

<b>Unit/Level: COVID-19 – Myths &amp; Facts</b>
<b>Objective</b>
Ps will be able to talk about current COVID-19 Myths & Facts
<b>Materials</b>
<p>NOTE to FACILITATOR: This lesson may take more than one session to cover, especially if you are meeting in person and are able to do the JIGSAW.</p> <ul style="list-style-type: none"> <li>• <b>FACILITATOR GUIDE – Has samples Govt of Canada resources available in more than 20 languages</b></li> <li>• <b>Prior Knowledge:</b> <ul style="list-style-type: none"> <li>○ <b>Ps should complete units on Handwashing, Stay Home, Physical Distance, Symptoms, At Risk and Flatten the Curve</b></li> </ul> </li> <li>• <b>FLASHCARDS – Myths &amp; Facts</b></li> <li>• <b>HANDOUT – Myths &amp; Facts</b></li> <li>• <b>ACTIVITY - JIGSAW – use the Handout as the Jigsaw.</b></li> </ul>
<b>Step 1 Warm Up (10 minutes)</b>
<p>Introduce the idea of Myths &amp; Facts</p> <ul style="list-style-type: none"> <li>• Show the “<b>Myth</b>” card – ask if they have heard of this word. Do they know what it means? It means something that is not true. Share the sample myth with them</li> <li>• Show the “<b>Fact</b>” card – ask if they have heard this. Do they know what it means? It means something that is not true. Share the sample Fact with them</li> <li>• Can they think of any Myths and related facts? (not necessarily COVID-19 related, just something they may have thought was true once but then learned the FACTS.</li> <li>• Explain that it’s important to get information from reliable sources</li> <li>• Because COVID-19 is a medical emergency, the only reliable sources are scientists and doctors. They base their facts on RESEARCH and scientific EVIDENCE, which is proof that something is true.</li> <li>• Don’t accept anything as ‘Fact’ unless you know it’s from a reliable source</li> </ul>
<b>Step 2 Work out (40 minutes)</b>
<p>Put the First COVID-19 FLASHCARD up on the screen</p> <ul style="list-style-type: none"> <li>• Stop at the first Myth <ul style="list-style-type: none"> <li>- ask them if they have ever heard the myth?</li> <li>- Where did they hear it?</li> <li>- What do they think is the FACT.</li> <li>- Then move to the FACT slide and see if they were correct.</li> </ul> </li> <li>• Do this for each of the Myths &amp; Facts</li> </ul>

**ACTIVITY** – in the event you and your students are ever together again in one room, use the Handout as a JIGSAW.

Jigsaws are a way to get participants talking to one another. In a jigsaw information is given on a topic and this information is divided usually into 4 equal parts and distributed to small groups to learn.

When these homogeneous groups have mastered the material the participants regroup into heterogeneous groups to present material and complete a task.

The groups in the first stage would look like this:

AA BB CC DD AA BB CC DD

Then after they have learned the material they would move to a new group and the groups would look like this:

AB AB AB AB CD CD CD CD

In this 2<sup>nd</sup> group they take turns telling the new group members about the material and information they just learned.

### Step 3 Cool Down (10 minutes)

Check their progress:

- Ask them about each of the Myths you have covered
  - What is the Fact?
  - Is there any lingering doubt in their mind?