



How can we take action to keep ourselves and our communities safe and healthy?

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 Family Tool is for your family to discuss an action(s) you want to take to keep yourselves and your communities safe and healthy and why. Your family can also take this opportunity to create an action plan to help you think through the details of the action(s).

Things you can do to support learning:

Ask different family members about their different ideas and perspectives. Support everyone in voicing their perspectives, ideas, and suggestions.

Estimated Time for Activity: 15-25 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: _____



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Family Activity

Directions: First, brainstorm some actions that you and your family might want to take to keep yourselves and communities safe and healthy. Think about actions that people in your family can take by themselves, as well as actions that your family can take together. Then, create an action plan for how you might move forward with the action(s) you want to take. You can use the charts provided in this Family Tool and/or create your own ways for brainstorming, deliberating, deciding, and making a plan to move forward.

Part A: Action Brainstorm

Brainstorm different actions you might take under each column. Remember that there are no right or wrong answers. You can come up with as many actions as you want!

Actions We Can Take as Individuals	Actions Our Family Can Take Together	Actions Our Community Can Take

Now, circle the action or the actions (you can circle more than one!) that you think you might want to take. Why did you circle the action(s) you did? _____

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Part B: Action Plan

For the action(s) you circled, create an action plan. Start by responding to **some or all** of the questions in the following table. Then think about what other information you might need to take action. If you want to take more than one action, discuss some or all of the questions below for each action you want to take.

We want to take this action: _____

Write, draw, and/or discuss the answers to some or all of these questions.

1 Why is this action important to us, our families, and/or our communities?	
2 Who might our action impact? Why?	
3 What materials or resources will we need to take this action?	

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<p>4 What questions do we have about taking this action?</p>	
<p>5 How can we research our questions to try and figure out answers?</p>	
<p>6 Who do we want to tell about the action we're taking? Why?</p>	

What else do we need to know or do to take action? _____

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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:

Making decisions and taking action are closely connected. By making a decision, people are committed to act in a certain way. However, there might be several different actions related to a single decision. For example, a family might decide that it is important to wear masks to help reduce the spread of the virus. There are different actions that the family can take based on that decision. One action could be that anytime a family member steps outside, they wear a mask. Another action could be that if a family member is outside early in the morning and knows very few other people will be outside, they don't wear a mask, but they wear a mask at all other times.

Science connections:

We have learned a lot about the novel coronavirus and the COVID-19 disease that it causes. The actions we take are informed by what we know and other important elements like our values. An important part of scientific practice is knowing where and/or how to obtain, evaluate, and communicate information in any specific situation. Your family will use what you know, what you do, your prior experiences, and what you value to deliberate about and decide on actions you might choose to take.

Social and emotional learning connections:

Family members might have different perspectives on actions to take and might have different emotional reactions to actions. It is important to give everyone the opportunity to talk about how they are feeling about taking action. It is also important to give everyone the opportunity to voice what they think is important to consider before, during, and/or after taking action.

Equity and social justice connections:

Our class has studied how the new coronavirus does not affect all people the same way. These differences may be due to many reasons, such as where we live, our age, our incomes, our race and ethnicity, who we live with, and what we like to do. Some of the differences we experience are chosen and some are because of systemic differences in our society. Because of this, not everyone is able to make the same decisions and take the same actions (for example, some people can work from home, but some people have to go to work or they will lose their jobs). How does where you live, how old you are, your income, your race and ethnicity, existing health conditions, who you live with, etc. affect the actions you take?

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