

## **Week 5: Conflict**

\*Note:

Conflict discussions will most likely generate conflicting opinions, ideas, and emotions. That's okay. The point is not to avoid conflict. The intended purpose is illustrating that conflict happens and it is in our best interests to discuss and persevere through conflict in order to reflect on our decisions and judgments, to learn how others approach a decision, to be in a better place to offer advice or input (if asked), and to hopefully become better at judgment and resolution ourselves.

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### **Week 5, Lesson 1-2: States & State Leadership**

**Purpose/BIG question:** consider the ramifications--intended and unintended consequences--of piecemeal approaches; what happens when individual states/a few states defy national and global trends?

#### **Procedure:**

-Display/review the following timeline:

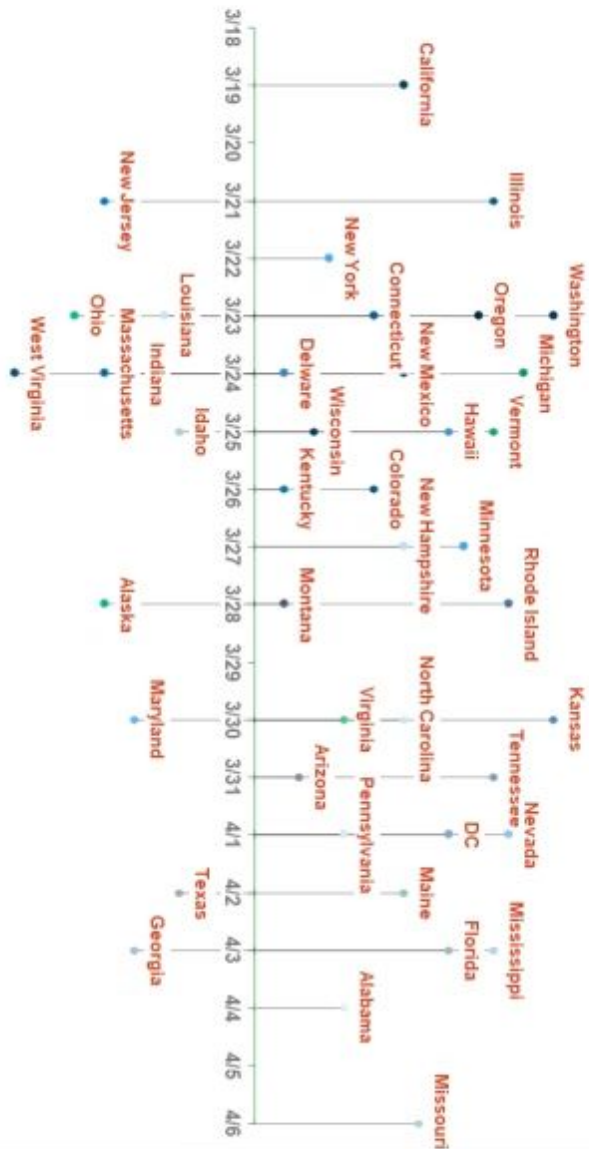
- January 30, 2020 WHO declares a global public health emergency.
- March 8, 2020 the entire country of Italy goes into lockdown (60 million people).
- March 11, 2020 WHO declares COVID-19 a pandemic.
- March 13, 2020 the US declares a national state of emergency.
- March 14, 2020 US COVID-19 confirmed cases are a little less than 3000.
- March 15, 2020 the CDC advised against gatherings of 50 or more people.
- March 16, 2020 national guidelines are adjusted, gatherings are limited to 10.
  
- April 4, 2020 publication of article

-Distribute and read the following article: Here are the 9 State Governors Who Have Refused to Issue Stay-at-Home Orders:

<https://www.forbes.com/sites/sergeiklebnikov/2020/04/04/here-are-the-9-state-governors-who-have-refused-to-issue-stay-at-home-orders/#2a50361e4eeb>

-Display the following timeline:

## State Mandated Stay-At-Home Orders by Date of Implementation



SOURCE: KFF, State Data and Policy Actions to Address Coronavirus, <https://www.kff.org/health-cost/issue-brief/state-data-and-policy-actions-to-address-coronavirus/#note-3-10> and state government websites.



\*Note:

Source:

<https://www.kff.org/coronavirus-policy-watch/stay-at-home-orders-to-fight-covid19/>

-Begin with the following premise/explanation:

- No national stay-at-home mandate was ever issued.
- States were left to decide whether they wanted, or needed, a stay-at-home order.
- The result of no national mandate was a patchwork of orders, mandates, and regulations.
- States have different rules and regulations for many things--rules are different for driving, for sales tax, for smoking, etc.
- However, a pandemic is an unprecedented event.

-Reflect in writing, on the conflict, the discrepancy, between and among states.

- Does it make sense?
- Does it help or harm efforts in a pandemic event?
- What happens when the rules aren't the same?
- If everyone's health is dependent on other people remaining healthy--in and out of their state--what responsibility does every state or state leader have to every other state and state leader?

-Allow students to reflect on their own.

-Come back as a group and open the floor for discussion--the theme is conflict so questions provided are purposely designed and recommended for discussing conflict.

- All manner of governors were cited and quoted, along with Dr. Fauci--the highest ranking and most visible doctor providing advice to the country. Their voices differed.
  - What happens when leadership disagrees?
  - What happens when an expert, Dr. Fauci, provides medical advice, and a politician, governor, (seemingly) disregards that advice?
- Should states/state governors pressure one another to issue the same pandemic guidelines?
  - Should states/state governors openly disagree and criticize one another during a crisis? Under what circumstances would it be okay, or not be okay, for governors to openly criticize one another?
- If some governors were being called to issue a stay-at-home order by their constituents, what responsibility do those governors have to their people?
  - If governors saw most of the country issuing stay-at-home orders, what responsibility do they have to follow suit?
  - If governors see global and national experts recommending stay-at-home orders, what responsibility do they have to listen to that advice?

- If governors cannot agree on stay-at-home orders, and it is well-known they do not agree, how does that impact state and national trust?
- States are different--they have different climates, different population sizes, different needs; however, they are also the UNITED States. So, why did they not unite?
- Does the President have a responsibility to step-in and make a final decision for all the states?

**Possible Conclusion(s)/Outcome(s):** interpreting and evaluating leadership/leadership decisions; interpreting and evaluating different forms of conflict; what it means to be a citizen--an American, a state citizen, a regional citizen; students continue to form conceptual framework and understanding on state interdependence; students continue to form parameters on moral and ethical duty to one another

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(2nd lesson: States & State Leadership Conflict continued)

**Purpose/BIG question:** state leaders are the voices, representatives, and models for their state--especially during a global/national crisis; what are the ramifications--intended and unintended consequences--when our state leadership (seemingly) defies their own orders, national guidelines, or global trends?

**Procedure:**

-Review the following timeline:

- January 30, 2020 WHO declares a global public health emergency.
- March 8, 2020 the entire country of Italy goes into lockdown (60 million people).
- March 11, 2020 WHO declares COVID-19 a pandemic.
- March 13, 2020 the US declares a national state of emergency.
- March 14, 2020 US COVID-19 confirmed cases are a little less than 3000.
- March 15, 2020 the CDC advised against gatherings of 50 or more people.
- March 16, 2020 national guidelines are adjusted, gatherings are limited to 10.

-Add the following dates to this timeline:

- March 11, 2020 the same day WHO declares COVID-19 a pandemic, Spain reports a little over over 2,200 cases and 50 deaths
- March 11, 2020 the US declares a travel ban to/from Europe--except the UK
- March 13, 2020 Governor Tate Reeves cuts family vacation/trip short, returns from Spain

-Assign the following article: Governor Tate Reeves and His Family Cut Spain Trip Short Amid Coronavirus Outbreak:

<https://mississippitoday.org/2020/03/12/gov-tate-reeves-and-his-family-cut-spain-trip-short-amid-coronavirus-outbreak/>

-Have students write their initial thoughts on what conflict is present or possible in the presentation of this timeline and article. If needed, hint that we are discussing state conflict, specifically conflicts among and within states and state leadership.

-Open the floor for discussion: What is the conflict?

- Anticipated responses/possible responses:
  - The governor took a vacation during a crisis.
  - The governor's vacation may have impeded his ability to lead his state during a pandemic event.

- The governor went to two places that were rapidly becoming, and eventually became, among the world's largest hot spots for COVID-19 (Spain and New York)--it was a dangerous time to travel, and he did.

-Possible points to consider for conflict discussion:

- Did this governor embody our collective definitions of personal, state, national, or global responsibility?
- Do state leaders have an added responsibility to stay close to their post during a possible/developing crisis?
- Do state leaders have an obligation to model best practices--even if it may disrupt vacations or anger their family?
- What happens when state, national, and global guidelines are rapidly changing, and leaders go on vacation?
  - Can they work on vacation?
  - Can we/should we demand leaders not continue with their vacation plans?
- As a representative of a state, Governor Tate Reeves arguably represents the US wherever he goes, so how do you think people in Spain and Europe view American leadership knowing a US representative/leader took a vacation to Spain/Europe as their COVID-19 cases were rapidly increasing?

\*Note on this discussion: the business' responsibility to cancel flights, hotels, or even the soccer tournament's responsibility to cancel is not the focus at hand, we are focused solely on state leaders' obligations; business responsibility will be discussed at length in the future

**Possible Conclusion(s)/Outcome(s):** how leadership communicates--not just by words but by behavior and actions; interpreting and evaluating leadership/leadership decisions; interpreting and evaluating different forms of conflict (work v. family; work v. travel; non-essential travel during a pandemic); students continue to form parameters on moral and ethical duty to one another; students continue to form ideas on how to best present information to a large audience

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(Bonus state and state leadership conflict/bonus conflict comparison: for added conflict debate and discussion--how we treat our various leaders as well as how we judge our leaders v. the average person)

**Procedure:**

-Assign the following article: Defiant Spring Breakers Get Torched for Partying Amid Coronavirus Crisis: 'Ignorant Selfish Jerks':

<https://www.mediaite.com/news/defiant-spring-breakers-get-torched-for-partying-amid-coronavirus-crisis-ignorant-selfish-jerks/>

-Begin with:

- This article was published March 18, 2020.
- This article is filled with judgment, words like outrage, selfish, jerks, stupid, etc. are used to describe spring breakers.
- This article is one among many publications and conversations that those traveling for spring break were spreading the virus.
- Governor Tate Reeves received no discernible, measurable, or comparable criticism (I could find none) for his travels, while Governor Ron DeSantis of Florida received harsh backlash for not closing the beaches, and all of these spring breakers were also generally vilified.
- I acknowledge and accept that Governor Reeves and Governor DeSantis have different populations, so their platforms and their decisions have different impacts.
  - Mississippi estimated population: 3 million
  - Florida estimated population: 21 million

-Have students write their initial thoughts on what conflict is present or possible in the presentation of this timeline, article, and added information. If needed, hint that we are discussing state conflict, specifically conflicts among and within states and state leadership.

-Open the floor for discussion: What is the possible conflict? What is the root of the discrepancy in how we treated Governor Reeves, Governor DeSantis, and these spring breakers?

- Anticipated responses/possible responses:
  - Governor Reeves and Governor DeSantis were judged differently for choices related to travel.
  - Governor Reeves made travel decisions for his family; Governor DeSantis made a travel decision (a decision to not close beaches) for his state (arguably a decision for the country since spring breakers are generally travelers)--so it's both travel related decisions but has different impacts, so received different levels of judgments.
  - Regular people were more vilified for their travel decisions than Governor Reeves.
  - The European travel ban and Governor Reeves' return was one week before this article, people were more critical and aware a week later--and thus more apt and ready to judge travel of any kind.

-Possible points to consider for conflict discussion:

- Do we hold leaders to similar or higher standards than the average person?
  - Do we hold some leaders to higher standards than other leaders?
- Did one week make a difference in how leadership would/could/should be subject to criticism?
- Did the type of trip play into judgments (a family trip v. a spring break)?
- Did age/demographic play into judgments (an adult leader v. spring breakers)?
- What happens to other states, outside of Florida, when Florida does not close its beaches for spring break?
- What role does the state have, or states in general have, to close venues to deter or halt travel and large gatherings?
- Where does responsibility begin/end for states, businesses, and the average person (traveler, consumer, resident)?
  - Where does the responsibility of state leaders begin/end in each of these relationships?

**Possible Conclusion(s)/Outcome(s):** how leadership communicates--not just by words but by behavior and actions; interpreting and evaluating leadership/leadership decisions; interpreting and evaluating different forms of conflict; students continue to form parameters on moral and ethical duty to one another



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## **Week 5, Lesson 3-4: Class**

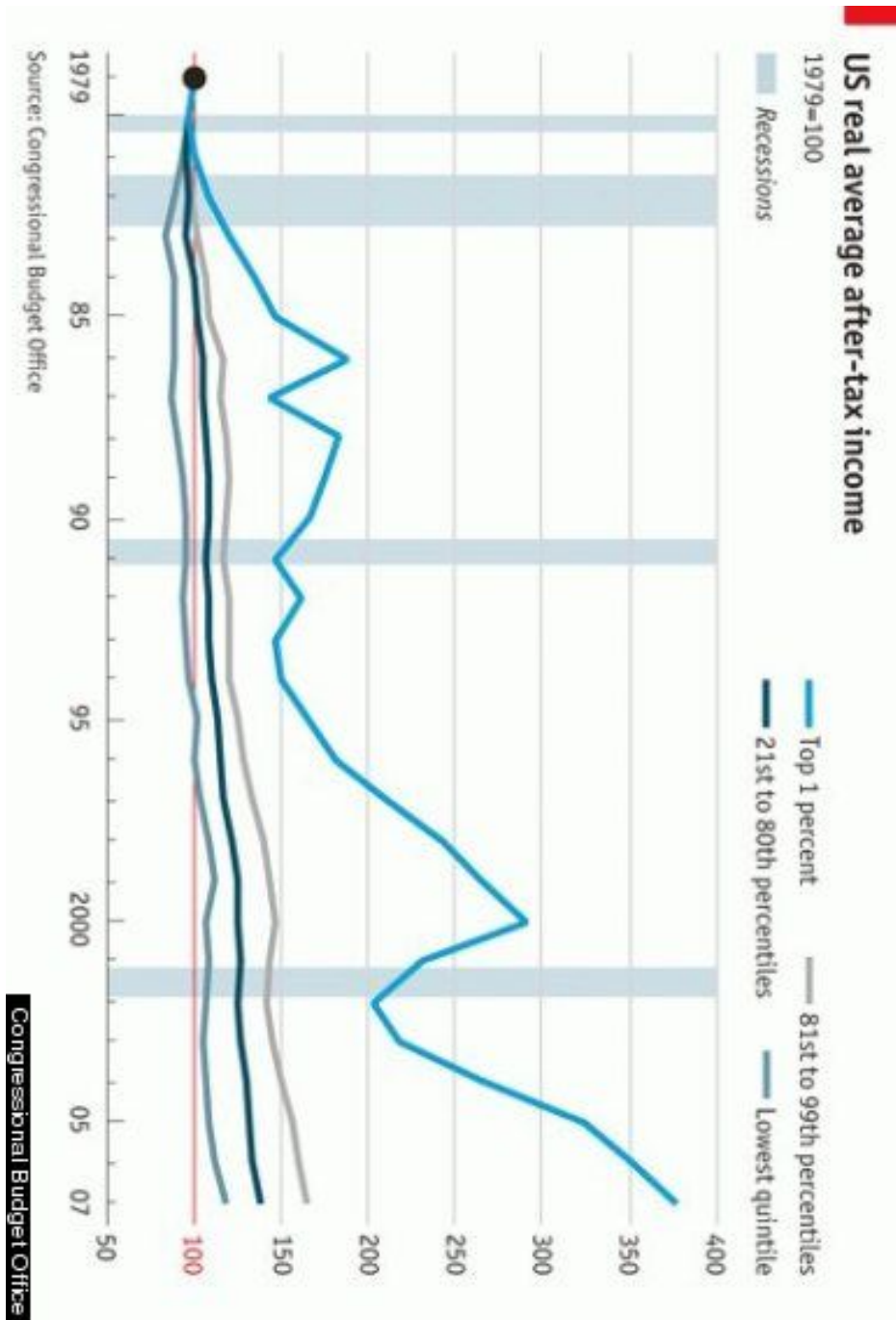
**Purpose/BIG question:** class influences every part of our lives; in a pandemic, when everyone is susceptible to disease and death, how should/how does our class (income/social class) influence the kind of care and treatment we receive?

### **Procedure:**

-Begin with the following premise/set the stage:

- class refers, right now, to our social class/our socio-economic status/our income
- while it can change, our social class and standing is generally determined at birth
  - our social class and standing determines nearly every aspect of our lives:  
where we live → which determines what school we attend → which in turn impacts our future educational achievement and eventual income → thus determining what life we lead and what life we provide for our families (care for parents, children, and others) → and then the cycle repeats
- in the US we have the greatest income inequality when compared to other Western countries--basically the rich have gotten richer, while the middle class and lower class have gotten poorer

-Display the following graph:



\*Note:

Source: [https://www.huffpost.com/entry/us-income-inequality-costs\\_b\\_6249904](https://www.huffpost.com/entry/us-income-inequality-costs_b_6249904)

-Build on the premise:

- We know there are a few people with extraordinary wealth. We also know there are a lot more people without expendable or measurable wealth.
- We know money buys access--it buys acceptance, it buys opportunity, it buys “the best” of everything, it provides a get-out-jail-free card, essentially it can buy anything. We’ve seen it, we’ve documented it, we know it.
- However, do we/can we accept that care, treatment, attention, and even life are up for sale--in regular times and/or during a pandemic?

-Display the following image:



**NYT National News**   
@NYTNational

The University of California San Francisco health system says it will no longer be able to test patients in about five days. The reason? A shortage of testing swabs that are made in Northern Italy, which has been hard-hit by the coronavirus.



**CalMatters**  
@CalMatters

Gov. @GavinNewsom says help is on the way to ramp up testing for the coronavirus, which has lagged nationally.

So where are we now? Here's what you need to know. [bit.ly/3b5vrlu](https://bit.ly/3b5vrlu)

#californiacoronavirus

#californialockdown

#CoronavirusTesting




**Alexander Higgins - Coronavirus Up...**  
@kr3at

"California hospitals are straining under coronavirus"

This is bad, because California is still performing limited and restrictive testing in many areas.



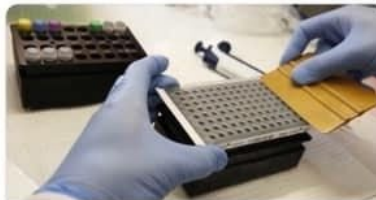
**Los Angeles Times**  @latimes  
California hospitals are straining under

[Tweet your reply](#)



**Los Angeles Times**   
@latimes

A handful of NBA teams have offered coronavirus testing for their players whether they have symptoms or not, providing them a service that isn't available to the general public.



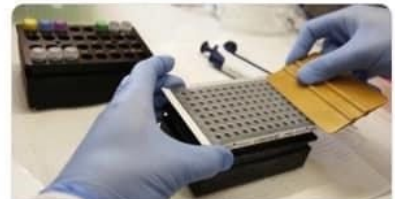
How pro sports teams like the Lakers get tested for coronavirus so quickly  
[latimes.com](https://latimes.com)

[Tweet your reply](#)



**Matt Pearce**   
@mattdpearce

"Many teams made arrangements for testing through established connections with hospitals and medical facilities. When it was decided they needed to test their players, most teams paid for the tests to be administered and analyzed at private facilities."



How pro sports teams like the Lakers get tested for coronavirus so quickly

-Give context to the image:

- This image is a collection of headlines and commentary from Twitter displaying the connection between access and wealth.
- In the early stages of COVID-19, in California, and across the US, testing for the virus was extremely limited. People could wait for hours only to be turned away. Testing sites were given strict directions on who to test--often only those displaying severe symptoms.
- Even when people were being tested, results were slow to be delivered.
- At the same time, a number of celebrities and athletes, who had no symptoms, were administered tests.
- The news broke on this discrepancy. Tests were justified as being more important for athletes since athletes had contact with the general public in large gatherings. Tests were justified that some of these celebrities and athletes had had exposure. Tests were justified--they had the connections and the money to get tested and to get their test results quickly.

\*If needed provide an article detailing the situation/providing context to images--recommended: Celebrities Get Virus Tests, Raising Concerns of Inequality: <https://www.tampabay.com/news/2020/03/19/celebrities-get-virus-tests-raising-concerns-of-inequality/>

-Have students write their initial thoughts on what conflict is present or possible in the presentation of this image and contextual information. If needed, hint that we are discussing class conflict, specifically conflicts among and within social classes.

-Allow students to reflect on their own.

-Add the following:

- Hard work does not definitively determine wealth--some of the hardest workers earn no wages or minimal wages, some of the most difficult back-breaking work receives minimal wages. Work and community contribution do not determine overall wealth; work is not the sole determinants of human value.

-Allow students to reflect on this statement.

-Open the floor for discussion--the theme is conflict so questions provided are purposely designed and recommended for discussing conflict.

- When there is a crisis and people are afraid, they want support and answers. In this situation, a pandemic, support and answers are tests--to calm them, to let them know they are not sick, or to let them know they are sick. So, what happens when tests, when that reassurance, is scarce?
- As a society, we have a celebrity culture that feels entitled to judge the actions of all manner of celebrities; are we right or wrong to judge their actions in general?
  - Are we right or wrong to judge their actions during a crisis?
- What happens when celebrities, or other rich people, cut in line/use their money to defy the system?
  - What happens when celebrities, or other rich people, cut in line/use their money to defy the system during a pandemic?
- Athletes and celebrities have large platforms, profiles, and followings, nationally and internationally. In a pandemic, when resources are scarce, do they have a responsibility to their fans--the people that have ensured their platforms, profiles, and followings?
  - After and during the pandemic, what power do you think fans--the people that have ensured platforms, profiles, and followings--will show or withdraw based on athlete/celebrity behavior?
- We know inequality exists--how much inequality are we willing to accept?
  - How much inequality are we willing to accept during a pandemic?

**Possible Conclusion(s)/Outcome(s):** interpreting and evaluating different forms of conflict; students continue to form parameters on moral and ethical duty to one another

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**Purpose/BIG question:** class influences every part of our lives; in a pandemic, when everyone is susceptible to disease and death, how should/how does our class (income/social class) influence the kind of care and treatment we receive? The kind of care and treatment we provide/deny others?

**Procedure:**

-Begin with the following premise:

- The ultra wealthy have much more wealth than the average person.
- However, class and inequality are not only about extremes.
- Sometimes, it's not that someone has a lot more, they just have more.

-Assign the following article: Senior Residents Protest Hotel Planned for Homeless Coronavirus Patients, Operators Say it will be Isolated and Locked Down:

<https://www.ocregister.com/2020/04/03/senior-residents-protest-hotel-planned-for-homeless-coronavirus-patients-operator-says-it-will-be-isolated-and-locked-down/>

-Have students write their initial thoughts on what conflict is present or possible in this article. If needed, hint that we are discussing class conflict, specifically conflicts among and within social classes.

-Allow students to reflect on their own.

-Provide the following details:

- Laguna Woods is located in southern California, in Orange County.
- Orange County is home to 5 of the richest cities in the country.
- Laguna Woods residents have a 76% home ownership rate.
- Laguna Woods residents have an average of 2 cars per household.

\*Note:

Sources on Laguna Woods and Orange County

Orange County:

<https://www.ocregister.com/2016/05/24/five-orange-county-cities-ranked-among-nations-20-wealthiest/>

Laguna Woods: <https://datausa.io/profile/geo/laguna-woods-ca/>

-Allow students to reflect on these added details.

-Open the floor for discussion:

- Who do you most sympathize with--the residents of Laguna Woods, the healthcare providers attempting to organize a response, or the homeless community? Why?
- Seniors, the community represented by Laguna Woods, was a vulnerable population during COVID-19. The homeless population was a vulnerable population during COVID-19. How do/can officials balance the needs of two different but vulnerable populations?
- The community of Laguna Woods represents/comes from a higher class--they have higher rates of home ownership, a place to live in general, which translates to added access; they also live in one of the richest counties in the nation. The homeless population represents/comes from a lower class--they do not have a home, which translates to less access to anything for their survival.
  - Are residents of Laguna Woods justified in their concern?
  - Are the healthcare precautions mentioned enough to ease concerns? What more could the organizers provide to make it work?
  - Can/should we deny a form of shelter/safety to those without shelter & safety?
- Did anyone notice who was not interviewed?
  - Why were the needs of residents centered?
  - Why not present/include someone from the homeless community?
- If everyone's health is dependent on other people remaining healthy--in and out of their own community--what responsibility does every individual have to every other individual to ensure access, shelter, care, and treatment are available to every person?

**Possible Conclusion(s)/Outcome(s):** interpreting and evaluating different forms of conflict; students continue to form parameters on moral and ethical duty to one another



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## **Week 5, Lesson 5: Families/Individuals**

**Purpose/BIG question:** those leading us, those unlike us, those we did not know, caused conflict, and in a way that makes sense--we already aren't the same--but does that mean we will have no conflict among our closest networks?

### **Procedure:**

-Set the stage:

- States and state leaders did not agree on what to do--and sometimes did what they wanted regardless of judgment or pressure. Class conflict and community conflicts (based in part on class differences) showed that divergent groups couldn't agree on how to behave or what to do--and sometimes did what they wanted, focused solely on themselves anyway.
- So, one might think that people in the same house or from the same family or friendship circles may be more inclined to agree--after all, we tend to be more forgiving with the ones we love, and we generally associate with people that look and think like we do . . . are like us.
- A pandemic, however, *is* an unprecedented event.

-Distribute the following scenario cards. Have students in pairs or in groups identify the conflict, and the (hopeful) resolution.

-Have students consider how conflicts were created--was it:

- changed routines?
- changed schedules?
- changed relationship roles?
- changed finances?
- something else?

<p>You live in Florida, nonessential businesses have been closed. Your family attends a church which has been deemed essential. Attendance is over 2,000--your mom insists on going, your dad loves the idea of staying home. Public health officials have stated to limit gatherings to 10 people; almost every other state has advised against religious gatherings, many places of worship are offering virtual services.</p>	<p>You have shared custody of two children. Your ex can work from home. You cannot. Your children are both young, under the age of 10, and school has been canceled. You and your ex do not get along. Your ex insists that the children stay with them until further notice--they're home after all. As an essential worker, you are at a higher risk of contracting COVID-19, but you are also entitled to daycare thanks to your service.</p>	<p>You have a wedding planned in three weeks--in Mexico. You have a honeymoon planned in two months--in New Zealand. None of the money, right now, is refundable. More than half of your guests have already canceled. New Zealand just announced it is closing its borders. Your fiance wants to get married regardless--to travel and proceed as planned. You are hesitant. Your parents are both in good health, your new in-laws are in the vulnerable category.</p>
<p>You are pregnant. This is your first child--you have dreamed of a baby shower, a pregnancy photoshoot, and having your family around when baby is born. Your family lives in a different state. Friends and family have decided not to attend your upcoming baby shower. Your mom has asked if she can come now and stay for the next 3 months, the last trimester of your pregnancy.</p>	<p>Your parents are seniors--vulnerable. You are a millennial. You lost your job. You have decided to move back in with your parents. You just moved in, your parents do not believe any of the reports and insist on going about their lives--they have stated that your concerns are misplaced, you can either keep it to yourself or move out. They are about to go over a friend's house, one of them has had a slight fever today.</p>	<p>You are the main childcare provider, you do most of the cooking and the cleaning at home as well. This is all unpaid work. So, normally, you only have time for part-time paid work. This routine and budget has worked well for two years. Now, you are the only one with a job. Your company is offering added hours. Your spouse hates cleaning, has never cooked a meal during your relationship, and your child wants you around--not them.</p>
<p>You and your husband have both lost your jobs. You were both minimum wage workers so you had minimal savings (\$300). Your husband does not believe in help, he tells you to tell no one of your circumstances and refuses to consider state assistance. You have one small child. You rent--rent is due in 3 weeks. You need to go grocery shopping. Both of you have no health insurance.</p>	<p>You have friends, family, and coworkers on Facebook. You have kept your profile and connections limited. You see the science and the data and the global trends and are genuinely worried. You have friends who are healthcare workers who have told you it's bad. A family member tagged you in a post, it's a video calling the pandemic a lie. You didn't notice until 4 hours later, 4 hours and 53 comments later.</p>	<p>Your in-laws moved in with you 6 months ago. It has worked out great--partly because your schedules never overlapped. You have just been told you will work remotely. You have two children, school has been canceled. You are quieter, enjoy the quiet, and really feel the need for alone time every day. You have a 4 bedroom house. There will now be 6 people at home at all times.</p>

-Open the floor for discussion and debate.

-Consider the following questions:

- COVID-19 created new dynamics among and within layers of society--including families and individuals. How did those changes impact relationships?
- Conflict is often interpreted in the negative, but it can produce positives. Could any scenario have led to a positive outcome?
- COVID-19 was a pandemic. It was a virus. It was health-related. But that does not mean it only affected our (physical) health. What do these scenarios illustrate about the impact of COVID-19?

**Possible Conclusion(s)/Outcome(s):** conflict was found everywhere, on every level; students form a multilayered perspective on the reach and impact of pandemics

**Purchase:**

Times are tough and developing quality lesson plans is an arduous task; therefore, I am not selling this item.

If you feel inspired, thankful, or want to contribute please direct donations to my PayPal account: [covid19curriculum@gmail.com](mailto:covid19curriculum@gmail.com)

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Thank you for reading and I hope this helps!