








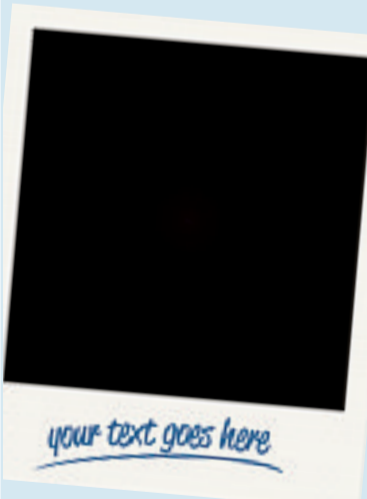





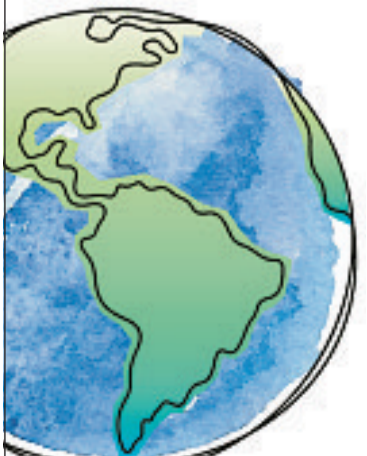
LEARNING AT HOME



Welcome to Learning at Home Bingo: Explore your world this week thinking like a social scientist.

Do not gather materials without permission. Ask for help from a grown-up.

Curriculum provided by the San Diego County Office of Education. For more, go to <https://covid-19.sdcoe.net/>

<h1>B</h1>	<h1>I</h1>	<h1>N</h1>	<h1>G</h1>	<h1>O</h1>
Behavior	Impact	Nature	Global connection	Opportunity
<p>People all over the world are making changes in their behavior in order to stop the spread of the coronavirus. Think about a time right now or in the past when people had to make a change in order to adapt.</p> <p>To do: Draw or take pictures that show how people have changed their behavior to adapt.</p> 	<p>Because of the current shelter-in-place order, San Diego playgrounds, parks and beaches were closed. We now have limited access, but things are not back to normal. Usually, these places are busy and full of people; now they look, sound and feel very different.</p> <p>To do: List and/or draw 10 or more ways that our playgrounds, parks and/or beaches have changed. Think about how they used to look, sound and feel. What types of activities were going on? How are they different now than they were before?</p>	<p>It's likely that your time outside has been limited. Let's try to reconnect to nature by thinking about or visiting a favorite place outdoors (if it is safe to do so). You might also think about a setting from a book, movie or television series.</p> <p>To do: Draw a map of this place. Include all of the details that you think are important. You might include labels, a key or other features.</p>	 <p>As a result of shelter-in-place orders across the globe, we are starting to see unexpected environmental changes.</p> <p>To do: Please see each grade span for directions.</p>	<p>We are all part of a community. Though communities may look different, they all require active participation from their members. How you contribute to your community matters.</p> <p>To do: Look for evidence of ways people are supporting each other in these difficult times.</p> 
<p>Grades K-3</p> <p>Share your pictures with a family member and discuss why people made these changes.</p> <p>How do you feel about having to make these changes?</p> <p>Record (write or draw) your thoughts and/or talk with a family member.</p> 	 <p>Grades K-3</p> <p>How do you feel about each of these changes? Do one or two of the changes stand out to you? Why?</p> <p>How do you think other people feel about these changes? Ask a family member or email, text or phone a friend.</p> <p>Record (write or draw) your thoughts and/or talk with a family member.</p>	<p>Grades K-3</p> <p>Explain to someone what is on your map, where things are and why they are important. Which is your favorite spot and why?</p> <p>Use your map to write directions from your house to your favorite outdoor place.</p> <p>Record (write or draw) your thoughts and/or talk with a family member.</p> 	<p>Grades K-3</p> <p>Observe your own neighborhood. Where do you see green spaces? Are they in home gardens? Are there plants growing in spaces between the sidewalks and streets? Who, if anyone, takes care of them (residents or city workers)? Are there more of these green spaces now than before?</p> <p>Draw what you see in your surroundings, or take a photograph.</p> <p>Create a chart, or list, of the different types of plants you see. How many do you see of each type?</p> <p>Write about what you saw or discuss with someone else.*</p>	<p>Grades K-3</p> <p>Is your community made up of people who live in the same geographic area? Is it made up of people with similar interests? Is it made up of family members? What are some traditions your community has? Are there any new traditions? Which traditions would you like to see continued? Why? Are there ways that you can encourage your family and community members during this difficult time?</p> <p>Record (write or draw) your thoughts and/or talk with a family member.</p>
<p>Grades 4-8</p> <p>Create a title and captions for each of your images.</p> <p>Share your pictures with a family member and discuss why people made these changes.</p> <p>Record your thoughts and/or talk with a family member.</p> 	<p>Grades 4-8</p> <p>How are you feeling about the closures? How is this change impacting the people you used to visit those places? How might they be feeling? Ask a family member or email, text or phone a friend.</p> <p>How might the closures impact the plants and animals that live nearby? Do you think the changes will be helpful or harmful to the plants and animals? How and why? Explain your thinking.</p> <p>Record your thoughts and/or share with a family member.</p>	<p>Grades 4-8</p> <p>Add a promotional text like a flyer, advertisement, meme or short video. What makes this place important, worth preserving or visiting?</p> <p>How might this place make people feel?</p> <p>Record your thoughts and/or talk with a family member.</p>	<p>Grades 4-8</p> <p>Biologists and employees at Yosemite National Park have noted a dramatic increase in bear sightings within the park since California issued its stay-at-home order. They also believe that when parks reopen the behavior of wildlife will have been transformed and both human visitors and natural inhabitants will need to adjust.</p> <p>Write about or discuss with someone else what you think about these changes. What do they tell us about human interaction with the environment? What adjustments can we make in the future so that wildlife can flourish while still providing opportunities for humans to enjoy and learn from the outdoors?</p>	<p>Grades 4-8</p> <p>Think about your family, your local community, and the greater community (the city, state, country or world). How is your family or community supporting one another?</p> <p>How are others supporting and encouraging each other? What examples have you seen or heard about? How can you share these examples with others? What else can you do to support others during this time? How can you continue to inspire and encourage others in the future?</p> <p>Record your thoughts and/or talk with a family member.</p>
<p>Grades 9-12</p> <p>Create a title and captions for each of your images.</p> <p>How do you think your behavior will change in the future? Of the changes you have already made, which will continue and why? How do you feel about that?</p> <p>Share your thoughts with a family member.</p> <p>Record your thoughts about the significance of the adaptations that you are witnessing.</p> 	<p>Grades 9-12</p> <p>How do you feel about the closures? How has this change impacted you, your family and your friends? Interview a family member or phone/text a friend. How are they feeling about the closures? How do their feelings compare to yours?</p> <p>What impact do you think the closures might have on animals that live in those areas? How might it impact their shelter, food sources and activities? Will they be helped or harmed by the absence of humans? Explain your thinking.</p> <p>Record your thoughts and/or share with a family member.</p> 	 <p>Grades 9-12</p> <p>Create a different map of the same place, but this time draft your map for a different purpose or audience. Consider focusing on a different set of features such as boundaries, topography, scale or resources. What different choices did you make and what was your intent?</p> <p>Record your thoughts and/or talk with a family member.</p>	<p>Grades 9-12</p> <p>There is no doubt that the COVID-19 global pandemic has created unimaginable personal, social and economic hardship. Some people, including Jerry Yudelson, author and environmental engineer, wonder if we can apply lessons learned from the global response to COVID-19 to other crises such as climate change (see San Diego Union-Tribune, "4 lessons from our coronavirus response we can use to fight climate change," April 6, 2020).</p> <p>What do you know about local, statewide, national and international responses to COVID-19? What approaches appear to be successful? Why?</p> <p>What are ways we could collaborate on the local, state, national and international levels to address other crises such as climate change?</p> <p>Record your thoughts and/or share with a family member.</p> <p>*Activity adapted from the Global Bookbags program developed by the California Global Education Project</p>	<p>Grades 9-12</p> <p>Times of change and crisis often provide opportunities for people to unite and to find ways to make the world around them better.</p> <p>What are some ways that people are contributing in order to help those who have been impacted by the current COVID-19 pandemic?</p> <p>What are ways that you might contribute to this effort? When this pandemic subsides, how might you continue to stay engaged in these types of civic actions?</p> <p>Record your thoughts and/or talk with a family member.</p> 
<p>Extension activities</p> <p>Create a representation of your world with paint, clay, blocks, found objects or toys.</p> <p>Have each person in your house complete today's prompt. Then take turns sharing. How were the stories similar? How were the stories different?</p> 	<p>Extension activities</p> <p>Create a drawing or model of the perfect park or playground. What activities, seating areas and sports/playing areas will you include?</p> <p>Check in on the animals at the San Diego Zoo Kids: https://kids.sandiegozoo.org/ How are the animals interacting with their habitat?</p> <p>Do they have any areas that seem to be similar to a playground, park or beach? How are the animals interacting with different areas in their exhibit?</p>	<p>Extension activities</p> <p>What sounds do you hear in your favorite outdoor place? Add them to your map or make a chart or list. You can add drawings of what makes each sound.</p> <p>Take a virtual visit to some of our country's National Parks via Google Arts and Culture! https://artsandculture.withgoogle.com/en-us/national-parks-service/parks</p> 	<p>Extension activities</p> <p>Explore the world with Google Earth.</p> 	<p>Extension activities</p> <p>Find a way to encourage your community such as through sidewalk chalk art or putting a sign in your window. How about sharing your encouraging actions and impacting more people by taking a picture and sharing on Twitter? Be sure to tag @SanDiegoCOE and @sdut</p> 