

Applying behavioural science principles to the work of Bradford's Young COVID Ambassadors

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Background

- Bradford Youth Service recruited a team of Young COVID Ambassadors to act as the 'voice' of young people across the Bradford District.
- Their remit is to prevent the spread of COVID 19, educate young people on how to be safe throughout the pandemic and to respond to the impact COVID 19 is having on communities.
- Youth Team requested support in ensuring application of behavioural science in the work of the ambassadors.

Engaging with young people

- Identified 3 groups of young people: Fearful, fearless and unaware
- Engaged with each group to explore their thoughts on the below questions

What are your thoughts and feelings around COVID-19?

What are your thoughts on facial coverings?

What do you think we could do to stop the spread of COVID-19?

Role of behavioural science

- The response to COVID 19, both immediate and long term, relies on human behaviour
- Behavioural science helps us to better understand and change both individual and population level behaviours
- Provides frameworks for identifying and understanding behaviour which in turn can inform the development of behaviour change interventions

Identifying support needs

- Recognition that there was a need to provide training for both the youth staff team and the ambassadors
- Overall aim was to develop a basic understanding of behaviour change to help in disseminating health messages
- Request for support in considering which behaviours to prioritise

Behaviour Change workshop: Youth Service staff team

- Increase understanding of psychological principles of behaviour change
- Increase understanding of the COM-B model of behaviour change
- Explore how the COM B model can be applied in developing health messages/campaigns
- Identify/prioritise behaviours to reduce transmission of COVID 19

Behaviour Change workshop: Young COVID Ambassadors

- Be able to identify a behaviour
- Understand what influences behaviour using the COMB model
- Understand how psychology can help in developing and sharing health messages
- Consider which behaviours to focus on

Identifying and Prioritising behaviours

- In both workshops we undertook an exercise to identify relevant behaviours
- We then prioritised these behaviours based on a number of factors including:
 - Impact changing the behaviour would have on the desired outcome
 - Likelihood that the behaviour can be changed
 - Likelihood that it would have a positive/negative impact on other behaviours
 - Likelihood that young people would accept it
 - Ability to measure changes to the behaviour

Learning identified by staff team

“Not to jump straight to fixing the issues – take more time to understand”

“think about the behaviour before trying to fix the problem”

“behaviours are not clearly defined in all instances”

“not to focus on fixing everything”

“choose a specific behaviour to make change achievable”

“step back and not jump into fixing things”

Learning identified by ambassadors

“I have learnt what influences behaviour”

“components needed to change a behaviour”

“I understand that a behaviour is an action”

“you can change a lot with the capability, opportunity and right people to motivate you”

Insights gained from young people in Bradford	Things the ambassadors/youth team are doing to respond to this
<p>Don't believe COVID is real</p> <p>Don't know anyone who has had it</p> <p>Not sure what is true anymore</p>	<ul style="list-style-type: none"> • Behind the mask campaign – real stories of people affected by COVID • Vlog to challenge conspiracy theories
<p>Confused about the rules</p> <p>Don't understand the rules</p>	<ul style="list-style-type: none"> • Engaging with young people to explain local rules and how they help stop the spread • Developed leaflets that simplify guidelines
<p>I cannot stand another day in the house with my parents</p>	<ul style="list-style-type: none"> • Youth work sessions via Zoom such as cook and eat, arts and crafts • Provide YIM sessions
<p>Don't know where to get masks</p> <p>Cant afford a mask</p>	<ul style="list-style-type: none"> • Design a mask competition to raise profile • Handing out free masks/hand sanitisers
<p>Don't really understand what is happening – cant read English/too much information</p>	<ul style="list-style-type: none"> • Translated videos/audios for home testing kits • Setting up Facebook accounts in different languages

Coronavirus: **real** people, **real** experiences

Iqrah lost her aunt to Coronavirus, she was only 30 years old. Due to restrictions, only some of her family could attend her funeral. Other friends and family had to say goodbye via the internet.

Her aunt left her husband and her 1 year old child behind. Iqrah and her family knows Coronavirus is real.

**Protect yourself, your family
and your community**

**You think it's
a conspiracy
theory?**

**Tell that
to my
family**

HANDS

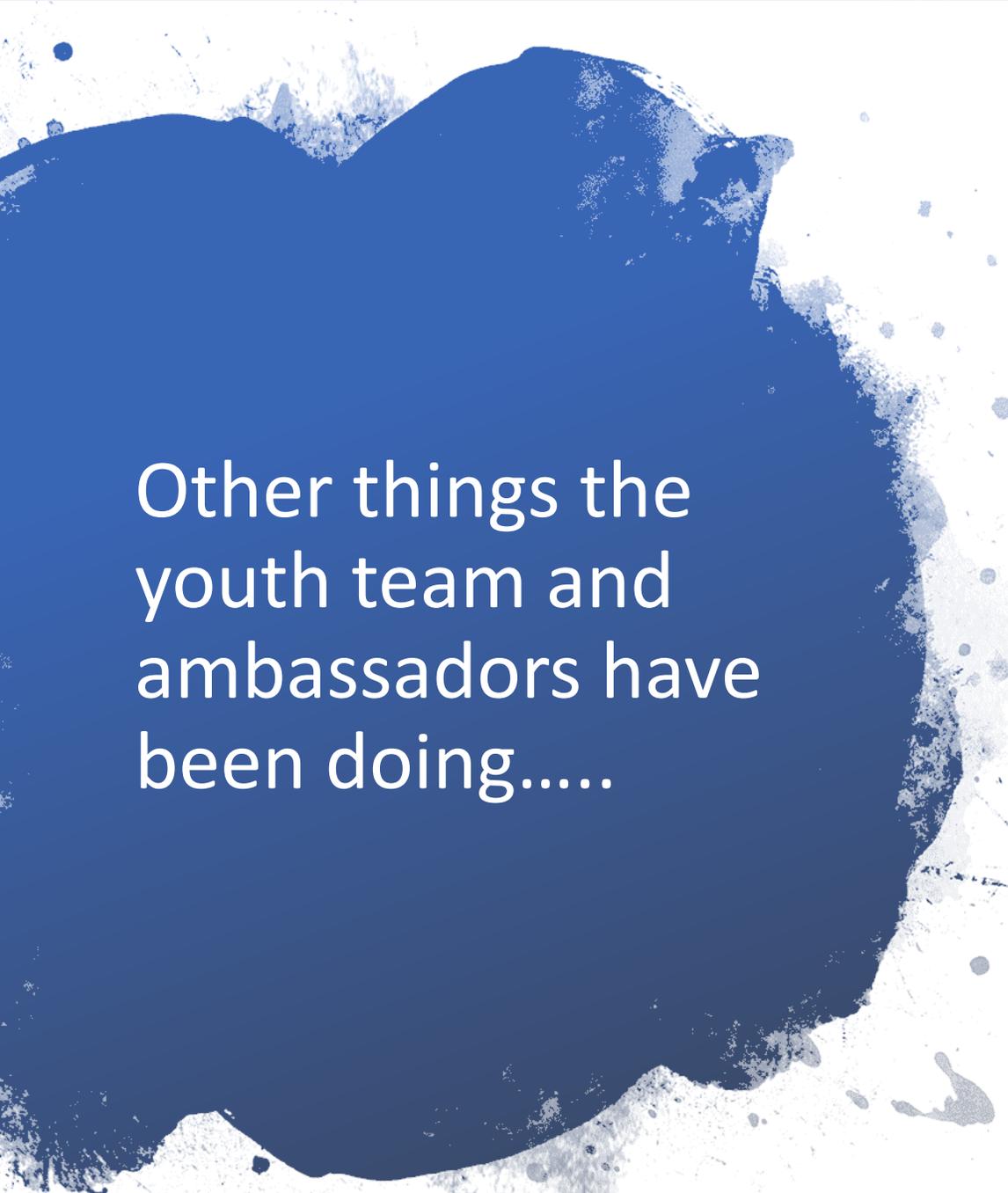


FACE



SPACE





Other things the youth team and ambassadors have been doing.....

- Distributing home testing kits
- Mental Health Video
- Detached
- Flash Mob
- TikToks
- Song writing
- Logo/slogan work
- Podcast with Director of PH
- Newsletter

A dark blue, irregularly shaped graphic with a splatter effect, containing white text. The graphic is centered on a white background and has a rough, hand-painted appearance with some lighter blue and white splatters around its edges.

Thank you for listening – please
do get in touch if you would like
to know more about the work
we have been doing in
Bradford.