

## Steps to Creating a Social Norms Media Campaign

1. Determine the focus area, preferably by discussing and brainstorming with a wide variety of people
2. Select a survey instrument to understand the current situation (baseline) and what the responses indicate would be an important direction for the campaign
  - a. Look at existing instruments that ask about what you're interested in
  - b. If there is no one survey that asks everything you want, get help from a university or other researcher to select key questions from existing instruments. If no survey expert is available, use the best existing instrument you can find.
  - c. Focus on 'companion' questions that look at perception vs. reality (what the respondent thinks is happening vs. what is actually happening). You are looking for the risks and resiliencies in your community related to your topic. See examples on page 3 of this document.
  - d. Determine the scoring mechanism up front and ensure there will be a way to record all the answers and aggregate the data.
  - e. Test the survey, ideally with a sample of your intended audience, but even just on colleagues or friends. Inevitably you will realize that a question isn't phrased well or the answer choices are not exactly what you wanted or some other part needs to be improved. Best to discover this before sending out hundreds or thousands of them.
3. Decide who to survey, how to select them (representative sample), and how many responses you would like
  - a. Figure that a 10-30% response rate is normal, so choose your sample size accordingly. However, if you are conducting your survey in a classroom or similar setting with a "captive audience", your response rate should be nearly 100%.
  - b. Determine if you can offer respondents an incentive for completing the survey. This doesn't always have to be money and doesn't always have to go to every respondent. For example, some sites have entered all respondents in a 'sweepstakes' type drawing, but there was only one winner. Other sites have offered free prizes that would motivate their audience, like a homework pass or free prom tickets for students.
  - c. In addition to the information you are looking for in your topic area, collect demographics on the respondents and use that in the analysis. Either select your sample randomly or attempt to make it look as much like your community as possible. Remember, the credibility/reliability of your data is predicated on the ability to gather a representative sample of sufficient size to ensure its comparability to the general population.
  - d. You should update your survey after the campaign is launched to include questions about the campaign (e.g. did you see our ad on the bus?). This allows for the availability of a baseline to work from. Add questions about places where the campaign will NOT appear to make sure the respondent is being truthful when you survey them about this.
  - e. Give people 2 weeks to return the survey, unless you are administering it face-to-face and can collect it upon completion. In that case, such as a classroom, it is unlikely surveys will be returned if you leave it as 'homework' to be sent in later.
4. Analyze the data
  - a. Preliminarily, look at the data by demographic groups to see if there are any trends of different groups having different beliefs
  - b. Then look deeper at perceptions. When there is a 20-30% gap between belief and perception, that is a good topic for a campaign focus. For example, if 80% of people think consent is important, but less than 60% of respondents think others think it's important, that is a gap to focus on.
  - c. It is ideal to have a consultant who can conduct a thorough analysis
5. Identify the theme(s) for the campaign
  - a. Involve the intended audience in this discussion and in the design of the campaign.

- b. Make the campaign message(s) positive. For example, promote the idea of getting consent before sex rather than promoting how few people get consent.
6. Determine the delivery methods and locations, depending on your budget and audience. For instance, outdoor campaigns (billboards) are more expensive than print or electronic media, but may reach more people in your intended audience and be worth the cost. The best approach is to make a list of the media options/outlets available to your intended audience, then determine what you would consider sufficient exposure of your message(s), then figure out how much exposure by which method(s) you can afford. Rotation of media is also an important factor. Most media options have about a 30 day shelf life and should be replaced accordingly within budget limitations. It normally takes 10-12 individual 'impressions' of a media message to have an impact or illicit a response, so 'more is better' when it comes to dissemination of media components. Some examples follow.
- a. Facebook and Twitter – these are free to set up but can be time-intensive to maintain, and people will stop reading it if it doesn't remain fresh
  - b. Website/Internet – the costs of creating a website can vary widely, depending on your budget. You can create your own using online free or inexpensive software, or you can hire a professional to design and maintain it to your specifications. For an ongoing project, the ideal situation is paying someone to design it using a blog-type format that someone in your organization can maintain after the initial set up. Another inexpensive (or sometimes free) option is to add a page or section to an existing site at your agency or a partner's agency. In this case, you have to fall within that agency's 'look' and may lose your own brand/look. For young people, you don't exist if you're not on the web, so this is an important component of most prevention campaigns.
  - c. Busses, billboards, and other public displays – these are more expensive, and not as permanent, but also may reach a larger audience and do not have the maintenance issues that online methods do. This can be a part of a campaign that sends people to a website and that only appears for a short time to build name recognition. These methods also reach the general public who may not be looking for you online, or anywhere, and can reach people you might not have reached otherwise.
  - d. Posters, brochures, and other hardcopy materials – It seems that most people don't read brochures anymore, and all the information can be online, but most campaigns still have something in writing that they can distribute at events, to potential funders or partners, and to their intended audience in offline venues. Posters are helpful in classrooms, school campuses, public restrooms, places of worship, and other places where your audience goes. They help build name recognition and can raise awareness in a very quick way. Posters can send people to a website or phone number without them needing to disclose any personal information. Also, designing the poster and/or being pictured on the poster are activities that young people can be involved in, which will make the posters more desirable in the community.
  - e. Newer technology – 2-D barcode scanning, for example. You just scan the code with your iPhone, Android or Blackberry and it takes you to a URL link or message.
7. Determine how effective the campaign is
- a. Loop back to step 1, redo the survey, possibly with new questions as discussed in item 3.d above, and keeping it as close to the original as possible. It is important to try not to alter questions or format.
  - b. Hopefully by Step 4, the gap between belief and perception has narrowed. This is a successful campaign!



\*\*\*\*For a detailed explanation of how to successfully implement a Social Norms Media Campaign, download the following guidebook created by leading experts in the field, Michael Haines, Wesley Perkins, Richard Rice, and Greg Barker.

<http://www.socialnormsresources.org/pdf/Guidebook2.pdf>

Examples of questions that test reality vs. perception are listed below. These are part of a larger survey, and the survey does not indicate the question category or which is reality and which is perception, that information is just listed here for clarity.

I. Rape Myth Acceptance:

**Reality: Indicate whether YOU agree or disagree with each of the following statements:**

Even if a woman has her clothes off, she still has the right to say no  
Rape accusations are often used as a way of getting back at men

**Perception: Indicate how you think most male students would answer the following statements**

Even if a woman has her clothes off, she still has the right to say no  
Rape accusations are often used as a way of getting back at men

II. Consent:

**Reality: Within the last 12 months how often have YOU...**

Got consent before sexual intimacy  
Stopped sexual activity when asked to, even when you were already aroused.

**Perception: In your opinion, in the last 12 months, how often do you think most male students acted in the situations described ...**

Got consent before sexual intimacy  
Stopped sexual activity when asked to, even when already aroused.

Survey Instrument examples:

Sexual Violence Social Norms Survey – FSU 2009

Safe Dates - Hazelden

Sexual Experience Survey - Koss & Oros, 1982

Illinois Rape Myth Acceptance scale – Payne, Lonsway, & Fitzgerald, 1999

The Sexual Social Norms Inventory – Bruner, 2002

Boeringer's Social Norms Measure - Boeringer, Shehan, & Akers, 1991