

OUR HOUSE RULES TO KEEP COVID19 AWAY (ALL AGES)

Ages 4 to 7 (Level 1)

Description:	In this project, we will learn what COVID19 is, its symptoms, how it spreads, and decide on house rules to keep Covid19 away from our house and family.
Leading question:	What rules does our family need to keep COVID19 away?
Learning Outcomes	<ul style="list-style-type: none"> • Understand what COVID19 is and its symptoms. • Understand how COVID19 is spread and how to avoid it. • Develop and improve presentation and communication skills
Age group:	6 to 7 years old.
Subjects:	Science
Total time required:	~5 hours over 3 days
Self-guided / Supervised activity:	Mostly parent supervised
Previous Learning	This project is most suitable for grade 1 and 2 students (ages 6-7)
Resources Required:	Paper and pencil. (Optional: Coloring pens). Two bowls, black pepper, and soap Face masks, food coloring or natural alternatives
Topics/Concepts Covered	<ul style="list-style-type: none"> • Virus • Scientific Method • Covid-19 • Pandemic

Day	Time	Activity and Description
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1	5 minutes	<p>1. Ask learners to reflect about what they used to think about Covid-19 at the beginning of the pandemic and what they think now. Parents and educators can join this reflection and add their thoughts about what they used to think and that they now think.</p> <table border="1" data-bbox="496 447 1442 579"> <tr> <td data-bbox="496 447 1005 512"><i>I used to think about Covid-19....</i></td> <td data-bbox="1005 447 1442 512"><i>Now I think about Covid-19...</i></td> </tr> <tr> <td data-bbox="496 512 1005 579"></td> <td data-bbox="1005 512 1442 579"></td> </tr> </table>	<i>I used to think about Covid-19....</i>	<i>Now I think about Covid-19...</i>		
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	5 minutes	<p>2. Reflect with the learners: as our thinking about the pandemic has evolved, the understanding of scientists has evolved as well. In this project, we will explore some of the science about Covid19 and see how it has evolved. We will create a brochure to explain to our families what we now (April 2021) know about how they can avoid getting Covid19.</p>				
	20 minutes	<p>3. Begin by assessing the learners' knowledge on the following questions:</p> <ol style="list-style-type: none"> What is Covid19? Input: Covid19 is a virus. Viruses are tiny particles that cause disease in people, other animals, and plants. Different viruses cause the common cold, influenza (flu), chicken pox, measles, AIDS, and many other diseases. Viruses are so tiny that people can see them only with powerful microscopes. Some viruses have a spherical, or round, shape. Others are shaped like rods. On its own, a virus is lifeless. However, it becomes active when it infects, or enters, a cell of an animal or a plant (Source: Britannica for Kids). What are the symptoms of Covid-19? What are the symptoms of the flu? Input: Covid19 can make people feel sick like when you have a flu. Remember how the flu made (you/your classmate/anyone your child knows) feel? It can be a lot like getting the flu." Probing questions: <ul style="list-style-type: none"> - How did your body feel? - What parts of your body hurt most? - Did your body feel hot or cold? - Were you able to breathe properly? - How many days were you sick for? - Did you want to eat during that time? 				

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	15 min	<p>d. How can people catch Covid19? You may build on the comparison between Covid19 and the flu to get learners thinking about how people can catch Covid19. For this, invite the learners to recall when they got the flu.</p> <ul style="list-style-type: none"> ● Was there any classmate or a family member who was sick before you? ● If you can't recall, probably they were sick and you did not know it, and by coughing or sneezing their germs travelled from their body to your body: through your nose, eyes or mouth! ● Or probably you touched a surface with germs on it and then touched your face! Their germs went on the desk or any surface that you touched, and then you touched your face, so the germs went inside your body. <p>e. What are some things that we can do to avoid catching Covid19? Some expected answers: Listed recommended behaviours for coughing and sneezing; Washing hands for 20 seconds after bathroom, going out, or touching surfaces; Avoid touching the face at all when out; Keeping 6 feet or 2 metres away from others (no hugging, kissing or shaking hands with non-family members); Wearing masks, etc.</p> <p>f. What happens to people who get sick with Covid19? Most people who get the virus recover from it. It just may take longer than the flu.</p> <p>g. Numeracy extension (can be useful as a motivation for the rules):</p> <p>Find out the following information either from your government office, local newspaper, parents or internet.</p> <ul style="list-style-type: none"> - How many people in your country have gotten infected with COVID19? - How many people have recovered from it in your country? - How many people have died from COVID19 in your country? <p>Use the information to fill out the table below:</p>
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		<table border="1"> <thead> <tr> <th></th> <th>Number of people</th> </tr> </thead> <tbody> <tr> <td>COVID19 Infections</td> <td></td> </tr> <tr> <td>Recovered</td> <td></td> </tr> <tr> <td>Died</td> <td></td> </tr> </tbody> </table>		Number of people	COVID19 Infections		Recovered		Died	
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2	20 minutes + set up time	<p>Today we will learn why some of these things that we have been told to do to prevent Covid19 work.</p> <p>1. Activity to demonstrate how <i>hand washing</i> removes germs off our hands.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Bowl with Black Pepper</p> </div> <div style="text-align: center;">  <p>Bowl with Soap</p> </div> </div> <ul style="list-style-type: none"> - Fill a bowl with water and add some black pepper to it - Put a little bit of liquid soap or diluted bar soap in another bowl - Learners will insert their finger in the black pepper water and swirl it and take it out to see how the black pepper like virus germs get stuck to their finger - Learners will now insert their finger in the liquid soap and reinsert it in black pepper <ol style="list-style-type: none"> a. Ask learners to share about what they have observed (the black pepper in the bowl moves away when their finger covered with soap is reinserted). b. Let now learners try different amounts of pepper and soap in each of the bowls, and see what happens. Is there a “right amount of soap?,” “Does soap “stop working” if there is too much pepper?” c. Input: A healthy person also might get germs on their hands. This might happen by touching someone who is sick, or touching surfaces where germs landed because someone sick sneezed or coughed or touched those surfaces. To keep germs on hands from getting inside the body, wash your hands with soap and water or use hand sanitizer afterward. Try not to touch your 								

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	<p>20 minutes + set up time</p> <p>10 min</p>	<p>mouth, eyes, or inside your nose because those are places where the germs can get inside the body.</p> <p>d. Conclude that it is important to wash hands <u>well</u> with soap and water. Input: A healthy person also might get germs on their hands. This might happen by touching someone who is sick, or touching surfaces where germs landed because someone sick sneezed or coughed or touched those surfaces. To keep germs on hands from getting inside the body, wash your hands with soap and water at the same times you usually do, like after going to the bathroom, before eating, and after blowing your nose. When you wash your hands, remember to count slowly to 20. (Parents can help by singing the ABCs or “Happy Birthday” with their children the number of times it takes for 20 seconds to pass. This helps children remember to wash for a sufficient amount of time.) See Handwashing tutorial in the appendix.</p> <p>2. Activity to illustrate the importance of <i>wearing masks</i></p> <p>a. Input: Sneezes, coughs, breathing, and talking can send germs into the air. We are going to make an experiment to see how and to what extent face masks prevent this.</p> <p>b. Ask learners what kind of masks they have worn and tell them that you are going to test them out.</p> <ul style="list-style-type: none"> ■ Experiment 1: <ol style="list-style-type: none"> 1. Ask learners to find food coloring or something at their homes that can work as food coloring (beets, strawberries, red cabbage, etc.) 2. Ask learners to put the food coloring (or the alternative) in their mouths and try out at least three different activities for two minutes while wearing masks (exercise, walk around the house, cough, etc.). 3. Ask learners to observe how much food coloring transferred to the outside of their masks. 4. This will help learners understand how masks stop germs from spreading around and how germs penetrate their masks depending on the quality of the mask and the type of activity. <p>3. Activity to illustrate the importance of <i>social distancing</i>.</p>
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		<p>a. Input: When the germs go into the air, they can travel for up to six feet (two metres)- further than you are tall. That's why it's important to stand six feet apart from people other than your family. You don't want to breathe in air with germs.</p> <p>b. Ask learners to come up with a comparison of a distance similar to six feet.</p>
3	<p>15 min</p> <p>15 min</p> <p>15 minutes</p>	<p>Today we want to make a plan of how to protect our family from Covid19.</p> <p>In order to protect our family, we need you to think of a two of actions that we need to take in the following scenarios (learners will then illustrate the two actions):</p> <p>1. Going out to buy groceries</p> <p>(Learners may get insights from the Useful Info graphs appendix)</p> <p>These are some of the recommendations that you might expect coming from the learners:</p> <ul style="list-style-type: none"> - Write a shopping list before you go. Get stuff for 1 or 2 weeks - Only one adult goes (less people at the supermarket is better) - Don't touch what you are not going to buy - Keep a distance from people - Never shake hands, hug or kiss anyone from outside the family - Never touch your face <p>2. Back to the house from outside</p> <p>Think and then present to us (learners may get insights from the Useful Info graphs appendix)</p> <p>These are some of the recommendations that you might expect coming from the learners :</p> <ul style="list-style-type: none"> - Once back to the house take off the shoes at the entrance - Wash your hands with soap and water for 20 seconds - Dispose all external bags, and wash/disinfect all the groceries <p>Learners present their drawings and receive feedback and suggestions for improvements from their parents or educators.</p>

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5 minutes	Learners incorporate the feedback into their set of rules. After the rules are settled, prompt the learner to think how they might creatively share those rules with their family and encourage that they follow them.
15 minutes	<p>Parents and educators discuss with learners their ideas for how to organize the Rules sheet (Learners can look at the infographics on the appendix to get some ideas about how to present their rules).</p> <p>Sections that learners may include:</p> <ul style="list-style-type: none"> - Rules to follow when going out - What to do after coming back - Hand washing tutorial - What we now know that is different from last year.
10 minutes	<p>Learners will add a 1) Champion to each of their four rules to ensure that they are followed and 2) a strategy to encourage people to follow the rule.</p> <p>This is one example of what the “Rules Sheet” may look like:</p> <ul style="list-style-type: none"> - Each rule can be represented with a drawing - The champion for each rule may be tagged next to it. - At the end, there is a “prize” to encourage people to follow the rule
10 minutes	<p>Learners showcase their Rule Sheets to parents.</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> - The sheet includes all necessary information - There are simple strategies to encourage people to follow the rules - Rules are clear and appealing <p>Parents give feedback and add suggestions based on the assessment criteria:</p> <ul style="list-style-type: none"> - What criteria appear strongly on their rules sheet? - What aspects can be improved based on the criteria? <p>Learners incorporate the feedback received into their presentation.</p> <p>Discuss with the learner what he or she discovered and enjoyed the most and least about this process and through this activity, challenges they faced, etc.</p>

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Assessment Criteria:	Checklist criteria for presentations and rules are shared respectively.
Inspiration:	Harvard Health Publishing- How to talk to children about the coronavirus NASP- Helping Children Cope With Changes Resulting From COVID-19 Qatar's Ministry of Public Health https://www.moph.gov.qa/english/Pages/Educational-Materials.aspx
Additional enrichment activities:	Learners make copies of the rules and place them around the house. If there is access to a smart phone and/or internet connection, learners can share the set of rules with cousins and friends to consider within their families.

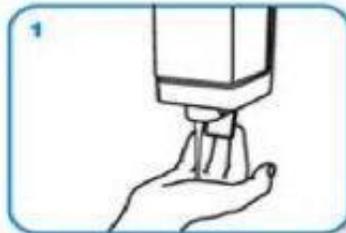
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HANDWASHING TUTORIAL

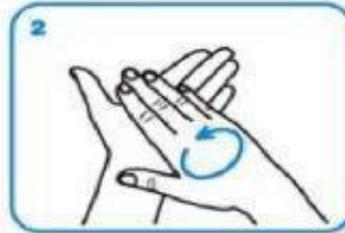
Spend at least 20 second rubbing your hands (images 2 to 7 below)



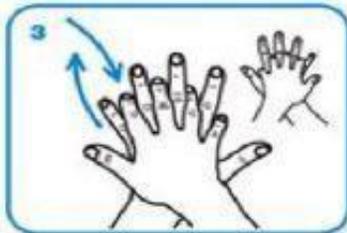
Wet hands with water



apply enough soap to cover all hand surfaces.



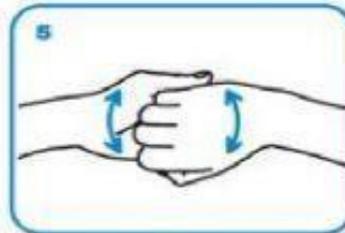
Rub hands palm to palm



right palm over left dorsum with interlaced fingers and vice versa



palm to palm with fingers interlaced



backs of fingers to opposing palms with fingers interlocked



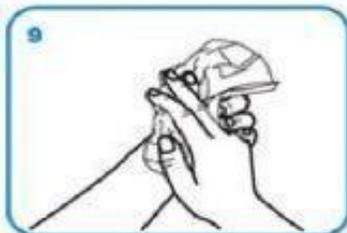
rotational rubbing of left thumb clasped in right palm and vice versa



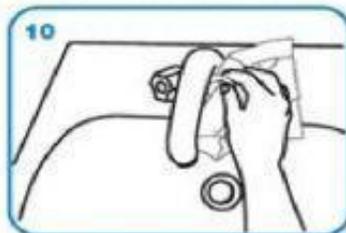
rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa.



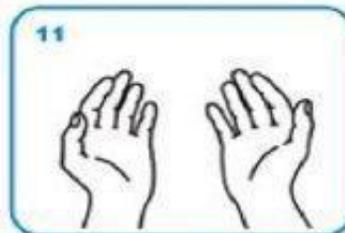
Rinse hands with water



dry thoroughly with a single use towel



use towel to turn off faucet



...and your hands are safe.

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USEFUL INFO GRAPHS

HOW IS CORONAVIRUS DISEASE (COVID-19) TRANSMITTED?



COVID-19 is a respiratory virus which spreads primarily through contact with an infected person through respiratory droplets generated when a person, for example, **coughs or sneezes**, or through **droplets of saliva or discharge from the nose**. It is important that everyone practices good respiratory hygiene. For example, **sneeze or cough into a flexed elbow**, or **use a tissue and discard it immediately into a closed bin**. It is also very important for people to **wash their hands regularly** with either alcohol-based hand rub or soap and water.



For more info. on novel coronavirus (COVID-19) visit www.moph.gov.qa or call 16000

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مؤسسة حمد الطبية
Hamad Medical Corporation
HEALTH - EDUCATION - RESEARCH
صحة - تعليم - بحوث



PROTECT YOURSELF FROM THE CORONAVIRUS DISEASE-2019 (COVID-19)

Stay at home and only go out when necessary, this also includes your household workers



<p>Explain to your household workers the precautionary measures to take, and to avoid being in contact with workers outside your home</p> 	<p>Avoid social gatherings</p> 
<p>Keep at least a 2-meter distance between yourself and others</p> 	<p>Avoid close contact with people who show symptoms of respiratory diseases such as coughing or sneezing</p> 
<p>Make sure you wash your hands with soap and water. If soap and water are not available, disinfect your hands with alcohol-based hand sanitizer</p> 	<p>Avoid touching your nose, mouth, and eyes</p> 
<p>When coughing or sneezing:</p> <ul style="list-style-type: none"> • Cover your nose and mouth with a clean napkin, make sure to throw the used napkin in a closed trash bin immediately and wash your hands directly afterwards • If a napkin is not available, make sure you use the upper part of your arm 	<p>If you are showing symptoms such as coughing, sneezing, or fever;</p> <ul style="list-style-type: none"> • Use a face mask • Avoid close contact with others • Increase fluid intake, and take fever lowering medications when necessary • If your symptoms become worse, contact our call center immediately: 16000 

For Further Information, Contact Our Call Center: **16000**

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WHAT IS CORONAVIRUS DISEASE (COVID-19)?



COVID-19 is a new strain of coronavirus that was first identified in Wuhan, Hubei Province, China. The majority of cases have been reported in China, with a cluster of cases also reported in other countries.

According to the updated clinical and epidemiological features of the emerging virus, COVID-19 is likely to have originated in animals, and the transmission from person to person has been reported. People with COVID-19 experience course of illness that generally range from mild to moderate symptoms. Severe symptoms and complications, or even death, may occur in people who suffer chronic diseases and lowered immunity.



For more info. on novel coronavirus (COVID-19) visit www.moph.gov.qa or call 16000

WHAT TREATMENT IS GIVEN TO PATIENTS WITH CORONAVIRUS DISEASE (COVID-19)?



There is no specific antiviral treatment available for patients with COVID-19. People infected with the virus receive supportive medical care to relieve their symptoms.



For more info. on novel coronavirus (COVID-19) visit www.moph.gov.qa or call 16000

وزارة الصحة العامة | دولة قطر
Ministry of Public Health | State Of Qatar

متى تغسل يديك؟
WHEN TO WASH YOUR HANDS?

بعد اللعب مع الحيوانات
AFTER PLAYING WITH PETS

بعد العطس أو السعال
AFTER YOU SNEEZE OR COUGH

بعد استخدام دورة المياه
AFTER USING THE W.C.

قبل و بعد تناول الطعام
BEFORE & AFTER EATING

بعد اللعب
AFTER PLAYING

عند العودة للمنزل
WHEN YOU GO BACK HOME

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HOW TO PUT ON, USE, TAKE OFF AND DISPOSE OF A MASK



1
Before putting on a mask, clean hands with alcohol-based hand rub or soap and water



2
Cover mouth and nose with mask and make sure there are no gaps between your face and the mask



3
Avoid touching the mask while using it; if you do, clean your hands with alcohol-based hand rub or soap and water



4
Remove the mask from behind (do not touch the front of the mask); discard immediately in a closed bin; clean hands with alcohol-based hand rub or soap and water



5
Replace the mask with a new one as soon as it is damp and do not re-use single-use masks

Ages 8 to 10 (Level 2)

Description:	In this project, we will learn what COVID19 is, its symptoms, how it spreads, how to avoid it and decide on our house rules to keep Covid19 away from our house and family.
Leading question:	What rules does our family need to keep COVID19 away?
Learning Outcomes:	<ul style="list-style-type: none"> • Understand what COVID19 is and its symptoms. • Understand how COVID19 is spread and how to avoid it. • Develop and improve presentation and communication skills
Age group:	8 to 10 years old
Subjects:	General science
Total time required:	5 hours over 3 days
Self-guided / Supervised activity:	Mostly parent supervised
Resources required:	Paper and pencil. (Optional: Coloring pens). Two bowls, black pepper and soap Face masks, food coloring or natural alternatives
Topics/Concepts Covered	<ul style="list-style-type: none"> • Virus • Scientific Method • Covid-19 • Pandemic

Day	Time	Activity and Description				
1	10 minutes	<p>1. Ask learners to reflect about what they used to think about Covid-19 at the beginning of the pandemic and what they think now. Parents and educators can join this reflection and add their thoughts about what they used to think and that they now think.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><i>I used to think about Covid-19....</i></td> <td style="text-align: center;"><i>Now I think about Covid-19...</i></td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	<i>I used to think about Covid-19....</i>	<i>Now I think about Covid-19...</i>		
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	5 min	<p>2. Reflect with the learners: as our thinking about the pandemic has evolved, the understanding of scientists has evolved as well. In this project, we will explore some of the science about Covid19 and see how it has evolved. We will create a brochure to explain to our families what we now (April 2021) know about how they can avoid getting Covid19.</p>				

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	25 min	<p>3. Begin by assessing the learners' knowledge on the following questions:</p> <p>h. What is Covid-19? Input: Covid-19 is a virus. Viruses are tiny particles that cause disease in people, other animals, and plants. Different viruses cause the common cold, influenza (flu), chicken pox, measles, AIDS, and many other diseases. Viruses are so tiny that people can see them only with powerful microscopes. Some viruses have a spherical, or round, shape. Others are shaped like rods. On its own, a virus is lifeless. However, it becomes active when it infects, or enters, a cell of an animal or a plant (Source: Britannica for Kids). Ask some probing questions to make sure learners understand these ideas.</p> <p>i. What are the symptoms of Covid-19?</p> <p>j. What are the symptoms of the flu? Input: Covid19 can make people feel sick like when you have a flu. Remember how the flu made (you/your classmate/anyone your child knows) feel? It can be a lot like getting the flu." Probing questions:</p> <ul style="list-style-type: none"> - How did your body feel? - What parts of your body hurt most? - Did your body feel hot or cold? - Were you able to breathe properly? - How many days were you sick for? - Did you want to eat during that time? <p>k. How can people catch Covid19? You may build on the comparison between Covid19 and the flu to get learners thinking about how people can catch Covid19. For this, invite the learners to recall when they got the flu.</p> <ul style="list-style-type: none"> ● Was there any classmate or a family member who was sick before you? ● If you can't recall, probably they were sick and you did not know it, and by coughing or sneezing their germs travelled from their body to your body: through your nose, eyes or mouth!
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	20 min	<ul style="list-style-type: none"> Or probably you touched a surface with germs on it and then touched your face! Their germs went on the desk or any surface that you touched, and then you touched your face, so the germs went inside your body. <p>l. What are some things that we can do to avoid catching Covid19? Some expected answers: Listed recommended behaviours for coughing and sneezing; Washing hands for 20 seconds after bathroom, going out, or touching surfaces; Avoid touching the face at all when out; Keeping 6 feet or 2 metres away from others (no hugging, kissing or shaking hands with non-family members); Wearing masks, etc.</p> <p>m. Why do people wear masks?</p> <p>n. What happens to people who get sick with Covid19? Most people who get the virus recover from it. It just may take longer than the flu.</p> <p>Numeracy extension (can serve as a motivation for the rules):</p> <p>Find out the following information either from your government office, local newspaper, parents or internet.</p> <ul style="list-style-type: none"> - How many people do you have in your country (total population)? - How many people in your country have gotten infected with COVID19? - How many people have recovered from it in your country? - How many people have died from COVID19 in your country? <p>Use the information to fill out the table below:</p> <table border="1" data-bbox="613 1528 1406 1717"> <thead> <tr> <th></th> <th>Number of people</th> <th>% of the population</th> </tr> </thead> <tbody> <tr> <td>COVID19 Infections</td> <td></td> <td></td> </tr> <tr> <td>Recovered</td> <td></td> <td></td> </tr> <tr> <td>Died</td> <td></td> <td></td> </tr> </tbody> </table> <p>Reflect based on the table. How do deaths compare to recoveries? (We see that most people who get the virus recover from it), How do</p>		Number of people	% of the population	COVID19 Infections			Recovered			Died		
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COVID19 Infections														
Recovered														
Died														

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		infections compare to deaths? Were you expecting bigger or smaller numbers? why?
2	20 min	<p>Today we will learn why some of these things that we have been told to do to prevent Covid19 work.</p> <p>1. Activity to demonstrate how <i>hand washing</i> removes germs off our hands.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Bowl with Black Pepper</p> </div> <div style="text-align: center;">  <p>Bowl with Soap</p> </div> </div> <ul style="list-style-type: none"> - Fill a bowl with water and add some black pepper to it - Put a little bit of liquid soap or diluted bar soap in another bowl - Learners will insert their finger in the black pepper water and swirl it and take it out to see how the black pepper like virus germs get stuck to their finger - Learners will now insert their finger in the liquid soap and reinsert it in black pepper <p>c. Ask learners to share about what they have observed (the black pepper in the bowl moves away when their finger covered with soap is reinserted).</p> <p>d. Let now learners try different amounts of pepper and soap in each of the bowls, and see what happens. Is there a “right amount of soap?,” “Does soap “stop working” if there is too much pepper?”</p> <p>e. Input: A healthy person also might get germs on their hands. This might happen by touching someone who is sick, or touching surfaces where germs landed because someone sick sneezed or coughed or touched those surfaces. To keep germs on hands from getting inside the body, wash your hands with soap and water or use hand sanitizer afterward. Try not to touch your mouth, eyes, or inside your nose because those are places where the germs can get inside the body.</p> <p>f. Conclude that it is important to wash hands <u>well</u> with soap and water. Input: A healthy person also might get germs on their hands. This might happen by touching someone who is</p>

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	30 min	<p>sick, or touching surfaces where germs landed because someone sick sneezed or coughed or touched those surfaces. To keep germs on hands from getting inside the body, wash your hands with soap and water at the same times you usually do, like after going to the bathroom, before eating, and after blowing your nose. When you wash your hands, remember to count slowly to 20. (Parents can help by singing the ABCs or “Happy Birthday” with their children the number of times it takes for 20 seconds to pass. This helps children remember to wash for a sufficient amount of time.) See Handwashing tutorial in the appendix.</p> <p>2. Activity to illustrate the importance of <i>wearing masks</i> Input: Sneezes, coughs, breathing, and talking can send germs into the air. We are going to make an experiment to see how and to what extent face masks prevent this.</p> <p>g. Ask learners what kind of masks they have worn and tell them that you are going to test them out.</p> <ul style="list-style-type: none"> ■ Experiment 1: <ol style="list-style-type: none"> 1. Ask learners to find food coloring or something at their homes that can work as food coloring (beets, strawberries, red cabbage, etc.) 2. Ask learners to put the food coloring (or the alternative) in their mouths and try out at least three different activities for two minutes while wearing masks (exercise, walk around the house, cough, etc.). 3. Ask learners to observe how much food coloring transferred to the outside of their masks. 4. This will help learners understand how masks stop germs from spreading around and how germs penetrate their masks depending on the quality of the mask and the type of activity. ■ Experiment 2: <ol style="list-style-type: none"> 1. Ask learners to grab all the facemasks that they can find at home (N95, surgical, cloth, etc.) 2. Ask them to spray colored water on the inside of the mask.
	10 min	

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	15 min	<p>3. What mask was most effective at stopping the water from going to the outside?</p> <p>3. Activity to illustrate the importance of <i>social distancing</i>.</p> <p>h. Input: When the germs go into the air, they can travel for up to six feet (two metres)- further than you are tall. That's why it's important to stand six feet apart from people other than your family. You don't want to breathe in air with germs.</p> <p>i. Ask learners to come up with a tool to measure six feet. Here is one suggestion:</p> <ul style="list-style-type: none"> ■ Stand still and mark your position. ■ Take 4 normal steps ■ The parent uses measuring tape to measure (or guesstimating) the distance travelled and advises how many more steps to take ■ Repeat the above with the new suggested number of steps, until you reach 2 metres or more ■ Now ask one of your parents or siblings to stand, and you take the steps to be 2 metres or further away from them ■ Have a thorough look so you learn to visually estimate a 2 metre distance from others once needed
3	15 minutes	<p>Today we want to make a plan of how to protect our family from Covid19.</p> <p>Tell the learners: "In order to protect our family, we need you to think and write down of a list of three actions that we need to take in the following scenarios":</p> <ul style="list-style-type: none"> ● Going out to buy groceries <p>(Learners may get insights from the Useful Info graphs appendix)</p> <p>These are some of the recommendations that you might expect coming from the learners:</p> <ul style="list-style-type: none"> - Write a shopping list before you go. Get stuff for 1 or 2 weeks - Only one adult goes (less people at the supermarket is better) - Don't touch what you are not going to buy - Keep a distance from people - Never shake hands, hug or kiss anyone from outside the family

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	<p>15 minutes</p> <p>10 min</p> <p>10 min</p> <p>10 min</p> <p>20 min</p>	<p>- Never touch your face</p> <ul style="list-style-type: none"> ● Back to the house from outside <p>Think and then present to us (learners may get insights from the Useful Info graphs appendix)</p> <p>These are some of the recommendations that you might expect coming from the learners :</p> <ul style="list-style-type: none"> - Once back to the house take off the shoes at the entrance - Wash your hands with soap and water for 20 seconds - Dispose all external bags, and wash/disinfect all the groceries <p>Learners present their written rules and receive feedback and suggestions for improvements from their parents or educators.</p> <p>Learners incorporate the feedback into their set of rules. After the rules are settled, prompt the learner to think how they might creatively share those rules with their family and encourage that they follow them.</p> <p>Parents and educators discuss with learners their ideas for how to organize the Rules sheet (Learners can look at the infographics on the appendix to get some ideas about how to present their rules).</p> <p>Learners will design their “Rules Sheet”.</p> <p>For every rule, there must be a Champion to ensure it is being followed and a strategy to encourage people to follow the rule. Brainstorm with the learners what those strategies could be and assess its pros and cons.</p> <p>Sections that learners may include:</p> <ul style="list-style-type: none"> - Rules to follow when going out - What to do after coming back - Hand washing tutorial - What we now know that is different from last year. <p>This is one example of what the “Rules Sheet” may look like:</p> <table border="1" data-bbox="407 1717 1395 1829"> <thead> <tr> <th data-bbox="407 1717 919 1829">Rule</th> <th data-bbox="919 1717 1127 1829">Champion</th> <th data-bbox="1127 1717 1395 1829">Strategy to encourage people to follow the rule</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Rule	Champion	Strategy to encourage people to follow the rule			
Rule	Champion	Strategy to encourage people to follow the rule						

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	5 min	Learners showcase their Rule Sheets to parents.	
	10 min	<p>Assessment criteria:</p> <ul style="list-style-type: none"> - The sheet includes all necessary information - Rules cover several possible sources of infection - There are feasible positive strategies to encourage people to follow the rules - Rules are clear and appealing <p>Parents give feedback and add suggestions based on the assessment criteria:</p> <ul style="list-style-type: none"> - What criteria appear strongly on their rules sheet? - What aspects can be improved based on the criteria? <p>Learners incorporate the feedback received into their presentation.</p> <p>Discuss with the learner what he or she discovered and enjoyed the most and least about this process and through this activity, challenges they faced, etc.</p>	
Assessment Criteria:		- Checklist criteria for presentations and rules are shared respectively.	

Required previous learning:	Basic reading and writing skills.
Inspiration:	<p>Harvard Health Publishing- How to talk to children about the coronavirus</p> <p>NASP- Helping Children Cope With Changes Resulting From COVID-19</p> <p>Qatar's ministry of Public Health</p>
Additional enrichment activities:	<ul style="list-style-type: none"> - Learners write a thank you card to a doctor or nurse they know, who is working tirelessly to help people get well during these critical times - Learners set a plan and divide roles on who is responsible to ensure the application of every rule

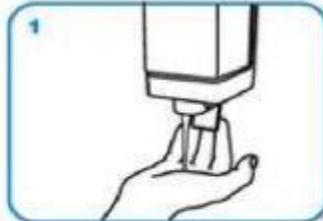
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HANDWASHING TUTORIAL

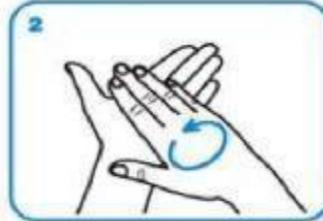
Spend at least 20 seconds rubbing your hands (images 2 to 7 below)



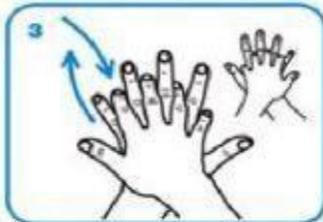
Wet hands with water



apply enough soap to cover all hand surfaces.



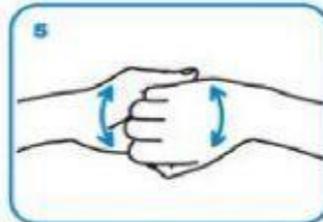
Rub hands palm to palm



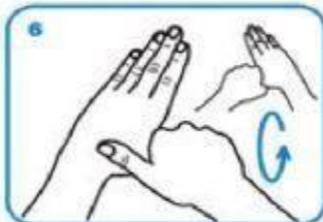
right palm over left dorsum with interlaced fingers and vice versa



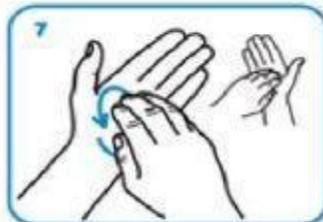
palm to palm with fingers interlaced



backs of fingers to opposing palms with fingers interlocked



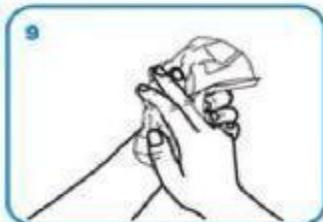
rotational rubbing of left thumb clasped in right palm and vice versa



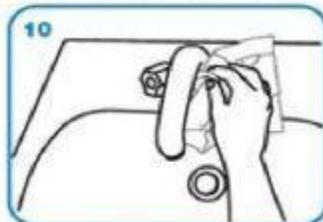
rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa.



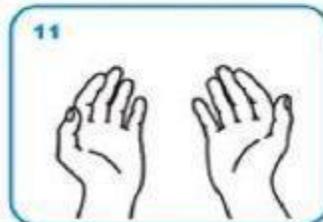
Rinse hands with water



dry thoroughly with a single use towel



use towel to turn off faucet



...and your hands are safe.

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USEFUL INFO GRAPHS

HOW IS CORONAVIRUS DISEASE (COVID-19) TRANSMITTED?



COVID-19 is a respiratory virus which spreads primarily through contact with an infected person through respiratory droplets generated when a person, for example, **coughs or sneezes**, or through **droplets of saliva or discharge from the nose**. It is important that everyone practices good respiratory hygiene. For example, **sneeze or cough into a flexed elbow**, or use a **tissue and discard it immediately into a closed bin**. It is also very important for people to **wash their hands regularly** with either alcohol-based hand rub or soap and water.



For more info. on novel coronavirus (COVID-19) visit www.moph.gov.qa or call 16000





مؤسسة حمد الطبية
Hamad Medical Corporation
HEALTH - EDUCATION - RESEARCH
صحة - تعليم - باحثون



PROTECT YOURSELF FROM THE CORONAVIRUS DISEASE-2019 (COVID-19)

Stay at home and only go out when necessary, this also includes your household workers



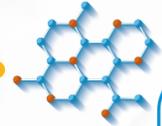
<p>Explain to your household workers the precautionary measures to take, and to avoid being in contact with workers outside your home</p> 	<p>Avoid social gatherings</p> 
<p>Keep at least a 2-meter distance between yourself and others</p> 	<p>Avoid close contact with people who show symptoms of respiratory diseases such as coughing or sneezing</p> 
<p>Make sure you wash your hands with soap and water. If soap and water are not available, disinfect your hands with alcohol-based hand sanitizer</p> 	<p>Avoid touching your nose, mouth, and eyes</p> 
<p>When coughing or sneezing:</p> <ul style="list-style-type: none"> • Cover your nose and mouth with a clean napkin, make sure to throw the used napkin in a closed trash bin immediately and wash your hands directly afterwards • If a napkin is not available, make sure you use the upper part of your arm 	<p>If you are showing symptoms such as coughing, sneezing, or fever;</p> <ul style="list-style-type: none"> • Use a face mask • Avoid close contact with others • Increase fluid intake, and take fever lowering medications when necessary • If your symptoms become worse, contact our call center immediately: 16000 

For Further Information, Contact Our Call Center: **16000**

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WHAT IS CORONAVIRUS DISEASE (COVID-19)?



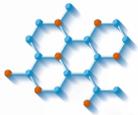
COVID-19 is a new strain of coronavirus that was first identified in Wuhan, Hubei Province, China. The majority of cases have been reported in China, with a cluster of cases also reported in other countries.

According to the updated clinical and epidemiological features of the emerging virus, **COVID-19 is likely to have originated in animals, and the transmission from person to person has been reported.** People with COVID-19 experience course of illness that generally range from mild to moderate symptoms. Severe symptoms and complications, or even death, may occur in people who suffer chronic diseases and lowered immunity.



For more info. on novel coronavirus (COVID-19) visit www.moph.gov.qa or call 16000

WHAT TREATMENT IS GIVEN TO PATIENTS WITH CORONAVIRUS DISEASE (COVID-19)?



There is no specific antiviral treatment available for patients with COVID-19. People infected with the virus receive supportive medical care to relieve their symptoms.



For more info. on novel coronavirus (COVID-19) visit www.moph.gov.qa or call 16000

وزارة الصحة العامة | دولة قطر
Ministry of Public Health | State Of Qatar

متى تغسل يديك؟
WHEN TO WASH YOUR HANDS?

بعد اللعب مع الحيوانات
AFTER PLAYING WITH PETS

بعد العطس أو السعال
AFTER YOU SNEEZE OR COUGH

بعد استخدام دورة المياه
AFTER USING THE W.C.

قبل و بعد تناول الطعام
BEFORE & AFTER EATING

بعد اللعب
AFTER PLAYING

عند العودة للمنزل
WHEN YOU GO BACK HOME

www.moph.gov.qa | /MOPHqatar | /MOPHqatar

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HOW TO PUT ON, USE, TAKE OFF AND DISPOSE OF A MASK



1
Before putting on a mask, clean hands with alcohol-based hand rub or soap and water



2
Cover mouth and nose with mask and make sure there are no gaps between your face and the mask



3
Avoid touching the mask while using it; if you do, clean your hands with alcohol-based hand rub or soap and water



4
Remove the mask from behind (do not touch the front of the mask); discard immediately in a closed bin; clean hands with alcohol-based hand rub or soap and water



5
Replace the mask with a new one as soon as it is damp and do not re-use single-use masks

Ages 11 to 14 (Level 3)

Description:	In this project, we will learn what COVID19 is, its symptoms, how it spreads, how to avoid it and decide on our house rules to keep Covid19 away from our house and family.
Leading question:	What rules does our family need to keep COVID19 away?
Learning Outcomes:	-Understand COVID19 is and its symptoms. -Understand how COVID19 is spread and how to avoid it. -Develop and improve presentation and communication skills. -Distinguish between reliable and unreliable sources of information.
Age group:	11 to 14 years old
Subjects:	General science
Total time required:	4 ½ hours over 3 days
Self-guided / Supervised activity:	Mostly learner led
Resources required:	Paper and pencil. (Optional: Coloring pens).
Topics/Concepts Covered	<ul style="list-style-type: none"> ● Virus ● Covid19 ● Scientific method ● Reliable sources of information

Day	Time	Activity and Description
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	<p>30 min</p> <p>15 min</p> <p>10 min</p> <p>10 min</p>	<p>(If there is no internet access available, parents may use the information and flyers provided as paper based along with this document: Frequently Asked Questions 11-13 and Useful Infographs.</p> <p>Learners are asked to read, extract information, and then present it in a clear and thorough manner so that they can answer the initial questions.</p> <p>Learners will think of how they will present this to your family and then present.</p> <p>The presentation must:</p> <ul style="list-style-type: none"> - Respond thoroughly to the family’s questions - Be interesting - Be informative: includes all necessary information, yet as short as possible. - Use drawings, visuals, or role play when relevant to ensure understanding - <p>Parents/family members discuss with the learner:</p> <ul style="list-style-type: none"> - what they learned from the learners presentation - At least one clarifying question -Come up with additional questions that would be worth investigating
2	30-45 minutes	<p>Before working in the presentation, learners will understand the scope of the impact of the pandemic in their country.</p> <p>Numeracy Extension (can serve as a motivation for the rules):</p> <p>Find out the following information either from your government office, local newspaper, parents or internet (in a reliable source of information).</p> <ul style="list-style-type: none"> - How many people do you have in your country (total population)? - How many people in your country have gotten infected with COVID19? - How many people have recovered from it in your country? - How many people have died from COVID19 in your country?

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		Use the information to fill out the table below:												
		<table border="1"> <thead> <tr> <th></th> <th>Number of people</th> <th>% of the population</th> </tr> </thead> <tbody> <tr> <td>COVID19 Infections</td> <td></td> <td></td> </tr> <tr> <td>Recovered</td> <td></td> <td></td> </tr> <tr> <td>Died</td> <td></td> <td></td> </tr> </tbody> </table>		Number of people	% of the population	COVID19 Infections			Recovered			Died		
	Number of people	% of the population												
COVID19 Infections														
Recovered														
Died														
	15 minutes	<p>Reflect based on the table:</p> <ul style="list-style-type: none"> • What is the ratio of the number of people infected to the total population? • What is the ratio of the number of deaths from COVID19 to the number of people who got infected with COVID19? • What do you learn from the above computations in relation to COVID19? Some possible lessons learnt: <ul style="list-style-type: none"> - It is a fast-spreading sickness and is heavily infectious. The number of infections keeps increasing much faster - Few people are dying from it. - Most people who get the virus recover from it. It just may take longer than the flu. 												
	10 minutes	Learners add these numerical details to their presentation and include further adjustments based on the initial feedback.												
	10 minutes	Learners present again to family members												
		<p>Parents use the following criteria to assess the presentation</p> <ul style="list-style-type: none"> - The learner explains clearly and with scientific language what Covid19 is - The learner explains different alternatives of what to do if symptoms were suspected - The learner offers clear and actionable recommendations about how we can protect ourselves and our family members from catching Covid19 												
3	1 hour	Today we want to make a plan of how to protect our family from Covid19.												

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		<p>Tell the learners: “In order to protect our family, we need you to think and write down of a list of three actions that we need to take in the following scenarios”:</p> <ul style="list-style-type: none"> ● Going out to buy groceries <p>(Learners may get insights from the Useful Info graphs appendix)</p> <p>These are some of the recommendations that you might expect coming from the learners:</p> <ul style="list-style-type: none"> - Write a shopping list before you go. Get stuff for 1 or 2 weeks - Only one adult goes (less people at the supermarket is better) - Don't touch what you are not going to buy - Keep a distance from people - Never shake hands, hug or kiss anyone from outside the family - Never touch your face <ul style="list-style-type: none"> ● Back to the house from outside <p>Think and then present to us (learners may get insights from the Useful Info graphs appendix)</p> <p>These are some of the recommendations that you might expect coming from the learners :</p> <ul style="list-style-type: none"> - Once back to the house take off the shoes at the entrance - Wash your hands with soap and water for 20 seconds - Dispose all external bags, and wash/disinfect all the groceries <p>Learners present their written rules and receive feedback and suggestions for improvements from their parents or educators.</p> <p>Learners incorporate the feedback into their set of rules. After the rules are settled, prompt the learner to think how they might creatively share those rules with their family and encourage that they follow them.</p> <p>Parents and educators discuss with learners their ideas for how to organize the Rules sheet (Learners can look at the infographics on the appendix to get some ideas about how to present their rules).</p>
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		<p>Learners will design their “Rules Sheet”.</p> <p>For every rule, there must be a Champion to ensure it is being followed and a strategy to encourage people to follow the rule. Brainstorm with the learners what those strategies could be and assess its pros and cons.</p> <p>Sections that learners may include:</p> <ul style="list-style-type: none"> - Rules to follow when going out - What to do after coming back - Hand washing tutorial - What we now know that is different from last year. <p>This is one example of what the “Rules Sheet” may look like:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Rule</th> <th style="width: 20%;">Champion</th> <th style="width: 30%;">Strategy to encourage people to follow the rule</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Learners showcase their Rule Sheets to parents.</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> - The sheet includes all necessary information - Rules cover several possible sources of infection - There are feasible positive strategies to encourage people to follow the rules - Rules are clear and appealing <p>Parents give feedback and add suggestions based on the assessment criteria:</p> <ul style="list-style-type: none"> - What criteria appear strongly on their rules sheet? - What aspects can be improved based on the criteria? <p>Learners incorporate the feedback received into their presentation.</p> <p>Parents/family members discuss with the learner what he or she discovered and enjoyed the most and least about this process and through this activity, challenges they faced, etc.</p>	Rule	Champion	Strategy to encourage people to follow the rule									
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	Learners place the rules in visible places around the house and start implementing them straight away!
Assessment Criteria:	<ul style="list-style-type: none"> • Checklist criteria for presentations and rules are shared respectively. • Identification of reliable and unreliable sources of information on COVID19 • Presentation of the COVID19 rules for the family
Required previous learning:	Reading, writing and comprehension
Inspiration:	Harvard Health Publishing- How to talk to children about the coronavirus NASP- Helping Children Cope With Changes Resulting From COVID-19 Qatar's Ministry of Public Health
Additional enrichment activities:	-Learners write a thank you letter to a doctor or nurse they know -Learners research food and home-based exercises that improve the immunity.

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FREQUENTLY ASKED QUESTIONS 11-13

Answering questions teens may have about the new coronavirus,

source: <https://www.health.harvard.edu/blog/how-to-talk-to-teens-about-the-new-coronavirus-2020031419192>

What caused this new coronavirus?

Coronaviruses cause the common cold and the flu. This coronavirus is believed to have [started in animals](#) and then passed on to humans at a live animal market in China.

Why now?

This is actually not the first time that there has been a widespread virus that started in animals and spread to humans. Another example is the severe acute respiratory syndrome ([SARS](#)) outbreak in 2002 that was caused by a different coronavirus. That virus eventually was contained. Doctors, scientists, and government officials are working hard to do the same with this newest coronavirus.

One reason why we are hearing more about this virus is because of how fast it is spreading and how much it has affected people in many different countries. Another reason is that we also have many more ways of sharing information than we did in 2002, and posts now have the ability to “go viral” themselves. If you notice that you are becoming distressed after reading all of the posts about the virus, then it might be helpful to limit how much you read about the virus in the news and on sites or apps, to be informed just enough.

Can our pets get sick?

There is little evidence that domesticated pets, including dogs and cats at home, are likely to get sick from this new coronavirus, or [spread the virus](#).

Can you die from the new coronavirus?

Most people — probably more than 95% and possibly more than 99% — who have gotten sick from the new coronavirus have not died. The death rate is likely even lower than has been reported in the news because, just like with the flu, some people with mild cases of the virus may not have gone to the doctor to get tested.

Will my school close because of concerns regarding the new coronavirus?

Some communities may decide to temporarily close places, including schools, to give communities affected by illness caused by the virus a chance to prevent it from spreading quickly. This has happened before when some schools have had high rates of other viruses, including the norovirus. Those schools reopened later. If your school makes the decision to close temporarily, we will hear more about that.

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Should we stay home to remain safe, so we don't catch the new coronavirus?

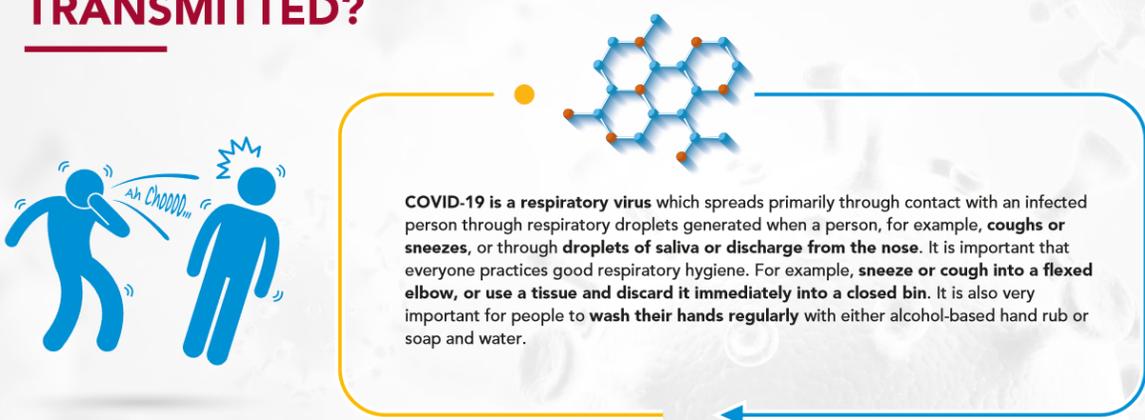
People who are infected with the new coronavirus are asked to stay home for about two weeks. Also, people who might have been exposed to the virus are asked to stay home for a period of time to make sure they don't develop any symptoms of the virus.

If you don't have the virus, then you should continue to do what you need and love to do. Practice the same everyday healthy habits that you would (or should) do anyway. You'll be on track if you:

- Sneeze or cough into tissues (and throw them away) or sneeze or cough into your elbow. These behaviors help keep germs from traveling and making other people sick.
- Wash your hands with soap and water after going to the bathroom, before eating, and after blowing your nose. When you wash your hands, remember to count slowly to 20.
- Try to avoid touching your mouth, eyes, and nose, which are places where the germs can enter your body.
- Try to get enough sleep and eat well to help your body stay healthy.

USEFUL INFO GRAPHS

HOW IS CORONAVIRUS DISEASE (COVID-19) TRANSMITTED?



COVID-19 is a respiratory virus which spreads primarily through contact with an infected person through respiratory droplets generated when a person, for example, **coughs or sneezes**, or through **droplets of saliva or discharge from the nose**. It is important that everyone practices good respiratory hygiene. For example, **sneeze or cough into a flexed elbow, or use a tissue and discard it immediately into a closed bin**. It is also very important for people to **wash their hands regularly** with either alcohol-based hand rub or soap and water.



For more info. on novel coronavirus (COVID-19) visit www.moph.gov.qa or call 16000

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>



PROTECT YOURSELF FROM THE CORONAVIRUS DISEASE-2019 (COVID-19)

**Stay at home and only go out when necessary,
this also includes your household workers**



Explain to your household workers the precautionary measures to take, and to avoid being in contact with workers outside your home



Avoid social gatherings

Keep at least a 2-meter distance between yourself and others



Avoid close contact with people who show symptoms of respiratory diseases such as coughing or sneezing

Make sure you wash your hands with soap and water. If soap and water are not available, disinfect your hands with alcohol-based hand sanitizer



Avoid touching your nose, mouth, and eyes

When coughing or sneezing:

- Cover your nose and mouth with a clean napkin, make sure to throw the used napkin in a closed trash bin immediately and wash your hands directly afterwards
- If a napkin is not available, make sure you use the upper part of your arm



If you are showing symptoms such as coughing, sneezing, or fever;

- Use a face mask
- Avoid close contact with others
- Increase fluid intake, and take fever lowering medications when necessary
- If your symptoms become worse, contact our call center immediately: 16000

For Further Information, Contact Our Call Center: 16000



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WHAT IS CORONAVIRUS DISEASE (COVID-19)?



COVID-19 is a new strain of coronavirus that was first identified in Wuhan, Hebei Province, China. The majority of cases have been reported in China, with a cluster of cases also reported in other countries.

According to the updated clinical and epidemiological features of the emerging virus, **COVID-19 is likely to have originated in animals, and the transmission from person to person has been reported.** People with COVID-19 experience course of illness that generally range from mild to moderate symptoms. Severe symptoms and complications, or even death, may occur in people who suffer chronic diseases and lowered immunity.



For more info. on novel coronavirus (COVID-19) visit www.moph.gov.qa or call 16000

WHAT TREATMENT IS GIVEN TO PATIENTS WITH CORONAVIRUS DISEASE (COVID-19)?



There is no specific antiviral treatment available for patients with COVID-19. People infected with the virus receive supportive medical care to relieve their symptoms.



For more info. on novel coronavirus (COVID-19) visit www.moph.gov.qa or call 16000



متى تغسل يديك؟ WHEN TO WASH YOUR HANDS?

بعد اللعب مع الحيوانات
AFTER PLAYING WITH PETS



بعد العطس أو السعال
AFTER YOU SNEEZE OR COUGH



بعد استخدام دورة المياه
AFTER USING THE W.C.



قبل و بعد تناول الطعام
BEFORE & AFTER EATING



بعد اللعب
AFTER PLAYING



عند العودة للمنزل
WHEN YOU GO BACK HOME



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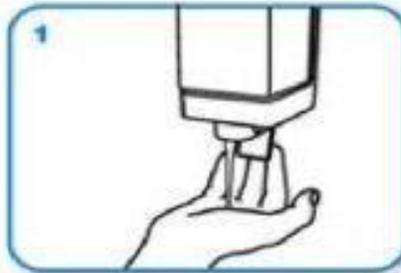
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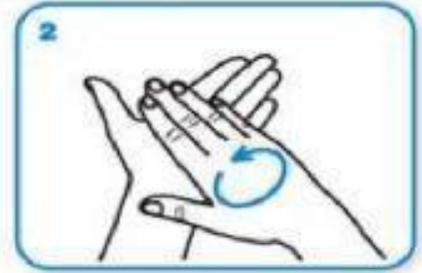
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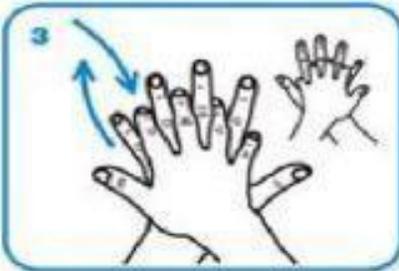
Wet hands with water



apply enough soap to cover all hand surfaces.



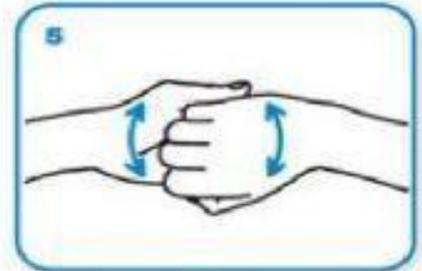
Rub hands palm to palm



right palm over left dorsum with interlaced fingers and vice versa



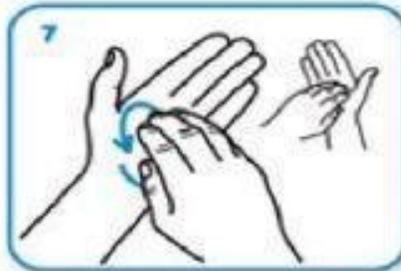
palm to palm with fingers interlaced



backs of fingers to opposing palms with fingers interlocked



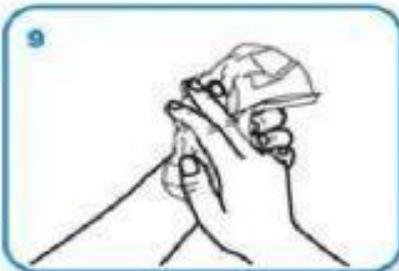
rotational rubbing of left thumb clasped in right palm and vice versa



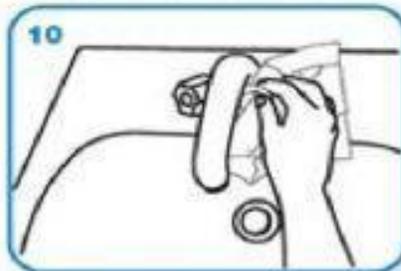
rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa.



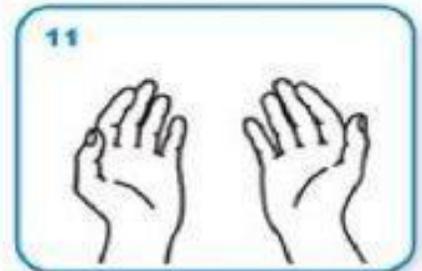
Rinse hands with water



dry thoroughly with a single use towel



use towel to turn off faucet



...and your hands are safe.



HOW TO PUT ON, USE, TAKE OFF AND DISPOSE OF A MASK



1
Before putting on a mask, clean hands with alcohol-based hand rub or soap and water



2
Cover mouth and nose with mask and make sure there are no gaps between your face and the mask



3
Avoid touching the mask while using it; if you do, clean your hands with alcohol-based hand rub or soap and water



4
Remove the mask from behind (do not touch the front of the mask); discard immediately in a closed bin; clean hands with alcohol-based hand rub or soap and water



5
Replace the mask with a new one as soon as it is damp and do not re-use single-use masks

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