



Lesson 8: Prevention and Health Education/Social Marketing

OBJECTIVES

1. Students will be able to identify an action step to mitigate the spread of an infectious disease.
2. Students will be able to identify a health education/social marketing strategy.
3. Students will create a public service announcement or other health education/social marketing material for other 4-Hers.

RESOURCES

Slide deck of health education examples

PREPARATIONS

1. Approve any comments posted on website since last lesson.
2. Create poll questions for Fart Mind Experiment Activity.
3. Put first negative action statement on white board so it is ready to see when you begin.
4. Create a free on-line Doodle poll (www.doodle.com) with 1 hour reservation blocks so that groups can use the Zoom classroom to meet. Limit the poll to one answer per option so that only one group can use the room at a time.
 - Participants can use their own Zoom accounts or other virtual meeting spaces if they want to.
5. Review prevention strategies and approaches for selected infectious diseases if necessary.

INSTRUCTIONS

- 1. Welcome everyone back and check in with the youth. (3 minutes) Slide 1**
- 2. Review the group agreements if necessary (2 minutes)**
 - You can either screen share and show the image you took from last week, or you can create a new image using a Google or Powerpoint slide, and display it as your background image.
- 3. Ice Breaker/Educational Activity- Fart mind experiment (5 min) Slide 2**
 - a. Launch poll with pre-typed questions.
 - b. Have members choose from the following scenarios:
 - If you were with friends, and knew you had to fart, but you did not want them to know you did it, which situation would you rather be in? a) inside a car with the windows rolled up b) inside a car with the vent on and the windows open
 - If you knew you had to sit next to someone for 2 hours that would be farting the entire time, which situation would you rather be in? a) in a small closet with the door closed b) in a large room with the doors and windows open
 - Which situation do you think you would smell a fart the least in? a) in your bedroom b) outside on your balcony or patio?
 - c. Discuss: "How does this translate to the spread of airborne diseases that we cannot see?" such as:
 - eating outdoors at restaurants
 - sharing car rides
 - limiting meeting size
 - standing 6 feet apart
- 4. Examples of Public Service Announcement's (PSA) (30 min) Slides 3-12**
 - a. Show slide 3. Put into chat box the ways we influence people behaviors. Ask students to type in the method used while showing the slides.
 - "How do we influence people's behaviors?"
 - motivate
 - change attitudes
 - educate
 - enforce policy
 - influence with peer pressure
 - overcome barriers
 - b. Recap methods for disease mitigation and spread.
 - Don't touch eyes nose or mouth
 - Quarantine
 - Face masks
 - Physical distancing of 6 feet
 - Wash your hands
 - Clean & Disinfect
 - Cover your cough and sneezes
 - Fresh air and outside
 - Vaccines



- c. Show slides 3-12 in L8 slide deck as examples of each. Click on links for music and videos (when sharing sound, be sure to click the box at the bottom of the "share screen" pop up box in Zoom that says to share the sound from your computer).

5. Positive action activity (5 min) Slide 13

- a. People remember what we say. So if we create an ad that tells them something negative, they will likely do the opposite of what we want. For example:
 - i. Don't drink soda (negative) vs drink water (positive)
 - They will remember you said something about soda, thus reinforcing soda consumption.
 - They still don't know what you want them to do instead. By providing the positive action, they have a concrete goal to work towards.
 - ii. Don't watch too many screens (negative) vs get up and move (positive)
- b. Share the white board. Put a phrase from below on the white board screen and have them rewrite it.
 - Negative Action Statements
 - Don't go out when you feel sick
 - Don't touch contaminated surfaces
 - Don't cough into your hand
 - Don't shake hands with other people

6. Group Health Education Project (10 min) Slide 14-22

- a. Post link to worksheet in chat box for students to open.
 - <https://drive.google.com/file/d/1N2X9BqKC0yA5ZMG1Jm-vRy5flr0Lh8z/view?usp=sharing>
- b. Show screen of handout and review assignment.
- c. Sort into groups of 3-5 people.
 - Some youth may want to work independently which is okay! Just make sure that groups and individuals all know the expectations for their project.
- d. Put into break out rooms randomly, or decide ahead of time who you will group together (but you may have to adjust based on actual attendance).
- e. Groups should start by:
 - i. Choosing a leader
 - ii. Sharing contact information
 - iii. Selecting a follow up meeting time
 - iv. Picking a topic/behavior,
 - v. Selecting a social marketing approach
 - vi. Choosing a style of material
- f. Reconvene after five minutes.



g. Specify leader responsibilities. The leader should:

- i. Follow up with a reminder of the date/ time to meet to develop.
- ii. Sign up on doodle if group wants to use Zoom classroom to meet. Post link. (Facetime and Google hangout are also available.)
- iii. Email final product to Project Leader before the next meeting. Show them where to find the Project Leader contact information on-line.
- iv. Share their material at next meeting.

