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Designing Materials and Activities

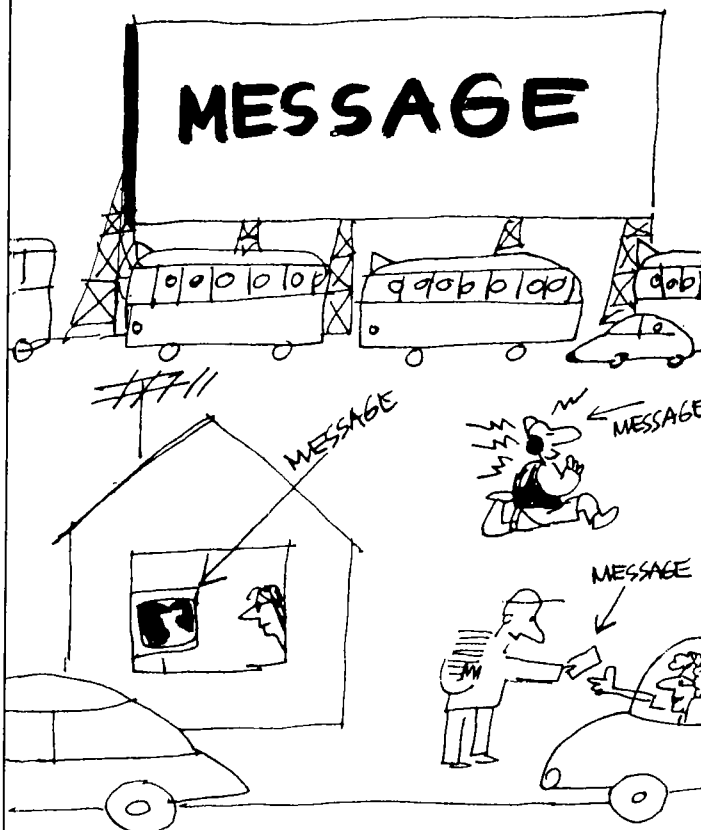
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DESIGNING
AND**Context and Relevance**

All health education materials must respect the cultural values and traditions of the target population. The needs of the community must also be taken into account; to ensure the relevance of any materials produced, local people should be involved in their preparation. If this guidance is not followed, the message may not be accepted or understood by the target audience.

**Comprehensive approach
education programme**

Make sure that the health education materials produced and used at the local level, or for a particular target audience, are part of a comprehensive approach to substance use and health promotion in the community. It is also useful to present health education messages in different ways on different media, because people learn in different ways.



MATERIALS ACTIVITIES

Service delivery

It will not serve any useful purpose to recommend a course of action to young people who use psychoactive substances if the health or social service is not equipped to provide the necessary follow through. Therefore, the availability of services must be taken into account when considering the message to be incorporated into health education materials or activities.

Instructions for use

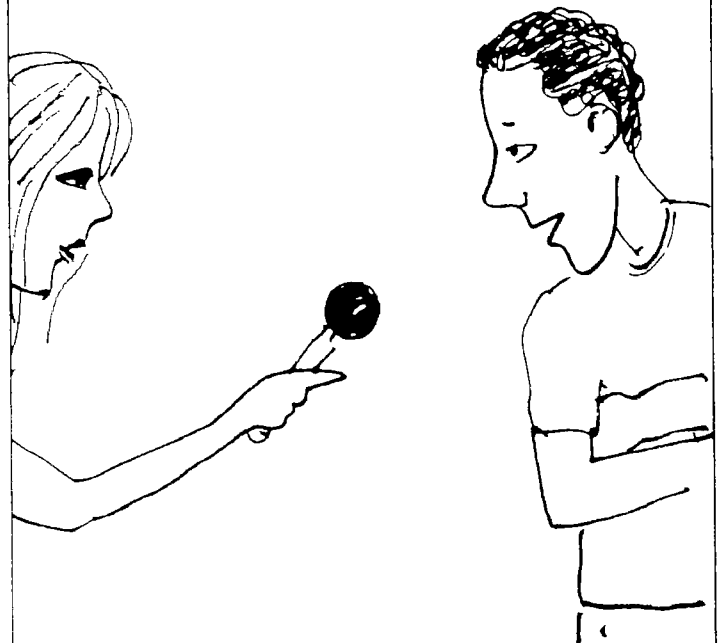
When the decision has been made to disseminate a particular type of material for health education, be sure to include full instructions on how it should be used, when and with whom. Follow-up activities and evaluation advice can also be proposed.

Testing health education materials

Regardless of the amount of thought that has gone into the design of health education materials, it is essential that they be tested on a sample of the target audience before large-scale production. This procedure can be used to test:

- relevance,
- comprehension,
- attractiveness,
- appropriateness, and
- persuasiveness.

Simple random interviews or focus group discussions should be sufficient for this purpose.





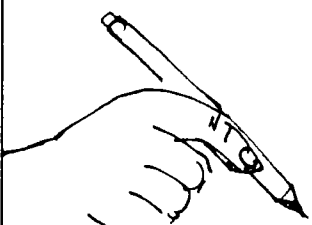
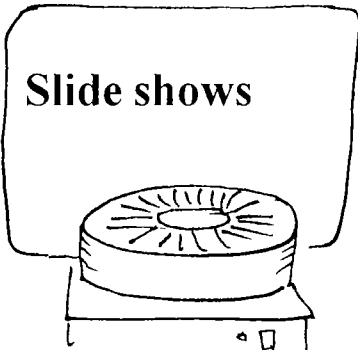




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Producing Materials and Activities

5 PRODUCING

Introduction

Your choice of materials or activities will be determined, to some extent, by your budget and resources. The good news is that a lot can be done with surprisingly little in the way of equipment and funds.

<p>FEW RESOURCES</p>	<p>Songs/music</p> 	<p>Story-telling</p> 
<p>Handwritten posters/murals</p> 	<p>Slide shows</p> 	<p>Street theatre</p> 
<p>Circus</p> 	<p>Surprise</p> 	<p>Modified advertisements</p>
<p>Games</p> 		<p>Collage posters Photo stories</p>

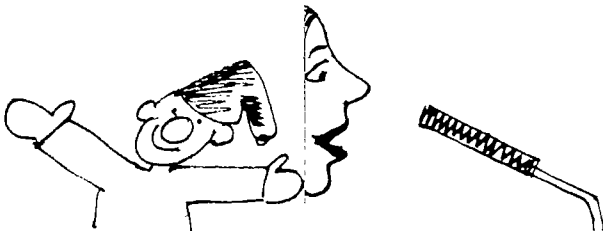
MATERIALS AND ACTIVITIES

Each mode of communication is suited to different messages and to different groups. Each has its own advantages and disadvantages.

In this chapter, several activities and materials are described in more detail. These can be categorized roughly according to resource requirements (below).

SOME RESOURCES

Puppets



Radio

**Art groups
(drawing,
painting)**

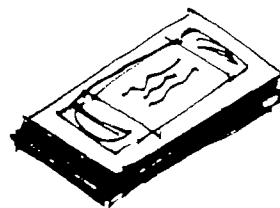
Slide shows

**Printed
posters**

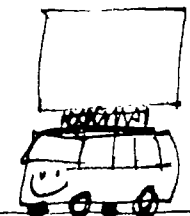
**Stickers
Leaflets,
pamphlets**

MORE RESOURCES

Videos



**Television
“street TV”**



**Animated
films**

Comics

Photo stories

BEFORE

embarking on the production of materials or activities, make sure to plan first. Think through all the steps of the process and make sure to have the necessary raw materials and resources available. It is uneconomical to start a project that cannot be completed.

The production of materials and activities is not an end in itself. It must form part of a broader approach to: (a) increase awareness of the problems related to the use of alcohol, tobacco, and other substances, and (b) change attitudes

Types of materials

Many types of materials and activities are described in this chapter. They are classified into groups according to whether they are printed materials, au-

WHAT?

WHO?

WHY?

WHERE?

HOW?

RESOURCES

TEST

DISSEMINATION

CONTINUITY

and behaviours towards reducing the harm associated with substance use.

Young people benefit from being involved in the process of producing health educational materials and in communicating with others. Such involvement may encourage them to change their attitudes towards the use of alcohol, tobacco, and other substances.

and activities

audiovisual materials, or dramatic activities. For each type, information is given under the following headings:

Type of material/activity

- | | |
|---------------------|-----------------------------|
| • Target population | • Selection of participants |
| • Team/group size | • Literacy level required |
| • Problem analysis | • Advantages/disadvantages |

Venue/place

Description of process

- | | |
|-------------|-------------|
| • Equipment | • Transport |
| • Cost | • Catering |

Procedures

Procedures

In this section, a general model containing the above information is given for each group of materials or activities.