

Insect bites and stings: First aid

Digital tools utilized	Technical/digital skills to be possessed by the teachers
<ul style="list-style-type: none"> - Computer with Internet access - LMS - Padlet - Youtube 	<ul style="list-style-type: none"> - How to use a LMS and send materials to students - How to use padlet, kahoot - How to make a video/ a ppt presentation

Difficulty analysed

- Engaging all students in tasks so that they all can contribute to the lesson
- Empowering students to manage their project, set tasks, set responsibilities and distribute and accomplish tasks
- Offering students a range of choices to express/present their products

Objectives

- Discuss signs and symptoms and important safety rules regarding insect bites and stings
- Create either a leaflet, a video clip or a ppt presentation for students about what safety rules to follow

Description of the Lesson Plan

Students work in groups of four. They use padlet and create four columns corresponding to the four types of stings and bites. They collect the information and pictures they need by searching the internet, selecting the information and uploading it in the corresponding column on the padlet (according to the tasks set in the Scrum board-Step 5). Once the information is collected students will have different responsibilities: deciding what information to use, summarising and paraphrasing this information, creating an artistic format (pictures and drawings) of the first sprint. Tasks and responsibilities are distributed within the group according to their preferences and abilities (the Scrum board-Step 5).

Different phases to complete the lesson plan

1. Plenary session – brainstorming: Introduce the topic. Summer is the season for outdoor adventures which often lead to injuries and illnesses as a result of specific factors related to the environment. Insect and animal bites and stings are problematic and they frequently require first aid care. Most bites are minor but the potential for a serious allergic reaction does exist. Do you know what insect bites and stings pose problems and how to handle and prevent them? Tell students they have to answer this question and create either a leaflet or a video or a ppt presentation for parents and students illustrating their findings.

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2. Guide students to break the goal of the lesson down into shorter goals/sprint goals: 1. Bee and Wasp Stings/Flea and Tick Bites/Mosquito Bites/Spider Bites: signs and symptoms that suggest a more serious reaction/ 2. What to do when you are bitten by the insects 3. Preventing Bites and Stings 4. Negotiating & creating the product illustrating the topic (main features of the product: what they need to focus on & do). There will be three intermediary products (signs and symptoms/what to do/how to prevent). They use a padlet (grid format) to collect the information.
3. Provide all teams with a handout, which consists of all learning goals, tasks & links necessary to cover the topic (send via LMS). Encourage questions.
4. Team forming Get students into groups of four (online version of the lesson - breakout rooms)
5. Planning: Within their groups students go through the previously established sprint goals and set deadlines to cover them. Then they brainstorm all of the tasks (ex. find info for signs of bee and wasp stings; find pictures of bee and wasp stings, etc.) that must be completed to achieve the sprint goals. They write them on sticky notes so they can be moved.
6. Creating the Scrum board Help students create Scrum boards (a table with columns for sprints) and guide them on how to work on them (sprint+tasks). Students stick the post-it notes on the corresponding sprint and distribute tasks and set responsibilities (write on each post-it who does what +deadlines). Each student has a clear task to accomplish within their group.
7. Working on sprints Students start working on the first sprint in their groups. They can use the links provided in the handout or use the Internet (youtube) to find further information, data, and statistics and then summarize their findings and present their findings on a padlet. After the completion of each sprint, students address all the problems encountered and also get and give each other feedback on their work and collaboration. The procedure is repeated with each sprint.
8. Students decide on the final product based on the information they collected. They start working to create an informational online leaflet for their school (about all insect bites) or a video or a ppt presentation. Remind them to revise the main features of the product of their choice. Promote students' products on the school site. Organise a gallery and invite students to vote for the best one.
9. Assessment
This is a plenary session discussion/ google form and then discuss results. Go through the main points and check what students learned from the activity.
What did you learn? What do you still have questions about? What was the most exciting thing you learnt from this activity?

Were the situations difficult to deal with? Why? Which was more difficult to handle? Why?
How did they negotiate? Was it difficult? Why? Did students show respect for others' ideas, even if they disagreed/ competed?