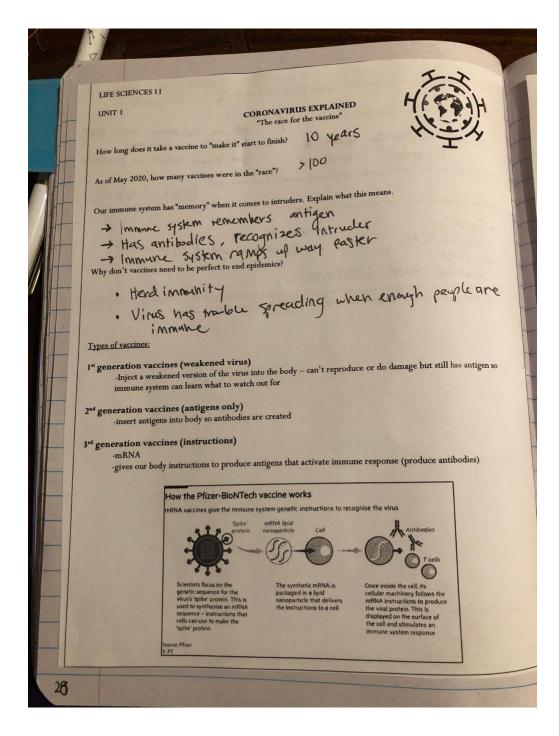
If Global Citizens are people who make informed decisions that better themselves, others and the natural world, then while living through a viral pandemic it seems logical to be educated about this virus and the ways we can prevent it. The Life Sciences 11 curriculum also lends itself nicely to this topic.

During our Cells & Viruses unit, continuing the global citizenship and scientific literacy conversations, I developed this worksheet to supplement the Netflix documentary "Coronavirus Explained" which also sparked a large class discussion. As the educator, I remained as unbiased as possible as we discussed questions like What is a virus? How does our immune system react to viruses and other invaders? What is a vaccine? What types of vaccines are there? How do the different types of vaccines work? What is the structure of COVID-19 and how do the different vaccines work of this type of virus?

We also discussed why people might have fear surrounding vaccines and the history of vaccines that may impact our decisions now.



How many phases are there in clinical trials? How long do they usually take? -> we already know stuft
about coronaviruses
- head start an vaccine How many viruses are a part of the human coronavirus family? What is CEPT? Coalition for Epidemical Preparedness Innovations To reach Herd Immunity, what percentage of the people on earth must be vaccinated? 60°10 4.7 bill. List a few "roadblocks" the race for the vaccine must deal with: · funding
· distribution
· politics
· making them (factories) What is your opinion on "vaccine nationalism"? Do you think wealthier countries should share with poorer countries? Should rich countries pay more? Should poorer countries are should poorer countries. rich countries pay more? Should poorer countries pay less? Explain your reasoning. Additional thoughts: Some reputable websites: https://www.cdc.gov/ https://www.raps.org/news-and-articles/news-articles/2020/3/covid-19-vaccine-tracker