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?
Show positive actions

- If possible avoid images that the reader should NOT do
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 textbooks

- Show body parts in context
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

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

Wear gloves to avoid spreading disease.
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...

Clarity

Attractiveness

Culturally appropriate
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 single 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

Cover Your Cough - Sneeze Please!

Nutri-Jane

HAND WASHING: Prevents the spread of illness and disease.

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，或用紙巾包裹，丟進垃圾桶。

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：持續性咳嗽、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、氣短。

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

衛生署
三月廿四號防病日 齊來認識肺結核
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

<table>
<thead>
<tr>
<th>Too little contrast</th>
<th>Too little contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ok contrast</td>
<td>Ok contrast</td>
</tr>
</tbody>
</table>
In general, use colours to

- Direct attention
- Show organisation
- Attract users
- Reinforce emotion
Finding the balance...

Clarity

Attractiveness

Culturally appropriate
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!