

BRANDON EMERGENCY ALERTING PROJECT

PUBLIC EDUCATION REFERENCE GUIDE

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## PUBLIC EDUCATION CAMPAIGN REFERENCE GUIDE

### **FORWARD**

The City of Brandon, the Brandon Emergency Support Team, the Community Advisory Committee for Emergency Preparedness, Acoustic Technology Inc., Probe Research, Manitoba Hydro, Brandon Regional Health Centre, Brandon School Division, Riding Mountain Broadcasting, Craig Broadcasting, Standard Radio, The Brandon Sun, The Wheat City Journal are pleased to have taken part in THE Brandon Emergency Alerting Project which demonstrated and evaluated new alerting technologies and products in cooperation with Industry Canada.

Our long term vision for public alerting sees a community that has the technological resources to notify each and every one of its citizens through a variety of means. We recognize that the majority of emergency events occur at the local level and impact upon localized populations. With this in mind, we envision our citizens as being educated to the point where they understand what an alerting message is telling them and they are motivated to take the actions necessary to help themselves and their neighbours. We see the citizens of Brandon as partners in our emergency preparedness program and as such each having a vital role to play to protect everyone's safety.

The hazard assessment for the City of Brandon identifies transportation and industrial accidents as likely occurrences. Any release of a chemical product by such an occurrence has a high level of maximum threat to the community. Brandon is also identified as being vulnerable to severe weather such as tornadoes. Portions of the City are built below the flood level of the Assiniboine River and are protected by dikes. Failure of a dike would require instant notification of the people located in the flood zone. The City also has occasional fires, in both residential and commercial buildings and smoke carrying toxic chemicals may necessitate a notification.

We believe that an alerting technology is part of a complete system of emergency preparedness and that it coupled with proper and realistic public education will have a dramatic effect on the lives of everyone living in our City. This includes people with special needs. An alerting system must be part of a complete program so that people are not surprised by the alert. In fact they should be expecting to be alerted every time the need arises and they should be expecting to be alerted in a variety of ways.

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### **1. THE BRANDON EMERGENCY ALERTING PROJECT**

In 2003, the City of Brandon, Manitoba along with many community partners tested a wireless siren system designed for use in community emergency alerting. The project called the Brandon Emergency Alerting Project (BEAP) was supported by Industry Canada, the Brandon Emergency Support Team (B.E.S.T.), the Community Advisory Committee for Emergency Preparedness, and several business partners. The following project goal was set:

#### Project Goal

To determine if a siren alerting system is effective and acceptable to the citizens of Brandon.

Feedback was obtained through various community meetings and forums to help determine the style of siren sound that the community might find acceptable. It was realized very early on that this was a project for the people of Brandon and as such B.E.S.T. would ensure that the citizens had input. This became a major focus of the project in that Probe Research was hired to survey the public to determine what the people really thought of the idea and the technology. Like the results or not B.E.S.T. would use this information to make a final decision on the merits of a siren system for community alerting. Although the members of B.E.S.T. believe that an alerting system is needed they also understand that it has to be a system that the public will embrace.

One of the founding B.E.S.T. members conducted research into siren manufacturers and settled on ATI from Boston, Massachusetts. They made a presentation to B.E.S.T. and it was agreed to use this company.

The equipment decided on was a wireless system as follows:

- One Central Control Station - REACT 4000 Central Control Unit Model 4000CCU. With microphone for live PA, radio, antenna, antenna surge suppressor (one way system).
- One High-Power Speaker Station - Model HPSS16. With integrated RC for UHF/VHF radio communications with Central Station, antenna and antenna surge suppressor. Custom configured speaker head. Capable of producing various tone signals and live voice broadcasts. Standard power feed of 120V and battery back-up operation in the event of power loss. NEMA - 4 enclosure of painted metal.
- One strobe light. Mounted at the top of the siren.
- One wireless interface to key facilities.
- One Tone Alert Receiver

BEAP had the commitment of numerous people and organizations to make this project work. A BEAP team was established coordinated by the City's Emergency Coordinator. Technical assistance was provided by ATI personnel. Research assistance was provided by Probe Research Inc. Clarification of community issues came from the Community Advisory Committee for Emergency Preparedness. Clarification of business, health care, and school issues was provided by the members of the Brandon Emergency Support Team. Additional assistance came from City staff and Departments helping with equipment. The Brandon Regional Health Authority permitted BEAP to use their VHF radio system for the tests. Manitoba Emergency Measures Organization provided

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advisory support. Manitoba Hydro assisted with the installation of a wooden pole and making the necessary electrical supply available. Imperial Radio assisted with the two-way radios. The Brandon Amateur Radio Club installed the antenna. Local media from Standard Radio, Craig Broadcasting, and Riding Mountain Broadcasting formed a Media Team.

The speaker station was installed in the 900 block of Douglas Street. Manitoba Hydro determined that a 65 foot wooden pole would be required and it was installed. The antenna and cable was installed on the roof of Assiniboine Community College. The cable connects to the Central Control Unit which is located in a room in ACC. On June 6, 2003 the installation of the speaker station, central control unit, and radio links was completed.

The Public Education Campaign for the Brandon Emergency Alerting Project (BEAP) was extremely successful. The campaign included radio, television, newspapers, direct mailings, street signs, internet, public postings, and community meetings. When people were interviewed in telephone surveys it was found that more than 90% were aware of BEAP.

BEAP has experienced great cooperation and participation from the community. The Community Advisory Committee for Emergency Preparedness has provided the main volunteer base both in focusing the campaign direction and in preparing some of the educational materials. The Brandon Emergency Support Team has also provided guidance and volunteer assistance. Radio, TV, and the print media have been instrumental in assisting BEAP produce a well rounded campaign. The public readily participated in the telephone interviews conducted by Probe Research.

The Public Education Campaign has been successful in providing several types of information:

- an overview of the project so that people would understand the who, what, where, when, and why of BEAP
- identifying the east part of Brandon as the test area
- instructing people on what they should do when they hear the siren or see the strobe
- requesting that people cooperate with the surveyors so that we can learn
- identifying the BEAP supporting sponsors

Probe Research's data shows that people have a good understanding of the project through the public education campaign. Of the 90% who were aware of the project, everyone could recall where they had heard about it. Many could recall several sources. There is also good support for an emergency alerting system with more than 90% endorsing the idea to some degree. Of those who heard the siren, nearly 53% followed the instructions provided by the campaign. For those who did not hear the siren, 66% indicated that they knew the instructions to follow.

The local media and the Community Advisory Committee for Emergency Preparedness were involved right from the start in developing the original proposal for Brandon's siren demonstration and evaluation project. When the project was approved the Project Coordinator made contact with the various media outlets in Brandon and received assurances that they were willing to help out with this community project. The radio and television media agreed quite

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readily to work together on the project while the newspapers were more standoffish. The Community Advisory Committee also confirmed its support and willingness to volunteer.

The Media Plan included:

- creating a Media Team with liaison person
- finding a good name for the project
- developing a look to tie things together
- publicizing the Project Coordinator's contact information for citizens
- radio and television advertisements and public service announcements to be run four days before an event
- Project Coordinator preparing a presentation for use with community meetings/forums
- radio would make air time for interviews with the Project Coordinator
- television would run an ongoing PSA during the test period in May to July
- radio and television news would make an extra effort to cover activities
- public television and the City would produce a 30 minute TV show on BEAP
- public television would assist with a 10 minute video for school children
- Project Coordinator would write articles for weekly paper
- newspaper advertisements would run three days before an event
- Community Advisory Committee would assist with developing flyers
- B.E.S.T. faxes would keep members up-to-date
- B.E.S.T. Display Board in City Hall would be used
- Web page on [www.brandon.ca](http://www.brandon.ca) would be developed
- street signs would be posted at all entrances to the City

A Media Team was established and Russell Maloney, CKX TV, agreed to act as the media liaison for the project. The team was made up of representatives from Radio, TV, and the Project Coordinator. The Media Team worked very well at keeping the four radio stations and one television station on the same page and developed a cooperative advertising/PSA schedule. Print media never became involved in the planning or development and treated the project purely for its news worthiness.

Many meetings were held both in person and on the phone to develop the look and feel of the campaign. A local graphic design company was hired to develop the look which was then used through many aspects of the campaign. Radio and television ads were written and produced by the Media Team. The name, Brandon Emergency Alerting Project (BEAP), was settled on.

The Project Coordinator worked with members of the Community Advisory Committee to develop the written material that would be delivered to every mailing address in the test area. These were then translated into several languages and distributed through help agencies. This material was also posted in City Hall and on [www.brandon.ca](http://www.brandon.ca).

The Community Advisory Committee members were consulted frequently on various aspects of BEAP. They readily agreed to assist with the siren tests by taking sound pressure level samples

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and acting as trouble shooters during the siren activations. The Media Team was also involved in the testing by ensuring that announcers were aware when the siren was activated so that an “emergency broadcast” could be read.

BEAP was introduced to the public through a community meeting and three public forums. Once the technical aspects of BEAP were in place and the first test date was set the media campaign began with a launch at the siren speaker station.

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### **2. MATCHING THE CAMPAIGN TO YOUR PUBLIC**

It is very important to match your public education campaign to the public that are going to receive it. It is necessary to identify the diverse make-up of that population according to their culture, language, and education level. It is also necessary to be aware of people's different learning styles and for that reason a variety of educational methods should be utilized. In fact, the more variety you have in delivering your message the more successful your campaign will be.

In emergency alerting your target audience has the potential to be everyone and anyone who happens to be located in your area of jurisdiction when the alerting message is provided. In a general sense you need to know who these people are. In other words, what experiences has their cultural background provided that may impact the way they receive your message? Will they understand your message if it is provided in French or English? Will they understand the message if it is spoken at a Grade six level of comprehension? What level of reading skills have they acquired?

In identifying the make-up of the public you must be aware of privacy issues but these should not be an encumbrance because you are not interested in identifying individuals. Be aware the Freedom of Information and Protection of Privacy Act requires that when you come into the possession of some private information about someone that you are to protect it. Therefore if you learn about an individual who only speaks one language you are not to identify them as such. Your response should be to provide information in that person's language. This may be done on a community wide basis or may be provided on a limited basis through some help organization that may have contact with the group.

The important thing is that for your public education program you do not need to know individuals in any detail. You need to know if there are cultural or language barriers that will prevent your message from reaching your target audience and being understood. Once you know the barriers, the solutions should be available within your community by accessing a variety of resources and contacts.

It is also very important to realize that the most effective campaign will utilize several different types of media to get their message across. BEAP found that young people are most likely to learn things from the radio. Middle aged people were more inclined to read brochures and mail. In addition to that a quarter of the people who took part in the BEAP survey said they learned about the program in newspaper advertising and another quarter said they learned about it in newspaper stories. Radio news, television advertising and television news were each mentioned by 15% of respondents. BEAP had an amazing awareness rate of 90%. The message from this success is loud and clear, if you want people to know about your program provide your message in as many forms, locations, languages and times as possible.

Resources to assist you in discovering the barriers include:

Statistics Canada community profile information. This is good information but is not always up-to-date.

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Economic Development personnel. Good source of information about the current and anticipated workforce make-up.

Planning District personnel for information on the variety and mix of land use, including residential and business types. Good source but may not have the detail needed. Once you have a general idea a visual inspection of the area will answer a lot of questions.

Municipal departments. Good source for information about barriers they may have encountered. Emergency Coordinator for identification of key facilities. Good source of information. This person should have numerous contacts and be able to find people with the answers to many of your community make-up questions.

Canada Post for the number of mailing addresses. Good current information.

Multicultural councils for information about population types. Membership varies in these organizations and you need to locate the person with the information. Each organization has one or two “keepers of the knowledge” and once located you will learn a lot about the cultural diversity in your area.

First Nation organizations. Good source of information to identify languages and educational levels. They may have tutorial programs that will identify areas to be aware of when providing information.

Adult learning centres for information about different types of languages being spoken. Good source for understanding current language barriers.

Municipal councillors and other well connected community members who have information about the population. Good source of information if you identify the right person with whom to consult.

Ecumenical associations for information about congregation make-up. Can be a good source as church groups often are early supporters of recent immigrants.

Media sales people for information about their market. Good source as long as you are aware of their programming market.

All cultural organizations are good contacts when trying to locate people within the organization who can help you design and deliver your message.

Survey data that your community may have collected can be an excellent source of information.

The following information was part of the BEAP initiative in Brandon and relates to the situation at the time of the testing.

Situation	Resulting Communication Action
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<p>Population present in single family dwellings, row housing, apartment blocks, seniors housing complex, hospital, residential care, light and heavy industrial operations, health care workers, elementary school and community college teachers and students, general commuters</p>	<ul style="list-style-type: none"> <li>• Advertising and PSA’s on four local radio stations to account for the variety of listening choices</li> <li>• Advertising and PSA’s on local television</li> <li>• Advertising in both local newspapers to account for the variety of readership</li> <li>• Post signs at the seven major entrances into the City for commuters awareness</li> <li>• Deliver flyers by mail to all 2,931 addresses</li> <li>• Provide a web page on <a href="http://www.brandon.ca">www.brandon.ca</a></li> <li>• Post information on the B.E.S.T. Display Board in City Hall</li> <li>• Provide Project Coordinator’s phone number on all material.</li> </ul>
<p>Population present who speak Korean, Chinese, Spanish, and Amharic (limited English). They are not isolated as they are members of small supporting groups</p>	<ul style="list-style-type: none"> <li>• Provide information in language of choice so that members of the supporting group have access to share with the group</li> </ul>
<p>Population present who are retirement age</p>	<ul style="list-style-type: none"> <li>• Provide information in a manner that is respectful of those with a lot of life experience</li> <li>• Provide information in a format that is simple and non-technical; however be prepared to answer questions that may be technical in nature</li> <li>• Provide Project Coordinator’s phone number on all material.</li> </ul>
<p>High percentage of population present are not familiar with agriculture sector and there for may not have understanding of chemical related risk</p>	<ul style="list-style-type: none"> <li>• Be prepared to provide information and answer questions related to hazardous materials incidents</li> </ul>
<p>Population present who have not completed high school</p>	<ul style="list-style-type: none"> <li>• Provide information in a format that is simple and non-technical; however be prepared to answer questions that may be technical in nature</li> <li>• Provide Project Coordinator’s phone number on all material.</li> </ul>
<p>Population present who are school age children</p>	<ul style="list-style-type: none"> <li>• Provide information directly to the schools through individual principles</li> <li>• Provide a video designed for schools</li> <li>• Schools to receive same media information as others in test area</li> </ul>

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### BEAP Advertising Development

Two 30 second television commercials were written. One was generic in nature and one provided the specific dates of upcoming tests. Only the generic one was produced. The script was written by the television writers and approved by the Project Coordinator.

One radio commercial was produced. It was generic in nature. The script was written cooperatively by the radio stations and approved by the Project Coordinator. Both the television and the radio spots were voiced and re-voiced, for the second half of the project, by the Project Coordinator. This reduced production costs as the same commercial could be played on any station without voice recognition being an issue for the stations.

A template for print advertisements was created and was used to create a variety of ads in the two local newspapers. The design style was also utilized for the street signs and flyers.

Twenty-one different public education methods were considered for BEAP of which nineteen were used. An assessment of each public education method follows.

### Radio

Radio was utilized for advertising, news broadcasts, and information entertainment. Radio worked very well in providing several different types of information. All radio stations worked well together and shared in the writing and production of material. The voice used for the commercial was the Project Coordinator which simplified production and could be aired on any station without voice recognition being an issue. The radio ad was linked to more project information through the web address provided. An effort was made to report on the progress of the project on news casts. The Project Coordinator was given ample time to get the message out during early morning programming. The radio station personnel were also willing and able to react to changes with very short notice. They also took a very active role in the testing process having people both waiting and advising of siren activation as well as providing on air announcements as part of the testing.

Limited by:

- exclusive use of English
- length of time available to present information so messages must be short and simple
- radio must be tuned to participating station and turned on.

Probe said 53 % of people reported hearing about BEAP through the radio.

### Television

TV was utilized for advertising, public service announcements, and news broadcasts. The TV station worked well with the Project Coordinator. Russell Maloney, a CKX Television employee was the Media Advisor to BEAP. TV worked very well in providing several different types of information. The voice for the advertising was the same as used on the radio. The TV ad was linked to more project information through the web address provided. The ad was also

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run as a PSA. All significant events were covered by the news.

Limited by:

- exclusive use of English
- length of time available to present information so messages must be short and simple
- require viewers to have a TV on the right channel to get the message.

Probe said 25 % of people reported hearing about BEAP through the television.

Public television produced and broadcasted a segment on BEAP as part of the City of Brandon's *One 2 One* program. This effectively covered all aspects of BEAP and allowed the various siren tones to be played and discussed. The program was linked to more project information through the web address provided and Project Coordinator's phone number.

Limited by:

- exclusive use of English
- level of professional assistance available to produce a professional product. Must rely on own script and host interviewer.
- require viewer to have a TV on the right channel to get the message.

Newspaper

Newspapers were utilized for advertising, news coverage, and an information article. The newspapers did not take an active role in the project. Newspaper did a good job responding to short notice changes to advertising copy. The background of the ads had the siren logo as a water mark. The newspaper ad was linked to more project information through the web address provided and Project Coordinator's phone number. The print media treated BEAP strictly as news and did not produce an information piece. The only information piece published was written by the Project Coordinator who writes a semi-regular article for a weekly paper.

Limited by:

- exclusive use of English
- the amount of space available to present information
- arms-length relationship with BEAP
- information must be ready at least two days before printing ads, however space was reserved ahead of time when BEAP schedule was set
- must have a copy of the paper and be able to read

Probe said 41 % of people reported hearing about BEAP through reading the newspaper.

Flyers

Approximately 3000 flyers were delivered to every mailing address in the test area on two occasions. One mailing was just before the first test. Copies were also produced in Korea, Chinese, and Spanish and provided to help agencies working with new immigrants. This was

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produced on yellow paper and included the siren logo as a water mark. The flyers were linked to more project information through the web address and Project Coordinator's phone number. The colour and water mark tied things in with the street signs and newspaper advertising. The 8 ½ by 11 paper was able to provide full details of the project and could say exactly what the BEAP personnel wanted to say without being filtered by the media.

Limited by:

- information that can be prepared at least a week ahead of production and delivery schedule.
- must have an address within the test area to receive a copy

Probe said 31 % of people reported hearing about BEAP through reading the flyers.

### Street Signs

Street signs were posted at seven locations in the City so that people coming into Brandon would have an opportunity to be aware of BEAP and what they should do if they hear the siren. This helped announce the project to all people. The background colour was yellow and had the siren logo as a water mark.

Limited by:

- exclusive use of English
- the size of the sign
- the message must be short and simple so those driving by can read and understand it.

Probe said 1 % of people reported hearing about BEAP through reading the street signs.

### Council Updates

Council Updates were provided on the City of Brandon's Intranet periodically and could be provided weekly if warranted. These go to the Mayor and all City Councillors as well as to 260 computer users in the City network. These can provide as much detail as required to ensure the project is understood and are read by Council.

Limited by:

- the effort to gain access
- must have a computer with Internet access
- must know how to use a computer

[www.brandon.ca](http://www.brandon.ca)

The web page, BEAP, included the information from the flyers as well as an opportunity to play the siren tones. The page was activated May 16, 2003. There were 6 hits in May, 216 in June, 252 in July, 134 in August, 179 in September, 216 in October, 144 in November.

Limited by:

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- the effort to gain access
- must have a computer with Internet access
- must know how to use a computer

Probe said 1 % of people reported hearing about BEAP through the Web.

### B.E.S.T. Display Board

The B.E.S.T Display Board is located in City Hall and has been in place for a number of years. People are used to seeing a variety of emergency preparedness related displays. BEAP has provided the flyers in all languages as well as photographs of various BEAP items. Also available are other emergency preparedness publications which then link the need for an alerting system with the hazards Brandon faces.

Limited by:

- must be able to read information in language provided
- must be in City Hall

### Project Coordinator

The Project Coordinator's phone number has been included on the flyers and newspaper ads. The Project Coordinator has received 6 phone calls from citizens regarding the second half of BEAP.

Limited by:

- knowing who to contact
- Project Coordinator availability
- Project Coordinator limited to English

Probe said 9 % of people reported hearing about BEAP through contact with the Project Coordinator.

### Community Meetings

The community meetings provided opportunity for detailed explanation of the project enhanced by the ability to clarify any misunderstandings that people may have had. Two community meetings were held, one was attended by 27 people, and one by 14 people.

Limited by:

- attendance numbers
- Project Coordinator limited to English

### Electronic

E-mail and Fax was used to keep BEAP Team members and B.E.S.T. members informed of the projects developments and requirements for assistance. This worked well for those who have e-mail. E-mail saves a lot of time for organizers as an alternative to individual phone calls.

Limited by:

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- the effort to gain access
- must have a computer with Internet access or fax machine
- must know how to use a computer

### Community Presentations

Two community presentations were used to provide BEAP information. One was a BRHC in-service and one was a conference presentation for the office of the Fire Commissioner. Both provided opportunity for detailed explanation of the project enhanced by the ability to clarify any misunderstandings that people may have had.

Limited by:

- attendance numbers
- people may or may not be from the test area

### Student classroom, Tape/CD Recorded Messages

These two methods were not utilized. Plans had been made to have a volunteer group go to the three schools in the test area and make a presentation to students but a video to support this program was not completed in time.

### Note

It is important to note that Probe reported that 0% of the survey group did not know where they heard about BEAP. In other words this was a very successful campaign.

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Detailed examination of Public Education Methods used by BEAP .

Did the Public Education Method provide opportunity to communicate to those with:

Public Education Method	Working knowledge of English	Less than working knowledge of English
Radio advertising	Yes, message kept simple	No, speed of speech
Radio newscasts	Yes, message simple	Somewhat
Radio morning show	Yes, Q & A format provides opportunity for clarification	No, speed of speech
Television advertising	Yes, message kept simple	No, speed of speech
Television newscasts	Yes, message simple	Somewhat
Public TV Program One 2 One	Yes, Q & A format provides opportunity for clarification. Pre-recorded tones demonstrated.	No, speed of speech
Newspaper advertising	Yes, message kept simple but must read	Yes/No, reading level
Newspaper news	Yes/No, depends on reading level	Yes/No, reading level
Newspaper B.E.S.T. articles	Yes/No, depends on reading level	Yes/No, reading level
Flyers/Handouts	Yes/No, depends on reading level	Yes/No, reading level
Street signs	Yes/No, depends on reading level	Yes/No, reading level
Council updates		
www.brandon.ca	Yes/No, depends on reading level	Yes/No, reading level
B.E.S.T. display Board	Yes/No, depends on reading level	Yes/No, reading level
Project Coordinator	Yes, Q & A format provides opportunity for clarification. Pre-recorded tones demonstrated.	Yes when interpreter available
Community meetings	Yes, Q & A format provides opportunity for clarification. Pre-recorded tones demonstrated.	Yes when interpreter available
electronic	Yes/No, depends on reading level	Yes/No, reading level
student classroom	Not implemented	
public forums	Yes, Q & A format provides opportunity for clarification. Pre-recorded tones demonstrated.	Yes when interpreter available
tape/CD recorded	Not implemented	

Did the Public Education Method provide opportunity to make people aware of the project goal

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to determine the effectiveness and acceptance of using a wireless siren system to alert the public to large scale emergencies within the City of Brandon:

Public Education Method	Positive use of opportunity	No use made of opportunity
Radio advertising	Yes	
Radio newscasts	Yes	
Radio morning show	Yes	
Television advertising	Yes	
Television newscasts	Yes	
Public TV Program One 2 One	Yes	
Newspaper advertising	Yes	
Newspaper news	Yes	
Newspaper B.E.S.T. articles	Yes	
Flyers	Yes	
Street signs		Possible but limited information space available
Council updates	Yes	
www.brandon.ca	Yes	
B.E.S.T. display Board	Yes	
Project Coordinator	Yes	
Community meetings	Yes	
electronic	Yes	
student classroom		Not implemented
public forums	Yes	
tape/CD recorded messages		Not implemented

Did the Public Education Method provide opportunity to make people aware that this is a test project to:

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Public Education Method	Demonstrate new technology	Evaluate new technology	Learn what citizens think	Learn how well the public ed campaign worked	Prepare reports for Canadians
Radio advertising	No	No	Yes	No	No
Radio newscasts	Yes	Yes	Yes	No	No
Radio morning show	Yes	Yes	Yes	Yes	Yes
Television advertising	No	No	Yes	No	No
Television newscasts	Yes	Yes	Yes	No	No
Public TV Program One 2 One	Yes	Yes	Yes	Yes	Yes
Newspaper advertising	No	No	Yes	No	No
Newspaper news	Yes	Yes	Yes	Yes	Yes
Newspaper B.E.S.T. articles	Yes	Yes	Yes	No	No
Flyers	Yes	Yes	Yes	No	No
Street signs	No	No	No	No	No
Council updates	Yes	Yes	Yes	Yes	Yes
www.brandon.ca	Yes	Yes	Yes	No	No
B.E.S.T. display Board	Yes	Yes	Yes	No	No
Project Coordinator	Yes	Yes	Yes	Yes	Yes
Community meetings	Yes	Yes	Yes	Yes	Yes
electronic	Yes	Yes	Yes	No	Yes
student classroom	Not implemented	Not implemented	Not implemented	Not implemented	Not implemented
public forums	Yes	Yes	Yes	Yes	Yes
tape/CD recorded messages	Not implemented	Not implemented	Not implemented	Not implemented	Not implemented

Did the Public Education Method provide opportunity to make people aware of the project parameters:

Public	Who is	What the	Why it is	When it is	Where it is
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Education Method	conducting the testing	testing is to accomplish	being conducted	being conducted	being conducted
Radio advertising	Yes	Yes	Yes	Yes	Yes
Radio newscasts	Yes	Yes	Yes	Yes	Yes
Radio morning show	Yes	Yes	Yes	Yes	Yes
Television advertising	Yes	Yes	Yes	Yes	Yes
Television newscasts	Yes	Yes	Yes	Yes	Yes
Public TV Program One 2 One	Yes	Yes	Yes	General time frame	Yes
Newspaper advertising	Yes	No	No	Yes	Yes
Newspaper news	Yes	Yes	Yes	Yes	Yes
Newspaper B.E.S.T. articles	Yes	Yes	Yes	General time frame	Yes
Flyers	Yes	Yes	Yes	Yes	Yes
Street signs	Yes	No	No	General time frame	No
Council updates	Yes	Yes	Yes	No	Yes
www.brandon.ca	Yes	Yes	Yes	General time frame	Yes
B.E.S.T. display Board	Yes	Yes	Yes	Yes	Yes
Project Coordinator	Yes	Yes	Yes	Yes	Yes
Community meetings	Yes	Yes	Yes	Yes	Yes
electronic	Yes	Yes	Yes	Yes	Yes
student classroom	Not implemented	Not implemented	Not implemented	Not implemented	Not implemented
public forums	Yes	Yes	Yes	Yes	Yes
tape/CD recorded messages	Not implemented	Not implemented	Not implemented	Not implemented	Not implemented

Did the Public Education Method provide opportunity to make people aware of how best to participate in the survey by:

Public Education	Taking part in test activities	Answer all questions	Answer all questions
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Method	before survey	thoughtfully	honestly
Radio advertising	No	No	No
Radio newscasts	Yes	Yes	No
Radio morning show	Yes	Yes	Yes
Television advertising	No	No	No
Television newscasts	Yes	Yes	No
Public TV Program One 2 One	Yes	Yes	Yes
Newspaper advertising	No	No	No
Newspaper news	Yes	Yes	Yes
Newspaper B.E.S.T. articles	Yes	Yes	Yes
Flyers	Yes	Yes	Yes
Street signs	No	No	No
Council updates	Yes	Yes	Yes
www.brandon.ca	Yes	Yes	Yes
B.E.S.T. display Board	Yes	Yes	Yes
Project Coordinator	Yes	Yes	Yes
Community meetings	Yes	Yes	Yes
electronic	Yes	Yes	Yes
student classroom	Not implemented	Not implemented	Not implemented
public forums	Yes	Yes	Yes
tape/CD recorded messages	Not implemented	Not implemented	Not implemented

Did the Public Education Method provide opportunity to make people aware of how to participate in the feedback process:

Public Education Method	Participate by listening, reflecting,	To be open to dynamic project	To share opinions on suitability	To share opinions on project	To share opinion on lessons

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	discussing		for Brandon	experiences	learned
Radio advertising	No	No	No	No	No
Radio newscasts	Yes	Yes	Yes	Yes	No
Radio morning show	Yes	Yes	Yes	Yes	Yes
Television advertising	No	No	No	No	No
Television newscasts	Yes	Yes	Yes	Yes	No
Public TV Program One 2 One	Yes	Yes	Yes	Yes	Yes
Newspaper advertising	No	No	No	No	No
Newspaper news	No	Yes	Yes	No	No
Newspaper B.E.S.T. articles	No	Yes	Yes	Yes	No
Flyers	Yes	Yes	Yes	Yes	No
Street signs	No	No	No	No	No
Council updates	Yes	Yes	Yes	Yes	Yes
www.brandon.ca	Yes	Yes	Yes	Yes	No
B.E.S.T. display Board	Yes	Yes	Yes	Yes	No
Project Coordinator	Yes	Yes	Yes	Yes	Yes
Community meetings	Yes	Yes	Yes	Yes	Yes
electronic	Yes	Yes	Yes	Yes	Yes
student classroom	Not implemented				
public forums	Yes	Yes	Yes	Yes	Yes
tape/CD recorded messages	Not implemented				

Did the Public Education Method provide opportunity to make people aware of how to react to the siren:

Public Education Method	Know what to do	Know when to do it
Radio	Yes	Yes

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advertising		
Radio newscasts	Yes	Yes
Radio morning show	Yes	Yes
Television advertising	Yes	Yes
Television newscasts	Yes	Yes
Public TV Program One 2 One	Yes	Yes
Newspaper advertising	Yes	Yes
Newspaper news	Yes	Yes
Newspaper B.E.S.T. articles	No	No
Flyers	Yes	Yes
Street signs	Yes	Yes
Council updates	Yes	Yes
www.brandon.ca	Yes	Yes
B.E.S.T. display Board	Yes	Yes
Project Coordinator	Yes	Yes
Community meetings	Yes	Yes
electronic	Yes	Yes
student classroom		
public forums	Yes	Yes
tape/CD recorded messages	Not implemented	Not implemented

Did the Public Education Method provide opportunity to make people aware of funding for the project:

Public Education Method	Providers of funding	Dollar value
Radio advertising	No	No

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Radio newscasts	Yes	Yes
Radio morning show	Yes	Yes
Television advertising	No	No
Television newscasts	Yes	Yes
Public TV Program One 2 One	Yes	Yes
Newspaper advertising	No	No
Newspaper news	Yes	Yes
Newspaper B.E.S.T. articles	No	No
Flyers	Yes	Yes
Street signs	Yes	Yes
Council updates	Yes	Yes
www.brandon.ca	Yes	Yes
B.E.S.T. display Board	Yes	Yes
Project Coordinator	Yes	Yes
Community meetings	Yes	Yes
electronic	Yes	Yes
student classroom	Not implemented	Not implemented
public forums	Yes	Yes
tape/CD recorded messages	Not implemented	Not implemented

Did the Public Education Method provide opportunity to make people aware of possible outcomes:

Public Education Method	May meet community needs	May partially meet community needs	May not meet community needs
Radio advertising	No	No	No

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Radio newscasts	Yes	No	No
Radio morning show	Yes	Yes	Yes
Television advertising	No	No	No
Television newscasts	Yes	Yes	Yes
Public TV Program One 2 One	Yes	Yes	Yes
Newspaper advertising	No	No	No
Newspaper news	Yes	No	No
Newspaper B.E.S.T. articles	Yes	Yes	Yes
Flyers	Yes	No	No
Street signs	No	No	No
Council updates	Yes	Yes	Yes
www.brandon.ca	Yes	No	No
B.E.S.T. display Board	Yes	No	No
Project Coordinator	Yes	Yes	Yes
Community meetings	Yes	Yes	Yes
electronic	Yes	No	Yes
student classroom	Not implemented	Not implemented	Not implemented
public forums	Yes	Yes	Yes
tape/CD recorded messages	Not implemented	Not implemented	Not implemented

Did the Public Education Method use a level of information to give:

Public Education Method	Basic understanding of project	Easy to follow instructions	Basic desired actions by citizens
Radio advertising	Yes	Yes	Yes
Radio newscasts	Yes	Yes	Yes
Radio morning show	Yes	Yes	Yes

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Television advertising	Yes	Yes	Yes
Television newscasts	Yes	Yes	Yes
Public TV Program One 2 One	Yes	Yes	Yes
Newspaper advertising	No	Yes	Yes
Newspaper news	Yes	No	Yes
Newspaper B.E.S.T. articles	Yes	No	No
Flyers	Yes	Yes	Yes
Street signs	No	Yes	Yes
Council updates	Yes	Yes	Yes
www.brandon.ca	Yes	Yes	Yes
B.E.S.T. display Board	Yes	Yes	Yes
Project Coordinator	Yes	Yes	Yes
Community meetings	Yes	Yes	Yes
electronic	Yes	Yes	Yes
student classroom	Not implemented	Not implemented	Not implemented
public forums	Yes	Yes	Yes
tape/CD recorded messages	Not implemented	Not implemented	Not implemented

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### **3. PUBLIC EDUCATION TEMPLATE FOR EMERGENCY ALERTING**

#### **Steps from Start to Finish**

- 1) Determine that you want to initiate a public education campaign**
- 2) Determine the membership of your project team**
  - a) Municipal administration
  - b) City Council
  - c) Business and Industry
  - d) Community
  - e) Technical advisors
  - f) Media
- 3) Select a team leader who will manage the project.**
- 4) Identify the diversified public within your targeted area that the public education campaign will address.**
  - a) Statistics Canada community profile information
  - b) Economic Development workforce information
  - c) Planning District land use information
  - d) Municipal departments
  - e) Emergency Coordinator
  - f) Canada Post
  - g) Multicultural councils
  - h) First Nations organizations
  - i) Adult learning centres
  - j) Municipal councillors
  - k) Ecumenical associations
  - l) Media sales personnel
  - m) Survey data
- 5) Determine the scope of the program**
  - a) Goal
    - i) To introduce the use of and have the public correctly respond to an emergency when the (type) system is activated in response to large scale emergencies within the (area) .
  - b) Objectives
    - i) Written planning to detail who, what, where, when, and how things will be done to meet the goal
  - c) Budget
  - d) How to measure success
- 6) Determine the type and level of information and knowledge to be disseminated**
  - a) Information will be provided so that citizens
    - i) understand the project is
      - (1) to learn what citizens think about such a system
      - (2) to learn how well our public education campaign worked
    - ii) understand project parameters
      - (1) who is conducting the testing
      - (2) what is the testing to accomplish

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- (3) why is it being conducted
  - (4) when is it being conducted
  - (5) where is it being conducted
  - iii) understand the project goal
  - iv) react to siren
    - (1) know what to do
      - (a) follow through with appropriate actions
    - (2) know when to do it
      - (a) follow through with appropriate actions at appropriate time
  - v) take part in surveys (if using a survey for measuring program success)
    - (1) by taking part in test activities to then take part in the surveys
    - (2) answer all questions thoughtfully
    - (3) answer all questions honestly
  - vi) provide feedback
    - (1) participate by listening, reflecting, and discussing
    - (2) be open to a dynamic project
    - (3) share opinions on the project
      - (a) suitability of alerting for your community
      - (b) attend community meetings
      - (c) project experiences
      - (d) lessons learned
    - (4) media
    - (5) Councillors
    - (6) project team members
  - vii) be aware of funding sources
    - (1) who is providing funding
    - (2) dollar value
  - viii) be aware of the possible outcomes
    - (1) system may meet the community needs for alerting
    - (2) system may partially meet the community needs for alerting
    - (3) system may not meet the community needs for alerting
  - b) Information will be provided at a level
    - i) For the audience that take into account:
      - (1) comprehension level
      - (2) reading level
      - (3) language
    - ii) to provide a basic understanding of the project
    - iii) to provide easy to follow instructions
    - iv) to provide a basic understanding of the desired actions by citizens
- 7) Determine the level of awareness and knowledge of the public desired as a result of campaign**
- a) Desired percentage of citizens surveyed are able to provide
    - i) an understanding of the alerting system
    - ii) what to do in response to an alert

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- iii) other project specific items such as
  - (1) to demonstrate or evaluate new technology
  - (2) to learn what citizens think about such a system
  - (3) to learn how well your public education campaign worked
- iv) An understanding of the project parameters
  - (1) who is conducting the testing
  - (2) what is the testing to accomplish
  - (3) why is it being conducted
  - (4) when is it being conducted
  - (5) where is it being conducted
- v) An understanding of the project goal
- vi) An awareness of how to react to alerting
  - (1) know what to do
    - (a) follow through with appropriate actions
  - (2) know when to do it
    - (a) follow through with appropriate actions at appropriate time
- vii) Survey responses (if using a survey for measuring program success)
  - (1) indicating project awareness
  - (2) answer all questions thoughtfully
  - (3) answer all questions honestly
- viii) An awareness of how to provide feedback
  - (1) community meetings
  - (2) media
  - (3) Councillors
  - (4) project team members
- ix) An awareness of funding sources
  - (1) who is providing funding
  - (2) dollar value
- x) An awareness of possible project outcomes
  - (1) system may meet the community needs for alerting
  - (2) system may partially meet the community needs for alerting
  - (3) system may not meet the community needs for alerting

### **8) Identify potential public education campaign partners**

- a) Media
  - i) Commercial radio
  - ii) Local area FM radio (campus radio)
  - iii) Commercial television
  - iv) Community television
  - v) Newspapers
    - (1) Daily
    - (2) Weekly
    - (3) Specialty
    - (4) Coffee shop flyers
  - vi) Public relations professionals

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- (1) Municipal
- (2) Business and Industry
- vii) Institutional
  - (1) School Division
  - (2) Regional Health Authority
- b) Project Team members meet individually with potential partners
  - i) Inform
  - ii) Solicit support
  - iii) Gain commitment
- 9) Develop a detailed Public Education Campaign Plan**
  - a) Consult with Media partners
  - b) Ensure everyone is on side
  - c) Determine a style for the campaign
  - d) Consult on a project name
  - e) Develop information copy
  - f) Outline advertising budget
  - g) Determine initial media release
    - i) time-frame
    - ii) content
  - h) Determine information
    - i) frequency
    - ii) time-frame
    - iii) content
  - i) Develop parameters of alerting project
    - (1) Schedule of events
      - (a) Noon television
      - (b) Radio talk shows
      - (c) Feature newspaper articles
      - (d) Media launch
      - (e) Advertising
        - (i) Radio
        - (ii) Television
        - (iii) Newspaper
        - (iv) Flyers
        - (v) Posters
        - (vi) signage
    - (2) Public relations firm agrees to assist with determining a project “look”
    - (3) Radio/TV media actions
      - (a) write copy with project team member
        - (i) share copy between media
        - (ii) follow project “look”
        - (iii) project team member to voice radio and TV spots
      - (b) determine frequency of advertising and public service announcements
        - (i) book time slots

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- (c) schedule talk show appearances for project team member
- (4) Print media actions
  - (a) Write copy with project team member
    - (i) share copy between print media
    - (ii) follow project “look”
  - (b) determine frequency of advertising
    - (i) book advertising schedule
- (5) Municipal administration actions
  - (a) Place information on web page as requested
    - (i) follow project “look”
  - (b) Install alerting project informational street signs
    - (i) follow project “look”
  - (c) prepare and have flyers delivered to area homes and businesses
    - (i) follow project “look”
- (6) One media person agrees to act as liaison for project
- (7) All agree to follow-up meeting as required

### **10) Determine appropriate public education methods**

- a) Working knowledge of English (Grade 6)
  - i) all forms of public education including; radio, television, print, student classroom, parent handouts, community meetings, public forums, electronic
- b) Less than working knowledge of English
  - i) print, student classroom, parent handouts, specialized community meetings, tape/CD recorded messages, electronic

### **11) Hold media launch at a significant installation**

- a) Ensure there is something for a good backdrop
  - i) police and fire vehicles present
- b) Coordinated by Project Coordinator and Media Liaison
  - i) provide Media Release
    - (1) invite Media
    - (2) invite Mayor and Councillors
  - ii) invite public
  - iii) invite project partners

### **12) Determine project partner involvement**

- a) Commercial Radio
  - i) work with other local media to ensure a cohesive campaign
    - (1) agree to work within campaign parameters
    - (2) agree to work with other partners to write copy for messages
      - (a) advertising
      - (b) public service announcements
      - (c) pre-test information
      - (d) live test information
    - (3) provide a portion of their service in-kind
    - (4) welcome information about the project as newsworthy
    - (5) agree to follow-up planning meeting

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- (6) develop detailed procedures as required to meet commitments
- (7) be an active participant
- b) Commercial Television
  - i) work with other local media to ensure a cohesive campaign
    - (1) agree to work within campaign parameters
    - (2) agree to work with other partners to write copy for messages
      - (a) advertising
      - (b) public service announcements
      - (c) pre-test information
      - (d) live test information
    - (3) provide a portion of their service in-kind
    - (4) welcome information about the project as newsworthy
    - (5) agree to follow-up planning meeting
    - (6) develop detailed procedures as required to meet commitments
    - (7) be an active participant
- c) Community television
  - i) work with other local media to ensure a cohesive campaign
    - (1) agree to work within campaign parameters
    - (2) agree to follow-up planning meeting
    - (3) agree to share and use other partner's copy
    - (4) provide information on their web-site
- d) Print media
  - i) work with other local media to ensure a cohesive campaign
    - (1) agree to work within campaign parameters
    - (2) agree to follow-up planning meeting
    - (3) work with other partners to write and share copy for the messages
      - (a) advertising
      - (b) public service announcements
      - (c) pre-siren test information to the public
    - (4) provide a portion of their service in-kind
    - (5) welcome information about the project as newsworthy
    - (6) provide information on their web-site
- e) Public relations firms
  - i) work with other local media to ensure a cohesive campaign
    - (1) develop a "look" for the campaign
    - (2) agree to work within campaign parameters
    - (3) work with other partners to write and share copy for the messages
      - i. advertising
      - ii. public service announcements
      - iii. pre-siren test information to the public
      - iv. live siren test information to the public
- f) Specialty publications (weekly, monthly)
  - i) work with other local media to ensure a cohesive campaign
    - (1) agree to work within campaign parameters

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- (2) agree to share and use other partner's copy
- (3) welcome information about the project as newsworthy
- (4) provide a percentage of their coverage in-kind
- g) Community support groups
  - i) work with local media to ensure a cohesive campaign
    - (1) agree to work within campaign parameters
    - (2) agree to follow-up planning meeting
    - (3) develop detailed procedures
    - (4) work with other partners to review copy for the messages
      - (a) advertising
      - (b) public service announcements
      - (c) pre-test information to the public
      - (d) live test information to the public
      - (e) be an active participant in testing
    - (5) provide information on member's web-sites
    - (6) provide regular fax up-dates to members
      - (a) circulate information to their staff and family members
  - h) Municipality/Local Authority
    - i) work with local media to ensure a cohesive campaign
      - (1) agree to work within campaign parameters
      - (2) agree to follow-up planning meeting
      - (3) develop detailed procedures as required
      - (4) agree to share and use other partner's copy
      - (5) work with other partners to review copy for the messages
        - (a) advertising
        - (b) public service announcements
        - (c) pre-test information to the public
        - (d) live test information to the public
      - (6) host media events
      - (7) write media releases
      - (8) arrange project events
        - (a) location
        - (b) time and date
        - (c) program
      - (9) host public meetings
        - (a) arrange public meetings
        - (b) location
        - (c) time and date
        - (d) program
      - (10) be an active participant in testing
      - (11) provide information on their web-site
      - (12) provide information to employees through their intranet system
      - (13) City Council announce developments at Council meetings

### **13) Measuring the effectiveness of your public education campaign**

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- a) Research firm hired to conduct survey to gather public response to alerting tests and public education program effectiveness
  - i) Research firm and project member
    - (1) refine and clarify issues to be evaluated
    - (2) public consultation
    - (3) survey
  - ii) Research firm
    - (1) draft, review and finalize questionnaire instrument
    - (2) design based on defined issues for evaluation
    - (3) integrate relevant demographics
      - (a) cross-tabulation of data
      - (b) where applicable, define issues such as language
    - (4) Pre-test questionnaire for communication & data capture
      - (a) Pre-implementation process
        - (i) Prepare phone bank to facilitate random digit dialing (RDD)
        - (ii) Plan implementation in the test area
          - 1. determine appropriate number of telephone interviews
          - 2. data analysis and prepare wave report
      - (b) Evaluate results with project member
      - (c) If additional waves are planned begin adjustments and implementation process

### **Processes, procedures, problems, solutions**

#### Keeping the Public's Interest

The public's interest in issues waxes and wanes with the events of the day, so having an issue that captures their imagination even for a short period of time is very helpful. B.E.S.T.'s experience has been to keep information available at all times so that when the public is ready for it, it is available. This has worked with our public service announcements that can be selected and played based on what is happening in the world. An alerting program would become part of B.E.S.T.'s PSA rotation.

#### The Need for a Budget

The BEAP campaign was multifaceted and had good success. A barrier to this type of program is the financial cost. A lot can be done with PSA's but to be a fair partner in such an arrangement the program should purchase some advertising. Alerting programs have to be part of local emergency preparedness programs which in turn must have a budget. Without a budget any public education campaign will be weak.

#### Communicating in a Variety of Languages

A multi-cultural society has the potential for a variety of languages to be in use. One of the difficulties is identifying what languages are needed. This was done effectively by contacting the "English as a second language" instructors who in turn referred BEAP to several contacts. The issue of translation was also addressed in this way. It is relatively inexpensive to translate and produce one page printed material. It becomes much more difficult to produce booklets and

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videos for what is a very small segment of the population. In some cases there were less than 40 people speaking one language. There are many volunteers who are willing and able to provide translation of small amount of material.

### Keep the Message Simple

It is very important to keep the message as simple as possible. BEAP is a complicated program using complex equipment, dozens of volunteers, heavy media involvement, and lots of public scrutiny. Yet it must be broken down to its simplest possible form. Initially what the public is concerned about are the practical things that affect them. What does the alert sound like? What am I supposed to do when I hear it? The public are a lot less interested in who the sponsors of the project may be. BEAP made a concerted effort to provide information on all aspects of the program but with special emphasis on having it easy to understand. If the message is too complicated, it leads to misunderstanding, which leads to negativity, which can then begin to direct the public education campaign. Keep it simple. Know your message. Stay in control.

### Turn Around Time

Be aware of the amount of time a particular media requires to prepare your message and get it to the public. The turn around time varies by the media. Also keep in mind that some media can react more quickly than normal to a situation but you may be in for a substantial fee increase. Where radio can provide essentially live advertising on a routine basis, television is more likely to need and want time to package the product properly. Print media also require a few days notice to book advertising space.

### Company Dynamics

Be aware of the personal dynamics that you may encounter in each company. Are the people you are meeting with generally in support of your idea? Do they believe the project will serve some value for the community? If not you had better do more work to get them on side or your public education campaign will have a hole in it. Some marketing representatives of station managers are easy to get along with and some are not. If you make things easier for your partners then they will be more inclined to pull with you, rather than push against you.

### Sell the Idea

Be prepared to sell your idea. Remember it is your idea. The media are good at helping you focus and present your idea but they are not here to come up with ideas for you. Sell your idea so that the media can appreciate what it is you want to do. Help them see that their involvement will add value to the project and will better the community.

## **Best Practices**

### Plan

Do not start anything without first developing a plan. Know what it is you want to accomplish. Write a goal and some broad objectives to meet that goal. Think about who can help you and what they can do.

### Individual Meetings

Meet with your potential partners individually so that you can spend time with them to be certain

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they know what you are planning to do. If this is a media partner and you want to establish a team made up of them and their competitors make sure they know that. Remember these are different businesses who may not necessarily share everything they do. Be very honest and direct about what your hopes for the project are.

### Budget

One way to quickly build the partnership aspect of your project is to have something financial to contribute to the project. You can not expect to get everything for free but you will find your partners more willing to help if they do not feel like they have been taken advantage of. Show them that you have a budget and are willing and able to buy some of their advertising time.

### Surveys

Use public surveys as a means of learning what your community thinks about your project. Take the time to educate them about your survey process so they will be more willing to cooperate.

### Community Project

Public alerting systems should belong to the public. These systems are intended to provide the citizens of your community with information so they will take action to protect themselves and others. It is critical that these people have a sense of ownership in the alerting process so that they will not only tolerate an alert they will expect one.

The community gets behind projects that they understand and can believe in. BEAP did a lot of public education and it paid off in the public acceptance of the project and in the ease with which volunteers came on side. BEAP had assistance from numerous citizens at large who quickly became part of the team. To make this happen you have to accept that people will help as long as they can and as long as it interests them. Have extra people available and have meaningful work for them all.

### Public Acceptance

The public demonstrated very good awareness of BEAP and were positive about having some form of emergency alerting system. Undoubtedly by having the public on side from the beginning it reduced negative feedback. Even people who were upset by various aspects of BEAP were easily swayed when they discussed their concerns with the Project Coordinator.

### Community Meetings

Attendance at community meetings is very small unless the issue is very contentious. Even then, 50 people would “fill the place to the rafters”. This is an old style of getting information to the public and most people see it as too time consuming. A recent hazmat incident or some other calamity would have undoubtedly increased attendance at our public meetings.

### BEAP Team

It was necessary, in fact critical, to have BEAP team members educated about the project and as things developed, to keep them up-to-date. Electronic communication with BEAP team members worked reasonably well as long as members would regularly read their e-mail. Not all members had e-mail but good use was made of voice mail where available and pen and paper,

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where not. E-mail can save a lot of time but the personal communication by phone can address any uncertainty.

### Develop a Unified Program

Your public education program for public alerting should involve several different types of media to get your message across. It is imperative that you have one unified program design so that everything you are doing will easily be recognized as the alerting project. In short you need to brand your project. BEAP linked as many parts of the public education campaign as possible and this seemed to provide good results. The campaign was linked by the involvement of B.E.S.T., the siren logo, the colour yellow, using the same voice to narrate radio and TV ads, all newspaper ads used the same design, size and shape, Project Coordinator was the one spokesperson.

### Recognizable Voice

Using the Project Coordinator to voice the radio and television commercials worked very well. It helped tie the project together and avoided any hesitation by the media partners in using a voice that may be recognized as a competitor's.

### Up-to-date

It is imperative that you keep all of your partners up-to-date with the developments of your project. You must recognize that they are extremely busy people and everything that you can do to give them time to work on your project the better for everyone. It is critical to have all information prepared and ready to go as soon as possible. The Media is able to accommodate last minute changes to a certain degree but there is more chance for error the more things are rushed. Once the Media understand what it is you want, they will deliver.

### Know Your Message

It is very important to know what your message is and to say it as simply as possible. There is not time in a thirty-second spot to say very much nor is there space in a newspaper ad. Keep it simple or it will get lost.

### Postal Service

The Postal Service is very effective at getting something to every address in a given area. They are not, however, designed to respond quickly to customer needs. They will not process anything until payment is made and will not take credit cards. They prefer a billing account be established but this takes several weeks to set up. Project Coordinator paid cash to get it delivered on time.

### **Time and Resources**

Time and resources needed for the campaign will be dictated by the number of partners you have working with you and the size of the desired campaign.

### **Partners and their Contribution**

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Partners can come from a variety of places from within your community. These can include:

Potential Partner	Potential Contribution
Media	community support marketing knowledge develop advertising campaigns writing & producing commercials communicate with public in-kind donations Public Service Announcements technical support
Business & Industry	community support public relations expertise hazard awareness funding technical expertise
Municipality	community support Emergency Preparedness Program coordinate project community knowledge local authority for signage technical assistance funding
School Division	community support access to school audience
Community Support Groups	community support technical expertise funding

### **The Media as a Partner**

The importance of having the media on side as a partner can not be over stressed. It is absolutely critical to the success of your public education campaign. The media in many ways is the voice of the community and when you have this group working together spreading your message in one unified voice it is very powerful. The public are used to getting their information through the media and look to them for the story. People will seek out several different sources of information to verify that what they are learning is correct. When the entire media community is saying more or less the same thing about your program it takes down a lot of barriers. The media are experienced communicators and know their market. Spend the time to get them on side it is well worth it.

When approaching the media for support, be sure to be prepared. Have a clear idea of what you want to accomplish and why it will benefit the community. The media have a great sense of community purpose and if you can demonstrate that your program will benefit the community they will be much more inclined to be on side. But good ideas are only half the battle. You must

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be well organized and have your plan well thought out. They are skilled at helping you sharpen your idea into something that the public will understand so make sure you know what you want. If you can not explain it to them, they will not be able to do any better with the public. Be prepared, do not waste their time.

The media can provide a wide variety of resources to your project but it should be expected that they will all come with some price attached. There are relatively few free media community services. These include community bulletin boards on local cable television which are presented on a monthly basis. Local cable channels also provide for self-produced interview programs that are broadcast intermittently and have a limited audience. Commercial television, radio, and print media will also conduct interviews provided the material is of interest but will only provide the material on a one time basis. The municipality may be able to provide “free” space in the mail with water and other bills but the insert must be printed and this has a cost as does staff’s time to stuff the envelopes. Municipal web sites and their pages are “free” although there is a cost to developing and maintaining the service.

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### 4. MEASURING RESULTS

The most effective way to measure the effectiveness of your public education campaign is by conducting a survey that asks questions directly related to your campaign. It is best to hire a professional research company to design and conduct the survey. To assist them in developing the questionnaire you need to identify your key messages that you want the public to understand.

BEAP did the following:

Describe the type and level of information and knowledge to be disseminated  
Type of information:

- b. Information will be provided so that citizens
  - i. understand that this is a test project
    - (1) to demonstrate new technology
    - (2) to evaluate new technology
    - (3) to learn what citizens think about such a system for Brandon
    - (4) to learn how well our public education campaign worked
    - (5) to prepare project reports for other Canadian cities to study
  - ii. understand project parameters
    - (1) who is conducting the testing
    - (2) what is the testing to accomplish
    - (3) why is it being conducted
    - (4) when is it being conducted
    - (5) where is it being conducted
  - iii. understand the project goal
    - (1) To determine the effectiveness and acceptance of using a wireless siren system to alert the public to large scale emergencies within the City of Brandon.
  - iv. react to siren
    - (1) know what to do
      - (a) follow through with appropriate actions
    - (2) know when to do it
      - (a) follow through with appropriate actions at appropriate time
  - v. take part in surveys
    - (1) by taking part in test activities to then take part in the surveys
    - (2) answer all questions thoughtfully
    - (3) answer all questions honestly
  - vi. provide feedback
    - (1) participate by listening, reflecting, and discussing
      - (a) be open to a dynamic project
      - (b) share opinions on the project
        - (i) suitability of siren alerting for Brandon attend community meetings
        - (ii) project experiences
        - (iii) lessons learned
    - (2) media
    - (3) Councillors
    - (4) project team members
  - vii. be aware of funding sources

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- (1) who is providing funding
- (2) dollar value
- viii. be aware of the possible outcomes
  - (1) system may meet the community needs for alerting
  - (2) system may partially meet the community needs for alerting
  - (3) system may not meet the community needs for alerting

### Level of information:

- c. provided at a level appropriate for the audience
  - i. comprehension level
  - ii. reading level
  - iii. language
- d. to provide a basic understanding of the project
- e. to provide easy to follow instructions
- f. to provide a basic understanding of the desired actions by citizens

Your questionnaire may not be able to contain questions related to all of the areas above. You will be constrained by what you can afford to do and by how long the survey takes to conduct. People willing to answer questions become frustrated with the process when it takes longer than 10 minutes to complete. Your level of success with surveys can be impacted by preparing the public ahead of time so that they are expecting a call and are more willing to cooperate. BEAP made this a part of the education campaign and had more than twice the cooperation rate than might ordinarily be expected.

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### 5. LESSONS LEARNED

There are a number of general areas where BEAP learned some valuable lessons. When BEAP was being developed the people involved were very clear that this was an education project for the public. The team kept this focus as they developed and provided each aspect of the public education.

#### Public Acceptance

The public demonstrated very good awareness of BEAP and had a positive response to having some form of emergency alerting system. By having the public on side from the beginning it undoubtedly reduced negative feedback. Even those people who were upset by various aspect of BEAP were easily swayed when they spoke with the Project Coordinator who was able to provide suitable answers for their concerns.

#### Community Involvement

The community gets behind projects that they understand and can believe in. BEAP did a lot of public education and it paid off in the public acceptance of the project and in the ease with which volunteers came on side. BEAP had assistance from numerous citizens at large who quickly became part of the team. To make this happen you have to accept that people will help as long as they can and as long as it interests them. Have extra people available and have meaningful work for them all.

#### BEAP Team

It was necessary, in fact critical, to have BEAP team members educated about the project and as things developed, to keep them up-to-date. Electronic communication with BEAP team members worked reasonably well as long as members would regularly read their e-mail. Not all members had e-mail but good use was made of voice mail where available and pen and paper, where not. E-mail can save a lot of time but the personal communication by phone can address any uncertainty.

#### Campaign Design

BEAP linked as many parts of the public education campaign as possible and this seemed to provide good results. The campaign was linked by the involvement of B.E.S.T., the siren logo, the colour yellow, using the same voice to narrate radio and TV ads, all newspaper ads used the same design, size and shape, Project Coordinator was the one spokesperson.

#### Time Sensitive Process

It is critical to have all information prepared and ready to go as soon as possible. The Media is able to accommodate last minute changes to a certain degree but there is more chance for error the more things are rushed. Once the Media understand what it is you want, they will deliver.

#### Know Your Message

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It is very important to know what your message is and to say it as simply as possible. There is not time in a thirty-second spot to say very much nor is there space in a newspaper ad. Keep it simple or it will get lost.

### Postal Service

The Postal Service is very effective at getting something to every address in a given area. They are not, however, designed to respond quickly to customer needs. They will not process anything until payment is made and will not take credit cards. They prefer a billing account be established which takes several weeks to set up.

### Recognizable Voice

Using the Project Coordinator to voice the radio and television commercials worked very well. It helped tie the project together and avoided any hesitation by the media partners in using a voice that may be recognized as a competitor's.

### Community Meetings

Attendance at community meetings is very small unless the issue is very contentious. Even then, 50 people would "fill the place to the rafters". This is an old style of getting information to the public and most people see it as too time consuming. A recent hazmat incident or some other calamity would have undoubtedly increased attendance at our public meetings.

### **A Good Public Education Campaign Works**

The following shows how successful the project team was at ensuring the public and their understanding of BEAP was an important part of the project. This is especially evident by the level of participation experienced in the Probe Research telephone interviews.

The Brandon Emergency Alerting Project wanted the people of Brandon in general to be aware of the siren testing program.

There was a very high level of awareness attained throughout the City. Although the heaviest concentration of advertising was directed to those living in the test area, the BEAP Testing Awareness question S2Q1 showed that the awareness level was substantial throughout Brandon. An average in excess of 90% of people in the test area reported they were aware of BEAP. When the survey included people from the entire City the results dropped but were still impressive at 84% awareness.

BEAP specifically wanted the people living in the tests area to know about the program and to be willing participants by taking part in the Probe Research surveys.

Probe Research reported that more than twice as many people agreed to take part in our survey as compared to other surveys conducted in Manitoba. More than 50% of those who were telephoned agreed to participate. Three hundred people asked not to be called again and even with this included in the mix the results of the BEAP survey was more than twice what typically is expected. This would indicate that people were educated about taking part in the Probe Research survey of BEAP.

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BEAP wanted people to know that when the siren was heard that they should go indoors and turn on their radio.

When asked what action they took in response to hearing the siren (S7.Q4) 53% reported they turned on the radio. The second most popular answer at 25% was to take no action as they knew it was a test. This again shows the degree of awareness that people had. For those who were not in the tests area, when asked what they would do if they heard the siren (S12. Q1) 66% said they would turn on their radio and 12% would turn on their television. A smaller proportion at 7% would go indoors.

BEAP wanted people to be aware that this was a community initiative that was being provided in large part by the Brandon Emergency Support Team.

When asked if they had heard of B.E.S.T. (S2. Q4) it was found that 69% of people in the test area were more likely to be aware of B.E.S.T. than those from the rest of the city at 53%. This suggests that by providing information that was focused to the test area residents they were more likely to pay attention to it. There was also an increase in the level of awareness in the test area suggesting that the public education program had an effect.

BEAP wanted people to be aware of the concept of shelter-in-place.

When asked if they were familiar with the concept of shelter-in-place (S13. Q3) it was found that a fairly consistent 25% of people in the test area knew about SiP. This was higher than the 18% of those from outside of the test area who knew about the concept. Again the focused program had people in the test area more likely to pay attention to the concept. Respondents also demonstrated an understanding of the steps required to shelter-in-place. When asked what shelter-in-place suggests they do (S13. Q4), 60% provided the first step and 43% gave the second step.

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### **6. CREATING A CULTURE OF PUBLIC ALERTING AWARENESS**

Creating a culture of public awareness is bound to take a long time. Culture is a relationship that people have with one another that gives direction on how they can work together. It is about how the community operates and yet to understand this we need to understand that community as a concept shifts. We move from community to community in our daily activities, from the work community into the play community and back. In the case of community alerting, the community is anyone who is within the area of immediate danger and concern. We need to create a relationship that occurs when an alerting signal is given. A response that develops where we move from groups of separate communities into one alerted community that takes positive actions in response to an alarm.

Making this happen will take time. Society will have to be given ample opportunity to learn that having emergency alerting systems and knowing how to respond to them is a necessary part of who they are. They will have to see that even though the alerts are thankfully not activated in earnest very often, it is still an important responsibility that each citizen has to know what to do when it is activated.

Learning this responsibility will happen over time. It can begin in the schools with local programs that make emergency alerting as much a part of school culture as fire alarms. It can happen with community groups getting behind an initiative to introduce an alerting system to a community. It can happen with individual businesses supporting a program of community responsibility where it is everyone's responsibility to respond appropriately to an alert. It can happen with an integrated community emergency preparedness program that provides consistent and relevant information for its community.

Reaching the target audience may be the easy part. Having the commitment to carry this on for future generations will be the true test.

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### **7. MAINTAINING THE LEVEL OF EDUCATION FOR FUTURE GENERATIONS**

The critical point in ensuring that the level of education about emergency alerting is maintained for future generations is to keep whatever is being presented relevant. This goes back to the earlier discussion about culture. Culture is different in space and time. We do not live like our parents did and our children will not live as we have. As early as possible the process of education has to be turned over to the next generation.

We do not expect our young people to be equipped to deal with the complexities and stress of managing an alerting system for a community. We ourselves are just now maturing to the point where we will entertain the idea of emergency alerting as a necessary part of our modern lives. We can begin to ensure that our way of thinking does not impede the work of the next generation by being exposed to their psyche. This can be accomplished by taking them as mentors. We need to understand what perspective they have on things so that we can understand what will be right and wrong in the future. We will not put them in complete control but they should shape their future. We need to develop emergency alerting as a level platform that one generation to the next can smoothly move onto.

Technical issues can change but it is the priorities of society that will determine if emergency alerting is here to stay or is once again allowed to be buried under the sand. Only the new generations will be able to help us make the right decisions.

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### **8. OTHER RELEVANT FINDINGS**

BEAP has shown that the public will work with you when they understand the project with enough detail that they can grasp what you are trying to do and can believe in it. A brief review of emergency preparedness education programs found there are very few comprehensive programs in Canada. Few utilize a wide variety of media that BEAP has shown is necessary to reach a majority of people. Lack of sufficient funding was cited as the main reason that more was not being done.

#### **Emergency Preparedness Public Education in Canada**

Sarnia, Ontario

The City of Sarnia uses a website [www.sarnia.ca](http://www.sarnia.ca) to provide basic emergency preparedness and response information. When they introduced a siren alerting system in their Chemical Valley they made use of a community newspaper, mailed information to households, and included information with tax notices. The information provided was very basic in content.

Sarnia uses the CAER organization (Community Awareness Emergency Response) to provide the majority of its emergency preparedness information. They are linked to the CAER website and CAER publishes a quarterly newsletter that keeps the community abreast of developments. Information on their community warning sirens was included in both the CAER website and newsletter.

Vancouver, British Columbia

The City of Vancouver has a dedicated website that provides emergency preparedness information. They have developed, and will mail, information packages to people who request them. They provide information for distribution to community policing stations, libraries, community centres, and schools. In the past they have concentrated on Emergency Preparedness Week but this year have divided their efforts into four community fairs in to be held May through August. They partner with a variety of groups so they have a presence at a number of conferences. Vancouver also does a lot through local community newspapers. In 2002 Vancouver conducted 280 community workshops on a variety of emergency preparedness related topics. They make use of what the provincial program provides in the way of printed information. An internal audit recommended a survey of the public to measure effectiveness this has not been done on a community wide basis although there is some opinion sampling at the community workshops.

Brandon, Manitoba

Brandon's experience with public education for emergency preparedness material goes back four years. Each year the Brandon Emergency Support Team has provided one major publication and several single topic publications that are delivered to every mailing address in Brandon. In addition we sponsor a Red Cross program in the Brandon schools and an emergency preparedness category at the Western Manitoba Science Fair. B.E.S.T. has produced and runs regular PSA and paid advertising on local commercial television. The City's Emergency Coordinator provides regular newspaper articles to a local paper and speaks at various functions. The 2002 publication included a contest with part of the entry form being a questionnaire of

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eight questions. This was completed by 66 people with the following results:

- 61% had heard of B.E.S.T. before receiving our latest booklet.
- 77% said they are prepared to shelter-in-place.
- 72% said they feel their household is prepared in case of emergency.
- 100% said that B.E.S.T. has provided useful information.
- 47% said they remember receiving the 1999 Emergency Preparedness Handbook, 24% said it was their favorite product and another 24% requested a copy of the handbook.
- 1% said they remember seeing the shelter-in-place video and it was their favorite product.
- 42% said they remember receiving the 2001 Emergency Preparedness calendar and 20% said it was their favorite product.
- 21% said the 2002 booklet was their favorite product.

Two main points were drawn from the survey. People are satisfied that we are providing information that they can make use of, and we have to do a better job of getting people to see our shelter-in-place video.