



Applied Prevention Message Development

Framing as Strategic Communication - Part II

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What we'll do today

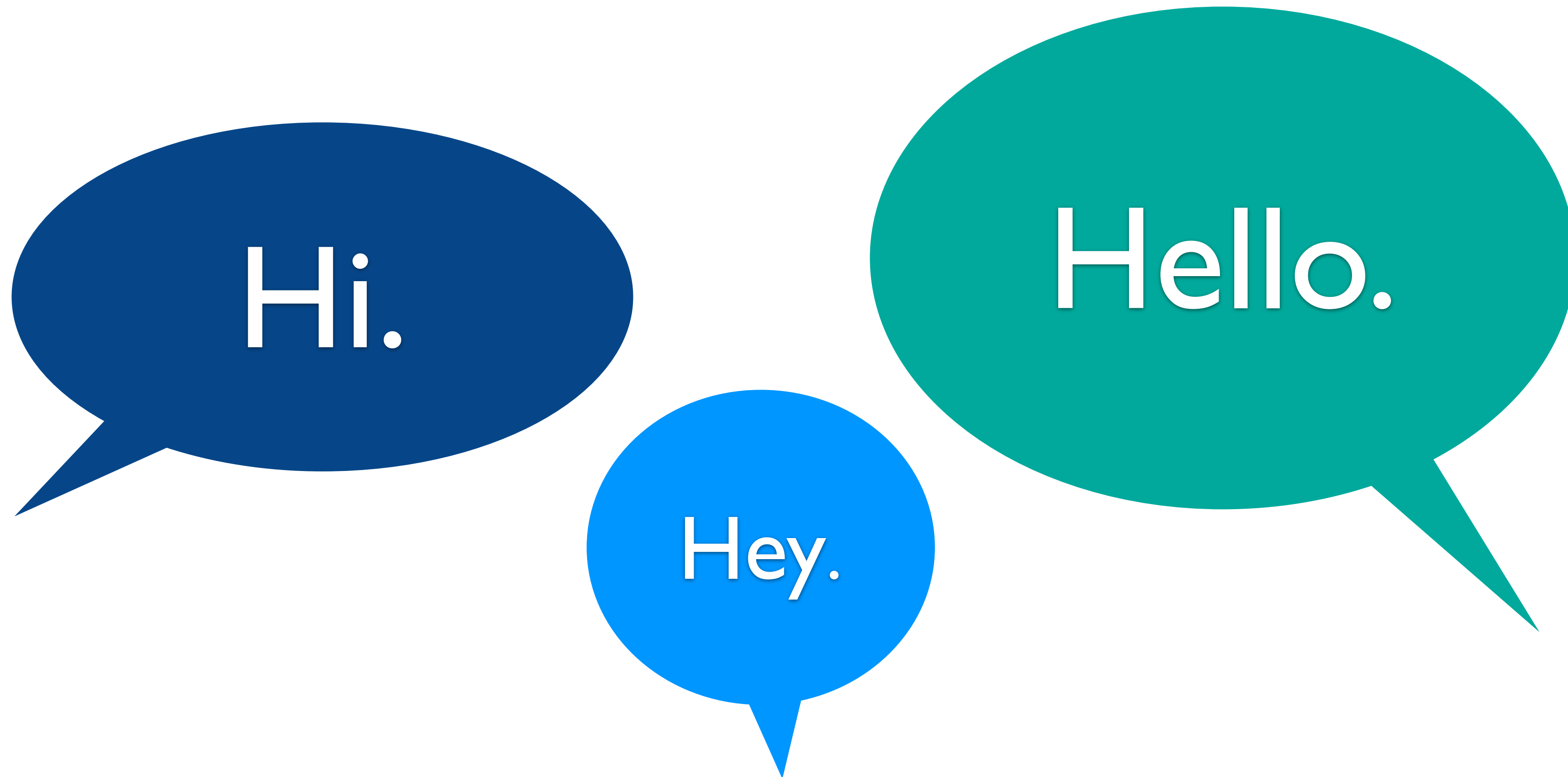
Part I (1:10 - 2:10)

- Quick Review - Why does framing matter?
 - What assumptions in public understanding can we anticipate and navigate in communications about prevention and wellbeing?
 - What strategies shift thinking?
 - What strategies should communicators avoid?
- **PRACTICE: FRAMING with METAPHORS**
(the WHAT and HOW of the work)

Part II (2:20 - 3:20)

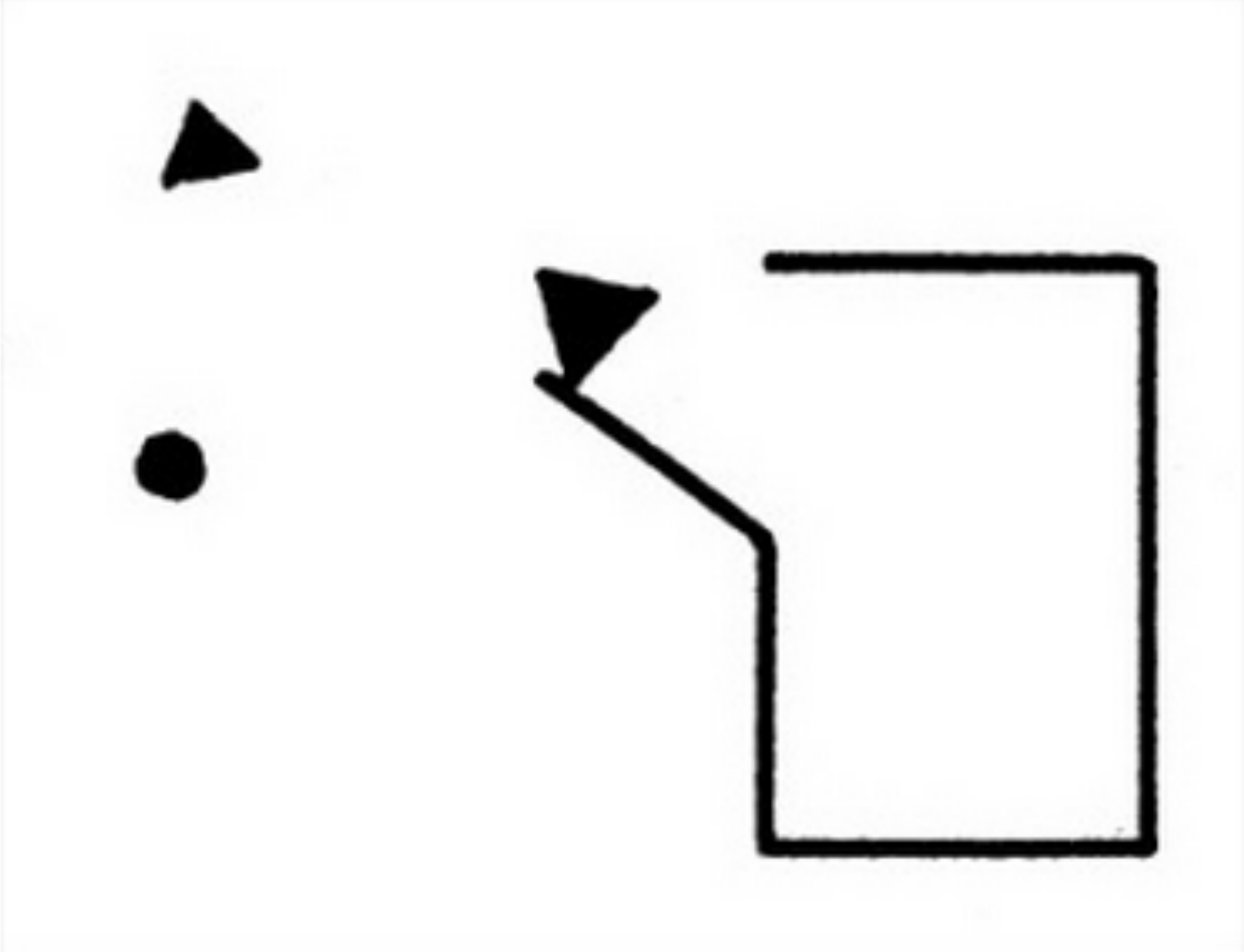
- Quick Review - Why does framing matter?
 - Why communicate with the WHY of your work?
- **PRACTICE: FRAMING with VALUES**
- Generating language to give to the teens for their campaign generation activities - sending these stories forward!

Every Communication is Framed



▶ A Brief Experiment

There's a story there -- whether or not you're telling it



Opinions as Expectations

“People approach the world not as naïve, blank-slate receptacles who take in stimuli ...in some independent and objective way, but rather as experienced and sophisticated veterans of perception who have stored their prior experiences as an organized mass. This prior experience then takes the form of expectations about the world, and in the vast majority of cases, the world, being a systematic place, confirms these expectations, saving the individual the trouble of figuring things out anew all the time.”

– Deborah Tannen, *Framing in Discourse*. New York:
Oxford University Press, 1993



Framing influences how people understand an issue

The purpose of **screening adolescents** for alcohol and drug use is to catch and punish this behavior.



23%
say yes

The purpose of **asking adolescents about** alcohol and drug use is to catch and punish this behavior.



3%
say yes

The purpose of **having a conversation with adolescents about** alcohol and drug use is to catch and punish this behavior.




1%
say yes



Let's Go!





**Navigating around
communications challenges**



Strategic framing is about choices:

- what to say
- what to emphasize
- what not to say

in order to shape people's understanding of an issue.

Values	Tone	Messenger
Numbers	Order	Explanatory Chains
Narrative	Explanatory Metaphors	Examples
Solutions	Visuals	Context



Framing with values

Values

VALUES are a broad category of cherished cultural ideals: enduring beliefs that orient individuals' attitudes and behaviors.

Values help to establish why an issue matters and what is at stake.

As a frame element, values do the work of:

- Establishing a collective orientation
- Tapping emotions that work for policy thinking: curiosity, concern, and can-do

ME

vs



Framing Challenges:

Individualism, Wellbeing = Financial Stability, Support = The Basics

Reframing Solution: *Human Potential*



“When we support wellbeing, we make sure that everyone can reach their potential and fully contribute to our communities.”

Framing Challenges:

Experimentation is natural, Willpower

Reframing Solution: *Moral Responsibility*



“We have a moral obligation to keep youth out of harm’s way. Early use of tobacco, alcohol, marijuana, and other drugs can be harmful - and so, we have a shared responsibility to prevent and reduce substance use among adolescents.”



Framing Practice

Introducing yourself with the WHY

“What do you do?” We often answer this question with our title or our organization, but what if we responded with the WHY of what we do?

Imagine that you’re introducing yourself at a party. Set up your work with Human Potential, using the Value before mentioning particulars. Example: *I’m Nancy, and my work makes sure that our young people have access to the things that we all need to thrive - things like access to resources and opportunities which help them to reach their full potential.*

Use your reframe card to put in as strong a “dose” of the Value as you can manage.

Write your introduction on an index card. The facilitator will give instructions for share-out.





Framing Practice

Sending the stories forward


Each table has been given a scenario.

Working with your group, spend fifteen minutes carrying over language and ideas learned from Parts I and II onto the worksheet on your table for the given scenario.

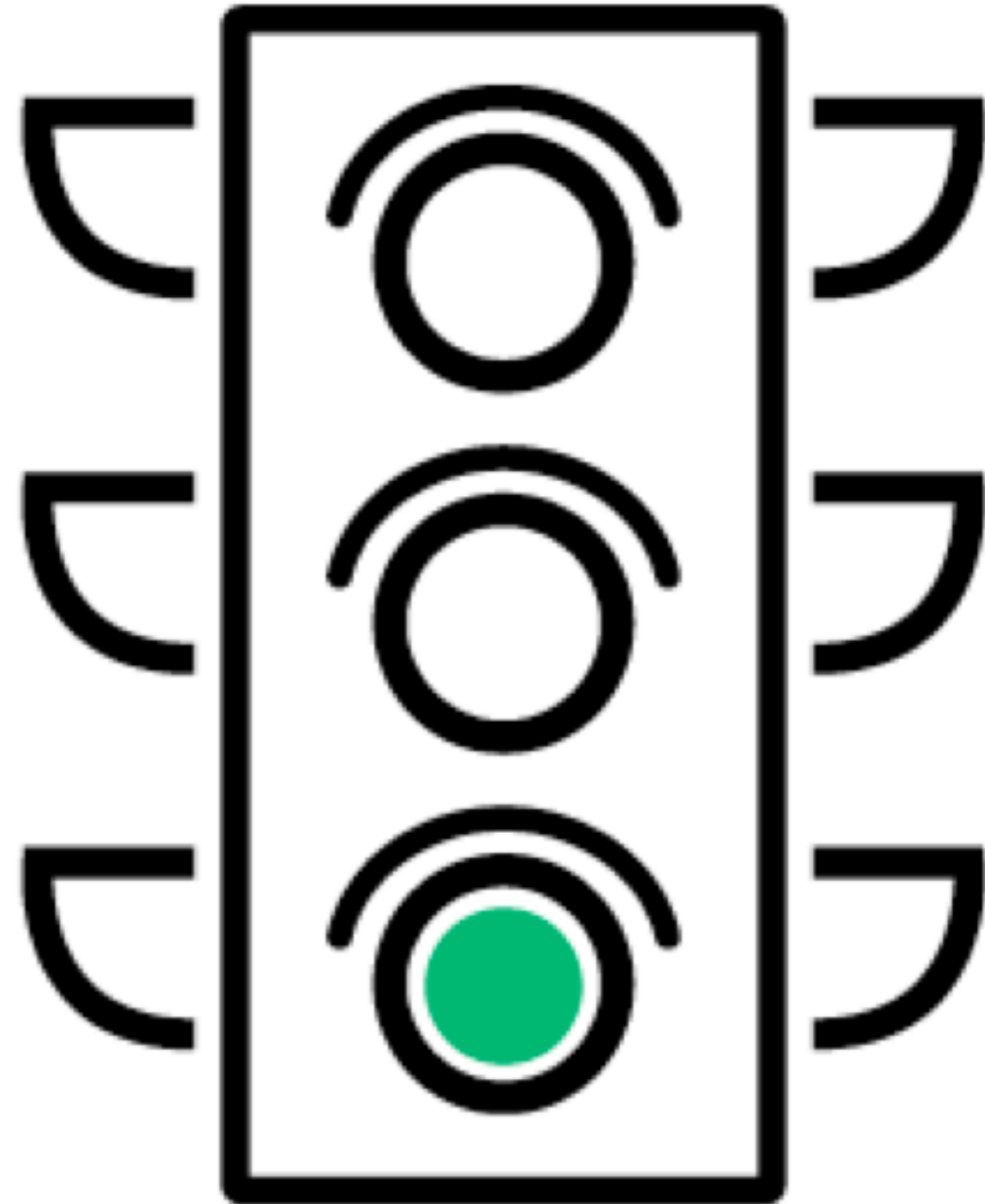
This will be given to the teens this afternoon for them to use to generate campaigns.



Overview of Framing Fixes



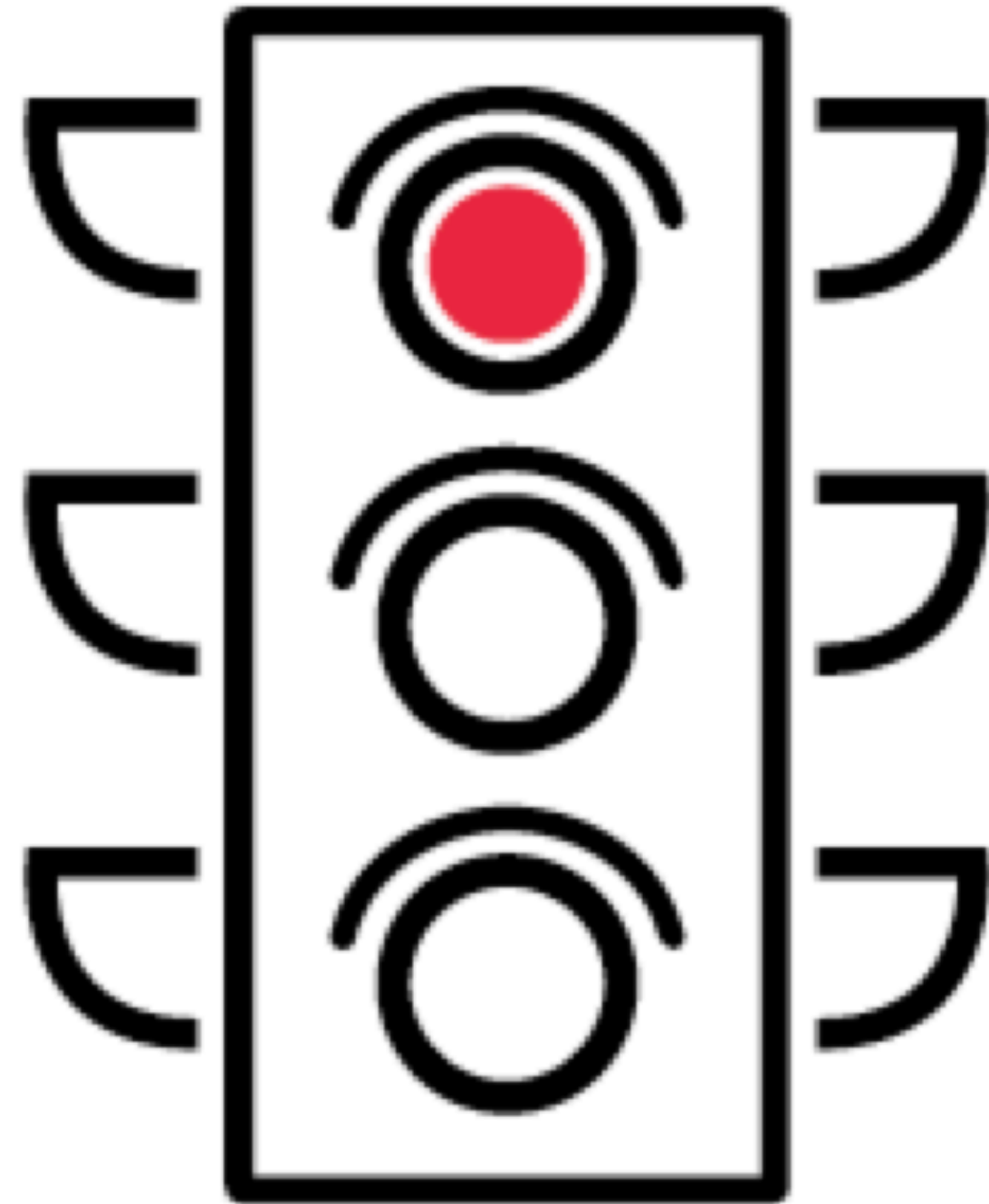
Strategies to use



GO!

- DO combine the *Responsibility* value with explanations of the effects of adolescent substance use.
- DO use the *Boiling Over* metaphor to explain why and how substance use should be addressed.
- DO explain primary care providers' role in preventing adolescent substance use.
- DO feature pediatricians and adolescents as messengers.
- DO use naming alternatives for "screening" whenever possible.

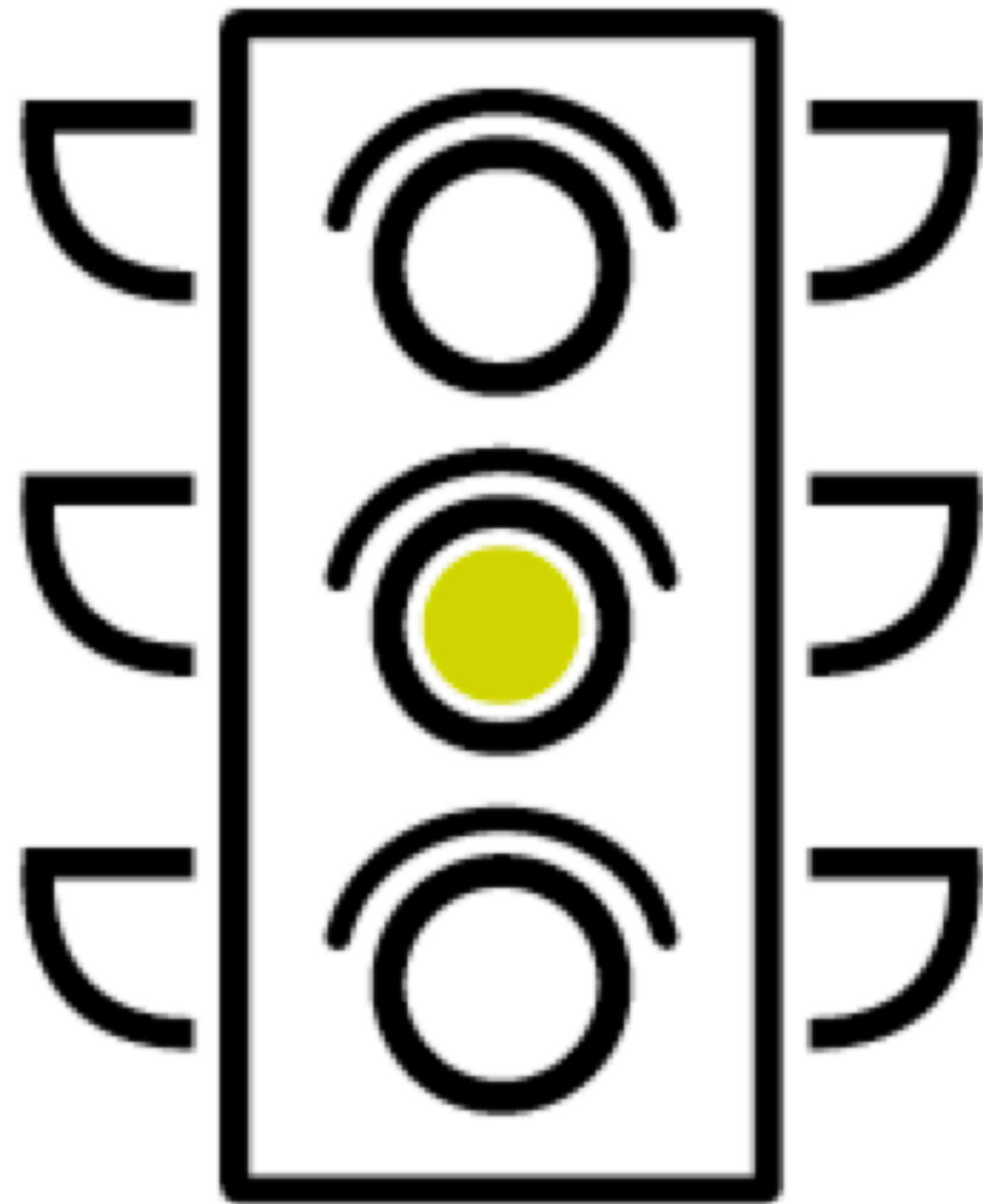
Strategies to avoid



STOP!

- DO NOT appeal to Health and Happiness when explaining why substance use needs to be addressed.
- DO NOT use the term “screening” to describe conversations about substance use.

Strategies that require caution



SLOW DOWN!

- CAUTION: Avoid framing this as an issue of economic wellbeing or prosperity.
- CAUTION: Think twice before using analogies to asthma or other health problems to explain protective factors and solutions for substance misuse.

Expansion of a key message:

We are engaging educators in making conversations about substance use more widespread.

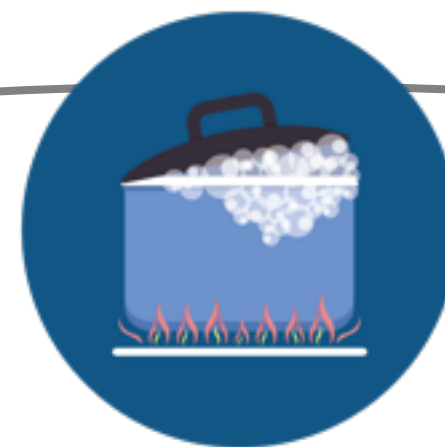
How does this work? What is standing in the way of success?

What can we do about it?

Why does this matter?



Apply the *Responsibility* value:
High school principles are committed to the futures of Kentucky's young people. Part of that responsibility is helping prevent the negative health effects of substance use.



Apply the *Boiling Over* metaphor:
We know that high school age children are still developing and growing. And we don't want their use of substances to heat up and boil over into health problems during this time.

Fill in a solution or next step:
This is why we need to make sure that our staff are ready for conversations with young people about substances and substances use. We need to know what the risks are, and to have more guidance on how to support prevention on a community level.

Thank you!



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Discussion questions

- How do you support other communicators in using campaign materials?
- What types of support do you need in using campaign materials?
- What opportunities do you have in the future to make use of campaigns?
- What other campaigns have you used (e.g. Count it, Lock it, Drop It) and how have you used them?

Patterns in public thinking about...

Adolescent Substance Use

Adolescence

- Bounded Risk
- Perforated Family Bubble
- (Cognitive hole around brain development)

Effects

- Behavioral Effects (and nothing else)

Context

- Social Pressure
- Parental Normalization

Experimentation w/ Alcohol & Marijuana

- Natural
- Inevitable
- Acceptable
- Dangerous

Emotional Distress

- Escape
- Talk Therapy and Counseling

Motivation

- Willpower
- Fatalism
- Scare Them Straight



Implementing Framing Strategies

Expanding on a key message

[Insert key message here]

How does this work? What is standing in the way of success?

What can we do about it?

Why does this matter?

