

AVIAN INFLUENZA: MEDIA ORIENTATION TRAINING NOTES

May 2007



ORGANIZING A WORKSHOP

Day 1: Session 1 Registration
Day 1: Session 2 Opening Ceremony
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Day 1: Session 9 Health Perspective – Avian Influenza in this Country
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Day 1: Session 11 Economic and Commercial Implications

Day 2: Session 1 Preparation for the Poultry Farm Visits
Day 2: Session 2 Visit to Poultry Farm
Day 2: Session 3 Discussion and Feedback from Poultry Farms
Day 2: Session 4 Identifying Important Messages/Group Session

Day 3: Session 1 Helpful Hints for Reporting on Avian Influenza
Day 3: Session 2 Web and Other Resources
Day 3: Session 3 News Reporting Exercise
Day 3: Session 4 News Reporting Exercise continued
Day 3: Session 5 Analysis and Critique of Stories
Day 3: Session 6 Wrap-Up, Evaluations, Closing and Certificates

Sample Evaluation Form
Sample Certificate of Completion

Handout #1 National Strategic Plan on Avian Influenza
(placeholder page)
Handout #2 Frequently Asked Questions
Handout #3 Key Facts about Avian Influenza (Bird Flu) and Avian Influenza A (H5N1) Virus
Handout #4 Updated List of Countries Affected by Avian Influenza (H5N1)
Handout #5 Prevention and Control of Bird-to-Human Transmission
Handout #6 Key Behaviors to Reduce the Risk of Contracting the Virus: Working with Poultry
Handout #7 Interview and Observation Sheet
Handout #8 Internet Resources for Covering Avian Influenza
Handout #9 Avian Influenza Glossary of Terms
Handout #10 PowerPoint Presentation on Avian Influenza
(placeholder page)

Materials prepared by the Academy for Educational Development



ORGANIZING A WORKSHOP

CHECKLIST

AT LEAST TWO WEEKS BEFORE:

Recruit speakers

- Ask guest speakers to prepare a PowerPoint presentation or speaker notes and to provide you with a copy of it. Be sure to copy the presentation in hard copy for each participant.
- Make sure you invite at least one or two technical experts from the country to attend each day of the workshop. It is important to have technical expertise (in both human and animal health) as well as community and/or traditional leaders on hand so that the journalists are able to ask technical questions and have their queries answered. The technical experts are also invaluable in clarifying issues and misconceptions that participants may have.
- Send out letters of confirmation and directions to the workshop site.

Identify poultry farms for site visits

- Arrange for poultry farm visits through the Ministry of Agriculture. Preferably, there should be at least one visit to a commercial farm and one visit to a backyard or traditional mix poultry backyard farm.
- Send out letters of confirmation to poultry farm owners/managers.

Invite journalists to the session

- If possible, ask the journalists to bring examples of articles they have written on avian influenza, or that have appeared in the publication (or news organization) with which they are affiliated. If they are radio or television journalists, ask them to bring scripts or summaries of news reports they (or their news organization) have done on avian influenza. Radio journalists may also be able to bring airchecks of their stories on CD or cassette.

AT LEAST ONE WEEK BEFORE:

- Make copies of registration forms — provide one registration form for each type of media, such as radio, TV, or print (see page 6). Make copies of all handouts. Prepare all flip charts with instructions and information, in the language of your participants.

- Write and post objectives for each session.
- Write and post the main points of each session.
- Set up a “parking lot” for questions that do not get automatically answered but will be answered later.

THE NIGHT BEFORE:

- Setup the workshop space/room.

AFTER THE TRAINING SESSION:

- Send thank you letters to guest speakers, co-facilitators and poultry farm owners.
- Arrange for tea/coffee breaks, including preparation/serving, cups and utensils.



DAY 1 SESSION 1

REGISTRATION

Time required:

30 minutes (for example 07:30 – 08:00)

Materials needed:

Three copies of the registration form containing columns for name, organization, province/state, signature, contact phone number and email. (See sample on the following page)

Objectives:

To document participation of journalists in the workshop

Note to Trainer:

Make three copies of the registration form—one each for print, radio, and TV journalists. As they arrive at the training, ask participants to use the first 30 minutes of the morning to complete the registration form. Be sure to tell the participants to return all registration forms to you by the Opening Ceremony. At the end of the day you will deliver the registration forms to the workshop sponsor/contact. The registration forms will be used for purposes such as keeping the journalists apprised of avian influenza bulletins, alerts, press conferences or in the case of an AI outbreak.

REGISTRATION FOR AVIAN INFLUENZA MEDIA ORIENTATION WORKSHOP

Date: _____

Place: _____

Sponsor: _____

Name	Media Organization	Email	Telephone Number(s)
1			
2			
3			
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DAY 1 SESSION 2

OPENING CEREMONY

Time required:

30 minutes (for example 08:00 – 08:30)

Materials needed:

Public address system, workshop banner, slightly elevated platform with podium, and tables and chairs for special guests. If a platform is not available, a podium and table and chairs will suffice.

Objectives:

To formally open the workshop.

Note to Trainer:

A formal opening to the workshop helps frame the importance of the day. If possible, recruit a special speaker such as a respected veterinarian, physician, epidemiologist, government official, traditional or community leader or any other professional who works in the field of avian influenza. Having a special speaker participate in the opening ceremony sends the message to participants that the information they have gathered to hear is important, timely, and perhaps even life saving. A special speaker also shows participants that local, regional or provincial leadership cares about the issues at hand. You, as the trainer/facilitator, will be responsible for learning the background and expertise of the guest speaker so that you can introduce them and say something to the group about them. It's your job to make the guest speaker feel respected, welcome and comfortable.

Trainer states out loud:

Good morning everyone. Welcome to the Avian Influenza Media Orientation. I'd like to ask you all to take your seats so we can get started. Thank you. Before we begin, I would like to welcome [designated official or expert], who will officially welcome you to this workshop.

Note to Trainer:

If there is no official speaker to welcome the group, the facilitator can do this. The "guest speaker" can also be one of the technical experts in animal or human health who is present.



DAY 1 SESSION 3

INTRODUCTION OF PARTICIPANTS

Time required:

30 minutes (for example 08:30 – 09:00)

Materials needed:

PA system, instructions written on flip chart paper explaining to participants what to say about themselves when making introductions.

Objectives:

To welcome the participants to the workshop, and to provide workshop participants with the opportunity to meet and greet each other.

Note to Trainer:

Remember that your flip chart instructions and pertinent information should be prepared well in advance of the workshop. Stand next to the instructions on the flip chart and say,

Trainer states out loud:

My name is _____ and I'm from (organization, province, job, personal fact) and I'm conducting this workshop today because _____. Now that you know who I am, you should also get to know each other a bit better, since you'll be spending the next two days together. To get through the introductions as efficiently as possible, I'd like for each of you to share the following with us: your name, the name of your organization and location (hometown, district, state), the position or job you hold in your organization, and the reason you registered for this workshop. Let's begin here on my left/right with you, and we'll go around the room.

Note to Trainer:

As the participants introduce themselves jot down the information that they give. This will help you get to know them more quickly and will help you understand their motivations for attending the workshop. This will help you fine tune or focus the points that need to be made over the next couple of days. Make sure that the technical experts present also introduce themselves, if they have not done so previously. You only have 30 minutes to finish introductions; do not let anyone's introduction get too lengthy.

Trainer states out loud:

Thank you for those great introductions. It's nice to meet all of you. Now that we've finished our introductions, let's move on to the workshop objectives.



DAY 1 SESSION 4

OBJECTIVES OF THE WORKSHOP

Time required:

15 minutes (for example 09:00 – 09:15)

Materials needed:

PA system, flip chart paper of the objectives in English or French.

Objectives:

To inform participants of the workshop objectives.

Trainer states out loud:

You'll see here that I've posted the objective of the workshop here on the flip chart. May I ask for a volunteer to read it aloud?

Participant states out loud:

The main objective to this workshop is to provide evidence-based data and information on avian influenza so that journalists and other participants are better prepared when covering avian influenza. This will include key behaviors that all people should know about dealing with poultry, and a few sample story suggestions.

Trainer states out loud:

Thank you for reading that. Do any of you have any questions about our plan for the day?

Note to Trainer

Address any concern that is raised. Also, this would be a good place to ask the participants about what motivated them to come to the workshop in the first place. Make sure that the objectives include their original motivations as much as possible. This is also a good time to emphasize the importance of staying on task, showing up on time after each break and for the next two days. Remember, it's your job as the trainer to keep things moving.



DAY 1 SESSION 5

ICEBREAKER – HOW MUCH DO YOU KNOW ABOUT AVIAN INFLUENZA?

Time required:

30 minutes (for example 09:15 – 09:45)

Materials needed:

PA system

Objectives:

To make participants feel comfortable about participating and to allow facilitator to assess current level of knowledge among participants.

Trainer states out loud:

All right, although we're here to learn about avian influenza, it's always a good idea to assess how much we actually know, or think we know. To do that, I'd like you to get into groups of four. I'd then like each group to collectively come up with a list of five things they believe to be fact about AI and five things they believe to be fiction, or rumor. You will also have to let us know why you think your "facts" are facts. You will have 10 minutes to do this exercise then each group will present their two lists. You will also have to decide who is going to present the lists for each group and will have just a few minutes to present.

Trainer states out loud:

OK. Time's up. Who would like to volunteer to go first?

Participant states out loud:

(Each group will present their findings)

Trainer states out loud:

OK. Great work everyone.

Note to Trainer

It might be useful to have each group write their final lists on flip chart paper and use the lists to present to the group.



DAY 1 SESSION 6

IMPORTANCE OF JOURNALISTS IN THE PREVENTION AND CONTROL OF AVIAN INFLUENZA

Time required:

45 minutes (for example 09:45 – 10:30)

Materials needed:

PA system, flip chart paper

Objectives:

To discuss the crucial role the media (and journalists) play in disseminating accurate information to the public about AI.

Trainer states out loud:

Now that we've talked a bit about what we know – or don't know -- about avian influenza, I would like to mention why it is so important for journalists to learn about avian influenza and their importance in the process of preventing and containing this virus. What are some of the reasons why you think accurate, up to date reporting by journalists is essential to controlling this disease?

Note to Trainer:

Look for responses such as: Public health officials rely on the media to get their messages out before, during and after an outbreak; media reporting establishes public confidence in the ability of governments to address an outbreak particularly where there may be distrust of government officials; media coverage promotes an understanding of the relevant issues or actions of the government; journalists can clarify any confusing issues and dispel myths and misconceptions; and that journalists can outline key preventive behaviors.

Trainer states out loud:

Now that we have discussed how crucial you in the media are to controlling the spread of avian influenza, let's talk about what you already know about avian influenza, especially because you are the ones who will be clarifying information and dispelling myths or misconceptions about the disease. We are fortunate to have animal and human health experts here in this workshop with us, and they can help to clarify any avian influenza-related questions. What types of information have you encountered in your reporting or information gathering on avian influenza so far? How have you verified whether the information is erroneous or not?

Note to Trainer:

Look for responses such as: avian influenza can be spread from person to person like seasonal influenza (not proven to be true); poultry will obviously look sick if they have avian influenza (not true); only chickens and ducks (not wild birds) can get avian influenza (not true); and avian influenza will definitely mutate into a pandemic strain that will be transmitted to humans around the world (not yet found to be true). Refer to the animal and human health experts to respond to incorrect information or statements that might be misleading, as well as to respond to questions that you cannot answer.

Trainer States Out Loud:

Well, it seems like we have all heard quite a bit of misleading and false information about avian influenza, which makes it all the more important for journalists to convey accurate, clear information to their audiences. To reinforce some information that you already know, and hopefully to teach you a few new things, we will be providing you with a brief Orientation on Avian Influenza. Our technical expert [mention name] will be providing this overview. But before that, let's break for a short tea/coffee break. Let's be back in our seats in 15 minutes.

Note to Trainer:

Be sure to call time in exactly 15 minutes. This will let participants know early on in the workshop that you stick to the allotted time. It sets the norm for timeliness.



DAY 1 SESSION 7

ORIENTATION ON AVIAN INFLUENZA

Time required:

1 Hour (for example 10:45 – 11:45)

Materials needed:

PA system, flip chart paper of the objectives in English or French, computer and LCD projector if a PowerPoint presentation will be made, protective gear (e.g., suit, mask, gloves, and boots) for display and demonstration, flip chart paper with the following information spelled out:

- What is Avian Influenza?
- Update on Avian Influenza (in the specific country where the workshop is being held).
- Regional Update on Avian Influenza
- Global Update on Avian Influenza
- Overview of the National Avian Influenza Strategic Plan (based on the country where the workshop is being held.) OPTIONAL.

Objectives:

To inform participants about AI.

Participant Handouts Needed:

Handout #1 -- National Strategic Plan on Avian Influenza for the particular country (if available)

Handout #2 -- Most Frequently Asked Questions about Avian Influenza

Handout #3 -- CDC's Key Facts about Avian Influenza (Bird Flu) and Avian Influenza A (H5N1) Virus

Handout #4 -- Updated List of Countries Affected by Avian Influenza

Handout #10 -- PowerPoint presentation on avian influenza provided in hard copy if a speaker is presenting

Note to Trainer:

If you are in a state or region with a Ministry of Agriculture, Department of Animal Health (DAH), or Ministry of Health (MOH), you may want to invite them to be a guest speaker for this session. Ask the guest speaker to prepare an interactive lecture or PowerPoint presentation on avian influenza. Other speakers that could help with this section include local epidemiologists or representatives from the National Animal Health Center. If these resources do not exist in your area, the Trainer should prepare to present this session.

Trainer states out loud:

You'll see that I've posted the objectives of the workshop here on the flip chart. May I ask for a volunteer to read them out loud.

Participant states out loud:

The four objectives of this session are to:

1. Provide information on avian influenza.
2. Familiarize the participants with the technical aspect of avian influenza.
3. Familiarize participants with the National Avian Influenza Strategic Plan and explain the role of the Ministry of Agriculture in that plan – OPTIONAL.
4. Share experiences and discuss avian influenza and related issues.

Trainer states out loud:

Thank you for reading the objectives for this session. Do any of you have any questions or concerns about any of them?

Note to Trainer:

Address any concerns raised, and then begin. This section should not take more than 10 minutes.

Trainer states out loud:

Now one of our technical experts will provide a few key facts about avian influenza. As we go through this information, you should feel free to follow along in Handout #3, Frequently Asked Questions on Avian Influenza, and Handout #4, Key Facts About Avian Influenza (Bird Flu) and Avian Influenza A (H5N1) Virus.

Note to Trainer:

The official who is presenting (or the facilitator, if there is no official speaker) should address the following pieces of information:

- How the virus occurs and how wild birds have served as vectors, and what types of animals have fallen ill from avian influenza.
- How the virus has been found to be transmitted from animal to animal (e.g., through ingestion or inhalation of fecal droppings or excretions from the eyes, nose and mouth of infected birds) and how the virus has been found to be transmitted from flock to flock (e.g., by humans bringing manure, equipment, vehicles, egg flats, crates, and people whose clothing or shoes have come in contact with the virus).
- How children and women may be particularly susceptible to the virus as they are often prime caretakers of the birds
- How the virus can be spread through use of chickens in rituals and social ceremonies and how extra caution must be exercised in such cases

- How families may be vulnerable to the virus if they keep fowl in their backyards
- Common ways to contain the spread of the virus (culling, proper disposal of carcasses, disinfection of farms, vaccination, and cooking poultry meat and eggs thoroughly).

Trainer states out loud:

Do any of you have any questions or comments before we move on?

Note to Trainer:

Address any concerns or comments, then proceed.

Trainer states out loud:

The next section (or presenter) will give us a regional update on avian influenza.

Note to Trainer:

If there is not a presenter, you will be responsible for gathering specific regional information on avian influenza for this section of the presentation. Present the information or introduce the speaker. This section should not take more than 10 minutes.

Trainer states out loud:

The next section (or presenter) will give us a global update on avian influenza.

Note to Trainer:

If there is not a presenter, you will be responsible for gathering up-to-date information on avian influenza for this section of the presentation. Present the information or introduce the speaker. This section should not take more than 10 minutes.

Trainer states out loud:

Now that you have had an overview on avian influenza and you've heard regional and global updates, I'd like to open the workshop up to a group discussion. As we discuss avian influenza, feel free to ask questions, share your views, and share with all of us any sources of information on AI that you feel would be helpful to fellow journalists.

Note to Trainer:

The purpose to this discussion is to allow the group to interact with the trainer and one another. To stay on schedule, do not take more than 20–30 minutes to have this open discussion. Call time when the whole hour is up!

Trainer states out loud:

Thanks to everyone for your participation. To stay on schedule I'm going to ask that we move on to the next section. Now that we've heard a lot about avian influenza, especially as it relates to wild birds and domestic birds, let's take some time to talk about the risks of avian influenza to humans.



DAY 1 SESSION 8

EVALUATION OF MEDIA ROLE AND ISSUES OF CONTENT AND ACCURACY

Time required:

30 minutes (for example 11:45 – 12:15)

Materials needed:

PA system, flip chart paper, samples of local newspaper coverage and scripts from broadcast coverage (if possible)

Objectives:

For participants to critically analyze and discuss past coverage of AI in their country. This exercise will also emphasize what participants need to learn over the course of the workshop.

Trainer states out loud:

While it is in fact still early in the workshop to think about evaluating past coverage of AI here in Nigeria, in fact it will continue to show us what we know and what we still need to learn.

So now it is time to use some of what you have learned to analyze or critique, if you will, articles or broadcast news reports that have already been developed by yourself or by your news organization. I believe that we told you to bring to this workshop some samples of news reports, or transcripts or summaries of news broadcasts, that you or your organization has done related to avian influenza. What we'd like you to do is take out the copy of the news report that you brought with you – or a summary of your broadcast on avian influenza – and pass it to the person seated closest to you on your left. I will give you 15 minutes to review the news report and determine whether it has accurately conveyed information related to avian influenza, and if possible, make some suggestions about how to improve it. We will then have each of you make a few key points about the positive and the negative aspects of the news report's coverage of avian influenza. Our technical experts will be available to answer any questions you may have along the way.

Let's take a look at what's said, what's not and how accurate you think these stories are. Who or what are the sources of information? How reliable do you think they are? What information do you think is missing? In five minutes I'd like for some of you to share what you've found.

Participant states out loud:

Participants will then present some of their findings and trainer can facilitate discussion.

Trainer states out loud:

Thanks to all of you for your comments. We will use some of these articles tomorrow afternoon and will try to build them up as far as content and to improve their accuracy.

Note to Trainer

This exercise is simply to get participants to critically look at past coverage and to see what issues of content and accuracy have existed with regards to AI. Clearly, they will not yet have much technical expertise but it will also provide a benchmark to see what they've learned once these articles are revisited the following day. Trainer should bring his/her own copies of local stories (these can be found online) just in case participants forget.



DAY 1 SESSION 9

HEALTH PERSPECTIVE– AVIAN INFLUENZA IN THIS COUNTRY

Time required:

1 Hour (for example 13:30 – 14:30)

Materials needed:

PA system, flip chart paper of the objectives in English or French, computer and LCD projector if a PowerPoint presentation will be made, protective gear (e.g., suit, mask, gloves, and boots) for display and demonstration

Objectives:

To inform participants about AI in their country.

Participant Handouts Needed:

Handout #5 – Prevention and Control of AI

Trainer states out loud:

We all have probably heard that avian influenza can spread to humans, and has the potential to make people very sick or even kill them. There are no confirmed cases of humans spreading the disease to other humans, but the health experts are watching the virus and its method of spreading closely. The easiest ways to avoid getting avian influenza are to avoid touching poultry or their droppings, washing hands with ash or soap and water immediately before and after touching poultry, not slaughtering, eating or using sick or already dead birds, and cooking poultry and eggs thoroughly before eating.

You'll see on your Handout #5 that there are basic precautions that everyone should practice to reduce their risk of exposure to avian influenza. I need volunteers to read these out loud. Who would like to read these messages aloud?

Note to Trainer:

Call on volunteers until all have been read.

Participant reads out loud:

1. Practice overall good hygiene. This means:

- Wear gloves when handling birds.
- Wash hands with soap and water or ash before and after handling chicken, eggs and other poultry products.
- Wear a mask or cover your nose and mouth with cloth when cleaning or sweeping your farmyard or any feathers or bird feces.
- Use other protective equipment if you have close contact with poultry or other birds.
- If practical, change your clothing once you arrive at the workplace or after you've handled poultry – especially if you have poultry in your backyard or come in contact with poultry on your way to work.

2. It is very difficult for humans to get avian flu, but if you have signs of a serious respiratory illness, get care. Avoid close contact with birds. Take precautions if you unintentionally come into contact with poultry or poultry feces in an affected area.

- If you become sick with a high fever after contact with dead or sick birds, seek immediate treatment.
- If you suspect that someone has avian influenza, isolate them from others in your family and community and take them immediately to a health care provider.

3. Avoid close contact with birds. This means:

- Do not sleep near poultry.
- Do not keep birds as pets.
- Do not let poultry in your house.
- Be careful when using birds in rituals or ceremonies or find an alternative to using birds.

4. If you come across any dead or sick birds do not touch them. Other things to remember are to:

- Report sick or dead birds immediately to the authorities.
- All kinds of birds can get avian influenza – chickens, ducks, geese, quails, turkeys, pigeons, wild birds and even pet birds.
- Some birds such as ducks can be infected even when they don't look sick.
- If you become sick after contact with dead or sick birds, seek immediate medical attention and try to avoid contact with others.

Trainer states out loud:

For farmers or those that have contact with poultry or other birds in their yard, at work, or in their community, there are many ways to help keep avian influenza away from themselves and their family. In addition to the basic precautions that we mentioned above, your handout covers additional ways that farmers and those working in the poultry industry can guard against avian influenza. Can I get volunteers to read some of these?

Participant states out loud:

1. Regularly clean the areas where poultry are kept. This includes:

- Clean or sweep feces and unconsumed feed from the yard every day. Wear a mask and gloves while sweeping the farmyard.
- Burn or bury feathers and other waste away from the farmyard. Bury waste deep and with lime so that scavengers do not dig it up.
- Allow manure to decompose for several weeks to allow any virus to die before using it as fertilizer.
- Clean small farm equipment daily, including tires, with soap and water or detergent.

2. Don't bring contamination from other poultry farms or markets.

This means:

- Make sure you brush or wash off your shoes and the wheels of your bicycle/ motorcycle if you visit farms or poultry markets so you don't carry the virus home on your clothing or shoes.
- Do not buy or accept any animals, eggs, or manure from other farms or have other birds mix with yours.

3. Protect yourself and your family. This means:

- Keep children away from birds and collecting eggs if possible – this includes pet birds if they are not exclusively kept indoors.
- Do not sleep with birds or keep them as pets.
- Make sure you and your family always washes and brushes your shoes and sandals when leaving the farmyard – and especially before going indoors.

4. If you come across any dead or sick birds, do not touch them.

You should:

- Contact the proper authorities in your area immediately.
- Dead birds should not be thrown in a river, pond or other body of water.
- Dead birds should be placed in a bag or other container away from other animals until the authorities can inspect the situation. Always wear gloves or put plastic bags over your hands when touching the birds.
- If you see one or more birds that look sick, don't leave them in the yard. Take them out of the flock and place them in a closed cage. Then contact an animal health worker (or other authorities) immediately.

Trainer states out loud:

Thanks to all of you for helping with the precautions list. In addition to farmers and those working in the poultry industry, cullers — those that dispose of the sick birds — are at risk of being exposed to avian influenza if certain precautions aren't taken.

Workers involved in culling operations should do the following:

- Because of the high risk of exposure during the culling process, workers who might be exposed to infected poultry should wear proper personal protective equipment such as protective clothing, masks and goggles/eye protection.
- Cullers should follow a decontamination procedure when taking off their protective equipment.
- Workers involved in mass culling operations, transportation and burial/incineration of carcasses should be vaccinated with the current influenza vaccine (to avoid co-infection with avian and human strains of influenza).
- Individuals exposed to infected poultry or farms should be monitored closely by local health authorities.
- Thoroughly clean and disinfect equipment and vehicles (including tires and undercarriage) entering and leaving the farm.
- Do not loan or borrow equipment or vehicles from other farms

Trainer states out loud:

In addition to farmers, those working in the poultry industry and cullers, we are all at risk of being exposed to avian influenza if we use chickens in rituals and social ceremonies. As a result, we should limit handling to one person and that person should be sure to wear protective clothing. Also, the only way to ensure exposure to birds that are free range is to be sure to coop up these birds.

Trainer states out loud:

Now that we have a better understanding of the risks of avian influenza to farmers, poultry workers and cullers, let's take a few minutes to talk about why everyone should be concerned about the H5N1 virus.

Let me start by asking you, "Why do you think we should all be concerned about the H5N1 bird flu virus?"

Note to trainer:

Listen for and post answers on the flip chart like:

- It's very serious.
- It's highly contagious

- It has infected some people.
- It has had a severe impact on the economies of families, villages, and communities.
- It could spread around the world.
- It could mutate and spread from person to person.

Note to trainer:

As long as none of the answers is extremely outrageous, there are no right or wrong answers. It's important to acknowledge the list that was generated and then move into the facts. Consult with the technical experts present if you are unsure how to answer a question.

Trainer states out loud:

You came up with some great responses to my question. The short answer to why we should be concerned about the H5N1 avian influenza virus is because it has infected and killed humans. To date, risk to humans has been limited to people who have had contact with infected poultry or contaminated surfaces. We have already gone through the key behaviors people who come in close contact with poultry can adopt to reduce the risk of contacting the virus. They are listed in Handout #5 if you want to refer back to them.

Over the past year or two, there has been renewed concern about H5N1 avian influenza because it marked the first time that so many countries were affected at the same time by this virus. The animal and human health experts' concern is that the virus has the potential to cross the species barrier and infect humans. Scientists are closely monitoring the virus to see if it will mutate, making it easier to spread from human to human. Of course with all of the discussion about the virus crossing species, there are ongoing discussions about vaccines and treatments. There is information on this in Handout #2, Frequently Asked Questions, as well as in Handout #3, Key Facts About Avian Influenza. It's also important to know the symptoms of avian influenza, which are similar to those of other forms of influenza, including fever, sore throat, cough, headache and muscle aches and pains. These symptoms may vary in severity. Keep in mind that people get respiratory infections quite regularly, and that the chances that symptoms are from avian influenza are extremely low. Of course we're all concerned about the global discussions occurring about the possibility of an influenza pandemic. Though it's on our minds, it's not likely. It's important to understand that there are several critical steps that must occur before a human pandemic can happen.

These critical steps include:

- a new influenza virus subtype emerges;
- it infects humans, causing serious illness; and
- it spreads easily and sustainably among humans.

The H5N1 virus has met the first two criteria, but it has not yet efficiently and sustainably infected humans. The risk that the H5N1 virus will acquire this ability remains as long as there are opportunities for human infection; however, control measures that are being undertaken worldwide continue to minimize these risks. It is important to note that a pandemic can be averted. That is why so much attention by governments and the health professionals is being placed on how to prevent and control the virus. The first priority is to reduce opportunities for human exposure to infected or potentially-infected poultry.

Before we conclude this session, I'd like to quickly touch on the economic impact of avian influenza. According to the World Bank, so far, the costs incurred have been mostly related to the death of poultry from the disease itself, the culling of poultry to stem its spread, and the costs to governments of containing the epidemic in terms of equipment, materials, transport and personnel.

In Nigeria, for example, about 700,000 birds were culled in 2006. One of Nigeria's bigger poultry farmers and a former president of the Nigerian Red Cross said the cost of the bird flu to the economy could be as steep as 50bn naira (\$381m). Some 40 million Nigerians depend on the sector working as poultry farmers, grain suppliers, transporters, cage and poultry equipment manufacturers, engineers, veterinarians and egg retailers. The United Nations Food and Agricultural Association estimates that backyard poultry farmers keep 60 percent of Nigeria's 140 million poultry. Some experts on bird flu are increasingly worried that Nigeria risks becoming a permanent host to the virus.

During major Christian – Easter and Christmas - and Muslim festivities such as the Haj and Eid, the risk of bird flu is even more acute because these are the periods people want to have chicken on their tables and they will do it all cost.

Now that you have had an overview of the various issues involved in avian influenza, I'd like to open the workshop up to questions.

Note to trainer:

Allow time for questions and additional discussion, and take advantage of the animal and human health experts present to help answer questions.



DAY 1 SESSION 10

ANIMAL PERSPECTIVE

Time needed:

One hour (for example 14:30-15:30)

Materials needed:

PA system, flip chart paper

Objectives:

For participants to better understand how AI affects animals.

Trainer states out loud:

We've spoken about Avian Influenza and how it can affect humans but let's spend some time now to hear from our animal health expert (give name here) who will give us the background on this important topic.

Animal health expert makes presentation.

Trainer states out loud:

Thank you. Does anyone have any questions?

Take participant questions.

Trainer states out loud:

Thank you all for your great questions. Let's move on now to look at the financial aspects of Avian Influenza.



DAY 1 SESSION 11

ECONOMIC AND COMMERCIAL IMPLICATIONS

Time required:

30 minutes (for example 15:30 – 16:00)

Materials needed:

PA system, flip chart paper

Objectives:

To inform journalists about the economic implications of AI and how it affects great numbers of people, not just poultry farmers.

Trainer states out loud:

As journalists, we're often very interested in what we could call "the money question" or "the money factor". And that's no different when we're talking about AI as there are a host of economic and commercial implications regarding bird flu. As we mentioned earlier, in Nigeria last year close to one million birds were culled at a cost of close to \$400 million with some 40 million Nigerians dependant on the sector as poultry farmers, grain suppliers, transporters, cage and poultry equipment manufacturer, engineers, vets and egg retailers. So you can see how this cuts across a number of different sectors. Clearly there's also a trickle down factor. In addition, those whose birds have been culled expect some type of compensation from the government. Here in Nigeria many felt the compensation was too low.

I'm now going to have our technical experts address this issue and then we'll open it up for discussion and questions. (Introduce technical experts again).

Trainer states out loud:

Thank you for that. Does anyone have any questions or comments?

Participant states out loud:

(take participant questions and comments)

Trainer states out loud:

Thank you all for that lively discussion. So as you can see, there is certainly a large economic impact across a variety of sectors.

Note to Trainer:

Trainer should find country specific information related to the economics of AI.



DAY 2 SESSION 1

PREPARATION FOR THE POULTRY FARM VISITS

Time needed:

30 minutes (for example 08:00 - 08:30)

Trainer states the following:

We're getting ready now to visit poultry farms. You'll see here that I've posted important information about our trip. Let's go over the objectives of the trip first, and then some of the details about the trip.

Participant Handouts Needed:

Handout #6 – Key Behaviors

Handout #7 – Interview and observation sheet

Note to trainer:

You will need to have the following information posted on the flip chart. Review the information with the participants.

Objectives of Farm Visits

1. To expose participants to commercial and backyard chicken farming.
2. To learn about situations of poultry farming.
3. To allow participants to learn on site about practices that may or may not contribute to avian influenza outbreak.
4. To give the participants the chance to relate avian influenza issues with actual poultry farming.
5. To provide the journalists the opportunity to gather materials or interviewees they can report on (publish/broadcast).

Details of Farm Visits

- Time of departure
- Drinking water will be supplied
- Latex gloves will be supplied
- Types of poultry farms – *we'll be visiting both commercial chicken farms and backyard farms.*
- What is to be expected — *We will be meeting the farmers; finding out how much they know about avian influenza (e.g., are they aware of it, have they been trained on how to prevent/contain it); observe how poultry is housed (e.g., pens, fences, cages, range free vs. cooped); do they buy chicks and from where; are ducks and chickens co-mingled; and so forth.*

- Rules for the visits — *Remember, in most cases you are visiting a person's home; be respectful. Do not touch the poultry or any equipment unless you first ask or are invited.*
- Facilitators, organizers and technical experts from MAF will accompany you during the visits.

Trainer states out loud:

Do you have any questions about the site visits? Okay. On these visits to poultry farms you'll have the opportunity to interview poultry owners. You should plan on finding out the following: the owners' knowledge on avian influenza, and the owners' attitudes and practices in poultry handling and farming. You'll also be doing a lot of observation on the chicken/poultry farm. Try to observe:

- The movements of people handling chickens around the farm.
- The general situation where chickens/ducks are raised – for example, movements of chickens (are they roaming? Or cooped?), whether hygiene is maintained (no sign of droppings or feces), placement of other animals on the farm (no nearby pigs or other animals), etc.
- Any other details, especially surprising observations or findings. You can use Handout #7 as a reference or to take notes on. Okay, let's get going.

Note to trainer:

A sufficient amount of time should be allowed for site visits. Four hours is typical.

Notes to Trainer/Organizer for the Site Visit Session:

Arrange visits to poultry farms through the poultry association or the state Dept. of Agriculture and Livestock. Travel to pre-arranged farms. Options include:

- Commercial chicken farm
- Traditional mix-poultry backyard farm
- Commercial or backyard farm affected by avian influenza
- Semi-commercial farms
- Mixed animal backyard farms (e.g., chicken/fish/cows)



DAY 2 SESSION 2

POULTRY FARM VISIT

Time needed:

Approximately four hours (including transportation)

Materials needed

Protective gear

Objectives:

To allow participants to visit a poultry farm, to gather information, and to meet and talk to farmers.



DAY 2 SESSION 3

DISCUSSION AND FEEDBACK FROM POULTRY FARMS

Time needed:

45 minutes (for example 13:45 – 14:30)

Materials needed:

Flip chart, PA system, writing utensils.

Objectives:

To find out the information the participants gathered from the poultry farms, and to provide a forum for the participants to share their findings.

Note to trainer:

Prior to the session, prepare flip charts with the following questions to serve as a basis for giving feedback:

- Whom did you interview and what did you find out in your interviews?
- Where there many differences that you observed between the different types of farms (for example, the commercial farms as compared to the backyard farms)?
- What new or surprising things did you learn from the visits?
- Do any of you have stories planned based on the visits and interviews? If so, what are they, and how do you plan to “sell” this story to your editors?

Trainer states out loud:

Good afternoon, everyone. This afternoon we will be talking about your visits to the poultry farms. On the flip chart, I have written a few questions to get you started talking about your experiences. Who wants to start and tell us if there was anything you observed or discovered in interviews that surprised you?

Note to trainer:

Call on participants who volunteer to share their observations, and allow the technical health experts to respond to questions or clarify issues, as needed.



DAY 2 SESSION 4

IDENTIFYING IMPORTANT MESSAGES/GROUP SESSION

Materials needed:

PA system, flip charts, writing utensils.

Time Required:

90 minutes (for example 14:30 – 16:00)

Objectives:

To take observations and lessons learned and figure out how to creatively relay information about avian influenza; to reinforce lessons about avian influenza; and to provide a forum for participants to think critically on the different states of avian influenza.

Note to trainer:

Participants will be divided into three groups and the members of each group will address one of three assigned topics:

Topic 1: If the animals are healthy, what is the most important (or practical) information you would tell the poultry farmers and the general public to prevent an avian influenza epidemic? Where would you get this information?

Topic 2: If there has been an outbreak nearby, what is the most important (or practical) information you would tell poultry farmers and the general public to health control the avian influenza epidemic? Where would you get this information? Which sources would you use?

Topic 3: If people are sick due to avian influenza, what is the most important (or practical) information you would tell poultry farmers and the general public? Where would you get this information? Which sources would you use? What do you see as your role as journalists in conducting an emergency response to avian influenza?

Prior to the session, prepare flip charts with the three topics mentioned above written on them. Members of each group will discuss their assigned topic, using their acquired knowledge from the poultry visits and previous sessions, and decide how to creatively convey the information. Each group should choose a group leader, another person to write up the outcome of their discussion, and a third person to present results to the whole group afterward. Participants will have 20 minutes to discuss their assigned topic and another 10 minutes to write down their collective response.

Trainer States Out Loud:

Now we're going to go deeper into what you observed yesterday and figure out what the important messages would be to convey to these audiences. We're first going to separate into three groups – let's count off 1, 2, 3 and then separate into three groups, with all 1's sitting [note a location], all 2's sitting [note a location] and all 3's sitting [note a location].

The first group will discuss Topic 1 – If the animals are healthy, what is the most important information you would tell the poultry farmers and the general public to prevent an avian influenza epidemic? How would you communicate these messages? Where would you get this information? Which sources would you use?

The second group will discuss: Topic 2 -- If there has been an outbreak nearby, what is the most important information you would tell poultry farmers and the general public to health control the avian influenza epidemic? How would you communicate these messages? Where would you get this information? Which sources would you use?

And the third group will discuss Topic 3 – If people are sick due to avian influenza, what is the most important information you would tell poultry farmers and the general public? How would you communicate these messages? Where would you get this information? Which sources would you use? What is your role as journalists in conducting an emergency response to avian influenza?

I would recommend that you have two separate discussions, or at least two separate sets of recommendations on farmers and the general public. By the "general public," I mean everyone including the sellers in the markets, distributors of chickens and eggs, and regular consumers as well as those who use chickens in social or religious ceremonies.

You might also want to keep in mind when discussing these issues whether there are behaviors or information that would be different based on the animal type you saw (such as chicken, duck, or mixed) or the type of farm you visited (such as commercial, backyard, or semi-commercial/mixed).

In about a half hour, you will present your discussion findings to the whole group. You should probably take about 20 minutes to discuss your assigned question, and then take the following 10 minutes after that to take notes on the points you would like to present to the larger group. You might want to assign a person to take notes on the flip chart, and another person to agree to give the presentation to the whole group. Each group will have 15 minutes to present their opinions to the larger group. I would like to remind you that our technical experts are available to respond to questions and clarify issues you may have. Feel free to use any of the workshop handouts for additional information.

Okay, let's separate into our three groups.

Note to trainer:

Keep close track of time. Make an announcement to all three groups when 20 minutes has elapsed, telling them that they should be finishing up discussions and beginning to put together and write down their thoughts for presentation. At the end of the next 10 minutes, tell the group that they should finish their note-taking and prepare for presenting to the larger group.

Trainer States Out Loud:

Okay, your time is up. Hopefully, you have had a good opportunity to discuss your assigned topic and put together some creative ways to relay information about avian influenza. Earlier, I had asked you to select one person from your group to give the presentation to the larger group.

Let's first hear the presentation from the first group, which discussed Topic 1. Each of the groups will have 15 minutes to present your discussion results.

Note to trainer:

Keep track of the presentations and make sure that no one exceeds the 15-minute time period. After the first presentation, move to the second group, and then to the third group. It might be helpful to write down notes on the findings to better stimulate any discussions that follow, as well as to mention during wrap-up at the end of the day.

Trainer States Out Loud:

Thanks to all of you for your very thoughtful observations and commentary on your farm visits yesterday. I hope that the first-hand experience with the farmers has helped you get a better idea of the situation they are facing, and that this will help to better inform and enhance your coverage of avian influenza. I wanted to highlight a few interesting comments made during your presentations, and perhaps have our technical experts comment on some of your observations.

Note to trainer:

Here you can mention a few of the interesting observations you took down in your notes during the presentations, and/or bring up questions that arose during the presentations and have them clarified by the technical experts. Do not take more than 10-15 minutes on this discussion.

Trainer States Out Loud:

Do any of you have any additional questions or concerns, or any new points that you would like to make?

Note to trainer:

Address any question or concern that is raised, and then move on.

Trainer States Out Loud:

Okay, if there are no more questions or comments, that's it for today. Let's all meet here tomorrow at 08:00. Have a good evening.



DAY 3 SESSION 1

HELPFUL HINTS FOR REPORTING ON AVIAN INFLUENZA

Materials needed:

Flip chart, writing utensil, PA system.

Time Required:

45 minutes (for example 08:00 – 08:45)

Objectives:

To discuss the issues involved in covering the avian influenza story.

Note to trainer:

Prior to this session, write the following guidelines for reporting on avian influenza on the flip chart:

1. Get the most updated and accurate information.
2. Know where to go to collect information and build a contacts data base.
3. Try not to be drawn into the “color” of the situation at the expense of reporting the facts.
4. Localize the information.
5. Keep the long-term picture in mind.
6. Fight too-low or too-high perception of risk.
7. Protect yourself.
8. Avoid fear mongering.

You may want to keep this page covered by another page of the flip chart so as not to distract the attendees from the discussion at hand.

Participant Handouts Needed

Handout #9 – Avian Influenza Glossary

Trainer States Out Loud:

Okay, let's get settled back in and talk about some helpful hints on reporting on avian influenza. As I am sure many of you have realized, there are several unique issues involved in covering the avian influenza story for your media outlet. As we mentioned yesterday, journalists play a key role in helping to prevent and control the spread of avian influenza by getting the right messages and information out. This is not always easy, however. There are several issues that come up when covering influenza. A few I can think of are that editors are people, and they have their own perceptions about the risk of avian influenza and how it should be covered. Another obstacle is finding a way to explain a very complex subject in a very small amount of space or time or trying

to make a global issue relevant to your local audiences. What are some other issues or obstacles that you have encountered in trying to report on avian influenza?

Note to trainer:

Look for responses such as: lack of information or confirmation of facts from government or other officials; not enough time to gather the appropriate information to provide context for the story; being lured away from the real story by more colorful reports. Mention these factors if they are not brought up by the attendees.

Trainer States Out Loud:

Those are problems that we are all facing. But the question everyone is asking is: what do we do about it? Well, each situation is different, each outbreak will be different, each country or region will be different, and so forth. But there are a few guidelines that we can use regardless of the situation. Here are some of them – I have written some of them on the board -- and you might think of a few more to add to the list. Would one of you volunteer to read the first point?

Note to trainer:

Allow a different participant to read each of the seven points written on the flip chart as you go down the list. You can speak the rest of the supporting information after each point.

Participant States Out Loud:

1. Get the most updated and accurate information.

Trainer States Out Loud:

Thank you. This is obvious, but it is not always easy if your usual sources are not being forthcoming or lack information. Remember, the situation with an influenza outbreak can change rapidly, but the uncertainty of all this is what makes it both frightening and fascinating. Officials, doctors, and scientists might honestly be giving you differing information from day to day. That is why it is important to have a backup resource that you can turn to for information, such as international websites from expert agencies like the WHO, USAID, USDA, or CDC. We have listed some Internet resources that may help you in obtaining accurate, up-to-date information; this is in Handout #8.

Participant States Out Loud:

2. Know where to go to collect information and build a contacts data base.

Trainer States Out Loud:

Thank you. This is somewhat related to our first point about obtaining updated and accurate information, but every reporter who thinks he or she might be covering this story should make contacts now with the health officials you believe can provide you with reliable information. You do not want to be searching for sources during an ongoing outbreak.

Participant States Out Loud:

3. Try not to be drawn into the “color” of the situation, especially not at the expense of reporting the facts.

Trainer States Out Loud:

Thank you. This can be difficult with avian influenza, because it has many colorful angles. However, it is important to focus on the journalistic back story. Make sure people understand the basics up-front.

Participant States Out Loud:

4. Localize the information.

Trainer States Out Loud:

Thank you. This is another obvious point, but you need to ask what does avian influenza mean in the town where you live, or in your region? What has the impact been of government policies related to avian influenza on farmers, on business, or on the general public? A local angle helps to personalize much of the cold, complex scientific information that your readers will likely not understand. Local interest also cuts through all of the other news reports on avian and influenza that are so widespread in the global media, and gets your particular audience to focus on the issue.

Participant States Out Loud:

5. Keep the long-term picture in mind.

Trainer States Out Loud:

Thank you. Although an outbreak situation is very fast-moving, and relies on accurate reporting in a crisis environment, it is important to gather information throughout the process – whether it is documents, film footage, or possible interviewees. You may need to return to these resources again and again, so do not assume that you will report on a crisis and then leave it behind to pursue a more exciting story once an outbreak is seemingly contained. Avian influenza has shown itself to be a long-term proposition, with lasting repercussions in the areas it has been detected – economically, politically, and epidemiologically.

Participant States Out Loud:

6. Fight too-low or too-high perception of risk.

Trainer States Out Loud:

Thank you. Perception of risk is something that has confused risk communicators for a long time. People often do not take warnings or preventive health messages seriously if they do not perceive that they, personally, or their children, are at risk. For example, if an outbreak has been reported at a farm in another region, people will not likely be worried about undertaking preventive behaviors if they keep a few chickens in the backyard and are hundreds of kilometers away from the reported outbreak. We put together a primer, Handout #9, that provides some helpful advice on how to cover risk responsibly.

Participant States Out Loud:

7. Protect yourself.

Trainer States Out Loud:

Thank you. As part of reporting on avian influenza, you will want to take precautions – as we did during our farm visits yesterday – to ensure that you do not become ill or transmit disease unknowingly. This means washing your hands after being in contact with any

farm equipment or animals, washing off shoes and clothing after visiting a farm, and wearing gloves or a mask if you are in direct contact with poultry. In this way, you can also send a powerful message to the community that they should protect themselves. Do any of you have any additional pointers that might be helpful to share with your colleagues? Or does anyone have any questions or concerns about any of our main points?

Participant States Out Loud:

8. Avoid fear mongering.

Trainer States Out Loud:

Thank you. As I'm sure many of you have seen, media reports can cause panic, fear and simply spread misinformation. That means we as journalists need to make sure our information is accurate, verifiable, from reliable sources and in fact, that it is true. We need to confirm BEFORE we report or we're likely to do more harm than good.

Note to trainer:

Address any question or concern that is raised, and then move on.

Trainer States Out Loud:

If there are no further comments, then we can go to our lunch break. Please return to this location in one hour. Thank you.

Note to trainer:

Provide workshop attendees with information on where lunch can be obtained, and the exact time you expect them back at their seats. Lunch should take one hour.



DAY 3 SESSION 2

INTERNET AND OTHER RESOURCES

Materials needed:

Flip chart, writing utensil, PA system.

Time Required:

30 minutes (for example 08:45 – 09:15)

Objectives:

To inform participants of existing resources.

Participant Handouts Needed:

Handout #8 – Internet Resources

Trainer States Out Loud:

As we mentioned earlier, there are a wide variety of resources available online, some better than others. Handout #8 lists some of the best online resources for finding up to date information on Avian Influenza. Let's take a few minutes now to go over this list and to see if any of you have any questions or have any additions you'd like to make.

Note to trainer:

Spend some time going over the list and encourage participants to ask questions or to suggest additions to the list.



DAY 3 SESSION 3

NEWS REPORTING AND ANALYSIS EXERCISE

Materials needed:

PA system, news articles on avian influenza

Time Required:

1 Hour, 15 minutes (for example 9:15 – 10:30)

Objectives:

To apply the lessons learned from the workshop to develop or critique actual news reports on avian influenza.

Trainer States Out Loud:

So now it is time to use all that you have learned to analyze or critique, if you will, articles or broadcast news reports that have already been developed by yourself or by your news organization. We are going to refer again to the articles that we worked with on day one. We'll also be writing a new article based on the information that we have gathered over the course of the past three days.

Let's start first with the copy we worked with the other day. Get into the same groups and rewrite this article based on what you've learned. Our technical experts will be available to answer any questions you may have along the way.

Okay, let's get started. You have 15 minutes to review and think about your news reports.

Note to trainer:

Obtain copies of news articles or transcripts of TV or radio broadcasts on avian influenza for individuals who did not bring samples from their news organization. Make sure to watch the time so that article rewrites do not last longer than 20 minutes. After the 20 minutes, ask for volunteers to present their rewrites. Probe for issues such as: accurate information, good use of quotes from knowledgeable officials, or incorporating a local angle.

Trainer States Out Loud:

Well, it seems like most of you are on the right track with regard to what goes into a good news report on avian influenza. Some of you mentioned earlier that you had story ideas you are thinking of pursuing in the near future. Have any of these news articles sparked an idea for a future story among some of the rest of you?

Note to trainer:

Look for new volunteers to discuss their story ideas. It might be helpful to compile a list of story ideas that can be suggested to the group if none of the participants volunteers to discuss their concepts.

Some of these story ideas might include:

- Concern over government compensation of farmers and others who have lost birds; other economic issues
- Avian influenza plans being developed by the governments in the country or region
- The effect of bio-security measures on families (women, children)
- Plans to prepare for possible human transmission of avian influenza in the future; preparedness drills to ensure that public hospitals, clinics and nursing homes are ready for widespread outbreaks affecting humans.
- Poultry vaccination in commercial farms and how it is (or is not) working and whether it is being undertaken in the country
- Poultry slaughtering practices and concerns about precautions being taken by individuals involved in culling
- Difficulties involved in keeping wild birds from poultry kept in backyards or farms
- Stigma involved among farmers whose flocks have been diagnosed with avian influenza
- Concerns about other household pets or livestock contracting or spreading the virus.
- Concern over use of chickens in religious or social rituals or ceremonies.

Trainer States Out Loud:

We're going to continue with this exercise and have you actually work on a story, but first let's take a coffee break. You've got 15 minutes and then I would like everyone to return here and we'll continue.



DAY 3 SESSION 4

NEWS REPORTING AND ANALYSIS EXERCISE (continued)

Materials needed:

PA system, news articles on avian influenza

Time Required:

1 Hour, 15 minutes (for example 10:45 – 12:00)

Objectives:

To apply the lessons learned from the workshop to develop or critique actual news reports on avian influenza.

Trainer States Out Loud:

Welcome back everyone. We are now going to take some of your story ideas and have you work on these stories. You will use information you gathered during the site visit and you will have access to our technical experts who are here to assist and answer questions as well. I'd like you to work in pairs for this exercise. First, you'll each write a story individually then you'll edit your partner's work and then rewrite your own article. Are there any questions?

Trainer States Out Loud:

That's time now everyone. We're now going to break for lunch. We'll meet back here in one hour and we'll then critique these stories.

Note to trainer:

During the lunch break gather copy from the students and have copies made for all participants so that you can analyze as a group in the next session.



DAY 3 SESSION 5

ANALYSIS AND CRITIQUE OF STORIES

Materials needed:

PA system, news articles on avian influenza

Time Required:

1 Hour, 30 minutes (for example 13:30 – 15:00)

Objectives:

To analyze and critique the stories participants worked on during the course of the morning.

Trainer States Out Loud:

Welcome back everyone. We are now going to look at some of the stories you wrote before lunch and critique them as a group. Let's also remember that all critiques are meant to be constructive and are not personal in any way. I've made copies of some of the stories. Let's start with this one (give copies to participants). I'll give you a few minutes to read and then I'd like some comments on the article. Is it accurate? Does it have the content needed? What sources are used? Does it promote fear?

Note to trainer:

Give participants a few minutes here to read the first article and to jot down some notes.

Trainer States Out Loud:

OK everyone. You've now had an opportunity to look at this first story. Who's got some comments?

Note to trainer:

Spend 5 to 10 minutes critiquing this first article. Be sure to emphasize both positive and negative points. Once this critique is finished, continue with as many critiques as you can fit into the allotted time.

Trainer States Out Loud:

Great work everyone. You should now have at least one story to take back to your newsroom with you and many other story ideas about Avian Influenza. Any questions?



DAY 3 SESSION 6

WRAP-UP, EVALUATIONS, CLOSING AND CERTIFICATES

Materials needed:

PA system, evaluation forms, certificates

Time Required:

60 minutes (for example 15:00 – 16:00)

Objectives:

To reinforce information and lessons on avian influenza; and to provide an opportunity for participants to ask questions to the technical experts; and to provide participants with time to complete workshop evaluations and to hand out certificates.

Trainer States Out Loud:

Well, we have reached the end of our workshop. I would like to call upon our technical experts to come up and tell us what they think are the main points that you should take away with you after you leave this training. I would also like to ask you to please complete an evaluation form to tell us what you thought of this workshop. We would really appreciate it if you would take a few minutes before you leave to complete this.

Note to Trainer:

The technical experts should be told in advance to prepare a brief summary of what they believe are the most important messages on avian influenza in that particular area, including preventive measures, control during outbreak and in case outbreak recurs, and emergency response activities.

Closing Ceremony:

Present Certificate, Closing Address by Special Guest Speaker (if you have one)

Note to Trainer:

Have certificates printed in advance. Provide a box where attendees can put their evaluation forms before they leave, and make sure that participants know that they are to place them there. A sample Evaluation Form is included on the following page, which can be tailored as you see fit, followed by a template for a certificate, which can also be adapted to your workshop.



AVIAN INFLUENZA COMMUNICATIONS FOR JOURNALISTS WORKSHOP EVALUATION FORM

Please circle the most appropriate response and explain your responses.

1. Do you think the workshop sessions were helpful?

- Not helpful
- Somewhat
- Very helpful

Please explain:

2. Do you think the workshop sessions were clear and understandable?

- Not at all
- Somewhat
- Very

Please explain:

3. How effective did you think the trainer was?

- Not effective
- Average
- Very effective

Please explain:

4. Was enough time allocated for each of the sessions?

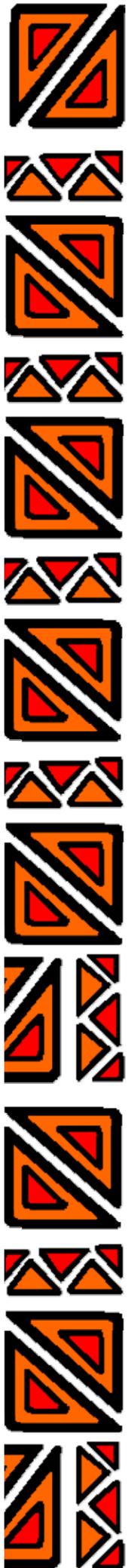
- Not enough
- Enough
- More than enough

Please explain:

5. One thing I learned today was.....

6. One thing I am still unsure of is.....

7. What suggestions do you have to improve the workshop?



CERTIFICATE OF COMPLETION

has attended and completed

MEDIA ORIENTATION WORKSHOP

Avian Influenza Program

Date: _____

Place: _____



HANDOUT #1

NATIONAL STRATEGIC PLAN ON AVIAN INFLUENZA

(IN THE COUNTRY WHERE THE WORKSHOP IS
BEING PRESENTED)

Note to Trainer:

Insert handout here, if available.



HANDOUT #2

FREQUENTLY ASKED QUESTIONS

Avian Influenza in Birds

What is Avian Influenza?

The disease commonly referred to as “bird flu” is an animal infection caused by the H5N1 virus. The virus occurs naturally among birds. Wild birds carry the virus in their intestines, but usually they do not get sick. But some domesticated birds - like chickens, turkeys and ducks - get very sick and can die from the virus.

Which birds carry the virus?

Avian influenza can kill domesticated birds, including chickens, ducks, geese, and turkeys. Traditionally, wild waterfowl and shorebirds have been credited as the sources for the many strains of avian influenza, but rarely fell ill. The current H5N1 strain has caused mortality in 40 species of wild birds, including geese, storks, egrets, herons, and falcons, and some mammals.

How does it spread?

The virus can remain viable in droppings for long periods, spreading among birds and animals through ingestion or inhalation of the droppings. Virus can also be excreted from the eyes, nose and mouth of infected birds. Transmission from flock to flock is usually by humans – avian influenza viruses can be spread by manure, equipment, vehicles, egg flats, crates, and people whose clothing or shoes have come in contact with the virus.

What are the control measures in birds?

The most common practice to contain the spread of the virus is culling of all infected or exposed birds, proper disposal of carcasses and the quarantining and rigorous disinfection of farms and poultry markets. Vaccination has also been used but is impractical outside commercial settings and the vaccine requires regular updating. The virus is killed by heat (56 degrees C for three (3) hours or 60 degrees C for 30 minutes) and common disinfectants, such as formalin and iodine compounds. Thorough cooking of any poultry meat will destroy the virus, however, if poultry appears sick or is dead do not prepare it for cooking or consumption. Dispose of the poultry properly.

How could avian influenza reach a country?

Despite any country's controls, avian influenza could be introduced to poultry through the migration of wild birds, the importation of dead chickens, the illegal importation of live birds or the entry of an infected person.

What should I do if I think my flock is infected with avian influenza?

Call the relevant authorities immediately. Because the signs of avian influenza are so variable, it is important to get the help of an expert for diagnosis. Keep children and pregnant women away from the birds. If you are instructed to handle or dispose of a dead or infected bird, you should wear protective equipment and clothes (including gloves) and place the dead birds into a bag. Dead birds should not be disposed of in a river or a pond, or left in the yard. Protective clothing or equipment should be kept away from other people and thoroughly disinfected after use.

Avian Influenza in People

Are people at risk for avian influenza?

To date, most human cases have been limited to people who have had contact with infected poultry or contaminated surfaces. Many of these human cases have occurred in rural or suburban areas where households keep small poultry flocks.

What can people do to reduce the risk of getting avian influenza?

There are several key behaviors people who come in close contact with poultry can adopt to reduce the risk of contracting the virus. These include protecting their healthy flocks from the introduction of new poultry by quarantining new poultry for 14 days; separating ducks from chickens; keeping poultry in a closed building, cleaning up yards and coops daily to remove droppings; washing their hands with soap before and after handling birds; and cleaning off their shoes before entering their homes. If possible, children and pregnant women should be kept away from poultry and poultry parts, and should not handle eggs.

If poultry appears sick, people should not touch it or handle it, but rather call the local authorities. (Keep in mind that ducks often do not show symptoms of the virus.) If people must handle a dead bird, they should wear protective equipment and clothes (including gloves) and place the dead birds into a bag. Dead birds should not be disposed of in a river or a pond, or left in the yard. If you think you have been exposed, try to minimize contact with others.

Why is there so much concern about this virus?

Although the current outbreaks have been happening since mid-2003, beginning in Asia and spreading around the world, this is the first time that so many countries been affected at the same time by this virus. The animal and human health experts' concern is that the virus is crossing the species barrier and is infecting humans. Scientists are closely monitoring the virus to see if it will mutate, making it easier to spread from human to human.

What is the difference between regular, seasonal flu and avian influenza?

These are different viruses. The difference that makes the most distinction to the layman is that that avian influenza is transmitted from birds to birds and birds to humans, but at this point not human to human. That is one of the reasons it is being watched so carefully to see if the virus changes - or mutates - and can be transmitted from human to human. Unlike normal seasonal influenza, where infection causes mild respiratory symptoms in most people, H5N1 has been found to cause more severe symptoms and leads to faster deterioration in condition. In the present outbreak, many of those infected with the virus have died, and many cases have occurred in previously healthy children and young adults.

Can we treat avian influenza?

There is some evidence that recent H5N1 viruses are susceptible to a class of antiviral drugs called neuraminidase inhibitors -- oseltamivir (also known as Tamiflu) and zanamivir (also known as Relenza). H5N1 appears to be resistant to the alternative M2 inhibitors – amantadine and rimantadine. Most experts agree that neuraminidase inhibitors will be vital in controlling a future pandemic. However, flu viruses can become resistant to drugs.

Is there an avian influenza vaccine for people?

Not yet. There are several potential vaccines for protecting humans from infection with bird flu, at various stages of testing. Whether they would be suitable for use against a new pandemic flu strain depends on how much that strain may have mutated from the original H5N1 virus strain. In addition, due to production issues, it is not likely that an effective vaccine would be widely available until several months after the start of a pandemic.

Will a regular flu shot protect against avian influenza?

No. The annual flu vaccination will not provide protection against avian influenza. Current vaccines protect only against circulating human strains.

What are the symptoms of avian influenza in people?

The symptoms are similar to those of other forms of influenza, including fever, sore throat, cough, headache and muscle aches and pains. These symptoms may vary in severity. If you think you may have been exposed, minimize your contact with others.

What should I do if I think I have avian influenza?

Keep in mind that people get respiratory infections quite regularly, and that the chances that your symptoms are from avian influenza are low. But if you have recently been near chicken or other poultry or have returned from an area where avian influenza in humans has been reported and you are experiencing any of the symptoms outlined above, you should seek medical advice. Tell your health care provider of your recent travel and activities, including any visits to farms or markets.

My community uses chickens for a number of ceremonies. What can I do to lessen the risk of avian influenza?

If you need to use chickens for ceremonies, either substitute the whole live chicken for well-washed feathers, or well-cooked chickens. If you absolutely must use a live chicken, then try to restrict contact to one person and be sure that person is well protected with gloves and a mask. Be sure to wash your hands well with water and soap after contact.

I'm traveling to a region where avian influenza has been reported. What should I do to protect myself from the virus?

Although the risk of infection to travelers to areas affected by avian influenza is currently considered low, people can reduce their risk of infection by avoiding situations where they may have contact with farms and live bird markets, and by ensuring that all uncooked poultry and eggs are handled hygienically with careful attention to hand washing after handling. Proper cooking destroys the virus in poultry and eggs. You can also discuss the risk of avian influenza with your health care provider as part of your routine pre-travel health checks.

Travelers who stay in an avian-influenza affected area for extended periods should consider, as a precautionary measure, having access to influenza antiviral medicine for treatment. This is because long-term residents are at greater risk of exposure to avian influenza over time and, in the event of a more widespread outbreak amongst humans, there may be difficulties encountered in accessing appropriate medicines. Medical advice should be sought before antiviral medicines are used, however.

Is it safe to buy and eat chicken?

Yes, as long as import controls are strictly enforced. In countries where avian influenza has been reported, poultry and poultry products should be properly cooked and handled during food preparation. Normal temperatures used for cooking (70 degrees C for at least 30 minutes) will kill the virus. Consumers need to be sure that all parts of the poultry are fully cooked (no "pink" parts) and that eggs are also properly cooked (no "runny" yolks).

Pandemic Risk

What are the chances that avian influenza could cause a human pandemic?

Not likely. There are several critical steps that must occur before a human pandemic can happen. These include: a new influenza virus subtype emerges; it infects humans, causing serious illness; and it spreads easily and sustainably among humans. The H5N1 virus has met the first two criteria, but it has not yet efficiently and sustainably infected humans. The risk that the H5N1 virus will acquire this ability remains as long as there are opportunities for human infection; however, control measures that are being undertaken worldwide continue to minimize these risks.

Can a pandemic be averted?

Yes. That is why so much attention by governments and the health professionals is being placed on how to prevent and control the virus. The first priority is to reduce opportunities for human exposure to infected or potentially infected poultry. Computer modeling has suggested that a human pandemic could be stopped or slowed with concerted action such as washing your hands with soap and water before and after handling poultry, separating ducks and chickens, keeping poultry fenced or penned in, and keeping new poultry separated from existing flocks for 14 days.

This is a compilation of information from sources including U.S. Department of Health and Human Services' Centers for Disease Control and Prevention; World Health Organization; and writers for the Telegraph and South China Morning Post. For further information go to: www.fao.org and www.cdc.gov



HANDOUT #3

KEY FACTS ABOUT AVIAN INFLUENZA (BIRD FLU) AND AVIAN INFLUENZA A (H5N1)VIRUS

Avian Influenza (Bird Flu)

Avian influenza in birds

Avian influenza is an infection caused by avian (bird) influenza (flu) viruses. These influenza viruses occur naturally among birds. Wild birds worldwide carry the viruses in their intestines, but usually do not get sick from them. However, avian influenza is very contagious among birds and can make some domesticated birds, including chickens, ducks, and turkeys, very sick and kill them.

Infected birds shed influenza virus in their saliva, nasal secretions, and feces. Susceptible birds become infected when they have contact with contaminated secretions or excretions or with surfaces that are contaminated with secretions or excretions from infected birds. Domesticated birds may become infected with avian influenza virus through direct contact with infected waterfowl or other infected poultry, or through contact with surfaces (such as dirt or cages) or materials (such as water or feed) that have been contaminated with the virus.

Infection with avian influenza viruses in domestic poultry causes two main forms of disease that are distinguished by low and high extremes of virulence. The “low pathogenic” form may go undetected and usually causes only mild symptoms (such as ruffled feathers and a drop in egg production). However, the highly pathogenic form spreads more rapidly through flocks of poultry. This form may cause disease that affects multiple internal organs and has a mortality rate that can reach 90-100% often within 48 hours.

Human infection with avian influenza viruses

There are many different subtypes of type A influenza viruses. These subtypes differ because of changes in certain proteins on the surface of the influenza A virus (hemagglutinin [HA] and neuraminidase [NA] proteins). There are 16 known HA subtypes and 9 known NA subtypes of influenza A viruses. Many different combinations of HA and NA proteins are possible. Each combination represents a different subtype. All known subtypes of influenza A viruses can be found in birds.

Usually, “avian influenza virus” refers to influenza A viruses found chiefly in birds, but infections with these viruses can occur in humans. The risk from avian influenza is generally low to most

people, because the viruses do not usually infect humans. However, confirmed cases of human infection from several subtypes of avian influenza infection have been reported since 1997. Most cases of avian influenza infection in humans have resulted from contact with infected poultry (e.g., domesticated chicken, ducks, and turkeys) or surfaces contaminated with secretion/excretions from infected birds. The spread of avian influenza viruses from one ill person to another has been reported very rarely, and has been limited, inefficient and unsustainable.

“Human influenza virus” usually refers to those subtypes that spread widely among humans. There are only three known A subtypes of influenza viruses (H1N1, H1N2, and H3N2) currently circulating among humans. It is likely that some genetic parts of current human influenza A viruses came from birds originally. Influenza A viruses are constantly changing, and they might adapt over time to infect and spread among humans.

During an outbreak of avian influenza among poultry, there is a possible risk to people who have contact with infected birds or surfaces that have been contaminated with secretions or excretions from infected birds.

Symptoms of avian influenza in humans have ranged from typical human influenza-like symptoms (e.g., fever, cough, sore throat, and muscle aches) to eye infections, pneumonia, severe respiratory diseases (such as acute respiratory distress), and other severe and life-threatening complications. The symptoms of avian influenza may depend on which virus caused the infection.

Studies done in laboratories suggest that some of the prescription medicines approved in the United States for human influenza viruses should work in treating avian influenza infection in humans. However, influenza viruses can become resistant to these drugs, so these medications may not always work. Additional studies are needed to demonstrate the effectiveness of these medicines.

Avian Influenza A (H5N1)

Influenza A (H5N1) virus – also called “H5N1 virus” – is an influenza A virus subtype that occurs mainly in birds, is highly contagious among birds, and can be deadly to them. H5N1 virus does not usually infect people, but infections with these viruses have occurred in humans. Most of these cases have resulted from people having direct or close contact with H5N1-infected poultry or H5N1-contaminated surfaces.

Human health risks during the H5N1 outbreak

Of the few avian influenza viruses that have crossed the species barrier to infect humans, H5N1 has caused the largest number of detected cases of severe disease and death in humans. However, it is possible that those cases in the most severely ill people are more likely to be diagnosed and reported, while milder cases go unreported. For the most current information about avian influenza

and cumulative case numbers, see the [World Health Organization \(WHO\) avian influenza website](#).

Of the human cases associated with the ongoing H5N1 outbreaks in poultry and wild birds in Asia and parts of Europe, the Near East and Africa, more than half of those people reported infected with the virus have died. Most cases have occurred in previously healthy children and young adults and have resulted from direct or close contact with H5N1-infected poultry or H5N1-contaminated surfaces. In general, H5N1 remains a very rare disease in people. The H5N1 virus does not infect humans easily, and if a person is infected, it is very difficult for the virus to spread to another person.

While there has been some human-to-human spread of H5N1, it has been limited, inefficient and unsustainable. For example, in 2004 in Thailand, probable human-to-human spread in a family resulting from prolonged and very close contact between an ill child and her mother was reported. More recently, in June 2006, WHO reported evidence of human-to-human spread in Indonesia. In this situation, 8 people in one family were infected. The first family member is thought to have become ill through contact with infected poultry. This person then infected six family members. One of those six people (a child) then infected another family member (his father). No further spread outside of the exposed family was documented or suspected.

Nonetheless, because all influenza viruses have the ability to change, scientists are concerned that H5N1 virus one day could be able to infect humans and spread easily from one person to another. Because these viruses do not commonly infect humans, there is little or no immune protection against them in the human population. If H5N1 virus were to gain the capacity to spread easily from person to person, an influenza pandemic (worldwide outbreak of disease) could begin. For more information about influenza pandemics, see [PandemicFlu.gov](#).

No one can predict when a pandemic might occur. However, experts from around the world are watching the H5N1 situation in Asia and Europe very closely and are preparing for the possibility that the virus may begin to spread more easily and widely from person to person.

Treatment and vaccination for H5N1 virus in humans

The H5N1 virus that has caused human illness and death in Asia is resistant to amantadine and rimantadine, two antiviral medications commonly used for influenza. Two other antiviral medications, oseltamavir and zanamavir, would probably work to treat influenza caused by H5N1 virus, but additional studies still need to be done to demonstrate their effectiveness.

There currently is no commercially available vaccine to protect humans against H5N1 virus that is being seen in Asia and Europe. However, vaccine development efforts are taking place. Research studies to test a vaccine to protect humans against H5N1 virus

began in April 2005, and a series of clinical trials is under way. For more information about H5N1 vaccine development process, visit the [National Institutes of Health website](#).



HANDOUT #4

UPDATED LIST OF COUNTRIES AFFECTED BY AVIAN INFLUENZA (H5N1)

As of 3 May 2007 (those in **bold** reported outbreaks in 2007):

- **Afghanistan**
 - Albania
 - Austria
 - Azerbaijan
 - **Bangladesh**
 - Bosnia and Herzegovina
 - Bulgaria
 - **Burkina Faso**
 - **Cambodia**
 - Cameroon
 - **China**
 - Cote d'Ivoire
 - Croatia
 - Czech Republic
 - Denmark
 - Djibouti
 - Egypt
 - France
 - Georgia
 - Germany
 - **Ghana**
 - Greece
 - **Hong Kong**
 - **Hungary**
 - India
 - Indonesia
 - Iraq
 - Iran
 - Israel
 - Italy
 - **Japan**
 - Jordan
 - Kazakhstan
 - Korea (Republic of)
 - **Kuwait**
 - **Laos**
 - Malaysia
 - Mongolia
 - **Myanmar**
 - Niger
 - Nigeria
 - **Pakistan**
 - Palestine
 - Poland
 - Romania
 - **Russia**
 - **Saudi Arabia**
 - Serbia and Montenegro
 - Slovakia
 - Slovenia
 - Spain
 - Sudan
 - Sweden
 - Switzerland
 - **Thailand**
 - **Turkey**
 - Ukraine
 - **United Kingdom**
 - **Vietnam**
- (Total 59)*



HANDOUT #5

PREVENTION AND CONTROL OF BIRD-TO-HUMAN TRANSMISSION

Following are key message points on prevention and control of bird-to-human transmission of avian influenza.

Even though all the message points are important and helpful in preventing and controlling avian influenza, specific aspects of topics will be more important in different local contexts and there will be times when specific information is particularly important. Users should select the message points that are most appropriate for local conditions

and outbreak phase (pre-outbreak, outbreak, and post-outbreak) and transform them into suitable messages, using local expressions and language.

It is very difficult for humans to get avian flu, but if you have signs of a serious respiratory illness, get care. Avoid close contact with birds. Take precautions if you unintentionally come into contact with poultry or poultry feces in an affected area.

- If you become sick with a high fever after contact with dead or sick birds, seek immediate treatment.
- If you suspect that someone has avian influenza, take them to a health care provider immediately.

Avoid close contact with birds.

- Do not touch dead or sick birds with bare hands; use gloves.
- Do not let poultry into your house. If for some reason you do have to let them in, keep them in a specific area away from where the family sleeps and eats.
- If possible, do not let children collect eggs and keep them away from birds – including pet birds if they are not kept indoors all the time.
- Be careful when using birds in rituals or ceremonies or find an alternative to using birds.

Protect yourself and your family.

- Keep children away from birds and collecting eggs if possible – this includes pet birds if they are not exclusively kept indoors.
- Do not sleep with birds or keep them as pets.
- Do not let children help with slaughtering or preparing poultry or wild birds.
- Make sure you and your family always washes and brushes your shoes and sandals when leaving the farmyard – and especially before going indoors.

Take precautions if you have contact with poultry or other birds.

Regularly clean the areas where poultry are kept. This includes:

- Clean or sweep feces and unconsumed feed from the yard every day. Wear a mask and gloves while sweeping the farmyard.
- Burn or bury feathers and other waste away from the farmyard. Bury waste deep and with lime so that scavengers do not dig it up.
- Allow manure to decompose for several weeks to allow any virus to die before using it as fertilizer.
- Clean small farm equipment daily, including tires, with soap and water or detergent.

Take precautions if you come across any dead or sick birds, do not touch them. You should:

- Contact the proper authorities in your area immediately.
- Dead birds should not be thrown in a river, pond or other body of water.
- Dead birds should be placed in a bag or other container away from other animals until the authorities can inspect the situation. Always wear gloves or put plastic bags over your hands when touching the birds.
- If you see one or more birds that look sick, don't leave them in the yard. Take them out of the flock and place them in a closed cage. Then contact an animal health worker (or other authorities) immediately.

Take precautions if you unintentionally come into contact with poultry or poultry feces in an affected area.

- Wash your hands well with soap and water after each contact with wild birds or domestic poultry or bird feces.
- Remove your shoes outside the house and clean them of all dirt.
- If you develop a high temperature, visit a doctor or go to the nearest health care facility immediately and avoid contact with others.

Take precautions in preparing and consuming poultry meat and eggs.

- The greatest risk of exposure to avian influenza is through the slaughter and handling of infected poultry. Remember that not all infected birds show signs of illness, so be careful when slaughtering any poultry.
- Good hygiene practices are essential during slaughter and post-slaughter handling to prevent exposure via raw poultry meat or cross contamination from poultry to other foods, food preparation surfaces or equipment.
- Keep raw meat, poultry, fish, and their juices away from other foods.
- After cutting raw meats, wash hands, cutting board, knife, counter tops and all other exposed areas with hot soapy water, and use bleach if available.
- Ensure that poultry meat and eggs are thoroughly cooked.

- Do not eat eggs or blood unless they are thoroughly cooked. Do not eat runny eggs or meat that is pink. To be safe, egg whites and yellow must be solid. Raw eggs should not be used in foods that will not be cooked.
- Eggs can contain avian influenza virus both on the outside (shell) and the inside (whites and yolk), so it is important to wash hands after handling eggs and to cook eggs thoroughly.
- The avian influenza virus is not killed by freezing or refrigeration, but cooking (temperatures at or above 70°C in all parts of a food item) will kill the avian influenza virus.

Practice overall good hygiene.

- Wash hands with soap and water before and after handling food.
- Use masks and gloves when handling poultry or other birds.
- Clean or sweep feces and unconsumed feed from the yard every day. Wear a mask and gloves while sweeping the farmyard.
- Burn or bury feathers and other waste away from the farmyard. Bury waste deep and with lime so that scavengers do not dig it up.
- If practical, change your clothing once you arrive at the workplace, especially if you have poultry in your backyard or come in contact with poultry on your way to work.

Take precautions if you are visiting farms or other areas where poultry are kept.

- When visiting a farm or entering a yard where poultry is kept, wash hands with soap and water and after you leave.
- Brush and disinfect clothing, shoes/sandals, and the wheels of bikes/motorcycles/etc. after leaving the area, especially before going indoors.

Workers involved in culling operations should protect themselves.

- Because of the high risk of exposure during the culling process, cullers should wear proper personal protective equipment such as protective clothing, masks, goggles, boots and gloves.
- Cullers should follow a decontamination procedure when taking off their protective equipment.
- Workers involved in mass culling operations, transportation and burial/incineration of carcasses should be vaccinated with the current human influenza vaccine (to avoid co-infection with avian and human strains of influenza).
- Individuals exposed to infected poultry or farms should be monitored closely by local health authorities.
- Thoroughly clean and disinfect equipment and vehicles (including tires and undercarriage) entering and leaving each farm
- Make sure all equipment used to cull birds is disposed of properly, or disinfected and stored away from other equipment and where children cannot get it.



HANDOUT #6

KEY BEHAVIORS TO REDUCE THE RISK OF CONTRACTING THE VIRUS: WORKING WITH POULTRY

Key behaviors include:

- Protecting healthy flocks from the introduction of new poultry by quarantining new poultry for 14 days;
- Separating ducks from chickens;
- Keeping poultry in a closed building, cleaning up yards and coops daily to remove droppings;
- Washing hands with soap before and after handling birds and eggs; and
- Cleaning off shoes before entering homes and other buildings.



HANDOUT #7

INTERVIEW AND OBSERVATION SHEET

On these visits to poultry farms you'll have the opportunity to interview poultry owners. You should plan on finding out the following:

- Owners' and workers' knowledge on avian influenza

- Owners' and workers' attitude and practices in poultry handling and farming

You'll also be doing a lot of observation on the chicken/poultry farm.

Try to observe:

- The movements of people handling of chickens around the farm

- The general situation where chickens/ducks are raised. For instance:
 - Movements of chickens (roaming? cooped?)
 - Whether hygiene is maintained (no sign of droppings or feces)
 - Placement of other animals on the farm (no nearby pigs or other animals)

What other details do you observe?



HANDOUT #8

INTERNET RESOURCES FOR COVERING AVIAN INFLUENZA

World Health Organization

http://www.who.int/csr/disease/avian_influenza/en/

Situation updates, reports of confirmed cases, fact sheet.

World Organization for Animal Health

http://www.oie.int/eng/AVIAN_INFLUENZA/home.htm

Summary of regulations and surveillance of animal diseases.

Pan American Health Organization

<http://www.paho.org/English/ad/dpc/cd/flu-avi.htm>

Avian influenza resources.

Reuters AlertNet

<http://www.alertnet.org/thefacts/reliefresources/sections/BIRDFLU.htm>

News about avian influenza, updated frequently.

Sars.com

<http://www.sars.com.sg/birdflu/bfindex.php>

Clearinghouse with searchable database of avian influenza news stories.

Science and Development Network

http://www.scidev.net/ms/bird_flu/

Q and A, news, resources and glossary of terms.

U.S. Agency for International Development

<http://www.usaid.gov>

Information on international response to avian influenza.

Pandemic Flu

<http://www.pandemicflu.gov/>

The official U.S. government web site from HHS, with planning, response, travel and other information.

U.S. Centers for Disease Control and Prevention

<http://www.cdc.gov/flu/avian/>

Background on infection, transmission, vaccines and more.

National Institutes of Health

<http://www.nlm.nih.gov/medlineplus/birdflu.html>

News updates plus background information.

United States Department of Agriculture

<http://www.usda.gov>

Information on animal-related control of avian influenza.

Center for Infectious Disease Research and Policy

<http://www.cidrap.umn.edu/cidrap/content/influenza/avianflu/index.html>

News links and background from the University of Minnesota.

Mayo Clinic

<http://www.mayoclinic.com/invoke.cfm?id=DS00566>

Summary overview, risk factors, and more.

Offlu – OIE/FAO Network of Expertise on Avian Flu

<http://www.offlu.net>

This website is a joint enterprise of the World Health Organization for Animal Health (OIE) and the Food and Agriculture Organization (FAO) to develop a network of expertise on avian influenza. It aims to offer veterinary expertise to member countries to assist in the control of bird flu, and to collaborate with the World Health Organization's influenza network on issues relating to the potential spread of virus between animals and humans. It lists avian flu research projects, academic meetings, job vacancies and contacts for obtaining virus strains and reagents.

Flu Wiki

<http://www.fluwikie.com>

The Flu Wiki aims to help local communities prepare for and cope with a possible influenza pandemic by collecting information and encouraging discussion. It is a collaborative website that allows any user to edit content, and has an extensive list of other online resources relating to all aspects of avian flu and pandemic preparedness, and a popular online discussion forum.

The Poultry Site

<http://www.thepoultrysite.com/bird-flu/bird-flu-news.php>

A website supported by the poultry industry that provides news on bird flu from publications across the world and a quick guide to recognising avian flu in poultry.

Inter-African Bureau for Animal Resources

<http://www.au-ibar.org>

A centre of excellence of the African Union with a mandate to enhance AU member states and their regional economic communities to sustainably improve the contribution of animal resources to the nutrition and incomes of their communities, especially the rural poor.



HANDOUT #9

AVIAN INFLUENZA GLOSSARY

Definitions and explanations of commonly used words and terms related to avian influenza.

Antibiotics

Antibiotics are medicines designed to kill bacteria and to treat and prevent bacterial diseases and infections. Antibiotics are not used to prevent or treat influenza (which is a virus, not a bacteria) but may be used to treat bacterial infections that may occur as complications of influenza infection.

Antibody

A protein produced by B cells in the body in response to the presence of an antigen, for example, a bacterium or virus. Antibodies are a primary form of immune response in resistance to disease and act by attaching themselves to a foreign antigen and weakening or destroying it.

Antigen

The substance that stimulates the production of an antibody.

Antigenic shift

When influenza A viruses, including subtypes from different species, can swap or re-fit genetic materials and merge, which results in another subtype different from both parent viruses.

Antivirals

Antivirals are drugs that kill or prevent the growth of viruses, including influenza. Tamiflu is an example of an antiviral drug used to treat influenza.

Avian Influenza

Avian influenza, also known as avian flu or “bird flu,” is an infection caused by the avian influenza viruses. These flu viruses occur naturally among birds. Wild birds worldwide commonly carry the viruses in their intestines or respiratory tracts but usually do not get sick from them. However, bird flu can be contagious among birds and can make some domesticated birds including chickens, ducks, and turkeys – very sick and kill them. The risk to humans of avian flu is generally low to because the viruses occur mainly among birds and do not easily infect humans. However, during an outbreak of avian flu among poultry, there is a possible risk to people who have contact with infected birds or surfaces that have been contaminated with excretions from infected birds that carry the virus.

Contagious

Capable of transmitting disease; affected by or carrying a disease that can be transmitted by direct or indirect contact.

Disinfection

Clean something to destroy disease-carrying microorganisms and prevent infection.

Endemic

A condition that is present in a community at all times but in relatively low frequency. Something that is endemic is typically restricted to a locality or region.

Epidemic

An epidemic is when a disease or infection spreads quickly at one time within a population or area. Epidemic and outbreak are often used synonymously.

Epidemiology

The scientific and medical study of the causes and transmission of disease within a population.

H5N1

The H5N1 virus is one of 16 different known subtypes of avian flu (bird flu) viruses. Some H5N1 viruses are highly pathogenic, meaning they can cause severe disease and death in humans. H5N1 viruses have been found in birds around the world. As the spread of H5N1 infection among birds increases, so does the opportunity for H5N1 to be transmitted directly from birds to humans. Recently, human H5N1 infection has been confirmed in only a few cases.

Migratory

Moving as part of a bird, fish, or other animal population from one region to another every year, usually at specific times in order to breed or avoid unsuitable weather conditions.

Mutation

A change in the genetic structure of the influenza virus that has the potential to improve the virus' ability to survive despite treatments, or to spread to different types of organisms. For example, health officials fear that a mutation in the H5N1 virus may enable it to spread easily from human to human and potentially cause a pandemic. Mutations can be caused by many factors.

Outbreak

An outbreak is the confirmed presence of disease in at least one individual in a defined location and during a specified period of time. Outbreak is often used synonymously with epidemic but it is smaller than an epidemic or pandemic.

Pandemic

A pandemic is an epidemic that quickly spreads throughout the world. It differs from an epidemic because it infects far greater numbers of people, and could take a much longer time to run its course - perhaps months or even years.

Pandemic Influenza

Pandemic influenza occurs when a new strain of influenza virus emerges, spreading around the world and infecting many people at once. An influenza virus capable of causing a pandemic is one that people have no natural immunity to, can easily spread from person to person, and is capable of causing severe disease.

Quarantine

Enforced isolation of people or animals that may have been exposed to a contagious or infectious disease.

Relenza

Relenza is an antiviral medicine to treat infection caused by influenza virus. It does not prevent you from getting the flu. These medications attack the influenza virus and prevent it from spreading inside your body. Relenza is used to treat seasonal or annual flu viruses (also known as Zanamivir).

Seasonal Flu

“Seasonal flu” is a contagious respiratory illness caused by influenza viruses. It is commonly known as “the flu” or that “bug” that brings aches, pains, coughing, and fever to millions of people around the world every winter.

SARS

Severe acute respiratory syndrome. A severe form of pneumonia which appeared in outbreaks in 2003.

Tamiflu®

Tamiflu is an antiviral medicine to treat infection caused by influenza virus. Tamiflu does not prevent you from getting the flu. These medications attack the influenza virus and prevent it from spreading inside your body. Tamiflu is used to treat seasonal or annual flu viruses. Studies suggest that Tamiflu could work in preventing and treating avian flu infection in humans. Tamiflu is the commercial name for oseltavimur.

Transmission

The act or process of transmitting something such as a disease.

Vaccine

A vaccine is a medication intended to prevent infection. Trivalent influenza vaccine and FluMist are examples of vaccines used to prevent infection by the seasonal influenza virus. Trivalent influenza vaccine is a vaccine against annual or seasonal influenza that contains three inactivated (or “killed”) flu viruses that protect against three different strains of influenza virus. The effectiveness of the trivalent vaccine depends upon the “match” between strains of influenza that are circulating and the viruses in the vaccine.



HANDOUT #10

POWERPOINT PRESENTATION ON AVIAN INFLUENZA

Note to Trainer:

Insert hard copy of PowerPoint here if a guest speaker is presenting