

Covid-19: Lesson Plans for Schools in Meghalaya

Higher Secondary: Class 11-12



“We are very grateful to you, our teachers, for the critical work you are doing to educate our young people. Now, more than ever, we depend upon you to ensure that our children understand this pandemic, and how to protect themselves and their families. If children understand, even their parents can better understand. Our community will be safer.”

- **Conrad K. Sangma, Hon'ble Chief Minister, Meghalaya**

General Instructions

- This curriculum has been divided into 2 units. Each unit is further divided into 3 lesson plans and is designed to be taught in one session on any given day of the week as suitable. Schools are free to alter duration, or add relevant lessons as they see fit.
- This lesson plan is designed for Higher Secondary Classes: 11-12
- Each lesson plan can be covered within 2 hours . We encourage schools to include a snack break or washroom break as required.
- Each lesson plan covers 4-5 key topics. These topics are accompanied by suggested talking points and a video-learning aid.
- Each unit has 2 designated activities for each age group. **We highly encourage schools to conduct all 4 activities (2/unit) over the course of this curriculum.**
- In addition, some lessons - especially in Unit 2 - will be useful for parents to hear as well. Do **encourage your students to invite their parents to join.**
- Schools will be expected to fill out a 'Covid-19 Lesson Plan Schools Tracker' every week to update their progress status. You can find the tracker [here](#).

Learning Objectives

The children will be:

- **Informed** about Covid-19, **how quickly it spreads and how staying home is key to protecting themselves & their loved ones.**
- **Aware of how to seek medical help and how to report symptoms through the state Covid-19 helpline (14410)**
- **Encouraged** to follow & **practice** all Covid-19 appropriate behaviours such **as wearing a double-mask, hand-washing and maintaining distance** from others while talking, **eating** and drinking
- **Motivated** to **speak to their parents, family, neighbours and community** about the **importance of getting vaccinated**, and how **the vaccine is safe** & essential to protecting oneself from the virus.
- **Learn** how to **identify fake news on Whatsapp & YouTube** and **refer to trusted sources of information** for anything related to Covid-19.
- **Equipped with the necessary Covid-19 information to be the influencer & gatekeeper of every household.** This means that students will be able to identify common symptoms of Covid-19, encourage their family to get tested if they see those symptoms, and encourage those around them to practice Covid-19 appropriate behaviours.

Facilitation Guidelines

- **These are unprecedented & difficult times.** Try to begin each session with a quick meditation or check-in exercise: 'How are you feeling today'. Watch this video to see how.
- **Make yourself available to listen and to talk.** Let children know they can come to you when they have questions or concerns.
- **Avoid language that might blame others and lead to stigma.** For example, ensure that children don't go away with the idea that the Chinese are the carriers/face of the virus. In many countries there has been discrimination and even hate crimes against people who look Chinese because of such stigma - and this must be avoided.
- **Provide information that is truthful and appropriate** for the age and developmental level of the child. Discuss any rumours or myths surrounding Covid-19 and counter any misinformation. This is a necessary step to ensure that everyone is well-informed.
- **Don't be afraid if you don't have all the answers.** Let the children know that this virus is relatively new and there maybe many unknowns. Get back to them with relevant information that answers their questions.
- **Teach children everyday activities that prevent the spread of germs** to make it part of their daily routine.

Curriculum

WEEK 1 | Unit A: Introduction to Covid-19 & Preventative Measures

Duration	Topics/Themes	Talking Points	Suggested Resources/Video Aid
<p>25-30 mins</p>	<p>Lesson 1: What is coronavirus disease or Covid-19 virus? What do some common symptoms look like?</p>	<ul style="list-style-type: none"> ❑ What is the Covid-19 virus? <ul style="list-style-type: none"> - Explaining it is an air-borne illness ❑ How is it spreading from person to person? <ul style="list-style-type: none"> - Remember to cover that the virus can stay on surfaces, and is often spread via droplets when someone sneezes or coughs. These tiny droplets float in the air and are in-haled by other people, infecting them. ❑ What are some signs that you or loved one has Covid? (eg: fever, difficulty breathing, cough, loss of taste & smell) ❑ The common prevention practices like mask-wearing, washing hands & maintaining distance ❑ Emphasize the importance of well-ventilated spaces by opening windows whenever possible 	<p><u>What is Covid-19 Virus?</u></p> <p><u>How is Covid-19 spreading from person-to-person</u></p> <p><u>Common symptoms of Covid-19 virus</u></p>

25-30 mins

Lesson 2: What can I do to protect myself and my loved ones from the Covid-19 virus

Cover the following topics:

- ❑ The importance of double-masking
- ❑ Explaining the 3 Ws: Wear your mask | Wash your hands | Watch your distance
- ❑ How staying home can keep us safe & prevent spread of virus

- ❑ Explaining the concept of 'Containment'/ 'Prevention' where all protective measures should be taken to prevent spread of the virus.
- ❑ Following the 3 Ws laid out by WHO
 - **Wearing** "double-mask' - layering a medical mask + cloth mask
 - **Washing** hands with warm water & soap for at least 20s (sing happy birthday!)
 - **Watching** your distance even when you eat/drink tea
- ❑ Explaining concept of double-masking & how to wear masks correctly
- ❑ Explain importance of disposing of masks correctly
 - **Ask students to cut off the straps of their medical masks before disposal** to protect birds & wildlife, from being entangled in the straps.
- ❑ Importance of staying home & social distancing
 - Make sure to wear a mask whenever you are in the same room with someone
 - Practice social distancing even when you are eating meals or drinking tea
 - Make sure to wash your hands frequently and avoid coming in close contact with any family member who is sick.

[Explaining the World Health Organisation's \(WHO\) 3 Ws](#)

Double-Masking

- [How do masks work?](#)
- [How to double-mask correctly](#)

[Staying Home to prevent spread of the Covid-19 virus](#)

<p>25-30 mins</p>	<p>Lesson 3: Taking the Covid-19 pledges</p> <ul style="list-style-type: none"> ❑ Explaining the 3 pledges of 'Mask-Wearing', 'Get Vaccinated' & 'Follow Home-Care Guideline' ❑ Encouraging students & their families to take the "Mask-Wearing" pledge by capturing on video using mobile phone ❑ Giving students the option to take the other 2 pledges 	<ul style="list-style-type: none"> ❑ Explain that the only way to prevent the spread of the virus is if we all do our part ❑ Encourage students to take all 3 pledges and explain the value of each one. ❑ Share the document with the pledges and ask students to shoot a video of themselves + at least 2 family members reading the 'Mask-Wearing' pledge on a mobile phone ❑ While 'Mask-Wearing' pledge is mandatory, give students the option to take the other 2 pledges 	<p>Covid-19 pledges document</p>
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**End of Unit 1 Message
'What Covid-19 is teaching us'**

- ❑ **Importance of Family Time:** With school closures & lockdown, we all have more time to connect and engage with our loved ones.
- ❑ **To be more mindful of our actions:** Covid-19 has taught us that all are actions have consequences, and that we should be mindful & aware of role we play in people's lives. For eg, something as simple as wearing a mask or getting vaccinated can save lives!
- ❑ **Opportunity to learn:** The pandemic has shown us the value of taking the time to reflect on our actions & learn from our mistakes.

Suggested Activities for Unit A

Approx Time: 30 mins

- **Covid-Pledge Activity**
 - ❑ Create a video of **yourself + 2 family members** taking the mask-wearing pledge! If you like, you can also do the other COVID pledges
 - ❑ Document link for Covid-19 pledges with instructions:
<https://docs.google.com/document/d/1gqle2vCH3g3OTBAO-5SQwPBpyym9tC6i/edit>
- **Public Service Announcements for social media/radio/local TV broadcasting on importance of following Covid-19 appropriate behaviours**
 - ❑ Have students make their own advertisements related to Covid-19
 - ❑ Links for inspiration:
<http://www.nyu.edu/about/news-publications/news/2020/july/nyu-students-create-shareable--research-backed-covid-19-psas.html>

WEEK 2 |Unit B: Covid-19 Vaccination & Key Information on Treatment at Home

Duration	Topics/Themes	Talking Points	Suggested Resources/Video Aid
25-30 mins	<p>Lesson 1: Explaining the need & concept of 'Vaccination': <i>An essential practice to protect ourselves from getting infected as well as help us to lower the risk of falling seriously ill if we get Covid-19</i></p> <p>Covering the topics of:</p> <ul style="list-style-type: none"> ❑ How does the Covid-19 vaccine work? (science behind the virus) ❑ Who is eligible for the vaccine ❑ I have read about the vaccine and its harmful after-effects. Can you tell me more. ❑ Busting myths about the Covid-19 vaccine ❑ Talking to your parents about getting vaccinated 	<p>Try and have a biology teacher participate in the session to answer any doubts or queries related to the scientific elements of antigen, antibodies, pathogens, and so on.</p> <ul style="list-style-type: none"> ❑ Explain how the Covid-19 vaccine work ❑ Explain that while currently only those above 45 can get vaccinated, it will open soon for the 18-45 age group. Encourage students to ask their older family members to get vaccinated and the 18+ age group to register for the vaccine at the earliest on https://www.cowin.gov.in/home. ❑ Inform students of possible side effects like fever, body ache & emphasize how these are common after any vaccine ❑ If possible, have a teacher narrate his/her account of getting the vaccine and assure students that it is safe & necessary to beat the virus ❑ Talk about some common myths surrounding the vaccine <ul style="list-style-type: none"> - <u>Myth</u>: <i>If you have had COVID-19 once, you no longer need vaccination or masks.</i> <u>Fact</u>: COVID-19 reinfection is very much possible. Wearing a mask is important on all occasions when you expose yourself to the outside world whether you've had COVID or not. 	<p><u>How does Covid-19 vaccine work</u></p> <p><u>Is the vaccine safe?</u></p> <p>Listen to your leaders encouraging you and your parents to get vaccinated:</p> <p><u>Reverend Cunville, Presbyterian Church Laitumkrah</u></p> <p><u>Experience of getting vaccinated by restaurant owner of Shillong restaurant, The Wok</u></p>

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| | | <ul style="list-style-type: none">- <i>Myth: The COVID-19 vaccines are not effective.</i>
<u>Fact:</u> Even if one gets infected after the vaccination, there are reduced hospitalizations and adverse outcomes on the infected person's body due to vaccinations. Therefore, it is important to get vaccinated. The chances of getting hospitalised upon vaccination are very minimal compared to being vulnerable and succumbing to the virus.
- <i>Myth: Don't get vaccinated during your periods because your immunity is low.</i>
<u>Fact:</u> There is no relation between one's immunity and menstruation. Firstly, the immunity of a person is not low during menstruation. Your period does not affect the safety and efficacy of the COVID-19 vaccine. <ul style="list-style-type: none">❑ Encourage students to have this conversation with their family. If possible, invite parents & households to attend the session
❑ Clearly communicate that vaccines save lives. In Meghalaya, over 2lakh people have been successfully vaccinated | |
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25-30 mins

Lesson 2: Explaining the concept of 'Treatment':

Covering the topics of:

- ❑ Explaining the difference between low/moderate & high-risk cases
- ❑ Importance of getting tested if you have symptoms or if you travel
- ❑ Basics of home-isolation

- ❑ Explain the difference between low/moderate vs high-risk cases
 - Low/moderate cases are those where individuals experience mild fever, bodyache, cough & loose stools. It's important to remember that **fever < 102 & oxygen levels (sPO2) > 94%**
 - High-risk cases are those where individuals experience high fever, difficulty in breathing, persistent chest pain & mental confusion. **It's important to remember that oxygen levels (sPO2) <94%**
- ❑ Communicate clearly that **most cases can be managed at home**
- ❑ Encourage students to be aware of the symptoms and importance of getting tested early or in the case they need to travel
- ❑ Encourage students to encourage their family members to get tested if they show any COVID symptoms
- ❑ Brief students on some of the 'must-dos' of home isolation
 - The infected individual must isolate / keep distance from other family members, choosing a well-ventilated room to ensure maximum air flow
 - The infected person + all household members wearing a 'double-mask' or an N-95 mask
 - Monitoring symptoms such as fever and oxygen levels at least 3 times a day
 - Hydrating frequently with warm liquids and eating light nutritious meals
 - Disinfecting commonly used surfaced regularly
- ❑ Remind students, that **all of us are in this fight together**

[Explaining high-risk cases](#)

[Basics of home isolation if you get Covid-19](#)

25-30 mins

Lesson 3: Countering misinformation & myths surrounding Covid-19.

Covering the topics of:

- ❑ Concept of 'disinformation' or 'misinformation'
- ❑ How do you verify that the news you are reading is trust-worthy
- ❑ List of verified resources to be referred to for Covid-19 information
- ❑ **Remind students that Whatsapp is not a trusted source of information**

- ❑ Ask students what rumours/news they have heard about Covid-19
- ❑ Assign 10 minutes for answering any question, concerns or doubts that the students may have
- ❑ Explain to the class that very often, there is false information spread through various platforms like social media, Whatsapp, word of mouth and so on
- ❑ Explain concept of 'misinformation' & ways to identify incorrect news
- ❑ Use a locally relevant example to explain the concept (for eg: Covid-19 vaccines can lead to infertility. This is a myth that has been spreading through social media, and it is false.)
- ❑ Give them a list of Covid-19 verified sources to refer to
 - [World Health Organisation](#) (WHO) & [Centres for Disease Control & Prevention](#) (CDC) are the global authorities on Covid-19
 - The students can also refer to trusted government health websites such as <http://www.nhmmeghalaya.nic.in/> for information on testing centres & vaccination
 - In addition they can also follow the social media handles of [NHM Instagram](#) & [Facebook](#) as well as Meghalaya Covid-19 Response Team [Facebook](#) & [Instagram](#)

What is misinformation and how to spot fake news

[For teachers](#)

Document of verified sources of information

End of Unit 2 Message
'The silver lining through this all'

While things may seem bleak and disheartening, the new normal has some key positives!

- ❑ **Importance of Taking Care of Ourselves:** Eating right, regular exercise and investing in our immunity has become the #1 priority!
- ❑ **Value of time :** Covid-19 has taught us that time is precious, and to make every second count!
- ❑ **Pursuing Our Passions:** Taking a step back from the daily hustle-bustle, means we have time to think and act on the things that bring us joy and happiness. So if that means reading your favourite book, cooking up a storm or painting with your favourite colours, now is the time!
- ❑ **Us & the Environment! :** Missing human presence has translated into clear skies, reduced pollution and fresher air. Going forward, we are aware of our impact on the environment and how we can help keep our planet healthy & safe!

Suggested Activities for Unit B

Approx Time: 30 mins

- **Create your own guide to Covid-19 treatment at home. :**
 - Feel free to personalize it - for instance, add drinks that your family likes that can help someone stay hydrated and healthy. foods/recipes that your family likes, and add things that will make it easier for your family to care for loved ones at home.
 - Links for inspiration: <https://www.mohfw.gov.in/pdf/RevisedGuidelineshomeisolation4.pdf>

- **Interview 2 adults in your household and write their answers to the following questions. Feel free to also add any of your own questions.**
 - ❑ COVID affects everyone in many ways...
 - ❑ What has changed for you since this pandemic began?
 - ❑ Did you see anything today that gave you hope? Anxiety? Fear? (In person, in the news, or on social media?)
 - ❑ **If you are above 45 years,** have you taken the Covid-19 Vaccine yet?
 - If yes, what drove you to get it?
 - If no, what are your reasons for refusing?

What can YOU do in your daily life?

- Make sure you are following the 3Ws to protect yourself & your family from the virus
- Talk to your parents, family & neighbours about taking the vaccine. Let them know that the vaccine is safe and highly effective
- Help your community leaders spread the word about wearing a double-mask & maintaining physical distance
- Encourage your family to wear a double-mask, wash their hands frequently and maintain distance while eating, drinking or talking
- Talk to your parents & family about the spread of misinformation. Help them understand how to identify fake news and share the list of verified sources with them
- Be aware & mindful of your health - in case you observe any symptoms of Covid-19 around you, encourage the person to get tested
- Keep yourself updated on home isolation measures via WHO, and NHM Meghalaya.
- **Lastly, remember that if you need any Covid-19 assistance, contact the 14410 helpline!**