <div></div>

What would you post today?

## Lesson 4 – Coronavirus: Covid-19 outbreak (3)

# Coping with stress during the **COVID-19** outbreak



**It is normal** to feel sad, stressed, confused, scared or angry during a crisis.

Talking to people you trust can help. Contact your friends and family.



**Be aware that not everything you hear about the virus may be true.**

Stay updated and use information from trusted sources, like your health authority, World Health Organization (WHO) or your local Red Cross or Red Crescent.



**Limit worry and agitation** by lessening the time you and your family spend watching or listening to media coverage that you perceive as upsetting.



**Draw on skills you have used in the past** that have helped you to manage previous adversities and use those skills to help you manage your emotions during this outbreak.



**If you must stay at home**, maintain a healthy lifestyle including proper diet, sleep, exercise and social contact with family and friends at home and remotely.



**Deal with any emotions you may have in a healthy manner.**

If you feel overwhelmed, talk to a health worker or counsellor. Have a plan, where to go to and how to seek help for physical and mental health needs if required.



A short period of self-isolation and limiting social contact with others is likely to become a reality for many; understanding why it is necessary, preparing ourselves for it and developing empathy for those experiencing it is key.

Some people might become lonely or anxious on their own and acts of kindness can help them to cope better with their circumstances, but it is important to self-isolate to protect others as well as ourselves. Read the poster on the previous page for ideas on how to achieve this.

**Task 1 - How could you help friends or relatives who self-isolate because of the virus with simple acts of kindness.**

**Using the examples below as a starting point, make notes of all your ideas:**

- > Phoning regularly, using Skype or other methods to stay in contact
- > Do someone's shopping for them and leaving it on their doorstep
- > Playing games or working on projects together virtually
- > Sing from windows like in Italy

Some people are doing things that are less helpful for everyone in society, such as panic buying or blaming others.

**Stretch task: Explain what further issues these reactions could cause and describe what acts of kindness could you do for others instead?**

**Task 2 - This family has recently been released from isolation due to Covid-19. Describe what you will do when you come out of isolation/social distancing.**

**Explain how you will feel to be reunited with friends and family.**

Think about the following:

- > How would you be resilient whilst in isolation?
- > What is the first thing you would do when you came out?



**Stretch task:** Thinking about all the activities – what you could you learn from them and remember for the future?



## Lesson 5 – Amazon wildfires



The Amazon rainforest in South America is one of the most important environments on Earth.

It is not just a vital resource in regulating the climate and filled with a vast range of animals and plants but is also home to hundreds of thousands of indigenous people. These people rely on the forest to provide their food, shelter and most of what they need to survive.

But this precious resource is under threat. Fires are common in the dry season between July and October, but in 2019 there were more fires than ever before – an estimated 74,000 fires between January and August, which is a more than 80% increase on 2018. Thousands of these fires have started on protected or indigenous land.



**Task 1 – Answer the questions below. If you have access to the Internet, you may use it to help.**

1. Why do you think people are burning the Amazon rainforest? (think about what you may have learned in geography about deforestation)
2. Why are the 300 indigenous groups in the region so badly affected?
3. How do you think the people feel about the forest being destroyed around them?
4. How might the indigenous people need to adapt their lives to the increasing fires?
5. What are the effects on people outside the Amazon?

## Lesson 6 - Cast adrift: A story of survival and resilience



Teenager Aldi Novel Adilang was rescued by a passing coal ship on 31 August after surviving 49 days adrift at sea on a wooden fishing hut known as a rompong. Aldi lives and works on the rompong, which was anchored 77 miles off the Indonesian island of Sulawesi. His job is to light lamps on the rompong to attract fish, for which he receives about £100 a week. His tether snapped one night as he slept and he drifted out to sea.

His limited supplies ran out within a week, so he survived by catching fish and drinking seawater through his clothes to filter out some of the salt. His rescue came just off the coast of Guam, some 1,700 miles from his original mooring.

This photo shows Aldi on his rompong.

### Task 1 – answer the questions:

What are your first impressions of seeing the boy on the rompong? (What do you notice about it?)

How do you think the boy on the boat might be feeling?



**Task 2 - Make a table with two columns. In the left-hand column, write a list of the things you would need to do to survive. In the right-hand column, you should write *how* you could do this.**

You can use the ideas below as a prompt.

<b>What do I need to do to survive?</b>	<b>How will I do this?</b>
<i>e.g. Find fresh water</i>	<i>e.g. Make a container to collect rainwater</i>
<i>Find food</i>	
<i>Find shelter from the sun</i>	
<i>Find warmth at night</i>	
<i>Stay mentally strong and positive</i>	

Aldi survived by catching fish, cooking it by burning the rompong's wooden fences, and drinking seawater through his clothes to filter out some of the salt.

**Task 3 - Were there any similarities/differences to what Aldi did and what you would do? Explain what they were.**

Aldi sang to himself, read and thought about things important to him to keep his hopes up – wishing he would be able to see his parents again.

**Task 4 – Answer the questions:**

1. How do you think Aldi felt?
2. What thoughts might go through your mind in this situation?
3. What could you do to keep your spirits up?

Aldi is now safely home with his parents. But this is not the first time this had happened to him – he had been set adrift twice before in his rompong, although for much shorter periods of time.

**Task 5 – Consider the following questions:**

1. What would you do now if you were in Aldi's situation?
2. Would you go back to your job on the rompong? If not, why not?
3. If you had to continue with the job, what changes could you make to ensure this didn't happen again? (Think about things you could make sure you had with you all the time)





### **Lesson 3 – Coronavirus: Covid-19 outbreak (2)**

#### **Task 1 answers**



There is no source or evidence to back up this claim.

 user\_name  
10 min


GUYS you can defeat coronavirus just by drinking water – your stomach acid will kill the virus! Scientists in Japan say this method 100% works!






Drinking water when you are sick is always a good thing, but it is not a 'cure'.

Eating garlic is also not a cure!

Their claim is supported by a link to a trusted source so you can check yourself.


 user\_name  
10 min

The WHO says we should wash our hands for 20 seconds, seems long but probably a good idea #scrubscrub  
<https://www.who.int/emergencies/diseases/novel-coronavirus-2019>






Washing your hands with soap and water for 20 seconds is the scientifically proven way to kill the most germs.

Panic buying anything is harmful to others and often unnecessary.

 user\_name  
10 min

GO AND BUY MASKS – you need a mask to survive!! Everyone else is wearing a mask, so we need one too! 🤖



Masks are not recommended. They are only useful for medical professionals and those who already have the virus to stop spreading it.

Be careful when following unknown links. People selling things will try and convince you that you need them.

 user\_name  
10 min

I have discovered a powerful cure, guaranteed to protect you and your family against Coronavirus – buy here at   
[www.falsocures.co.uk](http://www.falsocures.co.uk)



There are no current scientifically tested and safe cures against Covid-19. But scientists are working on it.



## Lesson 5 – Amazon wildfires – answers

1. Why do you think people are burning the Amazon rainforest? *Some reasons are: farming is a way for people with fewer resources to make money and feed their families, although large corporations are also involved in mining and logging in the region.*
2. Why are the 300 indigenous groups in the region so badly affected? *The forest is vital to people's way of life, providing food, shelter and much more.*
3. How do you think the people feel about the forest being destroyed around them? *They might feel sad, anxious, angry, desperate, hopeless and they might grieve for what they have lost.*
4. What can the indigenous people do about it? *Feelings of powerlessness may have been discussed as part of the previous question. The photo of firefighters training shows that they are trying to fight the destruction themselves.*
5. How might the indigenous people need to adapt their lives to the increasing fires? *They may need to move to different areas*
6. What are the effects on people outside the Amazon? *The pollution has immediate effects in the region but there are also the long-term impacts of climate change and loss of habitats for living things. You could also discuss the loss of cultural traditions.*