|  |
| --- |
| COVID-19: Taking Care of “Us” |
| *These project activities are meant to build upon each other and be completed over the course of a week or so. They incorporate learning opportunities from all content areas including: Science, Math, Language and Literacy, Physical Activity, Social Studies, Health, World Languages, Career Exploration and Visual and Performing Arts. While these activities are focused on spending time outdoors, parents and caregivers need to make appropriate decisions for each child, based on their location and availability of materials around them. The most important thing you can do for your child is to talk with them during each aspect of their day. Explain what you’re doing, let them be involved and assure them that they are loved and safe every day.* |
| **Introduction**  The Coronavirus pandemic has created an alternate universe that almost no one imagined. It changed daily life around the world, in our communities and in our homes before most people were prepared. It has impacted all areas of peoples’ health: physical, mental/emotional, social, financial and spiritual. It is important to know how to care for our own health as well as help others as we all work together to flatten the curve on spread of COVID-19. |
| **Materials**  Fabric  Elastics  Coffee filters  Poster board/Markers/Paper  Computer (if available)  Games: Boardgames, yard games, etc. |
| **Activities**  **Activity 1:** COVID-19Survival 101 Media Campaign  Students with a teacher or family can create a dynamic multi-media campaign on how a family can survive the COVID-19 pandemic. All dimensions of health should be explored and addressed within the completed project. The campaign should demonstrate awareness of and demonstrate strategies to manage COVID-19 in one’s home as well as the community.   * Describe how (the dimensions of health) physical, mental/emotional, social, financial and/or spiritual health of family members are impacted. * Identify multiple strategies for managing negative impacts of the virus/pandemic for example stress management strategies (walking, yoga, reading, games), scheduling internet time, grocery shopping for someone who cannot get out. * Identify positive outcomes or “silver linings” from the virus/pandemic for example more family game time, time to finish a project, time to read a book) * Collaborate with family members to create at least 3 modes for sharing positive prevention messages or coping strategies with family members either inside or outside the home. * Identify at least 3 positive behavior changes you want to see as a result of the multi-media/marketing campaign.   **Activity 2:** Make masks   * Investigate how to make a Do It Yourself (DIY) face covering to most effectively reduce the spread of COVID-19. Is there data? When was the research done? How do you know the research and/o source are reliable ad valid? * Gather materials to make at least one mask per family member. Be creative while staying within the recommended guidance for peak effectiveness * Have a “runway show” and offer a variety of honors like most stylish, silliest, bulkiest, etc.   Math Connection:  Students can calculate reach of a multi-media campaign    ELA Connection:  Students can write a copy for the various mediums to compete the campaign strategies; students write a press release for their campaign  Technology:  Students can create a PSA, social media strategy, etc using one of many computer programs    Science:  Compare a variety of materials for face coverings to determine a scale of effectiveness.  Social Studies Connection:  Students will calculate the financial or economic impact on a families/communities/countries financial health    Career and Educational Development:  Students could investigate measures to work at home or work in the COVID-19 world. Discuss ow various jobs and businesses are impacted by the pandemic.    VPA Connection:  Students create multi-media messages to share their message, jingles, story boards, graphics. Be creative in designing face coverings ensuring the are also effective.    Health Education Connections: Students plan an advocacy campaign to influence the local community and peers to follow the prevention strategies and promote healthy practices.    Physical Education: Students create a fitness component for the campaign to keep people moving. Highlight the importance of taking breaks from the computer and wide array of strategies to b and stay active.  World Languages: Create or translate at least on message into a second language |
| **Glossary**  **Media campaign**: A [planned](https://dictionary.cambridge.org/us/dictionary/english/planned) [series](https://dictionary.cambridge.org/us/dictionary/english/series) of [newspaper](https://dictionary.cambridge.org/us/dictionary/english/newspaper) [articles](https://dictionary.cambridge.org/us/dictionary/english/article), [television](https://dictionary.cambridge.org/us/dictionary/english/television) [interviews](https://dictionary.cambridge.org/us/dictionary/english/interview), etc. that are [intended](https://dictionary.cambridge.org/us/dictionary/english/intended) to [achieve](https://dictionary.cambridge.org/us/dictionary/english/achieve) a [particular](https://dictionary.cambridge.org/us/dictionary/english/particular) [aim](https://dictionary.cambridge.org/us/dictionary/english/aim). A social **media campaign** is a coordinated marketing effort to reinforce or assist with a business goal using one or more social media platforms.  **US CDC** – United States Center for Disease Control and Prevention |
| **Additional Readings/Links**  [US CDC COVID-19 site including Use of Cloth Face Coverings](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html) - wide array of information for the general public and home  [Symptoms of Coronavirus Disease 2019 Youtube by CDC 3/11/2020](https://youtu.be/oGruT7Fd54E)  [How to Make Our Own Face Mask with The US Surgeon General](https://www.bing.com/videos/search?q=Surgeon+General+video+of+making+COVID+masks+at+home&&view=detail&mid=6B59A08EE2CE3C2C6ACB6B59A08EE2CE3C2C6ACB&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DSurgeon%2520General%2520video%2520of%2520making%2520COVID%2520masks%2520at%2520home%26qs%3Dn%26sp%3D-1%26pq%3Dsurgeon%2520general%2520video%2520of%2520making%2520covid%2520masks%2520at%2520home%26sc%3D0-51%26sk%3D%26cvid%3DA36F5D25A1604256B4693C44C5B135BF%26FORM%3DVDVVXX) video  [Matthew McConaughey teaches us how to make a face mask l GMA Digital](https://www.youtube.com/watch?v=I18Q_48ODBQ) video  <https://www.commonsense.org/education/lesson-plans/epidemiology-solve-the-outbreak>  [*Coronavirus A Book for Children*](https://mailchi.mp/candlewick.com/1ceatnd8qk-2689934?e=ac2a4e215a)- a free download for a new children’s book on the novel coronavirus which is scientifically accurate and sensitive to social emotional learning. |
|  |