



Overview

Students are split into 4 groups and put into four stations. Each group is given a prompt to identify their disease. Once they know their disease they confirm with the teacher and are given a map of Edinburgh from the time of their disease. Their task is to formulate a public health plan to prevent an epidemic. They must argue their case for each object from the box they need.



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 an ORANGE icon on the label from the felt folder titled RCPE ARCHIVE. See below for a complete list.
- Objects from the box marked with an ORANGE icon on their individual interpretation panels. See below for a complete list.
- The folder titled “Activity FOUR” found in the felt folder titled RCPE ACTIVITIES.
- Station labels from A-D

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.

From the Box

All of the objects will be used in this activity.

BEFORE CLASS

1. Clear four workstations in the classroom.
2. Divide the objects and archives by infectious disease. To streamline the grouping, The objects and archives are labeled in one of three ways: "Station A," "Station B," or "Station C," "Station D" in the bottom right hand corner of the information card.
3. Be sure to place the information cards with the objects and archives.

Part ONE

4. Divide students into four groups and are given a card with an infectious disease description. Give the worksheet provided and a pencil.
5. Their first task is to determine which disease the card is describing. Once they believe they have the right answer they check it with you, the teacher. If they are right you should give them a map and instruct them to go to the right station according to which disease they have Here are the answers:

Disease THREE: *The PLAGUE* - - - Send them to **STATION A**

Disease ONE *CHOLERA* - - - Send them to **STATION B**

Disease FOUR: *COVID 19* - - - Send them to **STATION C**

Disease TWO: *SMALLPOX* - - - Send them to **STATION D**

Part TWO

Give students maps of Edinburgh during a time where the disease was common.

They must consider the following:

- A. Areas the disease may enter the city
- B. Areas the disease may concentrate
- C. Places people may go to seek treatment

Allow them to work on their own, and give advice when needed.

Part THREE

Students consider the steps needed to fight the epidemic. Making use of the maps and objects in the box they develop a plan to prevent the disease from becoming an epidemic.

To help them develop their plan the worksheet provided the following questions:

1. Can you control/prevent the source of the disease?
2. How will you notify the population about the disease and what they should be doing?
3. Do you need to instate a quarantine?
 1. Who quarantines?
 2. Are people punished for breaking quarantine?
4. How can people protect themselves from the disease? (think about how the disease spreads)
 1. Can they be vaccinated?
 2. Should they wear a mask?
5. What can people use to clean and sanitise?

Part FOUR

Students present their action plan to the class. They must argue for what objects they would use from the box and why.

POTENTIAL ASSESSMENT STRATEGIES

PRE ASSESS: What responsibility should be placed in the hands of community leaders, governments and members of Council during an outbreak of infectious diseases?

POST ASSESS: What was the most challenging portion of the activity? Was it difficult to figure out how to enforce your regulations with equity?

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.