Unit 15

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| OverviewUsing images and tag lines on outreach materials are effective to help attract the attention of different groups. This unit gives trainees the chance to develop an image and tag line for their site, and to reflect on the ways different groups might respond to them. ObjectivesBy the end of the unit trainees will be able to:* Describe the ways in which slogans, logos, and graphics are effective tools when trying to create a brand for a place, product, or service
* Evaluate images and tag lines for their potential to be perceived negatively or to be misinterpreted
* Evaluate various images and tag lines for their effectiveness in promoting a research site
* Design a creative and effective design for outreach materials that is culturally appropriate for their site

Materials* Logos\_Slogans\_examples.ppt – 1 copy
* HVTN Local Site Materials.doc – 1 copy per trainee
* Blank sheets of paper (approximately A4 size)
* Colored markers
* Tape

Approximate time 3 hours |

Developing Outreach Materials

# Warm-up/Introduction (30 minutes)

## Trainer notes

This Powerpoint “*Known Brands*” contains examples of slogans, logos, and names of products/services connected with different known companies or organizations. You may want to replace unfamiliar symbols with ones that are more locally recognizable.

## Preparation

Print off each of the presentation slides from the “*Known Brands*.” Use paper to cover up the words on the bottom that explain the product and the tagline. Set these aside.

For this exercise you will use the examples from slides 1-7. Slide 8 (the red ribbon) will be used in the next activity.

## Procedure

Known Brands

**Step 1:** Write the words ***Known Brands*** on a flipchart sheet.

**Step 2:** Tape the first logo (the Nike “Swoosh”) up on flip chart under the title, “***Known Brands***.” Make sure the slogan under the symbol is hidden. Ask trainees the name of the company that the symbol is associated with and what the company sells. The trainees should easily identify the Swoosh with Nike and that they sell shoes.

**Step 3:**  Ask the group if they know the slogan for Nike. If no one can figure it out, say the first word and see if people can get the rest. Say, “Just…” and hopefully someone will be able to complete, “Do It.” Then display or write the words, “Just Do It” under the Nike Swoosh logo. Take down the Nike symbol and slogan.

**Step 4:** Next, hold up the Coke logos in front of the group or tape it on the flip chart. Ask for a volunteer to tell you what product this company sells. The group should be able to identify the symbol with Coke products.

**Step 5:** Next, hold up the Vodacom logo in front of the group or tape it on the flip chart. Ask for a volunteer to tell you what product this company sells. The group should be able to identify the symbol with Vodacom mobile phones and services.

**Step 6:** Repeat the same exercise with the rest of the symbols on the slides or symbols or logs that you have chosen.

**Step 7:** Have the group think of some popular slogans from other companies or organizations they know. Ask for a volunteer to state the first word of a popular product or organization slogan they know of, and ask the others to try to complete the slogan, identify the company and the product sold or service provided locally.

**Step 8:** After the group has finished identifying slogans, explain that the point of this game was to demonstrate the power of effective advertising both with symbols and slogans. Remind participants that just like companies that brand their commercial products using logos and slogans, branding can also bring visibility to other things, like the importance of HIV vaccine research or the work of the trial site itself.

**Step 9:** Tell the group that they will work together to begin developing site-specific images and tag lines to use for outreach materials that will help promote vaccine trials and the work of their site locally. Note that most sites will already have their own logo and official slogan so the point of this exercise is to develop images that could advertise a particular event or recruitment need.

# Presentation of Information (30 minutes)

## Preparation

* HVTN Local Site Materials.doc

## Procedure

**Step 1:** Explain that before they begin working on their own images and taglines for their site, they need to be sure that what they come up with will mean the same thing to many groups in their community.

**Step 2:** Give the example of the car, the Nova made by Chevrolet. Explain that in English, the word, “nova,” refers to a type of star that becomes brighter but then fades back to its original brightness, but that in Spanish, the phrase, “no va,” means “no go.” Not surprisingly, when Chevrolet tried to sell this car in Spanish-speaking countries, no one would buy them because everyone thought that the cars would not work!

**Step 3:** Ask participants if they know of any other examples where branding or symbols used actually had a negative effect or was stigmatizing in some way and actually limited the use of the product or service rather than promoting them.

What does this mean?



**Step 4:** Show the trainees a picture of an “AIDS ribbon.” Tape it up on a flipchart sheet below the title, ***What does this mean?*** Ask trainees what they think the logo signifies. Ask what groups or things this ribbon is associated with in their communities. Write down all of the different ideas that the trainees identify. Some examples could include: AIDS, support for HIV positive people, HIV prevention, an end to HIV/AIDS, etc.

**Step 5:** Point out to the group that in the case of the red ribbon, there can be many different interpretations of what it means. As an example, if they choose to incorporate the ribbon into their logo, they need to make sure that within their community, people will not identify their research site as a HIV treatment provider. Remind the group that two of the many misconceptions communities around the globe often have is that a vaccine is a treatment to ‘cure’ HIV, or that HIV vaccine trials are for HIV-positive people.

**Step 6:** Discuss how the red ribbon may *help* or *detract* from identifying their local site with HIV vaccine trials and research. Mention that in the United States, the red ribbon is often turned upside-down so that it is in the form of a “V” for vaccines.

**Step 7:** Ask trainees if they think the red ribbon could be used in conjunction with their own logo when promoting HIV vaccine trials and research. Why or why not?

Images

**Step** **8:** Write ***Images*** on flipchart paper and ask participants to try to brainstorm a list of images that they could use in conjunction with HIV vaccine research.

**Step 9:** Review the list and ask participants if they think any of the images or icons they brainstormed might have negative associations in their community. Have the group discuss why or why not.

**Step 10:** The HVTN often develops brochures and handouts for use by all of its sites. Because of the diversity in language, culture, and policies at the various sites, the HVTN encourages all trial sites to also develop their own outreach and recruitment materials that are specific to their community’s needs.

**Step 11:**  Distribute examples of HVTN materials and materials created by other sites or simply point to the examples on the handout *HVTNLocalSiteMaterials*. If one site really likes materials from another site, it is okay to ask that site to borrow the idea of image.

# Individual and group work (1 hour, 40 minutes)

## Preparation

* Blank sheets of paper.
* Colored markers

## Procedure

**Step 1:** Provide each trainee with several sheets of blank paper and markers. Ask each person to draw an image they feel would best represent their local research site. Have them draw and color it large enough to be seen by everyone in the room when displayed on a flip chart. Then have them create a catchy tag line that they believe would best describe the local HIV vaccine effort and the work of their site. **Allow 30 minutes.**

**Step 2:** Next, have each person come up to the front of the room and tape their image on a flipchart paper and write their tag line below. Have them explain how they came up with their image and tagline and what all the various elements in the design represent. After each presentation, elicit feedback from the group by having them think about how the particular image(s) and taglines may be perceived in the community, both favorably and/or unfavorably. **Allow 5 -7 minutes for each individual.**

**Optional:** As a way to make this exercise more fun, you could conduct a silent ballot vote with the group, having them choose their top 3 logos and slogans. The trainer could then provide a small prize to the 2 or 3 trainees with the winning designs.

# Wrap-up Activities (15 minutes)

## Trainer notes

As a way to bring closure to this section, make a list of things to take into consideration when creating site images and taglines.

Considerations for images and taglines

## Preparation

Write ***Considerations for images and taglines*** on the flipchart.

## Procedure

**Step 1:** Ask the group, “If the image incorporates a red AIDS ribbon, how will it be perceived in your community? Will people assume that the site is working with HIV-positive people? Could using the red ribbon unintentionally keep potential HIV-negative volunteers away? Could it create misconceptions about the work of the site?”

**Step 2:** Have trainees think back to the logos and slogans from the known brands and from each other’s presentations. Ask them to create a list of considerations that are important when developing outreach materials. Write these ideas on the flipchart paper. If they have trouble generating ideas, you could suggest:

* Avoid words or phrases that have sexual, racial, or violent connotations or that are associated with drug addiction
* Avoid using imagery or phrases that are associated with specific cultural, ethnic, or religious groups (i.e. the Star of David and Judaism, the Crescent Moon and Islam, the Cross and Christianity)
* Do not use images or phrases that people or companies have copyrighted.
* Do not use phrases that would be stigmatizing to people who are HIV-positive. For example, when referring to HIV treatment, instead of saying “anti-HIV drugs” it might be better to say “drugs used to treat HIV,” since some people might assume that you are saying something against people who are HIV-infected (“anti- HIV”).
* Be mindful of language that may potentially be exclusionary, and images, language, and graphics that could be offensive or triggering.

**Step 3:** When the list is complete and the trainees have no other ideas, let the group know that it can be very helpful to take all of their image ideas back to the rest of their site staff and CAB get feedback on using them to create site-specific materials. Let the group know that there are usually local advertising, marketing and graphic arts companies that can help the site with the production of its final idea for a fee. Some companies may be willing to donate their services (called “pro bono”) if asked.

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