 

Fading Rainbows: Experiencing and Remembering the COVID-19 Pandemic

# Teachers’ Notes

These lessons draw on an historical epidemic and think about how we remember it as a way to explore and allow expression of children’s experiences of the coronavirus. They draw on a historical scrapbook in the LSE Library and recorded conversations with academics on peoples’ experiences of the pandemic from around the world.

 The lessons embed Recovery Curriculum principles through encouraging discussion and reflection – these could be expanded in live online sessions or in the classroom when children return to school. It is an interdisciplinary mix of history, visual literacy, art / craft and PSHE. It is aimed at upper Key Stage 2 – Years 5 & 6 – but could be adapted for early KS3 Year 7.

Outcomes:

* Learn about the 1918-20 Influenza Epidemic and understand that epidemics happened in history
* To understand that people were emotionally affected by events, such as influenza, in the past.
* To introduce forms of remembering around loss, e.g. war memorials, and historic events
* To enable the children to express their feelings about change in routine and freedom during the lockdown through art
* To recognise attachment and the importance of relationships, whether in a family, in a class, with friends or more short-term ones, like with health care providers or people doing deliveries
* To reassure children that worries and anxious feelings are shared and normal
* To individually and as a community, remember what is happening and create a message of hope for the future
* To build resilience.

There are resources and links listed at the end of these notes, plus a worksheet produced by an artist for each lesson to help children record their experiences of lockdown and the pandemic. The art videos to help with scrapbooking are Mapping your Community: <https://youtu.be/WKB_tmcHoKo>, Designing text & letters: <https://youtu.be/eKrvZ9pWIwk> and Collage & Text: <https://youtu.be/1yrLcSWOWwM>.

A book that could be read alongside these lessons is Polly Ho-Yen*, Boy in the Tower* (2014). This book has been used in schools to talk about lockdown as plants with deadly spores (germs in the air) take over London and people leave, but the main character Ade is trapped in the flats where he lives. Another book for talking about death and grief is Sally Nicholls, *Ways to Live Forever* (2008), about a boy who has leukaemia.

## Lesson 1: The Influenza Epidemic 1918-19 and COVID-19 2020-21

This lesson makes a comparison between the Influenza Pandemic of 1918-19 and COVID-19 with reference to a scrapbook recording events in a military hospital. The emphasis is on understanding that pandemics have happened before but are rare. Recording things that happened is important to historians and to people to help them live through difficult experiences.

The headings of the slides are:

**The Endell Street Scrapbook**

**Scrapbooks**

**Endell Street Military Hospital**

**Influenza 1918-19**

**Influenza at Endell Street**

**What could the doctors do at Endell Street?**

**Technical Words**

***Discussion Slide***

**People were sad and worried through the pandemic**

Is that how people feel now? What do you think are the similarities and the differences between the worries? Note a few down.

**COVID-19 versus Influenza**

**COVID-19 and Community**

*Video with Kate Millar, a professor at the LSE, about the pandemic and her research on it.*

*Video – 2 & ½ minutes.* Link: <https://youtu.be/hRXoRmWXXUw>

**Recording your experiences**

The scrapbook as a way of understanding what happened to people in the past.

**Mapping and Community**

Follow the instructions of the worksheet for lesson 1 ‘How to make a map of where you call home?’

Drawing your home, a place that is important, landmarks and the shape of the street, then putting it all together. This art video will help: <https://youtu.be/WKB_tmcHoKo>

## Lesson 2: How do we see COVID-19?

This lesson introduces how we see COVID-19 and how it is talked about or visualized. It takes students through concepts in visual literacy and gives examples of health messaging as well as the slogans currently being used. The worksheet invites students to come with a slogan or use a previous one and draw a poster with an effective health message around the COVID-19 pandemic.

**Words and Meanings – Checking Understanding**

*This is to check they understand some of the words used in this topic. They could be supplied as a separate word sheet for them to use with the poster / slogan worksheet at the end.*

* COVID-19 or coronavirus – is a kind of virus. Viruses are really small germs that carry illnesses. It is an air born disease i.e. it is carried through the air and is respiratory, i.e. it infects the nose and throat. (It is also known as SARS-CoV-2 as it is related to other viruses known as Severe Acute Respiratory Syndrome.)
* Narrative – an account of past events and different events told in a story. This may take one point of view.
* PPE (Personal Protective Equipment) - equipment that will protect the user against health or safety risks, including items such as safety helmets, gloves, eye protection, masks, gowns. It also includes respiratory protective equipment (RPE).
* Care Homes – are places where people live who may need nursing care (nursing homes) or a bit of support or help than those living on their own (residential care). Older people, disabled people and young people sometimes live in care homes.
* Hospitals – are places people go to when they get very sick and need medical help day and night.
* Carers or care providers – anyone who looks after a family member, partner or friend who needs help and cannot cope without their support. In the context of work, a carer is someone who may work in a care home. Many people do unpaid care work too, for example your parents and guardians!
* Health workers – people who work in medicine, like doctors, dentists and nurses, as well as all the staff that help hospitals, doctors’ surgeries, care homes etc run, like cleaners, receptionists, carers.
* Visual – something you see or how you look at something.

Picture: An image of the COVID-19 Virus under a microscope

**What Images do we think about? – *Discussion Slide.***

**Seeing COVID-19**

Kate Millar from LSE talking about how we see COVID-19 – what images are used and how people spoke about it. 3 minute video: “We didn't get a lot of the information about the experience of the pandemic.” https://youtu.be/zqRHNvYw9Aw

**Image or graphic of the coronavirus drawn from a microscope view.**

**How the impact of COVID 19 is seen?**

**Messaging and Posters**

Website: <https://www.rawpixel.com/board/1249881/covid-19-effective-messaging-design-resources>

**Is this an effective poster?**

**COVID-19 and Public Health Messages** *Class discussion.*

**What are Infographics?**

The infographic is from: <https://informationisbeautiful.net>

**Infographics need data – facts, figures, counting opinions to work**

**Worksheet 2**

1. Make a new health warning slogan
2. Make their own health warning poster using a slogan

## Lesson 3: Seeing the Unseen

This lesson explores what we mean by the ‘unseen’ with regard to a virus, emotions and hidden disabilities. Angela Stienne shares her experiences of having a hidden disability and how she put together an exhibition to show the effects of living with something people can’t see. She finished by asking the children how they keep themselves busy so she can learn from them. The worksheet records a hobby or skill the children did / do over lockdown.

**COVID-19 under a microscope**

*Example adjectives: Spikey, round, bright colours, pretty, scary etc*

**Slide Image – COVID-19 under a microscope**

**What things can’t we see?**

They can note ideas down then click through *the following:*

* Germs
* Viruses

And also:

* Peoples’ thoughts
* Peoples’ feelings
* Sometimes, whether someone is ill or not
* Sometimes, whether people have a disability

**Invisible Disabilities**

**Dr Angela Stienne and Lyme Disease**

Dr Angela Stienne on what Lyme Disease is. *Video just under 5 minutes:* [*https://youtu.be/0nLh\_4hlHbA*](https://youtu.be/0nLh_4hlHbA)

**The Lyme Museum Exhibition** – Making the Invisible Visible <https://www.thelymemuseum.org/>

**Slide and video**

Angela explains what a flat lay is and how she coped with the first lockdown. *2 and half min video:* [*https://youtu.be/Jbstj3l3i8E*](https://youtu.be/Jbstj3l3i8E)

**What do you do to keep busy in lockdown?**

Angela shares some of the things she did to keep busy in lockdown and want to hear ideas from the children. *Video 2-3 minutes:* [*https://youtu.be/9mKVVAvz5QE*](https://youtu.be/9mKVVAvz5QE)

Practical Task: Worksheet 3 – A new skill or hobby

## Lesson 4: A Global Pandemic

This lesson pulls out what we mean by a global pandemic and looks at how South Korea has experienced COVID-19. It uses three short videos with LSE academic Yuna Han to understand why South Korea responded to the pandemic differently to the UK and Europe. It also introduced another corona virus – MERS, which South Korea had experienced going into lockdown five years ago.

**Global Pandemic**

*3 minute video on experiences of COVID-19:* [*https://youtu.be/Y9HDfhRoJ34*](https://youtu.be/Y9HDfhRoJ34)

**Spotlight on South Korea**

**Here are some South Korea Facts**

**COVID-19 in South Korea**

*5 minute video on differences in South Korean response:* [*https://youtu.be/ZGO7hjwSBwA*](https://youtu.be/ZGO7hjwSBwA)

**Slide** Play the video again and note down the ways South Korea has dealt with COVID-19 differently or the same as the UK.

**Middle East Respiratory Syndrome (MERS CoV)**

**#ThankstoChallenge Campaign**

**South Korea: Beyond the virus**

Yuna defines what is meant by elders in South Korea and the importance of community – 2 minute video: <https://youtu.be/J-enKZDXIOY>

**Solidarity**

**Worksheet 4: How would you like to remember?**

Set the Memorial Worksheet as their practical task and it leads into the next lesson. Or ask them to create a ‘thank you’ see art video which thanks Marcus Rushford: <https://youtu.be/1yrLcSWOWwM>

## Lesson Five: Remembering and Hopes for the Future

**How do we remember things?**

**Scrapbooks**

**Photographs**

**Diaries and Letters**

**War Memorials**

*If you know of one near the school, you may want to add it in.*

**Remembering Things**

Can you think of any famous diaries? *Could use Anne Frank or (fiction) Diary of a Wimpy Kid or Tom Gates as prompts. . .*

**Can you think of any more modern ways of recording things?**

**Why should we remember?**

2 minute video with Martin Bayly on Influenza / Spanish Flu: <https://youtu.be/zy8NGup4nYQ>

**Remembering COVID-19**

*This refers back to lesson 4 and lesson 1 so if just doing this lesson could cut*.

**The Importance of Remembering**

Kate Millar on ways of remembering COVID 19, its impact and why it is important – 5 min video: <https://youtu.be/xQHUo8k7dtQ>

**Looking After Yourself**

*Of course, you may want to share these sites earlier – it just seemed a good place to mention them here. . .*

Here are links to websites with tips that might help your wellbeing (that means feeling content and happy).

* Dr Chris and Dr Xand explain COVID-19 with lots of videos and activities <https://www.storicise.com/primary-1>
* Newsround on CBBC ‘Coronavirus: How to support your Wellbeing’ <https://www.bbc.co.uk/newsround/51896156>
* An e-book by Bonnie Zucker *Unstuck! 10 Things to do to Safe and Sane during the Pandemic*: <https://www.apa.org/pubs/magination/unstuck-ebook.pdf>
* Childline has activities, like its artbox, as well as being a place to contact: <https://www.childline.org.uk/toolbox/art-box/>

**The end of the pandemic**

**Looking Forward**

*Set worksheet 5 Looking Forward to do.*

## **Fading Rainbows – Further Reading and Links:**

**Some COVID 19 Projects**

ALIZA NISENBAUM Exhibition, Tate Liverpool - key worker and healthcare worker portraits produced in response to COVID-19: <https://www.tate.org.uk/whats-on/tate-liverpool/exhibition/aliza-nisenbaum>

Wellcome Centre / University of Oxford, Online exhibition *Indoors: experiences of older people during lockdown*: <https://www.weh.ox.ac.uk/engagement/indoors-exhibition> .

The Tenement Museum (New York), ‘Beyond the Statistics: Living in a Pandemic’ Digital Exhibition: <https://www.tenement.org/beyond-statistics-living-in-a-pandemic/>

The Museum of London – ‘Collecting Covid’: <https://www.museumoflondon.org.uk/discover/museum-for-london-collecting-covid>

**Visualising COVID-19**

Copyright free data sets and visualisations: <http://www.copyright.com/coronavirus-covid-19-data/>

Free images for illustrating COVID-19 related resources: <https://fundraising.co.uk/2020/04/16/free-images-to-illustrate-your-coronavirus-content/?cmpredirect>

Free infographics and posters for COVID-19 messaging: <https://www.rawpixel.com/board/1249881/covid-19-effective-messaging-design-resources>

Information is beautiful website, Coronovirus pages: https://informationisbeautiful.net/visualizations/covid-19-coronavirus-infographic-datapack/

**Endell Street Military Hospital**

The entire of Louisa Garrett Anderson’s scrapbook of Endell Street in the Women’s Library LSE has been uploaded to My Album: <https://myalbum.com/album/NPzgqqvU4yQW>

Wendy Moore (2020), *Endell Street Military Hospital. The Women Who Ran Britain’s Trailblazing Military Hospital*

**COVID 19 and Wellbeing**

New Department of Health website on COVID-19 with lots of videos and activities for kids – the Primary site: <https://www.storicise.com/primary-1>

Newsround on CBBC ‘Coronavirus: How to support your Wellbeing at the moment’ website – includes top tips and videos: <https://www.bbc.co.uk/newsround/51896156>

Downloadable book *– Coronavirus. A book for children about Covid-19*: <https://nosycrow.com/blog/released-today-free-information-book-explaining-coronavirus-children-illustrated-gruffalo-illustrator-axel-scheffler/> [accessed 5 November 2020]

Also (like above) a little bit young for 9-12 but about lockdown and not seeing people: Sally Nicholls and Viviane Schwarz, *Staying Home*: <https://www.andersenpress.co.uk/wp-content/uploads/2020/04/STAYING_HOME_medium-res.pdf>

Bonnie Zucker (2020), *Unstuck! 10 Things to do to Safe and Sane during the Pandemic*: <https://www.apa.org/pubs/magination/unstuck-ebook.pdf>

Interview with Dr Xand van Tulleken (from Operation Ouch) in *The Guardian*, 25/10/2020: <https://www.theguardian.com/world/2020/oct/25/how-ccbcs-dr-xand-learned-surviving-covid-isnt-childs-play>

‘Caoonavirus and mental health’, Young Minds Webpage: <https://youngminds.org.uk/find-help/looking-after-yourself/coronavirus-and-mental-health/>

**COVID 19 and Grief / Bereavement**

LSE Press Release on the Report *Confronting the COVID-19 Pandemic*: <https://www.lse.ac.uk/News/Latest-news-from-LSE/2020/j-October-20/The-way-COVID-19-is-officially-commemorated-will-shape-our-ability-to-respond-to-a-second-wave>

[Millar, Katharine M., Han, Yuna, Bayly, Martin J., Kuhn, Katharina and Morlino, Irene (2020) *Confronting the COVID-19 pandemic: grief, loss, and social order.*](http://eprints.lse.ac.uk/106739/1/Confronting_the_covid_19_pandemic_grief_loss_and_social_order.pdf)

Child Bereavement UK have some really useful guidelines and videos on the issues raised by the pandemic, including not being able to visit ill people and information for education staff supporting pupils:

<https://www.childbereavementuk.org/pages/category/coronavirus>

ChildLine: 0800 1111 and there are lots of resources on the website: <https://www.childline.org.uk>

**Invisible Disabilities and the Lyme Museum**

Angela Stienne (2020), ‘Making the Invisible Visible – Invisible Illnesses and Disabilities in Medical Collections’, ICOM Webpage**:**

<https://icom.museum/en/news/making-the-invisible-visible-invisible-illnesses-and-disabilities-in-medical-collections/>

The Lyme Museum website: <https://www.thelymemuseum.org>

**South Korea**

There is a report on South Korea on CBBC Newsround: <https://www.bbc.co.uk/newsround/48938301> and a video for the 2018 Winter Olympics: <https://www.bbc.co.uk/newsround/42947275>

Kids’ National Geographic on South Korea: <https://kids.nationalgeographic.com/explore/countries/south-korea/>

**Developing Emotions**

Queen Mary Centre for the History of Emotions have put together resources aimed at years 5 and 6 to promote emotional literacy and wellbeing in children. See their blog for more details: <https://emotionsblog.history.qmul.ac.uk/2020/11/developing-emotions/>