COVERED • CLEAN • CARING

COVID-19

FACILITATOR'S GUIDEBOOK

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

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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.

STICK THE A4 STICKERS UP IN AREAS OF YOUR SCHOOL OR COMMUNITY WHERE THERE IS A LOT OF FOOT TRAFFIC, TO REMIND PEOPLE TO STAY COVERED, CLEAN AND CARING. GIVE EACH LEARNER ONE OF THE SMALLER STICKERS FOR THEM TO STICK OR SWAP!

HOW TO USE THIS GUIDE

COVID-19 is still a reality, and we all have a role to play to keep ourselves and others safe.

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

There are three hands-on activities themed around wearing masks (1 **STAYING COVERED**), hand hygiene (2 **STAYING CLEAN**) and social distancing (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 relative 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.

J Junior Level S Senior Level

3 LET'S COMMIT !

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

A COVID-19 COMMITMENT

SING, DANCE OR SHOUT!

J Junior Level S 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 !

First, ask the learners why it is important to wear a mask and how it should be done. Chat about what might make it difficult. Choose additional discussion questions from below to continue the conversation.

Example questions to ask to prompt the discussion:

- How can a mask protect me from COVID-19?
- When should we wear masks?
- How should we wear our masks?
- What can I do if I don't have a mask?
- What should I do if somebody else refuses to wear a mask?
- Why do people not wear their masks?
- How can we encourage others to wear their masks the correct way?

● **BASIC** ● **ADVANCED** ● **MORE ADVANCED**

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

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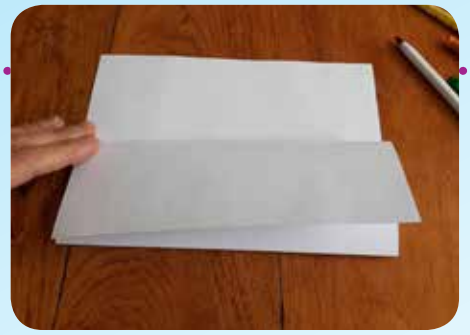
ACTIVITY 1

2 LET'S DO !

Now, the learners are going to get creative and make a mask-wearing self-portrait. This is a creative and interactive activity which can be adjusted depending on the age and interests of your group.



STEP 1 Fold a paper in half and then fold the one half back as shown.

STEP 2 On the folded paper, draw a self-portrait of your own face wearing a mask. Make sure that the mask goes over the nose and mouth and is drawn on the folded part of the paper.

3 LET'S COMMIT !

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 on the poster. You could use Prestik so that you are 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.

ACTIVITY 1

STEP 3 Open the paper and now draw the rest of your face without your mask.

STEP 4 Decorate your artwork and add labels to show how to wear a mask the right way.

IDEAS TO TAKE IT FURTHER

ROLE PLAY (COULD BE DONE IN GROUPS):

J Junior Level S Senior Level

Get learners to act out situations they've encountered where people do not wear their mask. Get them to problem-solve about what to do or say when this happens.

Note: Learners should always wear their mask during the activity; they can use their self-portrait to represent themselves wearing or not wearing their mask.

MINGLING WITH MASKS:

S Senior Level

Assign learners to be either "mask" or "no mask", perhaps by picking a piece of paper at random out of a hat or bucket. Have learners walk around outside with their masks on, carrying their self-portraits.

Those with "no mask" should show their face on their self-portrait, and those with masks should think of ways to respond to those not wearing their masks.

HOST AN ART EXHIBITION:

J Junior Level S Senior Level

Display all the masked self-portraits you have made at the school or centre.

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.

ACTIVITY 2

STAYING CLEAN

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:

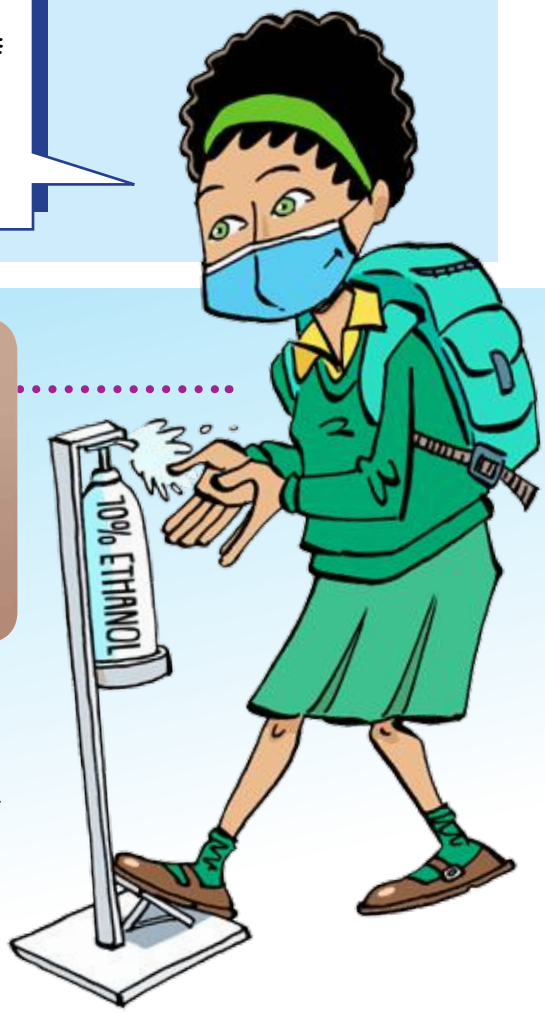
- Why do we need to wash our hands?
- When should we wash our hands?
- How and for how long should we wash our hands?
- What else can we do to keep our hands clean?
- What do we like about washing our hands?
- Why do people not wash or sanitise their hands, and how could we change that?
- How can you 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**

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.

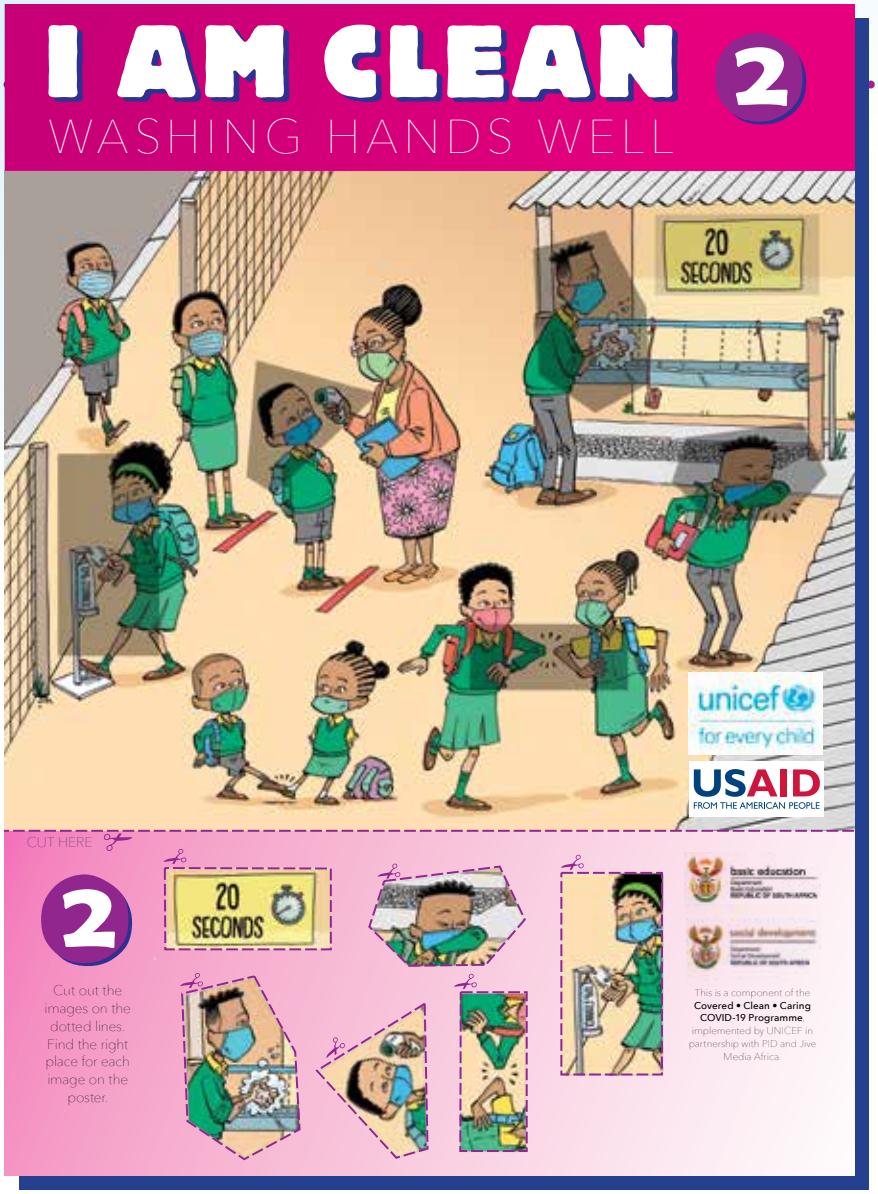
TIP TO FACILITATE DISCUSSIONS: ENCOURAGE ALL TO PARTICIPATE OPENLY AND FAIRLY. ALL COMMENTS ARE WORTH CONSIDERING.



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.



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.

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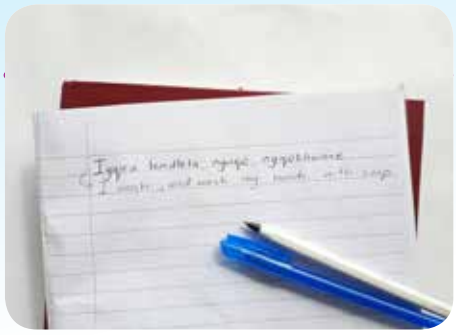
STEP 2 Let them choose a song that they like and sing it during the 20 seconds. For junior groups, this could be a nursery rhyme or traditional song, and seniors could choose a popular hit. Let them discover how far into the song they can sing during the 20-second time period. This will help them time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

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

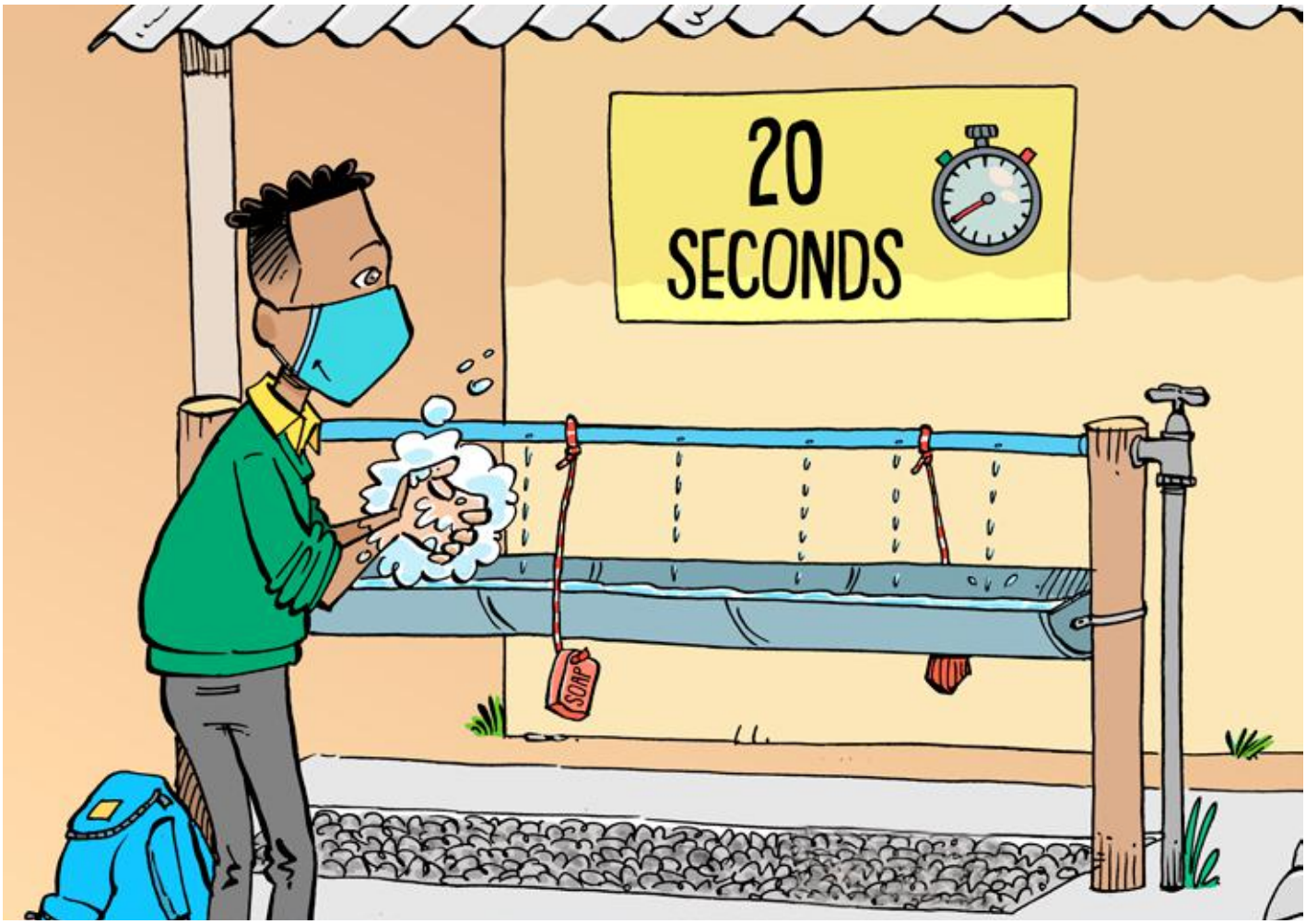
Discuss how learners should be soap and water monitors for the handwashing stations. Ask the class to come up with a way of reporting when the soap or water have run out. The responsible person must be notified to address it.

A COVID-19 COMMITMENT

BE CREATIVE

Junior Level J Senior Level S

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



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ACTIVITY 3

STAYING CARING

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.

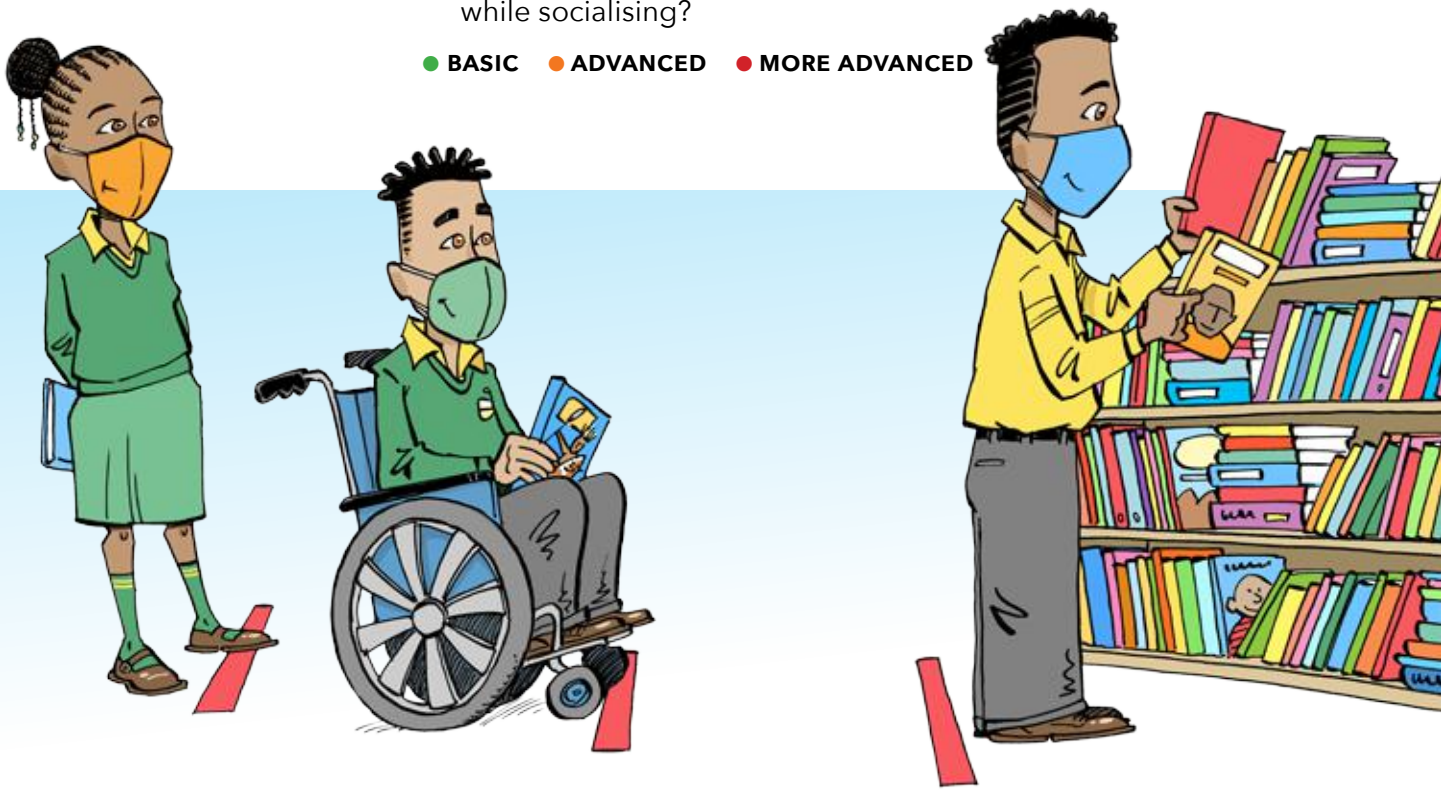
1 LET'S TALK !

First, ask the learners why it is important to maintain social distance and ventilation. Choose more discussion questions from the list to continue the conversation.

Example questions to ask to get the conversation going:

- How does the coronavirus spread?
- How can social distancing reduce the risk of getting COVID-19?
- How can good ventilation reduce the risk of getting COVID-19?
- What are some fun activities we can do with friends while maintaining social distancing?
- How can we improve ventilation in the spaces where we learn and live?
- What should I do if I find myself in a crowded space?
- Why do people not maintain social distance?
- How can you influence your friends to maintain social distance while socialising?

● **BASIC** ● **ADVANCED** ● **MORE ADVANCED**



ACTIVITY 3

2 LET'S DO !

Next up, discover how far the social distance of 1 metre really is, using this hands-on activity.

STEP 1 Use a ruler and measure out a space of 1 metre on the floor.

STEP 2 Let one person stand at the start of the 1m distance and another at the end.

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STEP 3 Explore how far this space is by stretching your arms out.

IDEAS TO TAKE IT FURTHER

SOCIALLY DISTANCED PLAY

J Junior Level

Play a game in class while maintaining social distance. Try charades or "Follow The Leader" or Simon Says. Social distancing does not have to hamper play and socialising.

SOCIALLY DISTANCED GATHERINGS

S Senior Level

Arrange a class or group social gathering or outing where social distancing will be maintained the entire time.

Before the outing, come up with a group code (e.g. a hand signal, word or phrase) to use when people are getting too close. If you agree to this beforehand, it'll be easier to keep the gathering distanced.

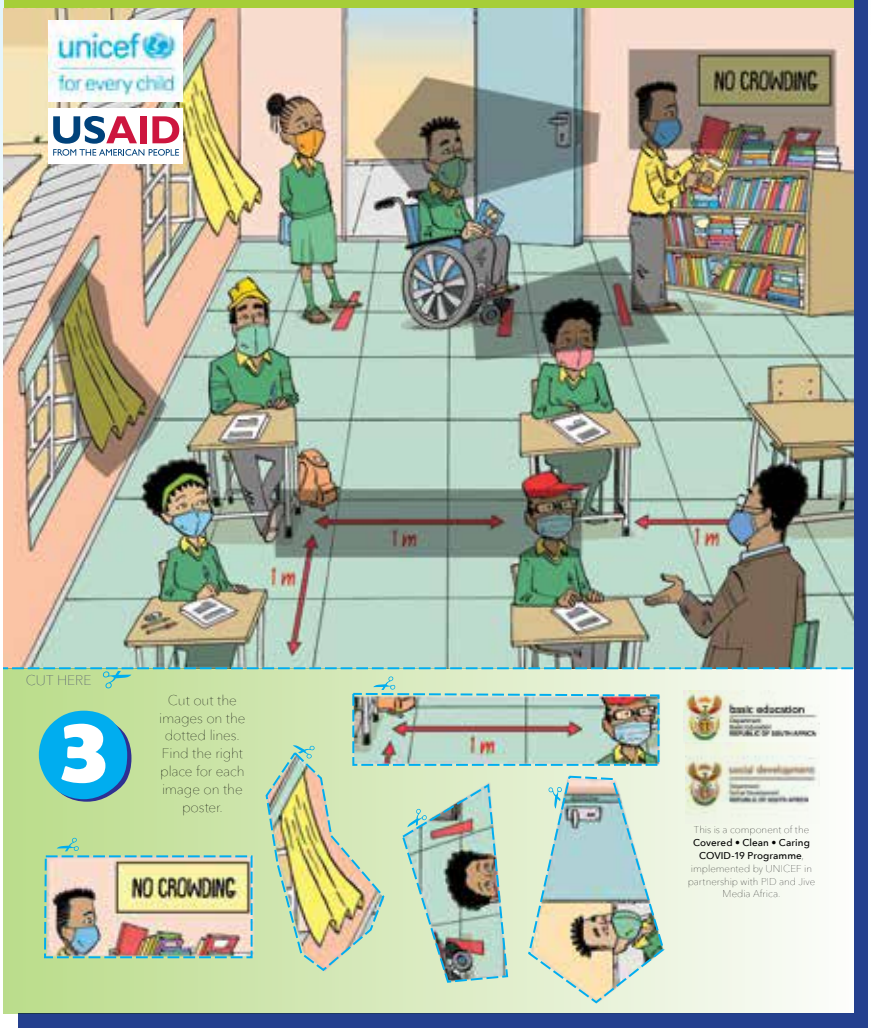
MONITOR YOUR SCHOOL

J Junior Level

S Senior Level

Go around your school or centre and identify spaces that are often crowded. Mark out social distancing lines (e.g. using chalk) and suggest alternative spaces where distance can be maintained.

3 I AM CARING
SOCIAL DISTANCING



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.

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A COVID-19 COMMITMENT

SHARE THE KNOWLEDGE

Junior Level

J

Senior Level

S

Remind learners to include social distancing and good ventilation 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.

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COVID-19

COVID-19 is still a reality, and we all have a role to play to keep ourselves and others safe.

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.

PARTNERS IN DEVELOPMENT (Pty) Ltd PID CONSULTING ENGINEERS & PROJECT MANAGERS

ACTIVATE AFRICAN KNOWLEDGE Jive Media Africa

This is a component of the Covered • Clean • Caring COVID-19 Programme, implemented by UNICEF in partnership with PID and Jive Media Africa.

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