

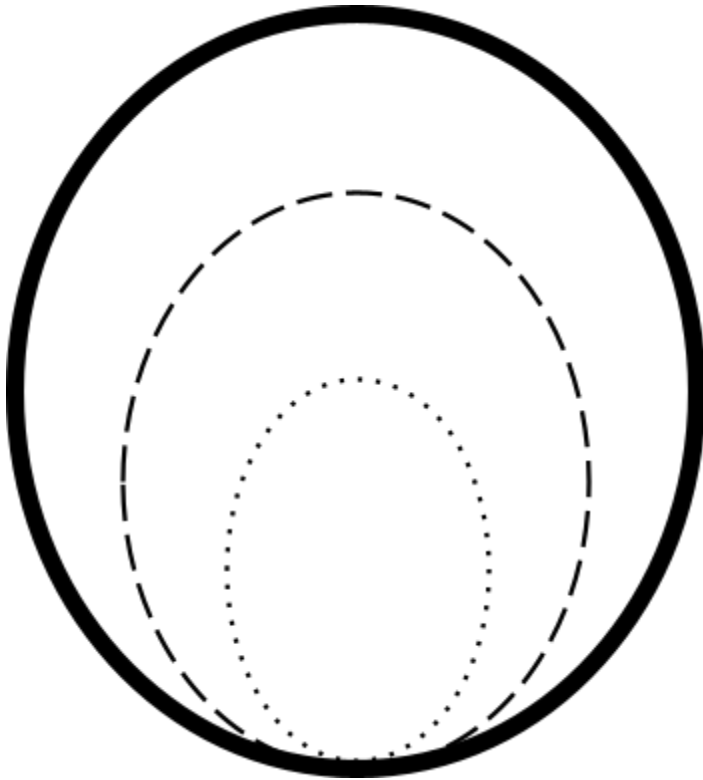
Name: _____

Date: _____

My Story & Action Planning

Use this handout to put together the pieces of information you need to tell the personal story of your experience with the COVID-19 pandemic and your action plan for protecting yourself and your community.

Part 1 - My WE (Your community)



Add to this “My WE” system of circles to begin thinking about your various communities and the various ways you organize and gather with others. Remember, in this model of community, you are the smallest inner circle.

Use this space to list specific decisions (3 or 4) you made during the pandemic that may have had an impact on others in your circles.

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After identifying your WE, record your responses to the following prompts:

Who is impacted by the decisions you made during the COVID-19 pandemic?

Who do you protect and why? What could you do to protect them?

Part 2 - Community Data

What is going on with the COVID-19 virus in your community? What do the data say about the spread of the virus? Go to <https://covidactnow.org/> and explore the data.

A. What do you notice about the data from your community/county?

B. What do these data tell you about risk in your community? What protections are in place?

Part 3 - Telling Your Story of the COVID-19 Pandemic

In this unit, we learned that we can use stories and reports documented in photos, on maps, in news articles and in formal writings like diaries and essays as data about historic events like a pandemic. These stories become part of a historical record that people in the future may use to develop solutions to their problems. This activity will help you share your experiences with COVID-19. Write your ideas down even if they are only first draft ideas. You can always change your mind later, but it is important and productive to capture and remember your first thoughts, instincts, feelings, and ideas.

What are your initial ideas for how you will tell your story? Use the BRAVE framework to help organize your initial ideas:

<p>B: What kinds of Barriers, Borders, or Boundaries were in place to keep people safe and protected as individuals and in groups in your community? <i>Some ideas that could be included are things like wearing masks, physical distancing, or closing roadways, schools, and businesses</i></p>	
<p>R: How can you be sure the information in your story will be considered Reliable? <i>Consider including sources such as daily briefings and open source data sharing from public health officials and news outlets.</i></p>	
<p>A: How will you show that you and others Assured the safety of others? What happened when people's choices impacted multiple people, or when they took unnecessary risks? Were there specific challenges related to this? <i>Will you include any information about policies and rules established by authorities at many levels of the community?</i></p>	
<p>V: How will your story show how you Value people's stories and experiences when determining risks and protections? <i>Is there a way your story can include multiple points of view?</i></p>	
<p>E: How will your story show how help was given to others? How might you bring attention to Ethics in the telling of your story? <i>You may consider providing examples like: listening to others, understanding groups you might not always interact with, or asking people what they need. This may also provide an opportunity to discuss examples of discrimination against individual communities based on perceived immigration status or race (for example anti-Asian discrimination during COVID-19) and what ethical actions should look like in this situation.</i></p>	

Additional Ideas and Inspiration

You may gather data to capture this moment in history in your personal story:

- Find newspaper or magazine clippings
- Take pictures
- Use information available online
- Interview people in your family and social circle as sources of data

Below, list at least three specific pieces of data you plan to include in your story:

For additional inspiration for your story, check out some ways that people have been telling their stories during the COVID-19 pandemic and other times when people experienced infectious disease outbreaks:

- Children's Books: <https://nycdoe.libguides.com/COVID-19ebooks/free> and <https://nhfv.org/2020/06/family-and-childrens-books-related-to-covid-19/>
- Oral History Documentary: <https://fm.kuac.org/post/documentary-film-leans-oral-history-highlight-serum-run>
- Podcasts: <https://soundcloud.com/karin-patterson-148776835>
- Art: <https://www.washingtonpost.com/arts-entertainment/2020/07/06/art-pandemic-readers/?arc404=true>
- Essay with photos: <https://www.theatlantic.com/ideas/archive/2020/07/how-our-indian-country-flattened-the-curve/614734/>

Part 4 (Optional) - Learning from Stories of Others

How do the stories of your classmates align with the BRAVE checklist? Think back to how we used this framework the first time to help us focus on the stories that others were telling. As you read your classmate's story, use the framework in the same way to check for these important ideas. Record the ideas from your classmate's story that answer each of the questions that comprise the BRAVE framework.

<p>B: Were any Borders or boundaries in place to keep people safe and protected as individuals and in groups addressed in this story? What were some of the things the community tried to do in order to protect themselves from COVID-19? Were there specific challenges related to this?</p>	
<p>R: What Reliable information and data were shared in this story? Were the factors that affect the spread of COVID-19 discussed? What about the strategies to slow the spread? Were there specific challenges related to this?</p>	
<p>A: What were some of the things the community tried to do in order to protect themselves from COVID-19? How did people Assure the safety of others when their choices impacted multiple people, or when they took unnecessary risks? Were there specific challenges related to this?</p>	
<p>V: Did the story show how the community Values people's stories and experiences when determining risks and protections? For example, what were the needs of the community and how were those needs being met?</p>	
<p>E: Did the story discuss giving help to others? If so, were you able to see an attention to Ethics? What evidence do you see for this?</p>	