Effective messages and pictures for Public Awareness, Public Education

Regional PAPE Workshop,

19 October, 2016

Manila, Philippines

Messages

- Messages should be short and simple
- Limit the number of messages
  - Do not overload the reader with messages. Develop 3 or 4 messages thoroughly per IEC material i.e. poster, brochure
- Stick to one idea at a time
  - Don’t skip back and forth between messages
- Avoid long lists
  - If possible limit lists to 4 or 5 items

Messages in BCC/PAPE

- **Messages should include action points and benefits that might results from those actions**
  - **E.g. In health education material about stopping smoking, tell readers that the information can help them to lead longer, healthier lives**
- **Find the right approach:**
  - **Tone**
  - **Appeal**
- **Use short simple words and sentences**
- **Make sure messages are appropriate to your audience**
  - **Be sensitive to cultural differences**

Images in BCC

- As we have seen images are very important for health education
- Illustrations capture the reader's eye first, then the caption, then the text
- **Good and attractive images are crucial in BCC or PAPE**
  - Particularly for readers with low literacy

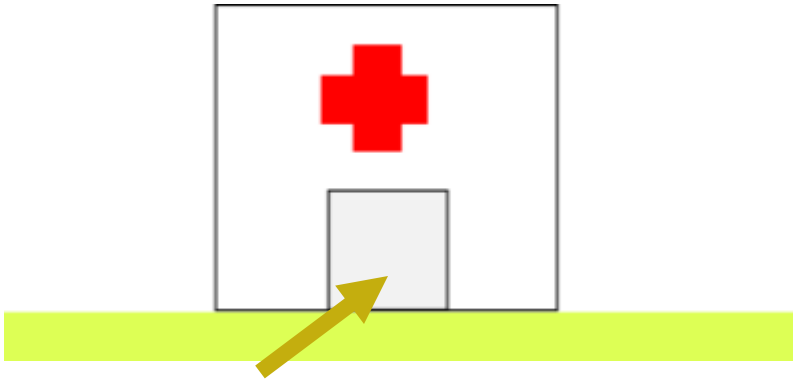
IEC material image principles

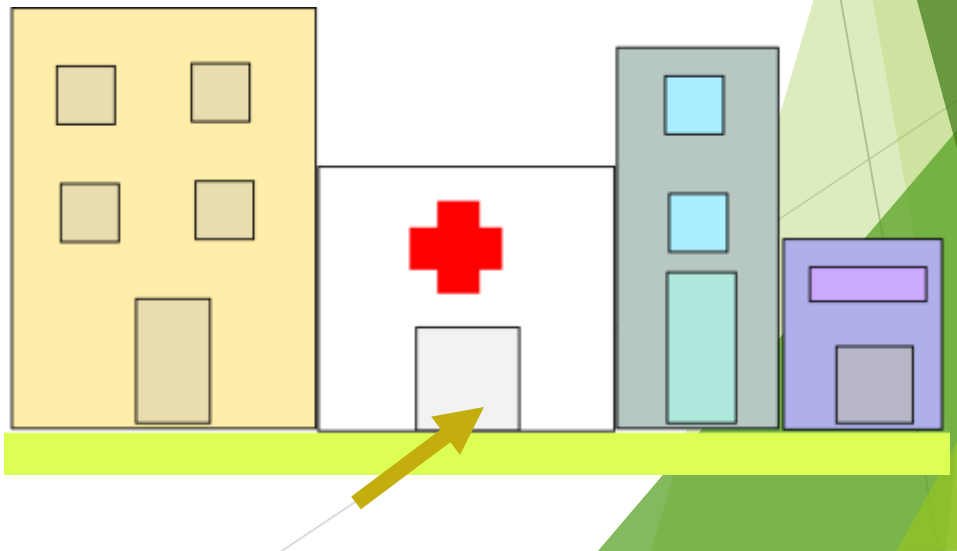
One message per visual

- Adding too many messages to a visual can make the reader miss some or all of the messages
- The image should enhance (rather than confuse) the message

Omit distracting details

- Illustrations are free from clutter and distractions – avoid extraneous detail that can distract the viewer from the message





Stay away from images that are too abstract

- What to do if you get hurt on a construction site
- Which image is clearer?

Image A

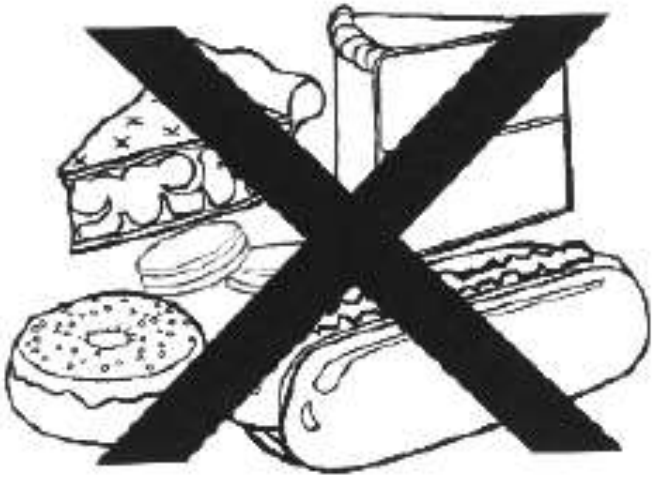
Image B

Show positive actions

- If possible avoid images that the reader should NOT do

Image A

Image B

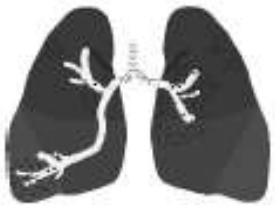


Make images culturally relevant and sensitive

- Draw clothing styles your target audience would wear
- Use persons from the same ethnic group if possible
- If the target audience is diverse, try and show a range of ethnic groups, age groups, etc.
- People understand and are attracted to images that seem familiar to them: expressions, activities, clothing, buildings, landscape etc.

Avoid anatomical pictures from medical text books

- Show l



Do not use blurry or unclear visuals

Use arrows and circles to point out key information

Use appropriate illustrative styles

- Pre-test different styles if possible
- Does the audience prefer line drawings over shaded drawings?
- Which graphic style is most acceptable and best understood by the audience?

Use captions

- Text accompanying visuals can be the most important text on the page

Wear gloves to avoid spreading disease.

- Make sure the visuals correspond to the text (& vice versa)

BCC image principles

- You might not be able to follow all of these principles all the time, but they serve as excellent guidelines when creating health education visuals

Working with a health professional

- The best team for creating appropriate health education visuals is a team of
  - Local artists
  - Health professionals
  - + pretesting with the intended audience
- Pre-testing in-house and pre-testing with the target audience

During pre-testing you should measure:

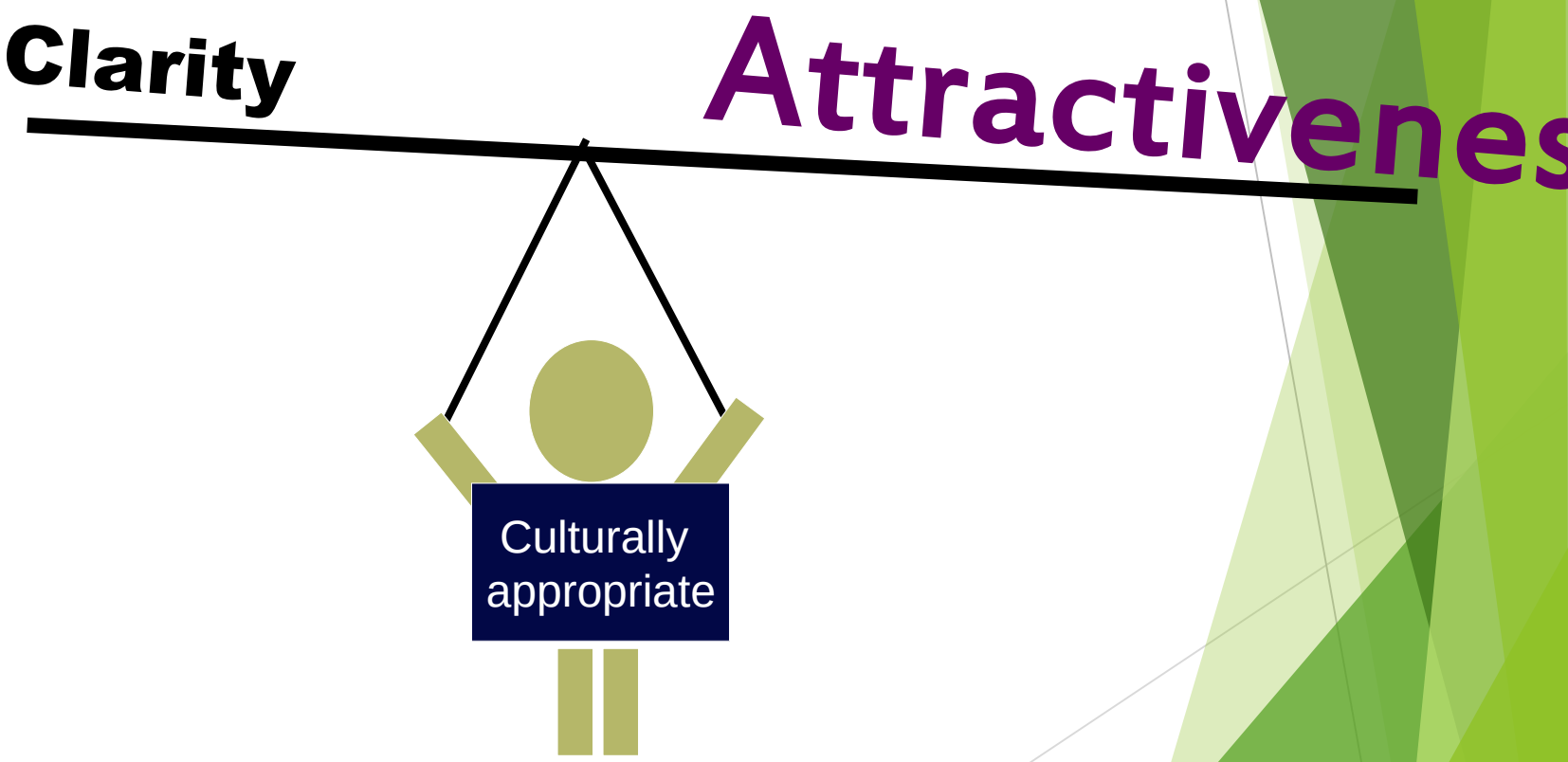
- Comprehension
- Attractiveness
- Acceptance
- Involvement
- Inducement to action

Poster layout and design

Appropriate layout/design

- A poster needs to be eye-catching and easy to read

Finding the balance…



Healthy Handwashing

1 Wash with **soap and water** for 10 seconds.

2 **Help** children wash their hands.

3 **Rinse** well.

4 **Dry** hands with a single-use towel.

5 **Use towel** to turn off water.

6 Place in a container **lined** with a plastic bag.

Present one message per picture

- Each illustration should communicate a singl message

Limit the number of concepts per page

- If your poster has too many messages, the reader might become bored or restless
- Too much information might be hard to remember
- Overcrowded posters do not look attractive

Promoting Safe & Healthy Child Care
by Jane Ralph
Seizure Management
Disaster Preparations
Immunizations
Fire Safety
Diaper Changing
Medication Administration
Biting
Diabetes Type
Playground Safety
Asthma
Bee Stings
Nutrition
Nutri-Jane
Allergies
Children with Special Needs
Separation Anxiety
Hand Washing
Fevers
Colds
Cover Your Cough + Sneeze Please!
HAND WASHING
Germbusters

Leave plenty of white space

- Having white space makes the material easier to read, follow and understand
- White space does not have to be white!
- The reader's eye should be able to move easily from image to text and from visual to visual

認識結核病

結核菌由飛沫傳染

打噴嚏及咳嗽時應用紙巾或手帕掩蓋口鼻，如有痰涎，應吐在廁所內，或用紙巾包好，丟進垃圾箱。

給嬰兒接種卡介苗，以減低患上結核病的機會。十五歲以下的兒童如從未接種卡介苗，亦建議接種此疫苗。

如有以下病徵，應接受檢查：持續咳嗽、痰中帶血、食慾不振、持續發燒或發熱、夜間出汗、體重減輕、胸痛、氣喘。

病者應接受全監督短期（六個月）藥物治療，可迅速減少傳染性，更可徹底痊癒。

結核病電話熱線：2572 6024

結核病網站：http://www.info.gov.hk/tb_chest

三月廿四防癆日　齊來認識肺結核

衞生署

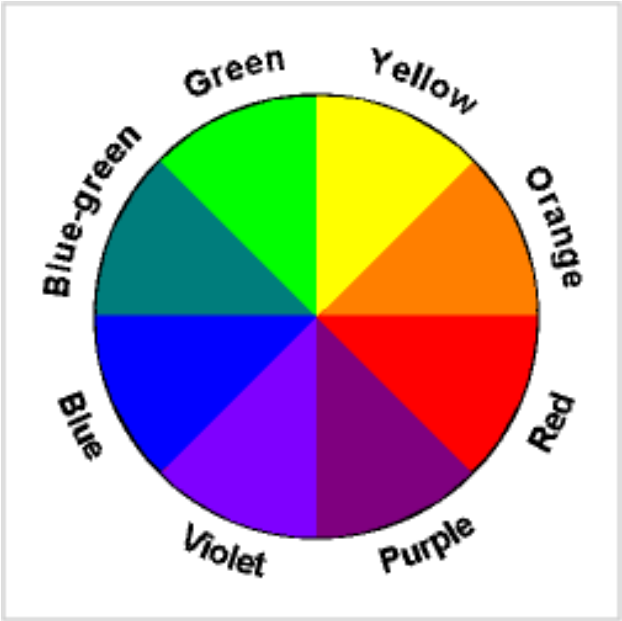
Type (font) and text

- Provide large type for posters
- Do not use vertical text or ALL CAPS
- Do not put text on top of an image (difficult to read)
- Ensure that there is enough contrast between type and background
- When possible substitute visuals for text

Colours

- Most importantly: Colours should be appropriate and acceptable to the target audiences
- **Colours can be powerful, choose colours on purpose**

- Colours have meanings, but these meaning can differ by cultures



Colour meanings

- Do colours have different meanings in your culture?
  - What do certain colours symbolise (red, green, white, blue, yellow…)?
  - Are there any colours too avoid?
- What are your favourite colours?
- Do men and women prefer different colours?

Watch the tones

- Tone refers to the quality of brightness, deepness or hue of any colour
- Using colours of similar tones can give too little contrast

Too little contrast

Too little contrast

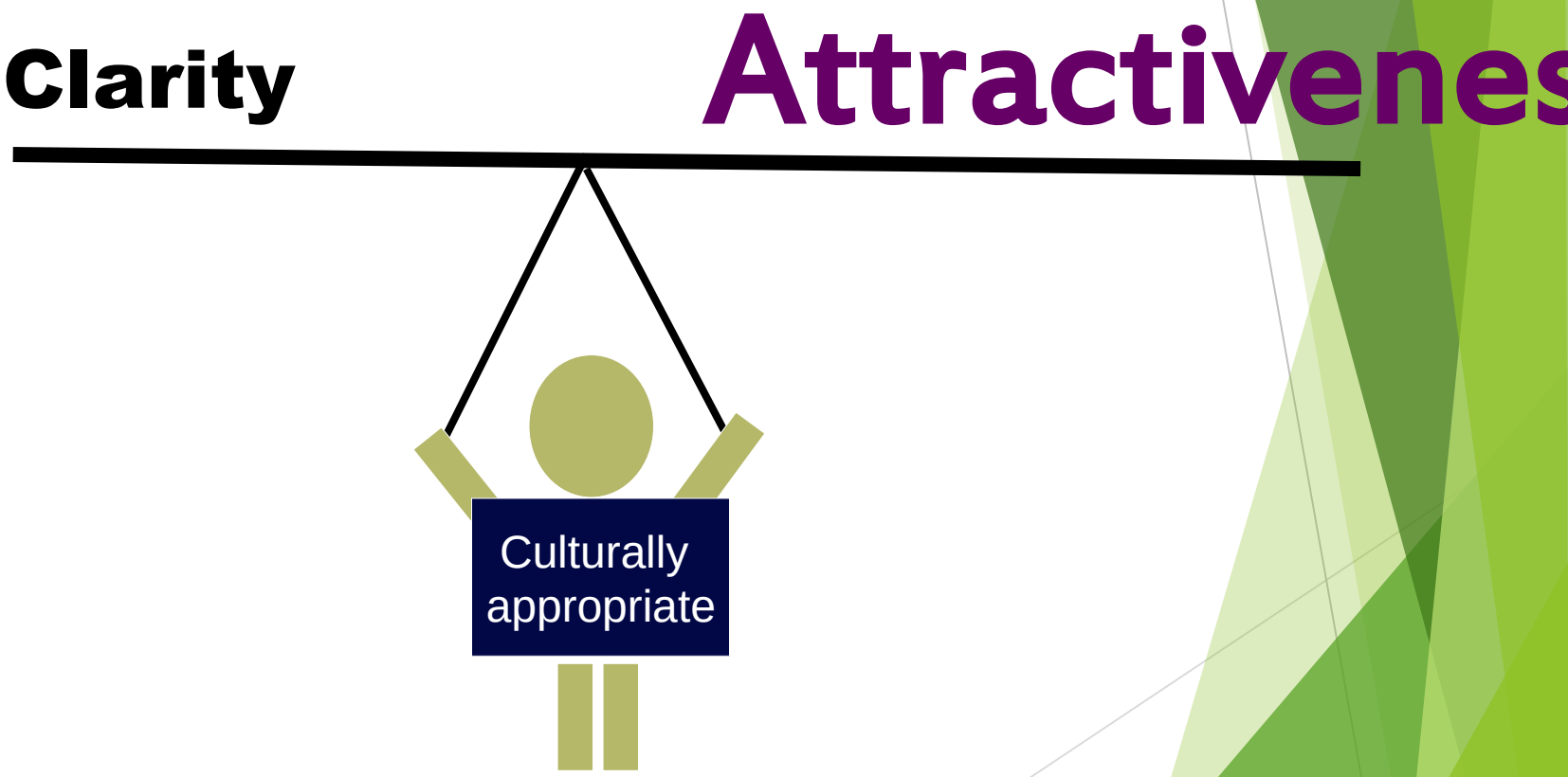
Ok contrast

Ok contrast

In general, use colours to

- Direct attention
- Show organisation
- Attract users
- Reinforce emotion

Finding the balance…



4 elements of effective communication

- **Attention**
  - Health education material needs to be read by people who will benefit
- **Comprehension**
  - People need to understand the health education messages
- **Recall**
  - After understanding the message, you need to remember it!
- **Acting on information (adherence)**
  - Not enough to notice, understand and remember, you need to **act** as well!