Learning About COVID-19

Activity Guide

ages 16–18

Alaska Afterschool Network
Program of Alaska Children's Trust

50 STATE AFTERSCHOOL NETWORK

nys NEW YORK STATE NETWORK FOR YOUTH SUCCESS

Learning About COVID-19 Ages 16-18

COVID-19, coronavirus, has impacted students and families throughout the world and has significantly altered our education systems, including out-of-school time programs. The activities and resources in the Learning About COVID-19 Activity Guides were intentionally designed to support youth-serving programs in engaging students in learning about the science of COVID-19 and developing greater social awareness and empathy.

The guide includes 40 activities and challenges organized by four different age groups (5-9) (10-12) (13-15) (16-18). The activities were developed for in-person and virtual instruction, or a hybrid of both, as well as sent as take-home packets.

All activities should be safely executed and aligned with state and local health guidelines.

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Build a Germ

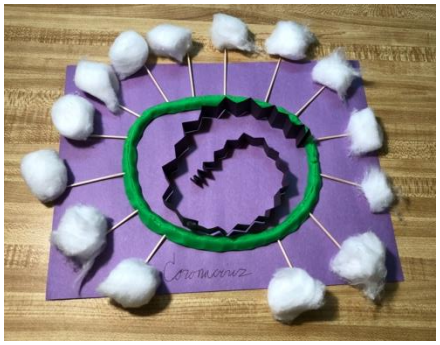
ACTIVITY DESCRIPTION

In this arts and STEM activity, youth will build a model of a virus and/or a bacterium. This activity is designed to introduce youth to different parts of a virus and/or a bacterium and how it functions, as well as the difference between virus and bacteria and how they are treated. This activity encourages the development of STEM literacy, inquiry and critical thinking skills.

SUPPLIES

Common items found around the home or at school, including:

- Construction paper
- Cotton swabs or toothpicks
- Pipe cleaners or yarn
- Small pom poms or cotton balls
- Playdough
- Scissors
- Glue or tape



STEPS

Viruses and bacteria (aka bacterium) are commonly confused. While these germs are invisible to the naked eye and can cause disease, there are many qualities that make them different. In this activity, you will learn about the differences between viruses and bacteria. Then, you will build a hands-on model to learn more about their parts, how they are transmitted (transferred from person to person), and how they are prevented and cured.

1. Watch this video about the difference between viruses and bacteria: https://www.youtube.com/watch?v=qDluMg9lqn8
2. In this activity, we are going to build a model of a virus and/or bacteria to understand how it works.
3. Select the kind of virus or bacteria you want to build:
   - To build a virus select from one of the different kinds of viruses here: https://bit.ly/32rrEw6 or go to the Biointeractive website and select "Launch Interactive": https://bit.ly/2EMfZQj
   - To build a bacterium select from one of the three common shapes: cocci, bacilli, and spirochetes. For pictures and more information go here: https://bit.ly/31IQDM4
4. Use the internet to research the bacterium or virus you selected. What are its different parts? How does it enter the body? How are they prevented or cured?
5. Build a hands-on model of your virus or bacterium using common items found around your home, like paper, yarn, cotton swabs, toothpicks and pipe cleaners.

ADAPTATIONS

- If facilitating virtually, navigate teens to the Biointeractive website and click through a few of the viruses as an example.
- If facilitating virtually or in-person, put teens in pairs or small groups, and assign each person either bacteria or virus. Ask the teens to compare and contrast after they build their models.

EXTENSIONS

- Draw a picture of your virus or bacteria and label its different parts, or take pins and small pieces of paper and add it to your model.
- Washing your hands is one of the best ways to prevent germs from entering your body. Create a poster for your afterschool program or home to remind others about the importance of washing their hands.
- Vaccines are one of the best ways we can prevent viruses from making us very sick. Watch this video from PBS on why vaccines work: https://bit.ly/3b9v9es

QUESTIONS FOR DISCUSSION

- How is the virus or bacteria you made the same as the coronavirus? How is it different?
- Why do viruses affect some people more than others (ex. older people)? What can we do to help those people stay healthy?
- Why is it important to know whether you are sick from a virus or bacterial infection?

Build a Germ

FACTS FOR STAFF & FAMILIES

- Viruses are a microscopic collection of genetic material (DNA or RNA) surrounded by a protein coat.
- Viruses cannot replicate by themselves and need to live inside a host to survive. When the virus enters our healthy cells, it attacks the cells and replicates.
- COVID-19 is a type of virus and is spread through droplets released into the air when a person breathes, coughs or sneezes. Then, COVID-19 moves to the mouth, nose, throat and into the lungs, making it hard to breathe.
- The name "COVID-19" is short for coronavirus disease 2019. In COVID-19, 'CO' stands for 'corona,' 'VI' for 'virus,' and 'D' for disease.
- As of August 2020, there is no approved vaccine for the coronavirus in the United States. However, vaccine developers and the US government are quickly working towards developing vaccines for distribution.

CREDITS: Centers for Disease Control and Prevention's (CDC) "COVID-19 Frequently Asked Questions" available at https://www.cdc.gov/coronavirus/2019-ncov/faq.html

Community Commentator

ACTIVITY DESCRIPTION

In this social awareness and health activity, youth will learn about how COVID-19 is affecting different US communities. This activity is designed to build awareness among teens about the actions taken by other communities against COVID-19. This activity encourages the development of collective empathy and advocacy and communication skills.

SUPPLIES

- Internet access
- Smart phone and camera for recording video
- Computer or tablet
- Community Expert Handout

STEPS

Communities in America and around the world have been affected by COVID-19 differently. This is because every community has different health needs, as well as different health and economic resources they can access during a crisis. In this activity, you will learn about how different communities are affected and responding to COVID-19. Then, you will represent this community as a "Community Expert", similar to commentators you see on television news shows.

1. Select one community from the list of articles below.
    a. "*COVID-19 disproportionately impacts the Hispanic community across Tennessee*": https://bit.ly/3hbW8HY
    b. "*Two new COVID-19 deaths tied to rural Alaska*": https://bit.ly/35hzMlM
    c. "*Next generation: Grappling with loss of life and connection, Native youth transform into the leaders of tomorrow*": https://bit.ly/35kt9iK
2. Complete the Community Expert Handout to prepare for your video.
3. Film your video using a smartphone or your computer. Videos should be less than 60 seconds. Remember a good TV commentator:
    a. Explains complicated ideas in a way that is easy to understand and avoids using words or terms people may not regularly hear or use
    b. Speaks passionately about the subject and can connect with the viewer emotionally
    c. Is credible. They do their homework and understand the subject they are talking about

    Here is an example of a news commentator speaking passionately about COVID-19 and the black community: https://cnn.it/33dGRRE

ADAPTATIONS

- If facilitating virtually, break this activity in to two sessions. In the first session, discuss how different communities are impacted by COVID-19 and provide a description of the video they need to make. In the next session, ask youth to share their video or do a "live" broadcast.
- If your program has teens that identify with any of the groups represented in the stories, create a safe space for them to share their perspectives first.

EXTENSIONS

- Find a news story representing a community you identify with, and learn more about how they are affected.
- Share your video with a loved one or a friend. Discuss the community you researched and what your own community can do better to protect itself from COVID-19.

QUESTIONS FOR DISCUSSION

- How is the community you learned about different from yours? How are they the same?
- Is there anything you learned from the community that could be helpful to bring back to your own?
- How do you think the author wanted to make you feel with the images and the words they used in the article?
- Can you think about a time you made a judgement about someone or group based on limited information?
- You may have limited information about the group you selected in this activity. What may you be assuming that might be incorrect?

Community Commentator

FACTS FOR STAFF & FAMILIES

- Rural Americans are at higher risk for getting COVID-19 and having severe illness. This is because these Americans tend to have higher rates of smoking, high blood pressure and obesity.
- In terms of access to resources, rural Americans generally have less access to healthcare and are less likely to have health insurance.
- People who are members of racial and ethnic minority groups, including African Americans, Hispanics, and American Indians are at increased risk of getting COVID-19 and have a severe illness.
- Individuals in communities can protect themselves from getting COVID-19 by practicing social distancing, wearing masks and washing their hands frequently.
- At the community level, community organizations, schools and business can build awareness of preventative measures and advocate for more health and economic resources during the pandemic. These groups understand their community's needs, barriers and challenges related to COVID-19 prevention.

CREDITS: Centers for Disease Control and Prevention's (CDC) "COVID-19: Rural Communities" available at https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/other-at-risk-populations/rural-communities.html

Community Commentator Handout

Instructions: Select the community you would like to represent from the list of three headlines. To prepare for your video, complete the worksheet below.

1. **Who are you representing in this video? Tell us about this community.**

_____

_____

2. **How is this community affected by COVID-19? How is it different from other communities?**

_____

_____

3. **What are the unique challenges the community faces in preventing COVID-19?**

_____

_____

4. **What does this community need the most right now?**

_____

_____

5. **Why should the viewer care?**

_____

_____

COVID Concept Map

ACTIVITY DESCRIPTION

In this health and literacy activity, youth will work together to create a concept map to identify and organize information about coronavirus. As part of the COVID-19 unit, this activity is designed to help youth discern and communicate basic information about the virus. This activity supports the development of health literacy, digital literacy and responsible decision-making.

SUPPLIES

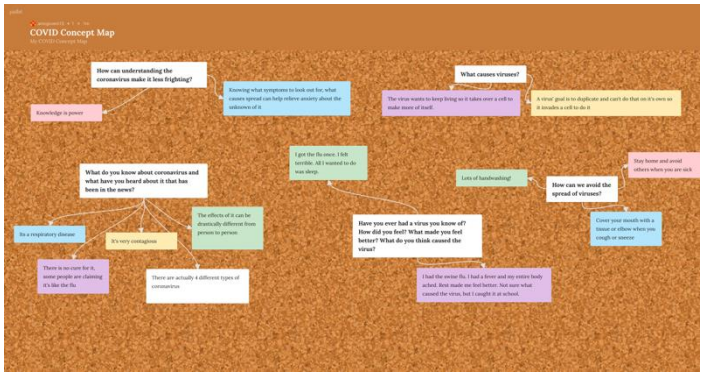
- [Optional] Padlet is a free, easy-to-use tool that helps you brainstorm, organize and visually display information. If this activity is being conducted virtually with a group of youth, this engaging tool will be helpful for collecting youth's ideas during the conversation.
    - Register for a free account here: https://padlet.com. Select the 'canvas' option for your Padlet.
    - Here is a video tutorial on how to use Padlet: https://binged.it/2QDnAn8
    - Share the Padlet link with all participants.
- Post-it notes and markers can be used if delivering the activity in person.

STEPS

Note: This activity is best done with a group in order to allow for discussion.

In this two-part activity you will be identifying and organizing information about the virus and then creating a public service announcement (PSA) to raise awareness about critical facts and to debunk myths.

1. Discuss the following questions and collect and record responses on Padlet (or paper).
    - How can understanding the coronavirus make it less frightening?
    - What do you know about coronavirus and what have you heard about it that has been in the news?
    - What causes viruses?
    - What are the effects of viruses?
    - How can we avoid the spread of viruses?
    - Have you ever had a virus that you know of (like the flu)? How did you feel? What made you feel better? What do you think caused the virus?



2. Watch the movie "Coronavirus" available here: https://bit.ly/3jliojX. You can turn on the closed caption option to aid in understanding.
3. Return to your Padlet (or paper). Add new ideas or expand the ideas based on what you learned in the video.
4. Now, organize and group the information. What themes or related ideas are there? If you are using Padlet, you can group your ideas by dragging the notes together and adding connecting lines. This is called a concept map.
5. From the information that you have collected, what would you most want to teach others about? What do they most need to know in order to help them protect themselves and others?

In the next activity, you are going to use this information to create a public service announcement (PSA) to raise awareness about the virus. Save your Padlet or handwritten notes to revisit for that activity.

CREDITS: BrainPOP Educator's "Coronavirus Lesson Plan" available at: https://bit.ly/3lwSFXx

COVID Concept Map

ADAPTATIONS

- If delivering this activity virtually, it is recommended that you use Padlet or another type of shared document for group brainstorming.
- If delivering this activity in-person, write ideas on post-it notes and group the ideas by sticking them to the wall, a blackboard or large paper. Using post-its allows the notes to be easily moved around.

EXTENSIONS

- Use the Create a PSA activity in this unit to use the information from your concept map to create a public service announcement (PSA) to raise awareness about COVID-19.

QUESTIONS FOR DISCUSSION

- What new information did you learn about the virus?
- Was there any information about the virus that you previously thought was true but was not?
- What information do you think everyone needs to know?
- Do you think that some people might have misinformation about the virus? What is some of that misinformation?
- What are some of the sources that people might get information from that may not be credible?
- What are some sources that you can get credible information about the virus from?
- What are some ways to get credible information to different types of people?

FACTS FOR STAFF & FAMILIES

- The term "coronavirus" refers to a family of viruses that causes many different types of diseases, including the common cold.
- COVID-19 is a "novel coronavirus," which means it's a new disease unfamiliar to scientists and doctors. Its name is actually a mash-up of the words "corona" (CO); corona means "crown" in Latin (coronaviruses are named for the crown-like spikes on their surface), "virus" (VI), and "disease" (D). The "19" comes from the year 2019, when the disease was first detected.
- COVID-19 can be transmitted by little droplets from coughs or sneezes, which is why doctors say you should always cover your mouth with your elbow when you cough or sneeze. You could also pick it up by touching doorknobs or countertops that an infected person has touched, and then touching your eyes, nose, or mouth.

CREDITS: National Geographic for Kids' "Facts About Coronavirus" available at https://bit.ly/2G37xNa

Disease Detective

ACTIVITY DESCRIPTION

In this health activity, youth will help to solve a public health mystery using clues. This activity is designed to introduce youth to careers in public health and epidemiology, which is the study of how diseases affect a population. This activity encourages the development of health literacy, inquiry and critical thinking skills.

SUPPLIES

- Computer or tablet with internet access

STEPS

An epidemiologist is a public health worker that tries to understand what is happening when a disease is spreading through a community. They interview people and look at information (data) in search of clues – just like detectives. In this activity, we will learn more about what an epidemiologist does to solve a public health mystery. Afterwards, you will play an online game to practice what you learned.

1. Watch this video about John Snow, the first epidemiologist and the outbreak of Cholera: https://bit.ly/3hLexMD
2. Now that we know more about what an epidemiologist does, let's solve a public health mystery. Watch this video about a mystery illness in New York City: https://bit.ly/2ETJ6kY
3. Answer these questions about the video you just watched:
   - What do the investigators know about the disease?
   - Why are the mosquitoes important to this investigation?
   - Can you take a guess yet about which disease it is? Why or why not? What additional information do we need to know?
4. Watch this video to see how epidemiologists figured out why people were getting sick in New York City: https://bit.ly/3lxZs3m

- Practice what you learned about epidemiology and play this fun game "Solve the Outbreak" available on the Centers for Disease Control and Prevention (CDC) Website: https://bit.ly/2EKK6b4

ADAPTATIONS

- If facilitating virtually, watch the videos together. After the first NYC mystery video, have youth answer the questions together as a group or in breakout rooms.
- If facilitating in-person, put teens in pairs or small groups. After the first NYC mystery video, ask them to use flipchart paper or regular paper to discuss and write down what they know about the mysterious NYC virus.

EXTENSIONS

- Take a look at the latest data available about the coronavirus in the United State here: https://coronavirus.jhu.edu/us-map. Zoom in to your state or community. What do you notice? How does it compare to other states or communities? What might explain the differences between your state and community and others?
- Check out the World Health Organization's (WHO) website on global infection rates of coronavirus: https://covid19.who.int. Which countries are reporting lower infection rates? Why do you think that is happening?
- Read CDC's graphic novel about Junior Disease Detectives: https://bit.ly/2YR10M3

QUESTIONS FOR DISCUSSION

- Why do you think it's important to understand where a disease came from and how it is spread from person to person?
- What are examples of other diseases that can be spread from animals to people? How can we prevent disease transmission between people and animals?
- What are the challenges with interviewing people about their behaviors, like what they eat or drink?

CREDITS: PBS' "Epidemiologist: Disease Detective" available at https://bit.ly/31K4uBT

Disease Detective

FACTS FOR STAFF & FAMILIES

- Epidemiology is the study of "epidemics". Epidemics are disease outbreaks or illnesses in our community.
- Epidemiologists don't just study infectious disease outbreaks, like AIDS or coronavirus. They also study trends in chronic diseases, like cancer and obesity.
- Epidemiologists use biology, statistics, computers and social science to understand what is happening with a disease. They usually use sophisticated computer software to analyze large datasets. Most epidemiologists have graduated college and have a Master's degree and/or Doctoral degree (MD or Ph.D).
- Some epidemiologists work in the community at a local health department. Others work for a university or government agency, like the US Centers for Disease Control and Prevention (CDC).

CREDITS: Kiddle's "Epidemiology Facts for Kids" available at https://kids.kiddle.co/Epidemiology

Health Equity

ACTIVITY DESCRIPTION

In this social studies and health activity, youth will learn about health disparities and analyze how specific groups in the United States are disproportionately impacted by COVID-19. As part of the COVID-19 unit, this activity is designed to teach youth about the concept of health disparities and to begin to explore the conditions that have led to them. This activity supports the development of critical thinking, inquiry, social awareness and communication skills.

SUPPLIES

- Computer, tablet or smartphone
- Internet access
- Health for All: School Assessment available here: https://bit.ly/3m0DUg1
- Health Equity Handout
- Writing utensil

STEPS

[Note: This activity is best completed virtually or in-person with a group of youth in order to allow for discussion. Additionally, this activity can be completed over multiple sessions. See the Adaptations section below for specific recommendations.]

1. With your group, discuss some of the following questions.
   - What does it mean to be healthy?
   - What does poor health mean?
   - Why are some of the things that influence people's health?
   - How can household income influence health?
   - How can education influence health?
   - How can neighborhood influence health?
2. Look at the Health for All: School Assessment handout. Put a check mark next to each sentence that you would consider true about the population in your school. Then give 1 point for every true statement. Add up the points and write the total on a small slip of paper.

[Note to facilitators: Youth from different backgrounds and communities may score items on the survey very differently. Use this as an opportunity to discuss how different communities hold different values and how these values are shaped.]

3. Get the points from each of the people in your group. Total all of the points and then divide by the number of people in your group to get the average.
4. Now, discuss the following:
   - How do you feel about the survey questions? Were there ways that this survey did or didn't represent the things that are valued by your family or community?

   - Was the total on your sheet higher, lower, or the same as the group's average? Why do you think that is?
   - If you did this same assessment with teens in other surrounding communities, would your total be higher, lower or the same? Why?
   - What about if you did this assessment with the teens in your state? Would your total be higher, lower or the same? Why?
5. Do you know what the word "disparity" means? *A disparity is an inequality and a difference*. Based on that definition, what do you think a "health disparity" is? *Health disparities are differences in health outcomes or health access among different populations. Health disparities come from social, historical, and economic causes.*
6. Discuss the following:
   - What are some of the groups in the United States that might be affected by health disparities?
   - What are some of the reasons that certain groups experience health disparities? Refer to the questions on the school assessment for possible reasons.

CREDITS: Teaching Tolerance's "Analyzing Health Disparities" available at https://bit.ly/3ibGkpX

Health Equity

STEPS continued

7. You are now going to apply your thinking to COVID-19. Identify one group in the United States that you think is experiencing health disparities in the pandemic. See if your prediction is correct by researching how COVID is impacting this group. Use the Health Equity Handout to identify key information.
8. Once you have completed your research you are going to summarize what you have learned through visual storytelling. Visual stories are messages that are told primarily through images. For your visual story you are going to find 3 images and 3 words that represent and summarize what you have learned about the community you have identified. Here are some examples of visual stories: https://bit.ly/3m5PQ0d
9. You may put your pictures and words together in any way that you like (e.g., PowerPoint, place your pictures in a Word document, etc.)
10. Once you are finished, share your visual story with your group. Explain what you have learned about the COVID-related health disparities that this group has experienced as well as the strengths of the group.

ADAPTATIONS

This activity is best delivered over multiple sessions. Consider delivering the activity in 3 sessions:

- Session 1: The Health for All: School Assessment and discussion (steps 1-6).
- Session 2: Applying health disparities knowledge to COVID by researching a group in the US that is inequitably impacted by the pandemic (step 7).
- Session 3: Create and share visual stories that express the key learnings about COVID-related health disparities experienced by a specific group (steps 8-10).

EXTENSIONS

- Further explore the factors that contribute to health disparities by completing the Health for All handout, available here: https://bit.ly/3iq1qkB.
- Come up with a possible solution that could help to make a positive impact on the health disparity you've identified. Check out this Real World Challenge for instructions: https://bit.ly/3bDBGhQ.

QUESTIONS FOR DISCUSSION

- Does every person deserve to have the same opportunities when it comes to health and health care? Why or why not?
- Do certain groups of people have an unfair advantage when it comes to health and health care? Why or why not?
- How do the actions of some groups of people affect the health and health care opportunities of other groups?
- What are some of the actions that people or groups are doing during COVID that impacts the health of other groups?

FACTS FOR STAFF & FAMILIES

[Excerpted from The Infectious Diseases Society of America and its HIV Medicine Association]

- While the pandemic has touched every community in our country, it has revealed the striking socioeconomic and healthcare inequities in the U.S. that disproportionately impact African Americans, Latinx and Native Americans in addition to underserved communities such as individuals in correctional facilities, rural and immigrant populations, people with disabilities and individuals experiencing homelessness.
- Racial and ethnic data for COVID-19 cases and outcomes continue to be limited but below are some of the available statistics:
    - In the 40 states reporting deaths by race and ethnicity, the mortality rate for African Americans is 2.4 times as high as the rate for Whites.
    - Another analysis found that Latinx individuals are more than 2 times likely to die than Whites.
    - According to CDC's COVIDView, Non-Hispanic Black and Non-Hispanic American Indian/Alaska Native populations have a hospitalization rate approximately 4.5 times that of non-Hispanic Whites, while Hispanic/Latinos have a rate approximately 3.5 times that of Non-Hispanic Whites.
    - Data points for Native Americans nationwide are limited but the Navajo Nation and Hopi Reservation have reported one of the highest per capita case rates in the U.S. of over 2,500 per 100,000 people.
- While more limited data analysis is available on COVID-19 in rural populations, analysis by the Kaiser Family Foundation in May 2020 found that non-metro areas were experiencing faster growth rates in cases and death rates.

CREDITS: The Infectious Diseases Society of America's "COVID-19 and Health Disparities in the United States" available at https://bit.ly/2Zg909G

Health Equity Handout

Instructions: Identify one group in the United States that you think is experiencing health disparities in the pandemic. Research how COVID is impacting this group. Explore the following information.

1. How has this group been impacted?

_____

_____

2. Why is this group impacted by the virus more than other groups? What are some of the reasons?

_____

_____

3. What are some of the conditions that, over time, may have led to these disparities?

_____

_____

4. What are some of the strengths of this community in response to COVID?

_____

_____

5. How has this community taken action to address the disparities they have experienced?

_____

_____

Personal Stress Plan

ACTIVITY DESCRIPTION

In this social and emotional learning (SEL) activity, youth will reflect on the emotions they have experienced during the pandemic and create a personal stress plan to identify actions they can take to help manage their emotions. As part of the COVID-19 unit, this activity is designed to help youth identify stressors and build positive coping skills. This activity supports the development of self-awareness and self-management skills.

SUPPLIES

- Piece of paper
- Writing utensil
- Four Steps Handout
- Computer, tablet or smartphone
- Internet access
- My Personal Stress Plan: https://bit.ly/3bMaEVM

STEPS

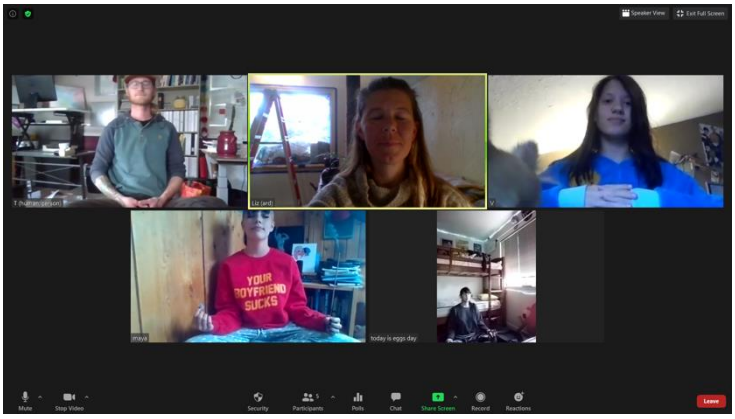
[Note to facilitators: This activity focuses on helping youth to identify positive ways to manage their emotions related to the pandemic. However, youth may be experiencing stress related to other personal, environmental, social and political events. This activity can be used to support youth in managing stress related to these experiences as well.]

The pandemic has been a stressful time for many teens. It has significantly disrupted people's lives and routines. Social distancing and the interruption of school routines are just two of the many changes that you may have experienced. On top of these major disruptions, you are probably hearing about coronavirus on the television, internet, radio and from other people. Some of this information may be making you feel even more stressed or worried.

It is important to understand that stress is a normal response to life changes and worrisome news and information. Stress helps alert us that we need to take actions to take care of ourselves.

Today you are going to reflect on four steps that you can take to help you manage stress. Then you are going to create a personal stress plan where you will identify specific actions that you can take to help manage your emotions.

CREDITS: Healthychildren.org's "My Personal Stress Plan" available at https://bit.ly/3bMaEVM. Center for Parent and Teen Communication's "Build a Teen Stress Management Plan" available at https://bit.ly/3k5rl15.



1. If you are with a group, discuss the following questions. If you are working independently, write your responses to the following questions on a piece of paper.
   - What are some of the changes in your life that you have experienced as a result of the pandemic?
   - What are some of your feelings in response to these changes?
   - The pandemic has been going on for a long time. Have your feelings changed over the course of time?
   - How have you been managing your feelings? What are some specific things that you do to help you feel better?

The four steps that you can take to help manage your emotions are:

- Tackling the problem
- Taking care of your body
- Taking care of your emotions
- Helping others

[Note to facilitators: It will be helpful to discuss the ideas in the Personal Stress Plan with youth (available here: https://bit.ly/3bMaEVM) to help them understand each of the four steps.]

Personal Stress Plan

Steps continued

2. Use the Four Steps Handout to identify one thing that you do well and one thing you can get better at for each step. Then, identify some signs that can help you recognize when you may need to turn to others for help.
3. Now, make a Personal Stress Plan using the worksheet provided (https://bit.ly/3bMaEVM). Review the strategies listed and see if there are any new ideas that you want to try. You can also create a personal plan online using this tool: https://bit.ly/2DN9nRA.

ADAPTATIONS

- For step 1, collectively write or draw answers on a board or large piece of paper if conducting the activity in person. If you are delivering the activity virtually, use a tool like Ziteboard: https://app.ziteboard.com/ or Padlet: https://padlet.com for collecting responses.
- If you are delivering the activity in person, divide youth into pairs and have them use the Personal Stress Plan Handout to interview each other. If you are delivering the activity virtually and your platform has a breakout room feature, you can also have youth interview each other.
- Youth can use the prompts on the Personal Stress Plan in step 3 to draw, rather than write, their plans.

EXTENSIONS

- Learn how to do a body scan as a tool for calming down and managing your emotions: https://bit.ly/3hgNkQM.
- Practicing relaxation techniques like deep breathing and using imagery can also help you to feel grounded when you're experiencing stress and anxiety. Here are some techniques to try: https://bit.ly/33cTsVr.

QUESTIONS FOR DISCUSSION

- What are some of the strategies that you listed on your personal stress plan?
- What new ideas did you come up with that you would like to try?
- What are some of the common stressors that you experience?
- Sometimes stressors are out of our control. What are some stressors that are out of our control? What are some ways to manage emotions for these types of stressors?
- How can you tell when you are starting to feel sad, mad, stressed, anxious or other strong emotions?
- How can you use your personal stress plan?
- Refer to the "When to Turn for Help" section at the bottom of the plan. How might you know when it is time to ask an adult for extra support?
- How can you help a friend or a peer who is experiencing some of these symptoms?

FACTS FOR STAFF & FAMILIES

With school closures and cancelled events, many teens are missing out on some of the life's big moments as well as everyday experiences like chatting with friends and participating in class. On top of these major disruptions, teens are hearing about coronavirus on the television, internet, radio and from other people. Some of this information can further contribute to fear and stress.

Here are some tips for supporting teens' emotional health and helping them to manage their emotions during the pandemic.

- Tell teens that their stress is completely normal. Stress is a healthy function that helps us take actions to protect ourselves. Help teens to ensure that they are getting information from reliable sources so that myths and misinformation isn't causing undue fear or stress.
- While the news about the pandemic can be frightening, remind teens that there are many things they can do to keep themselves and others safe and to feel more in control of their circumstances. Talk through the preventive measures that teens can take like social distancing, wearing a mask, washing hands frequently, and more. Brainstorm with teens other things they can do to feel safe and in control.
- Help teens come up with activities to give them a sense of relief or a distraction like watching a favorite movie, cooking or baking something, making an art project, etc.
- If your teen's stress seems to be interfering with relationships, school, other responsibilities and/or the symptoms last for more than two weeks, you may want to seek guidance from a pediatrician or a mental health professional. Here are some signs to look for: https://bit.ly/3ijCJWH.

CREDITS: Unicef's "How teenagers can protect their mental health during coronavirus (COVID-19)" available at https://uni.cf/2Zq6wWa

Four Steps Handout

Instructions: Complete the worksheet below to identify things you do well, things you can get better at, and when extra support may be needed.

Step 1: Tackling the Problem	Step 2: Taking Care of Your Body
Three ways to tackle a problem are to: • Identify and then address the problem • Avoid stress when possible, and • Let some things go 1. What is one thing that you do well when you tackle a problem? 2. What is one way you can get better at tackling problems?	Four ways to take care of your body are to: • Exercise • Active relaxation • Eat well • Sleep well 1. What is one thing that you do well to take care of your body when you are feeling a negative emotion? 2. What is one way you can get better at taking care of your body when you are feeling a negative emotion?
Step 3: Taking Care of Emotions	**Step 4: Helping Others**
Two ways to take care of your emotions are to: • Take a break (like take a bath, read a book, listen to music) • Release emotional tension (like to meditate, let yourself cry, write in a journal) 1. What is one thing that you do well to take care of your emotions? 2. What is one way you can get better at taking care of your emotions?	Three ways to help others that can help you to feel better are to: • Do something for a family member or friend • Help out in your community • Do something positive for the environment 1. What is one thing that you do well in terms of helping others? 2. What is one way you can get better at helping others?

When to Turn for Help

There may be times when stress feels like it is too much to handle. It's important to know when it may be time to turn to a trusted adult for help. What are some signs that can help you recognize that it is time to get extra support?

1.

2.

Plan a PSA

ACTIVITY DESCRIPTION

In this health and literacy activity, youth will plan a public service announcement (PSA) to convey important information about coronavirus. As part of the COVID-19 unit, this activity is designed to teach youth about communication methods that raise awareness and change attitudes and behaviors. This activity supports the development of health literacy, critical thinking, social awareness and communication skills.

SUPPLIES

- 3 copies of the Plan a PSA Handout per person
- Padlet notes or paper notes from COVID Concept Map activity

STEPS

Note: This activity builds off the COVID Concept Map activity in this unit. In this activity you will use the information about the virus to create a public service announcement (PSA).

1. PSAs are videos that are created to raise awareness and change attitudes toward social issues. They often have a powerful message. Watch the following 3 PSAs.
    - Take Time to be a Dad: https://bit.ly/34NMF70
    - The Best High: https://bit.ly/34ZiFp1
    - The Epidemic: https://bit.ly/3lvMTW9
2. Discuss or reflect on the following:
    - What do each of the videos have in common?
    - How are they different?
    - What is the message that each PSA is addressing?
    - What behavior is each PSA trying to change?
    - Do you think the PSAs are effective in making the viewers rethink their behaviors?
3. You will now design and create your own PSA based on the information and message that you most want others to know about coronavirus.
4. Revisit your padlet notes or your paper notes from the COVID Concept Map activity.
    - What information stands out to you?
    - What do you think others most need to know about the virus?
    - What behaviors do you want to influence or change through your PSA?

5. Use the Plan a PSA Handout to plan a video that is 30 seconds or less by creating a storyboard. A storyboard is a visual plan for the actions that will take place in a video. Use the blank boxes to draw images of what you want to show on the screen. Use the lines underneath the boxes to plan for the audio portion of the video.

    Here are some things to consider as you plan:
    - Come up with a compelling message that you want to convey
    - Identify the problem that you are trying to solve
    - Talk about what causes this problem
    - Share some facts about the problem
    - Identify some solutions to the problem
    - Talk about what would be different if this problem were solved
    - Consider having a catchy phrase or slogan
6. Now, share your PSA plan with your group. Use the tips above to provide each other with feedback on your plans.

CREDITS: Read Write Think's "PSA Activity and Question Sheet" available at: https://bit.ly/3jtFFQG and Scholastic's "Public Service Announcement Lesson Plan" available at: https://bit.ly/34LKfFP

Plan a PSA

ADAPTATIONS

- If delivering this activity virtually or in-person, youth can work in pairs or small groups to plan a PSA. If virtual, you can use breakout rooms for group planning.

EXTENSIONS

- Now that you have a plan, create your PSA using a smartphone and a free app or online software to edit your movie like clipchamp: https://clipchamp.com/en/ or Kizoa: https://www.kizoa.com/

QUESTIONS FOR DISCUSSION

- How can raising the public's awareness on certain aspects of coronavirus change people's attitudes and behaviors?
- What are some other ways you can change people's attitudes and behaviors about making healthy decisions?
- Tell me about a time where learning about a social issue has changed your attitude or behavior?
- What other communication methods, besides a PSA, can be used to raise awareness and change attitudes about coronavirus?
- What can we do, as individuals and community members, to share information and raise awareness?
- Is it our responsibility to share information and raise awareness on social issues? Why or why not?

FACTS FOR STAFF & FAMILIES

During a global pandemic, it's not surprising that there is a lot of conflicting information available and specifically on social media. Some of this information is supported by evidence and backed by experts while other information is speculation and rumors.

Misinformation can have detrimental effects on people's health and well-being, particularly when it comes to health and hygiene practices that are effective at slowing the spread of the virus. Therefore, it is important to debunk myths and misinformation to support the health of individuals and the wider public.

Here is a list of resources to turn to when you are looking for answers about coronavirus.

- The Centers for Disease Control and Prevention: https://bit.ly/34LqJcE
- The World Health Organization: https://bit.ly/34KFGvt
- The National Health Service: https://bit.ly/31Fksgz

CREDITS: Global Citizen's "9 Reliable Resources for Information About Coronavirus" available at https://bit.ly/31H2875

Plan a PSA Handout

Instructions: Use this storyboard to plan a video that is 30 seconds or less. A storyboard is a visual plan for the actions that will take place in a video. Use the blank boxes to draw images of what you want to show on the screen. Use the lines underneath the boxes to plan for the audio portion of the video.

Title: Date: Name

Scene: Shot:

Audio:

Scene: Shot:

Audio:

Scene: Shot:

Audio:

Scene: Shot:

Audio:

Scene: Shot:

Audio:

Scene: Shot:

Audio:

creately
www.creately.com • Online Diagramming

CREDITS: Creately's "Storyboard Template" available at https://bit.ly/3b8xne6

Real or Fake?

ACTIVITY DESCRIPTION

In this media literacy activity, youth will determine if news and information is fake or real. This activity is designed to introduce teens to media literacy, and provide them with a toolkit to identify false or misleading information online. This activity encourages the development of inquiry and critical thinking skills.

SUPPLIES

- Internet access
- Computer, tablet or smart phone
- ART Handout

STEPS

During this pandemic, you have probably accessed online resources and social media to understand what is happening with COVID-19 and how to protect yourselves and loved ones, but can you tell the difference between what's real and what's not? (In a study conducted by Stanford, more than 80% of students couldn't tell the difference between fake news and real news.) In this activity, you will learn about how to identify misinformation (false or inaccurate information) and the consequences of spreading this online.

1. Have you heard of the amazing story of the pig who saved the baby goat? You can check it out for yourselves on YouTube here: https://youtu.be/g7WjrvG1GMk
2. Pretty amazing, right? Once you finished watching the YouTube video, let's see how it happened here: https://youtu.be/_2My_HOP-bw
3. You can't believe everything you see. That's why it's important to check out the facts. "Lateral reading" is when we determine the credibility of what we read online by checking other sources. We can use the ART acronym from CommonSense.org to read laterally and make sure we are not being duped by misinformation.
4. Now that you know how to check for misinformation and fake news, let's play the Factitious 2020 Pandemic Game! Use ART handout to determine the credibility of the articles. Make sure to check the source of information. (If you aren't sure if it's real, use the fact-checking websites like Snopes or Wikipedia.) Navigate to the Factitious website to start the game: http://factitious-pandemic.augamestudio.com/#/

CREDITS: CommonSense's "Hoaxes and Fakes" available at https://www.commonsense.org/education/digital-citizenship/lesson/hoaxes-and-fakes

ADAPTATIONS

- If facilitating virtually, watch the videos together and then use breakout rooms to put teens in small groups to answer the questions for discussion.
- If facilitating in-person, put teens in pairs or small groups. Ask teens to watch the videos together and answer the discussion questions. Then, have them play the Factitious game together and discuss if the news is real or fake.

EXTENSIONS

- Next time you want to share news on social media, use one of the fact-checking websites listed on the handout before sharing.
- Get a crash course on "lateral reading" via this 13-minute YouTube video from CrashCourse: https://bit.ly/3390ESp
- Play "Reality Check" by MediaSmarts to determine if this news is fake or real: https://bit.ly/3jQKgga

QUESTIONS FOR DISCUSSION

- How can you avoid being fooled by fake news or information?
- If someone shares a fake news story on social media, what consequences could it have?
- What are the things you are doing to make sure you are thinking critically about the news?
- Why is it important to get the full story before reacting to or sharing breaking news stories?

Real or Fake?

FACTS FOR STAFF & FAMILIES

- Remind teens to be skeptical but not cynical of the news they read online. Discuss the differences between fact and opinion with teens, as well as advertisements or sponsored stories that are disguised as news.
- Encourage teens to answer these questions about what they are reading online:
    - Who made this?
    - Why did they make it?
    - Is it for or against something or someone?
    - Are they trying to get a big reaction from me or just inform me? How can I tell?
    - Is anyone else reporting this news?
- Excessive use of social media can cause an increase in anxiety and depression among youth. Talk to youth about how much media consume in a day and to make a plan to reduce the number of hours they are on their phone or computer.

CREDITS: CommonSense's "Media Literacy for Classrooms" available at https://www.commonsense.org/education/articles/media-literacy-resources-for-classrooms

ART Handout

To check on the truth and accuracy of a source, before reading vertically, fact-checkers open tabs and practice the **ART** of reading laterally:

A - Author - Who is the site/article author - and is there a motive behind the message? What can you learn about the author? What biases might the author have? Is the author or website supported by an identifiable group, organization or company? Is the author an authoritative source on the topic? Or is it simply an opinion piece or satire?

R - Reliability - How recent is the site/article - when was it published or last updated? What do other fact-checking sites and social media giants (Facebook, Twitter, YouTube) say about the author and his/her claim?

Fact-Checking Organizations:

- Wikipedia - A great resource for lateral reading. Wikipedia is often a fact-checkers first stop - and site for you to witness fact-checking in action.
- Snopes - One of the first online fact-checking websites.

Social Media Organizations:

- *Facebook* - In an effort to confront fake news, Facebook recently added an "i" (info button) to articles posted in users' news feeds. The button includes a link to Wikipedia for more info on the author and publisher and displays a section of recent stories from the publisher, a "share count" to show where in the world the story has been shared, and a list of the user's friends who have shared the story.
- *YouTube* - YouTube's new feature, "information cues," will help fight hoaxes by linking to Wikipedia articles for any conspiracy-related videos. Their goal is to fight misinformation through stories that offer a differing point of view.

T - Target - Who is the intended audience and why is the author targeting them? What does the author want his/her target to believe, take a stand against, support and/or purchase? How might the content (e.g., headline, photos, word choices, overall message) be changed to grab the attention of different targets/audiences?

CREDITS: CommonSense's "Media Literacy for Classrooms" available at https://www.commonsense.org/education/articles/media-literacy-resources-for-classrooms

Transmission Mission

ACTIVITY DESCRIPTION

In this health literacy and STEM activity, youth will invent and prototype a product that prevents the spread of a virus. As part of the COVID-19 unit, this activity is designed to teach youth how viruses are transmitted and the health behaviors that prevent their spread. This activity supports the development of health literacy, creativity, and STEM skills.

SUPPLIES

- Common materials found around the home, such as cardboard, tape, paper, string, glue, rubber bands, tinfoil, recyclables, scissors, etc.
- Transmission Mission Handout

STEPS

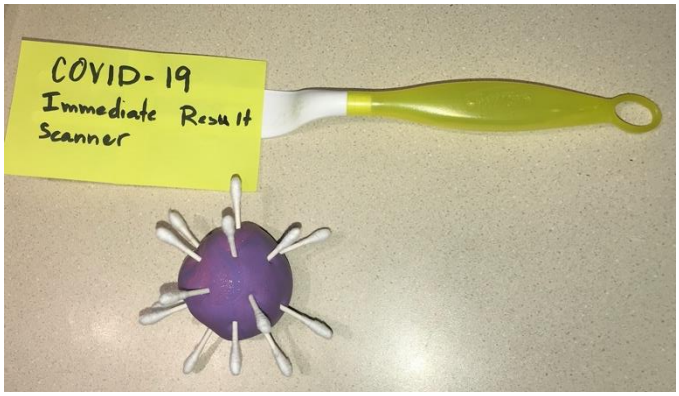
In this activity, you will learn about the different ways that viruses spread. Then you will invent and prototype a new product that prevents transmission of a virus through one of the modes.

There are 4 main modes through which viruses spread. Can you name those 4 modes? They are:

- Blood
- Contaminated water
- Respiratory droplets
- Direct contact

1. See the Transmission Mission Handout. For each of the 4 ways that viruses are transmitted, research and then identify 3 types of viruses that are spread through that mode and 3 ways to prevent the spread of that virus.
2. Now, select one of the 4 modes of transmission.
    - What are the ways to prevent the spread of virus through that mode?

    Once you have identified this information, come up with a new product that could help prevent the spread of the virus through that mode (e.g., a hat with a laser distance measurer that identifies when someone is less than 6 feet away to prevent the spread of a virus through respiratory droplets).
3. As you are thinking about what product you will invent, identify:
    - The problem you want to solve
    - The qualities that your invention should have (e.g., large and lightweight)
    - What your product should do



4. Get the materials you need and build a prototype of your invention. A prototype is a sample version of your invention. Prototypes come in all shapes and sizes and can be made from lots of different types of materials. Your prototype can show the types of things that you want your invention to be able to do but it does not need to be able to do those functions. For this activity, see if you can use simple materials to make a 3-dimensional prototype of your invention.

ADAPTATIONS

- If delivering this activity in-person, youth can work in pairs or small groups to design and prototype a product.
- If delivering the activity virtually or via take-home packets, send home kits with a bunch of supplies that can be used for prototyping (e.g., paper towel rolls, sheets of tin foil, tape, recyclables, pipe cleaners, etc.).
- If delivering the activity via take home packets, encourage youth to share videos or photos and descriptions of their products on your program platform.

CREDITS: Teaching Without Chairs' "Viruses: A Unit Study" available at https://bit.ly/2YProWO

Transmission Mission

EXTENSIONS

- Host an invention convention in-person or virtually where each teen describes and demonstrates their invention.
- Facilitate a "Shark Tank" session. Teens can create pitches for their products then present their prototypes to a panel of judges.

QUESTIONS FOR DISCUSSION

- What new information did you learn about how viruses are transmitted?
- Does understanding how viruses are transmitted and the healthy behaviors that prevent them lead to changes in people's behavior? Why or why not?
- Why might it be hard for people to change their behaviors even if they know what they should do to stay healthy?
- How can changes in your behavior influence or help others?

FACTS FOR STAFF & FAMILIES

COVID-19 is transmitted primarily through person-to-person contact. Not everyone who has the virus has symptoms. People without symptoms can still spread the virus. The virus can spread:

- Between people who are within close contact with each other (within 6 feet)
- Through the respiratory droplets of an infected person when they talk, cough, or sneeze. These droplets can land on or nearby others and can be inhaled or touched by others.
- By touching a surface object that has the virus on it and then touching one's mouth, nose or eyes.

Coronavirus spreads very easily between people. The more closely a person interacts with other people and the more time they spend interacting increases the risk of the virus spreading.

At this time, the risk of COVID-19 spreading between animals and people is thought to be low.

The best way to protect yourself and others is to avoid being exposed to the virus. Here are some things you can do to prevent the spread of the virus:

- Maintain at least 6 feet of social distance
- Wash your hands often with soap and water. If soap is not available, use hand sanitizer that has at least 60% alcohol in it.
- Clean and disinfect surfaces that are frequently touched
- Cover your mouth and nose with a mask when you are around people

CREDITS: CDC's "How COVID-19 Spreads" available at https://bit.ly/32ChGYZ

Transmission Mission Handout

Instructions: For each of the 4 ways that viruses are transmitted, research and then fill in 3 types of viruses that are spread through that mode and 3 ways to prevent the spread of that virus.

Viruses that are transmitted through blood: 1. _____ 2. _____ 3. _____ How to avoid viruses that spread in blood: 1. _____ 2. _____ 3. _____	Viruses that are transmitted through contaminated water: 1. _____ 2. _____ 3. _____ How to avoid viruses that spread in contaminated water: 1. _____ 2. _____ 3. _____
Viruses that are transmitted through respiratory droplets: 1. _____ 2. _____ 3. _____ How to avoid viruses that spread through respiratory droplets from an infected person: 1. _____ 2. _____ 3. _____	Viruses that are transmitted through direct contact: 1. _____ 2. _____ 3. _____ How to avoid viruses that spread through direct contact: 1. _____ 2. _____ 3. _____

CREDITS: Creately's "Storyboard Template" available at https://bit.ly/3b8xne6

Virus Attack

ACTIVITY DESCRIPTION

In this health and communications activity, youth will learn about how viruses attack cells and replicate. This activity is designed to introduce teens to viruses and our immune system response, as well as how to communicate scientific information. This activity encourages the development of health literacy and communication skills.

SUPPLIES

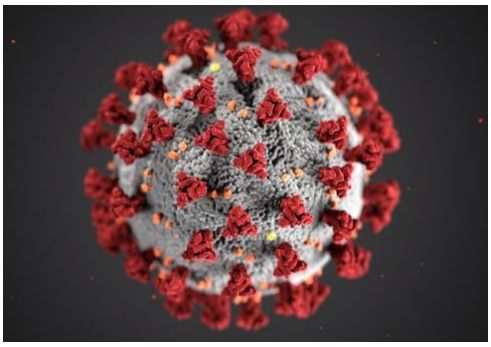
- Internet access

STEPS

A virus is a tiny particle that can only reproduce when it infects a host cell in our bodies. Viruses then hijack our cells to make viruses (basically a virus factory). COVID-19 is a virus that attacks our cells and spreads around our body. When this happens, our immune system kicks in to fight back against the virus. Sometimes though our immune system can overreact and start attacking healthy cells. In this activity, you will learn more about the COVID-19 virus, how it attacks our bodies and what our bodies do to respond. Then, you will create an infographic to explain the science so that anyone can understand – even younger kids.

1. Learn more about how viruses attack our bodies and how our bodies fight back. Here are a few resources you can start with:
    a. How a virus attaches to our cells and attacks the body: https://youtu.be/jkNxmTrrZSk
    b. How viruses reproduce: https://bit.ly/35mclYH
    c. How coronavirus hijacks our cells: https://nyti.ms/2ZpKdzY
2. What is something you've learned from your research? Identify something you'd like to share with the public and create an infographic for it. An infographic is a collection of images, charts and some text to give a simple overview of a topic. Use the free online infographic tool on Canva: https://www.canva.com/create/infographics/. (Note: you will need to sign up for Canva using your email. If you do not have internet access, you can draw your infographic.)

    The infographic can describe what you learned about the coronavirus, including what a virus is, how it attacks the body and what we can do to stop it. Here is an example of an infographic about COVID-19 and your heart: https://bit.ly/2RblniW



ADAPTATIONS

- If facilitating in-person, put teens in small groups or pairs and have them make a plan together for what information should be in their infographic. If possible, have the youth draw the infographic first.
- If facilitating virtually, have teens upload pictures of their infographic to your organization's platform. When conducting a facilitated session, encourage teens to share their screens and discuss their infographic.

EXTENSIONS

- In a larger group, play "Going Viral", a card game that demonstrates the relationship between viruses and our immune system: https://bit.ly/2ZqKW4a
- Take a closer look at the viruses using BioInteractive's Virus Explorer (https://bit.ly/2EMfZQj). Select "launch interactive" to look at 3-D models and the inside of viruses.
- If you're interested in learning more about how viruses attack our cells, check out the New York Times' "How the Coronavirus Hijacks Your Cells" here: https://nyti.ms/2ZpKdzY

QUESTIONS FOR DISCUSSION

- How does COVID-19 enter the body? What are the ways you can prevent coronavirus from entering your body?
- Why don't antibiotics work against the viruses? How will a vaccine be able to help?
- How does COVID-19 infection spread through the body?
- How does our immune system respond to the virus?

Virus Attack

FACTS FOR STAFF & FAMILIES

- Viruses are a microscopic collection of genetic material (DNA or RNA) surrounded by a protein coat.
- Viruses cannot replicate by themselves and need to live inside a host to survive. When the virus enters our healthy cells, it attacks the cells and replicates.
- COVID-19 is a type of virus and is spread through droplets released into the air when a person breathes, coughs or sneezes. Then, COVID-19 moves to the mouth, nose, throat and into the lungs, making it hard to breathe.
- Coronavirus particles have spiked proteins that hook on to the membranes of our cells, then the virus's genetic material enters our cells and begins to multiply. As copies of the virus are made, they move around the body and infect other cells.
- The name "COVID-19" is short for coronavirus disease 2019. In COVID-19, 'CO' stands for 'corona,' 'VI' for 'virus,' and 'D' for disease.

CREDITS: WebMD's "Coronavirus: What Happens When You Get Infected?" available at https://www.webmd.com/lung/coronavirus-covid-19-affects-body#1

The 50 State Afterschool Network

The Learning About COVID-19 Activity Guide has been developed for the 50 State Afterschool Network with leadership from the Alaska Afterschool Network to engage and support children and youth nationwide.

In each state, the afterschool network is broadening opportunities for youth. Seeking equitable outcomes for underserved children to succeed in school and future jobs, a statewide afterschool network brings together cross-sector leaders with a common vision and coordinated strategy to advance quality afterschool and summer learning programs

Alabama Afterschool Community Network
Alaska Afterschool Network
Arizona Center for Afterschool Excellence
Arkansas Out of School Network
California AfterSchool Network
Colorado Afterschool Partnership
Connecticut After School Network
Delaware Afterschool Network
Florida Afterschool Network
Georgia Statewide Afterschool Network
Hawai'i Afterschool Alliance
Idaho Afterschool Network
Afterschool for Children and Teens Now (ACT Now) Coalition (IL)
Indiana Afterschool Network
Iowa Afterschool Alliance
Kansas Enrichment Network
Kentucky Out-of-School Alliance
Louisiana Center for Afterschool Learning
Maine Afterschool Network
Maryland Out of School Time Network
Massachusetts Afterschool Partnership
Michigan After-School Partnership
Ignite Afterschool (MN)
Missouri AfterSchool Network
Mississippi Statewide Afterschool Network
Montana Afterschool Alliance
Beyond School Bells (NE)
Nevada Afterschool Network
New Hampshire Afterschool Network
New Jersey School- Age Care Coalition
NMOST (New Mexico Out of School Time) Network
New York State Network for Youth Success
North Carolina Center for Afterschool Programs
North Dakota Afterschool Network
Ohio Afterschool Network
Oklahoma Partnership for Expanded Learning Opportunities
OregonASK
Pennsylvania Statewide Afterschool/Youth Development Network
Rhode Island Afterschool Network
South Carolina Afterschool Alliance
South Dakota Afterschool Network
Tennessee Afterschool Network
Texas Partnership for Out of School Time
Utah Afterschool Network
Vermont Afterschool, Inc.
Virginia Partnership for Out-of-School Time
Washington Expanded Learning Opportunities Network
West Virginia Statewide Afterschool Network
Wisconsin Afterschool Network
Wyoming Afterschool Alliance