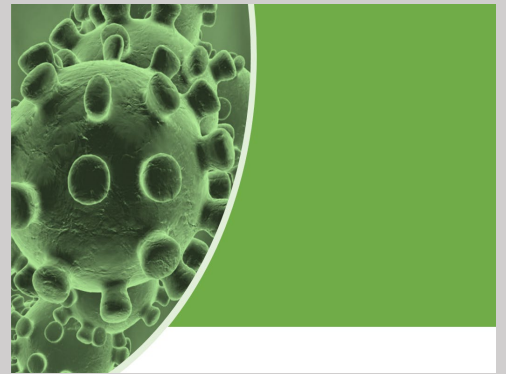


**COVID -19 “HOW TO” GUIDE FOR TEACHERS**



**NOVEL CORONAVIRUS  
(COVID-19)**

**COVID -19  
“HOW TO” GUIDE  
FOR TEACHERS ON  
PREVENTION  
AND  
TRANSMISSION  
OF COVID-19**








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*First Edition. First Impression. 2020*

**ICONS USED IN THIS GUIDE**

PICTURE	NAME OF ICON	SHORT DESCRIPTION OF ICON
	Activity	Activity to be done
	Self-test	Test your knowledge
	Group work /Discussion questions	Working in groups or collaboration
	Materials needed	Resources and materials you need for the session
	Teaching strategies	Instructional practices
	TIPS	Short tips for practice
	Checklist	Checkout

### LEARNING OUTCOMES

Upon completion of this “*How To Guide*”, you should be able to:

- Have basic understanding of what is COVID-19 and its effect on the education setting (school)
- Identify your roles and responsibilities as a teacher to prevent transmission of COVID-19
- Acquire skills to monitor and manage prevention and transmission of COVID-19
- Teach about COVID-19 to different age groups of learners
- Identify where to get support on COVID-19 in context of your school

### COVID-19 HOW TO GUIDE FOR TEACHERS OVERVIEW

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Introduction</li><li>• Purpose of the guide</li><li>• Why is this guide issued?</li><li>• Schools roles in prevention and transmission of COVID-19</li><li>• Preparations and responding to COVID-19</li><li>• What is COVID-19: Symptoms &amp; Spreading</li></ul> | <ul style="list-style-type: none"><li>• Fake News and Rumours to avoid</li><li>• Teaching about COVID-19</li><li>• COVID-19 Stress management</li><li>• COVID-19 Support: where to get support</li></ul> |
|---|--|

## INTRODUCTION

This guide is for support for teachers, namely "**How To**" Guide, is intended to provide clear guidance on:

- How to help prevent the transmission of COVID -19 within the school, classroom, and surrounding communities
- How to support affected learners?
- How to organise your classroom to prevent transmission of COVID-19
- How to teach on COVID-19 and
- What other alternative methods teachers can use for distance learning?

## PURPOSE OF THE GUIDE

What are your concerns about COVID-19, quickly work through this activity to find out?



### ACTIVITY 1.1

What is a safe social distance for my classroom when learners return to school?

How do I organise my class after COVID-19 lockdown?

How do I get started when I return to school?

How will I use this manual?

What are the steps to ensure that all my learners are safe in my classroom?

What do I do when a COVID-19 case has entered the school?

When there is no COVID-19 case in my school or classroom?

What do I do when there is substantial COVID transmission in my community?

How do you plan to teach about COVID-19 in your subject?

Is COVID-19 curable?

Where do I go to test for COVID-19?

What is the difference between testing and screening?

How do I organise my classroom to prevent COVID-19 transmission?

Who should be part of the School COVID-19 Orientation Teams (SCOTs)?

What is the role of the Health and COVID-19 Safety Committees in your school?

Why is COVID-19 classified as a **pandemic**, not an **endemic**?

Which global goal do you think COVID-19 pandemic is affecting the most?

What knowledge do you still need on COVID-19?

This guide aims at capacitating teachers (**Grade R-12**) in the best application to support the prevention and transmission of COVID-19. Teachers oversee children at different ages at school. They need to create and manage a safe learning environment for all learners.

### WHY THIS IS MANUAL ISSUED?

This guide will help child care programmes, schools, and Districts understand how to help prevent the transmission of COVID-19 within the child care school settings and communities. It will also help schools respond to COVID-19 cases. The guide includes methods that can help teachers to plan and teach sensitive issues such as COVID-19 across the curriculum and address some of the misconceptions about COVID-19. Furthermore, support and information resources are shared in the guide for schools for guidance and support.

### The ROLES OF SCHOOLS IN RESPONDING TO COVID-19

Schools as education institutions have an essential role in preventing the COVID-19 pandemic and ensuring that learners have a safe and healthy learning environment. Schools serve communities throughout the society. All these people may have close contact in the school setting, often sharing space, equipment and supplies.

### PROTOCOLS FOR SCHOOLS AS THEY RETURN TO RE-OPEN TO PREVENT COVID-19 TRANSMISSION

To prevent the spread of COVID-19 the department of Health and Public Service Administration has issued guidelines on how to manage COVID-19 cases. When schools re-open specific protocols need to be followed at different steps:

- When entering the school's yard
- During the day: Promoting healthy habits and prevention strategies
- Reporting and support

### WHAT IS YOUR ROLE AS A TEACHER IN RESPONDING TO COVID-19

*"It is time that we show more gratitude also for our teachers who dedicate their lives to helping the next generation realise their dreams and shape our future". Author Unknown*



#### **ACTIVITY: 1.2**

Quickly jot down the role you have to play in responding to COVID-19 as a teacher in the context of your community where you are teaching!

Teachers are the backbone of the education system anywhere in the world and are crucial to achieving learning goals regardless of the context and situation. Within the COVID-19 crisis, teachers are at the front line, ensuring that effective learning continues.

Since 25<sup>th</sup> March 2020 all schools closed as part of the lockdown preventive measure teachers have to finally return to school to ensure they save lives and prevent the transmission of COVID-19. Education stakeholders have been mobilising and innovating on the use of Distance Learning to beat COVID-19 and prepare for back to school for most learners so as not to disadvantage learners who cannot afford the technology needed for distance learning.

The following roles for teachers have been identified:

- Educate the communities on COVID-19 prevention and transmission
- Support all staff members on the COVID-19 crises
- Ensure a safe learning environment
- Discourage misconceptions about CoVID-19
- Ensure that every child has access to learning
- Identify and support learners who have affected by COVID-19
- Share information on where support is available for the community
- Liaise with Districts and other departments (Health, Welfare) on COVID-19 issues
- Train and educate learners on the effective use of PPs
- Know the protocol on the identification of a case in school.

## PREPARATION FOR AND RESPONDING TO COVID-19



Every school should be prepared for COVID-19. The Basic Department of education has developed Standard operation procedures for schools for preparing and responding to COVID-19.

The UNICEF, WHO and International RED Cross have suggested the following key messages & Actions for school stakeholders to prevent transmission of COVID-19

- Basic Principles
- Know the latest facts
- Ensure safe school Operations
- Establish procedures if learners or staff become unwell
- Promote information sharing
- Adopt school policies where appropriate
- Monitor school attendance
- Plan continuity for learning
- Implement target health education
- Address Mental Health /Psychosocial support needs
- Support vulnerable populations



### ACTIVITY 1.3

How should the school prepare and respond to Covid-19?

1. When Covid-19 case has entered the school?
2. When there is no community transmission?
3. When there is minimal to moderate community transmission?
4. When there is a substantial community transmission?

*Follow up:* From the above questions can your school formulate a protocol tree diagram on how the school must respond on the four scenarios (1-4)

In Activity 1.3 the school has to formulate a strategy and interventions protocol on how the schools should respond to the four scenarios. In the next activity 1.4 schools have to use a checklist to monitor the prevention strategies.



### ACTIVITY 1.4

Jot down a list of possible things that you will checkout in your school to ensure COVID-19 transmission prevention.

The UNICEF, WHO and the RED CROSS have developed a checklist for school stakeholders which list the following five things that schools must checkout when schools re-open after lockdown:

1. Promote and demonstrate regular handwashing and positive hygiene behaviours and monitor their uptake.
  - a. Ensure soap and safe water is available at age –appropriate hand washing stations
  - b. Encourage frequent and thorough washing of hands, using soap and water( for at least 20 seconds )
  - c. Place hand sanitisers in toilets, corridors, classrooms, halls, administration block and near the entrance and exists points where possible
  - d. Ensure adequate, clean and separate toilets or latrines for girls and boys
2. Clean and disinfect school buildings, classrooms and administration block. Sanitisation of facilities at least once a day, including surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, teaching and learning aids, computers, lab equipment, and other manipulatives for teaching and learning.
  - a. Use sodium hydrochloric at 0.5% (equivalent 5000ppm) for disinfecting surfaces and 70% ethyl alcohol for cleaning of small items, and ensure appropriate equipment for all cleaning staff
3. Increase airflow and ventilation where the climate allows (open windows, use are conditioning where available, etc.)



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4. Post signs and posters encouraging right hand and respiratory hygiene practices hygiene practices
5. Ensure trash is removed daily and disposed of safely.

## IQMS “How To” Guide

Here is your checklist for you and your learners when you return to school:

MEASURE TO CHECK	Yes	No
Put systems in place before school opens		
Do you have enough number of staff to fit the ratio of learner to a teacher as per Covid -19 requirements		
Have you identify the parts the school will use and not use so that you can clean the parts that will be used thoroughly		
Which activities you are going to stagger to promote safety: pick up time for learners; Mealtimes		
Provide		
Do you have a sick room to isolate learners who present symptoms of Covid-19		
Do you have contact details for parents or social welfare workers for vulnerable learners		
Do you have a contact of a health worker in the local clinic		

### Further Checklist

The GDE has produced a comprehensive Checklist to prevent the spread and transmission of COVID-19 in response to Level 4. This checklist is as found in APPENDIX A

**WHAT IS THE CORONAVIRUS & COVID-19**

Coronavirus is a family of viruses that cause illness in both animals and humans. Several coronaviruses cause respiratory infections ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). Covid -19 is the recently discovered Coronavirus. COVID-19 is a new infectious coronavirus which is pandemic, and the first outbreak began in Wuhan in China, December 2019.

**WHAT ARE COVID-19 SYMPTOMS**

<b>Common symptoms</b>	<b>Other symptoms</b>
Fever Dry Cough Tiredness Sore Throat	Shortness of breath/breathing difficulty Nasal congestion Headache Conjunctivitis Loss of taste or smell Skin rash Discoloration of fingers or nails Diarrhoea Chest pains Blood clotting Brain dysfunction , bleeding clotting, strokes , dizziness delirium and hallucinations Eyes red puffy pink eye Gastrointestinal tract issues Guillain-Barre syndrome etc. Heart complications such irregular beats, heart failure and cardiac arrest Kidney complications

**HOW DOES COVID -19 SPREAD?**

- Person to person through droplets from the nose or mouth when a person who has COVID-10 coughs, sneezes or speaks
- Droplets found on object and surfaces such as tables, doors knobs, and handrails
- You can get infected through touching your eyes, nose or mouth.

**SIMPLE THINGS TO DO TO PROTECT YOURSELF AND OTHERS AND PREVENT THE SPREAD OF COVID-19**



	<p><b>SOCIAL DISTANCING</b> Keep a safe distance of at least 1.5 meters</p>
	<p><b>WEAR A FACE MASK</b> Please wear your mask at all times</p>
	<p><b>WASH YOUR HANDS</b> Wash your hands thoroughly with soap and water for at least 20 seconds</p>
	<p><b>USE A HAND SANITISER</b> Please use hand sanitiser to disinfect your hands regularly</p>
	<p><b>SHOWING SYMPTOMS Isolate yourself and call your physician. You can also Call the hotline at 0800 029 999. STAY AT HOME</b></p>

Source: [WWW.mgslg.co.za](http://WWW.mgslg.co.za) : **MGSLG Poster for COVID- 19 Prevention**

**COMMON RUMOURS AND MISINFORMATION ABOUT COVID-19 TO WATCH FOR**

As a result of the unprecedented COVID-19 pandemic, there is so much information, both rumours and other factual due to easy access to information from the media (Newspapers, TV, Radio), Social Media and the internet. This easy access to information can also be hazardous and damaging to the wellbeing of our society. As it is now complicated to know which a fact is and which is **not genuine** or **fake**. There is so much available misinformation, for example, that drinking bicarbonate of soda and lemon cures COVID-19. Unfortunately, some of this information has caused the spread of COVID-19. Teachers have an essential role to Weed Out fake news and misinformation in the school value chain (parents, teachers, learners, and communities).

<b>Rumour</b>	<b>Fact</b>
There is a cure for COVID	There is NO vaccine or cure for COVID-19
Antibiotics are effective in the prevention and treating COVID-19	NO antibiotics only treat bacteria, NOT Viruses
COVID-19 only attacks older people	People of all ages can be infected but older people with other underlying health conditions are easily infected
Garlic prevents infection	No evidence to such although garlic has some antimicrobial properties
Regular saline rinsing of the nose prevents infection	No evidence
Hand Dryers are effective in killing COVID-19	NOT TRUE
Cold Weather Kills COVID-19	No reason for that
COVID-19 cannot be transmitted in areas with hot and humid climates	Can be transmitted in all climates
Being able to hold your breath for 10 minutes and above shows that you don't have COVID-19	This breathing exercise is not a test for COVID-19
Drinking vodka, ethanol, and bleach prevents and cures COVID-19	Not True and that is very dangerous: but you can dilute these to clean surfaces
Hot Pepper into my food prevents COVID-19	Not true
If I do a COVID -19 Test, I will be infected	Not true
If somebody tested positive for COVID-19 and recovers can infect other people	NOT true if you have fully recovered you no longer carry the Coronavirus in your body
Hydroxychloroquine(an anti-malaria drug) can be used to prevent (prophylactic) or cure COVID-19	No scientific proof as yet that this prevents or cures COVID-19

**IT IS A CRIMINAL OFFENCE TO WILLINGLY SPREAD MISINFORMATION OR FAKE NEWS ABOUT COVID-19**

Here are some tips on dealing with Fake COVID-19 misinformation done by the Korean Association of Teachers, where they recommend ten tips that can help you survive the COVID-19 rumourville!



<p><b>1</b> CHECK the CREDIBILITY of the SOURCES of INFORMATION you see on the news or social media, including YouTube.</p> 	<p><b>6</b> DO NOT SHARE RUMORS and DISINFORMATION flying around on social media.</p> 
<p><b>2</b> BE CRITICAL and check whether the news provider or the creator has PECULIAR VIEWPOINTS that can distort the information.</p> 	<p><b>7</b> PLAN YOUR TIME on MEDIA, carving out some time for MEDIA-FREE relaxation.</p> 
<p><b>3</b> MAKE SURE that the MEDICAL INFORMATION you get is based on the comments from TRUSTWORTHY EXPERTS.</p> 	<p><b>8</b> AVOID EXCESSIVE and REPEATED EXPOSURE to RELATED NEWS or VIDEOS, which can make you more anxious.</p> 
<p><b>4</b> EXAMINE the IMAGES, VIDEOS or GRAPHICS to make sure that they do not contain INACCURATE or BIASED INFORMATION.</p> 	<p><b>9</b> SHARE your THOUGHTS with FRIENDS and FAMILY after watching films and documentaries or reading books and cartoons on epidemics, public health or psychological anxiety.</p> 
<p><b>5</b> LOOK out for HATE SPEECHES that provoke discrimination or violence against specific regions or groups.</p> 	<p><b>10</b> CHECK the LOCATION of the PUBLIC HEALTH CENTER and TESTING SITES NEARBY and SAVE EMERGENCY CONTACTS just in case you develop the symptoms of COVID-19.</p> 

Source: Korean Association of Teachers

**TEACHING AND ADDRESSING ANXIETY FOR LEARNERS ON COVID -19**



**FOR YOUNG CHILDREN**

**Teacher's notes**

Deal with the news head-on and talk about it openly and calmly, giving them the facts	Give age-appropriate information
Encourage questions	Allow them to ask to satisfy their curiosities Answer them with a friendly tone Repeat if they seem not to have any sign of understanding
Be a role model	Recognise and manage your concerns Be open and share with the young ones Encourage them not to have too much exposure to sad news
Let them know it is reasonable to be concerned	Reassure them that the young ones have an excellent immune system to beat COVID-19 hence the effects are very mild when infected
Promote awareness of the importance of the immune system	Share them ideas on how to live healthy – eating habits (vegetables and balanced diet), exercising and good sleeping hours
Be aware of children with higher levels of anxiety (e.g. those with existing phobias or obsessive-compulsive disorders)	Know which children have such behaviours and calm them by assuring them that will soon pass on.
Keep doing your bit to help children reduce the spread of germs	Use the poster on the steps of washing hands and let them count up to 20 (1-20) or sing " <b>Happy Birthday</b> " twice and that will ensure they have washed their hands properly to prevent any transmission of germs.

*Share the Tips with young children parents wherever you can!*



**ACTIVITY 1.5**

How would you deal with differently with teaching and learning on COVID-19 with primary, secondary, and Learners with special educational needs?

**FOR PRIMARY SCHOOL LEARNERS & FOR SECONDARY SCHOOL LEARNERS & CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

- Show them practical steps on well being
- Teach them facts about COVID-19
- Show them reasonable steps on how to prevent the transmission
- Suggest the importance of new blackout/lockdown
- Discourage overexposure to negative stories

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- Let them know they will be safe as long as they practice reliable prevention measures
- Let them know it is normal to be concerned
- Let them know the importance of schooling and education
- Tailor the conversation to suit the age of the learners
- Find the RIGHT TIME to talk about COVID-19
- Be candid and truthful about COVID-19
- Moderate the tone of your voice: Listen to your voice does it express hopelessness or courage that we shall beat Coronavirus.
- Forget the habit of whining! But show confidence and not mumble about this pandemic!
- Impute the virtue to learners that you trust them to prevent the spread and transmission of COVID-19
- Avoid any stigmatisation about COVID-19
- Do not name and shame or threaten learners as this won't succeed on what they ought to do!
- There are educational, psychological, physical, social, and cultural differences amongst learners: Plan your responses accordingly!

### TIPS FOR TEACHING ABOUT COVID-19

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#### ACTIVITY 1.6

Is COVID-19 a sensitive or controversial issue to teach in the context of your school?

Why should you include COVID-19 in the curriculum?

What are the benefits of teaching COVID-19 in the curriculum?

How should COVID-19 be approached in the classroom?

Is COVID-19 subject-based or all subjects can teach on COVID-19?

Which pedagogies are suitable to teach COVID-19?

What are the practical examples that you can share with other teachers to teach COVID-19

Where is health education located in the CAPS curriculum?

How would you go about/ how would you approach teaching about COVID-19?

Develop a sampler lesson where you can teach a lesson in your subject using COVID-19

How will you use the first five minutes in your class to discuss COVID-19?



Teaching sensitive issues in the classroom like in the case of COVID-19, there are many ways of approaching the teaching of sensitive topics, but one has to guard against indoctrination or misinformation, particular pedagogies should not be considered. For example a didactic/funnelling approach is entirely inappropriate. The proposed method is to foster autonomy and critical awareness. It should renounce the authority of the teacher as the expert capable of solving value issues. In the ideal world, any teacher asked to teach about COVID-19 should have already received training about COVID-19. But there is no time available. Teachers in the context of the COVID-19 have to use the **Ready–Fire–Aim** approach. As we all want to prevent the transmission and death of many people, we need to take action first and make any necessary adjustments and correct any mistakes later on. First, as teachers are comfortable about the topic and give consistent messages to the young learners to make the experience more positive, enjoyable, and informal.

Do consider the diversity of the group, their cultural background, their differing ages, and maturity, and make no assumptions about their COVID-19 experiences.

Here are some strategies to use for teaching sensitive and controversial issues in the classroom:

### Three Crucial Notions

**Be objective:** balance facts and values and know your staff!

**Be Neutral:** Not be too authoritarian; use discussions rather than always instruction; protect divergence views; be responsible of the quality and standards of learning in the classroom!

**Be balanced:** play the devil's advocate so that all views are expressed. But as a teacher you need to share the most probable *scientific facts* about COVID-19.

### Practical Ideas for the classroom

Depending on the age of the learners, but simply asking learners what they know about COVID-19 every day may be dull for most learners. The following activities offer a range of alternatives:

<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Questionnaire</li> <li>• Interviews</li> <li>• Examining photographs or other illustrative materials</li> <li>• Roleplay</li> <li>• Simulation</li> <li>• Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Debate</li> <li>• Visitor or guest speaker</li> <li>• Active reading for learning, e.g., DARTS</li> <li>• Translation Activities (TAs)</li> <li>• Active writing</li> <li>• Practical work</li> <li>• Videos</li> <li>• Project-Based Learning</li> </ul>
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### The following strategy can be used for teaching COVID-19

- Starter and Icebreakers
- Getting to know the group of learners if they are a new group
- Find out about their feelings and concerns
- Set a contract and ground rules
- Enthusiasm is catching: ("You can never sell anything to anyone until you are sold on it yourself") Giblin (2001, p. 22)

<b>ENGAGE</b>	Activity: What are your concerns about COVID-19? What do you want to know about COVID-19? What have you learned about COVID-19
<b>EXPLORE</b>	What have you been practising to prevent transmission of COVID-19?
<b>EXPLAIN</b>	Give some facts about COVID-19:/simulation demonstration/video
<b>ELABORATE</b>	Share some ideas on prevention and transmission of COVID-19
<b>EVALUATE</b>	Give an exercise or investigation on the topic: What are the common practices that your community is currently using to prevent infection and transmission of COVID-19

### Some Possible Topics to teach on COVID-19



#### Testing on COVID-19 knowledge

1. What can I do to prevent the spread of COVID-19?
2. Why am I no longer shaking hands with my friends?
3. Why is it important to wash my hands frequently and thoroughly?
4. Other than shaking hands with my friends, what do I use now?
5. Is it true that when you touch infected surfaces, you can be infected also?
6. What is meant by social distancing and why it is important
7. How many people in South Africa have recovered from COVID-19 to date?
8. Looking at the South African Dashboard for COVID-19 compare the infection rates for each province and give reasons for the difference? Find data at : <https://sacoronavirus.co.za>
9. What are the different stages that are used for the lockdown and describe each of the level alert?
10. What is the impact to South Africa as result of the targeted lockdown?
11. Why young children are not severely responsible for transmitting/spreading COVID-19 as compared to adults and very persons?
12. List the most proven means of transmitting COVID-19
13. From where have you obtained most of your information about COVID-19?
14. Have you discussed COVID-19 with:
  - a. Parents
  - b. Friends at school
  - c. Teachers
  - d. Boyfriends/Girlfriends
  - e. Brothers/Sisters
15. Who has the highest risk of developing severe COVID-19 illness? Choose only two answers.

Young children	People over 60 years of age
Pregnant women	People with underlying medical conditions

16. President Donald Trump told Americans the spread of the Coronavirus may slow with warmer weather. Can the Covid-19 virus spread in hot and humid climates?

YES	NO
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17. COVID-19 came from:
  - a. Central Africa
  - b. Madagascar

- c. North Africa
  - d. CIA
  - e. China
  - f. Nobody knows
18. Which flying mammal is COVID-19 supposedly originated from?
19. What safe distance should you keep from another person to prevent transmission in your country?
20. Can a dog or cat give you COVID-19
- |     |    |
|-----|----|
| YES | NO |
|-----|----|
- Give reasons for your answer.

### Project Based Learning (PBL)

#### We can use PBL for teaching COVID-19

#### Here are some sampler projects that learners can do:

1. What is the South African strategy for Covid-19?
2. What measures are in place to prevent the transmission of COVID-19: Describe the pros and cons and compare the measures used in South Africa against another neighbouring country in the SADAC region.
3. When you touch infected surfaces, you can get infected. Conduct an investigation of the different surfaces that you touch regularly at school and create a table on what is the length that each surface the Coronavirus can live and explain why the lifespan is different for each surface. Describe methods that you suggest should be used to clean the surfaces at your school to prevent transmission and further infection.
4. Is my school a healthy school? Find information on what is a healthy school (Healthy School Concept Document) and compare your school if it is healthy or not and what do you think is your role as a learner to ensure that your school is a healthy school.

#### A closing round

It maybe that the COVID-19 crises have taken place at a short notice and disrupted schools in an extraordinary speed and there has not been much training course for teachers on how to teach about COVID-19. Indeed it is a very sensitive issue that concerns lives of many people but it is always good for you as teacher to finish with a light –hearted closing round with the learners depending on the maturity of the group.

#### CONCLUSION

This last section discusses s issues that one of the issues and problems that arise when teaching young people about sensitive and controversial areas that should be part of the national curriculum. The section contains learning approaches and activities that might be used in teaching about COVID-19 to save a life. Many of these could be adapted and used in any subject containing controversy and sensitivity.

MAKE LEARNERS FEEL IMPORTANT IN FIGHTING THE COVID -19 PANDEMIC

## HOW TO HANDLE STRESS DURING COVID-19 FOR TEACHERS AND OTHER EDUCATION STAFF

Teaching can be very stressful and isolated during such uncertainty and life-threatening situations in schools. A study conducted in 2019 those involved in education showed that 72% of people involved in education described themselves as stressed.

Check out the following techniques for teachers and educational staff on how to handle stress:





Source: [Educationsupport.org.uk](https://www.educationsupport.org.uk)

Working in the school in context with COVID-19 will be demanding a set of services have been identified to assist the school in Gauteng and the contact information and services offered by the different organisations are found in the contact cheat sheet below:

**CONTACT CHEATSHEET FOR COVID-19 SUPPORT: WHERE DO YOU GET SUPPORT FROM**

AUTHORITY TO CONTACT	WHAT DO THEY DO
<p><b>Gauteng Department of Education</b>  <b>Email:</b> <a href="mailto:gdeinfo@gauteng.gov.za">gdeinfo@gauteng.gov.za</a>  <a href="https://education.gov.za/covid19supportpackage.aspx">https://education.gov.za/covid19supportpackage.aspx</a>  <b>Telephone:</b> 011 355 0000                      Call centre: <b>Call Centre:</b> (011) 355 0966/0559/0198/0600 - <b>Toll Free number:</b> 0800 000 789</p>	<p><b>Please complete a summary</b>  <b>Example</b>                      Official guidance for schools on:                      Which dates for return to schools                      Which grades will return and when                      What are the SOPs for COVID--19                      How to provide free meals                      How many exams will be done for 2020                      Revised ATP                      Provision of PPE                      Extra education support                      Cancelling of certain activities</p>
<p>Department of Social Welfare (Gauteng)  <b>Email:</b> <a href="mailto:socdevcommunications@gauteng.gov.za">socdevcommunications@gauteng.gov.za</a>  <a href="http://www.socdev.gpg.gov.za">http://www.socdev.gpg.gov.za</a>                      Telephone: 011 355 7600</p>	<p>Give a brief statement on what is their work in context of CODID-19</p>
<p>Department of Health (Gauteng)                      Email:                      Telephone: 011 355 3000</p>	<p>Online resources and updates on COVID-19                      Prevention of transmission updates</p>
<p><b>SA Government #COVID-19 portal:</b> <a href="http://www.sacoronavirus.co.za">http://www.sacoronavirus.co.za</a>                      Covid-19 Call centre                      WhatsApp 0600 123456                      Emergency Hotline: 0888 029 999</p>	<p>Online resources and updates on COVID-19                      Prevention of transmission updates                      FAQ                      South African Corona news and information updates</p>
<b>Psychosocial support in schools</b>	
<p>South African Depression, Anxiety, Depression and Suicide (SADAG)  <b>Email:</b>  <a href="http://www.sadag.org">www.sadag.org</a>  <b>Telephone:</b> 0800 456 789  <b>Suicide Crisis Line</b>                      0800 567 567  <b>SADAG Mental Health Line</b>                      011 234 4837  <b>Pharmadynamics Police &amp;Trauma Line</b>                      0800 20 50 26</p>	<p><i>Support, referrals and counselling</i></p>

<p><b>ADHD Helpline</b> 0800 55 44 33</p> <p>To contact a counsellor between 8am-8pm Monday to Sunday, Call: <b>011 234 4837</b> / Fax number: <b>011 234 8182</b></p> <p>For a suicidal Emergency contact us on <b>0800 567 567</b></p> <p>24hr Helpline <b>0800 456 789</b></p> <p> <a href="https://www.facebook.com/pages/The-South-African-Depression-and-Anxiety-Group/335962293097734?ref=bookmarks">https://www.facebook.com/pages/The-South-African-Depression-and-Anxiety-Group/335962293097734?ref=bookmarks</a></p> <p> <a href="https://twitter.com/TheSADAG">https://twitter.com/TheSADAG</a></p>	
<p>Childline Gauteng Hotline : 08000 55555 <b>https://childline Gauteng.co.za</b></p>	<p><i>Child Abuse prevention and referrals</i></p>
<p>Teddy Bear Clinic <a href="http://ttbc.org.za/">http://ttbc.org.za/</a> <b>Contact Number:</b> 011 484 4554 <b>Fax Number:</b> 011 484 4551</p>	<p><i>Promote child abuse no more Child justice</i></p>
<p>NACCW <a href="http://www.naccw.org.za/isibindi">http://www.naccw.org.za/isibindi</a></p> <p><b>Gauteng, Johannesburg</b></p> <p>Postnet Suite 393, Private Bag 30500, Houghton, 2041</p> <p>Nzunza house , 2<sup>nd</sup> floor , 28 Melle street, Braamfontein 2001,</p> <p>Tel: 011 403 2238, Fax: 011 484 6611</p> <p>Email: <a href="mailto:gauteng@naccw.org.za">gauteng@naccw.org.za</a></p>	<p><i>Placement of care givers in schools to support children at risk</i></p>

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<p>National Crisis Line- 24 hour service for all forms of abuse, HIV/AIDS, Suicide, bereavement, eating disorders and other problems 0861 322 322</p>	<p><i>A 24 crisis line for support</i></p>
<p>South African Police Services  <b>Email</b>  <b>WWW</b>  <b>Telephone: Helpline 08600 10111</b></p>	
<p>Child Welfare South Africa - Report Child Abuse or neglect  <b>Email</b>  <b>WWW</b>  <b>Telephone: 0861 452 4110</b></p>	
<p>Food Parcels Services  <b>Telephone: 011 241 8324</b></p>	
<p>Gauteng Government Food Parcel Helpline  <b>Email: <a href="mailto:support@gauteng.gov.za">support@gauteng.gov.za</a></b>  <b>Telephone: 0800 428 8364</b></p>	
<p>South African Social Security Agency (SASSA)  <b>Email: <a href="mailto:gautengenquiries@sassa.gov.za">gautengenquiries@sassa.gov.za</a></b>  <b>Telephone: 0800 601 011 or</b></p>	<p><i>Child support etc.</i></p>

## PREPARATION FOR AND RESPONDING FOR COVID-19

<https://www.gov.za/Coronavirus/education>

### WHAT IS THE CORONAVIRUS & COVID-19?

<http://www.sacoronavirus.co.za>

### HOW DOES COVID -19 SPREAD?

<http://www.sacoronavirus.co.za>

### WHAT ARE COVID-19 SYMPTOMS?

<http://www.sacoronavirus.co.za>

### Other symptoms for COVID-19

Gale, G. and Alststedter, A. (2020) All the Covid-19 Symptoms you did not know about and some you might be aware of. Available: <https://www.bloomberg.com/news/features/2020-05-11/all-the-covid-19-symptoms-you-didn-t-know-about>

## COMMON RUMOURS AND MISINFORMATION ABOUT COVID-19 TO WATCH FOR

### TEACHING AND ADDRESSING ANXIETY FOR LEARNERS ON COVID -19

#### TIPS FOR TEACHING ABOUT COVID-19

#### Ideas, Activities and teaching strategies

Dixon, H & Gordon, P. (2nd Ed. 1990) *Working with uncertainty: Handbook for Those Involved in training on HIV and AIDS*, London: Family Planning Association

Solomon, J. (1993) *Teaching Science and Technology*, Buckingham:

Open University Press,

Claxton, G, (1991) *Educating the inquiring Mind. The challenge for Schools science*, London: Harvester Wheatsheaf.

Giblin, L. (2001) *The Art of Dealing with People* Cape Town Dreamhouse Publishing Pty. Ltd.

Sheffield City Polytechnic (1992) *Active Teaching and Learning Approaches in Science*. London: Collins Educational

## LEGISLATION FRAMEWORK APPLICABLE TO COVID-19 MANAGEMENT

Disaster Management Act, No 57 of 2002

Occupational Health and Safety Act 85 of 1993 as amended by Occupational Health and Safety Amendment Act, No. 66 of 1995

Labour Relations Act 28 of 1956 as Amended

Basic Conditions of Employment Act 75 of 1997 as Amended

Compensation for Occupational Injuries and Diseases Act 130 of 1993 as Amended



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Disaster Management regulation of 2020

General Safety Regulations GNR. 1031 of 30 May 1986 as Amended

Environmental Regulations for Workplaces GNR. 2281 of 16 October 1987 as Amended

Facilities Regulations GNR. 924 of 3 August 2004 as Amended

DPSA Circular 7/2020,

DPSA Circular 15/2020,

DPSA Circular 18/2020

DBE Circular 03/2020

GDE Circular 03/2020

DEOL Gazette C19 OHS

**APPENDIX A: A CHECKLIST TO REDUCE SPREAD ON COVID-19**

**COVID-19 Health and Safety Checklist for Schools**

THINGS TO CHECK : MEASURE TO TAKE	YES	NO
<b>PLANNING AND PREPERATION</b>		
• Training of staff before learners return to school		
• Establishment of Covid 19 task team		
• Sanitisation of the school		
• Supply of PPE for all school staff and learners		
• Identification of parts that the returning learners are going to use		
• Identification of classrooms that learners will be using as per staggered return to school		
• Identification of sickbay for learners to use when they fall sick		
• Make sure sickbay has a close door windows and bathroom		
• Have contacts for parents or guidance for each learner falls ill		
• Do you have contacts for learners support for some vulnerable learners		
• Has the meal serving area been properly sanitised for preparation and serving meals		
<b>WHEN LEARNERS RETURN AT SCHOOL</b>		
• Sanitisation		
• Wearing masks		
• Social distance		
• Pick up times		
<b>DAILEY HYGIENE PRACTICES</b>		
• Basic hygiene and prevention: washing hands with soap and use of sanitisers		
• Classroom settings		
• Clean surfaces		
<b>DAILY CLEANING AT SCHOOL</b>		
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<b>WHEN THERE IS A SUSPECTED CASE IN THE SCHOOL</b>		
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<b>REPORTING</b>		
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<b>SUPPORT</b>		
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<b>GUIDANCE AND RETURN TO SCHOOL</b>		
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<b>ALTERNATIVE METHODS TO SUPPORT LEARNERS WHO ARE OUT OF SCHOOL TO CONTINUE LEARNING</b>		
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<b>TRANSPORT</b>		
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<b>NUTRITION</b>		
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