PSS and Learning kits for Disease Outbreak
Psychosocial and learning Activities during precautionary measures

Introduction:
During infectious disease outbreaks, children may experience distress for a variety of reasons. The collective anxiety and grief that a community experiences can impact heavily on children. Limited public knowledge of the disease may trigger misinformation, rumors and panic. Media campaigns can also increase levels of distress in the population. Children may lose their regular support networks due to limited mobility and social interaction due to precautionary measures such as curfews, ban on mass gathering, or school closures. Children may become hyper vigilant, afraid of their caregivers or other family members falling ill and dying. When caregivers, family members or friends fall ill, children may be unable to visit them in treatment centers, and may not receive regular updates on their condition. They may also experience the loss of caregivers and family members, upon whom they are dependent for care and survival.

COVID-19 Scenarios in humanitarian access:
Corona virus disease (COVID-19) is an infectious disease caused by a newly discovered corona virus. The best way to prevent and slow down transmission is being well informed about the COVID-19 virus, the disease it causes and how it spreads. This psychosocial support (PSS) and learning kit aims to provide a list of tools and activities that Child Protection and Education partners can use in the below scenario and through different modalities:

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Assumptions</th>
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</table>
| 1. Children and families are not accessible to external humanitarian actors | • Precautionary measures such as road closure, camp entry limit, limit of visitors to institutions which limits external humanitarian staff to assist children and families  
 • Within the location (neighborhood/ camp institutions), community-based volunteers or staff are able to assist children and families |
| 2. Children and families not accessible to either community-based humanitarian workers or external humanitarian workers (and not having any access to online/ Wi-Fi resources) | • Strong precautionary measures such as curfew, lockdown, no movement out of house/tents  
 • Children/ family members are not willing to meet any visitors/ facilitators to avoid contracting diseases  
 • No Wi-Fi/ internet access available to use social network system (SNS) such as Facebook, Twitter, WhatsApp, Viber, YouTube. etc |
| 3. Children and families not accessible to either community-based humanitarian workers or external humanitarian workers (but able to access to online/ Wi-Fi resources) | • Same assumptions as scenario 2, but Wi-Fi/ internet access available to use SNS such as Facebook, Twitter, WhatsApp, Viber, YouTube. etc, able to interact through online platform |

*The toolkit contains the below age-appropriate materials to assist partners to address:  
1) Messages for caregivers / parents  
2) Stories / comic books explaining COVID 19 and how to take precautionary measures  
3) List of activities categorized by three scenario*
Part 1: Messages for Parents and Caregivers

COVID-19: Well-being of you and your children
The following tips will help you to reduce the stress and anxiety of you and your children related to the outbreak of COVID-19. These are tips for you as a parent, but they can also be used by older children who take care of children or by other caregivers of children.

Why your well-being is important:
- You will be able to think clearer
- You will be able to cope better
- You will be more patient
- Your will be able to understand the feelings and behavior of your children better
- Your well-being will help your body to be stronger
- Children up to 12 years old make sense of the outside world by the way that you react to that outside world. Their well-being is directly linked with your well-being.

Tips for your emotional well being:
- Have enough rest, but do not stay too long hours in bed
- Take every day some time for yourself
- Talk with friends or neighbors
- Do not search for news related to COVID-19 continuously. Instead, keep yourself informed through searching news on dedicated moments once a day
- Try to distinguish facts from rumors
- Ensure that you can exercise/move your body every day, even if you cannot leave the place where you live
- Once you follow all guidelines regarding hygiene and contacts with others, congratulate yourself that you are doing everything that you can do to protect yourself and your family
- Accept that you are human. You will have feelings of anxiety, fear or anger. Once you recognize these feelings, try to think about beautiful things, try to talk more softly and slowly and breath normally.

Tips for helping children feel better:
For all ages: Children need to see that not everything in their life has changed. Stick to the routine of eating times, cleaning times, playing times and sleeping times

Tips per age group: 13-17 years old:
- Children in this age group are likely to explore the existing information themselves. Yet, they might not have yet the ability to distinguish facts from rumors. They might confront you with messages that can provoke panic. Stay calm and help them understand the reality.
• Children might have outbursts of anger. This is in general a characteristic of this age group, but in times of increased stress and uncertainty there might be more outburst.
• Children in this age group depend emotionally heavily on the friends who are of the same age. Accept that your child goes through a difficult time in case these contacts are restricted. Yet, do not allow for exceptions on restrictions.
• Children in this age group often isolate themselves when they are at home. It is normal in this stage of their development.
• Children in this age groups need facts. They are very sensitive and know quickly when you are hiding the truth. This will cause them to not trust you.

Part 2: Stories and Comics

Story 1: Exploring the New Coronavirus

Purpose: This story about corona virus aims to relieve the stress of adolescents by explaining how the virus is transmitted, the signs and symptoms it causes and what are the personal preventive measures we should follow to protect ourselves. The story also provides advice about how we can seek help and from who.

Story 2: Exploring the New Corona virus

Purpose: A group of friends express to each other their feelings and the impact corona virus has had on their life. Through the events, they explain the methods of transmission and the preventive measures they should follow. The story highlights that we should not stigmatize others or blame others for spreading the virus. They also decide to support each other and organize a remote birthday party for one of their friend’s siblings.
Part 3: PSS and Learning activities
Age 14 years old & above - Activities Within the Family

Activity 1: Optical illusions

Steps:
- Look at the following illusion images, what do you see?
- Then show the illusion images to your family members.
- Ask them to tell their answer, what did they see?
- If your family members saw different shapes from what you saw, think about how different peoples’ perceptions can be and how that can influence our relationships/social life. If your family’s answer is same as yours, try to look at the illusions again until you see different shapes.

<table>
<thead>
<tr>
<th>1. What do you see in this picture?</th>
<th>2. What do you see in this picture?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Illusion Image 1" /></td>
<td><img src="image2.png" alt="Illusion Image 2" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Which middle line is longer?</th>
<th>4. Which middle circle is bigger?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Line Image" /></td>
<td><img src="image4.png" alt="Circle Image" /></td>
</tr>
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</table>
Activity 2: Building a Garden

- Attach plastic bottles or bags to a plank using nails or staples.
- Prop the plank against a wall in the sunlight.
- Fill the bags with soil.
- Put seeds into the soil, one or two per bag.
- Water the seeds every two or three days.
- You can always seek help from a family member to assist you in the process.

Activity 3: Story in Pictures

- Think of a story you enjoy hearing or telling. It can be a true story, a traditional story, or a story you invent.
- Think of six important scenes in the story, including the beginning and the end.
- Try to draw the six important scenes in the following boxes.
Activity 4: The Anger Cycle

Steps:
- What is anger? What colour is your anger?
- Anger is positive or negative? Anger is an emotion, not a behaviour. Everyone can and must feel angry at some point. The important part is to manage your behaviour when you are angry before it escalates and hurts people around you and hurts you and your relationships.
- Think and discuss about ‘The Anger Cycle’ below: Can you identify yourself with the cycle? When have you felt this way?

<table>
<thead>
<tr>
<th>Trigger</th>
<th>An event triggers a person’s anger such as feeling disrespected; having a bad day at school</th>
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<tbody>
<tr>
<td>Negative Thoughts</td>
<td>Irrational thoughts as a result of the trigger such as: “I’m the worst student ever”</td>
</tr>
<tr>
<td>Emotional Response</td>
<td>Negative thoughts lead to negative emotions, feelings of rage directed at someone, for example the school, friends who are the worst.</td>
</tr>
<tr>
<td>Physical Symptoms</td>
<td>Body automatically responds to anger with several symptoms such as a racing heart, shaking, etc.</td>
</tr>
<tr>
<td>Behavioural Response</td>
<td>The person reacts based on feelings, thoughts and physical symptoms. For example, yelling, arguing, fighting, criticizing.</td>
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</tbody>
</table>
1. Ask yourself the following questions to continue the reflection: Can I think of this cycle the next time I get angry? Can I recognize what is happening?

2. Read out loud the following situations in the chart below, and think about how would you react to each situation.

3. Give examples of angry responses and non-angry responses for the following situations. Fill in some additional examples if you wish to do so.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Angry Response</th>
<th>Non-Angry Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can’t figure something out</td>
<td>Ex: I break my pencil and yell</td>
<td>Ex: I ask for help</td>
</tr>
<tr>
<td>My sibling and I fight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel left out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An adult gets mad at me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I break something</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I lose a game</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am not able to go out because of Corona virus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My mother is not understanding my point of view</td>
<td></td>
<td></td>
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</tbody>
</table>

**Debrief:** When you finish, think about the following questions: What do you think of these responses? Can you think of non-angry responses next time you are feeling angry? What will help you work on a non-angry response? What might be difficult? You can ask one of your family members to review this exercise with you.

**Activity 5: How to Deal with Violence-The Fist**

**Purpose:** To think about how violence is widely accepted as ‘normal’

**Process:**
- Find a partner (e.g. your younger siblings). Now hold up your hand and make a fist. The partner then has to find ways of opening the fist.
- Give them one minute to do this.
- Stop the action and ask what kind of things the second person did. You will probably find that most people tried to open the fist physically, when they could have just asked their partner to open it.
- Then start to discuss why did so many of us try physical ways of solving this problem first? We can think about more peaceful ways to fix our problem the same like we saw in the game before, it always works when we fix our issues by talking, not through violence.
Activity 6: U-Report COVID-19 infobot

The COVID-19 Information chatbot provides life-saving information to reduce misinformation, provides vital information around the symptoms, latest infection figures in the country, transmission, rumor tracking and prevention of COVID-19. It operates like a computer program designed to simulate conversation with users and is currently available on Facebook Messenger and Viber.

Activity 7: Starting My Personal Journal

Steps:
- Use the following space as a personal note book.
- On the top of the page, put your name and draw something meaningful or nice as decoration. This can be a message, something that reflects your personality, a symbol, etc. You can personalize your diaries are by making sketches and drawings, writing poems, choosing a quote, etc.
- On the first page, you can include some basic information about yourself if you wish. For example, you could include your age, your best friend, your hobbies and favorite things, etc.
- Write/draw about your feelings, expectations and/or thoughts about the Corona virus outbreak, curfew and school closure or any other topic you like to write about.
Activity 8: Role Models in Our Community

A role model is a person whose behavior, example, or success is or can be followed by others, especially by younger people.

Steps:

- Identify someone from the community or your family who is a role model, this can be someone who has completed their education, organizes activities in their community, and has an inspiring story to tell. This could even be a teacher or outreach worker or a person who’s always ready to help others who need him/her.
- If you are able to meet this person, ask this person to tell their story about their personal achievements. Below are some guiding questions for the role models:
  - Who are you?
  - Tell us about yourself, where are you from? Did you complete school?
  - How do you spend your time?
  - What kind of success would you like to share with us?
  - What positive messages would you like to share?
  - Can you tell more about your role in society?
  - Despite the challenges that you may have faced, how have you managed to deal with this and achieve the things that you wanted to?
- Think about their qualities and identify the qualities you would like to have for yourself in your own life.

Activity 9: Papier Mache

Steps:

- Pour clean water into a bowl.
- Mix one part flour with one part of water (e.g. 1 cup flour and 1 cup water, or 1/2 cup flour and 1/2 cup water) until you get a thick glue-like consistency. Add a bit more water if it’s too thick. Mix well with a spoon to get rid of all the lumps. Keep the mixture smooth with no lumps.
- Soak strips of newspaper or white paper in the mixture.
- Take them out and place them on a piece of paper to make a mask, a map, or another shape.
- Wait for them to dry in the sun.
- Paint your sculpture.

*Resources: CP AoR, UNICEF, TGH, WC (I-DEAL & WIN-WIN DEAL Programs), Welt Hunger Hilfe*