



**USAID**  
FROM THE AMERICAN PEOPLE

**EBOLA**

**STIGMA**

*TOOLKIT*

**ACCEPTING AND SUPPORTING  
EBOLA SURVIVORS, ORPHANS  
AND FAMILIES OF EBOLA PATIENTS  
IN THE COMMUNITY**

**A TOOLKIT FOR SOCIAL MOBILIZERS  
AND COMMUNICATORS**

*Prepared by*  
WOMEN'S CAMPAIGN INTERNATIONAL *for*  
United States Agency for International Development  
Ebola-Community Action Platform, Liberia



# EBOLA STIGMA TOOLKIT

## TABLE OF CONTENTS

<b>SECTION 1</b>	Ebola Virus Stigma Toolkit for Mobilizers and Communicators... <b>1</b>
<b>SECTION 2</b>	Discussing Stigma with Community Members... <b>17</b>
<b>SECTION 3</b>	Stigma in School for Educators and Teachers... <b>25</b>
<b>SECTION 4</b>	Frequently Asked Questions about Ebola Virus Disease... <b>35</b>
<b>SECTION 5</b>	Picture Cards... <b>39</b> Picture Cards for School 1 – 3... <b>43</b> Picture Cards for Ma Rose 4 – 9... <b>49</b> Picture Cards for Stigma 10 – 14... <b>61</b>

Prepared by Another Option LLC  
for Women's Campaign International USAID's Ebola-Community Action Platform (E-CAP), Liberia.

Based on HIV and AIDS Stigma Toolkit developed by USAID's CHANGE Project.

February 2015



# NOTES FOR TRAINERS

## Introduction to the Toolkit

Fear can be seen in a number of ways. It may be shown by shunning or discriminating against a person or a group of people that are different or have experienced a tragic event. Ebola survivors, family members, and orphans as well as health care workers that worked with Ebola patients have been ignored, shunned, and been treated unfairly because of their experience with Ebola. One of the roles of a mobilizer is to help to change these negative attitudes and behaviors shown to these groups of people. This will be done by helping our community better understand the Ebola virus – how you get sick and what it means to be well. This will help to remove the fear people have about the Ebola virus and lead to less discrimination, shunning, and negative actions toward our neighbors.

This toolkit is written to help the mobilizer and communicator talk about these concerns and fears in their community. The toolkit includes Exercises and Group Discussions where community members can talk about these fears and how these fears affect survivors, family members, orphans and health workers. The toolkit also has Exercises for what community members can do to reduce discrimination against survivors and support a positive community for them.

## Using the tool kit

1. Make sure that everyone is engaged and has a chance to talk and contribute.
2. If time permits, you can use the exercises all at once time. You will need at least a day to complete them. If your time is limited, you can do one or two sessions at a time over a number of days. You can also work exercises into mobilization activities.

## Special Considerations

1. Stigma is an unfamiliar term for most people. Early in the training, ask the participants what word or words they use to explain discrimination, shunning, disrespect.
2. Ebola has affected the lives of many people in Liberia. Be aware that the exercises will bring up feelings and emotions among participants. Allow people to express their feelings but don't allow the discussion to get too personal or emotional.
3. There is a good chance you may have family members and possibly survivors as participants. Remember to reinforce the important messages that survivors and family members will not transmit Ebola. Make sure survivors feel welcome in the group.



**SECTION**

**1**

**EBOLA VIRUS**  
**STIGMA *TOOLKIT***

FOR MOBILIZERS  
AND COMMUNICATORS

# WELCOME AND INTRODUCTION

## Notes to Trainers

### *Open the session by discussing*

- Welcome to workshop
- The goal of the workshop is to answer the following questions:
  - How can I understand and recognize stigma shown toward Ebola virus survivors, orphans and families and Ebola virus health care workers?
  - Why it is a problem
  - What can individuals; families and community members do to accept and support survivors, orphans, families and health providers?
- Share experiences from the community that show stigma and discrimination.
- Ask participants what word they would use for “stigma”



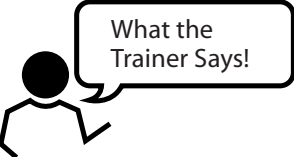
# NAMING THE PROBLEM

## UNDERSTANDING STIGMA

### EXERCISE 1: OUR OWN EXPERIENCE



**Trainer asks participants to answer the question and explains to the participants it does not have to be related to the Ebola virus. It could be any time when you were shunned or rejected for being thought to be different.**



Think about a time in your life when you felt rejected or left out for being seen to be different from others.

Think about a time when you saw other people being rejected or left out.

**Trainer asks them to think about what their story is? How did it feel? What impact did it have on your?**

**After the participants have had time to think about it, divide the group into pairs. Ask each pair to tell their story to their partners.**

**Trainer says:**

Share your story with your partner and talk about how it made you feel.

**After 10 minutes Trainer invites the participants to share their stories with the larger group.**

### Stop-Start Drama Activity

**Trainer asks for volunteers to act out their stories in short role plays (other participants play the other roles). At the end of each scene the trainer asks the role players**

How did you feel be stigmatized?

**Trainer asks the actors to talk about their feelings.**



**Response by Audience**

### Discussion

# EXERCISE 1

## Summary

This activity helps to make the stories come alive and to see the feelings involved – the pain in being rejected, shunned and isolated.

# EXERCISE 2

## EXERCISE 2: WHAT IS THE MEANING OF STIGMA

### NOTE TO TRAINER

**Trainer asks the group what they think stigma is.**

**Trainer writes their answers on a flipchart.**

### Some ways to describe stigma

- Rejection by others
- Discriminated against
- Treated like an outsider
- Puts a label on someone
- Treated as inferior
- Public shame

### NOTE TO TRAINER

## Definition of Stigma

This next section is a discussion you will lead with the participants.

### Trainer says:

There are three types of stigma

**Self-Stigma** — Survivors, family members, orphans and health care workers feel they are being judged or shunned by others so they isolate themselves.

For example a survivor may decide: “I don’t want to go to the market because I am afraid people will not talk to me.”

*NOTE: PICTURE 4*

**Felt Stigma** — People feel negative attitudes toward Ebola survivors, family members of someone that has died, or health workers that care for Ebola patients.

For example family members of Ebola patients may feel: “Ever since our uncle died, our neighbors have been acting

## EXERCISE 2

differently. I heard someone say they don't want their children to get sick from our family."

*NOTE: PICTURE 6*

**Enacted Stigma or Discrimination** — People take some type of action against survivors or family members or healthcare workers, i.e., lose job, not allowed to return home, outcast in school or at work.

For example a survivor may have a negative experience. "I am the only one who survived Ebola in my family. When I returned to our house, the landlord asked me to leave the house. He feared I would bring bad luck to the house."

*NOTE: PICTURE 12*

### Summary

At the end of this Exercise the participants will know what stigma is and be able to identify it when they see it happening.

## EXERCISE 3

### EXERCISE 3: EXAMPLES OF STIGMA IN THE COMMUNITY

#### *Trainer asks several members of the group*

What kind of stigma have you seen in your community toward Ebola survivors? Family members of someone who died of Ebola virus? Orphans? Health care workers?

### **CLASSROOM 2: WHAT CAUSES STIGMA. HOW DO PEOPLE TREAT OTHERS? HOW DOES IT FEEL TO BE TREATED THIS WAY?**

#### *NOTE TO TRAINER*

Begin a discussion with the participants on the following issues

***Trainer asks the group the following questions and asks for responses. Keep the conversation moving if group does not have the answers or does not understand discuss the answers***

## EXERCISE 3



NOTE TO TRAINER



NOTE TO TRAINER

### Trainer asks

What are the causes for being rejected?

### Group responds

#### Here are causes for being rejected to use to start the conversation

- Wrong information about how Ebola is transmitted, when or if you can get well
- Fears about their own death or the disease
- Cultural or social ideas about illness
- Do not recognize what stigma is

### Trainer asks

What are the types of Stigma

### Group responds

- Physical and social isolation from family, friends, and community
- Gossip, name calling, and being judged
- Loss of rights and decision-making power

### Trainer asks

What are the effects of stigma and discrimination?

### Group responds

#### To help start the conversation a few examples of stigma and discrimination are:

- Kicked out of family or tribe, house, work, church, organization
- Leave school (resulting from peer pressure —insults, gossip, name calling)
- Depression, suicide, alcoholism, drugs
- Cannot work, lose way to earn money
- Community members do not seek treatment because they do not want to be isolated or rejected.

## Summary

This Exercise will explain the different types of stigma and how it can affect people.

# WHAT DO PEOPLE KNOW ABOUT EBOLA

*NEED TO UNDERSTAND MORE ABOUT EBOLA VIRUS SO THERE IS LESS FEAR*

## EXERCISE 4

### EXERCISE 4: UNDERSTANDING EBOLA

#### *NOTE TO TRAINER*

This session is the time to correct wrong information about Ebola transmission, treatment, symptoms. Facts about Ebola are in Annex X.

***Trainer moves the participants into groups of three or four people and asks each group***

Please list any questions you have about Ebola. Your questions may include how it is transmitted? Can people who are cured still make other people sick? How do I know if someone is sick or well?

***After the groups have discussed for about 15 minutes Trainer asks one person from each group to read out the group's questions and then discuss the correct answers***

#### **Summary**

This Exercise will help to clarify any misinformation or rumors there are about the Ebola virus, how it is transmitted and its long-term effect.

## EXERCISE 5

### EXERCISE 5: CORRECT INFORMATION ABOUT EBOLA VIRUS DISEASE

#### ADDRESSING FEARS AND ATTITUDES ABOUT EBOLA, SURVIVORS AND FAMILY MEMBERS AND HEALTH CARE WORKERS

#### NOTE TO TRAINER

Address negative attitudes and fears directly with facts and clear information. For example: You cannot get Ebola from survivors. Health care workers will not spread Ebola. Orphans need love and support, they cannot spread Ebola.

#### ***In the same small groups, the Trainer asks participants***

List everything you have heard about Ebola survivors, family members, orphans and health care workers.

#### ***After they have completed the list the Trainer asks***

Has anyone expressed to you fears about the survivors and family members?

***Trainer makes a list of the fears. Trainer asks individuals from each group to read out the questions and discusses the answers to the questions.***

#### **Summary**

Fear and misperceptions lead to stigma. Knowledge and making sure wrong information is corrected is important to reducing stigma. Ebola is a frightening sickness but remember SURVIVORS CANNOT SPREAD EBOLA. We should welcome them back into the community and help them to take part in community activities.

#### **OPTIONAL EXERCISE: A SURVIVOR'S STORY**

Trainer would invite in advance an adult survivor to tell his or her story as a survivor and their experience with stigma. Allow participants to ask questions. In small groups, Trainers asks participants to share what they learned from the survivor's story.

# ADDRESSING EBOLA STIGMA IN THE COMMUNITY

## EXERCISE 6

### EXERCISE 6: EXAMPLES OF STIGMA IN A COMMUNITY

#### NOTE TO TRAINER

This session is the time to correct wrong information about Ebola transmission, treatment, symptoms. Facts about Ebola are in Annex X.

#### ***In pairs or groups of three or four, Trainer asks participants***

Talk about an example of stigma you have seen in your community. Questions to ask your group include:

- Who was it: a survivor, family members, orphan, health care workers?
- Why do you think it happened?
- How did this negative behavior have on the survivor, family member or orphan?

#### ***Trainer asks each group to report out the results of the discussion.***

#### NOTE TO TRAINER

Make sure to cover all four groups that are stigmatized – survivor, family member, orphan, and health care worker

#### ***Trainer asks***

Talk about an example of stigma you have seen in your community. Questions to ask your group include:



#### **Group Discussion**

## EXERCISE 6



### **Trainer asks**

Give examples of how they were helped. What was the result of this help?

### **Group Discussion**

#### **Summary**

This Exercise will identify ways people have been touched by discrimination and being shunned and ways it was addressed in the community.

### **Involving the community is essential to reducing stigma related to Ebola**

#### **Trainer tells the participants**

Saying stigma is bad and should be avoided does not reduce stigma. Communities, schools and religious institutions all can help reduce stigma for survivors, family members and orphans.

Helping communities address these fears and explain the facts about Ebola is a first step. It is important for community members to know that survivors do not have Ebola and can return to their families, communities and work just like they did before,

#### **Trainer asks what the participants could do to start a conversation and mobilize around stigma**

### **Discussion by participants**



#### **NOTE TO TRAINER**

#### **Following are ideas to listen for from the group**

- In the villages where you work- organize a small meeting or have individual interviews with survivors, families of Ebola patients and orphans. Talk to them to understand the kinds of stigma they are facing in their community. Ask them what have been the results of the stigma. This information will be helpful for when you talk to community leaders and others about how to deal with stigma.
- Meet with educators, health workers, religious leaders and community leaders to talk about what you have learned about stigma in the community and talk about



## EXERCISE 6



### NOTE TO TRAINER

ways they can help address the problem. Some communities may say they do not have a problem. The information you get from your interviews will give you ideas on the way to talk to leaders about stigma.

***Trainer asks for ideas that organizations, such as schools, church, community organizations can do to address stigma***

### Discussion by participants

#### **Follow are ideas you should listen for and suggest**

- Ask leaders to organize meetings with community members, parents, school children and religious followers to talk about stigma and how stigma affects survivors, family members and orphans.  
You may need to lead these first meetings. Use some of the exercises from this training to make people aware of what stigma is and how it affects people in their community. This tool kit contains picture cards that you can use to discuss stigma with groups. It is important to discuss facts and wrong information about Ebola and to talk about what are the fears that people have about the disease. (A guide to running this meeting is in the back of this tool kit.)
- With community leaders, school administrators or religious leaders work together to develop specific actions to address stigma. Meet with them individually or as a group and give them ideas on things they can do. Once you get them started they will start to come up with ideas of their own.
- Ask community and religious leader to speak at community meetings and religious gatherings about stigma and how it is harmful for the people it affects.
- Work with school administrators and teachers to stop actions that isolate students:
  - Organize meetings with students and discuss accepting survivors and orphans in classroom setting.
  - Help schools by identifying victims of stigma such as health care workers or survivors that can speak to the students about their personal experience.

## EXERCISE 6

- Set rules to discipline name-calling and other related actions by students. (A guide for talking about stigma in schools is in the back of this tool kit.)
- With community leaders, schools and religious groups create help groups for survivors, family members and orphans so that they can have the support they need to feel part of the community again. They may need help with food, services, religious support. These community helpers can address these needs with their organizations.
- Make sure that these promises are being met. Check in with these leaders to see if the ideas are happening. If not see where they need help to get things going. Offer support to the programs that have started by offering to speak at an event or run a meeting for them.

### Summary

This Exercise helps the participants to name different activities that they can do and the community leaders can do to reduce stigma in their community.

# ADDRESSING EBOLA STIGMA IN THE COMMUNITY

In this tool kit we have outlined short sessions you can do with community members, community leaders, and at churches and schools.

Another tool to start the discussion is Picture Cards. The Picture Cards show different types of stigma and discrimination and how it affects people. On the back of each Picture Card are questions to ask the audience you are talking to as you lead them through the discussion.

One set of picture cards are called: The Story of Ma Rose. These pictures can be used to engage the participants in telling a story about one woman and her experience with stigma. You can use the cards to tell a story or you can ask participants to develop a story based on the pictures.

## EXERCISE 7

### EXERCISE 7: PICTURE CARDS

#### NOTE TO TRAINER

Picture Cards are in the Annex of this Toolkit. Picture Cards 1, 2 and 3 have questions on the back of the picture to help start the discussion. Ma Rose Picture Cards (4-9) can be used for the mobilizer to tell the story or for the participant to tell the story. Picture Cards 10 – 14 are related to rejection and stigma of orphans, survivors and family members.

***Trainer asks each group to select a presenter and the rest of the group members will respond to the pictures. The presenter will use the cards and role-play with he or she role-plays he is talking to a community group.***

## EXERCISE 7

*Each group meets for 15 minutes. At the end the Trainer asks for volunteers from each group to comment about the Picture Cards and talking about stigma*

### **Summary**

This Exercise shows through pictures the different types of stigma and discrimination and how to stop it.

# CLOSING

## *Trainer says*

### **We have covered today**

- What is stigma?
- The forms, causes and effects of stigma
- Addressing misconceptions and fears about Ebola
- Addressing Ebola in the community
- How to talk to the community about Ebola
- Finding ways to support survivors, family members, orphans and health providers

This Ebola virus is a hard thing for all of us. It has taken away our culture of caring and being concerned for each other. We are afraid to talk about it because people can reject us, our family members, our community members, and our health care workers. This is especially true for those that have gone through and survived Ebola.

It is important that we all help each other.

- Welcome survivors and anyone whose lives have been touched by Ebola back into the home and the community.
- Encourage and help them to participate in community activities.
- Survivors and others that have been touched by Ebola can help us. Their stories can help us learn and give us hope. Health care workers, burial teams, social workers, mobilizers, and contact tracers are working hard to end Ebola in Liberia.

Welcome them and allow them to do their work.

We can help survivors and others touched by Ebola when we tell others the truth about how Ebola is spread and how to protect ourselves, our families, and our communities.

Any questions, thoughts, ideas, or things we missed?

Thank you for your participation and if you would complete a brief evaluation for the course before you leave we would appreciate it. Your evaluation will help us improve the course for the next time we present it.



**SECTION 2**

**DISCUSSING STIGMA  
WITH COMMUNITY  
MEMBERS:**

ACCEPTING AND SUPPORTING  
EBOLA VIRUS DISEASE SURVIVORS,  
FAMILY MEMBERS, ORPHANS  
AND HEALTH CARE WORKERS





# DISCUSSING STIGMA WITH COMMUNITY MEMBERS

## Notes to Mobilizers and Communicators

Ebola has affected many families throughout Liberia. Many have lost family members, neighbors and children to the disease. Often when there has been a serious health outbreak like Ebola rumors and stories are told that create fear and negative feelings toward health care workers, survivors, family members of those who have died of Ebola and orphans. These fears have many bad results including discouraging people from going for treatment or continuing to practice risky behaviors.

This tool kit is designed for mobilizers and communicators to help them talk to community leaders and members about the rumors and misinformation and the fears that leads to stigma and discrimination of Ebola virus survivors, families of Ebola patients and orphans, and health care workers.

The toolkit is easy to use and can be shaped to the needs and situation of the communicator and mobilizer. It can be completed in a short period of time (one hour) or can be expanded to take up more time.

The goal of the workshop is help community members:

- Recognize stigma and why it is a problem
- Talk about Ebola and why there is stigma associated with it
- Identify where stigma exists in the community
- Come up with actions community members can take to reduce stigma

An important part of the community discussion is correct rumors and wrong information and to address the fears communities have about Ebola. The exercises in the toolkit start conversations where you will hear people say things that are incorrect, and express fears and thoughts they may not express in other settings. Make sure that during these conversations you catch incorrect information and correct it so the group understands the correct information.

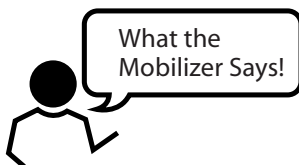
The tool kit uses a combination of Exercises and Picture Cards to open up the subject of stigma with community members. Below is a list of exercises and questions to go along with each card. You can choose the exercises and picture cards based on the amount of time you have and the size of the groups.

### NOTE TO MOBILIZER

Each exercise builds on the next and allows you to open up the group to discussions. Plan how much time you have for each exercise so you can cover all the exercises.

## EXERCISE 1

### EXERCISE 1: RECOGNIZING STIGMA



#### **Mobilizer asks**

Think of a time when someone treated you differently, ignored you or told you to go away. What happened? How did it feel? How did it change you?



**Mobilizer asks for volunteers to tell their stories to the group.**

#### **Summary**

Survivors and the families and children of those who died need our acceptance and support

## EXERCISE 2

### EXERCISE 2: CAUSES OF STIGMA

**Mobilizer asks the community members to “break into groups of three or four people. Mobilizers ask one person to read the answers from the group.”**

**Mobilizer asks the group to answer the following questions**

- What do you think causes people to reject other people?
- What are some ways that people reject other people?
- What do you think happens to people who are rejected?

## EXERCISE 2

### Summary

Our fears and incorrect information can make us avoid people and reject them.

## EXERCISE 3

### EXERCISE 3: FEAR

#### ***Mobilizer asks the participants:***

Why do you think people are afraid of families and children and survivors of Ebola?

***Mobilizer ask community members to raise their hands with answers– use this as a chance to correct wrong information and fears that come up in the discussion.***

### Summary

Fears and incorrect information makes us avoid people and reject them.

## EXERCISE 4

### EXERCISE 4: TREATED DIFFERENTLY

#### ***Mobilizer asks***

Do you think families and children of Ebola patients and survivors are treated differently?

#### ***Mobilizer asks***

What are ways that Ebola survivors and family members are treated differently?

#### ***After the response, Mobilizer asks***

Does it ever happen in this community?"

### Summary

Fears and incorrect information makes us avoid people and reject them.

## EXERCISE 5

## EXERCISE 5: PICTURE CARDS

### NOTE TO MOBILIZER

Picture Cards are in the Annex of this Toolkit. Picture Cards 1, 2 and 3 have questions on the back of the picture to help start the discussion. Ma Rose Picture Cards (4-9) can be used for the mobilizer to tell the story or for the participant to tell the story. Picture Cards 10 – 14 are related to rejection and stigma of orphans, survivors and family members.

#### ***Mobilizer shows the group one picture at a time and asks***

What is happening in this picture?

#### ***Once this question is answered, ask the group***

Why do you think this is happening?

### **Ma Rose Picture Cards**

***One set of Picture Cards contains six pictures that can be used to tell the story of one woman's experience with stigma. You can use it to tell the story and ask for comments back from the participants or you can ask participants to use the pictures to tell a story.***

### **Summary**

- Survivors and the families and children of those who died need our acceptance and support
- We need to focus on positive ways that help us include everyone into the community

## EXERCISE 6

## EXERCISE 6: STOPPING STIGMA

#### ***Using the same pictures the Mobilizer asks***

What can you do to help the person in each picture?

#### ***Mobilizer shows the group one picture at a time and asks***

What is happening in this picture?

## EXERCISE 6

***Ask community members to move into pairs and for each pair to come up with one or two solid actions community members can take to help the persons in these pictures.***

***After a few minutes mobilizer asks the group***

Which actions should be done first? How can community members make these actions possible?"

***Ask for volunteers to help out with one or two of the most important ones. Plan another meeting with the group in a month to see if the actions were taken. If there were no actions taken, offer to help get things started.***

### **Summary**

We need to focus on positive ways that help us include everyone into the community

## OPTIONAL EXERCISE 7: PERSONAL EXPERIENCE

***Prior to the workshop invite an Ebola survivor to talk to the community members. Ask the survivor to talk about his or her experiences in the community. Ask what help would have been useful for them. Allow community participants to ask questions.***

### **Summary**

- Survivors and the families and children of those who died need our acceptance and support
- We need to focus on positive ways that help us include everyone into the community



## SECTION 3

# STIGMA IN SCHOOLS:

WELCOMING EBOLA SURVIVORS,  
FAMILY MEMBERS AND ORPHANS





# STIGMA IN SCHOOL FOR EDUCATORS AND TEACHERS

## Introduction and Notes to Teachers

### Why A Stigma Toolkit is Needed?

Ebola has been a frightening and sad experience for everyone in Liberia. The outbreak has disrupted peoples' lives. Some students have been sick and lost members of their family including parents, brothers and sisters, and grandparents. For some, returning to school will be a first step toward beginning a normal life. Unfortunately, the survivors, the orphans and family members of those who have died may be teased, called names or rejected by their friends and teachers because of their experience with Ebola. It is important for children to return to school and feel that they belong there and are accepted.

This toolkit is designed to help teachers, educators and students make sure the survivors and orphans are included and feel they are a part of the school community.

The goal of the workshop is to help students:

- Recognize stigma and why it is a problem
- Talk about Ebola and why there is stigma associated with it
- Identify where stigma exists in the community and school
- Come up with actions students can take to reduce stigma
- Identify ways to welcome and support survivors, orphans and family members

The ideal age for students to participate in these exercises is 10 years and older. Exercises 1, 5 and 8 can be used with younger students. These Exercises are marked with a star. The Exercises can be completed in one day and the approximate time is four to five hours. Or the Exercises can be taught over a period of a few days as part of an assembly or class room session.

There are many rumors and misinformation about the Ebola Virus Disease. This incorrect information can lead to fear and negative attitudes toward

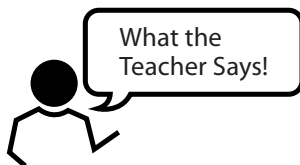
Ebola survivors and family members. It is important that the Teacher and Educator listen to what the students are saying about the virus and make sure to correct any wrong information on Ebola transmission, symptoms and treatment. Basic information about Ebola virus is contained in the Stigma Toolkit that each Teacher and Educator can use for reference if any questions come up.

### NOTE TO TEACHER

use the exercises below to help students start to understand and discuss their fears and concerns about Ebola.

## EXERCISE 1

## EXERCISE 1: RECOGNIZING STIGMA



### **Teacher asks students**

Think of a time when someone treated you differently, ignored you or told you to go away. What happened? How did it feel? How did it change you?



**Teacher asks a few students to share their experience.**

### **Response by Students**

### **Discussion**

**Teacher has the students break into groups of four or five students. Each group is to create a short play that shows the personal stories of feeling ignored or shunned. The play will act out what happened in each incident. One student can be the one ignored or rejected while the others in the group can play the rejecters.**



**When each drama is finished the teacher asks the students to talk about how they felt to be treated that way.**

### **Summary**

Being left out or rejected for whatever reason feels bad and makes that person lonely and sad.

## EXERCISE 2

## EXERCISE 2: WHAT CAUSES STIGMA

### NOTE TO TEACHER

The teacher can do this exercise as the full class or in small group. If small groups are formed ask one student from each group to read the answers.

#### **Teacher asks the students**

- What do you think causes young people to reject other people?
- What are some ways that young people reject other young people?
- What do you think happens to young people who are rejected?

**Teacher asks the students to share their answers to these questions.**



### Discussion

#### Summary

Sometimes our fears and lack of information makes us avoid people and reject them.

## EXERCISE 3

## EXERCISE 3: UNDERSTANDING THE EBOLA VIRUS DISEASE

#### **The teacher asks the class**

Why do you think people are afraid of families and children and survivors of Ebola?

**Ask students to raise their hands with answers – use this as a chance to correct wrong information and fears about the Ebola virus.**

#### Summary

Having correct information about the Ebola Virus Disease is important to understand why not to be afraid of survivors and Ebola family members.

## EXERCISE 4

## EXERCISE 4: RECOGNIZING STIGMA



### *The teacher asks the group*

Do you think families and children of Ebola patients and survivors are treated differently?"

### **Discussion**

#### *Ask students*

Can you name some ways that patients and survivors are treated differently? Does it ever happen in school?



### **Discussion**

### **Summary**

The survivors, orphans and children of those who died should not be called names and be rejected, they need to be welcomed and supported in school so they stay in school and finish their education.

## EXERCISE 5

## EXERCISE 5: PICTURE CARDS

### *NOTE TO TEACHER*

Picture Cards 1 - 3 are in the Annex



### *The teacher shows the students Picture Card 1 and asks*

What is happening in this picture?

### **Students answer and discuss**

### *Using the same Picture Card the teacher asks the class*

Why do you think this is happening?



### **Students answer and discuss**

*Teacher shows the class Picture Card 2 and repeats the questions: What is happening in this picture? and Why do you think this is happening?*

## EXERCISE 5

**Teacher shows the class Picture Card 3 and repeats the questions: What is happening in this picture? And Why do you think this is happening?**

### Summary

The survivors, orphans and children of those who died should not be called names and be rejected, they need to be welcomed and supported in school so they stay in school and finish their education.

We need to focus on positive ways, like the ones you just discussed, that help us include everyone into the school and the community.

## EXERCISE 6

## EXERCISE 6: FIXING THE PROBLEM

### NOTE TO TEACHER

Exercise 6 may be used at the same training session as Exercise 5



### Using the same pictures the teacher asks

How can you make the girl in the pictures feel more welcome?"

### Discuss with the students

### Teacher asks the students to move into pairs and asks them to

Come up with three things you can do to make the girl in these pictures feel more wanted."

**Assign one or two students to write down the suggestions. At the end of 10-minutes have the students tell the class their suggestions.**

### Summary

Need to focus on positive ways that help include everyone in the school and the community.

## EXERCISE 7

### EXERCISE 7: PRACTICE INCLUSION

***The teacher asks the students recorders to make a list of all of the ideas for being accepting to other students. Challenge the students to try all three of their recommendations over the next three weeks. Check back with students each week for three weeks to see what they have done. Discuss how they felt and what they noticed when they included others***

#### Summary

Need to focus on positive ways that help us include everyone in the school and the community.

#### OPTIONAL EXERCISE: SURVIVOR'S STORY

***Invite an Ebola survivor to talk to students in a class. Have the survivor talk about his or her experiences in the community. Allow the students to ask questions.***

#### Summary

- Being left out or rejected for whatever reason feels bad and makes that person lonely and sad.
- The survivors, orphans and children of those who died should not be called names and be rejected, they need to be welcomed and supported in school so they stay in school and finish their education.
- We need to focus on positive ways, like the ones you just discussed, that help us include everyone into the school and the community.

## EXERCISE 8

### EXERCISE 8: DRAWING A SOLUTION

#### NOTE TO TEACHER

Supplies for this Exercise – Paper and Pencils,  
Picture Card showing girl being shunned at school

***Teacher should ask the students to draw a picture of how they would be nice to the girl in the pictures and welcome her to the school. When the students are finished the teacher asks for some volunteers to talk about their picture with the class.***

## EXERCISE 8

### Summary

- Being left out or rejected for whatever reason feels bad and makes that person lonely and sad.
- Sometimes our fears and lack of information makes us avoid people and reject them.
- The survivors, orphans and children of those who died should not be called names and be rejected, they need to be welcomed and supported in school so they stay in school and finish their education.
- We need to focus on positive ways, like the ones you just discussed, that help us include everyone into the school and the community.





**SECTION**

**4**

# **FREQUENTLY ASKED QUESTIONS**

**ABOUT EBOLA VIRUS DISEASE**



# FREQUENTLY ASKED QUESTIONS

1. ***How do I know if I have Ebola?***

To know for sure that you have Ebola you need to go to the ETU and have a doctor check you. If you have one or several Ebola symptoms call 4455 immediately and go to the ETU. The signs to look for are: high fever, vomiting, running stomach, rash or bumps on the skin, red eyes and bleeding from the nose or mouth.

2. ***How could I become sick with Ebola?***

There are several ways you can become sick so it is important to do things that prevent your getting sick such as washing your hands with soap and water, not touching someone who died from Ebola, and not touching the sweat, poo, pee and vomit of someone who is sick. Also do not handle and eat uncooked or undercooked foods including bush meat. Just remember to wash your hands with soap and water.

3. ***Why do I keep being told to wash my hands?***

Washing your hands with soap and water are the way to kill the germs that cause Ebola. You need to wash with soap and water and after touching someone who you believe is sick, before and after preparing food, and when cleaning your children's poo and pee.

4. ***What should I do if someone in my family becomes sick?***

The first thing to do if you think someone is sick is to call 4455. The sooner your family members is treated the better chances are that they will survive. While waiting for the health care transporter to arrive separate them from the others in the house and make sure that only one person interacts with. Give the sick person plenty of water or other liquids. When they are gone wash your hands and their clothes and where they were with soap and water and chlorine.

5. ***Will I get sick if I care for someone with Ebola?***

No. But you must be careful and follow simple steps to keep you healthy. Wash your hands with soap and water. Also use bleach solution to clean up messes and after you have cared for the sick person and keep soiled bedclothes and cloths separate from other clothes to be washed.

6. ***What do I do if I get sick?***

Call 4455 which is the Ebola Response Center. They will properly advise you what to do but call them immediately. Also do not go out like to work or church or any public place. Isolate yourself from your family and those that live with you.

7. ***If someone had Ebola can I get the virus from them?***

No, Survivors no longer have the virus and you cannot get sick from them.

8. ***Can I bury someone in my family if they die?***

Yes. You and your family can bury the body. Call 4455 and the Ebola Response Team will help explain to you the steps to take for a safe burial. It is important not to touch the body or help to prepare the body. You can get sick from touching someone who has died from the virus.

9. ***Can I get sick from bush meat?***

There is a good possibility that you can get Ebola from handling or eating undercooked bush meat. That is why the government has said not to eat it. So to be careful, when handling meat you should wash your hands with soap and water after preparing it and cook it until it is no longer pink. Be very careful in handling and eating bush meat to be safe.

10. ***Now that Ebola has gone down, I don't have to worry about the disease spreading.***

We still need to be careful and continue to protect ourselves, our family, and our community. This includes not touching one another, washing hands regularly with soap and water, and properly burying the dead including not touch or prepare the body. If you or someone in your family has signs of the virus call 4455. Do not delay.

## SECTION 5

# ANNEX: PICTURE CARDS

PICTURES CARDS FOR SCHOOL  
PICTURE CARDS FOR MA ROSE  
PICTURE CARDS FOR STIGMA



# PICTURE CARDS

## NOTE TO TRAINER

### Picture Cards for Schools

Each Picture Card shows someone being ignored or shunned. The back of the Picture Card has questions that the mobilizer will ask to start the discussion.

#### Questions for School Picture Number 1

- What is happening in this picture?
- Why is the girl sitting alone?
- What do you think she is feeling?
- How can you make the girl feel better?

#### Questions for School Picture Number 2

- What is happening in this picture?
- Why is the girl standing alone?
- What do you think she is feeling?
- How can you make the girl feel better?

#### Questions for School Picture Number 3

- Everyone is finally returning to school, what are you looking forward to the most?
- Is there anything that you are worried about being at school?
- Do you know what to do to stay healthy at school?
- Do you think that some students may avoid or reject students who are survivors of Ebola, are orphans or may have someone die in their family?
- What would you say to them?

## NOTE TO TRAINER

### Picture Cards: Story about Ma Rose

There are six picture cards that tell the story of an Ebola virus survivor or a family member. Below are story ideas that can be used along with the Picture Cards to tell a story. Or the mobilizer can ask the group to make up a story using the Picture Cards.

#### **Ma Rose Picture 4:**

Ma Rose is alone. She has lost her husband and child to Ebola. She is very sad and lonely.

#### **Ma Rose Picture 5:**

Ma Rose sees her neighbors walk by her and not talk to her. "Maybe they didn't see me" she says to herself; "or maybe they are avoiding me".

#### **Ma Rose Picture 6:**

Ma Rose heads to the shop and passes some people who are talking. It is clear to her that they are talking about her. She feels very bad and hurries home.

#### **Ma Rose Picture 7:**

Ma Rose goes to her brother's house for dinner. When she arrives, her brother's wife is nervous. Finally her brother says: "Brenda is worried about you eating out of the same plates as us. She asks that you eat separately." Her brother is embarrassed. Ma Rose is feeling rejected.

#### **Ma Rose Picture 8 :**

Some friends of Ma Rose visit her to see if she needs help with anything. They are sorry for her loss. They offer her vegetables. They tell her they are her friends are they are glad she is healthy. Ma Rose feels better and relieved.

#### **Ma Rose Picture 9:**

Ma Rose finds out that there is a group where people can talk about losing their families and getting help. Ma Rose finds there are many people like her that are having the same feelings and problems. The members of the group share advice. Ma Rose feels welcome and supported..



## Picture Cards for Survivors, Orphans and Family

### Questions for Picture Card 10:

#### **Sad Family Member Talking to Someone**

- What do you think is going on in this picture?
- Is the man helping the woman?
- What do you think he is saying to her to make her feel better?

### Questions for Picture Card 11:

#### **Survivor Shunned by Neighbors**

- What do you think is happening in this picture?
- Why do you think it is happening?
- What do you think the woman is feeling?
- What would you say to get the neighbors to talk to the woman?

### Questions for Picture Card 12:

#### **Family being Removed from their Home**

- What do you think is happening in this picture?
- Why do you think it is happening?
- What could you do to help in this situation?

### Questions for Picture Card 13:

#### **Orphan being Treated Badly (the child is an orphan and living with an Aunt)**

- What do you think is happening in this picture?
- Why do you think it is happening?
- How do you think the young child feels?
- What can be done to help the young child?

### Questions for Picture Card 14:

#### **Orphan eating separately from the Family (the child is an orphan and is living with his uncle's family)**

- What do you think is happening in this picture?
- Why do you think the child is eating separately?
- How do you think the child is feeling?
- What can we say to the family so that the family doesn't eat like this?





# 1

What is happening in this picture?

Why is the girl sitting alone?

What do you think she is feeling?

How can you make the girl feel better?



# 2

What is happening in this picture?  
Why is the girl standing alone?  
What do you think she is feeling?  
How can you make the girl feel better?



# 3

Everyone is finally returning to school,  
what are you looking forward to the most?

Is there anything that you are worried about being at school?

Do you know what to do to stay healthy at school?

Do you think that some students may avoid or reject students  
who are survivors of Ebola, are orphans or may have has someone  
die in their family?

What would you say to them?





# 4

Ma Rose is alone.  
She has lost her husband and child to Ebola.  
She is very sad and lonely.



# 5

Ma Rose sees her neighbors walk by her and not talk to her.  
"Maybe they didn't see me" she says to herself;  
"or maybe they are avoiding me"



# 6

Ma Rose heads to the shop and passes some people who are talking.  
It is clear to her that they are talking about her.  
She feels very bad and hurries home.



# 7

Ma Rose goes to her brother's house for dinner.

When she arrives, her brother's wife is nervous.

Finally her brother says:

"Brenda is worried about you eating out of the same plates as us.

She asks that you eat separately."

Her brother is embarrassed. Ma Rose is feeling rejected.





# 8

Some friends of Ma Rose visit her to see if she needs help with anything.

They are sorry for her loss.

They offer her vegetables.

They tell her they are her friends are they are glad she is healthy.

Ma Rose feels better and relieved.



# 9

Ma Rose finds out that there is a group where people can talk about losing their families and getting help.

Ma Rose finds there are many people like her that are having the same feelings and problems.

The members of the group share advice.  
Ma Rose feels welcome and supported.



# 10

## **Sad Family Member Talking to Someone**

What do you think is going on in this picture?

Is the man helping the woman?

What do you think he is saying to her to make her feel better?



11

## **Survivor Shunned by Neighbors**

What do you think is happening in this picture?

Why do you think it is happening?

What do you think the woman is feeling?

What would you say to get the neighbors to talk to the woman?





## **Family being Removed from their Home**

What do you think is happening in this picture?

Why do you think it is happening?

What could you do to help in this situation?



13

**Orphan being Treated Badly  
(the child is an orphan and living with an Aunt)**

What do you think is happening in this picture?

Why do you think it is happening?

How do you think the young child feels?

What can be done to help the young child?



14

**Orphan eating separately from the Family  
(the child is an orphan and is living with his uncle's family)**

What do you think is happening in this picture?

Why do you think the child is eating separately?

How do you think the child is feeling?

What can we say to the family so that the family doesn't eat like this?



**EBOLA** **STIGMA**  
*TOOLKIT*