

# Community FluKit Guide

Guide to communication and mobilization materials for communities,  
adapted to the Pandemic (H1N1) 2009



**Pan American  
Health  
Organization**

*Regional Office of the  
World Health Organization*



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# Introduction

The six communication and community mobilization materials in the Community FluKit are designed to support community preparedness and response capacity for the Pandemic Influenza (H1N1) 2009. The Community FluKit is a source of information for use in the development of preparedness and response plans for future epidemic outbreaks, emergencies, or major disasters that impact public health.

This Guide outlines a mix of strategies, media, and key audiences, using behavior-based programming. In the case of the pandemic, it uses the basic recommendations of the World Health Organization (WHO) to mitigate the effects of the Pandemic (H1N1) 2009 in communities.

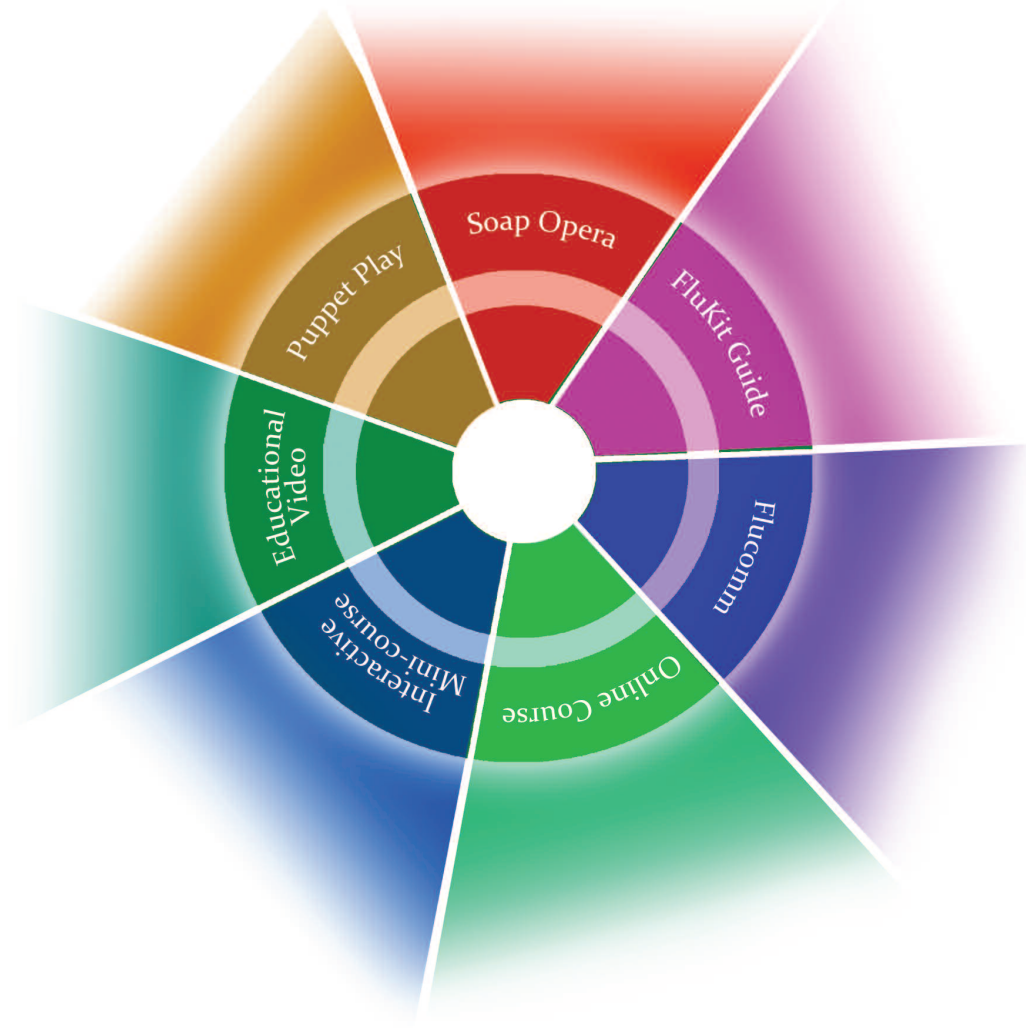
The six Community FluKit materials were designed together to provide information and recommendations for a variety of audiences. Communication, mobilization, and promotion activities were included to bolster community preparedness and response capacity for public health emergencies.

The Community FluKit includes four materials in Spanish and two in English and Spanish. Each contains technical information written in simple language that is appropriate for the different target audiences in communities.

These materials lend themselves to a variety of media, using interpersonal, individual, group, or mass channels of dissemination, and make it possible to combine new technologies with different kinds of traditional communication. Thus, it is possible to engage in individual communication through storytelling and puppets and mass communication through a soap opera, and to offer interactive online course with video, audio, and text accessible through the Internet.

This variety of materials and dissemination methods facilitate access to the different interested audiences, including school personnel, primary health care teams, municipal authorities, and faith-based and community organizations, etc., putting different alternatives at their disposal to build capacities in the various community audiences.

# Community FluKit Components



# Community FluKit Materials’ Overview

## **Online Course: “FluComm”**

This online self-learning course, in English and Spanish, has two modules. The core module contains four sections with information on pandemics and mitigation measures. The second module has five sections that offer specific guidance on preparedness and response activities for local organizations such as schools, health services, workplaces, municipalities, faith-based and other civil society organizations, families, and individuals. Each section takes approximately 30 minutes to complete.

## **Online Course: “Occupational Health and Infection Control for Health Workers”**

This interactive course in Spanish, approximately 35 minutes long, presents information through text, audio, and video. It focuses on techniques to prevent the transmission of infectious diseases among health workers. These include hand washing, the use of personal protective equipment (PPE), biosafety measures, and the management of patients with infectious diseases.

## **Interactive Mini-course: “Protect Patti”**

This highly interactive 30-minute online course comes in English and Spanish. Students review basic concepts about infectious diseases and practice the correct use of personal protective equipment (PPE) through Patti, an animated character. This course is targeted to healthcare workers and other interested parties.

## **Educational Video: “Di-no a la Influenza”**

“Di-no a la Influenza,” or “Say ‘No’ to Influenza” in English, is a 20-minute educational video in Spanish featuring the cartoon character “Di-no” (a play on words in Spanish meaning “Say No” and dinosaur), who explains the Influenza (H1N1) virus. Di-No’s narrative, accompanied by text, explains how to reduce flu transmission. The video is aimed at educators, parents, and children aged 6 to 12.

## **Puppet Play “Así aprendió Manuelito a protegerse del virus de la Gripe A (H1N1)”**

This puppet play, with its title translating to “How Manuelito Learned to Protect Himself from the Pandemic Influenza (H1N1) 2009 Virus”, is aimed at children aged 6 to 10, teachers, and parents. The puppets teach correct handwashing, coughing, and sneezing techniques to prevent transmission of the flu virus. The material consists of a script and a 20-minute demonstration video.

## Radio Soap Opera: “La Influenza”

Aimed at parents, older persons, and youth in community settings, this radio soap opera in Spanish, comprised of 20 one-minute episodes, conveys prevention messages about influenza and its health impact. The episodes are available free-of-charge on the Internet, so that they can be broadcast on community radio stations.

**Table 1. Summary of Community FluKit Materials**

Material	Type of material	Target audiences	Language	Media used and access
FluComm	Online course	Schools, primary healthcare team, workplaces, municipalities, faith-based and community organizations	English and Spanish	Internet, CD
Occupational Health and Infection Control for Health Workers	Interactive online course	Health workers	Spanish	Internet, CD
“Protect Patti”	Interactive mini-course	Health workers and other interested parties	English and Spanish	Internet, CD
“Di-no a la Influenza”	Educational video	Educators, parents, and children aged 8 to 12	Spanish	Internet, CD, DVD, storytelling
“Así aprendió Manuelito a protegerse del virus de la Gripe A (H1N1)”	Play: script and video	Educators, parents, and children aged 6 to 10	Spanish	Internet, CD, DVD, storytelling, puppeteers
“La Influenza”	Radio soap opera	Young people, parents, and older persons	Spanish	Internet, CD, community radio stations

# Mitigation Measures

The Community FluKit provides information and tools that include community mitigation measures that should be implemented in the event of a pandemic or an epidemic outbreak, in order to:

- Slow the increase in cases.
- Decrease the epidemic peak.
- Reduce the total number of cases.

The FluKit materials include pharmaceutical and non-pharmaceutical mitigation measures.<sup>1</sup>

- *Non-pharmaceutical interventions*: help to reduce infection and exposure to an infectious agent. The Community FluKit emphasizes the following non-pharmaceutical measures:
  - Handwashing: apply soap or disinfectant, rub hands, and rinse under a stream of water to eliminate microorganisms.
  - Coughing and sneezing etiquette: always cover your mouth with a tissue or paper, or use the inside of your elbow when coughing and sneezing; if you are sick, this will keep you from infecting healthy people with the droplets of saliva released whenever you cough or sneeze.
  - Workplace and home hygiene: properly clean or disinfect surfaces and frequently used objects, especially after contact with a person who is sick.
  - Isolation and Quarantine:
    - Isolation: separation, preferably voluntary, of sick people from healthy people.
    - Quarantine: separation of people who have been exposed to a contagious illness but do not show signs of disease or contagion.
  - Personal protective equipment (PPE): consists of goggles, face shield, mask, gloves, gown, and shoe covers, which health workers use to prevent the transmission of infectious diseases and other health risks.
  - Social distancing: measures that prevent or decrease the spread of a contagious disease, particularly by preventing gatherings of large groups of people, canceling events and activities at workplaces and schools, among other things.

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<sup>1</sup> For a more detailed explanation of pharmaceutical and nonpharmaceutical interventions, see CDC, “Community Strategy for Pandemic Influenza Mitigation” (2007), particularly sections III-VIII, available at: <http://pandemicflu.gov/professional/community/commitigation.html>

- *Pharmaceutical interventions*: include the use of vaccines and antivirals or other drugs to prevent the development of the disease, decrease the symptoms, and duration of the illness. Some of the FluKit materials include information on vaccines and antivirals.
  - Vaccines: provide partial or full protection from the disease.
  - Antivirals: decrease the symptoms and duration of the illness.
  - Analgesics/anti-inflammatories: relieve patients' symptoms.

**Table 2. Mitigation Measures Included in the Community FluKit Materials**

Mitigation Measures		Materials					
		FluComm	Online Course	Mini-course	Educational Video	Puppet Play	Radio Soap opera
<b>Non-pharmaceutical</b>	Hand-washing	X	X	X	X	X	X
	Coughing and sneezing etiquette	X			X	X	X
	Workplace and home hygiene	X	X				X
	PPE	X	X	X			
	Isolation and quarantine	X					
	Social distancing	X			X	X	X
<b>Pharmaceutical</b>	Vaccines and antivirals	X	X				X

# FluComm: Addressing Pandemic (H1N1) 2009 Influenza in the Community (FluComm)

## What is FluComm?

- A free online self-learning course.
- It consists of a core module with an introduction and four sections, and several specific modules.
- The presentations combine text, audio, and video.
- Once the two modules and “knowledge checks” have been passed, the system automatically generates a diploma.

Core Module	Specific Modules
<ul style="list-style-type: none"><li>• Introduction—Addressing Pandemic Influenza (H1N1) 2009 in the Community</li><li>• Section 1—Understanding Pandemic Influenza (H1N1) 2009</li><li>• Section 2—Preparing your Community for a Pandemic</li><li>• Section 3—Spreading the Word, Not the Virus</li><li>• Section 4—Key Messages and Additional Resources</li></ul>	<ul style="list-style-type: none"><li>• Schools</li><li>• Health services</li><li>• Workplaces</li><li>• Municipalities</li><li>• Faith-based and community organizations</li></ul>

## **In what language is FluComm available?**

The course has English and Spanish versions.

## **What are the objectives of FluComm?**

FluComm focuses on:

- Describing how pandemic flu emerges and spreads.
- Describing key steps in developing a local preparedness and response plan.
- Explaining concepts of effective communication during a pandemic.
- Identifying preparedness and response strategies for specific community sectors.
- Identifying additional resources to support local preparedness and response efforts.

## **How are the contents of the FluComm course organized?**

FluComm consists of core modules that provide an overview of the pandemic for all audiences and specific modules offering toolkits for specific priority audiences.

### **Core Modules**

How to use FluComm

- Instructions on how to use the modules.
- A glossary of terms.
- How to navigate the FluComm course.

Introduction: Addressing Pandemic Influenza (H1N1) 2009 in the Community

- Course objectives.
- Necessary action to follow during a pandemic.
- Concepts related to pandemic influenza (H1N1) 2009 and what can be done at the community level.
- Who needs to prepare, and the objectives and steps during pandemic preparedness.
- Knowledge check.

Section 1: Understanding Pandemic Influenza (H1N1) 2009

- History of the pandemic.
- Transmission mechanisms, symptoms, warning signs, and risk groups.
- Knowledge check.

Section 2: Preparing your Community for a Pandemic

- Importance and necessary steps of preparing for a pandemic.
- Components for planning, preparation, understanding the problem, response and assessment of a pandemic.
- Knowledge check.



### Section 3: Spreading the Word, Not the Virus

- The importance of communication and a proactive approach to a pandemic, through the following aspects:
  - A proactive approach to information.
  - Frequent updates.
  - Essential principles of communication.
  - Who should be involved in communications planning.
  - What, how, and when to communicate.
  - Importance of knowing the audience.
  - Evaluation mechanisms.
- Knowledge check.

### Section 4: Key Messages and Additional Resources

- Review of the three previous sections.
- Links to additional WHO and CDC resources.
- Social networking opportunities.

## ***Specific Modules: Audience Specific Toolkits***

### *Schools*

Toolkit resources:

- Checklists for schools to prepare for and respond to a pandemic, procedures for cleaning surfaces and objects, and recommendations for staying healthy during a pandemic.
- Frequently asked questions (FAQ) about school closure and social distancing.
- How to make posters, flyers, and other materials for students and their families.
- Sample handouts to give to teachers, staff, and students to protect themselves and their families.

### *Health services*

Toolkit resources:

- Signs and symptoms of flu infection.
- Protocols for access to and proper use of antiviral drugs.
- Flowchart: Setting up a triage system.
- Using masks and other personal protective equipment in health services settings.
- Sample supply checklists for health services settings.
- Recommendations for preparing materials for health services.
- Handouts on staying healthy and guidelines for supporting community mental health.

## *Workplaces*

Toolkit resources:

- Risk-of-exposure pyramid and steps for protection.
- Checklist for workplaces to prepare for and respond to a pandemic.
- Sample topics for communications with employees from the workplace:
  - Letter or e-mail.
- Checklist of supplies and procedures for cleaning surfaces and objects during a pandemic.
- Instructions for preparing communication materials:
  - Posters and flyers to hand out.
  - Handout to give employees to protect themselves and their families.

## *Municipalities*

Toolkit resources:

- Checklist for municipalities to prepare for and respond to a pandemic.
- Sample press releases for the community and communications with the public.
- Posters and flyers.
- Handout to give to employees to protect themselves, so they can stay healthy.

## *Faith-based and Community Organizations*

Toolkit resources:

- Strategies for providing services to vulnerable and hard-to-reach populations.
- Sample communications with staff and members of faith-based and community organizations.
- Checklist for faith-based and community organizations to prepare for and respond to a pandemic.
- Handouts on staying healthy and employee personal protection, and guidance for supporting community mental health.
- Posters and flyers.

## **How long is the course?**

The core module of FluComm has an introduction and four sections; each section lasts approximately 30 minutes and can be completed in any order. FluComm has the ability to recall the last slide that was viewed, so that participants can pick up where they left off at their last session. The specific modules vary in length depending on the number of materials available for each specific audience.

## Who can benefit from the course?

Anyone with institutional or social responsibilities who is interested in being prepared for a pandemic, especially pandemic influenza (H1N1) 2009, can take the course. Some suggestions include:

- Community leaders (e.g., neighborhood council president).
- Municipal authorities (e.g., mayors).
- Educational and faith-based organizations (e.g., priests, teachers, and students).
- Government organizations (e.g., police).
- The media (e.g., journalists, radio and television announcers, etc.).
- Health organizations (e.g., nurses, biochemists, physicians, etc.).

## What are the technical requirements for using the FluComm course?

- A computer.
- Internet connection if the course will be taken online; otherwise, having the FluComm CD.

## How can FluComm be accessed on the Internet?

The FluComm course is offered free-of-charge and can be accessed at the PAHO Virtual Public Health Campus, using the following link:

<http://portal.campusvirtualsp.org/virtualcampus/moodlestaff/>

Figure 1: Virtual Public Health Campus/PAHO Homepage

The screenshot shows the PAHO Virtual Public Health Campus homepage. The page includes a navigation menu with links to PORTAL CVSP, What is Campus?, News, Virtual Health Classroom, Virtual Health Library, Forum, Social Network, PAHO, WHO, and Contact. A login section is visible on the left, along with an 'Online Users' section showing 'None' and a 'Visitor Counter' showing '10446'. A calendar for September 2011 is also present. The main content area features a 'Welcome to Virtual Classroom PAHO Staff' message and a table of course categories.

Open Courses	Cross Cutting Priorities	Under Construction
GBR / RBM	Human Rights and Health	Health Policies
Performance Evaluation	Promoción de Salud	Induction for New Staff
	Atención Primaria en Salud (under construction)	
	Género y Salud (under construction)	
	Protección Social y Salud (under construction)	

## How can I access and begin the FluComm course?

To access the course and take it, you must:

- Create a user account, which enables you to enter the course, take the knowledge check quizzes and the before and after surveys, and obtain a certificate of participation at the end of the course.
- Select the appropriate language: English or Spanish.
- Select the module “How to use FluComm” to familiarize yourself with the course and then continue to the other sections.

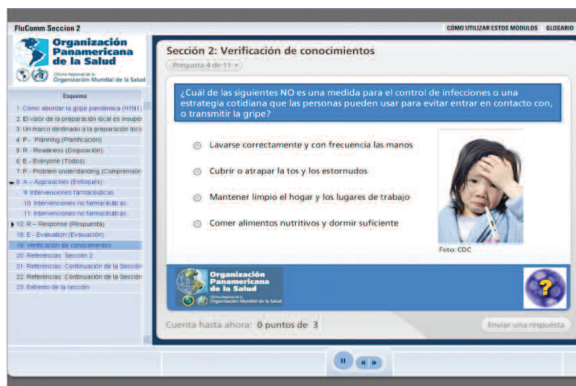
**Figure 2: Virtual Public Health Campus Registration Page**



## How does the FluComm course evaluate learning?

- Each section in the FluComm core module has a “knowledge check” component.
- If the participant obtains a grade of at least 80%, he or she will receive a certificate for having successfully completed the FluComm course.

Figure 3: FluComm Knowledge Check



## Organizations that developed, supported, and financed the FluComm course

**Developed by:** Educational Development Center (EDC) and the Pan American Health Organization/World Health Organization (PAHO/WHO).

**In collaboration with:** Centers for Disease Control and Prevention (CDC).

**With funding from:** Spanish Agency for International Development Cooperation (AECID); Canadian International Development Agency (CIDA); and Inter-American Development Bank (IDB).

# Occupational Health and Infection Control for Health Workers (Online Course)

## What is the online course “Occupational Health and Infection Control for Health Workers”?

- A free interactive course that presents concepts, examples, information and resources for infection control of health workers.
- Interactive presentations with text, photos, audio, and video narration.
- Evaluation of gained knowledge at the end of the course.

## In what language is the course available?

Spanish.

## What are the objectives?

- Learn the importance of infection control.
- Learn and apply routine infection control precautions.
- Know how and when to use personal protective equipment (PPE).
- Be able to describe the various types of isolation measures.

## How is the course organized?

The course consists of five lessons:

- Infectious disease control:
  - Introduction to infectious diseases
  - Definitions.
  - Modes of transmission.
  - Principles of infectious disease control.
  - Activities and practice for infectious disease control in health services.
- Hand hygiene:
  - When to handwash.
  - What substances should be used for handwashing. .
- Personal protective equipment (PPE) or barriers:
  - When PPE should be used.
  - Use of gloves, gowns, masks, and respiratory and eye protection.
  - Demonstration videos on correct PPE use.
- Exposure, proper disposal of materials, and hygiene:
  - Exposure to blood and bodily fluids.
  - Sharps handling.
  - Waste management and disposal in health facilities.
- Isolation
  - Measures to prevent airborne disease transmission.
  - Isolation as an alternative.
  - Droplet and contact precautions.

## How long is the course?

Uninterrupted, it lasts from 25 to 45 minutes, although it can also be broken up into several sessions.

## Who can benefit from the course?

It can be useful for:

- Health workers (nurses, biochemists, etc.).
- Educational organizations (medical students, etc.).

## What are the technical requirements for taking the course?

- A computer.
- Internet connection.

## How can the course be accessed on the Internet?

Visit the following address, free of charge:

<http://www.paho.org/cursosaludocupacional>

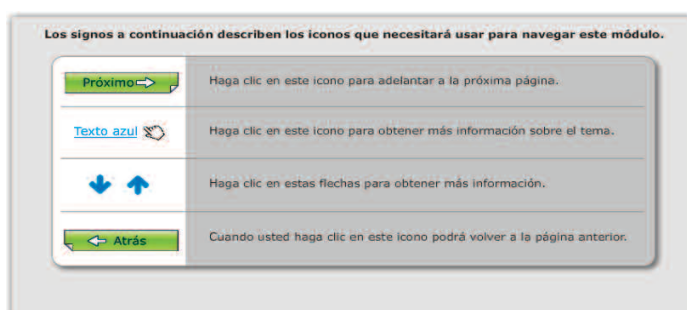
### Figure 4: “Occupational Health and Infection Control for Health Workers” Homepage



## How can a participant enter and begin the course?

You do not need to create an account; just follow the instructions in the tutorial to learn how to navigate the course, clicking the buttons on the screen.

### Figure 5: “Occupational Health and Infection Control for Health Workers” Navigation Screen



## **How is course learning evaluated?**

At the conclusion of all the lessons in this course, the section “Post-module Test” will appear, with 26 questions on the material presented. For course credit, the participant must obtain a minimum score of 77%; otherwise, the test must be repeated.

## **Organizations that developed, supported, and financed the “Occupational Health and Infection Control for Health Workers” course**

- Collaborators:** The Pan American Health Organization/World Health Organization (PAHO/WHO); University of British Columbia; Simón Bolívar Andean University; and Vancouver Coastal Health.
- Financed by:** Spanish Agency for International Development Cooperation (AECID).



# Protect Patti (Mini-course)

## What is “Protect Patti”?

- A free interactive self-learning mini-course.
- It features scenarios for practicing choice and use of personal protective equipment (PPE).
- It allows for checking knowledge about the correct use of PPE

## In what languages is “Protect Patti” available?

Spanish and English.

## What are its objectives?

- Review basic concepts of infectious diseases.
- Practice proper handwashing and use of PPE.
- Review the order for putting on and taking off PPE.
- Review the use of PPE in different scenarios.

## How are the contents organized?

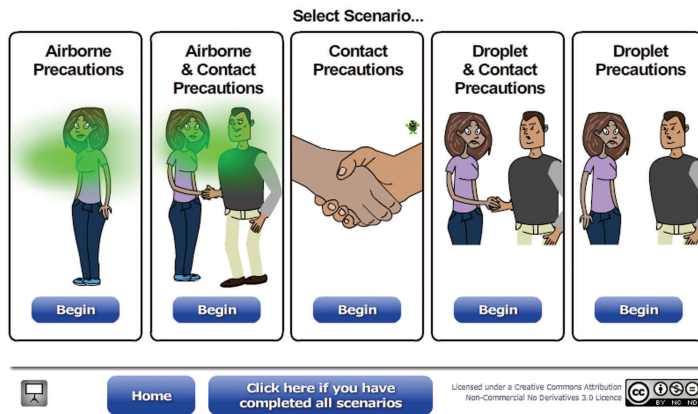
The course is divided into two sections:

- Concept review:  
A summary of safety precautions, hand hygiene, and the use of personal protective equipment (PPE).
- Interactive scenarios:  
Practice use of PPE in different scenarios. Each scenario indicates which type of PPE is appropriate to use and the correct order for putting it on and, subsequently, taking it off.

The five interactive scenarios

- Airborne transmission prevention: precautions to prevent infection from airborne germs (e.g. caring for a patient with tuberculosis).
- Airborne and contact transmission prevention: precautions to prevent contagion from microorganisms spread through the air and by contact (e.g. treating a patient with SARS).
- Contact transmission prevention: rules to prevent contagion from germs transmitted through contact (e.g. during management of a patient with a vancomycin-resistant infection).
- Droplet transmission prevention: precautions to prevent contagion from germs contained in saliva droplets (e.g. caring for a patient with a cough).
- Droplet and contact transmission prevention: precautions to prevent contagion from microorganisms in saliva droplets and from contact (e.g. giving respiratory therapy to a patient with influenza).

**Figure 6: Interactive scenarios in the “Protect Patti” mini-course**



### **How long is the “Protect Patti” mini-course?**

The mini-course takes approximately 25 to 30 minutes; it can be completed in a single or multiple sessions.

### **Who can benefit from “Protect Patti”?**

This module is designed for health workers, health students, and anyone interested in knowing more about this subject.

### **What are the technical requirements for taking “Protect Patti”?**

- A computer.
- Internet connection.

### **How can the mini-course be accessed on the Internet?**

It can be accessed, free of charge, at the following Internet address:

Spanish: <http://www.paho.org/protejamosapatti>

English: <http://www.paho.org/protectpatti>

### **How do you enter and begin the mini-course?**

- Enter the interactive module using the appropriate link:  
Spanish: <http://www.paho.org/protejamosapatti>  
English: <http://www.paho.org/protectpatti>
- Then, click on:
  - “Review” to view a summary of how to use PPE and precautions, or
  - “Practice” to review the different scenarios one by one.

**Figure 7: “Protect Patti” homepage**



### **How is learning evaluated in “Protect Patti”?**

“Protect Patti” does not have an evaluation section; it uses the interactive scenarios to measure concepts learned in the “Review” section.

### **Organizations that developed, supported, and financed the “Protect Patti” interactive mini-course**

**Collaborators:** The Pan American Health Organization/World Health Organization (PAHO/WHO), University of British Columbia, and Vancouver Coastal Health.

**Financed by:** The Government of Canada.

# “Di-no a la Influenza” (Educational Video)

## What is: “Di-no a la Influenza”?

- An educational cartoon video in Spanish (Di-no a la Influenza) that explains the influenza A (H1N1) virus.
- It includes recommendations on how to reduce the risk of infection and viral transmission.

## In what language is “Di-no a la Influenza” available?

Spanish.

## What are the objectives?

- Overview of viruses.
- Define the influenza A (H1N1) virus.
- Symptoms of influenza A (H1N1).
- Explain how a virus is transmitted.
- Teach methods for reducing transmission of the influenza A (H1N1) virus.
- Encourage organization and social mobilization to deal with the pandemic.

## How are the contents organized?

The video presents:

- The virus and its viral cycle:
  - What virus causes this disease.
  - Why it attacks animals and humans.
  - How it enters the body and multiplies.
  - How it causes the disease.
- Influenza A (H1N1) disease:
  - Previous pandemics.
  - Disease symptoms.
  - The new influenza A (H1N1) virus.
- Our heroes:
  - Health workers, educators, and community leaders.
  - Staff at different institutions.
  - Organizations that work to keep people from contracting influenza A (H1N1).
  - Tips on preventing the disease:
    - Use tissues to sneeze and wipe your nose.
    - Handwashing.
    - Stay home from school and out of public places if you are sick.

## How long is the “Di-no a la Influenza” video?

Twenty minutes.

## Who can benefit from this video?

The “Di-no a la Influenza” video is designed for children aged 8 to 12 and is also a good educational tool for teachers and parents. In addition, it can be useful to caregivers of children in this age group.

## What are the technical requirements for watching the video?

- A computer.
- Internet connection.

## Where can the video be found on the Internet?

The video is on YouTube, at the following link:

<http://www.youtube.com/watch?v=ae0y11ZaQHQ>

## Figure 8: Start-up page of the “Di-no a la Influenza” video



## **Organizations that developed, supported, and financed “Di-no a la Influenza”**

**Developed by:** Pan American Health Organization/World Health Organization (PAHO/WHO); and the Department of Environmental Toxicology, School of Medicine, Autonomous University of San Luís Potosí, Mexico, a PAHO/WHO Collaborating Center

**Author:** Fernando Díaz-Barriga.

**Production:** Ilse Marlene and Fernando Naranjo.

**Animation:** Marco Ramírez.

**Financed by:** Spanish Agency for International Development Cooperation (AECID).

# “Así aprendió Manuelito a protegerse del virus de la Gripe A (H1N1)” (Puppet Play)

## What is “Así aprendió Manuelito a protegerse del virus de la Gripe A (H1N1)”

- An educational puppet play about preventing influenza A (H1N1), using puppets made from recyclable materials.

## In what language is it available?

Spanish.

## What are the objectives?

To teach proper handwashing, coughing, and sneezing techniques to prevent transmission of the influenza A (H1N1) virus.

## How are the contents organized?

- How to sneeze and cough:
  - Beatriz teaches Manuelito how to sneeze and cough so he does not infect others.
- Handwashing:
  - Manuelito learns how to properly wash his hands to eliminate germs and prevent transmission of diseases such as influenza A (H1N1).
- Preventive isolation:
  - The play explains to children that when they are sick, it is best to stay home until they are better so they do not infect other children.

## Figure 9: Scene where Manuelito learns to wash his hands



## **How long is the puppet play?**

Approximately 20 minutes.

## **Who can benefit from this puppet play?**

The play targets children aged 6 to 10, but it also helps to educate parents and teachers.

## **What are the technical requirements for accessing and producing the puppet play?**

This depends on your goal: a) watching the video on YouTube, or b) producing the puppet play.

To watch the video, you need:

- A computer.
- Internet connection.

To produce the play, the following is required:

- Puppets: a boy (Manuelito), a girl (Beatriz), a woman (the teacher), and a puppet to play the soap.
- Puppeteers.
- A towel, tissues, a faucet, and paper (to simulate a stream of water).
- The play's script, available at the following link:  
<http://new.paho.org/flukit/es/download.php?f=PuppetScript.pdf>

## **Where are the video and script for the play on the Internet?**

The video is available on YouTube:

[http://www.youtube.com/watch?v=j13QRGJH3BM&p=C2AAE97EB5FA284C&playnext=1&index= 126](http://www.youtube.com/watch?v=j13QRGJH3BM&p=C2AAE97EB5FA284C&playnext=1&index=126)

The script is available at the following link:

<http://new.paho.org/flukit/es/download.php?f=PuppetScript.pdf>



**Figure 10: Start-up page of the puppet play: “Así aprendió Manuelito a protegerse del virus de la Gripe A (H1N1)”**



**Organizations that developed, supported, and financed the video “Así aprendió Manuelito a protegerse del virus de la Gripe A (H1N1)”**

**Developed by:**

Abacadabra Puppet Theatre.

**In collaboration with:**

PROMAS (Hands, Water, and Sanitation Project); Forum for Central America and the Dominican Republic on Drinking Water and Sanitation (FOCARD/PHC); Pan American Health Organization/World Health Organization (PAHO/WHO); UNICEF; World Bank; Swiss Agency for Development and Cooperation (SDC); Millennium Water Alliance; and the ministries of health and water regulatory agencies of Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama, and the Dominican Republic.

**Financed by:**

Spanish Agency for International Development Cooperation (AECID).

# La Influenza (Radio Soap Opera)

## What is “La Influenza”?

- An educational radio soap opera on preventing influenza (H1N1) 2009.
- It consists of 20 episodes with health messages, designed for broadcasting on community radio stations.

## In what language is the soap opera available?

Spanish.

## What are the objectives?

Promote the following practices:

- Handwashing.
- Coughing and sneezing etiquette.
- Voluntary isolation and social distancing.
- Whole society approach.

## How is it organized?

Each chapter of the soap opera contains the following elements:

- Introduction.
- Plot line.
- Health message.
- Reinforcement of the health message and hook.
- Conclusion.

The soap opera has the following contents:

- Information on the emergence of the new influenza (H1N1) 2009 virus and the severity of the disease.
- Signs and symptoms of the illness.
- Transmission of influenza (H1N1) 2009.
- Prevention mechanisms:
  - Coughing and sneezing etiquette.
  - Proper handwashing.
  - Home isolation of patients.
- How to organize community support and conduct educational campaigns on prevention in schools; monitor patients; and raise community awareness about the problem.

## How long is the soap opera?

Each episode is one minute long; the entire soap opera lasts a total of 20 minutes.

## Who can benefit from this soap opera?

It targets young people and mothers in community settings but can be useful for all members of the community.

## What are the technical requirements for accessing the soap opera?

- A computer.
- Internet connection.
- Cassette or CD to record and play back the audio.

## Where can the soap opera be found on the Internet?

The material is available at:

<http://new.paho.org/flukit/es/download.php?f=Radionovela.zip>

## Organizations that developed, supported, and financed the “La Influenza” radio soap opera

**Developed by:** Francisco Naranjo and the Pan American Health Organization/World Health Organization (PAHO/WHO).  
**Financed by:** Spanish Agency for International Development Cooperation (AECID) and Inter-American Development Bank (IDB).

# Future Uses of the Community FluKit

Each of the Community FluKit materials includes mitigation measures that can be easily adapted or applied to other public health emergencies.

In the event of a future major emergency, FluKit materials can be used as

- A model or reference in other pandemics or outbreaks.
- Ideas for developing materials related to new outbreaks, epidemics, or pandemics.
- Components of on-site or virtual training processes, as part of continuing education for health workers.
- Part of a local risk-management training curriculum.
- Training for new employees or annual refresher training on emergency preparedness and response.





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