



GRASSROOTSOCCER 

SKILLZ 

COVID-19 RESPONSE

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INTRODUCTION

The SKILLZ COVID-19 RESPONSE curriculum was developed in March 2020 to help address the COVID-19 pandemic. Grassroot Soccer (grassrootsoccer.org) and its team of curriculum advisors designed this sport-based tool as a way for coaches, educators, and parents to easily facilitate fun, simple, and effective sessions with young people (ages 9 and older). The curriculum aims to increase comprehensive knowledge on COVID-19, promote healthy behaviors such as proper handwashing, provide skills for mental wellbeing during stressful times, and dispel common myths about the disease.

Use this SKILLZ COVID-19 RESPONSE curriculum to connect with young people either in schools or the classroom (if deemed safe by local health authorities) or remotely through video-conferencing and WhatsApp (where available). Parents and caregivers can also use this tool to provide COVID-19 education to children at home.

Since its initial release in April 2020, the SKILLZ COVID-19 RESPONSE curriculum has been translated into seven languages, downloaded more than 800 times in over 35 countries, and is being integrated/adopted by several governments. Findings from a recently completed rapid mixed-methods assessment and external review have informed this current version, along with updated WHO public health guidelines.

GRASSROOT SOCCER

Grassroot Soccer (GRS) is an adolescent health organization that leverages the power of soccer to educate, inspire, and mobilize at-risk youth in developing countries to overcome their greatest health challenges, live healthier, more productive lives, and be agents for change in their communities. Since 2002, GRS has reached over 2 million young people in 50 countries with life-saving HIV prevention and sexual and reproductive health (SRH) information and services.

GRS anticipates that this pandemic will exacerbate other acute health challenges that are the leading causes of mortality and morbidity for adolescents: HIV, access to maternal care and sexual and reproductive health (SRH) services, and gender-based violence. Not only does COVID-19 directly contribute to the health threats facing adolescents, but it threatens to divert critical resources from primary care and overwhelm already under-resourced health systems in a time when we can't afford to lose ground.

In addition to this open-source curriculum focused on COVID-19 prevention, GRS has a range of evidence-based programmatic resources and technical assistance services available to organizations working with adolescents worldwide. Please email us at partnerships@grassrootsoccer.org to learn more.

SKILLZ COVID-19 RESPONSE CURRICULUM

The SKILLZ COVID-19 RESPONSE curriculum is a series of 3 “practices” that can be completed in 30 minutes or less. The following principles guide this curriculum:

- > **Open-source.** The curriculum is openly available to organizations, schools, teams, businesses, and governments seeking to provide information on COVID-19 and promote healthy behaviors to stop the spread of the virus.
- > **Evidence-based.** This curriculum applies the GRS curriculum methodology, which has been refined through 17 years of rigorous research.¹
- > **Modular.** Activities can be integrated as an additional layer to supplement existing youth programming or as a stand-alone resource.
- > **Adaptable.** Each activity can be adapted based on age/comfort/experience of players.
- > **Flexible.** Use this curriculum for in-person delivery if possible or for remote interaction with young people.
- > **Common rituals and structure.** Each session follows a similar format, including a consistent introduction, activity, and closing ritual where players explore ways to integrate healthy behaviors into their lives.
- > **Supportive.** We are here to help. Please send an email to partnerships@grassrootsoccer.org to discuss ways you can use the curriculum.



The SKILLZ COVID-19 RESPONSE curriculum is a dynamic tool that will continue to improve as we engage more organizations, learn from evaluations, and gather feedback from young people and coaches all over the world.

¹ For more information on GRS research, please read our Research Report: <https://www.grassrootsoccer.org/wp-content/uploads/2018/07/GRS-Research-Insights-Report-FINAL-spreads-small.pdf>

MONITORING & EVALUATION

(M&E)

The SKILLZ COVID-19 RESPONSE curriculum is accompanied by a simple pre- and post-survey which allows organizations to track their progress based on outcomes and continually make data-informed improvements to implementation. Deliver the survey below with players before and after implementation.

You can also deliver this survey online to help us improve the curriculum. GRS will routinely share findings from the data.

Please email us at partnerships@grassrootsoccer.org to discuss how we can share data, findings, and best practices.

TELL US ABOUT YOU!		GRASSROOTSOCCER		SKILLZ Health Challenge SKILLZ COVID-19	
	First Name	PARTICIPANTS		Tick One Box:	GRS STAFF
	Surname			<input type="checkbox"/> MALE	Date DD MM YYYY
	Date of Birth	DD MM YYYY	<input type="checkbox"/> FEMALE	Venue	
	Class/Grade Group/Team			Staff Person Delivering	
				Tick One Box:	PRE <input type="checkbox"/> POST <input type="checkbox"/>
DIRECTIONS: Circle one response for each statement.					
1	After washing, it's ok to dry my hands on my shirt.	AGREE	DISAGREE		
2	Staying home can help prevent the spread of COVID-19	AGREE	DISAGREE		
3	It takes 5 seconds to kill germs on my hands with soap and water.	AGREE	DISAGREE		
4	Sneezing into my hand is the best way to avoid spreading germs.	AGREE	DISAGREE		
5	Anyone can get COVID-19.	AGREE	DISAGREE		
6	COVID-19 is the same as the flu.	AGREE	DISAGREE		
7	COVID-19 is spread through sneezing and coughing.	AGREE	DISAGREE		
8	I would get tested if I have symptoms of COVID-19.	AGREE	DISAGREE		
9	COVID-19 is no big deal.	AGREE	DISAGREE		
10	I know how to calm down when am feeling nervous or anxious.	AGREE	DISAGREE		
11	Wearing a face mask in public can help reduce the spread of COVID-19.	AGREE	DISAGREE		
12	I can prevent the spread of COVID-19	AGREE	DISAGREE		
13	I would wear a face mask, even if it's uncomfortable.	AGREE	DISAGREE		
14	If I have symptoms of COVID-19, I have someone I can talk to.	AGREE	DISAGREE		
15	COVID-19 vaccines are effective at preventing COVID-19.	AGREE	DISAGREE		
16	If given the opportunity, I would get a COVID-19 vaccine.	AGREE	DISAGREE		

Please use this register for SKILLZ COVID-19 interventions only Curriculum Name: SKILLZ CV19 - ZW (0.0.0) Curriculum Record ID: Created by GRS ZW M&E/ GMEL Teams

CONTACT

PLEASE CONTACT US WITH ANY QUESTIONS OR IDEAS

- > Let us know if you need any help. We will regularly update the SKILLZ COVID-19 RESPONSE curriculum. We would love to learn how you are using it and get your feedback on how we can make it better.

PARTNERSHIPS@GRASSROOTSOCCER.ORG

GRASSROOTSOCCER.ORG/RESOURCES



A special thanks to our partners who helped write the curriculum:



USING THE CURRICULUM

TERMINOLOGY

- > **Practice:** Each of the three sessions in this curriculum is considered a “practice.”
- > **Coach:** This is you! A coach is any teacher, parent, caregiver, peer educator, or caring adult role model that uses this guide!
- > **Players:** Young people that participate in this program. Whether you work with 50 kids online or one kid at home, they are all players on the SKILLZ team.
- > **Goals:** The short-term change coaches aim to achieve in each practice. Use these goals to help focus the activities, discussion for each practice, and self-evaluate whether you think players are gaining new knowledge and skills.
- > **Warm up:** 5-minute transition period for players and coaches to get energized and focused for the main activity.
- > **Energizer:** Any fun, quick physical or mental exercise. Use energizers such as games, exercises, songs, or riddles at any point to boost energy and morale.
- > **Key messages:** The most important information from the practice.
- > **Cool Down:** 5-minute transition period for players to review what they learned and focus on how they’ll apply what they learned to their lives.
- > **Micromoves:** Short assignments to deepen learning and spread accurate information in the community. Use the examples provided or make your own!

LEARNING TO USE THE GUIDE

- > To be prepared, read each practice twice the day before your practice.
- > Review the different sections of the curriculum, explained below:

ACTIVITIES | SUGGESTED TIME

1 | MAJOR STEPS

- > Instructions to **READ** to yourself
 - Things to **SAY** to the players
 - o Responses you might **HEAR** from the players

- **Read these statements aloud to players**

Coach's Tips: Useful advice and definitions to help you out!

1. KNOW THE GAME

In this practice, players decide on ways to greet each other and celebrate without physical contact. They then play a fun quiz game where they learn basic knowledge on transmission and prevention of COVID-19 and dispel common myths.

THEME: COMPREHENSIVE COVID-19 KNOWLEDGE

GOALS: BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

- > Describe how COVID-19 is spread.
- > Describe 5 actions they can take to prevent the spread of COVID-19.
- > Briefly explain current health services available in their community.
- > Describe the importance of mental wellbeing in stressful times.

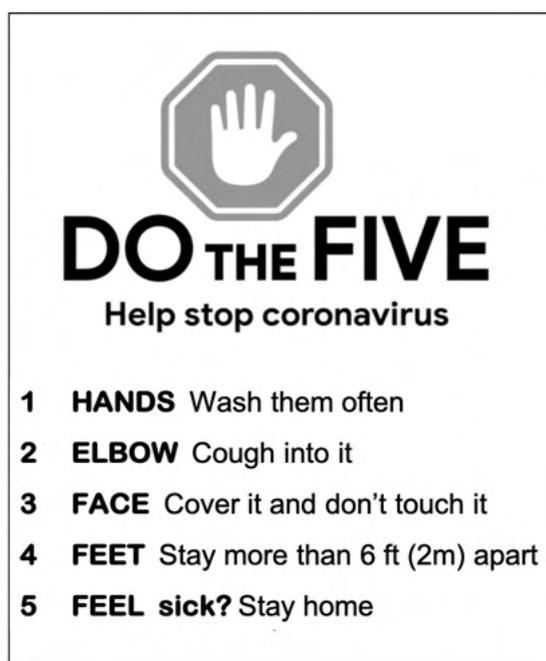
MATERIALS:

- > FACT/NONSENSE cards- 1 for each player.

Coach's Tip: Use "thumbs up/thumbs down" if you don't have materials or want to limit contact.

PREPARATION:

- > Review the World Health Organization's "Do The 5." Reproduce a similar poster on flipchart paper. If possible, print the poster on the left and send as an image via phone or WhatsApp. If you can't print the poster, reproduce the one of the right on flipchart paper.



- > Review the Fact/Nonsense statements so you are familiar with the information.
- > Modify statements and explanations based on local health authority guidance. The pandemic is consistently changing government mandates, especially related to social distancing and face masks. Stay up to date to ensure you provide accurate, current information. Use the blank spaces at the end of the activity to make your own Fact/Nonsense statements.
- > Prepare Fact/Nonsense cards. If you do not have printed activity cards, write 'FACT' on a piece of paper and 'NONSENSE' on another sheet.
- > Fill in contact information for available services.
- > For more information review the WHO's Q&A: "Adolescents, youth, and COVID-19: adolescents and COVID-19:"
<https://www.who.int/publications/m/item/q-a-adolescents-youth-and-covid-19>

ONLINE VARIATIONS:

- > Video conference:
 - Instruct players to make their own FACT/NONSENSE cards. Read each statement and instruct players to hold their cards up to the camera.
 - Ask players to send you any questions they have about COVID-19 before practice. Share the questions anonymously and allow players to answer them on their own.
 - After practice, create and send a PowerPoint slide with the correct answers and discussion questions for players to use to initiate conversations at home and with friends.
- > WhatsApp:
 - Send FACT/NONSENSE statements in a group chat and ask players to reply with either FACT or NONSENSE and explain their answers.
 - Send links to the latest credible information from WHO, CDC, and local health authorities.

SCHEDULE:

- > Warm Up (5 min)
- > FACT/NONSENSE (15-30 min)
- > Cool Down (5 min)

WARM UP | 5 MIN

1 | ENERGIZER

- > Lead an active energizer, such as a game, dance, song, stretch, or run.

2 | INTRODUCTION

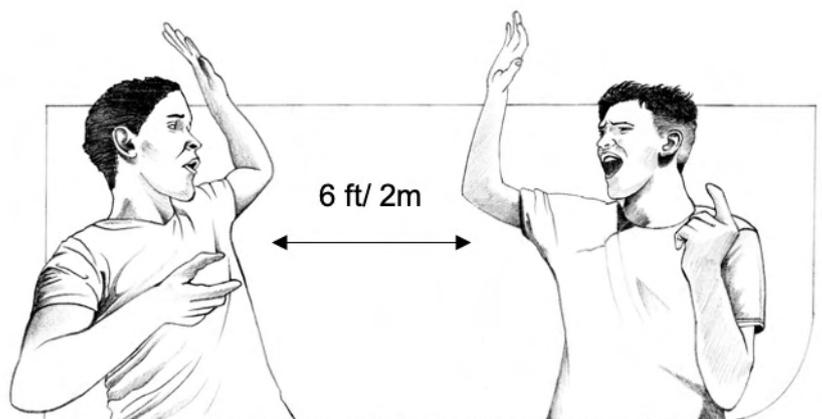
- > Introduce the aims of SKILLZ COVID-19 RESPONSE
 - ➔ In SKILLZ, we play games to learn ways to stay healthy and support each other. More than 2 million young people have graduated from SKILLZ programs.
 - ➔ We are going to play a few games together ways to protect ourselves from illnesses, such as COVID-19. We'll also practice ways to focus on our mental wellbeing during this challenging time.

3 | NO-CONTACT CELEBRATION

- ➔ Health authorities such as the World Health Organization have recommended limiting physical contact at this time.
- ➔ However, it's still important to connect with each other through greetings and celebration, even if we can't touch each other.
- > Brainstorm several ideas from players on no-contact celebrations that can be used in person or virtually. Encourage players to be creative! Examples can include the "Air 5" and the shaka.
- > Ask players to decide on 1 or 2 no-contact greetings you'll use in SKILLZ.
- > Practice using your celebration with lots of energy!



Shaka!



Air 5!

FACT/NONSENSE | 15-30 MIN

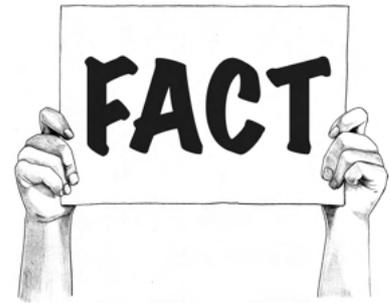
1 | SET UP THE GAME

Coach's Tip: FACT/NONSENSE can also be played as a team activity. IF close personal interaction is permitted, divide the team into groups of 5-8 players competing and award points for answering questions correctly.

- o Distribute a FACT/NONSENSE card to each player.

Coach's Tip: You can also use "thumbs up/thumbs down" instead of Fact/Nonsense cards.

- o Explain and demonstrate the rules:
 - ➔ I am going to read a statement and you will have 15 seconds decide whether the statement is FACT (true) or NONSENSE (false).
 - ➔ When I say, "1-2-3, cards up!" raise your the card to show either FACT or NONSENSE.
 - ➔ I will ask 1 or 2 players to explain their answers before I read the correct answer.



Coach's Tip: Allow for discussions to continue for as long as you think they are helpful.

2 | PLAY THE GAME

Coach's Tip: After players discuss their opinions make sure to clearly state the correct answers.

- > Play the game using each of the following statements.

- **France won the 2019 Women's Football World Cup.**

- > **NONSENSE**

- ➔ The United States won the 2019 Women's Football World Cup, beating the Netherlands 2-0 in Lyon, France.
- ➔ France beat Croatia 4-2 in the final match in Moscow, Russia to win the 2018 **Men's** World Cup.

- **COVID-19 is the same thing as the flu.**

> **NONSENSE**

- ➔ Flu and coronavirus (COVID-19) are both illnesses with similar symptoms that are spread primarily through close contact with someone who has the virus.
- ➔ However, COVID-19 is spreading quicker than flu and the risk of dying is higher in people infected with COVID-19 than those with flu.²
- ➔ Fever, dry cough, and fatigue are the most common symptoms of COVID-19. Other symptoms include loss of taste or smell, nasal congestion, sore throat, headache, muscle or joint pain, nausea or vomiting, diarrhea, and chills or dizziness. These symptoms overlap with other illnesses like the flu, so the best thing to do is to confirm if you have COVID by getting tested!

Coach's Tip: Skip the next statement if testing services aren't available in your community.

- **People should get tested if they have symptoms of COVID-19.**

> **FACT**

- ➔ Getting tested is the only way for a person to know if they have or had COVID-19. People who have symptoms of COVID-19 should get tested, wherever possible and regardless of vaccination status or prior infection.
- ➔ There are two main types of tests:
 - **Viral tests** tell you whether you currently have COVID-19.
 - **Antibody tests** might tell you whether you had COVID-19 in the past. Antibody tests should not be used to tell you whether you currently have COVID-19.
- ➔ If you think you have COVID-19, there are two options for tests that you can take:
 - PCR tests are the best, most accurate tests available. It can take between 2-7 days (or longer, depending on context) to receive your results.
 - Rapid tests are less accurate than PCR tests, but a person can receive results in less than 15 minutes.

² COVID-19 appears to spread at a higher rate than flu. Data from China shows that each coronavirus case seems to infect around 2 to 2.5 additional people. That's higher than flu. The average patient spreads the flu virus to about 1.3 others.

Initial data shows that coronavirus is deadlier. By contrast, COVID-19 is currently estimated to kill at least 10 people per thousand infected (1%), which is about ten times more lethal than the seasonal flu (CDC).

- You can work with your healthcare provider to determine which test is best for you. To avoid potentially spreading COVID, you should plan to remain at home or at the clinic while you await the results of your test.

Coach's Tip: Check with your local health authority to find out the availability of testing and medical care in your community.



- Write and share contact information for testing and treatment for COVID-19.

• COVID-19 is spread through dirty drinking water.

> **NONSENSE**

- The virus spread mainly between people who are in close contact with one another (within about 2 meters) through respiratory droplets produced when an infected person coughs or sneezes.
- A person can also get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or eyes.
- The more time you spend and the closer in space you are to any infected people, the higher your risk. Interacting with more people raises your risk, and indoor places are riskier than outdoor places.



- **COVID-19 is preventable.**

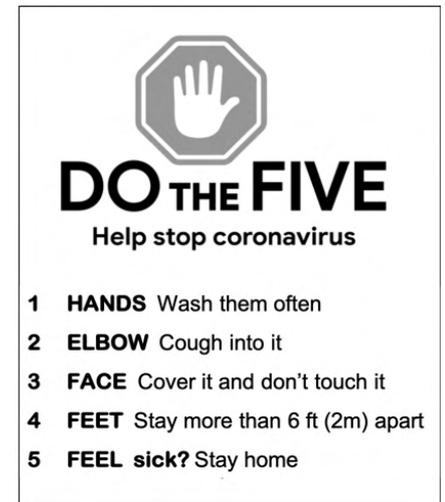
> **FACT**

- ➔ Closely follow government guidelines related to “social distancing,” which means creating physical space to slow the spread of the virus.

Coach’s Tip: Share current government guidelines.

- ➔ People can help protect themselves from COVID-19 and other respiratory illness by:

- Avoiding close contact with people who may have the virus. Avoid crowded places and stay at least 2 meters from other people in public spaces.
- Wear a face mask to cover your mouth, nose, and chin in public, especially where physical distancing is not possible.
- Avoiding touching your eyes, nose, and mouth with unwashed hands.
- Washing your hands often with soap and water for at least 20 seconds. Wash your hands for about as long as it takes to sing “Happy Birthday” twice. Use hand sanitizer if soap and water are not available.



- ➔ If you have symptoms of COVID-19, including fever, cough, and shortness of breath, you can avoid spreading it by:
 - Staying home when you are sick.
 - Getting rest and staying hydrated.
 - Contacting your health service provider and getting tested.

Coach’s Tip: Explain to players that they should tell their family and other close contacts if they test positive for COVID-19.

- Avoiding public transportation or taxis.
 - Wearing a mask over your mouth and nose and covering your cough or sneeze with a tissue, then throw the tissue in the trash. You can also sneeze or cough into your elbows or shoulders.
 - Washing your hands and cleaning and disinfecting frequently touched objects and surfaces.
- ➔ Continue to practice healthy behaviors, including adhering to medications, keeping appointments with healthcare providers, keeping a healthy diet, and exercising.

Coach’s Tip: review the “Do the 5” Poster.

- **COVID-19 vaccines are effective.**

Coach's Tip: The next two statements provide a good opportunity to address myths around vaccines. It is vital that youth have all the facts about the COVID-19 vaccines and their effectiveness.

> **FACT**

- COVID-19 vaccines are proven to be safe and effective and are an important tool to stop the spread of COVID-19.
- There are different types of vaccines available. The type of vaccines available to you will depend on a variety of factors, including your age, health status, and where you live. Some vaccines require two doses (i.e. two different shots) with either 3 or 4 weeks in between doses; other vaccines only require one dose (i.e. one shot).
- To be **fully** vaccinated, people should receive all recommended doses of a COVID-19 vaccine and wait at least 2 weeks after the final dose since it takes 2 weeks for the body to build full protection.

Coach's Tip: Tell players that getting the vaccine is like being on a football team with the best goalkeeper in the world. Even with a great goalkeeper who can save most shots, you would still prefer having a defense that can prevent the shots in the first place. For fully vaccinated people, it is still important to practice social distancing, wear masks, and wash hands.

- Once you are fully vaccinated, you may be able to resume activities that you had stopped doing because of the pandemic and lessen how much you "Do the 5."

Coach's Tip: Check with your local health authority about local vaccination rates and to find out what age groups are eligible to receive the vaccine in your area and which vaccines are available (e.g. AstraZeneca/Oxford, Johnson & Johnson, Moderna, Pfizer/BionTech).



→ Write and share contact information for COVID-19 vaccination.

- **All people who get vaccinated experience side effects that last for weeks.**

> **NONSENSE**

- Some people experience side effects, but they should go away in a few days. In fact, side effects are normal signs that your body is building protection against COVID-19. It's actually a good sign!
- Common side effects include:
 - Pain, redness, and swelling on the arm where you received the vaccine.
 - Other symptoms include tiredness, headache, fever, chills, nausea, and muscle pain.
- If a person has pain and discomfort on the arm, they can apply a clean, cool, and wet cloth over their arm. If a person is experiencing a fever, they should drink plenty of fluids and dress lightly.
- People should monitor their symptoms after getting the vaccine and reach out to their healthcare provider if they have any questions.

- **COVID-19 only affects the elderly.**

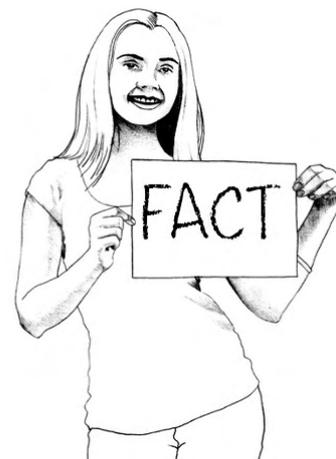
> **NONSENSE**

- People over the age of 60 are more likely to get sick from COVID-19 and die from the disease. However, people of all ages have tested positive for the virus and have died from it.
- Even people your age can get COVID-19 and experience mild, moderate, or severe symptoms that can require hospitalization.

• COVID-19 is a big risk for people who have other illnesses.

> **FACT**

- People with underlying medical conditions may be at higher risk of serious complications from COVID-19. This includes people living with HIV, heart disease, diabetes, hypertension, asthma, and lung disease.
- People with underlying medical conditions should continue to adhere to medications, keep appointments with medical professionals, and closely follow health care workers' instructions.



• Face masks can help prevent the spread of COVID-19.

> **FACT**

- Masks have been shown to help protect people from getting and spreading COVID-19.
- Medical masks, homemade masks, and other cloth coverings all decrease the risk of getting and spreading COVID-19.
- Wear a face mask when leaving the house, especially if maintaining a distance of two meters is not possible. Face masks are recommended for everyone, except for children under the age of two and people with medical condition that makes it difficult to wear a mask.
- Masks must be worn properly- over your mouth, chin, AND nose.
- Clean your mask with hot water after each use and allow for the mask to dry fully before using it again.
- Never share a mask with another person.
- Masks on their own will not protect you from COVID-19. Clean your hands frequently and maintain a distance of at least 2 meters from others.

• The safest way to avoid COVID-19 is to stay home.

> **FACT**

- There's no way to completely eliminate risk, but we can make choices to reduce it as much as possible.
- Here are some questions to consider before leaving your home:
 - Is this an essential activity, necessary for my education, livelihood, health and wellbeing, or that of my family members/household?

- Will this activity take place inside or outside? Is there good ventilation?
- Is it possible to maintain a distance of 2m between myself and others? Will other people be doing the same?
- How long will I be staying at this activity?
- Is anyone in my household at high risk to become seriously ill from COVID-19?
- Will others at this event/activity be wearing masks?
- ➔ If you have to leave your house, consider ways you can avoid the 3 Cs: spaces that are **C**losed, **C**rowded, or involve **C**lose contact.

Coach's Tip: Read some of the COVID-19 Scenarios at the back of the curriculum for players to answer these questions using real life situations.

• **Some people with COVID-19 don't even feel sick.**

> **FACT**

- ➔ Many people with COVID-19 don't feel sick or may only experience mild symptoms.
- ➔ That's what makes the virus so dangerous: we can pass it on to others, such as grandparents, without even knowing it.

• **Everything you read about COVID-19 is true.**

> **NONSENSE**

- ➔ There is a lot of misinformation about COVID-19 and some of it can be dangerous.
- ➔ To avoid misinformation, rely on trusted sources like WHO, UNICEF, and local health authorities.

Coach's Tip: Use your phone to show players how to access information from WHO, UNICEF, and local health authorities. Discuss how to identify factual vs. misleading information/materials about COVID-19.

- ➔ Avoid news that puts blame on a single group of people. It does not help address COVID-19 and it might encourage violence and prevent people from seeking medical care when they need it.
- ➔ If a friend or family member is spreading misinformation, use some of the following tips:
 - Approach them privately – in person or via direct message. They are more likely to be receptive if they don't feel publicly embarrassed.

- Don't accuse them of spreading misinformation. Instead, point out that the story or advice they shared doesn't look like it came from a trustworthy source OR that it is not the most accurate.
- Point them to reliable and trustworthy sources like UNICEF and the World Health Organization and encourage them to follow these organizations for up-to-date and accurate information.
- If a family member or friend is saying something discriminatory, Remind them that at times like this we need to support one another and promote kindness and compassion – even if we are scared.

• **COVID-19 is a Sexually Transmitted Infection (STI).**

> **NONSENSE**

- ➔ The virus has not been found in semen or vaginal fluid. However, having sex with someone means that you are very close to them. This puts one person at risk if the other person has COVID-19.
- ➔ The virus is found in saliva, so kissing can spread the virus.
- ➔ Skip sex if you or your partner is not feeling well.
- ➔ Continue safe sexual practices, such as abstinence, condom use, and having just one mutually faithful partner.

• **We need to support each other to beat COVID-19.**

> **FACT**

- ➔ We can beat COVID-19, but we all need to contribute and work together.
- ➔ Support the elderly and people who may be sick by doing things for them that help them stay at home, such as buying groceries and doing errands.
- ➔ Avoid hoarding supplies, such as food, cleaning supplies, and paper goods.
- ➔ Encourage friends and family members to follow all guidance from local health authorities.

• **It's ok to feel scared or anxious.**

> **FACT**

- ➔ You may feel scared, nervous, or anxious over the next few weeks or months. That's ok! Most people will experience these feelings.
- ➔ Use the following tips to feel better:
 - Focus on what you **can** control, such as wearing a mask, social distancing, and handwashing.
 - Reach out to family and friends by phone and text.
 - Do individual exercises, such as running or walking.
 - Avoid too much news and social media.
 - Practice **Take 5 Breathing**: Breathe in for 4 seconds and then breathe out for 4 seconds. Repeat for 5 breaths.
 - Eat well, drink plenty of water, and get plenty of sleep.

• **Things will get better.**

> **FACT**

- ➔ Social distancing will not last forever.
- ➔ Every day, doctors and researchers learn more about the virus, which will help us treat and prevent the virus.
- ➔ Support each other and take care of yourself.

Coach's Tip: Write your own Fact/Nonsense statements here.



• **Statement 1:** _____

> **FACT** or **NONSENSE**

- ➔ _____
- ➔ _____
- ➔ _____



• **Statement 2:** _____

> **FACT** or **NONSENSE**

- ➔ _____
- ➔ _____
- ➔ _____

3 | REVIEW KEY MESSAGES

- **COVID-19 is a virus which spreads primarily through an infected person’s saliva, discharge from the nose, droplets from coughs or sneezes, and infected surfaces.**
- **Protect yourself and others from COVID-19 by getting vaccinated, wearing a face mask when you go out, washing your hands often, and avoiding crowded spaces with poor ventilation and close contact with others. It’s a winning combination!**
- **We can prevent the spread of COVID-19! Share accurate information, support each other, and follow all instructions from your local health department.**

Q & A

- > Lead an energizer and gather players as a group. Explain:
 - We discussed a lot of information about COVID-19 today. You may have known some of it before and some of it might be new to you.
 - Please feel free to ask any questions you may have.
 - I will also stay after practice to answer any questions you would prefer to ask privately.

COOL DOWN | 5 MIN

1 | FEEL-THINK-DO DISCUSSION

- **Feel:** How did today’s practice make you feel?
- **Think:** What did the activity make you think about or question?
- **Do:** How will you use what you learned today?

2 | MICROMOVE

- Teach a friend how to “Do the 5.”

3 | TEAM CELEBRATION

- > Celebrate your team with your Team Celebration!

2. FOCUS

In this practice, players learn simple breathing techniques to help them calm down and focus, which can be beneficial during uncertain and challenging times when they might be feeling stressed or anxious.

THEME: MENTAL WELLBEING

GOALS: BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

- > Describe the benefits of deep breathing.
- > Identify at least one source of stress in their lives and one healthy behavior to address it.
- > Describe how they can use breathing techniques to help them in their lives.

MATERIALS:

- > None

PREPARATION:

- > Practice the breathing techniques before leading them with players so you can share your experience.
- > Prepare a personal story about a stressful time in your life to share with players. Describe how you felt, who supported you, and actions you took that helped you feel better.

ONLINE VARIATIONS:

- > Video conference:
 - These activities should be easily transferrable to an online format with minimal adaptations.
- > WhatsApp:
 - Send a message to players with additional suggestions on ways to calm down and relax.
 - Send a photo of yourself doing the breathing exercises and ask players to send one as well.
 - Send the players instructions for Minute To Win It so they can play on their own at home.
 - Send a message every day for a week reminding them to take 5 deep breaths. You can also send a message recommending players set an alarm in their phones to take 5 breaths at the same time every day.

SCHEDULE:

- > Warm Up (5 min)
- > Breathing Techniques (10-15 min)
- > Cool Down (5 min)

WARM UP | 10 MIN

1 | ENERGIZER

- > Greet players with your **Team Celebration**.
- > Lead an **active** energizer, such as a game, dance, song, stretch, or run.

2 | RECAP LAST PRACTICE

- > Quickly review the key themes from the previous practice. Ask players some of the following questions:
 - ➔ What did we learn last practice?
 - ➔ Did you use the skills we learned? What happened? How did it feel?

BREATHING TECHNIQUES | 10-30 MIN

1 | INTRODUCTION TO MENTAL WELLBEING

- > Explain:
 - ➔ Everyone experiences stress, anxiety, and sadness at times. This is normal, especially for adolescents.
 - ➔ In life, we can't always control what happens to us. COVID-19 was unexpected and has introduced new sources of stress and uncertainty.
 - ➔ Fortunately, there are always things we can control: how hard we work, how we treat people, and how we respond to challenges.
 - ➔ In today's practice, we are going to learn and practice techniques that can make us feel more focused and relaxed.
 - ➔ These strategies are especially useful in difficult or uncertain moments in our life when we might be feeling different emotions, such as stress, anger, and anxiety.

Coach's Tip: Reassure players that it is okay if they are experiencing these emotions. You can make yourself available for players to talk to you after practice.

2 | INTRODUCTION TO ANXIETY, STRESS, AND DEEP BREATHING

- > Introduce anxiety and stress:
 - ➔ What are anxiety and stress?
 - Anxiety is a feeling of fear, worry, or unease and can be caused by stress or stressors in one's life.
 - Stress and anxiety are not always a bad thing (e.g. stress about a big test in school might make you study more!), but stress and anxiety should be taken seriously if it starts to affect a person's daily life in a negative way.
 - ➔ What are common things that make people stressed or anxious?
 - Starting or experiencing something new (e.g. going to school virtually during COVID-19).
 - Having an injury or illness.
 - Having a family member or friend that is ill or injured.
 - Experiencing a loss in your family or community.
- > Explain to players that these things are called "stressors" and can cause increased feelings of stress and anxiety.

- > Explain to players that deep breathing is a technique that we can use to address anxiety and stress in our lives. Ask players:

- ➔ What is “deep breathing”?
 - Slow, controlled breathing where you completely fill and empty your lungs.
 - Inhaling (breathing in) and exhaling (breathing out) for the same amount of time.
- ➔ What happens to your body when you take deep breaths?
 - Increases oxygen to your brain and organs.
 - Releases “endorphins,” which are feel-good, natural pain killers.
 - Removes toxins from your body.
- ➔ What are benefits of deep breathing?
 - Deep breathing can improve anxiety, sleep problems, and pain.
 - You will feel calmer and more relaxed.
 - You can trade feelings of anger or fear for a focused, relaxed state of mind.



Coach’s Tip: Share your personal story about a time you personal story about a stressful time in your life. How did you feel? Who supported you? What actions did you take that helped you feel better?

3 | TAKE 5

- > Instruct players to get in a comfortable position- sitting on the floor or in chairs, heads on their desks, even lying down.
 - ➔ This is an activity called Take 5 where we simply take 5 deep breaths.
 - ➔ Close your eyes, if you feel comfortable doing so.

Coach’s Tip: some players may not feel comfortable closing their eyes or being silent. That’s ok! Ask them to observe and join in however they feel comfortable.

- ➔ **Breath 1:** inhale slowly through your **mouth** for 4 seconds. Feel your belly and chest expand as large as they can. Then exhale slowly from your **mouth** for 4 seconds, fully emptying your lungs.

Coach’s Tip: Count out loud, “1, 2, 3, 4” for each inhale and exhale.

- ➔ **Breath 2:** inhale slowly through your **nose** for 4 seconds. Then exhale slowly from your **nose** for 4 seconds.
- ➔ **Breath 3:** as you breathe deeply through your nose again, become aware of the sounds around you.
- ➔ **Breath 4:** as you breathe deeply through your nose again, use your senses to notice what is going on around you. What do you feel on your skin?. What do you smell? Don't worry about your thoughts- let them come and go.
- ➔ **Breath 5:** After inhaling through your nose for 4 seconds, hold your breath for 4 seconds, feeling the air in your lungs. Exhale for a count of 4. When you are ready, slowly open your eyes.

4 | MINUTE TO WIN IT



- > Explain:
 - ➔ Now we will continue our breathing exercise and have a competition.
 - ➔ Get in a comfortable seat, close your eyes, and practice deep breathing.
 - ➔ In your head, continue deep breathing and count to 60.
 - ➔ When you have reached 60, silently raise your hand. Keep your eyes closed!
 - ➔ I will keep track of the time. The player who gets closest to 60 seconds is the winner.
- > Start the timer. Keep track of when players raised their hands. After all players have raised their hands, gently tell players to open their eyes and announce the winner.
- > Play multiple rounds, if players are interested.

5 | DISCUSS:

- Were any of you surprised at how close or far you were from 60 seconds?
- How did it feel to do nothing but breathe for 60 seconds?
- Do you feel differently now? How?
- When can you use deep breathing in life?
 - When you need to calm down. Deep breathing will bring oxygen to your brain to help you make good decisions.
 - Before an exam, sports match, or whenever you need to focus.
 - In the morning to start your day fresh; in the evening before bed to clear your head.
 - When things are going well, deep breathing can help you stay steady and appreciate what you have.
- During the current COVID-19 pandemic, you may feel scared, uncertain, or anxious. How can deep breathing help you during times like these?
- What are some other healthy actions you can take to help address stress or anxiety? How do you feel when you do these things?

Coach's Tip: Play the game again, adding instructions for players to avoid touching their faces for the full 60 seconds, to help reduce face-touching.

6 | REVIEW KEY MESSAGES

- **It's ok to not be ok! You're not alone if you are feeling sad, anxious, stressed, or uncertain.**
- **Remember to breathe! Support your mind and body by using deep breathing to focus and stay calm.**
- **Identify stressors in your life and healthy behaviors that help you feel better.**

COOL DOWN | 5 MIN

1 | FEEL-THINK-DO DISCUSSION

- **Feel:** How did today's practice make you feel?
- **Think:** What did the activity make you think about or question?
- **Do:** How will you use what you learned today?

2 | MICROMOVE

- Practice Minute To Win It with someone at home.
- Practice deep breathing every morning for a week. Take five slow, deep breaths when you wake up or before you go to sleep.

3 | TEAM CELEBRATION

- > Celebrate your team with your Team Celebration!

3. WASH YOUR HANDS

In this practice, players learn the steps to effective handwashing. Players then practice effective handwashing through creating a song or dance or through a simple “Simon Says”-type game.

THEME: EFFECTIVE HANDWASHING

GOALS: BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

- > Describe the steps to effective handwashing.
- > Identify at least 4 times in their daily lives they need to wash their hands.
- > Demonstrate how to sneeze into their arms to limit the spread of germs.

MATERIALS:

- > None
- > Soap, water, towels (if possible)

PREPARATION:

- > Identify a fun song that players can sing while they wash their hands for 20 seconds, such as “Ole!”, “Happy Birthday,” or a popular current song. Download the song onto your phone or device to play during practice.
- > The “Wash-Wash-Wave” activity may be better suited for younger players (ages 9-14). For older players (15 years and older), consider sharing the key steps for handwashing and invite them to make their own song and/or dance.
- > Bring all the supplies you need for players to wash their hands, so players can immediately practice the effective handwashing behaviors they learn about. Materials can include soap, water, bucket, and clean towels.



ONLINE VARIATIONS:

- > Video conference:
 - Set up your computer or phone at a sink at home to live stream yourself properly washing your hands.
 - Prepare your own “Wash-Wash-Wave” song and perform it live!

- > WhatsApp:
 - Send a link to a credible hand washing video, such as this one from the CDC: <https://www.youtube.com/watch?v=d914EnpU4Fo> or a more funny video, such as this: <https://www.youtube.com/watch?v=-gfOHEaHdjo>
 - Send a message to players asking them to count the number of times they wash their hands in one day. Follow up with questions on ways they can wash their hands more effectively and more often.

SCHEDULE:

- > Warm Up (5 min)
- > Wash-Wash-Wave (10-30 min)
- > Cool Down (5 min)

WARM UP | 5 MIN

1 | ENERGIZER

- > Greet players with your **Team Celebration**.
- > Lead an **active** energizer, such as a game, dance, song, stretch, or run.

2 | RECAP LAST PRACTICE

- > Quickly review the key themes from the previous practice. Ask players some of the following questions:
 - ➔ What did we learn last practice?
 - ➔ Did you use the skills we learned? What happened? How did it feel?

WASH-WASH-WAVE | 10-30 MIN

Coach's Tip: Ensure players are spaced approximately 2 meters apart.

1 | INTRODUCE HANDWASHING

- > Explain:
 - ➔ While getting vaccinated, social distancing, and wearing a mask are the most effective ways to prevent getting COVID-19, handwashing still plays a big role in protecting us and others from COVID-19.
 - ➔ In today's practice, we are going to learn more about why we should wash our hands, learn about when we need to wash our hands, and practice the correct ways to wash our hands.
- > Ask:
 - ➔ Why should you wash your hands?
 - Washing your hands protects you from diarrhoea, flu, and other illnesses like cholera.
 - Washing your hands is one of the most effective ways we can stop the spread of COVID-19.
 - ➔ When do you need to wash your hands?
 - After using the toilet.
 - After touching your mask.
 - Before eating.
 - Before cooking.
 - After sneezing or coughing.
 - Before and after you touch your face.
 - When you get home from visiting a public space.
 - After playing sports.
 - Any time there may be germs on your hands!
 - ➔ How can you effectively wash your hands to kill the germs?
 - Use clean water and soap.
 - Wash all parts of your hands, including the back of your hands, fingers, nails, palms, for at least 20 seconds.
 - Rinse your hands with clean water.
 - Dry your hands on a clean towel.
 - ➔ What should you do if there is no clean towel to dry your hands?
 - Wave them in the air until they are dry.
 - Never wipe your hands on your dirty shirt- it is probably covered with germs!

2 | ROUND 1: ACT OUT HOW TO WASH HANDS

- > Explain:
 - ➔ Now that you know how and when to wash your hands, we are going to play a game to practice.
 - ➔ You will run in place at all times.
 - ➔ I will call out the three things you need to do when washing your hands and you will act them out.

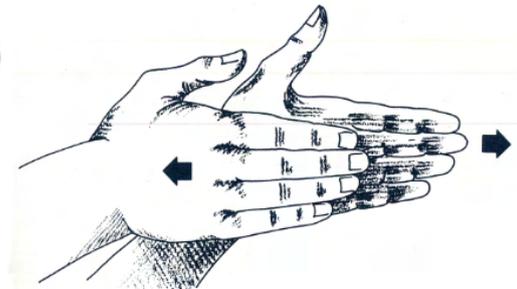
- ***'Soap!'* - Hands above head, like you're squeezing a giant bottle of soap**



- **‘Wash!’**- Rub hands and sprint in place while singing “Ole-ole-ole!” , “Happy Birthday,” or a current popular song or 20 seconds



Happy birthday to you...



Coach’s Tip: Ask players to select a song they would like to sing while washing their hands.

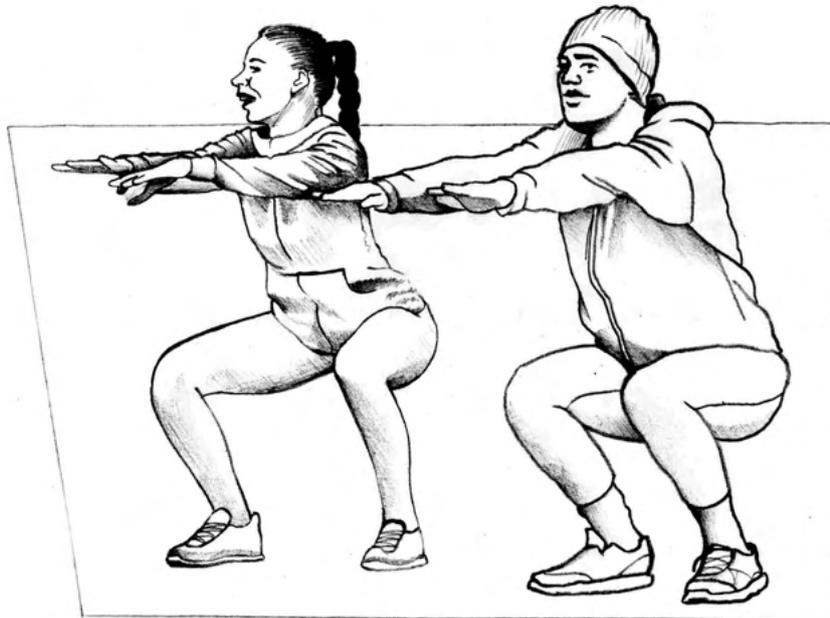
- **‘Dry!’**- 10 jumping jacks



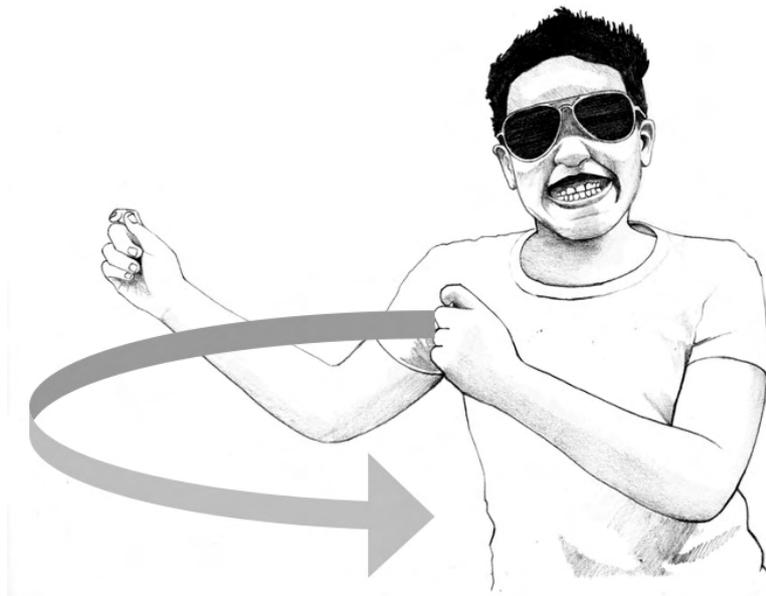
> Play Round 1 several times.

3 | ROUND 2: ACT OUT WHEN TO WASH HANDS

- *'Toilet!'*- Squat for 2 seconds.



- *'Cooking!'*- Move them in a circle motion like you're cooking a huge pot of soup



Coach's Tip: Google "cabbage patch" dance!

- ***'Sneezing!'***- Wave hands above head and say Heeee-chewww!" Pretend to sneeze into your arm.



- ***'Eating!'***- Dance with hands going to your mouth for 2 seconds



Coach's Tip: Decide whether your players would enjoy 1. A handwashing song or dance, or 2. Playing a "Simon Says"-type game.

4 | HANDWASHING SONG OR DANCE

- > Instructions for handwashing song or dance:
 - ➔ Now that you know how and when to wash your hands, let's practice the steps through a song and dance!
 - ➔ The point of this exercise is to make effective handwashing memorable, clear, and fun!
- > Demonstrate your own song or dance or allow players to develop their own.

5 | HANDWASHING GAME

- > Instructions for handwashing game:
 - ➔ Now that you know how and when to wash your hands, I am going to try to trick you!
 - ➔ Act out the actions I shout. If I forget to tell you to wash your hands when you know you need to, or I forget one of the handwashing steps, shout "NONSENSE!"
 - ➔ Example: If I say "Sneezing!" and then 'Cooking!' shout "NONSENSE!" because you know you should wash your hands before cooking.
 - ➔ Example: If I forget to say "drying," shout "NONSENSE!"
- > Play several rounds.

Coach's Tip: Try some of these variations to make the game more fun or challenging:

-Make it a competition by eliminating players that make a mistake until there are only 1-2 remaining.

-Introduce an activity, such as pushups or star jumps for making a mistake, to represent the consequences of improper handwashing.

-Ask players to volunteer to lead the activity.

-Introduce actions representing things we do every day, such as playing soccer, going to school, doing chores, etc.

6 | DISCUSS

- ➔ How did you sneeze in this game? Why did you sneeze like this?
 - Sneeze into your arm.
 - Sneezing or coughing like this can prevent germs getting into the air or onto your hands, protecting your friends and family from getting sick.
 - Remember to keep your clothes clean, as germs can still live on surfaces.
 - It's still important to wash your hands after sneezing!

Coach's Tip: Skip the next question about hand sanitizer if it is not available in your community.

- ➔ Can I use hand sanitizer instead of soap and water?
 - Wash hands with soap and water whenever possible because handwashing reduces the amounts of all types of germs and chemicals on hands.
 - If soap and water are not available, using a hand sanitizer with at least 60% alcohol can help you avoid getting sick and spreading germs to others.
- ➔ What are some challenges you have to washing your hands? How can you address these challenges?
- ➔ How can we encourage our families and friends to wash their hands? What about our communities more broadly?

7 | REVIEW KEY MESSAGES

- **Washing your hands throughout the day is one of the most effective ways to stop the spread of COVID-19.**
- **Wash your hands with soap and clean water for at least 20 seconds to kill germs.**
- **Dry your hands on a clean towel or wave them in the air- don't wipe them on your dirty shirt!**
- **Sneeze or cough into your elbow to avoid spreading germs.**

COOL DOWN | 5 MIN

1 | FEEL-THINK-DO DISCUSSION

- Feel: How did today's practice make you feel?
- Think: What did the activity make you think about or question?
- Do: How will you use what you learned today?

2 | MICROMOVE

- Teach the Wash-Wash-Wave to a friend.
- Create a Wash-Wash-Wave dance. Make a video and share it with the group via WhatsApp.

3 | TEAM CELEBRATION

- > Celebrate your team with your Team Celebration!

SMS/WHATSAPP MESSAGES

Here are some example messages questions to send to players. Create and send short, simple messages that contain accurate information and action steps.

Do The 5 to stop the spread of COVID-19: Hands- wash them often. Elbow- cough into it. Face- cover it and don't touch it. Feet: Stay more than 6 ft/2 meters apart. Feel sick? Stay home.

Wash your hands like a BOSS! Scrub your hands with soap and clean water for about 20 seconds. Sing "Happy Birthday" twice to help you count. Dry your hands on a clean towel or wave them in the air.

Stay home to stop the spread! The safest way to stop COVID-19 is to stay home as much as possible.

AHHHHH CHEWW! Sneeze or cough into your elbow to prevent spreading germs. Take a photo of yourself sneezing like this. Send it to your friends and tell them why it's important!

If you choose to meet up with friends, remember the 3 Cs: avoid spaces that are CLOSED, CROWDED, or involve CLOSE contact

It's OK to feel sad or anxious! Focus on things you CAN control, like washing your hands and staying at home. Reach out to friends and family members by phone or SMS. You are not alone!

Wear a mask and be a superhero in the fight against COVID-19! Your mask protects me; my mask protects you!

Did you know that people touch their faces about 23 times an hour?! That's too much! Touching our faces with unwashed hands puts us at risk of COVID-19. Avoid touching your face for a minute. Then try for an hour!

Try taking 5 deep breaths. It will help you feel calmer and more focused.

Get the facts! There's a lot of misinformation about COVID-19. Share information from trusted sources, such as UNICEF or WHO. Avoid sharing information that blames a certain group of people.

We can do this! Follow the government’s instructions on social distancing, wash your hands (a lot!), and support each other.

Knowledge is POWER! To learn more about COVID-19 from the World Health Organization, send a message that says “hi” to +41798931892

COVID-19 vaccines are safe and effective. Take the shot! Protect yourself, your family, and your community!

Make a strong defence against COVID-19 even stronger by combining getting vaccinated with social distancing, mask wearing, and handwashing!

- > Use the following recommendations to create and send your own messages. SMS/WhatsApp messages should:
 - o Be short (under 200 characters).
 - o Convey a piece of information and an action step.
 - o Be fun- use terminology and culture from your organization.
 - o Be positive and focused on tangible actions rather than problems.
 - o Reflect and reinforce information provided by the government.
 - o Send no more than twice weekly.



Message 1:



Message 2:



Message 3:

COVID-19 SCENARIOS

Use these short “scenarios” to help players apply their COVID-19 knowledge to common real-life situations. There are no right or wrong answers- what’s important is a meaningful conversation on positive ways to solve problems and reduce risk.

Read these scenarios to players or start a discussion via SMS or WhatsApp.

- ◆ **Jon is a 16 year-old boy. He has been staying at home, avoiding crowds, and following social distancing guidelines. Jon receives an SMS from his group of friends to meet up. Jon really wants to see his friends, but he knows they likely won’t keep a 2 meter distance from each other or wear masks.**

→ What advice would you give Jon?

- ◆ **Thandi’s cousin Marcus has been sharing misinformation about COVID-19 on their family WhatsApp group. Thandi is upset at Marcus because she feels the misinformation could influence some of her family members to dismiss COVID-19 and start to take risks.**

→ What advice would you give to Thandi?

- ◆ **Thabo has been wearing a face mask because he wants to protect himself and his community from COVID-19. On a very hot day, he is on the bus and the mask is making him uncomfortable. He’s sweating and his glasses are steaming up. He wants to keep his mask on, but he doesn’t want to feel uncomfortable.**

→ What advice would you give to Thabo?

- ◆ **Gail loves her church. It’s where she gets her strength and feels a sense of community. Gail has tried praying with her family at home and listening to a church service on the radio, but it’s just not the same. The church is a small building with few windows and attracts over a hundred people, most of whom do not wear masks.**

→ What advice would you give to Gail?

- ◆ **Sipho is an 18 year-old guy who has been out of work since COVID-19 started. His family is pressuring him to find work. A friend offered to get Sipho a job as a cleaner at a local factory. Sipho asked his friend if the workers wear masks. His friend replied, “don’t even bother showing up if you’re wearing a mask. They’ll laugh you out of the factory.”**

→ What advice would you give to Sipho?

◆ Terrance overhears his mother say to his aunt that she is hesitant to get the vaccine because she heard something that made her nervous. Terrance understands that the vaccine has many advantages, but he doesn't know how to start the conversation with his mother.

→ What advice would you give to Terrance?

◆ Precious wants to get the vaccine, but recently her father felt sick after he received the second dose. She is now scared about getting the vaccine because she doesn't want to experience any of the potential symptoms.

→ What advice would you give to Precious?

◆ Fela's family members have reusable cloth masks. He has noticed that his family doesn't regularly wash their masks.

→ What advice would you give to Fela?

◆ Most of Donny's neighbors have started to wear masks. One day he sees some neighbors wearing their masks only over their mouths. Donny wants to tell them to cover their mouths AND noses and chins, but he's worried about making them upset.

→ What advice would you give to Donny?

◆ Boyd's school has reopened. At lunch time, there is no soap to wash his hands and no hand sanitizer anywhere in the school.

→ What advice would you give to Boyd?

◆ Boyd hasn't seen his girlfriend in over two weeks. When they finally see each other, she wants to kiss him. He wants to kiss her, too! However, Boyd lives with his grandfather who has a respiratory problem and is at high risk of complications if he gets COVID-19. Boyd wants to show his girlfriend he cares for her, but does not want to put his grandfather at risk.

→ What advice would you give to Boyd?

◆ Prudence has been out of school for months. She had planned to start an internship at a local business, which has closed indefinitely. She feels like her life was just starting out and her future was so bright! Now she feels her whole future is uncertain. She often feels overwhelmed and experiences waves of doubt and sadness.

→ What advice would you give to Prudence?

◆ Collins is a soccer player. He misses playing with his team and feels his skills and fitness are slipping. Soccer is such a big part of who he is. Without soccer, he doesn't "feel like Collins" any more.

→ What advice would you give to Collins?

◆ Prudence went shopping with her mom. As they were standing in a line to pay, they notice that the person behind them in a line is closer to them than 2m.

→ What advice would you give to France and his Mom

◆ David and Peter are brothers. Peter wants to wear a mask when he visits friends, but he lost his mask a few days ago. Peter asks David to lend him his mask.

→ What advice would you give to David and Peter?

> Write your own scenarios:



Scenario 1:



Scenario 2:



Scenario 3:

ONLINE CURRICULUM RESOURCES

Use these resources to learn more about how to implement the COVID-19 Response Curriculum. **Click the links to view the resources.**

DELIVERING THE CURRICULUM:

- **COVID-19 RESPONSE CURRICULUM OVERVIEW**

- <https://www.youtube.com/watch?v=xx57OEWGHrY&list=PLWvOYvF5xlgjlnYs822IODD4rkoRhoolt&index=1>

- **HOW TO IMPLEMENT PRACTICE 1**

- https://www.youtube.com/watch?v=eerSdBE_HaY&list=PLWvOYvF5xlgjlnYs822IODD4rkoRhoolt&index=2

- **HOW TO IMPLEMENT PRACTICE 2**

- <https://www.youtube.com/watch?v=doj15ncIPds&list=PLWvOYvF5xlgjlnYs822IODD4rkoRhoolt&index=4>

- **HOW TO IMPLEMENT PRACTICE 3**

- <https://www.youtube.com/watch?v=XmIEvUaKBt0&list=PLWvOYvF5xlgjlnYs822IODD4rkoRhoolt&index=3>

MONITORING AND EVALUATION:

- **HOW TO SHARE YOUR PROGRAM DATA WITH GRS**

- https://docs.google.com/forms/d/e/1FAIpQLSdBjDyvkLzwn34R3HxRP5TtKIgekG8_SBY4W5qMJM1E9u0Cjg/viewform?vc=0&c=0&w=1

NON-CONTACT GAMES, ENERGIZERS, AND CELEBRATIONS:

- **IDEAS FOR ENERGIZERS AND GAMES**

- <https://drive.google.com/file/u/5/d/0B0bA84Kjs6Kcb1liaVowTnlxQlk/view>

- **NON-CONTACT CELEBRATIONS AND GREETINGS #1**

- <https://drive.google.com/file/d/0B0bA84Kjs6KcSEVvWkFQQ0ds czg/view>

- **NON-CONTACT CELEBRATIONS AND GREETINGS #2**

- <https://www.youtube.com/playlist?list=PLWvOYvF5xlgI3onrzQ1C0e5tYffuXdDX>

OTHER GAMES:

- **UNICEF QUIZ FOR PLAYERS TO TEST THEIR KNOWLEDGE**

- <https://www.unicef.org/coronavirus/fact-or-fiction-how-much-do-you-actually-know-about-coronavirus-covid-19>

OTHER RESOURCES

Use these resources to learn more about COVID-19. Print these posters or share links with players. Read the articles and other resources to continue to stay informed about COVID. At all times, seek information from credible sites, such as your local health authority, World Health Organization, CDC, and UNAIDS. **Click the links to view the resources.**

RESOURCES TO PRINT AND SHARE:

- **GRS 'DO THE 5' POSTER (SEE BELOW)**
- **MASK INFOGRAPHIC (SEE BELOW)**
- **MAKE YOUR OWN MASK INSTRUCTIONS (SEE BELOW)**
- **WHY GET THE COVID-19 VACCINE (SEE BELOW)**
- **WORLD HEALTH ORGANIZATION'S DO'S AND DON'TS FOR FABRIC MASKS**
 - [https://www.who.int/images/default-source/health-topics/coronavirus/clothing-masks-infographic---\(web\)-logo-who.png?sfvrsn=b15e3742_16](https://www.who.int/images/default-source/health-topics/coronavirus/clothing-masks-infographic---(web)-logo-who.png?sfvrsn=b15e3742_16)
- **UNAIDS RESOURCE ON HIV AND COVID-19**
 - https://saafrica.org/new/wp-content/uploads/2020/03/hiv-and-covid19_infographic_A3_en.pdf
- **WHO RESOURCE ON COPING WITH STRESS**
 - https://www.who.int/docs/default-source/coronaviruse/coping-with-stress.pdf?sfvrsn=9845bc3a_8

RESOURCES TO READ AND SHARE:

- **WORLD HEALTH ORGANIZATION'S "VACCINES EXPLAINED" RESOURCE**
 - <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/covid-19-vaccines/explainers>

DO THE FIVE

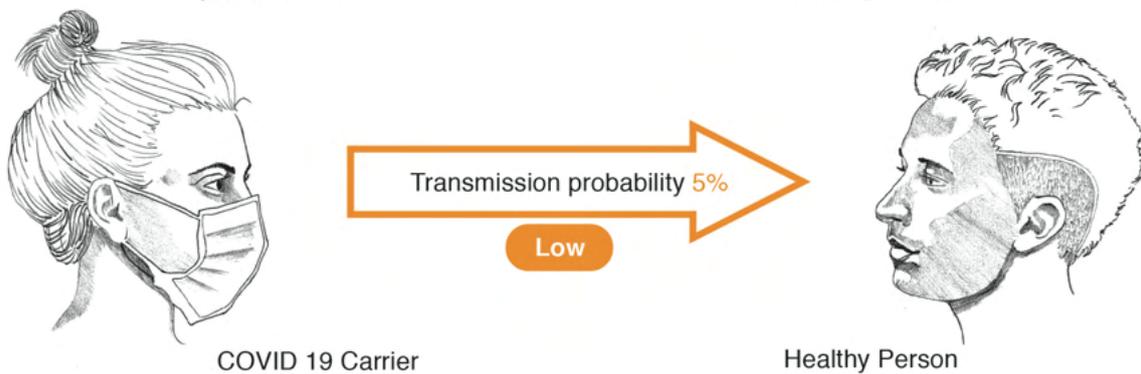
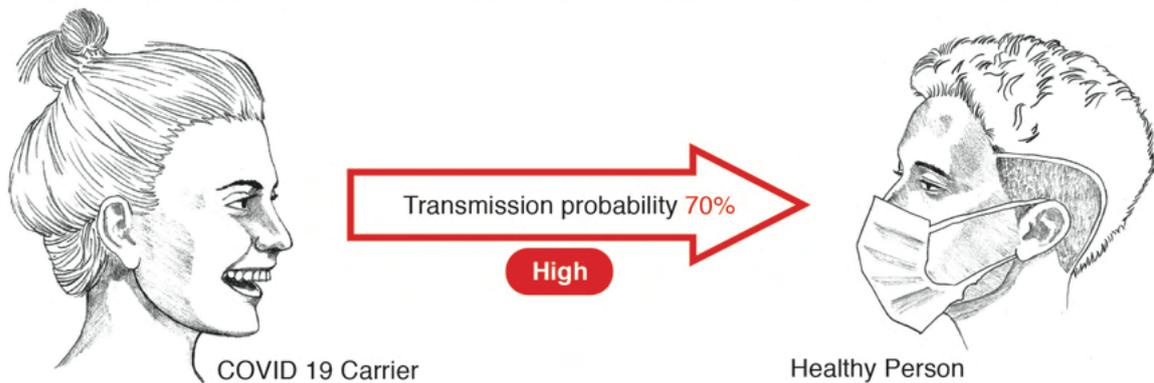
HANDS WASH THEM OFTEN. **ELBOW** COUGH INTO IT.
FACE COVER IT AND DONT TOUCH IT. **FEET** STAY MORE
THAN 6FT (2M) APART. **FEEL** SICK ? STAY HOME



GRASSROOTSOCCER

IF YOU CAN'T STAY AT HOME

COVER YOUR FACE TO PROTECT YOURSELF AND THOSE AROUND YOU



**AVOID CLOSE CONTACT WITH ANYONE NOT WEARING A MASK.
ANY TYPE OF FACEMASK IS BETTER THAN NOTHING.**

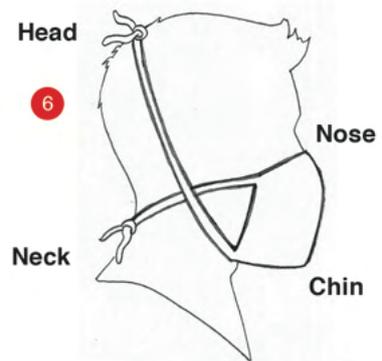
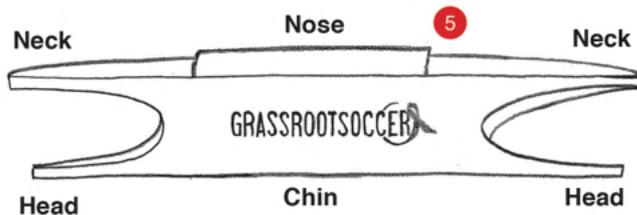
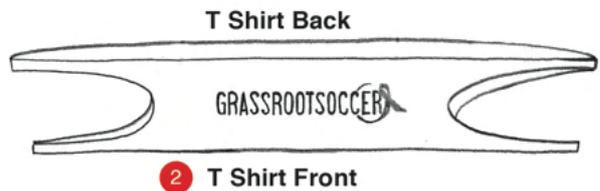
GRASSROOTSOCCER

MAKE YOUR OWN MASK

CLOTH MASKS CAN HELP PROTECT YOU AND OTHERS FROM COVID 19
IF YOU CAN'T GET A MEDICAL MASK, USE THESE INSTRUCTIONS TO CREATE YOUR OWN

MY MASK PROTECTS YOU. YOU'RE MASK PROTECTS ME

#MASKS4ALL MASKSFORALL.CO



GRASSROOTSOCCER

HOW TO WEAR A NON-MEDICAL FABRIC MASK SAFELY

who.int/epi-win

Do's →



Clean your hands before touching the mask



Inspect the mask for damage or if dirty



Adjust the mask to your face without leaving gaps on the sides



Cover your mouth, nose, and chin



Avoid touching the mask



Clean your hands before removing the mask



Remove the mask by the straps behind the ears or head



Pull the mask away from your face



Store the mask in a clean plastic, resealable bag if it is not dirty or wet and you plan to re-use it



Remove the mask by the straps when taking it out of the bag



Wash the mask in soap or detergent, preferably with hot water, at least once a day



Clean your hands after removing the mask

Don'ts →



Do not use a mask that looks damaged



Do not wear a loose mask



Do not wear the mask under the nose



Do not remove the mask where there are people within 1 metre



Do not use a mask that is difficult to breathe through



Do not wear a dirty or wet mask



Do not share your mask with others

A fabric mask can protect others around you. To protect yourself and prevent the spread of COVID-19, remember to keep at least 1 metre distance from others, clean your hands frequently and thoroughly, and avoid touching your face and mask.



World Health Organization

What people living with HIV need to know about HIV and COVID-19

COVID-19 is a serious disease and all people living with HIV should take all recommended preventive measures to minimize exposure to, and prevent infection by, the virus that causes COVID-19.

It's important to underline that there is currently no strong evidence that people living with HIV are at an especially increased risk of contracting COVID-19 or if they do contract it they will experience a worse outcome. This does not mean that people living with HIV should take COVID-19 lightly and they must take all precautions to protect themselves.

As in the general population, older people living with HIV or people living with HIV with heart or lung problems may be at a higher risk of becoming infected with the virus and of suffering more serious symptoms.

As COVID-19 continues to spread around the world, it will be important for ongoing research in settings with a high prevalence of HIV in the general population to shed more light on the biological and immunological interactions between HIV and the new coronavirus.



Precautions that people living with HIV and key populations should follow to prevent COVID-19 infection

Stay safe

- Clean hands frequently with soap and water (for 40–60 seconds) or an alcohol-based hand sanitizer (for 20–30 seconds).
- Cover your mouth and nose with a flexed elbow or tissue when coughing or sneezing. Throw the tissue away after use.
- Avoid close contact with anyone who has a fever or cough.
- Stay home when you are ill.
- If you are experiencing fever, a cough and difficulty breathing and have recently travelled to, or are a resident in, an area where COVID-19 is reported, you should seek medical care immediately from your community health service, doctor or local hospital. Before you go to a doctor's office or hospital, call ahead and tell them about your symptoms and recent travel.
- If you are ill, wear a medical mask and stay away from others.



Stay informed

- Know the facts about COVID-19 and always check a reliable source, such as the World Health Organization: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019>.

Be prepared

- You should have a supply of your necessary medical supplies on hand—ideally for 30 days or more. The World Health Organization HIV treatment guidelines now recommend multithrough dispensing of three months or more of HIV medicines for most people at routine visits, although this has not been widely implemented in all countries.
- Know how to contact your clinic by telephone in the event that you need advice.
- Know how to access treatment and other supports within your community. This treatment could include antiretroviral therapy, tuberculosis medication (if on tuberculosis treatment) and any other medication for other illnesses that you may have.
- Key populations, including people who use drugs, sex workers, gay men and other men who have sex with men, transgender people and prisoners, should ensure that they have essential means to prevent HIV infection, such as sterile needles and syringes and/or opioid substitution therapy, condoms and pre-exposure prophylaxis (PrEP). Adequate supplies of other medications, such as contraception and gender-affirming hormone therapy, should also be obtained.



should ensure that they have essential means to prevent HIV infection, such as sterile needles and syringes and/or opioid substitution therapy, condoms and pre-exposure prophylaxis (PrEP). Adequate supplies of other medications, such as contraception and gender-affirming hormone therapy, should also be obtained.

- Not all countries have implemented policies to allow for longer prescriptions. Be in touch with your health-care provider as early as possible. Consider working with others in your community to persuade health-care providers and decision-makers to provide multi-month prescriptions for your essential medicines.
- Discuss with your network of family and friends how to support each other in the event that social distancing measures are put in place. Make alternate arrangements within your community for food, medicines, care for children or pets, etc.



- Check that you know how to reach your local network of people living with HIV by electronic means. Make a plan for telephone and for social media connections in the event that public health measures call for people to stay home or if you become ill.

Support yourself and people around you

- The outbreak of COVID-19 may cause fear and anxiety—everyone is encouraged to take care of themselves and to connect with loved ones. People living with HIV and their communities have decades of experience of resilience, surviving and thriving, and can draw on their rich shared history to support



their families and communities in this current crisis. Pay particular attention to your mental health by:

- **Avoiding excessive exposure to media coverage of COVID-19. Only read information from trusted sources.**
- **Taking care of your body. Take deep breaths, stretch or meditate. Try to eat healthy, well-balanced meals, exercise regularly, get plenty of sleep and, where possible, avoid alcohol and drugs.**
- **Making time to unwind and reminding yourself that negative feelings will fade. Take breaks from watching, reading or listening to news stories—it can be upsetting to hear about the crisis repeatedly. Try to do some other activities you enjoy in order to return to your normal life.**



- Connecting with others. Share your concerns and how you are feeling with a friend or family member.

Stop stigma and know your rights

- Stigma and discrimination is a barrier to an effective response to COVID-19. This is a time where racism, stigma and discrimination can be directed against groups considered to be affected.



- Your workplace, access to health care or access to education, for you or your children, may be affected by the COVID-19 outbreak if social distancing measures are put in place in your community. Find out your rights and make sure that you and your community are prepared.

Treatment of COVID-19

- Treatment of COVID-19 is an active area of research and several randomized clinical trials are ongoing to determine whether antiretroviral medicines used for treating HIV might be useful for treating COVID-19. Many other possible treatments are also being tested in well-designed clinical trials. Since those trials have not ended, it is too early to say whether antiretroviral medicines or other medicines are effective in treating COVID-19.



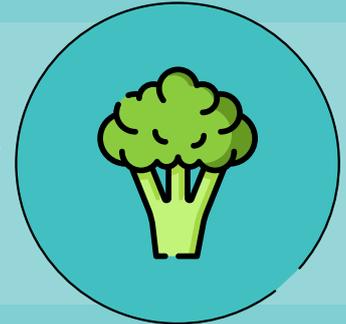
Coping with stress during the 2019-nCoV outbreak



It is normal to feel sad, stressed, confused, scared or angry during a crisis.

Talking to people you trust can help. Contact your friends and family.

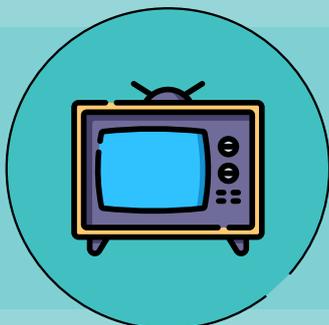
If you must stay at home, maintain a healthy lifestyle - including proper diet, sleep, exercise and social contacts with loved ones at home and by email and phone with other family and friends.



Don't use smoking, alcohol or other drugs to deal with your emotions.

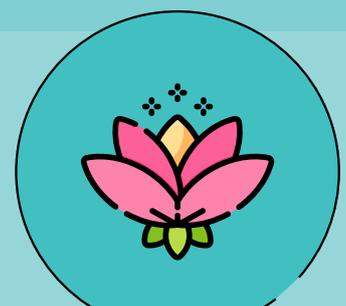
If you feel overwhelmed, talk to a health worker or counsellor. Have a plan, where to go to and how to seek help for physical and mental health needs if required.

Get the facts. Gather information that will help you accurately determine your risk so that you can take reasonable precautions. Find a credible source you can trust such as WHO website or, a local or state public health agency.



Limit worry and agitation by lessening the time you and your family spend watching or listening to media coverage that you perceive as upsetting.

Draw on skills you have used in the past that have helped you to manage previous life's adversities and use those skills to help you manage your emotions during the challenging time of this outbreak.



WHY GET A COVID-19 VACCINE?



VACCINATION BUILDS PROTECTION.

COVID-19 vaccines help your body develop immunity and are effective at preventing the disease.



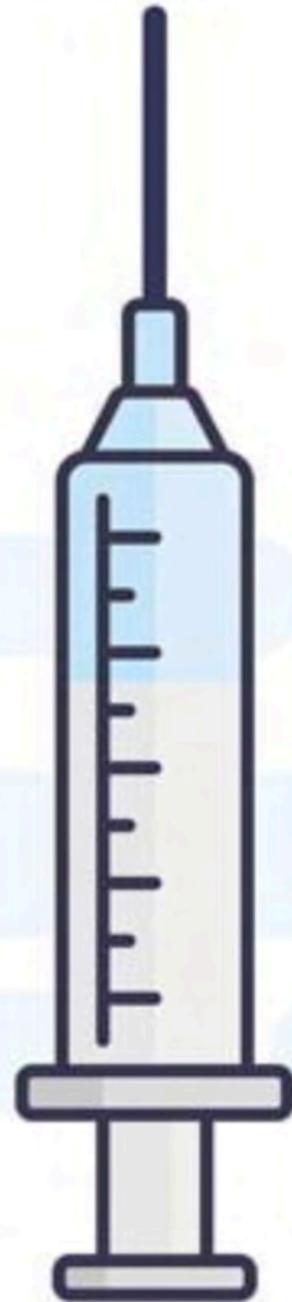
IT'S SAFER THAN GETTING THE DISEASE.

COVID-19 can have complications that are serious and life-threatening. Getting vaccinated helps you build protection without experiencing the disease.



VACCINATION WILL HELP STOP THE PANDEMIC.

Slowing the spread of COVID-19 with vaccination and other measures will help us put the COVID-19 pandemic behind us.



SAFEGUARDING GUIDELINES

The wellbeing of a child takes priority over all other aspects of a program. Use these guidelines and your organization's safeguarding policies to ensure the safety and wellbeing of young people participating in this curriculum.

RECOGNIZING POTENTIAL SIGNS OF ABUSE, HARM, OR NEGLECT

Children will have unique reactions to situations of abuse, harm, or neglect and reactions may further vary depending on the situation. It is important to recognize that your own assumptions about children's age, values, beliefs, religion, gender identity, or sexuality may affect how you recognize and respond to abuse, harm, or neglect. The following are some, but not all, behaviors and signs to look out for when interacting with children. The following may indicate a change in circumstance for the child but do not guarantee that abuse, harm, or neglect have occurred. If you observe any of the following signs, speak with your supervisor or the designated GRS Child Protection & Safeguarding Focal Point about your concerns. They will be able to help you assess the situation appropriately.

- > Becoming withdrawn suddenly or without explanation.
- > Becoming unusually aggressive.
- > Seeming anxious.
- > Always choosing to wear clothes which fully cover their body.

GUIDELINES FOR RESPONDING TO CHILDREN'S REPORTS

If a participant discloses harm, abuse, or neglect to you:

- > Ensure the child is able to share confidentially and in a safe space. Adhere to safety protocols for ensuring the child and any employee(s) feel safe themselves; for example, do not go to a closed room, but rather stay within eyesight of others. Where possible, have two adults or Coaches present, and allow the child to have a friend with them to provide support.
- > Listen carefully (without reacting strongly or expressing views. A reaction of shock could cause the child to stop sharing).
- > Let the child know they have done the right thing to report.
- > Let them know it is not their fault.
- > Tell them you are taking their concerns seriously.
- > Ask open questions (What happened?) rather than leading questions (Did X happen?).
- > To the level that is appropriate for their maturity, explain what you will do next.

- > For GRS staff and coaches, pass on the report to the designated GRS Child Protection and Safeguarding Focal Point or the available Senior Manager, or email the report to safeguarding@grs.org within 24 hours.
- > If you are aware of potential abuse, but the child is not reporting it, do not approach the child. Follow the GRS reporting procedures and a competent person will be identified to intervene.

GUIDELINES FOR TELEPHONE AND MOBILE DEVICE INTERACTIONS

When delivering virtual programming and communication, it is important to make sure that all players are aware of their rights influencing communication:

- > The right to be heard and to be taken seriously.
- > The right to free speech and to information.
- > The right to maintain privacy.
- > The right to develop cultural identity.
- > The right to be proud of one's heritage and beliefs.

Follow the guidelines below to protect players from potential abuse, harm, or neglect during their participation in virtual programming.

> Privacy

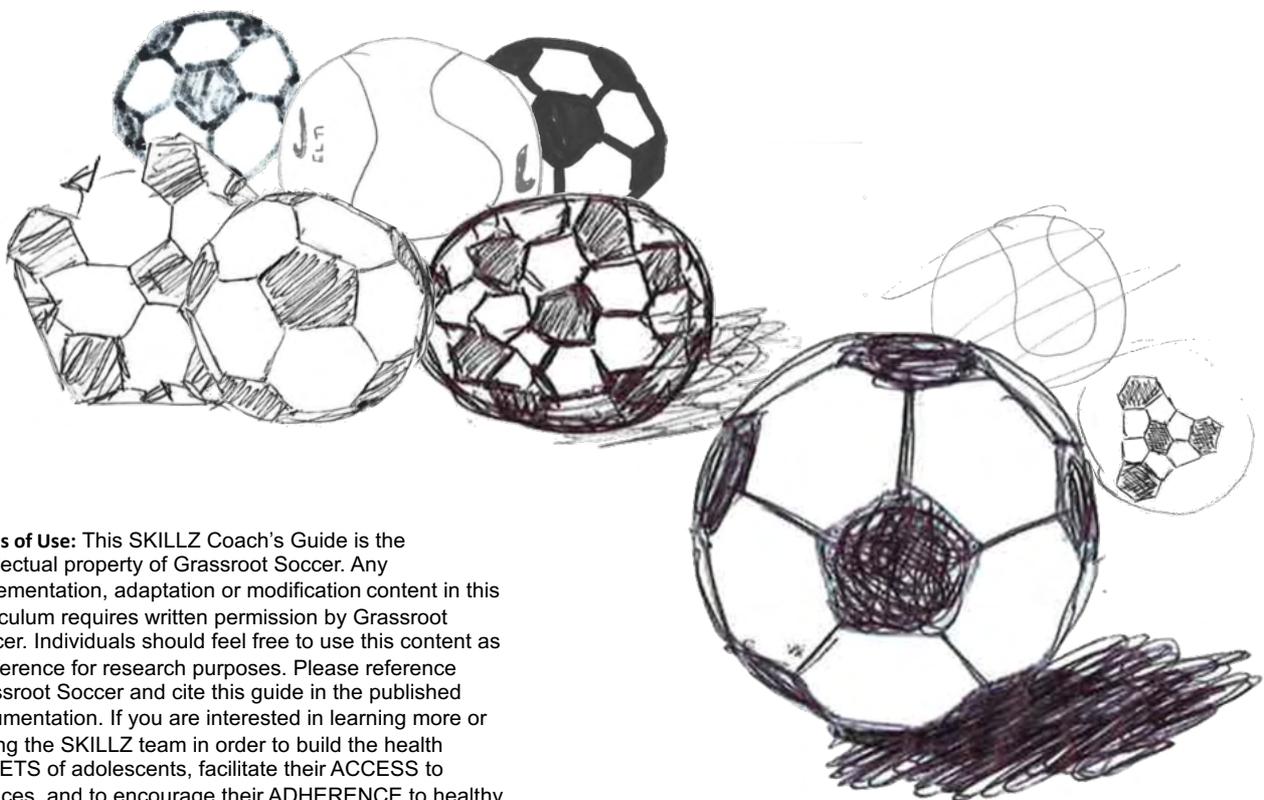
- o Do not share the name, telephone number, or other personal information of any player or their parent, guardian, or caregiver.
- o Keep all contact and personal information of a player and their parent, guardian, or caregiver in a secure location with a password (for example, on your cell phone with a passcode).
- o If your mobile device contains contact and personal information of a player or their parent, guardian, or caregiver and that information is compromised (e.g. your mobile device is hacked, lost, or stolen), immediately notify your supervisor.
- o If requesting video or audio content, obtain consent from the player and their parent, guardian, or caregiver both before *and* after receiving the content.
- o During one-to-one messaging via SMS or WhatsApp, make sure players know that they, or you, can delete text, photos, or other information at any time. If they are unable to delete their own information, make sure they know they can request you to delete the information from your platform on their behalf.

> Group Messaging

- o Maintain zero tolerance for bullying and disrespect in group chats.
- o Moderate group chats for inappropriate language and content.
- o Immediately flag and, if necessary, delete inappropriate content shared in a group chat.

Name: _____

Phone: _____



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