

## Pandemic Lesson Plan

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This learning tool will be used in a grade 9 classroom to help facilitate the meaning of medical terms and how they can be interpreted and vary from language to language. The objective for this lesson is for students to curate an understanding of media literacy through posters that have been displayed across the world through the COVID-19 pandemic.

### Connections to the Manitoba Curriculum

The goal for this learning tool is to focus on 3 out of the 4 general learning outcomes from the Senior 1 to Senior 4 Spanish Language and Culture curriculum. One of the main objectives for this lesson is for student to understand a variety of situations and purposes to impart and receive information through the use of COVID posters found around the world. Language competence will be emphasised through the use of interpreting codes and students should be able to express emotions and personal perspectives on how they are interpreting and producing language as well as how symbolism, colors, text and lighting can convey meaning.

### Media Education

As seen in the media, every country is handling the COVID-19 pandemic differently. Some countries introduced quarantine early on while others refused to shut down the economy in hopes personal responsibility would be enough. This assignment will not only help students learn medical terms in Spanish but will also look at the difference between COVID-19 posters that promote social responsibility in two different countries.

Media literacy is incredibly important especially in a society that relies heavily on social media platforms for news and updates. It's also important to note that not only are the new generations becoming media literate through their education and social lives, but older generations have had to adapt to new ways of learning information. Although students will be looking at still images, one of the key points defining media literacy in Michael Hoechsmann's article "Media Literacies a Critical Introduction" is that media is everywhere and being able to decode meaning behind symbols, text, among other codes is crucial to better understand the true narrative. Students will pay attention to the aesthetics as well as to what the target audience is, is it inclusive? Is it offensive? Does it create awareness? And how the symbols, text, lighting and colors can help amplify these meanings.

Grade: Grade 9
Subject: Spanish
Objective (must include media literacy concepts) Students will be comparing and contrasting two COVID-19 posters from two different countries: Canada and Uruguay. Students are to identify what messages the posters are trying to portray. What are the similarities and differences between the two? Students should make an effort to understand the colors, pronouns and medical terms in Spanish and analyze the tactics posters use to convey a message, ex: colors, symbols, text, lighting, perspectives.
Curriculum Connections:
Applications: <ul style="list-style-type: none"><li>- impart and receive information</li><li>- express emotion and personal perspectives</li></ul>

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### Language Competence:

- interpret and produce oral texts
- interpret and produce written texts

### Strategies

- language use strategies

Choice of medium: 2 COVID posters one from Manitoba, one from Uruguay

Topic: Medical terms

### Activating:

- Rehearse the colors and medical terms
- Practice pronouns
- Analyze, compare, and contrast one poster as a class (thinking about what tactics posters use to convey a message, ex: colors, symbols, text, lighting, perspectives)
- On the board, vocabulary words to describe symbols, text and lighting will be listed for students to refer to. Dictionaries will be allowed in order to complete the assignment,

### Acquiring:

- Worksheet
- Ask students to look at the medical poster and identify the colours. Ask students what each colour would symbolizes to them.
- Ex. Rojo = Amor o enojado. Azul = Triste o calmado/tranquilo
- Using symbols as universal language. Do they all mean the same thing in each language? How can they be translated from English to Spanish?
- What is the message or purpose of the poster? Is it trying to inform the public? Scare the public? Create awareness? Prevention?

### Applying:

Create or Analyze their own poster of their choosing, using the 5 codes that we have discussed in class

- Colors, symbols, text, lighting, perspective
- Students are to write their terms in Spanish using the codes to convey the message they are trying to send.

### Possible Assessment:

Proper use of Spanish terms and pronouns if needed.

Students will do a gallery walk and will analyze posters made by their peers.

## COVID-19 Carteles

Como se ve en los medios, cada país está manejando la pandemica de COVID-19 de manera diferente.

A. En parejas, miren los siguientes carteles y use el cuadro para distinguir las diferencias y similitudes entre los dos cartels. Deben recorder los códigos de los que hablamos en clase: **texto, símbolos, iluminación, colores, y perspectivas** para comprender qué mensake está tratando de transmitir cada poster.

### 1. Postales para redes sociales – Uruguay



Texto	
Símbolos	
Iluminación	
Colores	
Perspectivas	

2. Precautions you can follow – Manitoba, Canada



Texto	
Símbolos	
Iluminación	
Colores	
Perspectivas	

**B. Preguntas**

1. Usando símbolos como lenguaje universal. ¿Significan todos lo mismo en cada idioma? ¿Cómo se pueden traducir del inglés al Español?
2. ¿Cuál es el mensaje o el propósito del cartel? ¿Está intentando informar al público? ¿Asusta al público?

C. Ahora, usted necesita crear su propio cartel de su elección, utilizando los 5 códigos que hemos comentado en clase.

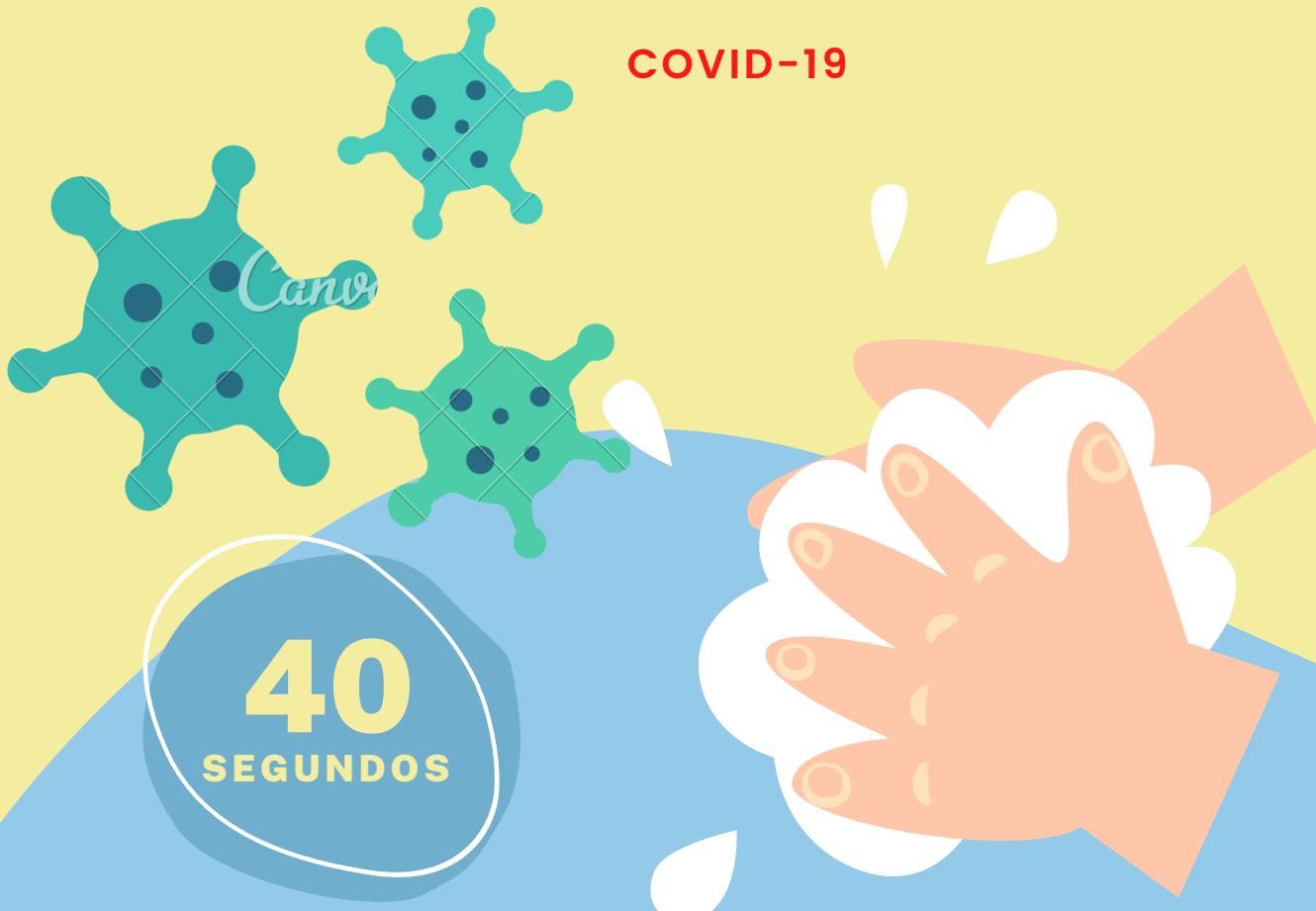
**Colors, símbolos, texto, iluminación, perspectivas.**

## References

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# LÁVESE LAS MANOS

COVID-19



NO TE TOQUE SU CARA  
usar una máscara

