Introduction

This learning journey is one of a series designed to support the learning and teaching of emergency and resilience education. This particular learning journey looks at the impact of the 2009 swine flu pandemic. It provides suggestions for activities to reflect upon the spread and impact of a pandemic flu and nurture the development of community readiness in young people.

Helping learners understand pandemic flu supports the delivery of key curriculum areas such as those which are the ‘responsibilities for all’, for example health and wellbeing, as well as those specific to subject areas like social subjects. There are also opportunities for interdisciplinary planning and assessment.

This learning journey contains learning experiences covering:

- 2009 swine flu pandemic

Please note: This resource includes web links to YouTube. It is recommended that practitioners check the clips, and any appended comments, in advance to assess their suitability. Education Scotland is not responsible for content on external websites.

Experiences and outcomes

**HWB**

- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 0-16a – HWB 4-16a**
- I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. **HWB 0-17a – HWB 4-17a**

**Literacy**

- As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. **LIT 1-05a (also LIT 2-05a – 4-05a)**

**Social Subjects**

- Having considered responses to a recent international crisis, I can contribute to a discussion of the effectiveness of the responses. **SOC 3-19b**

**Science**

- I have explored how the body defends itself against disease and can describe how vaccines can provide protection. **SCN 3-13c**
- I know the symptoms of some common diseases caused by germs. I can explain how they are spread and discuss how some methods of preventing and treating disease benefit society. **SCN 1-13a**
- I have explored the role of technology in monitoring health and improving the quality of life. **SCN 3-12b**

Prior knowledge

Some of the activities in this learning journey are progressive and build on earlier experiences and outcomes. However, no prior knowledge of being prepared for pandemic flu or resilience education is required before undertaking this learning journey. It has also been designed to be modular so practitioners can pick and choose the activities more appropriate to their needs.

It provides suggestions for activities to nurture the development of community resilience in young people.

http://www.educationscotland.gov.uk/readyforemergencies
Pandemic flu

**Learning experience:**
2009 swine flu pandemic

**Introduction**
Learners will look at the 2009 swine flu pandemic, its origins and subsequent global transmission.

**Stimulus**
Activities developed specifically to support this learning experience are available on the Ready for Emergencies website (see ‘Useful resources’).

**Learning intention**
- To describe the origins of the pandemic flu and explain its spread.
- To describe the impact of the pandemic flu on the local, national and global community.

**Possible tasks**
- Learners use the resources listed to improve their knowledge of how swine flu began and spread and think about the impact it had on individuals and communities.
- Learners complete the ‘Responding to an outbreak’ learner challenge (see 'Useful resources’) which asks them to role-play the part of a Member of the European Parliament (MEP) responding to an outbreak of pandemic flu.

**Success criteria**
Learners can:
- accurately describe the manner in which the pandemic flu began
- explain the methods of transmission
- justify the classification of pandemic as opposed to epidemic outbreak
- describe the effects of the pandemic at a local, national and global level.

**Possible evidence**
Learners can:
- create provide answers to the clip questions on how the swine flu began and spread. This could be via display or text based work
- engage in a discussion with peers on the impact of the pandemic event.

**Useful resources**
Download the ‘Responding to an outbreak’ learner challenge’ from the Ready for Emergencies website.

BBC News: Swine flu: Country by country
http://news.bbc.co.uk/1/hi/uk/8083179.stm

Reflective questions to support the following videos are available from the Ready for Emergencies website.

YouTube: Tim and Moby tell you about Swine Flu
https://www.youtube.com/watch?v=6J2ftrIdGnE

NHS: Swine flu
http://www.nhs.uk/conditions/pandemic-flu

**Reflecting on learning**
- What factors of a 21st century environment encouraged the spread of the virus?
- What difficulties do scientists face in the prevention of subsequent strains?

**Taking it further**
Compare and contrast the economic and social implications of such an outbreak for various countries around the world.

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