

TEACHER KEY

Unit 4: Prevention

Activity 1: Public Health Poster Activity

Description:

This activity is designed to help students understand media effects and their connection to TB. Students are asked to design a public health poster to prevent the spread of TB and describe what an effective poster consists of.

Time:

Discussion: 15-20 minutes

Poster: 45-60 minutes

Objectives:

- To identify some of the public health measures that help prevent tuberculosis.
- To analyze visual and written media and identify the techniques used to convey ideas and emotions.
- To apply one’s knowledge of media and advertising by creating an artistic poster.

Curriculum Links:

This activity is meant to allow students to be introduced to design elements, creative writing, brainstorming, and reading comprehension.

Language - Media Literacy	1. Understanding Media Texts	1.1 identify the purpose and audience for a variety of media texts
		1.3 express opinions about ideas, issues and/or experiences presented in media texts, and give evidence from the texts to support their opinions
	3. Creating Media Texts	3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice
Language - Oral Communication (<i>for optional PSA activity</i>)	1. Listening to Understand	1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

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	2. Speaking to Communicate	2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions and information in a readily understandable form
The Arts – B. Drama (<i>for optional PSA activity</i>)	B1. Creating and Presenting	B1.1 engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places (<i>e.g., use role play to explore social issues</i>)
Science and Technology – Understanding Life Systems	1. Relating Science and Technology to Society and the Environment	1.1 assess the effects of social and environmental factors on human health, and propose ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial 1.2 evaluate the effects, both beneficial and harmful, of various technologies on human body systems, taking different perspectives into account
	2. Developing Investigation and Communication Skills	2.5 use a variety of forms to communicate with different audiences and for a variety of purposes

Materials:

- Coloured pencils
- Markers
- Pencil
- Paper

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- Eraser

Procedure:

1. Discuss as a class the ways in which we can prevent the spread of illness in the classroom.

Students should provide examples like these:

- Cover your mouth when you cough
- Sneeze into your sleeve
- Always wash your hands
- See a doctor regularly
- Don't be afraid of shots! They're good for you!
- Don't spit

Here are some examples of posters from the 1920s:



2. Show the class some of the Anti-TB Public Health posters from the 1920s and 30s. As a class, discuss which Public Health posters from the 1920s are most effective and why.

Prompts:

- What kinds of images are most convincing? Which ones are not?
- Why are certain images more effective than others?

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- Compare colours used in 2-3 posters; which one is better for the cause and why?
- Why is the use of children in these ads effective?
- Why do you think some words are bigger and more bolded than others?

OPTIONAL: go into breakout groups and discuss one poster each. Then, one person from each group form a new group and tries to convince the others why their poster is most effective.

3. Ask students to design a Public Health poster that would help spread the word about TB and how to prevent it (i.e. closing your mouth when you cough, preventing spitting, encourage TB testing). Stress that they should take inspiration from the posters they just looked at and should make sure their poster is eye-catching and has elements to draw people in and keep the viewer interested. Be creative, yet informative!

4. As a class, vote which posters are the most effective and explain why you chose those ones.

Students should be able to demonstrate the following:

- An understanding of what a public health poster should look like
- Good use of design elements to portray a convincing poster
- Creativity that effectively combines textual and visual elements
- Identifying strengths and weaknesses in design and its connection to the overall purpose of the project

5. OPTIONAL EXTENSION: Create a Public Service Advertisement! With a group, come up with a commercial or play that helps show the negative effects of careless coughing, spitting or sneezing.

Students should be able to demonstrate the following:

- How to effectively use media to convey an idea
- A working knowledge of material
- Creativity in producing a convincing narrative/idea

Background Information:

Introductory Text:

Over the years many efforts have been made to stop the spread of tuberculosis. From legislation banning spitting in public, to the development of vaccinations, to public screening programs, preventative efforts have sought to inform people about the disease and to stop the spread of the disease.

DESIGN:

Four categories (Public Health Education; Pasteurization and Dairy Controls; Vaccination; Screening).

**Some categories have 2-3 subcategories within*

Text followed by picture gallery layout, with images and captions.

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Public Health Education

- Anti-Tuberculosis Organizations in Canada

After the discovery of the cause of tuberculosis, *Mycobacterium tuberculosis*, various public health measures were taken to decrease the spread of the disease. At the forefront of these measures were a number of anti-tuberculosis associations, such as the Canadian Association for the Prevention of TB, formed in 1900. This association focused on educating the public about stopping the spread of TB, and helped to form [sanatoria](#) and [dispensaries](#). In the 1920s the renamed Canadian Tuberculosis Association also played a significant role in screening school-children and managing the Christmas Seals program.

A key method of public education used by such associations was the poster. In 1929 the Canadian Tuberculosis Association sent out 16 million posters. The message of these posters focused on preventing the spread of germs by stopping people from spitting in public streets, and by gaining support for legislation that would ban public drinking cups and spitting. Some also sought to make people aware of the need for fresh air and the dangers of crowded living conditions, while other focused on the benefits of a nutritious diet.

In 1977 the Canadian Tuberculosis Association was renamed the Canadian Lung Association.