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| **Unit** | COVID-19 Unit: Lesson 1 | | | | **Driving Question** | “What have we heard about vaccines?” | |
| **Date** |  | | **Time** |  | **Class** |  | |
| **Real life scenario (context) - *feel free to change names to make it more relatable!*** | | | | | | | |
| James and Tiffany are talking about a viral clip that has been spread about the COVID-19 vaccine on Facebook. James thinks the clip is pretty shocking as it shows how shortcuts were taken to develop the vaccine. Tiffany is unsure and wants to find out more so she plans to ask her mom about it. | | | | | | | |
| **Learning Outcomes** | | | | | | | |
| 1. Discuss what they have already heard about vaccines  2. Critically examine at different sources of information  3. Share the questions they still have about vaccination | | | | | | | |
| **NGSS links / NYAS STEM Education Framework (key skills and competencies developed)** | | | | | | | |
| A.1.1 Critical Thinking  A.2.3 Social & Cultural Awareness  B.3 Real-world Application  C.2 Alignment to Local Contexts | | | | | | | |
| **Plan of activities** | | | | | | | |
| Time | | Teacher Activity | | Learner Activity | | | Resources / other info |
| *Prior to session: -* | | *Are there spare activities for those who finish early?* | | *Can this be done remotely and in person? Are there alternative approaches?*  *Differentiation?* | | | *What resources are needed to be inclusive to all students?* |
| **5 mins**  Welcome and introduction | | Introduce the COVID-19 unit and this lesson’s LOs. Establish norms for discussing COVID-19. | | Read the real-life scenario to ‘set the scene’. | | | PPT Slide deck.  Teacher can replace the names of the mock ‘students’ in the scenario. |
| **10 mins**  Open class discussion:  Start where the students are at – what have they heard? | | Open the topic by asking students what things they have heard about COVID-19 and the vaccine and where they heard it from. Make a note of the ‘what’ and the ‘where’. | | Students share what they have heard and where – there should be a record of this either in the chat box or in a shared document that is annotating by members of the class. | | | Jot down all these questions that students have about vaccinations. We will return to them at the end of the COVID-19 Unit in lesson 9. |
| **15 mins**  Group discussion:  What criteria are students *currently* using to sift through fake news/mis-information? | | Break students in small groups (breakout rooms if done virtually). Ask each group to pick out from the brainstorm:   1. What piece of news they believe the most and why. 2. What piece of news they believe the least and why.   8 minutes discussion, 10 minutes sharing. | | Students in their small groups discuss their rationale of choosing the most and least ‘believable’ news stories. Each group must nominate a speaker to share back to the rest of the class why. The reasons/criteria used is the most important here. | | | Other resources:  <https://www.nature.com/news/policy-twenty-tips-for-interpreting-scientific-claims-1.14183> |
| **15 mins**  Pair or individual activity  Introduce criteria and ‘tools’ students can use to critically examine sources of information | | Discuss the criteria that students came up with before introducing the ‘real checks’ and the ‘5 Ws and one H’.  Then students complete the activity (either in pairs or individually – students will require some way of doing person research and googling for news). | | Students familiarize themselves with ‘REAL’ acrostic and the five Ws and 1 H. Students complete the activity which gets them to apply these tools on a current news story about COVID.  (alternative: the activity can also help students apply these tools of critical thinking to other news items so it can be about any news topic of interest if that is preferable). | | | R - Real  E - Evidence  A – Add it all up  L – Look Around  Five Ws and 1 H: Who, what, where, why, when, how?  Other resources:  <https://www.chop.edu/centers-programs/vaccine-education-center/vaccine-science/evaluating-scientific-information-and-studies> |
| **10 mins**  Class debrief on the activity  (discussion can also be a continuation of the pair work) | | Ask students how they found the activity. Ask students what questions they still have on vaccination that they wish to explore in this unit (this will be homework too) | | Students share and reflect on whether their opinions have changed about where you might go to look for reliable information (as a result of the activity just done on just one news story). | | | Homework is for students to submit to the teacher questions they have about COVID-19 vaccines (these can be addressed during this unit). |
| **5 mins**  Wrap up | | Wrap-up of learning, go over LOs and gather feedback on how the session went. Ask students for an ‘exit ticket’ (AFL). | | Students each have to write down, and provide the teacher (this can be evidenced in the chat box if virtually conducted lesson), what advice they would give to James and Tiffany from the scenario at the beginning. | | | Paper for the exit ticket if necessary (or chat box if virtual). |
| **Total time = 60 mins** | |  | |  | | |  |
| **Preparation for next lesson (teacher self-reflection) Gather student feedback to**  **incorporate into your next session** | | | | | | | |
| Which aspects of the lesson went well?  Which aspects could be improved upon?  What misunderstandings still need to be cleared up?  Actions for the future: | | | | | | | |