

Dear Families,

Throughout our COVID-19 & Health Equity unit, we are using Family Tools to connect family knowledge and experiences with our learning at school. Each tool has two parts: Family Activity and Caregiver Information.

Purpose of this activity:

The purpose of this activity is for you to talk with your family about what you typically do when you are sick or are trying to keep from becoming sick. Our class is interested in learning about all of our experiences when we get sick so that we can try to explore how COVID-19 is different from other kinds of sicknesses we've had.

Things you can do to support learning:

- You may want to ask multiple family members about what they do when they're sick or what choices they have when they're sick.
- You might also talk about the difference between being a little sick and being very sick—and what different decisions you make between the two situations.
- Finally, you could talk about how we take care of ourselves and others when we're sick and why that's important.

Estimated Time for Activity: 10-15 minutes*

Directions:

- **Caregiver Information:** Read the last page of this document before you complete the Family Activity. It will help you to make connections between your family experiences and the classroom unit.
- **Family Activity:** With your family, please think about how your lives have been impacted by COVID-19 and complete the activity.

*The most important part of this tool is having a conversation with your family about these topics. There is not a right way to complete these Family Tools; you may read, talk, and record ideas in the ways that work best for your family. If you don't have a printer, that is OK! You can just record your thoughts on a piece of paper.

Name: _____ Our classroom conversation about this will happen on: _____

Family Activity

Directions: We are exploring what our class's families do when they're sick, and how that is different from when they're healthy. Discuss these questions as a family. You can draw or take pictures or write.

What do we do to keep from getting sick? What do we do to help keep others from getting sick?

If we're a little sick, what do we do? How's that different from when we're really sick?

| What we do when we're a little sick: | What we do when we're really sick: |
|--------------------------------------|------------------------------------|
| | |

Name: _____ Our classroom conversation about this will happen on: _____



What do we do when we're sick?

Why do you think we get sick?

Why do some people get sicker than others?

What do we do when we can't get well on our own?

Name: _____ Our classroom conversation about this will happen on: _____



What do we do when we're sick?

Caregiver Information

How do your family experiences connect to the unit themes?

Four themes run throughout our explorations of how COVID-19 has impacted our lives. The boxes below will give you an idea of how the unit themes relate to the Family Activity you'll do in this tool.

Decision-making connections:

The decisions that we make when we are sick, or when people around us are sick, might be different from the decisions we make when we are healthy. We want to understand how and why we make these different decisions, and who is affected by our decisions.

Science connections:

We've been learning about how the coronavirus that causes COVID-19 makes people sick—when it's inside someone's body, the virus makes more copies of itself. People who have COVID-19 usually have a fever and a cough or trouble breathing, but there are other symptoms, too; and some people don't feel sick at all! When we've been sick with other illnesses or we're trying to keep from getting sick, we do certain things. Soon we'll explore *why* we do these things—how do our actions help us become or stay healthy?

Social and emotional learning connections:

We can use the feelings wheel that we created in class to ask: How do we feel when we're sick, or when one of our family members or friends is sick? What decisions do we make? How do we try to make ourselves feel better when we're sick or try to make others feel better when they're sick?

Equity and social justice connections:

As you think about what you do when you're sick, think about how families in other places might experience illness differently. Do they do things differently than you do? Do people always have the same choices about what they do when they're sick? Do all families think about what it means to be "sick" in the same ways?

Name: _____ Our classroom conversation about this will happen on: _____