



Virtual Community Circle: Coronavirus

Circles encourage students to generate questions, express feelings and thoughts, and to look at the world from different perspectives. Circles also provide a safe place when students are worried or upset to know that they are not alone. Feeling a sense of connection and support is often more reassuring than a detailed explanation of what is happening. Consider using the following script as a writing prompt and classroom discussion on Zoom or Google Classroom. Please modify and adapt as needed.

Sequence of Events	Community Circle: Coronavirus	Timing
<p>State the Purpose</p>	<p>Say: Welcome class. We are going to have a virtual community circle today to discuss how the Coronavirus has impacted you and your community. You may know people who were infected, you have been shopping with your parents/guardians and noticed the differences in the stores, you have watched the news about infections. You have had to learn new ways to protect yourself and others, like coughing and sneezing into your elbow and washing your hands. Some of your parents may have lost work. When things like this happen, we have a wide range of feelings and reactions. Some of us might feel scared, some might be frustrated or angry, sometimes we have many feelings at the same time, and some of us might not feel very much at all. All of this is ok. We will start with some individual writing time, and follow up with a class discussion on Google Classroom/Zoom/other virtual platforms.</p>	<p>1 min</p>
<p>Individual Writing or Reflection Time</p>	<p>Write the following questions on Google Classroom/Zoom/other prompt. Ask students to answer them in writing.</p> <ol style="list-style-type: none"> 1. After getting the news that school was closed, how did you feel? How do you feel now? 2. What impact has the virus had on you? How is your life different now because of it? 3. How informed are you about the Coronavirus? Where do you get your information? 4. What questions do you still have about the virus? 5. What are ways to inform the community about the virus and its effects to avoid fear? 6. When confusing, upsetting, or frightening things happen, are there adults in your life who are available to provide you with accurate information and support when needed? Who? <p>*Give students time to answer these questions on their own.</p>	<p><5 min</p>



Check-In	Say: Show on your hand (if students are on screen) or type in the chatbox on a scale of 1-10, how stressed are you about the Coronavirus? (1 = not at all, 10 = very)	3 min
Work of the Circle	Say: Choose one (or more depending on time) question that you wrote about that you would feel comfortable sharing. You can either read from your response or share from your heart. Make sure you read aloud the question you are answering.	20 min
Check-Out	Say: During this circle I felt connected when... <i>(exemplar response: During this circle, I felt connected to Mario when he shared about his parents being upset last night because they lost work when their restaurant closed, and how he felt sad because he didn't know what to do to make them happy because I experienced something similar)</i>	5 min
Closing	Say: The circle is now over, but I encourage you to continue to connect with one another and support each other, that is the only way our community will grow stronger.	1 min

Other Resources:

Also helpful for teachers are these [Guidelines for talking with students about the Coronavirus](#). Consider engaging students in an activity aimed at fostering empathy and reducing bias related to the coronavirus. For math & science teachers consider the following lesson plans (Education Week, AFT, Edsurge, and the New York Times), including these pieces:

- [Dangerous Numbers? Teaching About Data and Statistics Using the Coronavirus Outbreak](#)
- [Lesson of the Day: 'What is the Coronavirus? Symptoms, Treatment and Risks'](#).
- [How science teachers are addressing the coronavirus](#) (EdSurge)

