Centering racial equity issues in the context of the COVID-19 pandemic:

How can we make decisions to care for ourselves, our families, and our communities?
While we wait to get started...

Take some time to read this infographic of the science storyline approach used in the OpenSciEd instructional model.

**NAVIGATION ROUTINE**
We figure out where we are and where we need to go next.

**INVESTIGATION ROUTINE**
We develop evidence from investigations to explain parts of the phenomena.

**PUTTING THE PIECES TOGETHER ROUTINE**
We come to a consensus on what we've figured out, and have a more complete explanation of the phenomenon.

**QUESTIONS ANSWERED**
We've answered many of the questions from our Driving Question Board and are ready to explain some new phenomena.

**ANCHORING PHENOMENON ROUTINE**
We share an experience.

**DRIVING QUESTION BOARD**
We develop questions for the Driving Question Board.

**PUTTING THE PIECES TOGETHER ROUTINE**
We come to a consensus on what we've figured out so far.

**PROBLEMATIZING ROUTINE**
But new questions emerge through evidence we find.

**INVESTIGATION ROUTINE**
We develop evidence from investigations to explain parts of the phenomena.
Please help us get to know who’s here...

In the chat, please write:

- With which grade(s) of students do you work?
- Where are you from?
- Have you taught a science storyline before?
Today’s Presenters

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We’re here representing a much larger team of people who developed the unit that we’ll share with you today.
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Elementary COVID-19 & Health Equity Units

Available for FREE at www.openscied.org/access-the-materials/

COVID-19 & Health Equity
GRADES 3-5

How can we make decisions to care for ourselves, our families, and our communities?

COVID-19 & Health Equity
GRADES K-2

What can we do to keep our community healthy?

Today we’ll focus on the grades 3-5 unit, but the K-2 unit is very similar and also available now!
Session Snapshot

1. What is a storyline? / Overview of this storyline
2. What are Family Tools?
3. Experience part of a lesson in “Student Hat”
4. Reflect in “Teacher Hat”
5. Q&A

As you have questions throughout the presentation, please feel free to ask them in the chat and we will respond.
What is a storyline (and how does that look in this unit)?
What is a science storyline?

A storyline is a logical sequence of lessons that are motivated by students’ questions that arise from students’ interactions with phenomena. See this graphic of the general OpenSciEd instructional model:

The storyline for this unit can be found [here](#) or downloaded from the presentation materials.
What themes run throughout this unit’s storyline?

- Science Practices and Ideas
- Family Knowledges and Practices
- Responsible Decision-Making
- Equity, Justice, and Power
- Social and Emotional Learning
In this unit, the anchoring phenomenon is the COVID-19 pandemic.

- Changes we’ve noticed in our families - activities changed, switched or lost jobs, people getting sick
- Changes we’ve noticed at school - wearing masks, keeping our distance, learning remotely
- Where do we still go to take care of our health? Does everyone have the same access to those places?
- The pandemic has affected people and communities differently
What changes have we noticed?

I don't go to school.

Mom has to run on the treadmill because she has diabetes.

People are starting to go back to work.

Dad has new restrictions at work. Not allowed to go into public very much.

You have to cough into your elbow now.

My family is a bit less active.

My family has been exercising more and going on trails because they are tired of the lockdown.

My parents fight when there is a computer problem.

What changes have you noticed in your family because of COVID-19?

Mom used to go to work, now she works inside at home.

My mom doesn't drive me to school anymore.

We have to wash our hands more.

Spending more time with pets. My dogs are better cared for.

Parents cleaning a lot more now.

My parents have lost their jobs and have to find new ones.

My family has more time to bond and spend more time together.

We don't get to eat at restaurants.

My friends don't get to come over.

My family is always watching the news...trying to get information.

My family has gotten closer because we stay in more.

My family is cooking more.

My family is more used to going to the store. More online shopping.

My family is stricter and not as much fun because my parents have to be teachers.

What changes have we noticed?

From a fifth grade class in California
How do we feel about those changes?

From a fourth-fifth grade class in New Mexico
Students create their **Driving Question Board** using these questions.

- The class frames their work in this unit around some version of the unit title question:
  - How can we make decisions to care for ourselves, our families, and our communities?
  - How can we keep ourselves and our communities safe and healthy?
What questions do kids have?

From a fifth grade class in Iowa
How do kids propose finding answers?

★ Do research and read about it (using search engines online and the library), read texts about COVID
★ We could ask somebody who works in a hospital to share what they know
★ We could look at more graphs
★ Talk to people who have had covid (they may have had different experiences)
★ Watch the news
★ Asking experts
★ Watch a video to learn how the virus works
★ We could go to a science lab and actually see a virus spread and do its thing
★ We could fly places with lots of cases and study those areas to see why there are so many cases there (in Hazmat suits, of course)
★ We can use a powder to represent the germ and see how much washing your hands matters and what the powder gets on if we don’t wash hands
★ We could invent masks that help us not transmit the virus
★ To test a mask we could give people a mask— one person has covid and the other doesn’t to see if it spreads through the mask
★ Use a microscope to study the virus
★ We could take a clean mask and put it under a microscope and then a dirty mask and study the germs to help us learn more what the germ looks like itself
★ Take blood samples from people with COVID and study it
★ Put a camera in a room with somebody with COVID who is older and younger and see how covid is different for kids
★ Make mars a livable planet, put everybody with COVID on Mars to get better, with doctors and protection to help see if that would stop the spread on Earth or if it would continue to spread.
★ We could try to track whatever animal spread it and see how their species dealt with the virus and see if that helps us
★ To see how government matters we could change the policies and see if cases go down
★ To figure out what is in vaccines, we could look at the ingredients in a flu vaccine to get an idea and then compare it to the COVID vaccine when it comes out to see what was different

From a fifth grade class in Illinois
What do students **investigate** in this unit?
What do we investigate in the unit?

- Do research and read about it (using search engines online and the library), read texts about COVID
- We could ask somebody who works in a hospital to share what they know
- We could look at more graphs
- Talk to people who have had covid (they may have had different experiences)
- Watching the news
- Asking experts
- Watch a video to learn how the virus works
- We could go to a science lab and actually see a virus spread and do its thing
- We could fly places with lots of cases and study those areas to see why there are so many cases there (in Hazmat suits, of course)
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- To figure out what is in vaccines, we could look at the ingredients in a flu vaccine to get an idea and then compare it to the COVID vaccine when it comes out to see what was different

From a fifth grade class in Illinois
How do students put the pieces together?

- Decision-making
- Taking action

Navigation happens between lessons and between activity steps, and problematizing happens at a key few moments (not whole lessons).
What are the Family Tools?

“When people enter into the practices of science or engineering, they do not leave their cultural worldviews at the door. Instruction that fails to recognize this reality can adversely affect student engagement in science” (Framework for K12 Science Education, p. 284)
What are the Family Tools?

- Occur before, during, or after a lesson
- Brief overview of the purpose of the tool
- Discussion or activity prompts for families to do together
- Caregiver background information related to decision-making, equity, SEL, and science
- Not essential to be turned in, but not “optional”
What are the Family Tools?

## Grades 3-5 Unit Storyline

### How can we make decisions to care for ourselves, our families, and our communities?

<table>
<thead>
<tr>
<th>Lesson Question</th>
<th>What we explore with our families</th>
<th>What we explore with our class</th>
<th>What we figure out about the virus and science</th>
<th>What we explore about issues of inequity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td></td>
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</tr>
<tr>
<td>2 days</td>
<td>We talk with our families about these questions: How have our lives changed? How do we feel about these changes? What decisions have we been making (such as how often we are going places or who we are seeing or not)?</td>
<td>We share changes we’ve noticed and different decisions we’ve been making because of COVID-19. We gather questions we have about those changes. We create a feelings wheel to help us identify our feelings about these changes and decisions.</td>
<td>• Our lives have changed in many ways because of COVID-19 and we wonder about the reasons for the decisions we’re making now. • We have lots of questions about the virus, how it affects people, and what we are doing about it.</td>
<td>• We connect our families’ knowledge to what we learn about in school. • We discuss how equity and equality are different, and recognize that there are inequities in peoples access to what they need to stay safer.</td>
</tr>
<tr>
<td><strong>How has life changed for me and my family because of COVID-19?</strong></td>
<td>We wonder whether others are experiencing similar changes as we are. To help us compare our experiences with others we draw a connections web of where we’ve been and who we’ve been connected with recently.</td>
<td>We compare our connections web with our classmates’ and notice similarities and differences. We point out places people need to go while trying to stay safe from COVID-19. We use geographic maps to notice how people in different communities have different access to things and places they need to stay healthy. We collect our questions about those differences.</td>
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</tbody>
</table>

**Navigation to Next Lesson:** After recognizing that where people live might impact how COVID-19 affects them, we wonder how many people in our area have been sick with COVID-19. Has COVID-19 been affecting communities in the same ways, or differently?
We’ll use a Family Tool to prepare for Lesson 9

- **Read** the Caregiver Information
- **Complete question #4** and any others you have time for - try to answer as a student might

Talking About COVID-19 Vaccines

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 start or continue a conversation about vaccines. We are focused on COVID-19 vaccines, but can make connections between that and other available vaccinations. Having a conversation at home about vaccines will add your family’s knowledge and practices to your child’s investigation of vaccines at school. In class, students will be invited to share about people they know who have been vaccinated. Remember that in the classroom, students can choose what to share from family discussions, and they can still fully participate without sharing information about their family.

**Things you can do to support learning:**
In Lesson 9, students will explore why people have not been vaccinated yet for COVID-19: many people want the vaccine but can’t get it yet, some people are hesitant about the vaccine, and some people do not want it at all. Talking as a family about how your family thinks about the COVID-19 vaccine will help your child make sense of people’s reasons for choosing to get vaccinated or not.

**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 talk about vaccines using the questions provided in this tool.

*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.

Make a copy of the Family Tool [from this link](#) or download from the presentation materials.
Let’s experience a part of this unit!

<table>
<thead>
<tr>
<th>State</th>
<th>Percent of Vaccinations</th>
<th>Percent of Cases</th>
<th>Percent of Deaths</th>
<th>Percent of Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>10%</td>
<td>3%</td>
<td>9%</td>
<td>6%</td>
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<tr>
<td>Alaska</td>
<td>1%</td>
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<td>2%</td>
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<tr>
<td>Arizona</td>
<td>2%</td>
<td>4%</td>
<td>7%</td>
<td>4%</td>
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<tr>
<td>California</td>
<td>8%</td>
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<td>5%</td>
<td>6%</td>
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<td>Colorado</td>
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<td>Connecticut</td>
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<td>11%</td>
<td>12%</td>
<td>10%</td>
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<td>Delaware</td>
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<td>District of Columbia</td>
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<td>Florida</td>
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<td>Georgia</td>
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<td>Hawaii</td>
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<td>Illinois</td>
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<td>Indiana</td>
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<td>Kentucky</td>
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<td>Louisiana</td>
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<td>Massachusetts</td>
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<td>Michigan</td>
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<td>Missouri</td>
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<td>Mississippi</td>
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<td>New York</td>
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<td>Wisconsin</td>
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</tbody>
</table>
Let’s jump in and experience part of this unit!

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How has life changed for me and my family because of COVID-19?</td>
</tr>
<tr>
<td>2</td>
<td>Who has been getting sick from COVID-19?</td>
</tr>
<tr>
<td>3</td>
<td>How do we know if we can trust what we see and hear?</td>
</tr>
<tr>
<td>4</td>
<td>How does the COVID-19 virus make a person sick?</td>
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<tr>
<td>5</td>
<td>How does the COVID-19 virus get out of a person?</td>
</tr>
<tr>
<td>6</td>
<td>Can masks or face coverings block the droplets coming out of a person's body?</td>
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<tr>
<td>7</td>
<td>How does the virus get into a person (and how can we try to prevent that)?</td>
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<tr>
<td>8</td>
<td>How can we keep from getting sick if the virus does get into our bodies?</td>
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<tr>
<td>9</td>
<td>Why hasn’t everyone gotten the COVID-19 vaccine yet?</td>
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<tr>
<td>10</td>
<td>What are communities doing to work against inequities?</td>
</tr>
<tr>
<td>11</td>
<td>Why is COVID-19 affecting communities so differently?</td>
</tr>
<tr>
<td>12</td>
<td>What should we do now?</td>
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<tr>
<td>13</td>
<td>How can we take action?</td>
</tr>
</tbody>
</table>
What did students figure out in Lesson 8?

<table>
<thead>
<tr>
<th>Lesson Question</th>
<th>What we explore with our families</th>
<th>What we explore with our class</th>
<th>What we explore about the virus and science</th>
<th>What we explore about issues of inequity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 8</strong> 1 day</td>
<td>We talk with our families about what vaccinations we've had other than the vaccination for COVID-19, and we discuss why people might choose to get vaccines.</td>
<td>We think vaccines can prevent us from getting sick, but how do they work? We obtain information from a variety of sources and update our classroom consensus model to include how the vaccine can help a person stay healthy. We consider how getting vaccinated impacts others in our community.</td>
<td>• A vaccine teaches your body to recognize the virus so that if/when it gets into your body, your body can fight it off quickly (before you even feel sick).</td>
<td>• The COVID-19 vaccines are a super-important tool in helping communities stay safe and healthy.</td>
</tr>
</tbody>
</table>

**How can we keep from getting sick if the virus does get into our bodies?**

**Investigation**

Here's how it works:

1. Getting the COVID-19 vaccine is similar to other shots. You will feel a little pinch when it is put into your body.
2. In the inside, your body is always on the lookout for germs it doesn’t recognize. It notices that those spikes on the vaccine are the spikes of the COVID-19 virus. Your body thinks these could cause you to be sick, so it makes a response.
3. Your body attacks the spikes! Your body makes antibodies that are proteins which help your body fight off germs. These antibodies are like a special army that helps fight off the germs. If the actual COVID-19 virus gets in your body, the antibodies will recognize what it looks like. Then your body can start destroying it immediately, so you don’t get really sick. Most people who get vaccinated don’t even realize if the virus got into their bodies because it was destroyed so quickly!
4. When the COVID-19 vaccine is put into your body, it tells your body, “Don’t get sick!” This is a powerful, but very important step in helping to keep us safe.
5. How can this vaccine help others? Vaccines help other people too. By getting vaccinated, you help protect others. When enough people get vaccinated, it’s harder for the virus to spread, which means there are fewer sick days for all of us.

**Dr. Corbett Explains the COVID-19 Vaccine**

**Directions:** Watch the video or read below to learn about how the vaccine works.

- Why did you decide to get vaccinated?
- Why do you think it’s important for others to get vaccinated?

**Vaccinated!**

**Vaccinated** because the body is healthy because the body fought a little battle of the virus and they are not a threat anymore.

**Immunization System is Free of Toxins**

- Does the vaccine have any other side effects besides these?
- Is the vaccine safe for all age groups?

**Immunization System is Free of Toxins**

- What happens if people don’t get vaccinated?
- How can we encourage people to get vaccinated?

**Immunization System is Free of Toxins**

- What happens if people don’t get vaccinated?
- How can we encourage people to get vaccinated?

**Immunization System is Free of Toxins**

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**Immunization System is Free of Toxins**

- What happens if people don’t get vaccinated?
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What did students figure out in Lesson 8?

From a fifth grade student in Illinois
<table>
<thead>
<tr>
<th>Part</th>
<th>Duration</th>
<th>Summary</th>
</tr>
</thead>
</table>
| **Before this lesson** | | TALK ABOUT VACCINES WITH OUR FAMILIES  
At least one day before Lesson 9, send home *Family Tool 9.1* for students to complete with their families. |
| 1 | 5 min | IDENTIFY PATTERNS WE’VE NOTICED IN VACCINE DISTRIBUTION  
Partners share about *Family Tool 9.1* and then work together as a class to find patterns in who we know who has been vaccinated and when or why those people got the vaccination. |
| 2 | 5 min | PLAN HOW WE WOULD DECIDE WHO GETS THE VACCINE FIRST  
Quick write ideas about who (which groups of people) students think should be prioritized for getting the COVID-19 vaccine. |
| 3 | (15 min) | GOING DEEPER: EXAMINE AN EXAMPLE VACCINE DISTRIBUTION PLAN  
Read an example vaccine distribution plan and consider how those decisions were made and whether we would have suggested a similar plan. Considering the people and groups who make decisions on behalf of others will help students understand the power of those decisions. If time is short, skip to step 4. |
| 4 | 3 min | CONSIDER EQUITY AND EQUALITY IN THE CONTEXT OF VACCINE DISTRIBUTION  
Consider our expectations for who should be getting the vaccine first in terms of equity and equality. Plan to investigate the equity of vaccine distribution so far. |
| 5 | 12 min | EXAMINE DATA ABOUT WHO HAS BEEN VACCINATED  
Work with partners to examine data about groups who have already been vaccinated. Share data together with the class and discuss patterns. |
| 6 | 12 min | EXPLORE WHY PEOPLE ARE NOT ABLE TO GET THE VACCINE  
Watch videos of people explaining how they got their vaccinations to discover barriers to access. Revisit our community webs from Lesson 1 to consider issues of access. |
| 7 | 3 min | BRAINSTORM HOW WE MIGHT FIX THESE INEQUITIES  
Work together as a class to list ideas for how we could take action to solve some of these inequities and consider who should be responsible for fixing these problems. |
| 8 | (40 min) | GOING DEEPER: CONSIDER STORIES OF VACCINE HESITANCY  
Watch videos and read articles to help understand more about why some people are not sure if they want to get the COVID-19 vaccine. If time is short, end the lesson after day 1. |
Switching Hats to Support Professional Learning

**Student Hat**
- Thinking like a 3rd-5th grader.
- *What do you anticipate an elementary school student might think?*
- *What might they say?*

**Educator Hat**
- Thinking like an educator.
- *Reflecting on pedagogical approach, instructional routines, classroom culture, logistics/supports, NGSS, etc...*

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**Lesson 9 Family Tool**

Who do we know (personally or others we know of in public) who has gotten the COVID-19 vaccine?

Share with a partner and consider:
- What do these people have in common?
- What patterns can we find among people who have gotten the vaccine or not?

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**What are the Family Tools?**

- Occur before, during, or after a lesson
- Brief overview of the purpose of the tool
- Discussion or activity prompts for families to do together
- Caregiver background information related to decision-making, equity, SEL, and science
- Not essential to be turned in, but not “optional”
Welcome Students!
### Who has been vaccinated?

**As of March 1, 2021**

**Hispanic People as a Share of COVID-19 Vaccinations, Cases, Deaths, and Total Population**

<table>
<thead>
<tr>
<th>State</th>
<th>Percent of Vaccinations</th>
<th>Percent of Cases</th>
<th>Percent of Deaths</th>
<th>Percent of Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>3%</td>
<td>10%</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Arizona</td>
<td>13%</td>
<td>36%</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>California</td>
<td>19%</td>
<td>55%</td>
<td>46%</td>
<td>40%</td>
</tr>
<tr>
<td>Colorado</td>
<td>6%</td>
<td>36%</td>
<td>21%</td>
<td>22%</td>
</tr>
</tbody>
</table>

**White People as a Share of COVID-19 Vaccinations, Cases, Deaths, and Total Population**

<table>
<thead>
<tr>
<th>State</th>
<th>Percent of Vaccinations</th>
<th>Percent of Cases</th>
<th>Percent of Deaths</th>
<th>Percent of Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>32%</td>
<td>38%</td>
<td>43%</td>
<td>65%</td>
</tr>
<tr>
<td>Arizona</td>
<td>76%</td>
<td>45%</td>
<td>53%</td>
<td>54%</td>
</tr>
<tr>
<td>California</td>
<td>36%</td>
<td>20%</td>
<td>32%</td>
<td>36%</td>
</tr>
<tr>
<td>Colorado</td>
<td>87%</td>
<td>54%</td>
<td>68%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Who has been vaccinated?

What did you and your partner notice about the state-by-state data?
What does that tell you about who has been vaccinated?
Did other groups notice similar or different patterns?
Why are people not able to get the vaccine?

As we hear people’s vaccination stories, write in your notebook:

● What helped these people be able to get vaccinated?
Why are people not able to get the vaccine?

1. What has helped people be able to get vaccinated?
2. Why might it be harder for some people to get vaccinated when it is their turn?
In your notebook, write:

I think ____________ might not be able to get a COVID-19 vaccine when it’s their turn because ____________________________.

If they don’t get the vaccine, it will affect my community because __________________.
Equity or inequity?

- Equity is when people get what they need.
- Do you think there is equity in how people are getting COVID-19 vaccines? Why or why not?
How can we take action?

- How could we (ourselves or others) fix these inequities?
- Who is responsible for doing these things?
Why might people be unsure about the vaccine?

- Listen to Nurse Brewer-Taylor’s examples of people who were unsure about getting the COVID-19 vaccine at her hospital.
- Watch a video answering questions people might have about the vaccines.
- Hear a report about how the Tuskegee study relates to vaccination efforts.
- Read or watch a report about how community leaders and health officials are building trust about the vaccines among Indigenous communities.
Welcome back, Educators!

Reflections on teaching this unit
Reflections on Teaching this Unit

● Check in with students routinely, asking how they feel about the content, acknowledging all feelings

● Return to routines introduced earlier in the unit-- feelings wheel and sentence frames

● Utilize SEL and Social Justice teacher callouts in the lesson plans

● Validate the diversity of class and family experiences and decision making
Where is additional support for educators?

Unit Resources for Families and Teachers

- The Science of SARS-CoV-2 and COVID-19
- Equity and COVID-19
- Decision-Making and Social and Emotional Learning
- Understanding Children’s Conceptions of Illness and Death
- COVID-19 Vaccines
**Teacher callouts in each lesson**

**Specific scaffolds on classroom slides**

**Family connections to SEL, equity, decision-making, science**

**Additional guidance for teachers**

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**GUIDANCE FOR SOCIAL AND EMOTIONAL LEARNING**

Prepare yourself and your students for how to respond if and when students mention that someone they know has gotten very ill or died from COVID-19. Refer to the Unit Overview for specific guidance for teachers, but also take the time to remind your students what they can do and say to support classmates who have experienced awful effects of COVID-19. They should be an active listener (don’t interrupt) when a classmate shares and acknowledge that person’s feelings by saying something like, “Wow, that must have been really hard” or “I’m so sorry that happened.”

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**FOCUS ON JUSTICE**

Brainstorming actions we can take on both an individual and collective level is a great first step in helping students realize that action can happen on multiple levels, but shouldn’t stop with individuals. If we are serious about fighting against systemic racism and structural inequities, we need to work towards collective, systemic action. Supporting students in understanding action beyond individual action is an important part of this activity.

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**ATTENDING TO EQUITY**

This lesson begins with centering family knowledge and practices around COVID-19-related changes. This is an important step in building relationships with families, as well as setting up the regular practice of having family knowledge and practice shape your instruction.
What questions do you have?
Thank you!

Helpful links:

- Get all the unit materials here: https://www.openscied.org/instructional-materials/covid-3-5/
- https://www.nextgenstorylines.org/
- http://learninginplaces.org/
- https://www.openscied.org/