



# Feel/ Compare and Contrast:

## CHILDHOOD AND ADOLESCENCE IN TIMES OF

# coronavirus



**Age Appropriateness:** the activity is designed for 16-18 years, but it can be adapted to 14-16 years as well.

**Aim of the Activity:** Encourage reflection about how coronavirus has affected us personally and our immediate environment. Research about what has happened in other countries to compare and contrast. We are aiming for the development of empathy and the identification of the aspects that worry students.

**Materials and Estimated Time:** We must print the numbers of annex files that we consider necessary (GUTERRES FILE, preferably in DIN A3 or 2 copies in DIN A4; COUNTRY FILE in DIN A4) The time frame for this activity may vary. 2 hours are considered the ideal time, but this time can be reduced. We can devote half the time to items 2, 3, 4 and 5, and the other half to items 6 and 7. Be careful not to restrict time on item 7. It can be the most interesting item despite being the last one.

### Activity Development:

The activity is designed to be done on small groups of 3 to 6 people.

"GUTERRES FILE" and "COUNTRY FILE" will be handed out and explained, as well as the work system so that during step 2 they can start taking notes.

We access the website: <https://videos.un.org/es/2020/04/16/no-oluidemos-a-los-ninos/>, where we can see a [video of Antonio Guterres](#), Secretary-general of the United Nations, titled "No olvidemos a los niños" (Don't forget the children). It lasts 4 minutes and 9 seconds. (The audio is in English with Spanish subtitles). It makes a clear description of the risks affecting childhood and adolescence in this crisis, focusing on 4 aspects: education, diet, safety and health.

In the website: <https://www.un.org/es/coronavirus/articles/protejamos-hijos-salvaguardemos-bienestar> a transcription of the video is provided in Arabic, English, French and Spanish.

During the video, students may complete the first column of the file with the description of each of the risks Guterres describes. Once finished, students can interact and discuss what they think has been the most important aspect. We must create a safe environment where students feel comfortable to add ideas

they think are important and that Guterres has not mentioned. (We can always come back to this part at the end of the activity in case they have discovered more risks)

Once we have studied the ways in which coronavirus has affected lots of children and youngsters, we can move on to work on the "immediate environment". In groups, fill in the next two columns:

In the first column, we discuss and fill it in by describing how we are living the situation in our immediate environment, in our families, friendships and school. How has the virus affected us in our education, diet, safety and health?

For the second column, we reflect on how we have witnessed our immediate environment dealt with the situation. Not everyone is affected in the same way, so we must consider if we have seen the news or payed attention to how other people from our village, town or country are experiencing it.

Now it's time to choose a country other than your own from this list in order to investigate how the coronavirus situation is experienced there. (we use the "COUNTRY FILE")

Bolivia, Brazil, Burkina Faso, Cameroon, Ivory Coast, Spain, Philippines, Gabon, Equatorial Guinea, India, Indonesia, Mexico, Mozambique, the Democratic Republic of the Congo,

Senegal and Venezuela.

You can look for information in the links of the file, in the news, or in the Internet:

Last but not least, we devote time to drawing conclusions and how we feel after seeing the differences in each country, filling in and discussing each section corresponding to the annex "FILE\_COUNTRY"



**Annex material**  
for download here

GUTERRES FILE  
COUNTRY FILE