

Friday Night Live

Youth-Led Social Norms Campaigns

74% of Reedley College
Residence Hall students
do not ride with others
who have been drinking.

Make The Pledge!

Come join us
for mocktails
in the cafeteria
Cinco De Mayo
11am-1pm



Residence Hall
Open Gym
Sundays 7 p.m. to 9 p.m.

July, 2013



California Friday Night Live Partnership

The mission of Friday Night Live is to build partnerships for positive and healthy youth development which engage youth as active leaders and resources in their communities.

The primary focus of the FNL/CL/FNL Kids/FNL Mentoring Programs is to form youth/adult partnerships with young people, providing programs rich in opportunities and support, so young people will be less likely to engage in problem behaviors, more likely to achieve in school, and more likely to attend higher education or secure a full-time job. FNL's vision is to work hand-in-hand with young people so they are both problem free and fully prepared.

The California Friday Night Live Partnership provides the leadership and field support needed for continued growth and enhancement of FNL/CL/FNL Kids and FNL Mentoring programs. The California Friday Night Live Partnership (CFNLP) was formed to support the following goals for the Friday Night Live system: to provide guidance and leadership to the Friday Night Live Partnership counties, and to build alliances in support of youth development.



Youth Leadership Institute

This toolkit was developed by Youth Leadership Institute staff based on their experiences with implementing positive social norms campaigns with Friday Night Live participants in Fresno and San Francisco counties. All tools, tips, and steps were developed, tested, and refined by YLI staff and Friday Night Live young people over a three year period. These campaigns were implemented in close partnership with school administrators and staff in San Francisco, Fresno, Kerman, Selma, and Firebaugh-Las Deltas Unified School Districts and Reedley College.

Additional Social Norms resources:

www.mostofus.org

www.socialnormsresources.org

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About this Toolkit

This toolkit provides a concrete example of a project that Friday Night Live youth and adults can implement to create positive school and/or community change to address underage drinking. It is designed to be implemented during Mile 10 of the Friday Night Live Roadmap.

When to Use this Toolkit

Implementing a social norms campaign in its entirety is time intensive and challenging. Three key considerations in choosing a social norms campaign are:

1. **Demonstrated Need:** The decision to implement a social norms campaign should be based on your community assessment data (Module 2 of the Friday Night Live Roadmap, or use the Friday Night Live Community Assessment Toolkit). If your Friday Night Live chapters have conducted focus groups, examined California Healthy Kids Survey data, or collected other data and found evidence that social norms are contributing to underage drinking, then this toolkit is right for your group.
2. **Time:** Implementing a social norms campaign will require a minimum of **10 weeks or 10 sessions**, and young people will need to meet approximately **2 hours** per session (meetings may be shorter than two hours if you are able to meet for more than 10 sessions). If you encounter obstacles early in your FNL year and do not finish your community assessment before January, you will not have time to complete a social norms campaign. Likewise, if your youth can only meet for short blocks of time, they may not be able to complete the full campaign.
3. **Fit:** If you are implementing a social norms campaign in a school setting, be sure that you have the support of school administration for this project. The campaign will involve collecting and publicizing student reports about how often they drink alcohol and their beliefs about how often other students drink. Some school administrators are wary about gathering and publicizing this information, so be sure yours are on board before you begin!

How To Use this Toolkit

Fit with the Friday Night Live Roadmap

Start your Friday Night Live year implementing the Friday Night Live Roadmap as usual. Once you complete the Capacity Building, Assessment, and Planning Modules, you will be ready to use this toolkit.

Be sure to use the Friday Night Live Community Assessment Toolkit and the Friday Night Live Roadmap to collect data to demonstrate need for changing social norms in your community. The “Beginning Your Social Norms Campaign” section below also gives examples of ways to incorporate an examination of social norms into your overall assessment.

Reading and Using Individual Activities

Activities should be read carefully in advance—not only before your workshop or training with youth. We’ve labored to make these activities clear and fun but the concepts behind them are not always straightforward or instantly graspable. That’s because the work we are doing—long term systems change work—is difficult and complex. We encourage you to review the activity instructions and the materials prep section at least a day in advance so you are adequately prepared with the knowledge, materials, and confidence required to implement activities

successfully. In some cases, you may need to adapt materials or content to better suit your group —make sure you also have time for that!

What are Social Norms and Social Norms Campaigns?

Social Norms Approach for Underage Drinking Prevention

Social norms are the behavioral expectations and cues within a society or group. Our behavior is influenced by our perceptions of the behavior and attitudes of members of our social groups.

Addressing social norms is one of four evidence-based environmental prevention approaches used to reduce and prevent underage drinking. Similar to access, media, and policies, norms are factors and conditions in the environment that influence the desire and ability of entire populations to use substances. Norms are generally accepted beliefs within a group about what behaviors are expected, and are rooted in how much or often that behavior is exhibited and how much the group approves of the behavior. In this context, social norms that encourage underage drinking develop when youth see or perceive that most of their peers drink and believe that their peers approve of drinking.

Built on dominant beliefs about normative behavior, norms are rarely grounded in evidence or connected to actual consequences. In fact, norms often promote or encourage a particular set of behaviors. Research reveals that that most people's perceptions of their peers' behaviors are often incorrect. Therefore, if we correct the misperceptions, we should see a decrease in problem behaviors. A community or group's norms regarding a particular behavior profoundly affects behavioral choices by community or group members. Given their population-wide approach, prevention efforts that focus on norms and other environmental factors are more likely to produce widespread impact and lead to change compared to those that seek to change specific behaviors or attitudes of individuals.

The social norms approach to campaign development includes using accurate information about the social context, in the form of positive group norms, to effect widespread behavior change.

A positive social norms campaign:

- Uses both traditional and new media
- Emphasizes factual positive norms
- Uses data and facts to address misconceptions
- Differs from standard approaches to prevention
- Does not use dramatizations or scare tactics

Two Kinds of Norms

People follow two kinds of social norms, injunctive norms and descriptive norms:

- **Injunctive norms** are people's perceptions of what behaviors are approved of or disapproved of by others. (Aronson, Wilson, & Akert, 2010).
- **Descriptive norms** are people's perceptions of how people actually behave (Aronson, Wilson, & Akert, 2010).

It has been shown that targeting descriptive norms by sharing what most people actually do works better to influence behavior than trying to change injunctive norms. For example a study conducted by E. Aronson explains that an Iowa hotel displayed a message in each of its rooms

asking guests to reuse towels to help conserve water and environmental resources. Despite the message, most guests did not reuse towels. The hotel then changed its message to a more descriptive norm message: “Join Your Fellow Guests in Helping to Save the Environment.” It was found that 75% of guests reused their towels after receiving the descriptive norm message (Aronson, et al, 2010).¹

Evidence of the Effectiveness of Social Norms Campaigns:

The social norms approach to health promotion is an evidence-based, data-driven process, and a very cost-effective method of achieving large-scale, positive results. Fundamentally positive and health-centered in its outlook, this approach uses a variety of methods to correct negative misperceptions and to identify, model, and promote the healthy and protective behaviors that are the demonstrable norm in a target population.

The rationale for the social-norms marketing approach is based on two consistent findings:

1. The majority of individuals overestimate the prevalence of many undesirable behaviors, such as alcohol use among peers (e.g., Borsari & Carey, 2003; Prentice & Miller, 1993).
2. Individuals use their perceptions of peer norms as a standard against which to compare their own behaviors (e.g., Baer, Stacy, & Larimer, 1991; Clapp & McDonell, 2000; Perkins & Berkowitz, 1986). Social-norms marketing campaigns seek to reduce the occurrence of deleterious behaviors by correcting members of the target populations’ misperceptions regarding the behaviors’ prevalence.

Several institutions, youth serving groups, and the secondary education community around the country have implemented social norms campaigns in high school settings and among high school aged youth –yielding statistically significant declines in overall alcohol use.²

Intended Outcome of a Youth-Led Social Norms Campaign

The main goal of the Social Norms project is to deepen your Friday Night Live participants’ awareness and understanding of your community’s issues and assets while at the same time engaging youth in local knowledge generation and dissemination and fostering youth development. This tool can help you increase the relevance of your FNL chapter’s action steps, environmental prevention strategies and community recommendations. It will also maximize the likelihood that your proposed change and prevention strategies remain grounded in the needs of your community.

Stories from the Field: Examples of Youth-Led Social Norms Projects

The Truth About Us - Fresno County

In Fresno County, Friday Night Live youth leaders from nine schools across the county created The Truth About Us campaign, the goal of which was to reduce student alcohol use and abuse by changing unhealthy norms about underage drinking. The FNL youth leaders, in partnership with their adult allies, designed the Fresno County Social Norms survey and collected data on existing and perceived norms from over 2,100 high school students. Data collected from the survey illustrated a significant gap between students’ actual drinking behavior and their perception of drinking behaviors and norms amongst their peers. Youth discovered that

¹ References: Aronson, E., Wilson, T. D., & Akert, R. M. (2010). *Social Psychology*. Upper Saddle River, NJ: Prentice Hall.
² Haines, MP, Perkins, H. W., Rice, R. M., and Barker, G. (2005). *A Guide to Marketing Social Norms for Health Promotion in Schools and Communities*. **National Social Norms Resource Center, Pages 9-10.**

over 50% of students surveyed believed that most of their peers (50%-100% of peers) were drinking regularly. However, 75% of youth surveyed reported that they had never or hardly ever consumed alcohol in the last year. Armed with data, Fresno County FNL youth created posters, postcards, and radio public service announcements to share the truth that most students in Fresno County do not drink alcohol. The youth targeted students, teachers, and parents with positive social norms messages. Within a year of the campaign, many students who had been exposed to the campaign messages reported that their perceptions regarding peer-drinking behaviors had changed to more accurately reflect the actual alcohol consumption behavior of their peers. The Truth About Us campaign is still active in Fresno County and data is collected regularly to track changes in underage drinking perception and behaviors.

Questioning Unspoken Underage Drinking and Washington Positive Peer Pressure - San Francisco

San Francisco students at George Washington High School and Thurgood Marshall Academic High School developed positive social norms campaigns to reduce student alcohol use and abuse by changing student norms. Each team chose their name; the Washington team became Washington Positive Peer Pressure (PX3), and Marshall is now Questioning Unspoken Underage Drinking (QU²AD).

Some highlights of the campaigns are:

- Each group designed surveys and collected information about substance use norms from over 1,000 sophomores and juniors and found perceived rates of alcohol use to be much higher than the actual use rates. Each team met with school principals, district administrators, and community youth leaders to gain support for the campaign by showing the substantial gap between students' actual drinking behavior and their perception of what the norm is.
- PX3 and QU²AD used key findings to develop messages and design media. They employed traditional formats, such as posters, as well as new media, such as texting, Facebook, and YouTube. They conducted focus groups to test messages and media with students and incorporated feedback. After a couple of months, each team "refreshed" messages and media to maintain interest, and rolled out media targeted at parents and school staff.
- Each team used intercept surveys and focus groups to evaluate the impact of the messages to determine if the messages were reaching students and staff and if the messages were believable and convincing to these groups. They found that students were aware of the campaign at their school and remembered general themes and some statistics on the posters about the numbers of students who do not drink alcohol. Overall, students had positive reactions to the campaign, especially seeing youth-friendly posters, positive messaging, and, in some cases, receiving free campaign giveaways like key-chains. Students and staff thought the campaign could become more believable by increasing interpersonal exchanges through assemblies, community events, games, and class presentations. Staff believed buy-in to the campaign could improve if particular groups believed the campaign (i.e. if popular students believed it, then others would follow).
- Students and teachers across schools reported being surprised by how many students reported that they do not drink. While this was not true for all students, there was a trend toward students re-evaluating their assumptions about how common drinking is. Students who do not drink alcohol reported that the campaign encouraged them to continue abstaining.

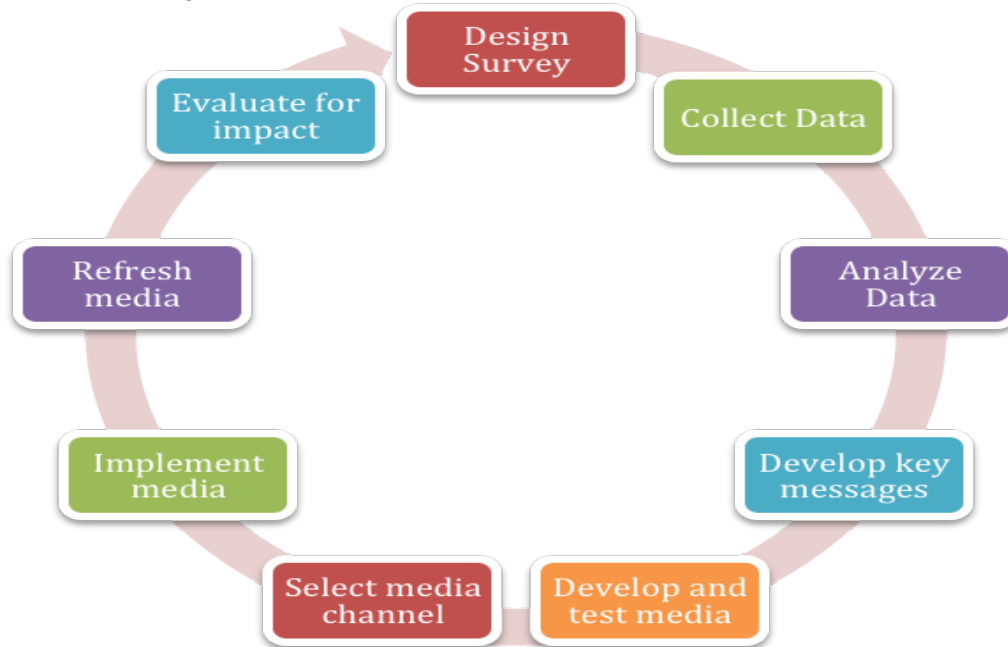
Beginning Your Social Norms Campaign

After you complete your community assessment and collect data that show the need to address social norms around underage drinking in your community (use the Friday Night Live Roadmap and Friday Night Live Community Assessment Toolkit to help with your community assessment), you are ready to implement a social norms campaign. Some examples of ways that you can examine social norms as part of your community assessment include:

- As part of an overall strategy of examining existing data for your community assessment, include data from California Healthy Kids Survey Module A: Additional information about Alcohol, Tobacco, and Other Drug Use, Perceived Harm of Use, Perceptions of Peer Disapproval of Alcohol, Tobacco, or Marijuana Use, Perceptions of How Often Peers Use Alcohol, Tobacco, or Marijuana, Perceptions of How Easy Or Difficult it is to Access Alcohol, Tobacco, and Marijuana. Do youth report that they perceive that other young people drink often (descriptive norm)? Is there a gap between reported alcohol use and perceptions of how often peers use alcohol? Do youth report low levels of peer disapproval of alcohol use (injunctive norm)?
- If you are administering your own assessment survey, include items to measure norms. You can borrow these items from the California Healthy Kids Survey or use the Youth Alcohol Access Survey already available to you through CFNLP and YLI.
- Likewise, if you are conducting focus groups, include questions about social norms related to underage drinking in the school and/or community. How often do young people think that other young people drink? How acceptable or unacceptable do young people (or adults) believe underage drinking is?

The remainder of this toolkit provides activities and guidance for implementing a youth-led social norms campaign.

Below is a diagram that illustrates all of the steps of a Youth-Led Social Norms Campaign:



Please note that this toolkit is divided into four sections:

I. Capacity Building: Sessions 1 – 5

There are five chapter meeting agendas and activities to help your group:

- Learn about perceived versus actual norms
- Discuss what your social norms campaign project might look like
- Explore how values, beliefs, attitudes and behaviors are shaped
- Learn how positive social norms campaigns differ from traditional educational or awareness raising campaigns and discuss messages that might be effective in your target setting(s)
- Create a mock social norms campaign activity that will help you learn about each campaign component

Each session agenda has a projected time estimate of 50-70 minutes and requires extensive advance meeting preparation. If your group meets for a shorter time, you may need to spread these meetings out over additional sessions. To complete a Social Norms Campaign, we recommend meeting once a week for about 2 hours over 10 weeks.

II. Data Collection and Analysis

At this point, you will have learned about social norms and have experience implementing all campaign steps through a mock social norms campaign activity. In this section you will use activities from the Friday Night Live Roadmap to learn about surveys (optional); review a sample survey and adapt it for your school or community; and develop a plan to administer that survey in your school or community and enter the data into SurveyMonkey. Once you have collected and entered your data, you will use SurveyMonkey output to examine your data for gaps in perceived versus actual drinking behavior and other information you can use for campaign messages.

III. Strategy Development and Campaign Implementation

In this step you will use your data to develop campaign messages, choose media to get those messages out to your target audience, and then hold focus groups to get feedback on your messages and media that you can incorporate before you implement your media.

During campaign implementation you will implement your original media, whether that means putting up posters, broadcasting PSAs, putting messages on youth-friendly giveaway merchandise, or sending messages through text messages, Twitter, Facebook, or other media. After several weeks, you will disseminate your messages using different media channels to “refresh” your message.

IV. Evaluate, Reflect, and Celebrate

Finally, you will evaluate the impact your campaign has had, reflect on how the campaign could improve for next time, and celebrate your teamwork and hard work! More on evaluation below:

Evaluation of your Social Norms Campaign: Plan from the Beginning

This toolkit provides information you need to evaluate whether your social norms campaign reaches your target audience, whether they find the messages to be believable, and whether there are any changes in youths’ perceptions and beliefs related to drinking. If your Friday Night Live group implements a social norms campaign over multiple years, you will be better able to assess changes in norms and behavior. Information to evaluate your efforts is found in Part IV of the toolkit; please review this information before you begin your work, so you can include evaluation in your timeline.

At the end of the year you will either conduct focus groups or administer intercept surveys with young people who are the target of your campaign to get their feedback about whether the campaign messages reached them, if they remember and believe the messages, and if there have been any changes in their beliefs about underage drinking. Planning for evaluation means allowing enough time and getting permission to collect this information.

In addition to examining and learning from the focus groups or intercept surveys, you can also learn what worked and how to improve for next time through reflection with the youth leaders who implement the campaign. Youth leaders can provide feedback about how to improve the campaign for next time and reflect on the effects of implementing the campaign on their own skills and knowledge.

In subsequent years of a social norms campaign, you can assess the longer-term effects of your campaign using trend data from the Social Norms survey that you use to get data to drive your campaign. Information on how to do this is in Part IV of this toolkit.

I. Capacity Building

In this section there are five chapter meeting agendas and activities to help your group:

- **Learn** about perceived versus actual norms
- **Discuss** what your social norms campaign project might look like
- **Explore** how values, beliefs, attitudes and behaviors are shaped
- **Learn** how positive social norms campaigns differ from traditional educational or awareness raising campaigns and discuss messages that might be effective in your target setting(s)
- **Create** a mock social norms campaign activity that will help you learn about each campaign component

Each session agenda has a projected time estimate of 50-70 minutes and requires extensive advance meeting preparation. If your group meets for a shorter time, you may need to spread these meetings out over additional sessions.

Session 1: Perceived Versus Actual Norms

Objectives: To introduce youth leaders to the concept of perceived versus real social norms.

Time: 60-70 minutes

Materials needed:

- Markers and flip chart paper
- Flip charts:
- Three multiple-choice questions with answer options (see questions in instructions for this activity)

Example Agenda:

- Introductions- 5 minutes
- Icebreaker- 10 minutes: Roadmap Appendix 15-19
- Setting Group Agreements -10 minutes: Roadmap 1-5 - 1-7
- Activity: Perceived Versus Actual Norms- 30 minutes
- Closing- 10 minutes

Workshop Instructions:

Activity: Perceived vs Actual Norms

- A. Post the three sheets of flip chart paper with prewritten questions and answer choices (see below) around the meeting room.
- B. Hand each youth leader a marker as soon as they enter the room and ask them to answer each of the three questions by checking the answer they perceive to be correct with their marker.

Note to Facilitator: Facilitator should not give any clues to youth about why they are answering these questions but let them know that they will find out shortly! Make sure that the youth leaders understand that they are answering based on how they think most of their peers would answer the question, not how they would answer the question.

Questions:

1. What do most young people in your community/school prefer to do on a Friday night?
 - a. Watch TV
 - b. Play on the computer
 - c. Text/talk on phone
 - d. Go to the movies
 - e. Go to the club
 - f. Read a book

2. What non-alcoholic beverage do most high school students in your community/school prefer?
 - a. Water
 - b. Soda
 - c. Juice
 - d. Energy drinks
 - e. Tea
 - f. Coffee

3. What type of music do most young people in your community/school prefer to listen to?
 - a. Rap/Hip-hop
 - b. Pop
 - c. Oldies
 - d. Country
 - e. Indie rock
 - f. Hard rock

C. Once all youth have answered the questions, have a youth leader tally up the responses on the flip chart.

D. Explain to youth the purpose of the activity:

When you walked into the room I asked all of you to answer three questions based on your perception of how other young people would answer the question. This can also be called a perceived norm of what others think and how they behave. Does anyone know what I mean by perceived norm versus real norm?

E. Take a few responses. Then define:

A perceived norm is what everyone thinks people are doing or thinking (whether or not it really is), and an actual (real) norm is what people are actually doing. For example, a perceived norm is that most sexually active teenagers do not use protection. The truth is that only 10% of teen boys and 14% of teen girls say that they do not use protection (CDC). Therefore, the true norm is that most teens use protection.

F. Next lead youth in the following brief exercise to help illustrate the difference between actual norms and perceived norms:

Now we will collect data to find out whether or not our perceptions about other youth in your community/school are true norms. Every one standup and quickly ask each of the three questions to at least 5 other people. BUT instead of asking them how they think other youth would answer the question you will ask them for their own opinion. For example, what type of music do they like, what drink do they prefer and so forth. Make note of your answers on a piece of scratch paper.

Allow youth leaders 7-10 minutes to complete exercise.

G. Bring youth back together and ask: Whose data is consistent with our perceptions? Whose data is not consistent with our data?

Dialogue and discuss for a few minutes

H. Explain the purpose of the exercise while clarifying the difference between actual norms and perceived norms:

As you can see, our perceptions do not always reflect the truth. This is the case in a lot of areas. For our project we will be addressing the perception that most teenagers drink alcohol. Many people, including youth, teachers and parents assume that young people drink alcohol more often than they actually do. This assumption creates an environment that pressures youth to drink alcohol. People tend to want to belong and “fit in” and so many young people who would not otherwise drink may drink alcohol because they think that is what teens are supposed to do. In other words, they think it is the norm for youth to drink and they want to fit in.

- I. Provide a brief overview of the Social Norm campaign project that your group will be starting.

We are going to create a media campaign that demonstrates the truth about underage drinking. In other words, we will show youth, school faculty and staff and parents that, contrary to popular belief, most youth do not actually drink alcohol. The hope is that the positive message will change the perceptions of underage alcohol use and thus prevent underage drinking.

Activity Conclusion

- A. Summarize some of the key pieces of the activity, also noting any specific learning or observations made by participants.
- B. Conclude with Una Palabra (one word) by asking participants to share one word or phrase that captures a feeling or thought that they have about this activity.

Session 2: Social Norms Campaign Project Timeline

Objectives: To orient youth to the various phases of a Social Norms Project.

Time: 50-60 minutes

Prep and Materials needed:

- Markers
- Flip chart paper
- Construction paper with each phase of a Social Norms Campaign written on a piece of construction paper (one phase per sheet of paper and two sets):
 1. Design Survey
 2. Collect Data
 3. Analyze and Interpret Data
 4. Create Messages
 5. Create Media
 6. Test Media
 7. Select Media Channel (ex. Social Media, Posters, PSA, etc)
 8. Introduce media to entire school
 9. Refresh media
 10. Look at impact of media
 11. Reflect for next year

Example Agenda:

- Introductions - 5 minutes
- Icebreaker - 10 minutes: Roadmap Appendix 15-19
- Review Group Agreements - 5 minutes
- Activity: Social Norms Campaign Project Timeline - 20 minutes
- Closing - 10 minutes

Workshop Instructions:

Activity: Social Norms Campaign Project Timeline

- A. Divide the youth leaders into two groups.
- B. Give each group one set of construction paper with the phases written on them and explain the purpose of the activity and provide instructions for the activity.

Now that we have a better understanding of what a social norm is and why we want to focus on positive peer pressure to eliminate or decrease underage drinking among youth peers, let's check out what the various stages of this project look like.

Work together in your groups to briefly put these phases (steps) in order. You may not know the correct order and that is ok; make your best guess and everyone in the group must agree. Each group will share out once all groups are complete. Please select a recorder to record the order, a reporter to share the order with the group and a task manager to keep the group on task.

- C. Allow the groups 7-10 minutes to complete the activity.
- D. When time is up ask each group to share the order of phases they chose and why.
- E. If none of the groups are correct, let the groups know that they have some phases out of order and allow 2-3 minutes to discuss among their groups and reorganize the phases. No matter the order final order chosen, let participants know that they all did a great job and

then share with them the correct order by writing them down on flip chart paper. Give a brief description of each phase.

- **Design survey** - We will adapt survey tools similar to the ones developed by youth in Fresno and San Francisco Counties (see Appendix E)
- **Collect data** - We will collect survey data from students at our schools.
- **Analyze and interpret data** - Once we have collected and entered/coded all of our survey data, we will see what the data is telling us.
- **Create messages** - We will develop positive norm messages based on what we learn from our survey. For example: we may discover that only 10% of students report drinking alcohol over the last year. Our positive norm message may be: 90% of students at our school have not had an alcoholic beverage within the last year.
- **Create media** - media is the method that we use to promote the messages. Examples of media are posters, PSAs, stickers, buttons, etc. We will determine who we want to reach with our messages and develop media that will be most appealing to that group.
- **Test media** - We need to test media before sharing it to see if the media we created is clear, believable, and appealing to the population we are looking to influence with our messages. For example, we may do this through hosting a focus group to share messages and media with a sample of the population we wish to influence and get their feedback.
- **Select media channel** - The channel is the method we use to deliver our message (ex. social media, school, TV, texting, radio, etc). We will determine whom we want to reach with our messages and select the media channels that will be most effective in reaching that group.
- **Introduce media to entire school**
- **Refresh media** - We must develop a variety of different types of media to get our message out so that it remains fresh.
- **Look at impact of media** - To assess impact we may explore questions like: Are students seeing/hearing our messages? Do students believe our messages? Are students drinking less because of our messages? There are many ways to assess impact, for example through using focus groups or intercept surveys.
- **Reflect for next year** - We will reflect on the process and discuss what we learned and what we can do next year to make our messages and media stronger and more effective.

F. Check with participants for understanding of the phases.

These are the phases of the project that we will be doing this year. Is there anything missing or anything you think should be added? Does anyone have any questions or concerns?

Answer any questions and provide any clarification.

G. Homework: Breaking Social Norms

Purpose: To explore the societal consequences of breaking a basic social norm

Instructions:

Ask youth to do some “homework” when they are at school or out in the community.

What are some easy norms to break in your community when interact with others? Do not do anything that is illegal, unethical or will get you in trouble with your parents, teachers etc. Allow a few minutes for participants to respond with ideas and provide examples.

Examples: standing backwards on an elevator, asking someone for their seat on a bus, not holding a door open for someone, cutting in line, wearing clothes backwards

Advise youth to be prepared to share their experiences at your next meeting.

Activity Conclusion

- A. Summarize some of the key pieces of the activity, also noting any specific learning or observations made by participants.
- B. Conclude with Head, Heart, and Feet by asking participants to share one thing they learned from the workshop (head), one thing they are feeling as a result of the workshop (heart), and one thing they want to do as it pertains to the workshop (feet).

Session 3: Review Social Norms: Sphere of Influence Activity

Objectives: To help participants explore how people, institutions, and policies shape an individual's ideas of appropriate and inappropriate values, beliefs, attitudes, and behaviors.

Time: 60 -70 minutes

Prep and Materials needed:

- Flipchart paper
- Markers
- Sphere of Influence Handout (Appendix A)
- Pre-made Flipchart:
- Draw the sphere of influence diagram with all circles blank except for the center circle labeled, "YOU." (See Sphere of Influence handout for reference).

Example Agenda:

- Introductions - 5 minutes
- Revisit Group Agreements - 5 minutes
- Icebreaker (Roadmap Appendix 15-19) - 10 minutes
- Review Social Norms - 15 minutes
- Where do social norms come from? Sphere of Influence Activity - 25 minutes
- Closing - 10 minutes

Workshop Instructions:

Activity: Sphere of Influence

A. Begin this session by reviewing social norms:

Ok, let's briefly review what a social norm is. Who can recall what a social norm is?

Allow a few youth to respond and then define for them if needed (write definition on a flip chart paper). Social Norms are the behavioral expectations and cues within a society or group.

B. Then ask participants to share with the group what norm they broke (if youth participated in the homework assignment from the last session, refer to those experiences). Example discussion questions:

- Describe how you broke a norm.
- How did people respond to you?
- How did it make you feel?

C. Lead participants in a discussion about the consequences of breaking a social norm and ask participants how this is similar to underage alcohol use:

Social norms are shared expectations about what kinds of behaviors are and are not acceptable. These are not actual rules because you (usually) cannot get in actual legal trouble for breaking them. However, breaking social norms can make people very uncomfortable and can hurt the social lives of those who do it.

For example, there is no rule against members of the same sex walking down the street holding hands. However, in many communities/schools, anyone who engages in this behavior will get a reaction from people who see them. This leads people who do that to get stares from other people and to have others avoid them.

How is this similar to our project?

Note to Facilitator: Facilitator should chart the youth responses on flip chart paper and fill in any gaps.

- D. Transition: Now that we know what a social norm is and the some of the consequences of breaking them, let's now get a better sense of where social norms come from.
- E. Ask participants where they get their ideas of what is normal or appropriate/inappropriate behavior. Write answers on flip chart paper as they are called out as they relate to the respective areas on the Sphere of Influence diagram that you drew on flip chart paper (see Sphere of Influence handout).
- F. Divide participants in to pairs or triads and ask them to provide one example of an unhealthy norm and one example of a healthy norm that influences underage drinking behaviors in each of the areas in the sphere of influence. Provide one Sphere of Influence handout per group for reference. (Example: An unhealthy norm in the family sphere may be that there is an "open" bar at all family celebrations. A healthy norm would be that only 21 and over adults are allowed to drink during family celebrations).

Give participants up to 10 minutes to create examples.

- G. After 10 minutes have groups present examples to the larger group.

Engage youth in a discussion and chart answers on flipchart paper.

- What are the similarities across the groups?
 - Are there any differences?
 - Why might there be similarities/differences?
 - Which area of the sphere influences you the most, and in what ways?
 - Which areas will our project influence and why?
 - How will we do this? (Positive peer pressure through social norms campaign)
- H. In the discussion highlight that the choices individuals make are influenced by many factors outside of the individual. Explore the role of environmental factors in shaping norms. Discuss how norms influence behavior.

Activity Conclusion

- A. Summarize some of the key pieces of the activity, also noting any specific learning or observations made by participants.
- B. Conclude by having participants go round robin and fill in the blank: "When you said _____, I felt _____."

Session 4: Social Norms Campaign versus Traditional Social Marketing: Gallery Tour Activity

Objective: To help participants determine key differences between positive social norm and more traditional education/awareness raising campaigns, while also identifying particular styles that might be more effective for students in school or community settings..

Time: 60 minutes

Prep and Materials needed:

- Flipchart paper
- Markers
- At least 6 different images of traditional and positive social norm campaign posters. Several are in Appendix B, but feel free to find others.
- Clip board or other hard surface for participants to take notes while standing
- Poster review handout
- Before the meeting: chart the qualities of an effective social norms campaign (see below) but keep it covered until the end.

Qualities of effective social norm change posters:

- *They focus on something positive.*
- *They challenge assumptions.*
- *They avoid telling people NOT to do things.*
- *They are based on facts.*
- *They don't preach, scold or lecture.*
- *They convey strength, hope, and optimism.*
- *They are believable.*

Example Agenda:

- Introductions - 5 minutes
- Icebreaker - 10 minutes (see Roadmap Appendix 15-19) - 10 minutes
- Gallery Tour: Social Norms Campaign vs. traditional Social Marketing - 35 minutes
- Closing - 10 minutes

Workshop Instructions:

Activity: Gallery Tour: Social Norms Campaign vs. Traditional Social Marketing

Note to Facilitator: Facilitator should set up posters before the meeting and cover them to minimize participant distraction. Posters should be placed with enough space for several participants to see one poster at a time.

- Begin the activity by telling participants: Today we will be looking at a few different poster campaigns to help us better understand what our campaign could look like.
- Hand out Poster Review sheets and briefly review the questions on the cards to be sure people understand how they will assess each poster.

Give participants up to 15 minutes to review each of 6-8 posters quietly.
- After the silent review, have participants break into pairs or triads to discuss their ratings. Give some basic directions for the discussion, and have group members write down at least three key things they talked about to share with the larger group. Here are discussion directions:

As a group, discuss the following questions. Write your answers on notebook or flip chart paper, and choose someone to share your answers with the larger group.

- Which posters do you all agree you like? Why?
- Which posters do you have different opinions on? What are those opinions?
- Which posters are trying to educate or raise awareness?
- Which posters are trying to change norms?

D. After triads/pairs have completed their small group reflections, have each group report back their answers to the questions.

E. Have a discussion in a large group, and use previous discussion questions to explore the differences between educational and social norm posters. Pay attention to positive or negative responses to both types of posters, and see if there are elements that most participants agree make up a good poster. Help participants separate out the message versus the image appeal.

If we can set aside how cool or strong the image is, which poster would we like better?
Are there some posters we can all agree we really liked?

F. Conclude the discussion with an overview of some of the key qualities of effective social norm campaign posters (see list below). Make sure to revisit the favorites of participants after reviewing this list. Focus on the following questions:

Which posters have the qualities that we just learned about?

Did our favorites have some of the qualities we just learned about?

What qualities of our favorites would we want to keep if we were doing posters that have had the social norm change qualities that we just learned about?

Qualities of effective social norm change Message posters

- They focus on something positive.
- They challenge assumptions.
- They avoid telling people NOT to do things.
- They are based on facts.
- They don't preach, scold or lecture.
- They convey strength, hope, and optimism.
- They are believable.

Activity Conclusion

Conclude with Head, Heart, and Feet by asking participants to share one thing they learned from the workshop (head), one thing they are feeling as a result of the workshop (heart), and one thing they want to do as it pertains to the workshop (feet).

Poster Review Handout

POSTER # _____			
Overall Rating			
Believable	YES	CANT TELL	NO
Challenges assumptions	YES	CANT TELL	NO
Positive Message	YES	CANT TELL	NO
Based on Fact	YES	CANT TELL	NO
Message of Strength, Hope, or Optimism	YES	CANT TELL	NO
Other thoughts?			

POSTER # _____			
Overall Rating			
Believable	YES	CANT TELL	NO
Challenges assumptions	YES	CANT TELL	NO
Positive Message	YES	CANT TELL	NO
Based on Fact	YES	CANT TELL	NO
Message of Strength, Hope, or Optimism	YES	CANT TELL	NO
Other thoughts?			

POSTER # _____			
Overall Rating			
Believable	YES	CANT TELL	NO
Challenges assumptions	YES	CANT TELL	NO
Positive Message	YES	CANT TELL	NO
Based on Fact	YES	CANT TELL	NO
Message of Strength, Hope, or Optimism	YES	CANT TELL	NO
Other thoughts?			

POSTER # _____			
Overall Rating			
Believable	YES	CANT TELL	NO
Challenges assumptions	YES	CANT TELL	NO
Positive Message	YES	CANT TELL	NO
Based on Fact	YES	CANT TELL	NO
Message of Strength, Hope, or Optimism	YES	CANT TELL	NO
Other thoughts?			

Session 5: Creating a Social Norms Campaign

Mock Social Norms Campaign Activity

Objectives: To develop an understanding of the various components of a Social Norms campaign.

Time: 70 minutes

Prep and Materials needed:

- Flipchart paper
- Markers
- Sample Social Norms Posters (see Appendix H)
- Making Sense of the Data worksheet
- Mock data handout
- Tips on Developing Positive Social Norms Messages Handout
- Blank sheets for notes and discussion
- Pre-made Flipcharts:
 - One sheet with the Positive Social Norm project goal:
 - *Our goal is to reduce underage drinking at our schools by changing student, parent and staff perceptions about real norms around drinking.*
 - List out the primary steps of the activity:
 - *Uncover the GAP in perceived vs. real norms of underage drinking*
 - *Come up with a MESSAGE you'd want the student body to hear based on the facts*
 - *Get the message out to all of us using the CHANNEL you've been assigned*
 - *Receive feedback from a group of your peers.*

Example Agenda:

- Introductions- 5 minutes
- Icebreaker (FNL Roadmap Appendix 15-19) -10 minutes
- Mock Social Norms Activity- 45 minutes
- Closing-10 minutes

Note to Facilitators: Once you have analyzed and interpreted your actual social norms survey data, you and your team can use this same process to create your actual campaign messages, create media, select a media channel(s), and test media.

Workshop Instructions

Activity: Mock Social Norms Campaign

- A. Begin by reminding participants of the campaign goal. Refer to pre-made flip chart and ask someone to read the statement:
- Our goal is to reduce underage drinking at our schools by changing student, parent and staff perceptions about real norms around drinking.
- B. Facilitator should then refer to the primary steps of the activity and instruct the group that they will use mock data to:
- Uncover the GAP in perceived vs. real norms of underage drinking
 - Come up with a MESSAGE you'd want the student body to hear based on the facts

- Get the message out to all of us using the CHANNEL you've been assigned to
- Getting feedback from group of your peers

Does anyone have any questions?

Facilitator should clarify as needed.

- C. Learning step 1: Once youth understand the activity say: We will go through each step separately and by the end you will have experienced most of the positive social norms process!

Facilitator should then give an explanation for the first step (write on flipchart paper):

To start off, we want you to 1) look at the data as a group; 2) identify things that are interesting and surprising; 3) determine what is the gap between perception and reality of Pretend High School (PHS) student drinking; and 4) come up with at least one fact that you can use to get a message out about the real norms around student drinking at PHS.

Give an example based on some mock data:

Pretend High School data (write on flipchart paper):

- 20% of Juniors use alcohol once per week
- 80% of Juniors think that most students are drinking once per week
- 75% of students drink less than once per month or not at all.

- D. Discuss the data: Engage the youth in a dialog about the pretend data. Allow time for them to answer before giving the correct answer:

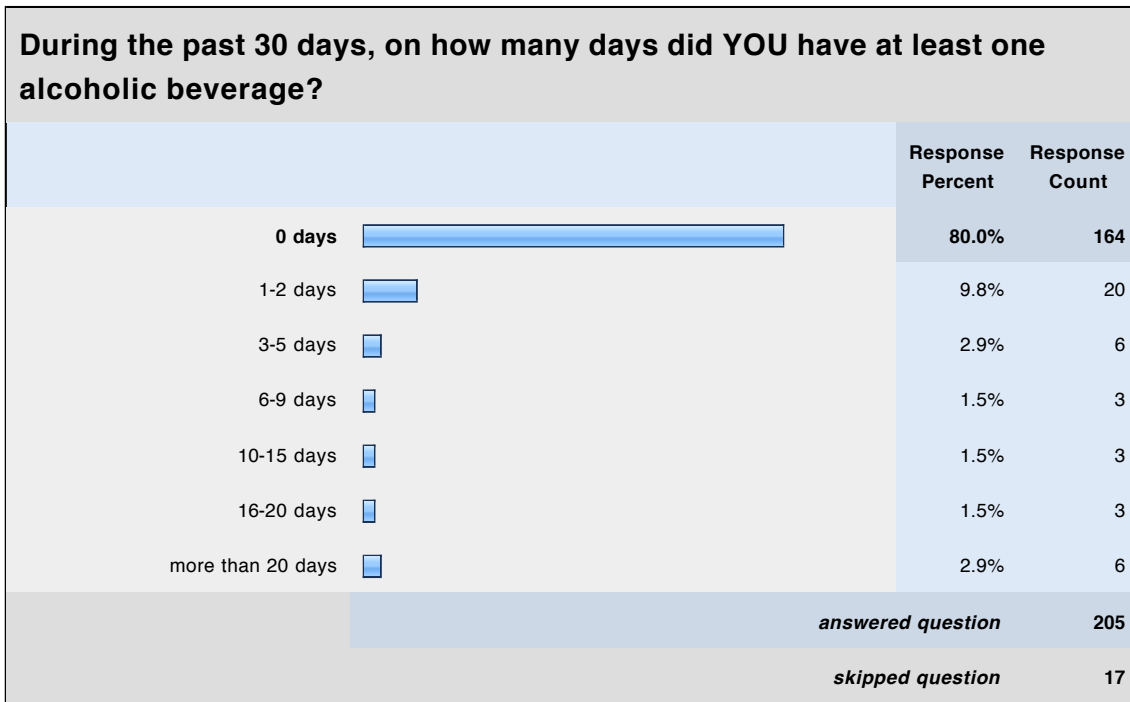
- Ask: What's interesting and surprising?:
 - "Not that many Juniors actually drinking regularly!"
- What's the gap between perception and reality?
 - "20% actually drink—but most students think most students are regular drinkers."
- What is a fact that we'd want to use for our project? :
 - "75% of PHS students drink infrequently or not at all."

Ok, now that we have gone through an example together, let's break up into two teams and work on our separate campaigns.

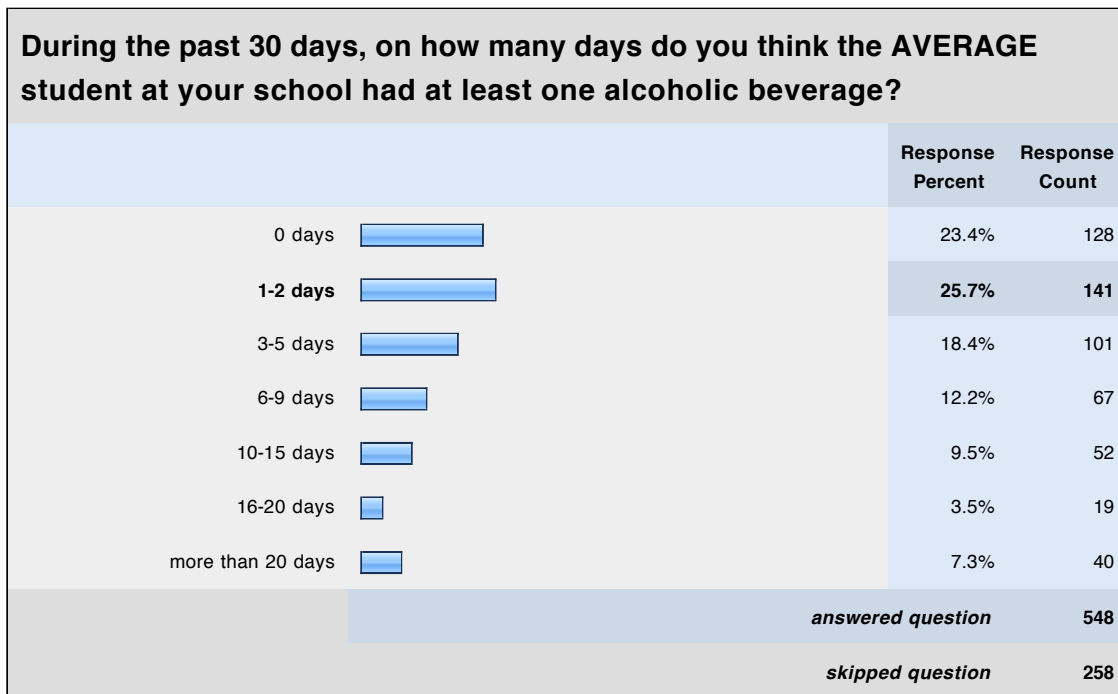
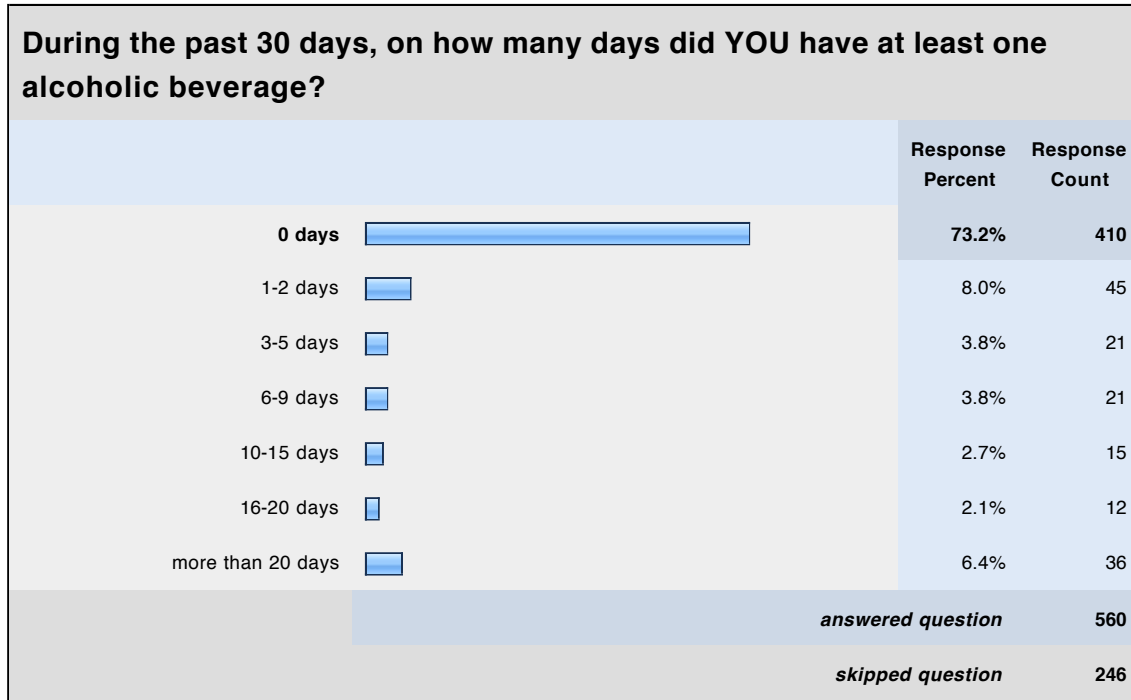
- E. Break into small groups:

Facilitator should break participants into groups and give them their worksheets, pretend data (one team will have Truman Moore High School (TMHS) mock data and one team will have George Washington High School (GWHS) mock data and additional materials (see facilitator notes below). Ask that they sit in a circle (and around a table if possible). Tell them they have 20 minutes to do this activity. Facilitator should float around while small groups work on their analysis.

TMHS SFSN Survey Fall 2010



GWHS SFSN Survey Fall 2010



Making Sense of the Data Worksheet

Step 1: Examine & Discuss the Data

Examine the data provided. In your group discuss things that are interesting or surprising to you. Underline and make notes on the page of the things that stand out to you.

Step 2: Identifying the Key Messages

FILL OUT AS A GROUP:

What was <u>the most</u> interesting and surprising thing to emerge in the data?	
Do you notice any gaps between perception and reality? What are they?	
What is the ONE fact that your team would choose to use in a media campaign?	
Write a catchy message based on this fact.	

F. Debrief:

After the conclusion of the activity, ask for volunteers to share and chart their answers on flip chart paper:

- Debrief Questions:
 - What was it like to do the analysis?
 - What was one thing that was interesting or surprising that your small group found?
- Ask participants to remain in their groups for the next activity

G. Create messages based on data:

Explain that we are now going to create messages based on the data. Give an explanation for this step. Start by reviewing the different ways one can get media messages out (posters, postcards, TV, etc.)

Explain that each group has been assigned a different way to get the message out including:

- Text Message
- Facebook Post
- Poster

Each group needs to apply the key fact you just generated in the earlier activity to your assigned media channel to create a “product” that you would put out to students at your school. Each group has a different channel and so each group’s product will be different.

Give an example that is not one of the ones above. For example: a flyer from the principal that is sent to all parents of students in the school.

[Flyer might say something like: “Hey parents, just wanted you to know that 75% of PHS students do not drink alcohol or do so very infrequently. We’re creating a community at PHS where students are trying to stay safe and sober, and this is good news. I STRONGLY encourage you to tell your children about this good news too.”]

Explain that they need to create a product in a form that the rest of the group can look at (i.e.: the text group should send us all mock texts or write their intended text on flip chart paper; the poster group will create a draft poster and the Facebook group will create a status update.

All channels should include (write on flipchart for reference):

- The fact about drinking
- Some way to get folks to pass the message along
- A way for people to get info if they want to know more

Have participants return to their respective groups and give them their specific tools. Tell them they have 20 minutes to do this activity. Float around while small groups work on their product.

Tips on Developing Positive Social Norms Messages

Before developing your social norms message consider the following guidelines:

Message and Media P.I.E.

The P.I.E. Concept provides useful guidelines for creating social norms messages.³ Messages and media should meet the following criteria:

- **Positive!** In other words: Beneficial, constructive, affirmative, hopeful, optimistic. —Positive media contain achievement messages and define what the healthy population does. They demonstrate protective strategies and model healthy behaviors. They describe a reward or benefit for those who participate in the healthy behavior. These messages nurture and support. They leave the audience feeling good about the message content and about themselves.
- **Inclusive!** In other words: Incorporating, embracing, involving, comprehensive. —Inclusive media has a message for everyone in the target population. No one is excluded from access to wellness, which is the concept underlying the basic message(s). There is intentional wording and choice of visuals and graphics to include the entire cultural and behavioral spectrum represented in the target population(s).
- **Empowering!** In other words: Potent, energizing, strengthening. —Empowering media encourages people to act on their own behalf to solve problems and support them in taking charge of the problem-solving process. Messages identify resources and access to self-care and they provide examples of individuals in the target population who have been successful. Avoid messages that tell people they are powerless victims. These messages drain energy, eliminate power, and neutralize strength.

Note to Facilitators: Provide method specific directions to each group:

- Poster group: Provide this group with sample posters and notes from gallery tour about what they liked and didn't like. You may want to include some directions about designing first on 8x11 paper before going to flip chart paper
- Facebook group: Ask one person who has a mobile Facebook site on their phone to be in this group ahead of time (if there is internet connection, bring a laptop and do it from there). Ask group members to send a status update and/or post to at least one member.
- Text message group: Have one participant put the phone numbers of all youth participants in his or her phone and then send the text from there at the unveiling time.

H. Product share out:

Once everyone has completed their project say: In this next step, you will use the products you created and release your campaign to the whole team. Then structure the release so that there is some kind of countdown for an unveiling of the Facebook post, poster, and send-out of the text message.

³ Haines, MP, Perkins, H. W., Rice, R. M., and Barker, G. (2005). *A Guide to Marketing Social Norms for Health Promotion in Schools and Communities*. National Social Norms Resource Center, Page 47.

Allow youth leaders a few minutes to observe all of the campaigns. Because in “real life” people experience media messages as individuals, ask participants to read the text and look at the Facebook post, and look at the poster in silence without discussion with peers (at this time).

I. Test media: peer feedback on product

Facilitator should prepare youth for feedback:

Each group’s product will be discussed by 4-6 members of the other two groups, in a similar format to a focus group. Everyone will get to hear the feedback for each group. This process will be very similar to the step in the campaign where we test media and evaluate our media for impact.

Ask for one or two youth to facilitate the discussion [they should not be a member of the group for whom the product is being reviewed]. The facilitator may wish to provide an example using the flyer (bullet E) example from above, as a way to demonstrate key components of a focus group. See Focus Group Resources in FNL Roadmap App 31-47.

Explain that each youth facilitator should use the following points to guide their facilitation of the focus group.

Points to include on the flip chart:

- Thank the youth for agreeing to participate
- Tell them we are looking for honest feedback on the social norms media piece you recently saw.
- Make sure to probe for more information.
- Ask Q1: What was the first thing that came to mind when you saw it? [Encourage everyone to answer].
- Ask Q2: Was the message believable—Why or why not?
- Ask Q3: What could we do to make it more convincing or believable?

Note to Facilitators: If time, facilitator can provide tips for youth facilitators, like making eye contact with focus group participants as they are speaking; using go-arounds and other techniques to encourage participation. See FNL Roadmap App 7-14 and the FNL Community Assessment Toolkit, Project One: Focus Groups.

Facilitator should also give some directions to the participants who are observers. Suggested directions are:

Each participant should take notes of the discussion, and pay attention to the following:

- Were there any consistent themes you kept hearing?
- What things are you hearing that your group really needs to pay attention to?

J. Debrief the activity

Begin the debrief discussion in small groups of 3 or 4. Ask one person to facilitate the small group discussion, and one person to take notes, and another to report back to the whole group about what they discussed. Allow 5-7 minutes for small group debrief.

Suggested small group questions:

- What were the best things about doing this activity?
- What are the key lessons we want to bring back to our groups when we do this for real?

Begin the final large group debrief with each small group reporter presenting his/her groups' thoughts about the activity and how lessons learned can be applied.

Great job everyone! Now we have a better idea of what it takes to create a positive Social Norms Campaign!

Activity Conclusion

- A. Summarize some of the key pieces of the activity, also noting any specific learning or observations made by participants.
- B. Conclude with Head, Heart, and Feet by asking participants to share one thing they learned from the workshop (head), one thing they are feeling as a result of the workshop (heart), and one thing they want to do as it pertains to the workshop (feet).

II. Data Collection and Analysis

Now that you have learned about social norms and had experience implementing all campaign steps through a mock social norms campaign activity, it is time to begin your campaign! In this section you will use activities from the Friday Night Live Roadmap to learn about surveys (optional); review a sample survey and adapt it for your school or community; and develop a plan to administer that survey in your school or community and enter the data into SurveyMonkey. Once you have collected and entered your data, you will use SurveyMonkey output to examine your data for gaps in perceived versus actual drinking behavior and other information you can use for campaign messages.

(Optional) Session 6: Learn about Surveys

For this session please see FNL Roadmap App 23-24

Objective: for participants to learn:

- The importance of knowing the information you want when you develop a question
- The importance of asking the right question
- How to ask questions
- How to interpret data

Prep and Materials needed:

- Flip chart
- Markers
- Pens
- Survey Question Worksheets for all participants

Example Agenda:

- Introductions
- Icebreaker- Poll the Room (see FNL Roadmap 5-3)
- Method review (see FNL Roadmap 5-13)
- Survey Question Development Exercise (below)
- Closing

Workshop Instructions:

Survey Question Development Exercise

Facilitator's notes:

- Review the examples on the next page, and UPDATE them for your group; pick current topics or events to ask questions about in the examples.
- Post the group agreements somewhere that will be visible as people circulate the room during this exercise.

Exercise Steps:

- A. Have the group select a topic that everyone will use in this exercise, such as music, movies, favorite food, etc.
- B. Pass out the Survey Question Worksheet. Ask each person to come up with two questions they will use to survey each other. One question can be about anything and one question should be related to the topic selected by the group in Step 1. Also ask each person to GUESS how the majority of people will answer their questions – tell them this is their HYPOTHESIS. Have them write their questions and their hypotheses in the spaces provided on the bottom half of the worksheet. Give them these guidelines for developing their questions:
 - Both questions need to be CLOSED QUESTIONS, with discrete responses, as opposed to OPEN QUESTIONS, which can generate many different kinds of responses. Give them closed examples, such as Do you like potatoes (yes/no) or what is your favorite kind of movie (action/drama/comedy- defined categories) and open examples, such as How do you define community?
 - Remind the participants to (1) keep their questions positive, and (2) honor group agreements as they survey each other.

- C. Have everyone circulate around the room asking their question and responding to others. Have them collect at least five answers to each of their two questions. Pay attention to how the process is going, and close this step when every question has at least 5 answers. At this point, have everyone tally the totals on their worksheets and determine whether their hypotheses were right.
- D. Once back in the larger group, ask for a show of hands for how many people were right on all three hypotheses? How many on two? And one? A few people will have been right all three, a few more hands will go up on two and many will have been right on one. The point here is that our assumptions are often not right and it is important to collect data to make sure we are making decisions based on information and not our hunches or assumptions. This is why evaluation and research are important when we are developing programs, trying to make change happen in the community.
- E. Lead the group in a discussion about what they learned by doing this exercise; what did they learn about asking questions? Framing questions? About the importance of asking the right question? About the experience of asking and answering questions?
- Ask them what surprised them about their results.
 - Then ask the group to focus on the questions they asked related to the theme. Ask them to share what their question was and what their results were. There will be cases where one person asked what is your favorite kind of movie and their results show that most people like comedy and someone else with the same question had results showing that most people liked action. When these cases come up, ask them why they think those differences surfaced-
 - Were their questions framed differently (best shoes vs. most comfortable shoes)?
 - Were their response categories different (one included comedy and the other didn't)?
 - Did they talk to the same group of people, or sample? How might that change your results, ie if you tended to approach females and not males, or people you know or people from your school?
 - Ask whether anyone can see now that their question was asking something different than what they actually wanted to know. For example, Who is the best candidate for President instead of who would you vote for; or Who is your favorite musician instead of Who is the best musician. This is to reinforce the idea of asking the right question- the one that will get you the information you want.
 - Debrief the experience of asking and answering questions.
 - What was it like answering the questions- for example, did anyone feel like there was a right or wrong answer to one of the questions, based on how the question was phrased or the tone of the person asking it? How might that affect people's responses?
 - Did anyone see the tally on the sheet as they were being asked a question? How might seeing other people's answers affect someone when answering
 - To summarize: As a person conducting research and evaluation, it is key to know exactly what information you are looking for and make sure you are asking the right question. And it is important to keep a neutral tone and have questions that don't sway people one way so you get good information. It is important to get a good sample.

Conclude with Head, Heart, and Feet by asking participants to share one thing they learned from the workshop (head), one thing they are feeling as a result of the workshop (heart), and one thing they want to do as it pertains to the workshop (feet).

Survey Question Worksheet

EXAMPLES

Question: Do you think Lady Gaga won too many American Music Awards?

Hypothesis: Most people will say no.

Responses	Tally Responses	Totals	Hypothesis
Yes		4	True False
No		3	
Don't know		3	

Question: What is your favorite type of music?

Hypothesis: Most people will say hip-hop.

Responses	Tally Responses	Totals	Hypothesis
Rock		3	True False
Hip-hop		5	
Country		2	

YOUR SURVEY QUESTIONS

Question One: _____

Your Hypothesis: _____

Responses	Tally Responses	Totals	Hypothesis
			True False

Question Two: _____

Your Hypothesis: _____

Responses	Tally Responses	Totals	Hypothesis
			True False

Campaign Step 1: Develop Your Survey and Create a Survey Plan

In this step, you will review the Social Norms Survey provided in Appendix E and adapt for your group and you will develop a plan for administering the survey to your target population and entering your data into SurveyMonkey.

- A. In Appendix E you will find an example of a Social Norms Survey tool. Introduce the tool to participants explaining that this tool was developed with the help of youth and implemented in schools throughout Fresno and San Francisco.
- B. Provide participants with a few minutes to review the tool. Lead a discussion around the following questions:
 - What are your general impressions about the survey?
 - Do you feel like the questions were clear and easy to understand?
 - Given what we now know about developing survey questions, are there any questions you would change, add, or take out for our survey? Which questions and why?
- C. Make note of participant feedback and adapt survey tool as needed.
- D. Review Planning Survey Administration and Collection guidelines (see Appendix C)
- E. Coordinate with youth to schedule survey administration dates (this will most likely take some coordination with school faculty and administration prior to administering the survey)
- F. Schedule dates to enter your data (see Appendix D)

Campaign Step 2: Collect and Enter Survey Data into SurveyMonkey

(see Appendix C)

After you have adapted the surveys found in Appendix E, you can use the information in Appendix C and the Friday Night Live Community Assessment Toolkit to:

- A. Select a sample of young people to participate in your survey. The Friday Night Live Community Assessment Toolkit (Project Two: Surveys) and Appendix C give you the information you need to decide how many young people you should survey and how to select survey participants that will represent your school or community. Please use this resource to determine the survey sample that will represent your target group within your available time and resources.
- B. Develop a plan to administer your survey. The Friday Night Live Community Assessment Toolkit and Appendix C remind you of all the things you need to consider: getting permission, putting your survey on SurveyMonkey, giving out hard copy or online surveys, introducing the survey to youth participants, and more.
- C. Administer your survey.
- D. Put your survey tool on SurveyMonkey and enter any hard copy surveys into SurveyMonkey.

Campaign Step 3: Analyze Your Data

Once you have entered your survey data into SurveyMonkey, you are ready to analyze your data to find the gaps in perceived versus actual drinking behavior and other “startling” facts to use in your campaign messages.

You can view the your results by clicking on the ‘Analyze Results’ tab.

For each survey question you will see:

- The number of survey participants who chose each answer
- The percentage of respondents who chose each answer
- The most popular answer will be highlighted
- You can click ‘Create Chart’ if you want to see the responses displayed in a pie chart, line graph, or other visual format

If you would like a paper copy of your results, you can click on the button on the left side of the screen to download responses. Choose “Summary Report” and “PDF format.”

Use the Friday Night Live Roadmap 7-4, 7-7, and 7-10 for this step.

A. Come up with some ‘startling stats’

- What data stand out to you as most important?
- What was most interesting and surprising?
 - For example, did responses to questions about coping strategies used at parties where there is drinking or about the beverages youth drink at parties surprise you?
 - For example: Not many juniors drink regularly!
- Did you notice any substantial gaps between perception and reality? For example, gaps in how often youth report that they drink and how often they believe other young people drink? What are they?
 - For example: 20% actually drink, but most youth think that other youth are regular drinkers.
- How can you restate the facts in a way that is meaningful and impactful?

B. List several facts that you can use in a media campaign

Examples:

- 75% of juniors choose to drink soda, sports drinks, or energy drinks when they are parties or social events with other students.
- Only 20% of students actually drink, but most youth think that other youth are regular drinkers.

III. Strategy Development and Campaign Implementation

In this step you will use your data to develop campaign messages, choose media to get those messages out to your target audience, and then hold focus groups to get feedback on your messages and media that you can incorporate before you implement your media.

During campaign implementation you will implement your original media, whether that means putting up posters, broadcasting PSAs, putting messages on youth friendly “swag,” or sending messages through text, twitter, facebook, or other media. After several weeks, you will disseminate your messages using different media channels to “refresh” your message.

Campaign Step 4: Develop Key Messages

In this step you will create messages based on the facts you pulled from your survey data. Your process for this step is identical to the process you used in the Mock Social Norms Campaign Activity earlier. Your messages should contain:

- The fact about drinking
- Some way to get folks to pass the message along
- A way for people to get info if they want to know more

As you develop catchy messages based on your data, refer back to the “Tips on Developing Positive Social Norms Messages” you used in the mock social norms campaign:

Tips on Developing Positive Social Norms Messages

Before developing your social norms message consider the following guidelines:

Message and Media P.I.E.

The P.I.E. Concept provides useful guidelines for creating social norms messages (Haines, 1997). Messages and media should meet the following criteria.

- **Positive!** In other words: beneficial, constructive, affirmative, hopeful, optimistic. —Positive media contain achievement messages and define what the healthy population does. They demonstrate protective strategies and model healthy behaviors. They describe a reward or benefit for those who participate in the healthy behavior. These messages nurture and support. They leave the audience feeling good about the message content and about themselves.
- **Inclusive!** In other words: incorporating, embracing, involving, comprehensive. —Inclusive media has a message for everyone in the target population. No one is excluded from access to wellness, which is the concept underlying the basic message(s). There is intentional wording and choice of visuals and graphics to include the entire cultural and behavioral spectrum represented in the target population(s).

- **Empowering!** In other words: potent, energizing, strengthening. —Empowering media encourages people to act on their own behalf to solve problems and support them in taking charge of the problem-solving process. Messages identify resources and access to self-care and they provide examples of individuals in the target population who have been successful. Avoid messages that tell people they are powerless victims. These messages drain energy, eliminate power, and neutralize strength.

Campaign Step 5: Develop and Test Media

Your group can brainstorm all of the different ways one can get media messages out (posters, postcards, TV, radio, text messages, Facebook, giveaway items such as stickers, notebooks, keychains, etc.) and discuss:

- Which channels will reach the most people in our target population?
- Do we have the time, resources, knowledge, and skills to send messages using these channels?
- Which channels do you think are most credible to your target population?

As part of this step, you will tailor your message to the media channels you chose. Use the activity from the Mock Social Norms Campaign to have youth break into groups and adapt messages to the different media challenges you think you might use. For example, you might have groups form to adapt messages to:

- Text Message
- Facebook Post
- Poster

Each group needs to apply the key facts you generated in Steps 3 and 4 to your assigned media channel to create a “product” that you would put out to students at your school. Each group has a different channel and so each group’s product will be different.

Give an example that is not one of the ones above. For example: a flyer from the principal that is sent to all parents of students in the school.

[Flyer might say something like: “Hey parents, just wanted you to know that 75% of PHS students do not drink alcohol or do so very infrequently. We’re creating a community at PHS where students are trying to stay safe and sober, and this is good news. I STRONGLY encourage you to tell your children about this good news too.”]

Explain that they need to create a product in a form that the rest of the group can look at (i.e.: the text group should send us all mock texts or write their intended text on flip chart paper; the poster group will create a draft poster and the Facebook group will create a status update.

All channels should include (write on flipchart for reference):

- The fact about drinking
- Some way to get folks to pass the message along
- A way for people to get info if they want to know more

Provide method specific directions to each group:

- Poster group: Provide this group with sample posters and notes from gallery tour about what they liked and didn't like. You may want to include some directions about designing first on 8x11 paper before going to flip chart paper
- Facebook group: Ask one person who has a mobile Facebook site on their phone to be in this group ahead of time (if there is internet connection, bring a laptop and do it from there). Ask group members to send a status update and/or post to at least one member.
- Text message group: Have one participant put the phone numbers of all youth participants in his or her phone and then send the text from there at the unveiling time.

Test Media: Peer Feedback on Product

Next you will gather feedback from your peers on the products you have developed using brief and informal focus groups. This is similar to the process you used in the Mock Social Norms Campaign activity.

You are looking for feedback and not gathering evaluation data, so these groups should be less time intensive and perhaps less formal than other focus groups. You will need to take notes on feedback, but you do not need to type out transcripts or conduct a detailed analysis.

- Try to get feedback from at least 3 groups of young people, with at least 6-10 people in each group
- Recruit participants who are not a part of Friday Night Live and who represent different social groups within your school
- If you can, offer participants snacks or other incentives as a thank you for participating
- Use the guidelines in the Friday Night Live Community Assessment Toolkit (Project One: Focus Groups) to plan your focus groups.

Youth facilitators should use the following points to guide their facilitation of the focus group.

Points to include on the flip chart:

- Thank the youth for agreeing to participate
- Tell them we are looking for honest feedback on the social norms media piece you recently saw.
- Ask Q1: What was the first thing that came to mind when you saw it? [Encourage everyone to answer].
- Ask Q2: Was the message believable—Why or why not?
- Ask Q3: What could we do to make it more convincing or believable?

Another youth leader should take notes of the discussion and pay attention to the following:

- Were there any consistent themes you kept hearing?
- What things are you hearing that your group really needs to pay attention to?

Campaign Step 6: Select Media Channels

After you develop messages and products, get feedback, and use feedback to improve messages and products, you will select 3-4 channels for getting messages out and make decisions about how you will implement them. You may choose to roll out your campaign however you want! For example, perhaps you will decide to begin with two media: posters and a PSA on your school's morning announcements or video. You will need to make decisions about how you will implement these to reach the maximum amount of people in your target audience. Where can you place posters to reach the maximum number of people? How will you place posters in high traffic areas so they are visible if there are competing flyers and posters?

Next, decide which media channels you will use to “refresh” your message after several weeks. Perhaps you can follow up your more traditional media channels with social media: Facebook and Twitter. Again, you will need to make decisions about how you will implement these to reach the maximum amount of people in your target audience. How will you begin your Facebook and Twitter campaigns? How will you encourage people to share the message?

Campaign Step 7: Implement Media

In this next step, you will use the products you created and release your campaign to the school. Your group has planned this release in Step 6. Be sure to also have a plan for monitoring how implementation is going? Are people noticing the posters? Are the posters staying up, or are people tearing them down? Are Facebook and Twitter messages being shared? Are people talking about them? What are they saying?

Campaign Step 8: Refresh Media

Several weeks into the campaign, “refresh” your media with your new media channels. Again, be sure to monitor this implementation and adjust as needed!

IV. Evaluate, Reflect, and Celebrate

Finally, you will evaluate the impact your campaign has had, reflect on how the campaign could be improved for next time, and celebrate your teamwork and hard work!

Campaign Step 9: Evaluate for Impact

In this step, you will conduct focus groups or administer “intercept” surveys (you go to places where you will find your target population and intercept potential survey participants to take a quick survey) to find out whether your campaign messages reached your audience, whether they remember and believe the messages, and whether there are changes in perceptions and beliefs, norms, and behaviors related to drinking. Note: Conducting focus groups AND administering surveys will give you comprehensive information about the impact of your work. However, many Friday Night Live groups have limited time at the end of the school year, so in this toolkit we ask you to implement one method.

Focus Groups

Detailed information about focus groups is found in the Friday Night Live Community Assessment Toolkit. Please use this resource for comprehensive information on planning focus groups, skill building and tips for facilitating focus groups, and analyzing focus group data.

To evaluate your social norms campaign work, you should plan on conducting at least three focus groups with members of your target audience. Each group should have 6-10 participants; you should have smaller groups if you want youth to be able to participate more. Evaluators typically conduct 3-5 focus groups, although the exact number depends on the complexity of the research topic and the diversity of the target population. Conducting too few groups may cause you to miss information or jump to conclusions too soon, but doing too many wastes time and money. Deciding on the right number of groups is a matter of hearing what there is to hear. If everyone seems to be saying the same things after three focus groups, you will know you can stop.

You should try to recruit focus group participants who are not connected with Friday Night Live or the social norms campaign. If you are implementing the campaign in a school, it is a good idea to invite students from a wide variety of social groups to participate (e.g., athletes, students in music and theatre, students who are less connected and involved with school, etc.).

You can personally invite participants, put up flyers in locations where your desired participants hang out, announce the focus groups at school, or ask people with connections (your school principal or other school administration, teachers, etc.) to help you select participants.

You will want to meet youth where they are located, offer incentives such as food, and use direct and appealing language in any flyers or announcements. Be sure to think about challenges for youth to participate and be creative in overcoming those challenges. For example, you may be able to recruit youth by hosting a group during lunch and providing pizza, subs, or burritos. Perhaps student athletes have a gap between their last class and sports practice, and you could host a group during that time and provide healthy snacks to fuel their upcoming workout.

A sample focus group protocol is found in Appendix G and you can use information from the Friday Night Live Community Assessment Toolkit to adapt the questions for your group. Questions include:

- First, I'm wondering if you saw new posters in your school in April and May?
 - If you did, about how many? Where did you see them?
- Can you tell me what the posters were about?
 - What were some messages you saw?
 - Can you describe them?
- What did the posters make you think of?
 - Did you learn something new?
 - Were you surprised by anything in the posters?
 - Did the campaign make you think differently about drinking?
- Was the campaign believable for your school?
 - Do the messages reflect what students at your school do?
 - What would make it more believable?
- Did the campaign make you feel motivated to do anything or act in some way?
 - Did you talk with anyone? What did you talk about?
 - Did you look anything up?
- Do you think the campaign is likely to change other students' drinking behaviors, attitudes, or beliefs?
 - Is there anything about the campaign that would have made it have more of an impact on students' behaviors, attitudes, or beliefs?
 - Any suggestions for changes in Medium, Placement, Messages?

Please use the Friday Night Live Community Assessment Toolkit to guide focus group planning, implementation, analysis, and write-up!

Intercept Surveys

Another option for evaluating your campaign is to administer intercept surveys. These are very brief and quick surveys that you administer as you “intercept” people in the places where they eat, study, enter and exit buildings, etc. The Friday Night Live Community Assessment Toolkit (Project Two: Surveys) will help you revise the intercept survey provided in Appendix F to meet the needs of your group, develop a survey plan, put your survey questions into SurveyMonkey and enter completed surveys online, and analyze your data.

In addition to the guidance provided in the Friday Night Live Community Assessment Toolkit, some tips from the Fresno and San Francisco Social Norms Campaigns include:

- Consider administering surveys in high traffic places where all students go, such as building exits/entrances or the cafeteria. In San Francisco, youth leaders surveyed students as they left school.
- Set up a survey “home base” where you can put a large box for completed surveys (make it colorful and festive) and keep extra survey copies, pencils, and incentives for completing surveys such as small gifts or snacks. Be creative in making this a welcoming place that attracts youth; perhaps have music and balloons if this is allowed.

- Have several student leaders available to administer surveys at one time. Young people can take different roles: welcome and draw people to survey station, distribute and explain surveys, and collect surveys and give thank you gift.

Analyzing Intercept Surveys:

Use the Friday Night Live Community Assessment Toolkit to support putting your surveys onto SurveyMonkey and downloading the report of your results. As a group, work through your results to answer questions such as:

- Did youth see our messages? Where did they see them?
- Did they believe the messages?

Next you can compare questions from the intercept survey to the Social Norms Survey Tool you used at the beginning of the campaign. Remember, you cannot confidently make an exact comparison. You may have surveyed the entire junior class at the beginning of the school year and only surveyed 10% of students using your intercept survey. However, you can look for changes and present your findings as “suggesting” change. As a note, this is why it would be ideal to also conduct focus groups. If both your intercept surveys and focus groups show changes, you can be confident that your campaign is having the impact you want!

In comparing your Social Norms Survey Tool results with your intercept survey results, you will look at the results of the same questions on both surveys. For example:

How many students took your survey at “Pre” (the Social Norms Survey)? _____

How many students took your survey at “Post” (the Intercept Survey)? _____

How close are these numbers? If they are close, then anything you find below will be strong evidence. If they are not as close, then any findings from your surveys will be “suggestive” and will be stronger if they are confirmed by focus groups OR by examining answers to these questions over multiple years.

How often do you think the AVERAGE student at your school used alcohol?

- Pre: Percent that said “sometimes or often” _____
- Post: Percent that said “sometimes or often” _____

Did this increase or decrease over the course of your campaign? _____

- By how much? _____

Does this provide evidence that the campaign might have affected students’ perceptions of how often other students drink? _____

Creating an Evaluation Write-Up

For either evaluation method, you can create a simple written document that summarizes what you have learned, such as:

- Did the campaign messages reach our target population?
- Did our target population remember the messages?
- Did our target population believe the messages?
- Did our target population change any attitudes, beliefs, or behaviors?
- Is there evidence of changes in norms?
- What feedback do we have for how to improve the campaign for next year?

Examine Change Over Time

If you implement a social norms campaign over several years, you can use items on your Social Norms Survey Tool to track changes in norms over time. If you administer the survey to a consistent group each year (e.g., the junior class), you will have strong data to show the outcomes of your work.

Campaign Step 10: Reflect and Celebrate

In addition to examining and learning from the focus groups or intercept surveys, you can also learn what worked and how to improve for next time through reflection with the youth leaders who implement the campaign. Youth leaders can provide feedback about what went well and how to improve the campaign for next time and reflect on the effects of implementing the campaign on their own skills and knowledge. Some questions to ask include:

- How you think your campaign turned out?
 - What do you like best about the campaign?
 - What parts do you think could be better?
- How effective do you think the campaign will be for changing social norms at your school?
 - How do you think your campaign might have an impact?
 - If you don't think it will be effective, why not?
 - Is there anything about the campaign that would have made it have more of an impact on students' behaviors, attitudes, or beliefs?
- Have you seen any student reactions to the campaign? What were they?
 - How believable do you think students found the campaign messages? Why?
 - Do you think the messages reflect what students at your school do?
 - Could we do something different to make the messages more believable?
- What went smoothly in putting together the campaign?
- What were some of the challenges you had with putting the campaign together?
 - Any suggestions for changes in Medium, Placement, Messages?
 - How did you work together as a group? How did your meetings go?
 - Did you need any additional resources and support?
- What were some things you learned from participating in this project?
- If we do this project again next year, would you recommend to your friends that they participate?

Be sure to chart or take notes so you can use this information to promote Friday Night Live and to inform your work for next year!

Finally, take time to CELEBRATE your accomplishments!!! You have accomplished something huge: a youth campaign to change social norms that encourage underage drinking! This work is intense and sometimes hard. Take some time to reflect on all you have done, congratulate yourselves, and do something fun – such as a barbeque, an outing, or a pizza party!

(Optional) Session 7: Public Speaking Workshop

Note: This session is optional and can be implemented at any point if needed to support your campaign. Use this session to build youths' capacity to present campaign messages or explain the campaign to others.

Objectives: To increase confidence in public speaking and develop public speaking skills.

Time: 90 minutes

Prep and Materials needed:

- Flipchart paper
- Markers
- Hat (or something to put paper in)
- Paper
- Pens
- Copies of Handout: Public Speaking & Presentation Tips and Techniques
- List of imaginary creatures
- Index cards (one for each participant with an imaginary creature written on it)

Example Agenda:

- Introductions- 5 minutes
- Icebreaker: Fear in a hat- 15 minutes
- What makes a good public speaker?- 15 minutes
- Break- 5 minutes
- Imaginary Creature Speech- 40 minutes
- Closing-10 minutes

Example list of imaginary creatures (feel free to create your own!):

- A burble
- A ghart
- A treshdor
- A brangh
- A bable
- A nomei
- A verx
- A yerto
- A wirgh
- A jolgg
- A durgle

Workshop Instructions:

Activity: Public Speaking Workshop

A. Icebreaker Instructions:

Welcome! Today we are going to spend sometime practicing public speaking and overcoming our fears! The icebreaker for today will help us check our fears and hopefully overcome them.

1. Everyone write a fear that you have about public speaking. This can be anything! There is no right or wrong answer, but please be specific and honest. Do not put your name on your paper.
2. Once you have done so, please fold and place the paper in this hat. Do not show anyone what you wrote!
3. Shuffle the sheets and pass out one per person.
4. We are now going to take turns reading the fear out loud, and each reader should attempt to explain what the person who wrote the fear means.
5. No one should make any sort of comments on what the reader said. Simply listen and go on to the next reader.
6. After all fears have been read and elaborated, discuss as a whole group what some of the common fears were and how we can overcome them. This activity also helps build trust and unity, as people come to realize that everyone has similar fears.

B. What makes a good public speaker?

Suggested Steps:

- Ask for a volunteer to chart responses
- We have all been audiences to presentations, whether it is in a school assembly, classroom or conference. Some speakers do a great job at capturing our interest and keeping us engaged; whereas others can be boring and uninteresting.
- What makes a good presenter?
- Call on youth to answer
- Ask the volunteer to chart answers
- Some things to add if not mentioned:
 - Stand straight/do not lean
 - Be confident, energetic and relaxed
 - Do not fumble with clothes/make weird hand gestures
 - Make eye contact, but don't stare at any one person
 - Be enthusiastic about the subject matter
 - Have a conversational tone, don't talk too fast
 - Use humor
 - Pause between important points
 - Know what you are talking about
- Hand out the TIPS handout and go over it with the youth leaders. Ask for any questions.

C. Imaginary Creature Activity

Suggested Steps:

Write the name of imaginary creatures on the top on index cards and have the youth leaders choose one. (See example imaginary creature names at start of workshop instructions or feel free to create your own!) :

Post the following questions on flipchart paper:

- What does your creature look like (size, teeth, fur, scales, nose, claws, color, tail, etc)?
- Is it a mammal, reptile, amphibian, marsupial?
- What does it eat? What eats it?
- What kind of habitat does it live in?
- Does it make a sound?
- What survival characteristics does it have (flies, swims, runs, digs, camouflages, fights, etc.)

Give participants about ten minutes to make up the descriptions of their imaginary animals using your questions as a guideline. If you have extra time they may also draw an image of the imaginary creature.

Then have them present their short reports on the creatures.

You will now each present to the group. Make sure to pay attention to eye contact, clear speech and confidence.

At the end debrief by asking:

- How did that feel?
- Were you nervous?
- How do you think you did?
- What could you do better next time?

Provide some positive and constructive feedback.

Activity Conclusion

- A. Summarize some of the key pieces of the activity, also noting any specific learning or observations made by participants.
- B. Conclude with Head, Heart, and Feet by asking participants to share one thing they learned from the workshop (head), one thing they are feeling as a result of the workshop (heart), and one thing they want to do as it pertains to the workshop (feet).

Public Speaking & Presentation

Tips and Techniques

Engage your Audience:

- Move away from the desk or podium (if there is one) to get closer to the audience and grab their attention.
- Approach noisy or disruptive audience members. They will almost always silence or stop their disruptive behavior.
- Your choice of words can put you at the same level with your audience. Using language such as “we,” and “us” can let you be perceived as “one of them.” On the other hand, if you can’t relate use language to let your audience know that you are respectful of their positions or the difference between you and them.
- Silence can be a very powerful attention grabber, as well as introduction and/or conclusion. But use it sparingly!

Body Language:

- Let your hands help direct the focus and direction of your presentation. Think of them as potential visual aids.
- When holding a book or paper, try to keep at least one hand free, and interchange when possible. This will help you look and feel more comfortable.

Content and Design:

- Keep your audience in mind when you are preparing the layout of your presentation. Ask yourself if you think the order of the information that you are presenting makes sense.
 - Introduction (tell them what you are going to present)
 - Body (present the information)
 - Conclusion (summarize what your presentation)
- Think of your introduction and conclusion as bookends: open and close your presentation in a way that holds the information between your introduction and conclusion.
- **Rehearse your speech**—to a friend, in front of the mirror, talking out loud, etc. Think of how to best gear your presentation toward your audience (Youth, Elected Officials, etc). What creative aspects can you incorporate (Video, music, questions, game, etc.)?

More Tips and Tricks for Public Speaking...

- **Know the room/venue:** Become familiar with the space where you will speak. Arrive early and walk around the room if you have time, especially the speaking area.
- **Know your audience:** Greet people as they enter. Get to know who you will be speaking to—adults, youth, funders, activists, government, etc.
- **Know your materials:** Practice your presentation. Be familiar with any materials you will use (handouts, visuals, etc.)
- **Relax:** Almost everyone gets nervous. Here are a few tactics on hand for relaxation and to transform nervous energy into useful focused energy—close your eyes or focus on object and take 5 deep, slow breaths. Visualize a reward for a job well done.
- **Visualize yourself speaking:** Imagine yourself successfully delivering your speech. Remember ...people want you to succeed. Your audience is usually on your side.
- **Don't apologize:** Many times the audience won't notice mistakes—an apology will draw attention to them. At the same time, be real...if you make a big and obvious mistake, it's okay to acknowledge it.
- **Concentrate on your message:** Focus on the purpose and vision of your message. What do you want to leave your audience with?
- **Remember your body language:** Notice your stance and posture and use gestures to your advantage. Expressions, hand gestures, focused movement, and eye contact can all be used to enhance your presentation.
- **Speak—don't just read.** If you are using text or notes, remember to speak to the room, and not to your notes: eyes off the page, voice in the room.
- **Remember: Practice and experience build confidence!**

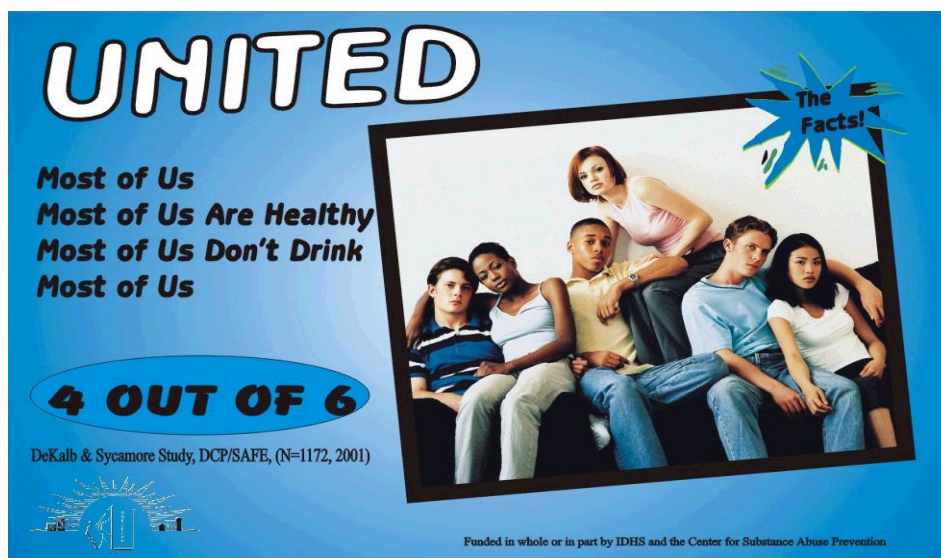
Appendix A: Sphere of Influence Handout



Appendix B: Gallery Tour Activity Sample Posters



Positive Social Norms 1



Positive Social Norms 2

81 PERCENT
OF MSU STUDENTS CHOOSE TO USE A DESIGNATED DRIVER

74 PERCENT
OF MSU STUDENTS CHOOSE NOT TO DRIVE AFTER DRINKING EVEN IF THEY HAVE JUST ONE

FOR A SAFE RIDE HOME CALL:

Big Daddy	517-367-7474
Cosmos Taxi	517-367-1229
S-Cab	517-374-5500
Yellow Cab	517-482-1444
Classic Taxi	517-886-5589
Shaggin' Wagon	517-507-5047

Positive Social Norms 3

Remember when
You were his super hero...
You still are!

And he believes the FACTS that you share with him



Funded in whole or in part by IDHS and the Center for Substance Abuse Prevention

Positive Social Norms 4

The FACTS...

Most students don't drink alcohol

- * 8 out of 10 chose not to be intoxicated during the past 30 days
- * 7 out of 10 chose beverages, other than alcohol, to drink at parties

Research shows that most kids avoid alcohol by:

1. Leaving places where alcohol is being served
2. Just saying "No thanks"
3. Avoiding parties where alcohol might be served

Partnership for a Drug Free America, 1999 and DeKalb & Sycamore Study, DCP/SAFE, (N=1172, 2001)



facebook Ads

Share your quackers



Share your food, share your fun. 86% of MSU students eat before or while drinking to limit the negative effects of alcohol.

Make no bones. . .



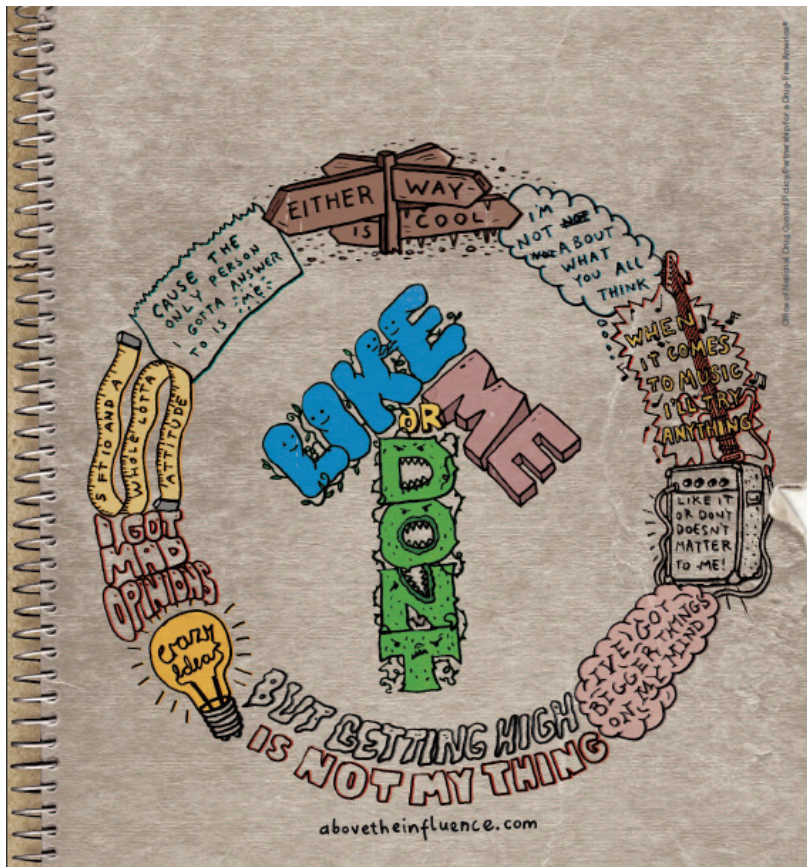
About safely enjoying Halloween. To keep things ducky on Halloween, 63% of MSU students either don't drink or keep it to 4 or less.

Pick up Chicks



By respecting the limits. 54% of MSU students consume 0 to 4 drinks when they party.

Positive Social Norms 5



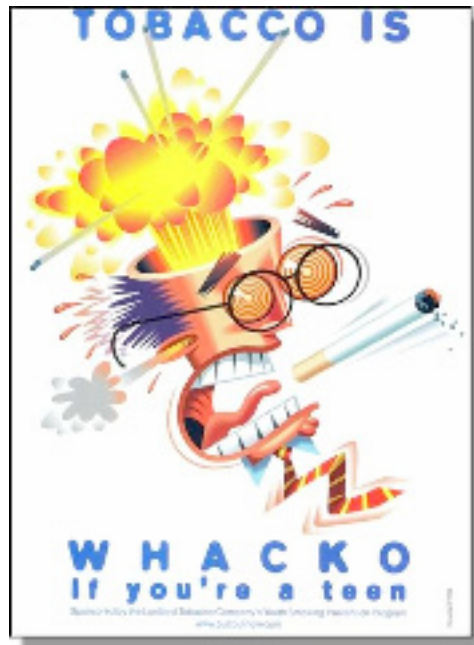
Positive Social Norms 6



Traditional Marketing 1



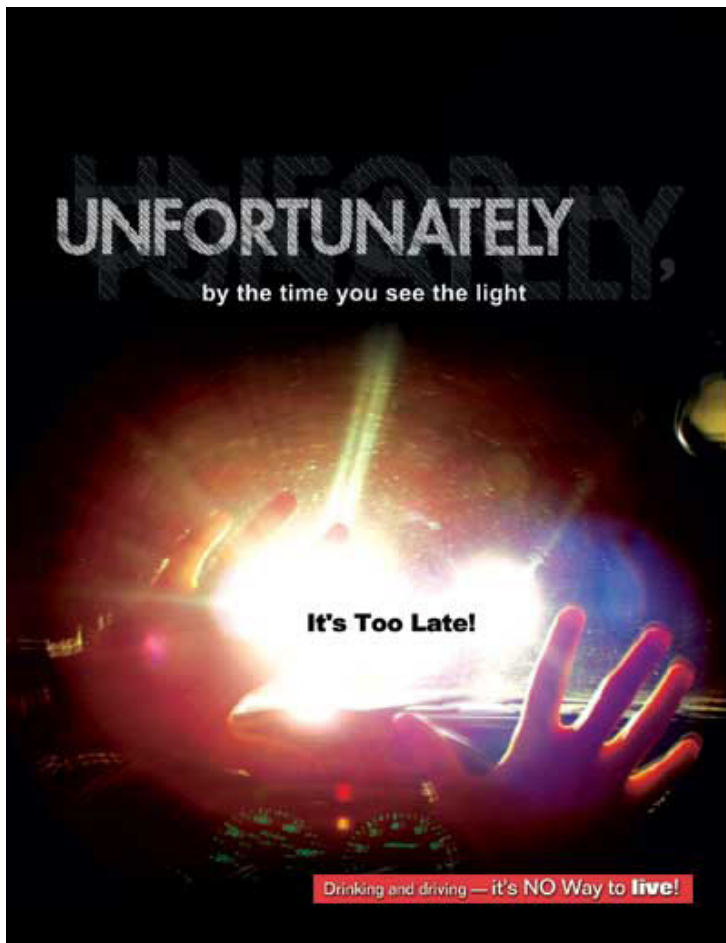
Traditional Marketing 2



Traditional Marketing 3



Traditional Marketing 4



Traditional Marketing 5

Appendix C: Planning Survey Administration

A. Decide how you will choose your survey participants and how many people you will survey

How do we choose whom to survey?

Time and cost will keep you from collecting information from the entire population (ex. all high school students in your community or all parents of high school students in your community), so you will choose a sample (a smaller group) of people to survey. The idea behind using a sample is that you want the findings you get with your sample to reflect the larger population (all kinds of high school students), so you need to select your survey participants carefully.

Example: Say you are interested in knowing how all juniors and seniors at your high school access alcohol.

Brainstorm: What are some of the qualities that make up the body of juniors and seniors at your high school?

It's hard to name them all, but here are a few....gender, race/ethnicity, socio economic status, how long they've lived in your community, level of school achievement, social group (jocks, goth...whatever groups apply to your school), whether they have a job, if they are single or are in a relationship, if they have a car, if they get involved in school activities....you get the idea!

How might these qualities influence their answers to your questions? Your goal is to survey a group of juniors and seniors that have a range of these different qualities and represent all the juniors and seniors at your school. *However you choose to survey people, ask yourselves how they might be different from the entire population you are interested in.*

Example: You decide to set up a table in front of the cafeteria at your school and ask people to fill out your survey.

- Ask: do all students at your school eat lunch in the cafeteria?
- If yes, this may be a good strategy. To make it better, offer an incentive to survey participants, such as free snacks, so that you are more likely to get all types of students and not just the ones who volunteer because they want to be helpful or because they are friends of students in your FNL group.
- If not, how might students who eat lunch at school differ from students who leave campus? Are they more involved in school? Are they less likely to have cars? You may need to choose another strategy to get people to take your survey.

Example: You decide to survey students in selected classrooms.

- To make this option work best, ask: what classes are required for juniors and seniors? These are most likely to have all types of students.

- If you choose elective or specialized classes, you will only get certain groups of students and not all (ex. leadership or honors classes will have students who are very engaged in school, and students who are very engaged in school may have different experiences with alcohol than those who are less engaged.)

How many people do we need to survey?

Try to survey, at a minimum, between 5% and 10% of the group you are researching (ex. 9th grade students, parents of seniors – whoever you are interested in getting information from). This sample size will give you more credibility when you are presenting your results to community members or decision makers.

B. Plan the logistics

Now that you have decided whom and how many people to survey, it is time to do a little bit of planning for survey day. It is a good idea to create a written plan so you know who will do what, and when!

Some things to consider:

- Who will give out the surveys? Will you give out paper-pencil surveys, or will you administer the survey online?
- When and where will you administer surveys?
- Do you need to get permission from anyone to give out surveys?
 - You may need to get permission from your school administration, and you should check whether surveys with students require parent permission.
- What will you tell participants about the survey? Be sure to prepare something in advance that you will either read to a classroom before you hand out the survey, or tell participants as you hand them the survey. Some things to include are:
 - Who you are
 - Why you are giving out the survey
 - What you plan to do with the information
 - How long the survey will take
 - Why honest answers are important
 - Participation is voluntary and they can skip any question they do not want to answer
 - Their answers are anonymous/private
- What will you do with completed paper surveys until you can enter them a computer program and get your results?
 - One option is to bring large manila envelopes and label the envelopes with the location where you gave out the survey and who administered the survey.
 - Another option is to bring a box for participants to place their completed surveys. Make it colorful and appealing!
 - You should bring the surveys to a secure location as soon as possible. A locked file cabinet is ideal.

C. Administer your surveys

Make sure you have everything you need to administer your survey. Some supplies you may need are:

- Enough copies of your survey
- Pens or pencils
- Incentives, such as snacks or other small gift items
- A box or large envelope to hold completed surveys
- If you are giving out surveys in a public location such as a school entrance or outside of the school cafeteria, you may want a table, some signs to advertise the survey, and some eye-catching decorations. If you can get permission, music can create a fun environment.
- Be sure to have enough members of your team administer the surveys. If you are recruiting survey participants in a public location, assign some team members to greet people and urge them to take the survey and others to give out the survey and incentives and make sure people actually fill out the survey and give it back to you.

D. Tips for Tracking Returned Surveys

If you are sending surveys to schools or organizations you can develop a tally sheet of the names of the schools and number of surveys you sent. When surveys are returned, write down how many you got back. This will be helpful for the next time you administer surveys and you can see who may need a reminder call to return the surveys.

You may want to returned surveys in a specified place, for example under a sign that says, “to be coded”. Have another spot that says, “Coded / to be entered” and have another spot with a sign that says, “Entered”. Once data entry gets underway it is important to keep organized to avoid mistakes and confusion.

Appendix D:

Entering Your Survey Data

Use an online program such as SurveyMonkey to enter and analyze your survey data

You can use spreadsheets or online programs to put your survey numbers into a format in which they can be analyzed and you can get your results – averages, percentages, etc. This toolkit covers one option – using the online survey program, SurveyMonkey. You can open a free account if you have a short survey or you can pay a small monthly fee if you have larger numbers of surveys. SurveyMonkey will store your data and provide simple statistics and charts.

Opening a SurveyMonkey Account

1. Go to www.surveymonkey.com
2. There are four types of accounts offered. You probably can use either the free or the lowest cost option:
 - a. Basic (free) which includes: 10 questions per survey, 100 responses per survey, 31 survey templates, 15 types of questions
 - b. Select (\$17 per month, billed \$204 annually): unlimited questions and responses; 51 survey templates & 15 types of questions; custom survey designs and URLs, enhanced security, skip-logic options and excel export and printable PDFs of survey results.
3. Once you have selected which account you would like to use, click on either the “Sign up for a FREE account” or “Sign up for Premium” button.
4. Create a username (up to 50 characters with no spaces), password and enter your contact email. Then click on “sign up”. Note: you may also choose to create an account using your Google or Facebook account using the options on the right side of the screen (this will link your accounts and allow you to sign in using your Google account).

Putting Your Survey on SurveyMonkey

To get started, click on the green “+Create Survey” button.

1. Enter the title of your survey and click ‘continue’.
2. There are 3 different options you can use to create a new survey.
 - a. Create a new survey from scratch- a blank survey form will be created that you can use to add your own questions.
 - b. Copy an existing survey- can be used to create a copy of a survey form you have already created.
 - c. Use a survey template- allows you to select from our list of pre-designed survey forms that you can customize.
3. The first step is to design the survey with the questions you would like to ask. You will see a box in the center of the page with the tab ‘Edit Page Options’ above it. Click on the drop-down menu and select ‘Edit Page Information’ to enter a name and description for the page. Click ‘Save Page’ to enter and return to the survey.
4. To begin entering questions, click the ‘+ Add Question’ button.
 - a. To choose what type of question you want (multiple choice with only one answer, comment/essay box, Matrix of Choices with only one answer per row, etc.), select from the ‘Choose Question Type’ drop-down menu.
 - b. Write the question in the ‘Question text’ box.

- c. Enter the question answers on a separate line.
 - d. Click on 'Save and Close' to return to the previous screen or click in 'Save & Add Next Question' to keep creating questions.
 - e. When you create a survey, the default Edit Survey page opens to page #1. Click the [Add Page Before/After] button to add a new page to your survey. In this page you can choose to insert a title for your page and include text for an introduction or description of the page. Click the [Split Page Here] button before any question to create a page break in your survey and divide the questions onto separate pages.
5. Click on the survey settings tab on the left

Administer Your Survey Online

Click on the 'Collect Responses' tab on the top. You can select the method you would like to use to collect responses. These include:

- a. Web-link: a web link will be created that you can send via email to respondents who will be directed to survey monkey.
- b. Email: a custom email invitation will be sent out to respondents
- c. Website: embed the survey on your website.
- d. Share on facebook

Choose Your Survey Settings

When you are on the 'Collect Responses' page, click 'Change Settings' (button is on left side of page). Here you can make decisions about:

- Whether or not you will allow multiple responses per computer.
 - Click 'Yes.'
- What you want to happen when a survey is completed.
 - Choose 'Loop to start of survey to allow another response.'

Enter Paper Surveys Into SurveyMonkey

Click on the 'Manual Data Entry' button on the left side of the page. Once there, click the 'Add new response' tab on the right-hand side. Enter the responses for each survey.

View Your Results

After all of the surveys have been entered, you can view the results by clicking on the 'Analyze Results' tab.

For each survey question you will see:

- The number of survey participants who chose each answer
- The percentage of respondents who chose each answer
- The most popular answer will be highlighted
- You can click 'Create Chart' if you want to see the responses displayed in a pie chart, line graph, or other visual format

Appendix E: Sample Social Norms Survey



Kerman High School & Youth Leadership Institute 2012-2013 Social Norms Survey

SURVEY INTRODUCTION:

Thank you very much for taking the time to complete this survey! Your thoughts and ideas are very important to the future of Fresno County high school students. The purpose of this survey is to learn from Kerman High School students about their experiences with alcohol consumption. We hope to use this information to promote healthy behavior among all students. The information you provide will be used by students like yourself to design media projects here at school.

All of your responses are **confidential**; please do not include your name anywhere on this survey.

There may be questions that you are not sure how to answer; that's OK. Please take your time and try to respond to every question in the survey to the best of your ability. There are **no right or wrong** answers. If you just don't understand a question or can't think of a response, then leave it blank. Please read each question carefully and follow the directions so that we can best use your answers!

This survey will take approximately **5-10 minutes** to complete. We look forward to learning from you!

If you have any questions, comments or concerns please contact Kristen Law at the Youth Leadership, at klaw@yli.org.

For the majority of items please **check or circle the answer** that best describes your experience, unless otherwise directed. **Please turn the page to begin.**

PART 1: For the first part of the survey we would like you to think about where you receive information about alcohol and underage drinking.

- 1) Have you seen posters, Facebook messages, text messages, or any other forms of information about alcohol use by students from your school?
 YES NO
 a. If YES, did you find the information believable?
 YES NO I DON'T KNOW

2) During this school year, how frequently have you seen or heard information about underage drinking from the following sources?	Never	Hardly Ever	Some-times	A lot	Always
a. Your Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. School Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Media/Social Media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Flyers/Posters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 2: The second part of the survey is about your and other students alcohol use. Please answer the next questions as honestly as possible.

3) If you or someone you know drinks alcohol, how often do they get it from the following sources?	Never	Hardly Ever	Some-times	A lot	Always
a. Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Other Siblings/Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Strangers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. House parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Bars/Clubs/Restaurants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Liquor Store	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4) Over the last year (the last 12 months)...	0 times	1 time	2 times	3 times	4-6 times	7+ times
a. How often did YOU use alcohol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. How often did YOU use alcohol before or during school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How often do you think the AVERAGE student at your school used alcohol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. How often do you think the AVERAGE student at your school used alcohol before or during school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Don't drink alcohol	Just a sip or two	Enough to feel it a little	Enough to feel it moderately	Until I feel it a lot or get really drunk
5) How do YOU like to drink alcohol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) When the AVERAGE student at your school drinks alcohol, how do they like to drink alcohol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7) In your opinion, how physically or emotionally risky are the following?	No risk	Slight risk	Moderate risk	Great risk
a. When people drink 4 or more alcoholic beverages once a month.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. When people drink 3 or more alcoholic beverages once a week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8) In your opinion....	Totally Okay	Okay	Not Okay	Totally Not Okay
a. How okay is it when someone your age has 2 or more alcoholic beverages in one day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The AVERAGE student at your school thinks it's _____, when someone your age has 2 or more alcoholic beverages in one day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9) How do you feel about someone your age having one or two drinks of any alcoholic beverage nearly every day?
 Approve Neither Approve Nor Disapprove Disapprove

10) Think about a group of 100 students (about three classrooms) in your grade. About how many students do you think drink alcohol?
 0 or none about 25 between 50 and 75
 less than 25 between 25 and 50 more than 75

11) When at a party or other social event with other students, what do **YOU** usually drink? (select only one)
₁ non-alcoholic drink (such as: sports drink, juice, soda) ₂ a drink that has alcohol in it

a. **If a drink that has alcohol in it**, what type of alcohol did you drink?
 Beer Hard Liquor Malt liquor (wine coolers and alcopops)

12) When at a party or other social event with other students, what do you think **the AVERAGE student** at your school usually drinks? (select only one)

non-alcoholic drink (such as: sports drink, juice, soda) a drink that has alcohol in it
a. **If a drink that has alcohol in it**, what type of alcohol do they drink?
 Beer Hard Liquor Malt liquor (wine coolers and alcopops)

13) During the past 30 days, on how many days did you consume...	0 days	1 day	2 days	3-9 days	10-19 days	20-30 days
a. at least one drink of alcohol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. five or more drinks of alcohol in a row within a couple of hours?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14) How often, during the last 30 days, do you think the AVERAGE student at your school consumed...	0 days	1 day	2 days	3-9 days	10-19 days	20-30 days
c. at least one drink of alcohol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. five or more drinks of alcohol in a row within a couple of hours?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15) During the last 30 days, how often did YOU ...	0 times	1-2 times	3-5 times	6 or more
a. Ride in a vehicle, with a family member or friend who had been drinking alcohol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Operate a vehicle, when you had been drinking alcohol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16) In your opinion...	Totally okay	Okay	Not okay	Totally not okay
a. YOUR parents feel it would be _____ for you to drink alcohol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Parents of an AVERAGE student at your school would feel it is _____ for their students to drink alcohol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The AVERAGE student at your school thinks their parents are _____ with underage drinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 3: Thank you for your responses. For the last part of the survey we would like to know a little about you.

- 17) What is your gender? Female Male Other Don't want to answer
- 18) What is your age, as of today? _____ years old (for example, 16 years old)
- 19) What grade are you in? 9th 10th 11th 12th
- 20) What is the zip code where you are living now? _____
- 21) What is the primary language spoken by your family?
 English only English and another language Language other than English: _____
- 22) Which of the following best describes your ethnicity or cultural background? Please feel free to specify in the spaces provided (check all that apply)
- | | |
|--|---|
| <input type="checkbox"/> White not Hispanic | <input type="checkbox"/> Middle Eastern/North African |
| <input type="checkbox"/> Asian/Asian American | <input type="checkbox"/> Multiracial/Multiethnic |
| <input type="checkbox"/> Native Hawaiian/Pacific Islanders | <input type="checkbox"/> Decline to state |
| <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Native American/Alaska Native | |
| <input type="checkbox"/> African American | |
- 23) What activities do you participate in:
- Sports: School sports Sports (hobby) Club sports
- Clubs: Service clubs Academic clubs Ethnic clubs Career clubs
- Band: School band Out of school band
- Performing Arts
- Church
- Other: _____

THANK YOU SO MUCH FOR YOUR PARTICIPATION!

Appendix F: Sample Intercept Survey



We want your opinion! Take a survey! Get a prize!

1) Did you know that <<ENTER PERCENTAGE HERE>> of students from <<ENTER SCHOOL HERE>> do not use alcohol? YES NO

2) Have you seen posters, Facebook messages, text messages, or any other forms of information about alcohol use with youth from your school?

YES NO, IF YOU SELECTED NO, YOU ARE DONE – THANK YOU!

If you answered “yes” to question #2:

2a). Were the messages believable? YES NO

2b). Many youth feel that most young people are using alcohol. Did these messages make you change your understanding that most youth from <<ENTER SCHOOL HERE>> do not use alcohol?

YES NO NA, I already knew most youth do not use alcohol

2c). Do you feel that these messages have changed your attitudes and behaviors about using alcohol?

YES NO

If yes, how?

3) What is your gender? Female Male Other Don't want to answer

4) What is your age, as of today? _____ years old (for example, 16 years old)

5) What grade are you in? 9th 10th 11th 12th

6) What is the zip code where you are living now? _____

7) What is the primary language spoken by your family?

English only English and another language A language other than English: _____

8) Which of the following best describes your ethnicity or cultural background? Please feel free to specify in the spaces provided (check all that apply)

- | | | |
|--|--|---|
| <input type="checkbox"/> White | <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> Middle Eastern/North African |
| <input type="checkbox"/> Asian/Asian American | <input type="checkbox"/> Native American/Alaska Native | <input type="checkbox"/> Multiracial/Multiethnic |
| <input type="checkbox"/> Native Hawaiian/Pacific Islanders | <input type="checkbox"/> African American | <input type="checkbox"/> Decline to state |
| <input type="checkbox"/> Other (specify): _____ | | |

9) What activities do you participate in:

- | | | | |
|---------|--|---|---------------------------------------|
| Sports: | <input type="checkbox"/> School sports | <input type="checkbox"/> Sports (hobby) | <input type="checkbox"/> Club sports |
| Clubs: | <input type="checkbox"/> Service clubs | <input type="checkbox"/> Academic clubs | <input type="checkbox"/> Ethnic clubs |
| Band: | <input type="checkbox"/> School band | <input type="checkbox"/> Out of school band | <input type="checkbox"/> Career clubs |
| | <input type="checkbox"/> Performing Arts | <input type="checkbox"/> Church | <input type="checkbox"/> Other: |

THANK YOU!!!

Appendix G: Social Norms Project Focus Groups Guide

Welcome to the group, and thank you for participating. We are from Friday Night Live, and this is one of a series of focus groups that we are conducting to see what students think about a poster campaign that has been going on at your school. We hope that by getting your opinions we can make recommendations that will improve the posters for next year.

A focus group helps people come together in one place to share their experiences and opinions on a topic. Please be as honest and open as possible with your responses. There are no right or wrong answers, and all of your ideas are important and will be respected. Your participation is voluntary and you do not have to answer any questions that make you feel uncomfortable.

Your privacy will be protected. We won't talk about who was in this group or identify any of your responses in any presentation or report. We also ask that the people in this group agree to not share anyone else's comments with people outside this group. Can we each agree to that?

Ask for each participant to agree.

We have 6 questions to ask you and should be done in about 30 minutes. Let's start by introducing ourselves and then creating some group norms that we'll use during the group.

1. Purpose

- Explain to participants what organization you represent,
- Why you are doing the focus groups, and
- Why their input is important

2. Informed consent

- Explain that participation is voluntary.
- Participants do not have to answer any question that makes them feel uncomfortable.
- Explain how long the group should take.
- Don't forget to ask permission to record the focus group.

3. Participation

- Encourage participation of everyone in the focus group.

4. Confidentiality

- Let participants know that their responses will be kept confidential.
- In other words:
 - Focus group participants cannot share what was discussed with other people,
 - Focus group leaders can share what was said only with the evaluation team and not with names associated with comments, and
 - What participants say during the focus group could be included in your report, but names or other distinguishing characteristics will not be included.

5. Respect and Open-mindedness

- All opinions and ideas are important and will be respected.
- There are no right or wrong answers.
- For Focus Groups:
- Ask the group to develop a set of ground rules.
- Do a quick icebreaker to get everyone comfortable.

Name of school: _____

Name of group: _____

Date of focus group: _____

Focus group leaders: _____

Participant #1: Grade: _____ Gender: M F

Participant #2: Grade: _____ Gender: M F

Participant #3: Grade: _____ Gender: M F

Participant #4: Grade: _____ Gender: M F

Participant #5: Grade: _____ Gender: M F

Participant #6: Grade: _____ Gender: M F

Participant #7: Grade: _____ Gender: M F

Participant #8: Grade: _____ Gender: M F

- First, I'm wondering if you saw new posters in your school in April and May?
 - If you did, about how many? Where did you see them?
- Can you tell me what the posters were about?
 - What were some messages you saw?
 - Can you describe them?
- What did the posters make you think of?
 - Did you learn something new?
 - Were you surprised by anything in the posters?
 - Did the campaign make you think differently about drinking?
- Was the campaign believable for your school?
 - Do the messages reflect what students at your school do?
 - What would make it more believable?
- Did the campaign make you feel motivated to do anything or act in some way?
 - Did you talk with anyone? What did you talk about?
 - Did you look anything up?
- Do you think the campaign is likely to change other students' drinking behaviors, attitudes, or beliefs?
 - Is there anything about the campaign that would have made it have more of an impact on students behaviors, attitudes, or beliefs?
 - Any suggestions for changes in Medium, Placement, Messages?

Thank you!

Appendix H: Sample Social Norms Posters

Fresno County Social Norms Campaign Posters



Be a **THINKER** not a **DRINKER**



The **REALITY** is...

82% of your classmates do **NOT** drink alcohol at parties.



YOUTH LEADERSHIP INSTITUTE



ON THE **PASS** TRUTH
NOT THE **DRINK**



*2011-2012 DATA FROM TRUTH ABOUT US SOCIAL NORMS SURVEY



San Francisco Social Norms Campaign Posters

Learn more at yliblog.wordpress.com or find Washington Peer Pressure on Facebook.

SPEAK UP ABOUT ALCOHOL! WE'RE LISTENING!

HEY TEACHERS! DID YOU KNOW THAT 70% OF US TRUST WHAT YOU SAY?

Created by Washington Positive Peer Pressure (WPX3) - a student-led group working to prevent underage alcohol use. WPX3 is a project of Youth Leadership Institute, SFUSD, SF Wellness Institute, with support from the SF Department of Health.



The poster features a blue background. On the left, a black silhouette of a person is shown from the side, shouting into a megaphone. A large, dark blue speech bubble with a white outline is positioned in the upper center, containing the text 'SPEAK UP ABOUT ALCOHOL! WE'RE LISTENING!'. On the right, a black silhouette of a person is shown from the back, holding a tablet or book. A horizontal purple band across the middle contains the text 'HEY TEACHERS! DID YOU KNOW THAT 70% OF US TRUST WHAT YOU SAY?'. In the top right corner, there are logos for 'yli YOUTH LEADERSHIP INSTITUTE' and 'CALIFORNIA Friday Night Live PARTNERSHIP'. In the bottom right corner, there is a small text block providing information about the creator, Washington Positive Peer Pressure (WPX3).

Hey faculty & staff! Most TMAHS students say that you don't talk to us about underage drinking.

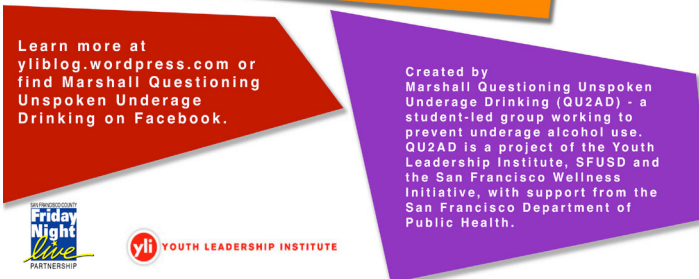
Step yo game UP! We're LISTENING!



The poster features a yellow banner at the top with the text 'Hey faculty & staff! Most TMAHS students say that you don't talk to us about underage drinking.' Below the banner is a photograph of a diverse group of about ten young people at a party. They are dressed in party attire, including a man in a black hoodie with a chain, a woman in a grey dress, and a man with a large afro wig. An orange banner at the bottom of the photo area contains the text 'Step yo game UP! We're LISTENING!'. The background of the photo is slightly blurred.

Learn more at yliblog.wordpress.com or find Marshall Questioning Unspoken Underage Drinking on Facebook.

Created by Marshall Questioning Unspoken Underage Drinking (QU2AD) - a student-led group working to prevent underage alcohol use. QU2AD is a project of the Youth Leadership Institute, SFUSD and the San Francisco Wellness Initiative, with support from the San Francisco Department of Public Health.



This section contains two text boxes and two logos. On the left, a red banner contains the text 'Learn more at yliblog.wordpress.com or find Marshall Questioning Unspoken Underage Drinking on Facebook.' On the right, a purple banner contains the text 'Created by Marshall Questioning Unspoken Underage Drinking (QU2AD) - a student-led group working to prevent underage alcohol use. QU2AD is a project of the Youth Leadership Institute, SFUSD and the San Francisco Wellness Initiative, with support from the San Francisco Department of Public Health.' Below the red banner is the 'CALIFORNIA Friday Night Live PARTNERSHIP' logo. Below the purple banner is the 'yli YOUTH LEADERSHIP INSTITUTE' logo.

Do you think it's ok for youth to drink alcohol?

72% of TMHS students say "No!"

Learn more at yliblog.wordpress.com or find Marshall Questioning Unspoken Underage Drinking on Facebook.

Created by Marshall Questioning Unspoken Underage Drinking (QU2AD) - a student-led group working to prevent underage alcohol use. QU2AD is a project of the Youth Leadership Institute, SFUSD and the San Francisco Wellness Initiative, with support from the San Francisco Department of Public Health.

yli YOUTH LEADERSHIP INSTITUTE



