

## PSS and Learning kits for Disease Outbreak Psychosocial and learning Activities during precautionary measures

### Introduction:

During infectious disease outbreaks, children may experience distress for a variety of reasons. The collective anxiety and grief that a community experiences can impact heavily on children. Limited public knowledge of the disease may trigger misinformation, rumors and panic. Media campaigns can also increase levels of distress in the population. Children may lose their regular support networks due to limited mobility and social interaction due to precautionary measures such as curfews, ban on mass gathering, or school closures. Children may become hyper vigilant, afraid of their caregivers or other family members falling ill and dying. When caregivers, family members or friends fall ill, children may be unable to visit them in treatment centers, and may not receive regular updates on their condition. They may also experience the loss of caregivers and family members, upon whom they are dependent for care and survival.

### COVID-19 Scenarios in humanitarian access:

Coronavirus disease (COVID19) is an infectious disease caused by a newly discovered coronavirus. The best way to prevent and slow down transmission is being well informed about the COVID-19 virus, the disease it causes and how it spreads. This psychosocial support (PSS) and learning kit aims to provide list of tools and activities Child Protection and Education partners can use under below scenario:

Scenarios	Assumptions
1. Children and families are not accessible to external humanitarian actors	<ul style="list-style-type: none"> <li>• Precautionary measures such as road closure, camp entry limit, limit of visitors to institutions which limits external humanitarian staff to assist children and families</li> <li>• Within the location (neighborhood/ camp institutions), community-based volunteers or staff are able to assist children and families</li> </ul>
2. Children and families not accessible to either community-based humanitarian workers or external humanitarian workers <b>(and not having any access to online/ Wi-Fi resources)</b>	<ul style="list-style-type: none"> <li>• Strong precautionary measures such as curfew, lockdown, no movement out of house/tents</li> <li>• Children/ family members are not willing to meet any visitors/ facilitators to avoid contracting diseases</li> <li>• No Wi-Fi/ internet access available to use social network system (SNS) such as Facebook, Twitter, WhatsApp, Viber, YouTube. etc</li> </ul>
3. Children and families not accessible to either community-based humanitarian workers or external humanitarian workers <b>(but able to access to online/ Wi-Fi resources)</b>	<ul style="list-style-type: none"> <li>• Same assumptions as scenario 2, but Wi-Fi/ internet access available to use SNS such as Facebook, Twitter, WhatsApp, Viber, YouTube. etc, able to interact through online platform</li> </ul>

\*The tool kit contains the below age- appropriate materials to assist partners to address

- 1) Messages for caregivers / parents
- 2) Stories / comic books explaining COVID 19 and how to take precautionary measures
- 3) List of activities categorized by three scenario

## Part 1: Messages for Parents and Caregivers

### **COVID 19: well-being of you and your children**

The following tips will help you to reduce the stress and anxiety of you and your children related to the outbreak of COVID 19. These are tips for you as a parent, but they can also be used by older children who take care of children or by other caregivers of children.

#### **Why your well-being is important:**

- You will be able to think clearer
- You will be able to cope better
- You will be more patient
- Your will be able to understand the feelings and behavior of your children better
- Your well-being will help your body to be stronger
- Children up to 12 years old make sense of the outside world by the way that you react to that outside world. Their well-being is directly linked with your well-being.

#### **Tips for your emotional well being**

- Have enough rest, but do not stay too long hours in bed
- Take every day some time for yourself
- Talk with friends or neighbors
- Do not search for news related to COVID 19 continuously. Instead, keep yourself informed through searching news on dedicated moments once a day.
- Try to distinguish facts from rumors
- Ensure that you can exercise/ move your body every day, even if you cannot leave the place where you live
- Once you follow all guidelines regarding hygiene and contacts with others, congratulate yourself that you are doing everything that you can do to protect yourself and your family
- Accept that you are human. You will have feelings of anxiety, fear or anger. Once you recognize these feelings, try to think about beautiful things, try to talk more softly and slowly and breathe normally.

#### **Tips for helping children feel better:**

For all ages: Children need to see that not everything in their life has changed. Stick to the routine of eating times, cleaning times, playing times and sleeping times

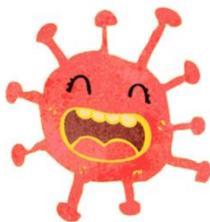
#### **Tips per age group:6- 12 years old**

- Children in this age group can have nightmares and fears about losing parents, grandparents or other people who are close to them. Respond that you understand the feelings, and normalize the feelings. 'if you think that grandma is in danger, that is scary...'

- Ask your child what they are thinking and/ or afraid of. (especially younger children may have made their own explanations and perceptions that can be much more frightening than reality)
- let the children speak and allow them to express what they fear. you can use sentences like " some children fear that...."
- Talk to children about the facts, do not exaggerate but be honest- do not make false promises
- Inform children why we have the "stay at home policy"- it is to prevent the spread of COVID 19- not because it is dangerous to go outside
- remind your child that you are there to take good care of the child
- remind the child that this situation will not be forever (but do not give false promises)
- Do not keep news media on the whole day
- Avoid talking about number of seriously ill people or deceased.

## Part 2: Stories and Comics

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مه أقرباء الانفلونزا و نزلات البرد



اسمي فايروس كورونا

### Story 1: My Name is Coronavirus (6-10 years old)

**Purpose:** The story aims to relieve stress of children on coronavirus by explain how the virus transmit, the sign and symptom it causes and what are the advised personal preventive measures we should to protect ourselves. The story asks children to express and draw their feelings in an assigned page which makes the story more interactive.

### Story 2: Fever On Animal Land (6-11 years old)

**Purpose:** The story talks about a group of different animals who lived happily together on a farm until the farmer brought a small truck full of sick donkeys. The animals started blaming the new arrivals for bringing a new disease to the farm. The story ends when the animals decide to help each other and keep distance until all the animals recover and live together on the farm.



### Story 3: The Flying Scientist (7-13 years old)

**Purpose:** It's a fiction story about a child who's advised by the parents to stay home and avoid gathering with his peers. A flying scientist show up to explain the reason behind the preventive measures and a virus outbreak. When the child understands how the virus transmit, he decides to spend his free time at home for read more to be a scientist.



## Part 3: PSS and learning activities

### Age 6-13 Years Old-Activities Within the Family

#### Activity 1: Follow the Leader

**Purpose:** The caregiver is the example of every child, children follow the leader of the home who could guide them during the difficulties, and during the situation of Coronavirus caregiver plays the main role to protect the family from the disease and difficult situations by stressing on personal hygiene.



**Process:**

- When the time of food will come, the caregiver will play the role of the leader and take the children to the handwashing facility.
- The caregiver will tell the children: today we are going to learn how to clean hands in the proper way.
- Thoroughly wet hands with running water.
- Use enough soap to create a lather.
- Scrub your hands in circles, ensuring you also scrub under the fingernails and onto the wrists. You should scrub for at least 20 seconds.
- Rinse hands with running water until all soap is removed.
- Dry hands with a clean towel.
- Now, share soap, water, and towels with the children and have them practice the correct way to wash hands.



**Debrief:** Discuss with the children that every time after using the toilet, after playing, and before eating, we should wash our hands to prevent ourselves and the family from diseases.

## Activity 2: Team Work-Keeping Our Home Clean

**Purpose:** During difficulties, the children seeking more attention from the caregivers and most of the time caregivers are busy with difficulties of life and the aim of these activities to make the children engaging in the home activities.

**Process:**

- The caregiver asks the children what can you do to help us to have a clean home? then add: clean their space, helping the family by cleaning the home, not making dirt or mess inside the home, leave shoes outside the home put dirty clothes in a hamper for washing, keep yourself clean.
- Dust and dirt often contain germs. This is especially true when the dirt is brought from outside. It is good to prevent the dirt from coming into the house, but also to clean it out regularly.
- Ventilation in a house is very important. If a lot of people are sitting or sleeping in a room with little ventilation, any germs coming from someone's cold or cough are easily spread to everyone else in the room.
- During the day ask the children to help you by keeping the home clean, examples: collects the toys after they finish playing, collecting the dirty clothes in a hamper for washing, Leaving the shoes outside the door, helping by changing bedsheets, helping by cleaning their rooms/space.



## Activity 3: The Mirror Game

**Purpose:** To encourage sharing and expression of feelings and promote understanding of people having different feelings and emotions. To foster family cooperation and support of each other.

**Process:**

- Ask the children to stand in two lines. If you have one child, you form the second line.
- Explain that one line will be mirrors and the other line will be actors.
- Caregivers will explain the game. The Caregivers do a positive emotion, such as strength, courage, bravery, happiness, peacefulness, and the actors act out this emotion. The mirrors try to copy the actor in every detail.
- Each line takes a turn to be actor and mirror for each emotion.

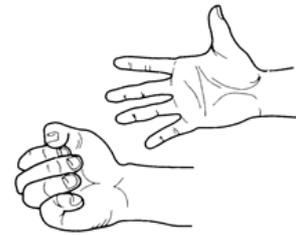
**Debrief:** Tell children - Emotions are people's feelings. We saw a variety of emotions in the game we just did. Feelings can change depending on what happens in your life. Having different feelings is normal. But we shouldn't always feel angry or sad. There are six basic emotions: joy, sadness, anger, fear, disgust and surprise. People everywhere in the whole world experience and feel these same basic emotions. It is human.

## Activity 4: How to Deal with Violence-The Fist

**Purpose:** To make children think about how violence is widely accepted as 'normal'

**Process:**

- Find a partner for the child (child, mother, father, big brother or sister). Now ask one person in each pair to hold up their hand and make a fist. Their partner then has to find ways of opening the fist.
- Give them one minute to do this.
- Stop the action and ask what kind of things the second person did. You will probably find that most people tried to open the fist physically, when they could have just asked their partner to open it.
- Then ask the children to gather and follow up with the questions below:
- Why did so many of us try physical ways of solving this problem first?



**Debrief:** Discuss with the children to not use the violence and use peaceful ways to fix our problem the same like we saw in the game before it always works when we fix our issues by talking not violence.

## Activity 5: How to Deal with Fear – Visualizing a Safe Space

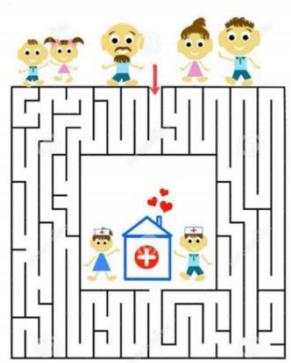
**Purpose:** Children feel supported to deal with feelings of fear and learning how practice relaxation techniques. The goal of this activity is for children learn a new relaxation and visualization technique.

**Process:**

- Ask the children / child to choose a spot in the room /space and sit, stand or lie down comfortably Explain to them that they will do a short imagination activity, ask them to just concentrate on themselves, not on each other for a moment, they can close their eyes if they are comfortable doing that.
- Ask the child to breathe in and out slowly a couple of times slowing down their minds as they slow down their breathing.
- It is important to do this exercise slowly. Take your time observing the children well. Tell children that they can open their eyes or stop the activity and just relax at any time.
- imagine a place where it is very calm and peaceful, maybe it is a place you already know, maybe it is a place you imagine whatever you choose is ok, as long as it is a comfortable, beautiful space and you feel well being there, now try to see what it looks like: What color do you see? Are there other people or are you by yourself? Is it big or small? Warm or cold? Are there any nice smells? Are there any beautiful sounds you hear?
- Pause to let their imagination run, then say: As you are in this beautiful place, you feel stability, and balance. You feel safe, you feel grounded, you feel calm and sure of yourself, maybe some thoughts can make you feel even calmer or at ease.
- When they are ready, ask them to slowly open their eyes again. Invite the children to share details about their beautiful place with you or other children if they wish: What was it like? Did this work for them? Did they feel good when imagining their place?
- Tell the children: this is a place that you can always visit in your mind. When you are having a hard time.







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### Activity 9: Help the Family to Reach the Hospital (6-13 years old)

**Purpose:** Children are more exposed to violence when they are not engaged in an activity that can help them in minimizing their distress. The activity aims to attract children's focus and concentration by engaging them with helping a family reach the hospital through the maze.

### Activity 10: Re-write the Alphabet Letters in the Same Order (6-9 years old)

**Purpose:** Having the Alphabet Letters in one poster helps children to recognize and memorize the letters.

**Process:** Children should re-write all the letters in the same order.



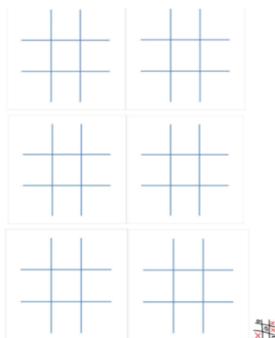
### Activity 11: Cut & Collect Correctly (6-13 years old)

**Purpose:** Children are more exposed to violence when they are not engaged in an activity that can help them in minimizing their distress. The activity aims to attract children's focus and concentration by engaging them in an entertaining activity that helps their imagination and decision making.

**Process:**

- Children should cut the big square into sixteen smaller squares based on the colors.
- The smaller squares that match each other in colour should be collected together in a group of four smaller squares.
- The four smaller squares should be re-attached to each other to create a new photo of a fruit.

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### Activity 12: Tic Tac Toc (6-13 years old)

**Purpose:** Children are more exposed to violence when they are not engaged in an activity that can help them in minimizing their distress. The activity aims to attract children's focus and concentration by engaging them in an entertaining activity that helps them think before making decisions.

**Process:** the Child needs another partner to play with. That can be one of the parents/caregivers or a sibling.