

Ready Scotland

Preparing for and dealing with emergencies



Community Resilience As A Context For Learning Toolkit

Supporting Young People Within Their Communities to Prepare For, Respond To and Recover From Adverse and Challenging Situations

Covid-19



Contents

Experiences and Outcomes linked to Community Resilience as a context for learning: Covid 19

[Work card 1 - Country by country spread of Covid-19](#)

[Work card 2 - Creating a public information website, social media site video, poster or leaflet](#)

[Work card 3 - Covid 19 - Learning Journey 1](#)

[Work card 4 - Tim and Moby tell you about Coronavirus](#)

[Work card 5 - Covid 19 - Learning Journey 2](#)

Please note: This toolkit includes links to websites and YouTube. It is recommended that practitioners check web-links, clips, and any appended comments, in advance to assess their suitability. Education Scotland is not responsible for content on external websites.

Please note: Topics within the context of Community Resilience can contain content which depends very much on the age, stage, emotional literacy development and maturity of the individual child. It is recommended that practitioners check, share and communicate coverage with parents/carers in advance to assess, and ensure suitability; especially if there is knowledge of Trauma and Adverse Childhood Experiences.

[Experiences and Outcomes](#)

[Curriculum for Excellence Benchmarks](#)

<https://ready.scot/coronavirus>

Community resilience as a context for learning: Covid-19



Developing the Young Workforce through role play and dressing up in early year

Please note: Topics within the context of Community Resilience can contain content which depends very much on the age, stage, emotional literacy development and maturity of the individual child. It is recommended that practitioners check, share and communicate coverage with parents/carers in advance to assess, and ensure suitability; especially if there is knowledge of Trauma and Adverse Childhood Experiences.

[Experiences and Outcomes](#)

[Curriculum for Excellence Benchmarks](#)

<https://ready.scot/coronavirus>

Experiences and Outcomes linked to Community Resilience as a context for learning: Covid-19

Curricular Area	Resilience Topic and possible web links for further information	
Health and Wellbeing		<p>https://ready.scot/coronavirus Personal Hygiene Being Prepared Creating a public information webpage/leaflet/speech Hand washing (Handy Tips English and Gaelic) FACTS Poster Red Cross Coronavirus Newstink</p> <p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a – HWB 4-16a</p> <p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 0-17a – HWB 4-17a</p>
Social Studies		<p>Having considered responses to a recent international crisis, I can contribute to a discussion of the effectiveness of the responses. SOC 3-19b</p> <p>By examining the role and actions of selected international organisations, I can evaluate how effective they are in meeting their aims. SOC 4-19b</p>
Science		<p>I have explored the role of technology in monitoring health and improving quality of life. SCN3-12b</p> <p>I know the symptoms of some common diseases caused by germs. I can explain how they are spread and discuss how some methods of preventing and treating disease benefit society, SCN 1-13a</p> <p>I have explored how the body defends itself against disease and can describe how vaccines can provide protection. SCN 3-13c</p> <p>I can talk about science stories to develop my understanding of science and the world around me. SCN 0 2-a</p> <p>I have contributed to discussions of current scientific news items to help develop my awareness of science. SCN 1 20a</p> <p>I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.</p>

Please note: Topics within the context of Community Resilience can contain content which depends very much on the age, stage, emotional literacy development and maturity of the individual child. It is recommended that practitioners check, share and communicate coverage with parents/carers in advance to assess, and ensure suitability; especially if there is knowledge of Trauma and Adverse Childhood Experiences.

	<p>Through research and discussion, I have contributed to evaluations of media items with regard to scientific content and ethical implications.</p> <p>Having selected scientific themes of topical interest, I can critically analyse the issues and use relevant information to develop an informed argument.</p>	<p>SCN 2 20b</p> <p>SCN 3 20b</p> <p>SCN4 20b</p>
<p>Technologies</p>	<p>Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts.</p> <p>I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible.</p> <p>I can use digital technologies to process and manage information responsibly and can reference sources accordingly.</p>	<p>TCH 1-02a</p> <p>TCH 02-02a</p> <p>TCH 4-02a</p>
<p>Literacy and English</p>	<p>I listen or watch for useful information and I use this to make choices or learn new things.</p> <p>As I listen or watch I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts.</p> <p>As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.</p> <p>As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.</p> <p>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</p>	<p>LIT 0-04a</p> <p>LIT 1-05a</p> <p>LIT 2-05a</p> <p>LIT3-05a/4-05a</p> <p>LIT 1-24a</p> <p>LIT 2-24a</p>

Please note: Topics within the context of Community Resilience can contain content which depends very much on the age, stage, emotional literacy development and maturity of the individual child. It is recommended that practitioners check, share and communicate coverage with parents/carers in advance to assess, and ensure suitability; especially if there is knowledge of Trauma and Adverse Childhood Experiences.

	<p>I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. LIT 3-24a</p> <p>I can justify my choice and use of layout and presentation in terms of the intended impact on my reader. LIT4-24a</p>
<p>Literacy and Gàidhlig</p> <p>Literacy and Gàidhlig</p>	<p>I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a</p> <p>As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. LIT 1-05a</p> <p>As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. LIT 2-05a</p> <p>As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. LIT 3-05a / LIT 4-05a</p> <p>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a</p> <p>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a</p> <p>I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. LIT 3-24a</p> <p>I can justify my choice and use of layout and presentation in terms of the intended impact on my reader. LIT 4-24a</p>

Please note: Topics within the context of Community Resilience can contain content which depends very much on the age, stage, emotional literacy development and maturity of the individual child. It is recommended that practitioners check, share and communicate coverage with parents/carers in advance to assess, and ensure suitability; especially if there is knowledge of Trauma and Adverse Childhood Experiences.



NHS Handwashing Poster

Please note: Topics within the context of Community Resilience can contain content which depends very much on the age, stage, emotional literacy development and maturity of the individual child. It is recommended that practitioners check, share and communicate coverage with parents/carers in advance to assess, and ensure suitability; especially if there is knowledge of Trauma and Adverse Childhood Experiences.

[Experiences and Outcomes](#)
[Curriculum for Excellence Benchmarks](#)
<https://ready.scot/coronavirus>