

Social Marketing Plan Assignment

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Step 1: Identify Intended Audiences

Who do we need to reach?

College Students

What do we know about this audience? What problems do they have? What do they value? Who/what would they trust?

College students are dealing with stress, relationships, developing coping skills, anger management and/or decision making skills. College students value time as they are pressed by work and classes. They trust people who have gone through similar experiences.

Considering the goal, what are the benefits to the intended audience?

- Benefits are flexibility compared to say a counseling center, and emotional skills. Resilience Training.
- Resilient people recover faster from challenges.
- Resilient people have more energy and focus when things go wrong.
- Resilient people can persevere -- They keep going in the face of difficulties, failure, and other challenges.
- Resilient people are better at solving problems.
- Resilient people grow and learn from their problems, instead of letting their problems pull them down into depression and despair.

Considering the goal, what are the barriers to the intended audience?

Prioritizing the time, groups can trigger social anxiety.

Step 2: Develop and Pretest Messages

What do we need to say to the audience to get them to do what we want them to do? Considering Step 1, what is the most compelling way to say it?

Validate the time struggle and offer an invitation.

Have no time? Come visit our group and learn resilience.

Losing sleep because you have no time? Come talk about it with us.

Step 3: Select Channels, Activities, Materials, and Partnerships

How will we best deliver the message to the audience? What will we say? What will we do?

Do you feel worthless? So did Michael Jordan. Come to Resilience group and learn how to:

- Recover faster from challenges.
- Have more energy and focus when things go wrong.
- Keep going in the face of difficulties, failure, and other challenges.
- Become better at solving problems.
- Grow and learn from your problems.
- Persevere.

Final Marketing Plan

1. What is your Group Name or "Brand" that you are using for your product?

Life Happens

2. Provide ALL details for the promotion of your product? Be specific.

a. Methods you will use (what tangibles are you using for promotion- brochures, face-to-face, skit, etc)?

Posters with a QR code to the sign up and informational website.

Introductory Visit

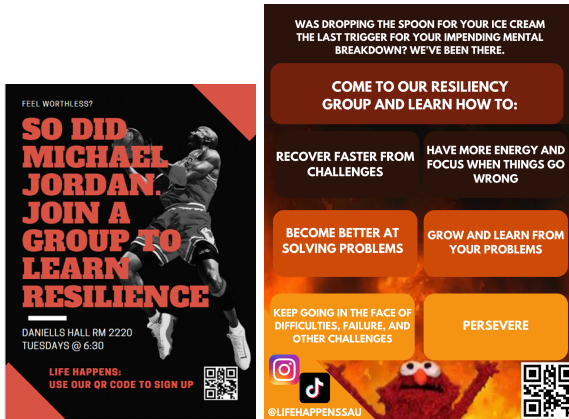
b. Introductory visit details. Prepare one brief (5-10 minutes), “introductory visit” that you would deliver to a real location

The purpose of this visit is to get your members excited about your group and to help orient you to your location/population.

Please include all details of what you will say and do during your introductory visit.

c. Individuals involved (which of your team members is responsible for doing what and by when).

d. Provide samples of your methods (if you are doing a flyer, include it. Creating a skit? Include it). I need to see all samples for your methods.



Session #1 Introducing Resiliency

Kaitlyn - Names/Icebreaker

- Welcome, Introduce ourselves
- Icebreaker - Kaitlyn will ask the students to share what animal they think they would be and why

Laura - Clarification set norms/goals/confidentiality

- Clarify our Goal: To recognize and increase our resilience
- Emphasize Confidentiality: Please do not talk about other group members' comments outside of this group. Our group is only effective if we feel comfortable sharing and we will only feel comfortable sharing if we respect each other's privacy.
- Establish Group Norms: Be respectful when other people are talking

Kaitlyn - Activity discussion + collaboration

- Introduce activity

Discussion Point 1: What is resilience?

Directions

Divide students into groups of 3. Together with their group, have students brainstorm a definition of the word "resilience." Bring the groups back together to share with the class the definitions they came up with. If your class is small enough, you might even make an attempt to combine the small group definitions to form a "class definition" of the word.

Now tell students that we're going to look at another definition of resilience that will help us grow our resilience as we go through the rest of the class this semester. You may want to put this on a poster board, PowerPoint slide, or somewhere else prominent for students to see. The definition is as follows:

Resilience is the ability to bounce back when you have every reason to shut down – but you fight on! Resilient people have both tapped and untapped reserves, enabling them to overcome and thrive as they face the setbacks, challenges, and fears of daily life.

Point 2: Why is resilience important?

Discussion

Ask and discuss the following with students:

- Based on this definition and the ones we've come up with today, do you think resilience is important? Why or why not?
- What do you think are some benefits that people who are resilient might experience?

Laura - Review + summary

- Review: So today we talked about the definition of resilience, that resilience is the ability to bounce back when you have every reason to shut down.
- Summarize takeaways from group discussion: (Reasons they brought out that resilience was important and benefits that people who are resilient might experience.
- Goals for our next sessions: For our next session I want you guys to keep an eye out for people in your life who are resilient, how they showed resilience and what benefits they got from it for us to discuss next time.

Session #2 Rock Bottom

Laura - Welcoming/Introduce Rock bottom topic/agenda

- Welcome, Review who we are as facilitators and what we covered the last session
 - What resilience is and why it's important
 - The ability to bounce back when you have every reason to shut down
 - Resilient people grow and learn from their problems, instead of letting their problems pull them down into depression and despair.
 - Lay out agenda for the session
 - Icebreaker, explanation of rock-bottom resilience, an activity to help us apply it to our own lives, then we'll wrap up and review what we learned today.
- Icebreaker - Everyone writes their name and a positive adjective that describes them on a notecard and passes the notecard around the circle with everyone adding another positive adjective to everyone else's card. Once everyone has their own card again, they read out the adjectives to the group.
- Wraps up and hands it over to Kaitlyn

Kaitlyn - Personalizing topic/Discussion Point One

Laura - Discussion point two

Rock Bottom Resilience - Lifelines

Activity:

Have a discussion with students about lifelines. Explain that a lifeline is someone who can help us when we're at a rock bottom moment – someone who cares about us and wants to see us succeed. A lifeline can include parents, grandparents, or other family members, positive friends who respect us, teachers, counselors, and school officials, coaches or other mentors, or anyone else who has positive traits and cares about you.

Now give each group one of the Rock Bottom scenarios from the Rock Bottom Scenarios sheet. Have them read their scenario together then list as many lifelines as they can think of that the person in the scenario could reach out to. Give students five minutes to complete this portion of the activity. After the five-minute time is up, allow groups to share their scenario and the lifelines they thought of who could help resolve it.

Processing the Experience:

- Were some of these lifelines the same across the scenarios?
- Have you ever experienced one of these scenarios personally?
- How has a lifeline helped you in your rock bottom moments?
- Have you ever been a lifeline to someone else?
- Why is it important to establish a support system before you hit a rock bottom moment?
- Is there anything you can do today to strengthen your own support system?

Kaitlyn - Review + summary

Session #3 Recap and Termination

Laura - Welcome/Agenda for final session/Reminder about goals and purpose of group/Icebreaker

- Icebreaker: Everyone receives a card and writes their name and three examples of resources (including people, possessions, talents, abilities, qualities, etc.) in their lives. They will be asked to share those resources with the group and explain how those resources help increase resilience in their life. The goal of this icebreaker is to help students identify the resources readily available to them as they complete this group.

Kaitlyn - Activity/Evaluation/Final Thoughts/Closing

- Activity: Divide students into teams of 3 or more. Have them number off within their teams beginning with number one. Tell students their goal is to get the most points. They receive a point by having their team correctly guess the emotion that the modeler makes out of the Play Dough. Begin by asking the number “1” students to come to the front of the class, and whisper the first emotion word to them. When you say “start,” the modelers should go back to their group and model or sculpt the word using the Play Dough. They are not to speak or give clues. The modeler gets 90 seconds to model or sculpt the word. When the time is up, the other members of the team discuss together for 30 seconds to determine what emotion word they would like to officially submit as their guess. All teams' guesses are submitted and each team that correctly guesses the word receives 1 point. Play as many rounds as you have time for rotating modelers each round. Suggested emotion words include: happy, sad, frustrated, excited, anxious, nervous, silly, glad, delighted, disappointed, down, cheerful. Use words that are appropriate for your age group.
- Activity Discussion:

Was it easier being the modeler or the guesser in this activity? Why?

How many of the emotions from this activity have you experienced today?

How many do you think you've experienced this week?

Are there more emotions than we used in this game? How many more can you think of?

Which of these emotions would fall on the negative side of the battery? Which would fall on the positive side?

How can you use these emotions to create productive outcomes (ask for examples of using both positive and negative)?

“As we are completing our final group session, there may be a lot of emotions, and we want to acknowledge that. And when building our resiliency, we might find that some of those emotions become a barrier for us. Laura and I's goal is for you all to recognize the emotions you feel and know how to use them to your advantage as you go beyond this group.”

- Evaluation handout
- Closing: “It is time for us to wrap up our final session. We have introduced resiliency, discussed rock bottom resiliency, and spent this session discussing how to recognize the resiliency we have and how to maintain it. Laura and I thank you for allowing us to be your facilitators for this group. We have immensely enjoyed working with you all, and we are excited to see what you accomplish as you complete your college degrees. Thank you for being willing to attend these sessions and for the feedback you have provided today that will help us improve it for future college students. We hope the information you

have learned has been beneficial in increasing resilience in all aspects of your life. We wish you the best. Thank you!"