

Adding a COVID-19 lens to the 150 Days of Programming resource ([criticalhours.ca](https://criticalhours.ca))

How many, how close, and how prolonged are the interactions?

- A higher number of interactions, close interactions, and prolonged interactions are associated with a higher risk of transmission

Are interactions in a crowded or a confined indoor setting?

- High-density, confined, indoor settings are associated with a higher risk of transmission

Are children/youth in frequent contact with high-touch surfaces?

- Frequent contact with high-touch surfaces or shared items is presumed to have a greater risk

Can children/youth consistently follow advice on physical distancing, hand hygiene, respiratory etiquette and other personal preventive practices?

- If assistance is required, is there adequate supervision?
- Are the supplies and facilities necessary for frequent hand hygiene available?

Tips and considerations:

Promote and facilitate personal preventive practices

- Promote the use of personal practices (for example, frequent hand hygiene, avoid touching face, respiratory etiquette)
- Post signage that is appropriate for age, ability, reading level and language preferences to remind individuals to practice good hand and respiratory hygiene
- Implement a schedule for frequent hand hygiene
- Provide increased access to hand hygiene facilities (for example, by placing hand sanitizer dispensers in easy-to-see locations)
- Ensure adequate supplies to reinforce hand hygiene and respiratory etiquette such as soap, an alcohol-based hand sanitizer (at least 60% alcohol), paper towels, tissues, and no-touch waste receptacles
- Incorporate fun strategies to encourage compliance

Promote physical distancing as much as possible

- When / where possible, establish a 2-metre distance between children/youth, staff and volunteers, including when cohorted together
- In settings with young children, this may not be possible, and 2 metres between groups of cohorted children should be maintained
- When possible, create and play games that maintain physical distancing, for example, set up play stations and limit the number of children at each station, allowing for sufficient breaks for cleaning before children change stations
- Consider moving large group activities outside when space and weather permits

Reduce risks from exposure to high-touch surfaces (for instance, surfaces frequently touched by others).

- Increase frequency of environmental cleaning, especially washrooms, cafeterias or food service locations and high touch surfaces or equipment (for example, pencil sharpeners, knobs and push buttons, doorknobs, faucet handles, water fountains, toys, electronic devices, school bus hand rails and seats, books)
- Reduce the number of common surfaces that need to be touched (for example, prop doors open, no-touch waste containers)
- When possible, remove or reduce the use of shared recreational equipment (for example, play structures, gym equipment, balls) and implement post-play hand hygiene practices
- Avoid sharing communal equipment/supplies as much as possible and implement post-use hand hygiene and environmental cleaning (for example, toys, tablets, electronic devices, sleeping mats)
- Ensure adequate supplies where possible to minimize sharing (for example, art supplies, toys, pencils)
- Clean and disinfect essential shared equipment before and after use (for example, electronic devices)