



## OVERVIEW

This full-class game highlights the effect of spreading infectious diseases through a population and demonstrates how fast disease can spread. It will also demonstrate how populations can help slow the spread of infectious diseases.

## From the felt folder labeled as ARCHIVES

All papers in the RCPE ARCHIVES felt folder are useful for reference. They are not directly associated with the activity, but can be referenced as examples of objects and archives that provide perspective on the four epidemics featured in the box.

## SUPPLIES, EQUIPMENT & RESOURCES

### **We Supply**

- Images marked with a PURPLE icon on the label from the felt folder titled RCPE ARCHIVE. See below for a complete list
- Objects from the box marked with a PURPLE icon on their individual interpretation panels. See below for a complete list
- The deck of cards in a tin with the Museum in a Box Logo. The tin is located in the inside lid of the box.

### **We Will Ask You To:**

- Provide a timer

## From The Box

All objects in the box are useful for reference. They are not directly associated with the activity, but can be referenced as examples of objects and archives that provide perspective on the four epidemics featured in the box.



**Look for THIS COLOUR on the labels of the objects and archives in the box.**

**They will be used in this activity.**

**THERE ARE TWO WAYS TO PERFORM THIS ACTIVITY, DEPENDING ON WHETHER IT IS SAFE TO HAVE STUDENTS TOUCH HANDS**

**Format 1:** Some students are secretly designated as having a disease. One student is a doctor, the rest are a healthy population. Everyone goes around shaking hands. If you feel three distinct taps on your hand by the other person's thumb that means you have now "caught" the disease. If the other person squeezes your hand, you are cured. If you get the disease three times you are "too sick" and have to sit out.

*Alternatively if the class prefers not to touch*

**Format 2:** Students are given a card. A majority of the cards have 2 sides: Healthy vs Sick. A few cards are only sick. A few cards are doctors. Students go around flipping cards at each other. If you flip cards with someone who shows a sick card you must flip sick in all your following exchanges unless you meet a doctor and they flip cured for you. Doctors can still catch the disease. Alternative cards can be added in to slow down the spread of disease. E.g. Some students wear masks, therefore they require multiple sick cards to get ill.

**BEFORE CLASS**

1. Clear a large space in the classroom where all the students can walk around each other.
2. Arrange the items and archives around the room so students look at the various ways physicians have tried to stop the spread of epidemics.
3. Select 1 card for each student from the pack, making sure there is at least 1 doctor and 1 disease.
4. Try to allocate class time for students to look at the objects and archives and read the corresponding information cards provided.



## **INTRODUCTION AND INSTRUCTION** *(READ THIS ALOUD TO STUDENTS)*

The aim of this activity is to demonstrate how fast disease can spread and how populations can help slow the spread of disease. You will each be given a card. At least one of you will be given an infectious disease card and a doctor card. The majority of you will be given a card that reads healthy on one side and sick on the other. You will move from person to person randomly, showing each person your HEALTHY card. You will show the HEALTHY side of your card, unless you meet the INFECTIOUS DISEASE or a SICK card. After any encounter with an INFECTIOUS DISEASE or a SICK card you must show the SICK side of your card in every following interaction. If you are chosen as a doctor then you show the DOCTOR card in every interaction, unless you meet the INFECTIOUS DISEASE, where you must then turn the card over to SICK. If doctors meet SICK people, SICK people will revert back to healthy. You will play until everyone in the group has the INFECTIOUS DISEASE.

## **SHARING AND DOING**

1. Pass out 1 card to each student, make sure they don't share which card they have.
2. Click start on the stopwatch. Tell students to begin mingling and allow time for them to pair off.
3. Once all of the students are paired off tell them to show their cards.
4. Anyone who paired with someone with a disease card must now flip their card to sick when they pair off.
5. If someone is already sick is paired with another "disease" card, they must sit out.
6. Play through until everyone is infectious or the disease has been controlled.
7. Play multiple times with different additions and compare the times it takes to spread the disease.

## **RESULTS, REVIEWING & REFLECTING**

8. Display the different times it took to spread the disease.
9. Either in groups or as a class reflect on what impacted the times.
10. Allow students to peruse the objects and archives to see how past communities tried to stop the spread of infectious diseases.

## TEACHER KEY

There are 50 cards in the game deck.

- 30 cards labelled healthy on one side, sick on the other
- 10 cards labelled healthy (with a mask) on one side and sick on the other
- 5 cards labelled healthy social distance on one side and sick on the other
- 3 cards labelled doctor on one side and sick on the other
- 2 cards labelled infectious disease on both sides

### **Flip combinations:**

If you are a healthy player:

Healthy Vs Sick or Infectious Disease = Sick

Healthy vs Healthy (any version) = Healthy

Healthy vs Doctor = Healthy

If you are a sick player:

Sick Vs Sick = Sick

Sick vs Infectious disease = sit out

Sick vs Healthy (any version) = sick

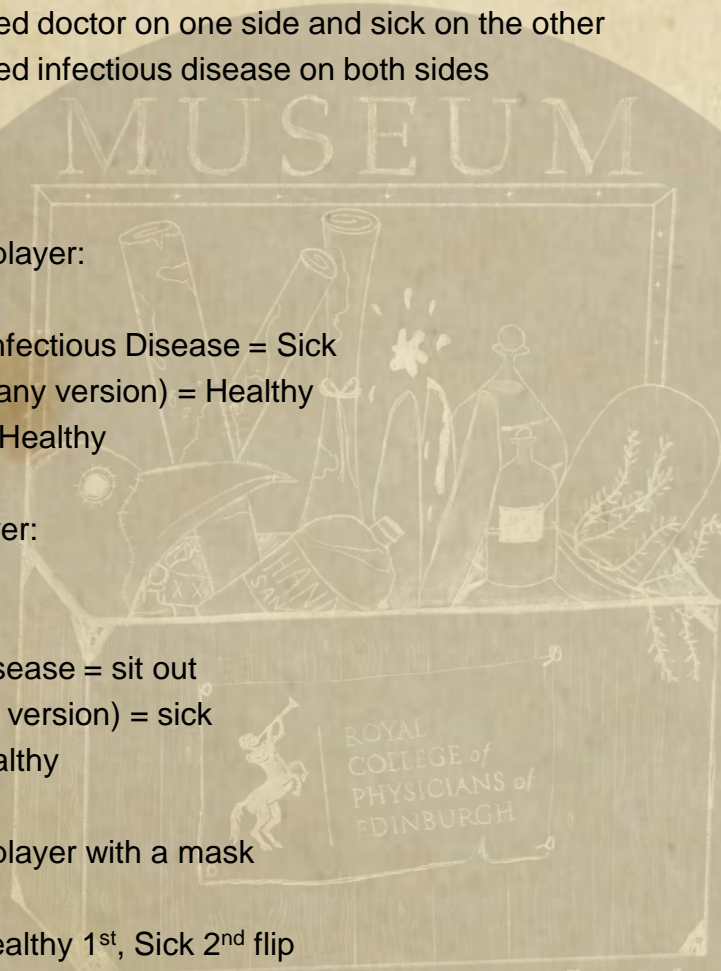
Sick vs Doctor = Healthy

If you are a healthy player with a mask

Healthy vs Sick = Healthy 1<sup>st</sup>, Sick 2<sup>nd</sup> flip

Healthy vs Infectious Disease = Sick

Healthy vs Doctor = Healthy





## TEACHER KEY

	Healthy	Healthy w/ Mask	Healthy Social Distance	Sick	Doctor	Infectious Disease
Healthy	Healthy	Healthy	Healthy	Sick	Healthy	Sick
Healthy w/ Mask	Healthy	Healthy	Healthy	Healthy (only first first flip, sick ever subsequent match)	Healthy	Sick
Healthy Social Distance	Healthy	Healthy	Healthy	Healthy (only first two flips, sick ever subsequent match)	Healthy	sick
Sick	Sick	Healthy (only first first flip, sick ever subsequent match)	Healthy (only first two flips, sick ever subsequent match)	Sick	Healthy	Sit out
Doctor	Healthy	Healthy	Healthy	Healthy	n/a	Sick
Infectious Disease	Sick	Sick	Sick	Sit out	Sick	n/a

## THANK YOUS 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](mailto: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.

## A NOTE REGARDING STUDENTS WITH PROTECTED CHARACTERISTICS

If student(s) prefer not to interact with other students or they do not do well in one on one interactions, they could advise you in the distribution of the cards and could track the spread of the disease by knowing who had the infectious disease card(s).

## POTENTIAL ASSESSMENT STRATEGIES

**PRE ASSESS:** What are the conditions that could make infectious diseases spread at a rapid rate?

**POST ASSESS:** Did the disease spread through the population every time? What factors allowed you to contain/slow the spread the most? Based on your own experience what other factors would help slow the spread of the disease?

## OBJECTIVES and STANDARDS

- The spread of epidemics can emerge quickly or slowly over time, it takes a community working together to control the spread

**SOC3-05** I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives.

- Different materials were used to treat ailments. Some were eventually discontinued, and some survive as useful treatments today.

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