

## INTRODUCTION

Health literacy aims to aid individuals in acquiring the necessary knowledge and skills needed to improve their health outcomes, as well as those of their communities. This education should begin in early childhood. Medical literacy materials provided to children should, at the very least, include children's input. Health education for children can begin at home, at school or at the doctor's office. Often medical literacy commences with informative lessons in the form of signage and posters in medical settings. This accessible form of health education should be taken advantage of by healthcare providers to maximize the medical literacy and positive health related experience had by children. Intuitively, posters with vibrant colors, plenty of pictures, and few words have the potential to educate children on a variety of health-related topics. In this study, children were presented with four posters depicting what should be done in the case of a cut or scrape. With school-age children in the Detroit area in mind, posters on this specific topic were designed specifically to be representative of the children in that demographic. The children then completed a brief survey gauging their liking of these posters and what suggestions they had for additional medical skills posters.

## METHODS

A brief questionnaire consisting of five questions was administered to children ages 8 to 15 to get feedback on four of the posters depicting what to do in the case of a cut or a scrape. Parental consent was obtained prior to interview.

The questions are as follows:

1. Which poster is your favorite?
2. Do you think you will know what to do when you get a cut/scrape after reading this poster?
3. Would you change anything about the poster? If yes, what would you change?
4. What did you like about the poster?
5. What other life/medical skills information would you want to see on posters?

## FIGURES

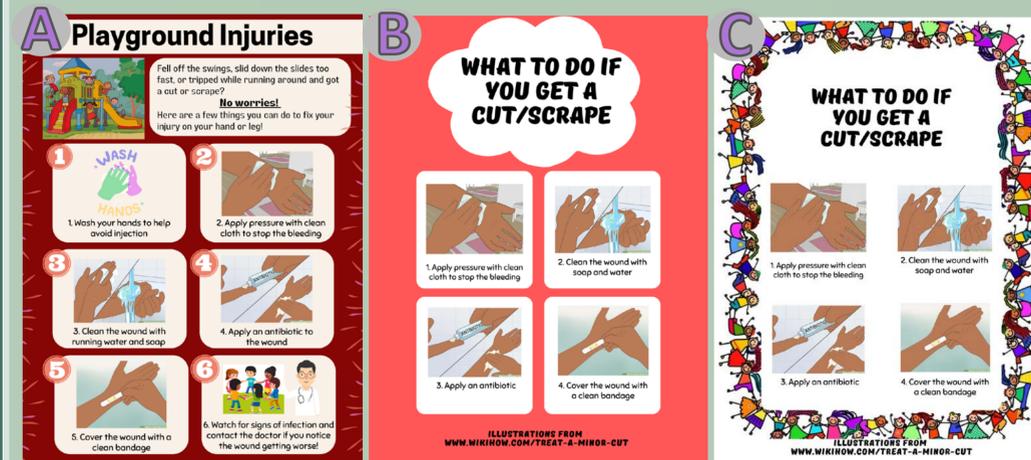


Figure 1. The four posters about treating cuts and scrapes obtained on the playground. These posters are labeled A, B, C, and D, respectively. These were used in the survey conducted, and feedback was obtained regarding the content, style, and opinions of the participants.

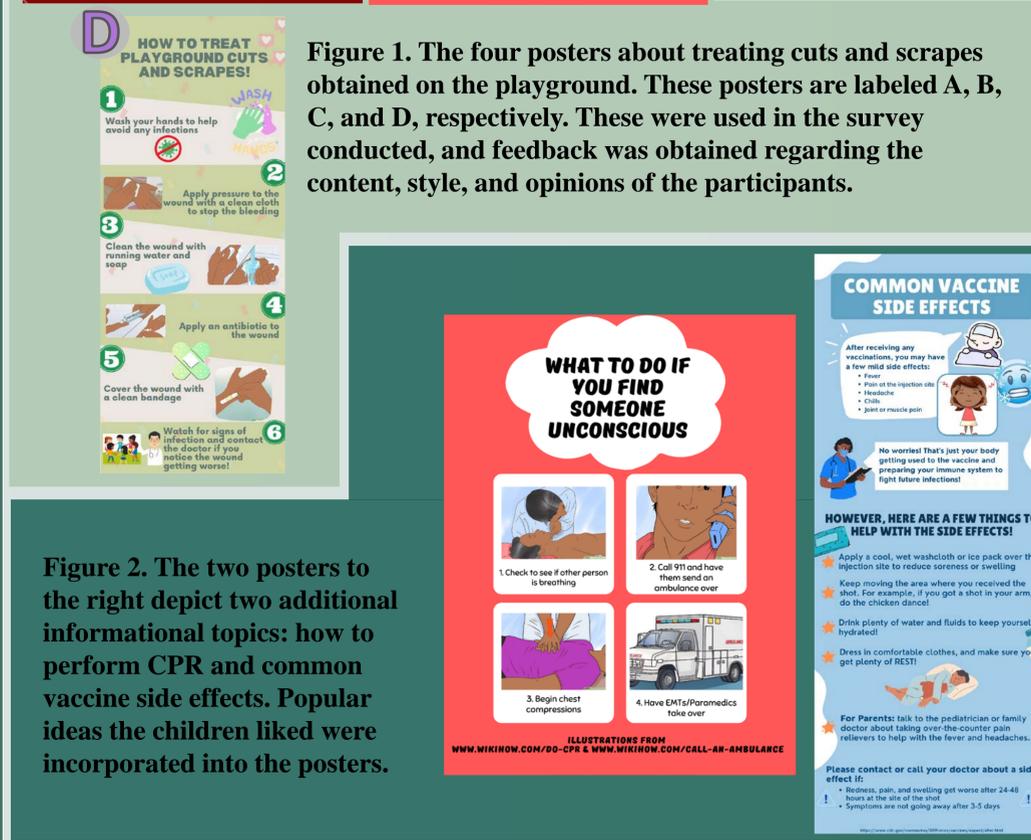


Figure 2. The two posters to the right depict two additional informational topics: how to perform CPR and common vaccine side effects. Popular ideas the children liked were incorporated into the posters.

## RESULTS

Family #	Favorite Poster	Do you think you will know what to do when you get a cut or scrape?	Would you change anything about the poster?	What do you like about the poster?	What other life/medical skills information would you want to see on posters?
1	A	yes	no	"It has more directions"	CPR
2	C	yes	no	"How it has pictures with each instruction:"	How to clean a mess properly
3	D	yes	Yes, add more color	"The steps"	---
4	D	Yes	no	"I feel like it's simple and strategic"	---
5	D	yes	no	"How detailed it is; also, the illustration of the poster"	Teach more about germs and what to do if you're ill
6	D	yes	no	"Simple design"	Vaccine effects
7	D	yes	no	"Nice color with each picture with each instruction"	---
8	A	yes	no	"Very detailed"	What to do with heart attacks, seizures, or falls
9	A	yes	no	"Grabs my attention"	---
10	D	yes	no	"Color of the poster"	Avoiding germs
11	B	yes	no	"Instructions were clear"	How not to get sick
12	D	yes	no	"Simple and lots of pictures"	---

Table 1. The responses of 12 children ages 8-15 on the questionnaire provided to get feedback on the posters designed.

## CONCLUSIONS

Interviews with twelve younger individuals have revealed that children and adolescents are willing to provide constructive feedback on medical literacy material. The bright illustrations used to demonstrate how something should be done were appreciated. Younger individuals valued the clear instructions that the posters were giving and how the vibrant colors grabbed their attention. More than half of the respondents saw the need for additional informative posters covering various topics, implying that this type of education is intriguing. They can make connections of importance spanning various medical topics indicating growing health literacy. Therefore, material designed for the benefit of children and adolescents needs to include the opinions of children and adolescents. If materials are made to appeal to them, their ideas and preferences should be incorporated.