

Educator Guide: How to Handle Family Stress



Use our modifiable [student viewing guide](#) to find a quick write prompt, video comprehension questions and a CER graphic organizers

This guide is designed to support your students with these learning objectives:

- 1) Personal narrative: How have you been handling family stress during this time?
- 2) Students will write and present narratives on [KQED Learn](#).
- 3) Students will create a text, image, audio or video that answers this prompt: COVID-19 is affecting all of us in unexpected ways. Together, we can share experiences and challenges, coming together, even as we are “social distancing.” Share on KQED Learn and [PBS American Portrait](#)



Watch video

Above the Noise is creating a series of COVID-19 videos to help support young people during this difficult time. Use our **student viewing guide** to help students unpack the episode.

While preparing students for college and career readiness through standards-aligned argument writing continues to be a goal (please see our discussions on multiple topics!), we feel now is a great time to simply check in with your students and let them express themselves.



Join this Discussion

Students sign into KQED Learn and click the “Join the Discussion” button to respond to the Discussion question.

Responses should be supported by evidence from the Above the Noise video or other research on the topic.

Supports for joining the discussion KQED Learn:

- [Sentence frames](#)
- [Discussions rubric](#)
- [Response analysis activity](#)

Please refer to our [Code of Conduct](#) as well as your school’s behavioral expectations before joining.



Make & Share

Post a media Make & Share response on KQED Learn or share on [PBS American Portrait](#) (or both!)

Prompt: COVID-19 is affecting all of us in unexpected ways. Together, we can share experiences and challenges, coming together, even as we are “social distancing.”

Create a video, audio or image that completes the idea “We are just figuring out what to do...”

Post your media creation in the Make & Share tab

Optional: Share your piece on PBS’ [American Portrait showcase](#).

Standards

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| CCSS.ELA-Literacy.CCR.A.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text |
| CCSS.ELA-Literacy.CCR.A.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words |
| CCSS.ELA-Literacy.W.1 | Write arguments to support claims with clear reasons and relevant evidence |
| CCSS.ELA-Literacy.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others |
| NGSS.SEP.7 | Engaging in argument from evidence |
| NGSS.SEP.8 | Obtaining, evaluating and communicating information |
| ISTE Digital Citizen | Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. |

***KQED's Media Tool Policy:** In KQED Education's media literacy work, we take an approach to platforms and tools that focuses on developing media-making competencies that are transferable to an individual's specific technology context. When we recommend software for specific mediamaking activities, our factors for consideration include ease of use, whether the tool is open-source, whether it works across platforms and whether it offers the necessary functionality for the task free of cost. If there are no free tools appropriate for the task, we prioritize the lowest-cost solution able to produce high-quality media.