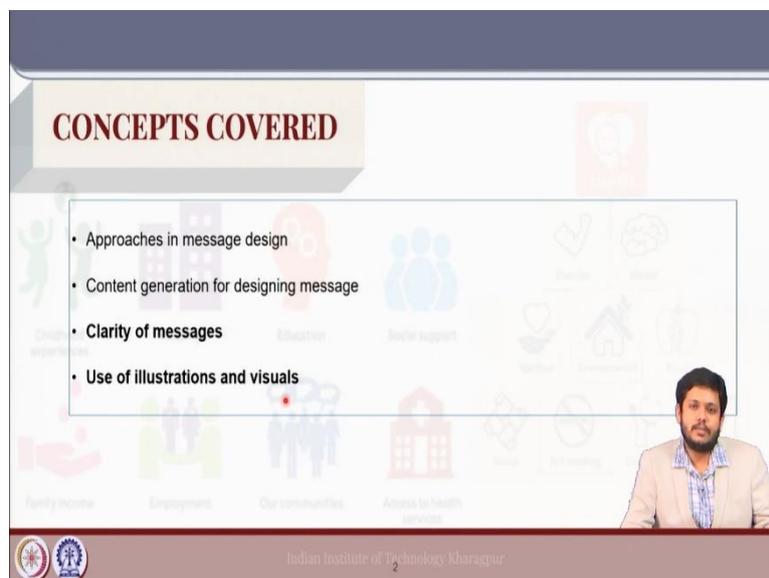


Basics of Health Promotion and Education Intervention
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Lecture - 28
Processes and Approaches of Designing Messages: Part II

So, we were discussing about the processes and approaches for designing messages for health promotion education interventions. Now, in the second part of our discussion we will be discussing about these two issues.

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First one is the clarity of messages and the second one is user illustrations and visuals. Now, see in our previous 2 lectures regarding design and message and these kinds of materials for information education intervention, you have come across several issues like some of them may appear to be very common and yet very notable. But they are some important aspects in designing a proper HPE intervention material like how to get a good message in, how to make that message very much engaging to people, how to get people involved in your HPE intervention.

Now, these issues will be covered over and over again but in different forms as we go on with our materials section and as we go on with our designing of this messages section. The key essence of covering all these issues over and over again is to make you understand that the different aspects or the different ways of looking into these issues of, like, how – a message, we can classify as a good message.

Which message is a good message? How we can classify? It is clear like this sort of issues there are different ways to look at it and by repeating this sort of information from different angles we'll be able to get a comprehensive outline of how to devise those particular clarity related issues or content related issues like this. And it will ultimately help you in making a good HPE intervention particularly, in terms of the messages because, they form the core of it.

So, we will be discussing regarding clarity and the illustrations and visuals part in this lecture.

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KEYWORDS

- Message
- Clarity
- Acronym
- Visuals
- Illustration

The slide features a grid of colorful icons representing various concepts like communication, health, and education. A presenter is visible in the bottom right corner.

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Make your Message Clear

1. Give the most important information first
 - **Quickly engage the audience:** Give the most important information first, Tell them what actions to take, Explain why it is important to them
 - Example: Always wash hands with soap and water for 20 seconds before and after handling food. Unwashed hands can carry germs that may make you and your family sick.

The slide includes a background illustration of a person washing their hands. A presenter is visible in the bottom right corner.

Now let us start with how to make our message clear. Now, I will give you certain important outlines or certain important points but they are not exhaustive; they are only an indicative list and in way they will help you to understand how to think regarding making a clear message. I again repeat that there is no clear rule of thumb but there is no clear guideline on what should be done and what must not be done like this.

There is only an overview or there is only what we can say is an indicative guideline for what can be done and what may be avoided. So, we have to strike a good balance in order to make our messages clear and use all the materials like visuals, texts everything appropriately in a proper HPE intervention material. So, how to make our messages clear? First point is to give the most important information first.

When we are going on or regarding discussion with the community straight up put your message into the community. Like, straight up you give them certain information that is actually the essence of doing that HPE intervention particularly. For example, take this one, always wash hands with soap and water for 20 seconds before and after handling food, unwashed hands can carry germs that may make you and your family sick.

Now, here basically our objective is to make the community aware about doing proper hand washing practices. So, the second line is basically the rationale behind, you know, practicing hand washing in a proper way, but that is not the main issue when we are going to speak to the community. Because, this will ultimately give you the long-term benefit but in order to make people perform certain behaviour you should give your message straight up front – that is what this message does. See, “always wash hands” it clearly states what to do, in other words it clearly says what is the call for an action, what should be done? So, giving the most important information first, in other words, means that you have to provide the call for an action at the very beginning of your message.

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Make your Message Clear

2. Limit the number of messages

- Focus on what your audience needs to know and do.
- Stick to one idea at a time- Develop one idea fully before moving to the next idea.
- Avoid lengthy lists- **Create short lists (3-7 items) with bullets, not commas.** People with limited reading skills tend to forget items in longer lists. If you have a long list, break it into subheads.

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The next part is: limit the number of messages, because see if you give too many calls for actions or if you point out too many actions and you ask them to practice all those actions and on top of it if you provide a list or a sequence of doing those actions it becomes difficult for the community to adapt to those behaviours. So, when you are trying to get on with an HPE intervention material it is best that you limit the number of your messages.

Like here, we have said that, I mean, you have to focus, means, you have already done the audience analysis the first part – first. So, after audience analysis you have to focus on what your audience actually wants to know or why you have invited the audience here or at that place what is the basic purpose? So, that you know forms a backbone of your messages. You can provide a single message you can provide 2 or 3 messages.

But usually do not go beyond those many messages because too many messages usually spoil the whole HPE intervention thing. And also, it is better that you stick to one idea at a time, so by that the core idea of your message should be a singular one and in that single idea you can devise 1 or 2 or 3 in fact different messages that coherently forms the basis for that core idea. For that you have to avoid the length/ lists (that I was saying that if you have a sequence).

Or if you have too many messages to provide then it becomes very much cumbersome, here you have we have written that create a short list like three to seven items with bullets and not commas. Because you know when we are seeing any particular poster or when we are seeing any material it has to be visually appealing also not only the figures the visuals are interesting but also the text or the material that is provided in the form of text.

Those should be interesting and appealing to your eyes as well. So, for that these are certain guidelines that you may consider while devising your HPE intervention package.

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Make your Message Clear

3. Tell audiences what they need to do: Your call to an action!

- Clearly state the actions you want your audience to take
- Use concrete nouns and an **active voice**. Active voice is where the subject does the action.

Say in this way:
Follow these rules to avoid getting sick from food:

- ✓ Cook meat until it is not pink in the middle.
- ✓ Wash your hands after touching raw meat.
- ✓ Wash fresh fruits and vegetables before eating them.
- ✓ Keep hot food hot and cold food cold.

Do not say like this: Following safety precautions can reduce food-borne disease transmission

- Highlight the positive
- Tell your audience what they should do** rather than what they should not do.
- Example: State like this, "Wear your helmet every time you ride your bicycle", instead of "Don't ride your bicycle without wearing a helmet."

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The third point is: tell your audience what they need to do, that I was discussing: that your call to an action. What is the call to an action? – What we want the audience to do or what we want the beneficiaries to perform. That is the crux of it. So, clearly tell what the program or the intervention wants the participants to do. For example, you have to it is better if you use active voice because when you are giving a call to action it is always best.

If you provide those ideas or change objectives in an active voice. Consider this example, follow these rules to avoid getting sick from food here our objective is to help people avoid getting sick from foods. It may be due to food poisoning it may be due to improper procurement of food whatever; but objective is to keep people healthy. And for that purpose, see here we have given certain bullet points in the previous slide we told you that create short lists.

Here, the list is short and there are certain, only certain bullet points and the central idea is conveyed in the first line itself. So, it says that first you cook meat until it is not pink in the middle wash your hands after touching raw meat wash fresh foods fruits and vegetables before eating them, keep hot for keep food hot and cold food cold. So, you see the four messages they are coherently linked to the central idea of this message.

And in other words, this is a very good way to showcase what exactly is that you want the audience to do, your call to an action. So, this is an example what you should not say in a passive voice perhaps like following safety precautions can reduce foodborne disease transmission here, you have certain drawbacks like it is written in a passive voice and you know when we are saying something in a passive voice.

And then the strength in asking the people to do it or in other words 'persuasion', the strengths of persuasion it kind of reduces. So, that is a problem then following safety precaution it is kind of vague. So, this kind of message is it is better to avoid and it is a classical guideline on how to make a clear and actionable message and also you have to highlight the positives because here the positive is to avoid getting sick.

This is a big positive from it and you should tell your audience what they should do instead of what they should not do because, again what they should do means doing it actively. And it serves the purpose of change of the objectives in your hpe intervention program.

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Make your Message Clear

4. Tell your audience what they will gain from understanding and using the material

- Tell your audience how your materials will benefit them. Answer the question, "What's in it for me?"

Example:

- You will learn what to do to have a healthy pregnancy and ways to prevent possible complications

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The next part is: tell your audience, what they will gain from understanding and using the material. So, the basic question everyone asks is what is in it for me because either way you have to provide your audience or the beneficiaries with certain short term and long-term benefits. Without any benefits people are not going to perform any behaviour if it is not going to bring them some kind of change for good.

So, this you have to answer for example you will learn what to do to have a healthy pregnancy and ways to prevent possible complications. See this message is taken I mean it is device for promoting healthy pregnancy related practices. Now when you are promoting healthy practices for pregnancy during pregnancy, you have to make the beneficiaries understand, what will happen?

I mean what is in it for me because, people are not going to understand simply by the by the term healthy pregnancy because healthy – what is health? Healthy is kind of an abstract concept to people. And it is kind of a dynamic and also subjective but that is not conveying the basic benefit that people are going to get. So, for that you convey the benefit in this way that ways and it ways to prevent possible complications.

So, your benefit statement is this that it will prevent the possible complications. Now, this makes a complete statement because you have clearly mentioned what is in it for them.

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Make your Message Clear

5. Choose your words carefully

- Keep it **short**
- Use words with one or two syllables when you can.
- Keep most sentences, if possible, between eight to ten words and limit paragraphs to three to five sentences.
- Communicate as if you were talking to a friend
- A conversational style has a more natural tone and is easy to understand.
- *Say like this:* You could get sick if you are near the chemical.
- *But Not:* Exposure to the chemical could cause adverse health effects.

Respect and value your audience

- **Don't talk down or preach.** People are less likely to act on information if they are made to feel bad about their current behavior or health situation.

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Then choose your words carefully, because you see whatever we say I mean whatever we do also I mean we have to be very precise and we have to be very cautious because as the program implement or as the researchers or anyone who is interested or actually implementing the HPE intervention package the actions the words, the words in the materials they are going to reflect on the whole intervention package or the whole intervention program in a big way because it has certain bearings in it.

Like the words maybe some certain words are not applicable or not acceptable perhaps in certain cultures in certain age groups like this way. So, for that we have to choose the words very carefully and in order to do that basic motto is to keep it short. Keep the messages brief it helps the audience to understand what is actually conveyed if you keep the message short and simple like.

So, the better words are use words with 1 or 2 syllables because apart from the cultural and the demographic, other demographic factors also literacy and perhaps people's cognition is also an important part. So, here you want to consider the context or the length of the words the syllables etcetera it will help you understand which kind of word to use. I mean you are using colloquial words in certain ways.

But which colloquial words to use in such a way that it is also culturally acceptable and also understood by the community. A better way is to say, I mean I have given two examples how to say and what not to say. See this one, which I have promoted in fact let us say like this you could get sick if you are near the chemical. Some hypothetical chemical is proposed here and the participants or the beneficiary is I mean advises that not to get in touch with the chemical or not to get near the chemical.

So, it is a message but if you say like this: exposure to the chemical could cause adverse health effects. See here the problem is it is not only I mean a good statement or in fact a passive statement also certain words certain jargons are used which are not really understood by the general population. So, a better message is obviously the first one, where each and every word is very clearly communicated to the society or to the beneficiaries.

And the overall objective or the change statement is also clear that do not go near the chemical it is simple. As I have already said that respect and value your audience it has much to do with culture and related beliefs even if you want to change the beliefs you have to first respect the culture and the belief. And then only after knowing thoroughly the beliefs and the cultures you can aim for changing those beliefs and cultures.

And obviously you should not talk down or preach because that is not very much accepted among different groups, because that makes certain people uncomfortable as well and your message the whole objective of the program will be lost.

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Make your Message Clear

5. Choose your words carefully

- Use a tone that **encourages the audience**
- Emphasize small, practical steps. Offer concrete examples of successful action steps
- Limit use of jargon, technical, or scientific language**
- Define necessary jargon or technical terms first. Then explain them in language your audience will understand.
- Example: *high blood pressure* instead of 'hypertension', birth control instead of 'contraception'
- Choose words with a single definition or connotation: **avoid ambiguity**
- People with limited literacy skills may not be able to figure out the meaning from the context.
- For example:
- "Poor workers" could mean workers with poor performance or workers with limited income.

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So, use your message in such a way that it encourages the audience to adopt the change. Because encouragement of the audience will bring about you know inclusive behaviour of the participants. Because the; inclusion of the participants in your whole program will ultimately benefit the audience or the beneficiaries to bring about the change that is in the first place desired by the program.

Already I have told that you have to limit the use of jargon technical and scientific languages. Because often those words are also such words that are not understood and you must avoid ambiguity. Especially in such a way that you should construct; your sentences or your messages in a way that those do not convey too many meanings. For example, if you consider an example with poor workers.

So, what happens if you say poor workers the term poor workers it is ambiguous because in a way poor workers mean the workers who are poor socio economically. And also, you can consider who have poor performance or workers with limited income I mean limited income means the socio-economic part. But the adjective poor; does not really qualify on how the workers are poor.

The how statement is missing and that is why the ambiguity is there so you should better avoid these kinds of ambiguous terms rather, you simply spell out poor in terms of income or like that, so that it is clear.

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Make your Message Clear

5. Choose your words carefully

- **Be consistent with word use.**
 - Pick the most familiar words and use them throughout your text.
 - For example: Mad cow disease and bovine spongiform encephalitis may be the same thing, but your audience may think they are two different diseases.
- Use analogies familiar to your audience.
- When making comparisons, use references that your audience will recognize.
- *Example:* 'Feel for lumps about the size of a pea' instead of 'Feel for lumps about 5 to 6 millimeters in diameter'
- **Avoid unnecessary abbreviations and acronyms**
 - Provide the acronym first and then spell the word(s) out in parentheses when using a familiar abbreviation or acronym. Apply this rule also when creating content that will be spoken in video or audio materials.
 - *Example:* In the early stages of infection, HIV (human immunodeficiency virus) often causes no symptoms.
 - Provide the term before the acronym when using unfamiliar abbreviations.
 - *Example:* Breathing second hand smoke is a known cause of sudden infant death syndrome (SIDS).



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And also, be consistent with the use of your words, if certain words appear repeatedly in your message or the certain terms appear repeatedly in your message and you have certain synonyms certain technical jargons for those terms be very precise and consistent with which one you use. If you have a general audience with not so much of a technical knowledge then it is better to use a simple term.

And the simple term should be used again and again whenever is required throughout your message. And obviously you have to avoid unnecessary abbreviations in acronyms and here we have certain rules like when to use the acronym first and when to use the full form of the acronym; like when the word is known commonly or if it is an unknown word in this way.

But it is better to avoid the unnecessary abbreviations/ acronyms, the less you keep the acronyms and abbreviations the better your message will be.

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Make your Message Clear

6. Limit use of statistics and use general words like most, many, half, etc.

- If you must use statistics, try putting them in parentheses.
- **Say:** Researchers found that almost all Indians (90%) believe the possible harm from vaccines is very small.
- **But Not:** Researchers found that 90% of Americans believe the risk from vaccines is very small.
- Mathematical concepts, such as risk, normal, and range, may not have meaning to your audience. If possible, use words such as "chance" or "possibility" instead.
- **Example:** Most Indians believe the chances that something bad can happen to them after getting a vaccine is small.



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So, the next part is: limit the use of statistics, and use general words like: most, many, half, instead of writing 90%, 50% like this you can consider writing most, most of the people many or I mean half or 50% like that. See here, the researchers found out that almost all Indians... almost all here that is 90% believe the possible harm of this. So, the 90% here the author believes that 90% term the statistic should be displayed.

And that is why he the author has put the 90% statistic within the brackets, but the emphasis is that almost all. Because, if someone is not able to understand the statistic you will he or she will be able to understand it is almost all. So, it is better to, I mean you know use certain generalized words like many, most, almost, not that much like these are so called subjective terms but these are better understood by the community.

You can also use the statistic but it is better to give the numbers within brackets to let the people have the general feel about what is going what is really going on. Rather than give them certain numbers to I mean you know if you give certain numbers to the people they tend to calculate even if they understand what the values actually mean. So, you do not want that you want your audience to get a general feel of what is actually there and what should be done.

And what is our change objective and from there on what is the call for an action. So, you should keep the statistic to the minimum.

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Make your Message Clear

7. Limit the use of symbols

- What is meaningful and natural for one audience may be confusing or misleading to others. Pre-test any use of symbols.



Elevators



Stairs

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Then the use of symbols again, these should be limited because the understanding of symbols is not similar in different age groups or in different you know genders or different social demographic status. So, if there is certain ambiguity or certain symbols are not accepted even somewhere in different cultures also so it is better to limit the use of the symbols. I mean you see here the symbol is used but the explanation is also given. So, you can use symbols sparingly but you have to be very much cautious.

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Make your Message Clear

8. Limit use of quotation marks

- Choose other formats to show who is speaking when writing dialogue.

For example:

- Jane: How hard can it be to stop smoking?
- Ann: Most people have a very hard time quitting. I had to try three times before I quit for good.

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Then you have to limit the use of the quotation marks, it is better to choose other formats to show who is speaking when writing dialogue. Because if you use quotation mark, I mean it is kind of you know it is not dramatic enough because in your message you want to create or you want to retain certain elements of drama. So, that people get engaged, you can see if when you are giving this example like Jane.

Now, Jane is saying how hard can it be to stop smoking and in response most people have a very hard time quitting: I had to try three times before I quit for good, now this part it actually has certain element of drama in it like it feels like the 2 strands or 2 lines from drama. So, it is better because people will get engaged but if you use Jane said that and then you put a quotation mark and write it is kind of you know it is bit difficult.

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Using Visuals

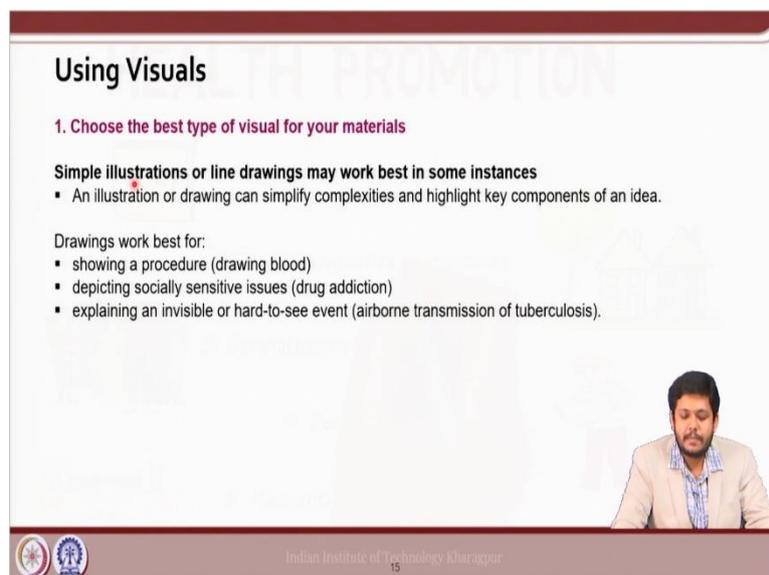
1. Choose the best type of visual for your materials

- Photographs work best for showing "real life" events, people, and emotions.
- Photographs tend to be more compelling to audiences.
- When choosing a photo, be sure any background images will not distract your audience from the image you wish to highlight.



Now, the next part is using the visuals properly. So, you have to first choose the best type of visual for your materials and usually the photographs that depict the real-life events or real-life people or real emotions they work the best because people can relate to them.

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Using Visuals

1. Choose the best type of visual for your materials

Simple illustrations or line drawings may work best in some instances

- An illustration or drawing can simplify complexities and highlight key components of an idea.

Drawings work best for:

- showing a procedure (drawing blood)
- depicting socially sensitive issues (drug addiction)
- explaining an invisible or hard-to-see event (airborne transmission of tuberculosis).



Simple illustrations or line drawings may work best in some instances. Because here there are certain complex issues as well because you will be facing the issue of the comprehension

level, the cognitive level, the educational level of your audience. So, it is better to use simple illustrations on line diagrams but depending on the context. For example, suppose if you are depicting certain data in a line diagram may be of immense sense rather than providing certain numbers.

So, that is a very good way of depicting those data to the general population without giving the proper numbers, which may ultimately confuse your audience. So, here is a list again not exhaustive but the drawings work best for showing a procedure like drawing on blood drawing blood or taking certain materials or biological samples then depicting socially sensitive issues like drug addiction, because you may not be able to convey all that through direct messages.

But you cannot depict them through drawings in explaining an invisible or hard to see even like you know airborne transmission of diseases like what happened during the covid 19 pandemic also that the transmission people cannot see the transmission. So, for that you can, I mean you can draw certain things like there were certain paintings or certain drawing's even was used as health promotion material like people were using the crook elbow to cover their mouth.

And certain people were not using their crook of elbow to cover their mouth while coughing and the resultant was that the poster showed that certain portion of the viruses were spread in the community and certain portion of viruses were prevented by using the crook of the elbow. So, that was a drawing and that depicted certain invisible hard to see events. Clearly to the community so, that the people adopt the good behaviour.

The call to action in this case was to use your bent elbow when you are coughing or sneezing like that.

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Using Visuals

1. Choose the best type of visual for your materials

- **Use simple drawings and avoid unnecessary details:** Steer clear of abstract illustrations that could be misinterpreted. Simple drawings are useful for showing desired actions or to address abstract subjects. They can be useful among disparate audiences, especially mixed cultural groups.
- **Cartoons may be good to convey humour or set a more casual tone:** Use cartoons with caution; not all audiences understand them or take them seriously.



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Then use simple drawings and avoid unnecessary detail. Again, it is part of the basic philosophy of keeping it short and simple. Now cartoons may be good to convey humour or set a more casual tone but again as I have said in the previous lecture that humour may not always be welcome and it is better to use certain serious tones. So, use of cartoons you know because they are kind of casual and often induce a certain level of humour they should be restricted.

And they should be used with great caution in fact and pre-testing is in fact essential when you are using certain cartoons or similar drawings.

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Using Visuals

2. Use visuals to help communicate your messages

- **Present one message per visual.** When you show several messages in one visual, audiences may miss some or all of the messages.
- **Label visual with captions.** Be sure visuals and captions are placed near related text.
- **Use visuals that help emphasize or explain the text.** Consider the space available and potential use of the visual. Steer clear of visuals that merely decorate or are too abstract.



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Next part is to use the visuals to help communicate your message, I mean we are in fact using visuals. So, what this point actually tells you is that present one message per visual. So, in the

clarity of message section we told you that do not go for too many messages. You should aim for a core objective or a core change objective, a core call for action and under that core call for action or core ideal you have to you can list up 3 to 4, I guess message that is your key.

I mean intervention or key behaviour change objective that you want the community to adopt. In a similar way when you are using the visuals present one message per visual not too many messages per visual, a visual should be very much focused. So, that people can easily understand what it actually conveys and the change objective is clear in their minds. Then level the visual with captions I mean.

It should be placed near the visual or the illustration what is placed in in the material because otherwise people will not be able to understand what is actually the; visual. All about they may have certain idea, but levelling it helps them I mean reinforce what they have understood by directly looking at the visual, then use visuals that help emphasize or explain the text. So, visuals it is not only that you can use only visuals only text.

It is best if you use the combination of text and visual together. What happens here is, the text conveys your message clearly then the visual reinforces that message and in certain cases vice versa. I mean so if you use visuals that help to explain or even emphasize what is already depicted in the text, it strengthens your HPE intervention material.

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Using Visuals

2. Use visuals to help communicate your messages

- **Show the actions you want your audience to take.** Avoid choosing images that show what the audience should not do.
- *For example:* If you are telling people to choose healthy snacks, such as fruit, Image A is effective because it shows them what to eat. It reinforces your message. Image B shows them what they should not eat, but on its own it gives them no visual link to what they should eat.

(A) (B)

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Then show the action that you want your audience to take and see in messages section, we have repeatedly told that it is better not to preach the audience it is better not to tell the

audience what should not be done and instead keep it in a positive note and say the audience what should be done. So, for that you see here it is better if you can show the audience what to do instead of what not to do, the philosophy is similar.

When you are using visuals of philosophies again similar same way. Here, we want the audience to take these kinds of foods the fruits in fact and we do not want the audience to take these kinds of materials. But consider if we show only this part it does not necessarily mention that we want the audience to take these kinds of foods. So, the problem here is first this is a negative message the audience can get a bit of you know uncomfortable, that, these people they are trying to preach us on what not to do and also the audience if certain people are accepting this part. Then again, they may feel lost, that ok I will not take these foods, but what am I going to eat? So, you have to give them a clear-cut solution a positive one and that is why it is better to show what action you want them to take.

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Using Visuals

3. Make visuals culturally relevant and sensitive

- Use images and symbols familiar to your audience.
- Example: Not all cultures understand that this image means "no smoking"

No Smoking

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Then to make visuals culture relevant and sensitive, the culture comes repeatedly as a very important influencer when we devise certain HPE interventions, when you devise the message, when we place the contents, when we in fact prepare the design of the poster or the HPE intervention material as well. So, you must keep in mind and for that you must do an audience analysis beforehand and in pre-testing will be discussing a bit more about how culture is influencing all these things.

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Using Visuals

3. Make visuals culturally relevant and sensitive

- If you show people in your visuals, try to make them of the same racial or ethnic group as your intended audience. Select images that are familiar and that the audience will be able to relate to. For materials designed for diverse audiences, show people from a variety of ethnic, racial, and age groups. **Photographs may help certain audiences identify with your message.**



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Now, see the photographs may help certain audiences identify with your message or in fact relate with your message. See in this photograph, the audience will understand what is actually going on. The audience may consider or the beneficiary may consider him or her as one of these people and may you know visualize the situation. So, using photographs of real events they help not only regarding the first point that we mentioned like this one.

That the real-life events it works best the explanation of how it works best is basically this one. It helps them to identify and to relate with what is actually going on.

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Using Visuals

4. Make visuals easy for your audience to follow and understand

- **Place visuals near the text to which they refer**
- Audiences may not be able to connect a drawing placed in the top, right-hand corner of a document to text found in the lower, left-hand corner. Be sure all visuals connect directly to written messages



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Now, make visuals easy for your audience to follow and understand. Again, the issue is to keep it simple. So, place visuals near the text which they refer this has been repeated again because you have to label whatever illustrations or diagrams you have given and same for

any kind of visuals that you should put the level near to it and you should also put the text that is related to the visual near to it.

So, that the people can relate what is actually going on, you see in posters there are certain rows in one row like hand washing practices are depicted and, in that row, you see on your right-hand side or on your left-hand side certain text is written suppose in terms of the benefits of hand washing or in terms of how to do a proper hand washing like this. So, that text basically is related to the hand washing practices.

And that is why in that single row the hand washing the illustration is there or the figure is there and inside of it the text is there. This may be an option but you can explore certain other ways as long as the text is nearer to the picture it is all good.

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The slide is titled "Using Visuals" and is part of a "HEALTH PROMOTION" presentation. It features a section titled "4. Make visuals easy for your audience to follow and understand" with the following bullet points:

- Use brief captions that include your key message.
- Some people may read only your captions. Make them count by including your key message.
- Use brief, complete sentences with correct punctuation. A caption can tell exactly what the visual is trying to convey.
- The caption also repeats a sentence found in the body of the document to reinforce the message.

Below the text is an illustration of a hand wearing a blue nitrile glove. The caption below the illustration reads: "Wear gloves to keep from spreading germs". In the bottom right corner of the slide, there is a small inset video of a man speaking. The slide footer includes the Indian Institute of Technology Kharagpur logo and the number 22.

Then use brief captions that include your key message, like here we are showing what the visual is about wearing gloves. So, the key caption is: wear gloves to keep from spreading germs. So, here the caption basically conveys what you want to convey and this illustration basically it engages the people into looking into things or getting engaged or getting pulled to the HP intervention material itself.

(Refer Slide Time: 29:03)

Using Visuals

1. Palm to palm

2. Right palm over left dorsum and left palm over right dorsum

3. Palm to palm fingers interlaced

4. Backs of fingers to opposing palms with fingers interlocked

5. Rotational rubbing of right thumb clasped in left palm and vice versa

6. Rotational rubbing, backside and forwards with clasped fingers of right hand in left palm and vice versa

4. Make visuals easy for your audience to follow and understand

- When showing a sequence, number the images of the sequence

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For example, as I was saying that the hand washing practices here, we do not have much text but here the issue is we are showing certain sequence. So, when we are using a sequence, you have to number the image sequentially. Like, first one is palm to palm – what we have to do – it is mentioned, what is to be done... So, it is again your key caption or level or in fact it is also the text that is related to this figure and this is placed near.

The key issue is here see everything is marked like 1 2 3 4 5 6. So, people can understand which direction or in which sequence to follow to adopt this healthy behaviour.

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Using Visuals

4. Make visuals easy for your audience to follow and understand

- Use cues like arrows and circles to point out key information in your visuals.
- For example:* The image below is from a brochure on how to avoid injuries at a construction site. The arrow highlights the hard hat, the most important item in the image

Always wear a hard hat at the job site.

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And again, you should use certain cues, like in our health belief model we have certain cues to action that is basically translated when we are using certain illustrations or pictures in our HP intervention material. We provide certain cues on what to do? See here the helmet this

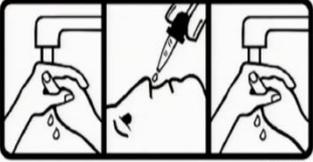
part is the cue ... always wear hard hat at the job site in order to prevent from work related injuries.

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Using Visuals

5. Sometimes drawings alone can help your audience understand

- Pictographs are pictures that represent words or ideas.
- Pictographs can convey information quickly and help a person understand and remember the intended message(s).
- They are most effective when focusing on a specific action and require thorough pre-testing to ensure effectiveness.



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Then sometimes drawings alone can help your audience understand, because it is not always necessary to give certain real life pictures or give certain cues inside the picture. Sometimes, the simple drawings these are certain line drawings or hand drawings these can also be very much effective. Because these are called the pictographs and the pictographs are pictures that represent your ideas your philosophy or your words.

So, see here it represents basically hand washing then, I mean you see these represent on what to do and what not to do kind of in this way. So, drawings can be very essential if you have very simple and very straight forward idea to represent.

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Using Visuals

5. Sometimes drawings alone can help your audience understand

- Photos can also work as pictographs
- For example: The most effective pictographs involve a person performing an action. This helps people understand what actions need to be taken.



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Then photos can also, I mean work as pictographs because, if you provide certain photographs or in fact this is also a poster. It can also be considered as a pictograph because it will again induce certain changes that are brought about by this one. As long as the message provided here is very simple, because the core ideal here is provided clearly because this message see here it is basically regarding malaria and dengue prevention of malaria entering.

So, the core ideal is very clear very concise and very precise. So, for this the simple poster can also act as a pictograph.

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Using Visuals

6. Use realistic images to illustrate internal body parts or small objects

- Use realistic images for context.
- To highlight internal body features, show the entire body for context. Audiences may not understand the intended meaning of the visual if taken out of context.
- For example: Image B provides context to more effectively show plaque build-up within the heart blood vessel. This may not be as clear with Image A.



Image B

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Then use realistic images to illustrate the internal body parts or small objects because since we are discussing regarding health promotion activities and health education. In some way or other we come across certain you know body parts or body related certain body fluids blood

certain sample collection these kinds of issues. So, for those issues it is better to use the realistic images to illustrate those internal body parts.

Because people must understand those things as well in order to attain the proper health literacy because without that proper knowledge people may not be able to decide on what to do or decide on action. So, for that it is better to use the realistic illustrations, use realistic images for the context like here you can see it is showing an atherosclerotic plaque. See if you show only this part and not this picture what will happen this is image a and then this is not clear, because, now I am saying that this is in atherosclerotic plaque someone else may say something else. But if you show in this way then, it is clear that ok this one is hard and we are taking picture from a vein or an artery from the heart and now inside that artery we are showing certain atherosclerotic plaque and platelets are getting deposited and the lumen is getting narrowed.

So, you show... you are showing a whole pathogenic process in a very simple way. And the people are able to understand: so... in this way or when my heart veins or hurt arteries get clogged. So, I need to seek certain medical help this is again health promotion behaviour. So, using real realistic images helps.

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Using Visuals

6. Use realistic images to illustrate internal body parts or small objects

- For a sense of scale, draw small objects larger to show detail. Also show something familiar to give your audience a sense of scale.
- For example: The mosquito depicted below is drawn several times larger than actual size to show what it looks like. Then it is shown next to a coin to demonstrate how big it really is.

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Another issue of realistic image is regarding scaling. So, you have to provide a larger visual of certain small objects to make it clear or to make it understandable to your audience, but also keep in mind the scaling issue because otherwise people will not be able to understand

actually what is the size or actually what about that particular thing. Because, obviously mosquitoes are not this much or not so huge.

So, when you provide a scale or a comparative frame comparison frame here is this 10-rupee coin, now we understand that ok this is the actual size the mosquito and this one is an illustration only.

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Using Visuals

7. Use high quality visuals

- Visuals should have a sharp resolution, true colour and contrast, and good composition.
- High-quality visuals make your messages more credible.
- Adults may not even pick up the materials if they contain childish or "cutesy" visuals. Seek professional design help in creating materials that attract and inform your audience.

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Next is use high quality visual because your quality matters, visuals should have a sharp resolution through colour and contrast and good composition. Because, otherwise the hazy vague, these kinds of visuals are not only I mean they fail to appeal to the people they also do not express your thoughts clearly to the community.

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CONCLUSION

- Message must be clear, concise, simple, and engaging for the audience
- There are various issues to consider when deciding on clarity of a message
- Visuals form an integral part of a good message
- Certain guidelines must be followed to use visuals in an engaging, compelling, and effective way.

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So, till now we have discussed about how to design the messages properly and actually different approaches of designing the proper a good message has been shared with you. In this week's first lecture we discussed the principles of it and in the previous lecture and in this lecture, we discussed the methods or different steps or different aspects of the approaches of creating a very good health promotion education message.

Now in conclusion of this lecture we must understand that messages must be clear concise simple and engaging for the audience and it must have a certain call to an action. There are various issues to consider when deciding on clarity of a message because I have mentioned certain points in bold in the previous slides when we're discussing about the clarity regarding messages.

Those are the issues that we must consider though they are not the rule of thumb but they are good point to start with and you can build up with logic from there on. So, you must consider them before you prepare your material and the visuals are also an integral part of your message without visuals certain messages and certain materials are incomplete. So, for visuals certain guidelines must be followed and the visuals again they also should be engaging compelling.

And they should be also, I mean effective because this whole thing now, forms the basis for pre testing your material. Because all the content, all the message, all the text, all it is design this should be pre tested before you actually go on to the field and implement all these things.

(Refer Slide Time: 35:57)

RESOURCES

- Dobe M. Health promotion and Education: Foundations for Changing Health Behavior. 1st ed. Kolkata: Academic Publishers; 2022.
- Centres for Disease Control and Prevention. *Simply Put A guide for creating easy-to-understand materials*. 3rd Ed. Atlanta; 2009.
- Ramchandran L, Dharamlingam T. Health Education: A new approach. Noida: Vikas Publishing House; 2013.

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So, I hope you have understood how to devise or design a good message the text guidelines all those things were discussed in the last 2 lectures. And also, in this one the clarity and the visuals issues have been discussed. These are the resources you may consider going through these resources for further understanding,

Thank you.