

2 Metre Rule

This lesson was written in January 2021 and reflects information available, and guidance issued at the time.



Objectives:

- To explain the 2 metre rule, and how it can limit the spread of the virus
- To recognise how long 2 metres is as a distance

Curriculum Links:

- **Y5- Maths:** use all four operations to solve problems involving measure
- **Y6- Maths:** solve problems involving the calculation of units of measure
- **PSHE: (from PSHE Association) H37.** Reasons for following and complying with regulations and restrictions

Key Vocabulary:

- metre
- distance
- circumference
- area

Resources:

- 2 metre ribbon x15
- Chalk

FAQs:

Why do we need to stay 2 metres apart from those outside our bubble? When people who have the virus cough, sneeze, or even just breathe out or talk, the virus is released into the air on the droplets of breath. These droplets vary in size. If we stay at least 2 metres apart, then most of those droplets, particularly larger ones, can't travel far enough to spread. If someone coughs or sneezes, then these droplets will travel further – which is why it's REALLY important to cover your mouth if you cough or sneeze.

Why are we allowed to go closer to those inside our bubble? If you are in a bubble you are only mixing with those people and no one is mixing with anyone outside the bubble. This helps stop the spread of the virus from one bubble to another.

What if somebody gets too close to us? You cannot control other people's actions, only your own. If somebody is too close to you, move away. If they are a friend or family member you could gently remind them of the rules.

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Introduction:

5 mins



Mascot video- explaining the 2 metre rule and why we have to stay apart.

- How far should we stay away from those outside of our bubble? (2 metres)

Today we are going to look at how far 2 metres is to help us keep the right distance.

Main Activity:

20 mins



Move to the playground.

Split class into pairs and ask them to stand 2 metres away from their partner. Pass out 2 metre ribbons and ask them to check their distance by holding one end each.

- Did you get the distance right?
- Were you too far or too near?

Remind them that they need to be 'at least' 2 metres from those outside their bubble, so too far is ok. Ask children to stand in a circle with each of them holding a ribbon on either side so that they are 2 metres apart. (half a class at a time if there are space constraints)

- What is the circumference of the circle? (children can estimate by counting the ribbons, but should also think about the width of themselves)

Draw a chalk line around the outside of the circle.

Tell the children that they will be investigating the smallest area they can fill while still being 2 metres apart. Ask them for ideas on how to do this- they could start by every other child taking one step forward, and keep going until it affects their spacing.

Draw a chalk line around the outside of the group and compare.

Plenary:

5 mins



- How far apart do we have to stay from others? (2 metres or more)
- What can help you to remember this distance?
- We can still have fun and be friends when we are 2 metres apart



Possible Extension Activities:

- Measure circumference/area of the 2 chalk shapes and the difference.
- Measure the size of the classroom and calculate how many children would fit in if they had to stay 2 metres apart.