



Licking Lassa Fever

In Sierra Leone

The following are packs of suggested activities for KS2 - 4/Post 16 to raise awareness of Lassa Fever. This pack is intended to raise the pupils' awareness of Lassa fever in particular in Sierra Leone. It can be used within the statutory curriculum requirements and can cover aspects of:

- Geography (KS2&3)
- DT (KS2)
- PSE& ESDGC
- (KS2, 3, 4, post 16)
- ICT (should be integrated across Key Stages)

The range which can be covered within these subject areas is indicated in the pack.

For KS2 it would be intended that the project is undertaken as an integrated curriculum theme and a photo-pack has been included as a starting point for discussion- in older years it is an opportunity to develop departmental links but each subject should be able to undertake the project





as standalone curriculum activities.

In line with good curriculum planning a suggested starting point is given for the project as well as a final assessment task. Schools need to ensure they are consulting the level descriptions so that the work is planned towards outcomes at the end of the unit. In this way many of the suggested activities outlined can be used at a cross-phase. It is envisaged that schools would then add their short term planning to develop the outline.

(Ideas for fundraising, if pupils are keen, are outlined on the web-site. *However* this pack is **NOT** intended to promote the fundraising aspect of this work but to raise awareness within our young people of the problems facing children in other parts of the world)

Suggested starting activity

Using the Presentation 'Licking Lassa Fever' (2 included in the pack - one for KS2/3 the other KS4/Post-16) - the pupils are introduced to the issues caused by this disease and ways in which major organizations are trying to help eradicate the problems. Your local branch of Soroptimist International may be able to help by providing a speaker to present this as a PowerPoint but the main messages are included in this resource.

Final Assessment opportunity

Throughout the project the pupils will be learning about ways in which other children live. As a final presentation it is suggested that the pupils present their work either as a multimedia presentation or as a speech to the whole school or even inviting parents and governors. The pupils will need to be aware of their audience and adapt their information accordingly. At KS3/4 age the pupils could present to a wider audience or it could be used as a transition piece of work with the work starting in KS3/4 and being presented to partner primary schools for them to undertake a similar project.

Throughout the project it is important that teachers consider the 3-19 Skills framework and ensure that opportunities are taken to address the development of these skills.





Thinking	Communication	ICT/ Number
<p>Plan</p> <ul style="list-style-type: none"> • Asking questions (to understand the problem) • Activating prior knowledge, skills and understanding • Gathering information • Determining the process / method and strategy • Determining success criteria <p>Develop</p> <ul style="list-style-type: none"> • Generating and developing ideas • Valuing errors and unexpected outcomes • Entrepreneurial thinking • Thinking about cause and effect and making inferences • Thinking logically and seeking patterns • Considering evidence, information and ideas • Forming opinions and making decisions • Monitoring progress <p>Reflect</p> <ul style="list-style-type: none"> • Reviewing outcomes and success criteria • Reviewing the process / method • Evaluating own learning and thinking • Linking and lateral thinking 	<p>Oracy</p> <ul style="list-style-type: none"> • Developing information and ideas • Presenting information and ideas <p>Reading</p> <ul style="list-style-type: none"> • Locating, selecting and using information using reading strategies • Responding to what has been read <p>Writing</p> <ul style="list-style-type: none"> • Organising ideas and information • Writing accurately <p>Wider Communication Skills</p> <ul style="list-style-type: none"> • Communicating ideas and emotions • Communicating information 	<p>Finding and developing information and ideas Creating and presenting information and ideas</p> <p>Use Mathematical Information</p> <ul style="list-style-type: none"> • Using numbers • Measuring • Gathering information <p>Calculate</p> <ul style="list-style-type: none"> • Using the number system • Using a variety of methods <p>Interpret and Present Findings</p> <ul style="list-style-type: none"> • Talking about and explaining work • Comparing data • Recording and interpreting data and presenting findings





Key Stage 2 subject links

Geography	
Subject Skills	Range
<p>Locating Places</p> <p>1. Identify and locate places and environments using globes, atlases, and maps, e.g. use coordinates and four-figure references</p> <p>2. Follow directions, estimate and calculate distances</p> <p>Understanding Places</p> <p>2. Identify similarities and differences to describe, compare and contrast places and environments</p> <p>Investigating</p> <p>1. Observe and ask questions about a place, environment or a geographical issue</p> <p>3. Organise and analyse evidence, develop ideas to find answers and draw conclusions</p> <p>Locating Patterns</p> <p>4. Identify and describe the spatial patterns (distributions) of places and environments and how they are connected</p> <p>Communicating</p> <p>1. Express their own opinions and be aware that people have different points of view about places, environments and geographical issues</p> <p>2. Make decisions about geographical issues by distinguishing between fact and opinion, considering different arguments</p> <p>3. Communicate findings in a variety of ways, e.g. using geographical terms, annotated photographs, maps, diagrams or ICT</p>	<ul style="list-style-type: none"> • Living in other countries: one of the two contrasting localities in countries at different levels of economic development outside the United Kingdom (rural economically developing) • Living in my world: caring for places and environments and the importance of being a global citizen





Possible Activities

- Identify rough location from given coordinates (Latitude, longitude, alpha/numeric or 4/6 figure grid references) This location will relate to the rural developing locality chosen as a focus for study i.e. Sierra Leone
- Follow directions to find exact location (compass points 8/16, metric distances)
- Investigate the location using attached photo pack
- Devise a set of questions about the locality for research
- Identify human and physical geographical patterns through a land use map using four or five categories e.g. natural features, homes and settlement, industry and commerce, leisure and tourism, transport and communication.
- Use information to develop a presentation on this locality e.g. PowerPoint, travel brochure, poster. Identify success criteria (with the pupils)
- Present information to the class/parents etc
- Self and peer evaluate according to given success criteria
- In Sierra Leone what is similar to, and what is different to our own locality (lined to both human and physical features)





D&T	
Subject Skills	Range
<p>Planning</p> <ol style="list-style-type: none"> 1. Use a range of information sources to generate ideas for products 2. Investigate how existing products look and function as a source of ideas for their own products 3. Develop a simple specification for their products indicating their intentions and approach 4. Demonstrate their creative thinking when considering and recording solutions to problems that arise during their designing and making 5. Develop and communicate their design ideas in a variety of ways, using ICT and models where appropriate <p>Making</p> <ol style="list-style-type: none"> 1. Work to their specification to make products 2. Choose appropriate materials, ingredients, equipment, tools and techniques, from a range made available to them 3. Measure, mark out, cut, shape, join, weigh and mix a range of materials and using appropriate tools, equipment and techniques 4. Find alternative ways of making if the first attempt fails 5. Apply appropriate finishes to their products 6. Discuss their products, and evaluate their work <p>This aspect also covers 10,11,12 (Rigid and Flexible materials)</p>	<ul style="list-style-type: none"> • Tasks in which they explore and investigate simple products in order to acquire technological knowledge and understanding that can be applied in their designing and making • Tasks in which they design and make products, focusing on different contexts and materials. They should be given opportunities to: <ul style="list-style-type: none"> - be creative - be innovative - work independently and in groups • Tasks in which they develop and practice particular skills and techniques that can be applied in designing and making • Tasks in which they learn about the responsible use of materials, considering issues of sustainability





Possible Activities

You are a refugee in Sierra Leone

Design and make a model of a shelter to protect against rain, wind and sun or cold. Have success criteria

Plan

- In groups investigate different types of shelters
- Identify common factors
- Agree on success criteria for the task
- Draw several prototypes for discussion
- Work collaboratively to decide on a final design

Make

- Choose from a range of materials and tools
- Make the shelter adapt as needed
- Test prototype against success criteria
- Make further modifications e.g. PVA to waterproof etc.
- Retest - Discuss and evaluate
- Were the shelters made from sustainable resources? How do we know? What will happen to these materials if they are / are not biodegradable?

Some groups plan and make a simple well along similar lines





ICT	
Subject Skills	Range
<p>Create and communicate information</p> <p>1. Create and communicate information in the form of text, images and sound, using a range of ICT hardware and software</p> <p>2. Create a range of presentations combining a variety of information and media, e.g. a poster combining text and graphics, a multimedia presentation</p> <p>3. Share and exchange information safely through electronic means, e.g. use of e-mail, virtual learning environments</p> <p>Find and analyse information</p> <p>1. Discuss the purpose of their tasks, the intended audiences and the resources needed</p> <p>3. Select suitable information and make simple judgements about sources of information</p> <p>4. Produce and use databases to ask and answer questions, e.g. search, sort and graph</p> <p>5. Produce and use models and / or simulations to ask and answer questions, e.g. use a spreadsheet to calculate and graph sales in a shop</p> <p>6. Investigate the effect of changing variables in models and / or simulations to ask and answer 'what if...?' type questions</p>	<p>Introduction to Multimedia</p> <p>Analysing data and asking questions</p> <p>Graphical Modelling</p> <p>Introduction to spreadsheets</p> <p>Use ICT sources of information and non-ICT sources of information</p> <p>Use ICT to further their understanding of information they have retrieved and processed</p> <p>Use ICT to explore and to solve problems in the context of work across a variety of subjects</p> <p>Evaluate their work and Learning</p> <p>Draw upon their experiences of using ICT to form judgements about its value in supporting their work</p>





Possible Activities

Pupils should:

Talk about the advantages of multimedia, and what makes good page design

Arrange text and pictures on the screen, and add buttons to play sounds

Link pages together

Present information in a clear and interesting way

A presentation relating to issues in the locality, shelter designs or research Sierra Leone

Pupils should:

Talk about why we used a database to analyse data

Suggest questions that we can answer using the database

Use the search, sort and graph tools to answer questions

Decide whether to use search, sort or graph to answer a question

Narrow down a search using AND spot strange values and mistakes, and check information for plausibility

Create a database on features of a shelter/well decide whether to use search, sort or graph to answer a question

Pupils should:

Use object drawing tools to select, re-size, colour fill and copy shapes, create shapes, and group them to make more complex shapes

Use a graphical model to explore ways of arranging objects on a plan of the classroom

Explain some of the differences between using object drawing tools and a painting program

Pupils produce plans for a safe series of shelters ensuring that the area is protected from weather conditions

Pupils should be able

to say:

I can enter data into cells

I can enter a formula to add the contents of two cells

I can use SUM to add up numbers in a column or row I can use a spreadsheet to explore what happens when costs are changed

Are smaller bananas better value? See Kent ICT

Spreadsheets in Science The Tag Teacher website

provides two ready-made spreadsheets for working out the best conditions for plant growth.

www.tagteachernet.co.uk/dell/





Other opportunities to develop the project

ESDGC - Wealth and poverty

- Discuss basic needs for survival: prioritise items in order of usefulness from a given list as aids for survival. (Diamond ranking)
- Does everyone in the world have what they need for survival? If not where in the world and why? What can be done to redress the balance/redistribute the wealth and resources to make things fairer

This area links closely with PSE and should be included when auditing PSE coverage of the National Curriculum – all the skills outlined in the PSE framework can be addressed to some degree through such a project and the following aspects of the range will also be covered

Sustainable development and global citizenship

given opportunities to:

- appreciate the natural world as a source of inspiration
- take an active interest in varied aspects of life in school and the wider environment
- develop a positive attitude on issues of poverty and fairness

to understand:

- how the environment can be affected by the decisions we make individually and collectively
- that local actions have global effects because of connections between places and people
- how poverty and inequality can cause problems

Active citizenship

- develop respect for themselves and others
- value diversity and recognise the importance of equality of opportunity
- participate in school life

to understand:

- their rights, *e.g. the UN Convention on the Rights of the Child*, and responsibilities
- the importance of democratic decision-making
- situations which produce conflict and the nature of bullying
- how injustice and inequality affect people's lives

Moral and spiritual development

to understand:

- how cultural values and religious beliefs shape the way people live
- that people differ in what they believe is right and wrong
- that personal actions have consequences.





<p>Science: The Sustainable Earth</p> <ul style="list-style-type: none"> • A comparison of the features and properties of some natural and made materials when building the shelter/well • The properties of materials relating to their uses - testing for waterproofing, strength, insulation etc 	<p>Art</p> <ul style="list-style-type: none"> • Images and artefacts from a variety of historical and contemporary cultures and contexts 	<p>English</p> <ul style="list-style-type: none"> • Kensuki’s Kingdom by Michael Morpugo: Language / thinking skills development. (Tonyrefail Transition Pack, DFES) • Instructional writing: how to build a shelter/well • Poetry: Emotions • News headlines and reports: Refugees • Persuasive writing: Geographical issues • Debate: Development of the area • Letter writing: On an issue (need for clean water)
<p>Mathematics</p> <p>Negative numbers, Estimating and measuring distances</p> <ul style="list-style-type: none"> • Coordinates, Bearings • Scale: Mapping • 3D and 2D shapes for building • Symmetry: Shapes 	<p>Music</p> <ul style="list-style-type: none"> • Include music from the European ‘classical’ tradition, folk and popular music, the music of Wales and other musical traditions and cultures as applicable 	<p>PE</p> <ul style="list-style-type: none"> • Choreograph and perform a dance related to Sierra Leone <p>Role-play Corner</p> <ul style="list-style-type: none"> • A hut or shelter made from natural materials or link to the locality itself





KS3 Geography links

Subject Skills		Range
	Key Skills links	
<p>Locating places, environments and patterns 1. locate places and environments using globes, atlases, maps and plans, 2. use maps, plans and imagery of different types and scales and ICT to interpret and present locational information,</p> <p>Understanding places, environments and processes 2. explain the causes and effects of physical and human processes and how the processes interrelate, 3. explain how and why places and environments change and identify trends and future implications,</p> <p>Investigating 1. identify and establish sequences of questions for investigation, 3. analyse and evaluate ideas and evidence, answer questions and justify conclusions,</p> <p>Communicating 1. develop opinions and understand that people have different values, attitudes and points of view on geographical issues, 2. assess bias and reliability of geographical evidence to weigh arguments, make decisions and solve problems, 3. communicate findings, ideas and</p>	<p>←Maths</p> <p>PSE→</p> <p>Careers and world of work→</p> <p>←ICT</p> <p>Curriculum Cymreig→</p> <p>PSE→</p> <p>←PSE</p> <p>←Maths</p>	<p>Study – people and the planet: population patterns, change and movement – people as consumers: the impacts on and changes in economic activity – the rich and poor world: economic development in different locations/countries – the hazardous world: global distribution, causes, and impacts of extreme tectonic and other hazardous events – threatened environments: characteristics of, and possibilities for, their sustainable development – tomorrow’s citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen</p> <ul style="list-style-type: none"> • carry out – at least one group investigation and one independent investigation into a geographical question or issue – investigations into ‘geography in the news’, topical events and issues in the locality and the wider world • ask and answer the questions – what are the features, the processes and patterns of this place/environment and why do they occur? – how and why is this place/environment





<p>information using geographical terminology, maps, visual images, a range of graphical techniques and ICT,</p>	<p>←ICT</p> <p>PSE→</p>	<p>changing? What might happen next, in the short/long term and why?</p> <ul style="list-style-type: none"> – how and why is this place/environment/feature connected to and interdependent with other places/environment/features? – how do environments and people interact? – how can changes be sustainable and why is it important for this place/environment? – what are the geographical issues for people living in this location? How and why do people's views on issues differ and what do I think? – how can my actions and those of other people make a difference locally, nationally and globally?
<p>Possible investigation</p>		
<p>Pupils to carry out a geographical investigation around Sierra Leone. Where is it? What is its climate? How does this affect its physical nature? What about the human factors that have impacted upon Sierra Leone? What are the possible futures for the country? Present the findings to a wider audience using a multi-media presentation</p>		

Within Key Stage three there is the opportunity to look at Lassa Fever as a cross-curricular area - if schools are interested in this there are ideas within the KS2 suggestions which can be adapted and incorporated into either a PSE led project or a geography led topic.





Key Stage 3 PSE links

Subject Skills	Range
<p>Developing thinking</p> <ul style="list-style-type: none"> • use some prior knowledge to explain links between cause and effect • identify and assess bias and reliability, e.g. <i>evaluate messages from the media</i> • consider others' views to inform opinions and make informed decisions and choices effectively • use a range of techniques for personal reflection. <p>Developing communication</p> <ul style="list-style-type: none"> • listen attentively in different situations and respond appropriately • communicate confidently personal feelings and views through a range of appropriate methods • express opinions clearly and justify a personal standpoint • take part in debates and vote on issues. <p>Developing ICT</p> <ul style="list-style-type: none"> • find and develop information and ideas • create and present information and ideas • use ICT safely and responsibly, following safe practices. <p>Developing number</p> <ul style="list-style-type: none"> • access and select data from relevant information presented in a variety of ways and from different sources to support understanding of PSE-related issues. 	<p>Active citizenship</p> <ul style="list-style-type: none"> • value and celebrate diversity and equality of opportunity locally, nationally and globally • be moved by injustice, exploitation and denial of human rights • participate in school and the wider community <p>to understand:</p> <ul style="list-style-type: none"> • their rights, e.g. <i>the UN Convention on the Rights of the Child</i>, and entitlements, e.g. <i>Extending Entitlement</i> • how young people can have their views listened to and influence decision-making • how to recognise and challenge effectively expressions of prejudice, racism and stereotyping • topical global issues. <p>Moral and spiritual development</p> <ul style="list-style-type: none"> • show sensitivity to the values of others <p>to understand:</p> <ul style="list-style-type: none"> • what they believe to be right and wrong actions and the moral dilemmas involved in life situations • their beliefs in the context of those in society. <p>Sustainable development and global citizenship</p> <ul style="list-style-type: none"> • develop a sense of personal responsibility towards local and global issues, e.g. • appreciate that people's actions and perspectives are influenced by their values <p>to understand:</p> <ul style="list-style-type: none"> • the key issues of sustainable development and global citizenship, e.g. <i>climate change</i>, and the need to reflect on personal decisions about lifestyle choices • global issues which threaten the planet, e.g. <i>inequalities of wealth and differences in health provision</i> • how conflict can arise from different views about global issues and be aware of the role of pressure groups





Possible Activities

Through PSE activities the pupils could make links with groups supporting the Licking Lassa Fever campaign

(World Health Organisation (WHO)

British & Sierra Leone Red Cross Societies

Soroptimist International of Wales South

Soroptimist International of Freetown) to find out what their specific roles are in the work and how to raise public awareness of the need to support the people of this area.

The pupils need to debate and discuss the issues relating to poverty and the problems relating to the need for fresh water and how best to support families to enable them to access fresh water





KS4 PSE links

Subject Skills	Range
<p>Developing thinking</p> <ul style="list-style-type: none"> • use prior knowledge to explain links between cause and effect, and make predictions • analyse information and ideas in order to assess bias, reliability and validity • take different perspectives into account when making informed decisions and choices effectively • use a range of techniques for personal reflection. <p>Developing communication</p> <ul style="list-style-type: none"> • listen perceptively in a range of situations, and respond appropriately • communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods • appreciate, reflect on and critically evaluate other points of view. <p>Developing ICT</p> <ul style="list-style-type: none"> • find and develop information and ideas. • create and present information and ideas • use ICT safely, responsibly and independently, complying with data protection regulations and following safe practices. <p>Developing number</p> <ul style="list-style-type: none"> • access numerical data from written and graphical sources • select from and interpret a variety of methods of presenting data, including pie charts, scatter graphs and line graphs, to support understanding of PSE-related issues. <p>Working with others</p> <ul style="list-style-type: none"> • work both independently and cooperatively to plan and complete a range of tasks • evaluate and access a range of local and national sources of information, support and advice confidently. 	<p>Active citizenship</p> <ul style="list-style-type: none"> • develop respect for themselves and others • value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights • engage in practical involvement in the community <p>and to understand:</p> <ul style="list-style-type: none"> • the principles of the Universal Declaration of Human Rights • how political systems work locally, nationally and internationally <i>e.g. the UN</i> • the opportunities for young people to participate in decision-making, both locally and nationally • the importance of participating in democratic elections and the links between political decisions and their own lives • the importance of access to unbiased information, including the internet, and be prepared to challenge views propagated by the media • how to challenge assertively expressions of prejudice, racism and stereotyping • local and global contemporary issues and events. <p>Moral and spiritual development</p> <ul style="list-style-type: none"> • consider questions and issues involving the meaning and purpose of life <p>to understand:</p> <ul style="list-style-type: none"> • how beliefs and values affect personal identity and lifestyle • the factors involved in making moral judgements • the range of values and principles by which people live.





Subject Skills	Range
	<p>Sustainable development and global citizenship</p> <ul style="list-style-type: none"> • recognise the rights of future generations to meet their basic needs • take personal responsibility for changing their own lifestyle as a response to local and global issues <p>and to understand:</p> <ul style="list-style-type: none"> • the interdependence of global economic systems and the effects of human development on natural systems • the tensions between economic growth, sustainable development and basic human needs, <i>e.g. the causes of inequality within and between societies.</i>
Possible Activities	
<p>As with KS3</p> <p>Through PSE activities the pupils could make links with groups supporting the Licking Lassa Fever campaign (World Health Organisation (WHO) British & Sierra Leone Red Cross Societies Soroptimist International of Wales South Soroptimist International of Freetown) to find out what their specific roles are in the work and how to raise public awareness of the need to support the people of this area.</p> <p>The pupils need to debate and discuss the issues relating to poverty and the problems relating to the need for fresh water and how best to support families to enable them to access fresh water. The pupils need to consider the best ways in which to ensure aid reaches the neediest people - how charitable organisations could better inform others of the needs of developing countries and provide a presentation for local community groups as to how they might support such campaigns.</p>	





Post 16 PSE links

Subject skills	Range
<p>Developing thinking</p> <ul style="list-style-type: none"> • use prior knowledge to explain links between cause and effect, and justify predictions • evaluate information and ideas in order to gauge bias, reliability and validity • in more abstract situations, take several perspectives into account to inform opinions and decisions • use a range of techniques for personal reflection. <p>Developing communication</p> <ul style="list-style-type: none"> • communicate complex views and express opinions in a wide range of situations through a range of appropriate methods • listen, reflect on and critically evaluate another person’s point of view and respond appropriately <p>Developing ICT</p> <ul style="list-style-type: none"> • find and develop information and ideas • create and present information and ideas • use ICT safely, responsibly and independently, embedding appropriate behaviours and techniques into activities to ensure they remain both safe and legal at all times. <p>Developing number</p> <ul style="list-style-type: none"> • choose how to obtain relevant information from different sources • collate and use relevant data to support understanding of PSE-related issues 	<p>Active citizenship</p> <ul style="list-style-type: none"> • demonstrate respect for self, others and for diversity • be committed to active involvement in the Community <p>to understand:</p> <ul style="list-style-type: none"> • the opportunities to participate in the democratic process locally, nationally and internationally • how individuals and voluntary groups can bring about change locally, nationally and internationally • how public opinion, lobby groups, and the media can contribute to and have an influence on democratic decision-making • local and global contemporary issues. <p>Health and emotional well-being and to understand:</p> <ul style="list-style-type: none"> • the life experiences which enhance or damage self-esteem and explore how best to cope with the demands of such situations • the role of the state in promoting public health and emotional well-being. <p>Moral and spiritual development to understand:</p> <ul style="list-style-type: none"> • the concept of moral responsibility and the need for shared values • the moral and ethical problems faced by society and individuals and reflect upon how such issues may be resolved • the moral, social, ethical and environmental implications of scientific discoveries and technological development. <p>Sustainable development and global citizenship</p> <ul style="list-style-type: none"> • actively demonstrate personal responsibility as a global citizen • appreciate why equity and justice are necessary in a sustainable community <p>to understand:</p> <ul style="list-style-type: none"> • the challenges and impacts of globalization and global interdependence for communities





Subject skills	Range
	in different parts of the world • the need for international cooperation and appreciate the role played by non-governmental organisations.
Possible activities	
At Post-16 most young people will be beginning to develop their sense of political awareness and fairness of society - use of the information PowerPoint (KS4/Post 16) should promote debate and consideration of the issues facing Sierra Leone and West Africa - invitations to the partner organizations working with the Licking Lassa Fever campaign will promote further debate and the need to produce awareness raising materials for wider use.	

