Coronavirus Disease (COVID-19) Care Group Module

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The Lesson Plans (1 – 3) include stories, activities, and Picture Boxes for Corona Virus Disease (COVID-19) flipchart.

They are adapted for Level 1 (no case in country but WHO declared pandemic) or level 2 context (<100 cases in country but no case in area of intervention)

- Level 1: 25 participants in total
- Level 2: 10 participants in total
IMPORTANT:

This Care Group module on preventing the spread of COVID-19 has been developed over the last few weeks by the SBC and Health Units of FH GSC. We at the GSC are distributing it as a resource to help FH regions and fields who have decided to respond in the short term to the COVID-19 pandemic.

Care Group Volunteers will be trained and empowered to cascade the COVID-19 messages to the individual households (by cell phone where possible) or to individual neighbor circle households, preferably out of doors, or small groups of neighbor circle members, while observing the recommended social distancing.

The meetings, with smaller groups, could, theoretically be shorter, to allow the facilitators/promoters to reach all the Care Groups in a timely fashion. For example, if the group typically meets on the second and fourth Tuesday of each month from 9:30am to 11:30am, one small group could meet from 9:30 to 10:30am and the second small group could meet from 11am to 12pm.

This module is just an example and is not official guidance, because every situation is different and you have so many factors to consider. If you do decide to use this module, please adapt it as you see fit for your context.

You should always coordinate with your local Ministry of Health (MOH) and ensure any messages you disseminate reflect your MOH’s recommendations and guidelines. Please feel free to share this module freely with other organizations.

Participants include partners, CGVs, staff, trainers and translators. Do not organize massive training with several groups at a time. Facilitators should train 1 Care Group at a time, even if it takes more time to train every one. It is a safety measure to avoid the spread.
Understanding the Lesson Plan Format

Each lesson begins with objectives. These are the behavior, knowledge, and belief objectives that are covered in the lesson. Most objectives are behavioral objectives written as action statements.

Under the objectives, all of the materials needed for the lesson are listed. Some materials, as noted in the lists of needed materials, should be brought by an Activity Leader chosen in each Care Group. See the description of the activity sections, below, for more information.

Each exercise (section of the lesson plan) is identified by a small picture. Pictures are used to remind non-literate Care Group Volunteers (CGVs) of the order of the activities. For example, when it’s time to lead the game, the lesson plan shows a picture of people laughing as if they are enjoying a game (see below). The pictures in the lesson plan cue CGVs of the next activity. Review the descriptions below for more information.

The first activity in each lesson is a game or song. Games and songs help the participants to laugh, relax, and prepare for the lesson. Some games review key messages that the participants have already learned.

Following the game, all Promoters¹ should take attendance. Following attendance, the Promoter follows up with any difficulties that the CGVs had teaching the previous lessons.

When CGVs are teaching neighbor groups (the beneficiary women that they serve gathered together in a group), this is a good time to review key messages from the previous lesson and hear the success and challenges the neighbor mothers had when trying out new practices from the previous lesson. During individual home visits, this can be done one-on-one.

¹ Paid staff are called Promoters. The role of the Promoters is to train CGVs to facilitate lessons with their neighbors.
Next the Promoter reads the story printed on the flipchart, using the images to share the story, where available. The story in each lesson is followed by discussion questions.

Discussion questions are used to discuss the problems faced by the main characters in the module. Use the story and discussion questions to discover the current practices of the women in the group (or the mother being visited during a home visit).

**Ask about Current Practices**

After turning to a new flipchart page, where there’s a picture ask, “What do you think these pictures mean?” After the participants respond, explain the captions and key messages written below or next to the pictures. Each picture box may have one or more pictures in it.

**Share the Meaning of Each Picture in the Picture Box**

The lesson plan may also contain additional information for the trainer. The additional information does not need to be discussed during the lesson unless it relates to questions asked by the participants.

Next is an activity. Activities are “hands-on” exercises to help the participants understand and apply what they have learned. Many of these activities require specific materials and preparations.

**Activity**

The Activity Leader, chosen in each Care Group, is responsible for organizing materials for each lesson’s activity. The Activity Leader meets with the Promoter 10 minutes before each lesson to discuss the needed materials for the next lesson’s activity. The Activity Leader is responsible to talk with the others (CGVs or neighbors) during “Attendance and Troubleshooting” to organize the materials needed for the next meeting, including asking them to volunteer to bring the items
needed for the activity. The Promoter leads the activity, but the Activity Leader supports him/her by organizing the volunteers and aiding the Promoter during the activity.

The Promoter asks if there are any obstacles that prevent the caregivers from trying the new practices. Together with the other mothers in the group, the Promoter helps to solve problems and obstacles mentioned. The group may offer information, skills, or tips to help mothers overcome obstacles.

Discuss Barriers

Next is Practice and Coaching. We want to make sure that each CGV understands the material and can present it to her neighbors. The Promoter observes and coaches CGVs as they practice teaching in pairs using the flipcharts.

When CGVs teach their neighbors, they will modify this activity by asking each participant to share the key messages (and practices) that she has learned with the participant next to her. The CGV will go around and listen to each pair, making sure they understood the key messages correctly.

Practice and Coaching

Finally, the Promoter requests a commitment from each of the participants in the group. It is up to each one of them to make a choice. Do not force anyone to make a commitment if they are not ready.

Request Commitments

All lessons follow the pattern described above. Lessons can be adapted as needed to fit the needs of your group. Lessons should not exceed 2 ½ hours in length each, though some lessons may take longer than others. The suggested time for each section is listed in the table below, but will vary according to the specific lesson plan used.
<table>
<thead>
<tr>
<th>Section Name</th>
<th>Time Needed for this Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game or Song</td>
<td>5–15 minutes</td>
</tr>
<tr>
<td>Attendance and Troubleshooting</td>
<td>5–15 minutes</td>
</tr>
<tr>
<td>Story</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Ask about Current Practices</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Share the Meaning of Each Picture Box</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Activity</td>
<td>15–30 minutes</td>
</tr>
<tr>
<td>Discuss Barriers</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Practice and Coaching</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Request Commitments</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td><strong>2–2½ hours</strong></td>
</tr>
</tbody>
</table>

**Acronyms and Abbreviations**

- CG  Care Group
- CGV Care Group Volunteer
- COVID Corona Virus Disease
- WHO World Health Organization
- SBC Social Behavior Change
- PPE Personal Protective Equipment
- FH Food for the Hungry
- GSC (FH) Global Services Center

**Acknowledgements**

We wish to thank all who contributed to the rapid development of these COVID-19 Lesson Plans to help mitigate the spread and effects of the COVID-19. Contributors include:

1. Armelle Sacher, Action Against Hunger
2. Claire Boswell, Food for the Hungry
3. Florence Amadi, Food for the Hungry
4. Joel Mercado, Food for the Hungry
5. Mary DeCoste, Food for the Hungry
6. Phil Moses, Food for the Hungry

**Photographs:** Courtesy of Curamerica Global, KIKOP project

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Lesson 1: What is Coronavirus?

By the end of the lesson, CGV, mothers and caregivers will be able to describe:

- The nature of Coronavirus Disease
- What the community can do to prevent an outbreak or spread of the virus
- How to identify symptoms of Coronavirus and when to seek treatment

Materials:
- Attendance registers
- Care Group Volunteer flipchart

Summary:
- Game: Zip, Zap, Zop
- Attendance and troubleshooting
- Share the story: Aminata Hears about Coronavirus
- Ask about current practices
- Share the meaning of each picture box in the flipchart:
  - How Coronavirus is Spread
  - Care Groups can Fight Coronavirus
  - Simple Things to Do to Prevent Spread of Coronavirus: Hand Washing and Good Hygiene
  - Simple Things to Do to Prevent the Spread of Coronavirus: COVID-19 handshake
- Activity: Safe Greetings
- Discuss barriers
- Practice and coaching in pairs
- Request commitments

The Promoter should arrive at the training venue at least 45 to 30 mins before the session starts. As participants start arriving Promoter makes sure that they seat at least one meter from each other. Promoter should explain briefly that this is for their safety. Without physical contact, welcome the participants to the session. This means no hand shaking, no hugs, or any type of physical embrace. Using the “safe greeting,” invite each participant to wash hands with soap or use hand sanitizer with at least 60% alcohol before entering the training room/place. Ask participants to stand in a circle, at 1 or 2 meters² from each

² World Health Organization recommends a distance of at least one meter, the US Centers for Disease Control recommends two meters.
other (Depending on the distance your Ministry of Health recommends), and explain the rules.

1. Game: Zip, Zap, Zop  
   (10 minutes)

1. The game name is **Zip, Zap, Zop**.

2. The first player claps their hands saying **“Zip”**, and points at another player in the circle.

3. The player that was pointed to must immediately clap and point at someone else in the circle (including the previous player), saying **“Zap”**.

4. The third player continues the pattern, this time using the word **“Zop”**.

5. The participants continue until the Zip, Zap, Zop goes smoothly around the group.

6. Tell participants, “Now that we are energized, let’s begin our lesson.”

Note for facilitator: In a context of COVID-19, Ebola or Cholera outbreak, always select games with no physical contact, games don’t involve touching other people, no hand shaking, or touching other people’s hands, etc.

2. Attendance and Troubleshooting  
   (15 minutes)

1. The Promoter checks:
   - For Level 1: No more than 25 participants attending the session in total.
   - For Level 2: No More than 10 participants attending the session in total.
Note for facilitator:

- **Level #1:** CGV can do group sessions with a maximum of 16 people and home visits. During meetings, participants should keep a distance of at least a meter from each other.
- **Level #2:** CGV may switch to home visit ONLY, according to Emergency Response Plan.

2. The Promoter fills out attendance sheets for each CGV and neighbor group (beneficiary group).

3. The Promoter fills out vital events mentioned by each CGV (new births, new pregnancies, and mother and child deaths).

4. If a Coronavirus outbreak has been declared in any part of the country, the Promoter should ask about any newly orphaned children and any community members with signs and symptoms of Coronavirus, described later in this lesson.

5. The Promoter asks if any of the CGVs had problems meeting with their neighbors.
   - Reinforce that CGVs need to protect themselves from the disease when making home visits by keeping 1 or 2 meters between them and household members, washing their hands with soap or use hand sanitizer with at least 60% alcohol after each household and avoiding contact with those that are sick unless they have Personal Protective Equipment (PPE).
   - Tell participants: We already know about washing our hands with soap. Other ways of protecting ourselves during an outbreak will be taught in today’s lesson and again in the lessons in the next few weeks.

6. The Promoter offers advice on how to solve the problems mentioned.

7. The Promoter asks the CGVs to review the key practices from the last lesson.

8. The Promoter asks the CGVs about their commitments from the last meeting and follows up with those that had difficulty promoting the new practices.

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3 While this is the first lesson plan in this section of the module, we expect that many Care Groups will have covered other Care Group modules prior to when this module is used.
What was your commitment at the last lesson? Have you been able to keep that commitment?

What did you do?

- Did anyone (spouse, grandmother, or children) interfere or tell you not to follow your commitments? Tell the story of what happened.
- What factors (people, events, or chores) in your life made it difficult to keep your commitments?
- How were you able to overcome these problems?

9. The Promoter thanks all of the CGVs for their hard work and encourages them to continue.

10. The Promoter encourages CGVs to have a sense of pride that they are protecting their communities from the Coronavirus by reinforcing messages and commitments, such as hand washing with soap and prompt care seeking at a health facility when they have symptoms.

11. The Promoter asks the group’s Activity Leader to discuss the needed items for next week’s activity (based on the Promoter’s conversation with her prior to this meeting) and solicit volunteers. (Note: No additional materials are needed for Lesson Plan 2 in this module.)

When CGVs teach their neighbors:

1. The CGV takes attendance.

2. The CGV asks about new births, pregnancies (if this is kept on the form), mother and child deaths, and illnesses in the families of the mothers attending and help refer those with severe illness to the local health facility. (In future meetings, CGVs will start asking additional questions at each meeting with their neighbor mothers. CGVs will ask about any newly orphaned children and about the signs and symptoms of any illnesses that family members have in order to identify illnesses that match the signs and symptoms of the Coronavirus, but without alarming a family.)

3. The CGV asks the mothers to review the key practices from the last lesson.

4. The CGV asks the neighbor mothers about their commitments from the last meeting and follows up with those that had difficulty trying out new practices.

5. The CGV asks the group’s Activity Leader to discuss the needed items for next week’s activity and solicit volunteers. (Note: No additional materials are needed for Lesson Plan 2 in this module.)
3. Story: Aminata hears about the Coronavirus Disease (10 minutes)

Read the story about Aminata in the box below.

Aminata lives in a small village and is terribly scared by the stories going around about this deadly disease called Coronavirus. Everyone is talking about it and how horrible it is. Aminata has heard different stories about it and is not sure which ones to believe. People are passing along stories about Coronavirus, but cannot agree on how it is passed from one person to another, what can be done for a person who gets it, or the reason why people are getting the disease. Aminata is confused and does not know what to believe, and even wonders if Coronavirus is real, after all.

4. Ask about Current Practices (10 minutes)

1. Read the questions in the box below.

What has Aminata heard about Coronavirus disease? What have you heard about it?

How are people in our community reacting to what they hear? What actions are they taking, if any?

2. Ask the first question to hear what community members are saying about Coronavirus (e.g., where it comes from, how it’s spread), both accurate and inaccurate information.

3. Ask the second question to find out what actions – positive or negative – the community is taking.

4. Encourage people to discuss what they have heard. Don’t correct or affirm “wrong answers” yet. Emphasize that misinformation can spread easily in situations with a new disease, especially when people are scared. If anyone asks if a response is correct, do not teach, but answer with, “We will see.” Encourage them to be skeptical about what they hear about Coronavirus from
others, especially from people that are not public health workers, until they have completed their training.

5. After the participants answer the questions, say, “Let’s compare what you’ve heard with this information from health experts.”

### 5. How Coronavirus is Spread (5 minutes)

1. Share the information in the box below.

<table>
<thead>
<tr>
<th>What is presently known is that Coronavirus is spread from person to person.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Between people who are in close contact with one another (within about less than 1 meter).</td>
</tr>
<tr>
<td>• Through respiratory droplets produced when an infected person coughs or sneezes. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.</td>
</tr>
<tr>
<td>• Some spread might be possible before people show symptoms; there have been reports of this occurring with this coronavirus, but this is not thought to be the main way the virus spreads.</td>
</tr>
<tr>
<td>• People are most contagious when they are most symptomatic (the sickest).</td>
</tr>
<tr>
<td>• Coronavirus is not spread by mosquitoes, vaccines, governments, witchcraft or curses.</td>
</tr>
<tr>
<td>• At this point, there is no Coronavirus vaccine that is available to the general public in any country.</td>
</tr>
<tr>
<td>• Even if a safe and effective vaccine is made available to people, many of the control measures that we will talk about below will be helpful in preventing the spread of other dangerous diseases</td>
</tr>
</tbody>
</table>
Signs/Symptoms of Coronavirus:

(Note: A sign is something that someone can see or feel in another person, like a fever, hiccups, or vomiting. A symptom is something that a person feels, like a headache or belly pain).

- Early signs and symptoms of Coronavirus resemble those of other common diseases such as influenza or malaria: fever, sore throat, cough, tiredness, and shortness of breath. These symptoms may appear 2-14 days after exposure.
- More rarely, the disease can be serious and even fatal. Older people, and people with other medical conditions (such as asthma, diabetes, or heart disease), are more vulnerable to becoming severely ill.

2. Facilitate a short discussion by asking participants the following questions:
   - What is surprising or new to you about how Coronavirus spreads and its signs and symptoms?
   - What questions do you have about how Coronavirus spreads or its signs and symptoms?

6. Care Groups can help fight Coronavirus (5 minutes)

1. Ask the participants what healthy practices they have learned in the past that might help their community fight Coronavirus.

2. Read the bold text in the box below.

Communities with strong trust and confidence in each other can help each other avoid Coronavirus.

- Care Groups help build trust and confidence.
- The Care Group Volunteer can help you avoid Coronavirus and know what to do if Coronavirus cases are ever found in your community.
- The Care Group Volunteer is linked to the local health facility and community leaders and can provide information and skills to fight the disease if it ever comes to our community.
7. Simple things to do to prevent the spread of Coronavirus (5 minutes)

1. If available, show pictures of good hygiene and proper handwashing and ask the participants to describe what they see

2. Read the bold text in the box below.

**Practicing good hygiene behaviors can help fight Coronavirus and other diseases.**

- You already have learned many of these behaviors in past Care Group lessons: hand washing with soap, using latrines and disposing of children’s stools properly, purifying water, and cooking foods well.

- We can help others in our community by gently sharing with them how these behaviors can protect us all by lowering the spread of Coronavirus and other diseases.

**Practicing safe greeting**

- Coronavirus is spread from one person to another through simple contact such as handshakes and hugs through droplets generated when an infected person coughs or sneezes, or through droplets of saliva or discharge from the nose. To protect yourself and others, clean your hands frequently with an alcohol-based hand rub or wash them with soap and water.

- Encouraging others to minimize contact with a “COVID-19 Handshake” and a safe hug (hugging yourself) can be an easy way to keep your community safe from Coronavirus, especially if cases have been found in your country and an emergency has been declared.
3. Facilitate a short discussion by asking participants these questions:
   - What strikes you about these actions?
   - How do you think people will respond when you teach them these behaviors?

8. What if someone in the community is sick? (10 minutes)

Care Group Volunteers can help by identifying sick people and ensuring that they get the care they need.

- Volunteers visit their Neighbor Circle regularly and are likely to be the first to know if a person is sick.
- If you find someone who is sick with signs of Coronavirus, report to the Promoter, but do not alarm the family by telling them that the person has Coronavirus. If no cases of Coronavirus have been reported in the country, it is likely that the symptoms of the sick person will be due to another cause and not Coronavirus. But, knowing people who are sick can help identify a case of Coronavirus if one does occur.
- We can work with and support the Ministry of Health and health workers by trying to prevent the spread of Coronavirus.
- We also can encourage cooperation between traditional leaders and public health officials, since they all work for the common good of our community.

Ask participants: How do you feel about your role as a Care Group Volunteer in identifying sick people and helping them to get care?
9. Activity: Safe Greetings
(30 minutes)

1. Tell participants, “We are going to review and role play some of what we have learned today. I’m going to give you the beginning of a sentence and ask you to complete it:
   - Coronavirus is...
   - Coronavirus signs and symptoms include...
   - To prevent Coronavirus, we should…”

2. Tell participants, “Coronavirus is a deadly virus that can change the way we interact with the people we meet in our everyday life. We have talked about the importance of hand washing with soap to stop the spread of Coronavirus and have already learned to do this in our everyday lives.”

3. Then tell participants, “Now let’s spend some time to role play how we can greet the people we are around during the Coronavirus outbreak, without making risky body contact.”

4. Ask for two volunteers to demonstrate:
   a. How to give a “COVID-19 handshake”
   b. How to hug without making body contact, by crossing your arms across one’s hands over one’s own heart or chest

5. After the volunteers have demonstrated this, ask participants to get into groups of two or three. Ask them to think of a situation/scenario where they would usually/naturally shake hands or hug to greet or show affection. Scenarios could include:
   - A visitor walks into the house excited to see you
   - A child is sick at home
   - You are walking by the road and you meet someone you know

6. Ask the participants to role play greeting or showing affection in the scenarios they came up with, but using the “COVID-19 handshake” instead of the usual way they would greet or show affection in those scenarios.

7. When the role playing is complete, explain that greeting or “hugging” our loved ones in such a manner can feel awkward, but it helps reduce transmission of the Coronavirus during an outbreak.
“How easy or hard will it be for our community to adopt this greeting during a Coronavirus outbreak?”

10. Discuss Barriers (15 minutes)

What things might prevent you from trying these new practices during an outbreak of Coronavirus?

1. Ask each participant to talk to the person seated closest for the next 5 minutes and share barriers they may face and concerns about the new teaching. Together, they should try to find solutions to the barriers and information that helps with their concerns. After 5 minutes, ask them to share what they have discussed.

2. Help find solutions to their barriers and information to help with their concerns. If one participant offers a good solution to another participant’s concern, praise her and encourage others to consider this solution, as well.

What might prevent you from hand washing your hands with soap frequently?

Possible Concerns:

- There is no money to buy soap.
  - Talk about options to buy cheaper soap, such as washing powder, or to use wood ash or chlorine solution, if available.
- It is hard to remember to wash hands with soap.
  - Talk about ways to remember when to wash your hands with soap, such as assembling a hand washing station, building a Tippy Tap, learning a song, putting up a poster, and others.
  - Explain that it can be helpful to have more than one hand washing station to help you remember to wash hands. For example, building a Tippy Tap near the latrine (or having a simple bucket and scoop hand washing station), and another station outside the door to the house.

How can we greet people or care for our family without touching?
• Possible concerns: My in-laws will be offended if I do not allow them to hug my children.

• Talk about ways to show respect while practicing safe greetings.

11. Practice and Coaching (20 minutes)

For CGV groups:

1. Ask each CGV to share the teachings she has learned with the person sitting closest to her, using today’s lesson.

2. Each CGV should teach the person next to her in the same way the Promoter taught her, omitting the game and other group activities.

3. After 10 minutes, ask the participants to switch roles. The other CGV should share the teachings from the remainder of the lesson.

4. The Promoter watches, encourages, praises, corrects, and helps CGVs that are having trouble.

5. When everyone is finished, answer any questions the CGVs have about today’s lesson.

For Neighbor Groups:

1. Ask each participants to review the key messages they have learned from today’s teaching with the person sitting closest to them. Then ask each of them to share with another person what new things they will do in their home or neighborhood based on this new teaching.

12. Request Commitments (10 minutes)
Based on today’s teachings, what commitment will you make?

Ask each participant to say out loud one or more commitments that they will make today. No one should be pushed to make a particular commitment, but rather commit to something that they feel they can do, that today’s lesson has inspired them to do.

For example:
- I commit to washing my hands with soap and water frequently throughout the day.
- I commit to reporting all illnesses that could be Coronavirus to the Promoter or community leader.

Lesson 2: How is Coronavirus Spread?

By the end of the lesson, CGV, mothers and caregivers will be able to:
- Describe what Coronavirus is and list the signs and symptoms
- Explain what happens to a person when they get sick with Coronavirus
- Share with someone else where to get accurate information about Coronavirus in their community and what to do if they suspect Coronavirus in their household

Materials:
- Attendance registers
- Care Group Volunteer flipchart

Summary:
- Game: Body Writing
- Attendance and troubleshooting
- Share the story: Two Sisters get Coronavirus
- Ask about current practices
- Share the following:
  - Coronavirus can be fatal but early care can help you survive
  - Coronavirus spreads from person to person
  - How do you know it is Coronavirus? What do you do next?
- Activity: Hand washing song
• Discuss barriers
• Practice and coaching in pairs
• Request commitments

1. **Game: Body Writing**  
   (10 minutes)

1. Ask participants to write their name in the air with a part of their body. They may choose to use an elbow, for example, or a leg. Continue in this way, until everyone has written his/her name with several body parts.

2. Or, as an alternative to writing their name, they may draw a picture in the air of an animal or object they like, for example, a flower or bird.

3. Tell participants, “Now that we are energized, let’s begin our lesson.”

2. **Attendance and Troubleshooting**  
   (15 minutes)

**When teaching Care Group Volunteers (CGVs; Leader Mothers):**

1. The Promoter fills out attendance sheets for each CGV and neighbor group (beneficiary group).

2. The Promoter fills out vital events mentioned by each CGV (new births, new pregnancies [if tracked], and mother and child deaths).

3. If a Coronavirus outbreak has been declared in any parts of the country, the Promoter should ask about any newly orphaned children and anyone with signs and symptoms of Coronavirus, referring back to the last lesson on Coronavirus.

4. The Promoter asks if any of the CGVs had problems meeting with their neighbors.
   - Reinforce that CGVs need to protect themselves when making home visits by washing their hands with soap or disinfectant after each household, avoiding contact with those who are sick, etc.
   - Tell participants, “We already know about washing our hands. Other ways of protecting ourselves during a Coronavirus outbreak will be taught in today’s lesson and again in the lessons in the next few weeks.”
5. The Promoter helps solve the problems mentioned.

6. The Promoter asks the CGVs to review the key practices from the last lesson.

7. The Promoter asks the CGVs about their commitments from the last meeting and follows up with those that had difficulty promoting the new practices.

**What was your commitment at the last lesson? Have you kept that commitment?**

**What did you do?**

- Did anyone (spouse, grandmother, or children) interfere or tell you not to follow your commitments? Tell the story of what happened?
- What factors (people, events, or chores) in your life made it difficult to keep your commitments?
- How were you able to overcome these problems?

8. The Promoter thanks all of the CGVs for their hard work and encourages them to continue. CGVs should have a sense of pride that they are protecting their communities from Coronavirus by reinforcing messages and commitments such as hand washing and prompt care seeking at a health facility when someone is sick.

9. The Promoter asks the group’s Activity Leader to discuss the needed items for next week’s activity (if any) and solicit volunteers. (Note: Extra materials are needed for Lesson Plan 3: basin, soap, and water.)

**When CGVs teach their neighbor mothers:**

1. The CGV takes attendance.

2. The CGV asks about new births, pregnancies (if tracked), mother or child deaths, or illnesses in the families of the mothers attending and help refer those with danger signs of severe illness to the local health facility.

3. In addition, the CGV needs to start asking new questions at each meeting with their neighbor mothers, including about any newly orphaned children and about the signs and symptoms of any illnesses that family members have (in order to identify illnesses that match the signs and symptoms of Coronavirus), but without alarming the family.

4. The CGV asks the neighbor mothers to review the key practices from the last lesson.

5. The CGV asks the neighbor mothers about their commitments from the last meeting and follow up with those that had difficulty trying out the new practices.
6. The CGV asks the Activity Leader to discuss the needed items for next week’s activity (if any) and solicit volunteers. (Note: Extra materials are needed for Lesson Plan 3: basin, soap, and water.)

3. Story: Two Sisters get Coronavirus
(10 minutes)

Read the story in the box below

One morning, Elena woke up feeling unwell. She was coughing and her body felt weak. “It’s probably just a common cold,” she thought. But, she was very scared because she had heard about Coronavirus affecting people in other parts of the country. By early that evening, she had a high fever.

Her sister Grace came by to visit her, as she routinely does. “You don’t look well. Are you alright?” she asked. Grace could see sweat on Elena’s forehead and, naturally, she touched it to feel if she had a fever. Elena’s body was very warm! “I think you should go to the hospital. What if it’s Coronavirus? They are having cases of that in other provinces,” Grace added. “No, I think it’s just a little malaria. I will take some tablets. They say there is no cure for Coronavirus after all,” Elena replied.

Even though she was feeling a lot worse later that evening, Elena continued to prepare dinner for her family. When her son, Zomo, got home, Elena was extremely weak and was having difficulty breathing. “I think we should go to the hospital,” Zomo said. “Why would you take me to the hospital when there’s never medicine at the hospital? I’m not going! Let’s eat and go to bed,” Elena responded with resentment.

In the morning, Zomo left for school, but soon got a message that his mother had died at home. He rushed home and found his father kneeling next to his mother’s body, hugging her and crying. Zomo cried, too.

Soon after the burial, Zomo, his dad, and his Aunt Grace had the same symptoms as Elena. They all went to the hospital where they got treated and, after two weeks, got completely well.
4. Ask about Current Practices (10 minutes)

1. Read the questions in the box below

   - What are some of the symptoms of Coronavirus? What symptoms did Elena have?
   - What have you heard about how Coronavirus is transmitted?
   - What things can you do to protect yourself and others from Coronavirus? How do you think Zomo, his dad, and his aunt Grace got infected?

2. Ask the first question to hear what participants remember about Coronavirus symptoms.

3. Ask the second question to hear what participants remember about modes of Coronavirus transmission.

4. Ask the last question to hear what participants remember about what they can do to protect themselves and others from contracting Coronavirus.

5. **Encourage discussion.** Allow participants to help each other remember key points from the previous lesson. Correct and remind them of what they learned as necessary.

6. After the participants answer the last question, tell them we will learn more about Coronavirus in this lesson, focusing on one of the most important things we can do to prevent the disease from spreading.
5. Coronavirus is Dangerous: Signs/Symptom (5 minutes)

1. Read the bold text in the box below.

**Coronavirus is a dangerous disease that has killed thousands of people that have gotten it.**

- Most of the people that get Coronavirus survive with proper care, but many do not despite best efforts. With early detection and good care, many more people may survive. You can make the difference.

**Symptoms of Coronavirus include coughing, tiredness, high fever and difficulty breathing**

- Early signs usually include a fever, weakness and fatigue, and a cough
- Severe cases include difficulty breathing and shortness of breath, and persistent pain or pressure on the chest,

? Have you ever seen someone with these signs or symptoms?

? What are some other sicknesses that have similar signs?

? How can you know if someone with these symptoms has Coronavirus or one of the other diseases?

Health workers with the right equipment and supplies can do these tests and tell you whether it is Coronavirus.

The only way to know when there is a Coronavirus outbreak in your country is through an official government announcement. Do not rely on rumors or hearsay. People like to tell stories to get other people excited about scary things, but rumors can cause a lot of harm. Only listen to information on Coronavirus from trusted sources, such as the Ministry of Health, other government ministries (that are
working with international agencies), and organizations that are working with the Ministry of Health.

6. Activity: Hand Washing Song
(30 minutes)

1. Tell participants, “Today we are going to do some activities to help us think more about how to protect ourselves from Coronavirus and other diseases. Let’s review the times we should wash our hands with soap and the best way to wash our hands. We will go around the circle and each share one important time to wash our hands.”

2. Make sure all the critical times are covered, including after touching or caring for a person who is sick. Have someone demonstrate how they will wash their hands and for how long, while singing the Hand Washing Song or other well-known song that lasts at least 20 seconds, if no Hand Washing Song has been developed in your area.

3. Ask if anyone has any questions before moving on.

Sample Hand Washing Song
We will take action so that Coronavirus can stay away.
Away from our homes.
Away from our community.
Away from our children – our future!
With good hygiene and good practices our community will be safe.
We can do it; we can change our community.
I can change and I can help my neighbors to change.
We will take action so that Coronavirus can stay away!

4. Practice the song with the community health workers/agents (if they attend the meeting), CGVs, and women in your group. Sing it several times so they learn the words.

5. Challenge each participant to learn the song and share it with those that ask about the program.
7. Discuss Barriers (15 minutes)

? What might prevent you from trying these new practices?

1. Ask each participant to talk to someone sitting closest to them for the next 5 minutes. They should share barriers they may face and concerns about the new teaching. Together they should try to find solutions to the barriers and information that helps with their concerns. After 5 minutes, ask them to share what they have discussed.

2. Help find solutions to their barriers and information to help with their concerns. If a participant offers a good solution to another participant’s concern, praise her and encourage others to consider this solution, as well.

3. Possible Concerns:
   - What if I do not have access to any reliable information?
   - What if the symptoms are from something else, not Coronavirus?

8. Practice and Coaching (20 minutes)

For CGV groups:

1. Ask each CGV to share the teachings she has learned with the person sitting closest to her. She will use the first few pages of the flipchart corresponding to today’s lesson.

2. Each CGV will teach the person closest to her in the same way that the Promoter taught her.

3. After 10 minutes, ask the participants to switch roles. The other CGV will share the teachings that correspond with the remainder of the flipchart pages for this lesson.

4. The Promoter watches, encourages, praises, corrects, and helps CGVs that are having trouble.
5. When everyone is finished, answer any questions that CGVs have about today’s lesson.

**For Neighbor Groups:**

1. Ask each woman to review the key messages she has learned from today’s teaching with the person sitting closest to her. Then ask each of them to share with the other person what new things they will do in their home based on this new teaching.

![Image of two women talking]

**9. Request Commitments (10 minutes)**

Based on today’s teachings, what commitment will you make?

Ask each participant to say aloud one or more commitments. No one should be pushed to make a particular commitment, but rather commit to something that they feel they can do, that they are inspired to do by today’s lesson.

For example:

- I commit to being aware of the signs and symptoms people have in my community and teaching others what signs to look for.
- I commit to sharing truths from official sources about Coronavirus, not myths or rumors.
- I commit to doing my best to protect myself, my family, and the community from Coronavirus by washing my hands well and teaching others to do so.
Lesson 3: Prevention: What can you do?

Objectives

By the end of the lesson, CGV, mothers and caregivers will have:

- Discussed how to prevent the spread of the Coronavirus
- Identified reliable sources of information on Coronavirus
- Explained the importance of adopting prevention practices, such as hand washing
- Identified what to do if they have Coronavirus signs or symptoms
- Practiced persuading a sick person to seek care quickly when signs and symptoms of Coronavirus appear

Materials:

- Attendance registers
- Care Group Volunteer flipchart
- Basin, soap, and water (brought by the Activity Leader or other volunteers/mothers)

Summary:

- Game: What has changed?
- Attendance and troubleshooting
- Share the story: Moraa Visits her Friend Sabina
- Ask about current practices
- Prevention through Hand Washing
- Activity: Role Play: Visiting a Friend During a Coronavirus Outbreak
- Discuss barriers
- Practice and coaching in pairs
- Request commitments

1. Game: What Has Changed? (10 minutes)
1. Participants break into pairs. Partners observe one another and try to memorize the appearance of each other.

2. Then one turns their back while the other notes three changes to his/her appearance, for example, putting the watch on the other wrist, removing glasses, and rolling up sleeves, removing a necklace.

3. The other player then turns around and tries to guess the three changes. The players then switch roles.

4. Tell participants, “Now that we are energized, let’s begin our lesson.”

2. Attendance and Troubleshooting (15 minutes)

When teaching Care Group Volunteers (CGVs; Leader Mothers):

1. The Promoter fills out attendance sheets for each CGV and neighbor group (beneficiary group).

2. The Promoter fills out vital events mentioned by each CGV (new births, new pregnancies, and mother and child deaths).

3. If a Coronavirus outbreak has been declared in any parts of the country, the Promoter asks about any newly orphaned children and families with signs and symptoms that match the signs and symptoms of Coronavirus.

4. The Promoter asks if any of the CGVs had problems meeting with their neighbors.
   - Reinforce that CGVs need to protect themselves when making home visits by: washing their hands with soap or using hand sanitizer with at least 60% alcohol after each household, avoiding contact with those who are sick. We already know about washing our hands and alternate, safe greetings during a Coronavirus outbreak. Other ways of protecting ourselves during a Coronavirus outbreak will be taught in today’s lesson and again in the lessons in the next few weeks.

5. The Promoter helps to solve the problems mentioned.

6. The Promoter asks the CGVs to review the key practices from the last lesson.

7. The Promoter asks the CGVs about their commitments from the last meeting and follows up with those that had difficulty promoting the new practices.
What was your commitment at the last lesson? Have you been able to keep that commitment?

What did you do?
- Did anyone (spouse, grandmother, or children) interfere or tell you not to follow your commitments? Tell the story of what happened?
- What factors (people, events, or chores) in your life made it difficult to keep your commitments?
- How were you able to overcome these problems?

8. The Promoter thanks the CGVs for their hard work and encourages them to continue. Encourage CGVs to have a sense of pride that they are protecting their communities from Coronavirus by reinforcing messages and commitments, such as hand washing and prompt care seeking at a health facility.

9. The Promoter asks the group’s Activity Leader to discuss the needed items for next week’s activity (if any) and solicit volunteers. (Note: No additional materials are needed for Lesson Plan 4.)

When CGVs teach their neighbors:

1. The CGV takes attendance.

2. The CGV asks about new births, pregnancies (if tracked), or illnesses in the families of the mothers attending; mother or child deaths; or illnesses in the families of the mothers attending and helps refer those with danger signs of severe illness to the local health facility.

3. In addition, the CGV will need to start asking new questions at each meeting about newly orphaned children and about the signs and symptoms of any illnesses that family members have in order to identify illnesses that match the signs and symptoms of Coronavirus, but without alarming the family.

4. The CGV will ask the mothers to review the key practices from the last lesson.

5. The CGV will ask the neighbor mothers about their commitments from the last meeting and follow up with those that had difficulty trying out new practices.

6. The CGV asks the group’s Activity Leader to discuss the needed items for next week’s activity (if any) and solicit volunteers. (Note: No additional materials are needed for Lesson Plan 4)
3. Story: Moraa Visits Her Friend, Sabina
(10 minutes)

Read the story in the box below.

Moraa and Sabina are friends and live in the same community. Moraa went to visit Sabina at her home. “Good morning,” Moraa said. “Good morning Moraa. Welcome and have a seat,” Sabina responded. Although the two friends had heard about Coronavirus, there had not been any Coronavirus cases in their community. Sabina owned a television set and there had been a lot of news on Coronavirus from other provinces.

“Please wash your hands so we can share a cup of tea,” said Sabina, as she handed a basin of water and soap to Moraa.

“So, have you heard about this Coronavirus disease?” Sabina continued. “Yes, I heard them talk about it on the radio the other day. People were arguing about whether it was real and about who brought it to our country,” said Moraa. Moraa proceeded to excitedly tell Sabina many of the rumors she had heard. Sabina responded, “People like to spread rumors. But the nurse at our clinic has been trained on Coronavirus. She said that the disease is real and can be passed from one person to another. However, there are ways to protect ourselves, our families, and our community.” Moraa listened attentively as Sabina explained different ways of preventing Coronavirus, including hand washing with soap frequently, social distancing (avoiding large crowds), avoiding touching your eyes, nose and mouth, notifying authorities when someone has signs or symptoms of Coronavirus. The two friends had a long talk on Coronavirus, sharing what they had heard about it. Sabina had valuable information, which she shared with Moraa.

As Moraa left, she stopped by the latrine. Outside the latrine, she noticed a hand washing station with soap right by the latrine, in addition to two other stations – one in the house and another by the main entrance to the house. She was very impressed with, and motivated by the precautions Sabina was taking to stay safe.
4. Ask about Current Practices (10 minutes)

1. Read the questions in the box below.

   ? What is the difference between Moraa’s and Sabina’s knowledge on Coronavirus and who they trust for information?
   ? What are the results of the conversation between Moraa and Sabina?
   ? Do you think the people in your community are more like Moraa or Sabina? Which do you want to be like?
   ? How did Sabina demonstrate her commitment to preventing Coronavirus and other diseases?

2. Ask the first question to discuss the difference in Coronavirus awareness and sources of reliable health information between Moraa and Sabina.
   - Moraa believes in sharing rumors and myths that she has heard about Coronavirus. Sabina only talks about information that she has received from specially trained health workers—information that she trusts.

3. Ask the second question to explore the results of the conversation between Moraa and Sabina.
   - Sabina uses accurate information that she has learned from a specially trained health worker to educate Moraa about Coronavirus.
   - Moraa leaves impressed by Sabina’s prevention measures and more informed about Coronavirus.

4. Ask the third question to discuss the current way people get information about diseases in the community and what the volunteers think they would normally do.

5. Ask the fourth question to point out how Sabina’s actions play an important role in preventing Coronavirus and how taking action to prevent illnesses shows that you are a good citizen.

7. Encourage discussion. Allow participants to help each other remember key points from the previous lesson. Correct and remind them of what they learned as necessary.
6. After the participants answer the last question, move to the next flipchart page by saying, “Let’s learn more about Coronavirus together.”

5. Seeking Care Early (5 minutes)

3. Read the bold text in the box below.

**Coronavirus can be treated, and most people recover, especially those who seek treatment early.**

- Early care seeking improves your chance of surviving.
- Early care seeking can help prevent infecting others in your family.
- Early care seeking means calling the Coronavirus hotline right away when you have signs or symptoms. Avoid public transportation.
- You can do the right thing and not infect your family by seeking treatment quickly when you have signs of Coronavirus.

**It is important to convince sick neighbors and other people who are sick to seek care.**

- Early care seeking can help prevent infection of your family members, neighbors and others in the community.
- If you know someone who is sick, you can also call the Coronavirus hotline. *(Promoter: Change this, as needed, to be in alignment with Ministry of Health guidance).*
- It is wrong to run and hide with this disease, or to tell people there are no sick people in your house when they are sick. More people will get sick with Coronavirus by doing this.
- People who are sick can be heroes and take themselves to the health center so that family members and neighbors do not get sick. Others may remember and respect you for how you reacted when you got sick.

What are people in your community doing now when someone is sick?
Have you helped someone get care for Coronavirus? What happened?
How can you seek care for someone who might have Coronavirus?
Do you think you would be able to seek care for yourself or a family member who is sick?
1. Tell the participants, “Today, we are going to practice how to convince one of your neighbors who is sick to seek care early to help them get better and to prevent infection of their family members or neighbors. We will divide you into groups of three. One of you will pretend to be a sick neighbor, the other will be the sick neighbor’s husband, and the third will pretend to be a CGV who is visiting. Each “sick neighbor” and her husband to give a reason why she will NOT go to the health center. The “CGV” will then try to convince the neighbor and her husband to go to the health center.

2. Divide the participants into groups of three and designate who will play which part. Take the “sick neighbor” and her “husband” aside privately and give each pair a different reason why they will object to going to the health center. Then put the three together. When all the groups have received their instructions, start the role play. Circulate among the groups and coach each CGV (if she needs it) by suggesting what to say the them to convince them to go to the health center for care.

   a. Here are some ideas for objections and things to say to convince someone to seek care. You can talk to your local health center to find other common objections and things to say.

<table>
<thead>
<tr>
<th>Objections to seeking care</th>
<th>Things to say to convince them to seek care</th>
</tr>
</thead>
<tbody>
<tr>
<td>“This is not a serious illness”</td>
<td>Coronavirus can start out looking like a regular flu, but then can get serious very fast. Get checked now to make sure.</td>
</tr>
<tr>
<td>“They never have medicines at the clinic?”</td>
<td>If they find out you have Coronavirus, they will help you get the care you need.</td>
</tr>
<tr>
<td>“I am old. If I’m going to die, I prefer to die at home”</td>
<td>If they treat you early, your chances of recovery are good.</td>
</tr>
</tbody>
</table>
“I don’t want to leave my family”

Yes, I know it’s hard to leave your family. But if you DO have Coronavirus you can pass it on to your family if you don’t get it treated at the health center

3 After 10 minutes bring everyone back into the circle. Choose two or three groups from the role play. Ask them to share with the large group: “What was your objection to seeking care?” Ask the CGV “What did you say to them to try to get them to seek care?” After each group has reported out, ask the “CGVs” “How did it feel when you were trying to convince the neighbor to seek care” (They may say things like “embarrassed”, “frustrated”, “angry”, “sad”, etc.

4. Say to the group, “Often people do not want to seek care if they are sick. This is one important barrier to stopping the spread of Coronavirus. But you all are very good at overcoming barriers. Let’s discuss this and other barriers and think of ways to overcome them.”

7. Discuss Barriers
(15 minutes)

? What might prevent you from trying these new practices?

4. Ask each participant to talk to someone sitting closest to them for the next 5 minutes. They should share barriers they may face and concerns about the new teaching. Together they should try to find solutions to the barriers and information that helps with their concerns. After 5 minutes, ask them to share what they have discussed.

5. Help find solutions to their barriers and information to help with their concerns. If a participant offers a good solution to another participant’s concern, praise her and encourage others to consider this solution, as well.

6. Possible Concerns:
   - What if people who are sick don’t want to go to the health center?
   - What if I do not have access to any reliable information?
   - What if families hide someone who is sick?
   - What if people are spreading false information in the community?
What if the symptoms are from something else, not Coronavirus?

8. Practice and Coaching
(20 minutes)

For CGV groups:
6. Ask each CGV to share the teachings she has learned with the person sitting next to her. She will use the first few pages of the flipchart corresponding to today’s lesson.

7. Each CGV will teach the person next to her in the same way that the Promoter taught her.

8. After 10 minutes, ask the participants to switch roles. The other CGV will share the teachings that correspond with the remainder of the flipchart pages for this lesson.

9. The Promoter watches, encourages, praises, corrects, and helps CGVs that are having trouble.

10. When everyone is finished, answer any questions that CGVs have about today’s lesson.

For Neighbor Groups:
2. Ask each woman to review the key messages she has learned from today’s teaching with the person sitting closest to her. Then ask each of them to share with the other person what new things they will do in their home based on this new teaching.

9. Request Commitments
(10 minutes)

Based on today’s teachings, what commitment will you make?

Ask each participant to say aloud one or more commitments. No one should be pushed to make a particular commitment, but rather commit to something that they feel they can do, that they are inspired to do by today’s lesson.
For example:

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- I commit to sharing truths from official sources about Coronavirus, not myths or rumors.
- I commit to doing my best to protect myself, my family, and the community from Coronavirus.

The following resources were used in the development of these Lesson Plans:

- World Health Organization. 2020. Coronavirus, Available at https://www.who.int/health-topics/coronavirus#tab=tab_1