



Reflecting on Our Learning

Family Tool

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 your family to talk about what your child is learning in our unit in class. We have just finished Lesson 4, where we explored why it may be easier or harder for some people to make decisions that can help keep them safer from the novel coronavirus. We also talked about why the virus is affecting different communities differently. Using this tool, please discuss as a family what you know and wonder about why COVID-19 affects people and communities differently.

We also want to begin thinking about what actions we can take ourselves, with our families, and with our communities to keep everyone healthy.

Things you can do to support learning:

The past few days of learning covered very big topics about inequities in how COVID-19 affects communities. Whatever your family is feeling about these big ideas is fine—discussing feelings gives children practice with identifying and naming feelings.

You may regularly experience systemic racism, or you might come from a more privileged background where you have not felt the effects of racism on your family personally. Take time to discuss what racism is with your child—be sure to explain that it is a systemic problem and not just about individual beliefs. Share your family's experiences and perspectives about racism. It is important to also share the strengths your family and community have, as well as other communities, and the types of resources in your community that keep you healthy physically and emotionally.

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: You can discuss one or all of these questions with your family. During or after your conversation, write some notes or questions here that you feel comfortable sharing with your class. Then, take some time to begin brainstorming action ideas we can take to keep ourselves, our families, and our communities healthy.

Part A: Answer These Questions as a Family

What have we explored and learned about the impact that COVID-19 is having on different communities? How do we feel about that?

What are you wondering about now that you have learned about how different communities are experiencing the pandemic?

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

What aspects of your family and community make you feel proud? What do you, your family, and/or your community do to help to keep you healthy, physically and emotionally?

Part B: Brainstorm Actions We Could Take

During our next (and final) lesson, we will decide to take actions that can keep our families and communities healthy. What are some ideas you have for actions we could take?

Actions we can take as individuals	Actions we can take as a family	Actions we can take as a community

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

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:

Now that we know how different communities are impacted by COVID-19, we can talk about the decisions that we can make to keep ourselves, our family, and our community healthy. We can also talk about what choices we can and cannot make—for example, we CAN choose to wear a mask, but we might not be able to choose whether we go in person to work or school.

Science connections:

In this lesson, we learned that some groups of people have been treated inequitably for a long time. Because of these inequities, people in these groups are more likely to get sick from the coronavirus.

Social and emotional learning connections:

We are all probably having a lot of feelings about COVID-19, including fear, stress, sadness, and even anger and grief. We may know people who have gotten and/or died from COVID-19. All of these emotions are OK. Through discussions like this one, we can learn to talk about how we're feeling and name those feelings. We can talk about how our family can support each other as we have these feelings.

Equity and social justice connections:

Students looked at pictures of situations where it might be easier or harder to decide to stay safer from the coronavirus. They read *A Kids Book About Racism* and discussed how some people have been treated inequitably for a long time. In some cases, this inequity is about where people live, such as near pollution or without consistent access to healthcare. Situations such as these have contributed to the disproportionate negative effect that COVID-19 is having on Black, Indigenous, and people of color communities. Communities most affected by COVID-19 are using a variety of resources to combat inequities happening during the virus, such as developing innovative new food distribution programs, while also dismantling longer-lasting injustices for all communities.

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