



## Lesson 9- Public Service and Policies

### OBJECTIVES

1. Youth will display and present their social marketing/ health education materials.
2. Students will participate in policy reviews of infectious diseases. Understanding both or all sides of arguments for a given policy is important for making a sound decision.
3. Students will understand that reduction of risk of catching a contagious disease is variable based on what preventative actions you take. Reduce all-or-none thinking about risk.

### PREPARATION

1. Collect and save the health education materials developed by teams prior to meeting start.
2. Determine if the post evaluation will be used.
3. Get a piece of paper, a pen/pencil and a die.

### INSTRUCTIONS

1. **Welcome everyone back and check in with the youth. (3 minutes)** Slides 1, 2
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. **Health Education Sharing Activity (20 min)** Slide 3
  - Screen share** each team's item. Have each group leader provide an overview of their team's educational materials.
    - Why did you select this topic?
    - Where could this be used?
    - How should these be shared?
4. **Relative Risk Game (15 Minutes)** Slides 4-20
  - Goal:** To make it to the end of the game with the least number of occurrences of getting sick.

### How to Play:

- a. Get a piece of paper and a pen/pencil.
- b. Get a die if you have one (maybe in a board game box?). If none available, use this on-line die. <https://freeonlinedice.com/>
- c. Fold paper in thirds lengthwise. Unfold.
- d. Fold paper in half width-wise.
- e. This makes 6 sections total.
- f. Unfold paper and number sections #1-#6.
- g. **Advance the slide.**
- h. Read the scenario as a group. Write down your answer in that section on your paper.
- i. **Advance the slide** to see what your risk is.
- j. Roll your die.
- k. Determine the outcome based on the answer you selected and the number you roll.
- l. If you get sick, put an "X" through that square on your paper.
- m. Repeat for all questions.
- n. Take time at end to reflect:
  - How many times did you get sick?
  - Who got sick the fewest times?
  - Who got sick the most?
  - What activities were the riskiest?
  - What choices would you change next time to reduce your risk?
  - Are there any choices you might make differently in life to reduce your risk?

### 5. Policy Discussion (10 min) Slides 21-23

- a. **Using the white board:** write the policy statement at the top. Then draw a vertical line down the middle and label one side "Pros" and the other side "Cons".
- b. Have members type in the pros and cons of each policy. Ground the participants in the stages of disease severity and how that would influence the decision to be made.
  - i. Policy Statements:
    - 4-H meetings should only be held virtually
    - masks are required to be worn in all public places
    - students are required to be vaccinated to attend school
  - ii. It may help discussion to put these policies into context with a specific date. For example, you can pretend that it is March 2020 for discussion about (a) when the pandemic began, November 2020 for (b) when we saw a winter spike, and present day for statement (c)



c. With each, discuss:

- How do you balance the pros and cons when making these decisions?
- What are all the factors and how do you weigh them?
- How can you plan ahead for others who do not understand your decision? How can you help to inform them of your process for making it?
- How would you enforce a policy? Should it be a guideline instead if it cannot be enforced?

## 6. Debrief (3 min) Slide 25

- Explain how you want them to enroll in the project if this was not done sooner.
- Show them where to find the certificate for their record book. Adapt as appropriate. <https://ucanr.edu/sites/DiseaseDetectives/files/329632.pdf>

