

Unit/Level: COVID-19 – Flatten The Curve
Objective
<p>Ps will be able to talk about why it's important to Flatten the Curve Ps will practice vocabulary around flattening the curve Ps will practice vocabulary around PPE (Personal Protective Equipment)</p>
Materials
<p>NOTE to FACILITATOR: Depending on level of Ps, this lesson may take more than 1 session to complete (do the graphs in one session, the PPE/Ventilator in the second).</p> <ul style="list-style-type: none"> • FACILITATOR GUIDE – Has samples Govt of Canada resources available in more than 20 languages • Prior Knowledge: <ul style="list-style-type: none"> ○ Ps should complete units on Handwashing, Stay Home, Physical Distance, Symptoms and At Risk • FLASHCARDS – Flatten the Curve • FLASHCARDS – PPEs and Ventilators • HANDOUT – COVID-19 dictionary • HANDOUT – Graphs • HANDOUT – PPE and Ventilators
Step 1 Warm Up (10 minutes)
<p>Introduce the idea of Flatten the Curve</p> <ul style="list-style-type: none"> • Write “Flatten the Curve” on the board – ask if they have heard this. Do they know what it is used in conjunction with? (<i>COVID-19</i>) Do they have any idea of what it means? • Tell Ps they are going to learn how we can all help to flatten the curve and why it is important that we do that.
Step 2 Work out (30 minutes)
<p>Show them graphic #1 “Flattening the Curve”</p> <ul style="list-style-type: none"> • “Protective measures” are things you can do to help flatten the curve • Health care capacity is the number of patients that can be safely looked after by hospitals and front-line workers • The high red hill represents the total number of cases if we had no protective measures (physical distancing, staying at home, etc) • The lower and more extended blue hill shows what happens when we have protective measures: the same number of cases drawn out over a longer period of time. • The blue hill represents that people can get properly looked after by health care <p>ASK: Which is better, the blue or the red hill? Why?</p> <p>Graphic #2 “Slowing the growth of the pandemic”</p> <ul style="list-style-type: none"> • Tell them that Manitoba started public health orders very early, like closing down businesses that were not ‘essential’ (gyms, hair salons).

- They also put in an order against gatherings of more than 10 people. This included schools and places of worship.
- The government also encouraged people to stay home, so many businesses had their employees work from home.

Show them the graph:

- Remind them of the short forms of the provinces (MB, ON etc)
- Have them find Manitoba (MB) on the graph.
- What do they see? (*MB and 3 other provinces at the bottom have flatter curves and fewer cases than QC, ON, AB and BC*)

ASK: what do you think this shows? (*That MB has done a good job of slowing the growth of the pandemic.*)

FLASHCARDS: PPEs and Ventilators

- The health care system needs equipment to help care for COVID-19 patients
- PPE = Personal Protective Equipment and is for front line workers (doctors, nurses)
- Ventilators are for patients and help make sure they get oxygen into their lungs
 - Non-invasive ventilator is simply a mask that's put on the patient's face, covering the nose and mouth
 - Invasive ventilator is used for the most serious cases. It is for patients who cannot get oxygen into their lungs any other way. It breathes for the patient.
- All this equipment is very expensive. The main reason to Flatten the Curve is to make sure there are enough PPEs and Ventilators for front line workers and patients who need them

Step 3 Cool Down (10 minutes)

Check their progress:

- What can they tell you about the importance of flattening the curve
 - What does Flatten the Curve mean
 - What are Protective Measures
 - Has MB done a good job of flattening the curve? Why?
 - What is Health Care Capacity
 - Who are front line workers
 - Who are essential workers
 - What is PPE – what are the different pieces of PPE (head covers, goggles, gloves, mask, gown)
 - What is a ventilator, what are the two types, how do they work, why are they important?