



Pandemics: Lesson Plan

Topic	
The outbreak of a disease turns into a pandemic when it spreads across countries or continents, resulting in a large number of people affected. Governments have many tools available to deal with the myriad economic, political, and social consequences of pandemics. International mechanisms, such as the World Health Organization, often play a crucial role in coordination and cooperation during a pandemic.	
Possible subjects/classes	Time needed
<ul style="list-style-type: none">• Social Studies• Health• History• Sociology/Psychology	30 - 45 minutes.
Video link:	
https://academy4sc.org/video/pandemics-one-little-germ-can-change-the-world/	
Objective: <i>What will students know/be able to do at the end of class?</i>	
Students will be able to... <ul style="list-style-type: none">• Define pandemics and understand factors that lead to their increased prevalence in our modern world• Explain the role of institutions like the World Health Organization and national governments in controlling the spread of pandemics• Identify priorities for responses to the outbreak of a new disease	
Key Concepts & Vocabulary	
World Health Organization, health disparities, urbanization	
Materials Needed	
Computers with Internet access	



Before you watch

Turn & Talk: What local, state, and national policies were enacted during the COVID-19 pandemic aimed at slowing the spread of the disease? What policies did you hear about in other countries?

While you watch

1. What is the definition of a pandemic?
2. What benefits can the WHO offer countries affected by disease?
3. What are some factors that lead to disparities in bearing the burden of disease?

After you watch/discussion questions

1. What should governments value more: public health or economic health?
2. Do you think countries are better off when they deal with disease on their own or through collaboration with other nations?
3. What are some struggles that communities of lower wealth or socioeconomic statuses might encounter during a pandemic?

Activity Ideas

1. Have students complete Part 2 of the worksheet individually and discuss their findings as a class.
2. Students can engage in a mock debate where they pose as presidential candidates during a pandemic. Students should discuss ideas for ensuring public health and safety while protecting economic growth.
3. Have students look up a historical incident of disease and use it as a case study. Analyze the perception of the disease, the response, and its effects. Then compare these findings to government responses during the Covid-19 pandemic to see what's changed, what hasn't, and what improvements can still be made.

Sources/places to learn more

1. Gates, Bill, et al. "Responding to Covid-19 - A Once-in-a-Century Pandemic? NEJM." New England Journal of Medicine, 2020.
www.nejm.org/doi/full/10.1056/NEJMp2003762.



2. "Roles and Responsibilities in Preparedness and Response." Pandemic Influenza Preparedness and Response: A WHO Guidance Document., U.S. National Library of Medicine www.ncbi.nlm.nih.gov/books/NBK143067.
3. Chotiner, Isaac, et al. "How Governments Respond to Pandemics Like the Coronavirus." The New Yorker, www.newyorker.com/news/q-and-a/how-governments-respond-to-pandemics-like-the-coronavirus