

MODULE 5

VACCINES AND THEIR BENEFIT

This module is designed to provide a basic understanding of infectious diseases and vaccines, especially how vaccines can boost immunisation to fight against diseases.

- Identify common infectious diseases in the local community.
- Identify preventive measures that the local community can take.
- Debunk myths about vaccines

SOFT-SKILL FOCUS

- Disease mapping
- Communicate about vaccine basics

TECHNICAL KNOWLEDGE FOCUS

- Infectious disease
- Vaccine understanding

MODULE STRUCTURE

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

Step 1	ACTIVITY 1: <i>Find the right matches</i>	15 minutes
	ACTIVITY 2: <i>Local health mapping</i>	25 minutes
Step 2	ACTIVITY 3: <i>Presentation about vaccine basics</i>	30 minutes
	- Tea break -	
Step 3	ACTIVITY 4: <i>Modified debate to practice explaining vaccines to the local community</i>	40 minutes
Step 4	Review and closing	10 minutes

Note for facilitators:

This module uses visual tools, game-based activity and presentation as the main tool for participants to explore basic information about vaccines, diseases, and to practice communicating about vaccines with the local community.

Materials

- Pens/ Pencils
- A5 papers
- A0 paper or board
- Example photos (Annex 11)
- Tapes
- Table 9 template
- Table 10.1
- Table 10.2 template

STEP 1: Warm-up and Learn about local health context

This step includes 02 activities – Total time length: 40 mins

After this step, participants will:

- *Feel energized and open up with one another.*
- *Have a basic understanding of diseases (name - causes – symptoms - health impacts) and have a visual tool to explain about disease with the local community.*
- *Explore vulnerable areas and most concerning diseases in the local areas*

Facilitators will prepare and introduce a set of flashcards as a visual tool to learn and explain about diseases. Then introduce another form of mapping tool – village mapping, to discuss about the local health context. This conversation is helpful to set the focus of the follow up discussion around the local context, which will ensure the practicality of the training.

ACTIVITY 1: Find the right matches

Time length: 15 minutes

Participants will be divided into groups of 3 - 4.

The facilitator will provide each team with a set of flashcards that contain disease names, disease symptoms and health impacts.

In 5 minutes, each team must find the correct matches of disease names, symptoms and its health impacts.

When the time is up, facilitators and participants can compare and check with the answer sheet and review all matches.

The group that has the most correct matches is the winner. A small prize can be given as a reward.



Notes for facilitators:

When implementing this game, the facilitator can set the game in several rounds. In each round, they will need to find, match and explore information of one disease. After the round, the facilitator can spend a few minutes to provide accurate information about the disease, or answer questions or confirm other relevant information.

The facilitator can also select certain diseases according to local health context.

STEP 1: Warm-up and Learn about local health context (cont.)

This step includes 02 activities – Total time length: 40 mins

ACTIVITY 1: Find the right matches (cont.)

Time length: 15 minutes



Examples of 'Find the right matches' activities in training. Pilot training for health collaborators in Sumba, Indonesia.

Photo credit: OUCRU, 2022.

Do you have any ideas of games to learn about diseases and vaccines?



STEP 1: Warm-up and Learn about local health context (cont.)

This step includes 02 activities – Total time length: 40 mins

ACTIVITY 2: Local health mapping

Time length: 25 minutes

Participants stay with their groups. The facilitators assign each group with a card (containing the disease name) from the card set. Ask them to spend 3 minutes to write down on a piece of paper their response to:

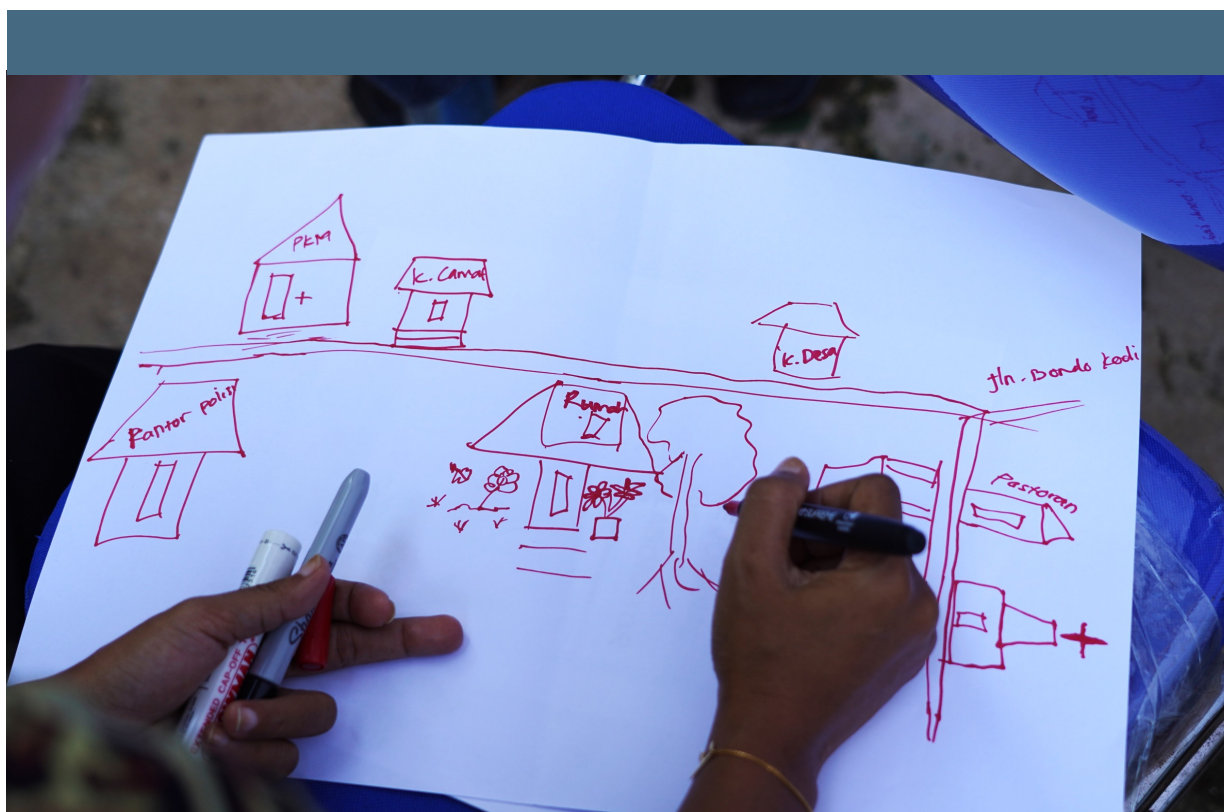
- **What are the transmission routes of these diseases?**

After that, each group is given 5 more minutes to discuss the second questions:

- **Which area(s) of the villages are more likely to be vulnerable to this disease? And why?**

After 5 minutes of discussion, each group will present their answer by drawing a village map on A0 paper/ or floor/ or board. They can draw more elements of the areas to demonstrate their answers to the questions.

See below example for the health map.



Health collaborator drawing village health map in training. Pilot training for health collaborators in Sumba, Indonesia.

Photo credit: OUCRU, 2022.

STEP 1: Warm-up and Learn about local health context (cont.)

This step includes 02 activities – Total time length: 40 mins

ACTIVITY 2: Local health mapping (cont.)

Time length: 25 minutes

The facilitators spend 15 minutes for all groups to present and discuss to finalize the map. The facilitators can conclude the activity once all groups have agreed on a complete map about the health context in their area.



Note for facilitators

- It is essential for health workers to have a shared understanding of how the community is facing the risk of infectious diseases and are able to communicate about it. This is the first step in communicating about vaccines.
- Facilitators encourage participants to discuss facts and try to avoid stigma and assumptions when talking about diseases and transmission routes in local villages.

Do you have any notes or reflections about this activity?



STEP 2: Learning vaccine basics

This step includes 1 activity – Total time length: 30 mins

After this step, participants can:

- Understand how the vaccine is made.
- Have examples to explain how vaccines work to boost immunity.

In this step of the training, the facilitators will present with PowerPoint slides or pictures to explain about vaccine basics. Participants can utilize this presentation as a simple and visual script when communicating about vaccine basics with the local community, especially in rural and remote areas, where information access is limited.

ACTIVITY 2: Presentation about vaccine basics

Time length: 30 mins

Facilitators will present basic information about vaccines, including:

How is a vaccine made?

Important ingredient: The virus/ bacteria that causes the disease.

Type 1: containing dead or weakened virus/bacteria.

Type 2: containing a little part of the virus/bacteria.

- **Vaccine quality.**

All vaccines are manufactured under very strict conditions and tested before release for public use. All vaccines require approval by the Ministry of Health.

Childhood vaccines are Halal and approved by the Indonesian Ulema Council

- **How does a vaccine work to boost immunity?**

Expose - Exposure to the disease-causing agent.

Practice to fight - Immune system fights against the disease-causing agent.

Memorize - Our immune system learns to fight effectively and memorizes the way to fight and protect our body from the disease-causing agent.

Be ready to Fight - Have the information, strength and immunity to fight the real disease if infected.

- **Common ingredients in vaccines (optional)**

The facilitators can print out the slide samples from this manual or copy this information on large board or A0 paper to use during the presentation.

The presentation is approximately 20 - 30 minutes.

The facilitators allow some time for Q&A before moving to the next activity.

STEP 3: Practice explaining vaccines to the local community

This step includes 1 activity - Total time length: 40 mins

After this step, participants can:

- Confirm facts/ myths about vaccines;
- Explain vaccines to particular community groups;
- Practice persuasion skills (refer to module 2) when communicating (listening, observation and response)

ACTIVITY 3: Modified debate

Time length: 40 mins

- The facilitator starts with a discussion to share information about:
How does the community they work with feel about vaccines?
- The facilitator can write down each answer on a piece of paper and fold them. Those answers can be used as input for the main debate activity.
- Each group will then randomly pick a folded paper that contains one statement and a For/ Against stand.
- Each group will prepare a presentation about their opinion in 10 minutes. There is no right or wrong answer, they only have to prove their assigned standpoint.
- After 10 minutes of preparation, each group has 2 minutes to present and follow up with 3 minutes of debate with the audience. Audiences will take the opposite standpoint and will take part in each debate round as the opponent.
- In the last 10 minutes, the facilitator will gather all participants in a circle and facilitate a quick activity reflection

Suggestions of statements:

- Vaccine helps boost your immunization. (AGAINST)
- Vaccination helps your children grow up healthy and strong. (FOR)
- Vaccines are halal. (AGAINST)
- Vaccinated people can still be infected (FOR)

Suggestions of reflection questions:

- How does it feel to stand up and protect your opinion in front of many people? (comfortable, energetic, uncomfortable, causes anxiety,...) especially with groups that have to stand for opinions that go against their own beliefs?
- Have you encountered a similar situation? What did you do in this situation? What would you do differently now?
- Which performance/ presentation do you like the most? Why?
- What is the most useful thing you will bring back home after this activity?

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: *“I appreciate that...”*

As this is the last module of the training program, each participant will step up before their fellow participants to express their appreciation to one of the participants, using the phrase:

“I appreciate that...”

They can mention anything they are grateful for about their peers. This could be a moment of support during teamwork, or something they have learned from a participant sharing either about themselves or the other participant. The focus of comments is only on the participants, not the facilitator.

The activity serves as a team-bonding activity and highlights that learning is a shared process, and that people learn as much from their peers as from books or any training materials.

Outcome checklist:

- Have a basic understanding about diseases and are able to explain about disease with the local community.
- Have a shared understanding of local health context.
- Have a basic understanding about vaccines and are able to communicate about vaccines with the local community.