



The core of this concept is the idea that immunisation and children's health are shared community obligations and that the community remains strong only if every child is protected. It depicts the positive behaviour of immunisation support and acceptance.

Drawing inspiration from the rich tradition of textiles in many of the at-risk regions, it takes the metaphor of community as fabric and uses it to illustrate our interconnectedness, and the superior value of a collective gain.

In other media, the metaphor is extended by showing other kinds of interrelationships and connectivity, such as a truck driver who is connected to others through his travel or a brick worker connecting bricks to build a strong foundation for a home. In these stories, we also have the ability to depict the health worker in a very positive heroic light so as to remove any barriers to acceptance and access. The goal is to socially normalise immunisation by emphasising the collective responsibility to vaccinate every child for the good of all children.

#### SELECTION CHECKLIST

- General appeal for the importance of immunisation
- Overcome fatigue from perception of too many immunisation campaigns
- Overcome antivaccination sentiments
- Shift from a sense of individual responsibility to communal responsibility and protection

## HEADLINE

For the good of all children, vaccinate your child with polio drops.

## TAGLINE

Because we are all intertwined.

## BODY

Polio germs can be transmitted from one child to another. If your child is five years old or under, you MUST have them vaccinated each time.

تمام بچوں کی بہتری کے لیے  
اپنے بچے کو پولیو  
کے قطرے پلاوائیں

کیونکہ ہم ایک دوسرے کی زندگی سے جڑے ہوئے ہیں

پولیو کا وائرس ایک بچے سے دوسرے بچے کو لگ سکتا ہے۔ اس لیے  
5 سال تک کے ہر بچے کو ہر بار پولیو کے قطرے لازمی پلاوائیں۔

IMMUNIZATION DATE:

GOV SEAL

GUARDIANS OF HEALTH

This concept uses the metaphor of a brick wall to bring to life the importance of communal strength and responsibility. Showing images children chalk drawn onto bricks, we see a hand placing a brick and completing the chain. The copy reinforces the point by declaring that you must vaccinate your child for the good of all children.

تمام بچوں کی بہتری کے لیے  
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IMMUNIZATION DATE:

GOV SEAL

GUARDIANS OF HEALTH

This poster uses images lifted from a TV spot to provide visual connectivity across channels. The health workers are positively portrayed as contributing to the community, all of whom are shown in a graphic pattern made up of diamond shapes from the logo.

*This television commercial was produced in Pakistan and addresses the Pashtun audience in the highest risk areas. The commercial metaphorically links to building a strong foundation for a house with the actions necessary to build a strong community. It shows how every child is critical to the strength of a community, and how the health worker plays a key role in the community to protect children.*

## SCRIPT



Open on a village. We see children playing while their mothers look on. In the background, a bricklayer is building a wall.



**Voice-Over (VO):** Mazboot bunyaad ke liye, har eent zaroori hai.  
(Every brick is necessary to build a strong foundation.)



**VO:** Aisey hee, qoum ki mazbooti ke liye, har bachay ko polio ke qatray pilwana bhi zaroori hai.  
(In the same way, we need to give polio drops to every child to strengthen our community.)

## RATIONALE

*First we establish the scene by showing the people in the community together.*

*Then we establish the metaphor...*

*...before connecting it to polio immunisation.*

## SCRIPT (CONT.)



Two health workers enter the scene.

**VO:** Jis din hamara har bacha polio kay qatray pee lay ga, hamaray saray  
*(All our children will be safe the day every child is vaccinated with polio drops.)*



Kids wave at the workers.

**VO:** bachay mehfooz ho jayen gay.  
*(Make the community strong.)*



As the health workers approach...



...the kids gather together, along with the mothers holding infants.

## RATIONALE

*Now we introduce the health workers and show community acceptance, reinforcing the idea of polio immunisation as a social norm.*

## SCRIPT (CONT.)



**VO:** Qoum ko mazboot banayen  
Tamaam bachon ki behtri ke liye,  
apnay bachay ko polio ke qatray  
pilwaayen.  
*(Give polio drops to your child, for the  
good of all children.)*



Health worker pats on the little one's  
head and smiles.

Kids walk with the health workers  
toward the village.



**VO:** Kiyon ke hum ek doosrey ki  
zindagi se jurey huye hain.  
*(Because our lives are intertwined.)*

The kids show off their painted  
fingers.



Logo/lockup:

## RATIONALE

*The children appear comfortable around the health workers who demonstrate that they genuinely care for the children - signifying that the health workers are trustworthy and welcome in the community. The actors chosen to depict the health workers are also culturally appropriate.*

*The children follow the health workers as they walk into the village. The health workers acceptance by the children and the community reinforces the sentiment that they are here to help, not harm.*

*The boy shows his painted finger - signifying vaccination.*

*Display logos at end in conjunction with appropriate partner organisations to assist in building brand familiarity among the target audience.*

This television commercial was produced in Pakistan and addresses the Pakistan audience in the highest-risk areas. By comparing a community to a complex system of interrelated parts, it shows how every child is critical to the strength of the community, and how the health worker plays a key role in protecting the children.

## SCRIPT



Open on a moving truck. Close up on a tire. We see it going flat.

**VO:** Sawari ka agar ek bhi payya sahi se na ghoomain, tu saffar dushwaar ho jata hai.  
*(Even if one wheel of a vehicle does not operate properly, the journey can become troublesome.)*



We see the driver fixing his tire at a nearby village.

A health worker who is passing by stops and helps. In the background we see kids playing and women holding infants.

**VO:** Hamari qoum ka agar ek bhi bacha polio ke qatron se reh gaya, tu har bachay ko khatra hota hai.  
*(Even if one child in our community remains unvaccinated, all our children are at risk.)*

## RATIONALE

First we establish the metaphor of the system of parts that need to work together for the whole to be strong.

Next we link it to the community responsibility of vaccination.

## SCRIPT (CONT.)



The kids are happily playing, imitating the actions of the driver and health worker fixing the tire.

**VO:** Jis din hamara har bacha polio kay qatray pee lay ga, hamaray saray bachay mehfooz ho jayen gay.  
*(All our children will be safe the day every child is vaccinated.)*



The tire is fixed. We see the truck move on, the health worker goes in the village with the kids playfully following him.

**VO:** Qoum ke mustaqbil ko behtar banayen. Tamaam bachon ki behtri ke liye, apnay bachay ko polio ke qatray pilwaayen  
*(Make the future of our community better. Vaccinate your child, for the good of all children.)*



Logo lock up.

## RATIONALE

*And shift to the value and importance of building towards the future.*

*Finally, we deliver the call to action supported by that community responsibility.*

*This is a script for an unproduced commercial that uses the familiar metaphor of the fabric of a community to bring to life the idea that the health worker is intertwined into the community.*

## SCRIPT

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Open on a close-up of a needle running through traditional embroidery. A man's voice narrates.

**VO:** *Our lives are interwoven.*



We pull back to that it's a girl's hand pulling the needle.

**VO:** *We carry on traditions...*



The frame widens; We see she is a part of a group.

**VO:** *...share experiences, and pass down the wisdom we've earned.*

## RATIONALE

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*We open with a comparison between the construction of fabric and community.*

*Shifting perspective to a broader community while discussing the benefit of communal engagement reinforces the idea.*



## SCRIPT (CONT.)



One of the weavers gets up and collects a cooler.

**VO:** *And woven into our community are the Guardians of Health workers.*



The husband hands the mother a health worker's cooler from nearby the doorway. They exchange an affectionate look, and she exits.

The camera follows her outside.

**VO:** *By bringing safe, effective drops to help protect our children from polio, they work to make our whole community stronger.*



End lock up.

**VO:** *Every child's health depends on the immunisation of all our children. We are all intertwined. Guardians of Health.*

## RATIONALE

*Having met our characters in the context of weaving, we now shift to expanding our understanding of them to include the role of the health worker via the cooler. This firmly establishes the health worker as being a member of the community both literally (she's part of a group that is depicted on screen) and figuratively.*

*We use her transition from a private space to a public one to talk about the work they do to strengthen the community and to frame the effort as being in the service of protecting children.*

*At the end we come full circle to the idea of immunisation as a communal responsibility.*

## RADIO SCRIPTS

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### “WE ARE ALL INTERTWINED”

VO: Like the threads of a cloth, our lives are interwoven. We carry on traditions with family, share experiences with neighbours, and pass down the wisdom we've earned to our children.

And also woven into our community are the health workers who are strengthening it by bringing safe, effective drops to help protect our children from polio.

Vaccinate your child for the good of all our children, because we are all intertwined.

### “BRICK”

VO: Every brick is necessary otherwise the wall can become weak. It is necessary to give polio drops to every child in our community, otherwise the whole community can become weak.

All our children will be safe the day every child is vaccinated. Make the community strong.

Vaccinate your child, for the good of all children.

### “TRUCK”

VO: Even if one wheel of a vehicle does not operate properly, the journey can become troublesome.

Even if one child in our community remains unvaccinated, all our children are at risk. All our children will be safe the day every child is vaccinated. Make the future of our community better.

Vaccinate your child, for the good of all children



Knowing something about someone—their hometown, tribal, or religious affiliation or even just their name—changes how you feel about them and how you behave with them.

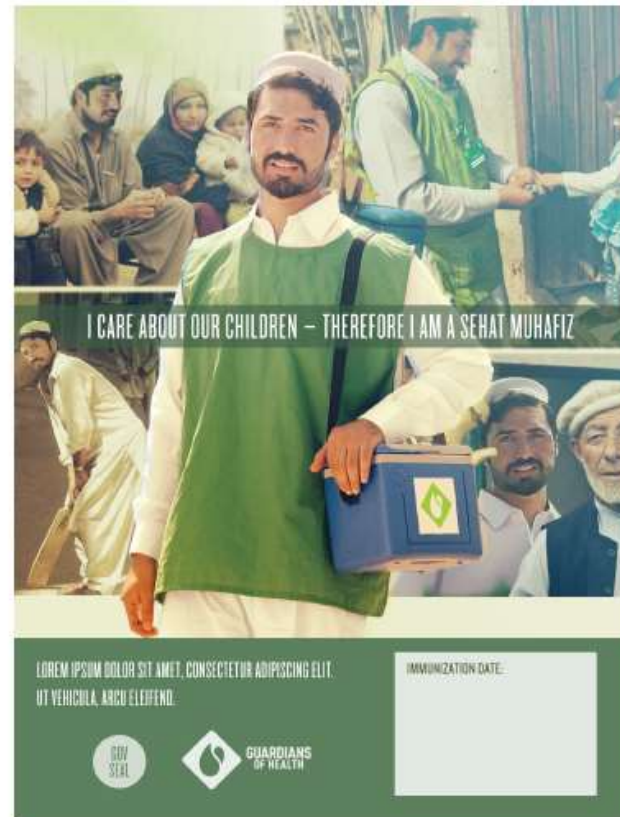
If you look at health workers solely through their role, you will be less likely to listen to them than if you have a bit of context. This concept creates a context of trust around the health workers by humanising them. In mass media, we meet them through their background and interests and then pivot to their roles as health workers.

This extends all the way through IPC training by asking our health workers to first introduce themselves (“Hello! My name is Baharwar. I am from Peshwar. How are you?”) before engaging on the subject of inquiring about the children. This concept is specifically designed to change the general perception of the health workers, though the IPC techniques are universally applicable regardless of conceptual area.

#### SELECTION CHECKLIST

- Overcome failure at point of service due to lack of trust
- Caregivers believe that health workers are “part of the establishment” and do not genuinely care about the health of children.

When shown as a poster or print ad, we portray a single health worker through his or her other affiliations, activities, and interests. The headline works as a slogan connecting responsibility to the children with working as a Guardian of Health.



The composition of the print ad contrasts a featured portrait of a health worker dressed in field gear contrasted with images of his personal life and interests. Here we show him variously as a family man, a cricketer, connected to an important member of the community and immunising a child.

Note: while this example features a man, the concept lends itself to a woman just as easily.

The premise of the radio spots is simple: introduce the health workers through relatable interests and activities and then connect their personal story to immunisation using community responsibility and social norms. The first two feature men, then the others explore women and children as messengers of this idea.

## SCRIPTS

### “THIS IS WHY/MAN 1” RADIO :30

*Sound Effects (SFX): People cheering*

**Man's voice (VO):** When Pakistan plays India, I am a cricket fan.

*SFX: people arguing in a market place*

**VO:** When I am buying groceries, I am a negotiator.

*SFX: Mechanical tools whirring*

When something needs mending, I am a handyman.

**VO:** But every day I am a proud member of my community.

*SFX: Children laughter*

**VO:** This is why I am a Sehat Muhafiz, to protect my community's future – our children.

Until every child is safe from polio, all our children are at risk. This is why you must get every child under five vaccinated with polio drops every time it is offered by your community's health worker.

Because our lives are intertwined.

[Government endorsement]

### “THIS IS WHY/MAN 2” RADIO :30

*Sound Effects (SFX): Men laughing*

**Man's voice (VO):** When I'm sharing old stories, I am a friend.

*SFX: Child's voice*

**VO:** When my children need guidance, I am a father.

*SFX: Plaintiff musical phrase*

**VO:** When my wife needs support, I am a husband.

**VO:** But every day I am a proud member of my community.

*SFX: Children laughter*

**VO:** This is why I am a Sehat Muhafiz, to protect my community's future – our children.

Until every child is safe from polio, all our children are at risk. This is why you must get every child under five vaccinated with polio drops every time it is offered by your community's health worker.

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[Government endorsement]

## SCRIPTS

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### “THIS IS WHY/WOMAN” RADIO :30

*SFX: Sounds of children learning numbers*

**Woman's Voice (VO):** When the children have homework, I am a teacher.

*SFX: Music bed*

**VO:** When I clean the house, I am a homemaker.

*SFX: Sounds of frying*

**VO:** On the days we have a get together, I am a chef.

**VO:** But every day I am a proud member of my community.

*SFX: Children laughter*

**VO:** This is why I am a Sehat Muhafiz, to protect my community's future – our children.

Until every child is safe from polio, all our children are at risk. This is why you must get every child under five vaccinated with polio drops every time it is offered by your community's health worker.

Because our lives are intertwined.

[Government endorsement]

### “THIS IS WHY/CHILD” RADIO :30

*SFX: Children laughter, playing*

**Child's Voice:** My father teaches me about the importance of hard work.

My mother teaches me about the importance of respecting your elders and loving your family.

But one thing that both of them said is: “always take pride in who you are and in your people.”

That is why our Sehat Muhafiz' are so important, to protect our community's future.

**Adult's Voice:** Until every last one of us is safe from polio, all of us are at risk. This is why we must get every child under five vaccinated with polio drops every time it is offered by our community's health worker.

**Child's Voice:** Because our lives are intertwined.

[Government endorsement]

*This script shows how this idea might come to life in a television commercial. We meet our health worker through a series of relatable moments before finding out she's also a health worker who is working to immunise children from polio.*

## SCRIPT



Open on a man at prayer.



Cut to: After prayer, he joins a group of other men for tea.



Cut to: The man sits in the courtyard of his home, talking with his two children. His wife feeds some bread to the youngest child.

## RATIONALE

*We first see our hero in a setting that allows us to see him as a person of good standing.*

*Seeing our hero in a social setting demonstrates his connection to the community.*

*Seeing him engage with his own children establishes our hero as someone who cares about his responsibilities, to his own family, and the broader community.*

## SCRIPTS (CONT.)



Cut to: His wife brings him his green health worker uniform and he goes out among the community.

**VO:** *As a father, taking care of children is important to me because our children are our future.*



Cut to: He walks through the streets of his community, waves a greeting at local shopkeepers, and receives a wave in return.

**VO:** *Until every child is safe from polio, they are all at risk. This is why we must get every child under five vaccinated with polio drops every time it is offered.*



Cut to: he's on the street with another health worker, marking the finger of a little girl he has just vaccinated who is held in the arms of her father. The child's father and our health worker shake hands, and he moves off, stopping to retrieve a cricket ball for some young children.

**VO:** *Because our lives are intertwined.*

## RATIONALE

*After having established him as someone the viewer can relate to, we reveal his second role of health worker.*

*By the wave of acknowledgement, we demonstrate his connection to the community.*

*Finally we see him work being accepted by the community he serves.*



*This script shows how this idea might come to life in a television commercial. We meet our health worker through a series of relatable moments before finding out she's also a health worker who is working to immunise children from polio.*

## SCRIPTS



Open in the courtyard of a modest house.

A woman pours tea for her husband and his parents in the courtyard of a modest house, as their son talks to his grandfather.



Cut: Some women are sitting together having tea, while children play around them.

**VO:** *As a mother, taking care of children is very important to me...*



Cut: one of the women is sitting with her mother-in-law, who is showing her a finer point of knitting and embroidery.

## RATIONALE

*We first meet our heroine in a family setting. By showing her taking care of her family, including her in-laws, we reinforce that she takes her domestic responsibilities seriously.*

*Showing her in a social setting reinforces the fact that she comes from and cares about the community.*

*Her lessons represents tradition and knowledge handed down, as well as subtly symbolising the fabric of the community.*

## SCRIPTS (CONT.)



Cut: She cares their youngest child.



Cut: She's collecting her things getting ready to go out. Her father in law steps into the doorway. She looks back at him and he nods almost imperceptibly. She allows herself a little smile as she steps out.

**VO:** *Until every child is safe from polio, they are all at risk. This is why we must get every child under five vaccinated with polio drops every time it is offered.*



Cut: she is standing at a doorstep, marking the finger of a little boy she has just vaccinated while his parents and older brother look on. He looks up to her and smiles.

**VO:** *Because our lives are intertwined*

Logos lockup, etc.

## RATIONALE

*We show her as a mother.*

*As she steps away from her home to work as a Guardian of Health, she receives her father in law's endorsement. While we want to show women as engaged and involved, we need to be sensitive to local cultural mores.*

*Finally, we see her as a health worker being positively received by the community.*