



# THE AIRLOCK GAME

## PART 3

**GRABBER**  
TO SAFELY TAKE THINGS WHILE MAINTAINING A SAFE DISTANCE

**HELMET**  
TO CAPTURE AND CONTAIN YOUR COUGHS AND SNEEZES

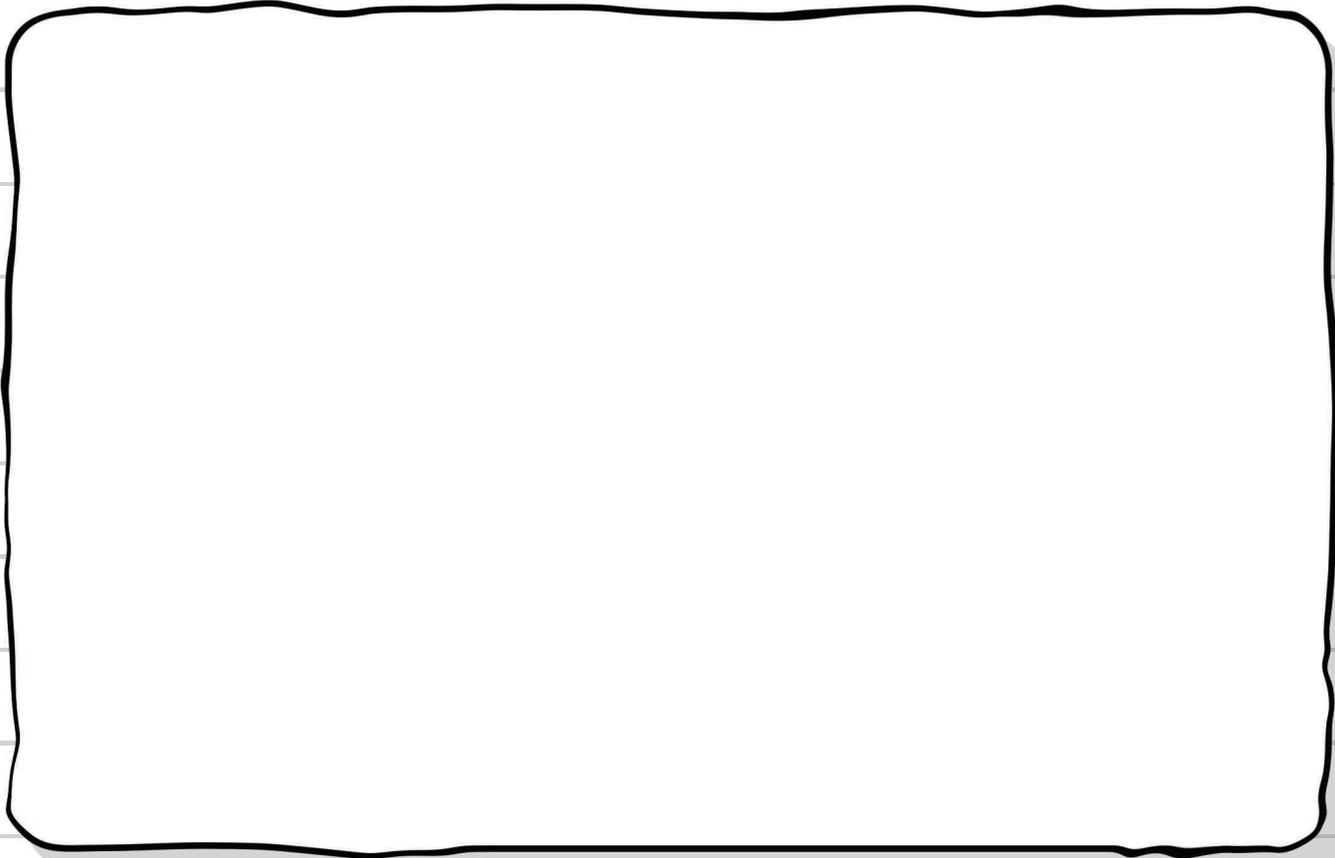
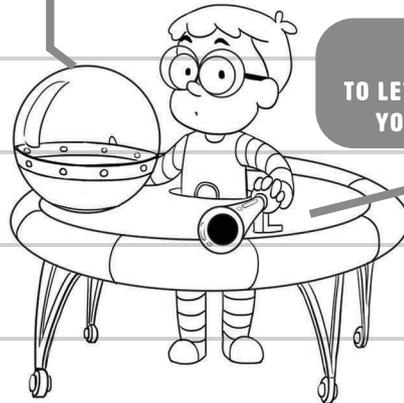
**HORN**  
TO LET PEOPLE KNOW YOU'RE COMING

**STARCHED TUTU**  
TO MARK A SAFE DISTANCE BETWEEN YOU AND OTHERS

### KIDS' ACTIVITY

With things you can find at home, invent/design your physical distancing contraption to keep your 1m radius from everyone.

Draw your design here!



### CONCLUSION:

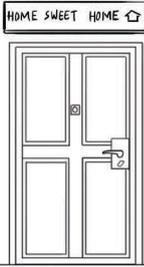
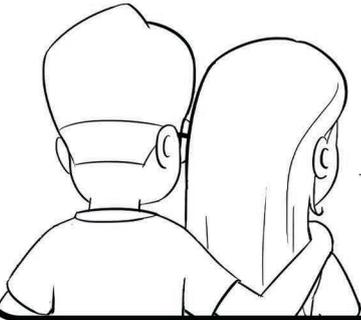
Now that you've invented it, it lives in your imagination, it goes where you go, pretend that it's there when you're with someone from outside your home.



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## PARENTS' ACTIVITY



During this period, society will be adjusting to the tensions of not only danger and safety, but also freedom and restraint. We may feel sadness or anxiety when faced with the changes to our perception of outside risks.

One way to see it is that we already don't have to shout at people for putting their fingers into electrical wall sockets.

There's enough knowledge in the community that people naturally don't behave this way. These are things that are dangerous and we don't feel loss when we don't do it.

There will be changes between practices in the safety of home and outside with potential risks. Identify the differences and think about how much tension you feel about this. List and write a number in the columns below.

WHEN OUTSIDE

TENSION

WHEN INSIDE

TENSION

_____	<input type="checkbox"/>

_____	<input type="checkbox"/>

Notice which areas bring you the most tension. Is there a way to do all this without feeling so stressed?

How can we manage our worries and concerns so as not to affect our children?

