



OVERVIEW

Objects from the box are divided into groups based on the disease they represent. Each ‘disease’ is placed at a different spot in the classroom and students are broken into 4 groups. In round robin formation each group spends 5 minutes with the objects exploring together to infer what disease the objects represent and if they know what the objects are. As a class the teacher reveals what each disease is.



Look for THIS COLOUR on the labels of the objects and archives in the box. They will be used in this activity.

SUPPLIES, EQUIPMENT & RESOURCES

We Supply

- Images marked with a BLUE icon on the label from the felt folder titled RCPE ARCHIVE. See below for a complete list
- Objects from the box marked with a BLUE icon on their individual interpretation panels. See below for a complete list
- The folder titled “Activity One” found in the felt folder titled RCPE ACTIVITIES

We Will Ask You To:

- Have a timer
- Supply pencils
- Print off the worksheet provided in the activities folder.

From the Felt Folder Labeled as ARCHIVES

All of the prints and illustrations will be used in this activity. They should be grouped together by station. Each label will indicate whether the archive is a part of Station A, B, C, or D.

From the Box

All of the objects will be used in this activity. They should be grouped together by station. Each label will indicate whether the object is a part of Station A, B, C, or D.

BEFORE CLASS

1. Print activity 1 worksheet for each student.
2. Clear four workstations in the classroom and label each workstation according to station letters. There are four stations total; "Station A," "Station B," "Station C," "Station D." At each workstation group objects that share the same letter e.g. all Station A objects at the A station, etc. DO NOT put out the information cards for the objects.
3. Make sure there is enough space around each workstation and that it is free of obstacles for groups to rotate from workstation to workstation.

INTRODUCTION AND INSTRUCTION

Note - don't tell the student's what station represents which disease.

4. Divide the class into four groups.
5. Assign each group a workstation, bringing with them only pencils and their worksheets.

SHARING AND DOING

6. Set a timer for 5 minutes. Students may require less time.
7. While the timer counts down the groups are allowed to explore the objects at their workstations. Touching is encouraged.
8. Groups should write down what they think each object is and what disease they think the objects are associated with.
9. When the 5 minutes are over the groups have to place all objects back in the middle of the table and move to the next workstation.
10. A 5 minute timer is set again, students repeating previous steps at the new workstation until each group has visited every workstation.

RESULTS, REVIEWING & REFLECTING

11. Once the class has visited each station go over each station so students learn which disease they will be learning more about. Here are a few suggested methods.

- Each group presents the workstation they're at and the teacher opens it up to the room to see if everyone agrees with that group's conclusions.
- The teacher goes from workstation to workstation and surveys class for ideas on what each station could be.
- Groups pair off to confer on what each station is for 5 minutes then open it up to a full class discussion.

TEACHER KEY

STATION A IS: *The PLAGUE*

STATION B IS: *CHOLERA*

STATION C IS: *COVID-19*

STATION D IS: *SMALLPOX*

POTENTIAL ASSESSMENT STRATEGIES

PRE ASSESS: In the beginning states of an emerging infectious disease, there are a lot of questions to answer. How severe is the disease? How does it spread? How fast does it spread? If you were an epidemiologist what would you be willing to do/try to start answering these key questions?

POST ASSESS: What is the importance of public cooperation when surviving an infectious disease? What happens to communities when people don't pull together?

A NOTE REGARDING STUDENTS WITH PROTECTED CHARACTERISTICS

It is ideal to have students work in small groups, but if student(s) experience overstimulation, the student(s) can work silently and independently.

There are some stations where there are strong smelling objects. You could either remove the objects (the heather, juniper berries and the rosemary) from the activity altogether or you can instruct student(s) to not open the bottles.

OBJECTIVES and STANDARDS

- Students will pair and share their conclusions with another student, focusing on communication skills. More specifically, “listening to the input of someone else”
- Students should enhance their interpersonal skills, listening and responding accordingly.

LIT 3-07a - “I can show my understanding of what I listen to or watch...”

- Responses to infectious diseases have varied over the centuries. As a new disease emerges, the relevant science adapts in order to survive the epidemic.

SOC 3-14a - “I can use a range of maps and geographical information systems to gather, interpret, and present conclusions...”

LIT 3-06a - “I can independently select ideas and relevant information for different purposes...”

THANK YOU and CONTACT INFORMATION

Thank you for trying our box and our activities! We appreciate how hard teachers work and hope that these objects and activities have been a delight for you and your students.

If you have any comments or questions please reach out at:

museum@rcpe.ac.uk

0131 225 7324

We would love to hear about your experiences. If you have a moment, consider giving us some quick feedback. It will help us make better tools for you and your students.