Fear not, for I am with you.
Isaiah 41:10
The situation with COVID-19 and health recommendations by the government and health agencies are changing rapidly. We will update these training materials as needed, following the guidelines of the World Health Organization (WHO).

If you cannot meet as a group due to local quarantine or "stay at home" orders, adapt the lessons in this manual as necessary and work together by cell phone or web meetings, or consider ideas to share in other ways. If meeting as a group, apply social distancing measures and precautions as directed by local authorities.

Sources of information and illustrations:

- Centers for Disease Control - https://www.cdc.gov/
- World Health Organization - https://www.who.int/
- Health Education Program for Developing Communities - http://www.hepfdc.info/
- Global CHE Network - https://www.chenetwork.org/coronavirus/
- Photos on cover licensed under https://creativecommons.org/

*Other sources of illustrations are noted where applicable*
CORONAVIRUS DISEASE

OVERVIEW

The coronavirus disease (or COVID-19) pandemic has caused widespread disease, death, and suffering. Many people feel fearful or overwhelmed. Yet coronavirus disease is often preventable. Often people with coronavirus disease can be cared for at home, and churches and CHE ministries can reach out to families in their community, teaching how to prevent coronavirus disease and how to care for those who are sick.

Finally, God is in control, even during a COVID-19 pandemic. This is an ideal opportunity to share our faith in Christ with those who do not yet know him, and faith in Christ helps to overcome fears. As Paul commanded us, “Be anxious for nothing…” (Philippians 4:6-7).

This manual is written for families, churches and CHE workers in communities impacted by coronavirus disease. The manual teaches ways to prevent coronavirus disease, how to care for people who are sick, and gives ideas for sharing your faith in Christ and overcoming fear and grief.

Information about coronavirus disease is still incomplete and the situation is changing rapidly, so this manual may be revised over time. We tried to follow the health instructions of the World Health Organization, but health recommendations may differ in your area. Please check with local authorities and the World Health Organization (WHO) for the most recent recommendations for your area. Let us know if any information needs to be updated.

The manual consists of several sections including: Preventing Coronavirus Disease, Caregiving, Comfort and Counseling, and additional helpful topics.

The lesson plans in this manual can be used in several ways: (1) for health workers (CHEs), church leaders, and family members and friends to learn more about coronavirus disease, (2) to equip them to share what they have learned with others in their community or (3) to teach the topic to any small group.

The health stories, picture pages, and picture books are designed to help facilitate the transfer of knowledge in the community. Many people prefer to hear a story or to examine pictures to explore new ideas, rather than reading an article. These are the tools used by the health workers (CHEs) or other members of the community to share what they are learning about coronavirus disease with their neighbors and friends.

Many thanks to all who contributed lessons, picture books, illustrations, ideas and edits to this manual. This was truly a team effort.

Compiled June 2020
HOW TO USE THIS MANUAL

This lesson plan manual is part of an extensive series for use in Community Health Evangelism (CHE) or Neighborhood Transformation (NT).

CHE and Neighborhood Transformation

Community Health Evangelism (CHE) seamlessly integrates evangelism and discipleship with disease prevention and community-based development. The work is wholistic, seeking to meet the whole need of individuals and communities through complete obedience to everything that Jesus commanded.

CHE lessons have been written to provide CHE trainers with tools that can be used to assist communities out of poverty while bringing people to faith in Christ. CHE trainers, skilled in participatory learning methods, use these materials to enable communities around the world to escape cycles of poverty and live as followers of Jesus. For information about CHE and how you can be trained as a facilitator, go to www.chenetwork.org.

Neighborhood Transformation is a strategy which helps churches minister in a wholistic manner to people in urban poor neighborhoods. It empowers people to take responsibility for their own lives. It helps neighbors to help their neighbors and moves them from welfare and relief to empowerment. It focuses on assets found in the neighborhood, rather than on fixing needs. Neighbors learn to work together and build local ownership, instead of waiting for outsiders to fix their problems. For more information about Neighborhood Transformation, or NT, go to www.neighborhoodtransformation.net.

Neighborhood Transformation (NT) and Community Health Evangelism (CHE) work side-by-side and are based on the same principles. CHE began in rural areas of Africa and has now spread to more than 105 countries. However, the world is becoming more urbanized. Through Neighborhood Transformation, CHE was adapted to work in urban poor areas in North America. Urban CHE applies the strategies of Neighborhood Transformation to cities around the world.

How does CHE/NT training work?

CHE/NT training is intended to empower individuals and communities as architects of their own development. The CHE/NT trainer does not deliver pre-packaged solutions in a lecture, but facilitates discussions that involve the people themselves in creating their own solutions. The purpose of this lesson plan material is to enable the trainer to facilitate those discussions. This basic principle must be understood and guide the user of these materials in the training process. The chart below compares the two approaches:

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CHE/NT lessons are formatted to make it easy for the trainer to facilitate discussions and involve the people themselves in analyzing problems, identifying resources, and creating solutions. There are a few simple keys to using this material for its intended purpose:

1. **Keep the group small and sit in a circle.** Rather than standing in front of participants who are seated in rows, sit with them in a circle. The optimal size for participatory learning is between 15 and 30 people. Never stand up when you speak. Break frequently into smaller groups of 3-6 for more in-depth discussion.
2. **Focus on facilitating activities and encouraging discussion.** The left column of each lesson plan contains the methods, questions, and activities the CHE/NT trainer will use to facilitate learning. The CHE/NT trainer's primary responsibility is to create a learning environment. The methods, activities, and questions in the left column of the lesson plan are designed for that purpose.

3. **Value and record the contributions of each participant.** When solutions are being brainstormed, always have one member of the group serving as a scribe to record the group's ideas on a large sheet of paper. Post these sheets of paper on the walls of the room for the remainder of the seminar. When facilitating discussion, ask the questions given for each section, then repeat the answers of each participant orally while their contribution is being recorded by the scribe.

4. **Contribute knowledge as a participant in the discussion rather than as the expert.** The knowledge and potential responses provided in the lesson plan are a list of ideas that the group will likely come up with as they brainstorm together. After the group's ideas have been presented and recorded, the CHE/NT trainer compares the participants responses with those in the lesson plan. Only then will the trainer contribute important thoughts that have been overlooked during the discussion.

5. **Be learner centered.** Use name tags and call participants by name. Begin where the people are and involve them in the process of topic selection. Use language they can understand. Remember that relationship-building is essential to a creative process, and to cooperative efforts that bring about change.

6. **Focus on assets.** Ask God to help you see what the people have, not what they lack. Help them to see themselves as stewards of resources rather than victims of circumstance. Identify local resources. Help them appreciate and build on their successes.

7. **Be action oriented.** The purpose of the session is not to transfer knowledge from the trainer to the participants. The purpose of a CHE/NT session is to involve participants in creating solutions that they will own and implement. The process should be one of self-discovery. People are more likely to act on their own ideas, than on ideas presented to them by another.

8. **Learn to use starters and the SHOWD questions.** Starters are used at the beginning of a lesson to visualize real-life situations and pose a single problem concisely. The purpose of a starter is to focus an issue and stimulate the thinking process. Each starter, whether it is a picture, a role play, a case study, a story, or an object lesson, is followed in the lesson plan by one of more of the SHOWD questions. These questions serve as a framework for CHE/NT lessons, but often only the first two or three questions are asked after a starter because the other questions will be answered in the body of the lesson:

- **What do you See?** (Retell the story, describe the picture)
- **What is Happening?** (Focus the problem or the issue to be discussed)
- **Does this happen in Our place?** (Relate the starter to real life)
- **Why is this happening?** (Identify causes)
- **What can we Do about it?** (Create solutions)

**What outcomes are we looking for?**

The success of our training activities can be measured by the following transformational indicators. These are the outcomes that we consistently see in mature CHE/NT programs around the world, and what we are looking for in the lives of those we train:

1. **Shared vision:** The community sees a better future and has hope that it can be achieved.
2. **Leadership:** Godly Christian leaders are positioned and equipped to lead the community toward the accomplishment of its vision.
3. **Ownership:** People are taking responsibility for their own health and well-being.
4. Cooperation: People are united and working together for the common good.

5. Volunteers: People are taking initiative and acting sacrificially to meet the legitimate needs of others.

6. Dignity: People have recovered their identity as made in the image of God and their vocation as stewards of creation. Instead of being controlled or victimized by their environment, they are stewards of it.

7. Learning, Skill, and Resources: People are equipped to identify needs and resources, put together a plan, and mobilize volunteers to accomplish their vision. People are continually reflecting on what is happening to learn how to be more effective.

8. Christian Community and Witness: People are becoming followers of Jesus. Believers are meeting together for fellowship, prayer, Bible study and worship, and are sharing Christ with their neighbors in word and deed.

9. Multiplication: Knowledge and skills learned are being transmitted to others.

Once the above outcomes are achieved in the lives of people, their communities change. Health improves, infant mortality decreases, agriculture becomes more productive, jobs are created, water systems, roads, schools, and clinics are built, and churches are established or strengthened. Peace, justice, compassion, and righteousness are witnessed in the community and God is glorified. All of this will be the result of solutions created and owned by the people, not programs blueprinted and delivered from the outside.

Adapting the lesson to the context

It is impossible to create lesson plans that can be used universally without adaptation to the context and culture of the participants. The stories and illustrations used in these lessons are intended to provide a framework for discussion of key issues, but will need to be adapted by the user to the context. The participatory process, however, that involves the participants analyzing problems, identifying resources, and creating solutions, must never be compromised.
# CORONAVIRUS DISEASE

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CORONAVIRUS DISEASE

Introduction
CORONAVIRUS DISEASE—SYMPTOMS AND TREATMENT

Objectives
After working through this lesson:
1. Participants will know some basic information about coronavirus disease-19.
2. Participants will be able to tell others about the symptoms and treatment of coronavirus disease.

Overview for facilitators
This is an overview of the symptoms and treatment of Coronavirus disease. If you cannot meet in person due to local quarantine or "stay at home" orders, adapt the lessons and work together by cell phone or web meetings, or consider ideas to share in other ways. If meeting as a group, apply social distancing measures and precautions as directed by local authorities.

Materials
- Poster-size paper, markers, and masking tape
- Starters
  - Coronavirus is Coming!
  - I'm Still Scared!
- Handouts
  - Coronavirus Photo and Symptoms
  - Promises of God
- Materials
  - Bibles

Legend:
- Role Play
- Facilitator
- Group Discussion
- Question for Group
- Handouts/Instructions

LESSON 1 HOUR

Use the attached Coronavirus is Coming! role play. (5 minutes)
Use the first role play. The second role play, I’m Still Scared! will be used later.

SHOWD QUESTIONS

I. What is Coronavirus? (5 minutes)
Discuss in large group:
A. Coronavirus is a type of virus. What are viruses?
   1. Viruses are tiny. They are too small to be seen, even with a microscope.
   2. The common cold is caused by a virus.
   3. Many infections are caused by viruses.
B. What is coronavirus? Why are people worried about the coronavirus?
   1. Coronavirus is a new virus that is causing a lot of disease.
   2. Some people die from coronavirus disease.
   3. Coronavirus disease is also called COVID-19.
   5. Coronavirus disease is spreading to more countries.
6. People are scared that they may get sick with coronavirus disease.

C. If you can, show a picture of coronavirus. (Optional)
   This is a picture of coronavirus, magnified or made much larger in size.
   What does it look like?
   1. It looks like a big circle with spikes.
   2. It looks like a crown.

D. In some languages, “corona” means crown. Coronavirus looks like a crown, but it is much smaller.

II. Spread of Coronavirus (10 minutes)
Discuss in large group.

A. How does coronavirus disease spread?
   1. Coronavirus disease may have started as a disease of animals.
   2. But then the coronavirus spread from animals to people.
   3. Now coronavirus disease is spreading between people.

B. How does coronavirus disease spread between people?
   1. Coronavirus disease spreads mostly by coughing and sneezing.
   2. Coronavirus can spread between people who are close together, within about 2 meters.
   3. Someone with coronavirus disease coughs out small droplets that contain the virus. When those droplets land on the mouth or nose of somebody nearby, they can get infected.
   4. It is possible that a person might get infected by touching a doorknob or other object which has coronavirus on it, and then touching their mouth, nose, or eyes. But that is not as likely.

C. Why is it important to know how coronavirus spreads?
   1. If we know how it spreads, we can find ways to prevent its spread.
   2. If we know how it spreads, then we can learn ways to prevent the disease.

D. Who is most at risk of getting coronavirus disease?
   1. People who live in countries or areas where coronavirus is common.
   2. People who travel to a country where coronavirus is common.
   3. People who work with animals infected with coronavirus.
   4. People who care for people who are sick with coronavirus disease.

E. Where has coronavirus diseases been found so far?
   1. Coronavirus disease was first found in China.
   2. Then it spread to many other countries.
   3. COVID-19 has spread around the world.

III. Symptoms of Coronavirus (15 minutes.)
Give out the handout, Coronavirus Photo and Symptoms.

A. What are some symptoms of coronavirus disease?
   1. Many people will have a dry cough.
   2. Many will have a fever.
   3. Many people will feel tired.
   4. Some people will have “fuzzy thinking”.
   5. Some people may have a sore throat.
   6. Some people may have chills or shaking with chills.
   7. Some people may have aches and pain.
   8. Some people may have a headache
   9. Some people may have diarrhea, nausea, vomiting and loss of appetite.
   10. Some people may have a sudden loss of smell and taste.
11. Others may have red- and purple-colored toes that swell, burn and itch.
12. Some people may have a rash.
13. Many infections are mild, like a cold.
14. But some people will have pneumonia or breathing problems.

B. What are some serious symptoms of coronavirus disease?
1. Difficulty breathing or shortness of breath
2. Persistent chest pain or pressure
3. Bluish lips or face
4. New confusion
5. Not able to wake up or stay awake
6. Loss of speech or movement

C. What should you do if there are serious symptoms?
1. Seek immediate medical care.
2. Call before visiting your doctor or health facility.

D. What will happen to people with coronavirus disease?
1. Some people will be very sick.
2. Some people may die.
3. But most will recover.

E. Divide into groups of three people. Pretend that you are visiting a neighbor. Use the handout Coronavirus Photo and Symptoms to describe what coronavirus disease is and what some of the symptoms are. Then switch roles.

IV. Treatment (10 minutes)
Discuss in large group.

A. Who needs to be cared for at a hospital or clinic?
1. Anyone who is very sick.
2. Anyone who has trouble breathing.
3. Anyone who may have pneumonia.
4. Anyone with chest pain.
5. Anyone with blue lips.
6. Anyone who has other health problems and symptoms of coronavirus disease

B. If you think you may have coronavirus disease, what should you do before going to a hospital or clinic?
1. Call your doctor or health care provider as they may need to take special precautions.
2. Wear a face mask.
3. Cover your mouth and nose when you cough or sneeze.
4. Separate yourself from other people.
5. Wash your hands frequently.

C. What will your health care provider ask you to find out if you are at risk?
1. Where do you live?
2. Do you live in an area where there has been coronavirus disease?
3. Where have you traveled?
4. Do you work with wild or farm animals?
5. Have you been around someone who is sick with coronavirus?

D. Is there a lab test for coronavirus disease or COVID-19?
1. There is a lab test, but it may not be available in your area.

E. What is the treatment for coronavirus disease?
1. Treatment is supportive.
2. They are working on medicines for COVID-19.
3. People who are sick will be cared of at the hospital or clinic.
4. Many people can be taken care of at home.
5. They are trying out medicines that may be helpful for coronavirus disease.
6. Check with your health department or clinic to see what is available in your area.
7. New vaccines for COVID-19 are being developed.
8. Check with your doctor or health department to see if the COVID vaccine is available in your area.

V. **God’s Promises** (10 minutes)
   A. What are some promises from God that you can turn to when you are scared?
      1. Promise:
      2. Promise:
   B. Give out or look up some of these verses: Joshua 1:9; Isaiah 41:10; Deuteronomy 31:6; Zephaniah 3:17; Matthew 28:19–20; and Romans 8:38-39.
   C. What does God promise you?
      1. God is with you wherever you go.
      2. God is with you. He will strengthen you.
      3. God goes with you. He will not leave you or forsake you.
      4. The Lord your God is in your midst.
      5. Jesus is with you always, to the end of the age.
      6. Nothing will be able to separate us from the love of God in Christ Jesus.
   D. There also is good news about coronavirus disease. There are many ways to prevent it. We will talk about that next time.
   E. Close with prayer, thanking God that he will not leave you or forsake you.

**ATTITUDE:** Participants will know that coronavirus can be a serious disease, but God promises to be with them always.

**SKILL:** Participants are teaching others about coronavirus disease.

**EVALUATION:** Are the participants talking with their neighbors about coronavirus disease?

**References:**


CORONAVIRUS IS COMING! (first role play)

Role Play: Two people are talking.
1st I'm scared!
2nd What's the matter?
1st Coronavirus is coming!
2nd Coronavirus? What's that?
1st It's a new and deadly virus! And I'm scared!
2nd Oh! Where can we hide from the virus?

CORONAVIRUS IS COMING! (first role play)

Role Play: Two people are talking.
1st I'm scared!
2nd What's the matter?
1st Coronavirus is coming!
2nd Coronavirus? What's that?
1st It's a new and deadly virus! And I'm scared!
2nd Oh! Where can we hide from the virus?

I'M STILL SCARED! (second role play)

Role Play: The same two people are talking again.
1st I'm still scared!
2nd Why are you still scared?
1st Coronavirus is coming! And there don't have medicines to treat it.
2nd Yes, but we have a Healer who is better than all the doctors.
1st Who is that?
2nd Here, I'll show you. Do you have a Bible?

I'M STILL SCARED! (second role play)

Role Play: The same two people are talking again.
1st I'm still scared!
2nd Why are you still scared?
1st Coronavirus is coming! And there don't have medicines to treat it.
2nd Yes, but we have a Healer who is better than all the doctors.
1st Who is that?
2nd Here, I'll show you. Do you have a Bible?
CORONAVIRUS PHOTO AND SYMPTOMS

Note: Viruses are tiny. They are much too small to be seen by eye.


Symptoms of Coronavirus (COVID-19)

Know the symptoms of COVID-19, which can include the following:

- Cough
- Fever
- Chills
- Muscle pain
- Shortness of breath or difficulty breathing*
- Sore throat
- New loss of taste or smell

Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.

*Seek medical care immediately if someone has emergency warning signs of COVID-19.

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.

Centers of Disease Control and Prevention, 2020
**PROMISES OF GOD**
Add your own!

**Joshua 1:9** (ESV)
9 Have I not commanded you? Be strong and courageous. Do not be frightened, and do not be dismayed, for the LORD your God is with you wherever you go.”

**Isaiah 41:10** (ESV)
10 fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.

**Deuteronomy 31:6** (ESV)
6 Be strong and courageous. Do not fear or be in dread of them, for it is the LORD your God who goes with you. He will not leave you or forsake you.”

**Zephaniah 3:17** (ESV)
17 The LORD your God is in your midst, a mighty one who will save; he will rejoice over you with gladness; he will quiet you by his love; he will exult over you with loud singing.

**Matthew 28:19–20** (ESV)
19 Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, 20 teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age.”

**Romans 8:38–39** (ESV)
38 For I am sure that neither death nor life, nor angels nor rulers, nor things present nor things to come, nor powers, 39 nor height nor depth, nor anything else in all creation, will be able to separate us from the love of God in Christ Jesus our Lord.
CORONAVIRUS

Prevention and Care

Section 1: Prevention

Lessons
PREVENTING CORONAVIRUS DISEASE

Objectives
After working through this lesson:
1. Participants will know some ways to prevent coronavirus disease.
2. Participants will be able to teach their neighbors, using the Preventing Coronavirus Infections picture book.

Overview for facilitators
This is the second lesson on coronavirus disease-19, focusing on prevention.
Before giving this lesson, prepare Preventing Coronavirus Infection picture books.

If you cannot meet in person due to local quarantine or "stay at home" orders, adapt the lesson and meet by cell phone or web meetings, or consider ideas to share in other ways. If meeting in person, apply social distancing measures and precautions as directed by local authorities.

Materials
- Poster-size paper, markers, and masking tape
- Preventing Coronavirus Disease Role Play
- Handouts
  - What should you do if you are sick with coronavirus disease?
  - Stop the Spread of Germs
  - Please Wear a Mask
- Other materials
  - Preventing Coronavirus Infections picture book. (Note: there are two forms of this picture book. They are very similar. Use either one).

Legend:
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LESSON 1 – 1½ HOURS

Use the attached Preventing Coronavirus Disease role play. (5 minutes)

SHOW QUESTIONS
What did you **See**? What was **Happening**? Does this happen in **Our** place? **Why** does this happen?
What will we **Do** about it?

I. **What should you do if you are sick with coronavirus disease?** (20 minutes)
Discuss in large group at first.
A. How is coronavirus disease spread?
   1. By close personal contact.
   2. Usually by droplets from your mouth or nose.
   3. By coughing or sneezing.
   4. Perhaps through the air.
   5. Perhaps in other ways.
B. What should you do if you think you have coronavirus disease?
   1. Stay away from other people!
   2. Stay at home. Do not go out.
3. Cover your mouth when you cough or sneeze.
4. Wash your hands frequently.
5. Wear a face mask.
6. Do not spit.
7. Call your doctor if you are older or if you have health problems.
8. Go to the doctor if you are very sick or if you have trouble breathing.
9. Go to the doctor first if you think you have pneumonia.
10. But call her first so she can get prepared.

C. Divide into small groups. Give out the handout, *What should you do if you think you have coronavirus disease?* Practice visiting your “neighbor.” Teach him or her what to do, using some of the advice on the handout. Then switch roles.

II. **Protecting Yourself** (10 minutes)

Discuss in large group or divide into two teams. Alternate giving an answer. Give one point for each correct answer.

A. What are some ways to protect yourself against getting infected with coronavirus?

1. Consult with your local health department for their recommendations in your area.
2. Practice social distancing
   - Keep a safe distance between yourself and other people.
   - Stay at least 6 feet or 2 meters (about 2 arms’ length) from other people who are not from your household.
   - Do not go to crowded stores, restaurants, or bars.
   - Follow the instructions of the World Health Organization and your local government.
   - Sometimes the government may close schools, restaurants, bars, or other public places to protect people from infection.
3. Using a face mask:
   - Face masks help to protect you from coronavirus disease and help others from catching the infection from you.
   - In areas where there is COVID-19, healthy people should wear face masks when they are out in public.
   - Health workers should wear a face mask.
   - Those taking care of people with coronavirus disease should wear a face mask.
   - People who are sick should wear a face mask.
4. Avoid close contact with people who are sick.
5. Stay home if you are sick.
6. Cover your nose and mouth with a tissue when you cough or sneeze, and then throw the tissue away.
7. Or you can cough or sneeze into your elbow.
8. Wash your hands frequently:
   - After going to the bathroom
   - When your hands are dirty
   - After changing diapers.
   - After coughing or sneezing
   - Before cooking or eating
9. Wash your hands with soap and water.
10. Use a tissue or paper towel to turn on the faucet.
11. Or use an alcohol-based hand sanitizer.
12. Avoid touching your eyes, nose, and mouth.
13. Use a cleaning spray or wipe to frequently clean surfaces and objects such as faucets, counters, tables, and doorknob.

B. Is there a vaccine to prevent COVID-19?
   1. New vaccines to protect against COVID-19 are being developed.
   2. Some countries are starting to give COVID-19 vaccines.
   3. They will probably be given first to health workers and elderly people.
   4. Others will receive them later.
   5. The vaccine will give some protection against coronavirus disease.
   6. But it is still important to continue the other precautions, like social distancing and wearing face masks.
   7. Many people are still at risk of COVID-19.

C. Give out the handouts, *Stop the spread of germs* and *Please Wear a Mask*

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### III. Practice Teaching (20 minutes)

**Instructions:**
- Divide into groups of 3 or 4 people.
- Give out the picture book, *Preventing Coronavirus Infection*.
- Practice teaching the picture book to each other. You can also teach each other using the *Stop The Spread Of Germs* picture page.
- Switch roles—sometimes you are the CHE, and sometimes you are the neighbor who is learning the information.

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### IV. Relieving Fears (10 minutes)

**A.** Now you know how to teach your neighbors about coronavirus disease. But many of them are still fearful or feel stress. How can you help to relieve their fears?

Discuss in large group.
   1. Listen to their concerns.
   2. Encourage them to talk with people that they trust.
   3. Give them clear information about coronavirus disease.
   4. Pray with them.
   5. Offer to pray for them.
   6. Share promises of the Bible with them.
   7. Share the gospel with them.
   8. Encourage them to keep up the normal routines of their family.
   9. Encourage them to lead a healthy lifestyle—healthy food, enough sleep, regular exercise.
   10. Encourage them not to “escape the problem” with drugs or alcohol.
   11. Offer to return often to talk with them and see how they are doing.

**B.** Spend time praying for those who are sick with coronavirus disease and those who are caring for them and those who are fearful or stressed.

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**ATTITUDE:** Participants will know that coronavirus disease is serious but there are ways to prevent infections.

**SKILL:** Participants are teaching their neighbors using the *Stop The Spread of Germs* picture page and the *Preventing Coronavirus Infections* picture books.

**EVALUATION:** Are the participants visiting their neighbors to teach about preventing coronavirus disease and to pray or share with them?

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References:


Role Play: Two neighbors greet each other with a big hug.
1st It is good to see you. How are you?
2nd (Coughs, but does not cover her mouth)
1st You don't look so good. Are you sick?
2nd (Coughs again, into the face of her neighbor) Yes, I have a fever.
1st That's too bad. What's the matter?
2nd My husband was sick too. Now he is in the hospital with pneumonia. (Coughs)
1st I have to go! I don't want to get sick! (She runs away.)
What should you do if you are sick with coronavirus disease?

If you are sick with COVID-19 or suspect you are infected with the virus that causes COVID-19, follow the steps below to help prevent the disease from spreading to people in your home and community.

Stay home except to get medical care
You should restrict activities outside your home, except for getting medical care. Do not go to work, school, or public areas. Avoid using public transportation, ride-sharing, or taxis.

Separate yourself from other people and animals in your home

**People:** As much as possible, you should stay in a specific room and away from other people in your home. Also, you should use a separate bathroom, if available.

**Animals:** Do not handle pets or other animals while sick. See COVID-19 and Animals for more information.

Call ahead before visiting your doctor
If you have a medical appointment, call the healthcare provider and tell them that you have or may have COVID-19. This will help the healthcare provider’s office take steps to keep other people from getting infected or exposed.

Wear a facemask
You should wear a facemask when you are around other people (e.g., sharing a room or vehicle) or pets and before you enter a healthcare provider’s office. If you are not able to wear a facemask (for example, because it causes trouble breathing), then people who live with you should not stay in the same room with you, or they should wear a facemask if they enter your room.

Cover your coughs and sneezes
Cover your mouth and nose with a tissue when you cough or sneeze. Throw used tissues in a lined trash can; immediately wash your hands with soap and water for at least 20 seconds or clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol, covering all surfaces of your hands and rubbing them together until they feel dry. Soap and water should be used preferentially if hands are visibly dirty.

Avoid sharing personal household items
You should not share dishes, drinking glasses, cups, eating utensils, towels, or bedding with other people or pets in your home. After using these items, they should be washed thoroughly with soap and water.

Clean your hands often
Wash your hands often with soap and water for at least 20 seconds. If soap and water are not available, clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol, covering all surfaces of your hands and rubbing them together until they feel dry. Soap and water should be used preferentially if hands are visibly dirty. Avoid touching your eyes, nose, and mouth with unwashed hands.

Clean all “high-touch” surfaces every day
High-touch surfaces include counters, tabletops, doorknobs, bathroom fixtures, toilets, phones, keyboards, tablets, and bedside tables. Also, clean any surfaces that may have blood, stool, or body fluids on them. Use a household cleaning spray or wipe, according to the label instructions. Labels contain instructions for safe and effective use of the cleaning product including precautions you should take when applying the product, such as wearing gloves and making sure you have good ventilation during use of the product.

Monitor your symptoms
Seek prompt medical attention if your illness is worsening (e.g., difficulty breathing). Before seeking care, call your healthcare provider and tell them that you have, or are being evaluated for, COVID-19. Put on a facemask before you enter the facility. These steps will help the healthcare provider’s office to keep other people in the office or waiting room from getting infected or exposed.

Ask your healthcare provider to call the local or state health department. Persons who are placed under active monitoring or facilitated self-monitoring should follow instructions provided by their local health department or occupational health professionals, as appropriate.

If you have a medical emergency and need to call 911, notify the dispatch personnel that you have, or are being evaluated for COVID-19. If possible, put on a facemask before emergency medical services arrive.

Discontinuing home isolation
Patients with confirmed COVID-19 should remain under home isolation precautions until the risk of secondary transmission to others is thought to be low. The decision to discontinue home isolation precautions should be made on a case-by-case basis, in consultation with healthcare providers and state and local health departments.

For more information: www.cdc.gov/COVID19
STOP THE SPREAD OF GERMS

What can you do? How can you keep from getting sick and stop the spread of germs?
PLEASE WEAR A MASK

• Why is it important to wear a mask?
• What else should you do?

Please wear a mask.

Maintain a distance of 6 feet whenever possible.

cdc.gov/coronavirus
**CORONAVIRUS & INFLUENZA PREVENTION**

**Objectives**

After working through this lesson:

3. Participants will be aware of symptoms of coronavirus.
4. Participants will practice good hygiene in their homes and community to prevent coronavirus and influenza.

**Overview for facilitators**

This lesson is an overview about preventing influenza and coronavirus. If you cannot meet in person due to local quarantine or "stay at home" orders, adapt the lesson and meet by cell phone or web meetings, or consider ideas to share in other ways. If meeting in person, apply social distancing measures and precautions as directed by local authorities.

**Materials**

- Poster-size paper, markers, and masking tape
- *Coronavirus* Role Play
- *Coronavirus Symptoms and Prevention* handout

**Legend:**

- 🎆 Role Play
- 📄 Facilitator
- 👥 Group Discussion
- 🤔 Question for Group
- 📄 Handouts/Instructions

---

**LESSON**

1 HOUR ☺

 gebruikt de begeleidingsdocumenten en de handouts van de cursus "Coronavirus & Influenza Prevention".

**SHOWD QUESTIONS**

- What did you see?  What was happening?  Does this happen in our place?  Why does this happen?
- What will we do about it?

**I. What are Coronavirus Disease and Influenza?** (10 minutes)

**D. Both coronavirus diseases and influenza can cause death, especially in the very old.**

- Influenza can be deadly in the very young too.
- Do many people get sick in your village from influenza? Do they sometimes die?
- How do we usually treat it?

**E. What causes influenza and coronavirus disease?**

- Influenza and coronavirus disease are caused by viruses. Viruses are tiny germs that infect people and animals.
- Viruses are not affected by antibiotics, so they cannot be treated with antibiotics.
- In some countries, you can get a shot each year to help prevent influenza.
- There is no shot or vaccine yet for coronavirus disease. It is a new strain of virus.

**F. How are influenza and coronavirus disease spread?**

- Coronavirus disease and influenza spread from person to person.
- COVID-19 is mostly spread through the air, by coughing or sneezing or being close together.
- You may also get sick by touching something that a sick person has touched.
II. Symptoms of Coronavirus (10 minutes)

D. What are the symptoms of coronavirus disease?

1. Some symptoms are fever, cough, and shortness of breath.
2. Symptoms appear anywhere from 2-14 days after you get the virus. It appears that you can spread it to others before you show symptoms.
3. The sickness ranges from mild illness to severe illness and death.
4. Common symptoms are fever, cough, and shortness of breath. You can also have a runny nose, sore throat, headaches, and tiredness. Some people have a loss of taste or smell.
5. Sometimes coronavirus disease looks like a cold at first, so be careful with anyone with these symptoms. A cold typically comes on gradually. Influenza or coronavirus disease symptoms can begin quickly.

E. What are the symptoms of influenza?

1. Fever, aching, chills.
2. Fever over 100.4 degrees Fahrenheit (38 degrees Celsius).
3. Aching muscles
4. Chills

III. Prevention (20 min)

Distribute the Coronavirus Symptoms and Prevention handout and discuss in large group.

A. What can we do to stop the spread of Coronavirus and Influenza?

1. During flu season, use additional precautions to keep our families and communities healthy.
2. Get vaccinated against influenza each year.
3. When the vaccine is available, get vaccinated against COVID-19.
4. The best defense against coronavirus disease or COVID-19 is to practice social distancing and to wear a face mask.
5. Social distancing means keeping a distance of about 2 meters or 6 feet between you and other people.
6. Wear a face mask when you are out in public.
7. Also wash your hands frequently with soap and water for 20 seconds, being careful to wash under the fingernails and in between fingers.
8. You should wash your hands before touching your face, before eating, before cooking, upon arrival at your home after being out, after touching animals, after going to the bathroom, and after caring for a sick person.
9. Make sure your children and all the people in your home and school wash frequently
10. Do not touch your eyes, nose, or mouth.
11. Do not shake other people’s hands during time of infection.
12. Avoid being around sick people and crowded places during outbreak.
13. Avoid travel to and from places with many cases. If you are returning from an area that has the coronavirus, keep away from other people for two weeks.

B. What should we do if someone we know is ill?

1. If you or a family member shows symptoms of illness, they should stay home and stay away from others, sleeping in a separate room, alone.
2. The sick person should be careful to cough into their elbow to catch their cough and keep it from spreading.
3. Sick people should wear a mask to stop spreading the virus through cough droplets.
4. Caregivers should clean all surfaces that the sick person may have touched with a combination of 1-part bleach to 30 parts water ratio (1 Tbsp bleach to 2 cups
water) including door handles, tables, etc. The caregiver may want to wear a mask. Wash bedding and clothes of sick person with soap and water after illness.

C. How to care for a sick person:
1. Be especially careful with people under 1 year old, over 65 years old, and those who have heart or lung disease.
2. Give them lots of fluids (such as soup or water).
3. If you have access to purified saline spray (saltwater mist available at pharmacy), spray it in the nostrils as the ill person breathes in 4-5 times a day or more. The salt kills viruses and bacteria.
4. Gargle with warm salt water.
5. If the person has nasal congestion, a decongestant may help the symptoms.
6. Take the person to the clinic if he is not getting better after one week, has sharp chest pain, coughs up green dark yellow or bloody mucous, has a very high fever (105 Fahrenheit or 40.5 Celsius), or he has difficulty breathing. It may have turned into pneumonia.

IV. Conclusion (5 min)
Statement/Prayer

ATTITUDE: Participants will know that the spread of influenza and coronavirus can often be prevented.

SKILL: Participants will learn prevention, symptoms, and care for people with influenza and coronavirus.

EVALUATION: Are the participants able to tell you what to do to prevent contracting or spreading the coronavirus or influenza? Are they able to tell you how to care for someone who is ill and when to take them to a clinic?

References:
https://www.webmd.com/cold-and-flu/flu-treatment#1
https://www.cdc.gov/coronavirus/about/index.html
https://www.mayoclinic.org/diseases-conditions/flu/symptoms-causes/syc-20351719
https://www.webmd.com/lung/understanding-pneumonia-symptoms#1
CORONAVIRUS

Role play

Role Play:
1st  “Have you heard about the new disease that has broken out? I hear many people have died, I'm very scared because it is now at the border of our country.”
2nd  “I hear you can only get it from drinking bad beer and we don't drink alcohol so we will be fine.”
1st  “I think it is a plague from God because those people are cruel and not good.”
2nd  “Either way, we don't have to worry.”
1st  Yes, I'm sure you are right. Cough, cough, cough. (He coughs into the air and then into his hand. He shakes his neighbor's hand.) Goodbye my friend, see you soon.

----SHOWD questions----
S = What do you See?
H = What is Happening?
O = Does this happen in Our place?
W = Why does this happen?
D = What will we Do about it?

CORONAVIRUS

Role play

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----SHOWD questions----
S = What do you See?
H = What is Happening?
O = Does this happen in Our place?
W = Why does this happen?
D = What will we Do about it?
SYMPTOMS

- Fever
  - Wash hands often with soap and water for 20 seconds
  - Don’t touch eyes, nose, mouth
  - Avoid Sick People

- Cough
  - Don’t shake hands
  - If sick: stay home, wear a mask, cough into sleeve

- Shortness of Breath

CORONAVIRUS SYMPTOMS AND PREVENTION

How Not to Get Sick

Don’t travel unless necessary

Clean surfaces with bleach and water (you can catch from touching something a sick person touched)

Source: WHO & CDC websites
PREVENTING INFECTIONS
A Lesson for Children

Objectives
After working through this lesson:
1. Children will know some ways that infections spread.
2. Children will know how and when to wash their hands.
3. Children will take steps to prevent coronavirus disease.

Overview for facilitators
This is a lesson with a series of activities focused on preventing infections. Be sure to follow the instructions of your local health department or government about activities with children during the COVID-19 epidemic.
- Each activity needs some preparation, so gather the materials and read the instructions in advance.
- This lesson can be divided into 2 shorter lessons.

Materials
- Poster-size paper, markers, and masking tape
- Handouts
  - Spread of Infections Activities
  - Wash Your Hands!
- Other materials
  - Sink and running water, or basin of water
  - Soap
  - Towel
  - Bubbles solution (Mix water, dish soap, and sugar together.)
  - Black pepper
  - Liquid soap or dish detergent

Legend:

<table>
<thead>
<tr>
<th>Role Play</th>
<th>Facilitator</th>
<th>Group Discussion</th>
<th>Question for Group</th>
<th>Handouts/Instructions</th>
</tr>
</thead>
</table>

LESSON 1 to 1½ HOURS

对该附件的扩散感染角色扮演。(5分钟)

SHOWD QUESTIONS
- What did you See? What was Happening? Does this happen in Our place? Why does this happen?
- What will we Do about it?

I. Introduction (5 minutes)
Discuss in large group.

A. What are infections? (Colds and the flu are examples of infections.)
   1. Infections are diseases that make you sick.
   2. Infections are caused by germs.
B. How do infections spread?
   1. They spread from person to person.
   2. They come from getting dirty.
   3. Other:
C. We are going to play some games to show how infections spread.
II. **Wash your Hands!** (15 minutes)

Play the *Handshake Game* (see the handout.)

A. What did you notice in the Handshake Game?
   1. One person was infected with a disease.
   2. By shaking hands, he passed the disease on to many others.
   3. Many people were infected!

Do the Pepper Demonstration. Explain that the pepper represents germs on your hands.

B. What did you notice?
   1. At first, the pepper (or germs) stuck to her finger and made it black (or infected).
   2. Then she added soap to her finger.
   3. The soap made the pepper float away.
   4. And her finger was no longer black with pepper!

C. What does that show you about soap and germs?
   1. Washing your hands with soap makes the germs go away.
   2. Washing with soap protects you from being infected.

III. **Hand Washing** (15 minutes)

A. How can this spread of infections be prevented?
   1. Wash your hands!
   2. Don’t touch other people when you are sick.

B. When should you wash your hands?
   1. When they are dirty.
   2. After playing outside.
   3. After you touch animals.
   4. After you cough or sneeze.
   5. Before you eat.
   6. Before you cook or touch food.
   7. After you eat.
   8. After you go to the bathroom.

C. How do you wash your hands? (Give out the *Wash Your Hands* handout.)
   1. Wet your hands.
   2. Add soap.
   3. Scrub your hands.
   4. Rinse your hands.
   5. Dry your hands.

D. How long should you scrub your hands?
   1. For a long time.
   2. For at least 20 seconds.
   3. While you sing “happy birthday to you” two times.

E. Practice washing hands with several children, singing “happy birthday to you” twice as each child washes his or her hands.

F. Why is it important to wash your hands?
   1. To stay clean.
   2. To stay healthy.
   3. Washing your hands helps to prevent many infections.

IV. **Bubbles Game** (15 minutes)

Play the *Bubbles Game* (see the handout).

A. What is another way that infections like colds can spread?
   1. Through the air.
   2. By coughing or sneezing.
3. Coughing or sneezing spreads droplets with germs in the air.
4. So other people can get infected.

B. What should you do when you cough or sneeze to protect other people from getting infected?
   1. Don’t cough or sneeze in the face of another person.
   2. Cover your mouth with a tissue.
   3. Cough into your elbow.
   4. Cover your mouth when you cough.

C. Practice covering your mouth as you cough or sneeze.

D. Sometimes germs also spread from your hands to your mouth or nose when you touch your face. Let's see who can go a full minute without touching his or her face. (Count to 100 or use a watch to count off a minute.)

V. **Conclusion** (5 minutes)

A. What are some ways to prevent infections?
   1. Wash your hands!
   2. Cover your mouth when you cough or sneeze.
   3. Don’t touch your face.

B. What else can you do? Who can protect you and keep you healthy?
   1. God will protect you.
   2. You can pray to God to protect you.

C. Close with prayer, thanking God for your health and for protecting you.

**ATTITUDE:** Children will know that they can prevent many infections.

**SKILL:** Children are washing their hands and covering their mouth when they cough or sneeze.

**EVALUATION:** Are the children washing their hands well and teaching others how to prevent infections?

**References:**

Saskatchewan Science Center. *Disease Transmission*. Available from: static1.squarespace.com

SPREAD OF INFECTION

Role Play

Role Play: Two children greet each other with a big hug.
1st How are you?
2nd (Cough, cough) I don’t feel very good. (She doesn't cover her nose as she coughs, and she rubs her nose with her hand.)
1st Are you sick?
2nd I think so. Do you think it is that bad virus they are talking about? (She coughs right into her friend’s face.)
1st I hope not. But I have to leave. (She hurries away.)
1st Now I will get sick!
SPREAD OF INFECTION ACTIVITIES

1. **Handshake Game** - Infections spread by direct contact

   Before the game: Choose one child to be “infected”, with germs on his hands.

   - Walk around the room for a short time, shaking hands with each other. The “infected” child will squeeze the hand of others, passing the “infection” to them.

   - After about half a minute, ask the children if their hand has been squeezed. If so, they are now “infected”

   After the game:
   - What did you notice?
   - What is one way that infections or germs can spread between people?

2. **Pepper Demonstration** - Handwashing helps to prevent the spread of infections.

   Before the demonstration: Add black pepper to a bowl of water.

   - This pepper is like the germs that cause infections.
   - Dip your finger in the pepper water.
   - Now your finger is covered with pepper!
   - Then add liquid soap or liquid detergent to your finger and clean your finger.
   - Place your finger in the bowl of pepper water again.
   - The pepper (or “germs”) floats away from your finger.

   After the game:
   - What did you notice? What did the soap do?

3. **Bubbles Game** - Infections spread through the air or by droplets

   Before the game:

   - Make bubbles solution of water, dish detergent and sugar. See [https://artfulparent.com/how-to-make-homemade-bubbles](https://artfulparent.com/how-to-make-homemade-bubbles/) for details. Also make a loop to blow the bubbles.

   - Explain to the children that each bubble is a droplet from a cough or sneeze. If the bubble lands on them, they are infected! This shows how diseases are spread by droplets.

   - Then give each child a tissue. They can stop the droplets from touching them by touching them with a tissue.

Sources:
Wash Your Hands!

1. Wet
2. Get Soap
3. Scrub
4. Rinse
5. Dry

Hands that look clean can still have icky germs!
PROTECT YOURSELF AND OTHERS
From Coronavirus Disease or COVID-19

Objectives
After working through this lesson:
1. Participants will know ways to protect themselves and others from coronavirus disease.
2. Participants will be able to teach others how to protect themselves.

Overview for facilitators
This is a lesson in the series on coronavirus disease. Teach this lesson after Preventing Coronavirus Disease. The information is from the NYC Department of Health.

If you cannot meet in person due to local quarantine or "stay at home" orders, adapt the lesson and meet by cell phone or web meetings, or consider ideas to share in other ways. If meeting in person, apply social distancing measures and precautions as directed by local authorities.

Materials
• Poster-size paper, markers, and masking tape
• I'm an Expert! role play
• Stop the Spread handout
• Bleach, water, rags

Legend:

LESSON 1 HOUR

Use the attached I'm an Expert! role play. (5 minutes)

SHOWD QUESTIONS
What did you See? What was Happening? Does this happen in Our place? Why does this happen? What will we Do about it?

I. Coronavirus Game (20-30 minutes)
Divide into teams of about 5-6 people. The teams will alternate answering a question. Some questions will have more than one answer, but after one team gives an answer, the next team can add another one. Give one point for each correct answer. (Trainers: You can give hints if needed.)

A. What are some symptoms of coronavirus disease?
   1. Cough
   2. Sore throat
   3. Fever
   4. Difficulty breathing or shortness of breath.
   5. Pneumonia
   6. Some people have a very mild illness. They may not feel sick.

B. How does coronavirus disease spread?
   1. By close contact.
   2. By coughing or sneezing.
3. Between people within about 6 feet (2 meters) of distance.
4. The virus also lives on surfaces that we frequently touch.
5. If someone touches a surface with the virus and then touches their mouth or nose, they may get sick.
6. People who are sick with the virus are most likely to pass it on to others.

C. Who is most at risk for coronavirus disease?
1. Older people
2. People over 50 years of age.
3. People who have other health conditions such as diabetes, heart disease, chronic lung disease, cancer, or those with a weakened immune system.
4. People who live in the same home as someone with coronavirus disease.
5. Caregivers of people with coronavirus disease.

D. What should you do if you have symptoms of coronavirus disease?
1. If you are not very sick, stay home!
2. Don’t get tested or seek medical care unless you are very sick.
3. You could infect others.
4. The doctors are busy treating those who are very sick.
5. Stay home for at least seven days after your symptoms start.
6. Stay home for at least three days after your fever drops.

E. What should you do if you are very sick?
1. If you are very sick or if you are getting worse, see your doctor or health care provider.
2. If you go out to see a doctor, wear a mask.
3. Call your doctor before you go.
4. If you have difficulty breathing, you may need to go to the emergency room.

F. What should you do (or not do) if you are sick at home and think you have coronavirus disease?
1. Do not go to work.
2. Do not go to school.
3. Do not leave your home except to get medical care.
4. Stay away from elderly people or those with chronic illnesses.
5. Separate yourself from others in your home.
6. Use a separate bedroom or bathroom if you can.
7. Wear a face mask if you must go out.
8. Cover your mouth and nose with a tissue or your sleeve when you cough or sneeze.
9. Wash your hands often with soap and water for at least 20 seconds.
10. Clean surfaces that are often touched at least once a day.
11. Use a cleaning spray or a wipe.
12. Do not share glasses, cups, utensils or towels.
13. Do not have visitors come to your home.

G. How can you protect yourself and others if you are not sick with coronavirus?
1. If there is coronavirus in your area, stay home as much as possible.
2. Wear a face mask when you go out.
3. Keep more space between yourself and others.
4. Wash your hands often with soap and water for at least 20 seconds.
5. Cover your mouth and nose with a tissue or your sleeve when you cough or sneeze.
6. Do not touch your mouth, nose or eyes.
7. Do not shake hands.
8. Show other ways you can greet others: with a wave, with a bow, with a foot bump, with an elbow bump.
H. What are some ways to keep a distance from others?
   1. Work from home.
   2. Keep 6 feet (2 meters) between yourself and others whenever possible.
   3. Do not go to crowded places.
   4. Do not travel unless necessary.
   5. Avoid public transport.
   6. Bike or walk.
I. Coronavirus may live on surfaces. Name three surfaces that are often touched in a	house.
   1. Surfaces such as tables, chairs, doorknobs, light switches, countertops, handles, 
desks, cell phones, keyboards, toilets, faucets, and sinks.
   2. Other surfaces
J. How can you clean these surfaces?
   1. If they are dirty, clean them with soap and water or with detergent.
   2. Then disinfect them with a bleach or alcohol solution or a disinfectant.
   3. Clean them at least once a day.
K. At the end of the game, give out the handout, Stop the Spread.

II. Cleaning with Bleach Solution (15 minutes)
   • Each team will mix 20 cc bleach (4 tsp) in 1 liter (1 quart) of water.
   • Use the solution to clean all the surfaces in your room—counters, plastic chairs, 
tables, etc.
   • Wash your hands with soap and water when you finish. Be sure to sing the Happy 
birthday song twice as you wash.

III. Application (5 minutes)
   Discuss in large group.
   A. What changes do you need to make in your home?
      1. We need to...
      2. We are going to...
   B. Who can you teach this to?
      1. My neighbor
      2. My brother
      3. My friend
      4. Other:

ATTITUDE: Participants will know ways to protect themselves and others.

SKILL: Participants are taking steps to protect themselves from coronavirus disease.

EVALUATION: Are the participants teaching others how to protect themselves from coronavirus
disease?

References:
Centers for Disease Control and Protection. 2020. How to Protect Yourself. Available from:

I’M AN EXPERT!

Role Play: Two friends are talking.
1st After all those CHE lessons, I’m an expert!
2nd What do you mean?
1st I know all there is to know about coronavirus disease!
2nd You think you are an expert? I know more than you do!
1st Is that right? Prove it!
2nd Okay! Let’s have a contest to see who knows more.
**STOP THE SPREAD**

This was made for New York City, but most of it applies to you!

**PROTECT YOURSELF AND OTHERS**

- Keep at least 6 feet between yourself and others.
- Wash your hands with soap and water often.
- Cover your nose and mouth with a tissue or sleeve when sneezing or coughing.
- Do not touch your face with unwashed hands.
- Monitor your health more closely than usual for cold or flu symptoms.

**IF YOU ARE SICK**

- Stay home.
- If you have a cough, shortness of breath, fever, sore throat and do not feel better after 3-4 days, consult with your doctor.
- If you need help getting medical care, call 311.
- NYC will provide care regardless of immigration status or ability to pay.

**PROTECT THE MOST VULNERABLE**

- Stay home if you have lung disease, heart disease, diabetes, cancer or a weakened immune system.
- Stay home and call, video chat or text with family or friends who have one of these conditions.

**REDUCE OVERCROWDING**

- Stay home.
- Telecommute if possible.
- If you do go out:
  - Stagger work hours away from peak travel times.
  - Walk or bike.
  - Do not gather in crowds.

Source: NYC Department of Health
REVIEW OF HANDWASHING

Objectives
After working through this lesson:
1. Participants will know that many illnesses are spread through poor hand hygiene.
2. Participants will know that handwashing is recommended for good health.
1. Participants will be able to share when it’s important to wash hands.
2. Participants will be able to demonstrate how to wash their hands.

Overview for facilitators
This is a basic lesson about handwashing for adults, focusing on prevention of disease. Have the materials ready to practice handwashing.

Materials
- Poster-size paper, markers, and masking tape
- Mime - Handwashing…The Good, The Bad and The Ugly
- Handouts
  - Stop Germs! Wash Your Hands
  - The Five Steps Recommended by CDC
- Materials
  - Soap, water, basin, towels

Legend:
| Role Play | Facilitator | Group Discussion | Question for Group | Handouts/Instructions |

LESSON

1 HOUR

Use the attached mime: The Good, The Bad and The Ugly.

SHOWD QUESTIONS
What did you See? What was Happening? Does this happen in Our place? Why does this happen? What will we Do about it?

I. The When and Why of Handwashing (10 minutes)
Review in the large group.
A. When should we wash our hands?
   1. Before, during, and after preparing food.
   2. Before eating food.
   3. Before and after caring for someone at home who is sick with vomiting or diarrhea.
   4. Before and after treating a cut or wound.
   5. After using the toilet.
   6. After changing diapers or cleaning up a child who has used the toilet.
   7. After blowing your nose, coughing, or sneezing.
   8. After touching an animal, animal feed, or animal waste.
   9. After handling pet food or pet treats.
   10. After touching garbage.
B. Why should we wash our hands?
1. Handwashing is one of the best ways to protect yourself from getting sick.
2. Handwashing also protects others from getting sick.

II. **How We Wash our Hands** (25 minutes)

A. **What is the common practice for handwashing in your community?**
   Divide into small groups. Discuss what you see going on in your community. Report back.
   1. Washing hands too quickly.
   2. Not washing thoroughly.
   3. Not using running water.
   5. Drying hands on your pants.
      - On hands which are visibly soiled
      - Not rubbing until dry
   7. Not washing at all.

B. **What is the proper technique in washing hands?**
   Give out the handouts, *Stop Germs! Wash Your Hands or The Five Steps Recommended by CDC.*
   Practice the 5 steps with a “neighbor,” then switch roles.
   Be sure to scrub your hands together for twenty seconds. (You can time this by singing *Happy Birthday to You* twice!)

**ATTITUDE:** Participants will know that washing hands will promote good health for themselves and their communities.

**SKILL:** Participants are applying proper handwashing technique.

**EVALUATION:** Are the participants able to verbalize when to wash their hands? Demonstrate how to wash their hands?

**References:**


**HANDWASHING STARTER: The Good, The Bad and The Ugly**

(Recruit three volunteers to demonstrate handwashing. This will be done as a mime. The audience needs to observe and make note as to what was “Good, Bad or Ugly”)

Recruit #1 (The Good) will demonstrate through mime coming out of a bathroom, using proper handwashing techniques: Wet, Lather, Scrub 20 seconds, Rinse, Dry

Recruit #2 (The Bad) will mime coming out of a bathroom, will wash, but not 20 seconds, wipe hands on pants, etc. and move on.

Recruit #3 (The Ugly) will mime coming out of a bathroom, checking hair in mirror, rub hands in hair, pick nose, etc. and walk out without washing hands.

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FIVE STEPS OF HANDWASHING RECOMMENDED BY CDC

Follow these five steps every time you wash your hands:

1. **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. **Lather** your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. **Scrub** your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
4. **Rinse** your hands well under clean, running water.
5. **Dry** your hands using a clean towel or air dry them.

**Source:** CDC, 2020
Stop Germs! Wash Your Hands.

When?
- After using the bathroom
- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

How?

Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.

Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.

Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.

Rinse hands well under clean, running water.

Dry hands using a clean towel or air dry them.

Keeping hands clean is one of the most important things we can do to stop the spread of germs and stay healthy.

LIFE IS BETTER WITH CLEAN HANDS

www.cdc.gov/handwashing
USING TIPPPY TAPS

Objectives

After working through this lesson, participants will:
1. Learn to use Tippy Taps as a means of saving water and encouraging hand washing.
2. Discuss other means of conserving water.

Overview for facilitators

This is a lesson on the use of Tippy Taps for adults and older children. The materials are adapted from articles by Tear Fund, HDRA, and the Dialogue on Diarrhea Online.

Materials

- Poster-size paper, markers, and masking tape
- Working Mother Role play
- How to Make a Tippy Tab hand out
- For each Tippy Tap, you will need:
  - A plastic bottle
  - A small bar of soap
  - String
You will also need:
- One pair of pliers
- A nail
- Two sticks, one small and one large
- A candle
- Matches

Legend:

<table>
<thead>
<tr>
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LESSON 1 HOUR

Use the attached role play: Working Mother

SHOWD QUESTIONS

What did you See? What was Happening? Does this happen in Our place? Why does this happen? What will we Do about it?

I. Hand Washing (10 min)

Discuss in large group:

A. What happens when we don’t wash our hands? What kind of illnesses can we catch?
   1. We can get sick with illnesses such as diarrhea, typhoid, fever, and parasites.
   2. We can spread illnesses to others.

B. What are some reasons why people don’t always bother to wash their hands?
   1. Our children may not know it is important.
   2. Sometimes we are too busy.
   3. Sometimes we just don’t bother.
4. Sometimes we don’t have water to wash our hands with.

C. How can we encourage our children to take time to wash their hands?
   1. Make it a habit. Encourage and check that children are always washing their hands after going to the bathroom, before eating, and before cooking or handling food.
   2. Model hand washing. Make sure you are consistent, and children will follow your example.
   3. Make up a song about hand washing.
   4. Make it easy for them to wash their hands. Have water and soap available near the latrine or bathroom, and near the kitchen.

II. Water Conservation (10 min)
   Discuss in small groups:
   A. Think of ways to save water in your home.
      1. Recycle water. Use the dish water to water your plants, for example.
      2. Collect rainwater off the roof.
      3. Use drip irrigation for the garden.
      4. Take shorter showers.
      5. Make a tippy tap so less water is needed for hand washing.

III. Making a Tippy Tap (25 min)
   Distribute *How to make a Tippy Tap* handout. Have a premade Tippy Tap on hand, and the materials to make one for each person or small group.
   Demonstrate and discuss:
   A. What is a Tippy Tap?
      1. A Tippy Tap is specially made from a plastic bottle.
      2. When you tip the bottle, only a small amount of water drips out, just enough to wash your hands.
      3. The Tippy Tap also contains a bar of soap for hand washing.
   B. Why make a Tippy Tap?
      1. With a Tippy Tap, you only use a tiny amount of water (about one tenth of the regular amount).
      2. You also use less soap.
      3. You can put a plant under the Tippy Tap, so that it catches the drops of water.
   C. How do you make a Tippy Tap?
      1. The Tippy Tap needs a hole for the water to pour out. On the side opposite/across from the handle, mark a spot a finger length from the top.
      2. Use the candle to heat the point of the nail.
      3. When the nail gets hot, press the point of the nail against the mark you made on the container to make a hole.
      4. Using the nail, make a second hole on the top of the container’s cap.
      5. Put one end of the long rope through the hole in the container’s cap.
      6. Tie a knot in the end of the rope so the knot is on the inside of the cap.
      7. Tie the other end of the long rope to one end of a long stick. Put the cap on the container.
      8. Use the nail to make a hole in the center of the soap.
      9. Take the short rope and put the rope through the hole in the soap. Once you put the rope through the soap, tie it in a knot around the short stick, close to the bar of soap.
     10. Fill the container with treated water.
     11. Place the Tippy Tap right next to your bathroom or latrine, and another near the kitchen, so it is handy to use.
12. Hang the container by its handle high enough that the rope with the long stick is off the ground. Hang the soap near the container.

13. Hang your Tippy Tap in areas where you wash your hands. Use your foot to press down on the stick to tilt the container for water to come out. **Use soap every time you wash your hands.**

D. Each person should now construct a Tippy Tap, and test how it works.

IV. **Spiritual Application** (10 min)

Discuss in large group

A. Read James 4:8

B. How do we “wash our hands” and “purify our hearts” before God?
   1. We need God to purify us.
   2. We need God to cleanse us.

C. Why is this necessary?
   1. We have sinned. We have not obeyed God.
   2. We have rebelled against God.

D. Read Psalm 24:3-5. What does this say?
   1. Those who have clean hands and a pure heart may draw near to God.
   2. But not liars and deceitful people.
   3. God will bless those who have clean hands and a pure heart.

E. Read 1 John 1:9. What is God’s promise to us?
   1. We need to confess our sins.
   2. Then God will forgive us.
   3. He also promises to cleanse us from all unrighteousness.

**ATTITUDE:** Participants will understand the importance of conserving water.
Participants will understand how hand washing can help prevent the spread of disease.

**SKILL:** Participants will know how to build and use a Tippy Tap.

**EVALUATION:** Are the families using the Tippy Taps?
Are the adults and children consistently washing their hands?

**References:**

WORKING MOTHER

Role play

Role Play:
1st A mother is working in her home. She changes her baby’s diaper, wipes her child’s nose, prepares tortillas for their meal, picks a fallen tortilla up off the floor, and sits down with her children to eat, all without washing her hands.
Supplies needed:
- Plastic container with a handle and a cap
- Bar of soap
- Long rope
- Short rope
- Big nail
- Candle and matches
- Long stick
- Short stick
- Pliers

How to Make a Tippy Tap

1. The tippy tap needs a hole for the water to pour out of. The hole should be on the side of the container across from the handle. The hole should be a finger length from the top of the container. Find the spot for the hole and make a mark there.

2. Use the candle to heat the point of the nail.

3. When the nail gets hot, press the point against the mark on the container to make a hole.

4. Make a second hole in the top of the cap.

5. Put one end of the long rope through the hole in the cap.

6. Tie a knot in the end of the rope, on the inside of the cap.

7. Tie the other end of the long rope to one end of the long stick. Put the cap on the container.

8. Use the nail to make a hole in the center of the soap. Tie a knot around the short stick close to the bar of soap.

9. Put the short piece of rope through the hole in the soap. Tie a knot around the short stick close to the bar of soap.

10. Fill the container with treated water.

11. Hang the container by its handle. Hand it high enough so the rope holds the end of the long stick off the ground. Hand the soap near the container.

You have now created a Tippy Tap!

Hang your Tippy Tap in areas where you wash your hands often. Use soap every time you wash your hands.
**USING MASKS**

**Objectives**
After working through this lesson:
1. Participants will know that masks may help prevent coronavirus disease.
2. Participants will know ways to make homemade masks.

**Overview for facilitators**
This is a lesson in the coronavirus disease series. Teach this lesson after Preventing Coronavirus Disease. Be sure to consult with your local health authorities about local recommendations for face masks.

**Materials**
- Poster-size paper, markers, and masking tape
- *Using Masks* Role Play
- Handouts
  - *When to use a mask*
  - *How to make a mask*
- Other materials
  - Paper towels, tissues, wire, masking tape, rubber bands to make a homemade mask
  - Or make a mask with other materials such as a bandana, handkerchief, or tee shirt and rubber bands

**Legend:**

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**LESSON**

1 HOUR

- Use the attached *Using Masks* role play. (5 minutes)

<table>
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<tr>
<th>SHOWD QUESTIONS</th>
<th>What did you <em>See</em>?</th>
<th>What was <em>Happening</em>?</th>
<th>Does this happen in <em>Our</em> place?</th>
<th><em>Why</em> does this happen?</th>
<th>What will we <em>Do</em> about it?</th>
</tr>
</thead>
</table>

1. **Spread of Coronavirus Disease** (10 minutes)

Discuss in large group:

A. How is coronavirus disease spread? (Review)
   1. Through coughing or sneezing
   2. Through droplets in the air
   3. By touching contaminated surfaces or objects
   4. Maybe through the air
   5. By talking
   6. Maybe in other ways

B. What are some ways to prevent coronavirus disease?
   1. Wash your hands frequently with soap and water.
   2. Or use an alcohol-based hand gel.
   3. Don’t touch your face.
   4. Social distancing
   5. Keep at least 6 feet (2 meters) away from other people.
6. Stay home!
7. Wear a face mask.
8. Clean or disinfect surfaces and objects like doorknobs and counters.

II. Masks (10 minutes)
Discuss in large group.
A. What are some different types of masks?
1. There are medical masks, used by doctors and health workers.
2. A n95 mask is a special mask used to give high protection for medical workers in close contact with people with coronavirus disease.
3. Medical and n95 masks work well to protect against COVID-19 or coronavirus disease.
4. There are also many types of cloth or homemade masks.
5. But cloth masks may not work as well as medical masks.
B. Should everyone use medical or n95 masks?
1. No! They are more expensive and may be hard to find.
2. No! We want to save those masks for hospitals and medical people.
3. Medical masks will work better than homemade masks in blocking the coronavirus.
4. But they should be saved for medical people and those at high risk.
C. Who should wear a mask?
1. People who are coughing or sneezing.
2. People who may have coronavirus disease.
3. Those caring for people who are sick with coronavirus disease.
4. Medical workers.
5. People at risk.
6. Perhaps all healthy people should wear a mask when they are out. Check with your local health officers for their recommendations.
D. Do masks by themselves give full protection? Are they enough to keep you safe?
1. No! Viruses are tiny. They can pass through many masks.
2. No! You still need to practice social distancing.
3. You should stay away from other people.
4. You should wash your hands often.
5. Take all the steps to prevent coronavirus disease.
E. Give out the handout, When to Use a Mask.

III. How to Make a Mask (30 minutes)
Divide into small groups. Give each group a copy of How to Make a Mask.
As a group, thin of ways to make a homemade or cloth mask.
The handout gives two ways, but there are many others.
Draw out your ideas or make a mask.
A. What materials could you use to make a mask?
1. Tee shirts
2. Towels
3. Sweatshirt
4. A bandana
5. A scarf
6. Other materials:
B. What should you do before making or putting on a mask?
1. Wash your hands!
2. Make sure your materials are clean.
C. How should you put on a mask?
   1. Put your mask on carefully, being careful not to touch your face.
   2. Make sure the mask fits closely around your mouth and nose.

D. When should you take off or change your mask?
   1. When it gets damp or dirty
   2. Do not touch the front of your mask when you take it off. Remove it from behind.
   3. Health workers may need to change it more frequently.
   4. Be sure to dispose of your mask safely.

IV. Conclusion (5 minutes)
A. What are the most important ways to stay healthy?
   1. Pray!
   2. Wash your hands.
   3. Stay home.
   4. Keep a distance from other people.
   5. You may also want to wear a mask.
B. Close with prayer.

ATTITUDE: Masks may help prevent coronavirus disease.

SKILL: Participants know when and how to use masks.

EVALUATION: Are the participants taking steps to prevent coronavirus disease?

References:


USING MASKS

Role play

Role Play: Two or three girls standing around talking.
1\textsuperscript{st} A girl enters wearing a mask and gives each of her friends a hug.
2\textsuperscript{nd} (Steps back) Stop! Don't hug me!
1\textsuperscript{st} Why not? You're my friend.
2\textsuperscript{nd} You may infect me with that virus!
1\textsuperscript{st} I'm safe! I am wearing a mask.
2\textsuperscript{nd} Don't hug me! Stay away!
WHEN TO USE A MASK

For healthy people wear a mask only if you are taking care of a person with suspected 2019-nCoV infection

Wear a mask, if you are coughing or sneezing

Masks are effective only when used in combination with frequent hand-cleaning with alcohol-based hand rub or soap and water

If you wear a mask then you must know how to use it and dispose of it properly
HOW TO MAKE A MASK

Work in your small group to draw or make a homemade mask. There are many styles. Here are two examples.

Or, watch a CDC video at https://www.cdc.gov/wcms/video/low-res/coronavirus/2020/37637620200403_SG-Mask-v2.mp4 to learn how to quickly make a face mask from a bandana, scarf or tee shirt and rubber bands.

CORONAVIRUS DISEASE

Section 1: Prevention

Picture Pages
PREVENTING RESPIRATORY INFECTIONS

How can you prevent respiratory infections? What should you do? What should you avoid?
WHAT IS THE BEST WAY TO WASH YOUR HANDS?

How to wash your hands
HOW OFTEN DO YOU WASH YOUR HANDS?

When should you wash your hands?
How to Make a Tippy Tap

1. The tippy tap needs a hole for the water to pour out of. The hole should be on the side of the container across from the handle. The hole should be a finger length from the top of the container. Find the spot for the hole and make a mark there.

2. Use the candle to heat the point of the nail.

3. When the nail gets hot, press the point against the mark on the container to make a hole.

4. Make a second hole in the top of the cap.

5. Put one end of the long rope through the hole in the cap.

6. Tie a knot in the end of the rope, on the inside of the cap.

7. Tie the other end of the long rope to one end of the long stick. Put the cap on the container.

8. Use the nail to make a hole in the center of the soap.

9. Put the short piece of rope through the hole in the soap. Tie a knot around the short stick close to the bar of soap.

10. Fill the container with treated water.

11. Hang the container by its handle. Hang it high enough so the rope holds the end of the long stick off the ground. Hand the soap near the container.

You have now created a Tippy Tap!

Hang your Tippy Tap in areas where you wash your hands often. Use soap every time you wash your hands.
MAKING A TIPPY TAP

Why are Tippy Taps useful?
• They are a convenient way to wash your hands.
• They don’t use much water.
• They help to keep your hands clean.
• They help to prevent diseases.

What do you need to make a Tippy Tap?
There are different styles of Tippy Taps. Yours may be slightly different from the one pictured.
• A plastic container with a handle and a cap.
• A way to hang the Tippy Tap—from a rope or from a tree.
• Water!
• Soap for hand washing.
• A heated nail to make a hole in the container for the water to pour out.
• A rope to pull on the cap so that water flows out.
• The foot pedal is optional—you can also just pull on the rope.
• Additional items on the CDC list

Where should you put your Tippy Taps?
• Near the kitchen
• Near the bathroom or latrine
• Near where people eat

Do you use a Tippy Tap?

How can you make a Tippy Tap?
PEOPLE AT RISK OF SEVERE ILLNESS

Who is at higher risk?

--Older people, or people who are ill
--People with heart or lung disease
CORONAVIRUS

Section 1: Prevention

*Picture Books*
Reduce your risk of coronavirus infection

- Clean hands with soap and water or alcohol-based hand rub.
- Wear a mask.
- Social distancing—stay apart
- Cover nose and mouth when coughing or sneezing with tissue or flexed elbow
- Avoid close contact with anyone with cold or flu like symptoms

How to prevent coronavirus?

Avoid unprotected contact with sick people (including spitting in public, and touching one’s eyes, nose, or mouth)

Wash your hands
- after coughing or sneezing
- When caring for the sick
- Before, during and after you prepare food
- Before eating
- After toilet use
- When hands are dirty
- After handling animals or animal waste

What steps are you taking to stay healthy?

- Are you avoiding contact with sick people?
- Are you wearing a mask?
- Are you keeping a safe distance from other people?
- Are you washing your hands?
- Do you cover your nose and mouth when you cough?

Sources of Information:

What is Coronavirus?
Coronavirus is a virus.

- Viruses are tiny. They are too small to be seen by eye and can only be seen under special microscopes.
- Viruses cause infections. These infections can be mild or very serious.

How does Coronavirus spread?
- COVID-19 spreads between people.
- Coronavirus spreads through the air by coughing and by talking.
- Rarely, coronavirus infections may spread from animals to people.

What are symptoms of a Coronavirus infection?
Many people may only have a mild illness, similar to a cold. They may have:
- Fever
- Cough
- Loss of sense of taste or smell
- Shortness of breath

Others have a more severe illness. They may have:
- Difficulty breathing
- Pneumonia
- Other complications

What is the treatment?
- Contact your health care provider right away if you have trouble breathing.
- Health care is supportive and helps you to heal.
- See if a vaccine is available in your area.
Clean your hands often

- Wash hands with soap and water for at least 20 seconds.
- If soap and water are not available, clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol.
- Avoid touching your eyes, nose and mouth with unwashed hands.

Avoid sharing personal items

- Do not share dishes, glasses, cups, utensils, towels, bedding.
- Wash thoroughly with hot water and soap after use.

Clean surfaces after use or every day

- Surfaces such as phones, remote controls, counters, tabletops, light switches, doorknobs, bathroom fixtures, toilets, keyboards, tablets, chairs.

Disinfectant Solution:

- Bleach solution: 1/3 cup bleach in one gallon of water (or 80 ml bleach in 4 liters of water).
- Spray or apply to surface and leave for 1 minute.
- Use clean towel or paper towel to wipe off.

Steps to help prevent the spread of COVID-19 if you are sick.

Check with local health authorities about other disinfectants such as phenyl, etc.

Based on: Centers for Disease Control and Prevention, USA.
If you are sick with COVID-19 or think you might have it, follow these steps:

**Stay home except to get medical care**
- Stay home: if mildly ill, recover at home
- Call before you get medical care to help the office protect themselves and other patients
- Go to emergency, if you have high fever or have difficulty breathing
- Avoid public transportation

**Separate yourself from other people in your home**
- Do not go to work or school
- Stay in a room isolated from other family members
- Use separate bathroom if available
- Isolate yourself from elderly or those who have chronic conditions
- No visitors to your home

**Cover your coughs and sneezes**
- If you are sick, wear a facemask (if available) around other people and when you visit doctor
- Cover mouth and nose with a tissue
- Throw used tissues in a lined trash can
- Immediately wash your hands with soap and water for at least 20 seconds. Or clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol
WHAT?

If you don’t have running water to wash your hands, other methods you can use are:

Hand Sanitizer

Tippy Tap
(See the CHE lesson on making a Tippy Tap)

Prevent Infections,
Wash Your Hands!

Medical Ambassadors International
and Global CHE Network

Acknowledgements
Graphics and illustrations: Creative Commons
Handwashing steps & photo: CDC - https://www.cdc.gov/handwashing/


**Clean Hands Prevent Infection**

Infections are diseases that make you feel sick, caused by germs! It is important to kill germs by proper handwashing.

**WHEN?**

- After using the toilet
- After touching animals
- After touching your face
- Before and after shaking hands
- Before and after you eat
- Before and after cooking

**HOW?**

**Five Steps Recommended by the CDC**

- **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
- **Lather** your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
- **Scrub** your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
- **Rinse** your hands well under clean, running water.
- **Dry** your hands using a clean towel or air dry them.

Date: 04/2020
**Use the nail to make a hole in the center of the soap.**

**Put the short piece of rope through the hole in the soap. Tie a knot around the short stick close to the bar of soap.**

**Fill the container with treated water.**

**Hang the container by its handle. Hang it high enough so the rope holds the end of the long stick off the ground. Hang the soap near the container.**

**You have now created a Tippy Tap!**

**Hang your Tippy Tap in areas where you wash your hands often. Use soap every time you wash your hands. Wash your hands for 20 seconds – under nails and between fingers.**

**What is a Tippy Tap?**

**How does it Work?**

**How do you make a Tippy Tap?**

U.S Department of Health and Human Services. Center for Disease Control and Prevention
What is a Tippy Tap

Here is an idea which only uses about a tenth of the amount of water usually used to wash hands.

The Tippy Tap is made from an old plastic container with a hollow handle, and the soap is hung up and protected from rain, so it does not become soggy.

Supplies Needed

- Plastic Container with a handle and a cap.
- Bar of soap
- Long rope
- Short rope
- Big nail
- Candle and Matches
- Long stick
- Short stick
- Pliers

How to make a Tippy Tap?

The tippy tap needs a hole for the water to pour out of. The hole should be on the side of the container across from the handle. The hole should be a finger length from the top of the container. Find the spot for the hole and make a mark there.

Make a second hole in the top of the cap.

Use the candle to heat the point of the nail.

Put one end of the long rope through the hole in the cap.

When the nail gets hot, press the point against the mark on the container to make a hole.

Tie a knot in the end of the rope, on the inside of the cap.

Tie the other end of the long rope to one end of the long stick. Put the cap on the container.
CORONAVIRUS

Section 2: Caregiving

Lessons
**CORONAVIRUS HOME CARE**

*How to Care for Yourself or Someone at Home with COVID-19*

**Objectives**

After working through this lesson:

1. Participants will know how to care for themselves or give care in the home for a person who may be sick with Coronavirus.
2. Participants will know when care from a trained health worker is needed.
3. Participants will be able to share what actions can be taken to lower the risk of other household members catching the illness from a sick family member.

**Overview for facilitators**

This is a lesson in the Coronavirus/COVID-19 series. This lesson is meant to supplement other lessons on prevention, symptoms and treatment of the COVID-19 viral infection. Check with your local health department and the World Health Organization for recommendations in your area. New learning about this virus is happening quickly.

**Materials**

- *Coronavirus: Home Care* role play
- Handouts:
  - *Home Care for People with Suspected or Confirmed COVID-19: For Ill People*
  - *Home Care for People with Suspected or Confirmed COVID-19: All Members of The Household*
  - *Home Care for People with Suspected or Confirmed COVID-19: For Caregivers* (3 handouts)
- Other materials to help:
  - *COVID Care at Home*
  - *Preventing Coronavirus Infections 1 PB and 2PB handouts*

**Legend:**

<table>
<thead>
<tr>
<th>Role Play</th>
<th>Facilitator</th>
<th>Group Discussion</th>
<th>Question for Group</th>
<th>Handouts/Instructions</th>
</tr>
</thead>
</table>

**LESSON**

1 HOUR

- Use the attached *Coronavirus: Home Care* role play.

**SHOWD QUESTIONS**

What did you *See*? What was *Happening*? Does this happen in *Our* place? *Why* does this happen? What will we *Do* about it?

I. **Coronavirus Sickness and Taking Care of Yourself at Home** (15 min)

Instructions: Review the symptoms of the Coronavirus (COVID-19) infection with participants. Handouts from other Coronavirus lessons can be used.

A. What are the signs that a person may have the Coronavirus infection?

1. Fever
2. Cough
3. Tiredness
4. May lose normal sense of taste or smell.
5. Difficulty breathing

Medical Ambassadors International and Global CHE Network
Health Promotion - Coronavirus
4/10/20
Instructions: If possible, share the handout “Home Care for People with Suspected or Confirmed COVID-19 - For Ill People” with your group to help with answering questions.

B. What should you do if you have symptoms of the Coronavirus infection, in order to get well and protect others from illness?
   1. Take care of yourself if you are not too sick, so you don’t expose others to your illness.
   2. Tell others if you are getting sicker (especially if you are having difficulty breathing) as you will need help from a trained health worker/clinic/hospital.
   3. Clean your hands frequently with soap and water or alcohol-based hand rub (hand sanitizer, minimum 60% alcohol). Soap and water are better, if available.
   4. Stay home! Don’t go anywhere - not work, school, public transit or to the store.
   5. Rest
   6. Drink lots of liquids.
   7. Eat healthy foods that you can tolerate.
   8. Stay in a room separate from others who are not sick with the virus.
   9. If it is not possible to be in a separate room, keep a distance of 2 meters or more away from others and wear a mask or face covering.
   10. Wear a cloth or mask over your face and mouth if you have to walk by or be near other people. Wash mask daily in hot water and detergent. Dry well.
   11. If possible, stay in an area that is well-ventilated.
   12. Stay away from family and household members.
   13. Use a separate toilet/bathroom if that is possible. If not and you are able, clean surfaces that you have touched every time you use the toilet.
   14. Sneeze or cough into your elbow or sleeve, not toward others.
   15. Use disposable tissues and discard them after use.
   16. Don’t share towels, bedding, dishes or utensils with another person.
   17. Eat separately from other people.
   18. Take a multivitamin daily if you can.
   19. If your fever is over 38°C (100.4°F), you may want to take paracetamol or Panadol (acetaminophen) for fever and muscle aches.
   20. Use cough drops as needed, or tea with lemon and honey (over age 12 months).
   21. It is best not to take ibuprofen with this illness (although studies are still unclear).
   22. Optional: Belly breathing exercises may be helpful to increase air (oxygen) to lungs. This may not be doable if the person gets more ill so can be started earlier in the illness. (See information at the end of lesson).

II. Caring for a Person with Coronavirus in the Home (15 min)
Instructions: If possible, share the handout “Home Care for People with Suspected or Confirmed COVID-19: All Members of The Household” and “For Caregivers” with your group, to help in answering the question.

A. What can someone caring for the sick person do to prevent illness from spreading to themselves and others in the house?
   1. Provide the sick person with cleaning supplies to clean their area and the shared toilet area after each use, if they are able.
   2. If they are unable to clean the toilet area, wait a while after they have used it and then carefully clean the area with disinfectant.
   3. Don’t have contact with the person if they can care for themselves.
   4. Bring food to them but keep separate from them if possible.
   5. Clean places that are touched by the sick person, especially where others will be.
   6. Frequently clean places that the family touches throughout the home, including doorknobs, handles, faucets, railings, countertops and other surfaces.
7. If the sick person cannot wear a face cloth or mask, any person caring for them should cover their face with a cloth or mask.
8. Avoid touching your face or face covering.
9. Wash face coverings and dishes with soap in hot water.
10. There should be no visitors or unnecessary contact with the sick person.
11. Pray for the sick person, but do so outside of their room unless you are providing some other care for them at the same time.
12. Carefully check on the person for signs of worsening illness.
13. If the person has difficulty breathing, don’t delay in getting help from a trained health worker.
14. People who are in contact with sick people should not go to public places but should stay home.
15. Monitor people in your household for fever and other signs of Coronavirus illness.

B. When should you wash your hands? (Often, throughout the day!) Wash your hands with soap and water for at least 20 seconds:
1. After coughing or sneezing.
2. Before, during and after you prepare food.
4. After using the toilet.
5. Before and after caring for the ill person or being in their surroundings.
6. After touching the ill person’s things, including books, laundry and dishes.
7. When hands are visibly dirty.
8. After being in the same area as the sick person or after touching something they have touched, including dishes, laundry, toilet and even a Bible or book.
9. After discarding rubbish.

III. People at High Risk (15 min)
A. Who Is at high risk for serious illness from Coronavirus illness?
1. Elderly household members (>65 years old)
2. Those with other serious health problems like heart, kidney, liver, lung disease (including asthma), severe obesity and diabetes.
3. People who have health problems that affect their immune system (resistance to infections) including HIV, cancer and smokers.
4. We don’t always know. Anyone can get very sick from Coronavirus.
B. How can you protect people at high risk of Coronavirus from getting the disease from a household member who is ill?
1. Separate those people at high risk from the ill person and avoid any contact.
2. Frequent cleaning of places that are often touched in the home.
3. Frequent handwashing by all household members, including those at high risk of infection.
4. Consider moving the ill person to another location to get care, if there is not a way to safely protect the high-risk household members.
5. Consider moving high-risk people to a safer location.
C. How can you provide isolation in a safe place for high-risk people in your family home or community?
D. How can you provide isolation in a safe place for someone ill with COVID-19 in your family home or community?

IV. Danger Signs of Serious Illness (10 min)
How do you know that the sick person needs to see a trained health worker (go to clinic or hospital)?
• Difficulty breathing or shortness of breath.
• Persistent pain or pressure in the chest.
• New confusion or unable to awaken them.
• Bluish lips or face.
• Unable to urinate.
• Unable to drink fluids.
• High fever that won’t go down with paracetamol.
• Coughing up blood.
• Any severe or worrisome symptoms.

**WARNING:** This illness can worsen quickly so if the person is showing any of these signs, contact or go to the trained health worker/clinic/hospital immediately.

V. **When Home Care Can End** (10 min)

When is the sick person considered well and able to return to the community? *Please read this information aloud.*

April 4, 2020 - The Centers for Disease Control guidelines for people recovering from COVID-19 (Coronavirus illness).

Those **who have not had the Coronavirus test** can leave home when these 3 things have happened:

- They have had no fever for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fevers)
  **AND**
- Other symptoms have improved (for example, when their cough or shortness of breath have improved)
  **AND**
- At least 7 days have passed since their symptoms first appeared

Those **who have the Coronavirus test** can leave home when these 3 things have happened:

- They no longer have a fever (without the use of medicine that reduces fevers)
  **AND**
- Other symptoms have improved (for example, when their cough or shortness of breath have improved)
  **AND**
- They received two negative tests in a row, 24 hours apart.

This does not guarantee that they won’t spread the virus but is the information that is currently available and recommended. Using precautions for longer is acceptable.

VI. **Conclusion** (5 min)

Hebrews 6:10 - “God is not unjust; he will not forget your work and the love you have shown him as you have helped his people and continue to help them.”

Philippians 4:6 - “Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.”

• Discuss these verses among the group about how they apply to caring for yourself or someone else who is ill.
• Pray together.
ATTITUDE: Participants will know that they can care for a household member who is sick with Coronavirus and get help when needed.

SKILL: Participants will know what precautions are needed to lower the risk of spreading the illness.

EVALUATION: Are the participants able to identify how to care for a sick household member using appropriate precautions to protect others? Do they know when home care is not enough, and the sick person needs a trained health worker?

References:
Centers for Disease Control. Available at: https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/care-for-someone.html
American Lung Association. Available at: https://www.lung.org/lung-health-diseases/wellness/breathing-exercises
New England Complex Systems Institute. Available at: https://necsi.edu/respiratory-health-for-better-covid-19-outcomes
Harvard Health Publishing. Available at: https://www.health.harvard.edu/lung-health-and-disease/learning-diaphragmatic-breathing
**CORONAVIRUS: HOME CARE**

*Role play*

Role Play: Wife and Mother-in-law talking.

1st Wife: My husband seems to be getting sick. He's coughing and he feels hot like he may have a fever. I'm worried that he may have this “Corona” sickness that is going around!

2nd Mother-in-law: Oh no! I heard that you could die of that! My son!

1st Wife: I heard that most people get well from it but that we need to watch carefully in case he gets sicker.

2nd Mother-in-law: Oh, I will pray that he gets better. And I'll make some healthy soup.

1st Wife: That’s a good idea. But I’m wondering how we keep the rest of our family from getting sick.

2nd Mother-in-law: And how will we know if we should take him to the clinic?
Optional Handout

*Belly Breathing (also called Abdominal or Diaphragmatic Breathing)*

Doing deep breathing exercises strengthen your muscles and help improve the efficiency of your lungs and their ability to provide more oxygen (air) to your body. If desired, this exercise can be used.

- Put one hand on your belly and the other on your chest. When you breathe in, push your belly out as far as possible. You should feel the hand on your belly move out, while the hand on your chest does not move.
- When you breathe out, you should feel the hand on your belly move in. You can do this type of breathing well while lying down, and then try it while sitting or standing.
- Practice this breathing for 10-20 minutes, 2 or 3 times a day. If you get lightheaded, sit down, and stop the exercise.
- It should be used early in the Coronavirus illness as it may be difficult to learn when breathing becomes more difficult, due to the illness.
Home care for people with suspected or confirmed COVID-19
Take care of yourself and your family

For ill people

If you are ill with fever and cough

Clean hands frequently with soap and water or with alcohol-based hand rub.

Stay at home; do not attend work, school or public places. Rest, drink plenty of fluids and eat nutritious food.

Stay in a separate room from other family members, but if not possible wear a medical mask and keep a distance of at least 1 meter (3 feet) from other people. Keep the room well-ventilated and if possible use a dedicated bathroom.

When coughing or sneezing, cover mouth and nose with flexed elbow or use disposable tissue and discard after use. If you experience difficulty breathing, call your health care facility immediately.

www.who.int/covid-19
Home care for people with suspected or confirmed COVID-19
Take care of yourself and your family

All members of the household

Wash hands with soap and water regularly, especially:
• after coughing or sneezing
• before, during and after you prepare food
• before eating
• after using the toilet
• before and after caring for the ill person
• when hands are visibly dirty

Avoid unnecessary exposure to the ill person and avoid sharing items, such as eating utensils, dishes, drinks and towels.

When coughing or sneezing, cover mouth and nose with flexed elbow or use a disposable tissue and discard immediately after use.

Monitor everyone’s health for symptoms such as fever, cough and if difficult breathing appear, call your health care facility immediately.
Home care for people with suspected or confirmed COVID-19
Take care of yourself and your family

For caregivers

Ensure the ill person rests, drinks plenty of fluids and eats nutritious food.

Wear a medical mask when in the same room with an ill person. Do not touch the mask or face during use and discard it afterward.

Frequently clean hands with soap and water or alcohol-based rub, especially:
- after any type of contact with the ill person or their surroundings
- before, during and after preparing food
- before eating
- after using the toilet

Use dedicated dishes, cups, eating utensils, towels and bedlinens for the ill person. Wash dishes, cups, eating utensils, towels, or bedlinens used by the ill person with soap and water.

Identify frequently touched surfaces by the ill person and clean and disinfect them daily.

Call your health care facility immediately if the ill person worsens or experiences difficulty breathing.

www.who.int/covid-19
**COPING WITH CONFINEMENT**

**Objectives**
After working through this lesson, participants will be able to:
1. Recognize activities that can be implemented to remain in good health while confined due to a pandemic.
2. Initiate steps to train their household members with tips on how to protect their minds, their bodies and their families while doing essential chores outside of the home.
3. Teach neighbors and model best practices and behavioral changes to prevent dissemination of a disease that can be stopped at the front door of our homes and promote healthy lifestyle in the context of confinement.

**Overview for facilitators**
This lesson is intended to help CHE practitioners work at the home level, as the pandemic of COVID could last longer than expected.

**Materials**
- Poster-size paper, markers, and masking tape

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**Exercise: (5 minutes)**
Facilitator invites participants to describe possible scenarios of people in their neighborhoods trying to get food for their families while they are under strict martial law, sheltered in, or under curfew due to an epidemic.

**Facilitator asks:**
- What is happening? Are people being cautious or taking any protective measures?
- Why is this happening?
- What could we do to stop the disease from dissemination while people desperately need to feed their families?

**SHOWD QUESTIONS**
- What did you **See**?
- What was **Happening**?
- Does this happen in **Our** place?
- Why does this happen?
- What will we **Do** about it?

**I. Shelting in Place or Quarantine Order** (20 minutes)

A. What are the challenges of staying home by decree? (Ordered by authorities more than our own decision)
   1. We may not understand the reasons.
   2. We do not like people telling us what to do.
   3. Authorities may exaggerate response.
   4. We do not get along with all members of the family.
   5. Children do not know how to entertain themselves.
   7. Our activities take place mainly outside of our homes, so we feel we have been deprived of truly living.
8. We are losing our jobs and means of support if we stay home.
9. We are going crazy not being able to go outside and connect with people.

B. Divide into groups of two or three people. Each group takes one of the reasons above or others they discuss and come up with ways to solve that challenge.

1. We may not understand the reasons
   a) Poor communication between authorities and population can be addressed and radio, tv, newspaper, cell messages, community leaders informed and promote actions.
   b) Church leaders can be influential, like school principals, police, and other key stakeholders to be mobilized, motivated, and encouraged to talk to their people.
   c) Early true facts are proven to be more effective.

2. Authorities may exaggerate response
   a) Authorities can communicate their reasons
   b) We cannot refuse if they put penalties for disobedience, like prison or fees.

3. We do not get along with all members of the family
   a) Encourage good quality conversations with those that are more challenging
   b) Spend time having “fun” activities with those difficult members.
   c) Ask for “time out”, talk about setting up some boundaries during this time together.

4. We do not like people to tell us what to do
   a) We all need to be under authority
   b) Deal with the fact that they take decisions based on good sources of information
   c) Look at what other countries are also doing.

5. Children do not find what to entertain themselves with
   a) Create a routine, same time for getting up, meals and breaks.
   b) Schedule activities and plan ahead: reading time, board games, dances, music, videos, exercise, drawing, recruit older kids to organize games with younger ones.
   c) Give children tasks in the house.

6. Boredom
   a) Clean cluttered drawers or closets you did not have time to do before
   b) Write memories,
   c) Read a book per week.
   d) Start a new project, like gardening indoors, learn a new skill, like an instrument
   e) Make an exercise plan
   f) Take more time to cook or bake,
   g) Connect with other people through phone calls or email.
   h) Pray and study the Word of God

7. Our lives happen mostly out of our homes, we feel we have been deprived of truly living.
   a) Since the home could be very small and crowded, find a corner to have time alone with God
   b) Make a list of things that you do at home to create awareness of all the ways your home is also a place where we do life together. Encourage yourself to see life from within the home
   c) Bring some of the life we used to have outside in the home, connect with friends, do work from home, or start a new work like baking for others at home.

8. We are losing our jobs and means to survive if we stay home.
COPING WITH CONFINEMENT

a) Think of starting a small business from home
b) Know that this is a temporary situation, and while it lasts, we can learn to manage resources with austerity.
c) Learn a new marketable skill, from others, from YouTube, from trying on your own.

9. We are going crazy not able to get outside and connect with people
   a) Connect with people by other means
   b) Write letters or cards to neighbors.
c) Reach out to those most vulnerable, find out how are they doing.

II. Providing for The Family and Staying Safe (20 minutes)
   A. Divide into smaller groups and come up with guidelines for families that need to provide daily for their needs. This will vary depending on cultural norms and where groceries or produce are obtained.

   1. Assign only one member of the family unit to go in and out of the home for provisions, while keeping social distance.
   2. Wash hands for 20 seconds before leaving the house, wash them often while away from home and upon arrival at a destination.
   3. Use a solution of 1 part bleach with 9 parts of water to disinfect all products brought from the outside: plastic containers, boxes, and jars. Wash fruit, eggs, and vegetables well to decontaminate. If you are a merchant, wash your hands often and keep your products disinfected with bleach solution.

III. Summary – Poster Activity (15 min)
   Working as a large group, make a poster that could be posted in the home or in larger areas with directions for those leaving the home: How to remain mentally healthy while in quarantine? Then each person will make their own to take home. (Distribute handout to help with ideas).

ATTITUDE: Participants will know we can make a difference changing practices while procuring food for our family needs.

SKILL: Participants will promote mental health while confined to their living quarters.

EVALUATION: Are the participants able to keep the viral pandemic away from their homes?

This lesson is used in: Pandemics- Disaster
1. **Establish your own routine:** Get out of bed, don’t stay in pajamas all day. Get dressed as if you were going out - it will lift you up.

2. **Establish a regular sleep schedule.**

3. **Take time alone with God.** This is a great opportunity to be in His presence without rushing out the door.

4. **Eat healthy with lots of fruits and vegetables,** it will boost your immune system. Drink abundant liquids.

5. **Stay fit with daily exercise.** Take 10-minute breaks to do a physical activity like walking around the yard. Don’t sit at a desk all day without taking breaks and walking around.

6. **Access sunlight and nature if possible.**

7. **Do not listen to the news or check Facebook all the time.** Overexposing yourself to the news provokes more anxiety and other negative emotions. Some people find it useful to set established times to check in - noon and evening, for example. Avoid checking the news right after getting up or right before going to bed. Avoid chat groups that are sharing all kinds of news on the pandemic, they promote negative and catastrophic thoughts that can be intrusive. Uncertainty affects our emotions no matter how healthy we feel. Be patient with family and friends who can’t help doing this.

8. **Be flexible.** Human beings like predictability and feel threatened by the unknown and changes. Adapt to the new normal, be positive and create new routines.

9. **If there are young children in the household,** talk to them about official information in a clear language for their age. Emphasize the importance of hand washing and model it. There are resources online to watch together [https://youtu.be/IisgnbMFkvI](https://youtu.be/IisgnbMFkvI).

10. **Maintain your social life through connections:** call three friends a day and find out how they’re coping, offer help, and listen. These are your natural support systems who will be there for you, even if you cannot physically visit with them.

11. **Shower every day,** even if you won’t be seeing anyone.

12. **Discuss with the family how to divide tasks,** but do not demand too many tasks. Remember that the quarantine itself is hard enough for everyone. Promote serving among your family members.

13. **Learn something new through online tutorials or courses.** There are many that are free and good quality.

14. **Reach out to others and ask for help if you feel you are not coping well with loneliness or confinement.**
SUPPORT FOR SENIORS DURING CORONAVIRUS
How can we encourage and support older people during this time of COVID-19?

INTRODUCTION: This lesson is adapted from Tearfund.

SUPPORTING OLDER PEOPLE (20 minutes)
Discuss in small groups: What are some ways that we can support and encourage older people, especially in this time of COVID-19? Make a list of your ideas and report back.

Read the following aloud and compare your ideas with those presented below:

Churches and CHEs are in a good position to respond to the rights and needs of older people and to advocate for them, given the community access and trust in faith leaders. Because older people are at higher risk of complications from Covid-19 (new coronavirus disease), protecting them is vital. Engaging with older people is a key challenge for faith leaders and congregations - it calls for active and holistic engagement.

Of course, this is a very diverse group. No two people over 60 years of age are the same. Some older people are very active and still working. Older people are unique individuals who will benefit from kindness and support during this pandemic that is carefully weighed and tailored to them.

Here are some practical ways churches and CHEs can support older people in their community during the COVID-19 pandemic, particularly in low-resource settings.

Visiting at a distance or staying in contact by phone
In line with government advice, visits may now only be possible at a distance of at least two meters. It would be beneficial for in-person visits to be replaced with frequent phone calls to older people. Some older people may not have a phone, in which case church members may be able to help by lending them phones.

Fetching water for older people
Having access to water is now particularly important because of the need for frequent handwashing and increased hygiene. Older people may need help to fetch enough water for themselves, especially if the water source is at some distance from their dwelling. Good handwashing routines with soap several times a day are vitally important for everyone.

Delivering shopping, basic supplies and medicines
It is important for older people to have enough stocks of basic supplies, including food and medicine, in case of or during self-isolation. This should include staple foods such as pulses, grains and cooking oil, any medicines that they take regularly, and basic medicines including painkillers such as paracetamol. Older people may need support to maintain these supplies in their homes, and it will help them to reduce their risk of infection if others shop for them and then deliver it.

Sending a trusted younger person to collect pensions and other government benefits on behalf of an older person
Locations where older people collect pensions or other cash payments present a risk of exposure to the virus as these locations may be crowded and visited by many different people. This risk can be avoided if older individuals are able to have their pensions collected by younger church or community members whom they trust.
Voluntary cultivation of land and help with the sale of cultivated goods
This will help protect the livelihoods of older people. However, we all need to follow government guidelines in terms of movements and work during this pandemic.

Offering moral, emotional, and spiritual support
Isolation and loneliness may exacerbate existing mental health conditions, including dementia. Church members could offer new forms of moral and spiritual support, such as prayer and scripture-reading over the phone.

Making gifts of food or cooked meals and organizing one-off community collections for medications
This will be important when older people fall ill, and could be lifesaving. If older individuals need it, help to cover the costs of health insurance and medication is now vital. They may also benefit from having others organize and deliver a community collection of their medication from a pharmacy.

Prayer
Study the Bible and pray together, in person or over the phone.

Providing news and information
Some older people may not have a TV or radio, or access to digital resources, and therefore rely on church and community members for timely and accurate information on Covid-19. Church members can help with setting up technology or providing radios to older people so that they can listen to the news and benefit from broadcasting of religious programs. Recorded sermons, books or audio books would also be helpful resources.

Advocating for older people
When older people are disadvantaged or discriminated against in our communities, we can all find different ways to speak up for them, while not forgetting to speak with them regularly as well.

What to do when someone falls ill and offering transport to hospital
If you suspect someone may have COVID-19, you should ask them to stay at home and isolate themselves from their household members as much as possible. You should also contact your local health facility and follow the advice you are given. If you are advised to take an older person to a health facility or hospital, avoid using public transport. If masks are available, both the older person and those accompanying them should wear one.

----SHO questions----
S = What do you See?
H = What is Happening?
O = Does this happen in Our place?
DISCUSSION: (10 minutes)

Interpretation questions: (Why?)
- Why are older people at higher risk during this time of COVID-19?
- What normal activities are harder for them to carry out?

Application questions: (How does this apply to us?)
- Who are some older people in your community?
- What are some practical ways that you can support them at this time?

APPLICATION (10 minutes)
- During the week, share this information of ways to support older people with your family, friends, and neighbors.
- How will you apply this? What will you do differently?

CORONAVIRUS

Section 2: Caregiving

Picture Books
Caring for the Dying at Home

**Protecting Others:**
- Wear a mask and cover cough
- Wash hands frequently with soap and water
- Stay home separate sick from well even in the home if possible

**When to go to the Hospital:**

Emergency warning signs include:

**Difficulty Breathing**
- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion inability to or arouse
- Bluish lips or face

If you develop **emergency warning signs** for COVID-19 get **medical attention immediately**.

**Sources of Information:**

World Health Organization

www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html#warning-signs
Caring for the Dying at Home:
Increase Rest

Managing Cough:
Make tea with honey and lemon water for children/adults over 12 months old

Cough drops for older children and adults

Manage Fever and Body Aches:
Paracetamol or Panadol as directed by a pharmacist or doctor

Steam can help to loosen mucous
Caring for the Dying at Home

Initial symptoms of COVID-19 may start with fever, coughing, difficulty breathing, and tiredness. The illness may reach a point when a person may not survive the disease. This pamphlet will show families how to stay safe while caring for the person they love who may be dying.

Medical Ambassadors International and Global CHE Network

Acknowledgements

https://www.cdc.gov

ELNEC, 2013, End of Life Nursing Education Consortium.


https://nfda.org/covid-19

Graphics and illustrations: Creative Commons (CC BY)
Symptoms You May See
- Irregular breathing
- Skin color changes, purplish or blue
- Not eating or drinking
- Tired and feeling heavy
- Emotional changes
- Withdrawal from those who are there
- Talking with people who are not there
- Unable to be awakened

Needs of the Dying
- Keep the person away from others if possible
- Keep the area clean and dry
- Do not worry if they cannot eat or drink
- Pray with them and sing songs

For the Caregiver(s)
- Wear a mask, gloves, apron, and head covering before entering the room and during care.
- Carefully remove protective clothing after leaving. Wash them if possible.
- Wash hands for 20 seconds after cares and after leaving the area.
- After the person has died, do not kiss or hug them.
- Keep burial rituals/ceremonies to less than 10 guests and keep distance between them.
- Those handling the body should keep protective clothing on until the person has been cremated or buried.
CORONAVIRUS

Section 3: Comfort and Counseling

Lessons
FREEDOM FROM FEAR
Responding to Coronavirus Disease

Objectives
After working through this lesson:
1. Participants will not be fearful of coronavirus disease or other threats.
2. Participants will share their trust and hope in God with others.

Overview for facilitators
This is a lesson in the coronavirus series but can also be applied to any other threatening or fearful situation.

Materials
• Poster-size paper, markers, and masking tape
• Handouts
  o Psalm 91:1-6, 14-16
  o Romans 8:35-39

Legend:

LESSON 1 HOUR+

Riddle: What spreads faster than coronavirus disease?
Answer: Fear!

SHOWD QUESTIONS
What did you See? What was Happening? Does this happen in Our place? Why does this happen? What will we Do about it?

I. Psalm 91 (15 minutes)
Divide into small groups. Give out the Psalm 91 handout and read Psalm 91:1-6.
Draw a picture of what is shown in this Psalm.
• How is God shown here? And how should we respond?
• How is God protecting us today? And what is God protecting us from?
Show your pictures to the large group.

II. Psalm 91 (20 minutes)
Instructions: Continue working in your small group.
• Read Psalm 91:1-6 and Psalm 91:14-16.
• Circle or highlight all the words or phrases that talk about God.
• Underline any promises of God.
• Cross out the dangers or threats that are mentioned.
• What does this psalm have to do with our situation today?
A. What did you learn about God? How is God described?
  1. Most High
  2. The Almighty
  3. The Lord
  4. My refuge and my fortress
  5. Your shield and rampart.
7. He will save you.
8. He will cover you.
9. Faithful

B. What will God protect us from?
1. The fowlers snare: A fowler is “a person who sets snares and lies in wait for prey.”
2. The deadly pestilence or the pestilence that stalks in the darkness. A pestilence is a devastating epidemic of an infectious disease.
3. The terror of night.
4. Arrows that fly by day.
5. The plague that destroys at midday.

C. What are God’s promises for us?
1. He will protect you.
2. You will find refuge.
3. He is our shield.
4. We do not fear the terror of night, or battles, or disease.
5. God will rescue those who love him.
6. God will protect those who acknowledge his name.
7. He will answer us when we call on him.
8. He will be with me in trouble.
9. God will deliver me.
10. He will show me his salvation.

D. What does this psalm have to do with our situation today?
1. God will protect us during attacks.
2. God will protect us during the coronavirus scare.
3. God will protect us during war and unrest.
4. God will be with us and protect us.
5. God will deliver us.
6. God will show us his salvation.

III. Romans 8:35-39 (15 minutes)
What does that mean? Will we never go through suffering or disease?
Give out the Romans 8:35-39 handout. Keep working in your small groups.
Read the passage.
Cross out the threats or suffering that are mentioned.
Underline any promises of Jesus.
What is God saying to us today?

A. What struggles or suffering did they face?
1. Trouble
2. Hardship
3. Persecution
4. Famine
5. Nakedness
6. Danger
7. Sword
8. They faced death all day long.
9. They were like sheep to be slaughtered.

B. What are Jesus’ promises? What is God saying to us today?
1. Nothing can separate us from the love of Christ.
2. In all of our struggles or dangers, we are more than conquerors through Jesus who loves us.
3. Nothing can separate us from the love of God that is in Christ Jesus our Lord.
IV. **Conclusion** (5 minutes)

A. How do those two passages (Psalm 91 and Romans 8) apply to your life as you face threats and struggles like coronavirus disease?
   1. I don’t need to be afraid!
   2. I can turn to God. He is my shield and my refuge.
   3. God will answer us when we call to him.
   4. God will protect me.
   5. Nothing can separate us from the love of Christ.
   6. We are more than conquerors, even in difficult or dangerous situations.
   7. Nothing can separate me from the love of God.

B. Who do you know who is struggling with fear? Who can you share this with?
   1. I want to talk to…
   2. I will share this with…
   3. My sister needs to hear this.
   4. Other:

C. Close with prayer.

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**ATTITUDE:** Participants will know that nothing can separate them from the love of Christ.

**SKILL:** Participants are free from fear and are sharing their trust in God with their family and their neighbors.

**EVALUATION:** Are the participants trusting in God, despite threats like coronavirus disease? Are they sharing their hope in God with their family and neighbors?
Psalm 91:1-6, 14-16

Read the Psalm.
Circle or **highlight** all the words or phrases that talk about God.
Cross out the threats that are mentioned. How will God protect us?
Underline any promises of God.
What does this psalm have to do with our situation today?

**Psalm 91:1–6, 14-16 (NIV)**

1. Whoever dwells in the shelter of the Most High will rest in the shadow of the Almighty.
2. I will say of the LORD, “He is my refuge and my fortress, my God, in whom I trust.”
3. Surely he will save you from the fowler’s snare and from the deadly pestilence.
4. He will cover you with his feathers, and under his wings you will find refuge; his faithfulness will be your shield and rampart.
5. You will not fear the terror of night, nor the arrow that flies by day,
6. nor the pestilence that stalks in the darkness, nor the plague that destroys at midday.
14. “Because he loves me,” says the LORD, “I will rescue him; I will protect him, for he acknowledges my name.
15. He will call on me, and I will answer him; I will be with him in trouble, I will deliver him and honor him.
16. With long life I will satisfy him and show him my salvation.”
Read the passage.
Cross out the threats or suffering that are mentioned.
Underline any promises of Jesus.
What is God telling us today?

Romans 8:35–39 (NIV)

35 Who shall separate us from the love of Christ? Shall trouble or hardship or persecution or famine or nakedness or danger or sword?

36 As it is written: “For your sake we face death all day long; we are considered as sheep to be slaughtered.”

37 No, in all these things we are more than conquerors through him who loved us.

38 For I am convinced that neither death nor life, neither angels nor demons, neither the present nor the future, nor any powers,

39 neither height nor depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord.
CORONAVIRUS DISEASE AND FEAR

Objectives
After working through this lesson:
1. Participants will grasp some promises of God for them in fearful circumstances.
2. Participants will know ways to trust in God and not be afraid.

Overview for facilitators
This is a lesson in the series of lessons on Coronavirus Disease. Coronavirus Disease or COVID-19 is frightening. How can we trust in God and not be anxious?

Materials
- Poster-size paper, markers, and masking tape
- Coronavirus Disease and Fear Role play
- Do not Fear: God’s Promises handout
- Other materials
  - Bibles

Legend:
- Role Play
- Facilitator
- Group Discussion
- Question for Group
- Handouts/Instructions

LESSON 1 HOUR

Use the attached Coronavirus Disease and Fear role play.

SHOWD QUESTIONS
What did you See? What was Happening? Does this happen in Our place? Why does this happen? What will we Do about it?

I. Coronavirus Disease (COVID-19) and Fear (5 minutes)
Discuss in large group.
A. Why does coronavirus disease make us frightened? What do people think?
   1. We might get sick!
   2. My friend was healthy one day and very sick the next day.
   3. Maybe I will die.
   4. Or maybe someone I love may die.
   5. My husband lost his job.
   6. We don’t have enough food to feed our family.
   7. Who will take care of my children if I die?
   8. What will happen next?
B. Is it natural to be afraid or anxious right now?
   1. Yes! There are many uncertainties.
   2. Yes! We don’t know what will happen to us.

II. Paul (5 minutes)
Discuss in large group
A. In the skit, where was Paul?
   (If you want more evidence, look up Philippians 1:7,13.)
   1. He was in jail.
B. What might happen to Paul? (See also Philippians 1:21-26.)
   1. He might be executed soon!
   2. He did not know if he would live or die.
C. What was Paul’s attitude? What did he say?
   1. Rejoice in the Lord always!
   2. Be anxious for nothing.
   3. The Lord is near.
D. What is surprising about what Paul said?
   1. He should have been afraid!
   2. He had every reason to be anxious.

III. Do Not Fear (20 minutes)
Paul’s experience raises two questions:
- How can we not be anxious or afraid when we are in hard circumstances? What are God’s promises to us?
- How should we respond to hard or frightening circumstances?

Divide into small groups. Give out the handout, Do Not Fear: God’s Promises. Look up some of these Scriptures or add your own. Why should we not be afraid? Make a list of God’s promises to us and report back.

A. Isaiah 41:10-13-14
   1. Do not fear.
   2. I am with you.
   3. I am your God.
   4. I (God) will strengthen you.
   5. I will help you.
   6. I am the Lord your God.
   7. I uphold your right hand.
   8. Your Redeemer is the Holy One of Israel.

B. Psalm 118:5-8
   1. I called upon the Lord in my distress.
   2. The Lord answered me.
   3. The Lord is for me; I will not fear.
   4. What can man do to me?
   5. Take refuge in the Lord.

C. Joshua 1:9
   1. Be strong and courageous.
   2. The Lord your God is with you wherever you go.

D. Psalm 23
   1. The Lord is my Shepherd.
   2. He will provide for me.
   3. He leads me. He guides me.
   4. He takes care of me.
   5. I may face death and fearful circumstances.
   6. But I do not fear, because God is with me.
   7. He comforts me.
   8. God’s goodness and lovingkindness are always with me.
   9. I will dwell in the house of the Lord forever.
IV. Our Response (20 minutes)
But we still face hard or frightening circumstances, like coronavirus disease. How should we respond in these hard circumstances? What is some practical advice for us? Look up some of the Bible passages or add your own. Discuss in small groups and report back.

A. Philippians 4:4-9
1. Rejoice in the Lord always.
2. Know that the Lord is near.
3. Don’t be anxious.
4. Pray and tell God about your needs or requests.
5. God’s peace will guard you.
6. Think about or dwell upon whatever is true, honorable, right, pure, lovely, good, excellent, or praiseworthy.
7. Put your faith into practice.

B. Matthew 6:25-34
1. Do not be worried.
2. God cares for and provides for the birds of the air.
3. God clothes the lilies with beauty, even though they do not live long.
4. You are worth much more than they are.
5. God will take care of you.
6. You cannot solve problems by worrying.
7. God knows all of your needs.
8. Do not worry about tomorrow.

C. Psalm 37:3-7
1. Trust in the Lord and do good.
2. Be faithful.
3. Delight yourself in the Lord.
4. Commit your ways to the Lord.
5. Rest in the Lord.
7. Do not fret when evildoers seem to prosper.

D. 1 Peter 5:7
1. Cast all your anxiety on God.
2. He cares for you.

V. Application (10 minutes)
Discuss in large group.

A. What are you afraid of?
1. My mother is sick. Will she die?
2. We can’t work now. How will we feed our family?
3. More floods are coming!
4. What will happen to us?

B. How can you respond, according to the Bible?
1. I need to remember God’s promises to me.
2. God is with me always, in every circumstance.
3. He cares about me.
4. He will not fail me. I can trust in him.
5. When I am afraid, I can turn to God.
6. I will trust in the Lord, even in hard times.
7. I will pray to him and tell him about my needs.
8. I will remember his faithfulness.
9. Other:
C. Close with prayer.

**ATTITUDE:** Participants will trust in the Lord, despite the hard circumstances.

**SKILL:** Participants are applying the Bible teachings about fear and anxiety.

**EVALUATION:** Are the participants praying to God and relying on him, even in these frightening times?

References:
The quotes of Paul in the starter are from the New American Standard Bible, Lockman Edition.
Role Play: Paul is in prison, preaching to two jailers.

Paul

Rejoice in the Lord always; again I will say, rejoice! 5 Let your gentle spirit be known to all men. The Lord is near. 6 Be anxious for nothing, but in everything by prayer and supplication with thanksgiving let your requests be made known to God. 7 And the peace of God, which surpasses all comprehension, will guard your hearts and your minds in Christ Jesus.

1st What is he saying? How can he rejoice? He’s in jail!

2nd And what is this about don’t be anxious? I would be anxious in his place!

1st The Romans may execute him tomorrow.

2nd He is even talking about giving thanks! What is he talking about?
DO NOT FEAR: GOD’S PROMISES

Look up some of these Scriptures. Why should we not be afraid? Make a list of God’s promises to us.

- Isaiah 41:10, 13-14
- Psalm 118:5-8
- Joshua 1:9
- Psalm 23 (What does the Lord do for you?)
- Other promises from God:

How should we respond?

How should we respond in these hard or frightening circumstances? What is some practical advice for us? Make a list. Look up some of the Bible passages or add your own.

- Philippians 4:4-9
- Matthew 6:25-34
- Psalm 37:3-7
- 1 Peter 5:7
- Other:
CORONAVIRUS DISEASE AND CHRIST

Objectives
After working through this lesson:
1. Participants will know that by knowing Christ, they are secure.
2. Participants will be able to share Christ with their family and neighbors.

Overview for facilitators
This is a lesson for those concerned about coronavirus disease.

Materials
- Poster-size paper, markers, and masking tape
- Starter—"I'm scared!"
- Handouts
  - Jesus and Nicodemus
  - Discussion of Jesus and Nicodemus and Coronavirus and Christ
- Other materials
  - Bibles

Legend:
- Role Play
- Facilitator
- Group Discussion
- Question for Group
- Handouts/Instructions

LESSON 1 – 1½ HOURS

Use the attached "I'm Scared!" Role play. (5 minutes)

SHOWD QUESTIONS
What did you See? What was Happening? Does this happen in Our place? Why does this happen? What will we Do about it?

I. The Threat (5 minutes)
Discuss in large group.

A. Why are many people scared about coronavirus disease?
   1. Coronavirus infections can be deadly.
   2. Many people have died.
   3. Coronavirus disease is spreading rapidly.
   4. Coronavirus disease has spread from China to Italy, South Korea, America, and on to other countries.
   5. There have even been reports of coronavirus disease in my country.
   6. I don’t want to get sick!
   7. I don’t want my family to get sick!
   8. I don’t want to die.

II. Jesus and Nicodemus (30 minutes)
Break into small groups to do a discovery Bible study of Jesus and Nicodemus.
Give out the handouts, Jesus and Nicodemus and Discussion of Jesus and Nicodemus.
Read John 3:1-21 from your Bible or the Jesus and Nicodemus handout. Discuss this using the Jesus and Nicodemus (Part One) discussion questions.
III. The Gospel (15 minutes)
Discuss in large group.
Adapt your discussion to the group and their knowledge of the Bible.
A. Can anyone repeat John 3:16?
   1. For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life.
B. What does that mean?
   1. Those who believe in Jesus will have eternal life.
   2. Those who believe in God’s Son, Jesus, will live forever with God.
C. Why should we believe in Jesus? What did he do?
   1. Jesus is God’s Son.
   2. Jesus came to earth to show us God.
   3. Jesus died for our sins.
   4. Jesus rose again and is alive today.
D. What does it mean that Jesus died for our sins? Look up John 3:23 and John 6:23.
   1. Romans 3:23 says, “All have sinned and fall short of the glory of God.”
   2. Each of us has rebelled against God. We have gone our own way rather than following him.
   3. We have broken God’s laws. We fall short of his standards.
   4. Romans 6:23 says, “For the wages of sin is death, but the free gift of God is eternal life in Christ Jesus our Lord.”
   5. So as sinners, we deserve the punishment of death.
   6. Jesus paid the penalty for our sins by dying on the cross.
   7. He gives the free gift of eternal life to those who believe in him.
E. Why did Jesus die for us? What does John 3:16 say?
   1. God loves us!
   2. He loves us so much that he sent Jesus to be with us and to die for us.
   3. Jesus loves me!
F. What does it mean to believe in Jesus? Is that just praying a prayer? Look up 1 Corinthians 15:3-4 and Romans 10:9.
   1. 1 Corinthians 15:3-4 says, “For I delivered to you as of first importance what I also received: that Christ died for our sins in accordance with the Scriptures, that he was buried, that he was raised on the third day in accordance with the Scripture.”
   2. Believe that Jesus died for our sins and that he rose from the dead.
   3. Believe that Jesus is alive today.
   4. Romans 10:9 says, “If you confess with your mouth Jesus as Lord, and believe in your heart that God raised Him from the dead, you will be saved.”
   5. Trust in Jesus as your Lord and Savior.
   6. Believe that God raised him from the dead.
   7. Tell others about your faith in Christ.
G. Is there anyone who is uncertain of eternal life or of their relationship with Jesus?
   1. Spend more time with individuals after your group discussion to share the gospel and to share the gospel more.
   2. Pray together.
   3. Arrange for follow-up visits or discussions.

IV. Application—Coronavirus Disease and Christ (20 minutes)
Return to your small groups. Look at the Coronavirus Disease and Christ discussion questions.
Discuss in small groups and report back:

A. What does this discussion of Jesus and eternal life have to do with coronavirus disease?
   1. Those who believe in Jesus will have eternal life.
   2. We don’t need to worry about dying. We will be with Christ.
   3. We don’t have to be scared of the coronavirus.
   4. We are secure in Christ.

B. How does Jesus give us security in the midst of uncertain circumstances? Who is in control?
   1. God is in control.
   2. God is in control over all the circumstances.
   3. God is sovereign.
   4. We can trust in him to take care of us.
   5. Jesus promises that he will never leave us or forsake us.
   6. God is always with us.

C. Many of our neighbors and family members are scared of coronavirus disease and do not know God. How should we respond to them?
   1. They need to know God!
   2. The coronavirus threat has shown them that they are vulnerable and could die.
   3. Many are afraid of death.
   4. Many are more open to God now.
   5. There is more urgency.
   6. So we must pray for openings and be bold in sharing Christ with them.

D. Pray together for your family, friends, and neighbors.
   1. Pray for opportunities to share Christ.
   2. Thank God for eternal life in Christ and for security in God in the midst of uncertainties.

ATTITUDE: Participants will know that those who believe in Christ are secure. God will take care of them and they will have eternal life.

SKILL: Participants know how to share Christ with their friends and neighbors.

EVALUATION: Are the participants sharing Christ with their friends and neighbors in the midst of their coronavirus fears?
Role Play: Two people are talking. One appears to be anxious and upset.
1st (Anxious) I’m scared!
2nd (Calmly) What’s the matter?
1st Coronavirus is coming!
2nd Yes, coronavirus disease is a big threat.
1st What if I get sick? What about my family and friends?
2nd Let me tell you about my friend, Jesus. He made a big difference in my life.
John 3:1–21 (ESV)

Read or act out the story:

1 Now there was a man of the Pharisees named Nicodemus, a ruler of the Jews. 2 This man came to Jesus by night and said to him, “Rabbi, we know that you are a teacher come from God, for no one can do these signs that you do unless God is with him.” 3

Jesus answered him, “Truly, truly, I say to you, unless one is born again he cannot see the kingdom of God.”

4 Nicodemus said to him, “How can a man be born when he is old? Can he enter a second time into his mother’s womb and be born?”

5 Jesus answered, “Truly, truly, I say to you, unless one is born of water and the Spirit, he cannot enter the kingdom of God. 6 That which is born of the flesh is flesh, and that which is born of the Spirit is spirit. 7 Do not marvel that I said to you, ‘You must be born again.’ 8 The wind blows where it wishes, and you hear its sound, but you do not know where it comes from or where it goes. So it is with everyone who is born of the Spirit.”

9 Nicodemus said to him, “How can these things be?”

10 Jesus answered him, “Are you the teacher of Israel and yet you do not understand these things? 11 Truly, truly, I say to you, we speak of what we know, and bear witness to what we have seen, but you do not receive our testimony. 12 If I have told you earthly things and you do not believe, how can you believe if I tell you heavenly things? 13 No one has ascended into heaven except he who descended from heaven, the Son of Man. 14 And as Moses lifted up the serpent in the wilderness, so must the Son of Man be lifted up, 15 that whoever believes in him may have eternal life.

16 “For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life. 17 For God did not send his Son into the world to condemn the world, but in order that the world might be saved through him. 18 Whoever believes in him is not condemned, but whoever does not believe is condemned already, because he has not believed in the name of the only Son of God. 19 And this is the judgment: the light has come into the world, and people loved the darkness rather than the light because their works were evil. 20 For everyone who does wicked things hates the light and does not come to the light, lest his works should be exposed. 21 But whoever does what is true comes to the light, so that it may be clearly seen that his works have been carried out in God.”
DISCUSSION OF JESUS AND NICODEMUS

- Can someone retell the passage in their own words?
- Does anyone have anything to add or change?
- What is the main point of this passage?
- What did you learn from this passage?
- What does this passage teach us about Jesus?
- What does this passage teach us about people?
- If we believe this passage is from God, how must we change?
- Who are you going to share this passage with before we meet again?
- Memorize John 3:16.

DISCUSSION OF CORONAVIRUS DISEASE AND CHRIST

- What does this discussion of Jesus and eternal life have to do with coronavirus disease?
- How does Jesus give us security in the midst of uncertain circumstances? Who is in control?
- Many of our neighbors and family members are scared of coronavirus disease and do not know God. How should we respond to them?
CORONAVIRUS

Section 3: Comfort and Counseling

*Picture Pages and Stories*
RECOVERING FROM TRAUMA

Many families are struggling right now. How can you help them to recover? Remember to keep your distance from others!
ACTIVE LISTENING STORY

Precious’ Case
Precious, a worker in a funeral parlour, was able to use active listening to support Grace:

Grace: Hi. I need to arrange a funeral for my brother who has... [scubs]
Precious: It’s okay, take your time. It sounds like you are having a difficult time.

[10 seconds of silence]
Grace: Okay, I am here. Yes, thank you. It’s so hard – I can’t believe this has happened.
Precious: I can hear how upsetting this is for you.
Grace: I just don’t want this to be real.
Precious: Mmhmm, I am here, listening.
Grace: I loved my brother so much – we were tight. He was my best friend. And today he passed away.
Precious: It sounds like your brother was very important to you – your best friend.
Grace: Yes, he was my best friend... it’s so tough... I remember all the fun times we had together [laughs a little].
Precious: I am hearing that you are also remembering the fun times too.
Grace: Yes, it makes me smile to think of the fun times. Thank you, my dear, you have really helped me feel better.
Precious: Of course, I am happy to support in these tough times.
Grace: I am now ready to discuss what can be done about the funeral arrangements.

Observation questions: (What happened?)
- How did Precious give Grace time to tell her story?
- How did Precious use active listening?
- How did Grace respond to Precious’ attention?

Interpretation questions: (Why?)
- What is active listening?
- Give an example of active listening or demonstrate it with another participant.

Application questions: (How does this apply to us?)
- Name some situations where you could use active listening in your work, in your community, or with your family.

APPLICATION
- During the week, tell your family, friends, and neighbors the story of Active Listening.
- How will you apply this? What will you do differently?

ASMA AND FATIMA’S STORY

Asma’s case
Asma is a nurse working in a community health centre. One of her patients, Fatima, has COVID-19. Fatima tells Asma that she misses her family, and is scared that she may become more unwell. Asma puts down her notepad to show she is giving Fatima attention, sits down and looks Fatima in the eye as she speaks. Asma nods her head and says “This is such a tough situation”, “I can understand that you miss your family”, “It must be hard not being able to see them”. Later, Fatima tells Asma, “Thank you for listening, I no longer feel alone as you gave me your time and attention.”

DISCUSSION: (Use some of these questions or add your own.)
Observation questions: (What happened?)
- Tell Asma and Fatima’s story.
- What are some of the ways that Asma gave Fatima attention and supported her?

Interpretation questions: (Why?)
- What are some ways that you can encourage people with coronavirus disease?

Application questions: (How does this apply to us?)
- What contact do you have with people with coronavirus disease?
- How can you support and encourage them?

APPLICATION
- During the week, tell your family, friends, and neighbors Asma and Fatima’s Story.
- How will you apply this? What will you do differently?

STOP, THINK AND GO
Ahsan and Mohammad’s story

Stop, think, go: Watch to see how Ahsan helped Mohammad to use the Stop, Think and Go process to work through his problems and find possible solutions.

STOP
• Which problems are most urgent?
• Choose one problem that you can do something about

THINK
• What have you tried in the past?
• Who can help you to manage this problem?
• What have other people with this problem done? What has worked for them?

GO
• Choose one solution to try.
• If that doesn’t work, try another solution.

STOP: Ahsan helps Mohammad to identify his two most urgent problems. He repeats them to check that he has understood: “Worries about feeding your family and worries about your wife contracting COVID-19”. To help Mohammad choose one problem, Ahsan asks, “Is there anything you can do about this?” Mohammad decides that he can do something about both of his problems. He decides that feeding his family is the priority at the moment.

THINK: Ahsan asks Mohammad to think of all the possible ways to feed his family. He tells him that he can suggest any solutions, even if they are silly or unrealistic. Mohammad struggles to begin with, so he talks with his wife, who helps him think of solutions. Together, they think of the following:
Beg for food / Begin growing their own food / Contact a local NGO or food bank / Offer to exchange food with neighbours in return for his work.

GO: Ahsan asks Mohammad to choose one solution from the list to try out. Mohammad has some seeds and would like to grow his own food; however, this will take time. Begging for food could put Mohammad at increased risk of infection. Mohammad decides to contact a local NGO for food immediately and to begin growing some vegetables in his garden for the future. If he cannot get food help from the NGO, then he will come back to the list of solutions. Ahsan gives Mohammad the NGO’s number to call them.
DISCUSSION: Use some of these questions or add your own

Observation questions: (What happened?)
- Tell Ahsan and Mohammad’s story.
- What urgent problems did Mohammad identify?
- Which problem did he decide to tackle as his top priority?
- What possible solutions did Ahsan and Mohammed identify?
- What did Mohammad decide to do?

Interpretation questions: (Why?)
- How did Ahsan help Mohammad to work through this problem-solving approach?
- Who made the final decisions—Ahsan or Mohammad?
- As a Christian, is there anything you would add to their decision-making process?
- Why did Mohammad decide not to beg for food?
- What is the challenge with growing his own food?
- So, what would Mohammad do first?
- What will he do if that doesn’t work?
- What would Mohammad like to do over time?
- How did Ahsan coach and encourage Mohammad?

Application questions: (How does this apply to us?)
- Can you use this Stop-Think-Go process to help your neighbors or friends work through problems that they have?
- What problems do your friends or your neighbors face?
- Which problems do they think are the most urgent?
- Which problem can they do something about?
- What is their plan of action?
- What will they do if this solution doesn’t work?
- How will you, as their friend or neighbor, help to coach and encourage them?

APPLICATION
- During the week, tell your family, friends, and neighbors the story of Stop, Think, and Go.
- How will you apply this? What will you do differently?

CORONAVIRUS

Section 3: Comfort and Counseling

*Picture Books*
Helping Children Cope with COVID-19

Encourage Creative and Interactive Play

Talk about Facts, Thoughts, Feelings Together:

Let the children lead in telling their stories, fears, and hopes.

Tell stories of others who faced tough times with hope.

Loving Caregivers are the Key

Sources of Information:
Child Trends Resources for Supporting Children’s Emotional Well-being during the COVID-19 Pandemic:
Dr. Suzanne Falconer- Global Fingernag Trauma Care
Helping Children Cope with COVID-19

**COVID-19**

- Is an unwelcome and unexpected guest to our community
- It has disrupted our lives and has taken away the things that make life feel normal
- It feels like something that we trusted has broken

**It is Normal to Feel:**

- Afraid
- Angry
- Sad

**Children Need:**

- Reassurance from a Caring Adult
- Routines—Keep life as normal as possible
- Calming Practices—praying, deep breathing, thinking happy thoughts
Grief affects survivors physically, psychologically, socially, and spiritually. Loss, grief, mourning, and bereavement are experienced by people in accordance with his/her own cultural norms and faith.

Acknowledgements
AACN (2007).
ELNEC (2013), End of Life Nursing Education Consortium.
Graphics and illustrations: Creative Commons (CC BY-NC-ND)
**Survivors**

- It is ok to feel the emotions the loss produces – do not hide them.
- It is ok to tell others about the emotions being felt.
- Grief is not orderly, linear, or predictable.
- No one really "gets over" a loss, but he/she can heal and learn to live with a loss and/or live without the deceased.
- Prayer is vital, as it can build a personal relationship with God.

**Definitions**

- **Loss** is the absence of a person or situation.
- **Grief** is an emotional response to the loss.
- **Mourning** is the outward, emotional, and social response to the loss.
- **Bereavement** includes the emotions of grief and the outward signs of mourning shown by the survivor.

**Support**

- Cultural beliefs may dictate how long a person mourns and how the survivor "should" act during the time of bereavement.
- Encourage the bereaved to talk openly about the death.
- Allow time (days, weeks, months) for the feelings to be expressed.
- Solve immediate, practical problems, but consider postponing long-term decisions.

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**Grief Takes a Long Time**

![Image of two people sitting by the sea, embracing.]
CORONAVIRUS

Section 4: Community Ministry

Lessons
CORONAVIRUS AND CHE MINISTRY
How can CHEs and trainers work during the COVID-19 pandemic?

Objectives
After working through this lesson:
1. Participants will know some ways that CHEs can work with families in their community.
2. CHEs and community members will reach out to families in their community.

Overview for facilitators
This lesson gathers ideas for CHEs and trainers to work during the coronavirus disease pandemic. But it must be adapted to the circumstances and local requirements of each community. Be sure to follow the health standards of the World Health Organization and your local health officials. Feel free to add your own ideas.

Note: You may not be able to gather as a group to give this lesson, but you can share ideas with each other. If you cannot get together, adapt the lesson and work together by cell phone or videoconference. Or find other creative ways to share ideas.

Materials
• Poster-size paper, markers, and masking tape
• Coronavirus and CHEs Role Play

Legend:
- Role Play
- Facilitator
- Group Discussion
- Question for Group
- Handouts/Instructions

LESSON 1 – 1½ HOURS

Use the attached Coronavirus and CHEs role play. (5 minutes)

SHOWD QUESTIONS
What did you See? What was Happening? Does this happen in Our place? Why does this happen? What will we Do about it?

I. Challenges and Precautions (10 minutes)
Discuss in large group:

A. What are some health regulations in your community that CHEs and everyone else should follow?
   1. Keep separated from other people by at least 2 meters.
   2. Stay home as much as possible.
   3. Wash your hands frequently.
   4. Don’t touch your mouth or face.
   5. Wear a face covering or face mask.
   6. Other:
   7. Other:
B. What are some challenges that CHEs and trainers face because of these regulations and restrictions?
   1. We can’t visit homes.
2. We can’t meet for trainings.
3. It is hard to do community activities or projects.
4. Our own families are struggling.
5. We feel isolated.

C. How are families in your community? What challenges or problems do they face?
1. Some people are sick with coronavirus disease.
2. Many people are not able to work, or they work fewer hours.
3. Families do not have enough money.
4. Many families do not have enough food to eat.
5. Older people and those with medical problems should not go to the grocery store.
6. Some areas struggle with droughts or with locust plagues.
7. It is hard to get health care.
8. Families are hurting!

II. What CHEs Can Do (20 minutes)
Divide into small groups. Each group will discuss together and present ideas on one of two questions:

A. How can CHEs continue to work with families in the community?
1. CHEs can try to be in contact with them, by cell phone, email, handwritten notes, or by "visiting" from a distance.
2. CHEs can find out about their needs.
3. CHEs can pray for and with them.
4. CHEs can do Bible studies with them over the phone.
5. CHEs can encourage and spend time with people who are scared or lonely.
6. CHEs can teach over the phone about how to prevent and take care of coronavirus disease.
7. CHEs can teach about home care for coronavirus disease.
8. If they have smart phones, CHEs can share pictures or texts that teach about coronavirus disease.
9. CHEs can find out who is sick and help them get to the clinic.

B. How can CHEs and others in the community reach out to families or individuals who are struggling, either with coronavirus disease or with related problems?
1. Pray for these families!
2. Find out about their needs. Who is sick? Who is hungry? Who is older or disabled?
3. Help those who are sick know how to care for themselves at home, and when to get medical care.
4. Help them get medical care when needed.
5. CHEs and community members who are young and healthy can deliver food or supplies to those who are older or who are in need.
6. Set up a community bank of food supplies to help those in need.
7. Share food or supplies with those in need.
8. Make Tippy Taps to wash hands while using little water.
9. Make face coverings or face masks to cover your face.
III. Caring for Families (20 minutes).

Divide into three small groups. Each group will discuss one question and report back.

- How will you find out about the needs of families in your community?
- How can you give training about coronavirus disease to families in your community?
- What practical steps will you take to care for families in your community?

A. How will you find out about the needs of families in your community?
   1. Each of us will work with a group of families who live near each other.
   2. We will make a map of those families.
   3. We will show where older people live, and those with disabilities, and those with health problems.
   4. We will mark down those who have cell phones or smart phones.
   5. We will find out those who have transportation to help others get to the clinic if needed.
   6. We will also show where people are sick, or those who don’t have enough food.
   7. We will also find out what health care is available in our area.
   8. If we can’t visit them, we can find out by cell phone.
   9. We will listen to what others say.

B. How can you give training about coronavirus disease to families in your community?
   1. We will learn how to prevent coronavirus disease and home care.
   2. We will learn who should be seen at the clinic.
   3. CHEs can make health posters or pictures to put in public places like grocery stores.
   4. We can receive flyers, pictures, and short text messages by cell phone to pass along to families.
   5. We will find out which families have cell phones or smart phones and find people who can pass along these teaching materials.
   6. We will teach the people with cell phones first, and then train them to share the training with their families or neighbors.
   7. They will take safety precautions, like keeping a safe distance from others.
   8. They can do dramas and teaching in front of their homes which others can see.
   9. They can draw large pictures to show to others.
   10. They can talk with their neighbors.

C. What practical steps can you take in your community? What have you done already? Note: These are just ideas or suggestions, yours will be different.
   1. Do “home visits” by cell phone to visit families, pray together, do Bible studies, and give training as needed.
   2. During our “home visits” by cell phone, check on those who are sick. Find out if they need more care.
   3. Set up a community bank of food. Ask grocery stores and markets for extra food. Give out inexpensive but nutritious food like beans and rice.
   4. Deliver food or supplies to those at risk—older people, people with disabilities, those with medical problems, and those who are hungry.
   5. Set up a prayer chain by cell phone to share needs and encourage each other.
   6. We are making face coverings that can protect against disease.
   7. Our children have made Tippy Taps.
   8. We have set up public hand washing stations.
   9. Families are sharing with each other and are helping each other.
   10. We will set up prayer times. Even if we are not together, or some don’t have cell phones, we can still pray!
   11. Other:
   12. Other:
IV. Conclusion (10 minutes)

Spend time praying together.
- Worship God—he is in control, even in difficult times.
- Give thanks to God for his protection and provision for you, your family, and your community.
- Pray that during the coronavirus crisis many will turn back to God, and others will grow deeper in their faith.
- Pray for families who are struggling or suffering.

ATTITUDE: CHEs can still work actively, despite the COVID-19 restrictions.

SKILL: CHEs have gathered ideas to work with families in their community.

EVALUATION: Are the CHEs reaching out to the families in their community?
CORONAVIRUS AND CHEs

Role play

Role Play: Two CHEs are talking by cell phone.
1st Now what do we do? We can’t visit homes during this coronavirus scare.
2nd And we can’t get together for CHE training.
1st And how do we do community projects when the community is closed?
2nd Maybe we should just relax and spend time with our families.
1st No! Many people are suffering right now. We need to do something.
2nd You are right. But what can we do?
CREATING A CHURCH HEALTH RESPONSE TEAM

Objectives
After working through this lesson participants will be able to:
1. Recognize the power of church members to activate their gifts during distress.
2. Know how to form a health team in response to a coming disaster.
3. Understand the role of the church in times of great anxiety and loss.

Overview for facilitators
This lesson is offered in the context of COVID-19 pandemic but can be adapted to any disaster that a community is exposed to.

Materials
• Poster-size paper, markers, and masking tape
• Handouts:
  o Pastor Illustration for starter and section I
  o Actions of a Pastor During a Crisis handout
  o Organizing Your Health Team

LESSON 1 HOUR

Starter (5 min)
Facilitator: Show a picture of a man with a foot raised, representing the pastor of an evangelical church.

Explain: This is pastor Ricky being called by 100 members of his congregation who are quarantined with multiple needs, from grocery lists to emotional challenges, and relationship issues. The town counsellor is now asking him if he could also provide pastoral care to patients infected in the hospital.

---SHOWD questions---
S = What do you See?
H = What is Happening?
O = Does this happen in Our place?
W= Why does it happen D=What could we do to help?

SHOWD QUESTIONS
What did you See? What was Happening? Does this happen in Our place? Why does this happen? What will we Do about it?

I. Pastors’ Responsibilities During a Disaster (20 minutes)
On a poster-size sheet of paper, make two columns: One column for positive actions and a second column with some mistakes that pastors or church leaders could make while facing a traumatic event in their community. Put the positive on the left side of the pastor and the negative on the right. (15 minutes)
CREATING A CHURCH HEALTH RESPONSE TEAM

A. What are some positive things pastors and church leaders could be doing during a disaster? Ask the group and let them decide what is positive and what is negative. (Examples below.)
1. Pray for those suffering.
2. Recruit volunteers to help.
3. Network with other service providers.
4. Use the church building to help solve logistical issues in a disaster.
5. Get training to help in specific areas he was not familiar with.
6. Criticize those responding from other churches.
7. Do not get involved with the logistical, more earthly aspects of ministry, to focus on the spiritual.
8. Focus on the salvation of the souls of people because it’s the only thing that matters to him.
9. Distribute tracts with scripture verses as his way to be involved.

B. Why should churches become involved when there is a disaster?
1. It is God’s commandment to love our neighbors as ourselves.
2. We have an integrated view of issues affecting people, while most of humanitarian aid does not contemplate the spiritual aspect.
3. Churches are part of the community and are responsible for their neighbors.
4. They are uniquely positioned to network with members of the community if it is represented by large portion of it.
5. They have resources.

II. Practical Steps a Church can Take (20 minutes)
A. What practical steps can a church take for effective involvement in times of crisis?
   Divide the participants into five groups and give each group one of the five key areas of involvement listed below. Give each group the questions for their area, to lead the conversation into practical steps that their church could take to become involved in an effective way in a response to a disaster.
1. **Get organized:** What do you do first? Who would you call and engage from the church? What kind of inventory would you need to do?
2. **Create a Health (or Response) Team:** What kind of people would you recruit? What profile? What tasks would they need to cover?
3. **Develop a Communication Strategy:** What do you need to establish for a good communication system that reaches out to everyone? Who is in charge? Who
needs to be informed? What needs to be shared? How will we search for the right information to pass along?

4. **Church and Community Outreach**: Who is the target of the church’s response ministry? How are we going to establish our priority groups to focus on? How are we going to reach them?

5. **Strengthen Preparedness Through Collaboration**: Who do we collaborate with? What do we look for in collaboration? What strengths do we have to offer other groups? What strengths could others offer us?

Handout can be given after they present their conclusions.

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### III. Summary (10 min)

Work as a large group.

A. What ministries already exist in the church, which are ideally positioned to continue to offer service to those suffering from the following disasters?
   - Choose one disaster that your community is currently exposed to.

B. Who are the church members with skills or jobs that could be called to join a response team for specific tasks needed in the disaster we are discussing?

**ATTITUDE:** We can make a difference assisting our neighbors in the aftermath of a traumatic event.

**SKILL:** Participants will be able to organize a response team in their local churches during a disaster.

**EVALUATION:** Are the participants able to help people in distress in creative ways immediately after a traumatic event, based on their skills and church organization?

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References:
Aten, Jayme. Preparing your church for coronavirus, Humanitarian Disaster Institute, Wheaton College.
PASTOR ILLUSTRATION
ACTIONS OF A PASTOR DURING A CRISIS

Insights
Being aware of the risk of disasters in your area and being able to share this with your congregation and community

Managing volunteers
Being able to recruit, organise and encourage volunteers

Leadership
Ability to think quickly in a crisis, to prioritise, make decisions and delegate to others when appropriate

Networking
Link to the wider church, both inside the country and overseas

Spiritual and emotional support
Being available to listen to and help those who are emotionally stressed and grieving as a result of the disaster, and to offer prayer support

Teaching
The biblical view of disasters, and God’s compassion for all people, of every race and religion
ORGANIZING A HEALTH TEAM

1. CHECK LIST: Get Organized
   - Regularly monitor coronavirus risk and impact on your church and community.
   - Schedule time for your health team (in person or virtually) to go through the guide’s step-by-step planning process.
   - Prepare to open your meeting in a word of prayer to seek God’s comfort and guidance and pray for those in need.
   - Share a Scripture reading and reflection to draw out biblical wisdom that can help your team plan effectively. Verses and reflections are provided at the beginning of each step in the planning guide.
   - Share the manual with church staff, health team, and potential health team members.
   - Step 1 (Get Organized) and Step 2 (Creating a Health Team) will likely overlap.
   - Other:

   Prayer: God, help us listen intently for what you’re asking us to do and plan realistically for what we can accomplish.

2. Create a Health Team - 1 Corinthians 12:18,20
   Recruit lay leaders to support staff, defining the leadership structure and each person’s responsibility. Explain what should happen, when and at whose direction. Choose church members who will be calm and informed, identify a coordinator, ensure that the team communicates effectively with the different parts of your membership, ministries and community. Make sure staff member of pastoral team member is either on the health team or is the designated liaison to the health team.

3. Develop a Communication Strategy - 2 Timothy 1:7
   Use methods of communication that your church already uses with leadership and congregants. Collect emergency contact information if it does not already exist or update what is there. Be intentional in communicating with vulnerable groups. Consider writing template letters in advance to avoid confusing messages in the midst of chaos. For example, you can have a pre-written letter about cancelling services, even if you would not need it later. Examples of strategies: Text messaging, text broadcasting, call-down procedure, (phone tree). Media engagement: create a document to share with members about emotional responses, symptoms, reliable resources or information.

4. Focus on church and Community Outreach
   Make prevention education and outreach part of your everyday ministry. Share up to date, trusted and vetted information that fosters preparedness rather than stoking fear. Educate, teach infection controls strategies. Post fliers with healthful infection prevention habits through emails, phone messages, text messages, handouts, social media platforms, and your website. Focus on underserved individuals and communities: Older people, children and families with limited resources, people whose health is already compromised, low income families, people of Asian descent that could be stigmatized.
5. **Strengthen Preparedness Through Collaboration**

Work with other churches, explore ways to collaborate with them, sharing resources, arranging mutual support, identifying contact person for each church, identify other agencies in the community to work with.

- Stay informed.
- Consider modifying practices, like communion, and reduction of physical contact. Adapt services as needed.
- Revisit your plan regularly and update it as needed.
CORONAVIRUS DISEASE AND THE CHURCH

Objectives
After working through this lesson:
1. Participants will know steps the church can take to protect their members.
2. Participants will plan ways to reach out to families in their community.

Overview for facilitators
This is a lesson in the series on coronavirus disease.

Materials
- Poster-size paper, markers, and masking tape
- *Coronavirus Disease and the Church* role play

Legend:
- Role Play
- Facilitator
- Group Discussion
- Question for Group
- Handouts/Instructions

LESSON 1 HOUR

Use the attached *Coronavirus Disease and the Church* role play. (20 min)

SHOWD QUESTIONS
What did you see? What was happening? Does this happen in our place? Why does this happen? What will we do about it?

1. Protecting Yourselves (20 minutes)
   - Start as a large group before dividing into small groups.
   - What are steps we can take to prevent the spread of coronavirus disease or COVID-19?
     1. Wash hands frequently with soap and water.
     2. Don’t touch your eyes, nose or mouth.
     4. Cover your mouth and nose when you cough or sneeze.
     5. Do not share items like cups and plates.
     6. Clean surfaces frequently.
     7. Stay at least one meter away from other people.
     8. Find ways to greet each other without hugging or touching.
     9. Wear face coverings.
     10. Follow the advice of your local health authorities and the World Health Organization.
   - What can your church do? What are some creative ways to stay in contact and worship together as a church? Discuss in small groups and report back.
     1. We can meet in small groups of no more than 10 people, standing at least 1 meter apart.
     2. Those who show signs of infection should not come to group meetings.
     3. Keep a list of older people in your congregation, and those who are disabled or sick. You may not be able to visit them, but you can drop off food, a meal or a card.
4. Pray for each other. Set up times for “prayer meetings,” even if you are in different locations.
5. Keep in touch by calling each other, especially those who are at risk.
6. Start a prayer chain. Pray for those who are lonely, sick or afraid.
7. “Meet together” by sitting outside of your homes.
8. Follow the health recommendations. Be an example to others.
9. Use WhatsApp or email to stay in touch with each other.
10. Sometimes health messages, worship, Bible studies or preaching are given over the radio.
11. There may also be preaching or Bible teaching on the Internet or television.
12. Other:

II. Caring for Others (25 minutes)
A. How can you as a church care for other people in your community who are vulnerable or hurting? Discuss in small groups and report back.
1. We can learn about Coronavirus disease and share what we know with others.
2. We can make a map to show where people at risk live, such as older people, those who are sick, disabled, or poor.
3. Each of our families can “adopt” one or more families to care for.
4. We can pray for them and ask them to pray for us or write notes.
5. We can call them to see how they are doing.
6. We can drop off food or supplies to their homes.
7. We can help with work outside of their home.
8. We can help those who are sick get to the clinic.
9. We can form support groups to talk together. Many people are afraid or lonely.
10. Many people are open to the gospel right now. Look for ways to share the good news of Christ.
11. We can share stories from the Bible or share how God has worked in our lives.
12. If you have access to the Internet, there are also many online Bible studies.
13. Our church can start a food bank to share with families who need food.
14. Maybe we can start a jobs bank—not for pay, but to help each other.
15. Other:
B. Discuss as a large group: How can you care for each other?
1. We can let others know our fears and struggles.
2. We need to learn more about ways to stay safe.
3. We can pray for each other.
4. We can also share ways that we have seen God working.
5. We can study the Bible together, even at a distance.
6. We can look up what the Bible says about fear or worry or disease or hardship.
7. We can share with families in need.
8. We can draw together, even when we are apart.

III. Plans and Prayers (10 minutes)
Discuss as a large group:
A. What specific plans do you have? What are you going to do this week to continue carry this out?
1. I am going to…
2. I plan to…
3. We will…
4. My idea is to…
B. Spend time praying together. Pray for your families, your neighbors and your community. Pray for God’s wisdom in responding as a church.
ATTITUDE: Participants will know that we can still care for each other, despite the COVID-19 restrictions.

SKILL: Participants know practical steps to fellowship together and reach out to their neighbors.

EVALUATION: Are the participants taking steps to reach out to their neighbors and to vulnerable families at this time?

References:

CORONAVIRUS DISEASE AND THE CHURCH

Role play

Role Play: Two pastors are talking.

1st  I am really concerned.

2nd  About your church? I hear you are doing a great job of calling church members.

1st  Yes, we try to stay in touch. But I have a bigger concern.

2nd  What is that?

1st  How do we take care of the vulnerable people—those who are old or disabled or who can't buy groceries and supplies? And how about all the people who have lost their jobs?

2nd  Oh! That is really hard, especially now.
CORONAVIRUS

Section 4: Community Ministry

Picture Pages and Stories
RESPONDING TO COVID-19

Who are some of the people who respond to those with COVID-19?

PATRICK’S STORY

Patrick’s case

Patrick enjoys his work as a community leader. However, during the COVID-19 crisis, many community members have lost their jobs and are unable to eat. There are rumours spreading that COVID-19 is not real but a hoax. People started calling Patrick, asking for help and for money.

Patrick found himself working long hours listening to community members’ problems. He felt powerless and confused about how best to help. He even lost his temper with one person. He realised that he must do something to look after himself.

Patrick made a routine. He put time aside to be with his family and take a walk every day. He made a “control circle” and realised that he could not compensate for people’s lost salaries, so he thought about ways he could kindly explain this to others if they asked. He also identified ways in which he could support others: listening and helping people to support each other.

After a week, Patrick felt more relaxed, was able to speak respectfully to community members and was able to do his job effectively for a longer period of time.
**DISCUSSION:** (Use some of these questions or add your own.)

**Observation questions:** (What happened?)
- Tell Patrick’s story.
- What were some of the stresses or challenges that Patrick faced in his work as a community leader?
- What did Patrick feel like with all those stresses?
- How did he respond at first?
- What were some of the steps that Patrick took to reduce stress and learn to support people better?
- What were the results of taking these steps in Patrick’s life?

**Interpretation questions:** (Why?)
- What are some of the stresses that many people feel during this time of coronavirus disease?
- What are some of the additional stresses for community leaders?
- What are some of the additional stresses for those responding to people with coronavirus disease?
- What are some ways to relieve these stresses?
- What is a “control circle”?

**Application questions:** (How does this apply to us?)
- Think of some stresses that you face in responding to COVID-19.
- What situations or problems can you control?
- Which situations or problems are out of your control?
- Are you putting aside time to spend with your family?
- Are you taking time to exercise?
- Are you spending time with God?
- If you can’t resolve or fix some problems, how can you respond with compassion?
- How can you support others at this time?

**APPLICATION**
- During the week, tell your family, friends, and neighbors *Patrick’s Story*?
- How will you apply this? What will you do differently?

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PROVIDING BASIC SUPPLIES OR SERVICES STORY

Providing basic items or services:
You may be able to offer basic items or services yourself, like food, water or going shopping for others. However, don’t feel that you have to provide all these. Be aware of what is possible for you.

Priya and Deepak’s case
Priya lives in a crowded community. One of her neighbours, Deepak, is an elderly man who lives by himself. Priya telephones him and asks how he is doing. Deepak says he has not been able to get outside to buy the medicine he normally takes for his hypertension. Priya goes to buy food every week and suggests that she could go to the pharmacy and buy Deepak’s medicine too. They decide on a safe place just outside Deepak’s door where he can leave money and Priya can leave the medicine. In that way, they do not have to come into physical contact.

Observation questions: (What happened?)
- How did Priya help her neighbor Deepak?
- How did they find a safe way to deliver the medicine?

Interpretation questions: (Why?)
- Who are some people who are vulnerable or have needs during this time of coronavirus disease?
- What are some practical ways to help them?

Application questions: (How does this apply to us?)
- Who are some of your neighbors who are elderly or who have disabilities?
- Are there other people who have trouble getting out to do errands?
- What are some practical ways that you can help them meet their needs?
- What is a safe way to deliver their supplies to them?
APPLICATION

- During the week, tell your family, friends, and neighbors the story of *Providing Basic Supplies or Services*.
- How will you apply this? What will you do differently?

CORONAVIRUS

Section 5: Helpful Resources
HOW TO MAKE A F.A.I.T.H GARDEN

Food Always in The Home

INTRODUCTION

1) The FAITH (Food Always in The Home) Garden plan was developed by the Mindanao Baptist Rural Life Center for home lot family gardening. This type of vegetable gardening can provide the necessary protein, vitamins, and mineral requirements needed by a family of six. It is also designed to require minimum labor. As its name suggests, there will be food always in the home if the recommended plan is properly followed.

LOCATION OF THE GARDEN

2) Select the most fertile area in your home lot. It should contain humus, a form of plant food. The types of soils needed for vegetable gardening are loam, siltloam, or clay loam.

Establish your garden on a light slope to provide drainage, especially during the rainy season. If the area is flat, dig drainage channels or ditches around the planting site. Your garden site must also receive sunshine throughout the day. Growing plants need sunshine to manufacture food. In addition, the area should have a constant source of water. Water is very important particularly during the dry season.

SIZE OF THE GARDEN

3) The ideal FAITH garden is six meters wide and sixteen meters long (or approximately 100 square meters). If managed properly, a garden this size is large enough for growing various kinds of vegetables throughout the year to supply the daily needs of a family of six.

PLANTING SYSTEM

4) Divide the garden into three sections with one half of each section held in reserve for replanting. Plant one section with short term vegetables that will be ready for use in two to four months like soybeans, tomatoes, pechay, cowpeas, bush sitao, and sweet corn.

The second plot is given over to vegetables which can produce for six to nine months, including okra, onions, garlic, eggplant, winged beans, golden squash, alugbati, and ginger.

Vegetables that will produce for 11 to 12 months are grown on the third plot: patani (local or U.S. lima beans), kangkong, camote (vegetable variety), taro, cassava, and pigeon pea or kadios.

Along the boundary of the garden and in the yard, permanent and semi-permanent type plants are grown. Among these are mulunggay, papaya, kalamansi, Barbados cherry and guava. For fencing purposes, plant nitrogen fixing tree species (NFTS) like
ipilipil, madre de cacao, flemingia and villosa. They can also be used as sources of green manures.

**BASKET**

5) The central feature in FAITH Gardening is a series of raised garden beds into which bamboo baskets are set about one foot in diameter and depth. These are filled with a little manure (goat, duck, chicken, horse, etc.) and some decomposable garbage (peelings of banana, corn stalks, vegetable stalks, etc.), and packed with NFTS leaves. If manure is not available, NFTS leaves alone can be stuffed into the baskets to provide nitrogen and other nutrients. Baskets can be set at regular intervals in a small dugout six inches deep to help anchor the basket. See diagram on page 4.

**PLANTING THE FAITH GARDEN**

6) The time to plant seedlings around the compost baskets in your garden plots depends on the state of decomposition of materials inside the compost baskets. If the materials at the bottom part are nearly decomposed, you can plant seedlings immediately. But if most of your plant materials are still fresh and green, plant seedlings two to three weeks later.

**REPLANTING**

7) Replant promptly your FAITH garden. This will further help insure continuous and adequate supply of fresh vegetables in your home.

For long-term vegetables (those that keep producing even up to 6 to 12 months) replant in reserved plots in your FAITH Garden when the first crops are about five (5) months old.

For early maturing vegetables (those that start producing as early as two (2) to four (4) months, replant in reserved plots in your FAITH garden when the first crop begins to flower.

For plants that respond to ratooning (growing again if trimmed down), don't replant. Just start selectively cutting down those that produce less. Ratoon your okra, patani, winged beans, eggplant, sweet pepper, malunggay, kadios, at the height of 6 to 12 inches. Ratoon camote (leafy sweet potato), alogbati and kangkong about one (1) inch close to the ground. Ratooning may be done twice.

**ROTATION**

8) When replanting, rotate your vegetables. That is, plant leguminous vegetables (like soybeans, bush sitao, winged beans, patani, cowpeas, pigeon pea, peanuts, etc.) to garden plots where the non-leguminous vegetables (like tomatoes, eggplants, squash, pepper, okra, etc.) were planted before and vice versa. Crop rotation helps prevent the spread of pests and diseases and improves the fertility of your soil.
PLANT ONE-THIRD WITH EARLY MATURING VEGETABLES

Divide your garden into three sections. Set aside the first section for vegetables that you can harvest in two to four months, such as soybeans, tomatoes, pechay, bush sitao, radish, mustard, cowpeas, sweet corn, sweet pepper, mung beans, carrots, etc. Do not plant the whole section, but reserve one-half of the section for relay planting.

PLANT ANOTHER ONE-THIRD WITH SEMI-ANNUAL VEGETABLES

Set aside the second section for vegetables that are harvestable in six to nine months. These are winged bean (seguidillas), bitter gourd (ampalaya), eggplant, (talong), okra, squash, garlic, onion, cucumber, chayote, upo, patola, wax ground (kundol), ginger and others. As in the first section, plant one-half of this section and reserve the remaining half-portion for relay planting.
PLANT THE REMAINING ONE-THIRD WITH ANNUAL VEGETABLES

Set aside the last section for planting year-round vegetables like lima beans (patani), Upland kangkong, alugbati, tinangkong, sweet potato (kamote), gabi, cassava, pigeon pea (kadios), etc. As in the first and second sections, plant only one-half of this section and reserve the remaining one-half for relay planting.

PLANT SURROUNDING AREA OF THE GARDEN WITH PERMANENT CROPS

Plant the surrounding area of your garden with permanent or semi-permanent plants like papaya, pineapple, sugarcane, yam beans, malunggay, banana, citrus and short fruit tree.
HAVE A SEED BED IN ONE CORNER (1 METRE SQ)

SIMPLE OVERVIEW

- Locate the best place of the garden.
- Provide enough space.
- Thoroughly prepare the soil.
- Fertilize with compost.
- Prepare your seedbed.
- Plant one-third to early-maturing vegetables.
- Plant another one-third to semi-annual vegetables.
- Plant the remaining one-third to annual vegetables.
- Plant the surrounding area of the garden to permanent crops.
- Plant reserved portion on time.
- Practice crop rotation.
BENEFITS OF A FAITH GARDEN

Importance of Vegetables
Vegetables are essential to our daily diet. Rich in vitamins and minerals, these plants contribute enormously to the nutrient requirements of the human body.

Many People Do Not Eat Vegetables Daily
While vegetables can easily be grown in most parts of Africa and Asia, surprisingly some do not grow enough of them.

Reason for Low Vegetable Consumption
Scientists believe that low vegetable consumption can be traced to lack of knowledge of the health benefits. Many people do not know that vegetables are inexpensive sources of natural vitamins, minerals, and proteins. In addition, many fail to maintain vegetable garden in their home yards because there is a general lack of know-how on simple, practical home-gardening methods.

Home Gardening Can Reduce A Family’s Daily Food Expense
Home gardening can reduce by about 20 percent a family’s total daily food expenditures. Considering the high cost of vegetables and the rate of malnutrition in the country today, home gardening should be taken seriously by families with low income and those members are nutritionally at risk.

A Closer-Knit Family
Home gardening can also bring a family closer together. Remarks one schoolteacher, "Working in the garden together helps strengthen family ties."

Vegetable from Home Garden Are Superior
Fresh vegetables from home gardens are generally superior compared to those sold in the markets that are polluted by exposure to dust and insects and by handling. Moreover, if you grow your own vegetables, you can know for sure whether chemicals have or have not been applied to them.

Additional Income
Sometimes, home gardens produce more vegetables than a family can consume. The surplus may be shared with neighbors and friends or sold in the market to add to a family’s income.

Other Benefits of Home gardening
Home gardening is an invigorating form of exercise that strengthens soft, flabby muscles. It can also improve the appearance of your home lot. A yard with lush-growing vegetables is very pleasant to look at.

Fresh Vegetables Every Day
As its name suggests, the FAITH garden will produce a continuous and sufficient supply or fresh vegetables for your family every day. However, it is not felt that FAITH gardening is the final word for family gardening. This is only an attempt to develop a home garden that can provide adequate food with minimum cost, labor, and land utilization. It is meant to be used as a guide and we welcome any improvements that you can suggest.
ONLINE GAMES

A lesson for older children, youth, and adults

Objectives
After working through this lesson:
1. Participants will know ways to lead online games.
2. Participants will know examples of online games.

Overview for facilitators
With the coronavirus disease pandemic, many people have been unable to meet in person or in groups. However, they can still get together online and play online games. Many of these games were suggested by a missionary in Peru.

Materials
- Paper and pens, pencils, or markers
- Other materials
  - Tablet, computer, or smart phone
  - Internet access or data usage
  - A videoconferencing program or app such as Zoom, Facebook, or other videoconferencing or gaming apps.

Legend:
- Role Play
- Facilitator
- Group Discussion
- Question for Group
- Handouts/Instructions

LESSON 1 HOUR

I. Using Online Games (10 minutes)
Discuss as a group:
A. Why play online games?
   1. Many people can’t get together in person.
   2. Many groups can’t meet together.
   3. Sometimes people feel isolated or lonely.
   4. But they can still get together online!
   5. Online games are fun.
   6. Online games are a great way to meet people and build friendships.
   7. Online games can be used to review Bible or health lessons.
   8. Online games help to connect people.
B. What do you need to play online games?
   1. Each person needs access to the internet or cell phone data.
   2. Each person needs a smart phone, a computer or a tablet.
   3. The host needs a video conferencing program or app such as Zoom.
   4. There are many other videoconferencing programs. This is not an ad for Zoom.
   5. The host will probably need to register for the videoconferencing program, but there are free versions.
C. How do you learn how to do videoconferencing?
   1. Practice with a friend who has more experience.
   2. Each program will have instructions and often teaching videos.
   3. Search on YouTube for other teaching videos.
   4. Look up instructions online.
D. Some people are hesitant or shy about participating. How do you encourage them to take part?
   1. They can play at first with a partner or friend.
   2. Start with easy games with group participation.
   3. Be encouraging. Don’t be critical.
   4. Play in smaller groups.
   5. Play with friends or with people who know each other.
   6. Some programs like Zoom will allow a large group to break down into smaller breakout groups.
   7. Most people will become more comfortable online over time.

II. **Examples of Online Games** (45 minutes)
Before leading these games with a group, try them out yourself.

<table>
<thead>
<tr>
<th>Simon Says</th>
<th>Hangman or Hang the Devil.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leader gives instructions, saying “Simon says…”, and the others follow the instructions. But if the leader does not say “Simon says…”, they must not move. If they move without the leader saying, “Simon says…”, they are out.</td>
<td>Pick a word or a phrase from the Bible lesson or topic that you are studying. Write out the word or phrase using dashes instead of letters. Draw a gallows on your screen or paper. Participants guess a letter in the word. If they are correct, the letter is added to the word or phrase. If they are wrong, a body part (head, body, an arm, etc.) is added to the figure on the gallows. The goal is to guess the word or phrase before a complete figure is drawn.</td>
</tr>
<tr>
<td>20 Questions</td>
<td>The presenter has an object or a picture and gives 3 or more hints to the others. Can they guess what the object is, or what the picture shows? Then show the object or picture so that all can see.</td>
</tr>
</tbody>
</table>
ONLINE GAMES

**Show It on Camera**
The leader names an object or gives instructions for the others to show on screen. For example, “Bring a pen.” “Bring your favorite book.” “Bring something that makes you happy.” “Bring something from your childhood.”

**Pictionary**
Play Pictionary by sharing a screen or by drawing on paper. Draw a picture of an event, a famous person or movie, or a character or story from the Bible. Can the others guess what you are drawing?

**Scavenger Hunt**
Write a list of objects for participants to find around the house. Who can find them the fastest?

**Charades**
Choose a movie, a book, a character, or an object. Act out each word or each syllable in the word. Can the others guess what you are acting out?

**Guess the Song**
The leader mouths the words and movements of a song without saying any words. Can the others guess the song?

**Follow the Instructions**
The leader gives directions for the others to draw different things on a piece of paper. For example, “Draw a circle in the top right corner; draw a house on the middle of the paper; draw a person swimming on the bottom left” and so on. Then show each other your drawings.

**Zoomed In**
Show a highly zoomed in or magnified photo, so only a small area of the photo is seen. Can the others guess what the photo is?

**Crossword**
Make up a small crossword with words from a Bible lesson or health topic that you have been studying. Show the crossword on the screen and give clues to each of the words. Can they fill in the full crossword?
III. **Summary** (5 minutes)

A. How did it go? What was your favorite game?
   1. I liked…
   2. It was difficult to play…

B. When can you use some of these games?
   1. With my online Bible class
   2. With our youth group
   3. With our Children’s CHE club.
   4. With family members who live in another area.

**ATTITUDE:** Online games can be a fun and practical way to get together.

**SKILL:** Participants know how to play online games with older children, youth, or adults.

**EVALUATION:** Are the participants playing online games?