

2022

WiNS | WASH + COVID-19



Simcha Wolfe

Guyana – Pilot Report and Resource
Compilation

8/15/2022

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Project Summary

In response to the COVID-19 pandemic, a comprehensive curriculum was developed in collaboration with an external consultancy to reinforce Water, Sanitation, and Hygiene [WASH] and Infection Prevention Controls [IPC] for schools by UNICEF. The resources developed were piloted to 12 schools in the Coastal/Georgetown Region of Guyana with on the ground support and teacher training facilitated through Guyana's Ministry of Education (MoE) Health, Wellness, and Environmental Management [HFLE]. Student curriculum and schoolwide planning resources were implemented to a reported total of 742 Lower and Upper Primary students [362 female: 380 male] ranging in age from 4-12 years of age, as reported and validated by 24 teachers over a 2-month implementation period in the Spring of 2022. Participating school evaluation surveys averaged a 3.16 indicating positive impact, on a rating scale of 4 (indicating highly impactful) to 1 (indicating insufficient impact). These resources have been developed for continued impact and to serve as global WASH + COVID-19 tools for schools upon reopening.

Project Timeframe and Background

The Primary school curriculum resources and *Infection Prevention Control [IPC]* schoolwide planning resources piloted in Guyana were initially developed and reviewed between **July through December of 2020** in response to the worldwide outbreak of the **COVID-19 global pandemic**.

The **WASH in Schools (WinS)** resources developed focus on:

- education on the developing history of the COVID-19 pandemic
- incorporation of public health programming of WASH in schools
- IPC school personnel training and planning documents for adaptive regional contextualization

Initial public health guidance and messaging in 2020 of *stop the spread, physical/social distancing, and quarantine/isolate* continue to undergo reframing as more becomes known and COVID-19 variants evolve. An adaptive change in understanding of COVID-19 as **endemic** and impact on systems of education in Developing and Developed countries is progressing. At this time, vaccines and anti-viral treatments have been developed, with mixed global distribution, access, and impact. Public health messaging from the CDC and WHO is now framed around the following: *guidance for what to do when feeling unwell, get vaccinated, wear a properly fitted mask, ventilation, and hygiene*.



IMG Source: Guyana WhatsApp Pilot Group (2022)

Upon the **Summer/Fall 2020** development of the **Student/Facilitator Curriculum** and **IPC Schoolwide Planning & Training for Staff** resources were bundled into the **WinS | WASH + COVID-19** content package, with several unknowns for implementation:

- *Would schools be open for in-person/face-to-face learning?*
- *How long would the Student Curriculum (with COVID focus) remain relevant for continued use?*
- *What is a realistic and implementable expectation for schools in consideration of physical distancing and space in the classrooms?*
- *Was virtual/Computer-based training an alternate option for delivery of learning resources?*

UNICEF's content experts provided resources, and reviewed and approved **29 targeted learning objectives** for the **student curriculum**, which were technical in nature, and thus recommended at the time of development for **Upper Primary/Middle School**.

WinS resources were grouped into **three buckets**.

- I. **Infection Prevention Controls (IPC) – Schoolwide Planning**
 - *2 Training Decks*
 - *Schoolwide Planning Resource/Template* (print and digital training deck)
- II. **WASH + COVID-19 Curriculum**
 - **Student Workbook & Facilitator Guide (print)**
Audience For Primary School Students (recommended for Upper Primary/Middle School)
- III. **The Sangroon Kids & The Dirty Dragon | Narrative Story**
 - **Narrative Story** – *multi-versioned for differentiation by age/literacy/developmental level of the learners*
 - **Coloring Book**
 - **Facilitator Guide (print) – 2 versions (Lower Primary and Upper Primary)**
Audience For Primary School Students

The content development and review process led to a culmination of learning solutions and resource recommendations from the consultants, Virginia Watson and Simmy Wolfe:

- Student resources would carry optimal impact for students in Upper Primary School or Middle School – due to the complex nature of the WASH content.
- Student resources were designed for face-to-face instruction due to the complexity of content.
- Student resources/curriculum were developed into printed interactive workbooks.
- Teacher and schoolwide planning resources would require the lead/support of a WASH Education expert for *ongoing support* and *who is in region*.

As of **August 2022**, COVID-19 continues to disrupt all aspects of human interaction, health, and economy. Our systems of education and school wide accessibility to learning resources have detrimentally been impacted with learning loss and negative psychological welfare noted as heightened concerns for students and teachers alike. Social and emotional learning goals are incorporated into the **WASH + COVID-19** content; however, the challenges of learning loss and psychological welfare are ongoing and require additional systemwide address.

PILOT CONSIDERATIONS AND LOCATION SELECTION

Engagement Between UNICEF and the Guyana Ministry of Education (MoE)

UNICEF Officers, Alban Nouvellon and Irene Amongin, connected external consultants, Virginia Watson and Simmy Wolfe with Guyana's Ministry of Education [MoE], *Health, Wellness, and Environmental Management* Program Coordinator, Dionne Browne. Ms. Browne managed the school selection, teacher training, and implementation logistics in Guyana throughout the Spring of 2022.

With the following parameters for school/teacher selection:

- reopened for in-person learning *and*
- have access to internet/data for ongoing communications and support throughout the pilot

Ms. Browne identified 13 schools from regions 3 and 4. With a limited budget and under the supervision of Guyana's MoE, Ms. Brown coordinated multiple school staff training Pilot Sessions (**April 2022**) prior to teacher facilitation in their school communities. Throughout the duration of the pilot, Ms. Browne conducted multiple school visits across the selected schools.

Guyana Region 3 & 4 Schools: *Comenius, Cornelia Ida, Den Amstel, FE Pollard, New Diamond Grove, Patentia, Providence, Rama Krishna, South Ruimveldt, Uitvlugt Primary*

**Tucville Primary was selected however, unable to provide feedback due to connectivity issues and mudslides in the region*

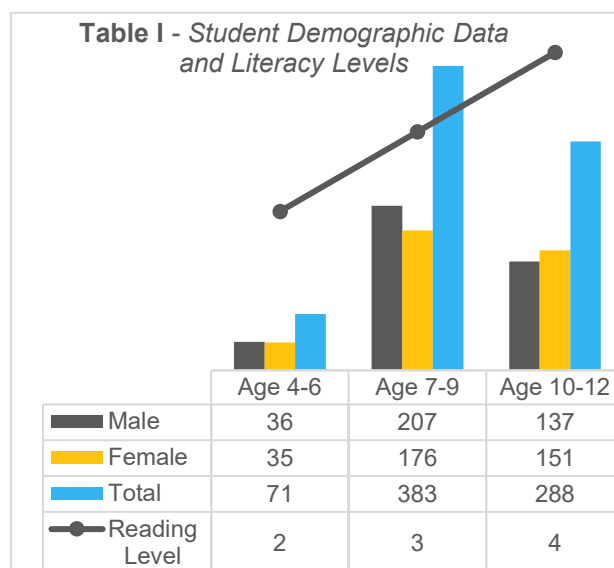
WhatsApp Teacher Communication channels were established and utilized for ongoing school support and resource sharing. These channels were “*live*” from **April through July of 2022**. Resources and training required procurement of additional funds. The distribution of packaged resources and support of a WASH subject-matter-expert in-country to manage the logistics, including: schoolwide trainings, engagement with administrators/head teachers, and implementation support were all facilitated under Ms. Browne’s lead.

Student Demographics and Literacy Levels

Teacher reporting across the reporting pilot schools, captured the following student demographic and academic literacy data: *age range of students, identified gender captured as Male or Female, and teacher determined literacy level* based upon the 5 stages framed by the **Organisation for Economic Cooperation and Development (OECD)**.

*Reading Level Captured per age group below is averaged.

Table II Reading/Literacy Stages	
Stage 1 Emergent Literacy	Beginning to understand letters and words
Stage 2 Alphabetic Fluency	Beginning to recognize words.
Stage 3 Words and Patterns	Less decoding of words and stronger ability to comprehend reading materials and writing.
Stage 4 Intermediate Reading	Reading to learn new information and writing for multiple purposes.
Stage 5 Advanced Reading	Reading as a daily tool for learning new information and the ability to write longer texts, such as essays or book reports.



“If was a great experience carrying out this program with the grade 1 pupil. However, I wished the content and the students' workbook were structured for their level of reading and writing. Nevertheless, most pupils were able to grasp the most important aspect of the curriculum.”

– Megan Greenidge, **Rama Krishna Primary**

Students identified as age 4-6/Stage 1 Literacy Level



Images Sourced from *Guyana WhatsApp Pilot Group (2022)*

PROJECT RESOURCES – RESOURCE OBJECTIVES, IMPLEMENTATION, FEEDBACK & RECOMMENDATIONS FOR FUTURE USE

I Infection Prevention Controls (IPC) – Schoolwide Staff Planning Resources

Objectives

Training Decks and Schoolwide Planning Resource/Template (print and digital training deck)

Audience: For all school personnel

Content Description:

- Provide schools with public health guidance on **IPC and**
- Empower school systems with a framework for collaborative planning, documentation, and **adaptive regional contextualization** for **IPC implementation**.

Appendix A – IPC resource access

CLASSROOM Infection Prevention and Controls DURING COVID-19
Tips for teachers to protect themselves and their students



Checklist and Planning Document

Pilot Findings & Methodology

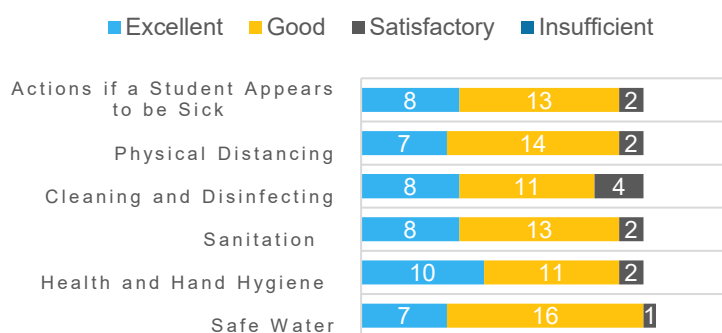
School faculty respondents were surveyed to evaluate each IPC topic (**Safe Water; Health and Hand Hygiene; Cleaning and Disinfecting; Physical Distancing; and Actions to Take for Student Illness**) and planning document on a **4 to 1** basis reflecting on their development of a school/community wide framework, regionally contextualized for implementation of IPC practices.

The overarching objective of the **Schoolwide Faculty Training Decks** and **Checklist/Planning Document** is to reinforce **UNICEF public health guidance** at the global level and collaborative schoolwide planning in the creation of a framework/template for local/regional context, adoption, and application.



Image Sourced from Guyana WhatsApp Pilot Group (2022)

TABLE III: Schoolwide Planning Resources | IPC



Twenty-three participating teachers evaluated the impact of these resources on a:

4 Excellent; 3 Good; 2 Satisfactory; 1 Insufficient scale.

Criteria and teacher reporting is captured in **Table III**.

Of note, all respondents evaluated the IPC resources as Satisfactory or higher and the number of teacher's who evaluated the

*One teacher responded to one but not all of the criteria [Safe Water].

Based upon the Coastal Region/Georgetown success and impact, Ms. Browne extended these resources for adaptive use beyond the identified pilot locations to more rural/offline areas (Regions 2, 7 and 9). She received additional funding under the auspices of the COVID –19 Accelerated Funded Project (UNICEF, Global Partnership for Education) to support resource distribution training for teachers, head teachers and ancillary staff in schools and dormitories in remote, hinterland and riverine communities of Guyana.

Nine (9) additional training sessions targeting ancillary staff, teachers, head teachers and students from the nursery, primary and secondary schools in Regions 2, 7, 9 and Georgetown in iWASH and Infectious Disease Prevention Training were conducted. Approximately 93 sweeper/ cleaners, 58 head teachers and 120 teachers were trained during the period June 23 – July 12, 2022.

Recommendations for Future Use

- Collaborative school personnel development with the print planning template over multiple teacher trainings for regional/local context, engagement, and commitment to schoolwide adoption.
- Post development of a schoolwide IPC Plan, ensure continued accessibility for all school personnel to use as a continued reference.
- Revisit the IPC Plan for ongoing training and application considerations (ie. Sick student protocols revisited, Cleaning and Disinfectant materials/brands, procurement, and stocking of soap for Hand Hygiene, etc.)

To be completed through ongoing professional development sessions and under the guidance of a WASH subject-matter-expert/public health officer

II Student Workbook & Facilitator Guide (print)

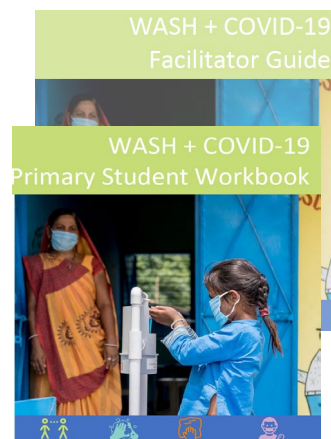
Objectives

Audience For Primary School Students (recommended for Upper Primary/Middle School)

Content Description

- Seven 30-45 minute lessons with extension activities in print workbook format with a print facilitator guide/answer key
- Lessons included reflective writing prompts, Public Health content area vocabulary, and social-emotional learning themes around the COVID-19 pandemic/impact on home and school community, how to minimize exposure, and WASH practices
- A basic literacy foundation (**Stage 3**) is recommended for this learning content, for lower primary and levels of literacy additional teacher support is required.

Appendix B - Student Curriculum & Facilitator Guide Resources



Pilot Findings & Methodology

These resources were implemented by a reported 24 classroom teachers, validating and providing insight on impact and ease of use. For implementation, 7 lessons were broken out into the following “**Essential Questions/Themes**” targeting 30-45 minutes of instructional time/lesson.



Image Sourced from Guyana WhatsApp Pilot Group (2022)

- Lesson 1: Sickness, Infection, Detection, Prevention
- Lesson 2: Pandemic Times
- Lesson 3: Ways to Keep COVID-19 Away
- Lesson 4: Stop the Spread!
- Lesson 5: Water for Health and Hygiene
- Lesson 6: Plan to Heal the World
- Lesson 7: What Can You Do?

For the pilot, teachers were asked to implement these lessons within a 4-week timeframe.

Approximately ~20% of the students that engaged with the student curriculum were identified as **Lower Primary** with **Stage 1 or 2 Reading levels** as reported by the classroom teachers. Prior to implementation and as part of the pre-teacher training, the Student Workbook was shared as a resource designed for Upper Primary Students due to the complexity of the content/learning objectives. A literacy foundation of **Stage 3** or above was recommended for optimal target pilot student learning audience. The Facilitator Guide provided recommendations for differentiation of instruction, however several teachers provided commentary that they did receive a print copy of the Facilitator Guide. As per the note on content complexity, some teacher commentary and reporting for Lower Primary stated that the content was too complex and needed differentiation, while others indicated the implementation went smoothly.

Highlights from Teacher Feedback



"Great curriculum, however, adjustments to the instructions of activities and some activities itself can be simplified to cater to the Early Childhood learners."

– Mellessa Woode, **Providence Primary**

Students identified as age 4-6/Stage Literacy Level 3

"Student workbook and facilitator guide was a great resource to use especially having pictures in side of it. The hand washing steps and having pictures to show the steps in the workbook were of great use to children. And the art aspect was great in the workbook was great"

– Twylesha Sealey, **Patentia Primary**

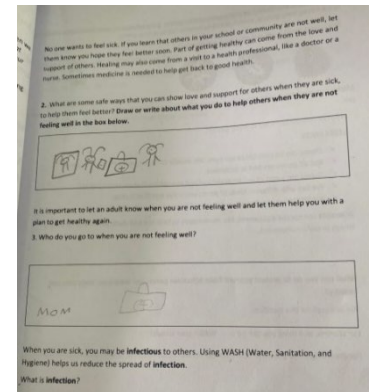
Students identified as age 4-6/Stage 2 Literacy Level



"This training program was very enjoyable and I learned a lot from it. Teaching the children the context was surprisingly fun and interactive. I think they were excited do something other than the usual subjects done in class daily. They also came with their own knowledge on many of the topics discussed which was a plus to the whole experience. "

Lottitia Crandon, **South Ruimveldt Park Primary**

Students identified as age 7-9/Stage 4 Literacy Level



Images Sourced from Guyana WhatsApp Pilot Group (2022)

Teachers surveyed on components structured into the **Student Workbook/Facilitator Guide** based on a 4 Excellent; 3 Good; 2 Satisfactory; 1 Insufficient criteria scale:

- **Curriculum Learning Objectives** 96% of respondents evaluated as Good or Excellent
- **Social and Emotional Learning** 91% of respondents evaluated as Good or Excellent
- **Student Checks for Understanding** 91% of respondents evaluated as Good or Excellent
- **Facilitator Guide** 91% of respondents evaluated as Good or Excellent

The only component that received a feedback of **1 – Insufficient** was the Facilitator Guide and this is attributed in the commentary to lack of access to the resource/print distribution issue.

"We weren't given facilitators guide." - Sorelle Boyce and Nicole Andrews-Francois, **New Diamond Grove Primary**

Recommendations for Future Use

Curriculum as a Whole

- Content revision to adapt to the **endemic phase** of COVID-19

While teachers validated the effectiveness there was feedback that this content would have been more helpful earlier on in the pandemic.

- Implementation timeframe to be adaptive and align to the school curriculum pacing calendar

Teachers requested consideration of schoolwide curriculum content planning calendars (the pilot had a finite time period, outside of the pilot the content pacing is most certainly adaptive)

Lower Primary (ages 4-6 and 7-9)

- Subject Matter Expert consideration/re-evaluation of the necessary learning objectives
- Revise/reduce the cognitive load/level of difficulty based upon the target learner developmental age

Upper Primary (ages 10-12)

- Teachers requested additional content on menstrual hygiene (of note – this was out of scope for the original framework of COVID-19 /WASH health)

III The Sangroon Kids & The Dirty Dragon | Narrative Story

Objectives

Narrative Story, Coloring Book, Facilitator Guide (print)

Audience For Primary School Students

Content Description Designed to reinforce the learning themes of the Primary School curriculum through guided discussion questions and reinforcement of core vocabulary in context.

Appendix C - Narrative Story Resources

Pilot Findings & Methodology

These resources were an add on to the student curriculum and developed to provide an imaginative and destigmatized way to process infectious disease (such as COVID-19). Initially this resource was aligned to the sections of the 7 lessons of the student curriculum, however over the duration of content build the framework for the narrative story was modified. The initial goal for these resources shifted during development due to priorities and additional components of impact added on – with the additional engagement a graphics team.

Highlighted reporting from teachers surveyed on components structured into the **Narrative Story** based on a

4 Excellent; 3 Good; 2 Satisfactory; 1 Insufficient scale:

- **Social and Emotional Learning** **96%** of respondents evaluated as Good or Excellent
- **Overall Observed Impact** **96%** of respondents evaluated as Good or Excellent

5 out of 24 Teachers or ~21% indicated that they had challenges with implementation of these resources.

Feedback summary:

"Inadequate student booklets"

"No facilitate guide"

"Use more pictures"

"Time"

"More stories available"

"Pictures/charts/diagrams"

"Resources were not enough"

"More time"

"Some of the stories were very lengthy"

Recommendations for Future Use

This component may not be necessary for additional distribution moving forward. Reduction to the amount of print resources may be helpful for capacity building amongst schools.

CONCLUSION & CONSIDERATIONS

Key takeaways for continued impact beyond Guyana are:

- IPC planning should be done collaboratively and adaptively contextualized by location/region, based upon WHO/CDC public health guidance, under dedicated supervision of a public health representative/coordinator for progress monitoring, program fidelity and guidance, and to support
- Students and teachers both need ways to adapt WASH practices in their school, home, and greater communities.
- There are long-term ongoing impacts to students, teachers, and greater communities in the social and emotional processing of the impact COVID-19 has had and continues to have as we enter an endemic phase of the pandemic.

A lot more is now known than upon the initial outbreak of COVID-19 and global pandemic declaration March of 2020. Worldwide systems of education have been disrupted and need to adjust for: learning loss, social and emotional gaps, teacher turnover, and access to learning resources due to disruption to supply chain. It is an intention that the resources developed and piloted in Guyana will be adopted for continued and global use to support and education students, teachers, and the wider community on Infection Prevention Control guidance and WASH practices as science-based practices for optimization of practice and public health.

REFERENCES & ACKNOWLEDGEMENTS

Guyana Teacher Survey Form 1 August 2022

Summary Link

https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=AiOa50rWnAkta1rbnCo54ceKZ7cWicbH&id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAAO_dQeuLZUOFpBRzNGQjZFSjBCNFpXQkFWM1Y1UVdLOC4u

UNICEF Technical Note - COVID-19 Emergency Preparedness and Response: WASH and Infection Prevention and Control Measures in Schools (PDF) 25 March 2020

<https://www.unicef.org/documents/wash-and-infection-prevention-and-control-measures-schools>

Classroom precautions during COVID-19: Tips for teachers to protect themselves and their students. 2020.

https://www.unicef.org/coronavirus/teacher-tips-classroom-precautions-covid-19?utm_source=facebook&utm_medium=organic&utm_campaign=coronavirus&fbclid=IwAR0mepGiNrHJ0RUgQY3bcWlJ8eoOrEdPNryRPdE9zRnR4BjUI25vkMA7EMs

Cleaning and hygiene tips to help keep the COVID-19 virus out of your home: From doing laundry to preparing meals — every day measures to help protect your family. 2020. <https://www.unicef.org/mena/stories/cleaning-and-hygiene-tips-help-keep-covid-19-virus-out-your-home>

Cleaning and Disinfecting Your Home: Everyday Steps and Extra Steps When Someone Is Sick

https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/disinfecting-your-home.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fcleaning-disinfection.html

Photo Credits

All images were sources from the Guyana WASH WhatsApp Teacher channels (July 2022)

Acknowledgements

Dionne Browne, *Health, Wellness and Environmental Management Coordinator*, in Guyana's Ministry of Education, for serving as the Boots on the Ground, logistics, training, and implementation management of this pilot.

Irene Amongin, UNICEF WASH Education Project Lead, for the visioning and project management throughout the majority of this process.

Michael Emerson Gnilo, UNICEF WASH Education Project Lead, for picking up project management in the last leg of the pilot, in Irene's placement in Sudan.

Virginia Watson, UNICEF Consultant, for sharing this phenomenal project with me as a sub-contractor, and then endorsing me to pick up as primary consultant for the Pilot/Implementation phase.

Additional UNICEF Representation for Pilot engagement:

Ian David Jones, Ruth Custode, Alban Nouvellon

About the Author

Simcha "Simmy" Wolfe is an experienced international education consultant and instructional designer. Her current work is focused on Corporate Learning, and had greatly valued the scope of work that led to the WASH in Schools + COVID build. She hopes to see the work carried forward from here!

APPENDIX

APPENDIX – A

INFECTION PREVENTION CONTROLS (IPC) Schoolwide Staff Planning Resources

TEACHER TRAINING

Empowering schools with resources to support learning and improve public health as the globe combats COVID-19

<https://www.unicef.org/wash>

**Water
Sanitation
Hygiene
WASH**



@UNICEF/UN0225353/Brown

**Infection
Prevention
Controls
IPC**

PILOT RESOURCES

Schoolwide resources to protect school communities from COVID-19 infection and WASH public health initiatives

Title	Infection Prevention Control (IPC) CLASSROOM Infection Prevention and Controls DURING COVID-19 Tips for teachers to protect themselves and their students INFECTION PREVENTION AND CONTROL IN SCHOOLS TOGETHER WE WON'T STOP PROTECTING CHILDREN IPC and WASH - Teacher recommendations to protect school communities from COVID-19 infection and other germs Checklist and Planning Document	WASH + COVID -19 WASH + COVID-19 Primary Student Workbook	WASH + COVID-19 Facilitator Guide
Resources	Teacher Training Deck and Planning Document - Checklist	Student Workbook and Facilitator Guide	Narrative Story, Coloring Book, and Teacher Guides
Objective	Provide school employees with guidance on preventing infection across the school community and print documentation framework for individual school/school system implementation planning.	Interactive student workbook and facilitator guide, presenting WASH public health guidance within the learning framework of understanding the implications of a pandemic and additional precautions taken globally while living through the COVID-19 pandemic.	Reinforce the learning themes of the WASH + COVID-19 curriculum through guided discussion questions and reinforcement of core vocabulary in context. This story has two versions - Upper Primary and Lower Primary - accompanied with coloring activities.
Assessment	Completion of Planning document Checklist and Schoolwide Implementation	Content area vocabulary, checks for understanding, student evaluation/quizzes, observation checklist	Comprehension/discussion questions

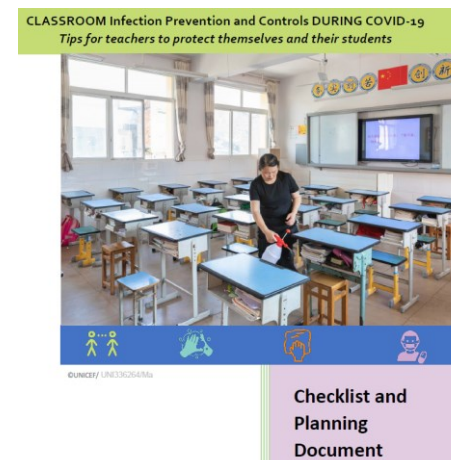
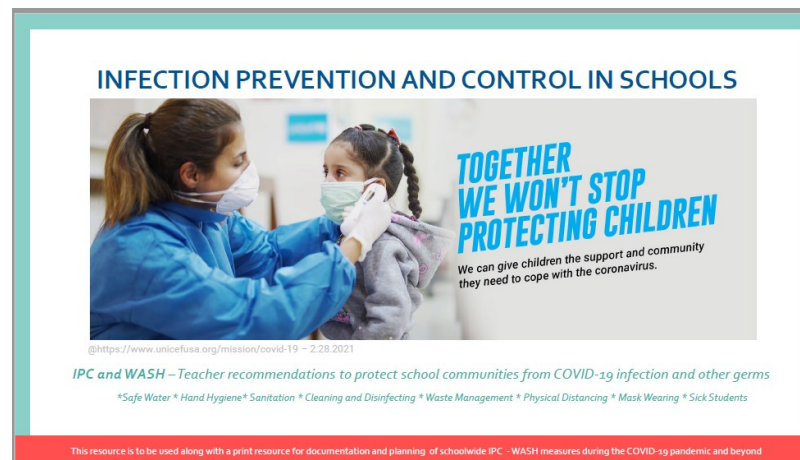
15

Infection Prevention Controls (IPC): School Guidance

School employee resources to plan and protect school communities from COVID-19 infection and additional public health initiatives

Resources to Support Teacher Professional Development for Schoolwide Public Health Planning

- School Employee Training Deck and Checklist – Planning Document for **Infection Prevention Controls (IPC)** (print and digital)
 - Self-paced training deck with best practice recommendations for IPC framed within the context of the COVID-19 pandemic and beyond
 - Provides teachers and school communities with a checklist and guided classroom/schoolwide planning resource to implement IPC specific to their unique school community



INFECTION PREVENTION AND CONTROL IN SCHOOLS

What is “WASH?”

“WASH” = Water, Sanitation and Hygiene

Safe water, toilets and good hygiene keep children alive and healthy.



WA – Water – The practice of using safe water for drinking and handwashing, and knowing where to find safe drinking water sources

S – Sanitation – The practice of keeping the environment clean, safely disposing of body waste (use of latrines) and responsible waste management

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

@UNICEF/UNI182807/Noorani

Refer to the UNICEF website for additional and digital updated information about WASH

<https://www.unicef.org/wash>

INFECTION PREVENTION AND CONTROL IN SCHOOLS

The following standard WASH practices are particularly important for preventing school-related infections, including SARS-CoV-2 (COVID-19):

- providing sufficient and safe drinking-water to students and staff
- engaging in frequent hand hygiene using appropriate techniques
- implementing regular environmental cleaning and disinfection practices
- managing excreta (feces and urine) safely
- safely managing waste produced

Infection Prevention Controls (IPC): School Guidance

School employee resources to plan and protect school communities from COVID-19 infection and additional public health initiatives

Listed below is an overview of content covered, more in depth, in the training deck and summarized in the checklist-planning document. Please review these resources. Now is a time to ask your trainer, if you have any content questions.

Safe Water	Teachers and non-teaching staff should ensure safe water is available for these three activities: 1. drinking 2. handwashing (at handwashing stations and toilets) 3. cleaning the classrooms and school grounds
Health and Hand Hygiene	Ensure the availability of hand washing stations with soap and water or hand sanitizers
Sanitation	Availability of safely managed sanitation systems – such as improved latrines or toilets connected to a septic tank or sewer lines – to further limit the risk of disease transmission.
Cleaning and Disinfecting	Cleaning defined: Cleaning works by using soap (or detergent) and water to physically <i>remove</i> germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Disinfecting defined: Disinfecting <i>kills</i> germs on surfaces or objects. To eliminate germs, chemicals and/or an alcohol solution are used. Disinfectants are poisonous and are NOT FOR STUDENT USE.

Cont.

Infection Prevention Controls (IPC): School Guidance

School employee resources to plan and protect school communities from COVID-19 infection and additional public health initiatives

Listed below is an overview of content covered, more in depth, in the training deck and summarized in the checklist-planning document. Please review these resources. Now is a time to ask your trainer, if you have any content questions.

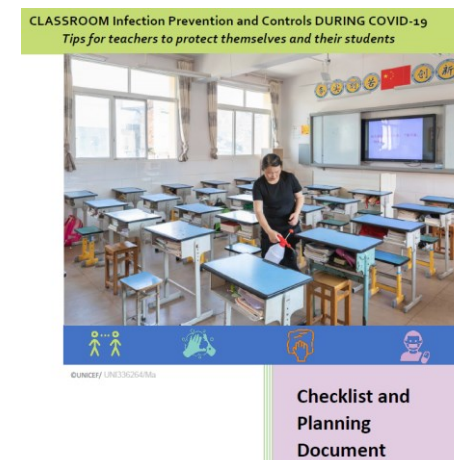
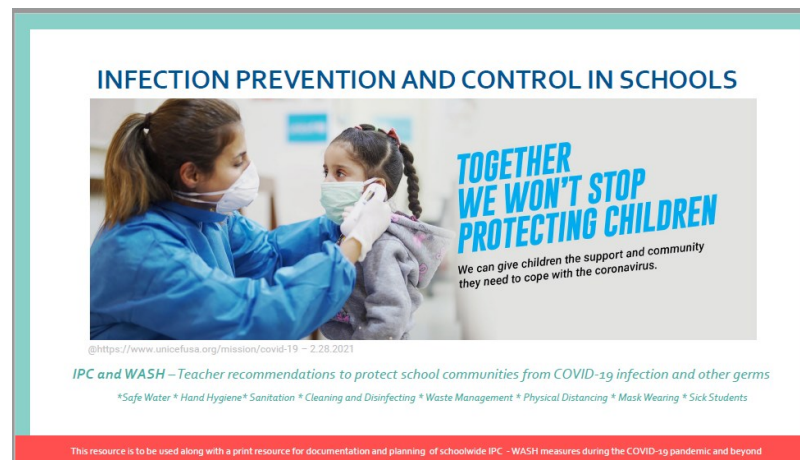
Physical Distancing	DEFINITION OF PHYSICAL DISTANCING: Due to the infectiousness of COVID-19 - this practice is part of public health guidance to reduce the spread of the virus and is defined as keeping a safe distance between yourself and other people who are not from your household in both indoor and outdoor spaces. Different public health agencies have provided varied recommendations since 2020. The World Health Organization (WHO) recommends at least 1 meter of physical distance between students. CLASSROOM APPLICATION OF PHYSICAL DISTANCING: Set classroom ground rules in accordance with the procedures established by your school's administration, as well as the protocols established by your respective country's Ministry of Health and/or local health bodies and authorities.
Student Illness	Enforce the policy of "staying at home if unwell" for students, teachers or school staff with potential COVID-19 infection and connect them with local healthcare providers for assessment, testing and care. If possible, connect with local organizations to provide home care support and ensure communication between home and school.

Infection Prevention Controls (IPC): School Guidance

School employee resources to plan and protect school communities from COVID-19 infection and additional public health initiatives

Schoolwide faculty training and collaborative planning impact

- Safe Water
- Hand Hygiene and Masking
- Sanitation
- Cleaning and Disinfecting
- Physical Distancing
- Actionable Planning for Sick Students



WASH + COVID-19: Student Workbook & Facilitator Guide

Teacher and student resources to inform and protect school communities from COVID-19 infection and WASH

Resources for Teacher Facilitation and primary school student Implementation

- Student Workbook & Facilitator Guide **WASH + COVID -19** (print)
 - 7 lessons developed with reflective writing prompts, Public Health content area vocabulary, and social-emotional learning themes around the COVID-19 pandemic/impact on home and school community
 - Each lesson should take ~30-45 minutes to implement with extension activities
 - A basic literacy foundation is needed for this learning content.
 - Upper primary students should be able to work across the reflective learning activities more independently than lower primary students

Lesson 1: Sickiness, Infection, Detection, Prevention

Lesson 2: Pandemic Times

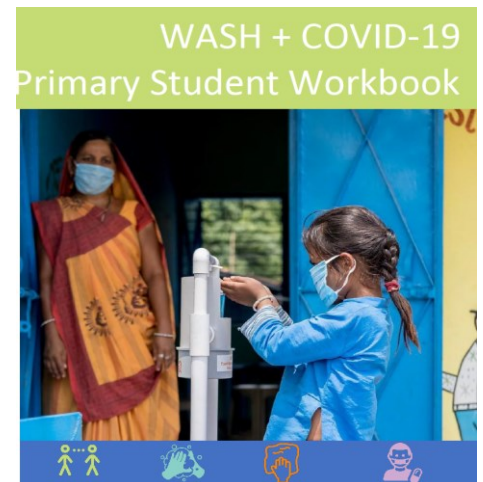
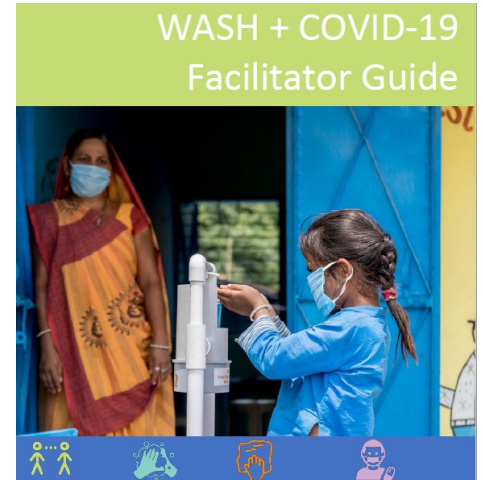
Lesson 3: Ways to Keep COVID-19 Away

Lesson 4: Stop the Spread!

Lesson 5: Water for Health and Hygiene

Lesson 6: Plan to Heal the World

Lesson 7: Action Items for WASH and COVID-19 – What Can You Do?

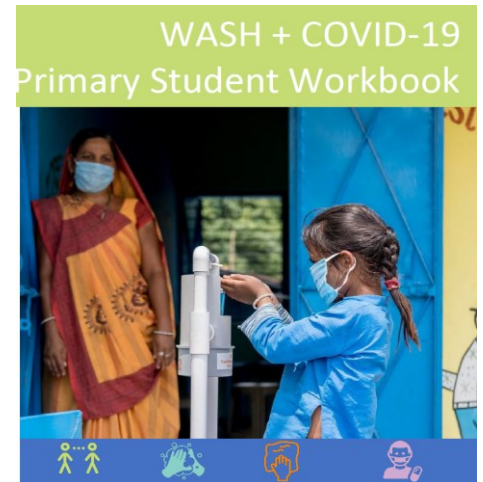
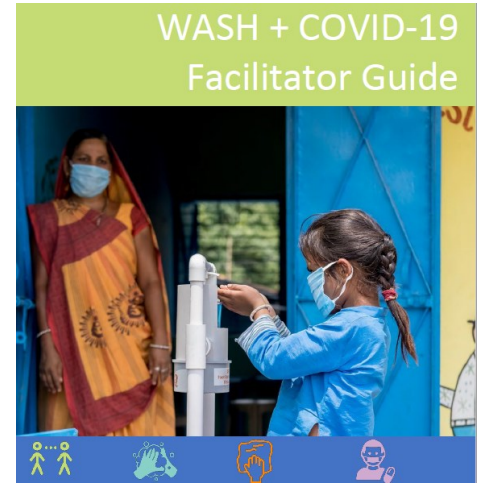


WASH + COVID-19: Student Workbook & Facilitator Guide

Teacher and student resources to inform and protect school communities from COVID-19 infection and WASH

Teacher Facilitation & Student Use Pilot Feedback:

- Learning Objectives - *alignment and supporting content*
- Essential Questions
- Social and Emotional Learning
- Vocabulary/Definitions
- Student - Checks for Understanding/Activities
- Student Evaluation
- Facilitator Guide - Lesson Snapshots



The Sangroon Kids & The Dirty Dragon: Narrative Story

Teacher and student resources to provide figurative and empathic ways to process precautions from infection disease

Resources for Student Implementation and Teacher Facilitation

- Narrative Story, Coloring Book, and Teacher Guides – **The Sangroon Kids & the Dirty Dragon** (print)

The Sangroon Kids & The Dirty Dragon is a narrative story is designed to reinforce the learning themes of the Primary School curriculum through guided discussion questions and reinforcement of core vocabulary in context.

This story has two versions - Upper Primary and Lower Primary - accompanied with coloring activities.

THE SANGROON KIDS & THE DIRTY
DRAGON



THE SANGROON KIDS & THE
DIRTY DRAGON

Coloring Book



unicef

THE SANGROON KIDS
& THE DIRTY DRAGON



Teacher Guide – "The Sangroon Kids and the Dirty Dragon"
A story to accompany the UNICEF WASH-Covid-19 student curriculum

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The Sangroon Kids & The Dirty Dragon: Narrative Story

Teacher and student resources to provide figurative and empathic ways to process precautions from infection disease



Teacher Facilitation & Student Use Pilot Feedback:

- Learner Engagement
- Social and Emotional Learning
- Overall Observed Learner Impact

PILOT RESOURCES

Schoolwide resources to protect school communities from COVID-19 infection and WASH public health initiatives

WASH + COVID -19

Student Workbook & Facilitator Guide

Teacher Facilitation & Student Use Pilot Feedback:

- Learning Objectives - *alignment and supporting content*
- Essential Questions
- Social and Emotional Learning
- Vocabulary/Definitions
- Student - Checks for Understanding/Activities
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- Facilitator Guide - Lesson Snapshots

The Sangroon Kids & the Dirty Dragon

Narrative Story, Coloring Book, and Teacher Guides



Teacher Facilitation & Student Use Pilot Feedback:

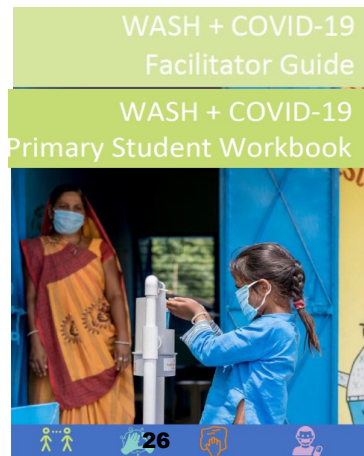
- Learner Engagement
- Social and Emotional Learning
- Overall Observed Learner Impact

Infection Prevention Control (IPC)

Teacher Training Deck and Planning Document - Checklist

Schoolwide faculty training and collaborative planning impact

- Safe Water
- Hand Hygiene and Masking
- Sanitation
- Cleaning and Disinfecting
- Physical Distancing
- Actionable Planning for Sick Students



SCAN ME
VALIDATION LINK/QR CODE



INFECTION PREVENTION AND CONTROL IN SCHOOLS



@<https://www.unicefusa.org/mission/covid-19> – 2.28.2021

IPC and WASH – Teacher recommendations to protect school communities from COVID-19 infection and other germs

**Safe Water * Hand Hygiene* Sanitation * Cleaning and Disinfecting * Waste Management * Physical Distancing * Mask Wearing * Sick Students*

INFECTION PREVENTION AND CONTROL IN SCHOOLS

**Think about the two questions you see here. Consider what you think.
Then click for answers.**

1. What is "infection prevention and control"?

Infection prevention and control are measures and activities aimed at reducing the risk of infection from viruses and bacteria. They also can stop transmission of diseases from one person to another. These measures include:

- Safe water
- Hygiene practices
- Appropriate sanitation
- Waste management
- Cleaning and disinfecting
- Physical distancing
- Staying home when feeling sick
- Sometimes wearing protective equipment, like masks

2. Why is "infection prevention and control" important in a school setting?

- Schools are places where students spend most of their time. When large groups of children come together, infections can easily be spread if not well managed, making children unhealthy.
- A healthy school environment allows children to fully attend classes, which ultimately contributes to good performance and completion of studies. For teaching and learning to take place, it is important that the environment is clean and safe.

INFECTION PREVENTION AND CONTROL IN SCHOOLS

What is “WASH?”

“WASH” = Water, Sanitation and Hygiene

Safe water, toilets and good hygiene keep children alive and healthy.



WA – Water – The practice of using safe water for drinking and handwashing, and knowing where to find safe drinking water sources

S – Sanitation – The practice of keeping the environment clean, safely disposing of body waste (use of latrines) and responsible waste management

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

@UNICEF/UNI182807/Noorani

Refer to the UNICEF website for additional and digital updated information about WASH

<https://www.unicef.org/wash>

INFECTION PREVENTION AND CONTROL IN SCHOOLS

The following standard WASH practices are particularly important for preventing school-related infections, including SARS-CoV-2 (COVID-19):

- providing sufficient and safe drinking-water to students and staff
- engaging in frequent hand hygiene using appropriate techniques
- implementing regular environmental cleaning and disinfection practices
- managing excreta (feces and urine) safely
- safely managing waste produced

INFECTION PREVENTION AND CONTROL IN SCHOOLS

Tips for teachers to protect their students and themselves from infection from COVID-19 and other infections

Click the buttons for more in-depth support on these critical infection prevention measures:



SAFE WATER



HEALTH AND HAND
HYGIENE



SANITATION



WASTE MANAGEMENT



CLEANING AND
DISINFECTING



PHYSICAL DISTANCING
AND MASK WEARING



ACTIONS: APPEARANCE
OF SICK STUDENT



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SAFE WATER

Tips for teachers to protect their students and themselves

Teachers and non-teaching staff should ensure safe water is available for these three activities:

1. drinking
2. handwashing (at handwashing stations and toilets)
3. cleaning the classrooms and school grounds

Drinking water should come from an “improved” water source including:

- Piped
- Protected well / spring (including boreholes / tubewells, protected dug wells, and protected springs)
- Rainwater catchment
- Packaged or delivered water

Handwashing water should come from an improved water source also, whenever possible (see note).



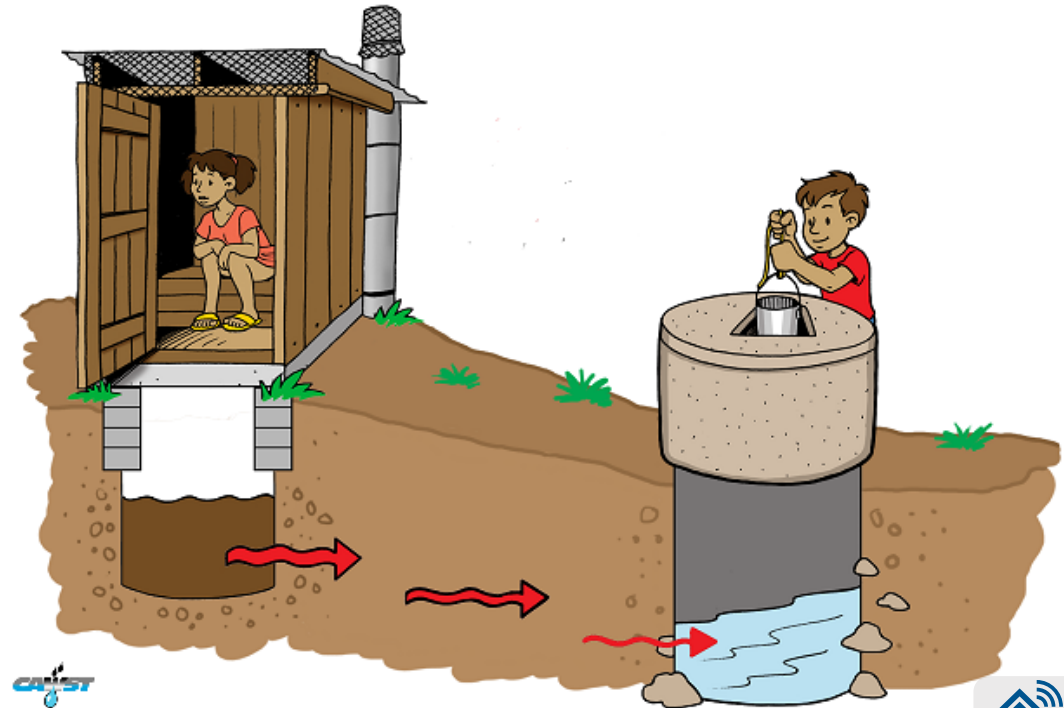
SAFE WATER

Tips for teachers to protect their students and themselves

What are the ways people can get infected through water?

- Drinking water that is contaminated with germs or sewage, whether from the source or due to poor handling
 - For example, using piped water contaminated with legionella bacteria (see note)
- Eating raw fruits or vegetables washed with contaminated water

*Do you know how sewage can get into the water supply?
Click for a picture answer.*



SAFE WATER

Tips for teachers to protect themselves and their students

In addition to protecting your water source, other measures can improve water safety. These include:

- treating water at the point of distribution, collection or consumption; and
- ensuring that treated water is safely stored in regularly cleaned and covered containers, like buckets.



**If your school was closed as part of the pandemic response, the buildings' water pipes may need to be flushed (see note).*

HEALTH AND HAND HYGIENE

Tips for teachers to protect themselves and their students



Hand hygiene is key to preventing the transmission of COVID-19 at school. Teachers play an important role in keeping everyone safe!

- Ensure the availability of hand washing stations with soap and water or hand sanitizers
- The quantity of handwashing facilities per student may vary, with the ideal being one handwashing station per classroom, and near every door of the toilet/latrine



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HEALTH AND HAND HYGIENE

Tips for teachers to protect themselves and their students



Can you explain why students, other teachers and non teaching staff should all wash their hands frequently? Click for an example explanation.

“...Sometimes, our hands get in contact with contaminated dirty surfaces....

Often, without washing, we use them to touch our faces, exposing ourselves to the risk of infection...

After using a toilet or latrine, it is important for us to thoroughly wash our hands to protect ourselves and others from the risk of getting infected from microscopic germs...

Cleaning hands at key times with soap and water is one of the most important measures we can take to prevent the spread of infections!”



(Photo Credit: [Helen Manson/USAID, via Flickr](#))



Health and Hand Hygiene

Tips for teachers to protect themselves and their students



Teach the **Five Steps for Handwashing**

1. **Wet** hands with safe, running water
2. Apply enough **soap** to cover wet hands
3. **Scrub** all surfaces of the hands – including backs of hands, between fingers and under nails – for at least 20 seconds. You can encourage students to sing a quick song at this point to make it a fun habit
4. **Rinse** thoroughly with running water
5. **Dry** hands with a clean cloth or single-use towel, or air-dry.

If there is limited access to a sink, running water or soap in the school, then use an alcohol-based **hand sanitizer**



Did you know? Cold water and warm water are equally effective at killing germs and viruses – as long as you use soap!



HEALTH AND HAND HYGIENE

Tips for teachers to protect themselves and their students

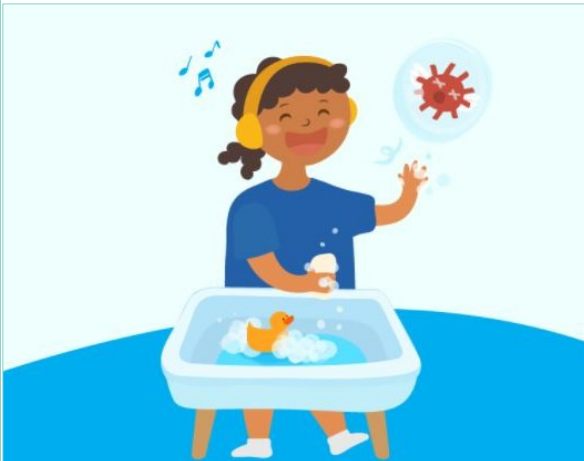


Remind or teach students and non- teaching staff when to wash hands:

- ✓ before and after eating
- ✓ coming out of toilets and bathrooms
- ✓ before and after eating
- ✓ after blowing their nose, coughing or sneezing

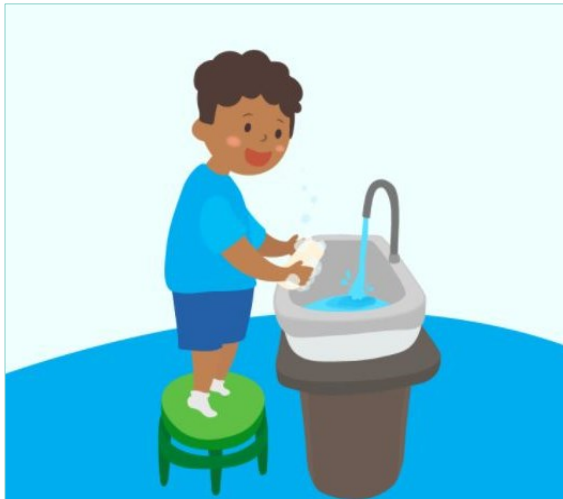
Health and Hand Hygiene

Tips for teachers to protect themselves and their students



MAKE IT FUN

Sing a song together — like the ABCs or “happy birthday” — while washing hands. This can also help to keep you scrubbing for 20 seconds. Use a fun soap, something colourful, that foams well or smells good, or comes in an interesting shape.



MAKE IT EASY

Set up a stool to make it easier for smaller children to reach the sink by themselves. Place the soap within the child’s reach. A timer by the sink can help them count down from 20.



MAKE IT ROUTINE

Set a time for handwashing, like when your child gets home and right before eating or going to bed. Make sure they wash their hands after coughing and sneezing.



HELP THEM UNDERSTAND

Teach them about how even though germs are invisible, they could still be there. When children understand why they need to wash their hands, they’re likely to continue doing so.



Health and Hand Hygiene - ACTIONS

Tips for teachers to protect themselves and their students

ACTIONS TO REINFORCE HAND HYGIENE AT SCHOOL

Examples of steps/ to demonstrate good hygiene practices with your students

- ❑ Create a hand hygiene song to sing while washing hands (at least 20 seconds)
- ❑ Have students draw hygiene posters of the Five Steps for Handwashing to reteach others
- ❑ Make sure students wash their hands after using the latrine

Suggestion: Have students rotate roles as "Handwashing Monitor"

- ❑ Demonstrate how to wash your hands and apply sanitizer
- ❑ Have students create a public service announcement on hand hygiene and place these posters / announcements throughout the classroom or school in highly visible places



HOME

HEALTH AND HAND HYGIENE

COUGH AND SNEEZE ETIQUETTE

Teach students to:

- Cough and sneeze into a tissue
- If no tissues are available, cough into the crease of the elbow
- Dispose of the used tissue in a designated waste bin
- Wash their hands



Health and Hand Hygiene

Tips for teachers to protect themselves and their students



CLICK ON THE IMAGES FOR A SUMMARY OF THE KEY POINTS OF THIS SECTION:



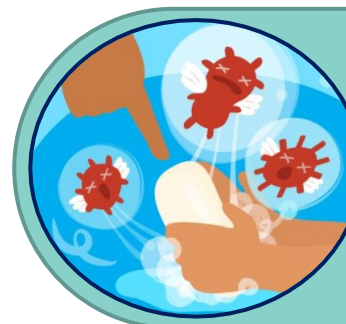
Have a plan for all situations, such as when students come to school without a mask.



No children should be denied access to education because of mask wearing or the lack of a mask.



Teachers are important role models! Make sure you are washing your hands and wearing your mask properly.



Handwashing is one of the most effective ways of combating the spread of germs

SANITATION

Tips for teachers to protect their students and themselves

Why is proper sanitation important for infection prevention?

- Human feces are the most common source of microbial pathogens. In fact, one gram of human feces has over 1,000,000,000 pathogens! Sanitation systems help prevent the spread of many diseases, and provide clean and healthier surroundings for students, teachers and non-teaching staff.
- While COVID-19 is mostly transmitted through the respiratory route, safely getting rid of contaminated body fluids will further reduce transmission risk.
- Schools should ensure the availability of safely managed sanitation systems – such as improved latrines or toilets connected to a septic tank or sewer lines – to further limit the risk of disease transmission



SANITATION FACILITIES

Tips for teachers to protect their students and themselves

Separate sanitation facilities for girls and boys should be available and accessible to all, including children with disabilities.

They should be adequate, usable, and clean.

Schools should ensure that toilets/latrines are:

- **available** to students - doors are unlocked or a key is available at all times
- **functional** - the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets
- **private** - there are closable doors that lock from the inside and no large gaps in the structure.
- **age and size appropriate** for all children
- **kept clean** - offer disposal receptacles for menstrual towels and other sanitary materials



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WASTE MANAGEMENT



Is your school properly collecting waste?

Do you have separate collection bins for:

- Used masks
- Facial tissue
- Paper
- Food
- Recyclables like plastics and glass

WASTE MANAGEMENT

- Proper collection, storage, transfer or elimination of waste in schools is important, especially tissues utilized for cough and sneezing, menstrual hygiene materials, and used cleaning materials.
- Waste bins should be located in classrooms, in toilet blocks, and at other strategic locations on the schools grounds.
- Whenever possible, foot pedal-operated waste collection bins with liners should be available in schools.
- If foot pedal-operated waste bins are not available, open waste containers are better than those requiring opening by hand. Touching waste bin lids could expose students, teachers and non-teaching staff to infection.
- All bins should be emptied, cleaned and washed daily using a planned waste management system.

CLEANING AND DISINFECTING



Tips for teachers to protect themselves and their students

Cleaning defined: Cleaning works by using soap (or detergent) and water to physically *remove* germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

Disinfecting defined: Disinfecting *kills* germs on surfaces or objects. To eliminate germs, chemicals and/or an alcohol solution are used.

Disinfectants are poisonous and are **NOT FOR STUDENT USE**.

KEY POINT: **Cleaning** *removes* germs, dirt and impurities from surfaces.

Disinfecting *kills* germs on surfaces.



HOME

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UNICEF/UN126643/Mohamed – accessed 11.21.2020

CLEANING AND DISINFECTING

Tips for teachers to protect themselves and their students



NEED: School-wide system for daily cleaning and disinfecting of high touch surfaces.

desks	computer keyboards
countertops	railings
doorknobs	toys

Cleaning and disinfection activities should be carried out by cleaning staff - where they exist.

Cleaning staff should be given protective equipment such as gloves and face shields.

Students may help with schoolwide cleaning, but they should **under no circumstances use harmful disinfecting products.**

RECOMMENDATION: Use different cleaning cloths for different areas and color code so that the cloth used for the classroom and bathroom are varied





CLEANING AND DISINFECTING



Tips for teachers to protect themselves and their students

Using cleaning materials:

- ❑ Read labels and understand safe and appropriate use
- ❑ Follow the instructions on the labels
- ❑ Cleaning products and disinfectants often call for the use of gloves or eye protection. For example, gloves should always be worn to protect your hands when working with bleach solutions
- ❑ Do not mix cleaners and disinfectants unless the labels indicate it is safe to do so. **Combining certain products (such as chlorine bleach and ammonia cleaners) can result in serious injury or death**



BIOHAZARD SYMBOL

- ❑ Diluted household bleach solutions may also be used if appropriate for the surface

UNICEF/Jordan/2018/Rich- accessed 11.21.2020



HOME



CLEANING AND DISINFECTING



Tips for teachers to protect themselves and their students

Determining disinfection level of cleaning chemical labeled BLEACH

- ❑ Check labels to see if your bleach is intended for disinfection
- ❑ **Recommendation:** Use commercial detergent with water to remove dirt, followed by commercial chlorine-based disinfectants, ensuring a concentration equivalent to 0.1% of active chlorine for surfaces and 70% of ethyl alcohol for disinfection of objects.
- ❑ Ensure products are not past their expiration date
- ❑ Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection
- ❑ Follow manufacturer's instructions for application and proper ventilation
- ❑ **Never mix household bleach with ammonia or any other cleanser**



HOME



CLEANING AND DISINFECTING



Tips for teachers to protect themselves and their students

Visibly soiled - Immediately clean surfaces with water and a detergent, then follow with disinfectant

Soiled with body fluids or blood – DISINFECTANT NEEDED

- ❑ use gloves and eye protection
- ❑ take precautions to avoid coming into contact with the fluid
- ❑ remove the spill with absorbent material
- ❑ clean and disinfect the surface

KEY POINT: Define a plan for the handling and disposal of bodily fluids – such as excreta/fecal matter or blood – that will reduce student exposure.

CLEANING AND DISINFECTING

Tips for teachers to protect themselves and their students



SUGGESTED CLASSROOM ACTIVITIES

- ❑ Come up with some fun and creative ideas and rules with your students for avoiding high-risk and high-touch areas in their school/classroom.

For example:

- ❑ no touching the railing while walking up and down the stairs
 - ❑ keeping classroom doors open to avoid touching door-knobs and improve ventilation/air circulation
- ❑ Come up with rules as a group and write these down on a flipchart paper that you can later hang up in the classroom
- ❑ Create fun reminders/posters that can be hung in the hallways to remind others to stick to the sanitation rules.



[UNICEF/Myanmar](#)– accessed 11.21.2020



CLEANING AND DISINFECTING

Tips for teachers to protect themselves and their students



TRUE OR FALSE? CLICK ON THE IMAGES FOR A SUMMARY OF THE KEY POINTS OF THIS SECTION:

TRUE FALSE

1. Cleaning a surface with soap and water will not kill germs.		Try Again	TRUE. Cleaning with soap and water does not <i>kill</i> germs on surfaces, but can dislodge germs and cause them to slide off surfaces when rinsing.
2. Children should be encouraged to help disinfect their classrooms and latrines.	Try Again		FALSE. Children should not be allowed to come into contact with harmful chemicals. However, they can use soap and water (or detergent) to help clean.
3. You should not mix cleaners and disinfectants unless the labels indicate it is safe to do so.		Try Again	TRUE. Combining certain products (such as chlorine bleach and ammonia cleaners) can result in serious injury or death.
4. Blood or fecal matter should be cleaned immediately with soap and water.	Try Again		FALSE. Bodily fluids, such as blood or fecal matter, need to be <i>disinfected</i> , not just <i>cleaned</i> .



PHYSICAL DISTANCING & MASK WEARING IN SCHOOLS



No children should be denied access to education because of mask wearing or the lack of a mask because of low resources or unavailability.

If wearing fabric masks is recommended in your school:

- ☐ Make sure your students are familiar with when they should wear masks – *anytime they are with others who are not in their immediate household*
- ☐ Model proper mask wearing – over nose and mouth (and reinforce this)
- ☐ Ensure schoolwide policies are in place for situations such as:
 - ☐ Students who come to school without a mask
 - ☐ How to safely dispose of used masks
 - ☐ Avoiding the risk of contaminated masks in classrooms and playgrounds
- ☐ Discuss as a class how to handle and store masks properly - **with the recommendation** of having at least 2 (clean one – and one in the wash) (cleaned with soap and warm water and dried – daily)

Tips for teachers to protect themselves and their students



UNICEF/UNI370440/Pouget



PHYSICAL DISTANCING & MASK WEARING IN SCHOOLS



If wearing fabric masks is recommended in your school

For students with disabilities (such as hearing loss or auditory problems) consider how these children may miss learning opportunities because of:

- ☐ degraded speech from mask wearing
- ☐ mask filtering auditory processing
- ☐ elimination of lip reading
- ☐ elimination of speaker expressions
- ☐ physical distancing

Adapted masks to allow lip reading [clear masks] or using face shields may be explored as an alternative to fabric masks

Consider how students with disabilities such as hearing impairment or autism may miss learning opportunities because lip reading and facial expressions are masked.



PHYSICAL DISTANCING

Tips for teachers to protect themselves and their students



DEFINITION OF PHYSICAL DISTANCING:

Keeping a safe distance between yourself and other people who are not from your household in both indoor and outdoor spaces. Different public health agencies have different measures. The World Health Organization (WHO) recommends **at least 1 meter**.

CLASSROOM APPLICATION OF PHYSICAL DISTANCING:

Set classroom ground rules in accordance with the procedures established by your school's administration, as well as the protocols established by your respective country's Ministry of Health and/or local health bodies and authorities.

PHYSICAL DISTANCING - RECOMMENDATIONS



Tips for teachers to protect themselves and their students

- ❑ Maintain a distance of at least 1 meter between others
- ❑ Widen desk spacing
- ❑ Stagger play breaks and lunch breaks
- ❑ Limit the mixing of classes for school and after-school activities.
- ❑ Stagger the school day to avoid crowding at entrances and exits
- ❑ Avoid having all the students and teachers together at once
- ❑ Consider increasing the number of teachers to allow for fewer students per classroom
- ❑ Arrange school pick up/drop off times to decrease large gatherings of children
- ❑ Use signs, ground markings, tape, etc. to maintain 1 meter distance in queues
- ❑ Discuss how to manage physical education and sports
- ❑ Move lessons outdoors or ventilate rooms (open windows)
- ❑ Encourage students not to gather and socialize in big groups upon leaving school grounds

[UNICEF Ref. Classroom Precautions During COVID-19](#) –access date 12/24/2020



PHYSICAL DISTANCING-ACTIONS

Tips for teachers to protect themselves and their students



ACTIONS TO REINFORCE PHYSICAL DISTANCING IN THE CLASSROOM:

- ☐ Create a “Do’s and Don’ts” list with students to clarify questions
- ☐ Establish “no contact” classroom greetings
- ☐ Develop school plan for lunch/transitions
- ☐ Discuss social norms to be followed



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PHYSICAL DISTANCING

Tips for teachers to protect themselves and their students



Quiz yourself!

You usually shake hands or hug your students. Is this safe action to take during the Covid-19 epidemic?

Be a good role model and keep physical distance!

A HOW-TO GUIDE FOR PHYSICAL DISTANCING

Shaking hands and hugging are common greetings but now is the time to try out some of these:



Keep a distance of at least 1m from others and **#BreakTheChain of #COVID19 transmission.**

ACTIONS IF A STUDENT APPEARS TO BE SICK



COMMON SYMPTOMS OF COVID-19

Note: Most of these symptoms are common to all viruses and other infections. If a student is displaying any one of these symptoms, take extra precautions to keep yourself and others germ free. The first three – Fever/Chills, Cough, and Shortness of Breath – are the key symptoms of COVID-19.

FEVER/CHILLS 	COUGH 	SHORTNESS OF BREATH 	FATIGUE
HEADACHE 	LOSS OF TASTE 	SORE THROAT 	RUNNY NOSE
DIARRHEA 	LOSS OF SMELL 	BODY ACHES 	NAUSEA



SCREENING AND MANAGEMENT OF SICK STUDENTS, TEACHERS AND OTHER SCHOOL STAFF



Schools should consider a systematic way of dealing with COVID-19 illness:

- Enforce the policy of “staying at home if unwell” for students, teachers or school staff with potential COVID-19 infection and connect them with local healthcare providers for assessment, testing and care.
 - If possible, connect with local organizations to provide home care support and ensure communication between home and school.
- Create a checklist for parents / students /staff to decide whether they can go to school, with due consideration for the local epidemiology of COVID-19. The checklist should include:
 - underlying medical conditions and vulnerabilities, to protect the student/staff
 - recent illness or symptoms suggestive of COVID-19, to prevent spread to others
 - special circumstances in the home environment, to tailor support as needed.

SCREENING AND MANAGEMENT OF SICK STUDENTS, TEACHERS AND OTHER SCHOOL STAFF, continued



- Waive the requirement for a doctor's note to excuse absences when there is community transmission of COVID-19.
- Consider daily screening for history of fever or feeling feverish in the previous 24 hours upon entry into the building for all staff, students and visitors to identify persons who are sick.
- Ensure students who have been in contact with a COVID-19 case stay home for 14 days. School officials should notify public health authorities in the event of a positive COVID-19 case among students or staff.



ACTIONS IF A STUDENT APPEARS TO BE SICK



SCHOOL PREPARATIONS AND WHAT TO DO IF YOUR STUDENT DISPLAYS SYMPTOMS OF COVID-19

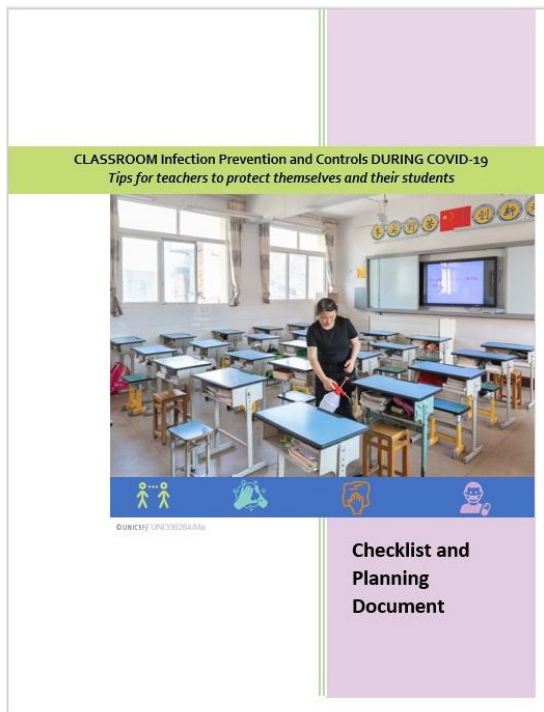
- Always demonstrate empathy and caring
- Have a schoolwide plan in place and be familiar with this plan: Who does the student communicate this to? Is there a nurse or point of contact for the sick student to go to outside of the classroom?
- Provide the sick student with a medical mask if available
- Ensure a procedure for:
 - separating sick students and staff from those who are well – without creating stigma
 - process for informing parents
 - consulting with health care providers/ health authorities wherever possible
 - cleaning any surfaces with which the sick student may have come into contact
- Encourage all students to stay home should they feel ill, and to inform their parents that they feel sick
- Communicate to parents and students ahead of time the procedures for picking up a sick student from school



CLASSROOM Infection Prevention and Controls DURING COVID-19

Tips for teachers to protect themselves and their students

It's time to make a plan!



A checklist planning document accompanies this self-study training deck.

Every school setting and system is different. Please use the guidance to develop and support best practices and systems for your school environment.



©UNICEF article accessed 1/26/2021



CLASSROOM Infection Prevention and Controls DURING COVID-19

Tips for teachers to protect themselves and their students



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Checklist and Planning Document

CLASSROOM Infection Prevention and Controls DURING COVID-19

Tips for teachers to protect themselves and their students

Checklist and Planning Document*

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**This checklist and planning document accompanies a self-study training program (PowerPoint slides)*

Empowering schools with resources to support learning and improve public health as the globe combats COVID-19

<https://www.unicef.org/wash>

Note: Every school setting and system is different. *Please use the guidance scripted below to develop and support best practices and systems for your school environment.*

Safe Water

Defined: Water needs to be more than clean, it must be “safe.” Safe water means having water available, whenever needed, and free from contamination.

Check	Recommendations
	Ensure safe water is available for these three activities: • drinking • handwashing (at handwashing stations and toilets) • cleaning the classrooms and compound
	Drinking water and handwashing water should come from an “improved” water source including: • Piped • Protected well / spring (including boreholes / tubewells, protected dug wells, and protected springs) • Rainwater catchment • Packaged or delivered water
	Protect your water source; water that is contaminated with germs or sewage, whether from the source or due to poor handling, can cause illness.
	Do not provide students or staff with raw fruits or vegetables that have been washed with contaminated water.
	Treat water at the point of distribution, collection or consumption.
	Ensure that treated water is safely stored in regularly cleaned and covered containers, like buckets.
	If your school was closed as part of the pandemic response, the buildings’ water pipes may need to be flushed.

	Safe Water Implementation Plan: Using the recommendations above and in your Training Deck, please use the space below to draft your schoolwide and classroom safe water plan.
	List the places where safe drinking and handwashing water needs to be available for students and staff drink water and wash hands): [site 1]: _____ [site 2]: _____ [site 3]: _____ [site 4]: _____ [site 5]: _____ [site 6]: _____ [site 7]: _____ [site 8]: _____ [site 9]: _____ [site 10]: _____
	Who will test the school's water source for germs or sewage, when/how often:
	State the school's water treatment and storage plan:

Health and Hand Hygiene

Handwashing is one of easiest ways to combat the spread of germs and keep students and staff healthy.

Mask Wearing is an additional COVID-19 hygiene practice to reduce the spread of germs.

Note: Mask wearing is a universally promoted public health recommendation to protect against COVID-19. However, adoption, implementation, and enforcement vary from one school system to another. Each school and community have access to different resources. Develop your schoolwide implementation plan based on the best practice recommendations below and what is realistic for your school community.

No children should be denied access to education because of mask wearing or the lack of a mask because of low resources or unavailability.

Check	Recommendations
	Teach the Five Steps for Handwashing: 1. Wet hands with safe, running water 2. Apply enough soap to cover wet hands 3. Scrub all surfaces of the hands – including backs of hands, between fingers and under nails – for at least 20 seconds. 4. Rinse thoroughly with running water 5. Dry hands with a clean cloth or single-use towel.
	Remind or teach students and non-teaching staff <i>when</i> to wash hands: ✓ before and after eating ✓ coming out of toilets and bathrooms ✓ before and after eating ✓ after blowing their nose, coughing or sneezing
	If there is limited access to a sink, running water or soap in the school, then use a hand sanitizer that contains at least 60 per cent alcohol .
	Make handwashing a part of your school routine and help students understand the importance of this hygiene practice. Make handwashing fun and easy for students.
	Classroom activity suggestions to reinforce handwashing hygiene: • Create a hand hygiene song to sing while washing hands (at least 20 seconds under running water) • Students create a poster of the Five Steps for Handwashing to reteach others • Demonstrate how to wash your hands and apply sanitizer • Have students create a public service announcement on hand hygiene. Place these posters/announcements throughout the classroom or school in highly visible areas • Make it easy for children to wash their hands after using the latrine

	Mask Wearing – Students are familiar with when they should wear masks (anytime they are with others who do not live in their immediate household)
	Mask Wearing – model and reinforce proper mask wearing – over nose/mouth
	Mask Wearing Ensure schoolwide policies are in place for: ☐ students who come to school without a mask ☐ how to dispose of used masks safely ☐ avoiding the risk of contaminated masks in classrooms and playgrounds
	Mask Wearing - No children should be denied access to education because of mask wearing or the lack of a mask because of low resources or unavailability.
	Mask Wearing – Students with Disabilities – consider how these children may miss learning opportunities because of: ☐ degraded speech from mask wearing ☐ elimination of lip reading ☐ elimination of speaker expressions ☐ physical distancing Adapted masks to allow lipreading [clear masks] or use of face shields may be explored as an alternative to fabric masks

	Hand Hygiene and Masking Implementation Plan: Using the recommendations above, and in your Training Deck, use the space below with outlined questions to frame your schoolwide hand hygiene and masking plan.
	What handwashing and hand hygiene resources are available for your school community? ☐ Running water ☐ Sink ☐ Soap ☐ Alcohol-based hand sanitizer ☐ Clean cloths or single-use towels for drying
	Where are the handwashing stations in your school community?
	What is the current schedule you have in place for handwashing? Do you need a plan for more frequent handwashing?
	What is the policy for mask wearing in school?
	What is the plan for students who do not have proper masks that cover their mouth and nose?
	What is the mask plan in consideration of students with disabilities?

Sanitation

Defined: Schools should have proper sanitation systems. A sanitation system includes the capture, storage, transport, treatment and disposal of human excreta and wastewater.

Check	Recommendations
	Schools should ensure the availability of safely managed sanitation systems – such as improved latrines or toilets connected to a septic tank or sewer lines – to help limit the risk of disease transmission.
	Separate sanitation facilities for girls and boys should be available.
	Sanitation facilities should be accessible to all, including children with disabilities.
	Latrines should be adequate, usable, and clean.
	Toilets/latrines should be: • available to students - doors are unlocked or a key is available at all times • functional - the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets • private - there are closable doors that lock from the inside and no large gaps in the structure • age and size appropriate for all children • offer disposal receptacles for menstrual towels and other sanitary materials Additional Latrine Guidance from UNICE reviewer Barbara Shea: “10-20 Liters/day person/day for conventional flush toilets. Pour flush- 1.5-3 Liters per person per day Anal washing 1-2 Liters per person per day”

	Sanitation Implementation Plan: Using the recommendations above, and in your Training Deck, use the space below with outlined questions to frame your schoolwide sanitation plan.
	What changes, if any, need to be made to your school's sanitation plan? Consider listing each toilet and latrine by location, and checking for the recommended features.
	For each toilet/latrine on the school campus: ☐ Running water ☐ Sink ☐ Soap ☐ Clean cloths or single-use towels for drying, and a place to dispose of them after use ☐ Menstrual materials for girls, and a place to dispose of them after use
	How will you ensure availability? (If they are locked, where are the keys?)

Cleaning and Disinfecting

Cleaning defined: tidying up our environment – be it at home, in school, or in our community. Cleaning works by using soap (or detergent) and water to physically *remove* germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

Disinfecting defined: Disinfecting kills germs on surfaces or objects through the use of chemical solution containing bleach. To eliminate germs, chemicals and an alcohol solution is used. Disinfectants are poisonous and are **NOT FOR STUDENT USE**.

NEED: School wide systems for daily cleaning and disinfecting of high touch surfaces.

Student support with schoolwide *cleaning* is encouraged, however students should **under no circumstances use disinfecting** products.

Check	Recommendations - Using cleaning and disinfecting materials
	Read labels and understand safe and appropriate use.
	Follow the instructions on the labels
	Cleaning products and disinfectants often call for the use of gloves or eye protection. For example, gloves should always be worn to protect your hands when working with bleach solutions.
	Do not mix cleaners and disinfectants unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can result in serious injury or death.
	Diluted household bleach solutions may also be used if appropriate for the surface.
	Determining disinfection level of cleaning chemical labeled BLEACH ☐ Check labels to see if your bleach is intended for disinfection ☐ Ensure the product is not past its expiration date ☐ Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection ☐ Follow manufacturer's instructions for application and proper ventilation ☐ Never mix household bleach with ammonia or any other cleanser
	Visibly soiled - Immediately clean surfaces soiled with body fluids or blood: ☐ use gloves ☐ take precautions to avoid coming into contact with the fluid ☐ remove the spill ☐ clean and disinfect the surface

	If an area is soiled with blood or other bodily fluids such as fecal matter, students should be removed from the area until after disinfecting has taken place.
	SUGGESTED CLASSROOM ACTIVITIES Come up with fun and creative ideas and rules with your students for avoiding high-risk and high-touch areas in their school/classroom. For example: • no touching the railing while walking up and down the stairs • keeping classroom doors open to avoid touching door-knobs and improve ventilation/air circulation Come up with rules as a group and write these down on flipchart paper or poster that you can later hang up in the classroom Create fun reminders/posters that can be hung in the hallways to remind others to stick to the sanitation rules.

	Cleaning and Disinfecting Implementation Plan: Using the recommendations above and in your Training Deck, use the space below to draft your schoolwide cleaning and disinfecting plan.
	Who is responsible for the purchasing and storage of cleaning and disinfecting materials for your classroom/school community?
	What cleaning materials are safe for students to use?
	Where are disinfectants stored (away from the access of students)?
	What is the waste removal plan for the handling of blood or bodily fluids?

Physical Distancing

Defined: Keeping a safe distance between yourself and other people who are not from your household in both indoor and outdoor spaces. Different public health agencies have different measures. The World Health Organization (WHO) recommends **at least 1 meter**.

Check	Recommendations
	Maintain a distance of at least 1 meter between everyone present at school
	Increase desk spacing, stagger recesses/breaks and lunch breaks (if difficult, one alternative is to have lunch at desks)
	Limit the mixing of classes for school and after-school activities. <i>For example</i> , students in a class will stay in one classroom throughout the day, while teachers move between classrooms; or classes could use different entrances, or establish an order for each class to enter and leave the building/classroom
	Stagger the school day to avoid crowding at entrances and exits
	Avoid having all the students and teachers together at once
	Consider increasing the number of teachers, if possible, to allow for fewer students per classroom (if space is available)
	Advise against crowding during school pick-up or day care; if possible, avoid pick up by older family or community members (for example, grandparents).
	Use signs, ground markings, tape, barriers and other means to maintain 1 meter distance in queues around entrances
	Discuss how to manage physical education and sports lessons
	Move lessons outdoors or ventilate rooms (open windows) as much as possible
	Encourage students not to gather and socialize in big groups upon leaving school grounds
	Create a dos and don'ts list with students to clarify questions
	Establish "no contact" classroom greetings Develop school plan for lunch/transitions
	Discuss social norms to be followed

	Physical Distancing Implementation Plan: Using the recommendations above and in your Training Deck, please use the space below to draft your schoolwide and classroom physical distancing plan. Several key locations bulleted below.
	School entrance – arrival/dismissal procedures
	Classroom entrance and desk spacing
	School schedule
	School/Classroom Rules

Actions if a Students Appears to be Sick

School Preparations and what to do if your student displays symptoms of sickness or COVID-19

Check	Recommendations – Management and planning for students who are unwell
	Always demonstrate empathy and caring
	Have a schoolwide plan in place and be familiar with this plan: • Who does the student communicate with if they feel sick? • Is there a nurse or point of contact for the sick student to go to outside of the classroom?
	Provide the sick student with a medical mask if available
	Ensure a procedure for: • separating sick students and staff from those who are well – without creating stigma • informing parents • consulting with health care providers/health authorities wherever possible
	Encourage all students to stay home if they feel sick
	Communicate procedures for picking up a sick student to parents and students ahead of time
	Symptoms of COVID-19 – for those who are symptomatic: • Fever/chills • Cough • Shortness of breath • Fatigue • Runny nose • Sore throat • Loss of taste • Headache • Diarrhea • Loss of smell • Body aches • Nausea Many of these symptoms are common to all viruses and other infections. If a student is displaying any one of these symptoms, please take extra precautions to keep yourself and others germ free.

	Waive the requirement for a doctor's note to excuse absences when there is community transmission of COVID-19.
	Consider daily screening for history of fever or feeling feverish in the previous 24 hours upon entry into the building for all staff, students and visitors to identify persons who are sick.
	Ensure students who have been in contact with a COVID-19 case stay home for 14 days. School officials should notify public health authorities in the event of a positive COVID-19 case among students or staff.

	Sick Students/Staff Implementation Plan: Using the recommendations above and in your Training Deck, use the space below to draft your schoolwide plan for students who are demonstrating symptoms of being sick/ill.
	Who screens a student to check if they are sick?
	If a student needs to be sent home early from school, what communications need to take place to ensure a parent/guardian is notified and precautions are taken for student health and safety?
	Where is a safe area for students and staff to be away from others to reduce the spread of infection?
	Does your school have a stockpile of medical masks for sick students?

Resources

Resources used to create this workbook include the following:

UNICEF Technical Note - COVID-19 Emergency Preparedness and Response: WASH and Infection Prevention and Control Measures in Schools (PDF) 25 March 2020

<https://www.unicef.org/documents/wash-and-infection-prevention-and-control-measures-schools>

Classroom precautions during COVID-19: Tips for teachers to protect themselves and their students.

https://www.unicef.org/coronavirus/teacher-tips-classroom-precautions-covid-19?utm_source=facebook&utm_medium=organic&utm_campaign=coronavirus&fbclid=IwAR0mepGiNrHJORUgQY3bcWIJ8eoOrEdPNryRPdE9zRnR4BjUI25vkMA7EMs

Cleaning and hygiene tips to help keep the COVID-19 virus out of your home: From doing laundry to preparing meals — every day measures to help protect your family.

<https://www.unicef.org/mena/stories/cleaning-and-hygiene-tips-help-keep-covid-19-virus-out-your-home>

Cleaning and Disinfecting Your Home: Everyday Steps and Extra Steps When Someone Is Sick

https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/disinfecting-your-home.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fcleaning-disinfection.html

APPENDIX – B WASH + COVID-19 Student Workbook & Facilitator Guide

WASH + COVID-19

Primary Student Workbook



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Note to Parent/Guardian/Teacher/Learning Coach:

Learning Audience: *Primary Students*

For ***Upper Primary*** students: A general literacy foundation is assumed, such that most of the learning content could be managed with minimal coaching and support from a teacher or parent at home. At this developmental level, students are reading to learn.

For ***Lower Primary*** students: Students are not reading independently and will need the support of an adult/teacher/learning facilitator.

Best Practices and Support: *Review Question Answer Sets and Content Vocabulary*

Best practice in learning is always to engage in discussion and reinforce instructional content. Please continue to support the learning of your students through active learning beyond the text of this student workbook.

Each lesson contains interactive questions to reinforce the vocabulary and text. Read each lesson and use the guided questions to reinforce student learning.

LEARNING GOALS OF STUDENT WORKBOOK

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
- Wearing a Mask

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 and knowing where to find safe drinking water sources

S – Sanitation – The practice of keeping our environment clean, safe disposal of body waste (use of latrines) 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

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
germ(s)	/jərm/
hygiene	/'hī,jēn/
infection	/in'fekSH(ə)n/
infectious	/in'fekSHəs/
microscope(s)	/'mīkrə,skōp/
symptom	/'sim(p)təm/

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:

Headache



Nausea or Throwing Up



Fever/chills



Cough



Runny Nose



Usually when we are sick our bodies do not act as they do when we are healthy.

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



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.



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?

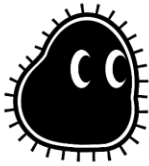


When you are sick, you may be **infectious** to others. Using WASH (Water, Sanitation, and Hygiene) helps us reduce the spread of **infection**.

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

Wet hands with water



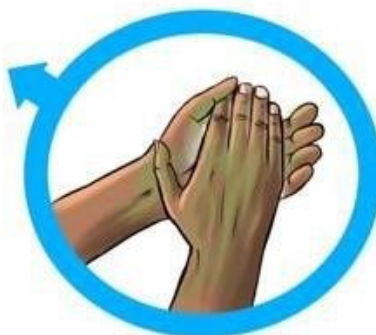
Dry thoroughly with towel



Rub hands using soap



Rinse hands with water



Rub hands palm to palm, back of each hand, under nails, and with fingers interlaced



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.



Mark your calendar, **October 15th** is Global Handwashing Day!

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 use 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 WORD SCRAMBLE:

Fill in the blanks in the sentences below by unscrambling these vocabulary words:

germs hygiene infection microscope symptom

1. An _____ [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 _____ [EINGHYE].
4. _____ [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 _____. [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

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/

had spread to Europe, North America, South America, Africa, and Australia. Because this *germ* spread all over the world, the outbreak was considered a *pandemic*. The sickness/disease caused by this *germ* was named **COVID-19**.

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 got 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*



Draw a line connecting the word parts to their origin.

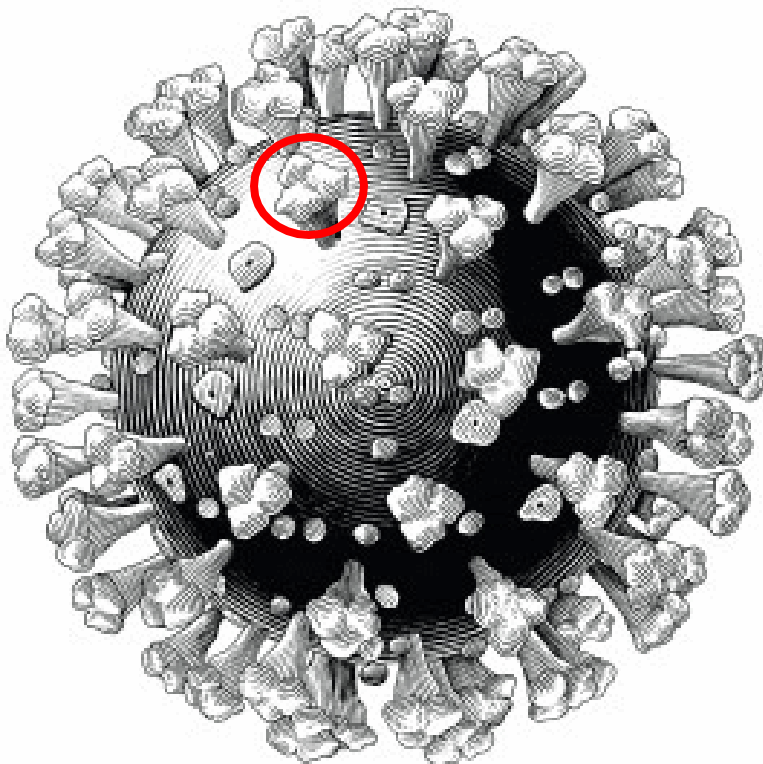
CO		2019 – disease first detected in December of 2019
VI		Disease
D		Corona or Crown
19		Virus

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?

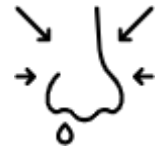
This is the Corona – or Crown looking part of the germ and where all coronaviruses get their name.

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.

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 not mean that you had COVID-19.

One of the strangest 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 	
My Friends 	
My Family 	
My Community 	

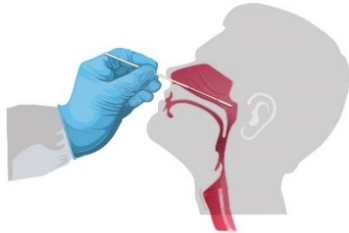
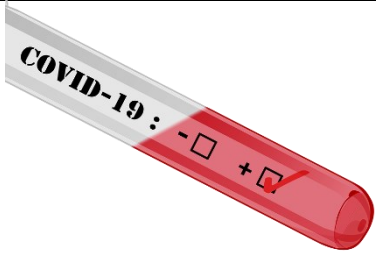
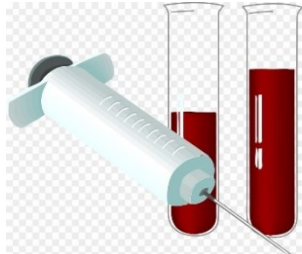
Talk about this with an adult/teacher.

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.

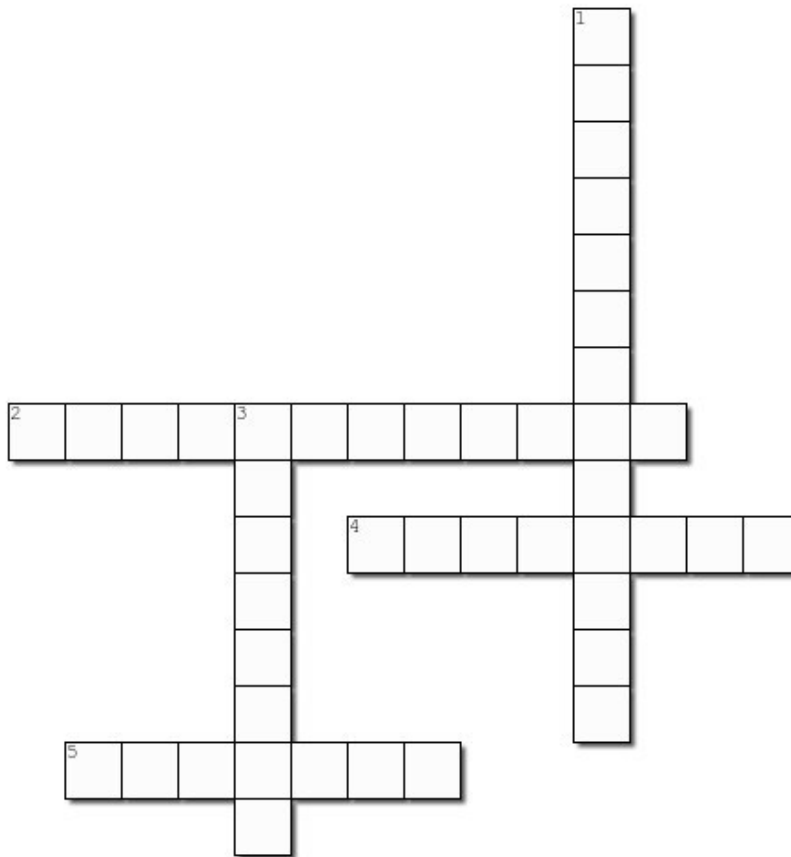
Antigen	 [SOURCE: https://www.cdc.gov/coronavirus/2019-ncov/lab/guidelines-clinical-specimens.html]	An antigen COVID -19 diagnostic test tells you if you are sick. Positive – means you have COVID-19 This test is done through a nose swab and can give quick diagnosis.
Molecular	 [SOURCE: https://innovationorigins.com/in-new-twist-quick-saliva-test-can-help-fight-against-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?

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

VOCABULARY DETECTIVE:

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

asymptomatic

COVID-19

diagnose

pandemic

precautions

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

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

<i>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?</i>	
My Home 	
My School 	
My Community 	

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?
Record them in the space below.

Step 1 _____

Step 2 _____

Step 3 _____

Step 4 _____

Step 5 _____



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**.

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

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!

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 *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 broom and 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!

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.

Sanitation and Waste Management

Around the world there are many ways of removing waste. **Waste** is something that is no longer usable or doesn't serve 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?



Aside from looking messy and possibly hurting wildlife, **waste** carries different **germs**. 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? 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 	
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 of 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?

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 	
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, to name a few. Diseases that spread through poo can make people very sick, and some people die from them. They can also impact people's ability to work, care for their families and enjoy their lives.

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

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	/nən 'pɒdəb(ə)l wɒdə, 'wədər/
safe water	/sāf wɒdə, 'wədər/
waterborne disease	/'wədərbôrn 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

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'myūn 'sistəm/
immunity	/i'myūnədē/
immunization	/,imyanə 'zāSHən, imyanī '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

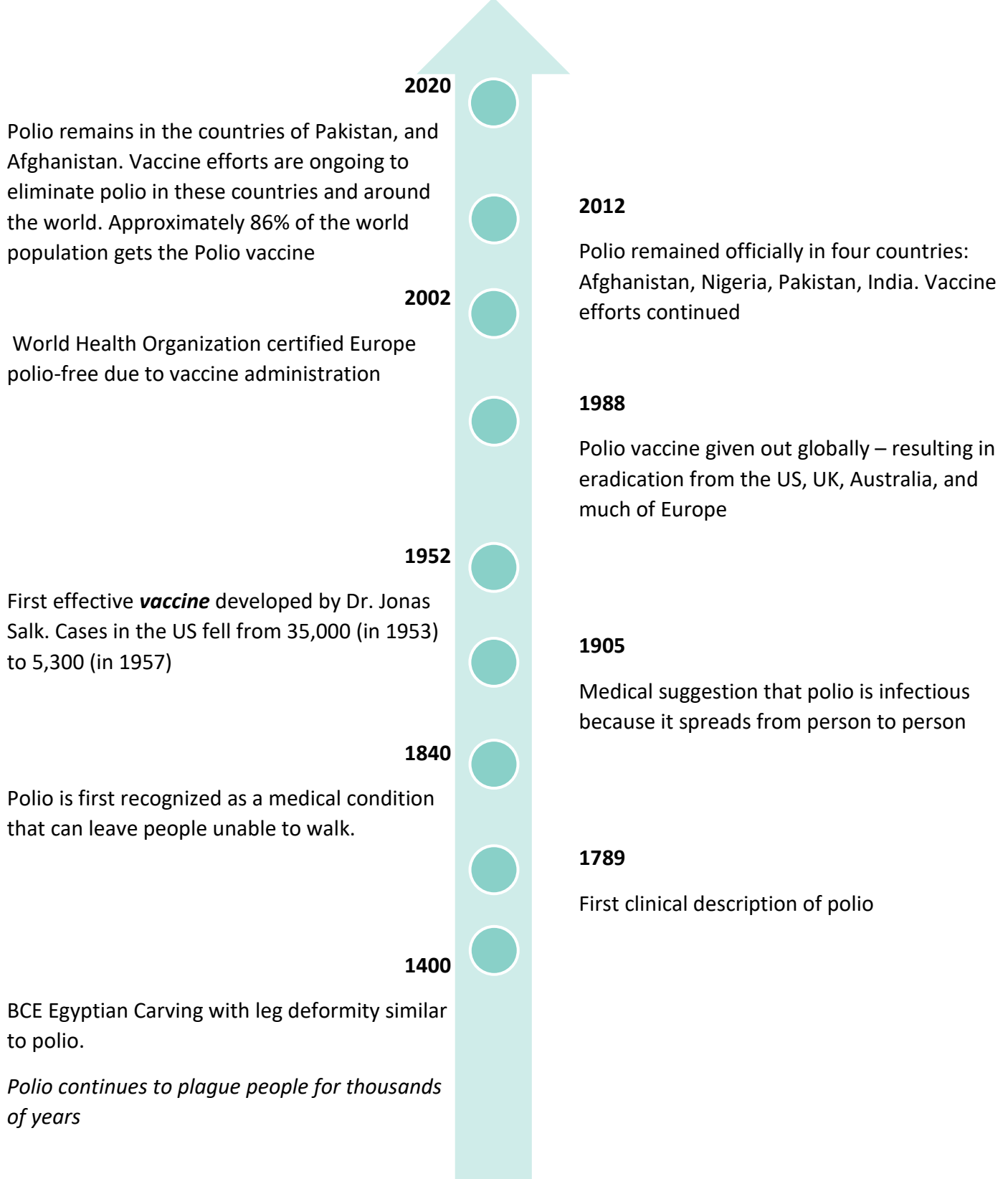
In the not too distant past, an important vaccine was developed to boost **immunity** from the virus called Polio. Polio is highly infectious (like COVID-19) and infected people around the world. People who were infected with Polio became so sick, that sometimes they could no longer walk, and some people 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



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.

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!

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?



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>

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	/,āsim(p)tə'madik/	showing no symptoms
4	body waste	/'bādē 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	/,kōvid,nīn'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	/,dīæg'nōs/	to identify a sickness/disease by signs and <i>symptoms</i>
2	diagnosis	/,dīæg'nōsəs/	to identify a sickness/disease by signs and symptoms
2	diagnostic test	/,dīæg'nästik test/	a test to determine whether someone has a virus (is positive +) or does not have a virus (is negative -)
4	disinfecting	/,disən'fektinG/	clean something with a chemical to destroy/kill germs
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	/,imyanə'zāSHən,imyanī'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 'pōdab(ə)l wōdər,'wādər/	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)/ /'distəns/	keeping space between yourself and others to stop the spread of COVID-19 through the air
2	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.
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	/'wādərbôrn də'zēz/	sickness from non-potable drinking water

SUMMATIVE ASSESSMENT

1. Circle the word that describes a symptom of being sick.

eating playing running vomiting

2. List three symptoms of feeling sick

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

a. an adult b. a friend in class c. a baby brother/sister

4. Because of COVID-19, you need to maintain physical distancing from friends who do not live in your home.

TRUE FALSE

5. What do you do when you are healthy?

a. eat b. play c. go to school d. all of the above

6. COVID-19 is a worldwide pandemic

- a. true b. false

7. Germs are everywhere and some germs cause infections.

- a. true b. false

8. COVID-19 was first detected as a disease in the year 2019.

- a. true b. false

9. Everyone who is infected with COVID-19 will have symptoms.

- a. true b. false

10. Select the ways to help stop the spread of COVID-19.

- a. cover you cough and sneeze b. practice good hand hygiene
c. wash and disinfect surfaces d. 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

- a. true b. false

12. You know if you have been infected with COVID-19 if you have a fever and a cough.

- a. true b. false

13. Identify the 5th step in the handwashing process.

a. dry hands b. go to school c. eat lunch d. play

14. When do you wash your hands?

a. before eating b. after going to the bathroom c. after touching dirty surfaces
d. all of the above

15. List at least three adults who can help you if you are feeling sick:

16. List at least three symptoms of COVID-19.

17. To stop the spread of COVID-19 it is recommended to cover your cough/sneeze and wear a face covering in public.

True False

18. Physical distancing is dancing and holding peoples' hands and hugging to stop the spread of COVID-19.

True False

19. I practice physical distancing in school by _____.
(Complete this statement with at least one thing that you do).

20. I show responsible waste removal habits by placing my trash/waste in the _____.

21. Trash 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 _____.
(List at least three things that you do).

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 that comes from _____ is safe for drinking.
(Fill in the blank with a clean/potable water sources in your school/community)

26. Immunity means _____ when a germ of an infectious disease tries to get your sick.

WASH + COVID-19 Facilitator Guide



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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	/ˈhiˌjēn/
infection	/ɪnˈfɛkʃ(ə)n/
infectious	/ɪnˈfɛkʃəs/
microscope(s)	/ˈmɪkrəˌskɒp/
symptom	/ˈsɪm(p)təm/

Fever/chills



Headache



Nausea or Throwing Up



Cough



Runny Nose



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

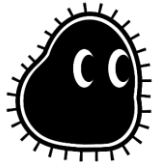
When you are sick, you may be **infectious** to others. Using WASH (Water, Sanitation, and Hygiene) helps us reduce the spread of **infection**.

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.

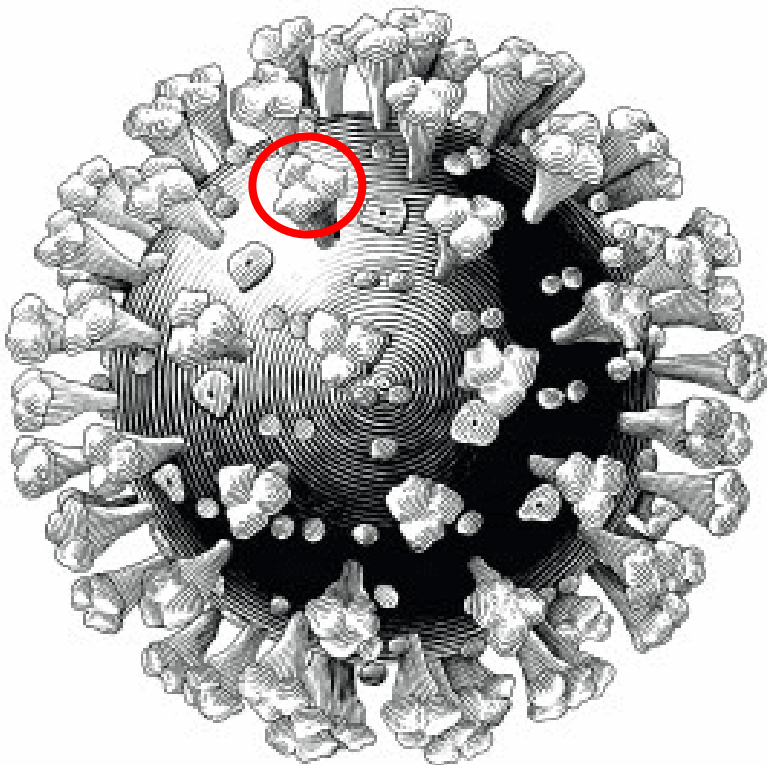
CO		2019 – disease first detected in December of 2019
VI		Disease
D		Corona or Crown
19		Virus

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?

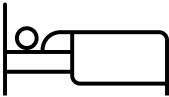
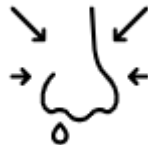
This is the Corona – or Crown looking part of the germ and where all coronaviruses get their name.

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 	

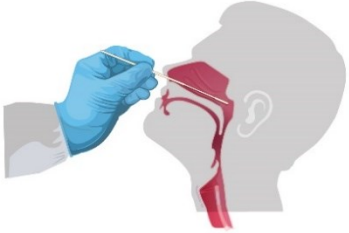
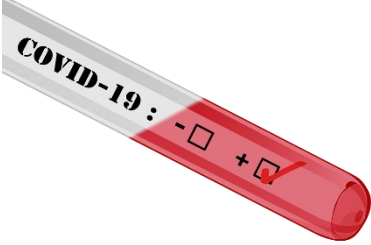
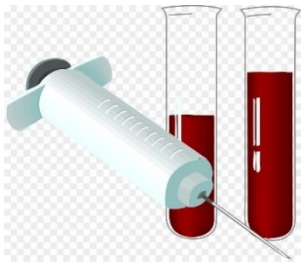
Talk about this with an adult/teacher.

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:

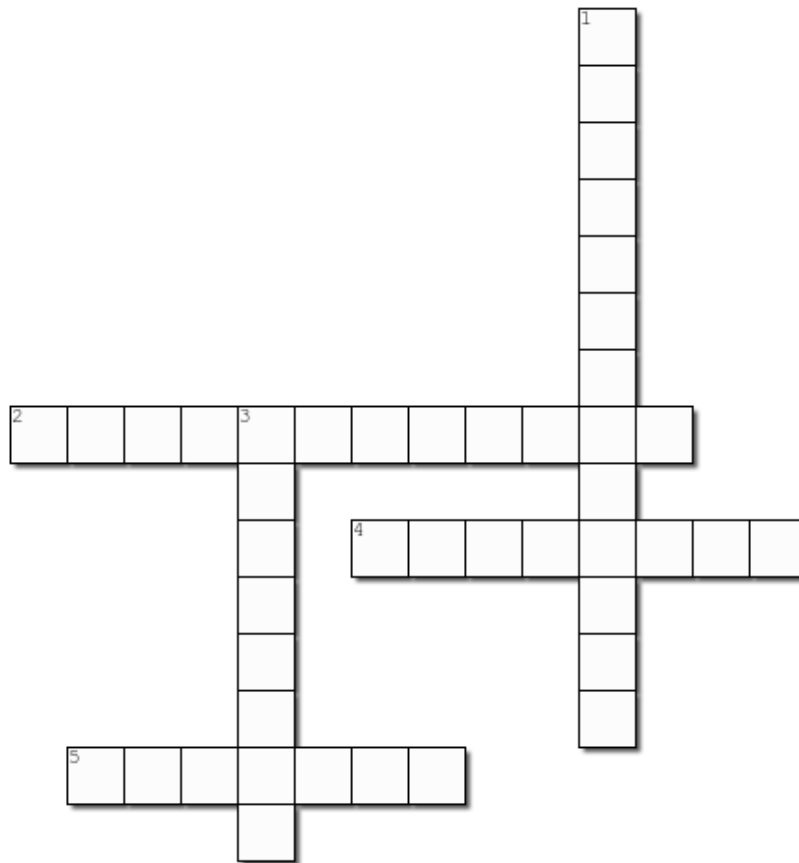
Solve for each vocabulary riddle with your Lesson 2 Vocabulary Word Bank

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

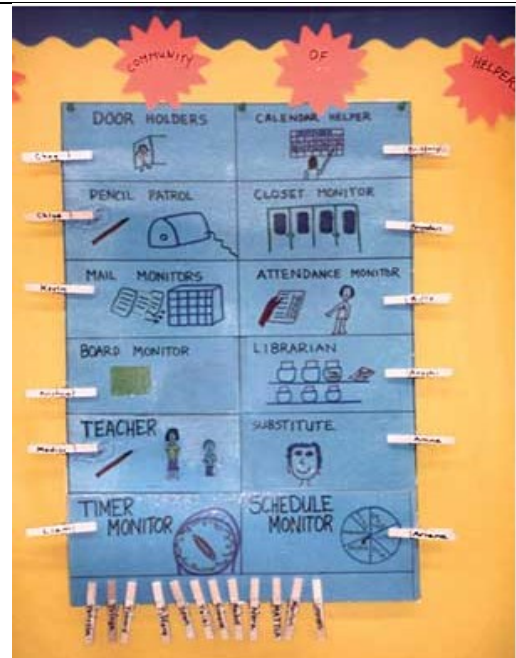
Teacher build-up to Community Helper/Classroom Jobs

*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

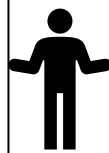
Vocabulary Word	Pronunciation
non-potable water	/nän 'pōdəb(ə)l wōdər, 'wädər/
safe water	/sāf wōdər, 'wädər/
waterborne disease	/'wädərbōrn də 'zēz/

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'myoon 'sistəm/
immunity	/i'myoonədē/
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.

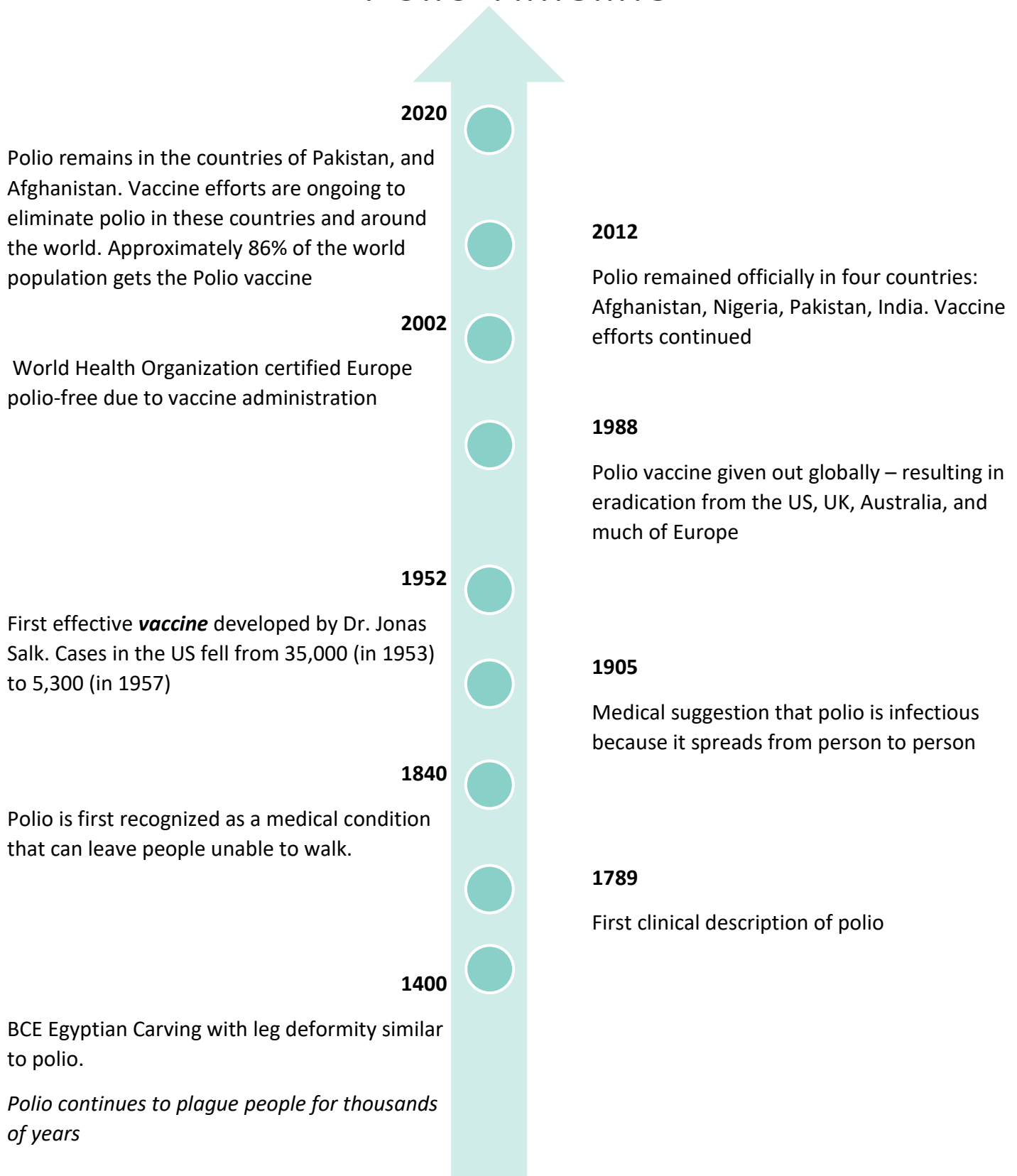
Polio is highly infectious (like COVID-19) and infected people around the world. People who were infected with Polio became so sick, that sometimes they could no longer walk, and some people did not recover at all.

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	/ˈhī,jēn/	ways to stay healthy and prevent diseases, especially through cleanliness
6	immune system	/iˈmyōon ˈsistəm/	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	/iˈmyōonədē/	Protection against a disease.
6	immunization	/ˌimyənəˈzāSHən, ˌimyənīˈzāSHən/	the process of being made immune to an infectious disease, usually by the administration of a vaccine
1	infection	/inˈfekSH(ə)n/	when germs get in your body and make you unhealthy
1	infectious	/inˈfekSHəs/	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)	/ˈmīkrəˌskōp/	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 ˈpōdəb(ə)l wōdər, ˈwädər/	water that may be used for cleaning, latrines, planting, but is not safe for drinking
2	pandemic	/panˈdemik/	a sickness or disease that is widespread – covering a whole country, continent, or the world
3	physical distance	/ˈfizik(ə)l/ ˈdistəns/	keeping space between yourself and others to stop the spread of COVID-19 through the air
2	precaution(s)	/prəˈkōSH(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

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				

APPENDIX – C Narrative Story Resources

THE SANGROON KIDS & THE DIRTY DRAGON



Teacher Guide – “The Sangroon Kids & the Dirty Dragon”
A storybook for Lower Primary students to accompany the
UNICEF WASH-Covid-19 student curriculum



THE SANGROON KIDS & THE DIRTY DRAGON

Do you ever feel that you are too young to make a real difference in this world?

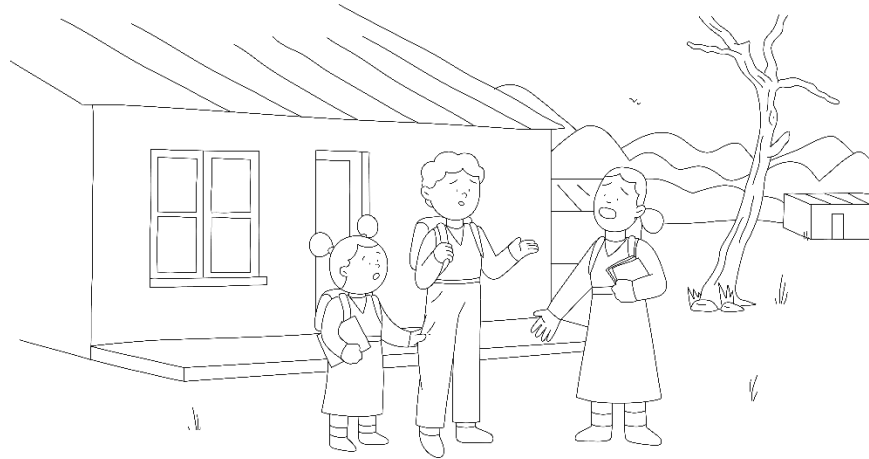
Have you ever known someone your own age that was a real hero? Someone who protected whole village?

No?

Well, you are about to hear a story about three children who fought a scary dragon. They saved many lives by being smart and brave. Here’s how they did it...

Teacher Guide – “The Sangroon Kids & the Dirty Dragon”

A storybook for Lower Primary students to accompany the UNICEF WASH-Covid-19 student curriculum



Thomas was excited. He was going to visit his cousins! He ran all the way from school to get ready for the trip.

But when he got home, his mama told him they could not go on the visit.

“But why, mama?” Thomas said. “Why can’t we go?”

“Something has happened where they live,” mama answered. “It is not safe for us to go there.”

Thomas lived in a village with him mama, papa, and sister Katharine. The village was at the foot of a tall mountain range called the Sangroon Hills. Thomas’ cousins lived on the other side.

Thomas was feeling sad. He missed playing with his cousins. Just then, his sister Katharine arrived at home. She had run all the way from school, too. Their friend Alice had run along with her, and she had news for Thomas.

“Did you hear about the dragon?!” Alice exclaimed. “I heard it flew down from the hills and now the people are getting sick when he breathes on them.”

All the children had heard stories about a dragon that lived in a cave in the Sangroon Hills.

“I also heard the dragon is huge, and can knock down buildings with his tail!” Alice continued. “Let’s call him the ‘Duke of Destruction!’”

Thomas thought Alice seemed too happy about the dragon. Dealing with a dragon would be dangerous, not a fun adventure. He tried to remember that Alice was two years younger than him. She also didn’t have cousins who lived in the village across the Sangroon Hills.

“Alice, this is serious! It’s not a game,” he replied. “We have to find a way to help. This Duke of Destruction could come to our village.”

Alice had not thought of that. “You’re right!” she said. “What’s to stop him from flying over our houses and school, and breathing infection on us? What can we do?”

Thomas thought about the stories he had heard about dragon’s breath and how it makes people sick.

“I know what we need to do!” Thomas cried. “We have to go up into the Sangroon Hills!”

DISCUSSION QUESTION

Thomas and Katharine just learned about a big problem in their community. Is there a problem that is impacting our community in a similar way?

Students might mention the COVID-19 pandemic.

KEY MESSAGE: Just like dragon’s breath, germs – such as COVID-19 – can be in the air we breathe or the things we touch. These germs can make us sick.

“Go to the Sangroon Hills?! Are you kidding?” exclaimed Alice. She thought Thomas meant to try to stop Duke the Dragon. That would be much too scary.

“Yes,” answered Thomas. “That’s where we will find Bubbling Rock Cave.”

“What are you talking about?” asked Alice. “How are rocks going to stop Duke? Do you plan to make a slingshot and kill him?” Alice laughed at the thought of Thomas trying to shoot tiny rocks at a huge dragon.

“No, silly!” Thomas exclaimed. “Don’t you remember what all the stories say? In the past, villagers used pieces of the Bubbling Rock to wash dragon’s breath off their skin. So, we need to go to the Sangroon Hills, get as much bubbling rock as we can carry, and bring it back for everyone to use.”

Of course! Now Alice remembered those stories. Villagers rubbed the Bubbling Rocks on themselves, making lots of bubbly lather, just like soap. Alice supposed that the Bubbling Rock must be a special weapon against dragons.

“But wait,” Alice said. “Bubbling Rock Cave is all the way at the top of the Sangroon Hills,” said Alice. “How are we going to get all the way up there? It will take us a whole night and day to get that far.”

“I have an idea,” said a small voice behind them. Thomas and Alice had forgotten that Katharine was there. “Follow me!” she said.



Discussion questions:

Check for understanding: What is it that the children are planning to do, and why?

The children want to collect rock that is in a cave. They think pieces of this rock will be like soap they can use to wash off the dragon’s breath. Dragon’s breath causes sickness.

KEY MESSAGE: Dragon’s breath is similar to germs. We can use soap and water to wash germs off our skin.

Katharine took Thomas and Alice through the woods and stopped at a giant tree. Thomas thought it was the most beautiful tree he had ever seen! He was amazed he had not noticed it before.

Katharine was climbing up the tree using some vines that were hanging from the lower branches.

“This tree produces *wingnuts*, and they are magic,” said Katharine as she reached the first branch. She continued to climb. “When you hold them, your arms turn into wings and you can glide above the ground.”

Soon Katharine was so high in the tree they couldn’t see her anymore. Just as Thomas and Alice started to worry about her, something whooshed by their legs. It was Katharine! How did she get down from the tree so fast?!



Thomas and Alice couldn’t believe their eyes! Katharine stood with her arms spread wide. She had beautiful silvery wings!

“Here,” said Katharine, giving them each two magic wingnuts. Holding these magic nuts in their hands, Thomas and Alice sprouted wings, too! They flapped their wings a little bit at first, and then made bigger motions. Soon they were gliding up to the Sangroon Hills.



Discussion question:

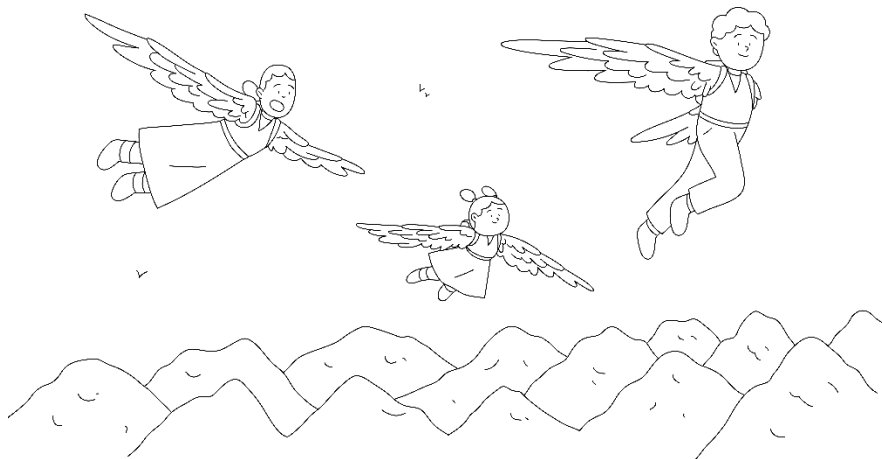
Do you sometimes wish you had magic wings? What do you think is the most special thing about them?

Encourage a variety of responses. Emphasize the length of the wing span; if you have measuring equipment, have the children demonstrate their understanding of the distance from wing tip to wing tip – 1 meter for each wing plus the size of their own chest.

KEY MESSAGE: The length of the wings is the same distance we need to stay apart from each other when we practice physical distancing due to COVID-19. [WHO recommends 1 meter; CDC recommends 2 meters.]

TEACHER TIP: Suggest the students “put their wings on” when they need to use physical distancing. Reinforce that physical distancing is one prevention measure to protect against germs.

Ideas for related activities include: using chalk to draw wings on an outdoor wall; using sticks to trace wing patterns in dirt or sand; making wings out of cardboard or heavy paper.



Thomas, Alice and Katharine used their magic wings to fly up to the Sangroon Hills. They were having so much fun, they almost forgot about the reason for their trip.

“So, our plan is to find Bubbling Rock Cave, but what if we find Duke the Dragon instead,” asked Alice as they were flying. “He is supposed to live somewhere in the caves too, right?”

“No one really knows where the dragon lives,” Thomas answered. “The Sangroon Hills are so big, we probably won’t see him. But we should put scarves over our noses and mouths, just in case there is some dragon’s breath floating around inside the caves.”



Discussion questions:

Check for understanding: Why does Thomas suggest covering their noses and mouths when they are in the caves?

Dragon’s breath can make them sick. They don’t want to breathe any, so they put scarves over their noses and mouths.

KEY MESSAGE: Dragon’s breath is similar to germs. We can wear masks to avoid breathing in the germs.

Soon they arrived, and because they had wings, they flew straight to a path leading to the giant Bubbling Rock.

Walking along the path, Thomas saw one tiny bubble. And then another one, and another one. Each one somehow had the colors of an entire rainbow! When the children came around the next turn on the path, were amazed at what they saw. There was Bubbling Rock! It was taller than a house, and was spitting bubbles into the air!

Thomas was dazed by the beauty, but then he remembered why they came. “Let’s get as many pieces of bubbling rock as we can carry, and bring them back to the village.”

Thomas, Alice and Katharine worked hard gathering pieces of bubbling rocks and putting them into their school satchels.

When they left the cave, they took a wrong turn. Soon they were lost and couldn’t find their way out. They came into a giant cavern. Even with the scarves covering their faces, they could tell there was a very bad smell in there.

“Pee-Ew! It stinks in here!” said Katharine, scrunching up her nose.

Thomas looked around. He saw a small pool of water with slime across the top. Beside it was a pile of rotting waste that looked like the remains of a giant dinner. He saw what looked like a large sleeping nest. He had a bad feeling that this might be the dragon’s lair!

“Let’s retrace our steps and get back on the right path,” Thomas said. But before they could leave the cavern, they heard a deep rumbling. They felt the ground shake with one stomp. Then another stomp.

It was the Duke of Destruction himself!



Duke the Dragon was as big as the Bubbling Rock they had just seen! His skin looked like greenish-gold leather. His wings, tucked at his sides, were made of long, shaggy feathers. His massive tail was banging along the cavern walls as he stomped toward them.

Thomas risked a quick glance at Duke’s face. Sharp fangs jutted from his lower jaw, and ran the length of a long snout. Two large nostrils quivered as he sniffed his smelly food pile.

“Quick!” Thomas whispered to the girls. “Let’s hide! He hasn’t seen us.”

The children watched as Duke the Dragon looked around for his food. He must have been unhappy with what he found, because he turned around, spread his giant wings, and flew away.

“That was really scary!” said Katharine, when Duke was gone. “I can’t believe we actually saw the dragon!”

“You’re right!” said Thomas. “We may be the only people to have ever seen where the dragon lives. I can’t wait to tell everyone how filthy this place is.”

“Why don’t we clean it up?” asked Alice.

“What?” said Thomas and Katharine at the same time. “Are you kidding?”

“Well, I was thinking that maybe Duke’s breath is so bad because he’s drinking that nasty water,” Alice explained. “Why don’t we at least throw some Bubbling Rock into that drinking hole? Maybe it would kill the germs in there.

Then when Duke drinks the clean water, his breath wouldn’t spread sickness anymore.”



Thomas thought about Alice’s idea. It could work, he thought. And it was worth a try.

“Okay,” said Thomas. “But let’s not get close to that mess. Let’s throw the rocks in from here.”

They made a fun game out of throwing the rocks. Katharine had great aim, and all of the rocks she threw landed in Duke’s watering hole. Thomas was the next best, and Alice’s throws went all over the cave. Wherever the rocks landed, bubbles popped up.

Soon, Katharine noticed a big change. “It doesn’t smell bad in here anymore,” she said.

“You’re right,” Thomas said. “I think it’s time we leave, and get back to the village.”

Thomas, Alice and Katharine found their way out of the caves. They used their magic wings to get back to their village.

They shared pieces of Bubbling Rock with their neighbors, in case the dragon came to the village. But he never did...In fact, no one every saw the Duke of Destruction near the Sangroon Hills again.

Everyone thought it was a miracle, but Thomas, Katharine and Alice thought he just wanted to live somewhere else. Somewhere he could drink filthy water and eat smelly food!

THE END

Discussion questions:

1. Let’s compare Duke the dragon to COVID-19. What are some similarities between how Thomas, Alice and Katharine are protecting themselves from the dragon, and what we are doing to protect ourselves from COVID-19?

The characters in the story did these things:

- Covered their faces with scarves so they wouldn’t breathe dragon breath
- Colelcted bubbling rock to keep from getting sick from dragon breath

To protect ourselves from COVID-19, we are doing these things:

- Using face coverings/masks (respiratory hygiene)
- Washing our hands often with soap and water (hand hygiene)

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2. Now let’s talk about some differences between what the story characters are doing, and what we are doing to protect ourselves from COVID-19.

The characters in the story are using magic wings to fly and are using magical rocks instead of soap

To protect ourselves from COVID-19 and other germs, we are doing these things:

- covering our mouth and nose with a flexed elbow or tissue when coughing or sneezing. And then disposing of used tissue immediately
- using physical distancing (e.g., moving school desks apart, leaving space while standing in line)
- remembering to not touch our faces
- washing hands with soap and water
- cleaning frequently touched surfaces and objects
- staying home when sick

NOTE: Add any other prevention measures your school is implementing, such as staggering the beginning and end of the school day or cancelling assemblies or sporting events.

3. Is the dragon’s lair clean or dirty? Do you think the children stopped Duke the Dragon from making people sick by cleaning his lair?

The dragon is not practicing good *hygiene*. Hygiene means: ways to stay healthy and prevent diseases, especially through cleanliness and using soap and running water. Use this opportunity to point out that keeping our home and school clean is an important part of staying healthy.

Key Message: **Until there is a cure for COVID-19, we all have to do our part to stay safe and not spread the virus.**

Ask the students to recall all the preventive measures they’ve learned to protect their health. These include:

- covering our mouth and nose with a flexed elbow or tissue when coughing or sneezing. And then disposing of used tissue immediately
- using physical distancing (e.g., moving school desks apart, leaving space while standing in line)
- remembering to not touch our faces
- washing hands with soap and water
- cleaning frequently touched surfaces and objects
- staying home when sick

THE SANGROON KIDS & THE DIRTY DRAGON



THE SANGROON KIDS & THE DIRTY DRAGON

Do you ever feel that you are too young to make a real difference in this world?

Have you ever known someone your own age that was a real hero? Someone who protected whole village?

No?

Well, you are about to hear a story about three children who fought a scary dragon. They saved many lives by being smart and brave. Here's how they did it...

[Coloring book image: large line drawing of three school children – ages 13 (boy/Thomas), 11 (girl/Alice), 9 (girl/Katherine) – talking in front of village dwelling, with mountain range in the background. They each are wearing a school uniform and have a school book satchel]

Thomas was excited. He was going to visit his cousins! He ran all the way from school to get ready for the trip.

But when he got home, his mama told him they could not go on the visit.

“But why, mama?” Thomas said. “Why can’t we go?”

“Something has happened where they live,” mama answered. “It is not safe for us to go there.”

Thomas lived in a village with his mama, papa, and sister Katherine. The village was at the foot of a tall mountain range called the Sangroon Hills. Thomas’ cousins lived on the other side.

Thomas was feeling sad. He missed playing with his cousins. Just then, his sister Katherine arrived at home. She had run all the way from school, too. Their friend Alice had run along with her, and she had news for Thomas.

“Did you hear about the dragon?!” Alice exclaimed. “I heard it flew down from the hills and now the people are getting sick when he breathes on them.”

All the children had heard stories about a dragon that lived in a cave in the Sangroon Hills.

“I also heard the dragon is huge, and can knock down buildings with his tail!” Alice continued. “Let’s call him the ‘Duke of Destruction!’”

Thomas thought Alice seemed too happy about the dragon. Dealing with a dragon would be dangerous, not a fun adventure. He tried to remember that Alice was two years younger than him. She also didn't have cousins who lived in the village across the Sangroon Hills.

"Alice, this is serious! It's not a game," he replied. "We have to find a way to help. This Duke of Destruction could come to our village."

Alice had not thought of that. "You're right!" she said. "What's to stop him from flying over our houses and school, and breathing infection on us? What can we do?"

Thomas thought about the stories he had heard about dragon's breath and how it makes people sick.

"I know what we need to do!" Thomas cried. "We have to go up into the Sangroon Hills!"

DISCUSSION QUESTION

Thomas and Katherine just learned about a big problem in their community. Is there a problem that is impacting our community in a similar way?

Students might mention the COVID-19 pandemic.

KEY MESSAGE: Just like dragon's breath, germs – such as COVID-19 – can be in the air we breathe or the things we touch. These germs can make us sick.

[Coloring book image: Dismayed Alice, with a thought bubble showing Thomas shooting a rock from a slingshot]

"Go to the Sangroon Hills?! Are you kidding?" exclaimed Alice. She thought Thomas meant to try to stop Duke the Dragon. That would be much too scary.

"Yes," answered Thomas. "That's where we will find Bubbling Rock Cave."

“What are you talking about?” asked Alice. “How are rocks going to stop Duke? Do you plan to make a slingshot and kill him?” Alice laughed at the thought of Thomas trying to shoot tiny rocks at a huge dragon.

“No, silly!” Thomas exclaimed. “Don’t you remember what all the stories say? In the past, villagers used pieces of the Bubbling Rock to wash dragon’s breath off their skin. So, we need to go to the Sangroon Hills, get as much bubbling rock as we can carry, and bring it back for everyone to use.”

Of course! Now Alice remembered those stories. Villagers rubbed the Bubbling Rocks on themselves, making lots of bubbly lather, just like soap. Alice supposed that the Bubbling Rock must be a special weapon against dragons.

“But wait,” Alice said. “Bubbling Rock Cave is all the way at the top of the Sangroon Hills,” said Alice. “How are we going to get all the way up there? It will take us a whole night and day to get that far.”

“I have an idea,” said a small voice behind them. Thomas and Alice had forgotten that Katherine was there. “Follow me!” she said.



Discussion questions:

Check for understanding: What is it that the children are planning to do, and why?

The children want to collect rock that is in a cave. They think pieces of this rock will be like soap they can use to wash off the dragon’s breath. Dragon’s breath causes sickness.

KEY MESSAGE: Dragon’s breath is similar to germs. We can use soap and water to wash germs off our skin.

[Coloring book image: Thomas, Alice and Katherine at the base of a giant “magical” tree, with vines hanging down]

Katherine took Thomas and Alice through the woods and stopped at a giant tree. Thomas thought it was the most beautiful tree he had ever seen! He was amazed he had not noticed it before.

Katharine was climbing up the tree using some vines that were hanging from the lower branches.

“This tree produces *wingnuts*, and they are magic,” said Katherine as she reached the first branch. She continued to climb. “When you hold them, your arms turn into wings and you can glide above the ground.”

Soon Katherine was so high in the tree they couldn’t see her anymore. Just as Thomas and Alice started to worry about her, something whooshed by their legs. It was Katherine! How did she get down from the tree so fast?!

[Coloring book image: Katharine with sparkling wings about a meter in length, Thomas and Alice looking astonished]

Thomas and Alice couldn’t believe their eyes! Katherine stood with her arms spread wide. She had beautiful silvery wings!

“Here,” said Katherine, giving them each two magic wingnuts. Holding these magic nuts in their hands, Thomas and Alice sprouted wings, too! They flapped their wings a little bit at first, and then made bigger motions. Soon they were gliding up to the Sangroon Hills.



Discussion question:

Do you sometimes wish you had magic wings? What do you think is the most special thing about them?

Encourage a variety of responses. Emphasize the length of the wing span; if you have measuring equipment, have the children demonstrate their understanding of the distance from wing tip to wing tip – 1 meter for each wing plus the size of their own chest.

KEY MESSAGE: The length of the wings is the same distance we need to stay apart from each other when we practice physical distancing due to COVID-19. [WHO recommends 1 meter; CDC recommends 2 meters.]

TEACHER TIP: Suggest the students “put their wings on” when they need to use physical distancing. Reinforce that physical distancing is one prevention measure to protect against germs.

Ideas for related activities include: using chalk to draw wings on an outdoor wall; using sticks to trace wing patterns in dirt or sand; making wings out of cardboard or heavy paper.

[Coloring book image: The three children laughing, flying toward the Sangroon Hills in the distance.]

Thomas, Alice and Katherine used their magic wings to fly up to the Sangroon Hills. They were having so much fun, they almost forgot about the reason for their trip.

“So, our plan is to find Bubbling Rock Cave, but what if we find Duke the Dragon instead,” asked Alice as they were flying. “He is supposed to live somewhere in the caves too, right?”

“No one really knows where the dragon lives,” Thomas answered. “The Sangroon Hills are so big, we probably won’t see him. But we should put

scarves over our noses and mouths, just in case there is some dragon's breath floating around inside the caves."



Discussion questions:

Check for understanding: Why does Thomas suggest covering their noses and mouths when they are in the caves?

Dragon's breath can make them sick. They don't want to breathe any, so they put scarves over their noses and mouths.

KEY MESSAGE: Dragon's breath is similar to germs. We can wear masks to avoid breathing in the germs.

[Coloring book image: "...It soared at least 15 meters into the dome of the cave. Looking up that high, Thomas could see an opening to the clear, blue sky. The sunlight made small rainbows of flashing light out of thousands of tiny bubbles floating in the air."]

Soon they arrived, and because they had wings, they flew straight to a path leading to the giant Bubbling Rock.

Walking along the path, Thomas saw one tiny bubble. And then another one, and another one. Each one somehow had the colors of an entire rainbow! When the children came around the next turn on the path, were amazed at what they saw. There was Bubbling Rock! It was taller than a house, and was spitting bubbles into the air!

Thomas was dazed by the beauty, but then he remembered why they came. "Let's get as many pieces of bubbling rock as we can carry, and bring them back to the village."

Thomas, Alice and Katherine worked hard gathering pieces of bubbling rocks and putting them into their school satchels.

When they left the cave, they took a wrong turn. Soon they were lost and couldn't find their way out. They came into a giant cavern. Even with the scarves covering their faces, they could tell there was a very bad smell in there.

"Pee-Ew! It stinks in here!" said Katherine, scrunching up her nose.

Thomas looked around. He saw a small pool of water with slime across the top. Beside it was a pile of rotting waste that looked like the remains of a giant dinner. He saw what looked like a large sleeping nest. He had a bad feeling that this might be the dragon's lair!

"Let's retrace our steps and get back on the right path," Thomas said. But before they could leave the cavern, they heard a deep rumbling. They felt the ground shake with one stomp. Then another stomp.

It was the Duke of Destruction himself!

[Coloring book image: The dragon in his filthy lair (see description below); the children are watching from a hiding place]

Duke the Dragon was as big as the Bubbling Rock they had just seen! His skin looked like greenish-gold leather. His wings, tucked at his sides, were made of long, shaggy feathers. His massive tail was banging along the cavern walls as he stomped toward them.

Thomas risked a quick glance at Duke's face. Sharp fangs jutted from his lower jaw, and ran the length of a long snout. Two large nostrils quivered as he sniffed his smelly food pile.

"Quick!" Thomas whispered to the girls. "Let's hide! He hasn't seen us."

The children watched as Duke the Dragon looked around for his food. He must have been unhappy with what he found, because he turned around, spread his giant wings, and flew away.

"That was really scary!" said Katherine, when Duke was gone. "I can't believe we actually saw the dragon!"

"You're right!" said Thomas. "We may be the only people to have ever seen where the dragon lives. I can't wait to tell everyone how filthy this place is."

"Why don't we clean it up?" asked Alice.

"What?" said Thomas and Katherine at the same time. "Are you kidding?"

"Well, I was thinking that maybe Duke's breath is so bad because he's drinking that nasty water," Alice explained. "Why don't we at least throw some Bubbling Rock into that drinking hole? Maybe it would kill the germs in there. Then when Duke drinks the clean water, his breath wouldn't spread sickness anymore."

[Coloring book image: The children are throwing bubbling rock into Duke's watering hole, bubbles are coming out of it]

Thomas thought about Alice's idea. It could work, he thought. And it was worth a try.

"Okay," said Thomas. "But let's not get close to that mess. Let's throw the rocks in from here."

They made a fun game out of throwing the rocks. Katherine had great aim, and all of the rocks she threw landed in Duke's watering hole. Thomas was the next best, and Alice's throws went all over the cave. Wherever the rocks landed, bubbles popped up.

Soon, Katherine noticed a big change. "It doesn't smell bad in here anymore," she said.

"You're right," Thomas said. "I think it's time we leave, and get back to the village."

Thomas, Alice and Katherine found their way out of the caves. They used their magic wings to get back to their village.

They shared pieces of Bubbling Rock with their neighbors, in case the dragon came to the village. But he never did...In fact, no one every saw the Duke of Destruction near the Sangroon Hills again.

Everyone thought it was a miracle, but Thomas, Katherine and Alice thought he just wanted to live somewhere else. Somewhere he could drink filthy water and eat smelly food!

THE END

Discussion questions:

1. Let's compare Duke the dragon to COVID-19. What are some similarities between how Thomas, Alice and Katherine are protecting themselves from the dragon, and what we are doing to protect ourselves from COVID-19?

The characters in the story did these things:

- Covered their faces with scarves so they wouldn't breathe dragon breath
- Collected bubbling rock to keep from getting sick from dragon breath

To protect ourselves from COVID-19, we are doing these things:

- Using face coverings/masks (respiratory hygiene)
- Washing our hands often with soap and water (hand hygiene)

2. Now let's talk about some differences between what the story characters are doing, and what we are doing to protect ourselves from COVID-19.

The characters in the story are using magic wings to fly and are using magical rocks instead of soap

To protect ourselves from COVID-19 and other germs, we are doing these things:

- covering our mouth and nose with a flexed elbow or tissue when coughing or sneezing. And then disposing of used tissue immediately
- using physical distancing (e.g., moving school desks apart, leaving space while standing in line)
- remembering to not touch our faces
- washing hands with soap and water
- cleaning frequently touched surfaces and objects
- staying home when sick

NOTE: Add any other prevention measures your school is implementing, such as staggering the beginning and end of the school day or cancelling assemblies or sporting events.

3. Is the dragon's lair clean or dirty? Do you think the children stopped Duke the Dragon from making people sick by cleaning his lair?

The dragon is not practicing good *hygiene*. Hygiene means: ways to stay healthy and prevent diseases, especially through cleanliness and using soap and running water. Use this opportunity to point out that keeping our home and school clean is an important part of staying healthy.

Key Message: Until there is a cure for COVID-19, we all have to do our part to stay safe and not spread the virus.

Ask the students to recall all the preventive measures they've learned to protect their health. These include:

- covering our mouth and nose with a flexed elbow or tissue when coughing or sneezing. And then disposing of used tissue immediately
- using physical distancing (e.g., moving school desks apart, leaving space while standing in line)
- remembering to not touch our faces
- washing hands with soap and water
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THE SANGROON KIDS & THE DIRTY DRAGON



THE SANGROON KIDS & THE DIRTY DRAGON

Do you ever feel that you are too young to make a real difference in this world?

Have you ever known someone your own age that was a real hero? Someone who protected whole village?

No?

Well, you are about to hear a story about three children who fought a scary dragon. They saved many lives by being smart and brave. Here's how they did it...

[Coloring book image: large line drawing of three school children – ages 13 (boy/Thomas), 11 (girl/Alice), 9 (girl/Katherine) – talking in front of village dwelling, with mountain range in the background. They each are wearing a school uniform and have a school book satchel]

Thomas was excited. He was going to visit his cousins! He ran all the way from school to get ready for the trip.

But when he got home, his mama told him they could not go on the visit.

“But why, mama?” Thomas said. “Why can’t we go?”

“Something has happened where they live,” mama answered. “It is not safe for us to go there.”

Thomas lived in a village with his mama, papa, and sister Katherine. The village was at the foot of a tall mountain range called the Sangroon Hills. Thomas’ cousins lived on the other side.

Thomas was feeling sad. He missed playing with his cousins. Just then, his sister Katherine arrived at home. She had run all the way from school, too. Their friend Alice had run along with her, and she had news for Thomas.

“Did you hear about the dragon?!” Alice exclaimed. “I heard it flew down from the hills and now the people are getting sick when he breathes on them.”

All the children had heard stories about a dragon that lived in a cave in the Sangroon Hills.

“I also heard the dragon is huge, and can knock down buildings with his tail!” Alice continued. “Let’s call him the ‘Duke of Destruction!’”

Thomas thought Alice seemed too happy about the dragon. Dealing with a dragon would be dangerous, not a fun adventure. He tried to remember that Alice was two years younger than him. She also didn't have cousins who lived in the village across the Sangroon Hills.

"Alice, this is serious! It's not a game," he replied. "We have to find a way to help. This Duke of Destruction could come to our village."

Alice had not thought of that. "You're right!" she said. "What's to stop him from flying over our houses and school, and breathing infection on us? What can we do?"

Thomas thought about the stories he had heard about dragon's breath and how it makes people sick.

"I know what we need to do!" Thomas cried. "We have to go up into the Sangroon Hills!"

DISCUSSION QUESTION

Thomas and Katherine just learned about a big problem in their community. Is there a problem that is impacting our community in a similar way?

Students might mention the COVID-19 pandemic.

KEY MESSAGE: Just like dragon's breath, germs – such as COVID-19 – can be in the air we breathe or the things we touch. These germs can make us sick.

[Coloring book image: Dismayed Alice, with a thought bubble showing Thomas shooting a rock from a slingshot]

"Go to the Sangroon Hills?! Are you kidding?" exclaimed Alice. She thought Thomas meant to try to stop Duke the Dragon. That would be much too scary.

"Yes," answered Thomas. "That's where we will find Bubbling Rock Cave."

“What are you talking about?” asked Alice. “How are rocks going to stop Duke? Do you plan to make a slingshot and kill him?” Alice laughed at the thought of Thomas trying to shoot tiny rocks at a huge dragon.

“No, silly!” Thomas exclaimed. “Don’t you remember what all the stories say? In the past, villagers used pieces of the Bubbling Rock to wash dragon’s breath off their skin. So, we need to go to the Sangroon Hills, get as much bubbling rock as we can carry, and bring it back for everyone to use.”

Of course! Now Alice remembered those stories. Villagers rubbed the Bubbling Rocks on themselves, making lots of bubbly lather, just like soap. Alice supposed that the Bubbling Rock must be a special weapon against dragons.

“But wait,” Alice said. “Bubbling Rock Cave is all the way at the top of the Sangroon Hills,” said Alice. “How are we going to get all the way up there? It will take us a whole night and day to get that far.”

“I have an idea,” said a small voice behind them. Thomas and Alice had forgotten that Katherine was there. “Follow me!” she said.



Discussion questions:

Check for understanding: What is it that the children are planning to do, and why?

The children want to collect rock that is in a cave. They think pieces of this rock will be like soap they can use to wash off the dragon’s breath. Dragon’s breath causes sickness.

KEY MESSAGE: Dragon’s breath is similar to germs. We can use soap and water to wash germs off our skin.

[Coloring book image: Thomas, Alice and Katherine at the base of a giant "magical" tree, with vines hanging down]

Katherine took Thomas and Alice through the woods and stopped at a giant tree. Thomas thought it was the most beautiful tree he had ever seen! He was amazed he had not noticed it before.

Katharine was climbing up the tree using some vines that were hanging from the lower branches.

"This tree produces *wingnuts*, and they are magic," said Katherine as she reached the first branch. She continued to climb. "When you hold them, your arms turn into wings and you can glide above the ground."

Soon Katherine was so high in the tree they couldn't see her anymore. Just as Thomas and Alice started to worry about her, something whooshed by their legs. It was Katherine! How did she get down from the tree so fast?!

[Coloring book image: Katharine with sparkling wings about a meter in length, Thomas and Alice looking astonished]

Thomas and Alice couldn't believe their eyes! Katherine stood with her arms spread wide. She had beautiful silvery wings!

"Here," said Katherine, giving them each two magic wingnuts. Holding these magic nuts in their hands, Thomas and Alice sprouted wings, too! They flapped their wings a little bit at first, and then made bigger motions. Soon they were gliding up to the Sangroon Hills.



Discussion question:

Do you sometimes wish you had magic wings? What do you think is the most special thing about them?

Encourage a variety of responses. Emphasize the length of the wing span; if you have measuring equipment, have the children demonstrate their understanding of the distance from wing tip to wing tip – 1 meter for each wing plus the size of their own chest.

KEY MESSAGE: The length of the wings is the same distance we need to stay apart from each other when we practice physical distancing due to COVID-19. [WHO recommends 1 meter; CDC recommends 2 meters.]

TEACHER TIP: Suggest the students “put their wings on” when they need to use physical distancing. Reinforce that physical distancing is one prevention measure to protect against germs.

Ideas for related activities include: using chalk to draw wings on an outdoor wall; using sticks to trace wing patterns in dirt or sand; making wings out of cardboard or heavy paper.

[Coloring book image: The three children laughing, flying toward the Sangroon Hills in the distance.]

Thomas, Alice and Katherine used their magic wings to fly up to the Sangroon Hills. They were having so much fun, they almost forgot about the reason for their trip.

“So, our plan is to find Bubbling Rock Cave, but what if we find Duke the Dragon instead,” asked Alice as they were flying. “He is supposed to live somewhere in the caves too, right?”

“No one really knows where the dragon lives,” Thomas answered. “The Sangroon Hills are so big, we probably won’t see him. But we should put

scarves over our noses and mouths, just in case there is some dragon's breath floating around inside the caves."



Discussion questions:

Check for understanding: Why does Thomas suggest covering their noses and mouths when they are in the caves?

Dragon's breath can make them sick. They don't want to breathe any, so they put scarves over their noses and mouths.

KEY MESSAGE: Dragon's breath is similar to germs. We can wear masks to avoid breathing in the germs.

[Coloring book image: "...It soared at least 15 meters into the dome of the cave. Looking up that high, Thomas could see an opening to the clear, blue sky. The sunlight made small rainbows of flashing light out of thousands of tiny bubbles floating in the air."]

Soon they arrived, and because they had wings, they flew straight to a path leading to the giant Bubbling Rock.

Walking along the path, Thomas saw one tiny bubble. And then another one, and another one. Each one somehow had the colors of an entire rainbow! When the children came around the next turn on the path, were amazed at what they saw. There was Bubbling Rock! It was taller than a house, and was spitting bubbles into the air!

Thomas was dazed by the beauty, but then he remembered why they came. "Let's get as many pieces of bubbling rock as we can carry, and bring them back to the village."

Thomas, Alice and Katherine worked hard gathering pieces of bubbling rocks and putting them into their school satchels.

When they left the cave, they took a wrong turn. Soon they were lost and couldn't find their way out. They came into a giant cavern. Even with the scarves covering their faces, they could tell there was a very bad smell in there.

"Pee-Ew! It stinks in here!" said Katherine, scrunching up her nose.

Thomas looked around. He saw a small pool of water with slime across the top. Beside it was a pile of rotting waste that looked like the remains of a giant dinner. He saw what looked like a large sleeping nest. He had a bad feeling that this might be the dragon's lair!

"Let's retrace our steps and get back on the right path," Thomas said. But before they could leave the cavern, they heard a deep rumbling. They felt the ground shake with one stomp. Then another stomp.

It was the Duke of Destruction himself!

[Coloring book image: The dragon in his filthy lair (see description below); the children are watching from a hiding place]

Duke the Dragon was as big as the Bubbling Rock they had just seen! His skin looked like greenish-gold leather. His wings, tucked at his sides, were made of long, shaggy feathers. His massive tail was banging along the cavern walls as he stomped toward them.

Thomas risked a quick glance at Duke's face. Sharp fangs jutted from his lower jaw, and ran the length of a long snout. Two large nostrils quivered as he sniffed his smelly food pile.

"Quick!" Thomas whispered to the girls. "Let's hide! He hasn't seen us."

The children watched as Duke the Dragon looked around for his food. He must have been unhappy with what he found, because he turned around, spread his giant wings, and flew away.

"That was really scary!" said Katherine, when Duke was gone. "I can't believe we actually saw the dragon!"

"You're right!" said Thomas. "We may be the only people to have ever seen where the dragon lives. I can't wait to tell everyone how filthy this place is."

"Why don't we clean it up?" asked Alice.

"What?" said Thomas and Katherine at the same time. "Are you kidding?"

"Well, I was thinking that maybe Duke's breath is so bad because he's drinking that nasty water," Alice explained. "Why don't we at least throw some Bubbling Rock into that drinking hole? Maybe it would kill the germs in there. Then when Duke drinks the clean water, his breath wouldn't spread sickness anymore."

[Coloring book image: The children are throwing bubbling rock into Duke's watering hole, bubbles are coming out of it]

Thomas thought about Alice's idea. It could work, he thought. And it was worth a try.

"Okay," said Thomas. "But let's not get close to that mess. Let's throw the rocks in from here."

They made a fun game out of throwing the rocks. Katherine had great aim, and all of the rocks she threw landed in Duke's watering hole. Thomas was the next best, and Alice's throws went all over the cave. Wherever the rocks landed, bubbles popped up.

Soon, Katherine noticed a big change. "It doesn't smell bad in here anymore," she said.

"You're right," Thomas said. "I think it's time we leave, and get back to the village."

Thomas, Alice and Katherine found their way out of the caves. They used their magic wings to get back to their village.

They shared pieces of Bubbling Rock with their neighbors, in case the dragon came to the village. But he never did...In fact, no one every saw the Duke of Destruction near the Sangroon Hills again.

Everyone thought it was a miracle, but Thomas, Katherine and Alice thought he just wanted to live somewhere else. Somewhere he could drink filthy water and eat smelly food!

THE END

Discussion questions:

1. Let's compare Duke the dragon to COVID-19. What are some similarities between how Thomas, Alice and Katherine are protecting themselves from the dragon, and what we are doing to protect ourselves from COVID-19?

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To protect ourselves from COVID-19, we are doing these things:

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2. Now let's talk about some differences between what the story characters are doing, and what we are doing to protect ourselves from COVID-19.

The characters in the story are using magic wings to fly and are using magical rocks instead of soap

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- remembering to not touch our faces
- washing hands with soap and water
- cleaning frequently touched surfaces and objects
- staying home when sick

NOTE: Add any other prevention measures your school is implementing, such as staggering the beginning and end of the school day or cancelling assemblies or sporting events.

3. Is the dragon's lair clean or dirty? Do you think the children stopped Duke the Dragon from making people sick by cleaning his lair?

The dragon is not practicing good *hygiene*. Hygiene means: ways to stay healthy and prevent diseases, especially through cleanliness and using soap and running water. Use this opportunity to point out that keeping our home and school clean is an important part of staying healthy.

Key Message: Until there is a cure for COVID-19, we all have to do our part to stay safe and not spread the virus.

Ask the students to recall all the preventive measures they've learned to protect their health. These include:

- covering our mouth and nose with a flexed elbow or tissue when coughing or sneezing. And then disposing of used tissue immediately
- using physical distancing (e.g., moving school desks apart, leaving space while standing in line)
- remembering to not touch our faces
- washing hands with soap and water
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THE SANGROON KIDS & THE DIRTY DRAGON



Teacher Guide – “The Sangroon Kids and the Dirty Dragon”
A story to accompany the UNICEF WASH-Covid-19 student curriculum



Chapter 1



This chapter introduces readers to the characters and sets up the story’s conflict: a dragon is terrorizing a nearby village and can kill people by breathing on them. Three children decide to travel to a nearby mountain to collect a type of rock that works like soap. With these pieces of rock, they hope to help people in their village wash off the infectious dragon’s breath.

KEY LEARNING OUTCOME: We can all do things to protect ourselves from infections and keep our bodies safe and healthy

Teacher Tip: Chapter 1 provides you with an opportunity to discuss COVID-19 and other infectious diseases. Adapt the question suggestions to the developmental level of your learners.

The questions below may be used to assess student understanding through guided dialogue as a whole class or as a written response [Language Arts].

READ ALOUD:

For older children, have them alternate reading aloud in class or assign reading as homework

For pre-readers and younger children, teacher reads aloud, OR, distribute the alternative version of the story designed as a coloring book.

THE SANGROON KIDS & THE DIRTY DRAGON

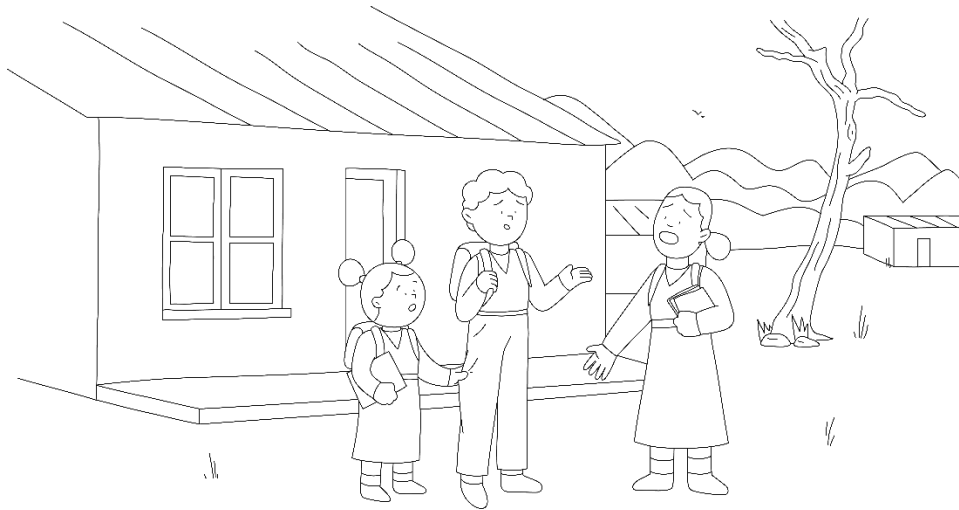
Do you ever feel that you are too young to make a real difference in this world?

Have you ever known someone your own age that was a real hero? Someone who protected their family, and even saved their whole village?

No?

Well, you are about to hear a story about three children, just like you, who fought a terrible dragon. They saved many lives by being smart and brave. Here’s how they did it...

Chapter 1: The New Dragon



Thomas was excited to get home. He ran along the path, not waiting for his little sister, Katharine, to keep up. She’s so slow, he thought. Why wasn’t she as excited as he was? They were going to visit their cousins today!

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Visiting with his extended family was a special trip Thomas always looked forward to. It wasn't far but took a long time to travel, because it was on the other side of the Sangroon Hills.

When he reached home, he knew something was wrong! No provisions were packed for the big meal they usually shared with all the cousins. His mother was crying as she stood by the front door. He didn't see his father anywhere.

“Mama, what's the matter?” Thomas shouted as he rushed to her. “Where's Papa? When are we leaving for our trip?”

“Your Papa is meeting with the village elders,” Mama answered. “Something terrible is happening in the village across the Sangroon Hills, so our trip has to be cancelled.”

Sister Katharine finally arrived in the family's courtyard. “Something terrible? What is it?” Katharine asked.

“It's nothing for you to worry about, Katharine,” Mama said, quickly wiping the tears from her eyes. Mama was concerned that at age seven, Katharine would become afraid if she heard the news. “Thomas, why don't you take your sister inside and do some schoolwork?”

Thomas was very upset about the trip that would no longer happen. He wondered if his cousins were in danger. He wanted to know what was going on! He was 13 years old, after all, and could handle the news, even if Katharine could not. So, after he helped his sister get her homework started, he slipped away from home to discover what terrible thing was happening.

Thomas' friend Alice met him as he was walking the path to the center of the village. That was where the elders usually met to discuss important topics.

“Did you hear about the dragon?!” Alice exclaimed. “I heard it flew down from the hills and now the people are sick and dying!”

Teacher Guide – “The Sangroon Kids & the Dirty Dragon”

A story to accompany the UNICEF WASH-Covid-19 student curriculum

Thomas was even more alarmed than before. All the children had heard stories about Queen Sarina, the dragon who lived in the caves deep in the hills. But weren't those just fairy tales? Several years ago, it was said that Queen Sarina terrorized the villages in the valley. Many people she breathed on had become sick, and some of them never recovered and died during that time. Or so the stories said. Thomas never believed them.

Thomas and Alice had reached the center of the village and could see the elders gathered under a large tree. Thomas' father was there. So was the doctor who made regular visits to the village. Thomas and Alice sneaked closer to hear the conversation.

The following section might interrupt the action of the story for young learners. Consider one of the following options:

Option 1: Continue reading, but pause here and say: “This next section of the story might sound complicated. It contains several of our vocabulary words. If you don't understand everything, don't worry; we will discuss the words more later.”

Option 2 (especially if students will not begin Lesson 1 immediately after reading Chapter 1): Skip this section for now, and come back to it when you begin Lesson 1. Use the following script:

“We're going to learn more about what Thomas and Alice overheard when we get to our first lesson. But for now, I'm going to tell you that there is a dragon on the loose! It's not the same dragon as before – that was Queen Sarina – but rather the doctor tells the villagers that the dragon is related to her. This new dragon has already breathed on people in a nearby village and they are getting sick. Now, let's continue with the story...”

Proceed to Chapter 2.

“It's important that you don't let anyone from the other village come here,” the doctor was saying. “They are **quarantined** to try to stop the **spread** of the **virus**. While under quarantine the villagers cannot see anyone from outside of their village. This will help stop the virus from reaching other villages.”

“We understand the **risk** of getting sick is high, but we all have family who live there,” Thomas' father replied. “We have to help them! What can we do?”

“Nurses there are providing what **treatment** they can to the sick people,” the doctor said. “Some will get better, but some are dying, especially the old and frail. To protect the families here, we have to limit contact with people who are sick. This is a **respiratory** disease that is spreading so fast, it is being called a **pandemic**.”

Thomas tried to make sense of what he was hearing. He knew that the word “respiratory” involved the lungs and breathing. So, it was true! The dragon was on the loose and spreading disease through her rotten breath!

“Is this the same SARS illness we battled several years ago?” one of the elders asked the doctor.

“No, but it is related,” he answered. “This is a new virus, but has the same **symptoms**: fever, coughing, and shortness of breath. However, some people are **asymptomatic**; they have the disease and can spread it to others, but have no obvious symptoms. The only way to **diagnose** it for sure is with a medical **test**.”

“Besides **quarantine**, what else can villagers do to keep one another healthy?” another one of the elders asked the doctor.

“Right now, the villagers have been told to wash their hands often, cover their noses and mouths, and try to stay far apart from one another. There are no village gatherings and no school. It’s really hard, but **physical distancing** is stopping the infection from spreading any further.”

“Did you hear that?” exclaimed Alice when they started back on the path. “It’s not Queen Sarina, but someone related. It must be her son! Let’s call him the Duke of Destruction.”

Thomas was concerned that Alice seemed to be excited about the news, like it was a fun adventure. He tried to remember that Alice was two years younger than him. She also didn’t have cousins who lived in the village across the Sangroon Hills.

“Alice, this is serious! It’s not a game,” he replied. “We have to find a way to help. This Duke of Destruction could just as easily visit our village.”

Alice had not considered this possibility. You’re right!” she said. “What’s to stop him from flying over our houses and school, and breathing infection on us? What can we do?”

Thomas thought of his sister Katharine, and his Mama and Papa. He thought of his granny and grandpapa. The Duke had to be stopped before danger could come to them! But how? He thought about those fairy tales he had heard, the ones he didn’t believe at the time. How was Queen Sarina stopped in those tales?

“I know what we need to do!” Thomas cried. “We have to go to the Sangroon Hills!”



DISCUSSION QUESTIONS

1. Thomas and Katharine just learned about a big problem in their community. Is there a problem that is impacting our community in a similar way?

Students are likely to mention the COVID-19 pandemic. Tell them that Thomas’ story, and the curriculum that goes with it, will give everyone a chance to discuss COVID-19, especially those aspects about which they are confused or afraid.

KEY MESSAGE: Just like the children in the story, we can all do our part to stop the spread of infectious disease, and keep our bodies, school, home, and community clean.

2. What symptoms were the villagers in the *The Sangroon Kids & the Dirty Dragon* story having?

Student Response: The sick villagers are experiencing fever, coughing, and shortness of breath.

Note: The story mentions that some villagers are “asymptomatic;” this topic will be covered more in upcoming lessons.

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3. List some **symptoms** that you have personally experienced when sick or sickness **symptoms** you have witnessed in others (you may draw or write these symptoms in the space below):

Provide a few minutes of class time for students to write or draw in their workbooks. Then, lead a discussion about their work.

If any student(s) are worried they have COVID-19 symptoms, assure them that many of the symptoms overlap with other conditions that are easily treated.

Remember, no one feels good about being sick or making someone else sick. If you learn that others in your school or community are sick, let them know you hope they feel better soon. Part of healing and recovery is having support from others.

4. What did the doctor tell the elders in Thomas’ village about preventing infection?

Student Response: The doctor explained that the villagers must be **quarantined**. He stressed that the villagers were told to wash their hands often, cover their noses and mouths, and try to stay far apart from one another (physical distancing).



In Chapter 2, Thomas’ sister Katharine finds some magic wingnuts, which give the children wings that help them fly to the mountain to find the soap-like rocks.

KEY LEARNING OUTCOME: Simple measures that are safe and available – like soap and water – can keep us healthy.

TEACHER TIP: Recap the story before proceeding. Ask the students to recall the characters – Thomas, his friend Alice, and his sister, Katharine – and to summarize the plot so far. Ensure they can describe the conflict, and ask them to recall how the story’s conflict connects to the COVID-19 pandemic.

Chapter 2: The Magic Wingnuts

“Go to the Sangroon Hills?! Are you kidding?” exclaimed Alice. She thought Thomas meant to try to stop Duke. That would be much too dangerous.

“Yes,” answered Thomas. “That’s where we will find the Bubbling Rock. All we need to do is break off pieces of the rock and bring them back to the village.”

“What are you talking about?” asked Alice. “How are pieces of a rock going to stop Duke? Do you plan to make a slingshot and kill him?” Alice laughed at the thought of Thomas trying to shoot tiny rocks at a huge dragon.

“No, silly!” Thomas exclaimed. “Don’t you remember? Years ago, when Queen Sarina was killing people by breathing on them, the villagers used pieces of the Bubbling Rock to wash the breath off their skin. So we need to go there, get as much bubbling rock as we can carry, and bring it back for everyone to use.”

Of course! Now Alice remembered those tales about Duke’s mother, Queen Sarina. In addition to covering their faces so they wouldn’t breathe in her infectious breath, the villagers had rubbed the rocks on themselves, making lots of bubbly lather, just like soap. Alice supposed that the Bubbling Rock must be a special weapon against dragons.



Discussion question: How did Thomas know that getting pieces of Bubbling Rock could work against the dragon’s breath?

Thomas relied on what he knew from past experience with Duke’s mother, Queen Sarina. In the same way, scientists base their work on past experience. Their research and experiments start with what they know has worked before. For example, COVID-19 is similar to a virus called SARS. For that virus, scientists know the things that can prevent infection: washing your hands often with soap and water, physical distancing, cleaning frequently touched surfaces and objects, and staying home when sick.

KEY MESSAGE: Scientists around the world are working hard to discover a cure for COVID-19.

“But Bubbling Rock is in the Cave of Sapo. That is all the way at the top of the Sangroon Hills,” said Alice. “How are we going to get all the way up there? It will take us a whole night and day to get that far.”

“I know,” said Thomas. “But what choice do we have? Without something to clean off the dragon breath, all of us are in grave danger of falling sick – just like the villagers on the opposite side of the Sangroon hills.”

“I have an idea,” said a small voice from just behind the trees. Thomas and Alice turned to see Thomas’ sister, Katharine, step out onto the path.

“What are you doing here?” shouted Thomas. “You’re supposed to be doing your homework.” He was worried that she had overheard the conversation about Duke, and that she might be afraid.

Katharine ignored her older brother and turned to Alice. “Will you please tell my know-it-all brother that I can get us to the top of the Hills and back by dinnertime?”

Thomas and Alice didn’t know how to respond to such a silly statement. They just stared at the little girl.

“Oh! Just follow me and I’ll prove it to you!” said Katharine. And she turned and went back into the trees where she had been hiding.

Thomas and Alice followed Katharine deeper into the woods. Just as Thomas began to think they were lost, Katharine stopped at the base of a giant wingnut tree. It was deeply shaded, but looking up, Thomas could see tiny patches of sparkling light coming through bright green leaves. It was the most magnificent tree! Thomas was amazed he had never seen it before. Katharine was using some vines that were hanging from the lower branches to climb up.

“This tree produces wingnuts, and they are magic,” said Katharine as she reached the first branch. She continued to climb. “When you hold them, your arms turn into wings and you can glide above the ground.”

Katharine continued to talk but soon was so high in the tree that it was hard for Thomas and Alice to hear her. But once Thomas understood why Katharine had brought them so far into the woods, he stopped listening anyway. He was angry.

“I can’t believe you’ve wasted our time with this magic wings nonsense!” Thomas shouted up into the tree. “We have a long way to go and now we’re even more behind schedule.”

Thomas and Alice walked away from the tree. They headed for the path that would take them to the Sangroon Hills. But first they would need to stop at home to gather supplies.



Discussion questions:

Check for understanding: What is it that Thomas and Alice are planning to do, and why?

The children want to collect rock that is in a cave. They think pieces of this rock will be like soap so they can help the villagers wash off the dragon’s breath.

In order to carry out this plan, what do you think the children need to take with them?

Baskets for holding the pieces of rock, hammers for chipping the rock, coverings for their faces in case Duke’s breath was floating around in the caves, maybe some snacks

Thomas and Katharine were discussing supplies they would need. Suddenly something whooshed by their legs. It was Katharine! How did she get down from the tree so fast?!

Katharine stood in front of Thomas and Alice. She had her arms folded across her chest and let out a laugh.

“I guess you didn’t believe that a little girl like me could have discovered a magic tree,” she said.



And at that moment, Katharine unfolded her arms and held them out wide. Thomas and Alice gasped in astonishment! They could still see her arms, but attached to them were beautiful silvery wings! Each one, about a meter in length, sparkled with special light from the wingnut tree.

“Here,” said Katharine, giving them each two magic wingnuts. Holding these magic nuts in their hands, Thomas and Alice sprouted wings, too! They flapped their wings a little bit at first, and then made bigger motions. Soon they were gliding up to the Cave of Sapo.



Discussion question:

Do you sometimes wish you had magic wings? What do you think is the most special thing about them?

Encourage a variety of responses. Emphasize the length of the wing span; if you have measuring equipment, have the children demonstrate their understanding of the distance from wing tip to wing tip – 1 meter for each wing plus the size of their own chest.

KEY MESSAGE: The length of the wings is the same distance we need to stay apart from each other when we practice physical distancing due to COVID-19. [WHO recommends 1 meter; CDC recommends 2 meters.]

TEACHER TIP: Suggest the students “put their wings on” when they need to use physical distancing. Reinforce that physical distancing is one prevention measure to protect against infection.

Ideas for activities related to this chapter include: using chalk to draw wings on an outdoor wall; using sticks to trace wing patterns in dirt or sand; making wings out of cardboard or heavy paper. If you have access to string/cords and beads, the children could make their own magic necklaces.

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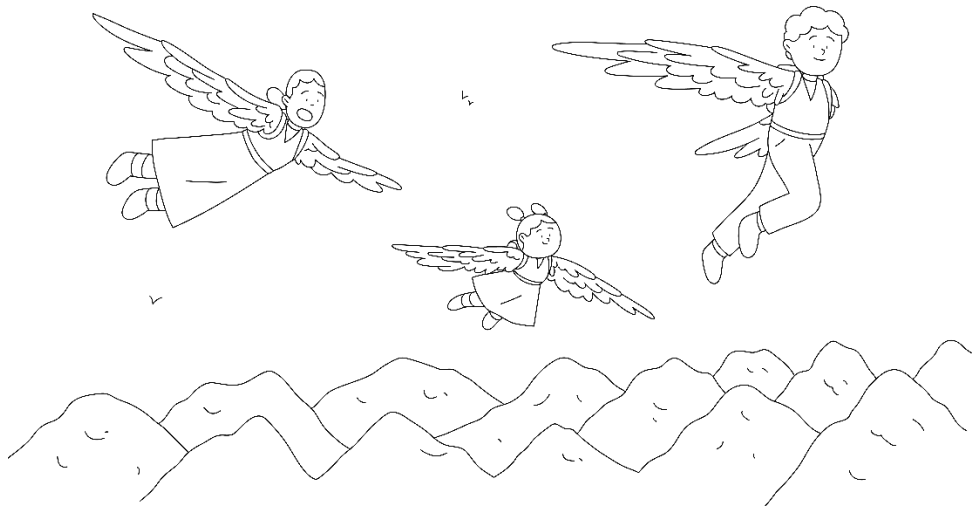


In Chapter 3, the children get to the cave in the mountains where the rocks can be found. Unfortunately, the cave is near the dragon’s lair, and they have their first encounter with the “Duke of Destruction.”

KEY LEARNING OUTCOME: Simple measures that are safe and available – like covering our faces to avoid breathing in germs – can keep us healthy.

TEACHER TIP: Recap the story before proceeding. Ask the students to recall the characters – Thomas, his friend Alice, and his sister, Katharine – and to summarize the plot so far. Ensure they can describe the conflict, and ask them to recall how the story’s conflict connects to the COVID-19 pandemic.

Chapter 3: The Cave of Sapo



“How much longer until we get there,” cried Katharine. The magic wings had eased the journey to the Cave of Sapo at the top of the Sangroon Hills, but climbing inside the cave was hard work.

“I think we’re almost there,” said Thomas. “I can hear water trickling.”

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The children had put the magic wingnuts in their pockets. They didn’t need their wings for climbing in this dark and gloomy cave. They did, however, have scarves over their faces, just in case some dragon’s breath was drifting around.

The light was getting less dim now, and Thomas saw a tiny, iridescent bubble. And then another one, and another one. Each one somehow had the colors of an entire rainbow! A large bubble slid slowly by, and Thomas could see his own face reflected in it.

When they came around the next turn, they saw the incredible sight of Bubbling Rock. It soared at least 15 meters into the dome of the cave. Looking up that high, Thomas could see an opening to the clear, blue sky. The sunlight made small rainbows of flashing light out of thousands of tiny bubbles floating in the air. Each time a bubble burst, a new one formed on the wet rock and popped into the air.

Thomas was dazed by the beautiful sight. But then he snapped back to reality. “Okay, grab a hammer, everyone! Let’s get as much bubbling rock as we can carry back to the village.”



Discussion question:

What do you think the Bubbling Rock inside the Cave of Sapo is made of?

The rock is made of soap. FUN FACT: "Sapo" is the Latin word for "soap."

Thomas, Alice and Katharine carried baskets slung over each of their shoulders. Each basket was loaded with pieces of bubbling rock for the village. Now they wouldn’t have to worry about getting dragon breath on them, because they could just wash it off. The weight of the baskets made it harder to climb out of the cave, and the children were getting very tired.

Thomas didn’t recognize the footpath they were following. Just as he realized they were lost inside the cave, they came into a giant cavern. Even with the scarves covering their faces, they could tell there was a very bad smell in the cavern.

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“Where are we?” asked Alice. She stopped to rest and put her two baskets on the ground.

“Pee-Ew! It stinks in here!” said Katharine, scrunching up her nose.

Thomas looked around. He saw a small pool of water, and beside it a pile of rotting waste that looked like the remains of a giant dinner. He saw what looked like a large sleeping nest. He had a bad feeling that this might be the dragon’s lair!



Discussion question: Is the dragon’s lair clean or dirty?

The dragon is not practicing good *hygiene*. Hygiene means: ways to stay healthy and prevent diseases, especially through cleanliness and using soap and running water. Use this opportunity to point out that keeping our home and school clean is an important part of staying healthy.

“Let’s retrace our steps and get back on the right path,” Thomas said. But before they could leave the cavern, they heard a deep rumbling. They felt the ground shake with one stomp. Then another stomp.

It was the Duke of Destruction himself!

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The dragon was as big as the Bubbling Rock they had just seen! His skin looked like greenish-gold leather. His wings, tucked at his sides, were made of long, shaggy feathers. His massive tail was banging along the cavern walls as he stomped toward them.

Thomas risked a quick glance at Duke’s face. Sharp fangs jutted from his lower jaw, and ran the length of a long snout. Two large nostrils quivered as the dragon picked of the children’s scent. His eyes were also large, but he had not seen the children yet.

“Quick!” Thomas whispered to the girls as he spun around. “Don’t let him breathe on us! Let’s run!”

Alice grabbed her baskets of bubbling rock and dashed out of the cavern. Katharine was a little slower. She lost her balance and fell down. Thomas ran to help her.

They heard Duke take a giant inhale. “Oh, no, it’s too late,” thought Thomas. “That’s a poisonous exhale coming!”

He shielded Katharine’s body with his own as she got up and ran out of the cavern. They made it to a turn on the footpath as they heard Duke exhale. They heard the roaring sound and the smelled the foul breath. Katharine was so afraid she stopped moving.

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Alice, who was ahead of Thomas and Katharine, looked back and saw the danger they were in. Soon Duke would turn the corner...

She snatched the magic wingnuts from her pockets. Out came her wings! She quickly flew to her friends and helped them get their wingnuts out, too. Their wings allowed them get out of the cave before Duke could find them.

Safely outside, they flew down the Hill to go back home. Thomas was out front with Katharine. Alice was flying behind them. She could see Thomas’ back and was alarmed.

“Thomas, stop!” she shouted. “You’ve got dragon breath on your back!”

“Duke must have sprayed me as we were running out of the cave,” he said. “Help me wash it off with some bubbling rock”

Katharine put her wingnuts in her pockets and then grabbed a piece of rock from her basket. She rubbed it on Thomas’ back but it didn’t make any bubbles.

“Oh, no! They don’t work!” she cried. “It’s not making any bubbles!”

Thomas thought about this problem. What was wrong with the rocks? Had this whole trip been in vain?



Discussion question: Why do you think the rock is not working?

Water is the magic ingredient that makes soap work.

[For younger children:] The water makes the soap “hold hands” with the dirt. The soap won’t let go, so the dirt gets washed away when the soap gets washed away.

[For older children:] Soap has a unique chemical structure that can attract and hold both water and oil/dirt/grime.

FUN FACT: What makes a bubble pop?

When soap and water are mixed together and air gets into the mixture, the soap forms a thin outside wall and traps the air, creating a bubble. This wall is actually like a soap sandwich, with a very thin layer of water pressed between thin layers of soap. When the water in between the layers dries up (evaporates), the bubble pops.

KEY MESSAGE/IDEA: Soap is an amazing and helpful substance

“Maybe you just need to add water,” said Katharine. “Just like in the Cave of Sapo.”

“Of course!” said Thomas. “You are so smart, Katharine!”

“Quick!” said Alice. “Let’s fly down to the stream and wash this off before you get infected. And don’t touch your face! I remember that was part of the Queen Sarina story too, right?”

The children flew down to the stream at the base of the Sangroon Hills. They all decided to jump in and rub the bubbling rock on themselves, in case they had dragon breath on their skin. Just then, a shadow passed over them. They looked up into the sky, and what they saw struck terror into their hearts...it was Duke! And he was flying in the direction of their village!

Discussion questions:

1. Let’s compare Duke the dragon to COVID-19. What are some similarities between how Thomas, Alice and Katharine are protecting themselves from the dragon, and what we are doing to protect ourselves from COVID-19?

The characters in the story did these things:

- Covered their faces with scarves so they wouldn’t breathe dragon breath
- Washed with bubbling rock to keep from getting sick from dragon breath
- Avoided touching their faces

To protect ourselves from COVID-19, we are doing these things:

- Using face coverings/masks (respiratory hygiene)
- Washing our hands often with soap and water (hand hygiene)
- Avoiding touching our faces

2. Now let’s talk about some differences between what the story characters are doing, and what we are doing to protect ourselves from COVID-19.

The characters in the story are using magic wings to fly and are using magical rocks instead of soap

To protect ourselves from COVID-19 and other germs, we are doing these things:

- covering our mouth and nose with a flexed elbow or tissue when coughing or sneezing. And then disposing of used tissue immediately
- using physical distancing (e.g., moving school desks apart, leaving space while standing in line)
- remembering to not touch our faces
- washing hands with soap and water
- cleaning frequently touched surfaces and objects
- staying home when sick

NOTE: Add any other prevention measures your school is implementing, such as staggering the beginning and end of the school day or cancelling assemblies or sporting events.

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In Chapter 4, the children use soap and water to help clean their village after the dragon has made a mess. They also separate waste into two categories – things that need to be thrown away, and things that can still be used. They also learn to support a friend who is scared.

KEY LEARNING OUTCOME: Children can be proactive in many ways - helping keep their home, school, and community clean, and supporting each other through difficult times.

TEACHER TIP: Recap the story before proceeding. Ask the students to recall the characters – Thomas, his friend Alice, and his sister, Katharine – and to summarize the plot so far. Ensure they can describe the conflict, and ask them to recall how the story’s conflict connects to the COVID-19 pandemic.

Chapter 4: The Cleaning Crew



Thomas, Alice and Katharine used their wings to get back to their village. They went as fast as they could, but they couldn’t fly faster than Duke. By the time the children arrived home, Duke had already been there. Not only could they see Duke’s dragon breath splattered around, but the dragon must have actually landed in the village...it looked like a hurricane had passed through!

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Walls were wrecked. Store fronts were broken in. Buildings were smashed. They couldn't see any people anywhere.

“Oh, no!” shouted Thomas. “We better go check on our families!”

As he and Katharine headed in the direction of home, Alice said, “Don't forget – don't touch anything with dragon breath on it!”

Teacher Tip: Confirm the students understand why Alice reminded Thomas and Katharine why they shouldn't touch anything with dragon breath on it.

The village was fortunate that Duke made his landing away from where most people lived. Thomas and Katharine were so relieved to see their house was untouched. It didn't even have any dragon breath on it. Mama was standing outside when they arrived.

“Oh, my goodness!” she exclaimed. “Where have you been? Are you alright? Are you hurt?”

“We're fine, Mama,” said Katharine. “We saw the dragon! And we brought Bubbling Rock to wash off all the dragon breath.”

Mama looked quizzically from Katharine to Thomas. She clearly needed an explanation. But just then, Papa came running from the house.

“Where have you been? You had us so worried!” Papa said.

“Look,” Thomas said, pointing to the baskets of Bubbling Rock he and Katharine had carried down from the Cave of Sapo. “We can add this to water and start cleaning all the dragon breath in the village before people start getting sick.”

Papa knew what Bubbling Rock looked like. He knew where it came from. And he knew how helpful it was going to be. But he didn't have time to wonder how his children had

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gotten all the way to the Cave of Sapo and back since the last time he had seen them. He needed to get to the village center and start figuring out what to do. There was a lot of mess to clean up!

“Grab those rocks and some buckets, Thomas,” Papa said. “You’re coming with me!”

When Thomas and Papa got to the village center, people had already started to gather. They were surveying the damage. Thomas was glad to see Alice there with her family. They appeared unharmed.

The mayor of the town was trying to address the crowd.

“Attention!” he shouted. “Everyone listen!”

The people stopped what they were doing to hear the mayor speak.

“We’ve all been through a terrible crisis!” he began. “We have to work together now to deal with the results of this frightening event! If you were hurt when the dragon landed, go to the hospital. If you breathed the dragon’s breath, go back home immediately. Isolate yourselves from everyone else so you don’t spread infection. Tie a piece of red string on your door and the doctor will come and help you. We’ll make sure you have food to eat and water to drink. Everyone else – cover your faces with cloth scarves and wash your hands often. Let’s start cleaning up!”



DISCUSSION QUESTION

The mayor has a plan to start dealing with the crisis. He knows different people have had different experiences. What are the three ways he is trying to categorize people based on what might have happened to them - for example, how close they might have been to the dragon?

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Those who might be injured – go to the hospital; those who might be sick – isolate; those who are neither injured nor sick, help together to clean the village.

Teacher Tip: If appropriate, use this time to discuss the plans put in place to deal with COVID-19 in your own area.

Thomas was glad to be helping with the clean-up. He was assigned an area near the school that had been damaged. He was on a clean-up team with Alice. Several of their school friends were there, too.

“We heard you went to the Sangroon Hills,” said Joseph, a boy in Thomas’ class. “That was really brave! Did you bring back all this Bubbling Rock?”

Each clean-up team had been given several pieces of the Bubbling Rock that Thomas, Alice and Katharine had chipped off the walls inside the Cave of Sapo. The teams were asked to put a piece in each of many buckets, and fill the buckets with water. In this way, the teams could make the soapy cleaner they would all use on the mess that Duke had made.

“Yes, and Alice helped, too,” Thomas explained.

“The Duke of Destruction nearly got us!” said Alice. When Joseph looked confused, she added, “That’s what we call the dragon – the Duke of Destruction. And he is definitely living up to his name.”

Alice looked at what had once been the school. A whole side had been knocked down. Joseph said that when Duke landed in the village, the dragon’s tail had slammed into the school. Chairs and parts of broken desks lay amid the rubble. Papers, books, posters and art supplies littered the school’s courtyard.

The school principal stood among the debris, shaking her head. She couldn’t believe what she was seeing. When she noticed that the clean-up team of students was ready for work, she joined the group.

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“Thank you all for helping today,” the principal said. “I see you have the buckets of soapy water ready for everyone to use for cleaning. Make sure you use it to wash your hands often, too – we don’t want you to get sick!”

The principal chose Thomas, Joseph, and a girl named Sarah to carry the broken desks to the village’s trash site. He chose Alice to work with two other children, Clarence and Toby, to stack all the books and supplies that were still usable in the undamaged part of the school. Then they were to pick up all the damaged papers and put them into trash bags.

In just a little while, the principal came back to check on the clean-up crew. She brought them all some bottled water to drink.

“For now, this is the only safe water you can drink,” she explained. “The dragon damaged the latrines, and the waste tank is broken and leaking into the village’s water supply.”

Alice, Clarence and Toby talked while they stacked the school books and supplies. Toby’s house was closest to the school. He said he’d looked out his window and saw Duke’s massive body land near the school.

“The whole earth shook!” Toby said. “You wouldn’t believe how big that dragon is! I was so scared, I started to shake. I didn’t stop shaking until after the dragon finally flew away again. Even now, I think I will have nightmares about what I saw.”

“That’s understandable, Toby,” Alice said. “When Thomas’ sister Katharine saw Duke, she was so scared she couldn’t move. It will be okay...and don’t forget, you have us to talk to if you ever need a friend. We’re all in this together.”

THE END



DISCUSSION QUESTIONS

1. What do you think of Alice’s response to Toby when he described being scared after Duke’s visit to the village? How do you act when you are scared? What are some ways we can be supportive of each other?

1. Responses will vary. Encourage conversation.

KEY MESSAGE: Everyone feels stress, especially during difficult times (like the COVID-19 pandemic). Children respond to stress in different ways.* Each way is a normal response to an abnormal situation. **We all need to help each other and be kind and supportive.**

*Common responses that children may have to stress include having difficulty sleeping, bedwetting, having stomach pains or headaches, and being anxious, withdrawn, angry, clingy or afraid to be left alone.

2. The story doesn’t tell us what happened the children and their village. Do you think they stopped the dragon’s reign of terror?

2. Key Message: **Until there is a cure for COVID-19, we all have to do our part to stay safe and not spread the virus.**

Ask the students to recall all the preventive measures they’ve learned to protect their health. These include:

- covering our mouth and nose with a flexed elbow or tissue when coughing or sneezing. And then disposing of used tissue immediately
- using physical distancing (e.g., moving school desks apart, leaving space while standing in line)
- remembering to not touch our faces
- washing hands with soap and water
- cleaning frequently touched surfaces and objects
- staying home when sick

3. Which character do you relate to the most? Why? What traits displayed by the characters do you most admire?

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3. Key Message: **“Today, children and young people are global citizens, powerful agents of change and the next generation of caregivers, scientists, and doctors. Any crisis presents the opportunity to help them learn, cultivate compassion and increase resilience when building a safer and more caring community.”**

-- “Key Message and Actions for COVID-19 Prevention and Control in Schools,”

March 2020. United Nations Children’s Fund (UNICEF).

THE SANGROON KIDS & THE DIRTY DRAGON



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Chapter 1



This chapter introduces readers to the characters and sets up the story's conflict: a dragon is terrorizing a nearby village and can kill people by breathing on them.

Three children decide to travel to a nearby mountain to collect a type of rock that works like soap. With these pieces of rock, they hope to help people in their village wash off the infectious dragon's breath.

KEY LEARNING OUTCOME: We can all do things to protect ourselves from infections and keep our bodies safe and healthy

Teacher Tip: Chapter 1 provides you with an opportunity to discuss COVID-19 and other infectious diseases. Adapt the question suggestions to the developmental level of your learners.

The questions below may be used to assess student understanding through guided dialogue as a whole class or as a written response [Language Arts].

READ ALOUD:

For older children, have them alternate reading aloud in class or assign reading as homework

For pre-readers and younger children, teacher reads aloud, OR, distribute the alternative version of the story designed as a coloring book.

THE SANGROON KIDS & THE DIRTY DRAGON

Do you ever feel that you are too young to make a real difference in this world?

Have you ever known someone your own age that was a real hero? Someone who protected their family, and even saved their whole village?

No?

Well, you are about to hear a story about three children, just like you, who fought a terrible dragon. They saved many lives by being smart and brave. Here's how they did it...

Chapter 1: The New Dragon

line drawing of three school children – ages 13 (boy/Thomas), 11 (girl/Alice), 9 (girl/Katharine) – talking in front of village dwelling, with mountain range in the background. They each are wearing a school uniform and have a school book satchel]

Thomas was excited to get home. He ran along the path, not waiting for his little sister, Katharine, to keep up. She's so slow, he thought. Why wasn't she as excited as he was? They were going to visit their cousins today!

Visiting with his extended family was a special trip Thomas always looked forward to. It wasn't far but took a long time to travel, because it was on the other side of the Sangroon Hills.

When he reached home, he knew something was wrong! No provisions were packed for the big meal they usually shared with all the cousins. His mother was crying as she stood by the front door. He didn't see his father anywhere.

“Mama, what’s the matter?” Thomas shouted as he rushed to her. “Where’s Papa? When are we leaving for our trip?”

“Your Papa is meeting with the village elders,” Mama answered. “Something terrible is happening in the village across the Sangroon Hills, so our trip has to be cancelled.”

Sister Katherine finally arrived in the family’s courtyard. “Something terrible? What is it?” Katharine asked.

“It’s nothing for you to worry about, Katharine,” Mama said, quickly wiping the tears from her eyes. Mama was concerned that at age seven, Katharine would become afraid if she heard the news. “Thomas, why don’t you take your sister inside and do some schoolwork?”

Thomas was very upset about the trip that would no longer happen. He wondered if his cousins were in danger. He wanted to know what was going on! He was 13 years old, after all, and could handle the news, even if Katharine could not. So, after he helped his sister get her homework started, he slipped away from home to discover what terrible thing was happening.

Thomas’ friend Alice met him as he was walking the path to the center of the village. That was where the elders usually met to discuss important topics.

“Did you hear about the dragon?!” Alice exclaimed. “I heard it flew down from the hills and now the people are sick and dying!”

Thomas was even more alarmed than before. All the children had heard stories about Queen Sarina, the dragon who lived in the caves deep in the hills. But weren’t those just fairy tales? Several years ago, it was said that Queen Sarina terrorized the villages in the valley. Many people she breathed on had become sick, and some of them never recovered and died during that time. Or so the stories said. Thomas never believed them.

Thomas and Alice had reached the center of the village and could see the elders gathered under a large tree. Thomas' father was there. So was the doctor who made regular visits to the village. Thomas and Alice sneaked closer to hear the conversation.

The following section might interrupt the action of the story for young learners. Consider one of the following options:

Option 1: Continue reading, but pause here and say: "This next section of the story might sound complicated. It contains several of our vocabulary words. If you don't understand everything, don't worry; we will discuss the words more later."

Option 2 (especially if students will not begin Lesson 1 immediately after reading Chapter 1): Skip this section for now, and come back to it when you begin Lesson 1. Use the following script:

"We're going to learn more about what Thomas and Alice overheard when we get to our first lesson. But for now, I'm going to tell you that there is a dragon on the loose! It's not the same dragon as before – that was Queen Sarina – but rather the doctor tells the villagers that the dragon is related to her. This new dragon has already breathed on people in a nearby village and they are getting sick. Now, let's continue with the story..."

Proceed to Chapter 2.

"It's important that you don't let anyone from the other village come here," the doctor was saying. "They are **quarantined** to try to stop the **spread** of the **virus**. While under quarantine the villagers cannot see anyone from outside of their village. This will help stop the virus from reaching other villages."

"We understand the **risk** of getting sick is high, but we all have family who live there," Thomas' father replied. "We have to help them! What can we do?"

"Nurses there are providing what **treatment** they can to the sick people," the doctor said. "Some will get better, but some are dying, especially the old and frail. To protect the families here, we have to limit contact with people who are sick. This is a **respiratory** disease that is spreading so fast, it is being called a **pandemic**."

Thomas tried to make sense of what he was hearing. He knew that the word “respiratory” involved the lungs and breathing. So, it was true! The dragon was on the loose and spreading disease through her rotten breath!

“Is this the same SARS illness we battled several years ago?” one of the elders asked the doctor.

“No, but it is related,” he answered. “This is a new virus, but has the same **symptoms**: fever, coughing, and shortness of breath. However, some people are **asymptomatic**; they have the disease and can spread it to others, but have no obvious symptoms. The only way to **diagnose** it for sure is with a medical **test**.”

“Besides **quarantine**, what else can villagers do to keep one another healthy?” another one of the elders asked the doctor.

“Right now, the villagers have been told to wash their hands often, cover their noses and mouths, and try to stay far apart from one another. There are no village gatherings and no school. It’s really hard, but **physical distancing** is stopping the infection from spreading any further.”

“Did you hear that?” exclaimed Alice when they started back on the path. “It’s not Queen Sarina, but someone related. It must be her son! Let’s call him the Duke of Destruction.”

Thomas was concerned that Alice seemed to be excited about the news, like it was a fun adventure. He tried to remember that Alice was two years younger than him. She also didn’t have cousins who lived in the village across the Sangroon Hills.

“Alice, this is serious! It’s not a game,” he replied. “We have to find a way to help. This Duke of Destruction could just as easily visit our village.”

Alice had not considered this possibility. You’re right!” she said. “What’s to stop him from flying over our houses and school, and breathing infection on us? What can we do?”

Thomas thought of his sister Katharine, and his Mama and Papa. He thought of his granny and grandpapa. The Duke had to be stopped before danger could come to them! But how? He thought about those fairy tales he had heard, the ones he didn't believe at the time. How was Queen Sarina stopped in those tales?

"I know what we need to do!" Thomas cried. "We have to go to the Sangroon Hills!"



DISCUSSION QUESTION

Thomas and Katharine just learned about a big problem in their community. Is there a problem that is impacting our community in a similar way?

Students are likely to mention the COVID-19 pandemic. Tell them that Thomas' story, and the curriculum that goes with it, will give everyone a chance to discuss COVID-19, especially those aspects about which they are confused or afraid.

KEY MESSAGE: Just like the children in the story, we can all do our part to stop the spread of infectious disease, and keep our bodies, school, home, and community clean.



1. What symptoms were the villagers in the *The Sangroon Kids & the Dirty Dragon* story having?

Student Response: The sick villagers are experiencing fever, coughing, and shortness of breath.

Note: The story mentions that some villagers are "asymptomatic;" this topic will be covered more in upcoming lessons.

2. List some **symptoms** that you have personally experienced when sick or sickness **symptoms** you have witnessed in others (you may draw or write these symptoms in the space below):

Provide a few minutes of class time for students to write or draw in their workbooks. Then, lead a discussion about their work.

If any student(s) are worried they have COVID-19 symptoms, assure them that many of the symptoms overlap with other conditions that are easily treated.

Remember, no one feels good about being sick or making someone else sick. If you learn that others in your school or community are sick, let them know you hope they feel better soon. Part of healing and recovery is having support from others.

4. What did the doctor tell the elders in Thomas' village about preventing infection?

Student Response: The doctor explained that the villagers must be **quarantined**. He stressed that the villagers were told to wash their hands often, cover their noses and mouths, and try to stay far apart from one another (physical distancing).



In Chapter 2, Thomas' sister Katharine finds some magic wingnuts, which give the children wings that help them fly to the mountain to find the soap-like rocks.

KEY LEARNING OUTCOME: Simple measures that are safe and available – like soap and water – can keep us healthy.

TEACHER TIP: Recap the story before proceeding. Ask the students to recall the characters – Thomas, his friend Alice, and his sister, Katharine – and to summarize the plot so far. Ensure they can describe the conflict, and ask them to recall how the story's conflict connects to the COVID-19 pandemic.

Chapter 2: The Magic Wingnuts

[Thomas, Alice and Katherine at the base of a giant “magical” tree, with vines hanging down]

“Go to the Sangroon Hills?! Are you kidding?” exclaimed Alice. She thought Thomas meant to try to stop Duke. That would be much too dangerous.

“Yes,” answered Thomas. “That’s where we will find the Bubbling Rock. All we need to do is break off pieces of the rock and bring them back to the village.”

“What are you talking about?” asked Alice. “How are pieces of a rock going to stop Duke? Do you plan to make a slingshot and kill him?” Alice laughed at the thought of Thomas trying to shoot tiny rocks at a huge dragon.

“No, silly!” Thomas exclaimed. “Don’t you remember? Years ago, when Queen Sarina was killing people by breathing on them, the villagers used pieces of the Bubbling Rock to wash the breath off their skin. So we need to go there, get as much bubbling rock as we can carry, and bring it back for everyone to use.”

Of course! Now Alice remembered those tales about Duke's mother, Queen Sarina. In addition to covering their faces so they wouldn't breathe in her infectious breath, the villagers had rubbed the rocks on themselves, making lots of bubbly lather, just like soap. Alice supposed that the Bubbling Rock must be a special weapon against dragons.



Discussion question: How did Thomas know that getting pieces of Bubbling Rock could work against the dragon's breath?

Thomas relied on what he knew from past experience with Duke's mother, Queen Sarina. In the same way, scientists base their work on past experience. Their research and experiments start with what they know has worked before. For example, COVID-19 is similar to a virus called SARS. For that virus, scientists know the things that can prevent infection: washing your hands often with soap and water, physical distancing, cleaning frequently touched surfaces and objects, and staying home when sick.

KEY MESSAGE: Scientists around the world are working hard to discover a cure for COVID-19.

"But Bubbling Rock is in the Cave of Sapo. That is all the way at the top of the Sangroon Hills," said Alice. "How are we going to get all the way up there? It will take us a whole night and day to get that far."

"I know," said Thomas. "But what choice do we have? Without something to clean off the dragon breath, all of us are in grave danger of falling sick – just like the villagers on the opposite side of the Sangroon hills."

"I have an idea," said a small voice from just behind the trees. Thomas and Alice turned to see Thomas' sister, Katharine, step out onto the path.

"What are you doing here?" shouted Thomas. "You're supposed to be doing your homework." He was worried that she had overheard the conversation about Duke, and that she might be afraid.

Katharine ignored her older brother and turned to Alice. "Will you please tell my know-it-all brother that I can get us to the top of the Hills and back by dinnertime?"

Thomas and Alice didn't know how to respond to such a silly statement. They just stared at the little girl.

"Oh! Just follow me and I'll prove it to you!" said Katharine. And she turned and went back into the trees where she had been hiding.

[image]

Thomas and Alice followed Katharine deeper into the woods. Just as Thomas began to think they were lost, Katharine stopped at the base of a giant wingnut tree. It was deeply shaded, but looking up, Thomas could see tiny patches of sparkling light coming through bright green leaves. It was the most magnificent tree! Thomas was amazed he had never seen it before. Katharine was using some vines that were hanging from the lower branches to climb up.

"This tree produces wingnuts, and they are magic," said Katharine as she reached the first branch. She continued to climb. "When you hold them, your arms turn into wings and you can glide above the ground."

Katharine continued to talk but soon was so high in the tree that it was hard for Thomas and Alice to hear her. But once Thomas understood why Katharine had brought them so far into the woods, he stopped listening anyway. He was angry.

"I can't believe you've wasted our time with this magic wings nonsense!" Thomas shouted up into the tree. "We have a long way to go and now we're even more behind schedule."

Thomas and Alice walked away from the tree. They headed for the path that would take them to the Sangroon Hills. But first they would need to stop at home to gather supplies.



Discussion questions:

Check for understanding: What is it that Thomas and Alice are planning to do, and why?

The children want to collect rock that is in a cave. They think pieces of this rock will be like soap so they can help the villagers wash off the dragon's breath.

In order to carry out this plan, what do you think the children need to take with them?

Baskets for holding the pieces of rock, hammers for chipping the rock, coverings for their faces in case Duke's breath was floating around in the caves, maybe some snacks

Thomas and Katherine were discussing supplies they would need. Suddenly something whooshed by their legs. It was Katharine! How did she get down from the tree so fast?!

[image]

Katharine stood in front of Thomas and Alice. She had her arms folded across her chest and let out a laugh.

"I guess you didn't believe that a little girl like me could have discovered a magic tree," she said.

And at that moment, Katharine unfolded her arms and held them out wide. Thomas and Alice gasped in astonishment! They could still see her arms, but attached to them were beautiful silvery wings! Each one, about a meter in length, sparkled with special light from the wingnut tree.

“Here,” said Katharine, giving them each two magic wingnuts. Holding these magic nuts in their hands, Thomas and Alice sprouted wings, too! They flapped their wings a little bit at first, and then made bigger motions. Soon they were gliding up to the Cave of Sapo.



Discussion question:

Do you sometimes wish you had magic wings? What do you think is the most special thing about them?

Encourage a variety of responses. Emphasize the length of the wing span; if you have measuring equipment, have the children demonstrate their understanding of the distance from wing tip to wing tip – 1 meter for each wing plus the size of their own chest.

KEY MESSAGE: The length of the wings is the same distance we need to stay apart from each other when we practice physical distancing due to COVID-19. [WHO recommends 1 meter; CDC recommends 2 meters.]

TEACHER TIP: Suggest the students “put their wings on” when they need to use physical distancing. Reinforce that physical distancing is one prevention measure to protect against infection.

Ideas for activities related to this chapter include: using chalk to draw wings on an outdoor wall; using sticks to trace wing patterns in dirt or sand; making wings out of cardboard or heavy paper. If you have access to string/cords and beads, the children could make their own magic necklaces.



In Chapter 3, the children get to the cave in the mountains where the rocks can be found. Unfortunately, the cave is near the dragon's lair, and they have their first encounter with the "Duke of Destruction."

KEY LEARNING OUTCOME: Simple measures that are safe and available – like covering our faces to avoid breathing in germs – can keep us healthy.

TEACHER TIP: Recap the story before proceeding. Ask the students to recall the characters – Thomas, his friend Alice, and his sister, Katharine – and to summarize the plot so far. Ensure they can describe the conflict, and ask them to recall how the story's conflict connects to the COVID-19 pandemic.

Chapter 3: The Cave of Sapo

[The three children laughing, flying toward the Sangroon Hills in the distance.]

"How much longer until we get there," cried Katharine. The magic wings had eased the journey to the Cave of Sapo at the top of the Sangroon Hills, but climbing inside the cave was hard work.

"I think we're almost there," said Thomas. "I can hear water trickling."

The children had put the magic wingnuts in their pockets. They didn't need their wings for climbing in this dark and gloomy cave. They did, however, have scarves over their faces, just in case some dragon's breath was drifting around.

The light was getting less dim now, and Thomas saw a tiny, iridescent bubble. And then another one, and another one. Each one somehow had the colors of an entire rainbow! A large bubble slid slowly by, and Thomas could see his own face reflected in it.

When they came around the next turn, they saw the incredible sight of Bubbling Rock. It soared at least 15 meters into the dome of the cave. Looking up that high, Thomas could see an opening to the clear, blue sky. The sunlight made small rainbows of flashing light out of thousands of tiny bubbles floating in the air. Each time a bubble burst, a new one formed on the wet rock and popped into the air.

Thomas was dazed by the beautiful sight. But then he snapped back to reality. "Okay, grab a hammer, everyone! Let's get as much bubbling rock as we can carry back to the village."



Discussion question:

What do you think the Bubbling Rock inside the Cave of Sapo is made of?

The rock is made of soap. FUN FACT: "Sapo" is the Latin word for "soap."

Thomas, Alice and Katharine carried baskets slung over each of their shoulders. Each basket was loaded with pieces of bubbling rock for the village. Now they wouldn't have to worry about getting dragon breath on them, because they could just wash it off. The weight of the baskets made it harder to climb out of the cave, and the children were getting very tired.

Thomas didn't recognize the footpath they were following. Just as he realized they were lost inside the cave, they came into a giant cavern. Even with the scarves covering their faces, they could tell there was a very bad smell in the cavern.

"Where are we?" asked Alice. She stopped to rest and put her two baskets on the ground.

"Pee-Ew! It stinks in here!" said Katharine, scrunching up her nose.

Thomas looked around. He saw a small pool of water, and beside it a pile of rotting waste that looked like the remains of a giant dinner. He saw what looked like a large sleeping nest. He had a bad feeling that this might be the dragon's lair!



Discussion question: Is the dragon's lair clean or dirty?

The dragon is not practicing good *hygiene*. Hygiene means: ways to stay healthy and prevent diseases, especially through cleanliness and using soap and running water. Use this opportunity to point out that keeping our home and school clean is an important part of staying healthy.

"Let's retrace our steps and get back on the right path," Thomas said. But before they could leave the cavern, they heard a deep rumbling. They felt the ground shake with one stomp. Then another stomp.

It was the Duke of Destruction himself!

[image]

The dragon was as big as the Bubbling Rock they had just seen! His skin looked like greenish-gold leather. His wings, tucked at his sides, were made of long, shaggy feathers. His massive tail was banging along the cavern walls as he stomped toward them.

Thomas risked a quick glance at Duke's face. Sharp fangs jutted from his lower jaw, and ran the length of a long snout. Two large nostrils quivered as the dragon picked up the children's scent. His eyes were also large, but he had not seen the children yet.

"Quick!" Thomas whispered to the girls as he spun around. "Don't let him breathe on us! Let's run!"

Alice grabbed her baskets of bubbling rock and dashed out of the cavern. Katharine was a little slower. She lost her balance and fell down. Thomas ran to help her.

They heard Duke take a giant inhale. "Oh, no, it's too late," thought Thomas. "That's a poisonous exhale coming!"

He shielded Katharine's body with his own as she got up and ran out of the cavern. They made it to a turn on the footpath as they heard Duke exhale. They heard the roaring sound and the smelled the foul breath. Katharine was so afraid she stopped moving.

Alice, who was ahead of Thomas and Katharine, looked back and saw the danger they were in. Soon Duke would turn the corner...

She snatched the magic wingnuts from her pockets. Out came her wings! She quickly flew to her friends and helped them get their wingnuts out, too. Their wings allowed them get out of the cave before Duke could find them.

Safely outside, they flew down the Hill to go back home. Thomas was out front with Katharine. Alice was flying behind them. She could see Thomas' back and was alarmed.

[image]

"Thomas, stop!" she shouted. "You've got dragon breath on your back!"

"Duke must have sprayed me as we were running out of the cave," he said. "Help me wash it off with some bubbling rock"

Katherine put her wingnuts in her pockets and then grabbed a piece of rock from her basket. She rubbed it on Thomas' back but it didn't make any bubbles.

"Oh, no! They don't work!" she cried. "It's not making any bubbles!"

Thomas thought about this problem. What was wrong with the rocks? Had this whole trip been in vain?



Discussion question: Why do you think the rock is not working?

Water is the magic ingredient that makes soap work.

[For younger children:] The water makes the soap “hold hands” with the dirt. The soap won’t let go, so the dirt gets washed away when the soap gets washed away.

[For older children:] Soap has a unique chemical structure that can attract and hold both water and oil/dirt/grime.

FUN FACT: What makes a bubble pop?

When soap and water are mixed together and air gets into the mixture, the soap forms a thin outside wall and traps the air, creating a bubble. This wall is actually like a soap sandwich, with a very thin layer of water pressed between thin layers of soap. When the water in between the layers dries up (evaporates), the bubble pops.

KEY MESSAGE/IDEA: Soap is an amazing and helpful substance

“Maybe you just need to add water,” said Katharine. “Just like in the Cave of Sapo.”

“Of course!” said Thomas. “You are so smart, Katharine!”

“Quick!” said Alice. “Let’s fly down to the stream and wash this off before you get infected. And don’t touch your face! I remember that was part of the Queen Sarina story too, right?”

The children flew down to the stream at the base of the Sangroon Hills. They all decided to jump in and rub the bubbling rock on themselves, in case they had dragon breath on their skin. Just then, a shadow passed over them. They looked up into the sky, and what they saw struck terror into their hearts...it was Duke! And he was flying in the direction of their village!

Discussion questions:

1. Let's compare Duke the dragon to COVID-19. What are some similarities between how Thomas, Alice and Katharine are protecting themselves from the dragon, and what we are doing to protect ourselves from COVID-19?

The characters in the story did these things:

- Covered their faces with scarves so they wouldn't breathe dragon breath
- Washed with bubbling rock to keep from getting sick from dragon breath
- Avoided touching their faces

To protect ourselves from COVID-19, we are doing these things:

- Using face coverings/masks (respiratory hygiene)
- Washing our hands often with soap and water (hand hygiene)
- Avoiding touching our faces

2. Now let's talk about some differences between what the story characters are doing, and what we are doing to protect ourselves from COVID-19.

The characters in the story are using magic wings to fly and are using magical rocks instead of soap

To protect ourselves from COVID-19 and other germs, we are doing these things:

- covering our mouth and nose with a flexed elbow or tissue when coughing or sneezing. And then disposing of used tissue immediately
- using physical distancing (e.g., moving school desks apart, leaving space while standing in line)
- remembering to not touch our faces
- washing hands with soap and water
- cleaning frequently touched surfaces and objects
- staying home when sick

NOTE: Add any other prevention measures your school is implementing, such as staggering the beginning and end of the school day or cancelling assemblies or sporting events.



In Chapter 4, the children use soap and water to help clean their village after the dragon has made a mess. They also separate waste into two categories – things that need to be thrown away, and things that can still be used. They also learn to support a friend who is scared.

KEY LEARNING OUTCOME: Children can be proactive in many ways - helping keep their home, school, and community clean, and supporting each other through difficult times.

TEACHER TIP: Recap the story before proceeding. Ask the students to recall the characters – Thomas, his friend Alice, and his sister, Katharine – and to summarize the plot so far. Ensure they can describe the conflict, and ask them to recall how the story’s conflict connects to the COVID-19 pandemic.

Chapter 4: The Cleaning Crew

[image]

Thomas, Alice and Katharine used their wings to get back to their village. They went as fast as they could, but they couldn’t fly faster than Duke. By the time the children arrived home, Duke had already been there. Not only could they see Duke’s dragon breath splattered around, but the dragon must have actually landed in the village...it looked like a hurricane had passed through!

Walls were wrecked. Store fronts were broken in. Buildings were smashed. They couldn’t see any people anywhere.

“Oh, no!” shouted Thomas. “We better go check on our families!”

As he and Katharine headed in the direction of home, Alice said, “Don’t forget – don’t touch anything with dragon breath on it!”

Teacher Tip: Confirm the students understand why Alice reminded Thomas and Katharine why they shouldn’t touch anything with dragon breath on it.

The village was fortunate that Duke made his landing away from where most people lived. Thomas and Katharine were so relieved to see their house was untouched. It didn't even have any dragon breath on it. Mama was standing outside when they arrived.

"Oh, my goodness!" she exclaimed. "Where have you been? Are you alright? Are you hurt?"

"We're fine, Mama," said Katharine. "We saw the dragon! And we brought Bubbling Rock to wash off all the dragon breath."

Mama looked quizzically from Katharine to Thomas. She clearly needed an explanation. But just then, Papa came running from the house.

"Where have you been? You had us so worried!" Papa said.

"Look," Thomas said, pointing to the baskets of Bubbling Rock he and Katharine had carried down from the Cave of Sapo. "We can add this to water and start cleaning all the dragon breath in the village before people start getting sick."

Papa knew what Bubbling Rock looked like. He knew where it came from. And he knew how helpful it was going to be. But he didn't have time to wonder how his children had gotten all the way to the Cave of Sapo and back since the last time he had seen them. He needed to get to the village center and start figuring out what to do. There was a lot of mess to clean up!

"Grab those rocks and some buckets, Thomas," Papa said. "You're coming with me!"

When Thomas and Papa got to the village center, people had already started to gather. They were surveying the damage. Thomas was glad to see Alice there with her family. They appeared unharmed.

The mayor of the town was trying to address the crowd.

"Attention!" he shouted. "Everyone listen!"

The people stopped what they were doing to hear the mayor speak.

"We've all been through a terrible crisis!" he began. "We have to work together now to deal with the results of this frightening event! If you were hurt when the dragon landed, go to the hospital. If you breathed the dragon's breath, go back home immediately. Isolate yourselves from everyone else so you don't spread infection. Tie a piece of red string on your door and the doctor will come and help you. We'll make sure you have food to eat and

water to drink. Everyone else – cover your faces with cloth scarves and wash your hands often. Let's start cleaning up!"



DISCUSSION QUESTION

The mayor has a plan to start dealing with the crisis. He knows different people have had different experiences. What are the three ways he is trying to categorize people based on what might have happened to them - for example, how close they might have been to the dragon?

Those who might be injured – go to the hospital; those who might be sick – isolate; those who are neither injured nor sick, help together to clean the village.

Teacher Tip: If appropriate, use this time to discuss the plans put in place to deal with COVID-19 in your own area.

Thomas was glad to be helping with the clean-up. He was assigned an area near the school that had been damaged. He was on a clean-up team with Alice. Several of their school friends were there, too.

"We heard you went to the Sangroon Hills," said Joseph, a boy in Thomas' class. "That was really brave! Did you bring back all this Bubbling Rock?"

Each clean-up team had been given several pieces of the Bubbling Rock that Thomas, Alice and Katharine had chipped off the walls inside the Cave of Sapo. The teams were asked to put a piece in each of many buckets, and fill the buckets with water. In this way, the teams could make the soapy cleaner they would all use on the mess that Duke had made.

"Yes, and Alice helped, too," Thomas explained.

"The Duke of Destruction nearly got us!" said Alice. When Joseph looked confused, she added, "That's what we call the dragon – the Duke of Destruction. And he is definitely living up to his name."

Alice looked at what had once been the school. A whole side had been knocked down. Joseph said that when Duke landed in the village, the dragon's tail had slammed into the school. Chairs and parts of broken desks lay amid the rubble. Papers, books, posters and art supplies littered the school's courtyard.

The school principal stood among the debris, shaking her head. She couldn't believe what she was seeing. When she noticed that the clean-up team of students was ready for work, she joined the group.

"Thank you all for helping today," the principal said. "I see you have the buckets of soapy water ready for everyone to use for cleaning. Make sure you use it to wash your hands often, too – we don't want you to get sick!"

The principal chose Thomas, Joseph, and a girl named Sarah to carry the broken desks to the village's trash site. He chose Alice to work with two other children, Clarence and Toby, to stack all the books and supplies that were still usable in the undamaged part of the school. Then they were to pick up all the damaged papers and put them into trash bags.

In just a little while, the principal came back to check on the clean-up crew. She brought them all some bottled water to drink.

"For now, this is the only safe water you can drink," she explained. "The dragon damaged the latrines, and the waste tank is broken and leaking into the village's water supply."

Alice, Clarence and Toby talked while they stacked the school books and supplies. Toby's house was closest to the school. He said he'd looked out his window and saw Duke's massive body land near the school.

"The whole earth shook!" Toby said. "You wouldn't believe how big that dragon is! I was so scared, I started to shake. I didn't stop shaking until after the dragon finally flew away again. Even now, I think I will have nightmares about what I saw."

"That's understandable, Toby," Alice said. "When Thomas' sister Katharine saw Duke, she was so scared she couldn't move. It will be okay...and don't forget, you have us to talk to if you ever need a friend. We're all in this together."

THE END



DISCUSSION QUESTIONS

1. What do you think of Alice's response to Toby when he described being scared after Duke's visit to the village? How do you act when you are scared? What are some ways we can be supportive of each other?

1. Responses will vary. Encourage conversation.

KEY MESSAGE: Everyone feels stress, especially during difficult times (like the COVID-19 pandemic). Children respond to stress in different ways.* Each way is a normal response to an abnormal situation. **We all need to help each other and be kind and supportive.**

*Common responses that children may have to stress include having difficulty sleeping, bedwetting, having stomach pains or headaches, and being anxious, withdrawn, angry, clingy or afraid to be left alone.

2. The story doesn't tell us what happened the children and their village. Do you think they stopped the dragon's reign of terror?

2. Key Message: **Until there is a cure for COVID-19, we all have to do our part to stay safe and not spread the virus.**

Ask the students to recall all the preventive measures they've learned to protect their health. These include:

- covering our mouth and nose with a flexed elbow or tissue when coughing or sneezing. And then disposing of used tissue immediately
- using physical distancing (e.g., moving school desks apart, leaving space while standing in line)
- remembering to not touch our faces
- washing hands with soap and water
- cleaning frequently touched surfaces and objects
- staying home when sick

3. Which character do you relate to the most? Why? What traits displayed by the characters do you most admire?

3. Key Message: **“Today, children and young people are global citizens, powerful agents of change and the next generation of caregivers, scientists, and doctors. Any crisis presents the opportunity to help them learn, cultivate compassion and increase resilience when building a safer and more caring community.”**

-- “Key Message and Actions for COVID-19 Prevention and Control in Schools,”

March 2020. United Nations Children’s Fund (UNICEF).

Additional Photographs from Guyana Pilot









