

Coronavirus 101 Workshop

Developed by the Multnomah County Health Department

Who is this workshop designed for?

Thank you for your interest in educating your community about COVID-19, the novel coronavirus. This curriculum is designed to be used by those who do culturally or population specific work in the community (Community Health Workers, home visitors, patient navigators, peer support specialists, etc.). See page two for specific learning objectives.

What is popular education?

The curriculum uses popular education. Popular education is a way of educating and organizing that has been used all over the world to promote social justice, equity and shared decision making. It honors the lived experience and wisdom of the participants. Popular education seeks to create an atmosphere of trust so that people can feel comfortable sharing their ideas and experiences and learn from one another.

Suggestions for how to use the curriculum

The curriculum uses interactive activities that get the participants moving around the room. We recommend using a space that is large enough for the participants to sit in a “u” shape. The Powerpoint slides include detailed information regarding the section related to COVID-19. Even if you don’t consider yourself a communicable disease expert, you can still lead this workshop! We also encourage you to adapt any of the activities to make them relevant to your audience.

For questions regarding the curriculum, please contact Terry Charboneau at terry.l.charboneau@multco.us.

Thank you for educating your community!

-- Multnomah County Health Department



Coronavirus 101 Workshop

Learning Objectives: By the end of workshop, participants will be able to:

- Build connections with one another
- Identify ways that we can build upon community knowledge related to helpful hygiene practices
- Help ourselves and community members heal from past trauma related to health outbreaks
- Name what the novel Coronavirus 2019 is, the signs and symptoms, how to prevent the spread of the virus, and how to treat it
- Practice responding to misinformation or stigmatizing comments or behavior related to the virus
- Identify ways to share the information back with their community members

Facilitator instructions are italicized. PP = Powerpoint. FC = Flipchart.

Before you begin:

- *Arrange the chairs in a "U" shape*
- *Set up the Powerpoint and flipchart. If you do not have access to a computer and projector, you can use the handout of the Powerpoint slides for the workshop.*
- *Post examples of global health outbreaks around the room on the wall*
- *Set up the snack table*

Topic & Method	Process	Materials	Facilitator & Time
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Introduction and welcome	<ul style="list-style-type: none"> ● Explain: We want to welcome you to this workshop on the coronavirus created by staff from the Multnomah County Health Department. 	<ul style="list-style-type: none"> <input type="checkbox"/> Snacks <input type="checkbox"/> <u>Materials:</u> Name tags 	15 min
Lecture	<ul style="list-style-type: none"> ● Land Acknowledgment <ul style="list-style-type: none"> ● <i>Please make this your own:</i> We are meeting together today on the stolen and occupied lands of the [look it up here] - most likely Chinook and Cowlitz] people who have cared for and protected this land, water, and air. We want to thank those who came before and honor those who continue to do the work necessary to care for and protect our land, water, and air today. It is important to recognize and honor those that have made our lives possible including our Black siblings whose labor and often lives were stolen to build the wealth we benefit from as a country. ● Introductions <ul style="list-style-type: none"> ● <i>Ask everyone to share their name, pronouns, and where they are coming from today.</i> ● <i>Review objectives and agenda on Powerpoint.</i> ● <i>Identify bathrooms and accessibility information in the space.</i> ● <i>Point out snacks and drinks.</i> ● <i>Identify places where folks can take a break.</i> ● <i>Review Group Agreements on flipchart and Powerpoint.</i> <ul style="list-style-type: none"> ● Explain: Group agreements help facilitate our shared understanding of how to engage with sometimes difficult content. They offer guidelines for us to learn together by creating a safer space. <ul style="list-style-type: none"> ● Take Space/Make Space ● Consent is key. Share the learning and leave the story. ● Take care of yourself 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Materials:</u> Sign In Sheet (if needed) <input type="checkbox"/> <u>Handout:</u> Powerpoint print out <input type="checkbox"/> <u>Flipchart (FC):</u> Agenda <input type="checkbox"/> <u>PP:</u> Objectives <input type="checkbox"/> <u>PP:</u> Agenda <input type="checkbox"/> <u>FC:</u> Group Agreements <input type="checkbox"/> <u>Materials:</u> Markers <input type="checkbox"/> <u>Materials:</u> Tape <input type="checkbox"/> <u>Materials:</u> Pens <input type="checkbox"/> <u>Materials:</u> Easel <input type="checkbox"/> <u>Materials:</u> Computer, projector, and power cords 	

	<ul style="list-style-type: none"> • Be mindful of impact and intent and be accountable for your words and behavior • Practice curiosity • Listen to understand, not to respond • Practice health hygiene • Ask: What else do we need from each other in order to be engaged today? • <i>Add any additional agreements to the list on the flipchart.</i> • This curriculum uses popular education, which is a way of educating and organizing that honors the wisdom and lived experience of everyone in the room. The role of the facilitator is to create spaces for people to share their ideas and experiences. We will use interactive activities to draw out this wisdom and to share information with one another. • The lesson plan, handouts, and Powerpoint slides are available at www.multco.us/covid19. Please share these materials with your community. 		
<p>Entering Into Topic</p> <p><i>Dinamica / Movement Building Activity</i></p>	<ul style="list-style-type: none"> • Explain: As we get settled in and begin our workshop today, I invite us to share what we do that helps to support our health and wellness. We will do this through a dinamica or Movement Building Activity. In popular education, we used dinamicas or Movement Building Activities to help us build trust so that people feel comfortable sharing their ideas and experiences. • I will give the instructions for the dinamica first and then invite those who wish to participate to join in the circle. • Explain: For this dinamica, we will be standing in a circle. The first person will say, "My name is <u>(your name)</u> and I <u>(name of an activity)</u> to support my health and wellness." You will also do a movement that 		<p>10 min</p>

	<p>corresponds to the activity that you do to support your health and wellness. Then, the remaining participants will repeat back your name and the activity that you do while making the movement.</p> <ul style="list-style-type: none"> ● <i>Invite those who would like to participate to form a circle and do the dinamica.</i> ● <i>Thank everyone for their participation.</i> 		
<p>Getting Community Pulse & Past Trauma</p> <p><i>Think, Pair & Share</i></p> <p><i>Mindful activity</i></p>	<ul style="list-style-type: none"> ● Explain: We are going to use the Think, Pair and Share method to find out what you all are hearing from your community. ● We are going to ask you to think first about the question: What are you hearing from your community about the coronavirus? ● Think for 30 seconds about the question. Then turn to the person next to you and talk for about one minute or two. ● <i>After 2-3 minutes, bring the group back and ask them to share one main point that they discussed in their pairs.</i> ● <i>Facilitator/notetaker writes down their ideas on flipchart. Take about 10 minutes for report back and discussion.</i> ● Reflect: Why do you think we react that way? ● Explain: There have been examples of global health outbreaks in the past years that may have caused stress for us or members of our community. Some of these examples include <i>[reference signs with examples posted around the room]</i>: <ul style="list-style-type: none"> ○ The 2006 dengue outbreak in Pakistan ○ In the 2005 dengue outbreak in Singapore, ○ The 2008 Zimbabwe cholera outbreak ○ The 2009 Bolivian dengue fever epidemic ○ The 2009–2010 West African meningitis outbreak 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>FC:</u> What We Are Hearing <input type="checkbox"/> <u>Materials:</u> Epidemic Cards printed on paper and posted around the room 	<p>30 min</p>

	<ul style="list-style-type: none"> ○ The 2009 flu pandemic or swine flu was an influenza pandemic in Mexico and other parts of the world. ○ Since 2012, an outbreak of MERS-Middle East respiratory syndrome coronavirus has affected several countries, primarily in its namesake, the Middle East. ○ The Western African Ebola virus epidemic (2013–2016) ○ In 2019, a measles epidemic broke out in the Democratic Republic of the Congo. ○ The 2019 Samoa measles outbreak ● Explain: Public Health and the government have hurt a lot of communities of color. Historical and present day trauma can lead to dysregulation (feeling out of control) and it can also disrupt our emotional connection with other people. ● When we are traumatized, we can become disconnected from our body and the environment. ● To help us reconnect to our bodies and environment, we will now practice applying loving kindness and self-compassion. ● <i>Reflect: How do you feel at this moment?</i> <ul style="list-style-type: none"> ● Please pause for a moment and just try to explore where in the body you might feel this emotion. If you feel comfortable, you may want to close your eyes. ● Bring your hand to the part of the body where you feel the emotion. Bring kindness and compassion to that part of our body. Open up your hands and offer kindness and compassion to our peers in the room and to our communities. If you closed your eyes, we invite you to open your eyes. 		
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	<ul style="list-style-type: none"> ● Mindful activities can help reduce anxiety and connect and calm our brain and our bodies. This can help us to prepare ourselves to care for and support our communities. 		
<p>Community Health Practices</p> <p><i>Small Group Work</i></p>	<ul style="list-style-type: none"> ● Explain: Health and hygiene looks different in different communities. All cultures have developed ways in which they engage in health practices. These health practices and ways of engaging with hygiene guide our ideas of health, prevention, treatment, and wellbeing support. What we already know about health and hygiene help us make sense of what to do with new information or new health challenges - like the Flu or Covid-19. ● In a minute, I will ask you to take a piece of paper and draw your hand. On each finger of your hand, write or draw what you do to stay healthy. ● <i>Pass out paper and markers to everyone. Ask them to do the activity. Allow 5 minutes.</i> ● <i>Ask participants to find a partner to share what they wrote. After a few minutes, ring the bell and ask them to find a new partner and share. Do this a third time. Then ask people to tape or hang their hands on the wall.</i> ● <i>Thank everyone for their participation.</i> ● Explain: We want to acknowledge and respect that we all have our own worldview and understanding of how disease works. When working with community members, there might be times when the information we present today could be conflict with the worldviews or cultural practices of community members. ● Ask: What are some effective ways to address community members' cultural beliefs about their health? 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>PP</u>: Community Health Practices <input type="checkbox"/> <u>Materials</u>: Colored paper <input type="checkbox"/> <u>Materials</u>: Markers <input type="checkbox"/> <u>Materials</u>: tape <input type="checkbox"/> <u>Materials</u>: sting and small paper clips <input type="checkbox"/> <u>FC</u>: Addressing Cultural Beliefs About Health 	<p>20 min</p>

	<ul style="list-style-type: none"> • Write responses on flipchart paper. 		
Break	<ul style="list-style-type: none"> • Invite participants to take a 10 minute break. 		10 min
Virus 101	<ul style="list-style-type: none"> • Present Novel Coronavirus slides, starting at slide 9 in the Powerpoint through slide 21. Follow the talking points in the speaker notes for further information. • Pass out these handouts at the end of the lecture: <ul style="list-style-type: none"> ○ Actions I Can Take Handout ○ Calling in with Care Handout ○ Coronavirus Community Poster Handout ○ Handwashing-Winter Handout ○ Wash Your Hands Poster Handout ○ If participants have questions that you cannot answer, please direct them to the Frequently Asked Questions page on the Multnomah County website: www.multco.us/covid19. They can submit questions through the "Read our FAQ" link on that website. 	<ul style="list-style-type: none"> <input type="checkbox"/> PP: Novel Coronavirus slides <input type="checkbox"/> Handouts: Actions I Can Take <input type="checkbox"/> Handouts: Calling in with Care <input type="checkbox"/> Handouts: Coronavirus Community Poster <input type="checkbox"/> Handouts: Handwashing-Winter <input type="checkbox"/> Handouts: Wash Your Hands Poster 	45 min
Calling in with compassion	<ul style="list-style-type: none"> • Explain: As communities of color and people who work with marginalized communities, we know that members of our communities are experiencing stigma and discrimination around the coronavirus. We want to spend some time brainstorming about what we can do to respond to stigmatizing language and behavior. We'll do this in small groups. • Break participants into small groups. You may ask people to line up into two lines - one line for people who have been doing community work for 2 	<ul style="list-style-type: none"> <input type="checkbox"/> FC: Responding to Stigma <input type="checkbox"/> Materials: Blank paper <input type="checkbox"/> Handout: How to Call In with Compassion 	25 min

	<p><i>years or less and another line with people who've been doing community work for 3 years or more. Create groups that have a mix of participants in each line with about 4 people per group.</i></p> <ul style="list-style-type: none"> • Give each group a piece of paper for them to take notes. • Bring small groups back to the large group. Ask each group to share one idea. Record ideas on flipchart. • Share the "Call In With Compassion" handout for guidelines on how to have difficult conversations when stigmatizing language or behavior is happening. 		
<p>Next Steps & Personal Commitment</p> <p><i>Individual work & large group discussion</i></p>	<ul style="list-style-type: none"> • Explain: As we wrap up the workshop, we would like to ask you all to think about what we can do together to respond to this situation. We would like for you to write on your handout what you could do to prepare for the novel Coronavirus and/or respond to the messages that you are hearing about the virus. We encourage you to think about actions that you can do on the organizational, community, family and individual level. • For example, you might decide to have a discussion and share some information about the virus in your next parent group or community meeting. On the family level, you might remind your kids to wash their hands before they eat or after they use the bathroom. • <i>Pass out handouts and invite participants to fill them out. After 5-7 minutes, ask for a few volunteers to share their ideas with the large group by category (starting with organization).</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Handout</u>: Actions I Can Take <input type="checkbox"/> <u>Material</u>: Markers/pens 	15 min
<p>Evaluation & Closing</p>	<ul style="list-style-type: none"> • Explain: As we wrap up today, we would like to ask for a few people to share what you are taking away from this workshop. • <i>Invite sharing for about 5 minutes.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Materials</u>: Sticky notes <input type="checkbox"/> <u>FC</u>: (divided into two columns) - 	10 min

	<ul style="list-style-type: none"> ● Explain: We would now like to get your feedback on how the workshop went by doing a group evaluation. ● <i>Pass out other sticky notes for an overall evaluation of the workshop - what worked well and what could be improved.</i> ● <i>Close by thanking everyone for their participation.</i> 	<p>“Worked Well” and “Could Be Improved”</p>	
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