

**COVID-19 RESOURCE
FOR ACTIVE CHILD
PARTICIPATION**

CHILDREN'S RESOURCE

HOW TO WASH HANDS



a

Wet your hands



b

Use soap



c

Wash for 20 seconds



d

Rinse your hands



e

Turn off water



f

Dry your hands

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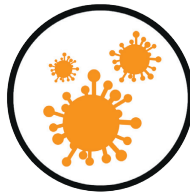
WHAT YOU HAVE A RIGHT TO EXPECT FROM ADULTS

CHILDREN'S LEAFLETS

THESE CORE MESSAGES ARE PRESENTED AS INDIVIDUAL A4 PAGES WHICH CAN BE PRINTED AND FOLDED TO BE DISTRIBUTED AS A LEAFLET.



MESSAGE #1: FACTS ABOUT COVID-19



MESSAGE #2: SAFE PRACTICES



WEAR A MASK

STAY 2 METRES
APART

WASH YOUR
HANDS

STAY AT
HOME IF ILL



MESSAGE #3: SAY NO TO STIGMA & DISCRIMINATION



MESSAGE #4: CHILDREN IN DIFFICULT CIRCUMSTANCES



MESSAGE #5: IT IS NORMAL TO FEEL ANXIOUS, SAD OR CONFUSED





MESSAGE #6: COVID-19 AFFECTS EVERYONE DIFFERENTLY - BE A FRIEND



MESSAGE #7: THE COVID-19 PANDEMIC WILL NOT LAST FOREVER. STAY HEALTHY. FOLLOW SAFE PRACTICES.



MESSAGE #8: TAKE CARE OF YOURSELF



MESSAGE #9: TAKE CARE OF OTHERS. BE KIND.



MESSAGE #10: KEEP LEARNING & HELP OTHERS LEARN





YOUR NOTES

SECTION A

10 CORE MESSAGES

Here are the ten Core Messages in text form. Core Messages include basic information about COVID-19, how to prevent the disease, and what to do if you or a loved one gets sick.

THE CORE MESSAGES have been divided into three areas:



HEAD

Facts about COVID-19



HEART

Feelings about COVID-19



HANDS

Things children can do to help themselves and others during COVID-19

CORE MESSAGES



HEAD

(FACTS ABOUT THE COVID-19 PANDEMIC)

CORE MESSAGE #1



KEY TERMS

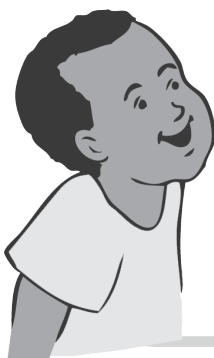
A **PANDEMIC** is a disease that has spread all around the world.

The COVID-19 pandemic is caused by a tiny virus called the Coronavirus that spreads in the coughs and sneezes of people who are infected, and in the objects that the infected people touch.

COVID-19 is a new virus and we are still learning about it.

People who get infected can respond in different ways. Many people do not show any symptoms at all but others can become very sick. Infected people who do not show any symptoms can still pass the virus to others.

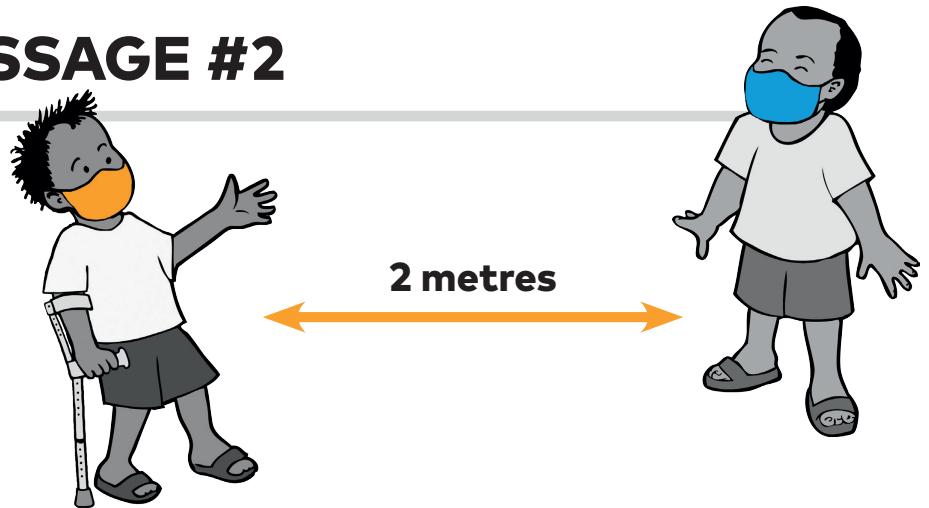
If a person is sick, has difficulty breathing, complains of their chest burning, or seems confused, they may have COVID-19 with serious complications. It is important to seek medical care right away from a qualified healthcare provider.



DID
YOU KNOW
THAT?

COVID-19 stands for **CO**rona**VI**rus**D**isease identified in the year **2019**.

CORE MESSAGE #2



KEY TERMS

SOCIAL DISTANCING means staying away from each other at a distance of 2 metres or a distance prescribed by your government.

SAFE PRACTICES Safe practices are actions you take to keep yourself and others safe (see below).

SELF ISOLATION means keeping yourself away from others, and not leaving your home.

The spread of COVID-19 can be prevented through **SAFE PRACTICES** including:

- keeping at least 2 metres distance from people who don't live in the same house, (called social distancing)
- wearing masks that cover your mouth and nose when with people not from your household
- washing hands frequently with water and soap, ashes or using hand disinfectant
- staying in your house as much as possible, especially when ill
- sneezing and coughing into your elbow
- not touching your face



DID
YOU KNOW
THAT?

WASHING HANDS correctly is one good way to prevent COVID-19 and many other diseases.

CORE MESSAGE #3

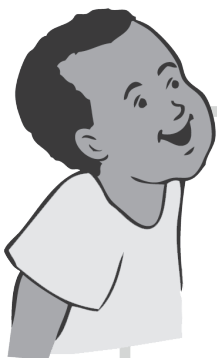
KEY TERMS

STIGMA is when a person is shamed because of a particular characteristic such as skin colour, cultural background, or illness.

DISCRIMINATION is when people are treated badly and not fairly like everybody else.



For people with COVID-19, the stigma and discrimination they experience can make their problems worse, making it harder to recover. It may cause a person to avoid getting the help they need because of the fear of being stigmatised and treated badly. It is important to be kind and accepting of everyone.



DID YOU KNOW THAT?

STIGMA and **DISCRIMINATION** stops people from caring for others and makes the person being stigmatized feel very alone and more afraid.

CORE MESSAGE #4

There are some children who live in especially difficult circumstances who are at high risk of getting COVID-19 virus. They may not have access to correct information about COVID-19 and how they can protect themselves. These children are often out-of-sight and deserve special attention. Girls may be especially vulnerable and need additional safety measures. All children have a right to information on COVID-19 and to protection from harm.



Drug traffickers and those recruiting child soldiers or trafficking children for sex take advantage of children in difficult circumstances, but we can protect all children especially those who are most vulnerable.

CORE MESSAGES



HEART

(FEELINGS ABOUT THE COVID-19 PANDEMIC)

CORE MESSAGE #5

KEY TERMS

A **TRUSTED ADULT** is a teacher, religious leader, family member, or neighbour who you know will listen to you and make sure that you are safe from harm.

It is normal to feel anxious, sad, or confused about the COVID-19 pandemic and how it is affecting you, your family, and your friends. You are not alone. The COVID-19 pandemic may cause people around you to behave differently, and that might frighten you. Talk to a trusted adult especially if you feel unsafe.



DID YOU KNOW THAT?

There are people or organisations in your area to help during COVID-19. Can you find someone nearby?

CORE MESSAGE #6

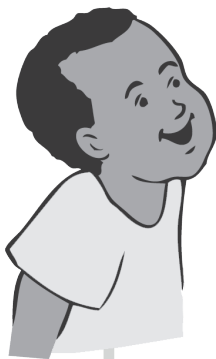
KEY TERMS

DISABILITY the interaction between a person's capabilities (limitation in functioning) and environmental barriers (physical, social, cultural or legislative) that may limit their participation in society.



COVID-19 affects everyone differently, some children more than others. COVID-19 has made life hard for many children, but there are things you can do to help them. All children need friends, and being a friend is the best thing a child can do for another child.

Even though you cannot go and visit your friends, you can still do things with them and for them.



DID YOU KNOW THAT?

Children with varying abilities can play and learn together. Those with additional needs or disabilities may only need small extra things done for them to boost their spirits during these difficult times so that they can join in.

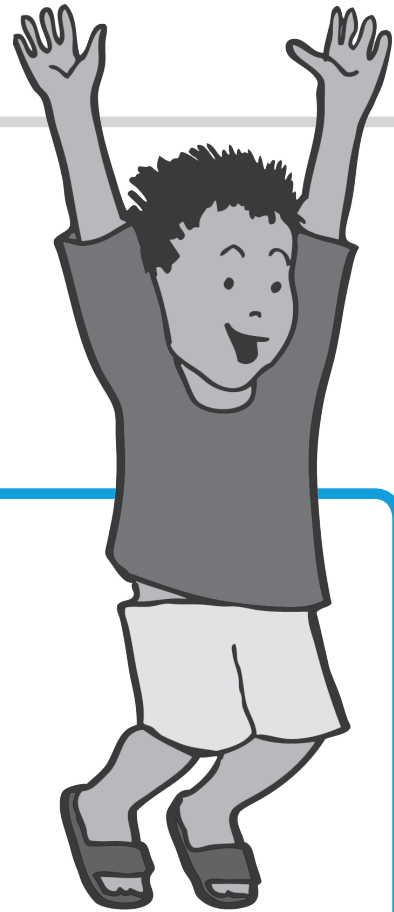


CORE MESSAGE #7

KEY TERMS

A **VACCINE** is a substance given to people to prevent a particular disease.

IMMUNISATION, or **VACCINATION** is the process of giving the vaccine.



The COVID-19 pandemic will not last forever. Scientists are working hard to make a vaccine that will protect us from the COVID-19 virus. When the vaccine is ready, we should all receive it. We must do all we can to stay healthy. It is important for young children and others to keep up with immunisations and other healthcare needs, otherwise they will fall sick from other diseases. Both boys and girls need to stay strong and healthy for when the COVID-19 pandemic is over. **SAFE PRACTICES** such as handwashing will continue to help us prevent other diseases.



DID YOU KNOW THAT?

Some people believe that immunisations will infect a person with COVID-19. This is not true!

CORE MESSAGES



HANDS

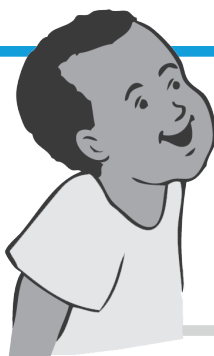
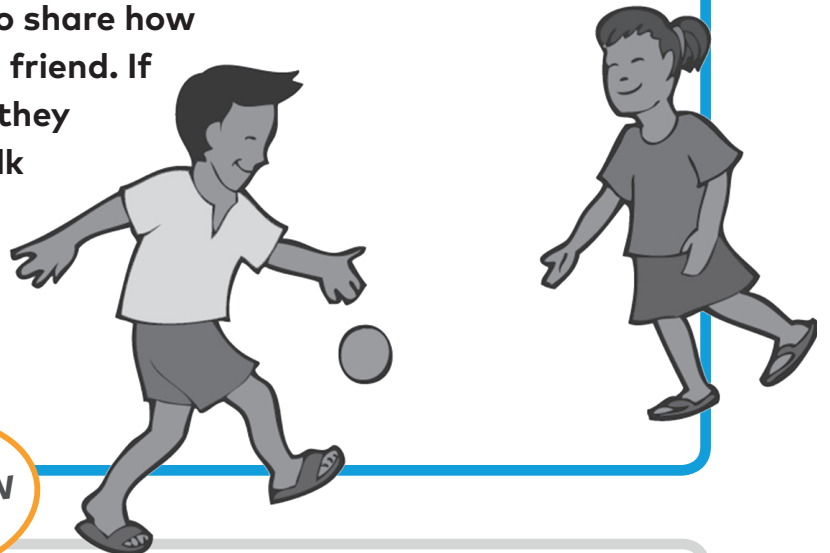
(ACTIONS CHILDREN CAN TAKE TO HELP THEMSELVES, THEIR FAMILIES, AND THEIR COMMUNITIES)

CORE MESSAGE #8

Take care of yourself. These are difficult times, but you are strong. Keep your body and your emotions healthy. Eat food that is good for you and get plenty of exercise and rest at night. Setting a routine helps keep your emotions steady. Keep up with your immunisations (including the COVID-19 vaccine when ready) and other things you do to stay healthy.

Children should listen to their body and their feelings. If children don't feel well, they should tell an adult. If children are sad or worried, encourage them to share how they feel with an adult or a friend. If children feel unsafe where they are staying, they should talk to a trusted adult.

Family and friends are very important during this difficult time.



DID YOU KNOW THAT?

There are many interesting things to learn both on the internet and from other people.

CORE MESSAGE #9

Take care of others in your home and your community. Be kind. This is a hard time for everyone. Children can help their parents and show them how much they love and appreciate them. If younger siblings are bothering older siblings, older siblings should try to be patient with them. Girls are at special risk during a pandemic, even young girls.

COVID-19 has made life difficult, but we can make things easier for everyone through kindness and care for each other.



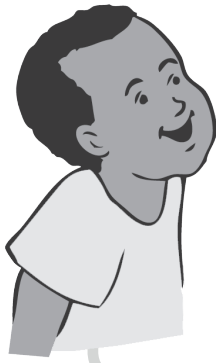
DID
YOU KNOW
THAT?



Play is very important for younger children as it helps them develop physically, mentally, and emotionally.

CORE MESSAGE #10

Keep learning and help others to learn as well. Children should continue with their schoolwork and help those they live with to learn, including their younger brothers and sisters. School will open again someday and everyone should go back to school so that they can help their family in the future. Girls need additional support and encouragement to continue with their studies at home if schools are closed and to re-enrol (or enrol for the first time) when they open. Boys, girls and children living with a disability should all go back to school!



**DID
YOU KNOW
THAT?**

Education is a human right for all children and the more education a girl has, the healthier and better educated her family will be.

Life is difficult for a lot of families right now. But in any situation, children should always feel safe. If you are being hurt or do not feel safe where you are living, talk to a trusted adult. You are not alone.





YOUR NOTES

SECTION B

EXPLORING THE CORE MESSAGES AND POSSIBLE ACTIONS

The COVID-19 pandemic has made life difficult for children and adults all over the world. However, as children, you have many talents and abilities to help yourselves and others, even when you cannot get together with other children. Below are some ideas and activities.

DISCUSSION QUESTIONS

Use them to think about each core message and discuss them with other children. What is your experience?

**IF YOU HAVE ANY QUESTIONS...
YOUR FACILITATOR IS A RESOURCE
WHO CAN HELP YOU.**



SUGGESTED LEARNING ACTIVITIES

Learn more about the CORE MESSAGE, discuss it and think about what you might do with your friends.



POSSIBLE ACTIONS

What are your ideas? It is important that you, the children, be active in responding to the COVID-19 pandemic and that your voices be heard!

Some actions are suggested where you can lead.



LET'S TAKE ACTION!

The 10 CORE MESSAGES are divided into three areas:



HEAD Facts about the COVID-19 pandemic



HEART Feelings about the COVID-19 pandemic



HANDS Things you can do to help yourselves and others during the COVID-19 pandemic

In Section 3 of this resource, there are links to many resources available online as well as various COVID-19 storybooks written for children.

QUESTIONS, SUGGESTED LEARNING ACTIVITIES AND POSSIBLE ACTIONS FOR CORE MESSAGES:

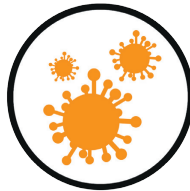


HEAD

(FACTS ABOUT THE PANDEMIC)

CORE MESSAGE #1

FACTS ABOUT COVID-19



LET'S TALK ABOUT IT!

What have we seen or heard about COVID-19?

1. What do we know about COVID-19?
2. Do you know anyone who became sick as a result of COVID-19?
3. What are different ways that COVID-19 can affect an infected person?
4. Do you have any questions about COVID-19? Where could you find out the answers?
5. Do you think some people are confused about COVID-19? What about COVID-19 do people find confusing? How can we help people who are confused?
6. What have we heard about COVID-19? Have we heard things about COVID-19 that are not true? How do these myths start? How can we correct them?
7. What questions do younger children have? Can you ask younger children what questions they have? Can you answer them?



LET'S
LEARN
MORE!

What more do we need to know?

1. Find out where you can get correct information about COVID-19 and the pandemic. Your national government is a good source for correct information. Does your local health centre have information from the Ministry of Health? Can you find this information on the Internet, or from your local radio station? Learn as much as you can about COVID-19.
2. Find out the most common symptoms of COVID-19 and what a person should do if he or she begins to feel sick with those symptoms. Remember that many people, especially children and young people, may be infected with the virus and show no symptoms at all!
3. If you have access to the internet, there are many websites that have correct and updated information on the COVID-19 pandemic. Many are geared towards children. Visit these websites and learn more about the pandemic (*See Section C: ACTIVITY RESOURCES AND STORYBOOKS*).



LET'S TAKE
ACTION!

What shall we do?

1. Draw posters with key information about COVID-19 and hang them in public places.
2. Share the information that until there are effective vaccines and better medicines to treat the disease, we need to prevent it from spreading. Think of your own ways of sharing it.
3. Write a song or a poem and include the key facts about COVID-19. Teach it to your friends and younger siblings and perform it for others (keeping a safe distance of 2 meters).
4. Share what you have created on social media and tell other people to share the information as well.

CORE MESSAGE #2

SAFE PRACTICES



WEAR A MASK



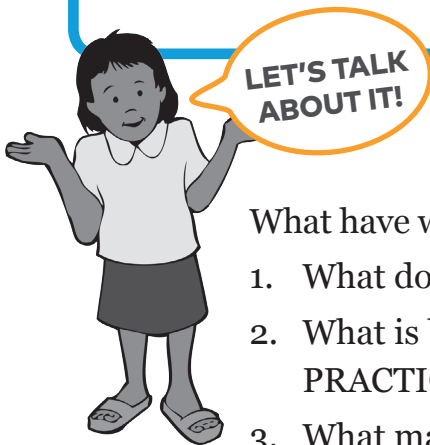
STAY 2 METRES
APART



WASH YOUR
HANDS

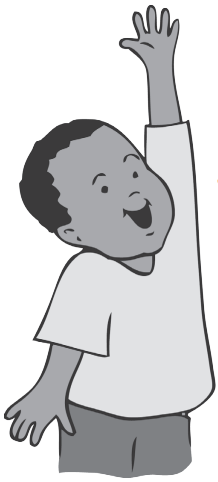


STAY AT
HOME IF ILL



What have we seen or heard about **SAFE PRACTICES** in COVID-19?

1. What do you understand by the term **SAFE PRACTICES**?
2. What is being done in your community to promote **SAFE PRACTICES**?
3. What makes it difficult to use **SAFE PRACTICES** and how can we make it easier?
4. How can we help people follow **SAFE PRACTICES**?
5. Where is there water for people in the neighbourhood to wash their hands? Are there water points available? Where can children go for help to set up water points for handwashing?
6. Where can people find soap to wash their hands? If soap is not available, do people know how to clean their hands with ash?
7. How can we help a family member who is infected with COVID-19 follow **SAFE PRACTICES**?
8. How can we share this information about **SAFE PRACTICES** with others?
9. What questions do younger children have? Can you ask younger children what questions they have? Can you answer their questions?



LET'S
LEARN
MORE!

What more do we need to know?

1. Learn about SAFE PRACTICES and how you can prevent the spread of COVID-19 in your home and community.
2. Think about following SAFE PRACTICES in your community. Handwashing is very important. Do you have access to water to wash your hands? Do other people in your neighbourhood have water to wash their hands? Are there water points available? Where can you go for help to set up water points for handwashing?
3. Where can you find soap to wash your hands? If you do not have soap, do you know how to clean your hands properly using ash?
4. Cloth masks and face coverings are also very important in preventing COVID-19. Observe people in your community. Are they wearing cloth masks or face coverings if they need to go outside the home? Why or why not? Are they wearing them correctly? Do people know the importance of face coverings or cloth masks?



LET'S TAKE
ACTION!

What shall we do?

1. Remind others to keep SAFE PRACTICES when leaving the house. Teach other children and community members about SAFE PRACTICES and remind them of how important it is to prevent the spread of COVID-19.
2. Create a simple game of Matching and Memory (*see opposite*).
3. Wash your hands frequently and encourage others to do the same. Find out if everyone in your community has access to water to wash their hands. If they don't, find out how you can help set up water stations like tippy-taps (*see Section C*).

4. Teach little children about the importance of hygiene. Draw pictures or make up songs about children washing their hands and not touching their faces. Pretend you are on TV or radio and are demonstrating hand washing to others.
5. Make sure you always wear a cloth mask or face covering when you leave your home and make sure others do as well.
6. Find out if people in your family and community have the right kind of face coverings and if they are wearing them correctly. If they don't have the right kind of face covering, try to help others get the face protection they need. Teach others about the proper way of wearing a mask (covering both the nose and the mouth), and to wash them frequently in soapy water.
7. Remind people about social distancing, that people who don't live in the same household should stand 2 metres apart so as not to spread the COVID-19 virus. Make a picture of 2 people 2 metres apart and put it outside your house.

Matching Game

- Make two pictures of each SAFE PRACTICE
- See the chart of SAFE PRACTICES at the end of this section, or find them online (see Section C)
- You can copy them or cut them out
- Have children choose a card and find the other one to match it
- Ask them to describe what it is

Memory game

- With the same cards, turn all the cards face down
- Ask each child in turn to say a SAFE PRACTICE
- Give them the illustration
- Let them describe what it is

CORE MESSAGE #3

SAY NO TO STIGMA & DISCRIMINATION



LET'S TALK ABOUT IT!



What have we seen or heard about stigma and discrimination in COVID-19?

1. Why do people discriminate or leave others out? How does this show? Do they miss out on information? Do they have friends?
2. Who are some of the people in our community who are affected by stigma and discrimination?
3. How might stigma and discrimination affect their health, especially their risk of being infected by COVID-19 or receiving the help that they need?
4. How can we help children in our community who are alone and afraid of COVID-19?
5. What questions do younger children have? Can you ask them what questions they have? Can you answer their questions?

LET'S LEARN MORE!



What more do we need to know?

1. Create an activity to help children feel what it is to be unwanted by others or be treated unequally (stigmatised or discriminated against). (*See opposite.*)

A suggested activity

- In a group of children (even a very small group, such as the children in your house), divide them into two groups, so that there are one or two children on their own and all the others are in a different group.
- For example, children whose name begins with a certain letter in one group, the others in a different group. (You will need to choose the letter so that only two children's names begin with it.) Sometimes you could choose the colour of their clothes, or something else, but not something that is real (such as a child with no shoes) which would make them feel very sad.
- After the activity, discuss how the rules made you feel.
- How did you feel about being in the larger group when others could not join you?
- How did it feel if your sister or brother or good friend was in the larger group and you were not able to join them?
- Were the rules for who was in each group fair or reasonable?
- What is your suggestion for different rules?
- At the end of the game, remind children that it was only a game and that no-one should feel uncomfortable or not welcome.

2. Learn about stigma and discrimination among people in your community and how it has affected their health and well-being.
 3. Find out if stigma or discrimination have prevented people in your community from getting the help they needed. What were some of the ways stigma and discrimination were overcome?
 4. Find out what government agencies and NGOs provide legal support for people who experience discrimination.
-



LET'S TAKE ACTION!

What shall we do?

1. Share the message that everyone deserves to be treated equally, especially in times of natural disasters and a pandemic. What is your message, to whom, and how will you do it? Picture of a message on a phone? And banner?
2. Be a friend and champion for children and their families.

CORE MESSAGE #4

CHILDREN IN DIFFICULT CIRCUMSTANCES



LET'S TALK ABOUT IT!

What have we seen or heard about children in difficult circumstances in COVID-19?

1. Which children live in our area who are in difficult circumstances?
2. How could the pandemic affect children in our community?
3. How can we help children who live in especially difficult circumstances?
4. What resources are there in our community to help children?
5. What questions do younger children have? Can you ask them what questions they have? Can you answer their questions?



**LET'S
LEARN
MORE!**

What more do we need to know?

1. Which children in difficult circumstances live in your community? How do their difficult circumstances make them at higher risk for COVID-19?
2. Find out what children living in difficult circumstances in your community might need to stay healthy during the COVID-19 pandemic.
3. Find out what resources there are to help children. How can you help connect those children with resources?



**LET'S TAKE
ACTION!**

What shall we do?

1. Make posters of all the services available to help children in your community. Post them in a common place.
2. Ask one of your community services how you can help children who live in difficult circumstances.
3. Discuss with your friends. How can you help them? And still follow SAFE PRACTICES?

QUESTIONS, SUGGESTED LEARNING ACTIVITIES AND POSSIBLE ACTIONS FOR CORE MESSAGES:



HEART

(FEELINGS ABOUT THE COVID-19 PANDEMIC)

CORE MESSAGE #5

IT IS NORMAL TO FEEL ANXIOUS, SAD OR CONFUSED



LET'S TALK ABOUT IT!

What have we seen or heard about people feeling afraid, sad or confused because of COVID-19?

1. How is life different for you because of the COVID-19 pandemic? How do these changes make you feel? What are some ways you can express your feelings?
2. What are some things you can do when you feel afraid? When you feel sad? When you feel anxious?
3. Make the face of a child who is happy, who is sad, who is worried, and who is confused. What might make a child feel these different emotions? What can you do to help a child who is feeling sad, worried, or confused?
4. Who are the adults who help you feel safe in your community? In your school? In your family?

5. What emotions might an adult feel? What would their face look like? How might they behave? How can you help an adult who feels sad?
6. What questions do younger children have? Can you ask them what questions they have? Can you answer their questions?



LET'S
LEARN
MORE!

What more do we need to know?

1. Talk to older people in your family about what they have done to feel better when they feel anxious, sad, or confused. Your parents and grandparents have lived through difficult times. What helped them feel better?
2. Find out who are the adults in your community to help children feel safe. How can children contact them if they feel unsafe?



LET'S TAKE
ACTION!

RECOGNIZE YOUR FEELINGS

What shall we do?

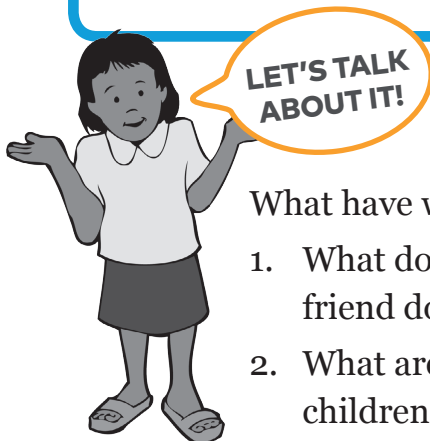
1. Learn about your own feelings - write or draw on a piece of paper how you feel. Talk about it with your family and friends.
2. Learn how to relax when you feel tense. Teach others how to relax as well.
3. Make a list of things that you like to do and do them when you feel sad or anxious. Oftentimes it helps to play games, for example, hopscotch; skipping; counting how many birds, cars, trees you can see; clapping games; drawing; listening to music or dancing.
4. Your ideas...

TAKE CARE OF YOURSELF

1. Go outside to play, but remember not to get too close to those who do not live in your household!
2. Have a plan for each day. When do you get up, eat, help others, play, read, go to sleep?
3. Keep reminding yourself that the pandemic will end and you will be able to be with your friends again.

CORE MESSAGE #6

COVID-19 AFFECTS EVERYONE DIFFERENTLY - BE A FRIEND



What have we seen or heard about different effects of COVID-19?

1. What does it mean to be a friend to another child? What does a friend do for another friend?
2. What are some of the ways that the pandemic can affect some children differently than other children?
3. How can you be a friend to a child who is having a difficult time during the pandemic?
4. Do you know a child who is living with a disability? How is the pandemic affecting that child? What can you do to help?
5. What questions do younger children have? Can you ask them what questions they have? Can you answer their questions?



LET'S
LEARN
MORE!

What more do we need to know?

1. Ask community leaders (teachers, faith leaders, etc) how the COVID-19 is affecting children.
2. Find out what community resources can help children who are having a difficult time.



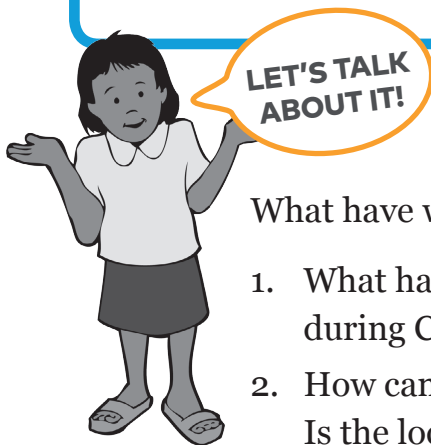
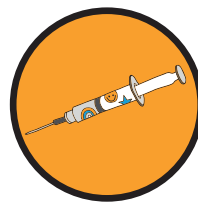
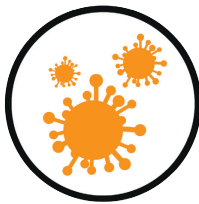
LET'S TAKE
ACTION!

What shall we do?

1. Be kind to everyone, especially other children.
2. Send notes or social media posts to friends and people you think might be having a hard time. You can create new ways to talk to your friend when you can't play close together. Spell your friends name by using your body as the letters, such as: J= one arm raised, E = sitting on the ground, M = hand on head. You can use your whole body or just your fingers. It's up to you!
3. Be a friend to someone who has lost a family member or loved one to COVID-19.
4. If you are worried about a friend or find out that a friend is unsafe, tell a trusted adult.
5. Share with others what you have learned about feelings during COVID-19. Make a poster and share it with your friends or family. Write a song or poem, teach it to your friends and younger siblings, and perform it for others (keeping a safe distance of 2 metres).
6. Share what you have created on social media and tell other people to share the information as well.

CORE MESSAGE #7

**THE COVID-19 PANDEMIC WILL NOT
LAST FOREVER. STAY HEALTHY.
FOLLOW SAFE PRACTICES.**



What have we learned during this pandemic?

1. What have we seen or heard about the safety of immunisations during COVID-19?
2. How can children stay healthy during the COVID-19 pandemic? Is the local health center open for immunisations and other preventive health care? If not, how are immunisations being handled?
3. When the COVID-10 immunisation is available, do you think people would be willing to receive it? What do people say about immunisations? Do they think they are safe? Who should get this vaccine? How can we encourage people to be immunized?
4. What are some things you look forward to doing when the COVID-19 pandemic is over?
5. Do you think life will be different or the same when the COVID-19 pandemic is over? How do you think it will be different? How do you think it will be the same?
6. What are some things we can do now to prepare for when the COVID-19 pandemic is over?

7. What are some of the things you have learned about yourself during the COVID-19 pandemic? Are there things you can do now that you didn't know how to do before the COVID-19 pandemic?
8. What are we learning during this pandemic and how can we apply this knowledge to a future with the pandemic?
9. What good habits and attitudes have we developed during this pandemic that we should continue with once it has passed?
10. What questions do younger children have? Can you ask them what questions they have? Can you answer their questions?



What more do we need to know?

1. Keep a journal and write new things you have learned about yourself and others during the COVID-19 pandemic.
2. Write or draw pictures of nice things that have happened during the COVID-19 pandemic, like spending more time with the family, good books you have read, or things you have discovered in nature. Share what you have written and ask other people what nice experiences they have had during the pandemic. Here is how you could do it:

- Every day, draw a picture of a special moment that you remember. This could be watching the clouds in the sky or listening to the sound of your family waking in the morning. Perhaps it is of you singing your favourite song or helping to prepare the family meal.
- Collect your pictures and use them anyway you like - you could tie them together with cotton or reeds to make a small book or fold each carefully.
- Put in a special place to look at and enjoy another day.
- Share them with others when it is safe.



LET'S TAKE ACTION!

What shall we do?

PRACTICE GOOD HEALTH HABITS

1. Make certain that you and your other family members are up-to-date on all your immunisations so you don't catch other diseases. Immunisations keep us healthy, and healthy people are less likely to get very sick from COVID-19. It is important for all children - boys and girls - to get all their immunisations and help for other health issues. Find out what diseases can be prevented through immunisation and when you should have them. Make a family immunisation chart and mark each family member on it - especially children. Find out which immunisations they need and write the date each time they have one.
2. Ask your parents or caregiver to take you to get vaccinated against COVID-19 once the vaccine is available. Encourage all your family members to be vaccinated.
3. Eat healthy foods. Try to eat a "rainbow of colours", using fruit, vegetables and protein such as beans, nuts, fish, meat or eggs.

Make up a song about healthy food. Here are some ideas:

Sing "Happy Birthday" or another tune you know but change the words to healthy food...carrot, apple and eggs, or beans and greens, oranges and others. Your turn!

4. Exercise and get plenty of rest. Make sure you get outside and move around for at least 2 hours a day and get at least 8-10 hours of sleep at night. *(See Section 3 Resources for more ideas on staying healthy)*
5. Suggest fun things that children can do at home. Make a list of your favourite games or books and recommend them to friends.
6. Reach out to people who live alone. Send them letters or call them on the phone. Ask how they are feeling.

QUESTIONS, SUGGESTED LEARNING ACTIVITIES AND POSSIBLE ACTIONS FOR CORE MESSAGES:

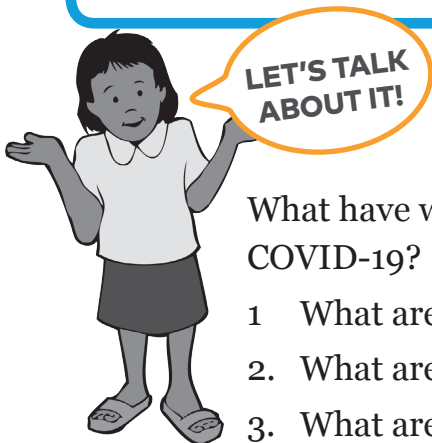


HANDS

(ACTIONS CHILDREN CAN TAKE TO HELP THEMSELVES, THEIR FAMILIES, AND THEIR COMMUNITIES)

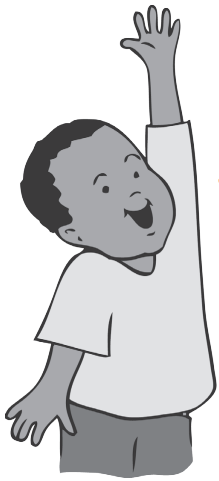
CORE MESSAGE #8

TAKE CARE OF YOURSELF



What have we seen or heard about keeping healthy during COVID-19?

1. What are some things you can do to take care of yourself?
2. What are some examples of healthy foods to eat?
3. What are some of your favorite activities you can do during the COVID-19 pandemic that help you stay strong in body and spirit?
4. Who are some of the people you care about and who care about you? What are some things you can do to stay connected, even during the COVID-19 pandemic?
5. What questions do younger children have? Can you ask them what questions they have? Can you answer their questions?



**LET'S
LEARN
MORE!**

What more do we need to know?

1. Find out what other people do to take care of themselves. Do they exercise? What kind of exercise do they do? Do they practice yoga or meditation? Do they play with a ball, run races, football, netball?
 2. Think about what you are eating - are you eating foods that help your body stay strong and healthy?
 3. Find out what daily routines people have established to keep themselves mentally healthy.
-



**LET'S TAKE
ACTION!**

What shall we do?

1. Set your own daily routines and evaluate them frequently. Share with others and encourage them to set their own routines.
 2. Write in a journal how you feel and think about things you can do to feel better – and then do them!
 3. Learn a new recipe for a healthy dish and prepare it for your family with as many colours as you have for example, beans and greens.
 4. Think of someone you miss. Make plans for when you can get together again and share those plans with the person you miss.
 5. Be aware of how you are feeling and others around you. For example, every morning you can ask yourself and your family members some questions, starting from your head and working down your body. How is your head? (fever, headache?) How is your nose? (do you have your sense of smell?) How is your mouth? (do you have your sense of taste?) How is your throat? (is it sore?) How is your body? (are you tired or achey?).
-

CORE MESSAGE #9

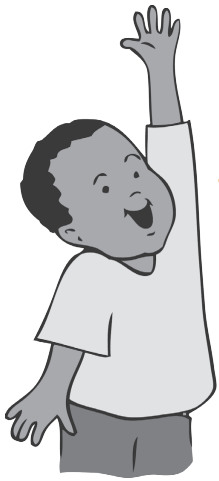
TAKE CARE OF OTHERS. BE KIND.



LET'S TALK ABOUT IT!

What have we seen or heard about how life is difficult for everyone during COVID-19?

1. Who are the members of your family that might need extra help? What can you do to help them?
2. What are some things you can do to make sure that your younger family members are growing healthy and strong, and have a safe place to play?
3. What can you do to make sure that girls are safe? Are there girls in other families who need some help? Who could help them?
4. What can you do to make sure that girls have the same opportunities as boys, and that disabled children also have opportunities?
5. What specific services are available for girls and children and youth with disabilities who may be experiencing more difficulties than usual during this pandemic?
6. There are many “heroes” around you who are helping you to stay healthy and safe. Who are they? Who comes to your house to teach you about the COVID-19 pandemic? How can you support them?
7. What questions do younger children have? Can you ask them what questions they have? Can you answer their questions?



LET'S
LEARN
MORE!

What more do we need to know?

1. If the schools are closed, find out how you can help teach younger children and engage them in creative and fun activities until schools are open again.
2. Ask health workers and other “heroes” in your community how you can support their efforts.
3. Draw a map of your community and indicate in which homes girls and disabled children live, or make a list of these children on a sheet of paper. Think of a way in which you can support them.



LET'S TAKE
ACTION!

What shall we do?

BE A HELP TO OTHERS - BE A HERO!

1. Be a friend and helper to people who are living in your house and community. Suggested activity:

- Give something to a child who has helped someone else. It could be a stone, a sweet or a mark on a paper.
- How many stones or marks does each child have at the end of the day or week? Who is this day's or this week's hero?
- Can everyone describe what they did to earn each mark or stone? Why was it important to help?
- Are we all heroes or just one?
- If you have stickers, you can use them and children can collect stickers.
- Let every child feel proud of what they have done.

2. Help your parents with household chores and with taking care of your younger siblings. It is important for boys and girls to share the chores equally.
3. Here is one activity you could do.

In a group of children (even a very small group, such as the children in your house) some children will be allowed to play and others have to work.

- Make up some silly rule that allows for some children to play and other children to work. For example, all the girls play and all the boys work.
- After the activity, discuss how the rules made you feel when others had to work?
- How did it feel if your sister or brother or good friend could play and you had to work?
- Were the rules for who could work and who could play reasonable?
- What is your suggestion for different rules?
- In real life which children should be allowed to play and who should work?
- At the end of the game, remind children that it was only a game and that no-one should feel uncomfortable.

4. If someone in your family gets sick with COVID-19, help develop a plan to keep the person comfortable but away from other family members. If you don't have many rooms, you could put a screen around the sick person. Help with household tasks so the adults in the family can take care of the sick person.
5. With your family, create a plan to help take care of the sick person and keep other people in the family safe. Remind others that people infected with COVID-19 can show no symptoms, or can get very sick with high fevers or have difficulty breathing and will need medical attention.

MAKE SURE THAT ALL CHILDREN ARE SAFE DURING THE COVID-19 PANDEMIC

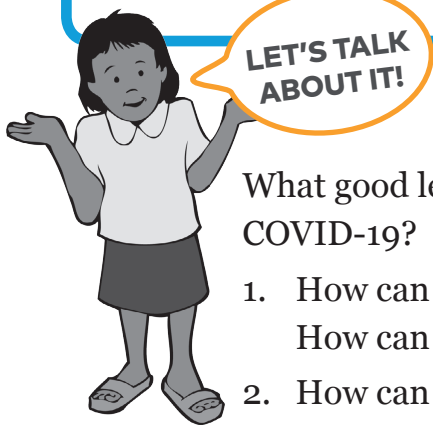
1. Be a good friend to girls in your community and make sure that they are safe. When school reopens, encourage them to enroll and return to classes. Spread the message in your community about the importance of keeping girls safe and making sure they return to school.
2. Reach out to children living with a disability, following **SAFE PRACTICES**. Check on the children regularly and make sure they are okay. When school reopens, help them enroll and return to classes. Spread the message in your community about the importance of keeping children with a disability happy, healthy, and in school.
3. Find out what services are available for girls and children and youth with disabilities who may be experiencing more difficulties than usual during this pandemic.
4. Find out if there are other people in your community who might have their health or happiness at risk during the COVID-19 pandemic. Discuss what you can do to help them.



YOUR NOTES

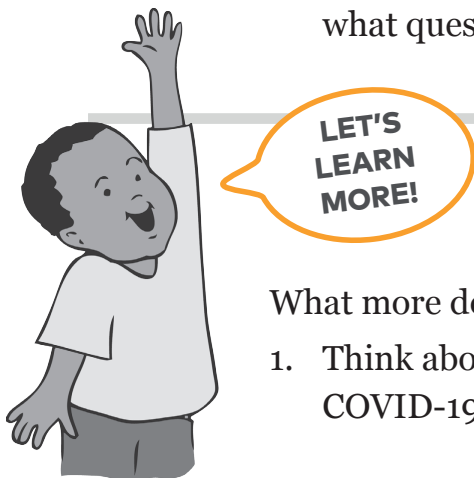
CORE MESSAGE #10

KEEP LEARNING & HELP OTHERS LEARN



What good learning activities have we seen or heard about during COVID-19?

1. How can you continue to learn even when school is closed? How can you help other children to continue to learn?
2. How can you help your younger family members continue to learn? Beyond their schoolwork, what else could you teach them?
3. Is there a new skill you would like to learn? Who can teach it to you?
4. Is there a skill or a topic that you can teach others? What could you teach?
5. What questions do younger children have? Can you ask them what questions they have? Can you answer their questions?



What more do we need to know?

1. Think about what you need to do to prepare for when the COVID-19 pandemic is over.

2. Try a new skill like cooking, drawing, or playing an instrument.
3. Read as much as you can. If you cannot find enough to read, write stories for each other.
4. Learn something new everyday and share what you have learned with others. If you have access to the Internet, there are many, many resources for learning. Pick a subject you like and discover what there is to learn!



LET'S TAKE ACTION!

What shall we do?

1. Help your younger brothers and sisters to do their schoolwork.
2. Make up fun learning games. Here are 2 suggested activities to do with very young children (You will find a page of numbers and letters at the end of this resource):

- **Make 2 of each letter:**
 - Get children to pick one letter and find the matching letter.
 - Let children make a word from the letters, or make their name.
- **Make a set of numbers 1-10:**
 - Ask them to pick a number and put the same number of stones or other objects next to it.
 - Pick two numbers, e.g. 1 and 2 and ask children to put the same number of stones or other objects next to them. What is the new number?

3. Make plans to return to school when it opens again, especially the girls. Who will keep them safe on the way to school?
4. Plan for the future - what you look forward to doing when the COVID-19 pandemic is over. Make notes of the things you are looking forward to doing and put them in a jar or box. When things get back to normal it will be fun to read these notes and hopefully do those things!

SECTION C

ACTIVITY RESOURCES AND STORYBOOKS

This section contains links to child-friendly resources that can be helpful for older children and facilitators working with children during the COVID-19 pandemic. They follow closely the CORE MESSAGES and are divided into the 3 areas of HEAD, HEART and HAND. Section 3 of the FACILITATOR'S RESOURCES contains general resources on COVID-19 from a public health perspective and guidelines for working with children during a pandemic.



CORE MESSAGES 1-4 (HEAD): **FACTS ABOUT THE COVID-19 PANDEMIC**

General information about the pandemic:

Links to reliable information about COVID-19 that are helpful in preparing for work with the children:

1. **CORONAVIRUS DISEASE (COVID-19) ADVICE FOR THE PUBLIC (WHO)** Good source for correct information and fact sheets in different languages from the World Health Organization. Includes social media-friendly material ready to be shared.
[Advice for the public](#)
2. **UN COVID-19 RESPONSE CREATIVE CONTENT HUB (UN)** Lots of free visual resources on COVID-19 available in various social media forms in different languages.
[UN COVID-19 Response Creative content Hub](#)

3. **CHILDREN'S GUIDE TO CORONAVIRUS (Children's Commissioner)** Child-friendly booklet in English about the COVID-19 pandemic.
Children's Guide to Coronavirus
4. **A 5 POINT CORONAVIRUS GUIDE FOR CHILDREN (Humanium)** English-language webpage covering 5 points from facts about COVID-19 to dealing with children's emotions. Includes a hand-washing song.
A 5 point Coronavirus Guide for Children
5. **CORONAVIRUS: CHILD-FRIENDLY COMIC STRIP (UNICEF and Republic of Uganda).** Coronavirus facts and advice on taking care of yourself and what you can do to help yourself and others.
Coronavirus: Child-friendly comic strip
6. **CORONAVIRUS (COVID-19) PICTORIAL POSTER (UNICEF and Republic of Uganda).** Colorful info-graph on preventing the spread of COVID-19.
Coronavirus (COVID-19) Pictorial poster

Resources for children living with a disability

1. **SIGN-LANGUAGE: HOW TO KEEP SAFE FROM CORONAVIRUS (Mill Neck International)** YouTube with information on COVID-19 in American Sign Language.
Sign-language: How to keep safe from coronavirus
2. **PLAIN LANGUAGE INFORMATION ON COVID-19 (SARTAC)** An 8-page booklet written in plain language, created by and for people with developmental disabilities. Available in 11 languages.
Plain language information on coronavirus by and for people with disabilities

Guidelines for specific action steps

Links to child-friendly resources for specific action steps that the children may choose to do:

1. **HAND-WASHING: CLEAN HANDS PROTECT AGAINST INFECTION (WHO)** Guidelines for hand-washing. Available in many languages.
[WHO Guidelines for Handwashing](#)
2. **ACCESS TO WATER FOR HANDWASHING: HOW TO BUILD A TIPPY TAP (WaterAid)**. YouTube video from Sierra Leone on building a Tippy Tap. Subtitles in English.
[How to build a Tippy Tap](#)
3. **STAYING HEALTHY DURING A PANDEMIC: HOW TO KEEP HEALTHY WHILE IN ISOLATION OR QUARANTINE (COVID-19) (EUFIC)**. General healthy living advice for staying healthy during the pandemic.
[Tips for staying healthy during quarantine or self-isolation](#)
4. **HEALTHY EATING: FRUIT SNACK CHALLENGE (Sesame Street)** YouTube video of Cookie Monster promoting healthy snacks.
[Sesame Street. Fruit Snack Challenge](#)
5. **RECOGNIZING HEROES IN YOUR NEIGHBORHOOD: HEROES IN YOUR NEIGHBORHOOD SONG (Sesame Street)** YouTube video introducing the everyday heroes in the neighborhood during a pandemic.
[Sesame Street. Heroes in Your Neighborhood](#)



CORE MESSAGES 5-7 (HEART): **FEELINGS AND EMOTIONS** **DURING A PANDEMIC**

Links to resources on helping children deal with their feelings

1. SELF-CARE FOR CHILDREN

- a. **RELAXATION EXERCISES FOR CHILDREN (Save the Children)** 6 simple relaxation activities.

[Relaxation exercises for children](#)

- b. **MONSTER MEDITATION (Sesame Street)** Two-Headed Monster learns meditative breathing techniques.

[Sesame Street: Monster Meditation](#)

2. RECOGNIZING CHILDREN'S FEELINGS:

- a. **FIRST AID FOR FEELINGS (Yale and Scholastic)** Workbook to help children cope during the corona virus pandemic in English, Spanish, and French.

[First Aid for FEELINGS](#)

- b. **UNDERSTANDING CHILDREN'S FEELINGS (CHILD to CHILD)**. Activity sheet that helps children recognize other children's emotions and how to support them.

[Understanding Children's Feelings](#)

[Comprendre les Sentiments des Enfants](#)

[Comprendiendo los Sentimientos de los Niños](#)

- c. **BERT AND ERNIE TELL JOKES (Sesame Street)**. Bert and Ernie share jokes to make themselves feel better.

[Sesame Street. Bert and Ernie Tell Jokes](#)

- d. **COVID-19 COLORING BOOK: COPING THROUGH COLORING (Institute for Childhood Preparedness)**
Downloadable coloring book to explore children’s feelings during the pandemic.
COVID-19 Coloring Book: Coping Through Coloring
- 3. DEALING WITH LOSS**
- a. **HELPING CHILDREN WHOSE FRIENDS OR FAMILY HAVE DIED (CHILD to CHILD).** Activity sheet with suggestions on how children can help other children who have experienced a loss in the family.
Helping Children Whose Friends or Family Have Died
Aider les Enfants qui Perdent les Amis ou Les Parents
Ayudando a los Niños Cuyos Amigos o Parientes Han Muerto
- b. **HELPING CHILDREN AFFECTED BY WAR, DISASTER, OR CONFLICT (CHILD to CHILD).** Suggested activities for children to help other children affected by war, disaster, or conflict.
Helping Children Affected by War, Disaster, or Conflict
Aider les Enfants qui ont Connu la Guerre, le Desastre ou le Conflit
Ayudando a los Niños Afectados por la Guerra, Desastres o Conflictos
- c. **HELPING EACH OTHER TO COPE WITH LOSS (CHILD to CHILD).** Activity Sheet with ideas of how children can help other children who have experienced a significant loss.
Helping Each Other to Cope with Loss
S’entraider a Supporter les Pertes
Ayudándose Mùtuamente para Afrontar la Desaparición
- d. **RIVER OF HOPE: PART III TOPIC 12 - COPING TOGETHER WITH LOSS (CCATH).** Learning activities to help children recognize different kinds of losses as a result of a disaster or pandemic, and how children can help other children experiencing loss.
River of Hope: Part III Topic 12: Coping Together with Loss

Guidelines for adults and parents

- a. **LOUIE TALKS ROUTINES (Sesame Street)** Brief video message for parents and caregivers about routines.
Louie Talks Routines
- b. **6 WAYS PARENTS CAN SUPPORT CHILDREN THROUGH COVID-19 (UNICEF)** A psychologist's advice on how to help your children deal with the many emotions they may be experiencing during the pandemic.
UNICEF: 6 Ways Parents Can Support Children through COVID-19
- c. **TALKING WITH CHILDREN ABOUT ILLNESS AND DEATH DURING THE COVID-19 PANDEMIC (Lancet)** Tips for age-appropriate communication with children about illness and death.
Talking With Children about Illness and Death During the COVID-19 Pandemic
- d. **COVID-19 24/7 PARENTING (Parenting for Lifelong Health)** Info-graphs in many languages that cover a variety of issues that parents face.
COVID-19 Tips for Parenting.



CORE MESSAGES 8-10 (HANDS): ACTIONS CHILDREN CAN TAKE TO HELP THEMSELVES, THEIR FAMILIES AND THEIR COMMUNITIES

Books to read to children

1. **CORONAVIRUS: A BOOK FOR CHILDREN (Nosy Crow)**
Children's picture book explaining the Coronavirus.
Coronavirus: a book for Children

2. **KELLY STAYS HOME: THE SCIENCE OF CORONAVIRUS FOR OLDER CHILDREN** (Lauren Block) Picture book for older children explaining the Coronavirus.
Kelly Stays Home: The Science of Coronavirus for older children
3. **KELLY STAYS HOME: THE SCIENCE OF CORONAVIRUS FOR YOUNGER CHILDREN** (Lauren Block) Picture book for younger children explaining the Coronavirus.
Kelly Stays Home: The Science of Coronavirus for younger children
4. **MY HERO IS YOU: HOW KIDS CAN FIGHT COVID-19** (IASC) Storybook by mental health specialists focusing on helping children cope with the COVID-19 pandemic.
My Hero is You

Videos of authors reading books

1. **THE BIG LIST OF CHILDREN'S AUTHORS DOING ONLINE READ ALOUDS & ACTIVITIES** (We Are Teachers) over 50 authors reading books online and other activities on social media. <https://www.weareteachers.com/virtual-author-activities/>
The Big List of Children's Authors Doing Online Read Alouds & Activities

Resources for promoting learning and well-being:

1. **RESOURCES FOR HOME LEARNING:**
 - a. **GETTING READY FOR SCHOOL (CHILD to CHILD)**. Toolkit for older children to help pre-schoolers develop the skills they need for a good start to school.
Getting Ready for School
 - b. **75 SUGGESTED ACTIVITIES AND RESOURCES FOR LEARNING AT HOME WITH CHILDREN** (AgaKhan) Resource with links to other learning activity websites on many topics.
75 Suggested Activities and Resources for Learning at Home with Children

- c. **PARENTS AND CAREGIVERS AS PARTNERS IN LEARNING (UNICEF)** Home Learning Activities to help parents support children’s learning.

Home Learning Activities

- d. **NASA KIDS' CLUB (NASA)** Activities for children about space and space exploration.

NASA Kids' Club

2. RESOURCES FOR CREATIVE PLAY

- a. **PLAY @ HOME GAMES FOR HEALTH AND WELLBEING DURING THE COVID-19 OUTBREAK (Right to Play)**

Resource which matches well-being checks with particular games for young children.

PLAY @ HOME Games for Health and Wellbeing during the COVID-19 Outbreak

- b. **STAY-AT-HOME IMAGINATION KITS (Children’s Rights International Network)** List of activities to promote creative and critical thinking.

Stay-At-Home Imagination Kits from CRIN

- c. **SESAME STREET IN COMMUNITIES (Sesame Street)** Collection of downloadable and online activities to do with children at home. Learning activities as well as dealing with feelings.

Sesame Street in Communities

- d. **CARING FOR EACH OTHER (Sesame Street)** Downloadable games, videos, and art projects for creative play with the family.

Caring for Each Other

Resources for taking community-level action to prevent COVID-19

1. **HEALTH TAKE ACTION AND HELP FIGHT COVID-19 (Voices of Youth)** List of activities that children and youth can take to fight misinformation and stigma as well as promote community support and spirit.

Youth Voices: HEALTH Take action and help fight COVID-19

2. **KISUMU YOUTH PERFORMING COVID-19 SAFETY POEM (Blue Cross Youth Center)** Example of a creative production showing youth wearing masks and maintaining social distance.
Kisumu Youth performing COVID-19 safety poem

Resources for preventing child abuse

1. **RIVER OF HOPE: PART III TOPIC 13 - CHALLENGING CHILD ABUSE (CCATH).** Manual for children in communities affected by HIV/AIDS. This unit focuses on child abuse, a risk faced by many communities during societal disruption.
River of Hope Part III Topic 13. Challenging Child Abuse

Resources for planning for the future

1. **RIVER OF HOPE: PART III TOPICS 9 AND 15 - MAKING PLANS FOR THE FUTURE AND FACING THE FUTURE TOGETHER (CCATH).** Manual for children in communities affected by HIV/AIDS. This unit encourages children to be protagonists in their lives and make plans for the future together.
River of Hope: Part III Activity Topics Topics 9 and 15
2. **TWO GIRLS DREAM (CHILD to CHILD)** Two girls dream about the future that they want to begin to create now.
Child to Child storybook - Two Girls Dream

SECTION D

AN ADDITIONAL MESSAGE FOR YOU!

This is what to expect from adults when you work with them. Use this also when you work with other, even younger, children.

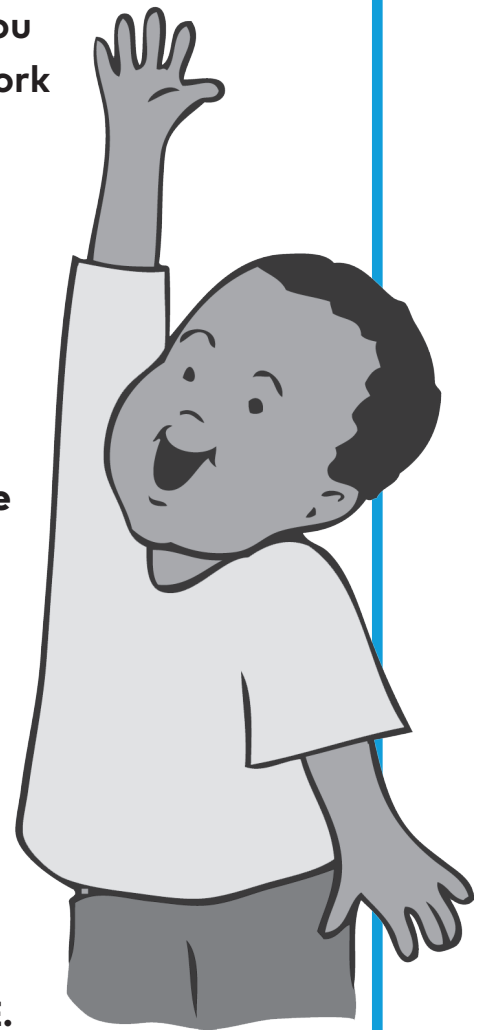
- Be listened to and **listen** to others
- Be respected and **respect** all views, joys, successes, struggles and pains.
- Be protected from harm and **protect** others
- Create space for everyone to **participate** in a way they choose
- **Include everyone** equally, and do not accept that some are discriminated against because of disability, or where they come from, or what they look like, or whether they are male or female
- **Encourage** others and do not punish them

These highlighted words begin with L R P P I E.

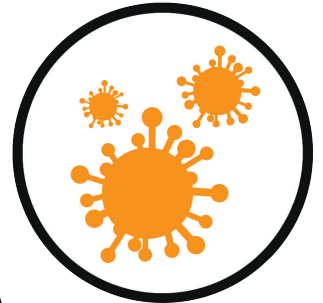
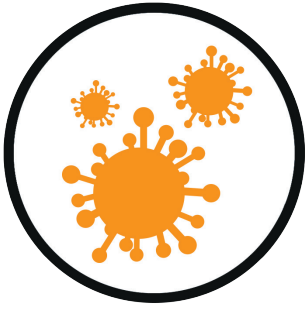
Can you make a word from these letters?

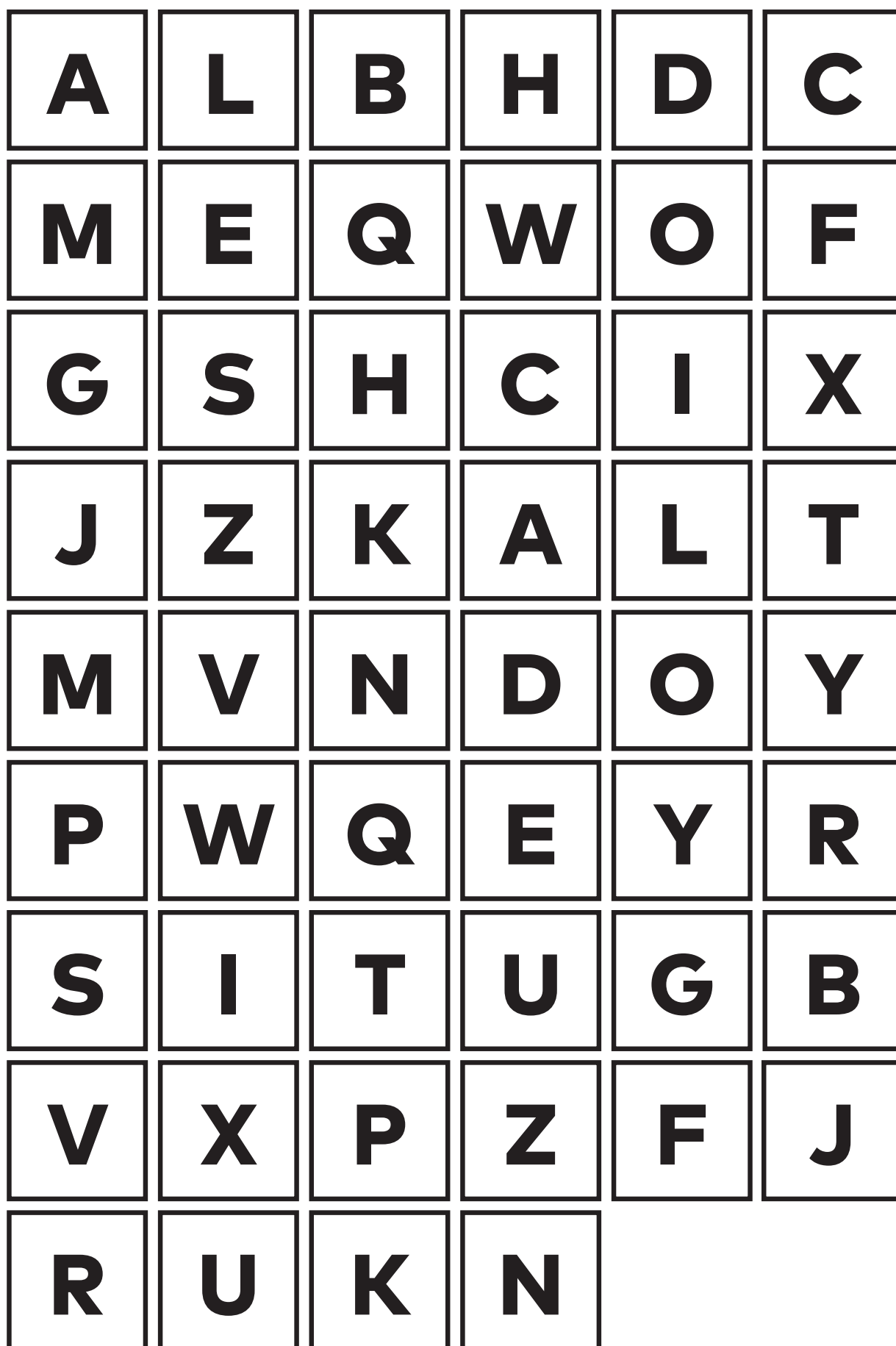
The word is something to do with water.

USE GAMES AND ROLE PLAYS AND HAVE FUN!



ANSWER: RIPPLE

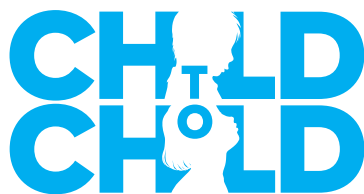




| | | | |
|----------|----------|-----------|-----------|
| 1 | 8 | 7 | 2 |
| 3 | 6 | 10 | 4 |
| 5 | 9 | 1 | 6 |
| 7 | 3 | 4 | 8 |
| 9 | 2 | 5 | 10 |

Did you like this resource?

Tell your facilitator (teacher/youth leader) what was easy and what was hard, what you liked and what you did not.



October 2020

www.childtochild.org.uk

Resource centre: www.childtochild.org.uk/resources