

# Europe in the Age of COVID-19

## MODULE THREE: Women Leaders in the European COVID Response



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## A Note on Learning Standards Presented in this Packet:

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The **College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.



## WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

### (1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

### (2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

### (3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

### (4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

### (5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

## COLLEGE, CAREER, & CIVIC LIFE C<sub>3</sub> FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C<sub>3</sub> Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

### C<sub>3</sub> Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING ACTION
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"> <li>• Civics</li> <li>• Economics</li> <li>• Geography</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering and Evaluating Sources</li> <li>• Developing Claims and Using Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating and Critiquing Conclusions</li> <li>• Taking Informed Action</li> </ul>

Dimension 2 has four disciplinary subsections: (1) **Civics**; (2) **Economics**; (3) **Geography**; (4) **History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

### Four Categories within Dimension 2

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

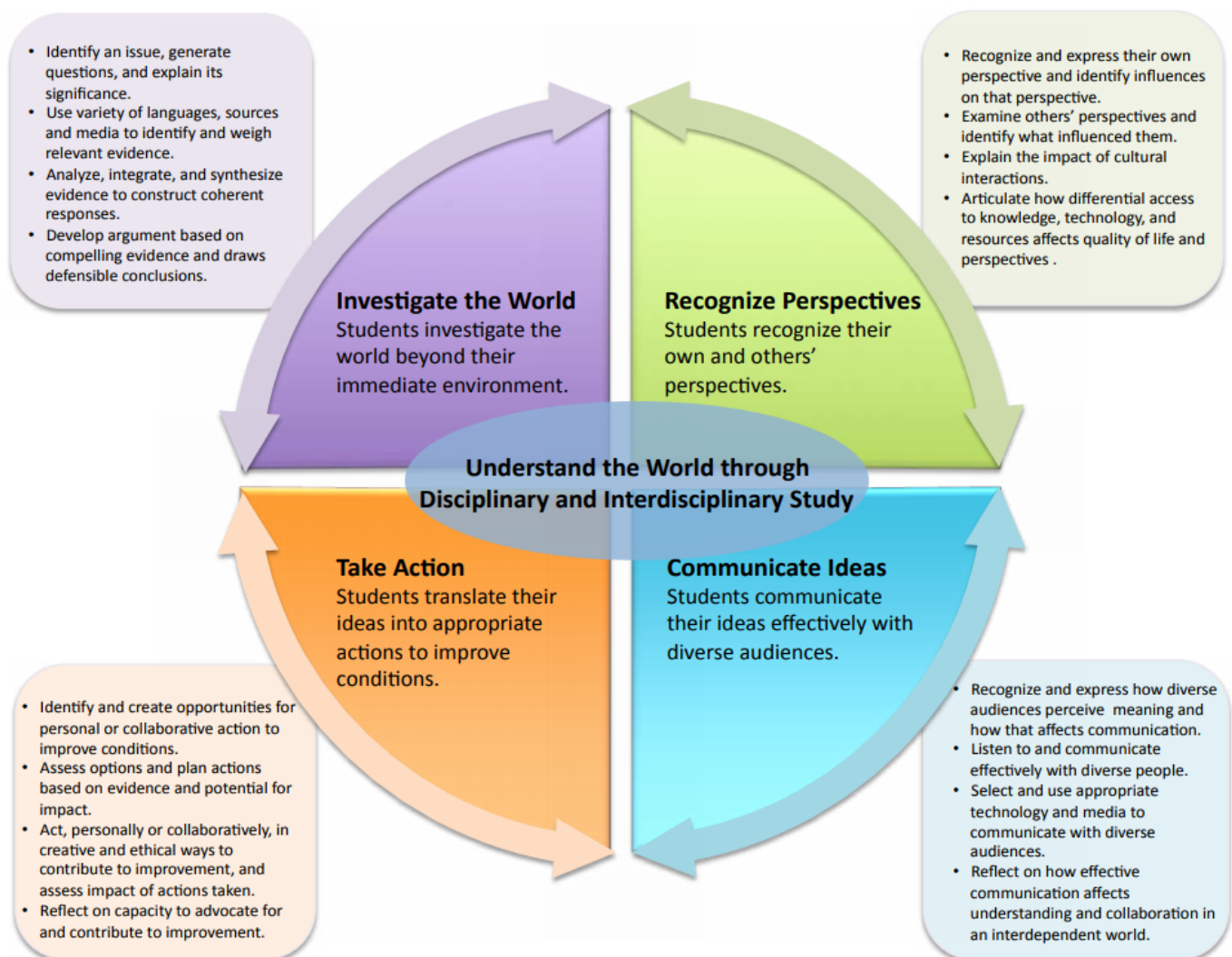
## EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

**“Global competence is the capacity and disposition to understand and act on issues of global significance” (Chapter 2).**

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives**, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



## Learning Objectives (all modules)

1. Students will be able to identify and evaluate the European Union's response to the COVID-19 pandemic. In addition, students will be able to analyze the role of the EU as a supranational organization and its effectiveness at addressing a pandemic affecting its member states.
2. Students will be able to identify and analyze policy responses (political, economic, and social) created by individual nations such as Germany, Spain, Italy, UK, Hungary, and/or Russia. In addition, students will compare policy responses across nations and assess how these nations worked with the EU to address the COVID-19 pandemic.
3. Students will be able to identify and evaluate EU citizens' expectations of government and the role they play in mitigating crisis such as the COVID-19 pandemic. In addition, students may compare these popular expectations with citizen expectations about the role of government in nations outside of Europe (such as the United States).
4. Students will be able to explain and analyze the role of women leaders in the EU COVID-19 response. In addition, students will be able to compare the role of women in EU and national European institutions with other nations outside the region.
5. Students will be able to evaluate the impact of the COVID-19 pandemic on the future of the European Union, including possible political, economic, and social consequences.
6. Students will be able to identify and analyze potential limitations to European solidarity and propose future policy responses to address the impact of future crisis (such as COVID-19).
7. Students will be able to analyze data in their assessment of COVID-19 and its impact on EU member states politically, economically, and socially.
8. Students will be able to identify and evaluate how populist leaders (such as Hungary's Viktor Orbán) have utilized the COVID-19 pandemic to increase political power.

## Guiding Questions (all modules)

1. What strategies has the European Union utilized to address the COVID-19 pandemic? Which of these strategies have been effective and which have encountered challenges in terms of results or implementation?
2. What has been the role of individual EU member states in addressing the COVID-19 pandemic? How have individual member states created their own measures to addressing COVID-19, but also collaborated at the regional level with EU policymakers?
3. How have EU countries addressed testing challenges, rising COVID cases, lockdown procedures, and re-opening measures?
4. To what extent will the EU change (politically, economically, and/or socially) as a result of the COVID-19 pandemic? Will there be limits to European solidarity in the future? Why or why not?
5. How has the EU response (and individual member states) been similar and/or different from the United States?
6. What has been the role of women leaders in addressing COVID-19 within individual member states and across the European Union?
7. How have leaders, such as Hungary's Viktor Orbán, utilized the pandemic to increase political power? Should Europeans be concerned with perceived authoritarian policies connected to the pandemic response? Why or why?
8. What are the popular expectations of government (both at the EU level and within individual member states) by European citizens, especially in the context of addressing the COVID-19 pandemic? Does the role of the EU (and individual member states) in addressing the pandemic match citizen expectations? Are these expectations similar or different across nations, including the United States?
9. How can we utilize and analyze data to better understand the COVID-19 pandemic in the EU and other contexts? What might this data analysis help key stakeholders address global health crisis and its consequences?
10. How has the European Union collaborated with other nations or supranational organizations to address the COVID-19 pandemic?

# Key Terms (all modules)

**Antibodies:** A substance produced by special cells of the body that counteracts the effects of a disease germ or its poisons.

**Brexit:** The withdrawal of the United Kingdom from the European Union.

**Contact Tracing:** The process of identification of persons who may have come into contact with an infected person and subsequent collection of further information about these contacts.

**COVID-19:** COVID-19, also called coronavirus disease 2019, is the respiratory disease caused by SARS-CoV-2, the technical name for the new coronavirus. COVID-19 is part of a family of coronavirus diseases that include the common cold, SARS, and MERS.

**Epidemiology:** The branch of medicine which deals with the incidence, distribution, and possible control of diseases and other factors relating to health.

**Essential Workers:** Those who conduct a range of operations and services that are typically essential to continue critical infrastructure operations. Critical infrastructure is a large, umbrella term encompassing sectors from energy to defense to agriculture.

**Eurobond:** A debt instrument that's denominated in a currency other than the home currency of the country or market in which it is issued. Eurobonds are frequently grouped together by the currency in which they are denominated, such as eurodollar or Euro-yen bonds.

**European Green Deal:** A set of policy initiatives by the European Commission with the overarching aim of making Europe climate neutral in 2050.

**European Union:** An economic and political association of European countries as a unit with internal free trade and common external tariffs.

**Eurozone:** The group of European Union nations whose national currency is the euro.

**Flattening the Curve:** When viewed on a graph, a sudden surge in people getting sick with COVID-19 over a very short period (within a few days) can look like a tall, narrow curve, similar to a spike. The United States and countries around the world want to "flatten the curve" if possible, meaning that a smaller number of people are sick with coronavirus at any one time.

**Healthcare:** The organized provision of medical care to individuals or a community.

**Herd Immunity:** A form of indirect protection from infectious disease that occurs when a sufficient percentage of a population has become immune to an infection, whether through vaccination or previous infections, thereby reducing the likelihood of infection for individuals who lack immunity.



# Key Terms (all modules)

**Immunocompromised:** People who are immunocompromised have a weakened immune system, meaning their white-blood-cell counts are low or they have other conditions that make it harder to fight off infections and diseases.

**Isolation/Quarantine:** If a person has a confirmed case of coronavirus, they are instructed to practice isolation, which may be at home or in the hospital, depending on how sick the person is. It's meant to keep sick people from infecting other people by keeping them away from everyone.

**Multilateral Organizations:** Organizations formed between three or more nations to work on issues that relate to all of the countries in the organization.

**Pandemic:** A pandemic is the global outbreak of a disease; pandemics are usually classified as epidemics first, which is when a disease is spreading rapidly in a particular area or region.

**PPE (Personal Protective Equipment):** Protective clothing, helmets, goggles, or other garments or equipment designed to protect the wearer's body from injury or infection.

**Social Distancing:** Physical distancing, commonly referred to as social distancing, is the deliberate increase of physical space between people to keep them from spreading illness. Experts recommend staying at least six feet away from other people to reduce your risk of catching the coronavirus.

**Stimulus:** In economics, stimulus refers to attempts to use monetary or fiscal policy to stimulate the economy. Stimulus can also refer to monetary policies like lowering interest rates and quantitative easing.

**World Health Organization:** An agency of the United Nations, established in 1948 to promote health and control communicable diseases.

**Vaccine:** A biological preparation that provides active acquired immunity to a particular infectious disease.

## A Note on Articles and Paywalls

Some of the resources found within this packet require a subscription or other payment in order to be viewed. If you do not have free access to these resources through your home institution, you may be able to access them through the University of Washington's borrowing program for educators. To find out how to utilize this program, please follow the link below:

<http://www.lib.washington.edu/services/borrow/card/eligible>

# About the Speakers



**Dr. Joyce Mushaben – Women Leaders in the European COVID-19 Response**

*Joyce Marie Mushaben* (PRONOUNCE: MUS (like bus) – HAY (what horses eat)– BEN (big clock in London) received her Ph. D. from Indiana University in 1981. She recently retired as a Curators' Distinguished Professor of Comparative Politics at the University of Missouri-St. Louis, where she also served as Director of the Institute for Women's & Gender Studies (2002-2005). She is now an Affiliated Faculty member in the BMW Center for German & European Studies at Georgetown University and works with Gender5 Plus, an EU feminist think-tank.

Having spent over 18 years living/researching in Germany, her early work focused on new social movements (peace, ecology, feminism, anti-nuclear protests and neo-Nazi activism), German national identity and generational change. She then moved on to European Union developments, citizenship and migration policies, women's leadership, Euro-Islam debates and comparative welfare state reforms.

She also taught as a Visiting Professor at the Ohio State University and Washington University, as a Senior Fulbright Lecturer in Erfurt, and a Visiting Professor at universities in Stuttgart, Frankfurt/Main, Tübingen and Berlin. She has guest lectured at more than 35 institutions of higher learning, including Harvard, Cornell, Georgetown, Carnegie Mellon, the University of Washington, Berlin's Free University, the Humboldt University, the College of Europe, *Science Po*, and the London School of Economics.

Her honors include: the UM-St. Louis *Trailblazer Award* (1999) for advancing women's rights, the Chancellor's Award for Excellence in Research Creativity (2007) and the Missouri Governor's Award for Teaching Excellence (2012). That year she also became only the fifth woman (among 40 men) in the College of Arts & Sciences to be designated a Curators' Distinguished Research Professor. In 2016 she was named the College of Arts & Sciences first interdisciplinary Professor of Global Studies. She is commonly known as "Dr. J."

**Ryan Hauck – Workshop Facilitator**



Ryan Hauck teaches AP Comparative Government & Politics, Psychology, and World History at Glacier Peak High School in Snohomish, WA. Passionate about international education, Ryan is also the Director of the Global Classroom Program at the Seattle World Affairs Council. In this role, Ryan creates and manages global education resources and opportunities to empower teachers and students to become globally competent. Ryan completed his master's degree in Globalization and Educational Change from Lehigh's Comparative & International Education Department. In this program, Ryan worked with classmates to enhance teacher training and student learning in Cambodia. In addition, Ryan worked on a library project in the Niger Delta region of Nigeria with a local NGO and returned to the area 6 times to develop and implement educational initiatives.

Most recently, Ryan participated in the U.S. State Department's (*cont. on next page*)

## **About the Speakers (cont.)**

Fulbright Teachers for Global Classroom Program to Senegal (2016), Transatlantic Outreach Program (TOP) to Germany (2017), and National Consortium for Teaching about Asia (NCTA) to Taiwan. When Ryan isn't teaching or traveling, he's attending his nephew's baseball games, rooting for his hometown Seahawks, and enjoying the mountains and water of the Pacific Northwest.

**Dr. Mushaben's lecture was recorded and is available on Soundcloud and iTunes. Find it [HERE](#).**

# Women Leaders in the European COVID Response

## What Can We Learn from Women Leaders During the Crisis

**Gender Expert on Why Women Leaders are Doing A Good Job in Response to Covid-19 Crisis Video—May 7, 2020**

<https://www.bloomberg.com/news/videos/2020-05-07/why-women-leaders-are-doing-a-good-job-in-response-to-covid-19-crisis-video>

Gender expert Avivah Wittenberg-Cox identified the motivation behind the women leaders saying they shared truth with complete clarity, decisiveness, the use of technology, and love. These traits exemplify good leadership and highlight a long-term trend.

**Will the Pandemic Reshape Notions of Female Leadership? - June 26, 2020**

<https://hbr.org/2020/06/will-the-pandemic-reshape-notions-of-female-leadership>

With the stellar performance exhibited by female leaders in the face of the Pandemic, the question can be raised on whether this will be a continued trend. The data has some limitations as there are not enough women running countries to legitimately examine gender effects. Other limitations include conflating factors, the issue of assuming causality, and selection bias. Regardless of the evidence, a small number of female leaders have emerged and shown true leadership whilst being applauded for it.

**Female Leadership During COVID-19: What Can We Learn? - June 19, 2020**

<https://www.businessbecause.com/news/insights/7028/learn-female-leadership-covid-19>

There have been fewer cases in countries led by women, raising the question of whether gender plays a role in leadership style. While it is difficult to draw concrete conclusions to obvious limitations, research suggests that women in leadership tend to display more empathy, and be more self-directed than their male counterparts. They also tend to be less risk-averse than men. These qualities serve leaders well in an emergency as displayed by leaders' actions in the Covid-19 Pandemic. New Zealand's Prime Minister, Jacinda Ardern combined empathy with quick action to contain the virus. Chancellor Angela Merkel and Iceland's Katrín Jakobsdóttir led a similar decisive response.

**Why Are Women-Led Nations Doing Better With Covid-19? - May 18, 2020**

<https://www.nytimes.com/2020/05/15/world/coronavirus-women-leaders.html>

Some lessons can be drawn from the low cases exhibited by women-led nations. One lesson is the importance of having diverse perspectives as Having a female leader is one signal that people of diverse backgrounds are able to present their perspectives on how to best combat the crisis. However, it is important to note that gender effects may be muffled by political partisanship according to emerging research. Perceptions on gender traits further does not evade their ties to leadership as traditionally masculine traits are associated with effective leadership.

**The Pandemic Has Revealed the Weakness of Strongmen—May 6, 2020**

<https://www.theatlantic.com/international/archive/2020/05/new-zealand-germany-women-leadership-strongmen-coronavirus/611161/>

This article suggests that the assumption that female leaders fare better because of their gender can potentially harm women's progress in politics. The true argument should be that strongmen are just doing worse. It delves into different explanations behind the disparity with the final explanation that women find gaining power easier in "a political culture in which there's relative support and trust in the government".

# Iceland

## How Iceland Beat the Coronavirus—June 1, 2020

<https://www.newyorker.com/magazine/2020/06/08/how-iceland-beat-the-coronavirus>

Iceland never imposed a lockdown, and yet it managed to flatten the curve with almost no one left to track by mid-May. This article written perspectives shared by a staff-writer on how Iceland managed to effectively lower the number of cases.

## Iceland Now Feels Like the Coronavirus Never Happened—June 19, 2020

<https://edition.cnn.com/travel/article/iceland-reopens-coronavirus/index.html>

Iceland can owe its early reopening to its rigorous regime of tracking and tracing that more or less eliminated the virus. It has been so efficient that it can boast one of the lowest virus death rates in the world.

## Iceland's Aggressive COVID-19 Testing Helped Curb Outbreak—April 16, 2020

<https://www.genengnews.com/news/icelands-aggressive-covid-19-testing-helped-curb-outbreak/>

"The methods that we have used in Iceland, to test widely, to sequence the virus from everyone infected, to bring about this kind of control... these are all methods that we learned from the Americans." said Kári Stefánsson, MD, Dr. Med., the co-founder, president, and CEO of deCODE genetics—a population genetics powerhouse.

## Katrín Jakobsdóttir Highlights COVID-19 Gender Equality Concerns—April 22, 2020

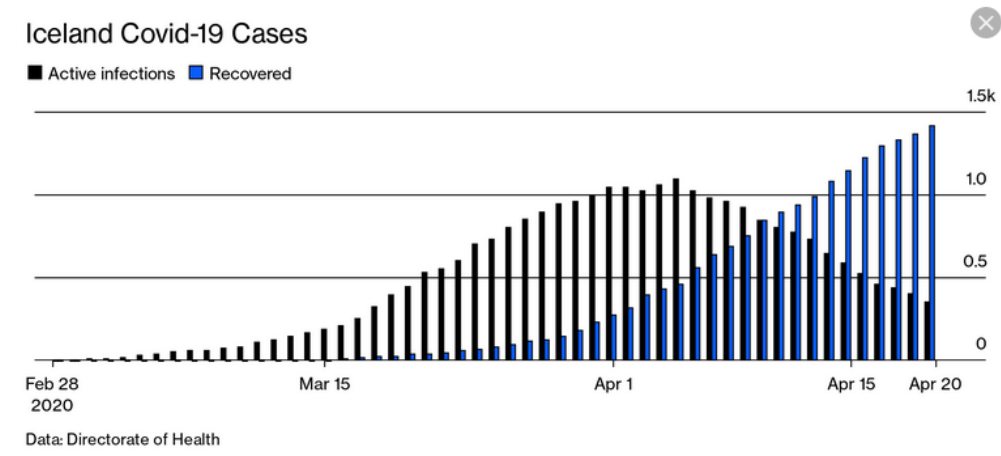
<https://grapevine.is/news/2020/04/22/katrin-jakobsdottir-highlights-covid-19-gender-equality-concerns/>

A UN conference on the impact of COVID-19 on gender equality and the status of women, Icelandic Prime Minister, Katrín Jakobsdóttir highlighted the increased risk of domestic violence, the pivotal role women play in the healthcare system and the additional economic and social pressures women are facing during the pandemic.

## Iceland's Prime Minister Katrín Jakobsdóttir's Key to Leading Through Coronavirus: 'Put Your Ego as a Politician Aside' - May 21, 2020

<https://time.com/5838375/katrin-jakobsdottir-time-100-talks-iceland/>

Iceland's prime minister, Katrín Jakobsdóttir, explains that humility and listening to science have been the key to leading her country through the coronavirus crisis. "Being ready to admit that we are all learning by doing, and probably will make mistakes. That has been the biggest issue of leadership, and maybe that comes easier to women than men." she said.



# Germany

## Emerging COVID-19 Success Story: Germany's Strong Enabling Environment - June 30, 2020

<https://ourworldindata.org/covid-exemplar-germany>

This guest post reveals Germany's strong environment that contributed to its prognosis in responding to the COVID-19 outbreak. Its protocols included early establishment of testing capacities, high levels of testing, an effective containment strategy among older people, and treatment.

## How Germany Contained the Coronavirus - May 23, 2020

<https://www.weforum.org/agenda/2020/05/how-germany-contained-the-coronavirus/>

This article lists three main reasons for Germany's success at curbing the virus. First, the German health-care system was in good shape going into the crisis; everyone has had full access to medical care. Second, Germany had time to prepare for the virus as it was not the first country hit. Third, Germany developed the first rapid COVID-19 test.

## How Angela Merkel Went From Lame Duck to Global Leader on Coronavirus - May 7, 2020

<https://edition.cnn.com/2020/05/07/europe/angela-merkel-coronavirus-legacy-grm-intl/index.html>

Angela Merkel's leadership was questioned in the beginning of the year following backlash against her "open door" refugee policy, but her approach of handling the coronavirus pandemic revived her leadership worldwide. She was able to grasp the gravity of the situation at an early stage while offering a dose of compassion.

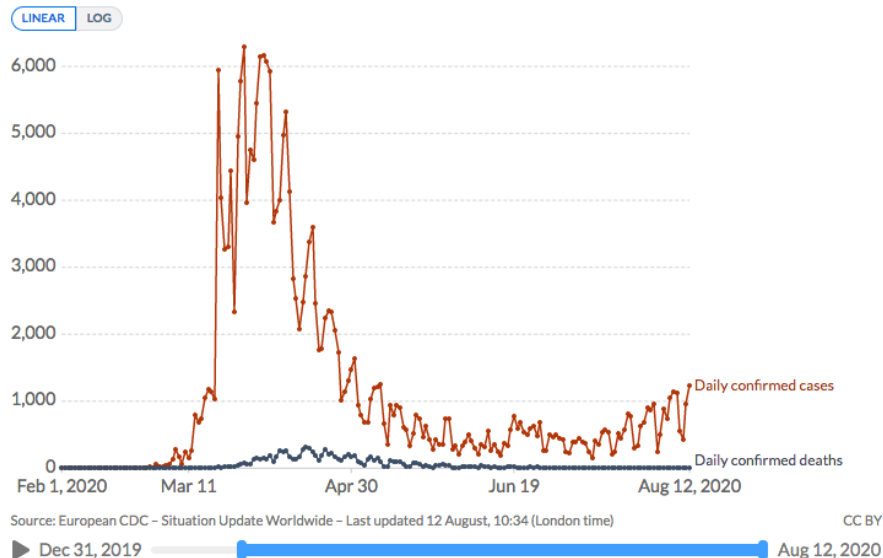
## The Secret to Germany's COVID-19 Success: Angela Merkel is a Scientist - April 20, 2020

<https://www.theatlantic.com/international/archive/2020/04/angela-merkel-germany-coronavirus-pandemic/610225/>

Germany's performance in combating the outbreak is at least partially attributable to Chancellor Merkel's leadership. This begins from Merkel's early days as a research scientist. In her quest for social and economic stability during this outbreak, Merkel enjoys several advantages: a well-respected, coordinated system of scientific and medical expertise distributed across Germany, the hard-earned trust of the public, and the undeniable fact that steady and sensible leadership is suddenly back in style.

### Daily confirmed COVID-19 cases and deaths, Germany

The confirmed counts shown here are lower than the total counts. The main reason for this is limited testing and challenges in the attribution of the cause of death.



# Denmark

## **First to Close — First to Reopen: Denmark’s Gain From Virus Response | Free to Read - May 27, 2020**

<https://www.ft.com/content/ca2f127e-698a-4274-917f-cbe2231a08d7>

Denmark’s early response to Covid-19 seems to have paid off as it has become the first nation to reopen primary schools. In order to minimize a second wave of infections, it plans on ramping up testing facilities.

## **Europe Versus Coronavirus - Putting the Danish Model to the Test - May 12, 2020**

<https://www.institutmontaigne.org/en/blog/europe-versus-coronavirus-putting-danish-model-test>

This indicates a timeline of Denmark’s response to Covid-19 starting with its first case on February 17th and ending on May 10th which is the scheduled day for the reopening of middle schools, high schools, restaurants and bars.

## **Denmark Says Coronavirus Spread has not Accelerated Since Reopening Began - April 30, 2020**

<https://www.reuters.com/article/us-health-coronavirus-denmark/denmark-says-coronavirus-spread-has-not-accelerated-since-reopening-began-idUSKBN22C2EU>

The nordic country announced no acceleration of cases since reopening in mid-April. They added that there is no indication that they will be entering another wave of infections.

## **The Covid-19 Pandemic in Denmark: Big Lessons From a Small Country - June, 2020**

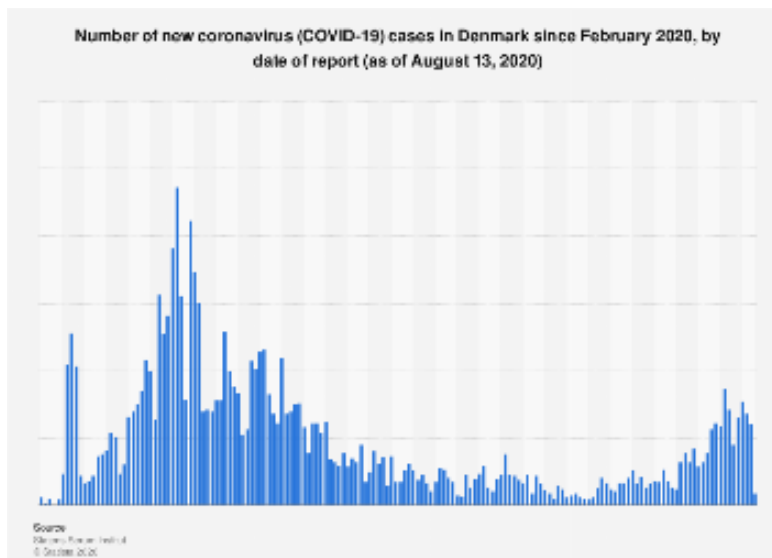
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7217796/>

This delves into the factors behind Denmark’s success in combating Covid-19. It mentions the Danish healthcare system as a contributing factor to its preparation for treating admitted patients. It also mentions Danish social heritage and tradition as a contributing factor where citizens obeyed the rules following the announcements.

## **Mette Frederiksen Shows a Steady Hand Guiding her Country Through the Crisis - June 14, 2020**

<http://cphpost.dk/?p=114759>

PM Mette Frederiksen and her government have been credited with the great turnaround seen in Denmark. Frederiksen was quick to lock down the country and had a down-to-earth approach with citizens. The Danes have been admirable of their country’s response despite some flaws according to a new poll.



# Curriculum Resources (all modules)

## **Coronavirus Lesson Plans and Resources**

<https://sharemylesson.com/collections/coronavirus>

Sample lesson Plans discussing Coronavirus and other infectious diseases.

## **COVID-19, Coronavirus, and Pandemics**

<https://www.nctm.org/Coronavirus-and-Pandemics-Math-Resources/>

A developing set of resources for teachers and the community for all age groups to teach about the COVID-19 pandemic through math.

## **Teaching Our World: The Coronavirus**

<https://classroommagazines.scholastic.com/support/coronavirus.html>

Resources to teach young learners about what germs are and how they spread. There are also links to other organizations with their own listed tools and resources.

## **Pandemic Lesson Plan**

<https://www.aidr.org.au/media/5273/aidr-pandemic-lesson-plan.pdf>

The pandemic lesson plan provides teachers and students with an opportunity to investigate pandemics through individual classroom activities

## **Student Journal Assignment During Covid-19 Pandemic**

[https://docs.google.com/document/d/116FGQAow7uAbu1vJLAX2jnHeWljyrMoGvH4h1tRH7uA/edit?fbclid=IwARoHdX3G\\_stpH4ncvsoROAhmYd8gpaXSdvkD5aykmczYvJ55MX2dy7mpDXQ](https://docs.google.com/document/d/116FGQAow7uAbu1vJLAX2jnHeWljyrMoGvH4h1tRH7uA/edit?fbclid=IwARoHdX3G_stpH4ncvsoROAhmYd8gpaXSdvkD5aykmczYvJ55MX2dy7mpDXQ)

**Note:** This assignment was created for a high school history class, but it could be used across content areas and adapted across grade levels. We hope you are inspired to make a copy and revise it for your context.

## **Lesson Plan—(Password to access= “fruitfly”)**

<https://www.scienceandmathwithmrsLau.com/free-resource-library/>

In her molecular genetics class, Ronstadt plans to introduce a lesson by the popular curriculum developer Bethany Lau that looks at how the virus replicates and dives into the viral RNA genome. (The lesson is being offered by Lau for free; the password to access it is “fruitfly.”)

## **Coronavirus Worksheets**

<https://www.teacherspayteachers.com/Browse/Search:coronavirus/>

## **COVID-19, Coronavirus, and Pandemics – Math Resources: Teaching and Using Mathematics to Understand our World**

<https://www.nctm.org/Coronavirus-and-Pandemics-Math-Resources/>

A developing set of resources for teachers and the community to teach through the mathematics associated with the COVID-19 pandemic and learn math. Discussion also in the MyNCTM community.

## **Epidemiology: Solve the Outbreak**

<https://www.common sense.org/education/lesson-plans/epidemiology-solve-the-outbreak>

This is a middle school science lesson for students on the field of epidemiology and the dissemination of diseases.



# Curriculum Resources (all modules)

## **How to Talk to Your Kids About Coronavirus**

<https://www.meetthehelpers.org/meet-the-helpers-coronavirus/>

How to Talk to Your Kids About Coronavirus

## **G3-4 - Google Doc**

<https://drive.google.com/drive/folders/1nXPsuaz3ghXfTY1ZPuJk1SoVkYAtmEIRg>

A document for teachers to access and teach grades 3-4

## **G5-6 - Googledoc**

[https://drive.google.com/drive/folders/1\\_7lW\\_rDHjKmjeWZMOJ4qF83ZwTP8ub1S](https://drive.google.com/drive/folders/1_7lW_rDHjKmjeWZMOJ4qF83ZwTP8ub1S)

This document includes quizzes and a class sheet to teach about the pandemic for grades 5-6.

## **What is a Pandemic?**

<https://www.teacherspayteachers.com/Product/What-is-a-Pandemic-Freebie-5331387>

For Kindergartners, 1st, 2nd, and 3rd graders. Free ebook (20 pages) on What is a Pandemic?

## **As Coronavirus Spreads, Racism And Xenophobia Are Too**

<https://www.npr.org/2020/03/09/813700167/as-coronavirus-spreads-racism-and-xenophobia-are-too>

As Coronavirus Spreads, Racism And Xenophobia Are Too - 13 minute listen for kids.

## **Coronavirus Syllabus - File of Resources**

[https://docs.google.com/document/d/1dTkJmhWQ8NcxhmjeLp6ybT1\\_YOPhFLx9hZ43j1S7DjE/edit](https://docs.google.com/document/d/1dTkJmhWQ8NcxhmjeLp6ybT1_YOPhFLx9hZ43j1S7DjE/edit)

An open access crowdsourced cross-disciplinary resource since 12 March 2020 with articles, books, videos, syllabi, teaching resources, and more.

## **Pandemic: A Lesson Plan**

<https://www.mathalicious.com/lessons/pandemic>

In this lesson, students use exponential growth and logarithms to model how a virus spreads through a population and evaluate how various factors influence the speed and scope of an outbreak.

## **The Flu in Context: Epidemics, Vaccines and Prevention**

[https://www.educationworld.com/a\\_lesson/flu-epidemics-vaccines-science.shtml](https://www.educationworld.com/a_lesson/flu-epidemics-vaccines-science.shtml)

For grades 5-12, students learn about epidemics and pandemics, as well as vaccines and other precautions that can help prevent infections such as influenza.

## **Best Instructional Videos: Pandemics Through the Years**

[https://www.educationworld.com/a\\_lesson/best-instructional-videos-pandemic-plague.shtml](https://www.educationworld.com/a_lesson/best-instructional-videos-pandemic-plague.shtml)

This video lists three videos with links on smallpox, the black death, and the Spanish Flu.

## **Pandemic & Epidemic Lesson Plan**

<https://study.com/academy/lesson/pandemic-epidemic-lesson-plan.html>

To unlock this lesson you must be a Study.com Member. This lesson plan familiarizes students with past and present pandemics and epidemics through a video and a text lesson.

# Curriculum Resources (all modules)

## **Viruses and Outbreaks**

<https://www.discoveryeducation.com/corona-virus/>

Discovery Education has created a special channel within Discovery Education Experience—the Viruses and Outbreak Channel—featuring digital content that helps educators discuss the Coronavirus outbreak with students.

## **From My Window: Children at home during COVID-19**

<https://issuu.com/unpublications/docs/from-my-window>

This United Nations book for young readers looks at the lives of housebound children during the coronavirus epidemic.

## **Comic Series: Baffled Bunny & Curious Cat**

<https://sph.nus.edu.sg/covid-19/public-education/>

In the midst of the 2019 novel coronavirus outbreak, Baffled Bunny and Curious Cat seek advice and clarification from Doctor Duck in this comic series.

## **A Comic Strip On Coronavirus For Kids – Kids, Vaayu & Corona: Who Wins The Fight?**

<https://countercurrents.org/2020/03/a-comic-strip-on-coronavirus-for-kids-kids-vaayu-corona-who-wins-the-fight/>

A comic strip on coronavirus for kids.

## **My Hero is You: Story Book for Children**

<https://interagencystandingcommittee.org/system/files/2020-04/My%20Hero%20is%20You%2C%20Storybook%20for%20Children%20on%20COVID-19.pdf>

This is a story developed for and by children around the world.

## **Oaky and the Virus**

<https://www.oaky.co.za/>

Free Download picture book for children in many languages.

## **Explaining Covid-19 to Kids**

<https://sacoronavirus.co.za/category/explaining-covid-19-to-kids/>

Explaining covid 19 to kids through these short cartoon videos

## **Just For Kids: A Comic Exploring The New Coronavirus**

<https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus>

This comic explaining the coronavirus is also available in chinese and Spanish

## **Coronavirus: A Book for Children**

<https://nosycrow.com/blog/released-today-free-information-book-explaining-coronavirus-children-illustrated-gruffalo-illustrator-axel-scheffler/>

free audio edition of the book, read by Hugh Bonneville.

# Curriculum Resources (all modules)

## **Covid-19 Comics**

<https://www.graphicmedicine.org/covid-19-comics/>

Graphics/comics tailored towards adults

## **The Class That Can: Coronavirus**

<https://www.citizensofcan.com/>

This book will teach children in grades K-4 about coronavirus and what they can do to stay safe.

## **A kids book about COVID-19**

<https://akidsbookabout.com/pages/covid-19>

English, Spanish, and Printable versions available for kids to learn more about covid-19.

## **Film - The Seventh Seal (1957) - \*one resource says 14+**

<https://www.criterion.com/films/173-the-seventh-seal>

About: Returning exhausted from the Crusades to find medieval Sweden gripped by the Plague, a knight (Max von Sydow) suddenly comes face-to-face with the hooded figure of Death, and challenges him to a game of chess.

