

# MODULE 3

# LANGUAGE

This module focuses on verbal and non-verbal language skills. Participants will adapt their use of language: words, body movements, signals, gestures, and facial expressions to become confident and trustworthy in communicating with the community. At the same time, this module will also support health collaborators in applying appropriate communication in multicultural settings.

When applying this module in practice, it is possible to flexibly change the content of knowledge about infectious diseases and relevant preventive vaccines.

## SOFT-SKILL FOCUS

- The use of verbal language in presenting communication messages.
- The use of non-verbal language to communicate about vaccination.
- Sensitize to local dynamics in the different cultural contexts.

## TECHNICAL KNOWLEDGE FOCUS

- Neonatal tetanus, its risks, and impacts on community health.
- Tetanus vaccine and benefits.

## MODULE STRUCTURE

This module has the total time length of 120 minutes with the structure as below:

<b>Step 1</b>	ACTIVITY 1: <i>Warm-up and learning about Neonatal tetanus and Tetanus vaccine</i>	15 minutes
<b>Step 2</b>	ACTIVITY 2: <i>Group work to create and deliver a communication message.</i>	30 minutes
	ACTIVITY 3: <i>Discussion about the use of verbal language</i>	20 minutes
	- Tea break -	
<b>Step 3</b>	ACTIVITY 4: <i>Game “One word - Many meanings” to learn about non-verbal language.</i>	25 minutes
	ACTIVITY 5: <i>Discussion about the use of non-verbal language</i>	20 minutes
<b>Step 4</b>	Review and closing	10 minutes

### Note for facilitators:

This module uses role-playing and game-based activities as the main tools for participants to experience and engage in different roles, and build up a helpful list of tips and strategies to better communicate in a diverse cultural setting.

**Materials**

- Flipbook/poster about tetanus and vaccine
- Markers/ Pens
- A5 papers
- Tape
- Table 7 template
- Table 8 template

## STEP 1: Warm-up and learning about Neonatal tetanus and the Tetanus vaccine:

This step includes 01 activity – Total time length: 15 mins

### After this step, participants will:

- Have basic information about neonatal tetanus and the tetanus vaccine
- Feel energized and relaxed.

Facilitators can use games, fun activities or a short presentation about the disease and vaccines. It is highly recommended to have an interactive session to learn and memorize this technical information more effectively.

### ACTIVITY 1: Ring the golden bell

Time length: 15 mins

#### How to play:

- Participants sit in rows and have pens and papers ready to quickly write down their answers for each question.
- Facilitators read out aloud questions one at a time. Participants have 30 seconds to write down each answer. There are 10 questions.
- After 30 seconds, participants show their answers by holding their answer sheets over their heads.
- Participants with the correct answer stay for the next round; participants with the incorrect answer are eliminated from the round.
- Facilitators can adjust the rules for different groups of participants.
- The last person who gets through all 10 questions correctly wins the grand prize.

### Suggestions of game questions:

1. True or False? Spores of tetanus bacteria are everywhere in the environment, including in soil, dust, and manure. [TRUE]
2. Is tetanus spread from person to person? [NO]
3. True or False? The incubation period — time from exposure to illness — is usually between 3 and 5 days. [FALSE]
4. Which is a common way that the tetanus spores enter through into an infant's body and cause neonatal tetanus? [THE UMBILICAL CORD]
5. True or False? Tetanus spores enter the body through contaminated breaks in the skin. [TRUE]
6. True or False? Tetanus is an infection caused by a virus. [FALSE]
7. Which is NOT a symptom of tetanus infection? [ANSWER: D]
  - A. Headache
  - B. Jaw cramping
  - C. Painful muscle stiffness
  - D. Vomiting
8. True or False? The mother's immunity due to the vaccine is valuable in preventing Neonatal tetanus for the child. [TRUE]
9. How many doses of tetanus vaccine is recommended for pregnant women during their pregnancy? [TWO DOSES]
10. True or False? People who have had tetanus before no longer need to be vaccinated. [FALSE]

## STEP 2 : Exploring the use of verbal language in communication

This step includes 02 activities – Total time length: 50 mins

### After this step, participants will:

- Be aware of the use of clear verbal communication which is necessary for effective communication;
- Participants create a list of suggestions for the use of verbal language when communicating about vaccines.

Presentation/ speech could be perfect on paper or in our head when we are planning. However, many internal and external factors could affect the quality and effectiveness of our speech, and it is possible that our audiences, no matter how focused they are, could still miss the points being communicated. This activity will use group presentation and discussion to explore factors of our verbal language that could affect the quality of our message delivery.

### ACTIVITY 2: Group work to create and deliver a communication message.

*Time length: 30 mins*

- The facilitator divides the participants into groups of 2-3 people.
- The group members will develop a communication message for a case they are assigned.
- Participants can review the knowledge and skills in previous modules to complete this task.
- After 15 minutes of preparation, each group will present their own message for up to 1.5 minutes.
- While each group presents, the other groups will listen and take note of their comments for the presentation.

### Suggestions for scenario:

- A man whose wife is about to give birth. He wants to know about neonatal tetanus and how he can prevent their child from getting sick.
- A new mother has just given birth and she has questions about the risks of giving her baby the tetanus vaccine.
- A grandmother, whose son and daughter-in-law work far away, so she is the main carer of her 1 year old grandchild. She wants to ask about the vaccination schedule for her grandchild.

### Other scenarios?

## STEP 2 : Exploring the use of verbal language in communication

This step includes 02 activities – Total time length: 50 mins

### ACTIVITY 2: Group work to create and deliver a communication message.

Time length: 30 mins



Team members reading materials and working on creating a vaccine message. Training for health collaborators in Dak Lak. Photo credit: OUCRU, 2023.

**Do you have any notes or reflections about this activity?**



## STEP 2 : Exploring the use of verbal language in communication (cont.)

This step includes 02 activities – Total time length: 50 mins

### ACTIVITY 3: Discussion about the use of verbal language

*Time length: 20 mins*

Follow up the presentation, the facilitator will walk the participants through a discussion on how to deliver a communication message clearly and effectively. Some suggested discussion questions are:

- *Can other groups repeat some of the main ideas they heard from your group's presentation? Is this the key message the group wanted to convey?*
- *What content has been well received by the listeners? What content has not been mentioned yet?*
- *What factors could affect the quality or effectiveness of a conversation?*
- *Understanding the factors that affect the effectiveness of the communication, what can we do to improve the quality of verbal message delivery?*

Facilitators and participants can write down the answers for the last question on a large sheet of paper, and save it as a list of suggestions for better message delivery.

For example:



#### Table 7: What tips do you think could be useful for further verbal communication?

- Choose suitable style for each occasion and each group ( casual or formal).
  - Be sympathetic and understanding.
  - Be appropriate and respectful to the local culture.
  - Speak with appropriate intonation and volume.
  - Don't speak too fast nor too slow.
  - Do not use technical words and terminology unless necessary.
- Other?



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## STEP 3 : Exploring the use of non-verbal language in communication

This step includes 02 activities – Total time length: 45 mins

### After this step, participants will:

- *Be aware of the use of expressive non-verbal communication necessary for effective communication;*
- *Create a list of suggestions for the expressive use of non-verbal language when communicating about vaccines.*

While the previous activity focuses on enhancing the use of verbal language in communicating a message, this activity will focus on the use of non-verbal language in supporting the message delivery and better communication with the target group. The activity will be formatted as a game for a change of learning environment, as well as lifting energy levels of participants after an intense brainstorm and discussion in the previous steps.

### ACTIVITY 4: Game “One word - Many meanings” to learn about non-verbal language.

*Time length: 25 mins*

#### Game rules:

- Facilitators divide the participants into 2 groups: *interviewers* and *interviewees*
- Interviewers pick a random question and can ask *closed questions* (Yes/ No question) and must find out the real answers through *reading the expressions of the interviewees*.
- The facilitators give the interviewees the answers, but they have to keep them secret until the end of the round.
- Interviewees can ONLY answer interviewers' questions with the '*Answer words*' - they are singular words with no exact meaning - Such as: *Yes* or *Uhm* or *Yeah*.
- Each round lasts a maximum of 5 minutes or when the interviewers find out the actual answer

***What materials and stationary should you prepare for this activity?***



## STEP 3 : Exploring the use of non-verbal language in communication (cont.)

This step includes 02 activities – Total time length: 45 mins

### ACTIVITY 5: Discussion about the use of non-verbal language

Time length: 20 mins


Following up with each round of the game, the facilitator will explore the non-verbal language with all participants by discussing the following questions:

- **What signals helped you with discovering the answers?**

**(Clues: facial expression; body movement; hands/ arms/ feet movement; head movement; eye movement; shifting of position, etc. )**

- **What can we learn from here about the non-verbal language in a conversation?**


Facilitators note down the answers into a list of suggestions for the effective use of non-verbal language. For example:



### Table 8: Understand non-verbal languages

**Head movements: *nod, shake, tilt...*** show how people agree/disagree with the message.

**Direct eye contact or looking away, ...** show level of interest to the speakers.



**Arms: *cross, clasp, hold behind or on the chest,...*** show the level of security towards the speakers.

**Lips: *smile, frown, bite lips,*** ...show positive/ negative emotion towards the speakers.

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## STEP 3 : Exploring the use of non-verbal language in communication (cont.)

This step includes 02 activities – Total time length: 45 mins

### ACTIVITY 5: Discussion about the use of non-verbal language (cont.)

Time length: 20 mins



#### Notes for facilitators:

- All types of body movement and non-verbal communication could contribute to the delivery of messages. As communicators, it is necessary for participants to be aware that they could adjust their body language to support and improve their verbal communication with others.
- Communicators can also observe their target group expression and adjust accordingly to better communicate with them.
- The facilitator can expand the discussion to the **topic of cross-cultural communication**, in which non-verbal language may be interpreted differently in different cultural contexts. (e.g. in some cultural contexts it is not respectful to look a leader in the eye, and looking down may be a sign of respect in that community, where in another context it may be viewed as being disinterested in what is happening).

## STEP 4: Review and Closing

Time length: 10 mins

### Review activity: *The reflective journal*

Facilitators and participants spend 5 minutes filling in the review section in their reflective journal individually.

### Closing activity: *A moment to remember*

Facilitators ask all participants to form a circle; the facilitators also join the process with the participants.

The facilitators can start first as an example so that all participants will understand the assignments. Going from the right side of the facilitators, everyone will share a moment from the training that they either:

- **Find something new and impressive, or**
- **Something they already knew but was not very sure about until now.**

Facilitators will start first and show examples, then the whole group will share in a circle one by one.

This activity will encourage everyone to reflect on the last training content, speak out before a crowd, and highlight the active learning process in finding the link between knowledge and personal experiences.

### Outcome checklist:

- List of basic information about neonatal tetanus and tetanus vaccine
- List of suggestions for the use when communicating verbally about vaccines.
- List of suggestions for the expressive use of non-verbal language when communicating about vaccines.