

# Public Education Campaign TOOLKIT

## Core Steps to Develop a Community Education Campaign

This toolkit will walk your organization through the steps needed to create, plan, execute, and evaluate your own public education campaign.

### Step 1: Understand the Problem

#### **Chapter 1: Introduction, Purpose, How to Use this Toolkit and Evidence on ACEs**

- Provides information about ACEs and the evidence to promote the creation of community public education campaigns to prevent ACEs

#### **Chapter 2: How to Find and Use Community Data**

- Provides information about how to find and use data in your community to support the creation of your public education campaign
  - Trusted Data Sources

#### **Chapter 3: Identifying ACEs in Your Community and Their Supporting Data Worksheet**

- A worksheet for your organization to plan out which need or gap in your community that you would like to address and which data sources you will use to support your public education campaign.
- Genesee County “I’m So Proud of You” Example

### Step 2: Define Your Goals

#### **Chapter 4: Identify Your Communication Goal Worksheet**

- Provides information about how to hone into your communication goals.

#### **Chapter 5: Identify Your Priority Audience Development Worksheet**

- Provides information about how to identify your priority audience for your public education campaign.

### Step 3: Develop your Message

#### **Chapter 6: Message Guidance and Testing Worksheet**

- Provides information about creating compelling messages and how to request feedback on your public education campaign message from your priority audience.

## Step 4: Strategize Your Action Plan

### **Chapter 7: Creating Your Action Plan**

- Provides information about how to approach primary tasks, supporting activities, and staff organization to carry out your public education campaign.

### **Chapter 7A: Action Plan Worksheet**

- Provides space for your organization to create an action plan for your public education campaign.

## Step 5: Put Your Plan Into Action

### **Chapter 8: Dissemination Plan Worksheet**

- Provides information about how to execute your action plan for your public education campaign.

### **Chapter 9: Evaluating Your Public Education Campaign**

- Provides information about how to assess the success of your public education campaign.

### **Chapter 9A: Survey Guidance**

- Guides how to design and conduct a survey to collect feedback on your public education campaign.

### **Chapter 9B: Interview and Focus Group Guidance**

- Guides how to use interviews and focus groups to collect feedback on your public education campaign.

### **Chapter 9C: Evaluation Plan Template Worksheet**

- Provides a space for your organization to plan your evaluation plan for your public education campaign.

# 1. Toolkit Introduction & Instructions

## Introduction

[Adverse childhood experiences](#), or ACEs, are potentially traumatic events that happen during childhood (ages 0-17). These can include experiencing violence, abuse, or neglect or growing up in a household with substance use issues, mental health problems, or other forms of instability<sup>1</sup>. Such experiences can significantly impact a child's health and well-being.

However, there are ways for parents, caregivers, and community members to foster positive childhood experiences. Parents and caregivers can openly discuss mental health with children and teach them how to recognize and manage their emotions. By promoting non-violent attitudes, beliefs, and behaviors, everyone can help prevent ACEs in their communities.

ACEs are usually not caused by a single factor. Instead, they often result from a combination of influences at the individual, relationship, community, and societal levels, which can either increase or decrease the risk of violence<sup>2</sup>.

Some factors that can lead to an increase in the likelihood of experiencing ACEs are<sup>2</sup>:

- Families with caregivers who use spanking and other forms of corporal punishment for discipline
- Families with high conflict and negative communication styles
- Communities where neighbors don't know or look out for each other and there is low community involvement among residents

Some factors that can lead to a decrease in the likelihood of experiencing ACEs are<sup>2</sup>:

- Families who create safe, stable, and nurturing relationships, meaning children have a consistent family life where they are safe, taken care of, and supported
- Children who have caring adults outside the family who serve as mentors or role models
- Families with strong social support networks and positive relationships with the people around them
- Communities with strong partnerships between the community and business, health care, government, and other sectors

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<sup>1</sup> [About Adverse Childhood Experiences | Adverse Childhood Experiences \(ACEs\) | CDC](#)

<sup>2</sup> [Risk and Protective Factors | Adverse Childhood Experiences \(ACEs\) | CDC](#)

- Communities where residents feel connected to each other and are involved in the community
- Communities where violence is not tolerated or accepted

## Purpose

This toolkit provides your organization with a step-by-step guide to creating your own public education campaign.

## How to Use This Toolkit

Complete each component and worksheet to thoroughly outline your campaign and plan each process effectively.

## Evidence on ACE Prevention Activities

Prevention of adverse childhood experiences (ACEs) often involves comprehensive strategies to target complex underlying factors. Government, public health, social service, and educational entities often collaborate to create effective strategies that challenge norms, behaviors, environments, and behaviors to create safe and stable environments for children and families<sup>3</sup>.

CDC's [Adverse Childhood Experiences Prevention Resource for Action](#) provides a select group of strategies based on the best available evidence. For this toolkit, we will focus on promoting social norms that protect against violence and adversity.

To effectively prevent ACEs, communities must challenge social norms that accept or tolerate violence and adversity. Norms are group-held beliefs and expectations about how members of a group should behave<sup>4</sup>. It is important to prevent ACEs by challenging social norms that accept or allow indifference to violence. Some positive norms that can protect against ACEs can include:

- Promoting community norms around a shared responsibility for the health and well-being of all children
- Supporting parents and positive parenting, including norms around safe and effective discipline

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<sup>3</sup> [A Public Health Approach to Adverse Childhood Experiences | Adverse Childhood Experiences \(ACEs\) | CDC](#)

<sup>4</sup> [Adverse Childhood Experiences Prevention Resource for Action](#)

- Fostering healthy and positive norms around gender, masculinity, and violence to protect against violence towards intimate partners, children, and peers
- Reducing stigma against help-seeking
- Enhancing connectedness to build resiliency when faced with adversity<sup>4</sup>

Strengthening social connections and support systems helps people and communities overcome adversity, which can be appropriately addressed through public education campaigns<sup>3</sup>. Public education campaigns can help reframe how people think and discuss ACEs, and who is responsible for their prevention. They can shift the narrative from individual responsibility to a community-focused approach, promoting multiple solutions to foster safe and nurturing relationships and environments for all children and families<sup>4</sup>.

Promotion of positive norms can also help to normalize protective factors by enhancing connectedness and reducing stigma around seeking help with parenting or for factors that can contribute toward ACEs, such as substance misuse, depression, or suicidal thoughts<sup>4</sup>. Bystander approaches and efforts to mobilize men and boys as allies in prevention can also be used to change social norms that support healthy relationship behaviors<sup>4</sup>. Such approaches foster health norms around gender, masculinity, and violence to spread these social norms through peer groups<sup>4</sup>. They also work by teaching youth skills to safely intervene when they see behavior that puts others at risk and by reinforcing social norms that reduce their own risk for future perpetration<sup>4</sup>.

Research suggests that public education campaigns to help parents understand the cycle of abuse and campaigns that target child physical abuse can benefit families in the following ways<sup>4</sup>:

- Positively impact parenting practices
- Reduce children's exposure to parental anger and conflict
- Reduce child behavior problems
- Improve parental self-efficacy and knowledge of actions to prevent child abuse

Your organization should remember this evidence when creating your public education campaign. Consider which positive norms you would like to promote in your community to help strengthen social connections and prevent ACEs in your area. Even small changes in attitudes can make a big impact on the lives of your community.

## 2. How to Find and Use Community Data

While it may be tempting to say that you already “know” something is true, it is important to use evidence to support your claim rather than opinions. Using community-level data can make your messages more relevant and more convincing to your audience. By finding and understanding data, you can learn more about the challenges in your community and decide what messages will make the biggest impact.

### What is Data?

Data are “collected observations or measurements represented as text, numbers, or multimedia.”<sup>1</sup> We often think of data as numbers (quantitative data), but data can also be focus groups and interview transcripts (qualitative data), videos, photographs, or documents. Most data that you will access in databases will be numbers and statistics, usually collected from state or national surveys.

### Where Can I Find Trustworthy Data?

Michigan is fortunate to have a data dashboard that displays ACE-related data in an accessible and easy-to-navigate format. This data can help your organization understand the prevalence and nature of ACEs in the community, identify populations with the highest needs, tailor public health messages to prevent ACEs, and highlight ways to build resilience and strengthen your community.

- [Michigan ACE Data Dashboard](#)
  - The MI ACE Data Dashboard includes state-level youth response surveys and collected data that can be accessed at the state, county, or regional levels. Use the [Dataset Description](#) to understand the different datasets available on [miacedata.org](#).
    - Michigan Youth Risk Behavior Survey (YRBS): The MI-YRBS, collected on odd years, provides data on health-risk behaviors among 9<sup>th</sup> through 12th grade students. This data is available at the statewide level.
    - Michigan Profile for Healthy Youth (MiPHY): This online student health survey measures health-risk behaviors in students in grades 7, 9, and 11. MiPHY is administered on even years. The data is available at the county level.

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<sup>1</sup> [What is Data?](#) (“What is Data?” video by University of Houston Libraries)

- Hospital Emergency Room Syndromic Surveillance data can be used to identify patterns that can help communities decide if there are prevention programs that are right for them. This data is available on a regional level.
- The MI ACE Data Dashboard is organized into nine areas that affect a child’s life. These include home and family, access to care, school, neighborhood and community, abuse/neglect, system and policy factors, chronic disease, health risk factors, and mental health.
- For each area, dashboard users can explore the latest Michigan-specific data to see adverse health outcomes and protective factors for specific populations. There is a drop-down section titled ‘What do these data tell us?’ for each data point. This additional information explains the data and, more importantly, how to identify patterns that can help communities decide if there are prevention programs or public education messages that are right for them.
- Please keep in mind that survey distribution, collection, and analysis can be time-consuming and expensive, so some surveys are only collected every few years. At times, insufficient responses may have been available for school districts or regions in specific survey years, and that data may not be included in the dashboard. You may also need to select different data sources or years to find the most relevant data to your preferred ACE topic.

Additional data sources can be found online, but knowing which ones are reliable can be confusing. The Centers for Disease Control and Prevention (CDC), National Institutes of Health (NIH), and the U.S. Census Bureau have available datasets for public use. These and other government resources are often the most reliable. Government websites can be identified with “.gov” in the web address. Specific research organizations can also be trustworthy data sources and are identified by “.org” in the web address.

- Data sets that may be helpful
  - [Kids Count Michigan Data Center](#)
  - [U.S. Census Bureau American Community Survey](#)
  - [County Health Rankings & Roadmaps](#)

Accurate data is essential to support your education campaign; do not feel discouraged if data for your preferred topic is unavailable. If your first choice does not have enough data, there may be more than one need or gap related to ACEs that would benefit your community.

Please reference the [Trusted Data Sources](#) resource in this toolkit for a list of reliable data resources based on age demographics that you can use to support your public education campaign.

## How Do I Understand My Data?

Understanding how to apply data is just as important as what the data represents. Applying community data to your public education campaign will show that there is evidence to support your message and will be crucial to preventing ACEs or building resilience in your community.

Learn more about using community data here: [How to Use Data—MI ACE Data Dashboard](#).

The “[Data-Driven Decision Making for ACE Prevention](#)” and “[Data Visualization 101](#)” videos are helpful resources for you to understand the basics of data, what types of data about ACEs are available, how to use the MI ACE Data Dashboard, how to tell a story with this data, and how to best present this data as necessary to support your campaigns. Please note that not all elements of the videos will be necessary to create your campaign, but they will provide helpful information for you to understand the why behind the data and how it can help you.

Each community data source can show you a different perspective on a need or gap in your community and can provide you with important information such as<sup>2</sup>:

- The extent of the problem
- Where and when ACEs are more likely to occur
- Who is at the most significant risk (within a community)
- Related health and social impacts

Understanding what the community ACE data tells you will be essential to understanding how to best approach your public education campaign.

It is important to consider what your data tells you and how different data you have collected from different sources compare. Take note of how each data source provides you with relevant information about needs or gaps in your community and how they are all helpful in understanding how to address ACEs. When studying data from multiple sources, see if you can identify any patterns in the data and how these can be useful in guiding your public education campaign<sup>2</sup>.

Once you’ve decided which data sources you will be using, you will have to decide how to use your data to drive decision-making in planning for your public education campaign.

| Trusted Data Sites                                    |  |   |
|---|--|---|
| Name  | Description  | Link  |
| <b>General Data Sites</b>                             |  |   |
| AHRQ-Healthcare Cost & Utilization Project            | Health stats and information on hospital inpatient and emergency department utilization.                               | <a href="http://hcupnet.ahrq.gov/">http://hcupnet.ahrq.gov/</a>   |
| CDC-Data by topic                                     | Stats on topics of public health importance  | <a href="http://www.cdc.gov/DataStatistics/">http://www.cdc.gov/DataStatistics/</a>   |
| CDC-Healthy People 2030                               | Interactive database containing the most recent monitoring data  | <a href="https://health.gov/healthypeople?_ga=2.43303085.906312493.1628251365-1560444591.1628251365">https://health.gov/healthypeople?_ga=2.43303085.906312493.1628251365-1560444591.1628251365</a> |
| CDC-National Center for Health Statistics             | A rich source of health-related statistical information.   | <a href="http://www.cdc.gov/nchs/">http://www.cdc.gov/nchs/</a>   |
| Data.gov  | home of data gathered by federal agencies  | <a href="http://data.gov">http://data.gov</a>   |
| Kaiser Family Foundation                              | state and global data on health costs, health reform, Medicaid, Medicare, private insurance, uninsured, women's health | <a href="http://kff.org">http://kff.org</a>   |
| National Health Information Center                    | A health information referral service  | <a href="http://www.health.gov/nhic/">http://www.health.gov/nhic/</a>   |
| NIH-Patient Reported Outcomes Measurement Info System | Reliable, valid, flexible, precise, responsive assessment tools that measure patient-reported health status.           | <a href="http://www.nihpromis.org/">http://www.nihpromis.org/</a>   |
| Unemployment Rates                                    | Bureau of Labor Stats  | <a href="http://www.bls.gov/eag/eag.mi.htm">http://www.bls.gov/eag/eag.mi.htm</a>   |
| US Census   | Leading source of data about the nation's people and economy.  | <a href="http://www.census.gov/">http://www.census.gov/</a>   |
| US Census - FactFinder                                | Data from American Comm Survey, Amer Housing Survey, Econ Surveys, EEO Tabulation, Population Ests Program             | <a href="https://data.census.gov/cedsci/">https://data.census.gov/cedsci/</a>   |
| US Dept of Justice-Bureau of Justice Stats            | Crime and justice stats  | <a href="http://bjs.ojp.usdoj.gov/index.cfm?ty=dca">http://bjs.ojp.usdoj.gov/index.cfm?ty=dca</a>   |
| US Dept of Labor                                      | labor-related data, including average salaries   | <a href="http://www.dol.gov/">http://www.dol.gov/</a>   |
| CDC - Injury and Violence                             |  | <a href="https://data.cdc.gov/browse?category=Injury+%26+Violence">https://data.cdc.gov/browse?category=Injury+%26+Violence</a>   |
| <b>Specific Population Group Stats Data</b>           |  |   |
| <b>Racial-Ethnic Minority Data Sources</b>            |  |   |
| Health of Minorities in Michigan-Kaiser Foundation    |  | <a href="http://www.statehealthfacts.org/profileind.jsp?cat=9&amp;rgn=24">http://www.statehealthfacts.org/profileind.jsp?cat=9&amp;rgn=24</a>   |
| Office of Minority Health                             |  | <a href="https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&amp;lvlid=26">https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&amp;lvlid=26</a>   |
| MI Minority Health Data Reports                       |  | <a href="https://www.michigan.gov/mdhhs/keep-mi-healthy/chronicdiseases/multihealth/minority-hdr">https://www.michigan.gov/mdhhs/keep-mi-healthy/chronicdiseases/multihealth/minority-hdr</a>       |
| CDC - Black or African American stats                 |  | <a href="https://www.cdc.gov/nchs/fastats/black-health.htm">https://www.cdc.gov/nchs/fastats/black-health.htm</a>   |
| <b>Aging Adult</b>                                    |  |   |
| Aging Stats   | Data on indicators of older Americans' lives.  | <a href="https://www.agingstats.gov/">https://www.agingstats.gov/</a>   |
| CDC-Stats on Aging Adults                             |  | <a href="http://www.cdc.gov/aging/data/index.htm">http://www.cdc.gov/aging/data/index.htm</a>   |
| Older Adults Health                                   | from data.gov  | <a href="https://catalog.data.gov/group/older-adults-health-data">https://catalog.data.gov/group/older-adults-health-data</a>   |
| <b>Children</b>                                       |  |   |
| Kids Count  | State and National-level data on hundreds of measures of child well-being.   | <a href="http://datacenter.kidscount.org/">http://datacenter.kidscount.org/</a>   |
| Data Resource Center for Child & Adolescent Health    | Data from the national Survey of children's Health and national Survey or Children with Special Health Care needs.     | <a href="https://www.childhealthdata.org/browse/survey">https://www.childhealthdata.org/browse/survey</a>   |
| Child Stats   | Data on key national indicators of child well-being.   | <a href="http://www.childstats.gov/americaschildren/index.asp">http://www.childstats.gov/americaschildren/index.asp</a>   |

Please use the toolkit worksheet, Chapter 3: Identifying Your ACE and its Supporting Data Worksheet, to help you plan how to use data in your public education campaign.

### 3. Identifying ACEs in Your Community and Their Supporting Data Worksheet

Please consult the following toolkit chapters to help you identify your public education campaign's focus and supporting data:

Chapter 1: Introduction, Purpose, How to Use this Toolkit and Evidence on ACEs

Chapter 2: How to Find and Use Community Data

Now that you have learned more about ACEs and trusted sources of community data, you should have some familiarity with the needs and gaps of your community.

Use this worksheet to plan your ideas and identify data to support your message. Record your thought processes as you progress through the toolkit.

For an example of what it means to let the data guide your message, please refer to this [great example](#).

1. Think about the needs or gaps in your community. What Adverse Childhood Experiences (ACEs) are you aware of in your community? How do they impact those in your community?

If no specific ACEs come to mind, utilize the [Michigan ACE Data Dashboard](#) for your community's data and take note of any interesting gaps and patterns. Let the data guide you toward a topic with enough relevant data to support your public education campaign focus.

Which topics are of interest? What do you want to change in your community?

Brainstorm below.

2. Which **data sources** can you use to support your public education campaign? (List them below)





## Positive Parenting Campaign

Shearese Stapleton, Executive Director of Mothers of Joy Institute for Parenting and Family Wellness, Inc. was contracted to develop a public education campaign for Adverse Childhood Experiences (ACE) prevention in Genesee County.

This data driven campaign highlights the need for parents to understand the importance of telling a child that they are proud of them.

According to the Michigan Profile for Healthy Youth (MiPHY) survey, less than 50% of high school students in Genesee County reported being told they were doing a good job by a parent.

This struck a chord with Ms. Stapleton! She understands that parents often parent the way they were parented and wants to encourage Genesee County parents to learn new ways to talk and listen to their kids.

The "I'm So Proud of You" campaign utilizes social media posts and local news broadcasts to help promote the importance of verbal affirmations in parenting. Free magnets with the I'm So Proud of You message will be available to support this positive parenting message and purpose. The campaign shares tips on different ways parents can practice affirmations with their loved ones and lets parents know the positive impacts of their words in action.

## Why is It Important?

Telling a Child that you are proud of them:

- Helps to nurture your child's self-esteem and confidence.
- Shows your child that you care by telling them.
- Helps encourage your child to work towards and accomplish their goals.

## Ways to Say, I'm So Proud

- You are growing into such an amazing person. It makes me so proud.
- Never forget that you are enough just as you are.
- I want you to know you're doing great work.
- Wow, what you did just now, was so awesome!
- I'll never define you by your mistakes, you are growing. We will learn from this together.
- I accept and love you just as you are.
- Don't give up on this, you got this! You are more than capable



## Talking Points and Data

In February 2023, the Michigan Public Health Institute in partnership with the Mother's of Joy Institute for Parenting and Family Wellness will launch the "I'm So Proud of You" public education campaign. This campaign will focus on teaching parents of Flint and Genesee county strategies on how to tell a child that they are proud of them. The campaign will also target other adult community members, educators and providers who work with children and families. The "I'm So Proud of You" Positive Parenting campaign is based off the idea that positive parenting techniques, such as effectively telling a child you are proud of them, can help prevent and mitigate the impact of ACEs on children. This campaign aims to increase the number of parents using effective strategies to tell their kids "I'm so proud of you!"

Adverse childhood experiences or ACEs are potentially traumatic or stressful events experienced before age 18. ACEs may include incidents of child maltreatment, parental divorce or living with an adult with serious mental health or substance use problems. Experiencing ACEs is often linked to poor physical and behavioral health outcomes for children and adults. However, research shows that there are many evidenced based methods for preventing ACEs as well as mitigating the impact of ACEs on children who do experience them. According to the Center for Disease Control, public education campaigns that promote positive parenting strategies have been effective in supporting children and families who experiences ACEs.

Among children who have experienced 4 or more ACEs, only 27% of high school children reported being told they were doing a good job by a parent (for more data on the experiences of high school students in Genesee county as well as other areas of Michigan, please see [miacedata.org](http://miacedata.org)).

"Focusing on positive action or effort shows parents, educators, and the community how to not focus on negative behavior. Through positive parenting strategies, the child hearing someone they respect and care about tell them that they have done a good job." Stapleton hopes that through providing this information and resources to parents, she can help support parents in Genesee County to increase their awareness of why its important to say "I'm so proud of you" in addition to all the other great things they do on a day to day basis as parents. "When you decide to speak the words "I'm so proud of you," your voice becomes the voice your child wants to hear."

## Want to Learn More?

**Check out these resources**

[What are ACES? Centers for Disease Control & Prevention](#)

[YouTube: We Can Prevent ACE's](#)

[Michigan ACE Data Dashboard](#)

[Michigan ACE Initiative](#)



**Make Time to Say, I'm So Proud of You - Everyday!**

## 4. Identify Your Communication Goal Worksheet

You should have now identified the need or gap you will address within your community and supporting data sources using the following toolkit documents:

Chapter 1: Introduction, Purpose, How to Use this Toolkit and Evidence on ACEs

Chapter 2: How to Find and Use Community Data

Chapter 3: Identifying Your ACE and its Supporting Data Worksheet

Now that you have used data to understand more about ACEs in your community, you should begin to define the communication goal for your public education campaign.

When developing your communication goal, think about the overarching goal that you want your message to achieve. Your public education campaign should address at least one of the questions below:

- What changes do you want to see in your community?
- What do you want people to understand?
- What positive beliefs do you want to promote?
- What positive behaviors do you want to promote?

What is the most important takeaway you want your audience to understand?

What is the outcome that you hope will result from your message?

For example, outcomes for public education campaign messages could include improved attitudes toward a subject, increased awareness of an issue, or changed behaviors.

When writing your communication goal, think about how to craft your message as a specific, measurable, attainable, relevant, and time-bound (SMART) condition that must be attained to accomplish your communication goal.

SMART goals:

- Specific
  - Your communication goal should answer specific questions about what you want to achieve, who you want to influence, and your situational context. The more precise your goals are, the easier it can be to plan out the steps to achieve them. Try to limit yourself to one topic to stay focused and impactful.
- Measurable
  - Consider how you can tell if you have achieved your communication goal. How will you best determine if you have been successful? This is important to consider as you move through the toolkit and consider how to evaluate your public education campaign.
- Attainable
  - When planning your communication goal, you should make sure that your goal is realistic for your message and community. How can you best plan your communication goal so that it is successful? Is your goal attainable for the capacity of your organization? Think of specific actions that you can take to improve your communication goal and consider how you could partner with other organizations in your community to make your communication goal successful.
- Relevant
  - Make sure that your communication goal is relevant to your community's ACE data and the topic you are addressing. Is your communication goal applicable to your community?
- Time-bound
  - Keep in mind that your communication goal should have a set timeframe. Consider how much time you have available for your campaign and plan your goal to make it realistic to the time you have available.

Use the space below to plan out your communication goal.

It is also important to make sure that your message is easy to understand for everyone in your community. Please consult the CDC's Guide to Clear Writing for further guidance on clear writing.

Now that you have identified your key takeaways for your message and have planned out your communication goals, you can begin to identify your key audience for your public education campaign. For more information, please refer to Chapter 5: Identify Your Priority Audience Worksheet in the toolkit.

## 5. Identify Your Priority Audiences Worksheet

When developing your public education campaign, it is important to consider the audience you want your message to reach. Which characteristics describe the priority population that you have chosen?

Please consider the following questions to help you get started. It is not necessary to complete all the questions to develop a successful campaign. The more information you have, the better you can tailor your message to your priority audience.

### **1. Campaign Goal**

(Please refer to Chapter 4: Identify Your Communication Goal Worksheet for this section)

- **Objective:** What is the most important takeaway you want your audience to understand?

- **Outcome:** What outcome do you hope will result from your message?  
For example, the outcomes of public education campaign messages could include improved attitudes toward a subject, increased awareness of an issue, or changed behaviors.

### **2. Audience Segmentation**

- **Primary Audience:** Who is the focus of your campaign? (e.g., children, teenagers, adults, elderly, specific communities)

- **Secondary Audience:** Who else might benefit from or influence the primary audience? (e.g., parents, teachers, healthcare providers)

### 3. Demographic Information

- **Age Range:**

- **Gender:**

- **Location:**

- **Income Level:**

- **Education Level:**

### 4. Psychographic (Attitudes, Values, Interests) Information

- **Interests:** What interests do your priority population have?

- **Values:** What values do your priority population model?

- **Lifestyle:** What lifestyle would your priority population have?

- **Behavioral Patterns:** What behaviors would your priority population practice?

## 5. Health Beliefs and Practices

- **Current Health Practices:** What habits do your priority population have related to health?

- **Health Beliefs:** What health beliefs, attitudes, and statements about health do your priority audience believe in?

- **Barriers to Healthy Behavior:** What barriers or challenges do your priority audience face when trying to model healthy behaviors?

- **Motivators for Change:** What motivates your priority audience to model healthy practices and inspire change in your community?

## 6. Message Guidance and Testing Worksheet

As you have worked your way through the first half of the toolkit, you should have identified your public education topic and its supporting community data, developed your communication goal, and determined which priority audience you would like your message to reach. You can use this worksheet to help you develop your message for your public education campaign.

Please consult the following documents in the toolkit to help you complete this worksheet:

- Chapter 4: Identify Your Communication Goal Worksheet
- Chapter 5: Identify Your Priority Audience Worksheet

### Define Your Message Objectives

What is the most important takeaway you want your audience to understand?

*(Pull directly from Chapter 4: Identify Your Communication Goal Worksheet)*

What is the outcome that you hope will result from your message?

*(Pull directly from Chapter 4: Identify Your Communication Goal Worksheet)*

Who is the focus (priority audience) of your campaign?

*(Pull directly from Chapter 5: Identify Your Priority Audience Worksheet)*

Your public education campaign should address at least one of the questions below:

- What changes do you want to see in your community?
- What do you want people to understand?
- What positive beliefs do you want to promote?

- What positive behaviors do you want to promote?

Which questions will your public education campaign address?

*(Please refer to Chapter 4: Identify Your Communication Goal Worksheet)*

What is the main message that you would like to communicate to your priority audience?

What additional information do you need to present to support your main message?

### Communication Preferences

What is the tone of your message? E.g. informative, motivational, empathetic, etc.

Which language(s) will you use to present your message?

Which platforms will you use to share your message?

For example: social media (Facebook, X, Instagram, TikTok, YouTube, LinkedIn, etc.), print mediums, email, Public Service Announcements, etc.

## Develop Your Messages

You may find that it is helpful to develop three (or more as needed) different versions of your message to help better communicate your key takeaways to your priority audience. Aim to keep your messages short so they are effective and easy to remember, no longer than one sentence or phrase. It is also important to keep in mind that your messages must be clear, concise, and culturally appropriate to the needs of your priority audience and community.

Use the space below to draft versions of your message.

## Images, Graphics & Logos

“A picture is worth a thousand words.” This is especially true in a public education campaign. Graphics and images are critical tools for reaching and engaging with your priority audience. A graphic or image can quickly and powerfully capture a feeling, emotion, or action. They can convey complex information and support your message more effectively than text alone.

Graphics and images can enhance your public education campaign in the following ways:

- Visual impact
  - Images are processed by the brain faster than text, making them more likely to grab attention and be remembered.
- Emotional connection
  - A well-chosen image can evoke strong emotions, like concern, hope, or urgency, and motivate people to action.
- Accessibility
  - Images can transcend language barriers and reach diverse populations and audiences, making information more accessible.
- Storytelling

- An image can tell a story and illustrate complex concepts in a visually engaging way, helping people understand the message better.
- Brand recognition
  - Consistent use of images can help build brand recognition and credibility for a public education campaign.

While visuals can be helpful, there are several considerations to be made when using images in public education campaigns:

- Relevance
  - Ensure the image(s) directly relate to the campaign message and audience.
- Accuracy
  - Avoid using misleading or stereotypical imagery.
- Cultural Sensitivity
  - Be mindful of cultural contexts when selecting images.
- Quality
  - Use high-resolution, visually appealing images that are professionally designed.

Consider using the following free or low-cost resources to help you find images for your public education campaign:

- [Canva](#): Offers nonprofits free access to the premium features of Canva Pro.
- [Venngage](#): Design infographics or other visuals at no cost.
- [CDC Public Health Image Library \(PHIL\)](#) offers free images for public health campaigns.
- AI-generated images: [Co-Pilot](#), [Piktochart](#), or other platforms can create AI images. You need to be specific with the prompts, but these platforms will create an image or even a sample social media post that can be edited to meet your needs.

## Pre-Test Your Message

Once you have developed your message drafts, you might wonder how you can make sure that your priority audience will understand the goal of your public education campaign. To test out how relevant and compelling your message is, you can work with members of your priority audience to gain their feedback on your campaign. Make sure you gather feedback on the message content (text) and the images or graphics you selected; both components can have an impact on the audience and influence how the message is received.

The following tools can help you gather data on your campaign to improve its clarity, relevance, and persuasiveness. While these may seem overwhelming at first glance, they can be easily accomplished and valuable for your public education campaign.

- Focus groups
  - Focus groups are small discussions between people (usually 6-12) who share common characteristics relevant to your topic. The group takes turns sharing their thoughts, feelings, and opinions about the topic, which, in this case, would be your public education topic. The group is usually assisted in the discussion with the help of one of your organization members to keep the conversation organized and on topic, as well as to record the discussion or take notes for important points related to your public education campaign. This focus group could be held in person at your organization, or online through platforms like Zoom and Microsoft Teams.
- Surveys
  - Another way you can ask for feedback from your priority audience, partners, or community members is through a survey or series of structured questions. You could share versions of your message drafts or pictures of your message campaign content in the survey and ask for specific feedback to improve your public education campaign.
- Key Informant Interviews
  - Key informant interviews are individual interviews your organization would conduct with your priority audience members. These interview subjects would ideally have expertise and experience related to your public education topic. Your organization would ask the key informant structured questions about the campaign topic or messages and record relevant information or feedback to improve your public education campaign. These interviews could be conducted over the phone or online through platforms like Zoom or Microsoft Teams.

Which method(s) will you use to gather feedback on your message?

## Analyze Feedback

Once you have collected feedback from your priority audience, community members, or partners, you can examine the common themes and suggestions provided to your organization. What key takeaways would you like to use to improve your public education campaign? Use this information to determine which message version or campaign draft best persuades your priority audience to act upon your public education topic.

Summarize the key insights from the feedback received.

## Revise Messages

Now that you have analyzed the feedback from your priority audience or community members about your public education campaign, you should incorporate this feedback and revise your message. It is important to ensure that your final message aligns with the original goals of your message and public education campaign.

Which changes will you make based on the feedback that you have collected?

## Final Testing

Once you have developed your revised message, you should conduct a final round of testing with a small group of your priority audience or partners to fine-tune your message. Make any necessary adjustments based on this feedback and create a final version of your message for your public education campaign.

Summarize the results of your final testing phase.

What will be your final message?

Describe your final message format and distribution method.

Now that you have developed and tested your message, you can begin distributing your public education campaign using the methods you outlined above. Consider engaging with your priority audience in other ways, such as through community events, activities, and collaboration with community partners.

Please consult Chapter 7: Creating Your Action Plan worksheet to learn how to engage with your priority audience and find partners to distribute your message.

## 7. Creating Your Action Plan

You should now have developed and tested your final message(s) with the help of your priority audience members using Chapter 6: Message Guidance and Testing Worksheet.

Determining your message is an important step in planning your public education campaign. The next step is to strategize how to effectively connect your message with your priority audience with the use of a detailed action plan.

### What is an Action Plan?

An action plan is a document that details the tasks and steps needed to be completed for your organization to accomplish your goals. Each step in the process should be broken down into actionable assignments based on a reasonable timeline. A good action plan will have a start and end date for each step in the process and an assigned person who is responsible for carrying out each task<sup>1</sup>.

The first step in creating your action plan is to set your SMART goals, which you should have already completed when you established your communication goal in Chapter 4: Identify your Communication Goal. Make sure that your goals for your public education campaign are SMART: specific, measurable, attainable, relevant, and time-based<sup>1</sup>.

The next step is to create a list of actions and tasks that your organization needs to complete to reach your communication goals. Divide the main objectives or activities into smaller tasks to make the final goal seem less overwhelming and stay organized. Some more complicated activities may need to be broken down into multiple tasks to make them easier to accomplish<sup>1</sup>. Please feel free to use the action plan template in Chapter 7A: Action Plan Worksheet to plan out the steps of your action plan.

Once you have decided which tasks need to be completed and which steps are needed to support each one, you need to set a reasonable timeline for each item<sup>1</sup>. The timeline for each step must be realistic to your organization's abilities, resources, and availability to accomplish your goals in a sensible timeframe. Carefully assess the requirements for each step and assign a logical amount of time for each task so your organization has adequate time to carry out your public education campaign.

Depending on how complex your public education campaign is, you may require a variable number of resources and personnel to support your campaign. Consider the time commitment, funding, and staffing necessary to make your campaign successful. Which

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<sup>1</sup> [How To Write an Action Plan \(With Template and Example\) | Indeed.com](#)

staff are best suited and qualified to carry out each step of the campaign? Assign the appropriate staff member to each task in the action plan. Make sure to monitor your progress and ensure that each task is completed in the established timeframe so that the campaign is completed on time.

## Partners, Events, and Activities

In addition to the usual means of communication, your organization may benefit from forming partnerships with individuals and organizations in your community that share your values and goals related to your public education campaign. Consider which individuals and organizations in your community can help you implement and evaluate your communication efforts, including community leaders, nonprofits, and civic organizations. How can you form new partnerships to help you connect with your priority audience and spread your message?

Partnering with individuals or organizations in your community can also provide you with opportunities to connect with your priority audience through shared spaces, activities, and events. Which activities or events could you participate in to spread your message and interact with your priority audience? These activities can range in scale to accommodate your staff's capacity or the community's existing events and do not need to be complicated to be impactful. For example, your organization could post flyers for your campaign in a community center or local library. Another approach could be hosting a booth at a cultural event or a presentation at a town hall meeting. Consider the appropriate activities to reach your priority audience and meet your community needs. Building partnerships with other organizations and individuals in your community will help you expand the reach of your public education campaign and provide your organization with new opportunities for future collaboration.

Your organization should now understand how to create your action plan and seek out new partnerships within your community to carry out your public education campaign. For guidance on how to put your plans into action, please consult Chapter 8: Dissemination Plan.

## 7A. Action Plan Worksheet

Please use this worksheet with Chapter 7: Creating Your Action Plan to plan out the steps of your public education campaign’s action plan.

It is important to make your action plan as detailed as possible to ensure your organization can reach your communication goals.

Please see the following **sample** table to guide you as you complete your own action plan on the following page.

### Sample Action Plan

| Objective  | Activity  | Person Responsible | Start Date | End Date | Measurable Outcome  | Status |
|--|---|--------------------|------------|----------|---|--------|
| <b>Gather input from key community partners to inform development of the public education campaign</b> | 1. Identify key community partners                                      |                    |            |          | List of community contacts to contact and solicit input             |        |
|  | 2. Prepare outreach strategy for connecting with key community partners |                    |            |          | List of contacts, strategies to engage, and timeline for completion |        |
|  | 3. Conduct information-gathering sessions                               |                    |            |          | # of meetings held, # of partners participating                     |        |
|  | 4. Summarize feedback from community members into Message Guidance      |                    |            |          | Summary information incorporated into Message Guidance worksheet    |        |



## 8. Dissemination Plan Worksheet

### What is a Dissemination Plan?

A dissemination plan is a plan for sharing your message with your priority audience as widely and effectively as possible.

Using the information you have gathered about your message plan in Chapter 6: Message Guidance Worksheet, plan out how you can best have your message reach your priority audience where they will see it. You may find that it could help to use multiple distribution methods to spread your message, although this is not necessary for your public education campaign to be successful.

See the table below as an example to create your own dissemination plan on the following page. Which distribution methods will help you spread your message? How frequently do you plan to distribute your message to your community? Use your message plan from Chapter 6: Message Guidance and Testing Worksheet to help you organize your thoughts about your dissemination plan.

Enter each message product and the medium or platform on one line in the table. Your campaign may only have one product and medium, or you may have several. Consider your organization's capacity and time constraints when determining how many message products to create and distribute.

Choose the message products that will be easily accessible to your priority audience. Choose the platforms, locations, and partners for distribution that will make sure that your priority audience will be able to engage with your public education campaign messages.

### Sample Dissemination Plan

| <b>Message Product</b>     | <b>Dissemination Date(s)</b>  | <b>Medium, Platform</b> | <b>Location(s)</b>                    | <b>Distributor (if using an outside partner)</b> |
|----------------------------|---|-------------------------|---------------------------------------|--|
| Social media posts         | May 1 <sup>st</sup><br>June 1 <sup>st</sup><br>July 1 <sup>st</sup> | Facebook<br>Instagram   | Online                                |  |
| Poster                     | June 1 <sup>st</sup>  | Print copies            | YMCA<br>Community<br>Churches<br>Etc. |  |
| Display ad in e-newsletter | June 15 <sup>th</sup>   | Email list-serve        | Online                                |  |



## 9. Evaluating Your Public Education Campaign

### Why Evaluate?

Evaluation is a way to assess both how your campaign was implemented and the impact of your campaign. It can be used to gather evidence that your campaign was effective, identify ways future campaigns could be improved, and share the success of your campaign with others in your organization or community.

This section walks you through the steps of planning an evaluation of your public education campaign.

### Step 1. Write Your Evaluation Questions

The first step is to think about what you want to learn from evaluating your campaign. The results of your evaluation should be useful to you and to your stakeholders. **Stakeholders** are those in your organization or community who have an interest in or are affected by your campaign. Stakeholders could include organization staff, board members, funders, clients, and community members.

Evaluation questions are the questions you will try to answer with your evaluation. Refer to your Communication Goal (Chapter 4: Identify Your Communication Goal Worksheet) to help write your evaluation questions.

Evaluation questions should address both the **process** (how your campaign was implemented) and **outcomes** (the impact of your campaign). Try to write at least three to five evaluation questions that capture what you want to learn about your campaign.

Examples of process evaluation questions:

- Was the campaign implemented as planned?
- Did the campaign reach the intended audience?

Examples of outcome evaluation questions:

- Did the campaign increase awareness of your message?
- Did the campaign change attitudes or beliefs?
- Did anyone change their behavior because of the campaign?

### Step 2. Select Indicators

Once you have your evaluation questions, select measurable indicators to answer each evaluation question. You may have more than one indicator for an evaluation question.

Indicators are usually expressed in numbers or percentages. When selecting indicators, consider the following: <sup>1</sup>

- Does the indicator correspond to the campaign activities (process indicators) or campaign outcomes (outcome indicators)?
- Is the indicator clear and specific to what it should measure?
- Is data for the indicator available within the timeframe of the evaluation?
- Is the indicator culturally appropriate, relevant, and ethical to your stakeholders?

The table below shows example indicators for each evaluation question.

Table 1. Indicators

| <b>Evaluation Question</b>  | <b>Indicators</b>  |
|---|--|
| 1. Was the campaign implemented as planned?                         | # of times the message was distributed<br># and name of mediums used to distribute the message   |
| 2. Did the campaign reach the intended audience?                    | # of people reached by the campaign<br>Demographics of people reached by campaign (e.g., age, gender, location)  |
| 3. Did the campaign increase awareness of the positive social norm? | % of people who saw the campaign who report increased awareness  |
| 4. Did anyone change their behavior because of the campaign?        | % of people who saw the campaign who report an action to promote the social norm<br><br># of people who took an action promoted in the campaign (e.g., clicking on a link to a website, making a pledge, completing a volunteer form, seeking a service, etc.) |

### Step 3. Planning for Data Collection

You will collect data for each indicator. It is important to consider both staff capacity and organizational resources when monitoring and collecting data.

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<sup>1</sup> [CDC EvaluACTION: Gather Credible Evidence](#)

When planning for data collection, think about the following<sup>2</sup>:

- **Source:** From what source or from whom will the data be collected?
- **Method:** How will you collect the data?
- **Timing:** When will the data be collected?
- **Frequency:** How often will you collect the data?
- **Who is Responsible:** Who will collect the data?

The method and source for process indicator data will depend on the distribution medium for your campaign (e.g., social media, websites, posters, newsletter, e-mail blast, etc.).

### Possible Data Sources to Evaluate Your Public Education Campaign

- **Social Media Metrics** to track reach: Impressions, reach, views, engagement, comments, likes, shares, followers, etc.
- **Website Metrics** to track reach: Page views, clicks, downloads.
- **Metrics from a distribution partner:** If you are working with a company (e.g. billboards, radio PSAs) to distribute your message, these partners can provide you with estimated audience numbers.
- **Surveys:** To measure awareness, knowledge, perception of the issue, beliefs, and behavior changes. See Chapter 9A: Survey Guidance for more information on how to construct and conduct surveys.
- **Interviews or Focus Groups:** To gather more in-depth data on how your campaign impacted people. See Chapter 9B: Interview and Focus Group Guidance for more information on how to conduct interviews and focus groups.

### Timing of Data Collection

Here's an example of what your data collection timeline might look like:



<sup>2</sup> [CDC EvaluACTION: Gather Credible Evidence](#)

Collecting baseline data before you launch your campaign is suitable for campaigns with a longer time horizon (1-5 years). This allows you to measure shifts in people’s awareness, knowledge, beliefs, or behaviors after being exposed to your campaign message over a longer period of time.

### Step 4. Create an Evaluation Plan

Creating an evaluation plan will help you to stay on track when implementing your evaluation. Below is an example of a sample evaluation plan. You can use the fillable Chapter 9C: Evaluation Plan Template to create your own.

Table 2: Sample Evaluation Plan

| <b>Evaluation Question</b>  | <b>Indicator</b>  | <b>Data Source</b>    | <b>Timing</b>               | <b>Person Responsible</b> |
|---|---|-----------------------|-----------------------------|---------------------------|
| 1. Was the campaign implemented as planned?                         | # of times the message was distributed<br><br># and names of mediums used to distribute the message | Campaign tracking log | Monthly during the campaign | Program Assistant         |
| 2. Did the campaign reach the intended audience?                    | # of people reached by the campaign   | Facebook reach metric | Weekly during the campaign  | IT person                 |
| 3. Did the campaign increase awareness of the positive social norm? | % of people who saw the campaign who report increased awareness                                     | Survey                | Post-campaign               | Program Assistant         |
| 4. Did anyone change their behavior because of the campaign?        | % of people who saw the campaign who report an action to promote the social norm                    | Survey                | Post-campaign               | Program Assistant         |

## Step 5. Implement Your Evaluation Plan

Now that you have a plan for evaluating your public education campaign, you are ready to implement both the campaign and the evaluation. Remember that your plans are flexible documents. You can make changes and adjustments as you go along. Your process metrics should help the campaign team learn as you go what's working well and identify challenges.

Below are some tips to help implement your evaluation.

### Strategies to Keep Implementation Running Smoothly

- Regular team meetings with key people and partners help make sure everyone is clear about the timeline and tasks in the evaluation plan.
- Monitor data as it comes in to identify any challenges and to celebrate successes.

### Common Challenges and Strategies to Address Them

- Data source changes or becomes unavailable
  - For important process and outcome questions, there may be multiple indicators you can collect, so you aren't relying on a single data source.
- Low response rates on surveys
  - Sending or promoting surveys from a trusted source (like a local community group).
  - Using incentives (strategies like a lottery can keep a "lid" on your incentive budget).
  - Consider in-person survey collection strategies for key groups.
- Hearing from the groups you most want to hear from
  - Targeted sampling.
  - Focus groups or survey distributions during established meeting or gathering times.

## Step 6. Summarize and Distribute Your Findings

Now that you've collected your evaluation data, what do you do with it? Use the data you collected to answer your evaluation questions by analyzing or summarizing the data.

For quantitative data, your analysis might be descriptive statistics or simple counts. You can summarize qualitative data by identifying common themes and looking for unique quotes to highlight.

You can also ask your stakeholders to review the data with you. They may have unique insights that will add meaning to the findings.

When writing up your evaluation findings, describe both the results (What does the data tell you? What did you learn?) and produce some recommendations (What conclusions can you draw? What are the next steps?)

There are numerous ways to present your evaluation findings. Choose a format and method appropriate for the audience with whom you will share them.

### Ways to Present Evaluation Findings

- Written report
- Graphs, charts, or other data visualizations
- 1–2-page summary brief
- Infographics
- Slide presentation
- Poster

### Possible Audiences for Evaluation Findings

- Organization staff
- Organization board members
- Community members
- Funders
- Community organizations
- Your audience
- The public

### Reasons to Share the Evaluation Findings

- Quality improvement to continue this campaign or for a future campaign.
- Securing additional funding to sustain a successful campaign.
- Sharing a successful strategy with community partners to promote positive change so others can replicate it or try something different if your campaign was met with significant challenges.

For more guidance on conducting evaluations, see [CDC EvaluACTION](#)

Now that you understand how to evaluate your public education campaign, you can successfully carry it out within your community.

## 9A. Survey Guidance

Surveys are a good way to collect data to measure the impact of your campaign. Surveys can collect both quantitative and qualitative data. You can conduct surveys online or in person at community events or other places where the audience for your campaign gathers. When writing your survey questions, refer to your evaluation questions and indicators.

### Types of Survey Questions

- Multiple choice, single answer, or multiple answers
  - Response options are mutually exclusive.
  - Provide a 'don't know', 'other' or 'prefer not to answer' option also
- Likert Scale
  - Rating scale response to a statement or question.
  - E.g., Strongly Disagree to Strongly Agree.
- Open-ended
  - Allows respondents to use their own words to answer.
  - A source for quotations.

### Tips for Writing Survey Questions

- Write clearly and concisely.
- Avoid ambiguous wording that could be interpreted in different ways.
- Avoid jargon, acronyms, and technical terms.
- Use neutral, unbiased language.

Surveys should be short (5-10 questions) to encourage participation. Surveys should be anonymous. Don't ask for information that can identify your survey participants. This includes names, addresses, phone numbers, email addresses, client IDs, etc.

However, if you have a specific audience you want to reach with your public education campaign, you can ask about the demographics of your survey participants. This can include asking survey participants to identify things like their age, gender, race/ethnicity, county or city, or level of education. It's a good idea to make these questions optional, though.

If you choose to distribute your survey digitally, multiple free online survey platforms exist.

- [SurveyMonkey](#)
- [Google Forms](#)
- [Microsoft Forms](#)
- [Qualtrics](#)

## 9B. Interview and Focus Group Guidance<sup>1</sup>

Interviews and focus groups are good ways to collect in-depth information about people's perceptions, insights, attitudes, experiences, or beliefs. You can use these methods to collect qualitative data on how your public education campaign impacted those who saw or heard it.

Interviews are conducted with a single person, and focus groups are group interviews with at least three or more people. The group dynamic can bring forth unique insights as participants interact and share perspectives.

### How to Prepare

Create an interview or focus group guide that contains introductory language and the questions you will ask. Develop the questions based on your evaluation questions and indicators. Include questions that ask about any changes in people's awareness, knowledge, beliefs, or behaviors since seeing or hearing your campaign. You can also include questions on elements of your campaign you'd like feedback on.

Phrase questions that elicit descriptive responses, avoiding questions where people can give a simple "yes" or "no" answer. For example, instead of asking, "Did seeing the campaign message inspire you?" ask, "Can you please describe your reaction to seeing the campaign message?" Write neutral questions that don't lead your participants to answer in a certain way or reveal any biases.

It's a good idea to practice with your guide to identify and refine any unclear or confusing questions.

Identify and reach out to your potential participants. Let them know before they agree to the interview or the focus group the following things:

- Who you are and what the purpose is
- What you will do with the information you collect from them
- How will you protect their confidentiality
- How long the interview or focus group will take
- The method (in-person, over the phone, video call, etc.)

If they agree to participate, schedule a time for the interview or focus group.

### During the Interview or Focus Group

The interviewer or facilitator should create a positive tone that makes the participant(s) feel welcome, appreciated, listened to, and respected. Building trust and rapport with participants will help them to share their honest opinions and thoughts. The interviewer or

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<sup>1</sup> [CDC Evaluation Briefs: Interviews, Focus Groups](#)

facilitator should stay neutral, avoiding expressing their own opinions so as not to introduce bias.

You can either record the session or take notes. Having someone other than the interviewer or facilitator take notes is helpful. If you want to record, get permission from the participants ahead of time and inform them of how you will store and protect the recordings of their interviews.

Remember to thank your participants and provide your contact information in case they have questions for you afterward.

