
and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Always wash hands with soap and water, if hands are visibly dirty.

Help children cope with the stress

Children may respond to stress in different ways. Common responses include having difficulties sleeping, bedwetting, having pain in the stomach or head, and being anxious, withdrawn, angry, clingy or afraid to be left alone. Respond to children's reactions in a supportive way and explain to them that they are normal reactions to an abnormal situation. Listen to their concerns and take time to comfort them and give them affection, reassure them they're safe and praise them frequently.

If possible, create opportunities for children to play and relax. Keep regular routines and schedules as much as possible, especially before they go to sleep, or help create new ones in a new environment. Provide age-appropriate facts about what has happened, explain what is going on and give them clear examples on what they can do to help protect themselves and others from infection. Share information about what could happen in a reassuring way.

For example, if your child is feeling sick and staying at home or the hospital, you could say, "You have to stay at home/at the hospital because it is safer for you and your friends. I know it is hard (maybe scary or even boring) at times, but we need to follow the rules to keep ourselves and others safe. Things will go back to normal soon."

CHECKLIST FOR PARENTS/CAREGIVERS & COMMUNITY MEMBERS

- ☐ 1. Monitor your child's health and keep them home from school if they are ill
- ☐ 2. Teach and model good hygiene practices for your children
 - Wash your hands with soap and safe water frequently. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Always wash hands with soap and water, if hands are visibly dirty
 - Ensure that safe drinking water is available and toilets or latrines are clean and available at home
 - Ensure waste is safely collected, stored and disposed of
 - Cough and sneeze into a tissue or your elbow and avoid touching your face, eyes, mouth, nose
- ☐ 3. Encourage your children to ask questions and express their feelings with you and their teachers. Remember that your child may have different reactions to stress; be patient and understanding.
- ☐ 4. Prevent stigma by using facts and reminding students to be considerate of one another
- ☐ 5. Coordinate with the school to receive information and ask how you can support school safety efforts (through parent-teacher committees, etc.)

V. STUDENTS AND CHILDREN

Children and young people should understand basic, age-appropriate information about coronavirus disease (COVID-19), including its symptoms, complications, how it is transmitted and how to prevent transmission. Stay informed about COVID-19 through reputable sources such as UNICEF, WHO and national health ministry advisories. Be aware of fake information/myths that may circulate by word-of-mouth or online.

CHECKLIST FOR STUDENTS AND CHILDREN

- ☐ 1. In a situation like this it is normal to feel sad, worried, confused, scared or angry. Know that you are not alone and talk to someone you trust, like your parent or teacher so that you can help keep yourself and your school safe and healthy.
 - Ask questions, educate yourself and get information from reliable sources
- ☐ 2. Protect yourself and others
 - Wash your hands frequently, always with soap and water for at least 20 seconds
 - Remember to not touch your face
 - Do not share cups, eating utensils, food or drinks with others
- ☐ 3. Be a leader in keeping yourself, your school, family and community healthy.
 - Share what you learn about preventing disease with your family and friends, especially with younger children
 - Model good practices such as sneezing or coughing into your elbow and washing your hands, especially for younger family members
- ☐ 4. Don't stigmatize your peers or tease anyone about being sick; remember that the virus doesn't follow geographical boundaries, ethnicities, age or ability or gender.
- ☐ 5. Tell your parents, another family member, or a caregiver if you feel sick, and ask to stay home.

Age-specific health education

Below are suggestions on how to engage students of different ages on preventing and controlling the spread of COVID-19 and other viruses. Activities should be contextualized further based on the specific needs of children (language, ability, gender, etc.).

Preschool

- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands frequently
- Sing a song while washing hands to practice the recommended 20 second duration.
 - Children can “practice” washing their hands with hand sanitizer
- Develop a way to track hand washing and reward for frequent/timely hand washing
- Use puppets or dolls to demonstrate symptoms (sneezing, coughing, fever) and what to do if they feel sick (i.e. their head hurts, their stomach hurts, they feel hot or extra tired) and how to comfort someone who is sick (cultivating empathy and safe caring behaviors)
- Have children sit further apart from one another, have them practice stretching their arms out or ‘flap their wings’, they should keep enough space to not touch their friends.

Primary School

- Make sure to listen to children’s concerns and answer their questions in an age-appropriate manner; don’t overwhelm them with too much information. Encourage them to express and communicate their feelings. Discuss the different reactions they may experience and explain that these are normal reactions to an abnormal situation.
- Emphasize that children can do a lot to keep themselves and others safe.
 - Introduce the concept of social distancing (standing further away from friends, avoiding large crowds, not touching people if you don’t need to, etc.)
 - Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands
- Help children understand the basic concepts of disease prevention and control. Use exercises that demonstrate how germs can spread. For example, by putting colored water in a spray bottle and spraying over a piece of white paper. Observe how far the droplets travel.
- Demonstrate why it is important to wash hands for 20 seconds with soap and water
 - Put a small amount of glitter in students’ hands and have them wash them with just water, notice how much glitter remains, then have them wash for 20 seconds with soap and water
- Have students analyze texts to identify high risk behaviors and suggest modifying behaviors

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- For example, a teacher comes to school with a cold. He sneezes and covers it with his hand. He shakes hands with a colleague. He wipes his hands after with a handkerchief then goes to class to teach. What did the teacher do that was risky? What should he have done instead?

Lower Secondary School

- Make sure to listen to students' concerns and answer their questions.
- Emphasize that students can do a lot to keep themselves and others safe.
 - Introduce the concept of social distancing
 - Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands
 - Remind students that they can model healthy behaviors for their families
- Encourage students to prevent and address stigma
 - Discuss the different reactions they may experience and explain these are normal reactions to an abnormal situation. Encourage them to express and communicate their feelings
- Build students' agency and have them promote facts about public health.
 - Have students make their own Public Service Announcements through school announcements and posters
- Incorporate relevant health education into other subjects
 - Science can cover the study of viruses, disease transmission and the importance of vaccinations
 - Social studies can focus on the history of pandemics and evolution of policies on public health and safety
 - Media literacy lessons can empower students to be critical thinkers and makers, effective communicators and active citizens

Upper Secondary School

- Make sure to listen to students' concerns and answer their questions.
- Emphasize that students can do a lot to keep themselves and others safe.
 - Introduce the concept of social distancing
- - Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing handsEncourage students to prevent and address stigma
 - Discuss the different reactions they may experience and explain these are normal reactions to an abnormal situation. Encourage them to express and communicate their feelings.
- Incorporate relevant health education into other subjects
 - Science courses can cover the study of viruses, disease transmission and the

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- importance of vaccinations
 - Social studies can focus on the history of pandemics and their secondary effects and investigate how public policies can promote tolerance and social cohesion.
 - Have students make their own Public Service Announcements via social media, radio or even local tv broadcasting
 - Media literacy lessons can empower students to be critical thinkers and makers, effective communicators and active citizens.

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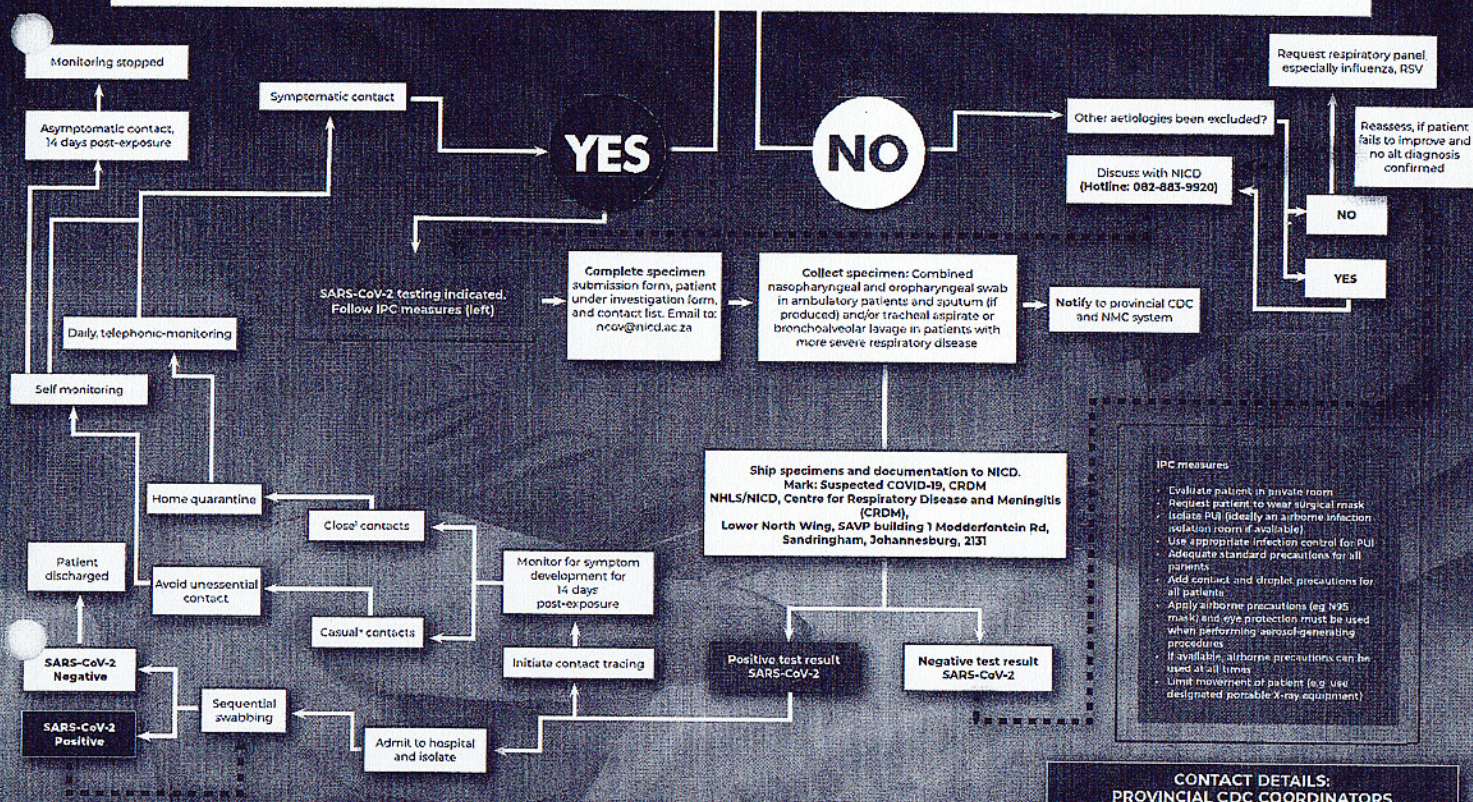
CONTACT

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CORONAVIRUS DISEASE 2019 (COVID-19)

Does the patient meet the case definition for a COVID-19 case?

Persons with acute respiratory illness with sudden onset of at least one of the following: cough, sore throat, shortness of breath or fever $\geq 38^{\circ}\text{C}$ (measured) or history of fever (subjective) irrespective of admission status AND In the 14 days prior to onset of symptoms, met at least one of the following epidemiological criteria:
Were in close contact¹ with a confirmed² or probable³ case of SARS-CoV-2 infection; OR
Had a history of travel to areas with presumed ongoing community transmission of SARS-CoV-2; (Visit WWW.NICD.AC.ZA for an updated case definition). OR
Worked in, or attended a health care facility where patients with SARS-CoV-2 infections were being treated. OR
Admitted with severe pneumonia of unknown aetiology.



Website:
www.nicd.ac.za

24h NICD Hotline:
082-883-9920

Document submission:
ncov@nicd.ac.za

¹ Close contact: A person having had face-to-face contact (≤ 2 meters) or was in a closed environment with a COVID-19 case; this includes, amongst others, all persons living in the same household as a COVID-19 case and, people working closely in the same environment as a case. A healthcare worker or other person providing direct care for a COVID-19 case, while not wearing recommended personal protective equipment or PPE (e.g. gowns, gloves, NIOSH-certified disposable N95 respirator, eye protection). A contact in an aircraft sitting within two seats (in any direction) of the COVID-19 case, travel companions or persons providing care, and crew members serving in the section of the aircraft where the index case was seated. ² Confirmed case: A person with laboratory confirmation of SARS-CoV-2 infection, irrespective of clinical signs and symptoms. ³ Probable case: A PUI for whom testing for SARS-CoV-2 is inconclusive (the result of the test reported by the laboratory) or for whom testing was positive on a pan-coronavirus assay. ⁴ Casual contact: Anyone not meeting the definition for a close contact but with possible exposure.

CONTACT DETAILS: PROVINCIAL CDC COORDINATORS

Province	CDC Coordinator	Contact number(s)
Eastern Cape	Mr T Dlamini Ms N Mgofo	083 378 0189 078 326 1115
Free State	Ms B Nyokong Ms D Balen	083 452 8954 083 757 8217
Gauteng	Dr C Asomugha Ms C Kasebille	082 330 1490 083 490 8165
KwaZulu-Natal	Ms P Govender	071 609 2505
Limpopo	Ms M E Ngobeni	079 491 1909
Mpumalanga	Mr M Zwane	082 225 8893 079 210 6549
Northern Cape	Ms C Hottie	072 391 3245
North West	Ms C Lebako	082 421 7985
Western Cape	Ms C Lawrence	083 486 0777

MESSAGE BROUGHT TO YOU BY THE NATIONAL
INSTITUTE OF COMMUNICABLE DISEASES (NICD)
AND THE DEPARTMENT OF HEALTH

DON'T LISTEN TO FAKE NEWS



Kerrigan Mc

Hi all,
The new virus has been confirmed in South Africa. These 22 confirmed cases in Tafelberg Mitchells and other parts of the country. If you are in contact with anyone with such symptoms, please go to a Doctor immediately. Remember, it is new there is no vaccine at the moment. I will send the details as soon as I receive them.

When making sure all food is cooked properly, the virus lives in such things as meat, poultry, fish, etc. of climates. You can get it by contact on door handles, telephones etc. It's a virus, so you don't need a host to spread it. Please always wash hands off your face

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#CORONAVIRUS

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