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Production of an educational video to encourage Covid-19 vaccination

Produção de vídeo educativo para estimular a vacinação contra a Covid-19

Producción de un video educativo para fomentar la vacunación contra la Covid-19

Victor Muniz de ALENCAR[1]
Lattes: http://lattes.cnpq.br/6024676033876381
ORCID: https://orcid.org/0000-0003-1326-98
Ruth Carolina Queiroz SILVESTRE[1]
Lattes: http://lattes.cnpq.br/6782462429149231
ORCID: http://lattes.cnpq.br/6782462429149231
Henrique de Souza FREITAS[1]
Lattes: http://lattes.cnpq.br/6560925863351511
ORCID: https://orcid.org/0000-0002-2238-440X
Eduarda Maciel de ARAUJO[1]
Lattes: http://lattes.cnpq.br/1458268676456310
ORCID: https://orcid.org/0000-0003-3980-9977
Isabel Nana Kacupula de ALMEIDA[1]
Lattes: http://lattes.cnpq.br/8337455878007700
ORCID: https://orcid.org/0000-0002-7532-8030
Andressa Suelly Saturnino de OLIVEIRA[1]
Lattes: http://lattes.cnpq.br/1093141679216440
ORCID: https://orcid.org/0000-0002-2675-5159

[1] Universidade da Integração Internacional da Lusofonia Afro-Brasileira – Unilab, Instituto de Ciências da Saúde - ICS. Redenção, CE, Brasil.

Author's contributions:
Study Design: VMA, RCQS, HSF, EMA, INKA, ASSO
Data collection: VMA, RCQS, HSF, EMA, INKA
Data analysis: VMA, RCQS, HSF, EMA, INKA, ASSO
Manuscript writing: VMA, RCQS, HSF, EMA, INKA, ASSO
Critical review for important intellectual content: VMA, RCQS, HSF, EMA, INKA, ASSO

CORRESPONDENT AUTHOR
Andressa Suelly Saturnino de Oliveira
E-mail: andressasuelly@unilab.edu.br

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Abstract
Objective: To report the experience of producing an educational video to encourage Covid-19 vaccination. **Method:** This is an experience report on the production of an educational video, originating from a university outreach project in health, carried out from January to April 2021. The project consisted of three phases: pre-production: promoting an online survey on Instagram to capture public opinion and gather questions about Covid-19 vaccination. Also writing the script, storyboarding and reviewing the material for content and language by faculty researchers; production: recording the video; post-production: editing and publishing. Ethical considerations were respected throughout the process. **Results:** The resulting video was "What About Covid-19 Vaccines, huh?", a ten-minute and eighteen-second video. It simulates an online meeting between friends during which they discussed Covid-19 vaccines, based on the main questions raised by the target audience. The video was published on Instagram and on the YouTube channel. **Final Considerations:** We contributed by providing reliable, scientifically based, easy-to-understand and accessible information on questions related to vaccination against Covid-19 during the peak of the second wave of contamination in the country.
Key words: Health Promotion; Educational Film and Video; Vaccines Against Covid-19; Disease Prevention; Digital Health.

Resumo
Objetivo: Relatar a experiência da produção de um vídeo educativo para estimular a vacinação contra a Covid-19. **Método:** Trata-se de relato de experiência da produção de vídeo educativo, oriundo de um projeto de extensão universitária em saúde, realizado de janeiro a abril de 2021. Seguiram-se três fases: pré-produção: promoção de uma enquete *online* no *Instagram* para conhecimento da opinião do público e levantamento das dúvidas sobre vacinação contra a Covid-19. Também redação do roteiro, *storyboard* e revisão do material quanto ao conteúdo e linguagem por docentes-pesquisadores; produção: gravação do vídeo; pós-produção: edição e publicação. Os aspectos éticos foram respeitados durante o processo. **Resultados:** O produto foi o vídeo "E as vacinas contra a Covid-19, hein?", com dez minutos e dezoito segundos. Simulou-se um encontro *online* entre amigos, no qual dialogou-se sobre vacinas contra a Covid-19, com base nas principais dúvidas elencadas pelo público-alvo. A publicação ocorreu no *Instagram* e no canal do *YouTube*. **Considerações Finais:** Contribuiu-se com disponibilização de informações confiáveis, cientificamente embasadas, de fácil compreensão e acessibilidade sobre dúvidas relacionadas à vacinação contra a Covid-19 durante o pico da segunda onda de contaminação no país.
Palavras-chave: Promoção da Saúde; Filme e Vídeo Educativo; Vacinas Contra Covid-19; Prevenção de Doenças; Saúde Digital.

Resumen
Objetivo: Reportar la experiencia de producción de un video educativo para fomentar la vacunación contra la Covid-19. **Método:** Informe de experiencia sobre la producción de un video educativo, derivado de un proyecto universitario de extensión en salud, realizado entre enero y abril de 2021. El proyecto constó de: preproducción: promoción de una encuesta en línea en Instagram para recabar la opinión pública y recopilar preguntas sobre la vacunación contra la Covid-19. También redacción del guion, storyboard y revisión del material en cuanto a contenido y lenguaje por parte de investigadores del profesorado; producción: grabación del video; posproducción: edición y publicación. Se respetaron las consideraciones éticas durante todo el proceso. **Resultados:** El video resultante fue "¿Qué hay de las vacunas contra la Covid-19?". Simuló una reunión en línea entre amigos durante la cual hablaron sobre las vacunas contra la Covid-19, basándose en las principales preguntas planteadas por el público objetivo. El video se publicó en Instagram y en el YouTube. **Consideraciones finales:** Contribuimos a brindar información confiable, con base científica, de fácil comprensión y accesible sobre cuestiones relacionadas con la vacunación contra la Covid-19 durante el pico de la segunda ola de contaminación en el país.
Palabras claves: Promoción de la Salud; Cine y Vídeo educativo; Vacunas para Covid-19; Prevención de Enfermedades; Salud Digital.

Introduction

Audiovisual technologies, when well-crafted, significantly contribute to the democratization of information by facilitating viewers' understanding of the subject addressed in the production.[1] Educational videos are a valuable didactic resource for enhancing health education, enabling the sharing of reliable and standardized information, and proving effective in increasing viewers' knowledge due to their engaging and accessible nature.[2-4]

During the Covid-19 pandemic, marked by isolation and social distancing, educational videos became an important tool for promoting public health in Brazil. They could be disseminated via the internet, health systems, and communication networks. As a playful resource, they allow the transmission of strategies for disease prevention and control, reinforcing the need for immunization.[5,6]

The Covid-19 pandemic, caused by the SARS-CoV-2 coronavirus, is transmitted from person to person through respiratory droplets expelled during speech, sneezing, or coughing, through direct contact, or via contaminated surfaces.[7] The disease spread rapidly worldwide, and in Brazil, the incidence of Covid-19 reached 18,693.79 cases per 100,000 inhabitants, with a mortality rate of 340.86 per 100,000 inhabitants between 2020 and 2025. The year 2021 marked the highest peak of new cases (14.61 million) and deaths (424.11 thousand) per epidemiological week[8] and was also the year when vaccination of the Brazilian population began, along with the development of the educational video created in this study.

Initially, several transmission prevention measures were implemented, such as social distancing, isolation, quarantine, respiratory etiquette (covering nose and mouth when coughing or sneezing), use of surgical or cloth masks, hand hygiene with soap and water or alcohol gel, cleaning and disinfecting objects and surfaces, avoiding sharing personal items, and maintaining proper ventilation.[7] In the second phase, with the arrival of vaccines, vaccination of the Brazilian population began in January 2021, starting with priority groups, following the National Covid-19 Vaccination Operational Plan.[9]

The vaccination campaign began belatedly due to political conflicts in the country, which were further exacerbated by the spread of incorrect or false information (fake news) on digital media. This situation compromised adherence to immunization due to vaccine hesitancy. It generated distrust and doubts regarding the effectiveness of vaccines, making a national campaign to promote vaccination essential—important for changing the epidemiological landscape and ensuring confidence in the intended effect.[10,12] Despite the unfavorable scenario, in December 2022, Brazil was ranked as the second-best performer in vaccination coverage among BRICS countries (Brazil, Russia, India, China, and South Africa), with 81.22% of the population having completed the vaccination schedule.[12]

In this context, the use of video emerged as an educational strategy to encourage Covid-19 vaccination. The aim was to create an educational technology that would provide updated knowledge, motivation, and public awareness on the topic. Sharing the experience of creating the video as an educational tool allows for the dissemination of the procedures that precede the release of a reliable health education product and serves as a reference for others who may need to use this type of educational technology. Thus, this study aims to report the experience of producing an educational video to promote Covid-19 vaccination.

Methodology

This is a descriptive study in the form of an experience report on the production of an educational video aimed at encouraging Covid-19 vaccination, which followed three phases: pre-production, production, and post-production.

It recounts an initiative from an outreach project at the *Universidade da Integração Internacional da Lusofonia Afro-Brasileira ("Unilab",* University for International Integration of the Afro-Brazilian Lusophony), titled "Educational Videos for Health Promotion: TV Saúde Unilab," developed between January and April 2021. The video was published on the digital platforms Instagram and YouTube on April 12, 2021. The target audience consisted of social media users and/or video platform users who followed the profiles of the project "Educational Videos for Health Promotion: TV Saúde Unilab."

Phase 1: pre-production

In January 2021, an online survey was conducted through the Instagram account of the extension project (@tvsaudeunilab), featuring two questions: "Would you take the Covid-19 vaccine?" and "Are you afraid of taking the Covid-19 vaccine?" These questions were directed at individuals with access to Instagram, either followers of the project's profile or users who viewed the survey while it was available in the app's story feature, which lasted 24 hours.

Additionally, followers were invited to share their questions about Covid-19 vaccination. Submissions were collected via a question box tool created in the Instagram Story (also available for 24 hours), as well as through a Google Forms link shared in the Instagram bio and on WhatsApp. The questions were transcribed into a Word document for prior reading, organization, and selection. The most frequently asked questions were chosen, given the

impracticality of addressing all submissions due to video length constraints.

Based on the collected questions, a literature review was conducted to find answers, prioritizing information from national health authorities such as the Ministry of Health.

With the information in hand, the script was drafted, structured around a dialogue scene between four friends who hadn't met in person for some time due to the Covid-19 pandemic. The scene depicted a video call using Google Meet, during which questions about Covid-19 arose. The virtual meeting simulation was designed to evoke a sense of belonging to the reality portrayed in the narrative.

The script was reviewed by three "*Unilab"* faculty researchers, all PhDs with degrees in Pharmacy and Nursing, to assess the language and health information used. Their suggestions included updates on new virus variants, social isolation, references to vaccines available in Brazil, shortening of dialogue segments, and replacing certain terms with more commonly used vocabulary.

Phase 2: production

The students individually recorded their respective lines, following the editor's guidelines outlined in the storyboard. Each line was recorded separately, with a maximum duration of 18 seconds, using a mobile phone held vertically. Either the front or rear camera was positioned at face level, and headphones with a built-in microphone were used to capture the audio. Recordings were made in well-lit environments, with light coming from either the right or left side. The framing included only the face and shoulders. A few seconds were requested before ending each recording to facilitate the editing process.

Phase 3: post-production

The editing process was carried out using Wondershare Filmora 9 and Adobe Photoshop 2019. Following the elements outlined in the storyboard, a video call simulation was created to resemble a Google Meet session. The vertical layout of a mobile phone video call was chosen. Each recording was placed within a layout that replicated the icons typically found at the bottom of the Google Meet interface, along with the character's first name displayed on the left.

Before the dialogue, audiovisual animations were added to present the name and logo of the institution, the institutional support sectors, the extension project responsible for the initiative, and the video title. After the dialogue, a technical sheet was included. Royalty-free sound elements were used under free license.

The video, titled "What about the Covid-19 vaccines, huh?", was the result of an initiative from the extension project "Educational Videos for Health Promotion: TV Saúde Unilab." It was reviewed by the Research Ethics Committee of "Unilab" (CAAE: 41375020.0.0000.5576) and approved under opinion no. 5.228.198, dated February 7, 2021.

Results and Discussion

Regarding the online survey conducted during phase 1, the first question ("Would you take the Covid-19 vaccine?") reached 61 people, and 100% of the responses were "yes." For the second question ("Are you afraid of taking the Covid-19 vaccine?"), the audience reached was 59 people, of whom 89% answered "no" and 11% answered "yes."

The purpose of promoting this survey was to assess the target audience's views on vaccination, understand them, and thereby address their concerns, given that this period was marked by intense vaccine hesitancy. Among the main reasons were concerns about adverse events, lack of confidence in the safety of Covid-19 vaccines, uncertainty about their effectiveness, and conspiracy theories, among others.[14]

As for the questions about Covid-19 vaccination, 24 inquiries were received, the contents of which were presented in Figure 1. The most frequently repeated questions were selected, as it was not feasible to address all of them in a short video.

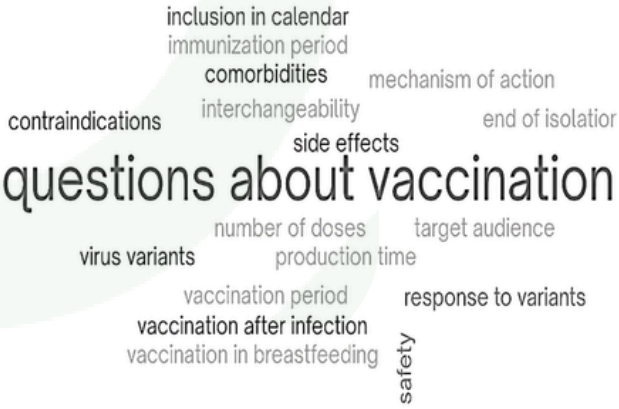

Figure 1. Topics of concerns regarding COVID-19 vaccination
Source: Elaborated by the authors (2021)

The collection of questions from the target audience was essential, as during the script development period, the Brazilian population was engaged in heated debates about indecision and mistrust regarding Covid-19 vaccination. Thus, the questions listed in Table 1 were raised.[15-19]

Questions	Answers
"Is the vaccine they're administering safe?"	There are no records of serious adverse effects for the Coronavac and AstraZeneca vaccines in studies conducted in Brazil. The adverse events of both vaccines showed appropriate safety profiles, with the most frequent effects being mild and temporary, such as pain at the injection site, headache, nausea, and fever.[15]
"Suggestion: address the adverse effects and how to manage them if they occur"	Any vaccine can cause discomfort. As a response to the components of the injection, redness and swelling at the application site, dizziness, and/or fever may occur. However, none of the tested vaccines caused unexpected reactions. If any do occur, it is important to seek the nearest health unit.[15]
"Was the study period sufficient? Why does it take so long to develop a vaccine?"	Given the public health emergency, with high investments, partnerships, and the use of new technologies to produce a vaccine more quickly, *Anvisa*, as the regulatory agency of the Brazilian government, granted temporary emergency use authorization, on an experimental basis, for the Butantan/Sinovac and Fiocruz/AstraZeneca vaccines.[16]
"I didn't get sick or catch Covid, but I'm often near infected people, yet I've never tested positive. Do I still need to get vaccinated?"	Yes. First, it must be verified whether the RT-PCR test was performed after the 5th day of contact to obtain a reliable result. Regardless of the test result, the recommended action in cases of contact with infected individuals is a 14-day isolation period, since the priority is to prevent transmission, and the person may even be asymptomatic. In such cases, vaccination is only allowed after a new test is performed following isolation and the absence of the virus is confirmed, as cases of reinfection do exist.[17]
"I think it's relevant for you to explain how the vaccine works in the body, for people who are unfamiliar with the topic"	The vaccine is injected into the arm muscle and captured by immune system cells, which differentiate into cells capable of recognizing the virus and producing antibodies, thereby strengthening the body's defense system. This process takes about two weeks. After an interval of two to four weeks, the second dose of the vaccine is administered. From that moment on, memory cells are boosted to produce a faster and stronger response against the virus.[16]
"How long does it take to become immunized after receiving the vaccine?"	Full immunity will only occur about two to three weeks after the second dose.[15]
"Can I be vaccinated even after discovering I was infected with the virus?"	It is recommended to postpone vaccination in individuals with confirmed infection to avoid confusion with other differential diagnoses. Since clinical worsening can occur up to two weeks after infection, ideally vaccination should be delayed until full clinical recovery and at least four weeks after symptom onset or four weeks from the first positive PCR sample in asymptomatic individuals.[16]
"Why are two doses necessary?"	The first dose prepares the immune system for a viral invasion, and the second dose enhances immunization. Two doses are necessary to achieve the level of immunity corresponding to the vaccine's full reported efficacy.[16]
"Are the two vaccines available in Brazil interchangeable? That is, can someone take one dose of one and the second dose of the other without compromising immunization?"	No. The guidance is that the vaccination schedule should be continued with the same manufacturer, as there is no data available on interchangeability between different products.[15]
"What are the contraindications of the vaccine? Can breastfeeding women be vaccinated?"	Pregnant, postpartum, and breastfeeding women should be advised and assessed regarding exposure and contagion, and there is no contraindication for vaccinating these women.[16,18]
"Do the antibodies from the current vaccines destroy a possible mutation of the virus?"	It is likely that yes, according to current knowledge, there should be no interference in the vaccine response due to the new circulating variants.[15]
"When will it be available for us students who need in-person classes?"	For students, excluding Indigenous and *Quilombola* populations who attend in-person classes, vaccination is scheduled after the third phase, that is, after priority groups have been served.[16]
"Will health science students be vaccinated? Will they be eligible to receive the vaccine in phase 1?"	In the first phase, healthcare professionals will be vaccinated. It is also expected that health science students and technical health students in hospital, primary care, clinical, and laboratory internships will be vaccinated.[19]
"Will it be for everyone? What's the forecast for vaccinating people outside the risk group?"	In the initial phase, when there is no widespread availability of the vaccine in the global market, the main goal of vaccination is to focus on reducing morbidity and mortality caused by the new coronavirus, as well as maintaining the operation of essential services.[16]
"Once the vast majority of the population is vaccinated, will quarantine truly come to an end?"	We do not yet know whether the vaccines will be able to prevent, in addition to the disease, infection and transmission of the coronavirus. Therefore, we cannot relax safety measures, and it is indeed necessary to continue wearing masks, maintaining social distancing, and practicing proper hand hygiene.[15]

Source: Elaborated by the authors (2021).

The script was developed by six students from the Nursing, Pharmacy, and Portuguese Language programs at *Unilab*, all participants in the project. It featured 31 lines and no narrator. Four of the students voluntarily acted as characters, fully aware of the use of their images and keeping their real names to preserve the natural flow of the dialogue. In the script, a brief description of each character's traits was added upon their first mention to clarify the stance they should adopt in the dialogue. These characters represent different viewpoints and positions regarding the pandemic and vaccination.

The attempt to reflect reality in the video is evident from the way the characters' behavioral traits were constructed. It was decided to include a character who denied the seriousness of the pandemic and questioned the effectiveness of the vaccines. Rather than approaching this character with criticism, the goal was to listen, explain, and provide examples with patience and care. The other characters shared their vaccine-related knowledge in a complementary way, revealing that while they were familiar with some information, they still sought understanding of other aspects.

The script was designed to show that people may come across misleading information about Covid-19 vaccination, but that it is possible to engage in balanced dialogue to understand the topic and clarify doubts and insecurities. Studies show that Brazilians generally have a positive view of Covid-19 vaccines, despite having questions about the immunization itself.[20] Additionally, the text was written in accessible language to reach the target audience and ensure clarity.

Alongside the script development, a storyboard was created as an organizational strategy with notes divided into columns covering narration, scenes, and animations for the video. Its purpose was to provide a preview of the production on the virtual platform canva.com, in preparation for phase 2, which involves the design and composition of the scenes.

The purpose of producing a storyboard was also to assess aspects related to synchronization and compatibility with reality. Since the storyboard allows for a preview of the production, it becomes possible at this stage to evaluate, in a comprehensive way, whether the video presents the information in a logical and realistic manner. This is, in fact, one of the issues found in the large volume of health-focused videos available on the internet.[21]

Regarding Phase 2, a total of 31 recordings were made (one for each line), with special attention given to body language. In addition to speech and varying

intonations, gestures and facial expressions directly impact the message being conveyed. The body is a fundamental communication tool for transmitting and understanding information through its non-verbal language. Therefore, recreating a dialogue environment among friends that closely resembles reality is essential for engaging the target audience with health information through audiovisual elements such as speech, tone of voice, and lighting.[23,24]

It is also important to highlight that the video aims to address vaccine hesitancy. As this is a challenging issue, realism can help reverse behavior through persuasion, by bringing the viewer closer to the scene.[24] This proximity allows for visualization and comparison with real-life situations, contributing both to persuasion and to learning that may lead to a change in decision regarding vaccination.

However, it is important to consider that the intended effects of body language and speech may not always achieve such persuasion, since vaccine hesitancy is also linked to how each person socially experienced the Covid-19 pandemic.[10] If opposition to vaccination stems not only from a lack of access to information but also from broader social factors, such as worldview, then an educational video may not be sufficient to change minds—though it can be useful in encouraging dialogue on the topic.

Regarding Phase 3, the final product was a video titled “What about the Covid-19 vaccines, huh?”, with a duration of 10 minutes and 18 seconds. The video production began on January 27, 2021, and was completed on April 13, 2021. It was published and shared on Instagram TV (IGTV) and on the extension project’s YouTube channel (video link: https://www.youtube.com/watch?v=2KiL-R2EZEs). To date, it has received 136 views on YouTube and 660 views on Instagram.

The choice to share the video on these platforms (or to make the link available) is justified by the fact that they are virtual spaces where fake news is often found - content that contributes to vaccine hesitancy.[25] Providing accurate, easily digestible information in the same environment where misinformation spreads can help empower individuals to make informed health decisions.

The video aimed to reduce the mistrust strongly associated with vaccine hesitancy, which persists even after vaccination. This issue reached national proportions and continues to affect not only the credibility of Covid-19 vaccines but also the trust in the National Immunization Plan, the general acceptance of vaccines, and overall vaccination coverage.[26]

Challenges faced included finding a platform with a free license and access to all necessary tools, including royalty-free and properly licensed background music. Another obstacle was adjusting the video’s dimensions to suit both Instagram and YouTube, which required compatible resolution settings for publication on both platforms.

Although the script was developed based on questions from the target audience, there were limitations regarding the information available about the vaccines at the time the video was produced, which reflected only the two vaccines available in Brazil during that period: Coronavac and AstraZeneca.[27] Another limitation was the constant changes in guidelines for disease prevention and vaccination, which were subject to updates as clinical studies progressed.

It is believed that conducting further research using educational technologies is important to provide information about the importance of Covid-19 prevention. Such health promotion initiatives are essential for raising public awareness and may contribute to reducing the number of severe cases and deaths caused by the disease in the country.

Final Remarks

Through the development of an educational video promoting Covid-19 vaccination and the subsequent experience report on its production, it was possible to expand the scientific literature regarding the use of audiovisual tools as a teaching strategy and a means of democratizing knowledge in a broad and accessible way. Additionally, the initiative contributed to the dissemination of reliable, scientifically grounded, and easily understandable information to the general public about common questions related to Covid-19 vaccination, during the peak of the second wave of infections in the country.

The information presented was based on the scientific evidence available at the time regarding Covid-19. In any case, all content was traceable and trustworthy, as it was sourced from digital scientific databases and later reviewed by faculty researchers in the health field

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