

WASH + COVID-19 Facilitator Guide



Note to Facilitator:

This curriculum is designed to ensure that teachers have resources to support and evaluate instruction on COVID-19, infectious disease prevention, and strategies to reinforce safe WASH practices amongst students within school, homes, and communities.

Learning Audience: *Upper Primary*

For ***Upper Primary***, the Student Workbook is designed for students who are reading to learn. A general literacy foundation is assumed, such that most of the learning content could be managed with minimal coaching and support from a teacher facilitator or learning coach at home.

Learning Audience: *Lower Primary*

For ***Lower Primary***, a basic literacy foundation is assumed. Due to the literacy skills of the student at this level, your involvement, coaching, and support is needed to facilitate this curriculum.

FACILITATOR GUIDE

The **Facilitator Guide** accompanies the content of the **Student Workbooks** with additional annotations to enrich depth of understanding

❑ CURRICULUM MAP

- overview of **learning objectives**
- **content area vocabulary**
- **social emotional** learning themes

❑ GLOSSARY/CONTENT AREA VOCABULARY

- **Vocabulary Detective** – learning activity for each lesson to reinforce student engagement with text and enrich critical reading skills

❑ FACILITATOR GUIDE SUPPORT

- snap shot at the start of each lesson with an overview of:
 - *learning objectives*
 - *vocabulary*
 - *suggested implementation time*
 - *student checks for understanding*
- scripted responses
- answer key to student workbook
- checks for understanding

❑ EXTENSION LEARNING ACTIVITIES **for in-person/instructor-led*

❑ STUDENT ASSESSMENT AND TEACHER CHECKLIST (SELF-EVALUATION)

Due to uncertainty of instructional delivery worldwide (ie. remote, online, blended, to face-to-face) content is scripted in a parallel format, such that students have access to **self-paced** study with the support of a learning coach at home.

***Lower Primary students do not have the literacy foundation for self-paced.**

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LEARNING GOALS OF CURRICULUM

REINFORCE AND DEFINE:

Healthy practices of WASH

- Water and Hygiene
 - Know where to find safe drinking water sources
 - Washing hands with soap and water
- Sanitation through:
 - Environmental cleaning
 - Waste management
 - Body waste management

COVID-19 Safety Measures:

- Physical Distancing
- Handwashing
- Cleaning and Disinfecting
- Hygiene Etiquette
 - Wearing a Mask
 - Coughing/Sneezing into the Elbow

Lesson	Objectives	Essential Question	Vocabulary
Lesson 1: Sickness, Infection, Detection, Prevention			
1	Identify at least three symptoms of feeling sick	What can you do to protect yourself from germ infections and keep your body safe and healthy?	symptom, sickness
1	Identify an adult to go to when feeling sick		infectious
1	Express safe ways to show empathy for others who are sick	<i>Develop empathy for those who are sick.</i>	infection
1	Practice the 5 steps to proper handwashing: Wet hands - Use Soap - Scrub - Rinse - Dry		germ(s)
1	Determine when it is important to WASH your hands.		microscope(s)
			hygiene
Lesson 2: Pandemic Times: COVID-19 - Our Current Germ Story			
2	Develop understanding of the history of COVID-19.	What are some precautions that you are taking to stay healthy during the COVID-19 pandemic?	diagnose
2	Sort the meaning/naming of COVID-19 broken down: Co- Corona (crown)/VI- Virus/D-Disease/first detected 2019		COVID19
2	Reflect on precautions taken because of the COVID-19 pandemic -from: self/friends/family/community to stop community spread	<i>Feel empowered to stay safe and healthy during the pandemic</i>	pandemic
2	Understand that COVID-19 can be spread asymptotomatically, and the symptoms associated with COVID-19		asymptomatic
2	Reflect on symptoms of feeling sick and connect these common symptoms to the array of symptoms of COVID-19		precaution(s)
2	Understand that the only way to determine whether someone has or had COVID-19 is through a diagnostic test and reflect on personal medical history.		diagnostic test
			diagnosis
Lesson 3: Ways to Keep COVID-19 Away			
3	Reflect on changes and feelings on account of the COVID-19 pandemic.	What are some precautions that you are taking to stay healthy during the COVID-19 pandemic?	physical distance
3	Develop depth of understanding of COVID-19 precautions from public health recommendations when feeling healthy and when feeling sick.		mask
	Define physical distancing in application to public	<i>Feel empowered to stay safe</i>	

3	spaces and people who are not in immediate household.	<i>and healthy during the pandemic</i>	
3	Determine when it is necessary to wear a mask (anytime in public spaces and with others who do not live in your home)		
3	Reflect on ways to keep different environments clean: school, home, community (with supervision of teacher/adult) and understand what disinfectants are used for.		
3	Reflect on ways to keep different environments clean: school, home, community		
	Review the steps for handwashing and hygiene practices		
	Create a handwashing schedule of at least four different time of day to wash hands for good hygiene.		
Lesson 4: Stop the Spread and Sanitize			
4	Distinguish between cleaning and disinfecting and identify best practices for both for environmental cleaning.	How do you practice sanitization in connection to: environmental cleaning, waste management, and bodily waste to reduce the spread of infectious germs?	sanitation
4	Identify what problems are when waste is not properly disposed of. (ie. <i>hurting nature; spreading germs; looking dirty</i>)		cleaning
4	Define how/where to get rid of waste in home, school, and community.	<i>Be proactive in helping keep your home, school, and community clean!</i>	disinfecting
4	Understand that body waste comes out of our bodies in the form of pee (urine) or poo (excreta)		waste
4	Be familiar with the locations of latrines/toilets for body waste removal in home, school, community.		body waste
4	Reflect on the process for body waste removal and the importance of always washing hands (5 step process) following for hygiene.		
Lesson 5: Water for Health and Hygiene			
5	Distinguish between drinkable safe water and non-drinkable water	How do you stay healthy and stop the spread of infectious diseases?	drinking water
5	Identify where sources for drinking water are within the community		non-potable water
5		Be proactive in helping stop the spread of germs!	waterborne disease

Lesson 6: <i>Plan to Heal the World from COVID-19</i>			
6	Understand what a vaccine is and the ways that a vaccine can be administered.	How do our communities and our globe heal from COVID-19?	
6	Reflect on the purpose of vaccines and define immunity.	Look forward to the future and what you can do now and in the future to stop COVID-19!	

WASH = Water, Sanitation and Hygiene

Help stop the spread of infectious disease and keep yourself, school, home, and community clean!

Safe WASH practices can reduce the spread of infectious germs.

WA – Water – The practice of drinking safe water knowing where to find drinking water sources

S – Sanitation – The practice of keeping our environment clean, safe disposal of body waste (use of latrines or toilets) and responsible waste management

H – Hygiene – The practice of keeping our hands and bodies clean, germ-free, and healthy

Let's work to share these practices by learning and teaching them to others.

Lesson 1: Sickness, Infection, Detection, Prevention

Learning Objectives:



- Identify at least three symptoms of feeling sick
- Identify an adult to go to when feeling sick
- Express safe ways to show empathy for others who are sick
- Practice the 5 steps to proper handwashing: Wet hands - Use Soap - Scrub - Rinse – Dry
- Determine when it is important to WASH your hands

Essential Question/Social Emotional Learning:

What can you do to protect yourself from germ infections and keep your body safe and healthy?

Develop empathy for those who are sick.

Instructional Delivery Time: 30-45 minutes
**Recommended range to include bridge for discussion*



Vocabulary

Term	Pronunciation	Definition
germ(s)	/jərm/	part of our environment and everything that we touch and see. Bad germs in our environment can cause virus and disease.
hygiene	/'hī,jēn/	ways to stay healthy and prevent diseases, especially through cleanliness
infection	/in'fekSH(ə)n/	when germs get in your body and make you unhealthy
infectious	/in'fekSHəs/	when someone or something can cause a living thing (people, animals, plants) to become sick by sharing germs
microscope(s)	/'mīkrə,skōp/	tools used to help see very small objects that may be difficult or even impossible for the human eye to see
symptom	/'sim(p)təm/	a sign that something might be wrong, especially with our health ex. fever, nausea, headache



Checks for Understanding:

- Draw or list at least three **symptoms** that you have experienced when feeling sick at some point in your past.
- What are some safe ways that you can show love and support for others when they are sick to help them feel better? **Draw or write about what you do to help others when they are not feeling well in the box below.**
- Who do you go to when you are not feeling well?

4. Teach others the **Five Steps to Handwashing Process** for good hand **hygiene** by making a poster in the space below.
5. When is it important to WASH your hands?
6. **Vocabulary Detective – Vocabulary in Context exercises – refer**

Extension: Create a get-well card for someone who is ill in the community

Supplemental Resources:

Mark your calendar, October 15th [is Global Handwashing Day!](#)

Teacher Note: Depending on School Calendar/curriculum rollout – Make this a BIG DAY within your school community with a WASH focus on Handwashing and Hand Hygiene throughout the day.

Lesson 1: Sickness, Infection, Detection, Prevention

VOCABULARY DETECTIVE

You are tasked with finding the following vocabulary words as you read Lesson 1.

Circle the word as you find them

Underline the definition and context clues that help with the word's meaning

Vocabulary Word	Pronunciation
Asymptomatic	/ˌæsɪm(p)təˈmædɪk/
germ(s)	/jərm/
hygiene	/ˈhiːjēn/
infection	/ɪnˈfɛkʃ(ə)n/
infectious	/ɪnˈfɛkʃəs/
microscope(s)	/ˈmɪkrəˌskɒp/
symptom	/ˈsɪm(p)təm/

Fever/chills



Headache



Nausea or Throwing Up



Cough



Runny Nose



Everybody gets sick.

Our bodies let us know that we are sick when we develop **symptoms**. A **symptom** is a sign that something might be wrong, especially with our health.

Examples of **symptoms** showing that something may be wrong with our health:

Usually when we are sick our bodies do not act as they do when we are healthy. The *COVID-19 virus* has a lot of different **symptoms**. Some people who are infected with COVID-19 may not have any symptoms at all (also called **asymptomatic**).

1. Draw or list at least three **symptoms** that you have experienced when feeling sick in your past.

Nausea/vomiting/throwing up/fever/headache/fatigues/runny tummy etc.

Text-Self Learning



No one likes feeling sick. If you learn that others in your school or community are not well, let them know you hope they feel better soon. Part of getting healthy can come from the love and support of others. Healing may also come from a visit to a health professional, like a doctor or a nurse. Sometimes medicine is needed to help get back to good health.

2. What are some safe ways of showing love and support for others when they are sick, to help them feel better? **Draw or write about what you do to help others when they are not feeling well in the box below.**

- Write a get well note
- Deliver a tasty food item
- Call them by phone

ACTIVITY: If time allows, have students create get well cards for anyone they know who is not feeling well.

It is important to let an adult know when you are not feeling well and let them help you with a plan to get healthy again.

3. Who do you go to when you are not feeling well?

- Doctor
- Nurse
- Parent/guardian
- Teacher
- Trusted adult

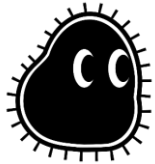
When you are sick, you may be **infectious** to others. Using WASH (Water, Sanitation, and Hygiene) helps us reduce the spread of **infection**.

What is **infection**?

An **infection** is any disease or sickness caused by *germs*.

Being **infectious** is when someone or something can cause a living thing (people, animals, plants) to become sick by sharing *germs*.

This is what *germs* might look like (under a **microscope**).



Microscopes are tools used to help see very small objects are difficult or even impossible for the human eye to see.

Why is a microscope used to study germs?

GERM FACTS

- ✓ *Germs* can be invisible to our eyes. We usually can't see germs they are so small!
- ✓ Not all *germs* are bad or *infectious*.
- ✓ *Germs* are a part of our environment and everything that we touch and see.
- ✓ We live with different kinds of *germs* every day and that is okay.
- ✓ WASH [Water, Sanitation, and Hygiene] helps stop the sharing of *infectious germs*.

Scientists use special equipment, like **microscopes** to help see and study **germs** and other tiny things in our environment.

What can you do to protect yourself from *infectious germs* and keep your body safe and healthy?

We will explore this question.

For starters, one thing you can do is. . . **WASH your hands!**

Handwashing helps get rid of *infectious germs* and helps keep our bodies and others healthy!

To help make sure you are handwashing correctly follow these five steps:

Step 1: Wet hands with running water

Step 2: Apply enough **soap** to cover wet hands

Step 3: Scrub all surfaces of the hands – including back of hands, between fingers and under nails – *for at least 20 seconds*.

Step 4: Rinse thoroughly with running water

Step 5: Dry hands with a clean cloth or single-use towel

Steps to wash your hands with soap



unicef  for every child

image source: <https://www.unicef.org/sudan/coronavirus-disease-covid-19-information-centre>

Handwashing is a practice of good **hygiene**.

Hygiene means: ways to stay healthy and prevent diseases, especially through cleanliness and using soap and running water.

Teach others the **Five Steps to Handwashing Process** for good hand **hygiene** by making a poster in the space below.

Teacher Note: Encourage students to draw the steps of the handwashing process. Then hang the posters around the classroom and at handwashing stations as helpful reminders.

Mark your calendar, October 15th [is Global Handwashing Day!](#)

Teacher Note: Depending on School Calendar/curriculum rollout – Make this a BIG DAY within your school community with a WASH focus on Handwashing and Hand Hygiene throughout the day.

KNOWLEDGE CHECK: When is it important to WASH your hands?

(Circle the correct response for each statement below.)

1 Before and after I eat something	Yes	No
2 When I see dirt on my hands	Yes	No
3 After I go to the toilet / latrine	Yes	No
4 After I sneeze, cough, or blow my nose	Yes	No
5 After playing outside	Yes	No
6 After touching pets and/or animals	Yes	No
7 After leaving a public place	Yes	No
8 Before touching my face	Yes	No

Discuss the questions above with an adult.

ANSWER KEY: 1 YES 2 YES 3 YES 4 YES 5 YES 6 YES 7 YES 8 YES

Did you notice a pattern? The answer is YES for everything. Washing hands with soap and water is always a healthy habit. Handwashing is especially important to practice when:

- Your hands look dirty
- Before and after you eat
- After using the bathroom

VOCABULARY DETECTIVE:

Solve for each vocabulary riddle with your Lesson 1 Vocabulary Word Bank

germ hygiene infection microscope symptom

1. An **infection** [FENCIITON] is caused by the spread of germs. It can cause a _____ [YMMOSTP], such as a stomachache.
2. By practicing healthy daily habits such as handwashing, and keeping clean, you are showing good **hygiene** [EINGHYE].
4. **Germ**s [MESRG] are part of your environment and live on everything that you touch and see. They can be infectious and can cause viruses to spread.
5. I am a tool used by scientists to study germs and other teeny tiny things that may be difficult for the human eye to see. I am called a **microscope** . [OEMPIROCS]

Read on to learn more about ways to stay healthy and keep the *infectious* sickness causing *germs* away!

Lesson 2: Pandemic Times: COVID-19 Our Current Germ Story

Learning Objectives:



Develop understanding of the history of COVID-19.
Sort through the meaning/naming of COVID-19 broken down: Co- Corona (crown)/VI- Virus/D-Disease/ first detected 2019

Reflect on precautions taken because of the COVID-19 pandemic -from: self/friends/family/community.
Understand that COVID-19 can be spread asymptotically and the symptoms associated with COVID-19
Reflect on symptoms of feeling sick and connect these common symptoms to the array of symptoms of COVID-19

Understand that the only way to determine whether someone has or had COVID-19 is through a diagnostic test and reflect on personal medical history

Essential Question/Social Emotional Learning:

What are precautions that you are taking to stay healthy during the COVID-19 pandemic?

Feel empowered to stay safe and healthy during the pandemic

Instructional Delivery Time: 30-45 minutes *Recommended range to include bridge for discussion



Vocabulary

Term	Pronunciation	Definition
asymptomatic	/,āsim(p)tə'madik/	showing no symptoms
COVID-19	/,kōvid,nīn'tēn/	Coronaviruses are a large family of viruses which may cause illness in animals and humans. "CO" stands for corona, "VI" for virus, and "D" for disease. Corona means "crown." The sticky "crowns" of the germ are what make the coronavirus unique and what help the virus stick to healthy cells inside the body. And the D is for disease. It was originally identified in China in 2019 and became pandemic in 2020.
diagnose	/,dīæg'nōs/	to identify a sickness/disease by signs and <i>symptoms</i>
diagnosis	/,dīæg'nōsəs/	to identify a sickness/disease by signs and symptoms
diagnostic test	/,dīæg'nästik test/	a test to determine whether someone has a virus (is positive +) or does not have a virus (is negative -)
pandemic	/pan'demik/	a sickness or disease that is widespread – covering a whole country, continent, or the world

precaution(s) /prə'kôSH(ə)n/

doing something in advance to keep something dangerous, unpleasant, or inconvenient from happening – in the case of COVID-19 – steps that you take to stop the spread of the virus and protect yourself, friends, and family from getting sick.



Check for Understanding:

Draw a line connecting the word parts to their origin to break down the word parts of COVID-19

Circle at least five of the “corona” crown spokes on the microscopic, enlarged germ cell below.

*What are some of the COVID-19 pandemic **precautions** that you are taking to keep yourself, your friends, your family, and your community healthy?*

Discussion Questions:

- *Have you taken a diagnostic test for a sickness?*
- *Have you taken a diagnostic test for COVID-19?*
- *Do you know what kind of diagnostic test you have had?*

Vocabulary Detective: Crossword

Supplemental Resources:

Lesson 2: Pandemic Times: COVID-19 Our Current Germ Story

VOCABULARY DETECTIVE

You are tasked with finding the following vocabulary words as you read Lesson 2.

Circle the word as you find them

Underline the definition and context clues that help with the word's meaning

Vocabulary Word	Pronunciation
asymptomatic	/,āsim(p)tə'madik/
COVID-19	/,kōvid,nīn'tēn/
diagnose	/,dīæg'nōs/
diagnosis	/,dīæg'nōsəs/
diagnostic test	/,dīæg'nästik test/
pandemic	/pan'demik/
precaution(s)	/prə'kôSH(ə)n/

South America, Africa, and Australia. Because this *germ* has spread all over the world, we entered a *pandemic*. The sickness/disease caused by this *germ* was named **COVID-19**. The 19 coming from the year 2019, when the *germ* was first *detected*.

Pandemic: a sickness or disease that is widespread – covering a whole country, continent, or the world

COVID-19 is a disease caused by a type of *coronavirus*. Coronaviruses are a family of viruses that exist in many different forms in both humans and animals. “CO” stands for corona, “VI” for virus, and “D” for disease. Corona means “crown.” The sticky “crowns” of the *germ* are what make the coronavirus unique and what help the virus stick to healthy cells inside the body.

In December of 2019, a highly *infectious* and bad *germ* was discovered in the city of *Wuhan, China*. It quickly spread from person to person and thousands of people in the city sick. Some people got very sick and did not get better and other people hardly felt sick at all. The *symptoms* of the sickness were difficult for scientists to study and *diagnose* because not everyone was feeling this sickness in the same way.

Diagnose: to identify a sickness/disease by signs and *symptoms*

At first the *germ* was only in the continent Asia, but by March of 2020 the *germ* spread to Europe, North America,



Draw a line connecting the word parts to their origin.

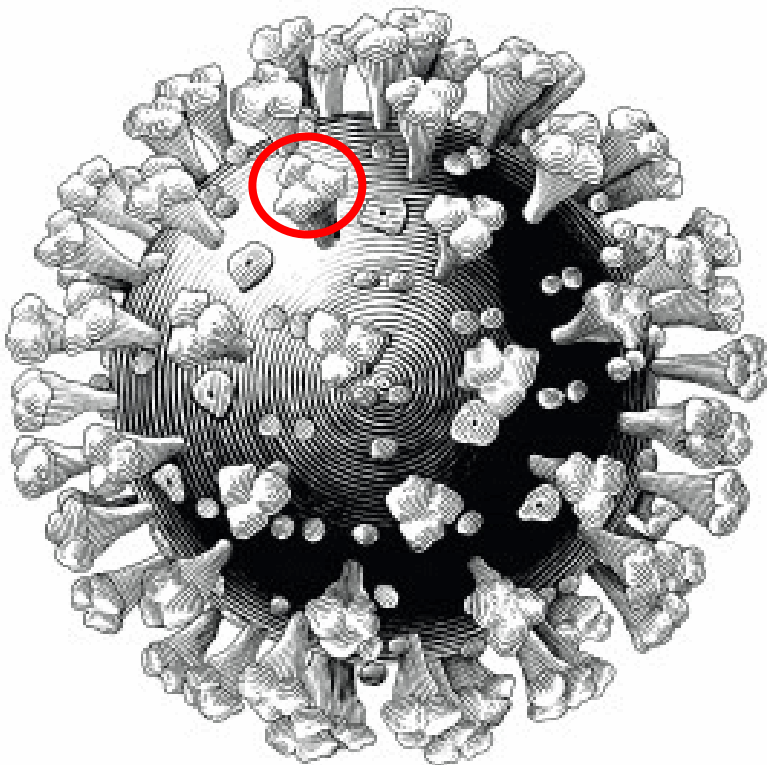
CO		2019 – disease first detected in December of 2019
VI		Disease
D		Corona or Crown
19		Virus

Below is a microscopic illustration of what the COVID-19 germ cell looks like.

Do you see the spokes that are coming off of the cell?

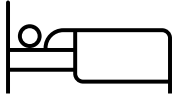
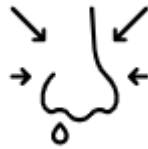
This is the Corona – or Crown looking part of the germ and where all coronaviruses get their name.

Circle at least five of the “corona” crown spokes on the microscopic, enlarged germ cell below.



COVID-19 SYMPTOMS

These *symptoms* may appear from two days to two weeks after *infection* and occur on a scale of *mild* (not feeling sick at all) to *severe* (requiring hospitalization and or medical care).

Fever/chills 	Cough 	Shortness of breath/Difficulty breathing 
Fatigue 	Body aches 	Headache 
New loss of taste 	Sore Throat 	Runny Nose 
Nausea or Throwing Up 	Diarrhea 	Loss of smell 

Circle all the *symptoms* above which you have felt when sick.

Maybe you circled all the **symptoms**. These are common symptoms to most all viruses after all.

Everyone gets sick and everyone has experienced at least one of the symptoms from the chart above.

Having one of the symptoms from this chart does mean that you had COVID-19.

One of the weirdest things about COVID-19 is that *some people do not feel any symptoms of being sick at all*. They are **asymptomatic**. Even though an **asymptomatic** person does not feel any **symptoms** they may still be **infectious** to others. This is why people are asked to take **precautions** while public health professionals and countries around the globe are working to find ways to end the **COVID-19 pandemic**.

Precaution: doing something to keep a dangerous, unpleasant, or inconvenient thing from happening. In the case of COVID-19, precautions are steps that you take to stop the spread of the virus and protect yourself, friends, and family from getting sick.

What are some of the COVID-19 pandemic **precautions** that you are taking to keep yourself, your friends, your family, and your community healthy?

My Self 	ANSWERS WILL VARY FROM ONE INDIVIDUAL RESPONSE TO ANOTHER
My Friends 	
My Family 	
My Community 	

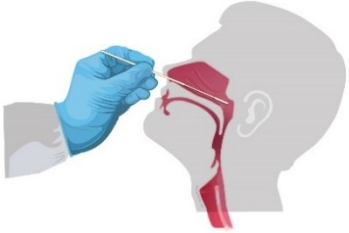
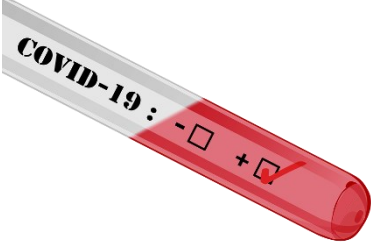
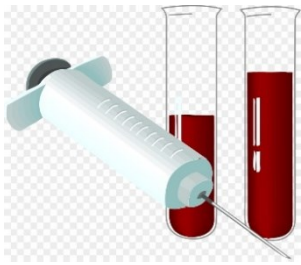
Talk about this with an adult/teacher.

The way to *detect* or identify **COVID-19** is through **diagnosis** by a medical test approved by a public health agency.

Diagnosis: identify if someone has a virus or not and determine the virus type

Diagnostic test: a test to determine whether someone has a virus (is positive +) or does not have a virus (is negative -)

To diagnose whether a person has or had COVID-19 there are three types of diagnostic tests.

Antigen	 [SOURCE: https://www.cdc.gov/coronavirus/2019-ncov/lab/guidelines-clinical-specimens.html]	An antigen COVID -19 diagnostic test tells you if you are sick. Positive – means you have COVID-19 This test is done through a nose swab and can give quick diagnosis.
Molecular	 [SOURCE: https://innovationorigins.com/in-new-twist-quick-saliva-test-can-help-fight-against-covid-19/]	A molecular COVID-19 diagnostic test tells you if you are sick. Positive – means you have COVID-19 RT-PCR (Polymerase Chain Reaction) is a type of molecular test. This test is done as a nose swab or saliva (spitting into a tube) test.
Antibody Test		An antibody diagnostic test checks to see if you were infected with COVID-19 in the past. This is a blood test. This test does not show if you currently have COVID-19.

Have you taken a diagnostic test for a sickness? Have you taken a diagnostic test for COVID-19? Do you know what kind of diagnostic test you have had?

VOCABULARY DETECTIVE:

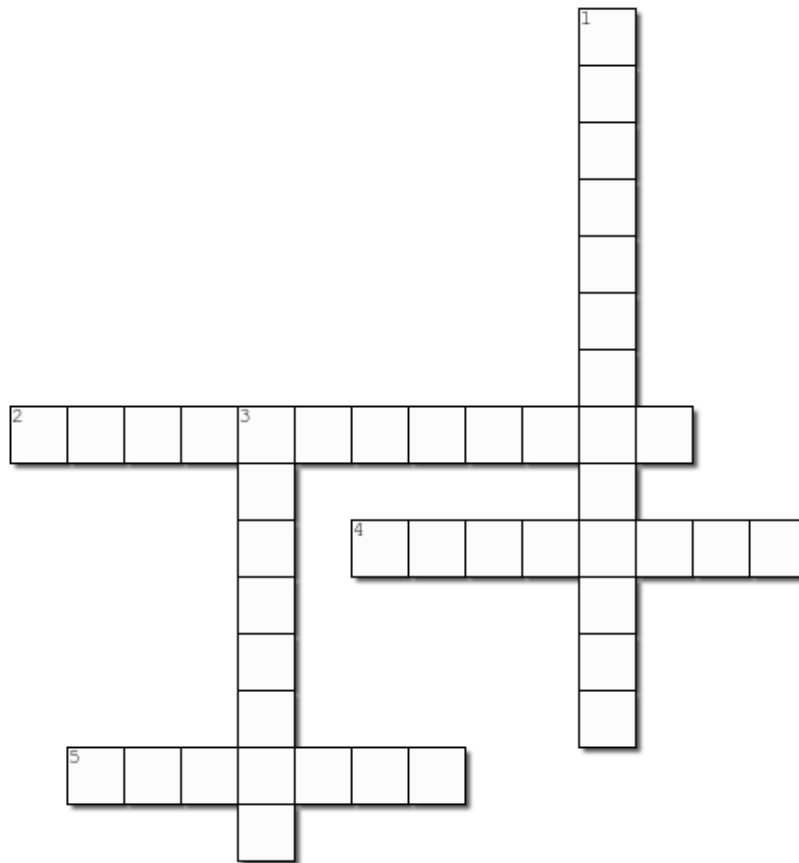
Solve for each vocabulary riddle with your Lesson 2 Vocabulary Word Bank

asymptomatic**COVID-19****diagnose****pandemic****precautions**

Name: _____

Lesson 2: Pandemic Times

Complete the crossword puzzle below



Created using the Crossword Maker on TheTeachersCorner.net

Horizontal

- 2. showing no symptoms
- 4. to identify a sickness/disease by signs and symptoms
- 5. a type of coronavirus first identified in the year 2019 that led to a worldwide pandemic

Vertical

- 1. doing something in advance to keep something dangerous, unpleasant, or inconvenient from happening
- 3. a sickness or disease that is widespread – covering a whole country, continent, or the world

Lesson 3: Ways to Keep COVID-19 Away

Learning Objectives:



Reflect on changes and feelings on account of the COVID-19 pandemic.

Develop depth of understanding of COVID-19 precautions from public health recommendations when feeling healthy and when feeling sick.

Define **physical distancing** in application to public spaces and people who are not in immediate household.

Determine when it is necessary to **wear a mask** (anytime in public spaces and with others who do not live in your home)

Reflect on ways to **keep different environments clean**: school, home, community (with supervision of teacher/adult) and understand what disinfectants are used for.

Reflect on ways to keep different **environments clean**: school, home, community

Review the steps for handwashing and hygiene practices
Create a handwashing schedule of at least four different time of day to wash hands for good hygiene

Essential Question/Social Emotional Learning:

What are precautions that you are taking to stay healthy during the COVID-19 pandemic?

Feel empowered to stay safe and healthy during the pandemic

Instructional Delivery Time: 30-45 minutes *Recommended range to include bridge for discussion



Vocabulary

Term	Pronunciation	Definition
mask	/mask/	wearing a covering over your mouth and nose to stop the spread of COVID-19 through the air
physical distance	/'fizik(ə)l/ /'distəns/	keeping space between yourself and others to stop the spread of COVID-19 through the air



Check for Understanding:

- What changes have happened in your life because of the **COVID-19 pandemic**?
- How do you feel about the changes you have made because of **COVID-19**?

- *What does physical distancing look like in the following environments? [School/Store/Outside]*
- MASK ON OR MASK OFF (Read scenarios and determine when wearing a mask should be done)
- *List or draw the surface areas/objects that you are responsible for helping keep clean in each environment. How do you practice keeping each of these environments clean? [Home/School/Community]*
- Create a handwashing schedule below with at least four different times of day that you wash your hands with soap and water for good **hygiene**.
- Where do you go to WASH your hands?
- Draw a map of where you go to WASH your hands in each of the environments below. [Home/School/Community]

Supplemental Resources/Activity for the Classroom to reinforce Physical Distancing:

Objective: Develop **physical distancing** from symbolic to concrete

Materials needed:

- Chalk
- Measuring tool – that will measure up to 2 meters (CDC recommended space for physical distancing)

Activity: Spread Your Wings



To reinforce **physical distancing**, have students measure 2 meters with their measuring tool – and create wings to show this distance/physical space.

Students use the chalk to draw wings on a wall or on the ground (if stone or concrete).

Encourage students to “spread their wings” when lining up/in the classroom/at a handwashing station – by visualizing physical distancing.

Teacher Script: Why are we practicing physical distancing at this time? Do your wings help you keep your “spread” and space from others? Try to keep your wings in check even when you may not be wearing them!

Lesson 3: Ways to Keep COVID-19 Away

The **COVID-19 pandemic** has caused people all over the world to change the way that they work, play, go to school, and most every part of daily life.



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VOCABULARY DETECTIVE

You are tasked with finding the following vocabulary words as you read Lesson 2.

Circle the word as you find them

Underline the definition and context clues that help with the word's meaning

Vocabulary Word	Pronunciation
mask	/mask/
physical distance	/'fizik(ə)l/ /'distəns/

What changes have happened in your life because of the **COVID-19 pandemic**?

How do you feel about the changes you have made because of **COVID-19**?

Public health professionals have put the following recommendations out to the world to protect our health and the health of others as best as possible.

FEELING HEALTHY - Physical distancing - Keep things clean [Sanitation and Environmental Cleaning] - Wash your hands and practice good hygiene - WASH! – Water – Sanitation and Hygiene	FEELING SICK - Get an antigen or molecular diagnostic test - Stay home - Wear a mask in public - AND IF DIAGNOSED POSITIVE FOR COVID-19: <i>Contact people you were near and let them know they should get tested!</i>
--	---

Feeling Healthy

Physical distancing



Scientists and public health professionals now know that COVID-19 spreads through the air.

The space that you maintain between yourself and others protects you and those around you from germs in the air.

What does physical distancing look like in the following environments?

School 	
Store 	
Outside 	

Talk about this with an adult/teacher.

Wear a mask in public

To limit sharing germs in the air that you breath in and out through your mouth and nose, cover your face when in public spaces.

MASK ON OR MASK OFF (Read each scenario below and circle the best choice)

1	Walking home with three friends that do not live with you after school.	Mask on	Mask off
2	Riding on a public bus with five friends who do not live with you.	Mask on	Mask off
3	Helping clean up your classroom with classmates.	Mask on	Mask off
4	Talking inside your house with your healthy family.	Mask on	Mask off
5	Walking in a grassy field by yourself	Mask on	Mask off
6	Shopping in a crowded market	Mask on	Mask off
7	Delivering a basket of food and a get-well card to a sick person	Mask on	Mask off
8	Visiting with a family member who does not live with you	Mask on	Mask off

Discuss your answers above with an adult.

ANSWER KEY: 1 Mask on (with others who are not in your home) 2 Mask on (public) 3 Mask on (public) 4 Mask off (with family that you live with) 5 Mask off (physically distanced from others – outside – alone) 6 Mask on (public) 7 Mask on (not your immediate household) 8 Mask on (not your immediate household)

Keep things clean

List or draw the surface areas/objects that you are responsible for helping keep clean in each environment. How do you practice keeping each of these environments clean?

My Home 	
My School 	
My Community 	

Wash your hands

Handwashing with soap and water helps get rid of *infectious germs* and helps keep our bodies and others healthy!

Do you remember the Five Steps for Handwashing? Write them in the spaces below:

Step 1: WET hands with running water

Step 2: Apply enough SOAP to cover wet hands

Step 3: SCRUB all surfaces of the hands – including back of hands, between fingers and under nails – for at least 20 seconds.

Step 4: RINSE thoroughly with running water

Step 5: DRY hands with a clean cloth or single-use towel



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Time of Day	Activity: What are you doing before/after handwashing?

Create a handwashing schedule below with at least four different times of day that you wash your hands with soap and water for good **hygiene**.

STUDENT ACTIVITY

Where do you go to WASH your hands?

Draw a map of where you go to WASH your hands in each of the environments below.

My Home 	
My School 	
My Community 	

Handwashing and **cleaning** are a best practice for staying healthy always!

Masks and **physical distancing** are extra **precautions** that we are taking to help protect us from getting infected with COVID-19 and protecting others from us if we have COVID-19.

If you are not feeling sick, why do all of this?

This is how we stop the spread of the COVID-19 virus.

Read on to learn more about:

- WASH [Water Sanitation and Hygiene]
- ways to stay healthy *and*
- protect yourself from the spreading of infectious germs like COVID-19.

Lesson 4: Stop the Spread and Sanitize!

Learning Objectives:



- Distinguish between cleaning and disinfecting and identify best practices for both for **environmental cleaning**.
- Identify what problems are when waste is not properly disposed of. (hurting nature/spreading germs/looking dirty)
- Define how/where to get rid of waste in home, school, and community.
- Understand that body waste comes out of our bodies in the form of pee (urine) or poo (excreta)
- Be familiar with the locations of latrines/toilets for body waste removal in home, school, community.
- Reflect on the process for body waste removal and the importance of always washing hands (5 step process) following for hygiene.

Essential Question/Social Emotional Learning:

How do you practice sanitization in connection to:

- environmental cleaning
- waste management
- bodily waste

to reduce the spread of infectious germs?

Be proactive in helping keep your home, school, and community clean!

Instructional Delivery Time: 30-45 minutes *Recommended range to include bridge for discussion



Vocabulary

body waste	/ˈbādē wāst/	Our bodies build up waste from the food we eat and the drinks we drink. This is called body waste and body waste come out in the form off pee (or urine) and poo (or excreta)
Cleaning	/ˈklēniNG/	making something free of dirt, or mess, by washing, wiping, brushing, or tidying
disinfecting	/ˌdisənˈfektɪNG/	clean something with a chemical to destroy/kill germs
sanitation	/ˌsanəˈtāSH(ə)n/	Sanitation includes the practices of:
waste	/wāst/	something that is no longer usable or serves no purpose

Waste management	/wāst 'manijmənt/	a plan for getting rid of garbage, trash, and items no longer of use or purpose
------------------	----------------------	---



Check for Understanding:

- List below at least three ways that you help keep your environment clean.
- Who is an adult that you might help with **disinfecting** your environment?
- Here is what can happen when waste is not placed into proper trash receptacles.
- **What are some problems that you see with the images above?**
- **What is your waste management plan?**
- **In the space below describe or illustrate how and where do you get rid of waste in your home, school, and community.**
- *What is your community's system for getting rid of body waste like? Where do you get rid of your pee and poo at home? At school? In your community if you are out in public?*

Making sure that **body waste** goes into a **latrine** or **toilet** is part of keeping your environment clean!

- Draw a map or describe in writing where you go to get rid of **body waste** in your home, school, and community.

Supplemental Resources:

CLASSROOM MANAGEMENT – TEACHER TIP

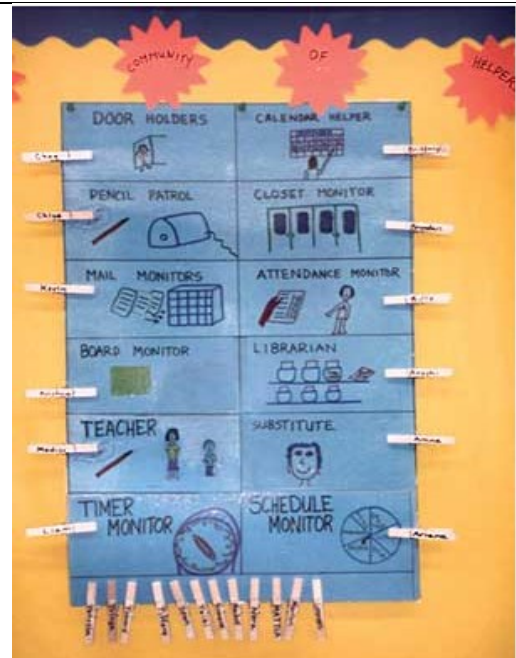
Teacher build-up to Community Helper/Classroom Jobs

*This will vary from one school community to depending on available resources

Use the chart below to help define roles and responsibilities for your Community Helpers.

This chart may be used as a classroom management tool to provide students with a structure for classroom and school cleaning.

“The best way to ensure that students take an active role in maintaining the classroom is to assign classroom jobs on a rotating basis. Classroom jobs have the added benefit of giving students important responsibilities and ownership in the classroom. Rotating a variety of jobs among students will ensure that everyone is sharing these responsibilities and will help prevent jealousy over coveted jobs. Posting the list of classroom jobs with moveable student names, as shown in the Community of Helpers board below, will clarify which student is responsible for which job.” – Soshana Wolfe, [Classroom Jobs for All Your Student Helpers](#)



TEACHER RESOURCE – COMMUNITY HELPERS

Generate this list as a class by discussing items that will help keep the school community clean, organized, and sanitary.

Examples are provided, but may not be relevant for your school. Make this process and resources relevant to your school community.

Community Helper Classroom Jobs			
Job	Duties	Student(s)	Suggested Classroom Jobs for Community Helpers • Art Helper • Board Eraser • Caboose • Cafeteria • Calendar • Class Greeter • Line Leader • Messenger • Paper Passer • Pencil Helper • Play Equipment • Table Helper • Teacher's Helper *Modify to suit your classroom needs and help assign roles and responsibilities to your students

Lesson 4: Stop the Spread and Sanitize!

VOCABULARY DETECTIVE

You are tasked with finding the following vocabulary words as you read Lesson 2.

Circle the word as you find them

Underline the definition and context clues that help with the word's meaning

Vocabulary Word	Pronunciation
body waste	/ˈbādē wāst/
cleaning	/ˈklēniNG/
disinfecting	/ˌdisənˈfektɪNG/
sanitation	/ˌsanəˈtāSH(ə)n/
waste	/wāst/
Waste management	/wāst ˈmanɪjmənt/

By practicing WASH, we are looking at ways to keep ourselves healthy and stop the spread of *infectious germs*. WASH is more than just keeping us germ-free from COVID-19 and the pandemic. WASH is a public health practice to keep ourselves and our communities clean and reduce the spread of **infectious germs** at all times!

The **S** in WASH is for **Sanitation**.

Sanitation includes many practices.

Sanitation includes the practices of:

- Keeping our environment clean
- Responsible waste management *and*
- Safe disposal of body waste (pee and poo through use of latrines/toilets)

Practicing **sanitation** helps stop the spread of **infectious germs**.



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Sanitation and Environmental Cleaning

Everything that we touch contains things we can see and things we cannot see. Some of these things are microscopic and *germs*.

Take a minute and think about all of the things you have touched recently. What are the surfaces, objects or materials that you've touched? Write down as many as you can:

To prevent infection, it is important that we **clean** and **disinfect** all the areas we come into contact with on a regular basis. You may have written some of these in space above, such as:

Classroom, dining
and library desks,
chairs and tables
Door handles and
push plates
kitchen appliances,
Utensils & cutlery
Water dispensers
Buttons on vending
machines

Toilet/ latrine
handrails
Bathroom and
bathroom sinks
Light switches and
remote controls
Sports equipment
Door and car keys

Shared telephones
Computer
keyboards
Bus and train seats

Elevator and
elevator handrails
Floors, rugs,
carpets

When we **clean**, we are tidying up our environment – be it at home, in school, or in our community.

When we **disinfect**, we are destroying **germs**. To eliminate **germs**, adults use chemicals and an alcohol solution.

As a contributing member to your school community, it is important to help out by **cleaning** (with soap and water or a dust bin) and keeping your school and home community tidy. But using chemicals to **disinfect** is not a school responsibility for students. Disinfectants, if not used properly can be harmful to your health. The use of **disinfectants** to sanitize at school is reserved for adults!

Teacher note: Point out that “clean” and “disinfect” are vocabulary words for this lesson. “Germs” was a vocabulary word from Lesson 1. Ask students if they can remember the facts they learned about “germs.” Additionally – disinfectants are not for student use in classroom school communities as they have different chemicals.

Use the list Check for Understanding below for guided discussion

CLEAN	DISINFECT
	
List below at least three ways that you help keep your environment clean. 1. 2. 3.	Who is responsible for disinfecting your school environment? Why is the use of a disinfectant not for student use? *Remember: because a disinfectant is a chemical solution, this type of sanitation is for adult use only in schools
SAMPLE STUDENT RESPONSES Wipe down desk with soap and water Pick up my things Make sure garbage/waste goes into the trash Keep materials organized	SAMPLE STUDENT RESPONSES Teacher School janitor Students are not responsible for disinfectants in the school community because disinfectants have chemicals in them and chemicals can be harmful if not used properly.

Note for teachers: Students should not be responsible for disinfecting but should be encouraged to keep their work space and school community clean. Follow your school's standard procedures for routine cleaning and disinfecting. This means daily sanitizing surfaces and objects that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones, and toys. Some schools may also require daily disinfecting these items. Standard procedures often call for disinfecting specific areas of the school, like bathrooms.

Sanitation and Waste Management

Around the world there are many ways of removing waste. **Waste** is something that is no longer usable or serves a purpose. And as it has no purpose, we need to throw it away. All communities need a way to make sure waste is removed so the learning environment can remain **clean** and **sanitized**.

We always try to limit the amount of **waste** that we produce.

Here is what can happen when waste is not placed into proper trash receptacles:



What are some problems that you see with the images above?

STUDENT RESPONSE *use the images to prompt classroom discussion on littering

- Messy
- Trash could carry germs
- Bad for the environment
- Bad for wildlife

Aside from looking messy and possibly hurting wildlife, **waste** carries different **germs**. And as we have been learning, **infectious germs** can make people sick. It is important that we all do our part, and make sure that if something is **waste**, we throw it away and practice proper **waste management**.

What are some examples of waste that you see in school?



Do you have different bins for waste collection?

Does your school have separate bins for plastic, glass, or food waste?

If so, how do you follow these rules?

***Note to Teacher:** Important time to discuss school rules and procedures here and reinforce what students should do

But most importantly: always throw away tissues used for blowing or wiping your nose, and paper/disposable face masks that you are done using!

Waste Management: a plan for getting rid of garbage, trash, and items no longer of use or serving a purpose

What is your *waste management* plan?

In the space below describe or illustrate how and where do you get rid of waste in your home, school, and community.

My Home 	IF COMPLETING IN PERSON OR OVER VILT – Use to prompt student discussion/Check for Understanding and reinforce best practice. Waste Management looks different in different places.
My School 	
My Community 	

Sanitation and Bodily Waste Removal (Latrine/Toilet Use)

Just as **waste** can build up around our school and community, our bodies build up **waste** from the food we eat and the drinks we drink. This is called **body waste** and **body waste** come out in the form off pee (or urine) and poo (or excreta). There are a lot of different names for **body waste**. When we need to get rid of **body waste**, we should use a **latrine/toilet**.

The **waste** that comes from our bodies contains **germs**. It is the stuff that our body does not need, because our body is getting rid of this extra, our body waste contains germs.

All around the world, people are responsible for making sure that their body **waste** is placed in a toilet just like trash goes into a trashcan.

Your body tells you when you need to get rid of **body waste**. And as you grow you learn to control this need. Babies do not have this control, but big kids do!

Different communities have different systems for getting rid of **body waste**.

What is your community's system for getting rid of body waste like? Where do you get rid of your pee and poo at home? At school? In your community if you are out in public?

TEACHER NOTE

Every school/system has different facilities and systems they are working with

Please reinforce best practices through student discussion here.

Making sure that **body waste** goes into a **latrine** or **toilet** is part of keeping your environment clean!

Draw a map or describe in writing where you go to get rid of **body waste** in your home, school, and community.

My Home 	IF COMPLETING IN PERSON OR OVER VILT – Use to prompt student discussion/Check for Understanding and reinforce best practice
My School 	
My Community 	

Process of Body Waste Removal

- Your body communicates you need to pee or poo (**body waste removal**)
- Follow your home/school system (let an adult know)
- Go to the latrine/toilet in your home/school/or community that is for body waste
- Privately and neatly make sure that your **body waste** goes into the hole of the latrine/toilet
- Make sure that there is no mess around the outside of the hole of the latrine
 - *If a mess happens, let an adult know and get help with a **disinfectant** to clean the environment

- After using the latrine - WASH your hands with soap and water using the:

5 Steps for Handwashing

1. WET
2. SOAP
3. SCRUB
4. RINSE
5. DRY



There are many different **infections** that can be spread through our poo. You may have heard of some of them, including cholera, dysentery, typhoid fever, polio, and hepatitis A. Diseases that spread through poo can make people very sick, and some people die from them. These diseases can also impact people's ability to work, care for their families and enjoy their lives.

By practicing good **sanitation** and **hygiene**, cleaning your environment, placing waste in trash containers, and using clean latrines, you are reducing the spread of **infection** through **germs**.

CLEAN LATRINES



Thank you for doing your part to keep yourself and your community sanitized, clean, and reducing the spread of **infectious germs**!

Lesson 5: Water for Health and Hygiene

Learning Objectives:



Distinguish between drinkable safe water and non-drinkable water
Identify where sources for drinking water are within the community

Essential Question/Social Emotional Learning:

How do you stay healthy and stop the spread of infectious diseases?

Be proactive in helping stop the spread of germs!

Instructional Delivery Time: 30-45 minutes *Recommended range to include bridge for discussion



Vocabulary

Term	Pronunciation	Definition
non-potable water	/nän 'pōdəb(ə)l wōdər, 'wädər/	water that may be used for cleaning, latrines, planting, but is not safe for drinking
safe water	/sāf wōdər, 'wädər/	Safe or potable water comes from a source that may have purified or filtered out germs and other items that may be harmful to your health
waterborne disease	/'wädərbōrn də'zēz/	sickness from non-potable drinking water



Check for Understanding:

- Draw or write about the sources for clean, safe, and drinkable water in your community.
- List at least three different ways that you use water below

Supplemental Resources:

YouTube UNICEF – [Water is everything](#) (1 min. 27 sec./French with English Subtitles) Summary: Time warp video with phrases on the importance of water and pictures of different potable water sources

#WorldWaterDay – March 22 – Annual UN Observance highlighting the importance of Fresh water

Lesson 5: Water for Health and Hygiene

VOCABULARY DETECTIVE

You are tasked with finding the following vocabulary words as you read Lesson 2.

Circle the words as you find them

Underline the definition and context clues that help with the word's meaning

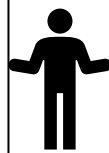
Vocabulary Word	Pronunciation
non-potable water	/nän 'pōdəb(ə)l wôdər, 'wädər/
safe water	/sāf wôdər, 'wädər/
waterborne disease	/'wädərbôrn də 'zēz/

The **WA** in **WASH** is for **water**, and water is important for so many things. Washing hands and washing surfaces. But people also need water to drink to keep their bodies hydrated.



FACT: 70 % of planet earth is made up of water

3% of earth's water is drinkable



FACT: 60% of the human body is made up of water

Every community should have a plan to provide access to **clean** safe drinkable **water** for the people within their communities. **Safe or potable water** comes from a source that may have filtered out germs and other items that may be harmful to your health. Safe and potable drinking water may come from a bottle, water pump, well, or faucet.

Your home or school may need to “treat” the water before you drink it. This means either filtering it to take away harmful germs, or adding chemicals to it to kill germs.

Make sure you know your water source has safe drinking water. WASH is in place to keep you healthy and clean!



Examples of safe drinking water sources:



Draw or write about the sources for clean, safe, and drinkable water in your community.

Non-potable water is not for drinking but may be used to clean *surfaces*, for latrines/flushing toilets, and for watering plants.

List at least three different ways that you use water below



1.



2.



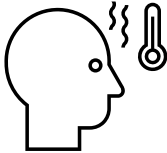
3.

What is the harm of drinking non-potable water?

Just like **germs** can be carried on surfaces, and in our poo, **germs** can also be carried in water. And non-potable water is very **germy**.

Non-potable water can make your body sick. Sickness we get from water is referred to as a **waterborne disease**.

These diseases can cause the following **symptoms**:

Fever/chills	Nausea	Diarrhea	Body aches
			

Lesson 6: Plan to Heal the World from COVID-19

Learning Objectives:



- Understand what a vaccine is and the ways that a vaccine can be administered.
- Reflect on the purpose of vaccines and define immunity.
- Learn the Polio vaccination story and the term eradicate.

Essential Question/Social Emotional Learning:

How do our communities and our globe heal from COVID-19?

Look future forward about what you can do now and the future to stop COVID-19!

Instructional Delivery Time: 30-45 minutes *Recommended range to include bridge for discussion



Vocabulary

Term	Pronunciation	Definition
eradicate	/ə'radə,kāt/	put an end to - eliminate
immune system	/i'myoon 'sistəm/	is your body's defense and protection against infections. When your immune system is working well you are protected from getting sick and infections.
immunity	/i'myoonədē/	Protection against a disease.
immunization	/,imyənə'zāSHən, ,imyənī'zāSHən/	the process of being made immune to an infectious disease, usually by the administration of a vaccine
vaccine	/vak'sēn/	a substance used to stimulate the production of antibodies and provide immunity against one or several diseases



Check for Understanding:

- Have you had any **vaccines**?
- What is the step called for putting an end to the COVID-19 worldwide pandemic?
- How do we work together as a community to end the COVID-19 pandemic?

Supplemental Resources:

Lesson 6: Plan to Heal the World from COVID-19

How do our communities and our globe heal from COVID-19?

Scientists are working harder than ever with 21st century technology to quickly put an end to COVID-19. Just like we are all in this *pandemic* together, we will need to act together to **stop the spread of germs**.

Vaccines and medicines have been developed to strengthen our **immunity** and help our bodies protect us from severe illness.

Vaccines are products like medicine that help people produce **immunity** from a specific disease, sickness, or virus.

Vaccines are usually administered in the following three ways:

Injection/shot	Mouth	Nose
		

Have you had any **vaccines**?

[Ask an adult how to know if you have had a polio vaccine and any other vaccines]

VOCABULARY DETECTIVE

You are tasked with finding the following vocabulary words as you read Lesson 6.

Circle the word as you find them

Underline the definition and context clues that help with the word's meaning

Vocabulary Word	Pronunciation
immune system	/i'myōōn 'sistəm/
immunity	/i'myōōnədē/
immunization	/,imyənə'zāSHən, imyənī'zāSHən/
vaccine	/vak'sēn/

Immune means to be protected.

The **immune system** is your body's defense and protection against **infections**. When your **immune system** is working well you are protected from getting **infections**.

Immunity is protection against a disease.

Immunization is the process of being made immune to an infectious disease, usually by the administration of a **vaccine**.

Polio and the Story of a Vaccine

In the not too distant past, an important vaccine was developed to boost **immunity** from the virus called Polio.

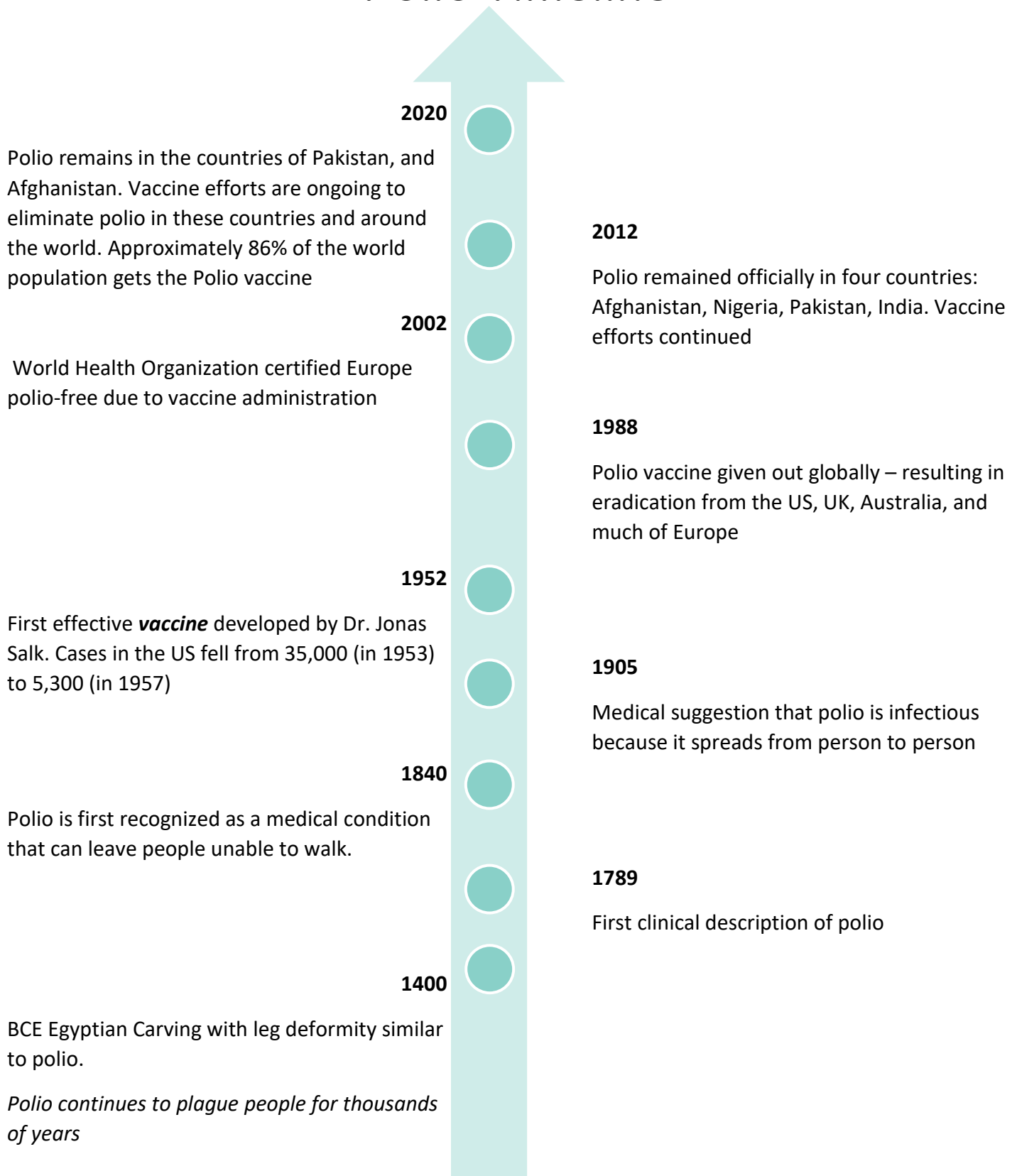
Polio is highly infectious (like COVID-19) and infected people around the world. People who were infected with Polio became so sick, that sometimes they could no longer walk, and some people did not recover at all.

As of the year 2020, Polio is not completely **eradicated** (gone or eliminated). The countries Pakistan and Afghanistan together with organizations like the CDC, WHO, and UNICEF are still working on educating/teaching people about the importance of the polio **vaccine** and how to **eradicate** polio.

Eradicate defined: put an end to – destroy

One plan for global recovery from COVID-19 is to try to **eradicate** this virus with a **vaccine** that is given to people all over the world.

Polio Timeline



COVID-19 Global Recovery Plan



From our story above on polio, you can see that it takes a long time. The COVID-19 **vaccines** that are being produced with historical quickness. The world is a big place, with a growing population of nearly 8 billion (8,000,000,000) people. By practicing WASH, we are learning more about ways to keep ourselves, our family, our friends, and our communities healthy.

It takes you!

In November of 2020, several vaccine companies announced the development of a COVID-19 **vaccine**. These companies worked with country governments and public health organizations such as the United States Center for Disease Control (CDC), the World Health Organization (WHO), and United Nations International Children's Education Fund (UNICEF) on distribution of COVID-19 **vaccines** and medicine to the world.

What is the step called for putting an end to the COVID-19 worldwide pandemic? How do we work together as a community to end the COVID-19 pandemic?

Eradicate

Physical Distance – wear masks – wash hands with soap and water - WASH

We've been learning about ways to stay healthy through our lessons. In the space below, write down all you can remember about ways to keep yourself healthy.

How safe are vaccines?

"Vaccines are the safest medicine ever developed. Vaccines are far safer than prescription or non-prescription medications, vitamins, minerals or food supplements."

- Robert M. Jacobson, MD pediatrician and vaccine researcher, Mayo Clinic Children's Center in Rochester, Minnesota, USA.

Source: <https://www.sciencenewsforstudents.org/article/covid-19-coronavirus-vaccine-kids-teens>

Teacher note: Encourage students to reflect back on what they've learned. Then go on to the final lesson for action items.

Lesson 7: Pulling it all together: Action Items for WASH and COVID-19- What can you do?

Until the COVID-19 pandemic comes to an end:	
	✓ Physical distance from those who are not living in your immediate household
	✓ Wear a mask that covers your nose and mouth when with others who are not living in your immediate household
Always	
	✓ Practice WASH daily ✓ Wash your hands with soap and water ✓ Stay healthy by drinking water from a safe source
	✓ Keep your environment clean ✓ Practice responsible waste management ✓ Practice safe disposal of body waste

You can be a leader in keeping yourself, your school, family and community healthy! Here are things you can do:

- Share all that you've learned about water, sanitation, and hygiene (WASH) with your family and friends
- Model good practices, such as sneezing or coughing into your elbow and washing your hands
- Listen to and follow instructions from your school teachers and head teachers on all matters related to COVID-19
- Remind your peers about the importance of good hand hygiene
- Be kind, please don't tease anyone about being sick.

GLOSSARY OF KEY TERMS

Lesson	Vocabulary Word	Pronunciation	Definition
2	asymptomatic	/ˌāsim(p)tə'madik/	showing no symptoms
4	body waste	/'bädē wāst/	Our bodies build up waste from the food we eat and the drinks we drink. This is called body waste and body waste come out in the form off pee (or urine) and poo (or excreta)
4	cleaning	/'klēniNG/	making something free of dirt, or mess, by washing, wiping, brushing, or tidying
2	COVID19	/ˌkōvidˌnīn'tēn/	a type of coronavirus, a family of viruses that exists in many different forms in both humans and animals. Corona means “crown.” The sticky “crowns” of the germ are what make the coronavirus unique and what help the virus stick to healthy cells inside the body. And the D is for disease. It was originally identified in China in 2019 and became pandemic in 2020.
2	diagnose diagnosis	/ˌdīæg'nōs/ /ˌdīæg'nōsəs/	to identify a sickness/disease by signs and <i>symptoms</i>
2	diagnosis	/ˌdīæg'nōsəs/	to identify a sickness/disease by signs and symptoms
2	diagnostic test	/ˌdīæg'nästik test/	a test to determine whether someone has a virus (is positive +) or does not have a virus (is negative -)
4	disinfecting	/ˌdisən'fektɪNG/	clean something with a chemical to destroy/kill germs
6	eradicate	/ə'radəˌkāt/	put an end to - eliminate
1	germ(s)	/jərm/	part of our environment and everything that we touch and see. Bad germs in our

			environment can cause virus and disease.
1	hygiene	/'hī,jēn/	ways to stay healthy and prevent diseases, especially through cleanliness
6	immune system	/'i'myōon 'sistəm/	is your body's defense and protection against infections. When your immune system is working well you are protected from getting sick and infections.
6	immunity	/'i'myōonədē/	Protection against a disease.
6	immunization	/,i'myənə'zāSHən, i'myənī'zāSHən/	the process of being made immune to an infectious disease, usually by the administration of a vaccine
1	infection	/in'fekSH(ə)n/	when germs get in your body and make you unhealthy
1	infectious	/in'fekSHəs/	when someone or something can cause a living thing (people, animals, plants) to become sick by sharing germs
3	mask	/mask/	wearing a covering over your mouth and nose to stop the spread of COVID-19 through the air
1	microscope(s)	/'mīkrə,skōp/	tools used to help see very small objects that may be difficult or even impossible for the human eye to see
5	non-potable water	/nän 'pōdəb(ə)l wōdər, 'wädər/	water that may be used for cleaning, latrines, planting, but is not safe for drinking
2	pandemic	/pan'demik/	a sickness or disease that is widespread – covering a whole country, continent, or the world
3	physical distance	/'fizik(ə)l/ /'distəns/	keeping space between yourself and others to stop the spread of COVID-19 through the air
2	precaution(s)	/prə'kōSH(ə)n/	doing something in advance to keep something dangerous, unpleasant, or inconvenient from happening – in the

			case of COVID-19 – steps that you take to stop the spread of the virus and protect yourself, friends, and family from getting sick.
5	safe water	/sāf wôdər, 'wädər/	Safe or potable water comes from a source that may have purified or filtered out germs and other items that may be harmful to your health
4	sanitation	/,sanə'tāSH(ə)n/	Sanitation includes the practices of: • Keeping our environment clean • Responsible waste management and • Safe disposal of body waste (pee and poo through use of latrines/toilets)
1	symptom	/'sim(p)təm/	a sign that something might be wrong, especially with our health ex. fever, nausea, headache
6	vaccine	/vak'sēn/	a substance used to stimulate the production of antibodies and provide immunity against one or several diseases
	WASH		UNICEF/WHO program promoting the following: Access to clean drinking water, healthy sanitation practices, good hygiene practices
4	waste	/wāst/	something that is no longer usable or serves no purpose
4	Waste management	/wāst 'manijmənt/	a plan for getting rid of garbage, trash, and items no longer of use or purpose
5	waterborne disease	/'wädərbôrn də'zēz/	sickness from non-potable drinking water

APPENDIX - ASSESSMENT

SUMMATIVE STUDENT BEHAVIOR OBSERVATION ASSESSMENT

***Please note:** statements address student observable actions and practice of WASH + COVID-19 public health behaviors (as adopted by school/community). Community practices vary, and as such, please work with this checklist for relevance and application to your school-community.

STUDENT WASH+COVID19 BEHAVIOR OBSERVATION CHECK LIST				
Target WASH Behavior	FREQUENCY			
	Consistently	Mostly	Seldom	Never
Demonstrates the proper 5-step handwashing process: (1) wet hands with running water; (2) apply enough soap to cover wet hands; (3)- Scrub all of the surfaces of the hands for at least 20 seconds; (4) rinse thoroughly with running water; (5) dry hands with clean single use towel				
Can locate handwashing stations within school community				
Practices handwashing at the appropriate times (prior to eating, after using the latrine, when hands are dirty/unhygienic)				
Implements COVID-19 precautions to stop the spread of aerosols [respiratory hygiene] (cover cough and sneeze/wearing face covering - if adopted as a community practice)				
Respects COVID-19 precautions to stop the spread by practicing physical distancing while in the school community (classroom seating, classroom movement, movement in the school community)				
Contributes to classroom cleaning and disinfecting measures - as implemented by teachers (keeps workspace tidy, and cleans and disinfects as facilitated by teacher/adult)				
Makes use of latrine/toilet at appropriate times/as needed and maintains a clean latrine when using this facility.				
Demonstrates understanding of which water sources are potable and which are not, for health maintenance.				

TEACHER IMPLEMENTATION GUIDANCE CHECKLIST

TEACHER WASH+COVID-19 CHECKLIST			
	System in Place		
	Yes	No	Developing
Promote regular hand washing through posting signage and scheduling breaks within the school day for implementation.			
Demonstrate regular hand washing and positive hygiene behaviors for students, and monitor their uptake.			
Ensure soap and safe water is available at age-appropriate hand washing stations			
Encourage frequent and thorough washing (at least 20 seconds) through clearly scheduled times - [prior to eating, after using the latrine/toilet]			
Ensure that students have access to hand washing stations or hand sanitizer in toilets, classrooms, halls, and near exits where possible			
Clean school buildings, classrooms with resources provided per school community. <i>Engaging students with cleaning support when appropriate.</i>			
Use disinfectants (per school protocol with cleaning chemicals) on high touch areas. <i>Engaging students with disinfecting support when appropriate.</i>			
Develop clear processes for students to support keeping the classroom learning environment and school community clean [Recommended Strategy - Community Helpers – job charts] .			
Implement clear processes for students to support keeping the classroom learning environment and school community clean [Recommended Strategy - Community Helpers – job charts] .			
Increase air flow and ventilation where climate allows (open windows, use air conditioning where available, etc.) - due to COVID-19 aerosol reduction			
Ensure trash is removed daily and disposed of safely - student supervision - if appropriate within your school community.			
Monitor student use of latrines/toilets as needed/scheduled to ensure facilities are sanitary and students are compliant with school norms.			

Student Assessment Question Bank

The Assessment may be implemented as a multiple choice written exam for Upper Primary Students.

For student who are developing their literacy skills, the questions may be facilitated orally and prompted for oral response.

Student Assessment Question Bank	Answer Choice Options				
	A	B	C	D	E
1. Circle the word that describes a symptom of being sick	eating	playing	running	vomiting	
2 List (state) three symptoms of feeling sick.					
3. Who do you go to if you are not feeling well?	an adult	a friend in your class	a baby brother /sister		
4. Because of COVID-19, you need to maintain physical distancing from friends and people who do not live in your home.	TRUE	FALSE			
5. What do you do when you are healthy?	eating	playing	going to school	all of the above	
6. COVID-19 is a worldwide pandemic	TRUE	FALSE			
7. Germs are everywhere and some germs cause infections.	TRUE	FALSE			
8. COVID-19 was first detected as a disease in the year 2019.	TRUE	FALSE			
9. Everyone who gets COVID-19 will have symptoms	TRUE	FALSE			
10. Circle the ways to help stop the spread of COVID-19.	Cover your cough and sneeze	Practice good hand hygiene	Wash/clean surfaces	All of the above	
11. Vaccines are developed to help stop the spread of disease. Scientists have worked hard to develop a vaccine for COVID-19.	TRUE	FALSE			
12. You know if you have been infected with COVID-19 If you have a fever and a cough.	TRUE	FALSE			
13. Identify the 5th step in the handwashing process.	dry hands	go to school	eat lunch	play	
14. When do you wash your hands?	before eating	after going to the bathroom	after touching unclean surfaces	when my hands are dirty	All of the above
15. List at least three adults in your community, who can help you if you are feeling sick. _____, _____, _____					
16. List at least three of the symptoms of COVID-19.					
17. To stop the spread of COVID-19, it is recommended to cover your cough/sneeze and to wear a face covering while in public.	TRUE	FALSE			
18. Physical distancing is dancing and holding people's hands and hugging to stop the spread of COVID-19.	TRUE	FALSE			
19. I practice physical distancing in school by _____ (finish the statement with at least one thing that you do)					
20. I show responsible waste removal habits by placing my trash/waste in the _____	Trash can	Garden	Lunch room	bus	
21. Trash or waste can spread germs when left out.	True	False			

22. Draw/illustrate or describe two different locations where you throw away trash/remove waste in your school building/classroom.					
23. I help keep my classroom and community clean by _____, _____, and _____. <i>(List at least three things that you do.)</i>					
24. If the latrine is not clean, and I do not wash my hands after using the latrine, germs could spread, and I could get very sick.	TRUE	FALSE			
25. Drinking water comes from _____ and is safe for drinking. [Fill in the blank with clean water source/potable water source – from your school/community]					
26 Immunity means _____ when a germ of an infectious disease tries to get you sick.	You stay healthy				