**Current topics in short**

# COVID-19 – #StayAtHome

Carmen Müntzenberg, Thürnthenning
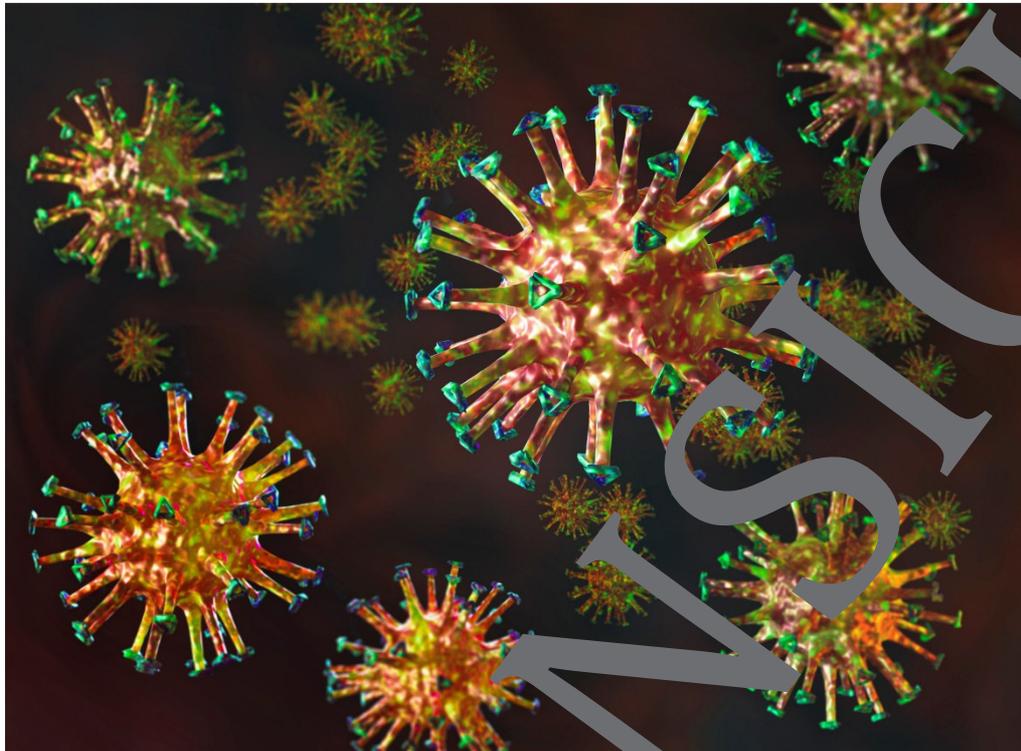
Homeschooling, Social Distancing, Quarantäne. Das Coronavirus legt die Welt lahm. Aber was ist das überhaupt für ein Virus und warum ist es so gefährlich? Warum müssen wir Abstand halten? Warum dürfen wir unsere Eltern und Großeltern nicht besuchen? In diesen kurzen, direkt zu Hause einsetzbaren Materialien erarbeiten Ihre Schülerinnen und Schüler die Geschichte von Pandemien sowie Grundlagen des Coronavirus und Maßnahmen der Regierungen. In einem weiteren Schritt wenden die Lernenden ihr Wissen in Cartoonbeschreibungen und -interpretationen an.

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**KOMPETENZPROFIL**

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|---|---|
| **Klassenstufe:** | 9–13 |
| **Kompetenzen:** | 1. Leseverstehen: einem Zeitungsartikel relevante Informationen entnehmen, Infografiken und Cartoons verstehen; 2. Schreiben: eigene Standpunkte in *Comments* und *Discussions* vertreten, kreatives Schreiben (E-Mails), Cartoonbeschreibungen und Analysen |
| **Thematische Bereiche:** | *society*, *politics*, *globalisation*, Pandemie, Epidemie, Coronavirus, |
| **Medien:** | Texte, Zeitungsartikel, Infografiken, Cartoons |

# M 1                Pandemics – a history

Find out about the history of viruses and bacteria causing worldwide pandemics and discuss the outbreak of coronavirus with reference to this information.

**Tasks**

1.  Read online about the difference between an epidemic and a pandemic. Use this source to write a short definition of both terms. Also include the origin of the terms and define a dividing line between them.
    *https://www.merriam-webster.com/words-at-play/epidemic-vs-pandemic-difference*

2.  Look at the timetable depicting the history of pandemics.
    a)  Develop a grid that includes the name of the disease, when it spread around the globe, and how many people died. Take into consideration only those pandemics that caused more than a million fatalities.
        *https://www.visualcapitalist.com/history-of-pandemics-deadliest/*  (26.03.2020)
    b)  Black death – Spanish flu – Coronavirus. About 42,000 people die daily from coronavirus today (1st April 2020). Write a short statement, by taking account of what you have written in your grid. Assume the figures stay con...
        *Source:* https://de.statista.com/statistik/daten/studie/1103240/umfrage/entwicklung-der-welt-weiten-todesfaelle-aufgrund-des-coronavirus/

3.  One reason for the spread of pandemics is travel and modern mobility. Comment on whether health tests should generally be included in security checks at all airports.

# M 2                Corona – everything you need to know

Get important information on coronavirus and what you can do to prevent further spreading.

**Tasks**

1.  Read the following article from the computer magazine *wired*. Sum up the main aspects.
    *https://www.wired.co.uk/article/china-coronavirus*
2.  Do some online research to find out the latest news and figures concerning the virus. Compare the current figures to the ones in the article and interpret the difference.
3.  Explain why diagrams like these can be found online, in newspapers, at supermarkets and many other places.

## CORONAVIRUS PREVENTION

### PROTECT YOURSELF FROM CORONAVIRUS

WASH YOUR HANDS FREQUENTLY WITH SOAP AND WATER

TREAT YOUR HANDS WITH ANTISEPTIC

KEEP ONE METRE DISTANCE

WEAR FACE MASK

STAY AT HOME DURING PERIODS OF MASS ILLNESS

USE TISSUE WHEN COUGH / SNEEZE

DO NOT TOUCH YOUR EYES WITH DIRTY HANDS

AVOID MASS EVENTS
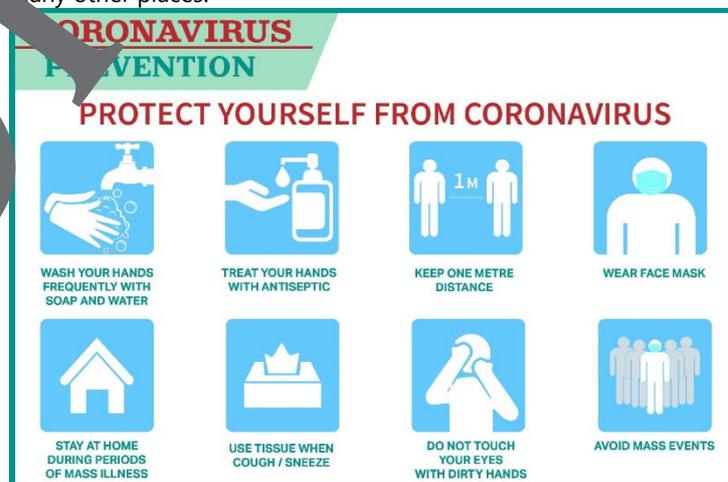
*©Adobe Stock/Natali*

## M 3    Society in pictures – working with cartoons

Coronavirus has brought many changes for society. Some of them can be depicted in cartoons.

**Tasks**

1.  Describe, interpret and comment on this cartoon. How and why does the cartoonist use the image of Superman?



*© Rick McKee*

2.  Describe and analyse the cartoon and elaborate on the role of heads of states in the times of the coronavirus.
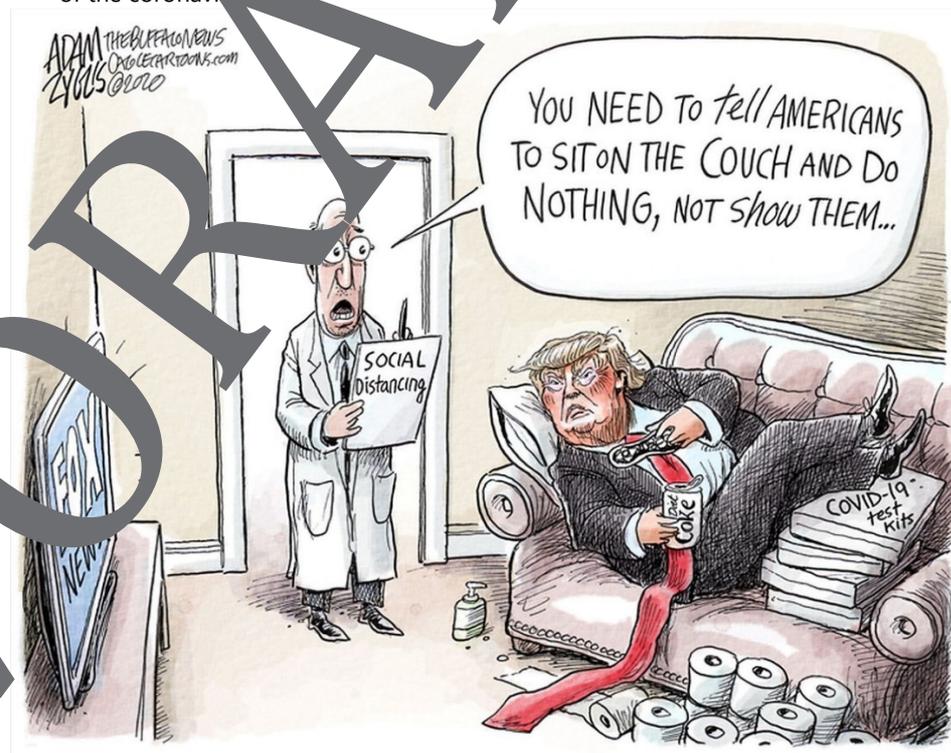


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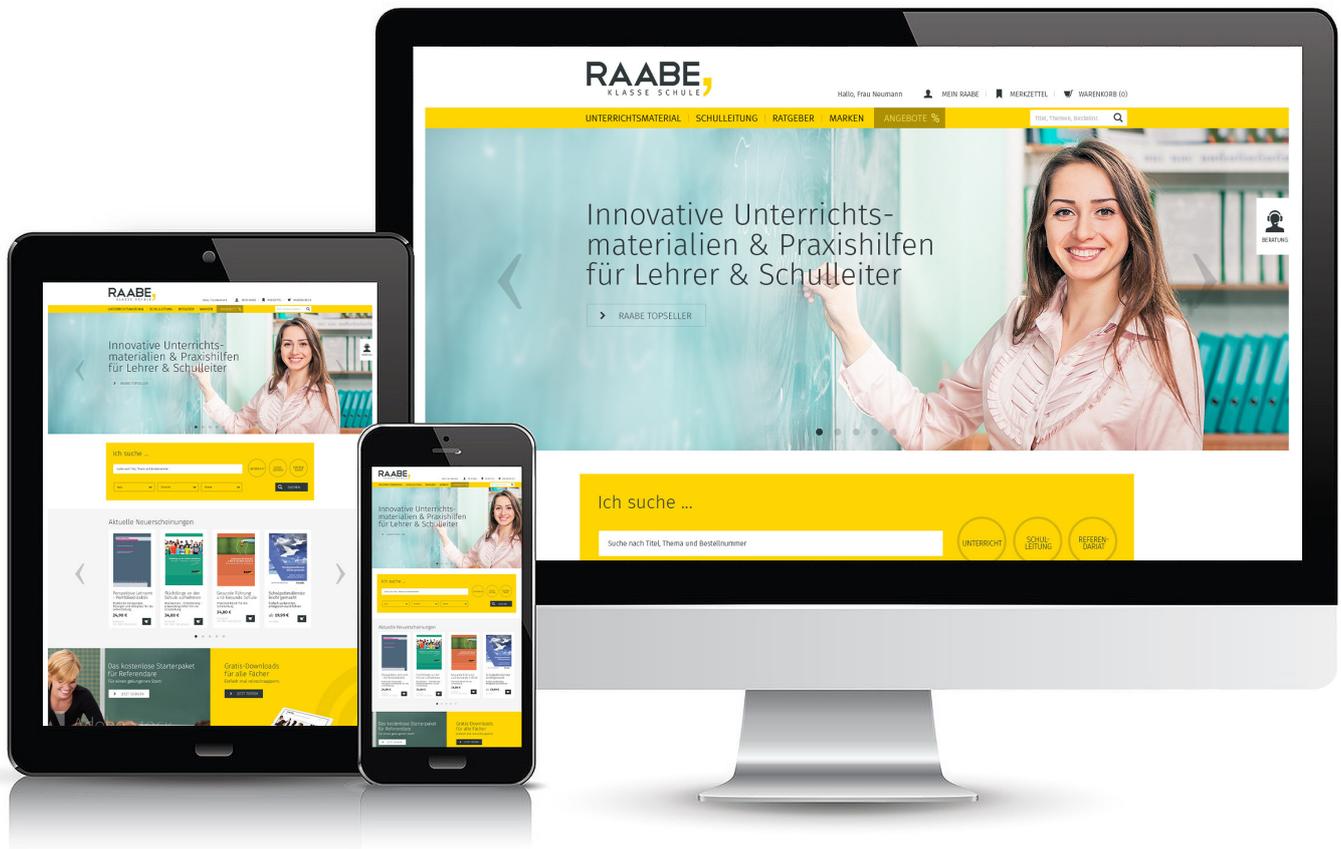
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