

Lesson 2 Our Own Experience

This lesson allows students to reflect on 2020 and the impact of COVID-19. Be mindful that everyone’s experience varies greatly.

PLANNING	
Prior Learning	Pupils will have a prior knowledge of: <ul style="list-style-type: none"> • the impact of the pandemic; and • the effects of coronavirus on themselves, their homes, family, friends, school and community.
Learning Outcomes	Pupils will be able to: <ul style="list-style-type: none"> • reflect on their emotions during this time of COVID-19; and • understand that it is acceptable to feel a range of emotions.
Thinking Skills and Personal Capabilities Focus	Pupils will: <ul style="list-style-type: none"> • be aware of their personal strengths, limitations and interests); and • manage their behaviour in a range of situations including dealing with the consequences of a pandemic (Self-Management); • listen actively and share opinions; and • respect the views and opinions of others and reach agreements using negotiation and compromise (Working with Others).
Attitudes and Dispositions	Pupils will develop: <ul style="list-style-type: none"> • flexibility • concern for others • pragmatism
Resources	<ul style="list-style-type: none"> • Resource 1: How Am I Doing? • Resource 2: What I Am Thinking • Resource 3: Reflecting on My Time Away from School

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SUGGESTED TEACHING AND LEARNING STRATEGIES

LAUNCH

Lead a class discussion using effective questioning techniques.

- Can you remember how the pandemic unfolded in March 2020?
- What words would you use to sum up how people felt at that point?

Note the choice of words and come back to these at the debrief.

Answers may include:

- news headlines, television, social media; and
- panic, uncertainty, worry or fear.

DEVELOPMENT



ACTIVITY 1

How Am I Doing?

In this activity, pupils think about how they are feeling now and how they may have felt this time last year.

Give each pupil **Resource 1**.

Encourage them to discuss, in pairs, how their feelings have changed since this time last year.

Ask your pupils to complete **Resource 1**.

Ask some of the pupils to share their thoughts and emojis with the rest of the class.

Possible answers and discussion points might include:

- how secure and safe pupils felt last year;
 - the fear, panic and uncertainty some might feel this year;
 - worry about friends and family contracting the virus; or
 - expressing ideas and feelings in emojis and comparing how others feel.
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ACTIVITY 2

What I Am Thinking

Print and cut out enough of the Take your Pick cards in Resource 2 for each group and place these in boxes. Ask your pupils to form groups of three or four. Give each group a box of Take your Pick cards.

Use some gentle mood music to underscore this activity.

Encourage your pupils to take a few moments to breathe deeply several times and focus their thoughts on how they are feeling.

Ask each pupil to select a card from the box and place it on the desk, face down if they do not feel like this or face up if they do.

Give your pupils opportunities to stop and consider how they actually feel. Encourage them to discuss why a thought might be accepted or rejected.

Keep a tally of the most popular thoughts and encourage your pupils to reflect on them.



ACTIVITY 3

Reflecting on My Time Away from School

Emphasise that everyone has had a different experience in 2020. Some people enjoyed it and others didn't. It is important to appreciate that everyone feels differently about it.

Distribute **Resource 3** and ask your pupils to write down a few points under each of the questions.

Give your pupils time to report back on their response to each of the five questions.

Keep a note of any points that are made several times.

Pay particular attention to the positive aspects of what they experienced.

Answers and discussion points might include:

- learning a new life skill such as cooking or some form of creativity;
 - being proud of an achievement such as mastering a game or reading new books;
 - trying not to waste time;
 - thinking of others;
 - missing the school routine and meeting friends; or
 - having more time to do what you enjoy.
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ACTIVITY 4

Time capsule

Explain to the class that the events of this year will go down in history and that all of those experiences are part of history now: Living History.

Discuss ways that our current history can be communicated to others.

Introduce the idea of a time capsule, where items that represent this year's experience are placed somewhere safe so that someone will find it in the future and learn what our lives were like at this time.

Ask your pupils to bring these items to the class:

- a strong watertight container (not biodegradable);
- a piece of paper; and
- objects to bury.

(Have some items to make available for those who might require them.)

Ask some or all of the pupils to share ideas on why they chose the items they wanted to place in the time capsule.

Ask each pupil to write a letter to the prospective finder of the capsule telling them what has been going on. The letter might include practical ideas such as when and how masks were worn, handwashing etiquette or social distancing rules. It should also express pupils' thoughts and feelings.

Ask your pupils to choose carefully where to bury or keep the time capsule safe.

Ideas for discussion may include:

- the idea of living history;
- the function of a time capsule;
- other ways to leave items or information for the next generation;
- items in a museum or left in a will;
- items inherited by the next generation;
- a time capsule and its contents;
- items that represent important people in a pupil's life;
- items associated with the pandemic such as hand sanitiser, masks or advice posters; or
- music, poems, prayers or inspirational words that symbolise our feelings about the pandemic.

The discussion may elicit a range of feelings, including:

- worry, peace, stress, fear, concern or loneliness;
 - thoughts of someone they may know who has suffered symptoms of the virus;
 - stories on social media or television; or
 - how family members, friends or the wider community coped with these difficulties.
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DEBRIEF

Ask your pupils to sum up the last few months in three words.
Note the key words as they speak, make comparisons with those used at the **Launch** of the lesson.

Play some music and allow time for reflection.

Ask your pupils to take a mindful minute to think of all those who have suffered as a result of the pandemic.

Encourage them to focus on the resilience of people and how we have come through this difficult time.

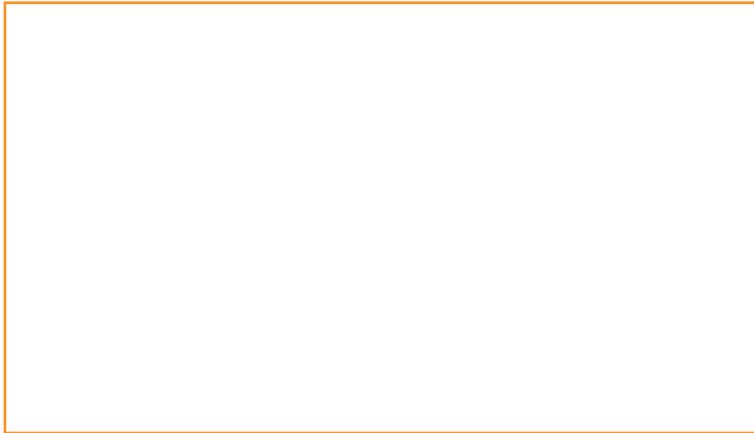
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RESOURCE 1: HOW AM I DOING?

(a) How are we feeling today?

Draw an emoji to express how you are feeling right now.



(b) Describe how you would normally be feeling this time of year.

(c) Which emojis would you use to describe your feelings since March 2020?



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RESOURCE 2: WHAT I AM THINKING – TAKE YOUR PICK (CARD TEMPLATE)

**I am worried about
my family**

I miss my friends

I don't like change

I miss my hobbies

I'm not sure how to cope

I am scared of being ill

It won't last forever

**I want my school
routine back**

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RESOURCE 3: REFLECTING ON MY TIME AWAY FROM SCHOOL

What new skills have you learned?

What are you proud of?

What have you missed the most?

What was the most fun thing you did?

Would you do anything different if it happened again?
