



Guide for Developing Public Education Campaigns

The goals of a public education campaign are twofold:

- 1 Reinforce positive messaging men receive** through EM workshops, curriculum, peer education, support groups, and events to engage men in DVSAS intervention and prevention initiatives on campus; *-and-*
- 2 Engage new campus men** in conversations about DVSAS intervention and prevention.

KEY CONSIDERATIONS:

Utilize the Tenets of Engagement and Messaging such as:

- Invite, Not Indict (By Identifying Shared Interests)
- Nothing About Us Without Us
- Identify and Leverage Appropriate Messengers (Champions)
- Tailor with Every Audience, Including for Socio-Cultural Relevance

Size and scope of campaign:

- What your campus capacity (staff time & budget) to launch a public education campaign? This could include: Creating print materials or managing student leaders.
- Or do you need to consider more time and cost effective campaigns that focus on social media, student content, or a specific awareness month?



STEP-BY-STEP GUIDE

- 1 START WITH YOUR GOALS**
- 2 ENGAGE CCRT**
- 3 DEVELOP MESSAGE**
- 4 TEST THE MESSAGE**
- 5 CREATE THE CAMPAIGN MATERIALS**
- 6 CREATE THE CAMPAIGN DISSEMINATION PLAN**
- 7 GO BACK TO THE AUDIENCE**
- 8 LAUNCH THE CAMPAIGN**
- 9 EVALUATE AND SUSTAIN CAMPAIGN**



STEP	CONSIDERATIONS	EXAMPLES
<p>1</p> <p>START WITH YOUR GOALS</p>	<ul style="list-style-type: none"> • What area of your strategic plan are you looking to address through a public education campaign? • What is the action you want your audience to make or key concept you want them to learn? • Who is the target audience? 	<ul style="list-style-type: none"> • Increase reporting of DV/SAS among male survivors • Reduce stigma for male survivors to access supportive services • Increase use of verbal consent in sexual relationships • Increase number of male students who can describe how they would use positive bystander strategies
<p>2</p> <p>ENGAGE CCRT</p>	<ul style="list-style-type: none"> • Which members (or sub-committee) of the CCRT will be responsible for campaign development? • Engage CCRT members with expertise in the campaign area to join that committee. • Leverage CCRT relationships to engage additional individuals or groups to ensure “nothing about us, without us.” 	<ul style="list-style-type: none"> • Barbershop Discussion Series; Mardi Gras Violence Prevention Events; Listening Sessions with Male Athletes Prevention Sub-Committee • Graphic Design/Animation Students • Video/Photography Students • Public Relations Staff • External Media Partners



STEP	CONSIDERATIONS	EXAMPLES
<p>3</p> <p>Develop Message</p>	<ul style="list-style-type: none"> • What does the data (from research, listening sessions, and key messengers) tell you about your target audience? • What is the change you seek? • What current messaging can you connect this campaign to that exists on campus? • What is the call to action? • How can the message be relatable and culturally-relevant? 	<ul style="list-style-type: none"> • Needs assessments, campus surveys, focus groups, key informant interviews, or faculty research. • A health promotion campaign already taking place on campus that your campaign can connect with for messaging, for example Florida Atlantic University’s “Owls Care.” • Example messages tied to above example goals for Florida Atlantic University could be: <ul style="list-style-type: none"> ◦ <i>Owls care about male survivors, too!</i> ◦ <i>Consent is Caring #OwlsCare</i> ◦ <i>Owls care about everyone’s safety on campus - if you see something, say something.</i>



STEP	CONSIDERATIONS	EXAMPLES
<p>4</p> <p>Test the Message</p>	<p>Does your message resonate with your target audience?</p>	<ul style="list-style-type: none"> • Attend meetings of campus groups • Faculty may be willing to offer a small portion of class time • Review goal of the campaign and drafted message • Solicit feedback from target audience on ways to strengthen message • Inquire about the most widely used media platforms from those you are testing the message with to publish the campaign
<p>5</p> <p>Create the Campaign Materials</p>	<ul style="list-style-type: none"> • Determine who will create campaign materials • Ensure diversity in imagery • Use campus branded colors and logos • Use department logos, if applicable • What financial resources do you have or need to launch campaign materials? 	<ul style="list-style-type: none"> • Graphic design students can create logos, brochures, posters, window clings, bumper stickers, etc. • Photography students can take photos of campus students, faculty, administrators for use in campaign • Animation or Broadcasting students can create videos, PSAs, TikTok videos - can broadcast on campus platforms • Public Relations staff can assist with press releases to launch campaign



STEP	CONSIDERATIONS	EXAMPLES
<p>6</p> <p>Create the Campaign Dissemination Plan</p>	<ul style="list-style-type: none"> • Determine who will create campaign materials • Ensure diversity in imagery • Use campus branded colors and logos • Use department logos, if applicable` • What financial resources do you have or need to launch campaign materials? 	<ul style="list-style-type: none"> • Graphic design students can create logos, brochures, posters, window clings, bumper stickers, etc. • Photography students can take photos of campus students, faculty, administrators for use in campaign • Animation or Broadcasting students can create videos, PSAs, TikTok videos - can broadcast on campus platforms • Public Relations staff can assist with press releases to launch campaign
<p>7</p> <p>Create the Campaign Dissemination Plan</p>	<ul style="list-style-type: none"> • Engage key community stakeholders to broadcast the campaign • Create a dissemination plan • What platforms were identified with those you engaged in testing the message and campaign materials to ensure the message reaches the target audience? • Will events or educational sessions accompany the campaign for deeper results? 	<ul style="list-style-type: none"> • Leverage CCRT relationships to identify key stakeholders like fraternity presidents or professors to disseminate campaign upon launch • Create calendar for social media posts • Plan for printed materials to be posted throughout key areas on campus • Include campaign materials in newsletters/e-blasts • Can messaging be included during campus events • Athletic games during announcements or on big screens • Campus traffic enforcement puts messaging on portable traffic message boards



STEP	CONSIDERATIONS	EXAMPLES
<p>8</p> <p>Go Back to the Audience</p>	<ul style="list-style-type: none"> • Test the campaign materials again with the audience and solicit additional feedback prior to launching • Finalize campaign with feedback 	<ul style="list-style-type: none"> • Return to existing relationships, such as those developed through previous listening sessions or events, to finalize materials • Seek out one or two more groups and/or individuals to test the campaign

LAUNCH CAMPAIGN!

<p>9</p> <p>Evaluate Effectiveness and Sustain Campaign</p>	<ul style="list-style-type: none"> • Track audience engagement with materials • Create survey to learn about effectiveness of campaign goals shifting social norms or behaviors among target audience on campus • Identify who can help with data analysis • What resources are available on campus to sustain, build on, and grow the campaign? • How can the campaign be an avenue for identifying and integrating new leaders? 	<ul style="list-style-type: none"> • Social media engagement • Number of attendees at events where campaign materials were publicly shared • Open rate of e-blasts/electronic newsletters with campaign materials • For the survey, can a few questions be added to a student survey that is widely shared with students? <ul style="list-style-type: none"> ◦ <i>Which components of the campaign did students see?</i> ◦ <i>Where did they see these messages?</i> ◦ <i>What do they remember about the message?</i> • Use the evaluation process to identify new leaders who can help develop future campaigns or assist with programming.
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