



How can we show our connections?

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:

In this activity, your family will make a web, like a map of connections, of where you've been and who you've been connected with in those places during the past week (e.g., home: parents, siblings, pets; park: friends, strangers walking by). Every family's web will look different! Our class will compare our webs, so the more connections you can make, the better!

Things you can do to support learning:

You can start by imagining the places that your family goes every day—the park, around the neighborhood, to the grocery store, to work, to grandma's house—and the people in those places. You can ask questions like, "Who do we see everyday outside of our house? Who would we like to see but can't right now?" We are still connected to those people even when we don't see them as much as we would like! Think about people and places that you are both physically connected to and, right now, virtually connected to.

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.

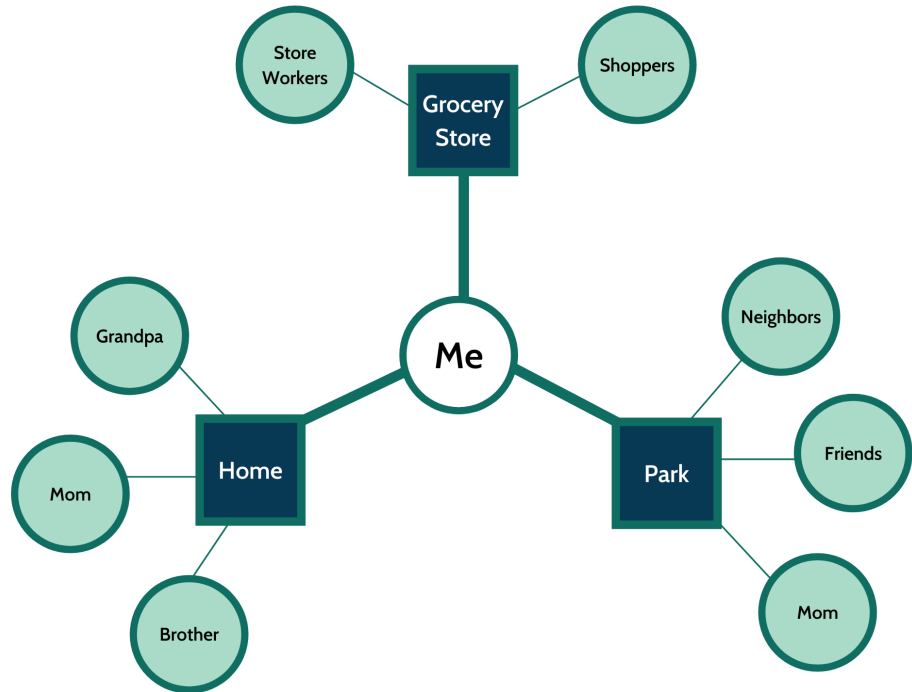
Name: _____ Our classroom conversation about this will happen on: _____

Family Activity

Directions:

1. As a family, brainstorm all of the different places and people that should be included in your Connections Web.
2. Draw your Connections Web. There is an example to the right.
3. Answer the questions at the end of this document.

Example Connections Web:



Notice in this example, YOU are in the center of the web. Then, each square has a place, and different people are connected to each of those places.

You can draw your map in different ways, too—our class will be excited to see the web that your family comes up with! Use another sheet of paper if it is easier to fit your web on that.

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



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Part One: Family Brainstorm

Where does your family go? Think of all the different places your family goes.	Who do you interact with in those places?	What places and people do you no longer see face-to-face but still interact with?

Part Two: Draw Your Connections Web

You can draw it below or on another sheet of paper.

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



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Part Three: Answer This Question as a Family

What other factors, beside the places you live and go, influence how COVID-19 impacts your family?

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



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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:

Because of COVID-19, we have all been making different decisions about who we see, how often we see people, and how we see people.

Science connections:

Our connections to people in our lives affects how the virus spreads (or doesn't spread). Scientists are using *contact tracing* to think about how people spread the virus. Mapping our connections helps us see who in our community we can help to keep healthy from the virus.

Social and emotional learning connections:

When we map who we are connected to, we can start to think about how our actions affect those people in our web. Our webs also show us all of the people with whom we build relationships and with whom we have ethical responsibilities towards to help keep healthy and safe.

Equity and social justice connections:

In some communities, it is easier to stay physically distant from people than in other communities. Some people need to go to work and come into close contact with a lot of people. Some people need to take the bus to work, or some people live in households that have multiple generations of family members. All of the people with whom we come into contact are people who we can affect through our decisions.

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