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| Equipment | None |
| Learning Outcome | Demonstrate problem-solving skills and identify solutions for social situations that may arise because of Covid-19. |
| COVID-19 Safety Precautions | Remind students to keep a safe physical distance from each other while working together in small groups. |

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students outside of and before instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or written instructions to share with students providing an overview of considerations for developing small group skits. Students should consider a beginning and end, as well as characters and their lines. Invite students to develop and perform a skit of their choice about a specific situation that involves a problem (e.g., their friend asks them to do something that is unsafe, their younger sibling keeps taking things from their room without asking, etc.).



Activity Description

If utilizing a flipped classroom approach, remind students to apply what they learned or reviewed in the video or document. If not utilizing a flipped classroom approach, provide students with an overview of considerations for developing small group skits. Students should consider a beginning and end, as well as characters and their lines. Explain to students that they will work together in small groups or as a class to model positive behaviours that can be used for dealing with different situations that may occur during the time of the pandemic. Work with students to brainstorm a list of scenarios that may occur during the pandemic that may affect them or their classmates. For example:

- Your classmate is getting tested for Covid-19 and is absent from school waiting for the test results. They are nervous and scared. What could you say to them or do for them to make them feel better?
- You notice at recess that your friends are not practicing physical distancing while playing games together and this makes you nervous. How do you address your friends?
- You have been asked to wear a mask in the classroom but you notice a classmate keeps pulling their mask off when the teacher is busy helping other students. How do you deal with this situation?
- You start to feel symptoms of sickness, but you're unsure how to tell your friends or your family because you're afraid it could be Covid-19. How do you handle this situation?
- Someone in your class or at your school has tested positive for Covid-19. How do you react to show them you support them and not make them feel ashamed or bad because they have it?

Divide students into small groups. Groups act out the different scenarios from the list of brainstormed scenarios. After an allotted amount of time, invite each group to act out at least one scenario for the whole class. After each group completes their skit in front of the class, ask students to share how their groups skits were similar or different for that scenario. Share with students any possible solutions for the scenarios that groups did not present in their skit.



Emotional Well-Being Competencies



THINK

Develop cognitive skills and strategies that facilitate self-management, decision-making, and relationship skills.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate responsible decision-making, self-awareness, and social-awareness.



Reflection Questions

Reflection is important to support learning for emotional well-being. Consider asking students the reflection questions below and discuss the answers together.

- Which situation do you think would be the most difficult for you to react to or solve? Why?
- Did this activity make you feel more prepared to handle situations that may arise because of Covid-19? Why or why not?

Observing Learning Outcomes

Consider the following when observing student learning:

- Is the student able to successfully demonstrate solutions to various social situations that may arise because of Covid-19?
- Does the student successfully demonstrate active engagement in preparing and demonstrating the skits?
- Does the student successfully demonstrate teamwork skills by respecting the opinions of others, communicating effectively, and resolving conflicts appropriately?

Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

[Your Guide to Decide](#)