



OVERVIEW

INTRODUCTION

COVID-19 causes respiratory illness that can spread from person to person. It is now a pandemic that is currently impacting countries worldwide. As refugees come to the United States, this global pandemic may present additional challenges to their resettlement. CO providers can use this lesson plan to keep refugees informed with credible, accurate information about COVID-19 and, as appropriate, its impact on their resettlement. CO providers are responsible for ensuring all information provided on COVID-19 reflects the latest guidance.

KEY MESSAGES

- COVID-19, also called the Coronavirus, is a respiratory illness that is quickly spreading worldwide. Symptoms of the illness include fever, cough, and shortness of breath.
- The virus spreads when a person coughs or sneezes and it lands on an uninfected person. The virus also spreads when a person touches a surface that has the virus on it and then touches their mouth, nose, and eyes.
- It is important to stay calm, wash your hands, avoid touching your eyes, nose, and mouth with unwashed hands. It is also important to avoid individuals who are sick, if possible.
- To limit the spread of the disease, governments are asking individuals to adhere to guidance or rules which are put in place for the safety of everyone.
- During the COVID-19 pandemic, information may change quickly and individuals are responsible for following appropriate guidance and staying informed about the situation in their communities.
- During the pandemic, you will need to continue to work with your Resettlement Support Center or Resettlement Agency, as appropriate.

LESSON OBJECTIVES

After this lesson, refugees will be able to:

- Describe COVID-19 and the three main symptoms associated with the virus.
- Identify how COVID-19 spreads and what to do to protect oneself and family members from infection.
- Explain the importance of taking COVID-19 seriously for everyone's health and safety.
- Follow local guidance and find accurate and reliable up to date information on COVID-19.
- Articulate the role of the RSC and the RA during COVID-19, including the provision of resettlement services.

APPLYING SUPPLEMENTAL LESSON PLANS

This supplemental lesson plan is not required, but may assist Cultural Orientation (CO) providers who are looking for ways to enhance the Health section of their CO curriculum. CO providers and their supervisors can decide to incorporate this lesson into their curriculum based on the needs of the refugee populations they serve.

The lesson plan is a suggested guide and can be adapted according to circumstances and the creative wisdom of CO providers and their supervisors. It can be used in whole, or in part, depending upon need and time available.

The lesson includes the following sections:

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- **Overview**
- **Activity Bank**
- **Appendix**
- **Additional Resources**

This lesson can be used with the following companion resources:

- [Resettling to the United States during COVID-19 Pandemic fact sheet](#)
- [Resettling to the United States during COVID-19 Pandemic podcast](#)
- [COVID-19 Understanding Guidance and Rules fact sheet](#)
- [COVID-19 Understanding Guidance and Rules podcast](#)
- [COVID-19 How to Protect Yourself and Stop the Spread of the Virus video](#)
- [COVID-19 External Resource page](#)
- [COVID-19 Refugee-facing Resource page](#)

SESSION PLAN

The following is a proposed session plan of how all three activities provided in this lesson plan can be used together. CO providers may decide to select only one or two activities based on other lessons being delivered, the group of participants, and/or time and resources.

Title	Description Overview
Discussion on COVID-19	Use the Discussion on COVID-19 Activity to introduce participants to COVID-19, its symptoms, how it spreads, and why it should be taken seriously.
Responsibilities Activity	The Responsibilities Activity helps participants' learn how to protect oneself and family members from infection. This activity also informs participants about resettlement to the United States during the pandemic.
Scenario Activity	Following the Responsibilities Activity, participants can use the Scenario Activity to examine local guidance and how to find accurate and reliable up-to-date information on COVID-19.

SESSION PREPARATION

- Review the key vocabulary for the lesson
- Review Responsibilities and Activity and adjust as necessary
- Select scenarios

MATERIALS NEEDED

- [COVID-19 Understanding Guidance and Rules Fact Sheet](#) (1 per participant)
- [Resettling to the United States during COVID-19 Pandemic Fact Sheet](#) (1 per participant)
- Speakers and media player for [Podcast](#) or [Video](#)
- Copies of [COVID-19: How to Protect Yourself Guided Discussion Worksheet](#) (1 per participant)
- Cut-out [Responsibility Cards](#)
- Copies of [Scenarios](#) (as selected)
- Flip-chart
- Markers

KEY VOCABULARY

- Cough
- COVID-19 (Coronavirus)
- Fever
- Isolation
- Quarantine
- Respiratory illness
- Shelter in place
- Shortness of breath
- Social or physical distancing

ACTIVITY BANK

DISCUSSION ON COVID-19

PURPOSE

To define COVID-19, its symptoms, how it spreads, and why it should be taken seriously.

INSTRUCTIONS

1. Ask participants: What do you know about COVID-19 (also called coronavirus)? If appropriate, ask: How does it compare to other illnesses you have encountered? Record responses.
2. Play the [COVID-19: How to Protect Yourself and Stop the Spread of the Virus](#) video.
3. Use the [COVID-19: How to Protect Yourself Guided Worksheet](#) in the [Appendix](#). This worksheet helps guide participants to define COVID-19, its symptoms, and how it spreads.
4. Compare information learned in the video and worksheet with information participants shared at the beginning of the activity
5. Discuss with participants the following questions: Why is it important for you to take COVID-19 seriously? What are the benefits of taking COVID-19 seriously? What are the potential consequences?

MODIFICATIONS & TIPS

- Instead of the video, use the [COVID-19 Understanding Guidance and Rules Fact Sheet](#) or [Podcast](#).
- For one-on-one CO, customize the information as appropriate to the specific case.
- As possible and appropriate, incorporate visuals to enforce understanding of COVID-19 symptoms and how it spreads.

RESPONSIBILITIES ACTIVITY

PURPOSE

To articulate the importance of protecting oneself and others from COVID-19 and to share information about resettlement to the United States during the COVID-19 pandemic.

INSTRUCTIONS

1. Ask participants: What steps can you take to protect yourself from COVID-19? What is the role of the Resettlement Support Center or Resettlement Agency during COVID-19? Record responses.
2. Provide participants with [Resettling to the United States during the COVID-19 Pandemic Fact Sheet](#) or play the [Podcast](#).
3. Compare information from the fact sheet or podcast to answers provided by participants about protecting against COVID-19. Correct responses as necessary.

[\(Instructions continue on next page\)](#)

INSTRUCTIONS CONTINUED

4. Use [Responsibility Cards](#) in the [Appendix](#) to reinforce information provided in the Resettling to the United States during the COVID-19 Pandemic Fact Sheet or Podcast.
5. Provide participants with the image on the responsibility card and ask: What action is happening in the image? Once participants identify the action, ask: Why is this action important in protecting yourself and others from COVID-19? Sample answers have been provided on the responsibility card.
6. Ask participants: What questions do you have about resettlement to the United States during COVID-19? Document questions and respond as appropriate. Questions may include: how to communicate with the Resettlement Support Center or Resettlement Agency, delivery of documents, and accessing specific services. Answers will vary.

SCENARIO ACTIVITY

PURPOSE

To explore local guidance on COVID-19 and reflect on how to find accurate and up-to-date information.

INSTRUCTIONS

1. Ask participants: What is the current guidance on COVID-19 where you are located? Correct answers as necessary.
2. If not provided previously, review with participants the [COVID-19 Understanding Guidance and Rules Fact Sheet](#) or play the [Podcast](#).
3. Provide participants with scenarios found in the [List of Scenarios](#) in the [Appendix](#). Discuss scenarios with participants, highlighting as appropriate local guidance on COVID-19. Scenarios and answers are based on the above noted fact sheet and podcast; however, scenarios also build on information shared in CORE's [COVID-19 How to Protect Yourself and Stop the Spread of the Virus Video](#) and [Resettling to the United States During the COVID-19 Pandemic Fact Sheet and Podcast](#).
4. Ask participants: How would they find accurate and up-to-date information on COVID-19? Share how to find local information and encourage participants to check the COVID-19 page on the [Resettlement Navigator website](#), [COREnav.org](#).

MODIFICATIONS & TIPS

- You may add additional scenarios or reduce the number of scenarios, as relevant for your given context.
- You could change the scenarios into role plays that you conduct with the client for one-on-one sessions or they conduct in pairs for group sessions.

APPENDIX

COVID-19: HOW TO PROTECT YOURSELF GUIDED DISCUSSION WORKSHEET (PROVIDER VERSION)

If using the [COVID-19 How to Protect Yourself and Stop the Spread of the Virus Video](#), the following worksheet can guide participants in understanding the material. Providers may add additional statements and information based on client needs.

PART I: AGREE OR DISAGREE

Ask participants to answer the following questions. You may first ask them to answer prior to playing the video, and then play the video and check the answers. You may give them the statements to complete independently, in groups, or read them out loud.

1. COVID-19 is a respiratory illness that only a few people can get. (Disagree).
2. COVID-19 is a virus that can spread when an infected person coughs or sneezes near an uninfected person (Agree)
3. An individual cannot get the virus by touching a surface that has the virus on it and then touching their mouth, nose, or eyes. (Disagree)
4. There are multiple ways to protect yourself from COVID-19, including avoiding close contact with people who are sick. (Agree)
5. Washing your hands with soap and water for 20 seconds can help prevent the spread of COVID-19. (Agree)
6. COVID-19 affects people differently. For some individuals the symptoms are mild and for others the illness can lead to death. (Agree)

PART II: SYMPTOM CARDS

Ask participants to match the image of the symptom on the left with the word of the symptom on the right. You may first ask them to answer prior to playing the video, and then play the video and check the answers. You can also cut out the symptom images and words for participants to match individually or in groups. You can also hold up the image of the symptom and ask participants to say the symptom in English or their own language and lead a discussion about that symptom.

Symptom Image

Symptom Word



Fever



Cough



Shortness of breath



Respiratory illness

COVID-19: HOW TO PROTECT YOURSELF GUIDED DISCUSSION WORKSHEET (PARTICIPANT VERSION)

PART I: AGREE OR DISAGREE

Indicate whether you Agree or Disagree with the following statements. Circle your answer.

1. COVID-19 is a respiratory illness that only a few people can get. **Agree** **Disagree**
2. COVID-19 is a virus that can spread when an infected person coughs or sneezes near an uninfected person. **Agree** **Disagree**
3. An individual cannot get the virus by touching a surface that has the virus on it and then touching their mouth, nose, or eyes. **Agree** **Disagree**
4. There are multiple ways to protect yourself from COVID-19, including avoiding close contact with people who are sick. **Agree** **Disagree**
5. Washing your hands with soap and water for 20 seconds can help prevent the spread of COVID-19. **Agree** **Disagree**
6. COVID-19 affects people differently. For some individuals the symptoms are mild and for others the illness can lead to death. **Agree** **Disagree**

PART II: SYMPTOM CARDS

On the next page, match the image of the symptom on the left with the appropriate symptom on the right.

Symptom Image

Symptom Word



Respiratory illness



Shortness of breath



Fever



Cough

RESPONSIBILITY CARDS

Cut out the action images below and use them to lead a discussion on the actions participants can take to protect themselves from COVID-19 and why those actions are important. You can have participants discuss together, in small groups, or in pairs.

Action image



What is the action?

**Hand washing
for 20 seconds**

Why is it important?

**It ensures you don't
spread the virus to
yourself or others if
you get it on your
hands.**



**Avoid touching
your eyes, nose
and mouth**

**If you have the virus
on your hands, not
touching your eyes,
nose, and mouth will
ensure you don't
spread the virus to
yourself.**



**Stay informed
about information
and guidance**

**Information and
guidance is
changing quickly. By
staying informed
you'll have the
latest information
to protect yourself
and your family.**

RESPONSIBILITY CARDS, CONTINUED

Action image



What is the action?

Make a plan in case you or anyone you live with gets sick

Why is it important?

If someone in the family is sick, it may mean you are asked to stay in your home for a few weeks. Making a plan ensures you and your family have everything you need to be safe while sick.



Avoid fraud

Ensures that you don't provide personal information to individuals who can harm you and/or your family.



Be careful of false information

Information is changing quickly and friends and family may not have relevant or accurate information. Ensuring information you receive is accurate will protect you and your family from false rumors or misinformation about the virus. If you do not speak English, find someone to interpret the information for you, like your Resettlement Agency.

LIST OF SCENARIOS

Select scenarios prior to the lesson. Scenarios and answers are based on CORE's COVID-19 video, fact sheets, and podcasts. Providers can adjust or remove scenarios based on their local context.

SCENARIO 1:

Anita has developed mild symptoms of COVID-19. She contacts her doctor to discuss her symptoms and what she should do. The doctor confirms the symptoms could be COVID-19 and asks her to self-isolate in her home.

Questions	Answers
What does it mean to self-isolate?	<ul style="list-style-type: none">• Staying home for a specific period of time.
Why is it important for Anita to self-isolate?	<ul style="list-style-type: none">• To prevent COVID-19 from spreading to others.
What steps can Anita take to prevent the virus from spreading to others in her home?	<ul style="list-style-type: none">• If you live with others, as much as possible, you should stay in a specific "sick room" away from other people you live with.• Wear a face mask.• Do not share personal household items and clothes.• Regularly clean all the surfaces you touch with soap and water.

SCENARIO 2:

Dmitry recently traveled and thinks he was exposed to COVID-19. He has no symptoms, but a healthcare worker advises him to quarantine for 14 days.

Questions	Answers
Why would the healthcare worker ask Dmitry to quarantine himself?	<ul style="list-style-type: none">• Because Dmitry may have come in contact with someone who has COVID-19. As a precaution, Dmitry should stay home for 14 days to prevent the spread of the disease to someone else.
What should Dmitry do if he develops a fever, cough, or shortness of breath?	<ul style="list-style-type: none">• Contact his doctor for medical advice.
During his quarantine period, should Dmitry go to the grocery store or outside?	<ul style="list-style-type: none">• No. Dmitry may spread the virus to other individuals.

SCENARIO 3:

Naw needs to buy groceries. She is concerned about contracting COVID-19 from other individuals in the grocery store.

Questions	Answers
What can Naw do to protect herself at the grocery store?	<ul style="list-style-type: none">• Social or physical distancing, by staying six feet away, about two arm's length, from others.• Naw can also stay away from large groups of people while in the store.• Naw could wear a face mask.

SCENARIO 4:

Bilal's local government announced a shelter-in-place order. Bilal has a dental appointment and needs to pick up medicine from the pharmacy.

Questions	Answers
What should Bilal do?	<ul style="list-style-type: none">• Bilal needs his medication as it is essential, so he should go get his medicine and practice social distancing while doing so.• Bilal should contact his dentist to see if it is essential for him to go to the dentist appointment. Together they can make the most informed decision about his medical care.• No matter what Bilal does, he should ensure he practices social distancing from others.
While Bilal is out picking up his medication, he's approached by a police officer. Why might the police officer approach him?	<ul style="list-style-type: none">• Police are trying to help. They may approach Bilal to ask if he is okay or to check where he is going.

SCENARIO 5:

Nurah is on social media. She sees a post from a friend that says the community is on lockdown and people are not allowed to leave their homes. The post says police will arrest anyone who does leave their home. Nurah informs her father, who speaks Tigrinya only, and relies on his daughter for information.

Questions	Answers
How do we know the information from Nurah's friend on social media is accurate	<ul style="list-style-type: none">• We do not. There is no information in the scenario that suggests if Nurah's friend has accurate information or is spreading false information.
Identify possible tutoring options for your child or find extra English classes available in the community	<ul style="list-style-type: none">• Her father could contact his local Resettlement Agency and ask if the community is on lock down.• Her father could ask a friend or family member who speaks English to confirm the information through local news sources.

SCENARIO 6:

Ram receives a call. The person on the phone states they work for his bank and they need to confirm his account information. They ask Ram for his social security number and bank account number.

Questions	Answers
What should Ram do?	<ul style="list-style-type: none">• Ram should not provide any personal information. The individual has requested sensitive personal information and may be trying to commit fraud.
What else should Ram do after he receives this call?	<ul style="list-style-type: none">• Ram should contact the local Resettlement Agency to inform them of the scam. Ram can consider contacting the local authorities to report the crime.

ADDITIONAL RESOURCES

- [Center for Disease Control: Coronavirus \(COVID-19\)](#)
- [World Health Organization: Coronaviris disease \(COVID-19\) Pandemic](#)
- [Cultural Orientation Resource Exchange: COVID-19 Resources](#)
- [CORE Resettlement Navigator: COVID-19 Resources](#)

Cultural Orientation Resource Exchange

8719 Colesville Road, 3rd Floor • Silver Spring, MD 20910

www.coresourceexchange.org



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