



Save the Children

# ENABLING TEACHERS TEACHER PROFESSIONAL DEVELOPMENT

**Module: COVID-19 for Teachers (I)**

Self-Study Version

# INTRODUCTION



## **Read:**

This is a self-study module for you to complete about COVID 19, while schools are closed.

This is Module: **COVID-19 for Teachers (I)** and focuses on the information it is important for you to have as a teacher to stay safe and to think about COVID in the school setting. It also helps you to think about your own wellbeing and feelings during this time and how you might cope.

There are 2 other modules available:

COVID-19 for Teachers (II) – which focused further on distance learning support and child protection

COVID-19 for Teachers (II) – which focuses on ‘back to school’ as this crisis eases.

# LEARNING OBJECTIVES & CURRICULUM LINKS

We are focusing on the following competencies:

- You will be able to:
  - Understand the nature & implications of COVID 19 for themselves and others, especially children.
  - Protect themselves & others from the COVID 19 and encourage others to do the same.
  - Recognise the impact of COVID 19 crisis on their own stress and/or mental & emotional health.
  - Use strategies to ensure their own social emotional wellbeing in light of COVID 19.

You can self-assess your knowledge, understanding and skills against these different competences and their levels/descriptors outlined below.

The levels are:

- Beginning** This is not something the teacher does confidently yet
- Developing** The teacher is quite good at this, but needs to be more consistent or improve further
- Proficient** The teacher consistently does this well
- Advanced** The teacher is very proficient and could share their experience with others

## Competency 1: Understand the nature & implications of COVID 19 for themselves and others, especially children.

Beginning	Developing	Proficient	Advanced
Teacher can explain there is a virus that is causing a crisis and resulting in schools being shut and certain activities being stopped. However, they are not able to explain the specific nature of the virus and the implications or risks he causes.	Teacher can explain the nature of COVID19 and aspects of its risks or results/impact but this is not comprehensive or consists of some errors.	Teacher can explain clearly the nature of COVID 19 and its risks and implications for themselves and others. They are able to do this without error.	Teacher can explain clearly the nature of COVID 19 and help/support others to do the same. They clearly and accurately explain the risks and implications of the virus and help others to do the same.

## Competency 2: Protect themselves & others from the COVID 19 and encourage others to do the same.

Beginning	Developing	Proficient	Advanced
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Teacher can list some activities/strategies they use to keep themselves safe and protected through COVID 19 but this is not comprehensive and may have some mistakes.	Teacher can list activities/strategies they use to keep themselves and others, especially children, safe and protected through COVID 19 but this is not comprehensive and may have some mistakes.	Teacher can comprehensively, accurately and clearly list the activities/strategies they are putting in place to keep themselves and others, especially children, safe and protected through COVID 19.	Teacher can help others learn and understand the activities/strategies they need to put in place to keep themselves and others, especially children, safe and protected through COVID 19. Teacher coaches and supports others to implement these strategies to ensure they are done correctly/effectively.
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**Competency 3: Understand how their own stress can affect their own wellbeing and actions. Recognise the impact of COVID 19 crisis on their own stress and/or mental & emotional health.**

Beginning	Developing	Proficient	Advanced
<p>Knows they experience stress related to COVID 19 but limited ability to identify signs of stress and methods to support their own well-being.</p> <p>Is just beginning to see the connections between their own wellbeing and the impact of COVID 19 and how this might impact others around them.</p>	<p>Some ability in identify signs of stress and methods to support their own wellbeing in light of COVID 19.</p> <p>Is developing an understanding how their own wellbeing effects others and the importance of managing stress in the COVID 19 crisis.</p>	<p>The teacher is confidently able to identify signs of their own stress as a result of COVID 19 and identify effective methods to support their own well-being.</p> <p>Is able to confidently explain the importance of self-regulation and stress management and confidently talk about teacher wellbeing in the context of navigating COVID 19. They are able to explain how this is important for others around them.</p>	<p>Is able to train others in how to identify signs of stress and identify effective methods to support their own well-being resulting from COVID 19. They actively support/promote the wellbeing of others, recognising that everyone has different needs.</p> <p>Is able to train others on the values and dispositions required for self-regulation and stress management.</p>

**Competency 4: Use strategies to ensure their own social emotional wellbeing in light of COVID 19.**

Beginning	Developing	Proficient	Advanced
<p>Knows they experience stress but limited ability to identify signs of stress and doesn't use effective methods to support their own well-being.</p>	<p>Some ability in identify signs of stress and methods to support their own wellbeing. Uses some strategies to manage their stress and wellbeing but this is not always effective and is inconsistent.</p>	<p>The teacher is confidently able to use effective methods to support their own well-being consistently. Recognising these vary in for different teachers and even for themselves in different situations.</p>	<p>They actively support/promote the wellbeing of other teachers, recognising that different teachers have different needs.</p> <p>Is able to train others on the values and dispositions required in teachers in relation to their self-regulation and stress management.</p>

## Personal Learning Objectives



**Complete** your current level for each competence below and then re-assess in a couple of weeks time when you have completed this module and its various activities.

### Competency 1:

My current competency level is:

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By the end of this cycle I want to get to level:

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Specific things I want to improve are:

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### Competency 2:

My current competency level is:

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By the end of this cycle I want to get to level:

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Specific things I want to improve are:

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### Competency 3:

My current competency level is:

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By the end of this cycle I want to get to level:

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Specific things I want to improve are:

- ---

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# WORKBOOK CONTENT



## **Read:**

Read through all of the information in this document and work through the activities at your own pace. If you have any questions, contact your Save the Children focal point for advice, or ask your peers through the WhatsApp group.

## Introduction to COVID 19



**Read:** *The World Health Organisation (WHO) has made the assessment that COVID 19 can be characterised as a pandemic that has spread to many countries globally. The risks related to this virus are significant because there is no vaccine (at present) to combat this illness. As a result we must be well informed about the virus, how it spreads and what we can do to protect ourselves and others. As teachers, whether currently in or out of schools, it will help to be informed and know what to do to keep yourself and others, especially children, safe at this time. COVID 19 is a new virus linked to Severe Acute Respiratory Syndrome (SARS) and the common cold.*



## **Do:**

Review the table of 'symptoms' below and identify the ones that are COVID-19 symptoms. Then identify the three minor and common symptoms and the two more serious symptoms.

### (Activity # 1a)

Yellow spots	Fever	Stomach pain	Vomiting
cough	diarrhoea	Shortness of breath	pneumonia
Foot pain	Breathing difficulties	bruises	Hair falling out

### (Activity # 1b)

List all the different ways that COVID-19 can spread between people.

✓ **Check:** see Solutions/Answers Resource for correct responses



**Read:** *Certain groups are particularly at risk and these include; older people, and people with chronic medical conditions, such as diabetes and heart disease. We know it is possible for people of any age to be infected with the virus, but so far there are relatively few cases of COVID-19 reported among children. Though there is no treatment (no vaccine as mentioned above) it is possible to provide care that will help those with symptoms, and the earlier they are helped, the higher the chances of survival. Many do recover from the virus but it can be fatal, especially for those at most risk.*

The best ways to prevent infection of COVID-19 are:

- ✓ staying home when sick with any of the symptoms related to the virus (as discussed earlier) for up to 7 days,
- ✓ if a member of the HH presents symptoms then every member of the HH should self-isolate (stay at home) for 14 days,
- ✓ covering mouth and nose with flexed elbow or tissue, to avoid germs on hands, when coughing or sneezing,

- √ Dispose of used tissue immediately,
- √ washing hands often with soap and water,
- √ cleaning frequently touched surfaces and objects,

When infection has spread further measures may be required like:

- √ keeping at a distance of 1 or 2 meters from others (social distancing),
- √ not gathering in groups (10 or more) or potentially beyond the HH,
- √ avoid greeting people with physical contact, simply say hello and keep at required distance.



**Do:**

Create a poster or handout for the members of your community to inform them about COVID-19 and what they should do to avoid it. (Handout 1 provides some ideas/examples.) If you have children at home, then make it with them as a family creative learning opportunity.

**NOTE:** UNICEF has developed COVID-19 awareness posters for many different countries so you can have a look at what is available for your nation/region. Below are some links to a few of them:

- Uganda – <https://www.unicef.org/uganda/media/6271/file/Final%20revised%20Coronavirus%20poster%20-%20as%20of%2027%20March.pdf>
- Romania - <https://www.unicef.org/romania/media/1656/file/How%20to%20protect%20yourself%20from%20coronavirus%20-%20tips%20for%20children-landscape.pdf>
- India (Hindi) - [file:///C:/Users/KMucyo/OneDrive%20-%20Save%20the%20Children%20UK/downloads/POSTER%204\\_Travelling\\_\\_Prepress.pdf](file:///C:/Users/KMucyo/OneDrive%20-%20Save%20the%20Children%20UK/downloads/POSTER%204_Travelling__Prepress.pdf)

## Children and COVID19



**Read:** We are now going to look at some checklists for students and children under COVID19 and how to support children of different ages and stages so that they can understand appropriately and in a manner that is easy for them.



**Do:**

Review Handout 3 and answer the questions below:

- What do you like about this checklist?

- How or Why might it be helpful?

- How could we use it in our school/community?

Still using Handout 3 complete the matching activity in Part B and then answer these questions;

- Why is it important to have information presented in different ways for different children?

- How might you use this information to support all children better?

- What further considerations might you need to think about for specific groups of children?  
– e.g. girls, children or families with disabilities, the poorest/most vulnerable, those who do not understand the national language.



**Read:** When schools are open, teachers like yourself play an important role in identifying children who have protection needs. But when schools are closed many children face greater risks and are more vulnerable. Some children may experience different forms of violence at home, especially if parents are stressed and anxious. There may be more abuse of these children at home as parents struggle to manage the children at home so much and with so many pressures. For vulnerable children there may be greater neglect and even a risk of malnutrition as families struggle to cope. For girls there can be an increase of violence generally, as well as gender based violence (rape, assault, female genital mutilation) and there is a higher risk of early marriage leading to long term drop out from school. Children can also be vulnerable to child labour or in some contexts even recruitment into or abduction by armed groups.



**Do:**



Below are examples different groups of children in your school community – list the risks you think they might face being away from school and with the COVID-19 crisis facing communities.

Girls	
Orphans	
Children with disabilities	



**Do:**

Phone your protection focal point or Save the Children staff member or the toll free number and find out the answers to the following question.

What reporting procedures that you know about that are still running during COVID19?

*Might include: Toll-free telephone numbers/ Online chat services/Case workers who could visits abiding by social distancing regulations/Reporting boxes at health stations or pharmacies etc.*

## My stress and wellbeing as a teacher in COVID-19

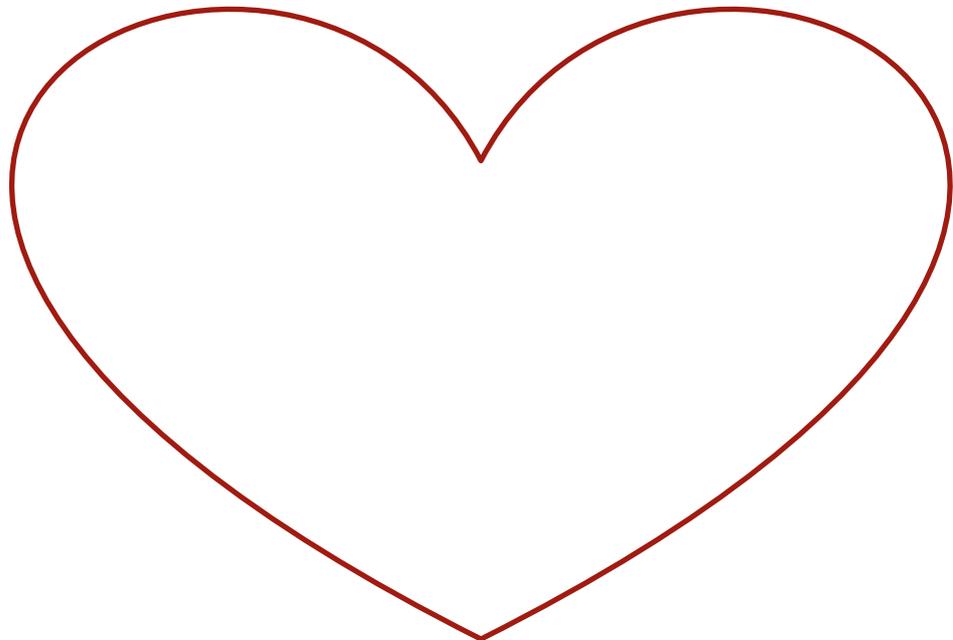
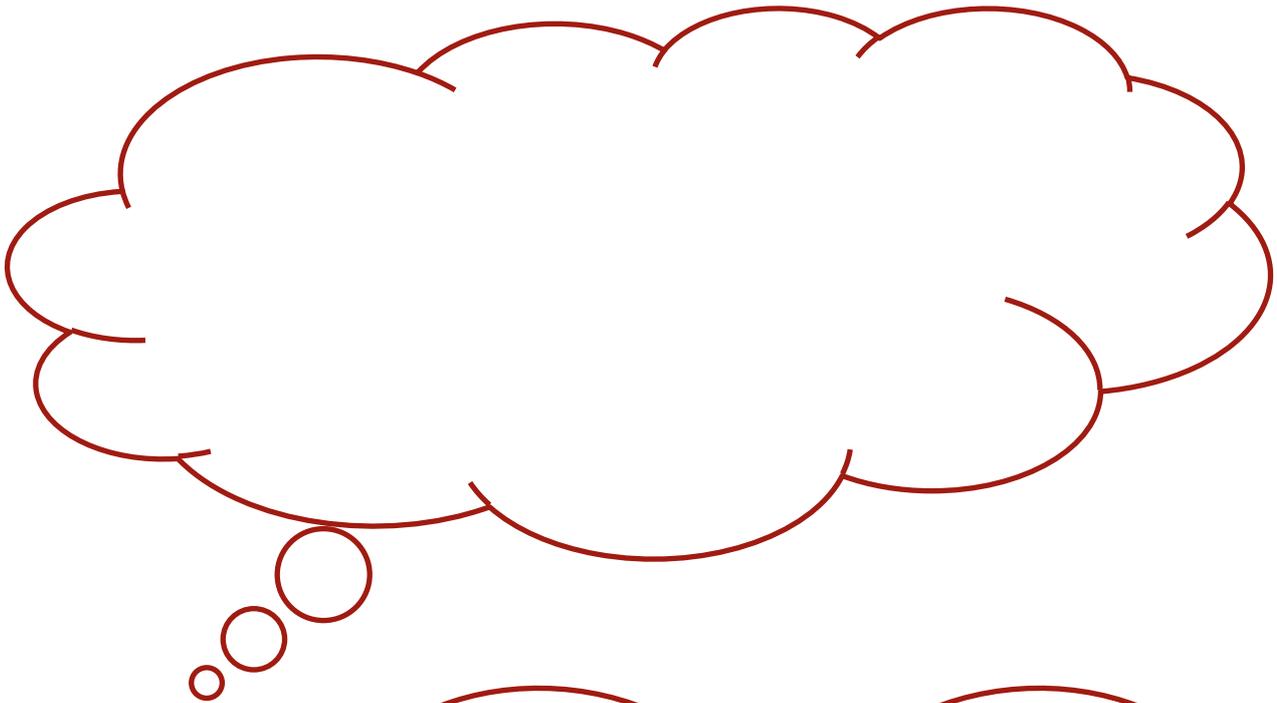


**Read:** During a pandemic like COVID-19 there are many different emotions and stresses we can experience as individuals. We might worry for our own health and safety, or for close family members or friends. We might be worried about the uncertainty of how long this will affect us and the changes it is having on our lives. We might dislike having to social distance or miss out on things we enjoy. Or perhaps we are anxious because someone in our household or family has lost their income as a result of the crisis. This can result in different and difficult emotions, feelings and stresses in our lives.



**Do:**

Write in the thought cloud any stresses or fears that are affecting you at the moment.  
Write in the heart any feelings you have.



**Read:**



Our well-being is impacted in so many different ways when we face a crisis like COVID-19. The reality is that our wellbeing and levels of stress also affect the well-being and stress of those around us. If we are happy, we make others happy, but if we are angry or sad, we can pass on these emotions too. Well-being does not just affect you, it affects those around you including your family, colleagues, friends, and students. When we are stressed or upset it is easier to get frustrated, and even become angry or harsh with others. It is really important in this season that we find ways to help ourselves and others manage our stress and enhance our wellbeing.



**Do:**

Write down some things you do to help yourself feel better and keep calm.

Then review the suggested strategies in Handout 4 and practice them. Chose at least 2 that you are comfortable with and think might be helpful and start using them today!



### **Homework/Follow up activity:**

- Complete at least 3 of the self-directed activities (Resource 2)
- Through your whats app teacher group see if you can complete some of the peer learning activities together. (Resource 3)

# SOLUTIONS/ANSWERS

## **Activity # 1a**

The 3 minor symptoms of COVID-19 are fever, cough and shortness of breath and the two more serious, or severe, symptoms are breathing difficulties and pneumonia. This makes it appear similar to the common cold or flu and thus a test is needed to identify with certainty that it is COVID-19, but it is not always possible/feasible for everyone to be tested due to the availability and costs of these tests.

## **Activity #1b**

Answers should include:

- direct contact with respiratory droplets of an infected person
- if a cough or sneeze causes droplets to fall onto an uninfected person from someone who is infected with the virus
- from and touching surfaces contaminated with the virus and touching their face (e.g., eyes, nose, mouth).
  - surfaces (especially metal) that have been infected by someone with the virus, having touched it with hands that have not been washed following a cough or sneeze
  - surfaces (especially metal) that have been infected by someone with the virus, having sneezed or coughed on the surface

## RESOURCE 2: SELF-DIRECTED ACTIVITIES

1. **Teacher Wellbeing** - Take some time to pause and think about your own wellbeing. What helps you feel less stressed? What do you do to relax? What helps you feel calmer? Write down the strategies that work for you and think about how you are going to use them throughout your day at work to reduce the pressure and stress. You could also reach out to colleagues in your school and ask them what they do to reduce stress.
  
2. **Our Wellbeing & its impact** - we need to think about our wellbeing and why it is important and how it impacts others. Reflect and journal on the questions below.
  - Who does your well-being influence? List at least 3 different type of people (one type= your students).
  - In what ways do our emotions affect our behavior?
  - What or how can you manage your wellbeing better to ensure a positive effect on these 3 types of people?
  
3. **My role in COVID-19** - Think about what you have learnt about COVID-19 and how it is affecting your school and community. What could you do to help others and make a difference at this time? How could you use what you know and have learnt to help your community fight the risks and implications of this virus. Commit to 2 things you will do to make a difference to fight COVID-19 in your community.
  
4. **COVID-19 & stigma** – Stigma is very dangerous and can destroy communities and relationships unnecessarily. Think about how stigma around COVID-19 might affect different people (especially girls, children/families with disabilities, minority groups) at this time and decide on two things you will do to combat this and ensure everyone feels loved and accepted. Think about ways you can work with your local government and religious leaders to ensure everyone is safe and protected and is not subject to stigma that affects their wellbeing at this time.
  
5. **Child Protection Referral Mechanisms** - When schools are open, teachers like yourself play an important role in identifying children who have protection needs. When schools are closed, you can still play a role to help report child protection cases. Find out what are the existing ways that you can report a child protection case during COVID19. Is there a community or state hotline? Can you report online? Share what you find with your fellow teachers.

## RESOURCE 2: PEER LEARNING CIRCLE AGENDA

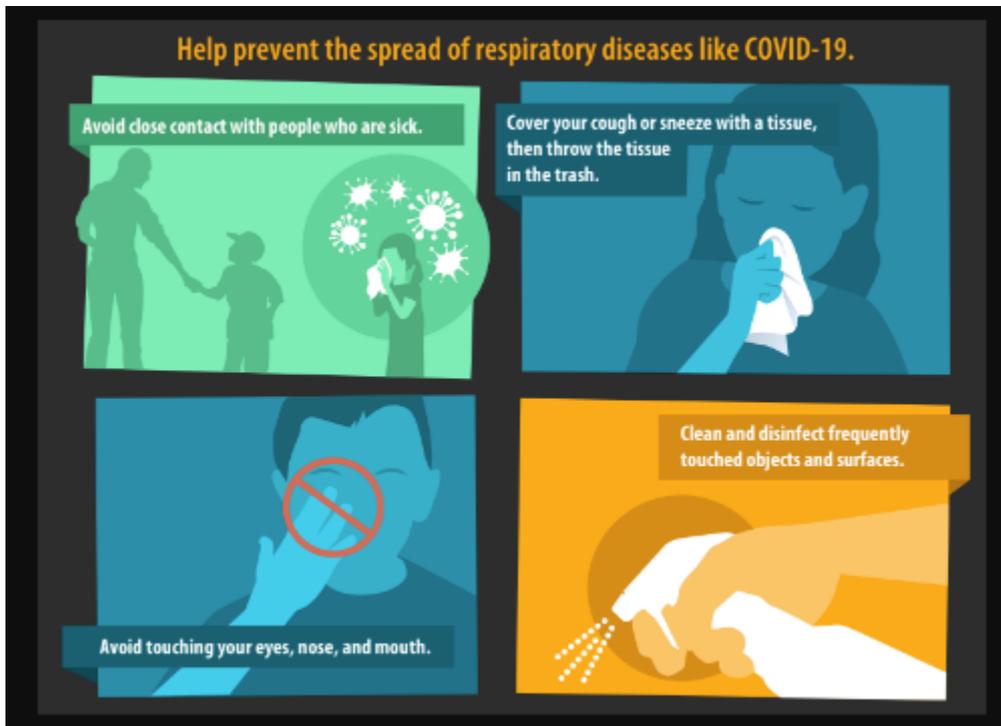
You can use this as a discussion guide for your peer learning session. All teachers should join the session. It is informal. Try to get tea and a snack for everyone. It happens after the end of school, so respect everyone's time by keeping the meeting short. Every teacher should bring a copy of Resource 1 and (if they have one) a Teacher Competency Profile. Teachers should sit in a circle.

*Start by explaining the competencies we're developing during this professional development cycle:*

- Plan and implement activities and strategies that encourage participation and learning in large class sizes for all students.
  - Assess and evaluate learning progress among all students, in large class sizes.
1. As a group of teachers share how you are experiencing and feeling about the effect of the large class sizes. Share any things you have been doing to try and make yourselves feel less stressed or frustrated. Discuss if any of you tried the 'counting' or 'flower & candle' (or other strategies from Handout 4) activities and how you experienced using them.
  2. As a group of teachers discuss the different things you can put in place in your school – before it closes, when it closes or when it is time to return to school – to help protect and prevent from COVID-19. Review the checklists in Handout 2 & 3 and think about how you might use these and what plans or systems you want to put in place in your school. Think carefully about how you can protect children and keep them safe from violence.
  3. Think about the different/specific students who are most vulnerable (girls, children with disabilities- or from families with disabilities, the poorest, those who speak different languages or from minority groups) and discuss what strategies you could implement to help these children at this time of crisis. Perhaps plan to have a discussion with these students to find out what problems or challenges they might be facing or how they are feeling and what they think would help them behave better or more consistently.

# HANDOUT 1 – COVID19 POSTER EXAMPLES

NB: if you have specific materials/examples developed in your country or by your Save the Children Office, please use those too.



**NOTE:** UNICEF has developed COVID-19 awareness posters for many different countries so you can have a look at what is available for your nation/region. Below are some links to a few of them:

- Uganda – <https://www.unicef.org/uganda/media/6271/file/Final%20revised%20Coronavirus%20poster%20-%20as%20of%2027%20March.pdf>
- Romania - <https://www.unicef.org/romania/media/1656/file/How%20to%20protect%20yourself%20from%20coronavirus%20-%20tips%20for%20children-landscape.pdf>
- India (Hindi) - [file:///C:/Users/KMucyo/OneDrive%20-%20Save%20the%20Children%20UK/downloads/POSTER%204\\_Travelling\\_\\_Prepress.pdf](file:///C:/Users/KMucyo/OneDrive%20-%20Save%20the%20Children%20UK/downloads/POSTER%204_Travelling__Prepress.pdf)



## COVID-19

### How is it prevented?



Wash hands often



Avoid touching eyes, nose, or mouth with unwashed hands



Avoid contact with sick people



Stay home while you are sick; avoid others



Cover mouth/nose with a tissue or sleeve when coughing or sneezing



If you have recently traveled to China and are experiencing symptoms such as fever, coughing or shortness of breath, call ahead to your health care provider before seeking medical care.



# Protect yourself and loved ones from coronavirus.

**Wash** your hands regularly with **soap and water**.

**Cover** your mouth and nose while **sneezing or coughing**.



**Avoid close contact** with anyone who has a cold or flu-like symptoms.

If you have fever, cough and difficulty breathing, **seek medical care early**.



## ພະຍາດຢອດຄັກເສບຈາກ ເຊື້ອຈຸລະໂລກສາຍພັນໃໝ່ COVID-19

### ອາການ:

ໄຂ້, ຂໍ້ນູກຍ້ອຍ, ໄວ ແລະ ເຈັບຄໍ. ບາງຄັ້ງຖ້າອາການໜັກຂຶ້ນອາດເຮັດໃຫ້ຫາຍໃຈຍາກ ຫຼື ເກີດພະຍາດອັກເສບຢອດ. ອາການຈະສະແດງພາຍໃນ 14 ວັນພາຍຫຼັງຈາກທີ່ໄດ້ສຳຜັດກັບເຊື້ອພະຍາດ.



### ການປ້ອງກັນຕົນເອງ:

- ໝັ່ນລ້າງມືດ້ວຍສະບູ ແລະ ນ້ຳ ຫຼື ໃຊ້ເຈວລ້າງມືທີ່ມີສ່ວນປະສົມຂອງເຫຼົ່າ
- ຫຼີກລ່ຽງການສຳຜັດຕາ, ດັ່ງ ແລະ ປາກ ຖ້າບໍ່ໄດ້ລ້າງມື
- ຫຼີກລ່ຽງການສຳຜັດໃກ້ຊິດກັບຄົນທີ່ມີອາການ ໄຂ້ ແລະ ໄວ

ເມື່ອເວລາໄວ ຫຼື ຈາມ ຕ້ອງປິດປາກ ແລະ ດັ່ງດ້ວຍຄໍສອກ ຫຼື ໃຊ້ເຈ້ຍອະນາໄມ



ຖິ້ມເຈ້ຍອະນາໄມທີ່ໃຊ້ແລ້ວໃສ່ ຖັງຂີ້ເຫຍື້ອທີ່ມີຝາປິດ



ຖ້າທ່ານສົງໄສມີອາການທີ່ກ່າວມາຂ້າງເທິງ ກະລຸນາຕິດຕໍ່ທີໂປ +856 20 5406 6777 (ພະນັກງານປະຈຳການ ທີ່ໜ້າສາອັງກິດ ແລະ ອາວ)



COVID-19  
(Coronavirus Disease 2019)

## PRACTISE GOOD PERSONAL HYGIENE

**WASH**  
your hands regularly with soap and water.

**AVOID**  
touching your face with your hands.

### 8 STEPS TO CLEAN YOUR HANDS

 <small>Palm to palm</small>	 <small>Between fingers</small>	 <small>Back of hands</small>	 <small>Base of thumb</small>
 <small>Back of fingers</small>	 <small>Fingertips</small>	 <small>Wrists</small>	 <small>Rinse and wipe dry</small>

### DO NOT WEAR A MASK IF YOU ARE WELL

There are sufficient masks in the government's stockpiles, if used responsibly.

### WEAR A MASK ONLY IF

- You have a **FEVER, COUGH OR RUNNY NOSE**
- You are **RECOVERING FROM ILLNESS**

**Stay home and AVOID social gatherings if you are sick.**



Do not spread rumours. Get the latest on the COVID-19 by signing up for the Gov.sg WhatsApp channel (<https://www.gov.sg/whatsapp>) or on the 166 website (<https://www.166.gov.sg/>)



Updated: 12 Feb 2020

# HANDOUT 2 – COVID 19 CHECKLISTS

## CHECKLIST FOR SCHOOL ADMINISTRATORS, TEACHERS AND STAFF

- 1. Work with local authorities and health officials to ensure educational facilities are not used as health treatment or quarantine centers, as shelters or for any other non-educational purposes, even on a temporary basis**
- 2. Promote and demonstrate regular hand washing and positive hygiene behaviors and monitor their uptake. Ensure adequate, clean and separate toilets for girls and boys**
  - Ensure soap and safe water is available at age-appropriate hand washing stations
  - Encourage frequent and thorough washing (at least 20 seconds)
  - Place hand sanitizers in toilets, classrooms, halls, and near exits where possible
  - Ensure adequate, clean and separate toilets or latrines for girls and boys that are within a safe distance
  - Post signs encouraging good hand and respiratory hygiene practices
- 3. Clean and disinfect school buildings, classrooms, kitchens and dining facilities, and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aids etc.)**
  - Use sodium hypochlorite at 0.5% (equivalent 5000ppm) for disinfecting surfaces and 70% ethyl alcohol for disinfection of small items, and ensure appropriate equipment for cleaning staff
- 4. Increase air flow and ventilation where climate allows (open windows, use air conditioning where available, etc.)**
- 5. Ensure safe preparation and (where applicable) service of food**
  - Enforce frequent handwashing for all cooks, food handlers, cashiers and other food service personnel
  - Sanitize cookware, plates, cups and cutlery regularly and plan for distribution that minimizes handling
  - Stagger meal times to diminish crowds and allow time for cleaning and disinfecting between shift
- 6. Ensure trash is removed daily and disposed of safely**

## CHECKLIST FOR PARENTS/CAREGIVERS & COMMUNITY MEMBERS

- 1. Monitor your child's health and keep them home from school if they are ill or have a specific medical condition that may make them more at risk**
- 2. Teach and model good hygiene practices for your children**
  - Wash your hands with soap and safe water frequently. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Always wash hands with soap and water, if hands are visibly dirty
  - Ensure that safe drinking water is available and toilets or latrines are clean and available at home
  - Ensure waste is safely collected, stored and disposed of
  - Cough and sneeze into a tissue or your elbow and avoid touching your face, eyes, mouth, nose
- 3. Encourage your children to ask questions and express their feelings with you and their teachers. Remember that your child may have different reactions to stress; be patient and understanding.**
- 4. Prevent stigma by using facts and reminding students to be considerate of one another**
- 5. Coordinate with the school to receive information and ask how you can support school safety efforts (through parent-teacher committees, etc.)**

# HANDOUT 3 – SUPPORTING CHILDREN

## PART A:

### CHECKLIST FOR STUDENTS AND CHILDREN

**1. In a situation like this it is normal to feel sad, worried, confused, scared or angry. Know that you are not alone and talk to someone you trust, like your parent or teacher so that you can help keep yourself and your school safe and healthy.**

- Ask questions, educate yourself and get information from reliable sources

**2. Protect yourself and others**

- Wash your hands frequently, always with soap and water for at least 20 seconds

- Remember to not touch your face

- Do not share cups, eating utensils, food or drinks with others

**3. Be a leader in keeping yourself, your school, family and community healthy.**

- Share what you learn about preventing disease with your family and friends, especially with younger children

- Model good practices such as sneezing or coughing into your elbow and washing your hands, especially for younger family members

**4. Don't stigmatize your peers or tease anyone about being sick; remember that the virus doesn't follow geographical boundaries, ethnicities, age, ability or gender.**

**5. Tell your parents, another family member, or a caregiver if you feel sick, and ask to stay home.**

## PART B:

Match the 'age levels' in the box below with the sets of descriptors in the table – write the correct 'age level' into the table next to the relevant descriptors.

Pre-primary / Primary / Lower Secondary / Upper Secondary

Age appropriate support to children on COVID-19	Age/Stage Level
<ul style="list-style-type: none"> <li>• Make sure to listen to children's concerns and answer their questions in an age-appropriate manner; don't overwhelm them with too much information.</li> <li>• Encourage them to express and communicate their feelings. Discuss the different reactions they may experience and explain that these are normal reactions to an abnormal situation.</li> <li>• Emphasize that children can do a lot to keep themselves and others safe.</li> <li>• Introduce the concept of social distancing (standing further away from friends, avoiding large crowds, not touching people if you don't need to, etc.)</li> <li>• Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands with soap</li> <li>• Help children understand the basic concepts of disease prevention and control. Use exercises that demonstrate how germs can spread. For example, by putting colored water in a spray bottle and spraying over a piece of white paper. Observe how far the droplets travel.</li> </ul>	



<ul style="list-style-type: none"> <li>• Demonstrate why it is important to wash hands for 20 seconds with soap and water. Put a small amount of glitter in students’ hands and have them wash them with just water, notice how much glitter remains, then have them wash for 20 seconds with soap and water</li> <li>• Have students analyze texts to identify high risk behaviors and suggest modifying behaviors. <ul style="list-style-type: none"> <li>- For example, a teacher comes to school with a cold. He sneezes and covers it with his hand. He shakes hands with a colleague. He wipes his hands after with a handkerchief then goes to class to teach. <ul style="list-style-type: none"> <li>○ What did the teacher do that was risky?</li> <li>○ What should he have done instead?</li> </ul> </li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Make sure to listen to students’ concerns and answer their questions.</li> <li>• Emphasize that students can do a lot to keep themselves and others safe. <ul style="list-style-type: none"> <li>- Introduce the concept of social distancing</li> <li>- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands</li> <li>- Discuss the different reactions they may experience and explain these are normal reactions to an abnormal situation. Encourage them to express and communicate their feelings.</li> </ul> </li> <li>• Incorporate relevant health education into other subjects <ul style="list-style-type: none"> <li>- Science courses can cover the study of viruses, disease transmission and the importance of vaccinations</li> <li>- Social studies can focus on the history of pandemics and their secondary effects and investigate how public policies can promote tolerance and social cohesion.</li> </ul> </li> <li>• Have students make their own Public Service Announcements via social media, radio or even local TV broadcasting. Write a newspaper article or news presentation for TV (and posters/handouts). <ul style="list-style-type: none"> <li>- Media literacy lessons can empower students to be critical thinkers and makers, effective communicators and active citizens</li> <li>- Encourage students to prevent and address stigma.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands frequently</li> <li>• Sing a song while washing hands to practice the recommended 20 second duration.</li> <li>• Children can “practice” washing their hands with hand sanitizer or soap.</li> <li>• Develop a way to track hand washing and reward for frequent/timely hand washing</li> <li>• Use puppets or dolls to demonstrate symptoms (sneezing, coughing, fever) and what to do if they feel sick and how to comfort someone who is sick (cultivate empathy and safe caring behaviours).</li> </ul>	

<ul style="list-style-type: none"> <li>• Role play taking care of a sick puppet/doll as a parent or doctor or nurse.</li> <li>• Have children sit further apart from one another, have them practice stretching their arms out or 'flap their wings' (to help them understand distance), they should keep enough space to not touch their friends.</li> </ul>	
<ul style="list-style-type: none"> <li>• Make sure to listen to students' concerns and answer their questions.</li> <li>• Emphasize that students can do a lot to keep themselves and others safe; <ul style="list-style-type: none"> <li>- Introduce the concept of social distancing.</li> <li>- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands with soap.</li> <li>- Remind students that they can model healthy behaviors for their families</li> </ul> </li> <li>• Encourage students to prevent and address stigma in a positive manner. Discuss the different reactions they may experience and explain these are normal reactions to an abnormal situation. Encourage them to express and communicate their feelings.</li> <li>• Build students' agency and have them promote facts about public health.</li> <li>• Have students make their own Public Service announcements through school announcements, posters and/or handouts.</li> <li>• Incorporate relevant health education into other subjects; <ul style="list-style-type: none"> <li>- Science can cover the study of viruses, disease transmission and the importance of vaccinations</li> <li>- Social studies can focus on the history of pandemics and evolution of policies on public health and safety</li> <li>- Media literacy lessons can empower students to be critical thinkers and makers, effective communicators and active citizens.</li> </ul> </li> </ul>	

# HANDOUT 4 – MY STRESS & WELLBEING

## Activity #1: Pick a flower

1. Close your eyes and imagine you are walking through a garden or field and you see the most beautiful flower you have ever seen.
2. You stop and look at the beautiful flower and then you pick it with your right hand.
3. Then you smell the flower, with a deepest and longest sniff you can. (demonstrate/model).
4. Then imagine you have a candle in your left hand and that it is lit.
5. Now blow it out, with all your puff. (demonstrate/model).
6. Now we are going to repeat these in turn. – Smell the flower, the blow out the candle.

(Repeat at least 2x)

## Activity #2: Breathing and Counting

1. Take a deep breathe in slowly – from your tummy.
2. Count to 10 silently.
3. Breath out slowly.

(Repeat at least 2x)

## Activity #3: Body Tense and Release

Take one minute to sit silently.

Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out. Contract your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.

Sit silently for 30 seconds, or as long as they are comfortable. Now bring your attention back to the class. Wiggle your fingers and your toes. Make small circles with your wrists. Stretch your arms up to the sky and then shake them out. If your eyes are closed, slowly, gently open them.

## Activity #4: Silence & Positive Intention

Before you begin this activity, you will need to identify a daily intention. This can be a short saying that you repeat to yourself throughout the day for encouragement or motivation. Example: I am going to be joyful today. OR breathe in the peace, breathe out the stress.

Sit tall in your seats and stretch your neck out above you. State your daily intention. Repeat the daily intention one or two more times. Ask yourself, “What does today’s “Daily Intention” mean to you?”

Now take one minute to sit silently.

Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If it is comfortable, you can close your eyes and think about the daily intention.

## Activity #5: Thankfulness

When we are facing challenges and finding things difficult it is easy for our minds and feelings to become focused on what is wrong and all the negatives. Thankfulness helps us train our mind and emotions to remember and focus on the positives. There are always things to be thankful for – e.g. that we are alive, that this virus will end/pass, that we have family and friends who love us, that we know about the virus and can do things to protect ourselves, that we can spend more time as a family and building relationships, the warmth of sunshine, beauty of trees/birds etc.

Each day (morning and evening- or more frequently) list at least 10 things you are thankful for. Remind yourself of the wonderful things that can be easy to forget at a time of crisis.

# REFERENCES

UNICEF COVID19 Guidance :

[https://www.unicef.org/media/66216/file/Key%20Messages%20and%20Actions%20for%20COVID-19%20Prevention%20and%20Control%20in%20Schools\\_March%202020.pdf](https://www.unicef.org/media/66216/file/Key%20Messages%20and%20Actions%20for%20COVID-19%20Prevention%20and%20Control%20in%20Schools_March%202020.pdf)

HEART, Save the Children

Safe Schools TPD Module : Teacher Self-Regulation and Stress Management, Save the Children