

The Booze Buzz

Peer Education Project

A resource manual for recruiting young volunteers



SECTION 1

Booze, Teens, and Fruit Platters:
A Summary of the Obstacles and Accomplishments of the
Booze Buzz Peer Education Project



Acknowledgements

This resource was researched and written by **Benjamin Rempel**, Manager of Alcohol Projects at the Ontario Public Health Association. His main areas of work consist of increasing awareness of alcohol promotion and the effects on youth consumption along with promoting the effectiveness of alcohol policies in Ontario. He is a graduate of Laurentian University with an Honours degree in Health Promotion.

Along with the support of **OPHA staff** and the **ARAPO Advisory Committee**, the author wishes to acknowledge the valuable efforts of the following individuals to this resource:

Diane Buhler, Executive Director, Parent Action on Drugs
Rebecca Fortin, Project Coordinator, Ontario Public Health Association
Amy Hlaing, Public Health Nurse, York Region Health Services
Laurie Marsh, Public Health Nurse, Toronto Public Health
Pat Sanagan, President, Pat Sanagan Consulting Inc.
Cynthia de Wit, Graphic Designer, Independent Consultant.

The purpose of this manual is to provide an overview on how to safely recruit and effectively utilize young volunteers. By no means is this manual meant to exhaust or fully explain the concepts associated with volunteerism. The author and contributors encourage the reader to explore the Resources portion for further reading on the topic of youth volunteers.

For more information, or to order additional copies of this manual, please contact:

Association to Reduce Alcohol Promotion in Ontario
c/o Ontario Public Health Association
700 Lawrence Avenue West, Suite 310
Toronto, Ontario, M6A 3B4
P: 416-367-3313 ext. 264
F: 416-367-2844
E: ARAPO@opha.on.ca
W: www.apolnet.ca/arapo

© Copyright 2006
Association to Reduce Alcohol Promotion in Ontario



**Funding generously provided by the
Ontario Ministry of Health Promotion**



Table of Contents

1.0 PURPOSE	1
2.0 INTRODUCTION	1
2.1 Alcohol Advertising and Youth Consumption.....	2
2.2 Alcohol Advertising and Associated Consequences Among Youth	3
3.0 OVERVIEW AND GOALS OF THE BOOZE BUZZ PROJECT	4
3.1 Responsibilities of Volunteers	4
3.2 Responsibilities of Committee Members	5
3.3 Benefits of Volunteering.....	5
3.4 Fit with School OSAID Chapters	5
4.0 PROJECT PLANNING STAGE	6
4.1 Student Volunteer Policy	6
4.2 Student Volunteer Management	6
4.3 Student Volunteer Health and Safety.....	7
4.4 Student Volunteer Logistics	7
5.0 PROJECT DEVELOPMENT STAGE	8
5.1 Recruitment Strategy.....	8
5.2 Student Volunteer Selection	9
5.3 Development of Student Volunteer Orientation and Training Sessions ..	9
5.4 Delivery of Student Volunteer Orientation and Training	10
5.5 Evaluation of Student Volunteer Orientation and Training Sessions.....	11
5.6 Support And Supervision for Student Volunteers	12
6.0 FOLLOW-UP STAGE	12
6.1 Recognition and Retention.....	12
6.2 Succession Planning.....	12
6.3 Delivery and Evaluation Of Student-Led Booze Buzz Presentations.....	13
7.0 CONCLUSION	14
REFERENCES	15
APPENDICES	17

SECTION ONE

BOOZE, TEENS, AND FRUIT PLATTERS: A Summary of the Obstacles and Accomplishments of the Booze Buzz Peer Education Project

1

1.0 PURPOSE

The Booze Buzz Peer Education Project is a project of the Association to Reduce Alcohol Promotion in Ontario (ARAPO) housed at the Ontario Public Health Association. This project was developed in response to the identified need to educate youth on the dangers of alcohol advertising and its effects on consumption patterns and rates based on current research. This project saw the recruitment of young volunteers who were then trained over a two-day period to deliver presentations to their peers on the effects of alcohol advertising on youth (see attached DVD for presentations). The project was designed to demystify the role of alcohol and the alcohol industry and to help youth educate their younger peers through interactive presentations (see Appendix O for full logic model).

The purpose of Section One is to provide a summary of the obstacles and accomplishments of the Booze Buzz Peer Education Project. This section opens with an overview of current research related to alcohol advertising and youth consumption and then covers the Booze Buzz project in detail. Later it explores the necessary steps a youth-volunteer program should encompass.

Resources and appendices included near the end of the guide can be used as templates in shaping an individualized youth-volunteer program in your own community. It is the goal of this manual to provide readers with helpful tools, tips, and experiences to initiate a similar youth volunteer program in individual communities.

2

2.0 INTRODUCTION

The World Health Organization's European Charter on Alcohol in 1995 declared, "all children and adolescents have the right to grow up in an environment protected from the negative consequences of alcohol consumption and, to the extent possible, from the promotion of alcoholic beverages" (WHO, 1995). Despite this mandate, statistics clearly show that alcohol advertising and promotion remains plentiful on television, radio, magazines, and the Internet and in the view of impressionable children and youth.¹

In 1999, there were over 356,000 alcohol advertisements aired on radio and television in Canada. In contrast, 257,000 Public Service Announcements (PSAs) were aired on radio and TV during the same year, a ratio of approximately 1.4 alcohol advertisements to every 1 PSA. For 2003, the number of alcohol advertisements increased

dramatically to nearly 700,000 across Canada, while PSAs numbered only 390,000, a ratio of approximately 1.8 alcohol advertisements to every 1 PSA (CRTC, 2005).

At a provincial level, there were approximately 440,000 alcohol advertisements appearing on radio and TV in Ontario in 2003. The PSAs designed to counter-balance the influx of pro-drinking attitudes totaled only 179,000 in Ontario, approximately 260,000 less than pro-drinking advertisements, resulting in a ratio of 2.5 alcohol advertisements to every 1 PSA (CRTC, 2005).

These statistics are just as dramatic in the United States, where advertising has a huge Canadian crossover market, especially among adolescents. In 2002, there were over 288,000 more alcohol advertisements than PSAs. United States teens heard

¹ Advertising, promotion, marketing, and similar themes will be assumed to mean any message (the content of which is controlled directly or indirectly by the advertiser) expressed in any language and communicated in any medium with the intent to influence the public's choice, opinion or behaviour (ASC, 2005).

and saw more beer and distilled spirits radio commercials, magazine advertisements, and television commercials between 2001 and 2003 than did

people of legal drinking age (CAMY, 2005; CAMY, 2003a; CAMY 2002).

2.1 Alcohol Advertising and Youth Consumption

This high level of alcohol advertising exposure, especially among youth, has been linked with increased consumption. International researchers from the World Health Organization claim that alcohol advertising “has been found to promote and reinforce perceptions of drinking as positive, glamorous and relatively risk-free ... exposure to repeated high levels of alcohol promotion inculcates pro-drinking attitudes and increases the likelihood of heavier drinking” (Babor et al., 2003). These researchers verify two ideas. One that the cumulative influence of alcohol advertising shapes young people’s perceptions of alcohol and drinking norms. Secondly, that alcohol advertising predisposes minors to drinking well before the legal age of purchase.

These arguments are supported through years of scientific data and research. For decades, researchers have been analyzing whether alcohol advertising influences young people to drink. Some of the strongest arguments have been published within the past ten years. To illustrate, Dr. Phyllis Ellickson led a longitudinal assessment with youth to determine whether alcohol advertising promotes adolescent drinking (Ellickson, Collins, Hambarsoomians, & McCaffrey, 2005). Over 3,000 students in grade seven through to grade nine were recruited for the study. Ellickson and colleagues (2005) studied variables for four types of advertising, including television, in-store displays, magazines, and concession stands. This group concluded that, “multiple modes of advertising influence subsequent drinking during mid-adolescence... adolescents start to drink in response to advertising and other influences in their everyday environment and continue to drink in response to advertising in specialized venues” (Ellickson et al., 2005).

Dr. Marvin Krank, Professor of Psychology at the University of British Columbia, led a research team to determine whether exposure to alcohol advertising increases implicit alcohol associations in adolescents. After surveying Canadian students in grades six and grade ten, Krank and Kreklewetz (2003a) concluded alcohol commercials prime implicit alcohol associations and an increase in these

alcohol cognitions. The increase in thoughts about alcohol may in turn increase the likelihood of alcohol use among youth. “Having fun, kicking back, being an adult, and partying are becoming increasingly associated with drinking,” Dr. Krank added in a recent interview (M. Krank, personal communication, August 9, 2005).

In a similar study led by Krank, comparable conclusions were arrived at, stating that findings were “consistent with the theory that alcohol associations change prior to and concurrent with changes in alcohol use and intention” (Krank, Wall, Lai, Wekerle & Johnson, 2003b). In simple terms, the more young people associate positive outcomes with alcohol - the primary messaging in advertising - the more likely their usage and intention to use will increase.

Other research clearly indicates that alcohol marketing, in addition to the influence of parents and peers, has a significant impact on youth decisions to consume alcohol. Alcohol marketing influences the attitudes of youth and their peers, which in turn, creates an environment that accepts and promotes underage consumption (CAMY, 2003b). In essence, the more aware, familiar, and appreciative young people are of alcohol advertising, the more likely they are to drink both now and in the future (Hastings, Anderson, Cooke & Gordon, 2005). These findings were also supported in numerous studies which state that at a minimum, alcohol advertising increases awareness and expectancies to drink within the youth population by creating favourable attitudes towards drinking (Collins, Ellickson, McCaffrey, & Hambarsoomians, 2005; Fleming, Thorson & Atkin, 2004; Wyllie, Zhang & Casswell, 1998a; Grube, 1995).

For decades, alcohol marketers have used techniques to link alcohol to physical attractiveness and sexiness, promote age identification through the use of spokespeople, humour, music, and popular culture icons and characters (McKenzie, 2000; Grube, Madden & Friese, 1996). Ad Track News Release (1999) found that Miller Lite and Budweiser commercials attract teenage interest more than any

other type of promotion due to a high “liking” rating, which encompasses humour, music, and sexiness as contributing factors.

Using clever content in advertising is another advertising technique used by alcohol advertisers. The content of alcohol marketing has become considerably more sophisticated. Messages are no longer based on a product, but rather on lifestyle and the desire to belong to a specific subculture (Alcohol HealthWatch, 2005; Jernigan, 2005). These messages are increasingly subtle and woven into the

social norms of society. Marketing strategies by alcohol companies, such as sports sponsorships, embed images and messages about alcohol into young people’s everyday lives (Babor et al., 2003). Through presenting desirables in young people’s lives (including good times, social acceptance, and sex) the alcohol advertisers’ aim is to slip youth unexpectedly into an adult world. As a result, youth enter into a world where alcohol consumption is accepted as a natural and normal part of living (M. Krank, personal communication, August 9, 2005).

2.2 Alcohol Advertising and Associated Consequences Among Youth

Other research takes the argument further, claiming that the risk of adolescent alcohol use and associated problems are significantly associated with alcohol advertising (Stacy, Zogg, Unger, & Dent, 2004; Unger, Schuster, Zogg, Dent & Stacy, 2003; Collins, Schell, Ellickson & McCaffrey, 2003; McKenzie, 2000; Saffer, 1997; Grube et al., 1996). Despite the variance in methodology throughout these studies, several common certainties can be drawn from them:

- Exposure to alcohol advertising results in youth having a more favourable attitude towards drinking, and a greater intention to drink as adults;
- Exposure or awareness of alcohol advertising may lead to heavier or more frequent drinking among young adults;
- Exposure to alcohol advertising significantly increases the risk of adolescent alcohol use and associated consequences.

Alcohol advertising has been linked to public health problems through various studies. A study of young adults (18 to 29 years of age) found that the “liking” of beer advertisements contributed to heavier drinking and to more alcohol-related problems (Wyllie, Zhang & Casswell, 1998b). Similarly, Hacker and Stewart (1995) rationalized that as

advertisement spending in the United States decreased between 1986 and 1993, so too did deaths from alcohol-related vehicle crashes, especially among young drivers (16 to 20 years of age). Furthermore, Dr. Krank acknowledges that there is growing evidence that shows youths’ responses to attractive alcohol advertising predict who will drink during adolescence. This poses public health problems as young people who start drinking early are, “more likely to drop out of school, have health issues, trouble with police, and get involved with other drugs” (M. Krank, personal communication, August 9, 2005).

There are a number of additional alcohol-related injuries and problems that pose a threat to public health and safety. Examples of injuries related to alcohol use include: motor vehicle crashes, drowning, fire burns, assault, rape, homicides and other crime-related injuries. Also, a number of health conditions may result from alcohol abuse, such as: addiction, sexually transmitted diseases from risky sexual practices, acute alcohol poisoning, numerous chronic diseases (e.g. heart disease, cancers), and suicides (Nelson, 2005; AMA, 2003; Pirisi, 2000). Research has shown that, at least in part, alcohol advertising and marketing plays a significant role in contributing to alcohol-related problems (Stacy et al., 2004; Unger et al., 2003; Collins et al., 2003; Wyllie et al., 1998b).

* Section 2.0 are inserts taken from the ARAPO research paper entitled, “The Effectiveness of Alcohol Advertising: Policies and Public Health” (2005) by Rebecca Fortin and Benjamin Rempel.

3

3.0 OVERVIEW AND GOALS OF THE BOOZE BUZZ PROJECT •••••

The Booze Buzz Peer Education Project is a project of the Association to Reduce Alcohol Promotion in Ontario (ARAPO), in collaboration with Ontario Students Against Impaired Driving (OSAID), Toronto Public Health, York Region Health Services, and Parent Action on Drugs (PAD). This project identifies the need to educate youth on the dangers of alcohol advertising and its effects on consumption patterns and rates based on current research (see section 2.0). This project saw the recruitment of young volunteers who were then trained over a two-day period to deliver presentations in their communities on the effects of alcohol advertising on youth (see attached DVD for presentations). The project was designed to demystify the role of alcohol and the alcohol industry and to help youth educate their younger peers through interactive presentations.

The goals of this project were to motivate student volunteers to become more involved in health and safety initiatives in their communities and to strengthen alcohol awareness in their respective schools. These goals were accomplished in three ways:

- 1) through training student volunteers about alcohol advertising issues so that they may bring the knowledge back to their schools (e.g. OSAID chapters) and share;

- 2) through providing peer-led presentations in schools to raise awareness, and create action steps regarding alcohol advertising; and
- 3) to produce and distribute resources to the health promotion and public health sector on young volunteers that they may learn to utilize youth in similar capacities.

Sections 3.1 to 4.4 review information and processes which need to be in place before a youth training session, such as the Booze Buzz Project, is initiated (i.e. management issues; policies, etc.). Sections 5.0 to 7.0 review details of the Booze Buzz two day training sessions (i.e. recruitment, orientation, etc.), along with details pertaining to subsequent youth-led presentations in their local communities (delivery, follow-up, etc.).



Booze Buzz participants lead warm-up initiatives

3.1 Responsibilities of Volunteers

Upon successful completion of a 2-day training session which covered topics such as classroom management, presentation skills, and content, student volunteers were expected to travel to and present at least one presentation, approximately one hour in length, to an organized group of younger students, most often in a classroom setting. The presentations lead by student volunteers were accompanied by an adult supervisor. Through interactive activities and small-group work, the presentation investigated:

- the background and basics of alcohol advertising,
- advertising guidelines that alcohol advertisers must adhere to,
- alcohol advertising and its negative effects on youth and children, and
- personal and cultural attitudes towards alcohol abuse and alcohol advertising.

Even though student volunteers were required to do one presentation, more were offered depend on the students' need for school volunteer hours, practical job experience, or personal interest.

To sum, student volunteers committed a minimum of two days of training, plus the facilitation of at least one presentation.



Booze Buzz participant practices presentation skills

3.2 Responsibilities of Committee Members

Before beginning this project a team or committee made of substance abuse prevention educators, public health nurses, health promoters, etc. was established to brainstorm and network with to ensure a comprehensive and complete

output. The responsibilities of committee members were mainly in the planning of the program. Meetings were held to plan training sessions and discuss program logistics. Some committee members helped deliver the training sessions and were a general source of support for the project.

3.3 Benefits of Volunteering

Upon completion of the project, the student volunteer received a letter of reference for future employment or post-secondary education, a letter notifying completion of volunteer hours to be approved by their individual school, a small gift, and an invitation to dinner to recognize participation.

There was also the potential for further volunteering. Students could facilitate more than the required number of presentations at their schools and/or in their communities. These additional hours could be used towards completing the required 40 hours of volunteering for students' high-school diploma. Also, there were opportunities for youth to participate on alcohol advertising committees, which discuss industry news and plan upcoming activities. Attendance at these meetings could count towards volunteer hours as well.



Booze Buzz participants facilitate the ARAPO display

3.4 Fit with School OSAID Chapters

The Booze Buzz project functioned in collaboration with OSAID. ARAPO and OSAID have worked together in the past participating at impaired driving conferences and programs in Ontario schools, such as In the Drivers Seat or Party in the Right Spirit. In

addition, OSAID chapters have easy access to postcards, pamphlets, posters, and use of a youth interactive display from ARAPO, along with other presentation materials.

4

4.0 PROJECT PLANNING STAGE

4.1 Student Volunteer Policy

Normally, a volunteer policy attempts to develop guidelines which volunteers are encouraged to abide by. These guidelines attempt to clarify responsibilities, articulate rules, and ensure consistency across the volunteer program. The Booze Buzz Project accomplished this by preparing a document entitled 'Overview of the Booze Buzz Project' (see Appendix A) that was included in an introduction package during an orientation session for student volunteers. The document explained:

- the goals and expected outcomes of the project,
- the responsibilities of the volunteers,
- the responsibilities of the committee members,
- the benefits of participation, and
- the benefits to the community.

This policy conveyed the importance of completing tasks once a commitment had been made. The overview also described the process for establishing accountability within the program. The document was made available to both staff and volunteers alike.

Utilizing criminal record checks through local police units is at the discretion of the organization. The Booze Buzz Project avoided using police checks within this particular program. Several factors lead to this decision, which included: cost and length of time for such procedures, heavy supervision of the volunteers, short amount of actual volunteer hours, and recognizing that the student volunteers had been referred to the committee by respected school advisors, teachers, and public health nurses.

Although anyone over the age of 14 can legally work and volunteer in most establishments, it is still recommended to have a guardian signature before commencing a program. The Booze Buzz Project utilized a form titled 'Parental/Guardian Recognition of Participation' (see Appendix C) to attain desired signatures. This form had a brief overview of the project, and listed the requirements and benefits for volunteering. The intent was to give guardians a sense of the project and to inform them of particular logistics (e.g., volunteers may need to travel to deliver presentations). In addition, a separate form including contact information listing primary and secondary contacts for those involved with the program was distributed. Students and parents were encouraged to contact the organizers with any questions or concerns.

4.2 Student Volunteer Management

Management and support is important if volunteers are to be productive and feel valued. Careful consideration was taken in regards to who would manage the student volunteers, and who would be invited on the committee in a supportive role. Both the Volunteer Manager and committee members' positions were filled with knowledgeable public health professionals, mainly in the area of substance abuse prevention. Also, the Volunteer Manager and the committee members came with years of experience in organizing, instructing, motivating, and working with youth. All those involved were sensitive to social and cultural differences among youth, while maintained a genuine respect for young people. They all believed that youth could make a positive contribution in their communities, especially to their younger peers.

An aspect of volunteer management is to ensure that the volunteers feel welcomed, valued, and appreciated. This was accomplished with the Booze Buzz Project in the form of a 'Letter of Welcome' (see Appendix B). This form clearly outlined the projects main objectives while officially accepting the volunteers to the organization. The volunteer manager and committee members also verbally welcomed volunteers upon their arrival. Additionally, the adult leaders continuously reminded the volunteers that their contributions and effort was valued and appreciated throughout the orientation and training sessions. This verbal affirmation raised spirits and morale, and seemed to contribute to a more unified, constructive group.

4.3 Student Volunteer Health and Safety

Ensuring the health and well-being of the young volunteers was a primary concern for the committee as we began planning for the orientation and training sessions. Steps were taken by the committee through formal meetings to identify potential risks, discuss and evaluate these risks, and finally control them. Through discussions with committee members and in-house staff, it was concluded that there was little perceived potential risks to the young volunteers. The majority of volunteering would take place within a controlled

and supervised office space, presenting little or no physical danger to the volunteers or staff. Any health and safety issues arising would be covered under the company policy, which ensures employees and those visiting the organization are legally covered. For these reasons a “volunteer health and safety statement” was not considered necessary. Both volunteers and guardians were made aware of travel and working requirements for the program through the ‘Parental/Guardian Recognition of Participation’ (see Appendix C).

4.4 Student Volunteer Logistics

During committee meetings numerous topics related specifically to the Booze Buzz Project and to the substance abuse prevention field in general were discussed. Drawing on years of experience, successes and failures, the committee brainstormed potential problems while discussing logical, experience-tested solutions.

Some examples of analyzed questions were:

- proper recruitment procedures,
- potential contacts and partners to aid in the project,
- travel concerns, including safety and reimbursement,
- outline and content of orientation and training sessions, and
- showing appreciation for the volunteers.

5

5.0 PROJECT DEVELOPMENT STAGE

5.1 Recruitment strategy

Having no previous youth volunteers to advertise the project via “word of mouth,” the Booze Buzz Project committee had to devise a recruitment strategy to attract high-school youth in the Greater Toronto area who displayed strong leadership skills. During regular group meetings, several potential places to recruit youth volunteers were discussed. Some ideas included recruitment through: school staff (school advisors, teachers, vice-principals), public health nurses or health educators, volunteer agencies, youth workplaces, churches, community centres, libraries, and various contacts in the substance abuse prevention field. In the end, the recruitment strategy utilized a variety of avenues to attract and engage teens.

First, a colourful recruitment handout was designed which briefly explained the project, the benefits, and left space to fill out contact information (see Appendix D). Toronto Public Health distributed this handout at an ‘In The Drivers Seat’ launch. A public health nurse on the committee arranged for a representative from ARAPO to attend. The ARAPO representative garnered approximately 20 interested students in the Booze Buzz project.

A second outlet utilized was that through a public health nurse in York Region. Contacts were made with certain youth groups in the region that acquired about 10 interested students. Third, a local church youth group was tapped through contacts on the committee, but produced no interested candidates.

Finally, a student advisor who had a strong history of working with health units was identified and contacted. Through her, 20 interested students were attained. With a pool of approximately 55

students, the recruitment process was brought to a close. It was agreed among the committee members that with a pool of students this size, one could reasonably expect between 8 and 15 students would be interested and available in attending the Booze Buzz project training sessions and being a volunteer for the project.

Having attained phone numbers and email addresses through the handout, the communication process began. Bulk emails were sent to all those who signed up for the project, thanking students for their interest and to reply if interested in attending an orientation session. This rendered 16 responses, including four to decline involvement and 12 to express interest in participating in the Booze Buzz project. The group email was sent out two more times in hopes to motivate a few others, but no further responses came.

A second follow-up email was sent to those who had expressed interest with options for attending an orientation session. Students were able to choose the most convenient time to attend (morning, afternoon, or evening sessions and either the first, second, third, or last week of the month). We tabulated responses, and scheduled the orientation session in accordance with the majority of students who would be able to attend.

A third email was sent to finalize the orientation session. After one week’s time, those who had not responded were contacted by phone. Eleven students committed to attending. The day of the orientation session, several sent their regrets. In the end, six interested students arrived for a 2-hour orientation session to learn more about the Booze Buzz Project.

Lessons Learned:

5.2 Student Volunteer Selection

After the orientation session, the selection of volunteers for the project occurred and was carefully managed. The objectives of the project demanded volunteers who are natural leaders, comfortable in front of and within a group setting, and have a genuine interest for alcohol awareness. These objectives were fulfilled by conversing with public health nurses, student advisors, and teachers in regards to recommended students for such a project. As a result, many students involved in the Booze Buzz project were referrals by these individuals. Alcohol awareness activities (e.g. “In The Drivers’ Seat” launch) were used to recruit students with a pre-existing interest and involvement in alcohol-related initiatives within their schools.

The fact that eleven students expressed continued interest after the orientation session did not, unfortunately, provide a large group to draw upon.

Fortunately, all students who expressed interest possessed strong social and presentation skills, with a general interest in alcohol awareness initiatives in

their communities. Most students came highly recommended by their respective student advisors. All were observed and evaluated during the orientation session by attending committee members and the Volunteer Manager. This orientation session also functioned as a group interview, since leadership, teamwork, problem solving, and social skills were observed throughout the two-hour session. Those who were seen as reliable and attended and participated in the training sessions were selected for the project.



Booze Buzz participants complete small-group work

5.3 Development Of Student Volunteer Orientation And Training Sessions

Despite smaller numbers than expected, the orientation session was viewed as a success from the attending committee members. The session was held on a weekday evening. This time was selected based on feedback from the students. Students were greeted and welcomed by committee members upon arrival and were encouraged to help themselves to the provided food and drink. The evening followed a displayed agenda consisting of:

- Welcome and introductions
- Icebreakers
- Detailed overview of the project
- Responsibilities of volunteers and committee members
- Benefits to volunteers and committee members
- Group planning of training sessions
- Distribution of forms and handouts
- Questions
- Adjournment.

The evening was conducted in a casual and relaxed atmosphere, laced with humour and fun. There was background music playing during the introductions and icebreakers, where games and group activities filled an hour of time. These activities were focused on alcohol advertising and meant to gauge the students’ interest and knowledge of the topic. The activities were quick (each about ten minutes in length), involved the entire group, and were seen as quite enjoyable.

The detailed overview of the project outlined the goals and intent of such a project, while addressing logistical matters. This garnered several questions from the students regarding training, which acted as a great segue into discussions around the training sessions. The students were surveyed in regards to the best training format (two full-day sessions, four half-day sessions, etc.), the time of day (morning,

daytime, evening), and the most convenient month (summer months vs. school months) for training sessions. The students were also encouraged to provide examples of successful training procedures from their past and effective methods of learning (e.g., lecture format, group activities, practical learning). From this gathered information, the committee was then able to plan and adapt the training sessions based on requested content and learning styles of the students.

5.4 Delivery of Student Volunteer Orientation and Training

The student volunteer training sessions for the Booze Buzz project took a two-day format, taking place during the last week of August between 9:00AM and 3:30PM, based on feedback from the students. Day One was dedicated to discussing the basics of alcohol advertising, where as Day Two was devoted to analyzing and practicing the Booze Buzz presentation and discussing effective presentation skills (see Appendix E). The training sessions were planned for 11 participants; however, due to transportation difficulties, that number dropped to nine. Some parents found that the training was too far away for parents to bring participants.

Both days began with 25 minutes of icebreakers, moving from “name games” derived from summer camp curriculum, to warm-up activities focused on alcohol advertising (see Appendix F for an example). These opening activities were met with laughter and group cohesion from the outset. After formally introducing the facilitators, the increase in student drinking and its relationship to the increase in alcohol advertising was discussed. This was accomplished through a variety of teaching methods including lecture format, PowerPoint presentations, small-group work, role-playing, video and discussion, and debriefing. The facilitators observed that all these methods worked well, given that no sections lasted more than 45 minutes. It was found that after 45 minutes, attention began to wander. Issuing a ten-minute stretch break or simply shifting teaching methods (e.g., lecture format to small-group work) was enough to retain attention and interest.

After the basics were covered, the students prepared and practiced their Booze Buzz presentations in small groups, returning to the large group for constructive feedback. The students were taught and developed classroom management skills

Several handouts were distributed and explained near the conclusion of the session. These forms included:

- Letter of welcome (see Appendix B)
- Placement description / Volunteer contract (see Appendix C)
- List of staff contact information
- Promotional materials.

The orientation session concluded with final questions and answers and was then adjourned.

and presentation tips which were gradually implemented into their practice presentations as each day progressed. See Appendix G for these learnings.



Booze Buzz participants receive training from public health professionals

The sessions were dotted with frequent breaks and lunch periods. Food was provided during the morning break and at lunch to convey the message of appreciation. The job of facilitator was rotated between four public health professionals to introduce different personalities and teaching methods. Music was played in the background during casual group assignments to create a comfortable and enjoyable working environment.

Overall, the facilitators agreed that the two-day training sessions were a successful endeavour. The student volunteers had an enjoyable learning experience and proceeded from the sessions with motivation, education, and further awareness surrounding alcohol advertising issues as witnessed through the comments below:

“Thank you for taking the time to train us”

“(The ARAPO project) was fun. Good work presenters!”

“Thanks for this opportunity”

“Thanks for making my final days of summer enjoyable!”

5.5 Evaluation Of Student Volunteer Orientation And Training Sessions

Evaluation forms were given to the volunteers after the training sessions in order to assess the orientation and training sessions, and the effectiveness of the facilitators (see Appendix H). A summary of the findings follows:

1. How did you hear about this project?

- From a family member
- From a teacher advisor
- From a person involved in OSAID programs

2. Why did you get involved with this project?

- To be more involved with the community
- To volunteer
- To meet people and interact with students my age and with similar interests
- To tell other youth about the issues in our society
- Because it had a defined purpose
- To share information with the school's OSAID committee
- To include this experience on future resumes and scholarship applications

3. What worked well during the orientation?

- Introductions to others involved in the project
- Detailed overview of the project
- Food
- Icebreakers / mixer games
- Humour

4. What didn't work well during the orientation?

- The time of the orientation was a bit late for those using public transportation

5. What worked well during the training sessions?

- Interesting and clear presentations on alcohol advertising
- Learning valuable skills required while presenting
- Being with students close to my age with open minds
- Games / icebreakers
- Well thought out explanations
- Everyone cooperated with each other
- The handling of information – the facilitators didn't present too much or too little
- The brainstorming sessions and “open for opinion” environment

6. What didn't work well during the training sessions?

- Began to lose interest after lunch
- Location was far away from place of residence
- 8 hours in a room
- Too many breaks

7. What were some positive aspects of the presenters?

- Very informative, enthusiastic, and motivated
- Organized
- Helpful with useful input
- Good at keeping group on track
- Used humour during presentations

8. What were some negative aspects of the presenters?

- Diction and acronyms used above “youth” level
- Incorporated unnecessary examples when explaining

9. How would you rate the training sessions?

(Question was based on a 5 point scale: 1 = excellent; 2 = very good; 3 = good; 4 = fair; 5 = poor. Below are the calculated averages of each question)

<u>Question</u>	<u>Score</u>
Learned new information	1.7
Delivery style	1.8
Appealing / Interesting	2.1
Targeted youth audience	1.7
Motivational	1.9
Fun / Enjoyable	1.7

10. Would you participate in another ARAPO project?

- “It would be fun to get involved with other projects”
- “Yes, I would because I never realized how much alcohol affects society so greatly”
- “Yes, I would. Looking forward to learning more and getting more involved”
- “I would, because this session was interesting”
- “Yes, unless its during school hours”
- “Of course! I learned a lot and would love to assist ARAPO.”

5.6 Support And Supervision For Student Volunteers

The support for the student volunteers was purposefully displayed throughout the orientation and training sessions by the facilitators. The students were continually thanked and applauded for their time and efforts dedicated to the project. This message was conveyed numerous times via both verbal and written communication. The obvious outcome was the students felt valued and took ownership of the work that was being done. There was a high level of enthusiasm, motivation, and confidence towards the projects next steps as the training sessions came to a close. Further

support was conveyed through providing each student with office contact information in case questions arose after the fact. Students were also linked to school advisors and public health nurses.

The student volunteers were supervised at all times during the training sessions through the facilitators' involvement. During the actual presentations, the Volunteer Manager traveled to the presentation sites to accompany the presenters. This not only allowed for a higher degree of safety while at the presentation sites, but the volunteer manager also acted as a source of knowledge or as an extra speaker during the presentations.

6

6.0 FOLLOW-UP STAGE

6.1 Recognition and Retention

The involvement of youth in this project was imperative, reflecting that the outcomes were to facilitate a "peer-education" presentation. Therefore, recognizing efforts initially and throughout the project were important focus areas for the committee. Students were given food and drink during the orientation and both training days. The sessions were formatted in a fun manner incorporating games and mixer activities to create a relaxed and comfortable environment.

Upon completion of the project, the student volunteers were invited to attend a dinner

celebration to recognize their efforts throughout the past months. At the celebration, the volunteers were presented with a 'Certificate of Participation' (see Appendix I), a 'Completion of Volunteer Community Hours' notice (see Appendix J), a small gift, a glowing 'Letter of Reference' (see Appendix K), future access to resources and promotional materials, and an invitation to sit on the ARAPO Advisory Committee.

The training sessions and celebration dinner were followed up with occasional group emails and individual phone calls with thanks and notice of future projects.

6.2 Succession Planning

Contact information of volunteer students was retained for future projects of a similar nature. An evaluation distributed after the training sessions gauged the students' interest and potential involvement in future projects. All reported interest

in future projects, and therefore these students will be contacted if such an opportunity arises. As previously mentioned, an invitation to sit on the ARAPO Advisory Committee as youth representatives was presented and met with interest.

6.3 Delivery and evaluation of student-led Booze Buzz presentations

After training, the volunteer students prepared and presented in schools and organizations in their local areas. The presentations were one hour in length, normally presented in groups of three to grades seven, eight, and nine. Overall, the presentations went well. The Volunteer Manager brought the technical equipment needed to each site. The group would meet for approximately 45 minutes before the start of the presentations to review material, rehearse sections, and prepare the classroom. At the conclusion of each presentation, the students were given a 'Presentation Summary' (see Appendix L) and 'Participant Evaluation Form' (see Appendix M). After each presentation, the facilitators were asked to fill out an evaluation rating their experience (see Appendix N). Below are some general themes:

1. What worked well during the presentation?

- Videos
- Games / Activities
- Started and ended on time
- No glitches

2. What didn't work well during the presentation?

- Spoke too quickly
- Handling of the "tough crowd"
- Lack of audience enthusiasm

3. What would you do differently next time?

- Slow down
- Assess understanding throughout presentation
- Rehearse the material before hand
- Answer questions as they are asked
- Get the audience more involved

4. How would you rate yourself? How would you rate the students? (Questions were based on a 5 point scale: 1 = excellent; 2 = very good; 3 = good; 4 = fair; 5 = poor. Below are the calculated averages of each question)

<u>Question</u>	<u>Score</u>
<i>How would you rate yourself?</i>	
Delivery Style	2.5
Appealing / Interesting	2.5
Targeted Youth Audience	1.8
Knew Content Well	2.0
Fun / Enjoyable	3.0
<i>How would you rate the students?</i>	
Well Behaved	3.0
Participated / Contributed	3.0
Learned Something New	3.0
Understood Concepts	3.0
Enjoyed Themselves	3.5

5. Final Comments?

- Only a few students benefited
- Fun to present
- A different / unique topic to present



Booze Buzz participants discuss the project logistics in detail

7

7.0 CONCLUSION

Many young people possess talents, time, energy, creativity, and passion – all which can be tapped and utilized in a volunteer role. Professionals in Health Promotion should now be aware of the advantages and benefits of utilizing youth in work, responsibility sharing, and decision-making. Good practice and advanced planning in volunteer policy and management, health and safety considerations, recruitment, training, recognition, and evaluation will ensure a successful youth volunteer program. See Appendix O for the Booze Buzz Project Logic Model.

This manual has presented a comprehensive look at the successes and shortcomings of utilizing young people in a volunteer capacity. These findings are based on one pilot project only, but one can reasonably expect that with any youth-based volunteer project there will be hardships and there

will be rewards. This manual has offered valuable tools and advice when involving youth in programming which will prove beneficial to volunteer and health promotion work.

For further information about the Booze Buzz Peer Education Project, please contact ARAPO at the following coordinates:

Association to Reduce Alcohol
Promotion in Ontario
Ontario Public Health Association
700 Lawrence Avenue West, Suite 310
Toronto, Ontario, M6A 3B4
Phone: 416-367-3313 ext. 264
Toll Free: 1-800-267-6817
Fax: 416-367-2844
Email: ARAPO@opha.on.ca



REFERENCES

- AD Track News Release. (1999). *The ads ranked by popularity*. United States: USA Today. Retrieved August, 2005, from www.usatoday.com/money/index/ad067.htm
- Advertising Standards Canada (ASC). (2005). *Welcome to Advertising Standards*. Ontario, Canada: ASC. Retrieved September, 2005, from www.adstandards.com/en/index.asp
- Alcohol HealthWatch. (2005). *Alcohol marketing – an update*. New Zealand: Alcohol HealthWatch. Retrieved August, 2005, from www.ahw.co.nz/alcohol_health_promotion.html
- American Medical Association (AMA). (2003). *Research and facts about youth and alcohol*. United States: AMA. Retrieved August, 2005, from www.ama-assn.org/ama/pub/category/3566.html
- Babor, T., Caetano, R., Casswell, S., Edwards, G., Giesbrecht, N., Graham, K., Grube, J., Gruenewald, P., Hill, L., Holder, H., Homel, R., Osterberg, E., Rehm, J., Room, R. & Rossow, I. (2003). *Alcohol: No Ordinary Commodity - Research and Public Policy*. Oxford, UK: World Health Organization.
- Canadian Radio-Television Telecommunications Commission (CRTC). (2005). *Broadcasting policy monitoring report 2005: Radio, television, broadcasting distribution, social issues, Internet*. Ontario, Canada: CRTC. Retrieved August, 2005, from www.crtc.gc.ca/eng/publications/reports/PolicyMonitoring/2005/bpmr2005.htm#vd1
- Center for Alcohol Marketing and Youth (CAMY). (2002). *Television: Alcohol's aast adland*. Washington D.C., United States: CAMY. Retrieved August, 2005, from www.camy.org/research/files/television1202.pdf
- Center for Alcohol Marketing and Youth (CAMY). (2003a). *Youth exposure to radio advertising for alcohol*. Washington D.C., United States: CAMY. Retrieved August, 2005, www.camy.org/research/files/radio0104.pdf
- Center for Alcohol Marketing and Youth (CAMY). (2003b). *Alcohol advertising and youth factsheet*. Washington D.C., United States: CAMY. Retrieved August, 2005, from www.camy.org/factsheets/index.php?FactsheetID=1
- Center for Alcohol Marketing and Youth (CAMY). (2005). *Youth overexposed: alcohol advertising in magazines, 2001 to 2003*. Washington D.C., United States: CAMY. Retrieved August, 2005, from www.camy.org/research/mag0405/mag0405.pdf
- Collins R., Schell, T., Ellickson P. & McCaffrey, D. (2003). Predictors of beer advertising awareness among eighth graders. *Addiction*, 98, 1297-1306.
- Collins R., Ellickson, P., McCaffrey, D. & Hambarsoomians, K. (2005). Saturated in beer: Awareness of beer advertising in late childhood and adolescence. *Journal of Adolescent Health*, 37, 29-36.
- Ellickson, P., Collins, R., Hambarsoomians, K. & McCaffrey, D. (2005). Does alcohol advertising promote adolescent drinking? Results from a longitudinal assessment. *Addiction*, 100, 235-246.
- Fleming, K., Thorson, E. & Atkin, C. (2004). Alcohol advertising exposure and perceptions: Links with alcohol expectancies and intentions to drink or drinking in underaged youth and young adults. *Journal of Health Communication*, 9, 3-29.
- Grube, J.W. (1995). Television alcohol portrayals, alcohol advertising and alcohol expectancies among children and adolescents. In S.E. Martin (ed.), *The Effects of the Mass Media on the Use and Abuse of Alcohol*. (pp. 105-121). United States: US Department of Health and Human Sciences.

- Grube, J.W., Madden, P.A. & Friese, B. (1996). *The effects of television alcohol advertising on adolescent drinking*. Paper presented at the Annual Meeting of the Research Society on Alcoholism, Washington D.C., United States.
- Hacker, G. & Stuart, L. (1995). *Double dip: The simultaneous decline of alcohol advertising and alcohol problems in the United States*. Washington D.C., United States: Center for Science in the Public Interest
- Hastings, G., Anderson, S., Cooke, E. & Gordon, R. (2005). Alcohol marketing and young people's drinking: A review of the research. *Journal of Public Health Policy*, 26, 296-311.
- Jernigan, D. (2005). *The impact of alcohol advertising on underage youth*. Keynote address: presented at the Risky Drinking: Un-conference, June 27, 2005, Toronto, Ontario. Retrieved August 2005, from www.apolnet.ca/resources/education/presentations.html#YAMM
- Krank, M.D. & Kreklewitz, K.L. (2003a). *Exposure to alcohol advertising increases implicit alcohol cognitions in adolescents* (abstract). Fort Lauderdale, FL, United States: Research Society on Alcoholism.
- Krank, M.D., Wall, A.M., Lai, D., Wekerle, C. & Johnson T. (2003b). *Implicit and explicit cognitions predict alcohol use, abuse and intentions in young adolescents* (abstract). Fort Lauderdale, FL, United States: Research Society on Alcoholism.
- McKenzie, D. (2000). *Under the influence? The impact of alcohol advertising on youth*. Toronto, Canada: Association to Reduce Alcohol Promotion in Ontario.
- Nelson, J. (2005). Beer advertising and marketing update: Structure, Conduct, and Social Costs. *Review of Industrial Organization*, 26, 269 – 306.
- Pirisi, A. (2000). Promoting drinking without thinking: How alcohol advertising lures youth. *The Journal of Addiction and Mental Health*, 3(6), 11.
- Saffer, H. (1997). Alcohol advertising and motor vehicle fatalities. *The Review of Economics and Statistics*, 79(3), 431-442.
- Stacy, A., Zogg, J., Unger, J. & Dent, C. (2004). Exposure to televised alcohol ads and subsequent adolescent alcohol use. *American Journal of Health Behaviour*. 28(6), 498-509.
- Unger, J., Schuster, D., Zogg, J., Dent, C. & Stacy, A. (2003). Alcohol advertising exposure and adolescent alcohol use: A comparison of exposure measures. *Addiction Research and Theory*, 11(3), 177-193.
- World Health Organization (WHO). (1995). *European charter on alcohol*. Copenhagen, Denmark: WHO. Retrieved August, 2005, from www.euro.who.int/AboutWHO/Policy/20010927_7
- Wyllie, A., Zhang, J. & Casswell, S. (1998a). Responses to televised alcohol advertisements associated with drinking behaviour of 10-17 year olds. *Addiction*, 93(3), 361-371.
- Wyllie, A., Zhang, J. & Caswell, S. (1998b). Positive responses to televised beer advertisements associated with drinking and problems reported by 18 to 29-year-olds. *Addiction*, 93(5), 749-760.

Appendix A: Overview of the Booze Buzz Project

The Booze Buzz Peer Education Project (BB Project) is a project of ARAPO (the Association to Reduce Alcohol Promotion in Ontario), in collaboration with OSAID (Ontario Students Against Impaired Driving), Toronto Public Health, York Region Health Services, and Parent Action on Drugs. The project is designed to demystify the role of alcohol and the alcohol industry and educate younger peers through interactive presentations.

The project consists of 16 hours of training at the Ontario Public Health Association. This training will cover in detail: the background and basics of alcohol advertising including advertising guidelines which alcohol advertisers must adhere to; alcohol advertising and its negative effects on youth and children; relevant facts, and statistics, including income, market share, and expenditure on advertising for specific alcohol companies; personal and cultural attitudes towards alcohol abuse and alcohol advertising; how to facilitate an alcohol advertising presentation including practicing and becoming comfortable and familiar with the material, and adding your personal 'feel' to it; highlighting presentation 'soft' skills including facilitating discussions, classroom management, handling difficult questions, knowing your audience, etc.

Goals of the Booze Buzz Project

The goals of this project are to motivate student volunteers to become more involved in health and safety initiatives in their communities and to strengthen alcohol awareness in their schools. These goals will be accomplished in three ways: 1) through training student volunteers about alcohol advertising issues that they may bring that knowledge back to their schools (OSAID chapters) and share, 2) through providing peer-led presentations in schools to raise awareness and action steps regarding alcohol advertising, 3) to produce and distribute a manual to the health promotion, public health sector on young volunteers that they may learn to utilize youth in similar capacities.

Responsibilities of Volunteers

Upon successful completion of the training, the student volunteers will travel to and present a minimum of 1 presentation, approximately 1 hour in length, to an organized group of younger students, accompanied by the Volunteer Manager. More

presentations may be offered depending on the students need for school volunteer hours, practical job experience, personal interest, etc.

To sum, the volunteer is committing to 16 hours (2 days) of training plus the facilitation of 1 presentation.

Responsibilities of committee members

The responsibilities of committee members lie mainly in the planning of the program. Meetings are held monthly to plan training sessions, volunteer manual production, and discuss specific logistics. Some committee members will help deliver the training sessions and be a general source of support for the project. The main contact will answer any questions related to the project and accompany the volunteers to their presentations.

Benefits for Volunteering

At completion of the project, the student volunteer will receive a letter of reference for future employment or post-secondary education, a letter notifying completion of 20 volunteer hours to be approved by their individual school, a small gift, and an invitation to dinner to recognize participation.

There is also the potential for further volunteering. Students can facilitate numerous presentations at their schools and in their communities, completing the required 40 hours of volunteering or more. Also, there are opportunities for youth to participate on alcohol advertising committees, which discuss industry news and plan upcoming activities. These meetings could count towards volunteer hours.

Fit with school OSAID chapters

The BB project is functioning in collaboration with OSAID. ARAPO and OSAID have worked well together participating at impaired driving conferences (CYAID) and programs in the schools (In The Drivers Seat – ITDS; Party in the Right Spirit - PITRS). The alcohol advertising presentations learned through this program can be a focus for an OSAID event or as part of a bigger event (ITDS, PITRS). In addition, OSAID chapters have free access to postcards, pamphlets, posters, use of ARAPO display, presentation materials, etc.

Appendix B: Letter of Welcome

Date

Re: Participation in the Booze Buzz Peer Education Project

Alcohol advertising is abundant and accessible in our society – especially to youth and children. This causes great concern for individuals in the substance abuse prevention field. Research has shown that alcohol advertising influences young people. It pre-programs youth to drink, attracts new drinkers, invites current drinkers to increase consumption, and makes it difficult for those with drinking problems to stop. These scenarios can easily lead to alcohol-related problems, including: impaired driving and crashes, injuries, unwanted sexual activities, poisoning, illness, violence, suicides, and even death. It is for these reasons that the Booze Buzz project aims to demystify the “illusion of drinking” to help reduce such alcohol-related harms.

The Booze Buzz Peer Education Project committee wishes to extend their welcome and appreciation for your involvement with this new and exciting initiative. The project is guided and directed by several diverse and experienced professionals in the substance abuse prevention field. With student volunteers like you involved, we believe the project will be a great success, benefiting your schools and communities.

We wish you all the best with this project and your future involvement in preventing alcohol-related harm.

Sincerely,

Signed.

Appendix C: Placement Description / Volunteer Contract

Parental/Guardian Recognition of Participation

Overview of Project

The Booze Buzz Peer Education Project is a project of ARAPO (the Association to Reduce Alcohol Promotion in Ontario), in collaboration with OSAID (Ontario Students Against Impaired Driving), Toronto Public Health, York Region Health Services, and Parent Action on Drugs. The project is designed to demystify the role of alcohol and the alcohol industry and to help youth educate their younger peers through interactive presentations. The goals of this project are to motivate student volunteers to become more involved in health and safety initiatives in their communities and to strengthen alcohol awareness in their schools.

Requirements and Rewards

Student volunteers will be required to attend 16 hours of training at the offices of the Ontario Public Health Association. Such training will include an introduction to alcohol advertising and its negative effects on youth, along with developing and practicing presentation and facilitation skills. Upon successful completion of the training, the student volunteers will travel to and present at least one presentation, approximately one hour in length, to an organized group of younger students, accompanied by the Volunteer Manager. More presentations may be offered depending on the students need for school volunteer hours, practical job experience, or personal interest.

Upon completion of the project, the student volunteer will receive a letter of reference for future employment or post-secondary education, a letter notifying completion of 20 volunteer hours to be approved by their individual school, a small gift and invitation to dinner to recognize participation.

Student Volunteer Recognition of Participation

I, _____ have read and understand the above and will comply with the requirements of the stated project.

(Signature)

(Date)

Parental/Guardian Recognition of Participation

I, _____ have read the above and understand the involvement of my dependent in the stated project.

(Signature)

(Date)

Home Phone: _____

Office Phone: _____

Volunteer Management Initial: _____

Appendix D: Recruitment

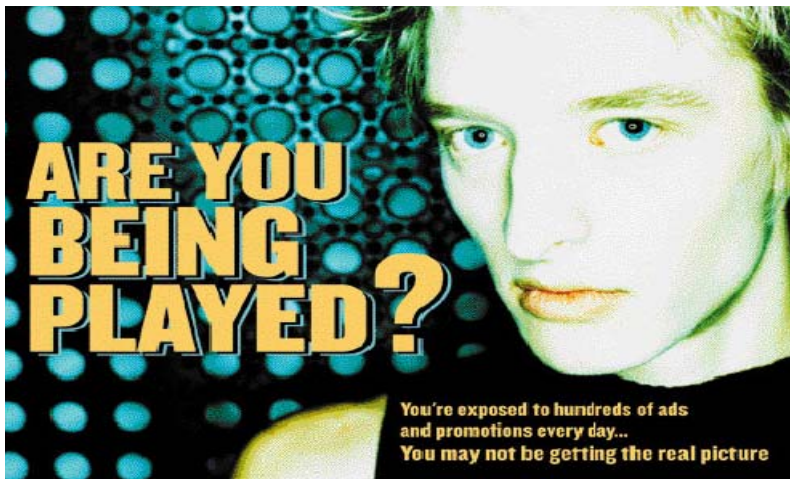
Booze Buzz Peer Education Project

- Do you want valuable skills for your future job?
- Are you interested in alcohol awareness activities?
- Do you want to play a positive role in your school and community?

Then **sign-up with a friend** for the Booze Buzz Peer Education Project hosted by the Association to Reduce Alcohol Promotion in Ontario, under the Ontario Public Health Association! We will be recruiting and training selected secondary students this summer with an **exciting** new youth-led initiative!

Through this **brand new**, youth-led initiative, you will:

- **Learn valuable teamwork, leadership, and presentation skills!**
- **Beef up your resume - Attain strong references and experience for future jobs!**
- **Learn about alcohol awareness and its role in Public Health!**
- **Help your school! Help your community! Help yourself!**



Interested? Fill out the form below and **fax to 416-367-2844, Attn: ARAPO, or email arapo@opha.on.ca** for a form, and you will be contacted with further details. Thank you for your interest!

Please print legibly:

Name: _____

Grade (this fall): _____ Age (this fall): _____

School: _____

Your phone number: _____

Your email address: _____

Appendix E: Training Modules

The training days will take place at the Ontario Public Health Association, where the orientation session was held (see enclosed map for directions). The training days will be held on Monday, August 30 and Tuesday, August 31, 2004. The sessions will run approximately from 9:00 AM to 3:30PM. There will be several breaks during the sessions and lunch will be provided both days. The outline for the training sessions are as follows:

Day One will cover in detail:

- Personal and cultural attitudes towards alcohol abuse and alcohol advertising
- Alcohol advertising and its link with alcohol-related effects on youth and children
- The background and basics of alcohol advertising
- Advertising guidelines which alcohol advertisers must adhere to
- Relevant facts and statistics, including income, market share, and expenditure on advertising for specific alcohol companies
- What can concerned individuals do?
- Introduction and feedback on the Booze Buzz Presentation

Day Two will cover in detail:

- How to facilitate an alcohol advertising presentation
- Practicing and becoming comfortable and familiar with the Booze Buzz Presentation
- Brainstorming and adding your personal 'feel' to the presentation
- Developing 'soft' skills including facilitating discussions, classroom management, handling difficult questions, knowing your audience, etc.
- Scheduling presentations
- Wrap up with final questions or concerns

Please email ARAPO@opha.on.ca if you are able to participate. We hope everyone is able to make the training sessions! We are excited and look forward to working with you on this project!

Signed.

Appendix F: Test Your Knowledge Questionnaire

Test Your Knowledge on Media Literacy and Alcohol Advertising!

Circle True or False for the following questions:

1. Alcohol advertising is only found in magazines, and on the radio and TV. T / F
2. The LCBO controls alcohol advertising. T / F
3. Alcohol ads can make people drink more. T / F
4. Alcohol can lead to injuries, unsafe sex, and even death. T / F
5. Beyoncé can be in a beer commercial. T / F
6. Alcohol can be associated with sports, such as volleyball or scuba diving. T / F
7. There are just as many advertisements encouraging people not to drink as there are encouraging people to drink. T / F
8. There are strict laws that alcohol advertisers must follow. T / F
9. Alcohol ads are pre-approved before going on TV. T / F
10. Once a commercial is on TV, there is nothing you can do about it. T / F

Appendix G: Training Outcomes

1. How do I present?

The Booze Buzz Peer Educators discussed these issues and derived the following suggestions for each section:

Dress

- No uniforms
- No headgear
- No chains
- No sweatpants or skater pants
- Avoid showing cleavage or too much skin
- Dress in a casual, yet mature manner, being respectful of the culture and age of audience

Tone

- Language should be clear and concise
- Use a friendly, accepting tone of voice. Convey the message that you are excited and motivated to be there
- Be accepting of all answers – respect students through your tone of voice

Projection

- Project your voice loud enough that all can hear clearly, in a non-intimidating manner
- Rate yourself – Should I talk louder or quieter? Should I speed up or slow down?
- Recognize that you are older and more mature than your audience
- Feel comfortable in knowing that you will most likely not see these students again

Posture

- Stand straight and upright
- Avoid leaning against the wall, sitting to present, or swaying back and forth
- Use the entire classroom to present (i.e., don't just stay in one place)

2. Ground Rules

The Booze Buzz Peer Educators discussed these issues and derived the following suggestions. From the outset of the presentation the following ground rules should be explained to the participants:

- This is a one hour interactive presentation
- The more you participate, the more you will learn and have fun while doing so
- You need to raise your hand to comment
- One person should speak at a time
- Respect everyone's answers (there are no dumb questions or dumb answers)
- Everyone should have a chance to share their opinion
- Avoid hurtful comments or jokes

3. Top Ten Presentation Tips

The Booze Buzz Peer Educators discussed these issues and derived the following suggestions:

- Set ground rules: Be clear from the outset – Make sure they know who you are, why you are there, and what they will learn
- Use humour
- Be enthusiastic and friendly
- Know your material - Repeat and practice the presentation before entering the class
- Define your roles as presenters'
- One presenter talking at the same time, don't overlap or repeat each other
- Tell them about yourself and why this topic is important to you
- Try to relate the slides back to the underlying point that you are trying to empower students to take action against irresponsible alcohol advertising. Relate back to the headline "Are You Being Played?" – "Are alcohol advertisers just using you for your money?" – "Are you buying into the myth which the advertisers are telling you?"
- Check students understanding as you go or after each section:
 - “Does everyone understand?”
 - “Are there any questions?”
 - “Can everyone hear me?”
 - “Can everyone see the board / TV / Projector, etc.”
- Show respect to the students, teacher, and co-presenters
- Make it fun – Smile, laugh, enjoy yourself

4. Leftovers

These suggestions didn't make the top ten but are still very important to keep in mind when presenting:

- Dress appropriately
- Use the teacher to manage the class if you need to
- Be aware of your tone of voice
- Use relevant examples to teen culture
- Be patient – younger students are less mature, intelligent, and cooperative
- Involve everyone

5. Classroom Management

The Booze Buzz Peer Educators discussed these issues and derived the following suggestions:

- Be aware of your tone of voice
- Ask students who are talking to be quiet. If situation worsens:
 - ask the teacher or Ben to please speak with them
 - separate them
 - assign a task to them
 - place yourself near them
- If no one is participating:
 - offer prizes for correct answers
 - pick people at random for answers
 - use various ways to call on students
 - give students 30 seconds to think about it before asking for an answer
 - break the question down into manageable sections
 - have students discuss the question in small groups for 60 seconds before producing an answer.
- If one student is dominating the 'Question and Answer' section, politely decline their answer explaining that you would like to hear from everyone in the class, and then you will ask them for their answer. Sample phrase: "I'm interested in what you have to say, and I will come back to you, but first I want to see what others think"

Appendix H: Program Evaluation

How did you hear about the Booze Buzz Program?

Why did you want to get involved with this project?

Please comment on the communication process between the Volunteer Manager and yourself?

What worked well in the orientation?

What didn't work well in the orientation?

What worked well in the training sessions?

What didn't work well in the training sessions?

How would you rate the training sessions?

	Excellent	Very Good	Good	Fair	Poor
Learned New Information	1	2	3	4	5
Delivery Style	1	2	3	4	5
Appealing / Interesting	1	2	3	4	5
Targeted Youth Audience	1	2	3	4	5
Motivational	1	2	3	4	5
Fun / Enjoyable	1	2	3	4	5
Other: _____	1	2	3	4	5

Advice for the Presenters ...

Would you participate in another ARAPO project? Why or why not?

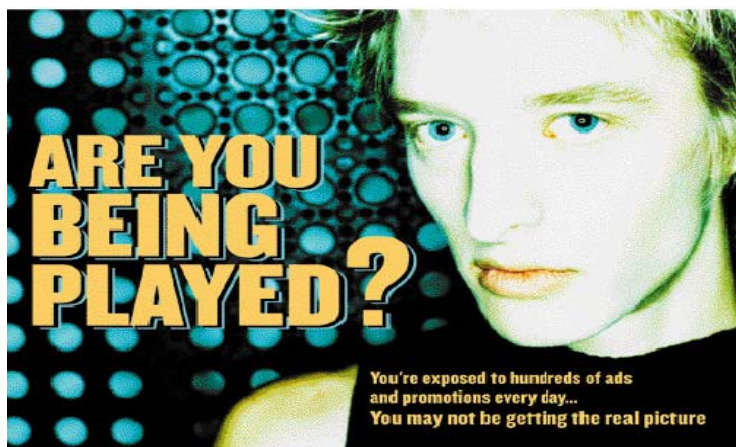
Final Comments...


Thank you for taking the time to fill out this evaluation! Your comments help shape our programs!

Appendix I: Certificate of Participation

This certificate is to acknowledge
the contributions of

in making the [Booze Buzz Peer Education Project](#) a success.



 Thank you from the
Booze Buzz Committee!

Appendix J: Completion of Volunteer Community Hours

Date

This letter is to notify that **(Name of Participant)** of **(Name of School)** has completed **(Number of Hours)** of community service volunteer hours in accordance with the objectives of the below stated project. If you require any further clarification, please do not hesitate to contact us using information provided below.

Overview of Project

The Booze Buzz Peer Education Project is a project of ARAPO (Association to Reduce Alcohol Promotion in Ontario), in collaboration with OSAID (Ontario Students Against Impaired Driving), Toronto Public Health, York Region Health Services, and Parent Action on Drugs. The project is designed to demystify the role of alcohol and the alcohol industry and educate younger peers through interactive presentations. The goals of this project are to motivate student volunteers to become more involved in health and safety initiatives in their communities and to strengthen alcohol awareness in their schools.

Requirements of Project

Student volunteers were required to attend 16 hours of training at the offices of the Ontario Public Health Association. Such training included an introduction to alcohol advertising and its negative effects on youth, along with developing and practicing presentation and facilitation skills. Upon successful completion of the training, the student volunteers traveled to and presented at least one presentation, approximately one hour in length, to an organized group of younger students, accompanied by the Volunteer Manager.

Regards,

Signed.

Appendix K: Letter of Reference

Date

To Whom It May Concern:

Over the months of July to November 2004, **(Name of Participant)** was involved in the Booze Buzz Peer Education Project. This project was hosted by ARAPO (Association to Reduce Alcohol Promotion in Ontario), in collaboration with OSAID (Ontario Students Against Impaired Driving), Toronto Public Health, York Region Health Services, and Parent Action on Drugs. The project was designed to demystify the role of alcohol and the alcohol industry and educate younger peers through interactive presentations. The goals of this project were to motivate student volunteers to become more involved in health and safety initiatives in their communities and to strengthen alcohol awareness in their schools.

(Name of Participant) was required to attend 16 hours of training at the offices of the Ontario Public Health Association. Such training included an introduction to alcohol advertising and its negative effects on youth, along with developing and practicing presentation and facilitation skills. Upon successful completion of the training, **(Name of Participant)** traveled to and presented a least one presentation, approximately one hour in length, to an organized group of younger students, accompanied by the Volunteer Manager.

(Name of Participant) showed maturity and responsibility beyond their years. **(He / She)** displayed excellent leadership, teamwork, problem solving, and social skills within and in front of a group setting. **(He / She)** was a reliable asset to the project, attending and participating fully in the training sessions, and taking those learnings into the presentations. ARAPO was duly impressed with **(Name of Participant)**'s initiative and commitment to the project, and recommends **(His / Her)** services to your organization.

If you require any further clarification or information, please do not hesitate to contact us at the information provided below.

Regards,

Signed.

Appendix L: Presentation Summary

Media Literacy:

Media Literacy is analyzing the media with logical thought. It shows us how advertising is created and used to change our attitudes and opinions.

Advertisements try to sell more than a product. They attempt to sell an image or a lifestyle. These advertisements can shape our attitudes and choices over time.

Alcohol Advertising:

Alcohol advertising is any message that tries to influence the choice, opinions, or behaviours of consumers. Advertising messages are used to promote a product in order to make more money for the company. Alcohol advertising comes in many forms (e.g., TV, radio, Internet, bus stops, concert and sports promotions, clothing, billboards, magazines, paraphernalia...)and utilizes many techniques (e.g., humour, sex appeal, popular music, slogans, familiarity, characters / spokespersons, young-looking actors, relaxed, fun atmosphere...)to attract and influence young drinkers.

Alcohol advertising is on the rise: In 1999, nearly 164,000 alcohol advertisements were aired in Ontario. In 2003, that number jumped dramatically to over 446,000 aired alcohol advertisements.

Potential Consequences of Alcohol Advertisements:

Increased Advertising → Increased Consumption → Increased Alcohol-Related Harm

Problems with Underage Drinking may include:

- Road injuries and deaths (road crashes are the leading cause of death and injury among teens in Canada)
- Snowmobile and boating accidents
- Drinking at hazardous or harmful levels (binge drinking, alcohol poisoning)
- Increase chance of drowning, suicides, violence, vandalism, and disrespect for the environment
- Unwanted sexual advances, assault, rape, unsafe sex
- Early exposure to various chronic diseases

Advertisers' Guidelines:

Guidelines set out by the Alcohol and Gaming Commission of Ontario (AGCO) highlight that alcohol ads must not:

- Promote drinking in general
- Appeal to minors
- Use role models
- Associate drinking with dangerous activities
- Imply that alcohol contributes to professional, social, sexual, or athletic success
- Show irresponsible or illegal use of the product

Advertisers and the Law:

Since 1996, alcohol advertisements have been “controlled” under industry self-regulation. This means alcohol manufacturers voluntarily submit their ads for review for a fee. Research has shown that this system is a very poor method for monitoring alcohol advertisements.

Action Against Alcohol Advertising. What can you do?:

- COMPLAIN! COMPLAIN! COMPLAIN! (see below)
- Organize presentations in schools / communities
- Join a group with similar concerns: ARAPO, OSAID, MADD ...

COMPLAIN! COMPLAIN! COMPLAIN!:

If you see or hear a questionable alcohol ad, follow these easy steps:

LET US DO THE WORK!

Send ARAPO an email to <ARAPO@opha.on.ca> and include your name, address, phone number, email address, company name of the ad you are complaining about and where and when you saw it. ARAPO will contact you for further details and then file a complaint on your behalf!

OR

DO IT YOURSELF!

1) Check the ASC, AGCO, or CRTC website to determine if the advertisement is in violation of the posted guidelines.

Visit: ASC: <www.adstandards.com/en/Standards/adstandards.asp>

AGCO: <www.agco.on.ca/en/b.alcohol>

CRTC: <www.crtc.gc.ca/archive/eng/Notices/1996/PB96-108.htm>

2) Write a strongly worded complaint to ASC, AGCO, or CRTC. Be sure to describe the ad, how it violates existing codes and what you would like done about it. Print a copy of your submission and send a copy to ARAPO.

For complaint forms, visit:

ASC: <www.adstandards.com/en/standards/AdComplaintsSubmit.asp>

AGCO: <www.agco.on.ca/en/b.alcohol/b10.liquoradvertising.html#forms>

CRTC: <www.crtc.gc.ca/RapidsCCM/Register.asp?lang=E>

Helpful References for School Projects and Assignments:

Advertising Standards Canada <www.adstandards.com>

Alcohol and Gaming Commission of Ontario <www.agco.on.ca>

Alcohol Policy Network <www.apolnet.ca>

Association to Reduce Alcohol Promotion in Ontario <www.apolnet.ca/arapo>

Canadian Radio-television Telecommunications Commission <www.crtc.gc.ca>

Center for Addiction and Mental Health <www.camh.net>

Center on Alcohol Marketing and Youth <www.camy.org>

Marin Institute <www.marininstitute.org>

Ontario Health Promotion Resource System <www.ohprs.ca>

Appendix M: Participant Evaluation Form

Please take a few moments to fill out this evaluation form. Your comments help us improve for future events. Thank you.

How would you rate this presentation?

	Excellent	Very Good	Good	Fair	Poor
Learned New Information	1	2	3	4	5
Delivery Style	1	2	3	4	5
Appealing / Interesting	1	2	3	4	5
Targeted Youth Audience	1	2	3	4	5
Other: _____	1	2	3	4	5

What worked well?

What didn't work well?

Advice for the Presenter(s) ...

You are a:

Student Teacher Health Promoter PHN Other

Organization / School: _____

Appendix N: Facilitator Evaluation

Your Name:

Names of your co-presenters:

Where did you present?

How many people were present?

What was their age / grade?

What worked well during the presentation?

What didn't work well during the presentation?

What would you do differently next time?

Did the presentation flow? What would you change about it?

How would you rate yourself?

	Excellent	Very Good	Good	Fair	Poor
Delivery Style	1	2	3	4	5
Appealing / Interesting	1	2	3	4	5
Targeted Youth Audience	1	2	3	4	5
Knew Content Well	1	2	3	4	5
Fun / Enjoyable	1	2	3	4	5
Other: _____	1	2	3	4	5

How would you rate the students?

Well Behaved	1	2	3	4	5
Participated / Contributed	1	2	3	4	5
Learned Something New	1	2	3	4	5
Understood Concepts	1	2	3	4	5
Enjoyed Themselves	1	2	3	4	5
Other: _____	1	2	3	4	5

Final Comments...

Thank you for taking the time to fill out this evaluation! Your comments help shape our programs!

Appendix O: Buzz Buzz Project Logic Model

A project of the Association to Reduce Alcohol Promotion in Ontario, the goals of the Booze Buzz Peer Education Project are to motivate and enable students to become more involved in alcohol-related health and safety-oriented initiatives while strengthening alcohol advertising awareness in their schools and communities.

