FUTURELAB+

BIOMED

Taking Action in Your Community: Health Equity

Social Awareness Campaign Project

Developed in partnership with:
Discovery Education and Ignited

In this Lesson Plan:

Print the **Teacher Section** → 🖨

Print the **Student Section** → 🖨

This document is separated into two sections, For Teachers [T] *and* Student Resources [S], *which can be printed independently.*

Select the appropriate printer icon above to print either section in its entirety.

Follow the tips below in the Range field of your Print panel to print single pages or page ranges:

Single Pages (use a comma): T3, T6

Page Range (use a hyphen): T3–T6

Cover Image
Coronavirus particles,
(illustration).

BIOMED / TAKING ACTION IN YOUR COMMUNITY: HEALTH EQUITY

Social Awareness Campaign Project

DRIVING QUESTION

What marketing methods can public health professionals use to educate the population and overcome barriers to care?

ESSENTIAL QUESTION

What needs to be done so that all people can have equal access to healthcare?

OVERVIEW

As a culmination of their learning from this unit's lessons, students will form groups that will act as marketing groups trying to help solve the problem of inequity in healthcare and medical treatment in a community faced with disease. Students will begin by learning about the mission and components of a social awareness campaign. Next, student groups will choose two communities facing disparities in response to the disease that they want to address. They will research the demographics and identify potential disparity challenges that each community faces in healthcare and in a pandemic.

Groups will collaborate to create a social awareness campaign for each community that aims to make sure that all people to have access to information and medical treatment in a pandemic. Students will create a website that will serve as the platform for their social awareness campaign. They will use their Design Journal and internet research to identify information that will educate their target audience in the community, design an interactive advertisement or infographic that will identify the problem, create a short PSA video to raise awareness, and create a mock social media platform to encourage community members to seek and demand equity and equality for all in healthcare.

OBJECTIVES

Students will be able to:

Determine ways to address issues related to disparities in healthcare and access to treatments or prevention.

Research and **propose** solutions to a real-world issue by **developing** a social awareness campaign.

BACKGROUND INFORMATION

The Centers for Disease Control and Prevention acknowledges that social determinants of health[1] have a major impact on our health and well-being. There are five domains of social determinants: economic stability, educational access and quality, health care access and quality, neighborhood and built environment, and social and community context. By acknowledging the impact of social determinants on our overall health, the CDC makes it clear that it is objectively more difficult for some people to maintain good health than it is for others. It will take more than promoting healthy choices to eliminate health disparities. It will also involve strengthening systems such as housing, transportation, and education.

Materials

Computers with Internet Access

Elements of Effective Social Awareness Campaigns Capture Sheet

Division of Labor Chart

Social Awareness Campaign Guidelines and Planning Capture Sheets

Design Journal
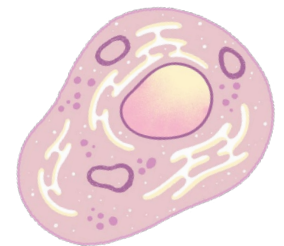
[1] Healthy People 2030, U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. Retrieved 9/2/2021 from https://health.gov/healthypeople/objectives-and-data/social-determinants-health

Pedagogical Framing

Instructional materials are designed to meet national education and industry standards to focus on in-demand skills needed across the full product development life cycle—from molecule to medicine— which will also expose students and educators to the breadth of education and career pathways across biotechnology.

Through this collection, educators are equipped with strategies to engage students from diverse racial, ethnic, and cultural groups, providing them with quality, equitable, and liberating educational experiences that validate and affirm student identity.

Units are designed to be problem-based and focus on workforce skill development to empower students with the knowledge and tools to be the change in reducing health disparities in communities.

SOCIAL-EMOTIONAL LEARNING

This lesson requires students to think about how different communities receive and spread health information. In order to do this, students must practice empathy. As they participate in discussions about the inequity of healthcare available during a pandemic, students will also practice listening to their peers and consider the diverse backgrounds and perspectives of their classmates as they formulate their responses. Finally, students will work in groups to develop their social awareness campaign. This format encourages students to practice effective communication and allows them to share accountability.

CULTURALLY AND LINGUISTICALLY RESPONSIVE INSTRUCTION

In an effort to be applicable to as many learning environments as possible, this lesson utilizes several culturally and linguistically responsive protocols. These include the delineation of equitable roles for group work and the option for students to translate their social awareness campaign into their native languages.

ADVANCING INCLUSIVE RESEARCH

Two of the largest barriers to inclusive research are a lack of access and community mistrust. As students think through their social awareness campaigns, they are learning about how community health workers, public health officials, and other professionals must develop deep knowledge about their patients and build relationships over time. These trusting relationships help achieve greater BIPOC representation in clinical trials.

COMPUTATIONAL THINKING PRACTICES

In this lesson, students use the computational thinking strategies of abstraction, decomposition, and developing algorithms to build their social awareness campaigns. As they review various social awareness campaigns and identify commonalities, students employ the computational thinking strategy of abstraction to hone in on what the campaigns share. Students then use the computational thinking strategy of decomposition to distribute roles and responsibilities evenly across team members. Finally, students use the computational thinking strategy of developing algorithms as they create a task list for how to build their campaign.

CONNECTIONS TO THE PRODUCT LIFE CYCLE

This lesson focuses on the **commercialize** phase of the product life cycle, during which regulatory agencies and providers work to make treatments safe and available to the public. Science communications professionals, like those who would be involved in the development of social awareness campaigns, work across all phases of the product life cycle to bring important information to the public.

Have you ever wondered…

Why do Covid-19 and other diseases disproportionately impact communities of color?

It's because these communities are more likely to experience racism, poverty, pollution, and violence. Lack of access to care, low health literacy, and the added stress of daily life actually makes BIPOC communities more susceptible to disease. In order to address the outsized impact that diseases such as Covid-19, heart disease, and diabetes have on communities of color, we must start by ensuring that all citizens have access to important social determinants of health, such as safe housing and quality education.

MAKE CONNECTIONS!

How does this connect to the larger unit storyline?

This unit is focused on diagnosing, treating, and preventing infectious diseases. Through the course of the lessons, students learn about how human behavior contributes to the spreading of infectious disease. They also learn about how public health agencies enact large-scale campaigns to promote awareness and change behavior in order to prevent the spread of disease.

This lesson requires students to think like the public health leaders they have learned about in order to develop a social awareness campaign. They must consider dynamics, such as varying health literacy rates and uneven social determinants of health, in order to build a campaign that resonates with a community.

### How does this connect to careers?

Public health officials work to track, stop, and prevent disease. They conduct research, develop marketing campaigns, and work closely with government officials to design policies that promote health.

Social media professionals develop marketing campaigns that are based on social media. They use many platforms and consider how each tool helps to reach a different audience. Social media professionals use data, such as views and clicks, to learn what content is appealing to their audience. This insight helps them design content to reach more people.

Community health workers provide health services to people who may not be able to access care. They work with patients to help them overcome barriers, such as lack of transportation or healthcare costs. This may take the form of counseling patients about their health options, offering translation services, administering vaccines, or connecting patients with clinical trials.

How does this connect to our world?

The health landscape resembles the social landscape in many ways. The color of our skin, the money we make, and the places where we live do impact how healthy we are likely to be. In order to eliminate health disparities, it is important to assess modern methods of marketing and communication. Tools, such as social media, can be powerful methods for improving health literacy. However, they can also be rife with disinformation. It is crucial that students learn to be savvy consumers of social media content and have the tools to share quality, fact-based information with their communities.
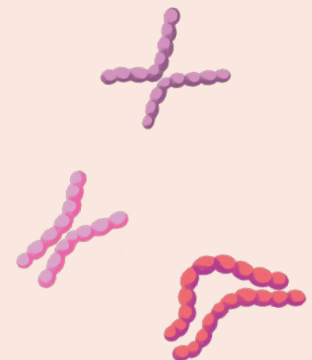
Day 1

Procedure

Students will be able to:

Discuss community profiles in relation to their culminating project.

Analyze the components of an effective social awareness campaign.

Whole Group (20 minutes)

1	Explain to students that in this culmination of the unit, they will be choosing two of the four community profiles (that they were introduced to in Lesson 2 of the unit) to help solve the problem of inequity in healthcare during a pandemic.
2	Display or give students copies of each of the community profiles. Ask them to form groups of four, and then have a short discussion about which two of the communities they would like to focus on for the project. Encourage groups to choose one community in the United States and one that is outside of the United States.
3	Ask students to go to *Padlet* and click on the link provided by the instructor in order to share their ideas about what constitutes a social awareness campaign.

Teacher Note > *The instructor should create a free Padlet account and a padlet with the question "What do you know about social awareness campaigns?" before the lesson begins. Allow responses to be made anonymously or with aliases.*

|	
4	Instruct students to anonymously add their ideas to the padlet. Display it so that all members of the class can see it on the overhead screen as ideas are added.
5	Ask students to pause sharing on the padlet. Provide them with the link (or copies of) the article *Awareness Campaigns Help Prevent Against COVID-19 in Afghanistan*. Provide a few minutes for them to read the article.
6	Ask them to now share what they learned about awareness campaigns and their goals from the article with the class. These new ideas can be added to the padlet.

Continues next page >

Day 1
Continued

Procedure

Small Group (25 minutes)

1   Have students form groups of 4–5. Explain to students that before they can begin creating their social awareness campaign, they need to understand what the components of such a campaign are. Give each group a copy of the *Elements of Effective Social Awareness Campaigns* capture sheet. In this activity, students will compare three awareness campaigns to identify common elements and any elements they feel would be most effective.

2   Give them 15 minutes to discuss and complete the capture sheet. Once groups are finished, ask them to choose another group to collaborate with and to share what they recorded on the capture sheet about effective social awareness campaigns.

3   Ask groups to share some of the responses they recorded on their capture sheets with the whole group. They should identify responses, such as a clear goal or problem to solve, information or education about the issue, media elements (such as videos or social media links), calls to action, links for information and resources, and advertisements or slogans.
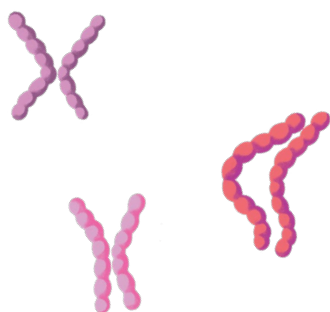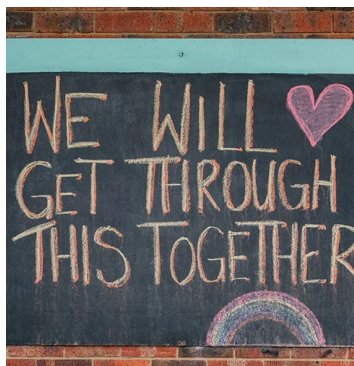
Day 2

Procedure

Students will be able to:

Determine equitable roles for each group member.

Create a working list of tasks and timeline for the social awareness campaign project.

Small Group (45 minutes)

1   Give each group a copy of the *Division of Labor Chart*. Ask students to assign roles to each of the members of their group, including a project manager, community education specialist, web design specialist, and media specialist. They should read the responsibilities for each role carefully and decide who in their group is best suited for each role based on their interests and skills.

2   Once roles are assigned, students should begin to create a working list of tasks that must be completed for the project using the guidelines from the community profile sheets and the rubric. They should assign each role the specific tasks for which they are responsible and set a tentative deadline for the work to be completed.

3   To serve as a progress check, the instructor should rotate to each group to ensure that students have started the list of tasks and answer any questions they have about the project.
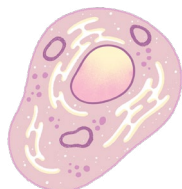
Day 3

Students will be able to:

Collaborate on each section of the social awareness campaign project.

Develop and **revise** each project component by using the Engineering Design Process.

Procedure

| Small Group (45 minutes) |
|---|
| 1   Begin by asking students to review the *Division of Labor Chart* they created in the previous lesson. Explain to students that they will need to complete the tasks they have been assigned and work together to create their social awareness campaign for the communities they have chosen. |
| 2   Hand out a copy of the *Social Awareness Campaign Guidelines and Planning Capture Sheet* and ask each group to review the guidelines and suggestions for each of the project components. |
| 3   Give groups 15–20 minutes to discuss and come up with initial ideas for each project component. These ideas and sketches should be added to the capture sheet by the member who is in charge of each component. |
| 4   When all groups are finished, the instructor should check in with all groups to give feedback on their ideas and answer questions. |
| 5   Student groups should use the remainder of Days 3 and 4 to complete their tasks, such as doing research and completing the education portion, creating the PSA video and advertisement or infographic, and preparing the social media component. |
| 6   The instructor should meet with each group throughout or at the end of each class period to check the group's progress and ensure students are completing their tasks and to answer any questions that students have about the project. |
| 7   All components should be uploaded to the Social Awareness Campaign website according to the agreed-upon design for the website. |
| 8   Once students have completed all components and their website, students should take time to tour each of the campaigns or groups could give an informal presentation for the class. If time allows, groups should give each other feedback on what they learned from their projects and any improvement suggestions or questions they have. |

Extension

Procedure

As an addition or extension to this lesson, the instructor could encourage students to translate portions of their website (or create a duplicate translated website) to the native language of the community, if applicable. They can use Google Translate (under "tools" on Google Docs) to create translated text and copy and paste it into their website. Video editing programs can also be used to split and add vocal tracks to videos that already exist.
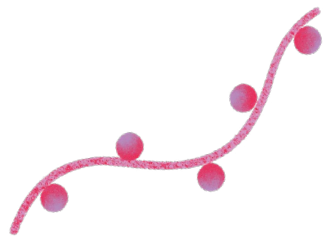
National Standards

Next Generation Science Standards

ETS1.A: Defining and Delimiting Engineering Problems
Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them.

ETS1-1: Engineering Design
Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

ETS1-2: Engineering Design
Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

ETS1-3: Engineering Design
Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Science and Engineering Practices
Obtaining, evaluating, and communicating information
Communicate scientific and/or technical information or ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (i.e., orally, graphically, textually, mathematically).

Crosscutting Concepts
Patterns
Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

Career and Technical Education (CTE)

A1.1
Use data to explain how biotechnology fields such as pharmaceuticals, agriculture, diagnostics, industrial products, instrumentation, and research and development are impacting human life.

Continues next page >

National Standards

A1.4
Research and identify public misunderstandings related to biotechnology and discern the source of these misunderstandings.

Elements of Effective Social Awareness Campaigns Capture Sheet

Directions
Access each website to view three social awareness campaigns.
Complete the chart below.

	I'm Fine	*Count Me In*	*Let's Move!*
What is the issue or problem that this campaign is trying to solve?	Mental Health	Diabetes	Child Obesity
Who is the target audience?	The person viewing the campaign or helping friends, family, etc.	Adult Americans	Parents of young children
What are some of the elements included in this campaign?	Answers will vary	Answers will vary	Answers will vary
Which elements would be most effective for the target audience?	Answers will vary	Answers will vary	Answers will vary
Which elements would be least effective for the target audience?	Answers will vary	Answers will vary	Answers will vary
What elements would you add to this campaign?	Answers will vary	Answers will vary	Answers will vary

FUTURELAB+

Elements of Effective Social Awareness Campaigns Capture Sheet

Directions
Access each website to view three social awareness campaigns.
Complete the chart below.

	I'm Fine	*Count Me In*	*Let's Move!*
What is the issue or problem that this campaign is trying to solve?			
Who is the target audience?			
What are some of the elements included in this campaign?			
Which elements would be most effective for the target audience?			
Which elements would be least effective for the target audience?			
What elements would you add to this campaign?			

FUTU2ELAB+

Division of Labor Chart

Directions

Use the chart below to keep track of how much time each group member spends on each task. There should be a fair and even division of labor for this project.

Assign each member of your group one or more of the following roles:

Project Manager
Oversee the project, ensures that all group members meet deadlines, helps out where needed in all departments, communicates with the instructor about project questions and concerns, completes final proofreading for all project materials.

Community Education Specialist
Responsible for research about the community, including demographics, specific healthcare disparities, and data on healthcare, disease prevalence, and previous vaccination rates. Communicates with the project manager and other group members to ensure that all have an accurate understanding of the problem and the community, and identifies information that should be included on the education portion of the awareness campaign platform.

Web Design Specialist
Creates the website platform for the social awareness campaign and adds all elements from other group members to ensure that the campaign platform is user-friendly and targeted toward the audience for which it is intended. Is also responsible for the translation of information into the native language of targeted groups (i.e. Spanish) using the Google Translate feature on Google Docs to copy and paste text into the site.

Media Specialist
Responsible for the creation of the PSA video, advertisement, or infographic, and social media outreach for the campaign. These should be targeted to the specific audience the campaign is trying to reach and contain a slogan or phrase that will help the call to action for the community.

Continues next page >

Group Members:

_____

_____

_____

_____

FUTURELAB+

Division of Labor Chart
Continued

Directions
Use the chart below to keep track of how much time each group member spends on each task. There should be a fair and even division of labor for this project.

Description of Task	Role(s) Responsible for Task	Due Date for Task	Is Task Completed?

FUTURELAB+

**Social Awareness Campaign Guidelines and Planning
Capture Sheet**
Project Component: Website Campaign Platform

GOAL: *This portion of the project is vital to communicating
information to communities who struggle with disparities
in treatment for disease and healthcare. Information
from the website should be designed in a way that can be
easily organized, printed, and assembled into a booklet for
communities who lack easy internet access.*

To get started:

Choose a website-maker such as Google Sites, Weebly, or Wix.

Choose a template that suits your campaign.

Decide how you will incorporate the *education, video,
advertisement or infographic, and social media* components of
the campaign by creating a simple sitemap for your website.
Use the example as your reference.

Example Sitemap
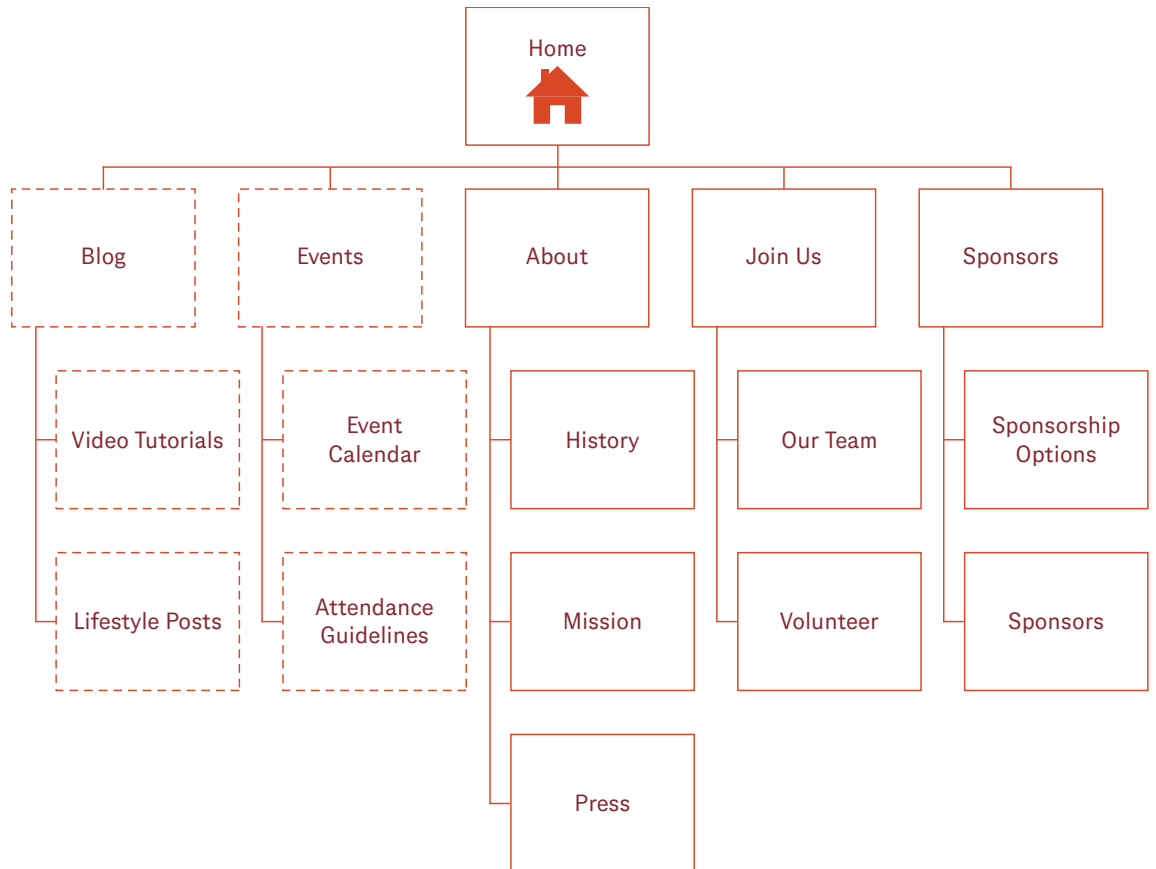
Continues next page >
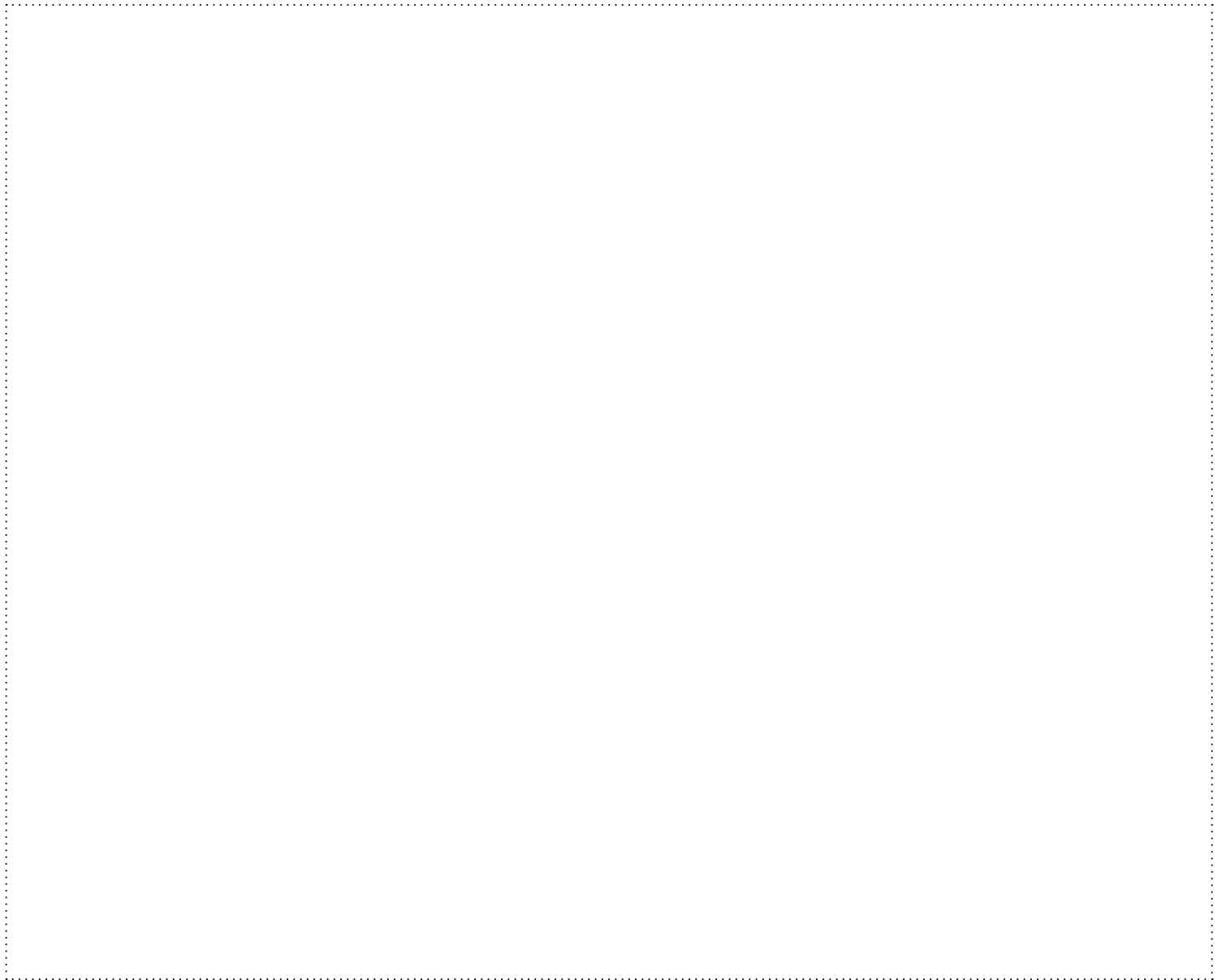
FUTURELAB+

**Social Awareness Campaign Guidelines and Planning
Capture Sheet**
Project Component: Website Campaign Platform
Continued

Directions
In the space below, create a simple sitemap for your website that will show the pages of your site and how they connect to the home page in the style of a flowchart. Be sure to include all elements of your Social Awareness Campaign: education, video, advertisement or infographic, and social media components.

Continues next page >

FUTURELAB+

**Social Awareness Campaign Guidelines and Planning
Capture Sheet**
Project Component: PSA Video

GOAL: *This portion of the project is a part of the "engagement"
and "call to action" portion of the awareness campaign, and
should be engaging for the target audience, appropriate for the
demographic, and convey a simple, yet powerful message to
the viewer.*

To get started:
....
Decide on the message your PSA will be trying to convey.
....
Identify the target audience.
....
Decide if there will be a slogan or phrase in your PSA.
....
Create a storyboard for your PSA using the template on
the next page.
....
Decide which video editing program you will use (iMovie,
Touchcast, etc.)
....

PSA Examples
....
*Trusted Voices on Covid-19 Vaccine Acceptance:
Dr. Lisa Fitzpatrick*

*Ask an Expert: What should people in communities
of color know about Covid Vaccines?*

*Texas Launches Next Phase in Vaccination Campaign
(English/Spanish)*

Get Vaccinated
University of Hawaii

Navajo Strong
Protect the Sacred

*American Indian Physician Tells Why He Got the
Covid-19 Vaccine*

For Me, For You
Morehouse School of Medicine

Continues next page >

FUTURELAB+

PSA Storyboard

Audio:	Audio:	Audio:

Audio:	Audio:	Audio:

FUTURELAB+

**Social Awareness Campaign Guidelines and Planning
Capture Sheet**
Project Component: Advertisement or Infographic

GOAL: *This portion of the project is also a part of the
"engagement" and "call to action" portion of the awareness
campaign. Advertisements should be eye-catching and easily
understandable for the target audience, and should convey
a simple, yet powerful message to the viewer using text and
images. The infographic can provide data and information in an
interesting and easy-to-understand way using images and text
in an organized fashion.*

To get started:

....

Decide on the specific message your advertisement or
infographic will convey.

....

Identify the target audience.

....

Narrow down the information and images you will be using in
your advertisement or infographic.

....

Decide if there will be a slogan or phrase in your
advertisement or infographic.

....

Decide which infographic maker you will use
(Piktochart, Canva)

....

Advertisement and Infographic Examples

....

Cancer Awareness *AstraZeneca debuts cancer awareness
campaign to encourage continuing care during COVID-19*

Air Pollution Awareness *WHO | Air Pollution infographics*

FUTURELAB+

**Social Awareness Campaign Guidelines and Planning
Capture Sheet**
Project Component: Social Media Outreach

GOAL: *This portion of the project (if an actual social media
account) would be helpful in measuring effectiveness of the
campaign through followers, comments, and user engagement.
It is also a way to communicate with community members who
may not have a computer with internet access in the home
or workplace. Social media can be easily accessed through a
smartphone, which community members may be more likely to
own or use.*

To get started:

Identify the target audience.

Decide which type of social media platform(s) would be best
for reaching your target (Twitter, Facebook, Instagram, etc.)

Go to one of the following sites to create a
mock social media post:

Fakebook

Fake Instagram Post Generator

Fake Tweet Generator

Decide on a handle or username that would be catchy and
appropriate for your target audience.

Decide on an appropriate profile picture.

Add information to your post that pertains to your social
awareness campaign goals.