

# YALICARES FACILITATION GUIDE.

# Facilitation Guide

This facilitation guide provides you with a plan for facilitating “Health Communications: The Message, The Messenger, and The Audience” (lesson 2) from the *YALI Network Online Course Effective Communication for Healthy Outcomes*.

Before you begin work through the #YALICares toolkit located at [yali.state.gov/health](http://yali.state.gov/health). The toolkit provides step by step instructions for planning and hosting a #YALICares event in your community.

Timeline: two-hour event plan with multiple activities

## Introduce Yourself (2 minutes)

Introduce yourself as an interested YALI Network member who wants to start an important conversation about public health and health communications in your community. You can explain why you are interested in this subject, what you hope to accomplish, or some background information about yourself. But remember to keep it short!

## Explain the Structure of the Event (3 minutes)

Give participants your agenda to follow for the session. Walk them through what to expect, including interactive activities, and outcomes. Don't forget to explain all directions and activities fully and clearly before you begin.

## Ice Breaker (10 minutes)

Ice breakers are short, group activities that help participants get to know each other and feel more comfortable having conversations. Some suggested ice-breakers are included below, but you can come up you own. Just be careful - icebreakers can take a long time, so make sure you're keeping an eye on how much time you've given the groups.

*Suggested Activity: Similarities* - Break the participants up into groups of 3-5, depending on the event size. Ask the participants to find 6 things that all group members have in common (ie. hobbies, where they are from, number of siblings, work that they are passionate about, etc.) - Have each group appoint a spokesperson to present those 6 similarities to the whole group. See how many items the whole group has in common!

## Before You Watch (5 minutes)

Before you start the video, remind your participants to be thinking of the three main lesson objectives as they watch:

1. What are the three key pillars of reporting and communicating health information?
2. Why is it important to accurately report health information?
3. What are the consequences of distributing and promoting inaccurate health information?

## Watch Lesson Two

- “Health Communications: The Message, The Messenger, and The Audience” (16 minutes)
- View the lesson as a group. This should take about 16 minutes.

## Post Video Discussion (5 minutes)

After viewing the video, lead the group in a quick discussion about the lesson objectives, to ensure that everyone heard and understood the answers to the above questions.

## Group Discussion (30 minutes)

The questions below are designed to encourage deeper, more thorough conversations with your participants about the importance of accurate health information. You do not need to answer every question, choose 2 or 3 questions to focus on. You may want to use the accompanying PowerPoint presentation to walk your group through the questions. If you do, make sure you have customized your slides if you don't plan on discussing every question!

1. In the lesson, Dr. Demby notes that for health messages to have an impact on their intended audiences, they must be important, relevant, credible, reliable, and verifiable.
  - Can you think of a recent health campaign in your community? Was it clear to whom the message was directed?
  - What were some of the ways the message was crafted to reach the intended audience? In what ways did you think it was effective or not?
  - Was it clear that the health campaign was based on reliable data from a credible source? If so, how?
  - How do you think the message could have had a bigger impact on the intended audience? Did it resonate with you?
2. As noted in the lesson, the health messenger is as important as the health message.
  - Who do you consider your most credible, straight-forward, honest, and non-judgmental health messenger? Why?
  - What are the best sources of credible health messaging for your community and why?
  - What are some of the reasons you would not listen to a health messenger?
  - How can you ensure that as a health messenger, you don't stigmatize individuals and communities?

3. Crafting health messages for specific audiences is critical. Those you're trying to communicate with may have different backgrounds and beliefs, and different groups may receive and react to messages differently.

- How many potentially different "audiences" can you identify in your community?
- What are the similarities between the groups? What are the most significant differences?
- How can one group positively or negatively influence how the health message might be received?
- How can you craft a message that provides a clear call to action to one audience, but also encourages support from other audiences? What tools and tactics could be used to reach distinct audiences?

These questions are designed to promote discussions, not just have one person in a group answer them. Feel free to let your participants keep talking about an issue, if there is a productive and healthy conversation happening.

[TEN MINUTE BREAK IF NEEDED]

### Group Activity: Action Planning (30 minutes)

After discussing the questions, have your participants break into pairs or small groups to talk about the next steps they can take to help educate the rest of their communities about the importance of health and health education. Here are some example questions to help get them started:

1. Identify a health message you think should be shared with your community. Talk about how you would you craft the message to be relevant, credible, verifiable, and non-judgmental.

2. Identify specific tools that could be used to reach audiences with this health message in your community, such as holding educational events, flyers, using Facebook or WhatsApp. Draft specific messaging and audiences for each tool.

3. Identify the different groups in your community to whom you would direct the message. Identify the distinct characteristics of each group that might affect how they might receive and respond to a public health message.

### Wrap-Up (5 minutes)

If possible, encourage attendees learn more about #YALICares by visiting [yali.state.gov/health](http://yali.state.gov/health) and pledging to be a health advocate. You may also encourage them to sign up for the YALI Network, if they are not already members. Don't forget to thank all your participants, and refer back to the #YALICares toolkit for things to do when your event is over.