

## SECTION 8:

# PROGRAMMING FOR NCAAW

### **MAKING NCAAW UNIQUE**

Bringing together the key players on campus, brainstorming creative themes, and taking advantage of the national media available during October are all key items to the success of NCAAW on your campus. Below are five suggestions for your group to consider as you plan your programming schedule.

#### **1. Balance educational and social programs.**

Some of your NCAAW goals may include teaching people new information about personal health issues, promoting responsible decision-making, encouraging people to look at personal behaviors, and offering opportunities to choose healthy lifestyles —lifestyles grounded in moderation and the acceptance of personal responsibility for actions. It is also important to give participants a chance to have a good time, meet new people, dance, laugh, and enjoy themselves. The best NCAAW programming mixes serious information and effective strategies with plain old-fashioned fun. Make sure your programs serve a variety of goals, from offering social alternatives, to providing education and skill building, to simply thinking about an issue in a creative, unexpected way.

#### **2. Don't fall for the "numbers" game.**

We all want our educational and social programming to be a big hit. We also want high attendance at our events. However, your efforts cannot be judged solely on the number of people. Some of your programs, especially those dealing with serious educational issues, like "Adult Children of Alcoholics" or "Preventing Date Rape" may only draw 20–30 people. But those 20–30 people will really want to be there, and they will be happy this event was planned for them. In addition, the 3-in-1 Framework described in Section 4 discusses the importance of strategies that reach all audiences. So, as you are planning your programs, keep three important goals in mind:

Go where your audience is. Do not make them come to you. It is much easier for people to attend a program "on their own turf" in places such as: residence halls, Greek houses, campus student lounges, or outside high traffic areas. Here is a new idea: have students host programs in their rooms! If 10 people come to a session, you can throw pillows on the floor, make some microwave popcorn and suddenly your program is

packed! This is a great environment for students to talk and feel comfortable.

Plan social programs on Thursday, Friday, or Saturday nights. Now you have provided a choice for those students who want to have a great time on the weekend, but do not want to go to bars or off-campus parties.

Set reasonable expectations, and plan your space appropriately. Having 40 people at a dance can make for a great party! But remember 40 people in a smaller room will be more fun than 40 people in a gymnasium. Set reasonable expectations. If they are exceeded, great! You will know to plan for a bigger turnout next year. Students do not mind cozy (even cramped!) settings, so make sure your space is appropriate for a modest turnout at any event.

#### **3. Some people like to get information, but do not want to have to "talk to anybody".**

For students who do not have much information about how alcohol works, what addiction is, how to help someone with a drinking problem, family issues, etc., it can be helpful to host an informational table. To meet varying needs, set up a display table in a well-traveled area and provide pamphlets and other educational materials. Set up a DVD at a high visibility location, turn it on, and let it run for an afternoon, showing an information tape on addiction or helping a friend. Hook up an answering machine to a campus extension and leave educational messages. Have a special "this week only" hotline or email that people can call to ask their questions about alcohol. Set up a blog. Send e-mail messages to everyone on the campus network. Get creative!

While some people might not want to talk at this time, it is important to advertise available resources. NCAAW is a great time to promote services that are available all year. List the extension and email of the counseling center or peer education office on all the materials you hand out or post.

#### **4. Sometimes educational "teasers" promote the best discussion.**

Many campuses have used the "Green Bean Campaign." If you are not familiar with this program, it is very simple. A set of four posters is made, with the second one replacing the first, the

third replacing the second, etc. The key, however, is the first poster. The entire poster is a giant green bean, and nothing else is on the poster except for the words Green Bean. Hang these posters all over campus (if you really want to have fun, have people carry cans of green beans as well) and let them stay up for three or four days.

The second poster is a cartoon or photo of cans of green beans hooked together like a six-pack. The caption reads, "How many green beans does it take to have a good time?" The third poster is a cartoon or photo of a person holding a can of green beans with a caption that reads, "If you knew someone who couldn't talk, laugh, dance or have fun unless they ate a few green beans, would that concern you?" And the last poster simply reads, "If you could talk to a friend about a green bean problem, could you talk to them about an alcohol problem?" A list of campus and/or community resources phone numbers are also provided. Brainstorm more of these educational teasers. The key is to raise awareness and get people talking.

To access the "Green Bean Campaign", visit [bacchusnetwork.org/advisor-program-ideas.asp](http://bacchusnetwork.org/advisor-program-ideas.asp)

**5. You do not have to be the expert, and you do not have to do the programs yourself. Use your resources!**

Co-programming and co-sponsoring with other campus organizations is an excellent idea. Another variation on this theme is to find out who the resources are on your campus and in your community who can help with, or even present, programs for you. You do not have to be the expert on every single student health issue.



# PROGRAM PLANNING WORKSHEET

Event Name: \_\_\_\_\_ Event Goal: \_\_\_\_\_

Event Sponsors & Contributions:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Event Budget:

\_\_\_\_\_

Event Date: \_\_\_\_\_ Event Time: \_\_\_\_\_ Event Place: \_\_\_\_\_

Reservation & Cost: \_\_\_\_\_

Audio Visual Equipment & Costs:

1. \_\_\_\_\_
2. \_\_\_\_\_

Food Needs & Costs:

1. \_\_\_\_\_
2. \_\_\_\_\_

1. Speaker/Presenter Contact Info & Cost:

2. Speaker/Presenter Contact Info & Cost:

\_\_\_\_\_

Information Needed for PSA, Ad, Story, Editorial, etc.:

\_\_\_\_\_

Publicity/Marketing Contacts:

Contact Name	Contact Phone/Fax	Contact Email	Cost of Advertising
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

How attendees will evaluate the event:

How we will evaluate the event:

1. \_\_\_\_\_
  2. \_\_\_\_\_
1. \_\_\_\_\_
  2. \_\_\_\_\_

# TASK WORKSHEET

Task	Person Responsible	Due Date	Who to Contact:		
			Name	Email	Phone
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					

## SAMPLE PROGRAMS

The United States Department of Education published a document that summarizes effective campus-based prevention programs. This publication, *Alcohol and Other Drug Prevention on College Campuses: Model Programs*, highlights the efforts of 34 campuses from across the country. Each campus program “was required to describe an innovative program or policy that was integrated into an overall comprehensive alcohol and other drug prevention effort” and had to “provide evidence that the innovative program or policy was effective in reducing the problems resulting from alcohol or other drug abuse”.

A few of the strategies include assessment, challenging and correcting misperceptions, interactive and skill-based education, peer theatre, social norms marketing, curriculum infusion, and late-night programming.

Some of the targeted audiences include athletes, first-year students, fraternity and sorority students, faculty, the student body at large, and campus-community relationships.

To access the publication, visit [highercenter.org/files/product/model.pdf](http://highercenter.org/files/product/model.pdf)

The BACCHUS Network celebrates the accomplishments of its peer education affiliate groups at its national General Assembly and at the Area Spring Conferences each year. Be sure to nominate your outstanding alcohol abuse and impaired driving prevention programs as well as the students, group, and advisor who support your efforts. Award nominations for General Assembly are typically due in October of each year, and nominations for each Area Spring Conference are due between late January and March. You can find more information on both of these opportunities at [bacchusnetwork.org](http://bacchusnetwork.org) under the “Conferences & Trainings” tab. We look forward to celebrating your accomplishments!

## DEVELOPING A SAFE RIDE PROGRAM

### Get Started

Sometimes getting started can seem like the hardest part of implementing a safe ride program when you do not know exactly what to do or how to go about starting. We hope the following information will ease your tension since everything you need to do to get your project underway is right here!

### Develop a Project Timeline

A timeline helps set deadlines to guide you through the planning process. A safe ride program can take several weeks to several months, to implement, depending on your campus, your available resources, the number of people helping in your efforts, etc. However, it is helpful to create a tentative schedule with deadlines to guide you. Make sure to check out [friendsdrivesober.org/programming/steps.html](http://friendsdrivesober.org/programming/steps.html) for a chronological list of necessary steps you can use to map out your own timeline.

### Create a Student Committee

The next thing you must do is ask for help. Planning, developing, and implementing a safe ride program requires too much time and effort for one person to handle alone.

A group of hardworking, dedicated students is needed to plan, gather support, raise funding for and implement a safe ride program. This group should have the solid backing of at least one sponsoring organization.

Begin by going to the meetings of student organizations (such as student government, the graduate student council, residence hall association, fraternities and sororities). Explain your idea, and invite them to be involved in your efforts. Usually student government organizations strongly support school-wide safe ride projects because they increase student safety; this is almost always a student government goal. When soliciting their help, approach the existing officers rather than candidates, and be careful not to wrap your plans up in political agendas that could hurt your ideas. Aligning your efforts with the student government, though, is a good idea. They may even have a committee that can help develop, fund, and promote a safe ride program.

### Organize an Advisory Committee

Next, you will need to get faculty members, administrators and community members involved with your endeavor. These people can offer valuable advice, establish connections and offer the program more credibility.

Talk to administrators and faculty members you think would be interested. Most program planners first approach the dean of student services, the coordinator of drug and alcohol prevention programs, the chairperson of the campus' safety committee, members of the residence hall association, and faculty members who have shown a particular interest in other programs that benefit the students and community.

Administration and faculty meetings sometimes allow students to voice concerns and propose ideas. Find out who organizes these meetings, where and when they are held and if you can get on their agendas.

Here are other local community members who might be of help:

- Local law enforcement can provide various impaired driving statistics that may help you demonstrate the need for a safe ride program in your community
- Chamber of commerce
- Service organizations, community associations and volunteer centers
- Local businesses

Once you have your advisory committee established, create a phone and email list and choose a time for the committee to meet regularly. Unlike your student committee, which should meet at least weekly, your advisory committee can meet bi-weekly or monthly.

### **Research Previous Campus-Initiated Efforts**

As you form your student and advisory committees, inquire about any previous safe ride and designated driver initiatives on your campus. This history, whether the ideas were successful or not, can provide valuable information about what may or may not work for your campus this time.

### **Research Other Efforts**

Before proceeding with your plans, call your local Mothers Against Drunk Driving (MADD) chapter, beverage distributor, hospital, and city police department. Ask about other drinking and driving prevention programs in your area. If any exist, you may be able to save time by working with their program, and, if none exist, they may be interested in helping with your plans.

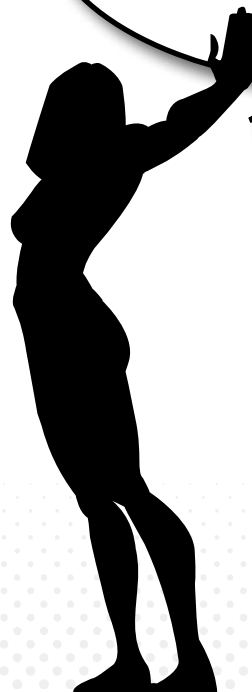
### **Determine the Target Audience**

Decide upon a target audience for your planned program. All campuses have students of various ages, sexes, ethnic backgrounds, and/or special needs. Whether your campus has a very diverse student body or a traditional student body, programs should be based on needs assessment research. Focusing on a target audience helps determine the purpose, area of service, and program set-up option to best address the drinking and driving problem in your community. This will also service the greater number of students.

### **PROMOTING YOUR SAFE RIDE – A CREATIVE EXAMPLE**

California State University San Bernardino's Peer Health Educators have converted a golf cart to a "Yellow Cab Wellness Limo" to promote their safe ride program. All CSUSB students have access to a free cab ride within a 20-mile radius from the campus. In addition to promotion, the "Wellness Limo" gets around campus with information to raise students' awareness of the risks associated with alcohol abuse and impaired driving.

**FOR  
MORE INFORMATION ON  
STARTING A SAFE RIDE PROGRAM,  
VISIT [FRIENDSDRIVESOBER.ORG/  
PROGRAMMING/SAFE\\_RIDE.HTML](http://FRIENDSDRIVESOBER.ORG/PROGRAMMING/SAFE_RIDE.HTML)**



## ***TRY ONE OF THESE!***

### **Use Technology in Your Programming Efforts**

Electronic media grabs students' attention and it is often free! If your campus has an online newsletter or blog, make use of them for NCAAW. If you can develop a screen saver for NCAAW, have it available for people to download and ask the computer lab to have it on all the monitors. If you are doing class presentations, visit some websites and show people what information is available on-line.

### **Talk Show or Game Show Format**

What about staging your own talk show? Get peer educators to play various roles and use a call-in line to explore issues like healthy practices, relationships and personal ethics. Be creative! Use sarcasm, confrontation and surprises. It helps if you have a really funny show host. This is a great activity for residence hall lounges or smaller audiences.

Another format might be to use the "Alcohol Jeopardy" game from BACCHUS to relay alcohol abuse information and encourage participation in a fun way. ([bacchusnetwork.org/store](http://bacchusnetwork.org/store) to order.)

### **Up All-Nighter!**

Many campuses are taking advantage of late night student hours and the availability of their athletic facilities to plan highly interactive, alcohol-free programs. Take over your fitness center for midnight volleyball tournaments, indoor mini-golf, Olympic games, swimming contests, or a variety of recreational sporting events! Get students to form teams from their campus organization or residence hall to compete against faculty! This is a great way to involve your physical education department or health education department. In addition to the fun activities, you can set up a massage clinic, serve a healthy midnight breakfast, and teach relaxation techniques.

### **Take Aim at Alcohol Abuse**

Get your entire campus involved by sending out colorful 8.5" x 11" flyers with a statistic about alcohol abuse or healthy campus norms on one side and a blank entry form with instructions on the opposite side. Instructions should direct people to memorize the fact, complete the entry form, make a paper airplane from their flyer, and meet at a certain location. If you have a multi-level building with a balcony, this would be your best spot, or anywhere that is highly visible. Create a colorful target area in the center of the room and ask contestants to recite the statistic they received and fly their plane toward the target. Of course, there should be good prizes for those who get closest to the target. This is a great way to involve everyone on campus and help you spread important educational messages.

### **Parking Lot Campaigns**

Select a well-traveled parking lot as a site to launch an awareness campaign. Create a "Top Ten Reasons to Be Aware!" list and distribute it on car windshields or antennas. You may even decide to wash the car windshields so car owners "can clearly see the importance of NCAAW." Ask campus safety to conduct seatbelt checks and distribute promotional items as prizes for those who are buckled up. Distribute your educational materials in the size, shape, and color of your campus parking tickets; people will read it.

### **The Great Tailgate Tent Party**

Combat the negative images of tailgating by sponsoring a fun non-alcoholic event during one of your major athletic games. This event is perfect for donations and sponsors. Have peer educators serve hot chocolate or specialty coffees. Ask for pizza or sub sponsors to provide food tables. Hand out promotional items and make sure you have educational information about impaired driving available. Invite people to dress in school colors and serve beverages or go through the stands to attract an audience. Engage your campus mascot in promoting the program.

### **Passport Party**

There are two ways of looking at this program. First, you might have various campus resource offices and organizations set up information and refreshments in each of their areas. Issue passports to students and guide maps that indicate where they must "travel" to collect information, and goodies, and have their passports stamped. It is a great way to point out campus resources and fun to have a progressive party. All stamped passports should be thrown into a bin for a grand prize drawing at the conclusion of the event. A second approach is to develop a local community passport of fun, local destinations—places to eat, recreation options, and historic sights. Distribute the passport to students and have them get stamped at locations in your community listed in the passport with a grand prize drawing at the end of the semester.

### **Singing Telegrams/Balloon Bouquets**

Get balloons imprinted with your NCAAW theme and take orders for balloon bouquets or singing telegrams. Seek donations for the helium, balloons, and string. Design healthy messages and ask dining services to donate free drink coupons to attach. If singing, create several healthy message songs to popular tunes and send out the quartet to deliver them.

(Hint: Have the person buying the telegram to designate the time and place of delivery to save time in filling your requests.)

## **Homecoming Halftime**

Get on the program and plan some wacky team competition for the homecoming halftime game or make a parade float. You have a captive audience at a highly visible event, so get your group's name and message out there!

## ***COORDINATE A DAY OF DIALOGUE AS AN OPENING EVENT FOR NCAAW***

### **Purpose**

The purpose of a Day of Dialogue is to encourage students, faculty, staff, alumni and community members on individual college and university campuses to engage in a day-long (or a significant portion thereof) productive discussion of alcohol-related problems and possible solutions. It is a structured and facilitated discussion that is planned by and includes representatives of each of the key stakeholders and it serves as a basis for collaborative, campus-based action planning that contributes to cultural change.

### **Concept**

The Day of Dialogue is, at its heart, a simple concept. To engage in a Day of Dialogue means to take the time to get the right group of people into the right set of circumstances to allow meaningful discussion about a topic of common concern. Because attitudes, traditions, policies, environments, circumstances, and people will vary from campus to campus, each Day of Dialogue effort will be unique.

A "meaningful discussion" is one where all participants have access to critical information, where an atmosphere of trust and openness leads to honest sharing of ideas and concerns, where the purpose is to accomplish a common goal, and where one of the outcomes is a commitment to a next step or a plan. The "topic of common concern" is the prevalence of high-risk drinking on college campuses. The topic can be refined to focus on particular populations like resident students, athletes, fraternity/sorority members, etc.

### **Rationale**

Collaboration between the various parties is critical to the success of any campus-based change efforts. The experiences of campuses that have already had such discussions can be shared and used by institutions that have yet to take the step. The designation of a Day of Dialogue can serve to spur the initiation of discussions that might not otherwise begin.

## **Campus Proclamation**

This year consider enlisting your campus leadership to issue a public proclamation as part of NCAAW and year-round prevention efforts. It is a perfect opportunity for you to engage the key campus decision-makers, the campus and community media, and the entire student body.

### **Proclamation in Support of NCAAW**

A key way to build support and publicity for your NCAAW programs is to set up an event where the college president and student leaders on your campus sign a proclamation in support of the project and a safe and healthy campus environment. The purpose of this effort is to bring together leaders from all areas of the campus to meet and pledge their commitment on behalf of their respective organizations to work toward the goal of preventing alcohol-related harm in the campus community. This is also an excellent public relations/media event for your campus, your peer education group, and all those who sign the proclamation.

We suggest holding the signing of the proclamation in early October or sometime prior to the start of your NCAAW efforts. You or your college president can then present the signed proclamation as a kick-off for your NCAAW events. You will need to work with your college president and campus public relations office to determine the best time for your campus and local media. Your campus public relations office will also be able to help you determine the best location on campus to hold the signing of the proclamation.

To make the document look more professional, we suggest copying it onto higher quality paper. You may want to enlarge the proclamation to make room for all of the signatures. This would also be a great document to display in a highly visible location on campus. Your college president and campus public relations department can be helpful in making these decisions.

### **Before Signing the Proclamation**

There are a number of steps you will need to take to prepare for the signing of the proclamation. To start things off, you need to hold a meeting with your peer educators and advisor:

- 1) Discuss the proclamation.** Determine what issues you want to address in the proclamation. We have enclosed a sample proclamation for you to use or to help guide you in developing your own proclamation that meets the needs of your campus.
- 2) Decide whom to invite to sign the proclamation.** This list may include:
  - The college president (if not available, another key administrative figure)



- Leaders of as many student organizations on campus that you can identify (e.g., peer education groups, residence halls, fraternities, sororities, student government, honoraries, athletic teams, academic departments, clubs)
- Faculty senate leader, department leaders, or key faculty members
- Key community members

**3) Determine who from your group is going to:**

- Contact the college president to set up a meeting to discuss the proclamation and set up a date and time for the actual signing.
- Meet with the leaders of the student organizations to explain the purpose of the proclamation and invite them to sign it.
- Meet with key faculty and community members to explain the purpose of the proclamation and invite them to sign it.
- Work with the campus public relations department to set up the event and invite the campus and local media.

**Following the Signing of the Proclamation**

We suggest giving each person who signs the proclamation a copy of the proclamation to take back to the respective organization. Encourage the signer to discuss the proclamation with the organization's membership and talk about ways they can contribute to a healthier and safer campus.

***A PROCLAMATION IN SUPPORT OF NATIONAL COLLEGIATE ALCOHOL AWARENESS WEEK PROGRAMS***

**WHEREAS**, (fill in name of college or university) exists to support the academic achievement of our students and strives to create a learning environment that fosters growth and helps members of the academic community reach their fullest potential;

**WHEREAS**, alcohol abuse-related behaviors clearly have a negative impact on learning and the overall academic environment and a significant portion of students report they prefer not to live or socialize in situations where alcohol abuse is prevalent;

**WHEREAS**, our own campus policies, educational programs and campus activities are in place to support efforts which provide a sound academic environment free from the problems associated with alcohol abuse;

**WHEREAS**, attitudes and behaviors in the academic community that foster alcohol abuse and increase the potential for alcohol-related harm are anti-intellectual and must not be tolerated at this or any institution of higher learning;

**WHEREAS**, research clearly demonstrates a majority of college and university students drink alcohol moderately or not at all and make responsible decisions as they work toward attaining their academic goals; and

**WHEREAS**, broad student leadership and peer education initiatives are a critical part of the overall strategy if we are to successfully educate and challenge students, student organizations and/or businesses whose attitudes and beliefs regarding alcohol lead to situations where there is increased likelihood that alcohol-related deaths or tragedies could occur;

**THEREFORE, BE IT RESOLVED** that the students, faculty and administration of (fill in name of college or university) join together in supporting the efforts of National Collegiate Alcohol Awareness Week (NCAAW) to educate and unite the students, faculty and administrators of this institution and hundreds of others across North America, to open a dialogue and work together to prevent alcohol-related harm within their respective campus communities.

Signed by: \_\_\_\_\_

Date: \_\_\_\_\_

# FEATURED PROGRAMS

## School Name:

University of Virginia (U.Va)

**Group Name:** Alcohol and Drug Abuse Prevention Team (ADAPT)

**Program Topic:** Halloween Safety

**Program Title:** Safe Halloween Campaign

### Program Goals/Objectives:

- Increase use of protective drinking behaviors during Halloween
- Decrease the average number of drinks consumed on Halloween

**Target Audience:** All undergraduate U.Va students

### Approach to advertising to audience:

Under promotion and publicity, the main component of our project was a social norms marketing campaign. Supporting materials included “reverse” trick-or-treating and a mass email to all students from the Vice President and Chief Student Affairs Officer.

### Program Description:

Many students engage in hazardous drinking during the Halloween weekend and the nature of costume parties can encourage students to take risks with their personal safety, which they might not otherwise. A team of three peer educators earned academic credit by creating a social norms marketing campaign for Halloween. The student team used data from a 2008 survey of U.Va student behaviors during Halloween to create sample media, develop and implement focus group protocols, and ensure posters, cups and candy were distributed on schedule.

The team conducted three focus groups to help understand drinking patterns during Halloween celebrations, learn about student preferences for social norms marketing media, and test out sample designs. Focus group participants did not respond well to messages that focused on how much students drink on Halloween, but they did value safety tips and normative information on protective behaviors.



### Hoo Will You Be This Halloween? Poster campaign

Students created a three-part social norms marketing campaign using a super hero theme that utilized the U.Va “Wahoo” nickname. Campaign messages focused on protective behaviors including:

- 3 out of 4 U.Va students usually use the buddy system to get home from a party,
- 87% of U.Va students usually stay with and monitor a friend if they’ve passed out, and
- 89% of U.Va students usually make sure a friend is not left alone with a stranger.

Six hundred posters were printed and distributed around campus during the week prior to Halloween. The designs were posted on electronic bulletin boards and websites, and links to the poster series were sent through several mass emails.

## Reverse Trick-or-Treating

The project team designed and printed 500 plastic cups with a Halloween safety message of “You know WHAT you are going to be for Halloween...but do you know HOW to stay safe? Remember to... stay with your friends, carry an ID, be aware of your surroundings, and set a drink limit and stick to it.” ADAPT members also labeled 1,000 pieces of candy with alcohol safety messages tied to the message on the cup and poster series. They included the following:

- Be a Halloween Superhero! Stay with a friend who is intoxicated.
- Are you part of a dynamic duo? Stay with a buddy while celebrating.
- Halloween’s not the time to hide your secret identity! Carry a photo ID.
- Don’t let that extra drink be your kryptonite. Set a drink limit before you go out and stick to it.
- Strengthen your Halloween superpowers! Pour your own drink and keep your eyes on it.



Each label also included the phone numbers for the Safe Ride and Yellow Cab programs and reminded students to “have a safe and happy Halloween.” To reinforce the campaign’s message, students in the project team used “reverse” trick-or-treating to give out candy-filled cups to students in the library late at night. The cups were also distributed to participants in the Greek-sponsored Mid-Autumn Carnival to help spread the safety messages to fraternities and sororities.

## Email to All Undergraduate Students

The student team worked with the Office of the Vice President and Chief Student Affairs Officer to send an email message about Halloween safety to all undergraduate students. The main messages reflected the themes of the social norms marketing campaign.

## Evaluation:

The students revised the U.Va Halloween survey and sent it electronically to a random sample of 1,000 students, of whom, 363 responded (36.3% response rate). Overall, students who remembered seeing the posters, cups, candy or email were more likely to engage in nine of eleven protective behaviors and drink slightly less on Halloween (6.6 drinks vs. 7 drinks) compared to students who did not see any of the campaign elements. In particular, students who saw the campaign were more likely to report making sure friends were not left alone with strangers (90.6% vs. 75.8%), planning to walk home in a group or arranging for alternative transportation (79.4% vs. 58.8%), intervening to stop friends from harming themselves or others (90.2% vs. 59.1%), and keeping track of how many drinks they consumed (63.6% vs. 42.3%).

## Promotion and Publicity:

1. The social norms marketing campaign posters were distributed through:
  - a. Bulletin boards around campus
  - b. HooView video screens in the student union, Student Health, and academic buildings
  - c. Center for Alcohol & Substance Education’s website
  - d. Notice and web link in the weekly U.Va Connections email sent to all students
  - e. Notice and web link in the weekly Hoos Sober LISTSERV of alcohol-free events
  - f. Notice and web link in an email to all fraternity and sorority presidents to forward to their members
  - g. Notice and web link in an email to all Resident Assistants to forward to students living in the residence halls

2. Halloween cups with safety messages and labeled candy were distributed through reverse trick-or-treating to:
  - a. Students studying at the libraries
  - b. Fraternity and sorority sponsors of Mid-Autumns Carnival booths
  - c. Students attending the wellness fair during family weekend
3. An email was sent to all students from the Vice President and Chief Student Affairs Officer

**Budget:**

Cups = \$347  
 Candy = \$178  
 Posters = \$708

**Total = \$1,233**

**Collaboration:**

1. Grant from Virginia Alcoholic Beverage Control
2. Office of the Vice President and Chief Student Affairs Officer
3. Department of Student Health
4. Peer Health Educators
5. Inter-Fraternity Council
6. Inter-Sorority Council

**Contact Information:**

Susie Bruce, Director  
 Center for Alcohol and Substance Education  
 (434) 924-5276  
 sbruce@virginia.edu



**Group Name:** Team CHAOS

**Program Topic:** Alcohol Safety

**Program Title:** Club CHAOS

**Program Goals:**

- To educate students on the possibilities of dangers with an evening of drinking.
- To decrease the occurrences of alcohol and drug-related incidents in the residence halls, including alcohol violations, vandalism, assault (sexual and non-sexual), and illness.

**Target Audience:**

1. New students
2. First-year students

**Program Description:**

Club CHAOS strives to create a small party environment similar to that of a bar or club. Students attend the event (held in a residence hall community room) like it was a “club” and are served mocktails and snacks while a DJ plays music. Periodically, the DJ turns down the music and Team CHAOS peer educators act out a scenario from wherever they are in the “club”. The situations are acted out to emphasize the potential dangers associated with a night of drinking. These scenarios may include rape, date rape drugs, ecstasy use, alcohol-related illness, drinking and driving, and a bar raid at the end to emphasize the legal consequences of underage drinking. During these brief skits, the students attending the “club” do not know if the situation is real.

The scenarios and possible consequences are then discussed with participants. Residence Life staff members, Student Conduct staff members, peer educators, a Victim’s Advocate, Campus Safety and Security Officers, and local police officers and paramedics attend the event and are available to answer students’ questions. After the discussion, the “club” remains open to serve mocktails and play music for students to enjoy.

At this event, students provide education about how to avoid potentially risky situations as well as campus and legal consequences that may occur as a result of participation



**Evaluation:**

Over 120 students participated in this event. To keep with the social setting, we collected qualitative data. The students enjoyed the party-like atmosphere and socializing with one another. Some students were surprised to find out the event was educational in nature, they just came because they heard music in the residence hall lounge or to find out about a “club” being on campus. The educational components really hit home with the students in attendance. Some students whispered about something similar happening to a friend before and many asked questions of the discussion facilitators. Several students’ commented about how it was helpful to know the consequences of these actions from all aspects of the community with responses from: residence life staff, student conduct, victim’s advocates, campus security, and local law enforcement. Team CHAOS members enjoyed themselves while planning for and participating in the event.

**Promotion and Publicity:**

Our campus Residence Life department and Assistant Dean of Students office collects emails of incoming students who are interested in peer education, hall council, and alcohol alternative events. We emailed announcements for Club CHAOS to these students in addition to working with hall councils in first-year residence halls and wearing T-shirts at orientation and welcome events to publicize the event. We also promoted the event through the following:

- Colored 3x5 flyers (similar to club or bar flyers passed out on campus and placed in all residence halls)
- Traditional flyers in residence halls
- T-shirts: Worn days before the event, at welcome events, and orientation
- Facebook event page
- “OSLE Weekly Update” global email

**Budget:**

Supplies (mocktails & food)	\$250
Decorations	\$100
Advertising	\$150
DJ	\$150
T-shirts	\$500

**Event Total** **\$1150**

(can be done on a smaller scale for a much smaller budget)

**Collaboration:**

Residence Life, Residence Hall Association, Community Alcohol Task Force, Office of Student Conduct, Local Law Enforcement, Campus Safety and Security

**Contact Information:**

Nora Bugg  
 Associate Director of Residence Life  
 (813) 253-6239  
 nbugg@ut.edu

**School Name:**  
University of Missouri

**Group Name:** Alcohol and Drug Abuse Prevention Team/  
Peers Advocating Wellness Solutions (ADAPT/PAWS)

**Program Topic:** Alcohol

**Program Title:** Pouring Exercise

**Program Goals:**

1. Show students what constitutes one drink
2. Discuss BAC and how it is related to drink size
3. Brainstorm and suggest protective behaviors for tracking alcohol consumed
4. Share social-norm statistics and review the impacts of alcohol poisoning if BAC gets too high

**Target Audience:**

Residence hall students, Greek students, student population in general

**Program Description:**

Materials Used

- 1 Pitcher (fill with water)
- Liquid Measuring Cup (2-3 cups)
- Wine Glass
- Shot Glass
- Beer Mug
- Solo Cup
- Other various cups that might be used to consume alcohol (e.g., local bar/restaurant cup)
- BAC card or calculator

The program begins by leading a group in a brainstorming activity, "Alcohol Good/Alcohol Bad." Students are invited to discuss the positive and negative effects of alcohol by generating a list on a white board. After making the list, the peer educator explains how lower-risk drinking can minimize the negative effects of alcohol use.

Next, ask a volunteer to come to the front of the room and explain a party scenario. The student chooses the type of alcohol (beer/wine/liquor) and the cup from which they would like to drink. From the pitcher of water, the student pours how much beer/wine/liquor they would serve themselves or expect

a server to pour. Important Note: Encourage students to be realistic when pouring to get the full effect of the exercise. The student then pours the water from their selected cup into a measuring cup and reads how many ounces were in the drink. The peer then asks, how long the student would party for and how many of these drinks a student expected to have in that amount of time. The peer educator then explains a standard drink size (12 oz beer, 4 oz wine, 1 ½ oz hard liquor). Based upon the student's drink selection, the peer educator calculates how many standard drinks were actually poured and asks the student to look up their hypothetical BAC on a card or calculator. The BAC cards would then be passed around the room to have the remaining students determine their potential BAC using personal information. This exercise will help them realize the impact of drinking alcohol beverages not properly measured. Repeat with different volunteers until all types of alcohol are covered.

Conclude with a discussion about the importance of tracking number of drinks consumed in a night and awareness that the cup used may not reflect the actual amount of alcoholic "drinks" consumed. Review protective behaviors and what resources are available on campus in regards to alcohol abuse. Finally, the symptoms of alcohol poisoning are discussed and options considered for how to help a friend that may have had too much to drink.

**Evaluation:**

We ask students to fill out a brief evaluation that asks if the presentation made the student think about his/her own behavior as well as about the quality of the presentation.

**Promotion and Publicity:**

Residence hall coordinators and community leaders request the program and often use food or a group activity to recruit residents to attend. We target residence hall leadership, Greek community, and student organizations through mass e-mail, bulletin boards, and resource fairs.

**Budget:**

One time cost to acquire the necessary program materials, then free to use over and over again!

**Contact Information:**

Traci Harr  
Coordinator  
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HarrT@missouri.edu

**School Name:**  
Harvard University

**Group Name:** Drug & Alcohol Peer Advisors (DAPAs)

**Program Topic:** Undergraduate Party Funding

**Program Title:** DAPA Grants Program

**Program Goals:**

1. Provide funding for food and alcohol-free beverages at parties where alcohol is served. By supplying party attendees with snacks and alternative drinks to consume other than alcohol-beverages, party-goers can potentially lower their risk of being in a dangerous situation.
2. Provide funding for food and alcohol-free beverages at parties without alcohol to support alternatives to drinking parties on campus.
3. Publicize the criteria for party funding to disseminate ideas and discourse of lower-risk alcohol consumption.
4. Collaborate with other Harvard organizations, such as the Undergraduate Council, to sustain the financial health of our program and expand its reach.

**Target Audience:**

The target audience for DAPA Grants is Harvard undergraduates. We hope all Harvard students will want to have parties to promote a fun social environment on campus. We furthermore hope they will also take advantage of our program and apply for funding so we can help them carry out their party plans, and simultaneously share our knowledge on lower-risk alcohol-beverage consumption.

Approach to advertising to audience: Our approach to advertising is multi-faceted; we advertise on several fronts. First, we advertise via email every week and encourage applicants to apply the Tuesday before the weekend of their party. We also have DAPA Grants posters, use word-of-mouth advertising, and have recently ventured into multimedia and social media outlets, including Facebook and Twitter, to advertise our plans.

**Program Description:**

Our program consists of a weekly process we continue throughout the semester and supplement with advertising. On the Sunday or Monday before a weekend, program members will send out e-mails to fellow members of their residential communities encouraging them to apply for party funding via the DAPA Grants program. Students will then submit their applications via an online Google Form application (<http://bit.ly/DAPAGrantsApp>) by noon on the Tuesday before their party.





Applications received after the deadline are not accepted. Anywhere between four to 48 hours after that deadline, the DAPA Grants Committee will review the week's applications and make funding decisions based on the creativity of the application and the expected effectiveness of an award in carrying out one of the tenets of the DAPA Grants Program's mission.

We generally look for specifics of the party in the applications: creativity, the food, non-alcohol and alcohol beverage funding ratios (if applicable), and the timing of the party (whether it occurs at a high-risk time). When we make decisions, we both decide on an amount of money to award a certain applicant and the foods and beverages that may be purchased with that money. In general, we tend not to fund party supplies or utensils. We do not fund alcohol, and we generally do not fund candy, sweets, or other insubstantial foods. We love parties who request creative and substantial foods.

As the Committee makes decisions, we simultaneously construct party kits for the applicants who receive funding, which include cups and napkins and feature social norms messages, various DAPA Grants posters, and tips on safe social event management. Either during or after the meeting,

one Committee member will send out decision emails to all applicants and instruct applicants who have received funding to pick up their party kits at the office out of which the DAPA Grants Program is run (Harvard's Office of Alcohol & Other Drug Services). After parties have occurred, applicants who have received funding from our program submit receipts to us and we reimburse the applicants for the food and beverages we pre-approved in our decision email.

#### **Evaluation:**

Harvard students, in general, seem to be very happy with our program. We frequently get enthusiastic emails letting us know how much our grants helped make parties more special or lower-risk at alcohol-free parties. Our Committee itself is also subject to constant review. At our weekly meetings, our Committee members frequently discuss and debate our process and brainstorm new ways to make our program more effective. Our work is also subject to the oversight of the Drug & Alcohol Peer Advisors Board, which receives feedback on the Grants Program's process and progress via the Grants Chair. It also helps contribute ideas during the generation process and encourages cross-collaboration with other DAPA committees.



**Promotion and Publicity:**

1. Weekly emails
2. Posters
3. DAPA Grants Video (<http://www.youtube.com/watch?gl=JP&hl=ja&v=qDfDbITcfWE>)

**Budget:**

We have a budget of \$5,000 per semester, which is currently provided by Harvard's Undergraduate Council.

**Collaboration:**

Our organization collaborates not only with the Undergraduate Council but also with other student organizations via party funding and with local businesses interested in helping to publicize our goals.

**Contact Information:**

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***POUR A DRINK***

The Wellness Initiative at Colgate University sets up a table to educate students on the definition of a drink. The peer educators fill an empty whiskey bottle with iced tea and ask students to pour one ounce into a cup. The "whiskey" is then measured so students can see how close they were to pouring an ounce. This exercise provides students with a hand-on learning opportunity, and students leave with one of the group's ABC cards which explains how to use the BACCHUS maneuver\* to assure the safety of intoxicated students.

The BACCHUS maneuver refers to the action steps to help someone suffering from alcohol poisoning. These steps can be found at [bacchusnetwork.org/poisoning-signs-symptoms.asp](http://bacchusnetwork.org/poisoning-signs-symptoms.asp)

For more information, contact Jane Jones, Coordinator of AOD Education at (315) 228-7385 or at [jajones@colgate.edu](mailto:jajones@colgate.edu)



The Wellness Initiative  
Colgate University