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Values and Attitudes Education for Inclusive Europe

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Topic	FREEDOM
Images	 <p data-bbox="435 1402 1372 1444">Credit: David McNew/Agence France-Presse — Getty Images</p>



. Pressure on Healthcare Systems: Coping with Demand for ICU and Hospital Beds – European Data Portal Europa.eu

**Title**

**FREEDOM DURING PANDEMIC – PERSONAL FREEDOM AND THE SAFETY OF COMMUNITY**

**Details:**

**Purpose:**

The lesson aims to raise attention about fake news and encourage fact checking, while deepening the concept of freedom and necessary limitations of personal freedom for the safety of community.

**Objectives:**

**At the end of the lesson, students will be able to:**

- Understand some reasons and the amplitude of spreading of the fake news, especially through social media and why a basic fact checking is always necessary
- To learn about various methods of fact checking

- To understand the concept of safety of community and why the personal freedom should not affect the other persons freedom and safety, but manifest solidarity

**Relevant Vocabulary:**

- Fake news, fact checking, freedom, personal freedom, community safety, vaccination, antivaxing

**How to use this lesson:**

**Activities:**

**1) Preparation (10 min.)**

- Present the theme and the learning objectives
- Present the material and web resources, instruct students how to use them
- Propose the main learning methods: exploration of media and e-learning resources, explanation, discussions, forming teams and debating
- The teacher asks students to watch the introductory video materials, describe their contents and express their feelings and thoughts regarding the presented situations.
- Are students familiar with both situations (severe or fatal forms of Covid19, pressure on doctors and the overcrowding of intensive care units on the one hand, and anti-mask protests or refusal to vaccinate on the other), and from what sources?
- Do they tend to empathise more with the protesters or with the patients and the medical staff? For what reasons?
- What do they think about the pandemic and the measures taken by government administrations to limit the effects of the pandemic? Do they approve or rather disapprove the traffic restrictions, quarantine, wearing a face mask, keeping the social distance, testing or vaccination, and for what reasons?
- From what sources do students usually inform themselves about the pandemic? From the specialized medical staff, scientific articles, social media,

other websites? Do they have relatives or acquaintances who suffered or died from COVID-19?

## 2) Learning activities (35 min.)

- The teacher asks the students to form working groups in order to deepen the topic "Freedom in times of pandemic", through exploratory methods such as group discussions and the use of the Internet as a source of information;
- The composition of the working groups will be decided according to the content of the answers given by the students in the introductory part, and students with different opinions may be part of the same group.
- Each working group will answer a key question, with 15 minutes to prepare the answer and 3-5 minutes to present. Although there may be separate opinions, the recommendation will be for the group to reach a consensus;
- Depending on the first discussions and attitudes observed in class, the teacher may opt for some of the following key questions or points:
  - What are the motivations and arguments of the protesters, but also the counter-arguments supported by the majority, including the scientific communities and the democratic governments?
  - What do protesters hope to gain from the protests and whether they also propose alternative methods of solving the problems?
  - Are there leaders or political organizations that are gaining electoral popularity as a result of the protests, or are they even taking advantage of the destabilization of the socio-political situation in competing countries?
  - Are there organizations and websites that actually make a lot of money by publishing misleading information and urging civic disobedience?
  - Is it true that many ordinary people can be persuaded to believe untrue things by various mass manipulation tactics?
  - What was the role of social media or other online media in spreading false news and information based on inappropriate scientific studies, unrecognized by the scientific community or later retracted by journals, or on intentionally misinterpreted statistics, or on myths and other mystified stories?

- What do we know now about the virus and the evolution of the pandemic, what data do we have from the medical and scientific communities?
- What is the difference between the following expressions: "To be free means to always do only what you want, regardless of the opinion of your fellow citizens" and "I live in a community, so my freedom must not affect the freedom of others"?
- Explore the term „fake news” with examples and learn about methods of fact checking, as <https://toolbox.google.com/factcheck/explorer>
- Each group will explore the problem using the Internet and write down their answers and conclusions on the paper chart while more discussion and explanation take place;
- The teacher will supervise the presentations and provide feedback and ensure the learning of new terms and concepts through a quick session of questions and answers.

### 3) Ensuring retention and transfer (5 min.)

- The teacher asks students to express their opinions and summarize what they have learned, then draw the last conclusions from the lesson;
- Encourage students to study the value of Freedom and its history on VAEIE OOC-Module „Freedom” <https://vaeie.eu/ecourses/enrol/index.php?id=11>
- Ask students to read or watch news about the pandemic and the vaccinations for one week and let them prepare a short presentation about it.

#### Materials: 1) Video materials (stimulus of learning)

Patients at the Cotugno hospital in Naples, Italy, were administered oxygen while waiting in their cars, as the area struggled to find enough beds to deal with a rising number of coronavirus infections. Nov. 10, 2020

Credit: NBC News - Covid-19 patients in Italy receive oxygen in their cars as hospitals run out of room, <https://www.nbcnews.com/video/covid-19-patients-in-italy-receive-oxygen-in-their-cars-as-hospitals-run-out-of-room-95610437808>

Hundreds of people protested against the government's introduction of restrictions on unvaccinated people as Rome tries to slow a rise in Covid-19 infections. The Green Pass, an extension of the EU's digital Covid certificate, is now required to enter cinemas, museums, indoor swimming pools or sports stadiums, or eat indoors at restaurants.

Credit: EURONEWS - Protests against COVID health pass were held across Europe on Saturday 7 August, <https://www.euronews.com/2021/08/08/protesters-demonstrating-across-europe-against-vaccination-and-the-health-pass>

## 2) Reading materials (learning resources)

- <https://vaeie.eu/ecourses/enrol/index.php?id=11>, VAEIE Module „Freedom”
- <https://www.un.org/en/about-us/universal-declaration-of-human-rights>, Universal Declaration of Human Rights
- [https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/eu-charter-fundamental-rights\\_en](https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/eu-charter-fundamental-rights_en), EU Charter of Fundamental Rights

## 3) Chart paper and markers

<b>Category</b>	Interchangeably (classroom / online / e-learning)
<b>Main target group</b>	14-18 years old / secondary school students

**Related  
school  
topics:**

English, Ethics, Citizenship Education, European Studies, English as a Second Language, Human Sciences

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