



# FutureLife-Now!

COVID-19 RESPONSE

## FutureLife-Now! Covid-19 Facilitators' Manual



Schweizerische Eidgenossenschaft  
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FutureLife-Now!



MIETAFRICA

Improving the lives of children and youth



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## Preparation for the workshop

- Ensure the room layout is conducive for workshop activity
- Display the three COVID-19 posters in the venue
- Ensure registers are prepared
- Have workshop materials ready for demonstration and distribution (see resources checklist)

### Workshop resources checklist

Item	Tick (✓)
Attendance register	
Prestik	
COVID-19 posters	
COVID-19 Facilitators' Manual	
COVID-19 Information Booklet	
COVID-19 song	
Tippy tap (bottle) + basin	
Soap	
Towel	
Personal Protective Equipment (masks, gloves, protective overalls)	
Thermometer	

## Workshop programme (50 minutes)

WORKSHOP COMPONENT	FACILITATOR GUIDELINES	RESOURCES REQUIRED
<b>Introduction</b> <b>(5 minutes)</b>	<ol style="list-style-type: none"> <li>1. Welcome participants and introduce yourself as the facilitator who will be leading the training.</li> <li>2. Introduce the workshop topic—<i>FutureLife-Now! COVID-19</i>.</li> <li>3. Ask participants what they are expecting to get out of the workshop (i.e. what they are expecting to learn about COVID-19).</li> <li>4. Explain that during this workshop they will be learning about COVID-19 and how to keep safe and protect themselves and others</li> <li>5. Ask them how they feel about COVID-19               <ul style="list-style-type: none"> <li>▪ Explain the ground rules, which include:</li> <li>▪ Listen carefully and participate</li> <li>▪ Ask and answer questions</li> <li>▪ Cellphones off or on silent</li> <li>▪ Respect all views</li> </ul> </li> </ol>	
	<ol style="list-style-type: none"> <li>6. Introduce the COVID-19 song: <i>We can beat the virus - this is how we do it</i>. Get participants to sing the first three verses.</li> </ol>	COVID-19 song
<b>Facts About COVID-19</b> <b>(15 minutes)</b>	<ol style="list-style-type: none"> <li>1. Ask participants what they know about COVID-19; listen carefully to their responses</li> <li>2. Explain the five things participants need to know about COVID-19.           <ol style="list-style-type: none"> <li>i. <b>What is COVID-19?</b> <ul style="list-style-type: none"> <li>▪ <i>COVID-19</i> is a made-up word: <b>CO</b> (Corona), <b>VI</b> (virus) <b>D</b> (disease)—<b>19</b> (identified in 2019).</li> <li>▪ It is a respiratory infection. It is caused by a Coronavirus, which can infect the lungs.</li> <li>▪ <b>Demonstrate</b> breathing action by touching the chest and get participants to do the same.</li> </ul> </li> <li>ii. <b>What are the symptoms of COVID-19?</b> <ul style="list-style-type: none"> <li>▪ Ask participants to list the symptoms of COVID-19 that they know of.</li> </ul> </li> </ol> </li> </ol>	

- Explain that
  - Most people who get infected (80%) do not get very sick and have few or no symptoms. If they do get sick (like a cold or flu) most get better without treatment.
  - Common symptoms of COVID-19 are fever (feeling shivery), a new and bad cough, fatigue (tiredness) and loss of taste or smell.
  - A persistent high temperature (higher than 37.5°C) and shortness of breath (breathing difficulties) may indicate a severe case of the disease. This means you need to visit a doctor, clinic or hospital.

- Demonstrate using the thermometer by taking the temperature of one or two participants.

Thermometer

- Display Poster 1 and explain Section 3 (Symptoms) to participants.

Poster 1, booklet page 4 (5 things you should know)

**iii. How does the Coronavirus spread?**

- Ask the participants how they think the Coronavirus is spread? Why do they say that?
- Explain and demonstrate that
  - The virus spreads easily.

When an infected person talks, breathes, coughs or sneezes, they spread the virus in droplets that travel through the air or land on surfaces or objects around the infected person.

- You can become infected if:

The distance between you and other people is too close (less than 1.5 metres) and you breathe the droplets into your lungs

The droplets land on objects and then you touch these with your fingers and then wipe

your nose, mouth or eyes, getting the droplets into your lungs this way

- Refer to Poster 1, Section 2 to show participants how the Coronavirus spreads.

Poster 1, Section 2  
(Coronavirus spreads easily)

**iv. How does COVID-19 affect children and young people?**

- Explain that
  - Young children and young people under 20 do get infected like everybody but seldom get really sick or ill.
  - If children get infected with the Coronavirus and get sick, they can have diarrhoea, vomiting and loss of taste or smell, and sometimes cough and fever.

**v. People at greater risk**

- Explain that
  - Older people (over 60) and people who have chronic (long-term) disease like diabetes, TB, high blood pressure or heart disease, or who are living with HIV&AIDS, are in greater danger of getting very sick with COVID-19.
  - We need to protect these people from getting infected and if they get infected by COVID-19, they may need medical help.

3. Refer participants to Poster 1, Section 5.

Poster 1, Section 5

4. Sing the COVID-19 song (Verse 3) with participants.

COVID-19 song

5. Distribute the COVID-19 booklet, which has information that they take away with them, to participants.

COVID-19 Booklet

**Choose to stay  
safe: Protect**

1. Ask participants to think about how they can protect themselves from the virus.

**yourself and others**  
**(15 minutes)**

2. Explain that
  - We all must be COVID-19 leaders
  - COVID-19 leaders follow the following *five golden rules* to stop the spread of the virus that are in droplets:
    - 1) Wash your hands thoroughly with soap and water for 20 seconds to kill the Coronavirus in the droplets
    - 2) Keep a safe distance (1.5 metres) so that you do not breathe in droplets
    - 3) Cover your nose and mouth (with a mask) and do not touch your nose, mouth or eyes with your fingers
    - 4) Clean surfaces and household objects that you and your family touch often to get rid of droplets
    - 5) If you feel sick, stay at home so you do not spread the droplets containing the Coronavirus

3. Demonstrate the *five golden rules*

- 1) Give a hand-washing demonstration, using a “tippy tap” with soapy water and sing a verse of the COVID-19 song.
- 2) Walk around with arms outstretched, keeping a *safe distance*  
  
Demonstrate the “safe-bubble”: stretch out both arms and twist all around, making an imaginary bubble.
- 3) Demonstrate how a mask catches droplets
- 4) Explain what *fomites (surfaces, countertops, door handles)* are and how you can clean them
- 5) Isolate the droplets

Tippy tap, soap, water, COVID-19 song

Mask

WORKSHOP COMPONENT	FACILITATOR GUIDELINES	RESOURCES REQUIRED
	<p>4. Explain Poster 2 by asking the questions below:</p> <ul style="list-style-type: none"> <li>▪ Where should you practise social/physical distancing?</li> </ul> <p><i>Answer:</i> playground, school, home, in the community, classroom, taxi rank, etc.</p> <ul style="list-style-type: none"> <li>▪ How and why do you cover your face?</li> </ul> <p><i>Answer:</i> face mask, scarf, etc.</p> <p>5. Demonstrate how to use a face mask.</p> <p>6. Join participants in singing the COVID-19 song (chorus).</p>	<p>Poster 2 (Choose to stay safe—5 top tips)</p> <p>COVID-19 song</p>
<p><b>Be a local leader: Keep yourself and your community safe (10 minutes)</b></p>	<p>1. Explain the five things to be done to become a local leader.</p> <p>1) Tell the truth</p> <ul style="list-style-type: none"> <li>▪ Share correct and accurate health information and do not spread misinformation or fake news.</li> <li>▪ Ask participants to share a fake item of news about COVID-19 that they have heard in their community.</li> </ul> <p>2) Be a health hero by protecting your family, friends and community</p> <p><i>How do you protect yourself?</i></p> <ul style="list-style-type: none"> <li>▪ Use masks, practise physical distancing, wash your hands with soap and water</li> <li>▪ Continue with any medication (ART, diabetes, blood pressure) you are on</li> <li>▪ Eat healthily</li> <li>▪ Continue your regular visits to the clinic/hospital</li> <li>▪ Wear a mask</li> </ul> <p>3) Spread positive energy</p> <ul style="list-style-type: none"> <li>▪ Be happy and active; carry on with normal duties</li> <li>▪ Encourage others who may be feeling sad or down</li> </ul>	<p>Poster 3 (Be a leader)</p>



- Do not listen to negative news or people
- 4) Be a “health champion”
  - Grow a vegetable garden
  - Fetch water for the family and the elderly
  - Speak to the community leader about your challenges
  - Make a tippy tap
- 5) Be a guardian angel for the elderly because they are most at risk, especially if they have chronic diseases
 

*How can you help older members in your family and in the community?*

  - Give them their medication on time
  - Ensure that they have water and food

**Wrap-up  
(5 minutes)**

1. Ask each participant to share one thing that they learnt in the workshop that they can apply at home, school and in their community.
2. End by getting all participants to sing the whole COVID-19 song (time permitting).

**Closure**

1. Ensure all participants sign the register
2. Hand out resources

Register  
Soap, masks,  
booklets