

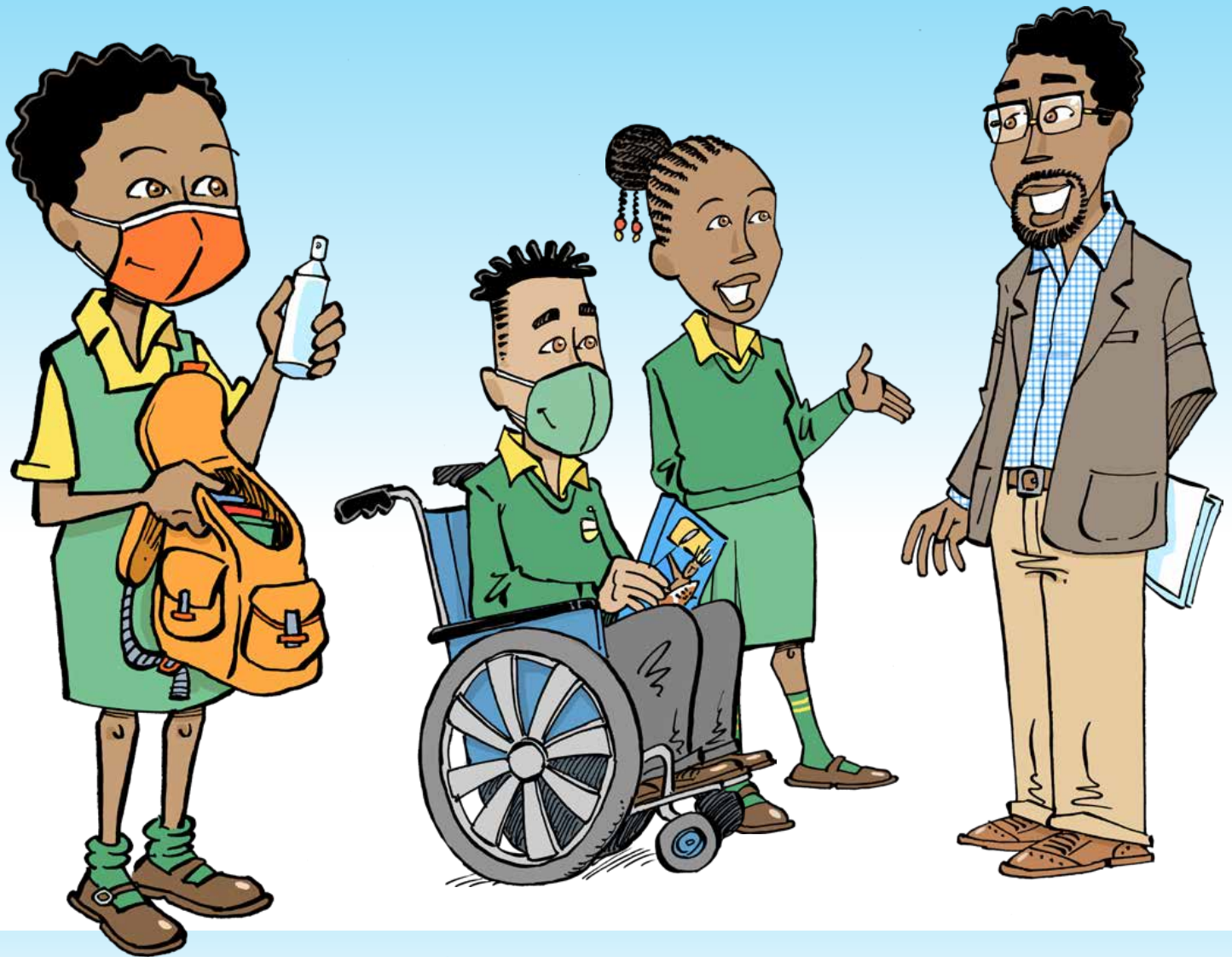
COVERED • CLEAN • CARING

COVID-19

FACILITATOR'S GUIDEBOOK

..... VERSION 2.0

An updated resource for COVID-19 Risk Communication and Community Engagement
in Schools and Orphan and Vulnerable Child Centres in South Africa.



IT'S AS EASY
AS 1-2-3!

1 2 3



THE GUIDEBOOK WILL
MAKE SUGGESTIONS
TO HELP YOU CHOOSE
DISCUSSION QUESTIONS
AND ADJUST THE
ACTIVITIES SO THAT
THEY ARE APPROPRIATE
TO THE AGE AND
CAPABILITY LEVEL OF
YOUR GROUP.

GIVE EACH LEARNER ONE
OF THE STICKERS FOR
THEM TO STICK OR SWAP!
STAY INFORMED AND STAY
CLEAN, COVERED AND
CARING. REMEMBER, AS
WE CONTINUE TO LEARN
ABOUT COVID-19 AND THE
WORLD AROUND US, NEW
INFORMATION MAY ARISE
THAT COULD HELP US
MAKE THE BEST POSSIBLE
DECISIONS.

HOW TO USE THIS GUIDE

Things are getting back to normal, but COVID-19 is still with us. Let's not forget what we have learned during the pandemic and use it to stay healthy and safe. Since the situation is always changing, we need to keep the conversation going.

This guidebook is part of a resource set to help learners stay covered, clean and caring to prevent the spread of COVID-19 and other diseases.

There are three hands-on activities themed around vaccines and wearing masks (1 **STAYING COVERED**), hand hygiene (2 **STAYING CLEAN**) and mental health (3 **STAYING CARING**). Each activity is divided into three sections:

1 LET'S TALK !

Talk about the topic. Look out for the different colour bullets. These indicate the level of each question:

● basic ● advanced ● more advanced

2 LET'S DO !

Do a hands-on activity. Look out for these symbols. These indicate whether an activity is suitable for junior learners, senior learners or both.



Junior Level



Senior Level

3 LET'S COMMIT !

Commit to taking care of ourselves and others and sharing what we've learned.

A COVID-19 COMMITMENT

SING, DANCE OR SHOUT!



Junior Level



Senior Level

Once learners have completed all the lessons and the activities, groups must create a "COVID-19 Call". Learners can make their own rhyme, rap or chant with movement or dance to show what they have learned about staying covered, clean and caring against COVID-19.

ACTIVITY

1

STAYING COVERED

1 LET'S TALK !

Tell learners that vaccines help our bodies to protect us against a specific disease. Vaccines work by introducing a harmless germ, a piece of a germ or an instruction about that germ into your body. This allows your body's immune system to react to the vaccine by preparing to fight against the disease, should the real germ ever show up. This process is called immunisation.

The routine immunisations which babies and children get are a safe way to protect us against life-threatening diseases, like measles, polio, rotavirus and many more.

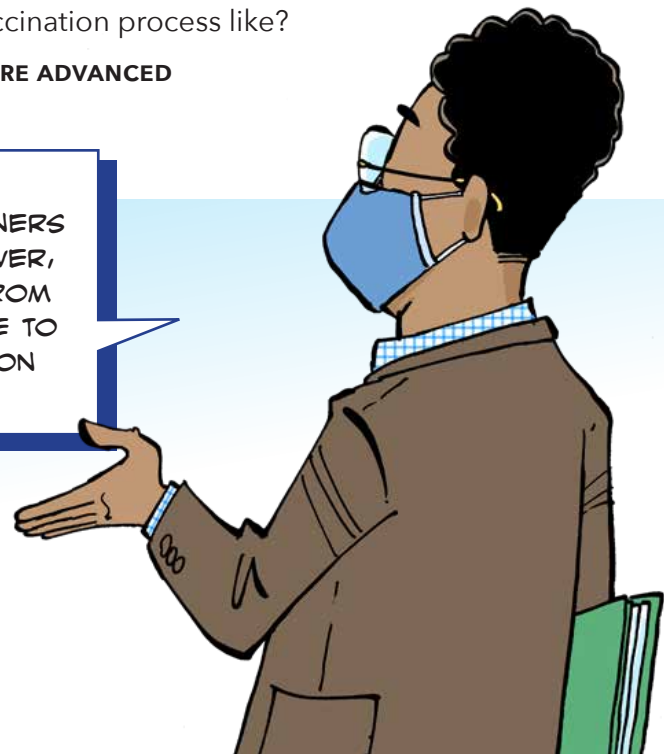
Example questions to ask to prompt the discussion (*you can find guided answers to these questions in the handout sheet*):

- How do vaccines protect us against diseases like COVID-19?
- Are vaccines safe?
- Who can get vaccinated against COVID-19?
- What are reliable sources of information about vaccination?
- Do COVID-19 vaccines have side effects?
- Masks are not mandatory (meaning that you don't have to wear them), but are recommended, especially in crowded places. How can we encourage acceptance of people who choose to wear a mask?
- How can we encourage people to get vaccinated?
- What is the COVID-19 vaccination process like?

● BASIC ● ADVANCED ● MORE ADVANCED

TIP TO FACILITATE DISCUSSIONS: IF LEARNERS ARE HESITANT TO ANSWER, PROVIDE EXAMPLES FROM YOUR OWN EXPERIENCE TO GET THE CONVERSATION GOING.

COVERED
CLEAN
CARING



ACTIVITY 1

2 LET'S DO !

Explore how vaccines keep us safe with the Vaccine Bowling Game.



STEP 1 Use empty plastic bottles and a tennis ball to set up a ten-pin bowling game. You will also need sand and a funnel or paper rolled into a cone.

STEP 2 Learners use the ball (virus) to try and knock down (infect) as many bottles (people) as possible.

3 LET'S COMMIT !

And finally, you can wrap up the lesson by using the **I Am Covered** poster. Let the group cut off the bottom section of the poster and cut out the pictures in this section.

Paste each picture in place. Discuss the behaviour shown and join with the group as they commit to choose how to protect themselves and others from COVID-19 and other diseases.

I AM COVERED

STAYING COVERED WITH VACCINES AND MASKS

1

CLINIC
ENTRANCE
VACCINATION SITE
COVID-19 VACCINE FOR 12 YEARS +
COVID-19 BOOSTERS FOR 18 YEARS +
CALL 0800 809 999 TO FIND A
VACCINATION SITE

unicef
for every child
USAID
FROM THE AMERICAN PEOPLE

CUT HERE

1

Cut out the images on the dotted lines. Find the right place for each image on the poster.

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ACTIVITY 1



STEP 3 Fill some of the bottles with sand, using a funnel or paper. This represents vaccination.



STEP 4 Let learners try again to knock bottles over. The bottles with sand will stay standing, while the empty bottles can be knocked over.

Just like the sand helped the bottles to stay up, vaccination protects us from serious illness and death. Fill all the bottles with sand and try to knock them over with the ball. What do you think will happen if everybody in a community is vaccinated against a disease?

IDEAS TO TAKE IT FURTHER

A FACT-FINDING MISSION: HOW TO GET VACCINATED

S Age 12+

Task learners with finding out where their nearest COVID-19 vaccination site is. You can call the COVID-19 hotline (0800 029 999) and let the learners take turns asking all the questions they have regarding vaccination. Use the speakerphone to include everybody in the conversation. You can also WhatsApp "HI" to 0600 123 456 and then read the responses aloud. The automated responses provide information about many COVID-19-related things, including vaccines. Let learners report back and share the information they have found.

SIMON SAYS

J Junior **S** Senior

Play a game of Simon Says. Remind learners that as the situation with the pandemic changes, new directions may arise to keep us safe. Just like in the game, it's important to listen carefully to reliable sources of information to stay informed.

A COVID-19 COMMITMENT

GET MOVING!

Junior Level Senior Level

J

S

Once learners have completed all the lessons and the activities, get the class to create a "COVID-19 Call"! Record your chant and the knowledge that learners have gained and WhatsApp it to your fieldworker.

Remind learners to include mask-wearing in their chant/dance when they create their COVID-19 call.



1 LET'S TALK !

First, we're going to ask the learners why it is important to wash their hands. Chat about what makes it difficult to do. Choose additional discussion questions from the list to continue the conversation.

Example questions to ask to prompt the discussion (*you can find guided answers to these questions in the handout sheet*):

- Why do we need to wash our hands?
- When should we wash our hands?
- How and for how long should we wash our hands?
- What else can we do to keep our hands clean?
- What do we like about washing our hands?
- Why do people not wash or sanitise their hands, and how could we change that?
- How can you encourage others to practise good hand hygiene?
- What can you do if you see someone not washing their hands after using the toilet or sneezing into their hands?

● BASIC ● ADVANCED
● MORE ADVANCED

ACTIVITY 2

STAYING CLEAN

Talk with learners about how they can make sure their hands are germ-free by describing the following steps:

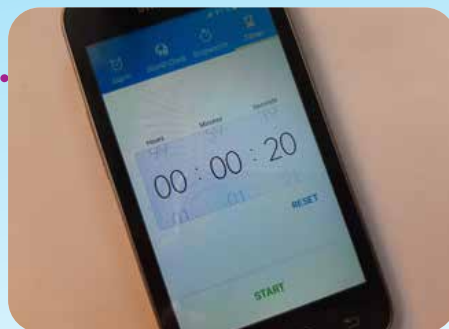
- 1 Open the tap and **wet** your hands.
- 2 Close the tap and put **soap** on your hands. You can also use warm water if it is available.
- 3 **Rub your hands** to create lots of bubbles with the soap. Be sure to rub between your fingers and over your palms. Do this for at least **20 seconds**. (You will discover how to time 20 seconds in the activity that follows.)
- 4 Open the tap and **rinse your hands** under clean running water. Don't forget to close the tap when you are done.
- 5 Let your hands **air-dry** or use a clean towel to dry them.
- 6 If soap and water are not available, apply a **hand sanitiser** with 70% alcohol, rub all over your hands as in step 3 above and leave to dry.

TIP TO FACILITATE DISCUSSIONS: ENCOURAGE ALL TO PARTICIPATE OPENLY AND FAIRLY. ALL COMMENTS ARE WORTH CONSIDERING.



2 LET'S DO !

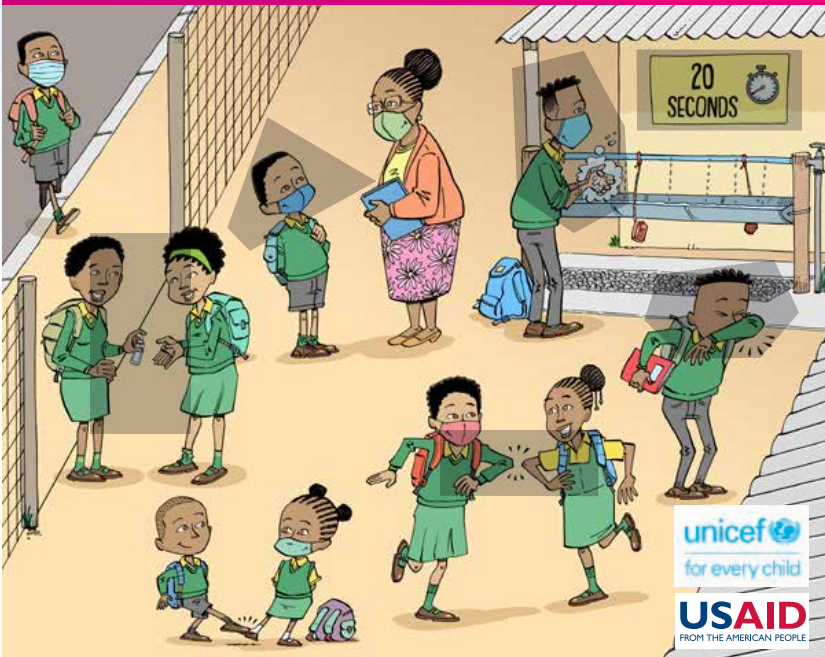
Now, use this interactive activity to help learners wash their hands for long enough.



STEP 1 Use a phone or timer to count down 20 seconds. This will help the group understand how long they should wash their hands for.

I AM CLEAN 2

WASHING HANDS WELL



3 LET'S COMMIT !

Finally, you can wrap up your lesson by using the **I Am Clean** poster. Let the group cut off the bottom section of the poster and cut out the pictures in this section.

Paste each picture in place on the poster. You could use Prestik to be able to repeat this activity. Discuss the behaviour shown by the pictures, and commit with the group to choose to protect themselves and others from COVID-19.



CUT HERE

2

Cut out the images on the dotted lines. Find the right place for each image on the poster.



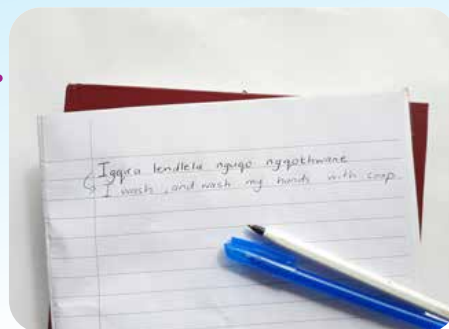
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STEP 2 Let them choose a song that they like and sing it during the 20 seconds. For junior groups, this could be a nursery rhyme or traditional song, and seniors could choose a popular hit. Let them discover how far into the song they can sing during the 20-second time period. This will help them time the duration of their hand-washing.



STEP 3 Get learners to adjust the words of the song to the steps of washing their hands properly.



STEP 4 Go to the handwashing station and practise.

ACTIVITY 2

A COVID-19 COMMITMENT

BE CREATIVE

Junior Level

Senior Level



Remind learners to include the importance of clean hands in their chant/dance when they create their COVID-19 call.



IDEAS TO TAKE IT FURTHER

KEEP EACH OTHER ACCOUNTABLE

J Junior Level

Create handwashing groups of 3 to 4 learners. The groups can check up on each other to make sure they wash their hands

well and for long enough by singing the handwashing song together while everyone washes their hands.

MONITOR HANDWASHING STATIONS

J Junior Level

S Senior Level

Discuss how learners should be soap and water monitors for the handwashing stations. Ask the class to come up with a way of

reporting when the soap or water have run out. The responsible person must be notified to address it.



COVERED CLEAN CARING

ACTIVITY

3

STAYING CARING

1 LET'S TALK !

NOTE TO FACILITATOR: IF YOU REALISE AT ANY POINT DURING THE SESSION THAT A PARTICIPANT NEEDS HELP, FOLLOW SCHOOL PROTOCOL TO REFER LEARNERS TO A COUNSELLOR, CHILD PROTECTION SERVICES, MENTAL HEALTH PROFESSIONALS OR A PHYSICIAN FOR SPECIALIST HELP.

Mental health is the way we think and feel about ourselves and the world around us. Just like a person needs medical help for a broken bone, a person experiencing emotional distress needs support to cope with their feelings and mood.

The pandemic increased loss, trauma, isolation and uncertainty. These factors can take a toll on mental health. Your **circle of support** is a group of people you know like caregivers, trustworthy family members, reliable teachers or friends, counsellors or religious leaders who care about you and could help you to deal with your thoughts and feelings.

Choose discussion questions from the list to continue the conversation (you can find guided answers to these questions in the handout sheet):

- What does good mental health look like in a person?
- What are things you might do or feel that are signs that your mental health is not doing well?
- What must you do if you (or a person you care about) experience any of these symptoms?
- What is a circle of support?
- How can you take care of your mental health?
- What are reliable sources of information about mental health?

● BASIC ● ADVANCED ● MORE ADVANCED



LEARNER
SUPPORT
→
HELP IS AVAILABLE
CHILDLINE CALL: 116

TIP TO FACILITATE DISCUSSIONS:
ENCOURAGE LEARNERS TO PUT UP THEIR HANDS IN AGREEMENT AND NOD IF SOMEBODY MAKES A STATEMENT THEY AGREE WITH. PEOPLE ARE OFTEN SURPRISED TO HEAR THEY ARE NOT THE ONLY ONES WHO EXPERIENCE A PARTICULAR CHALLENGE. FACILITATORS CAN SHARE WHAT THEY DO TO TAKE CARE OF THEIR MENTAL HEALTH.



ACTIVITY

3

**COVERED
CLEAN
CARING**

2 LET'S DO !

Next up, discover how a circle of support makes you stronger.



STEP 1 Let learners gather thin twigs from outside (junior phase), or hand out five to ten popsicle sticks per learner (senior phase).



STEP 2 Let learners bend a single twig or popsicle stick until it breaks. Explain to learners that just like with the twig or popsicle stick, stress, trauma and anxiety can harm our mental health, causing us to feel anxious, depressed or overwhelmed.



STEP 3 Let learners now hold on to a group of twigs/popsicle sticks. Let them try to bend and break them now. Notice how support makes the sticks stronger.

STEP 4 Discuss how spending time with trustworthy, caring and skilled people can help you withstand stress and the burden of mental health issues.

IDEAS TO TAKE IT FURTHER

JOURNALING

J Junior **S** Senior

Encourage learners to keep a journal as a way of helping them deal with their feelings. Young learners can draw pictures.

- Write down or draw three things every day that you are grateful for.
- Create a self-care checklist. Write about or draw how self-care activities like playing outside, talking with a reliable and trustworthy friend or caregiver or listening to uplifting music make you feel.

MY SUPPORT CIRCLE

J Junior **S** Senior

Let learners draw a mind map with all the people they could approach if they were suffering from a mental health issue. They can draw themselves in the middle of a piece of paper and then show the community around them, either by writing their names or drawing their faces.

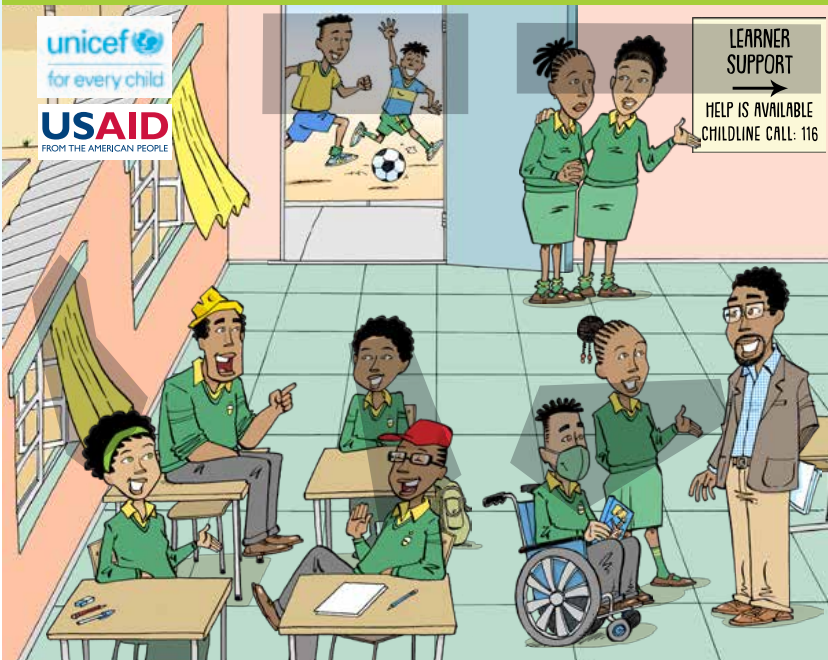
MENTAL HEALTH POSTERS

J Junior **S** Senior

Let learners draw or paint posters, sharing tips on how to take care of their mental health.

3 I AM CARING

MENTAL HEALTH MATTERS



CUT HERE

3 Cut out the images on the dotted lines. Find the right place for each image on the poster.

LEARNER SUPPORT
HELP IS AVAILABLE
CHILDLINE CALL: 116

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3 LET'S COMMIT !

Now you can wrap up your lesson by using the **I Am Caring** poster. Let the group cut off the bottom section of the poster and cut out the pictures in this section. Paste each picture in place on the poster. You could use Prestik to be able to repeat this activity. Discuss the behaviour shown by the pictures and join with the group as they commit to choose to protect themselves and others from COVID-19 and its effect on mental health.

A COVID-19 COMMITMENT

SHARE THE KNOWLEDGE

Junior Level

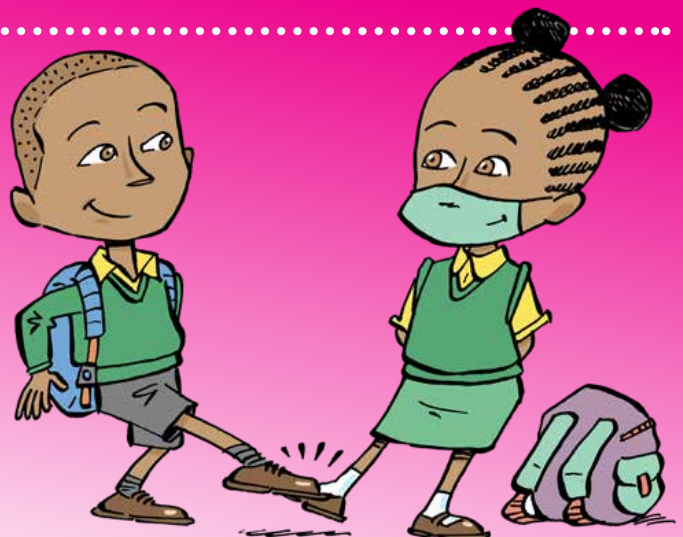


Remind learners to include mental health in their chant/dance when they create their COVID-19 call.

Encourage learners to share what they have learned during this initiative with those who are at home.

You could arrange a performance of the chants or dances for the rest of your school or centre.

Senior Level



COVERED • CLEAN • CARING COVID-19

Things are getting back to normal, but let's not forget what we have learned from the COVID-19 pandemic and use it to stay healthy and safe. Since the situation is always changing, we need to keep the conversation going.

This guidebook is part of a resource set for COVID-19 Risk Communication and Community Engagement in Schools and Orphan and Vulnerable Child Centres in South Africa. It aims to help learners stay covered, clean and caring to prevent the spread of COVID-19 and other diseases.



ACTIVATE AFRICAN KNOWLEDGE
Jive Media Africa

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