



# Leaders to the Front:

## A Guide for Student Activists in the Fight Against COVID-19

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# INTRODUCTION

This booklet is designed to teach students ages 13 and up about how to carry out a campaign to raise awareness about an issue of their choice. While this guide focuses on raising awareness about COVID-19, the steps outlined in this guide can be applied to any issue. Students using this guide will be able to develop a campaign that does three things:

- Raises awareness about COVID-19 and its impacts
- Gets people vaccinated
- Improves the overall health of the community

The purpose of this guide is to help young people like you become better activists who are working to stop the spread of COVID-19. Three key terms focus our work: engagement, activism and empowerment. They are defined by Webster's Dictionary as:

**Engagement:** emotional involvement or commitment

**Activism:** a doctrine or practice that emphasizes direct vigorous action especially in support of or opposition to one side of a controversial issue

**Empowerment:** the act or action of empowering someone or something: the granting of the power, right, or authority to perform various acts or duties

*If we become committed to learning as much as we can about COVID-19 and related issues, take action to raise awareness about the disease, based upon the information we have learned and then share the information with others, we become empowered to improve our lives and the lives of others. We are now able to make rational, informed decisions based upon our knowledge.*

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## ***A note about safety***

In executing our information campaign, we want to always be mindful of our target audience; students ages 13 and up. While our campaign will use various methods of sharing information, we want to make sure our messages are age-appropriate, safe, and have been approved by a teacher or adult advisor before being sent out.

## **Why be a COVID-19 Activist: Understanding the impact of the virus**

As of May 2022, 1 million<sup>1</sup> people in the United States, including 90,000<sup>2</sup> Californians, have died from COVID-19. It is important to note that communities of color have been hit particularly hard by the virus. In California, Black people make up 6% of the population, but 7% of the COVID-19 deaths.<sup>3</sup> In fact, the death rate for Black people in California is 18% higher than the statewide death rate.<sup>4</sup> Latinos, who represent 38.9% of the state's population, make up 43.7% of the deaths.<sup>5</sup> The death rate for Latinos in California is 14% higher than it is for other populations across the state.<sup>6</sup> Since the virus is hitting us particularly hard, it is important that we all take action.

Even outside of death, COVID-19 can have a devastating impact on a person's health. Some people with COVID-19 may experience difficulty breathing or develop lung damage.<sup>7</sup> Other people, especially those with pre-existing conditions such

<sup>1</sup> <https://www.nytimes.com/2022/05/19/us/us-covid-deaths.html>

<sup>2</sup> <https://covid19.ca.gov/state-dashboard/#:~:text=County%20not%20found-,Cases%20and%20deaths,19%2C%20resulting%20in%2090%2C382%20deaths.>

<sup>3</sup> <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Age-Race-Ethnicity.aspx>

<sup>4</sup> <https://data.chhs.ca.gov/dataset/covid-19-equity-metrics>

<sup>5</sup> <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Age-Race-Ethnicity.aspx>

<sup>6</sup> <https://data.chhs.ca.gov/dataset/covid-19-equity-metrics>

<sup>7</sup> <https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus/what-coronavirus-does-to-the-lungs>

as heart disease, cancer, and diabetes, have a higher risk for becoming seriously ill with the virus.<sup>8</sup>

Additionally, some people infected with COVID-19 may develop long COVID-19, a name given to the wide range of ongoing health problems that occur post-illness.<sup>9</sup> Long COVID-19 symptoms range from general symptoms like tiredness to respiratory and heart systems, such as trouble breathing and shortness of breath.<sup>10</sup> Long COVID-19 can also cause neurological problems including brain fog, change in smell or taste, and mental health problems such as depression or anxiety.<sup>11</sup> Getting a vaccination can reduce one's chance of getting COVID-19, and therefore, reduce their chance of developing long COVID-19.<sup>12</sup>

One way to take action against COVID-19 and its deadly consequences is to get yourself vaccinated and to help others get vaccinated. Vaccinated people are less likely to get infected with the virus.<sup>13</sup> It is important to note that people who are vaccinated can still get the virus. However, vaccinated people are at less risk of developing a serious case of COVID-19, one that could require hospitalization or cause death.<sup>14</sup>

<sup>8</sup> <https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus/coronavirus-and-covid19-who-is-at-higher-risk>

<sup>9</sup> <https://www.cdc.gov/coronavirus/2019-ncov/long-term-effects/index.html>

<sup>10</sup> <https://health.ucdavis.edu/coronavirus/covid-19-information/covid-19-long-haulers>

<sup>11</sup> <https://health.ucdavis.edu/coronavirus/covid-19-information/covid-19-long-haulers>

<sup>12</sup> <https://www.cdc.gov/coronavirus/2019-ncov/long-term-effects/index.html>

<sup>13</sup> <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/effectiveness/why-measure-effectiveness/breakthrough-cases.html#:~:text=Most%20people%20who%20get%20COVID,vaccine%20breakthrough%20infection.%E2%80%9D>

<sup>14</sup> <https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus/what-coronavirus-does-to-the-lungs>

Vaccines are really helpful for children and teenagers, too. Vaccinated youth who become infected with COVID-19 are less likely to be hospitalized or need serious medical intervention as they recover from the virus.<sup>15</sup> Getting vaccinated can also lower your risk of developing complications from COVID-19, such as multi-system inflammatory syndrome (MIS-C),<sup>16</sup> a devastating illness that can impact children 4-6 weeks after initial infection of the virus.<sup>17</sup>

An important reason to be a vaccine activist is that many people, about 25% of Californians, are not yet vaccinated.<sup>18</sup> As of June 10, 2022, 75% of Californians have been vaccinated. However, it is important to note that vaccination rates vary by race. Vaccination rates are lowest among Blacks and Latinos (58.4% and 59.3%, respectively), and higher among Whites (68.4%). 94.1% of Asians in California are vaccinated.<sup>19</sup>

As a COVID-19 activist, you can raise awareness about the virus, get people vaccinated, and impact the health of your family and your community by stopping the spread, which will decrease illness and death.

## **Goals of a Campaign to Stop the Spread of COVID-19**

Your goals must always be kept in mind when planning and executing the campaign. In this section, we'll review our goals, and provide some big picture ideas for how you might meet those goals.

<sup>15</sup> <https://answers.childrenshospital.org/covid-19-vaccination-teens/>

<sup>16</sup> <https://www.ama-assn.org/delivering-care/population-care/unvaccinated-kids-much-higher-risk-severe-mis-c-outcomes>

<sup>17</sup> <https://www.nichd.nih.gov/newsroom/news/041122-COVID-vaccine-MIS-C#:~:text=Vaccination%20against%20COVID%2D19%20appears,the%20National%20Institutes%20of%20Health.>

<sup>18</sup> <https://covid19.ca.gov/vaccination-progress-data/>

<sup>19</sup> <https://covid19.ca.gov/vaccination-progress-data/>

### **1. To raise awareness about COVID-19 and its impacts.**

You will want to become familiar with data from the State Department of Health Services, and the county in which you live. You may then want to look at the numbers in terms of age group, ethnicity, or zip code of your school (and nearby zip codes). This will help you to better focus your campaign. In other words, if more people have been vaccinated in zip code A than in zip code B, you will want to place more effort in reaching the people in zip code B.

**2. Get people vaccinated.** Your target could be small or large, depending upon your resources (people, time, budget). Maybe you want to get 10 friends vaccinated, half of your 8th grade class, or 40 percent of the students in your school. You may even want to start with a small target and increase the size, once you start seeing positive results.

**3. Improve the health of your target audience (and therefore your community).** By raising awareness about COVID-19, you can improve the health of your target audience, and improve health outcomes for the overall community as well. The more you can increase vaccination rates, the more you can reduce negative impacts of COVID-19, including serious illness, death and financial loss.

### **How do I get started? The Big Picture: Building a Campaign**

Use an existing structure at your school, such as Youth Council, leadership or service class from which to start. Self-select the initial team leader(s) or ask a teacher or adult advisor to choose a temporary one. A more formal structure can be formed once the team has been determined.

- 1.** Build a team – solicit participation from other students who may be interested in increasing awareness about COVID-19.

## Key Team Members for Your COVID-19 Campaign

- a.** Team leader
  - b.** Office coordinator - maintains forms, list of team members, records
  - c.** Logistics coordinator - ensures that details have been properly handled prior to the event/activity and that facility/room/location is properly set-up; coordinate student transportation with advisor, if needed.
  - d.** Communications coordinator(s) - develops communications plan, key messages, marketing materials (including flyers newsletters), coordinates website design; recruits reporters for in-house newsletter; supervises graphic designer, webmaster, and photographer; serves as liaison to school newspaper and social media team. (This is the most important role within the campaign, because it is responsible for creating and sending out the messages. Subcommittees can be formed to handle communication-related duties.)
  - e.** Outreach coordinator/scheduler - maintains lists of community-based contacts and schedules teams for literature drops, presentations or service at events.
  - f.** Event show-runner - responsible for overall planning of assembly or event; solicits talent and makes sure event is on schedule
  - g.** Language translator(s)
  - h.** Teacher/adult advisor
- 2.** Decide on an activity or combination of activities (see activities section)
  - 3.** Develop a realistic goal for the activity, taking into account the estimated amount of time, people and budget that may be needed to execute the plan.
  - 4.** Create a budget (see sample on page 19)

5. Determine what resources will be needed
6. Develop key messages
7. Develop an event timeline (see sample on page 21)
8. Take action!

## **Actions that Raise Awareness About the Virus and the Vaccine**

There are many activities that you can engage in to raise awareness about the virus and the vaccine. These activities include:

- Poster exhibit/walking art exhibit (with COVID-19 messages)
- COVID-19 awareness day
- Pep Rally or school assembly
- Spoken Word event or talent show (dedicate part of the show to COVID-19 messages)
- Vaccination sign-up competition between grade levels, clubs, etc.
- Email, phone or social media campaign

## **Actions that Encourage People to Get Vaccinated**

Ultimately, our goal is to get people vaccinated. Here are some actions you can take to increase vaccination rates:



- Host or partner with a vaccine clinic
- Host an activity at a vaccine clinic and invite students to come
- Organize a vaccination sign-up competition at a clinic (on single or multiple dates)
- Partner with another school or a community-based organization on a vaccination drive

**Now that we know the activities in which we are going to engage, what is the plan of action? Here are some next steps you can take to help launch your campaign.**

- 1.** Make a list of the tasks you will ask your team members to perform in order to complete your activity.
- 2.** Determine who will be responsible for each activity.

## **Getting Organized for Your Campaign: An Overview of the Activists' Toolkit**

Before you get started, it is important to make sure you have the right information. In this guide, we've suggested a number of tools that will help make sure you have the relevant information in one place, including your contact information, budget and timeline. See the list below for an overview of the tools which you should include in your toolkit.

## TOOLKIT

- a.** Contact list with names, email addresses and telephone numbers of committee members
- b.** List of team leaders and areas of responsibility
- c.** Key campaign messages (see samples)
- d.** Budget planning worksheet (see guide on page 19)
- e.** Activity Timeline (see sample)
- f.** Contact list of nearby community-based organizations, faith-based institutions and schools, if seeking partners outside of your school
- g.** Event checklists (facility/room and audiovisual set-ups; décor, food; program outline)
- h.** Event calendar (if more than one event is being planned)

### Budget and Event Planning: Resources to Be Considered

Write down all the resources you need to get your project done. Be sure to list everything, even resources you think you might have easy access to, like school facilities or supplies. If there is a cost associated with the resources, write it down as well. Perhaps you received donations to cover the cost. If so, you can make note of that in the budget column. The main resource categories are:

- 1.** Facility (examples: school auditorium, classroom B, parking lot.)
- 2.** Audiovisual equipment (examples: microphones, projector)
- 3.** Equipment rental (examples: tents or canopies, booths, trash containers, risers)
- 4.** Office supplies (examples: poster boards, markers, photocopy paper, pencils; complimentary tickets)
- 5.** Refreshments (examples: boxes of chips, juices, paper goods)

- 6.** Decor (examples: banners, directional signs, table cloths, flowers)
- 7.** Printing (examples: announcements, flyers, tickets, newsletters, name badges)
- 8.** Publicity and Promotion (examples: advertising, photography)
- 9.** Entertainment (examples: fees, special equipment needed)

## **Getting the Word Out**

A key step in the list of communications activities involves developing a Communications Plan. This is necessary in order to organize your communications efforts to make sure your goals are accomplished (see page 21). There are many ways to get the word out about your campaign. You can use more traditional forms of media, like newspapers, television and radio. You can also use technology, including social media and the items listed below to raise awareness. Remember that when you are using social media, you should follow basic Internet safety guidelines. You should also make sure a teacher or adult advisor is informed about your social media activities. Since our primary audience is youth, ages 13 to 18, we are focusing on the communication vehicles below:

- 1.** Campaign-created website
- 2.** Social media
- 3.** Flyers
- 4.** Fact sheets (when discussing the virus and its' impacts, you want to make sure you have information that is accurate and appropriate. By sharing facts that have been vetted by trusted sources, we keep ourselves and our communities safe. One way to do this is to make sure all of our information has been fact-checked. You can use the resources at the end of this guide to find trustworthy information from reputable, high-quality sources.)

5. Newsletters that include stories written by persons who have been impacted by COVID-19
6. Posters, banners and signs

When talking to others, keep in mind the fact that many rumors about the vaccine have been and continue to be circulated. The California Department of Public Health's website <https://www.vaccinateall58.com/> includes some of the myths about the vaccine and how to respond to them, as well as a list of "Do's and Don'ts" when talking to others about the vaccine. Here are some excerpts from Vaccinate All 58 that you can use in your campaign.

## Myth-Busters

**Myth 7:** COVID-19 vaccines have not been properly studied or tested

**TRUSTED INFORMATION:**

- COVID-19 vaccines have undergone and will continue to undergo the most intensive safety monitoring in U.S. history.
- The vaccines met the FDA's rigorous scientific standards for safety, effectiveness, and manufacturing quality.
- Although COVID-19 vaccines were developed quickly, research and development on vaccines like these have been underway for decades. All vaccine development steps were taken to ensure COVID-19 vaccine safety and effectiveness.

**Myth 8:** COVID-19 vaccines are dangerous and unnecessary for children

**TRUSTED INFORMATION:**

- CDC and AAP recommend that all individuals ages 5 and older receive the COVID-19 vaccination.
- Before recommending COVID-19 vaccination, scientists conducted clinical trials with thousands of children and teens to make sure the vaccine is safe and effective.
- Serious reactions after COVID-19 vaccination in children and teens are rare.
- Just like adults, children and teens can get very sick from COVID-19, have both short- and long-term health problems, and spread COVID-19 to others.

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## Do's and Don'ts

The infographic is set against a dark blue background. It features two white rounded rectangular boxes with orange borders. The left box is headed 'DO' in green, and the right box is headed 'DON'T' in red. Each box contains a bulleted list of three items.

DO	DON'T
<ul style="list-style-type: none"><li>• <b>DO</b> share accurate, clear, easy-to-find information from trusted resources, such as CDC or CDPH.</li></ul>	<ul style="list-style-type: none"><li>• <b>DON'T</b> re-share misinformation or reference information from unknown sources.</li></ul>
<ul style="list-style-type: none"><li>• <b>DO</b> be compassionate, empathetic, and listen to where the individual is coming from – remember how easy it is to be influenced by misinformation!</li></ul>	<ul style="list-style-type: none"><li>• <b>DON'T</b> appear impatient, aggressive, or frustrated when responding – this will make the audience less likely to engage or listen.</li></ul>
<ul style="list-style-type: none"><li>• <b>DO</b> use short, simple, easy-to-understand language when engaging with people who may have been influenced by misinformation. Make your messaging clear and memorable.</li></ul>	<ul style="list-style-type: none"><li>• <b>DON'T</b> use scientific or complicated language that the audience won't understand or be able to remember.</li></ul>

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## Tracking your success

In order for your campaign to be successful, you'll want to keep track of progress toward your goal. Here are some ideas for tracking your success.

1. Create short-term goals that contribute to your long-term project goal. For example, perhaps you want to get 10 people vaccinated. When will you do your research on vaccination locations? When will you contact the people you want to get vaccinated? By when do you want all of the vaccinations to be completed? Setting short term goals can help you troubleshoot any problems that come up along the way.
2. Maintain regular contact with team members to determine how things are going. Consider setting a weekly or biweekly meeting so that the team can check in and discuss progress. Meetings can be short (20-30 minutes), but having regular times to connect as a group can help you stay the course.

- 3.** Periodically review and adjust the timeline to align with goals, objectives, resources, budget and realistic deliverables. Sometimes a project can take longer than intended. Or, you may find that you need resources you did not initially account for. You can use your regular meetings to recalibrate your project, cutting back or adding to it where necessary.
- 4.** Reflect on how you feel as you go through the process. Remember our goal of empowerment. Do you and your team members feel as though your activism has made a difference in the way students and community members feel about COVID-19 vaccinations?

### **Things to keep in mind as you launch your campaign**

- Be protective of all lists (committee contacts, community-based agencies). For safety reasons, it is important that you not share with anyone outside of your committee, the contact information for your committee or anyone who has registered for vaccines.
- Maintain consistency in your campaign materials (with fonts, colors, logo) when referring to your organization or club. This is called “branding.”
- Set guidelines for your team’s social media posting. Decide on whether one person should send info and others re-post, or if more than one person should post the information at the same time.
- Do not use your personal email address or telephone number on social media campaign materials. Consider getting a shared email address for your group and sharing the log in information with your teacher or adult advisor.
- When in doubt about facts, campaign etiquette or messages, ask your adult campaign advisor.

Congratulate yourself and your team for staying engaged in activism, and for empowering yourself and others!

## **For More Information on COVID-19 and the Vaccines**

As an activist, it is important that you stay up-to-date on whatever cause or issue you are working on. For COVID-19 activists in particular, it is important to get information from trustworthy organizations that are sharing accurate information. In this way, you can keep yourself and your community members healthy and safe. Here you can find trusted sources for information.

### ***Places to go for data about the spread of the virus and how to stop it***

#### **The Centers for Disease Control and Prevention (CDC)**

The CDC is the United States' national public health agency. It provides vital information about illnesses and diseases that threaten health and safety, as well as information about how to mitigate these threats. The CDC provides information about many different types of diseases. You can use the CDC's COVID-19 resources to find out about how to be safe at school, at home, and in the community. The website has numerous resources for parents and families, too. Additionally, the CDC's website has a COVID-19 tracker, where you can find out about how the virus is impacting people by county, state, and throughout the nation. The charts and the graphs in the tracker can be very helpful to you as you seek to raise awareness about the virus. You can use the website to find up-to-date information about the spread of the virus and how to stop it. You can also find vital information about where to get vaccinated against the virus, and even get assistance scheduling a vaccination appointment.

#### **Websites:**

<https://www.cdc.gov/>

<https://www.cdc.gov/coronavirus/2019-ncov/index.html>

## ***Places to go for state and local information about COVID-19 including vaccination appointments***

### **The California Department of Public Health**

As you seek to get people to commit to getting vaccinated, the California Department of Public Health's website will be very helpful. Here, you can find trustworthy facts about how the vaccine works and who is eligible to receive it. There are also links you can use to make a vaccination appointment. You will receive credible information about COVID-19 and how to stop the spread. The Department of Public Health's website can be used to check your vaccination record and to get a copy if you've lost your card.

The Department of Public Health's Website also has a toolkit for educating others about COVID-19 and the vaccines. The toolkit includes videos, handouts, and social media tools that can be used to spread awareness. As you seek to build your campaign to raise awareness and increase vaccination rates, you will find the toolkit to be helpful.

#### **Websites:**

<https://www.cdph.ca.gov/>

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/nCoV2019.aspx>

### **Local Department of Public Health**

Your local department of public health is another important resource for staying up-to-date about public health, safety mandates, and best practices in your local community. You can find guidelines and community-based resources for getting people vaccinated and stopping the spread of COVID-19. You can also find up-to-date statistics about the status of COVID-19 in your community. These statistics will be very important as you seek to raise awareness.

**Write down the website for the department of public health in your county, here:** \_\_\_\_\_

## ***Places to go for an international perspective on the pandemic***

If you are looking for a global perspective, the **World Health Organization (WHO)** is a valuable resource. Here you can find out about international efforts to fight the pandemic. If you are looking for research, you can find lots of data that represent a broad perspective. You can also use the WHO website to find travel information. This information can be beneficial for community members with family in other countries.

### **Websites:**

<https://www.who.int/>

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

## ***More Vaccination Appointment Resources***

You can find information about where to get vaccinated through all of the websites listed above. Vaccines.gov is another reputable, government website with vaccine information. Through the websites search tool, users can search by zip code to find and schedule a vaccine appointment. Resources are available in English, Spanish, and other languages.

**Website:** <https://www.vaccines.gov/>

## ***COVID-19 resources for families***

The sites listed here have valuable information about how the virus and vaccinations impact children and teens. They also include resources for how to talk to families about COVID-19, as well as tools for managing mental health and well-being during the pandemic.

### **Websites:**

<https://www.healthychildren.org/>

<https://www.first5california.com/en-us/topics/covid-19-resources/>

<https://www.pbs.org/parents/coronavirus-resources-for-parents>

<https://myturn.ca.gov/>

## ***Campaign Exercise***

For the purpose of this exercise, we will start with certain assumptions:

- You plan to hold a poster exhibit, combined with a COVID-19 vaccination awareness assembly.
- Your event will be held in the school auditorium, which includes a podium, chairs, and audiovisual system that you can use without being charged.
- The posters, collected from 10 students, will be on display outside of the auditorium for others to view as they walk into the auditorium. Posters will include art, poetry or prose related to COVID-19.
- You have already identified your key team members, using the descriptions previously discussed and have a list of names to begin staffing your areas of responsibility.

You have a little more than a month to plan and hold the event (September 28 to October 31).

Your **next step** will be to determine your goal(s). For this exercise, let's use the goals below:

- 1.** Provide students with current information about COVID-19
- 2.** Recruit 10 students to join your campaign against COVID-19
- 3.** Get at least 30 students to commit to getting vaccinated

**After that,** determine what resources will be needed and create a budget based upon the items (see page 19)

# RESOURCES AND BUDGET

Resource	Cost	Notes
2 reams of photocopy paper (for flyers, sign-in sheets)	No/Charge (N/C)	Teacher X will donate
Name badges for staff/volunteers	N/C	Volunteers will donate/make
2 table cloths for 6 foot tables for sign-in, information	\$5	Teacher X to purchase
7 tables, 6-feet in length (5 for easels, if necessary)	N/C	School to provide
6 easels for posters	N/C	School to provide
4 easels for posters		Donations to be sought
Outside banner	\$75	Donations to be sought
Facility (school auditorium)	N/C	Free/Teacher X will ask
Audiovisual equipment (2 microphones)	N/C	Free for school activities
Podium	N/C	Free for school activities



**The following step** will be to develop key COVID-19 messages. Let's use these:

- 1.** Vaccinations save lives
- 2.** Vaccinations are safe for young people
- 3.** COVID-19 vaccinations do not give you COVID-19

**The next step will be to develop a timeline that includes a communications plan.** (see page 21)

**Once you have taken these steps,  
you are ready to take action!**

### ***Conference or Classroom Activity***

Having seen the exercise with campaign-related steps, please break up into two or three groups and develop a budget, resource list, timeline and key messages for a **different type** of COVID-19 awareness event.

# CAMPAIGN TIMELINE WITH COMMUNICATIONS PLAN

Activity		Responsible Party	Due Date
1. Select team name or using existing organization's name		Team	Sept 28
2. Request date for assembly		Teacher/Advisor	By Oct 4
3. Request AV system and staff for assembly		Teacher/Advisor	By Oct 4
4. Seek approval to hang banner		Teacher/Advisor	By Oct 4
5. Assign team member to work on assembly program order		Show-runner	By Oct 4
6. Assign team member to work on poster exhibit		Show-runner	By Oct 4
7. Write flyer language to recruit poster exhibit participants		Communications Coordinator	By Oct 4
8. Attach graphics to flyer for poster exhibit		Communications Coordinator	By Oct 7
9. Create social media post using flyer		Communications Coordinator	By Oct 7
10. Recruit program speakers (suggestions: school administrator, public health person to talk about COVID-19; student to talk about impact on family; entertainer		Show-runner	By Oct 7
11. Meet with team as needed		Team Leader	By Oct 7
12. Create hashtag for social media post		Communications Coordinator	By Oct 7
13. Approve social media post		Teacher/Advisor	By Oct 7

**CAMPAIGN TIMELINE WITH COMMUNICATIONS PLAN**  
(Continued)

<b>Activity</b>		<b>Responsible Party</b>		<b>Due Date</b>
14.	Post info to social media	Communications Coordinator		Oct 10
15.	Ask other team members to re-post the information	Communications Coordinator		Oct 10
16.	Place poster exhibit recruitment on school's website	Communications Coordinator		Oct 10
17.	Repeat steps 7-9, 12-15 for flyer and social media post/full event	Communications Coordinator		By Oct 14
18.	Design event banner with theme and date	Communications Coordinator		By Oct 14
19.	Approve event banner and request installation	Teacher/Advisor		By Oct 18
20.	Request facilities div to set-up tables, chairs for outside exhibit	Teacher/Advisor		Oct 18
21.	Write text for ½ page, take home Fact Sheet about COVID-19 including stats in your county and zip codes near school	Communications Coordinator		Oct 18
22.	Approve fact sheet	Teacher/Advisor		By Oct 20
23.	Print sign-up sheet for vaccine commitments	Office Coordinator		By Oct 20
24.	Request PA announcement for assembly/poster exhibit	Teacher/Advisor		By Oct 20
25.	Assign volunteers for event (set-up, sign-in, take-down, clean-up)	Office Coordinator		By Oct 20

**CAMPAIGN TIMELINE WITH COMMUNICATIONS PLAN**      *(Continued)*

<b>Activity</b>	<b>Responsible Party</b>	<b>Due Date</b>
25. Assign volunteers for event (set-up, sign-in, take-down, clean-up)	Office Coordinator	By Oct 20
26. Assign photographer	Communications Coordinator	By Oct 20
27. Prepare Run of Show doc (listing sequence of actions/times)	Show-runner	By Oct
28. Pass out Fact Sheet as students exit auditorium	Office Coord/Volunteers	Event - Oct 31
29. Return easels; return or store posters	Logistics Coordinator	Oct 31
30. Compile list of students committed to getting vaccine. (Consult advisor on next steps considering parental approvals)	Office Coordinator	Nov 1
31. Write article about event for school newspaper	Communications Coordinator	Nov 1
32. Submit article to school newspaper	Communications Coordinator	Nov 4
33. Submit wrap-up report to teacher/advisor	Team Leader	Nov 4

# NOTES

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***They did it!***



## ACKNOWLEDGEMENTS

Dr. Michele Bowers, Board President, CAAASA

Dr. Adam Clark, Board President-Elect, CAAASA

Dr. Daryl Camp, Board Past President, CAAASA

Dr. Mark Marshall, Board Treasurer, CAAASA

Dr. Kimberly Hendricks-Brown, Board Secretary, CAAASA

Dwight Bonds, Executive Director, CAAASA

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