Interpreting Social Engagement Strategies of The Jellyfish Project Through A Social Marketing Lens: The Power of Music and Lived Experiences

by

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Supervisory Committee

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Abstract

The Jellyfish Project (JFP) is the environmental initiative that uses music as a means to engage youth, increase awareness about climate realities, and promote behaviour change. Music is an exceptional tool to captivate youths' attention and increase their receptivity towards environmental messages. The arts also play a role in democratizing engagement and exhibit the potential to mobilize social action and change. Thus, music serves more than a leisure purpose, it can rally youth around a common purpose and create a powerful shared experience between musicians and their audiences. This community-based case study connects arts-centred movements to an ecosystems perspective and social marketing approaches, while establishing social engagement as a social determinant of health. Social engagement is the intentional and active participation in one's community to create change and requires resources, efficacy, and opportunities for participation. Multiple data collection methods were used, including focus groups with youth, interviews with key informants, and social media analytics. Research themes include 1) The Power of Music, 2) Seeking Connections, 3) Awareness ≠ Change, and 4) Searching for Solutions. Findings showed that The JFP presentation was well-received by its audiences. Awareness, the primary goal of the organization increased, yet it was evident that for behaviour change to occur a broader community-level strategy is necessary. This strategy needs to involve active participation by students, numerous follow-up strategies, and community partnerships to address contextual issues and support sustained change. Implications for practice include developing active participation and partnerships; incorporating additional interaction with youth in the school presentation program; enhancement of online and social media strategies, and the provision of lived, multi-sensory experiences, both online and in the community. This intentionally transdisciplinary research filled gaps in the literature concerning the interconnections between social engagement, the social determinants of health, and the ecosystems perspective. It was also the first body of research to propose that social engagement is an appropriate community-level social determinant of health. Originating in real world experiences, this research advances knowledge translation and exchange immediately, informing the social engagement strategies of not-for-profit organizations as they harness the energy of the arts to effect social change. **Keywords**: social engagement, social marketing, social dimensions of health, power of music, arts-based initiatives, community-based research, case studies, youth, climate change.

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Chapter One: Introduction

Imagine for a moment you are a teenager and your principal has called your class into the school auditorium for a special presentation. The Jellyfish Project is performing today. "What is The Jellyfish Project?" you wonder. As you settle into your seat, you see instruments, microphones, speakers, lights, and a large screen set up in front of you. Before long, your principal asks you to 'put your hands together' to welcome the band Mindil Beach Markets and The Jellyfish Project to the stage. The lights of the auditorium dim and five young men walk over to their instruments and begin to play. Rock music floods your ears. Bright lights cast shadows of the musicians' energetic movements onto the walls. After a few songs, the musical performance stops, the auditorium lights turn back on, and the young performers begin a multi-media presentation. They speak to you about The Jellyfish Project, the current conditions of the planet, and what youth can do to be a part of the environmental movement.

Encouraging people to improve their lives by suggesting they change their behaviour is an incredibly difficult undertaking (Andreasen, 1995; Furlong & Cartmel, 2006; Hargreaves, 2011; Jackson, 2005; Johnson, Scott-Sheldon, & Carey, 2010; McKenzie-Mohr, 1996; Riekert, Ockene, & Pbert, 2013; Riley & Rivera, 2014). Yet, The Jellyfish Project (JFP) attempts this exact challenge; it wants to partake in a social and environmental revolution, by increasing awareness and changing behaviour related to climate change. Thus, this organization focused on creating an art-based initiative to

engage youth and promote their action in the creation of healthier ecosystems. The focus of the organization inspired the question, what is the role of arts-based initiatives to support social engagement in conservation efforts for social and behaviour change? Using art to revolutionize the way people think and act has a long history and The JFP uses the lure of rock'n'roll to help deliver its messages. In this introductory chapter, the historical relationship between art and revolution is introduced, followed by an overview of the research, the statement of purpose and guiding research questions.

Pro-Environmental Behaviour Change

In this section, the discussion revolves around individual pro-environmental behaviour changes and various strategies used by marketers to encourage them. Although numerous interventions to promote pro-environmental changes exist, there still remains a wide gap between individuals' attitudes and actions. Studies conducted on environment-centred opinions suggest that people around the world are in favour of greater environmental protection, laws and regulations (Dunlap & York, 2008), yet achieving wide-spread pro-environmental behaviours change is challenging. According to Bamberg and Moser (2007) awareness of, and acceptance that environmental problems persist are vital precursors to behaviour change; however, the progress towards behaviour change often falters at awareness. Bolderdijk, Gorsira, Keizer and Steg (2013) indicate that

> informational interventions may succeed in improving people's knowledge about the negative environmental consequences of one's actions, but this knowledge will not gain motivational force if people do not consider protecting the environmental an important personal value (p.1).

Unless people value the environment and its protection, awareness will not translate into change (Bolderdijk et al., 2013). Previous campaigns highlight that values play an important role in an individual's adoption of certain pro-environmental behaviours (Evans et al., 2012; Schwartz, 1992; Thorgersen & Crompton, 2009), and guilt can also be influential (Bamberg & Moser, 1997). When guilt develops due to internal attribution (or holding one's self personally responsible) for harmful behaviours, it creates emotional responses and tension with norms, which may lead to changes in behaviours (Bamberg & Moser, 1997; Baumeister, 1998). Drawing on the work of Schwartz (1977), Bamberg and Moser state that "norms are described as feelings of strong moral obligations that people experienced for themselves to engage in pro-social behaviour" (p. 15) and campaigns that activated norms witnessed increases in pro-environmental behaviours including recycling (Guagnano, Stern, & Dietz, 1995), travel (Hunecke, Blohbaum, Matthies, & Hoger, 2001), consumer choices (Thorgersen, 1999), and the conservation of energy (Black, Stern, & Elworth, 1985).

Other marketers have focused on interpersonal relationships and economic development as behaviour change strategies (Bain, Hornsey, Bongiorno, & Jeffries, 2012). Even for 'deniers' of climate change, if campaigns promoted pro-environmental behaviours that foster interpersonal warmth or social and economic development, deniers were more likely to engage in these behaviours despite their climate-change views (Bain et al., 2012). Aside from appealing to norms, values or promises of economic development, some marketing campaigns have drawn on fear-based campaigns to ignite behaviour changes (Hasting, Stead, & Webb; Janis, 1967; Leventhal, 1970; Witte & Allen, 2000).

Regardless of knowledge about the issue, or feelings of guilt associated with behaviour, changes will not occur unless people believe in their efficacy to create it (De Groot & Steg, 2009; Nordlund & Garvil, 2003). In addition, behaviour change adoption increases if the proposed behaviour is easy, inexpensive and convenient for people (Bolderdijk et al., 2013; Guagnano et al., 1995). Behaviour change, then, is more likely to be realized when individuals possess awareness, sense of responsibilities and self-efficacy, are inspired by norms and have easy, low cost and convenient behaviours made available to them. Throughout history, various art forms have also been used to engage individuals in social movements.

History: Relationships between Art and Revolution

Art has played a vital role in many revolutions and movements throughout human history.

> It is silly, absurd, stupid to the highest degree, to pretend that art will remain indifferent to the convulsions of our epoch. The events are prepared by people, they are made by people, they fall upon people, and change these people. Art, directly or indirectly, affects the lives of the people who make or experience the events. This refers to all art, to the grandest, as well as to the most intimate (Trotsky, 1925, p. 31).

At the beginning of the last century, Trotsky suggested that art and artists are transformed by changes in society and vice versa. Art is described by Trotsky as the expression of culture and the "sum of knowledge and capacity that characterizes the entire society" (p. 169). These expressions occur in many forms including: music, literature, film, photography, sculpture and painting. Art has an ability to follow and enhance society's

understanding, production, and distribution of its struggles and opportunities (Keach, 2004). From loud protests to quiet revolutions, art has played many roles, i.e. shaping public opinion, encouraging the questioning of actions, and modifying our behaviours and beliefs. In addition, art has been used to control, propagate, and manipulate ideas regardless of their truth or falsity (Roeck, 1996; Roodenburg, 2004; Scholz-Hansel, 2004). Historically, art, social change and revolution are often connected. For example, the mural renaissance resulting from the Mexican Revolution of 1910-1940 were said to enhance the availability of art to the masses (Coffey, 2012; Rochfort, 1993). Through the murals, street art became part of a "public and accessible visual dialogue with the Mexican people" (Rochfort, 1993, p. 7). Other writers connect art to the Cuban Revolution (1959-1989), the Nicaraguan Revolution (1979-1990) (Craven, 2006) and the Singing Revolution in Estonia (Taagepera, 1989; Waren, 2012). It seems that "through their work, [artists] reflect the values and aspirations of their own society and of humanity. While some react with cynicism and even despair, others produce an art of resistance" (Turner, 2005, p. 4). Artists help to highlight powerful societal issues such as culture, colonialism, neo-colonialism, illness, poverty, sexuality, politics, war, violence and racism, social and environmental justice, and as a result art is an important part of any community (Turner, 2005). Susan Sontag (1977) argues that there is danger associated with art forms (i.e. photography); as much as they expose social and environmental issues and arouse viewers' support for movements, they also enhance familiarity to horrendous events, saturate the audience and lessen their concern. Although art is powerful, Turner carefully reiterates that it is not the only requirement for making

changes in cultures or values, solving problems or creating understanding between two parties.

In the past, revolutions have been sparked by an array of issues including: gender equality, class struggles, dictatorships, war, and racism. However, another revolution is already unfolding and it is based on the health of the planet, its climate, and biodiversity (Rapport, 1997; 2007; 2008; Rogers, 2012; The JFP website, 2014), and again the arts are being used to dialogue and promote social engagement and change. At this moment in history, large demonstrations of people, including artists of all varieties are coming together to bring awareness to climate change issues (i.e. the Peoples Climate March on Sept 21st, 2014 in New York City).

Research Overview

This transdisciplinary research embraces a social marketing lens. Social marketing theory involves "the application of marketing technologies developed in the commercial sector to the solution of social problems where the bottom line is behaviour change" (Andreasen, 1995, p. 3). Social marketers often use traditional commercial concepts of segmentation, competition and the 4Ps (Product, Price, Place and Promotion- the marketing mix) and apply them to social issues (Andreasen, 1995; Kotler & Lee, 2002; 2011). These approaches have helped to motivate and sustain change in a wide range of behaviours – increasing physical activity, using alternative transportation, doing environmental home assessments, and purchasing products made of recycled materials (Kassirer & McKenzie-Mohr, 1998), as well as participating in waste and pollution reduction, energy and water conservation (Kassirer & McKenzie-Mohr, 1998; McKenzie-Mohr, 1996), composting, recycling and other sustainability practices (Kassirer &

McKenzie-Mohr, 1998). Community-based social marketing theorists suggest that for effective change to take place, work must be done at the community level, directly with the people who are prioritized to change (McKenzie-Mohr, 1996). Initiatives that have drawn on this type of social marketing theory in the past include: *BC21 Powersmart, Be Water Wise…It Makes Sense, Bike Smarts, Guelph 2000* (Kassirer & McKenzie-Mohr, 1996), but few of these programs focused on the arts to foster social engagement.

Overall, the ultimate goal of The JFP is to improve the conditions of the planet and the health of the environment. To reach this goal, The JFP is attempting to connect with youth through a variety of social engagement strategies, but focuses primarily on music and a multimedia school presentation program. For the purposes of this research, social engagement means intentional and active participation within one's community to create social, political, cultural or environmental change. Embracing a community-based approach, this research involves people who created the art-based initiative (The JFP), the priority audience (youth) and supported the co-creation of knowledge. In addition to the ideas of social engagement and community-based research, this case study also encompasses an ecosystems perspective. An ecosystems perspective emphasizes that human beings are a part of nature not separate from it and holds the belief that human behaviour has direct impacts on the environment and our health (Rapport, 1997). This research also suggests that social engagement is a key component of a healthy ecosystem and the social determinants of health. The social determinants of health are:

> the economic and social conditions that shape the health of individuals, communities, and jurisdictions as a whole. Social determinants of health are the primary determinants of whether individuals stay healthy or become ill … Social

determinants of health also determine the extent to which a person possesses the physical, social, and personal resources to identify and achieve personal aspirations, satisfy needs, and cope with the environment (a broader definition of health). Social determinants of health are about the quantity and quality of a variety of resources that a society makes available to its members (Raphael, 2008, p. 2).

Social engagement is often a neglected component of the social determinants of health, but is a necessary strategy for the improvement of ecosystem health (Rapport, 1997). Without people taking action to improve or maintain the health of their communities and ecosystems, individuals, communities and jurisdictions will become increasingly unhealthy and ill (Rapport et al., 2001).

To remain consistent with a social marketing approach outlined by Andreasen (1995), which focuses on understanding audiences' experiences and perspectives, multiple methods of data collection were used to accommodate the people most prioritized by and involved with The JFP's art-based initiative. These methods included focus groups with students, interviews with key informants, online presence (i.e. website) and social media analysis. Data analysis progressed through three phases and incorporated both case study and grounded theory techniques. Many implications emerged from this research; however, the main implication is an in-depth understanding of how to engage youth in initiatives that serve to facilitate pro-environmental behaviour change.

Purpose Statement and Research Questions

What is novel about this research is the application of social marketing theory to achieve its purpose. The purpose of this research was to understand and analyse the experience and influence of The JFP and its social engagement strategies on the wants, needs, attitudes, and perceptions of the priority audiences. Three research questions guided this case study:

1. What social engagement strategies were being used by The Jellyfish Project, an art-based initiative, to engage youth audiences?

2. How did priority audiences perceive this art-based initiative? What were the strengths and challenges of its social engagement strategies? What were the supports and barriers to the priority audiences?

3. How successful were the social engagement strategies of The Jellyfish Project in increasing awareness and supporting behaviour change? How could the initiative be improved so that behaviour change can occur?

Case Study: The Jellyfish Project: Rock Music and Student Audiences

We believe, that as musicians and performers, it is our responsibility to speak about issues that are important to us and important to our planet (The Jellyfish Project Website, 2014).

The Jellyfish Project (JFP) uses music as a way to engage student audiences in conversations about the environment, increase awareness, and promote behaviour changes. This initiative began in 2011, by members of Mindil Beach Markets, a band from British Columbia, Canada (The JFP Organizational Plan, 2013). Now, The JFP and

various musicians travel across Canada and beyond performing music and providing a mixed media presentation about the environment to students (The JFP Organizational Plan). This educational initiative aims to increase awareness of younger generations about the poor conditions of the planet, and places particular attention on the realities of ocean health, overfishing, overuse of plastics, sustainability, and climate change in its presentation (The JFP Organizational Plan). Musicians (The JFP presenters) also discuss how students can become involved in efforts to change their behaviour and improve the health of the planet by supporting "responsible consumerism, renewable energy, green career options and the power of the internet and social media for global action and change" (The JFP Organization Plan, p. 1). At the end of the presentation, students are provided five key take-home messages to encourage behaviour changes (Refer to Appendix A for The JFP's five key take home messages). As of November 20th, 2013, The JFP performed for schools across Canada and entertained over 50,000 students (The JFP Website). This case study explores how The JFP's art-based initiative is perceived by its student audience and the success of its social engagement strategies through a social marketing lens.

Relevance of this Research

This case study fills a gap in the social engagement, social marketing and social determinants of health literatures to reveal how the arts support awareness building and social engagement in pro-environmental behaviours creating a direct connection between research and practice. By participating in this community-based research partnership, members of The JFP have increased their understanding of the initiative and knowledge of their priority audiences to enhance the effectiveness of their social engagement

strategies. Connecting with audiences and obtaining their perspectives on the initiative have helped The JFP to understand youth's perspectives, needs and recommendations, as well as the initiatives strengths and areas for improvement in order to better facilitate its proposed behaviour changes. Involving people in the research who are directly responsible for the initiative being studied has impact on knowledge translation and the incorporation of recommendations into practice (Israel, Schultz, Parker, Becker, Allen, & Guzman, 1998).

Strengths and Limitations

All research projects have strengths and limitations and this research is no exception. The main strength of this research is that it involved youth; their voices are the foundation and they are also the priority audience for The JFP. Based on their involvement, not-for-profit organizations and social marketers focusing on this population can learn from their voices regarding how to actively engage them in initiatives. This case study also fills a gap in the literature identified by Stein and Faigin (2015), who question the unique role of the arts in social action and change. Although the study focused on a small sample of students and findings are not representative of students who were not involved in the focus groups or who have not witnessed a JFP presentation, this research provides a detailed look at the youth's attitudes, needs and understandings. Case study, community-based research and social marketing literature also support the design of the research. Keeping the case-study bounded within a specific time-frame and geographic location enabled the primary researcher to connect with the schools, school boards, and stakeholders involved with The JFP Winter 2014 tour on a consistent basis. This connection allowed the study to stay within its allocated time and

budget. One limitation of the study is that it occurred during a challenging time within the Province of British Columbia's education system. A province-wide strike limited the number of focus groups that could be conducted and precluded additional data collection through observations (because of delayed ethics approval); fortunately, saturation was achieved and the additional focus groups were not necessary.

The community-based research design allowed for extended involvement with The JFP and youth, which in turn supported the building of trust and the co-creation of knowledge. Trust was an essential element when conducting focus groups with students and interviews with key stakeholders, it encouraged them to open up and share their perspectives. Due to the nature of the focus groups, confidentiality could not be achieved, so students were reminded only to share information that they felt comfortable disclosing, Stakeholders were also reminded to provide perspectives that they were comfortable sharing to safeguard their personal relationships within the small JFP organization. Involving stakeholders of The JFP throughout the research process enabled continual exchanges of knowledge, and that knowledge to be translated into practice with ease. Members of The JFP will continue to be involved with the research throughout the dissemination process, both within the organization and externally.

Summary

Chapter One provided a short introduction to the research issues and questions. The JFP is a not-for-profit organization using an arts-based initiative to build awareness and engage audiences in behaviour changes to foster healthier ecosystems. For this case study, applying a social marketing lens was useful for understanding the perspectives and experiences of the priority audience, and exploring the potential of different social

engagement strategies to create change. The following chapter presents a literature

review of the conceptualization of health, social determinants of health, social

engagement, history of the arts in social change movements, ecosystems perspective, and

social marketing theory. Chapter Three details the methodology for this case study.

Specific considerations (i.e. trustworthiness, ethics, and logistics), which emerged in this

research are also described in Chapter Three. Chapter Four provides an overview of the

research findings and its four main themes. In Chapter Five, the findings are discussed in

light of the literature, and with respect to relevant theories and concepts. Implications of

the study in terms of social engagement strategies and for future research close the final

chapter.

Chapter Two: Literature Review

In this chapter, literature relevant to the primary concepts and theory of this study are discussed. The chapter begins with an overview of the changing conceptualization of health used in behaviour change interventions. Focus then shifts to the social determinants of health (SDH) and its connections to social engagement and through social engagement to an ecosystems perspective. Afterwards, social marketing literature is explored as it provides the lens for this research. Finally, various behaviour change theories and models compatible with social marketing principles and applications are introduced.

Health

How is health conceptualized when used for behaviour change interventions?

Historically within health literature, the biomedical model and its one dimensional conceptualization of health that focuses on the functioning of the physical aspects of the human body have dominated. Interventions meant to improve health based on this medical model often promoted increased education as the way to change individual behaviours or to encourage adjustments in one's environment (Syme, 2004). Yet, little success was obtained through interventions focused on individual behaviours and choices across an array of areas, including public health priorities of smoking cessation and heart disease prevention (Berkman & Lochner, 2002; Nettleton, 1997; Tesh, 1990; Raphael & Bryant, 2006; Syme, 2004). Recently, a shift in health perspectives have occurred from addressing solely individual health (i.e. a human being's physiology and functioning) and behaviours, towards health promotion and prevention on a population health level and the

incorporation of broader contexts (Syme, 2004). More successful health-related

behaviour change interventions have since been documented when addressing multi-level

interventions:

> Most of the successes we have achieved in behaviour change have come about
>
> because they have been the subject of a multi-pronged, multilevel,
>
> multidisciplinary approach. These approaches involve not only information but
>
> also regulations and laws, mass media campaigns, workplace rules, and better
>
> environmental engineering and design (Syme, 2004, p. 4).

Today health is embraced as a complex concept, involving multiple dimensions (e.g.,

physical, social, spiritual, environmental, and mental). Often cited as the leading

definition of health, the World Health Organization (WHO) supports that "health is a

state of complete physical, mental, and social well-being and not merely the absence of

disease or infirmity" (WHO, 1946, p.3). Within each dimension of health are various

determinants. A determinant of health is defined as a "force or element that effects health

either positively or negative" (Berkman & Lochner, 2002, p. 292). The areas of interest in

this research are the social determinants of health, particularly social engagement, and the

connection of human health to the environment. Arnold and Boggs (2015), Berkman and

Lochner (2002), and WHO (2001) emphasize that people, their health, and their

environments are inextricably linked and that individuals cannot be healthy without

considering their environmental and social contexts.

Social Determinants of Health

What are the social determinants of health?

The social determinants of health (SDH) are the social and economic

circumstances that influence health (Raphael, 2008). SDH involve the extent to which

people have access to resources (e.g., physical, social, and economic) that impact their

health status, achievements, needs satisfaction, and coping abilities (Raphael, 2008;

Wilkinson & Marmot, 2003). The SDH are completely intertwined with our relationships

with ourselves, our communities, societies, environments, and power dynamics. These

determinants include income and its distribution, social support networks, education,

employment and working conditions, social environment, physical environments,

personal health practices and coping skills, healthy child development, biology and

genetic endowment, health services, gender and culture (Foster & Keller, 2007; PHAC,

2011; Raphael, 2008). Appendix B provides a detailed table of the currently accepted

SDH.

Loppie Reading and Wein (2009) classify the SDH into three categories: distal,

intermediate, and proximal. Proximal SDH are those experienced at the individual level

and include health behaviours, physical environments, employment, income, education,

and food security (Loppie Reading & Wien, 2009). Within the proximal category,

researchers have found that greater levels of self-determination (Boyer, 2006), literacy

(Ronson & Rootman, 2004; Wilkinson & Marmot, 2003), and positive influences within

early childhood (Claussen, Davey Smith, & Thelle, 2003; Loppie Reading & Wein, 2009;

Wilkinson & Marmot, 2003) support healthy outcomes across the lifespan. In contrast,

individuals with aboriginal identity, drug addictions, and lower levels of literacy, and self-

determination, have poorer health outcomes across their lifespans (Loppie Reading & Wein, 2009; Wilkinson & Marmot, 2003).

Intermediate SDH are experienced at the community level and include health care systems, educational systems, community infrastructure, resources, and cultural continuity (Loppie Reading & Wien, 2009). When exploring immediate SDH, research has found that social exclusion (Galabuzi, 2004; Loppie Reading & Wein, 2009; Wilkinson & Marmot, 2003), poverty (Auger, Raynault, Lessard, & Chotnière, 2004; Wilkinson & Marmot, 2003), few social supports, and challenging employment conditions or lack of employment (Loppie Reading & Wein, 2009; Wilkinson & Marmot, 2003), can seriously impede health status. Whereas, greater socioeconomic status, income (Alder et al., 1994), social support, and access to secure food, housing, and transportation drastically improve health outcomes for people (Loppie Reading & Wein, 2009; Wilkinson & Marmot, 2003).

Finally, distal SDH focus on historical, political, social, and economic contexts, which are often ubiquitous in society. Distal SDH such as colonialism, racism, and social exclusion are deleterious to health (Loppie Reading & Wien, 2009). Wilkinson and Marmot (2003) suggest that:

> if we can understand how social interactions, engagement, and groupings influence our social environment we as a society may be able to alter or adapt our social environment for better health outcomes (p. 7).

By exploring our social relationships and environments, we can create changes to improve our collective health.

Although not officially acknowledged as a SDH, social engagement is vital for health. For example, researchers suggest that volunteering in one's community may act to buffer these social inequalities and poorer health outcomes (Keene, Bader, & Ailshire, 2013; Musick, Herzog, & House, 1999). Social engagement involves intentional and active participation in one's community, supportive community relationships, and access to opportunities, resources, and ultimately, the power to create changes. This research focuses on the strategies and processes that encourage young people to engage in their communities and change the health of their environment.

Introducing social engagement as a crucial aspect of the social determinants of health.

In this study, social engagement is considered to be another SDH. Social engagement, as described in Table 1, is appropriate as part of the intermediate category of the SDH and is included in the table of determinants found in Appendix B.

Table 1

Social Engagement is a Social Determinant of Health

Social Determinant of Health	Description
Social Engagement	-Defined as intentional and active participation within one's community to create social, political, cultural or environmental change. -Includes the belief in one's ability to support change. -Requires opportunities and resources (e.g., social support, time, money, awareness, and ability) to engagement in one's community to create change.

For the purposes of this research, social engagement is understood as an umbrella term, which includes the concepts of social interaction, social participation, volunteering,

and civic involvement. In addition, social engagement encompasses meaningful connections and active participation with causes or groups within one's community that support change. This conceptual understanding involves people possessing opportunities, resources, social support, and the efficacy to create changes within their communities. Researchers have explored the benefits of engaging socially and, as discussed in the following section, it is clear that there is a strong relationship between social engagement and health.

Benefits of social engagement.

There are many benefits of social engagement cited in health-related literature. Berkman, Glass, Brissette, and Seeman (2000) summarize that there are three main pathways through which social interactions connect to health of individuals. Social relations can influence participation in health-related behaviours, as well as physiological functioning, and psychological well-being (Berkman et al., 2000). People with greater social ties are influenced to engage in healthier lifestyle choices, such as greater levels of physical activity (Cherry et al., 2013; Cohen & Lemay, 2007; Little & Phillips, 2006; Tucker, Klein, & Elliott, 2004) and are more likely to access health services (Thomas, 2012) than those with fewer social ties. Results from a highly influential, replicable, and generalizable study by Berkman and Syme (1979) on the relationship between social connections and mortality rates indicate that individuals with greater numbers of social ties lived longer. Numerous additional studies have also found that social ties and social support promotes longevity (Berkman & Glass, 2000; Cohen, 2004; Cohen & Lemay, 2007; Glass, Mendes de Leon, Marottoli, & Berkman, 1999). The benefits of social engagement on health are evident across the lifespan (Glass, DeLeon, Bassuk, &

Berkman, 2006; Wheeler, Gorey, & Greenblatt, 1998). For example, social engagement
through the aging process protects older adults against disability (Mendes de Leon, Glass,
& Berkman, 2003) and declining cognitive functioning (Bassuk, Glass, & Berkman,
1999; Zunzunegui, Alvarado, Del Ser, & Otero, 2003).

In a study of the relationship between social engagement, physical health and
health behaviours, interviews were conducted across a wide range of ages, from 21 years
of age to over 90 (Cherry et al., 2013). Cherry et al. (2013) found was that social
engagement had a positive relationship with self-reported health behaviours (i.e. physical
activity) and indicators of physical health (i.e. physical functioning). Thomas (2012)
surveyed over 1,600 older adults and stated that social engagement was positively
correlated to both physical and cognitive functioning. Engagement can also provide a
buffer against many adverse mental health conditions including isolation, depression,
suicide, and anxiety (Little & Phillips, 2006; Kawachi & Berkman, 2001; Renzetti,
2013). Little and Phillips, and Glass et al. (1999) suggest the benefits of social
participation are greater emotional support, self-esteem, respect, and access to
information, resources, and norms that improve health and lower levels of psychological
distress. Through social participation people receive "greater predictability, stability,
purpose and belonging and security, and recognition of self-worth" (Cohen, 2001, p. 6) in
their lives, which supports the connection between one's social environment to overall
health. Pillemer, Moen, Wethington and Glasgow (2000) argue it is the quality and the
quantity of social relationships that matter. Involvement in more beneficial social roles in
life is connected to more "power, prestige, resources, and emotional gratification,
including social recognition and a heightened sense of identity" (Pillemer et al., 2000, p.

50). In addition, Briggs (1998), Cattell (2001), Glass et al. (2006), Geronimus (2000), James (1993), Schwerdtfeger and Friedrich-Mai (2009), Stack (1974), and Wilkinson (1996) found that social engagement buffers stress induced by inequalities, marginalization, and depression by providing access to social capital, social support and positive life experiences. According to Bourdieu (1986), social capital is the benefits and resources individuals receive through their social interactions. Briggs (1998) suggests social capital obtained through social relationships can help people get ahead in life (e.g., social leverage through access to job opportunities) or to get by through social support. Social support refers to the resources (i.e. psychological or material) provided by social connections that assist with an individual's stress-coping (Cohen, 2004). Yet, not all social engagement can have a positive influence on health.

Adverse effects of social engagement.

Despite the benefits of engagement evident in the literature, there are several adverse implications of social engagement at the community and individual level. In some communities where social engagement is encouraged, personal freedom can be taken away, powerful individuals may retain control of resources, and systematic inequalities can persist (Nelson & Prilleltensky, 2005). Olsen (1971) discusses that coercion, infringement of individual rights and freedoms, power struggles, social homogeneity, and lack of appreciation for selfless efforts may arise from participation in large organizations, where the benefit of the whole often outweighs the value of individuals.

At the individual level, there may also be adverse implications of social engagement. Pillemer et al. (2000) suggest that people with greater strain in the social

relationships are less likely to have positive physical and psychological health statuses. In a longitudinal study of community-dwelling adults over the age of 65, Zunzunegui et al. (2003) found that poor social connections were associated with increased risk of declining cognitive function. Cherry et al. (2013) also acknowledge that men and women have different responses to strain in social ties; women who experience greater role strain in the social networks have poorer mental health status. Negative interactions that increase psychological stress can also have physiological implications and enhance disease risk (Cohen, 2004). Cohen, Doyle, Turner, Alper and Skoner, (2003) interviewed individuals engaged in social conflicts and found they were more susceptible to colds, when exposed to the virus by the researchers, than individuals who were not engaged in social conflicts. Regardless of the potential for beneficial or adverse implications of social engagement, without social engagement in one's community, the health of our ecosystems may be in peril.

Ecosystems Perspective Literature

Although this research focuses on the SDH, particularly its social engagement aspect, the research is also embedded in a wider ecosystems health perspective.

Ecosystem health is the study of the circumstances that enable ecosystems to maintain their full functionality while providing sustainable livelihoods and conditions that favor cultural well-being and public health. It seeks to identify key indicators of health at the ecosystem scale, taking the perspective that humans are part of, and not apart from, the system. Thus, the indicators are not only ecological in nature, but also involve social dimensions, including public health, cultural practice, sustainable livelihoods, governance, etc. Its focus is not only on

measuring the health state of ecosystems and landscapes, but also on the

determinants of health (Rapport, 2007, p. 78).

According to Rapport et al. (2001), ecosystems involve human-beings, their social

organization, economy and health. Rapport (1997) also calls for the building of "bridges

within and between the social, natural and health sciences" (p. 289) to maintain healthy

ecosystems. Ecosystems health focuses on the relationship, the symbiosis between

humans and the rest of the natural world (Rapport, 2007). Its goal is sustainability and

functionality for all species from present day onwards (Rapport, 2007). Rapport and his

colleagues (Rapport, Costanza, & McMichael, 1998) echo Bormann's (1996) sentiments

that humans are a part of nature not separate from it.

Ecosystem health may be defined as the capacity for maintaining biological and

social organization, on the one hand, and the ability to achieve reasonable and

sustainable human goals on the other (Rapport et al., 2001, p. 24).

Ecosystems that are healthy have several characteristics: they are stable, sustainable,

organized, productive, autonomous, and resilient (Costanza, 1992; Rapport et al., 2001).

Unhealthy ecosystems emerge from human behaviours that create stress, referred to as

the Ecosystem Distress Syndrome (EDS), and have harmful impacts (Rapport et al.,

2001). Examples of human behaviours that harm the environment include: pollution,

contamination, over-use, over-harvesting, and deteriorations of biodiversity and the

ozone layer (Rapport et al., 2001). Many researchers have commented on the ability of

humans to negatively impact the earth and its ecosystems, creating harmful consequences

for human and other species health (Karr & Chu, 1995; Rapport et al., 1998; 2001; Tolba,

1992; Vitousek, Mooney, Lubchenco, & Melillo, 1997).

Restoring eco-cultural health to the Earth will require a radical restructuring of values and behaviours. But therein lies the hope: the current crisis is largely one of human making, and thus the power to change course lies within human hands (Rapport, 2008, para. 14).

Rapport et al. (1998) suggest that changing human values and how people engage with one another can influence the health of our ecosystem, and The JFP embraces this perspective.

Social engagement in ecosystems health.

"Clearly," state Rapport et al. (2001), "one of the prerequisites to a viable human future is restoring and maintaining healthy ecosystems" (p. 24). This is the point where social engagement in ecosystems health is vitally important. Drawing on the health and climate change research of Colwell (1996), McMichael (1993; 1997), McMichael and Haines (1997), Patz, Epstein, Burke and Balbus (1996), and Wilson (1995), Rapport et al. (1998), argue that when the health of our ecosystems - our habitat - is reduced, the health of the human population is also negatively influenced. Based on a survey of Swedish youth, Ojala (2012) states that although young people are aware that climate change issues are important to address, pessimism abounds, and hope needs to be instilled to promote pro-environmental behaviours. "'Constructive' hope had a unique positive influence on pro-environmental behaviour. Hope based on denial was negatively correlated with pro-environmental behaviour" (Ojala, 2012, p. 625). In addition to hope, efficacy is also important to consider when encouraging social engagement in pro-environmental behaviours. Dresner, Handelman, Braun and Rollwagon-Bollens (2014) found that people were more likely to volunteers within parks if they paid attention to

environmental issues, independently participated in pro-environmental behaviours, felt

their actions could be part of the solution, and enjoyed engaging in community activities

related to the environment. Bell et al. (2008) also found that previous positive social

experiences with an environmental organization encouraged volunteers to return for more

voluntary opportunities. Awareness, positive beliefs and experiences matter when the

promotion of pro-environmental behaviours is concerned. Boime (2007) argues that

despite awareness of environmental concerns, the environmental movement has remained

unsuccessful due to two historical patterns. Firstly, Boime suggests that previous local

grass-root endeavours acting in silos tended to ignore the issues of class, race, and

regional differences, and that their elitism, lack of coalitions, and the extreme arguments

alienated people. Secondly, the attack on the ideology of preservation, which kept people

and wildness separate. Instead of preservation, the dialogue now connects people to

nature (e.g., the ecosystems health perspective) and as much as this shift assists

environmentalists it has opened up debate against leaving wild areas untouched to

appease appetites wanting to enjoy nature's commodities, as well as its scenic and

recreational past-times. Connecting people with nature without sustainability practices

places greater demands on its resources (Biome). To change this consumptive behaviour

and re-establish the environmental movement, over forty years ago McNiell (1975) called

for environmental researchers "to abandon the shelter of ivory towers for the blood-

spattered arena of public discourse and the dangerous task of infiltrating the corridors of

power" (p. 64). McNiell (1975) suggests that if people are a part of nature, and must

protect the health of ecosystems from reduction, the environmental movement must

engage people at an individual level and tackle the larger social, political, and ideological issues as well.

Tradition of Using Art in Movements and Historical Documentation

The JFP is part of an ongoing tradition of artists using art to support revolutions, document history, and highlight atrocities. Different movements throughout history have used the arts to gain support and engagement. Singing was used in the Civil Rights movement, dramatic theatre by the Black Panthers, poetry and writing by the Women's Rights movement, and murals for revolutions in Mexico (Reed, 2005). For decades, music and visual arts such as photography have shared ideas of famine, apartheid and politics, whereas literary and graphic arts have been used for health promotion, AIDS prevention, and the critical analysis of race, class, gender and war (Magnum, 2000, Reed). Now newer forms of communication via the Internet are helping people to participate in global justice and environmental movements (Reed, 2005). Recently, social media has emerged as a way of connecting people together for political freedom movements, such as the Egypt upraising and the "We are the 99%: Occupy Movement" in North America.

Throughout history, documentarians have been using the arts to bring attention to events of historical significances, social injustice and global/environmental catastrophes. Art has the power to express and elicit emotions (Stein & Faigin, 2015) and transform the familiar into the strange and vice versa (Eisner, 2008). Documentary photographers have brought powerful images of current and historical events to the eyes of the public (Magnum, 2000). The Magnum collective states that "the medium exists to make us look again…photography has a unique capacity to document reality, and in so doing to

transform it into images that we are unable to forget" (Magnum, 2000, p. 52). For the

Magnum collective of photographers, sharing images of real events as horrific as they can

be at times, means that

> it will be unforgettable: so that it will burn into peoples' memories, so that they
>
> will do something to stop it, if they can, and if they cannot, to at least understand
>
> …thanks to these photographers, we cannot claim that we were deceived, we
>
> cannot claim that we did not know, ignorance is no longer a plausible alibi in a
>
> world made transparent by imagery. If we, the audience for these pictures, have
>
> not done what we should with our knowledge, if we have not acted as we might
>
> have done and made our leaders act as they should, we cannot blame our
>
> messengers (p. 56).

Nikos Economopoulus photographed the war in the Balkans, Luc Delahaye captured

graphic images of the former Yugoslavia, and John Vink showed the world the lives of

refugees in Sudan, Turkey, and Thailand (Magnum, 2000). Others focused on

conservation issues, rather than social injustices. For example, Jean Guamy highlighted

the changes in the ocean and the decrease in wild fishing stocks through his photography

of fishing boats from the Strait of Gilbratar to the Irish Sea (Magnum, 2000). Another

artist and activist, Edward Burtynsky collected images of industrial realities and

highlighted the challenges of human consumption and a productivity-driven existence

(Burtynsky, 2013). Aside from still images, documentarians have also used the medium

of moving images, film, to capture moments in history. Film footage from German and

US Army Signal Corps were used as evidence in the Nuremburg trails:

On November 29, 1945, the IMT prosecution introduced an hour-long film

titled "The Nazi Concentration Camps." When the lights came up in the Palace of

Justice all assembled sat in silence. The human impact of this visual evidence was

a turning point in the Nuremberg trials. It brought the Holocaust into the

courtroom (United States Holocaust Memorial Museum, 2014, para. 9.).

George Stevens's film "The Nazi Concentration Camps" taken from the National

Archives,

(http://www.ushmm.org/wlc/en/media_fi.php?ModuleId=10007271&MediaId=5685)

brought to life the horrors of war and created emotion and understanding in the audience

that could not be denied. Other documentarians and filmmakers have tried to convey

different messages prioritizing the connections between humans and the environment,

while at the same time still focusing on triggering the emotions of its audiences (i.e.

Manufactured Landscapes ™ (Baichwal, de Pencier, & Iron, 2006) and Watermark ™

(Baichwal, Burtynsky, de Pencier, & Schlimme, 2013), Midway ™ (Levy, Jordan &

Emiliani, 2012), and Mission Blue ™ (Stevens et al., 2014)). In modern society,

filmmakers are still using the medium to convey intense images meant to create emotion

in its audiences.

In Manufactured Landscapes ™, Jennifer Baichwal follows the photographic

journeys of Edward Burtynsky as he captures the opposing beauty and destruction of

human industries. Watermark ™ continued the collaboration between Jennifer Baichwal

and Edward Burtynsky and exposes the multifaceted relationship that humans have with

water, its origins, means, and consequences. The Midway Film ™ portrays the harmful

impact that plastic waste is having on our ecosystems and its film trailer is shown by The

JFP to the audiences. This film is described as "both elegy and warning, Midway explores the interconnectedness of species, with the albatross on Midway as mirror of our humanity" (Midway website, 2012, para.1). Another example, of film documenting the history of the world is Mission Blue ™ (2014). Mission Blue™ is a story of a world-leading Oceanographer, Sylvia Earle. It was released on August 15th, 2014 and shares with viewers the changes in the ocean and one woman's lifelong quest to create hope spots around the world. The Mission Blue™ campaign is also an example of the movement away from a reliance on one form of art to convey messages to an audience. This campaign incorporates more than film; it involves multiple mediums and means of communication. It is an example of how movements by today's change-makers must use a variety of platforms to connect with their audiences.

Movement Towards Transmedia and Creating Experiences: Using Multiple Platforms for Social Change

Transmedia storytelling or communication has become a new pathway to successful engagement (Jenkins, 2003). Also referred to as cross (Bechmann Petersen, 2006) or hybrid media (Boumans, 2004), multimodality (Kress & van Leeuwen, 2001), multiple platforms (Jeffery-Poulter, 2003), intextuality (Bakhtin, 1968), intertextual commodity (Marshall, 2004), transmedia storytelling:

> involves creating content that engages the audience using various techniques to permeate their daily lives. In order to achieve this engagement, a Transmedia production will develop storytelling across multiple forms of media in order to have different entry points into the story. These entry points are places where the

audience can access content, with each point also providing their own unique

perspective on the overall story (Bernardo, 2011, p. 11).

In summary, transmedia is the technique of sharing a story across multiple platforms and

formats, such as modern digital technologies (Kress, 2003).

The trend is that this content will be increasingly consumed when the audience

wants to consume it and not just when the television scheduler decides to

broadcast it. Audiences are by and large choosing the devices they want to use

and the content they want to consume on them. Transmedia is valuable here

because it allows you, the producer, to capture and engage with an audience.

Crucially, it allows you to engage the audience in exactly the way that viewers are

now accessing media content (Bernardo, 2011, p. 12).

Transmedia is essential to brand development, the promotion of a story or narrative as

well as audience engagement (Bernardo, 2011; Jenkins, 2003; Scolari, 2009). It means

drawing on social media, art, science, collaborations, partners, and a brand identity to

support a movement that breaks through the cacophony of stimulation available in the

world today.

Using multiple means of communication to establish a narrative and brand that

draws people towards a cause or organization is necessary to be competitive in a

marketplace of constant stimulation. Yet, the creation of a brand and the retention of

one's audience are not complete in today's world without offering an experience, or

multiple experiences (Hulten, 2011; Turley & Milliman, 2000; Wiedmann, Hennigs,

Klarmann, & Behrens, 2013), both online and in the physical world. In modern society,

there is an experience economy, which has been expanding since the 1990s (Fenwick,

2000). An experience economy means providing to audiences multisensory (i.e. visual, auditory, haptic) and meaningful forms of active engagement with one's brand to maintain a competitive advantage (Wiedmann et al., 2013). This shift towards an experience economy is not only present in the commercial marketplace; it is also present in the halls of institutions. Students are no longer satisfied with the traditional lecture-based form of education; they desire more experiential and hands-on learning environments (Hawtrey, 2007). Youth may only retain a small portion of what they are told, and absorb the majority of information when they are actively involved in a physical learning activity focused on the information (Borg & Stranahan, 2002; Hawtrey; McLean & Tatnell, 2000; Senge, 1990). Marketing to youth in the future may require a combined approach of multi-sensory and hands-on learning experiences.

Social Marketing Literature

Social marketing involves the use of traditional marketing mix principles and strategies, such as segmentation, competition, and the 4Ps (product, price, promotion, and place) to create social change and benefits (Andreasen, 2006; Kotler & Lee, 2008; Kotler, Roberto, & Lee, 2002; Wharf Higgins & Hodgins, 2008). The fundamental tenet of any social marketing initiative is its sound understanding of the audience's perspective, and tailoring initiatives oriented from their point of view (Smith, 2007; Wharf Higgins & Hodgins, 2008).

Drawing on the key concepts of exchange, segmentation, and the competition, social marketing theories pay particular attention to understanding perspectives of participants (Grier & Bryant, 2005; Wharf Higgins & Hodgins, 2008), "in order to subsequently design a campaign that presents a product in keeping with their realities and

needs, [is] valuable and appealing" (Drummond, Wharf Higgins, & Hubert, 2009, p. 3). Using marketing principles and techniques to create, communicate, and deliver something of value to the priority audience, the intention is to benefit both the prioritized populations and broader society (Grier & Bryant, 2005; Lee & Kotler, 2011). An important aspect of the social marketing process is being participant-centered so that programs and promotional materials generated will influence policy or promote changes in behaviour (Collins, 2015; Lee & Kotler, 2011; Lefebvre, 2002; Wharf Higgins & Hodgins, 2008):

> Entering the marketing world, requires abandoning the expert researcher and professionals' mind-set that the idea of the health or social behaviour (e.g., physical activity or volunteering) is intrinsically good, so that if it fails to sell, the defect must reside in an uninformed, apathetic or unmotivated population who need shrewder instructions or louder exhortation to do the right thing (Drummond et al., 2009, p.11).

Segmentation involves separating audiences into meaningful, 'like' groups rather than treating all members of the audience the same, and doing so based on psychographic information (i.e. knowledge, beliefs, attitudes, and behaviours) in addition to demographic information (Andreasen, 2006; Grier & Bryant, 2005). The notion of competition acknowledges that there will always be alternative behaviours contending for the audience's attention and time, so that social marketers must understand the lure of these alternatives if they are to succeed (Andreasen, 2006; Grier & Bryant, 2005; Wharf Higgins, 2011).

In social marketing, the product means the "package of benefits that a recommended behavior offers to the target audience" (Andreasen, 2006 p. 106). Products can be classified into three categories: core, actual, or augmented (Lee & Kotler, 2011).

- Core: the priority audience's perceived benefits (physical, psychological, social, emotional, financial) of the promoted behaviour change, and how these fulfill their fundamental beliefs and values about what is important;

- Actual: the tangibles or actual behaviour that is being offered to the priority audience;

- Augmented: additional tangible goods or services that add value and assist the priority audience to perform the behaviour, or provide incentives to do so.

Price involves any costs (i.e. psychological, social, time, emotional, physical, financial) or negative consequences that the priority audience associates with making the behaviour change, monetary or nonmonetary (Grier & Bryant, 2005; Lee & Kotler, 2011) in exchange for receiving the anticipated benefits. Place, in comparison, is "where and when the target audience will perform the desired behavior, acquire any related goods, and receive any associated services" (Lee & Kotler, 2011, p. 291). Place means making access to the product - the behaviour change proposed - convenient, accessible, affordable, and enjoyable (Lee & Kotler, 2011). Promotion refers to reaching the audience with messages about the product, price and place, and persuading them to become engaged (Grier & Bryant, 2005). Promotion is more than merely providing information (Lefebvre, 2002). It must disseminate the key messages, through the right messengers and processes, so that it is relevant, meaningful, personalized, and attracts the attention of its intended audience.

Despite an outward impression of solely focusing on individual behaviour change, social marketing can, and has been used to address broader structural issues (Collins, 2015; Lee & Kotler, 2011) that are more closely associated with the SDH. In fact, when methodically and comprehensively applied - that is not just relying on one or two of the "Ps" (particularly promotion) to stimulate change - social marketing has supported changes within a variety of health issues and behaviours, such as teen smoking, overuse of alcohol, impaired driving, promoting physical activity, and healthy eating (Collins, 2015; Donovan & Owen, 1994; Lee & Kotler, 2011; Kotler, Roberto, & Lee, 2002; Stead, Arnott, & Dempsey, 2013; Thompson, Heley, Oster-Aaland, Stastny, & Crawford, 2013), as well as environmental (Kassirer & McKenzie-Mohr, 1998; McKenzie-Mohr, 1996) and public health (Grier & Bryant, 2005) efforts. Public health campaigns often use social marketing strategies to support healthy behaviour changes all over the world; these campaigns have ranged in topics from safe-sex and the promotion of condoms (Harvey, 1999), to the provision of clean drinking water (Mong, Kaiser, Ibrahim, Razifimbololona, & Quick, 2001), and improving access to nutrition and health-care services for children and families (Bryant et al., 1998). Social marketing has also been used to understand which strategies support increased physical activity of both underprivileged populations (Scott & Wharf Higgins, 2012) and charitable organizations (Wharf Higgins & Hodgins, 2008).

Many authors are suggesting that to be successful, not for profit organizations must be market-oriented and use marketing practices to their advantage (Blakney Eveland & Crutchfield, 2004; Sargeant, 2001) as the "climate for nonprofit organizations [is becoming] increasingly competitive for the public's attention and charitable giving,

[thus] social marketing research can help to gather information for mutual benefit"
(Wharf Higgins & Hodgins, 2008, p. 49). Collins (2015) suggests that the lines of
successful social marketing and community development are becoming blurred. This
blurring is necessary, as creating campaigns that prioritises individual behaviours under
the assumption that individuals have the ability to act freely without regard for contextual
barriers, is illogical. Collins states there is a

> difficulty with campaigns that rely primarily on communication is that they are
> predicted on the assumptions that the target audience is composed of rational
> individuals who can be persuaded, cajoled, shamed, frightened, into making
> significant and permanent lifestyle changes (p. 155).

Previous campaigns that focused on individual behaviours or fear often failed, because
audiences were not actively involved in addressing the issue or developing a community
to overcome the contextual issues that impede behaviour change (Collins, 2015; Green &
McAlister, 1984; Hastings, 2003; Pechmann et al., 2011). Instead of individual
behaviour-based campaigns commonly labeled as social marketing (Andreasen, 2002),
Collins recommends switching passive recipients, often let down and abandoned by
short-term information-based campaigns, into active participants who co-create, co-
analyse, and co-design interventions that occur within their own communities for long-
lasting change. Lefebvre (2002) suggests that social marketers need to build communities
for social change and to do so they must use an array of methods, from communication to
regulation changes. Ignoring the political and contextual factors in any campaign will be
a waste of time, effort, and financial resources (Collins, 2015; Lefebvre, 2002). Only
through collaboration with active participants, community organizations, community

developers, and policy makers, will social marketers enable sustained behaviour

change to occur (Collins, 2015).

Theories of Behaviour Change

Social marketers draw on a range of theories of behaviour change to support their

interventions (Vega & Ghamen, 2007). These theories include, the Health Belief Model

(Janz & Becker, 1984), Theory of Planned Behaviour (Ajzen, 1991; Bamberg & Schmidt,

2003; Harland, Staats, & Wilke, 1999; Heath & Gifford, 2002; Verplanken, Aarts, Van

Knippenberg, & Moonen, 1998), Social Learning Theory (Bandura, 1991), Social

Practice Theory (Reckwitz, 2002; Shove & Pantzar, 2005; Warde, 2005), Value-Belief-

Norm Theory (Andersson, Shivarajan, & Blau, 2005; Stern, Dietz, & Guagnanao, 1995;

Stern, Dietz, Able, & Guagnanao, 1999; Stern, 2000; Ture & Ganesh, 2014), the Norm

Activation Model (Schwartz, 1997; Schwartz & Howard, 1981) and Diffusion of

Innovation (Rogers, 1995). One of the most popular theories in social marketing literature

has been the Theory of Planned Behaviour. This theory has been used in a plethora of

interventions ranging from fishing (Flannery & May, 2000), and transportation (Heath &

Gifford, 2002) practices, to conservation (Kaiser, 2006) and a host of other pro-

environmental behaviours (Sleg & Vlek, 2009), such as recycling (Kaiser & Gutscher),

and waste composting (Mannetti, Pierro & Livi, 2001). The following sections provide

overviews of some of the most commonly used behaviour change theories that are

compatible with social marketing principles and approaches.

Health belief model.

Created by social psychologist from the United States Public Health Service

Health in the 1950s, the Health Belief Model explores why people practice or fail to

practice health-related behaviours (Janz & Becker, 1984). This model states that four

key elements will predict how likely people will engage in behaviour, 1) Perceived

Susceptibility (i.e. the extent to which people believe that a threat will impact them); 2)

Perceived Severity (i.e. the extent to which people believe that the threat will have a

serious impact on them); 3) Perceived Barriers (i.e. how easy or difficult the behaviour is

to conduct); and 4) Perceived Benefits (i.e. how likely the behaviour will have positive

outcomes against the threat) (Sullivan, Pasch, Cornelius, & Cirigliano, 2004). The greater

the perceived susceptibility, severity, and benefits and lower perceived barriers, the more

likely a behaviour change will occur.

Theory of planned behaviour.

Expanded from the Theory of Reasoned Action, The Theory of Planned

Behaviour is referred to frequently in behaviour change literature (Ajzen, 1991, 2005;

Ajzen & Fishbein, 1980; Armitage & Conner, 2001; Conner & Armitage, 1998; Cordano

& Frieze, 2000; Flannery & May, 2000; Heath & Gifford, 2002; Kaiser, 2006; Mannetti

et al., 2004; Sutton, 1998). The Theory of Planned Behaviour incorporates attitudinal and

behavioural factors on intentions to conduct behaviour change (Ajzen, 1991). There are

three components that influence intentions for behaviours in this model, including: 1) the

perceived outcomes, 2) social influence, and 3) personal perceived control (Ajzen &

Fishbein, 1980). Social influence has a large role in The Theory of Planned Behaviour. If

one's social network conveys that certain behaviours are not important, they will be less

likely to occur (Armitage & Connor, 2001). In comparison, if behaviours are socially

desirable, adoption of these behaviours will become more likely (Armitage & Connor,

2001). Critiques of this theory are that the model does not consider changes in attitudes

across different situations (Bamberg & Schmidt, 2003), even if it is well-known that

contexts (Stern, 2000), social networks, social norms, and infrastructure (Hargreaves,

2007) can all influence attitudes. Bamberg and Schmidt also suggest that there is a weak

connection between concerns and specific environmental behaviours, what truly matters

to people is whether the concern is personally relevant and has consequences. Peer

pressure and unexpected barriers often influence intentions and behaviours (Bamberg &

Schmidt, 2003). Armitage and Connor (2001) also found that intentions and self-

predictions were better predictors of behaviour than attitudes, subjective norms, or

perceived behaviour control of the Theory of Planned Behaviour.

Stages of change.

Stages of Change Theory was established by Prochaska and Velicer (1997) and

focuses on the process people go through to initiate and maintain change and encourages

the prioritizing of people at different stages of readiness to make a lifestyle change. There

are six stages, including: precontemplation, contemplation, preparation, action,

maintenance, and termination (Prochaska, 1997). This theory of behaviour change argues

that information and awareness alone do not create changes, instead mentoring, new skill

development, and modelling of these skills is needed for self-efficacy to develop and

change to be supported (Vega & Ghanem, 2007). According to the stages of change

theory, for people to make changes numerous components are involved: 1) there must be

a perceived risk, 2) the benefit of change must be relevant, 3) social norms need to

support behaviour change, 4) skills and resources are available, and 5) people are ready to

change (Vega & Ghanem, 2007).

Social learning theory.

Based on Bandura's (1977) ideas around self-efficacy, Social Learning Theory explains that people often learn by watching others and understanding the consequences of certain behaviours. In addition, according to Social Learning Theory, learning does not automatically lead to changes in behaviour (Akers & Sellers, 2004). One can thoroughly understand a task or behaviour, without ever expressing or conducting it. Within this theory, reinforcement plays an indirect role in learning as it offers incentive to display the behaviour (Akers & Sellers, 2004). Reinforcement from others also supports people to focus attention on certain behaviours, engaging their cognitive processes, which supports learning (Akers & Sellers, 2004). Embracing a new behaviour depends on the timing, length, frequency and nature of the contact between the educator and the learner (Ackers & Sellers, 2004). Social Learning Theory emphasizes that learning also arises through participating in opportunities to practice and master the behaviour (Bandura, 1977). Thus, self-efficacy, the belief in one's capabilities (Bandura, 1977), plays a role in how a person masters and performs the behaviour. The higher self-efficacy a person has the more likely the behaviour will be performed (Cecil & Pinkerton, 1998). In contrast, individuals with low levels of self-efficacy rarely attempt to change their behaviours (Vega & Ghanem, 2007). Social Learning Theory further acknowledges that the external environment is critical to igniting or dampening behaviour change known as "external efficacy:" Social Learning Theory posits that the context within which people are expected to engage in behaviour change must facilitate that change through policies or structural initiatives that also serve to create norms and a culture of change (Akers & Sellers, 2004).

Diffusion of innovation.

Diffusion of Innovation Theory created by Rogers (1995) attempts to explain how new ideas, behaviours, or products are adopted and increase in polarity within a social environment over time. There are five categories of people who adopt new ideas, ranging from innovators (i.e. those who will be the first to embrace or develop the idea) to laggards (i.e. individuals who are skeptical of new ideas and resistant to change) (Rogers, 2010). To enhance the likelihood of awareness, willingness to adopt, test, and continue use the innovation, there are several strategies to influence adoption including: maximizing the innovation's relative advantage (i.e. seen as beneficial), compatibility (i.e. aligned with needs and values), simplicity (i.e. the ease to which the innovation is easy to use and understand), triability (i.e. can the innovation be tried and tested prior to a commitment), and observability (i.e. are the results of use tangible) (Rogers, 2010). If an innovation is seen as beneficial, compatible with one's lifestyle, easy to understand or use, may be tested and results observed, than it is more likely to be widely adopted.

Social practice theory.

To encourage behaviour change to occur, Social Practice Theory shifts attention away from individuals and focuses it on a holistic perspective, in which broader culture of social and collective practices influence individual perceptions and actions (Hargreaves, 2011; Vega & Ghanem, 2007). Quite different from the previous behaviour change theories discussed, Social Practice Theory suggests that social interactions and power play more of a role in behaviour and the creation of unconscious habits than individual choices (Reckwitz, 2002; Shove & Pantzar, 2005; Warde, 2005). The theory

argues that without addressing, broader contexts that support or inhibit choices, individuals cannot engage in lasting behaviour change.

Summary

In the beginning of this chapter, literature on the conceptualization of health, the SDH, and its key categories were summarized. Subsequently, social engagement was introduced as a crucial aspect of the SDH. Social engagement was also connected to the ecosystems perspective (Rapport, 1997) as an essential means of creating healthy environments. Afterwards, a shift towards an experiential economy, and multi-sensory and meaningful engagement for priority audiences was discussed. This was followed by a discussion of social marketing, its main components and objectives, as well as its usefulness when exploring audiences' perspectives on social engagement. Lastly, a variety of behaviour change theories and models were introduced that connect with social marketing principles and approaches. The following chapter describes the methodology of this research.

Chapter Three: Methodology

To better understand the social engagement strategies of The JFP and the perceptions of its priority audiences, a case study, informed by community-based research design and social marketing theory was selected as the most appropriate choice for this study. This chapter begins with an overview of several frameworks, including case study research design, social marketing approaches, and community-based research traditions. After each framework is introduced, a discussion of how each approach connects to The JFP is provided, followed by a detailed description of The JFP's Winter 2014 Tour, the time-frame for this case study. Specific aspects of the research process are presented including recruitment of research participants, data collection methods, methodological challenges, ethical considerations, establishing trustworthiness, and data analysis strategies.

Research Design: Case Study

A case study design was purposefully chosen for this research. Simons (2009) defined a case study as an:

> in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a 'real-life' context. It is research-based, inclusive of different methods and is evidence led. The primary purpose is to generate an in-depth understanding of a specific topic (as in a thesis), programme, policy, institution or system to generate knowledge and/or inform policy development, professional practice and civil or community action (p. 21).

A case study researcher attempts to obtain as much relevant information about a particular subject through different methods and to share this detailed understanding with others.   Therefore, spending an extended period of time exploring the subject and research participants is necessary to achieve a deeper understanding of the research topic (Thomas, 2011).

Case studies investigate a subject or phenomenon within a 'bounded system' of time or place (Creswell, 1998; Thomas, 2011). This form of research focuses on natural settings and human behaviour (Aaltio & Heilmann, 2010). Thus, case studies are useful for studying a small number of cases, particularly naturally-occurring cases (where manipulation and control are not the aim), or exploring relationships and processes (Hammersley & Gomm, 2000; Thomas, 2011). Case studies are also designed to uncover rich descriptions rather than causations and generalizations (Thomas, 2011) and are compatible with multiple methods of data collection (Creswell, 1998). Data for case studies can be extracted from individual and group interviews, observations, documents and audio-visual or other sources. Indeed, the methodological hallmark of a case study is to obtain multiple sources of information (Creswell, 1998). The following paragraph discusses how this research is compatible with the case study traditions.

The primary purpose of this research is to understand The JFP's social engagement strategies and its priority audiences' perspectives, thus the purpose is well suited to case study research design. Since the focus of this research is specifically on The JFP's Winter Tour 2014 with Mindil Beach Markets*, it is a bounded case study. (*Mindil Beach Markets is the name of the band that helped to found The JFP and is the focus of the Winter Tour 2014. To be clear, The JFP partners with a number of bands and

musicians and anticipates expanding this number in the future). The research is bounded by subject, place and time. Students who viewed the presentation during the Winter Tour and The JFP stakeholders' perspectives of the art-based initiative are the primary foci. To attain a deeper understanding of their perspectives, the primary researcher was required to spend long periods of time interacting with students and The JFP stakeholders. This exploration occurred in real-life contexts, in the schools and community locations where The JFP planned, performed or reflected upon its presentation.

Real-life contexts of this research are compatible with case study research design. To obtain the rich descriptions required by case study research design, data were obtained through multiple methods, including focus groups, interviews, the online presence of The JFP and social media analysis. In summary, the purpose of this research fit with case study research design as it was a unique case naturally occurring within society, and its social engagement strategies were the focus of the extensive exploration and multiple methods of data collection. The purpose and case study research design also align well with social marketing theory.

Social marketing theory explicitly focuses on understanding perspectives of priority audiences and social change (Wharf Higgins & Hodgins, 2008). In general, social marketing approaches attempt to better understand priority audiences' attitudes, behaviours, and perceptions for the purposes of creating social changes, and influencing the contexts in which audiences are expected to engage in those changes (Kotler et al., 2002). Because of this inherently participatory nature of marketing social change, the approach also supports the co-creation of knowledge and opportunities for knowledge

translation/exchange (Wharf Higgins, 2011) that are important to this research and case study research design.

The JFP desires a deeper understanding of how youth perceive and engage with its programs to improve awareness of environmental issues and social change regarding environmental practices. Since social marketing theory focuses on understanding perspectives and encouraging social change, it provided a lens to explore these issues. Therefore, data collection involved engaging students in focus groups to respond to questions informed by social marketing concepts, and connecting with JFP stakeholders through interviews.

While social marketing approaches are often viewed as useful for knowledge translation and understanding priority audiences, its primary purpose, to encourage social change, is often misunderstood. This misunderstanding transpires since social marketing theory uses language and techniques similar to commercial marketing strategies. Therefore, its mandate can be easily misconstrued as a purely marketing one, with the sole purpose of making profits, rather than supporting social change. Additionally, social marketing is often assumed to be about advertising and promotion alone, to the neglect of its other key components which distinguish it from traditional models of behaviour change (i.e. education, persuasion, or legislative approaches) (Kotler et al., 2002). However, when applied appropriately and accurately, social marketing procedures and values are more aligned with community-based research and community development than traditional marketing (Collins, 2015). Social marketing and community-based research both emphasize understanding audiences, meaningful participant engagement, the co-creation of knowledge and the collaborative translation of knowledge into action

(Wharf Higgins, 2011). The following section provides a broader overview of community-based research.

Community-Based Research

Community-based research is referred to as "feasible and long-standing framework for generating the kind of boundary-crossing knowledge and community organizing strategies necessary for addressing multifaceted issues in the real world" (Etmanski, Hall, & Dawson, 2010, p. 3). Minkler and Wallerstein (2008) suggest that there are several principles of community-based research which include participation from the community, cooperative joint processes, co-learning opportunities, systems development, capacity-building, empowerment, and a balance between research and action. The community-based research tradition also suggests that research should be conducted in collaboration with key stakeholders in the community, not for them (Horowitz, Robinson, & Seifer, 2009). Key stakeholders are potential co-researchers that are directly affected by the research issues and hold knowledge regarding the topic (Horowitz et al., 2009; Minkler, 2000). Ultimately, the community-based research tradition focuses on strengths and the capacity of a community to solve problems and make powerful changes (Minkler, 2000), and key stakeholders' knowledge and support are instrumental in this process. Some researchers suggest that supporting social change is the raison d'être of the community-based research tradition (Etmanski et al., 2010).

Community-based participatory research is increasingly being used for addressing environmental health issues, educating policy-makers and supporting change (Brugge & Hynes, 2005; O'Fallan & Dearry, 2002; Themba & Minkler, 2003). If environmental health changes are to occur, Minkler, Vasquez, Tajik, and Petersen (2008) suggest

considering community capacity and a systems perspective is necessary. Dimensions

of community capacity that are supportive of pro-environmental change include

leadership with the ability to mobilize a population that has the skills, resources, social

networks, partnerships, and power (Freudenberg, 2004; Goodman et al., 1998; Minkler,

et al., 2008).   To create change, community-based researchers emphasize the need to be

aware of the community's history and establish working relationships with community

partners and policy-makers to address the socio-political and contextual factors that

influence health and the environment (Minkler et al., 2008).

Although community-based research can be useful and support social change,

there are some criticisms surrounding the implementation of this tradition. Stoecker

(2009) and Westfall, VanVorst, Main, and Herbert (2006) find that many scholars who

identify themselves as community-based researchers are not actually incorporating

several crucial aspects of this tradition. Two essential aspects that are often missing in

community-based research are participation and action (Stoecker, 2009). Neglecting to

establish participation and action within community-based research often means that the

balance of power and the creation of knowledge are not equal between researchers and

stakeholders, a key aim of community-based research (Stoecker, 2009). The following

paragraph describes how this research is truly community-based in nature and addressed

concerns regarding participation and action.

The idea for this research originated from The JFP's first annual meeting. During

the annual meeting, it was discussed by The JFP team members that youth voices were

absent and that this lack of youth input needed to be remedied. The primary investigator

of this research project, Jessica Lansfield, attended the meeting and realized that this was

a remarkable opportunity to conduct community-based research. This research can be considered community-based as The JFP is a conservation organization and a community of individuals that shares similar values. These shared values are focused on social change and the encouragement of social engagement of youth in the environmental movement through the arts, which are aligned with community-based research traditions. This research also worked with members of The JFP to better understand their social engagement strategies and the perceptions of its priority audiences.

In addition, as the research proposal was being developed, the primary investigator from the University of Victoria worked closely with the organization to better understand the organization's goals, strengths, opportunities, needs, and challenges. Both The JFP and the primary investigator were interested in further understanding social engagement strategies that best support social change. In doing so, the research was not imposed upon this community, but took place within its own settings and in keeping with the natural pace of The JFP presentations to schools. The case study involved members of the community within the data collection and analysis processes, and the research findings assisted a community, The JFP, with its strategic planning. To maximize knowledge translation and exchange and further support environmental practices, The JFP and the primary investigator remained in frequent contact throughout the research process. The JFP also assisted with the dissemination of research findings, which were provided to the educational community, and distributed to the schools, teachers and students that participated in The JFP's Winter 2014 tour.

The JFP Winter 2014 Tour

In the fall of 2013, The JFP conducted its initial tour, which took the band, Mindil Beach Markets, across Canada performing at different venues and schools along the way. That tour was the first for The JFP and many lessons were learned while on the road. The intention of the Winter 2014 tour was to surpass the quality of the previous tour and focus energy and resources on schools within the lower mainland and the southern islands of British Columbia. The first half of the tour occurred within and around Vancouver as The JFP partnered with The Vancouver Aquarium. This partnership meant that The JFP would have a band perform music and provide a multimedia presentation, and The Vancouver Aquarium would attend the same school and bring its mobile aquarium for students and teachers to view. This partnership meant more media coverage for both organizations and more activities for the students throughout the day. Within the first week of tour, one of the lead singers of the band, Mindil Beach Markets, and the executive director of The JFP, made the decision to quit the band and refocus his energy on the development of The JFP. This was a difficult situation for everyone. Fortunately, the rest of the band members of Mindil Beach Markets agreed to continue with the set school schedule; however, there was a major loss and transition for the band with four weeks left in the tour (The Jellyfish Project Website).

The tour was demanding, as each school or stop required a minimum of four hours of commitment from the band. Band members were required to travel to the school with their own vehicles and on their own resources. At this time, The JFP school presentations were free and no schools were obligated to make a donation to the organization or the band involved. Once the band members arrived at a school, there was

an hour and a half required to set-up up the performance (Personal communication,

The Jellyfish Project, 2014). This set-up time involved unloading the equipment,

preparing the performance area, conducting tests of the sound, lighting, and visual

components of the presentation. Band members were responsible for their equipment and

being the liaisons between The JFP, school administrators and students. When students

were finally brought into the auditorium or gymnasium, The JFP and the band members

were usually introduced by the principal of the school or a teacher who had championed

the event. Typically, one of the band members thanked the audience for having The JFP at

the school and then immediately the band members would begin to play their musical

instruments without further explanation. This music set lasted for approximately four to

six songs, or about 20-30 minutes in duration. When the music portion ended, the

musicians put aside their instruments and picked up their microphones to begin the

multimedia portion of the presentation. As the presentation unfolded, each band member

was involved, and quick transitions between band members occurred. Sometimes one

person spoke for 20 seconds, another for a minute, but there were always changes in

speakers to give the presentation a dynamic feel. Since the presentation was thoroughly

practiced and the lines of the presentation were memorized, presenters did not read from

cue cards or the screen even though several topics were covered in each presentation.

     During the presentation, band members first introduced themselves and their

music careers. Second, they talked about their logo (which is a jellyfish) and how they

created The JFP after they learned more about the acidification of the ocean due to

pollution and climate change, which is increasing the prevalence of jellyfishes in the

ocean. Thirdly, they talked about the additional learning they completed and how

passionate they felt about educating people about climate change issues. Afterwards, they addressed topics of ocean conservation, acidification, sustainability, carbon dioxide emissions, alternative energies, the overuse of plastics, the importance of voting, and youth involvement in the environmental movement. Slides and videos in the presentation are meant to be visually and emotionally stimulating. An example of one of the visually and emotionally stimulating videos used in The JFP's presentation is the Midway ™ film trailer. This trailer was specifically chosen to raise students' awareness of the detrimental impact of plastics and can be viewed by visiting:

http://www.midwayfilm.com/index.html.

The presentation ended with a call to action for the youth and some strategies that The JFP suggest they can participate in to help the planet. Students were given five key take home strategies, including: 1) Choose sustainable and ocean-wise products, 2) Reduce the use of plastics, 3) Continue the conversation with family and friends, 4) Vote when you come of age, and 5) Participate in the environmental movement by getting involved with another organization. The band members also distributed mailing list sign-up sheets within the last five minutes of the presentation to maintain contact with students who are interested in hearing from the band and/or The JFP in the future.

After the forty-minute multi-media presentation, there was a question and answer period with students that lasted for approximately five- to-ten minutes depending on the school and time allotted. Once the presentation was over, the band members were responsible for interacting informally with the students, taking down their equipment, reloading their gear into their vehicles, and preparing for the next show. At the end of the day, a band member added students to the mailing lists and responded via emails and

social media exchanges with their audiences. Organizing transportation and accommodations was also the responsibility of the band. During the Winter Tour, Mindil Beach Markets presented at two to five schools a week, and performed at 17 different schools in various cities in British Columbia to thousands of students (Personal Communication, The Jellyfish Project, 2014).

Participants

Participants in this research were purposefully sampled. "Purposeful sampling focuses on selecting information-rich cases whose study will illuminate the questions under study" (Patton, 2002, p. 273). Therefore, research participants consisted of several different groups, including middle and high school students, members of The JFP, and other key informants, i.e. members of other organizations and community members that had a vested interest in the organization. Focus groups occurred with students between the ages of 13 and 18 who had viewed a JFP presentation during the Winter Tour 2014, and personal interviews were conducted with six key informants/stakeholders, all who were over the age of 18. Both methods of data collection involved case-specific and convenience sampling (Patton, 2002).

Since the research set out to discover students' perspectives on The JFP presentation, it was appropriate to conduct focus groups with a limited number of students who witnessed the presentation during the Winter 2014 Tour and record their perspectives while the presentation was still fresh in their minds. The aim of these purposefully sampled focus groups was to obtain an intense amount of rich information regarding The JFP presentation and social engagement strategies. Out of the 17 schools that participated in The JFP Winter 2014 tour, several were not eligible due to school

board decisions declining to be part of the study. Only schools located in districts that approved of the study through their ethics review boards were contacted directly by the primary investigator for research purposes. In addition, only schools whose principals and teachers agreed to have their students participate in the focus groups were included. Out of the 12 eligible schools, eight committed to participate.

As this case study involved focus groups with students, at times a hard to reach population, there were several steps that existed in the ethics application, recruitment and implementation processes. In December of 2013, The JFP and primary investigator discussed the possibilities of undergoing this research process together and how it would focus on students' perspectives. At this time, The JFP Board provided the primary investigator with a letter of support for the research. In January of 2014, the primary investigator submitted an ethics application to the University of Victoria's Human Research Ethics Office. When the ethics application was submitted, the research was to involve content analysis from The JFP's website and social media sources, observations of The JFP tour at schools, focus groups with students, and interviews with JFP stakeholders.

In February of 2014, The JFP Winter Tour was initiated. The primary investigator attended the majority of school presentations (n = 15) with Mindil Beach Markets, the band responsible for the JFP Winter Tour 2014. Attending and witnessing the tour was a means to contextualize the subsequent interview and focus group data. The tour focused on schools across the lower mainland of British Columbia, Vancouver Island, and the Gulf Islands. During school visits, the primary investigator introduced herself to each principal as a University of Victoria researcher and briefly informed them about the

possibility of an upcoming research project. During this time period, the primary investigator also contacted all of the school districts to understand their ethics review and application processes. Since The JFP Winter Tour travelled between several school districts, each school district needed to be contacted independently. A separate and unique ethics application also needed to be completed for each of the districts. In total eight different school districts were contacted for participation in the research and eight ethics applications were filed.

In the first weeks of March 2014, the primary investigator received feedback from the University of Victoria's Ethics Review Board which granted approval of the research. After the primary investigator received this news, she made the necessary revisions, received confirmation from the University of Victoria and proceeded to send the required documentation to the school districts. Towards, the end of March and the beginning of April, the primary investigator received ethical approval from several school districts and began to contact principals of each of the schools within the approved areas who had held The JFP presentation at their schools. This timeline meant that observations were not in the approved ethics protocol. Throughout April, May and the beginning of June, the primary investigator was in contact with school districts, principals and teachers to organize and establish focus groups.

The recruitment of focus groups participants took several steps. The first step after ethics approval was obtained by the primary investigator from both the University of Victoria and the necessary school boards was for the primary investigator to contact the principals of each potential school. Principals were given the ethics approval forms, an introductory letter and an informed consent form for principals (Appendix C). Once

principals had reviewed the documents, signed the informed consent form, and agreed

to the research, they were responsible for directly recruiting students who had seen The

JFP presentation. The second step was for the principals to connect with teachers and

potential students. Principals were responsible for providing potential students with an

informed consent forms for their parents to sign (Appendix D). The third step occurred

when the students returned a signed parental consent form and voluntarily agreed to

participate in the focus group at the designated date and time on school property agreed

upon by the school administrators and the primary investigator. The fourth step transpired

on the days of the focus groups, when principals and their support staff members were

responsible for reminding students of the research and providing a quiet and secure place

for the focus groups to happen. Students who voluntarily agreed to participate were

required to complete an informed consent form (Appendix E) before the focus group

discussions began. Focus groups continued until the saturation of ideas (eight focus

groups) were reached and schools could no longer participate in the research due to the

ongoing, province-wide teachers strike.

Interviews with stakeholders occurred within the same time period as the focus

groups with students, i.e. the spring of 2014. Interviewees were also purposefully

sampled, and thus interviews occurred with individuals who had a vested interest in the

success of The JFP, and included three individuals who were internal to The JFP and

three others who were external to the organization. Potential interviewees were contacted

via email by the primary investigator and provided with an overview of the research and

an informed consent form (Appendix F). Potential interviewees who responded that they

were interested in participating were re-contacted and a date and time were established

for the interview. Informed consent forms needed to be signed and submitted prior to initiation of the interview. These individuals were interviewed to obtain insider perspectives on, and experiences with, The JFP, as well as perceptions of The JFP from within the environmental community.

Data Collection Methods

This case study research included three data collection strategies: focus groups with students who witnessed The JFP's Winter 2014 tour, reflective interviews with key stakeholders, and an online identity content review of The JFP through its website and social media platforms provided during the tour. The JFP website and social media platforms were reviewed separately from the interview with stakeholders and focus groups with students. Each of these is described in detail below.

Focus groups.

As a data collection method, focus groups were compatible with the case study and social marketing research as they encouraged the co-creation of knowledge, clarification of ideas and sharing of dynamic perspectives of the priority audiences (Minkler et al., 2008). Moderating focus groups can be time-consuming and expensive and confidentiality may be compromised (Creswell, 1998), thus careful planning was necessary to ensure a smooth data collection process.

All focus groups occurred within a three-week time period within the spring of 2014 following ethics approval by the University of Victoria and relevant school boards. Students over the age of 13 who had also obtained permission from their parents participated in the focus groups. Focus groups consisted of 6-10 students, aged 13-18, and totalled 64 students across 8 different schools. Focus groups were conducted on

school property, in a room designated by the school administration. Food,

predominantly pizza, was provided to students as compensation for participation in the

focus groups. Each focus group session lasted approximately 40 minutes, was audio-

recorded, and followed a semi-standardized line of inquiry (Refer to Appendix G) so that

consistency was maintained in this section of the data collection (Patton, 2002). Seven of

the eight focus groups were completed during lunchtime. Only one focus group took

place during the first period of school and students were excused from class by their

teachers. Students were reminded by the primary investigator to only share information

with the group that they felt comfortable disclosing and any information shared during

the focus group was not meant to be discussed outside of the group.

In addition to the recordings, notes were taken by the focus group facilitator, the

primary investigator, throughout each session to record any special body language, key

points, or student gestures. Caution must be taken when conducting focus groups to

ensure that members and the moderator do not bias the responses of group members and

care must be taken not to generalize to other groups. The primary investigator made sure

to ask the students for clarification if there was a point in the discussion that could have

included a biased response. Asking for clarification, paraphrasing students' comments,

providing a safe space and opportunities to agree or disagree were necessary. The

primary investigator often encouraged the students to answer honestly and that all of their

responses were welcomed as this group was meant to help the organization improve how

it interacts with youth. Positive and negative feedback was encouraged and both forms

were consistently provided by the students, therefore bias seemed minimal.

Focus group sessions were transcribed verbatim within a week of each session; laughter, sighs, and additional verbal and non-verbal communication were recorded. After each focus group was conducted, the primary investigator sent thank you emails to the principals of the schools. When the summaries of the research transcripts were completed, they were sent to the school districts and school principals to pass on to their students. Research summaries were also made available through The JFP's newsletter and website in the fall of 2014. When the research findings were distributed, it was clearly articulated that findings were from a small group of students from different schools on the west coast of Canada who had witnessed The JFP presentation during the Winter 2014 Tour, and that these findings could not be generalized to any other students, including students from other areas of Canada, students who did not participate in the focus groups or who had not seen The JFP presentation.

Interviews.

Data collection through interviews with key informants (i.e. JFP stakeholders) also occurred. In total, three members of The JFP and three other key informants were interviewed to obtain internal and external perspectives on The JFP and the impact of its engagement strategies on students. All interviewees had witnessed or participated in The JFP presentations and have seen reactions of students. As a data collection method, interviews were deemed compatible with case study research for they provided high response rates, confidential sharing of information, detailed discussions and instant clarification of data (Creswell, 1998). At times, the interview questions (Refer to Appendix H) were personalized to suit unique perspectives and needs of interviewees. The primary inclusion criterion for selecting key informants (i.e. JFP stakeholders) was

individuals who had been involved in The JFP since its inception. This group of interviewees was relatively small, but represented different aspects of the organization, including board members, musicians, and collaborating educators. Interviews were conducted at a convenient time and location for both the interviewer and the interviewee, and lasted approximately 60 minutes. Three interviews required travel over the course of one weekend. The other interviews took place within Victoria or over the internet via Skype ™. Each interview was audio-recorded and informed consent forms were signed before participation occurred. All interviews were transcribed within one week of recording. The interviewer also took notes during the interviews to record important non-verbal information, key points, ideas or interruptions.

After each focus group and interview, a short peer debriefing occurred (Creswell & Miller, 2000), the primary investigator restated what the information was to be used for, answered any questions that the participants had and provided contact information if there were any additional comments or concerns that emerged.

The JFP online identity.

The JFP online identity social engagement strategies involved its website and social media platforms. A social media platform, such as Facebook ™ or Twitter ™, is described as a place where people express their attitudes, share information and take action (Grubmuller, Krieger, & Gotsch, 2013; Omand, Bartlett, & Miller, 2012). Throughout the online and social media data collection and analysis, attempts were made to safeguard private information by removing personal identifiers and focusing on information for sentiment and trend analysis, which will be described in the data analysis section. In marketing, a social media tool is viewed as an "information source and an

instrument for gathering feedback and detecting future trends" (Grubmuller et al., 2013, para. 3) and its analysis can assist organizations with strategic planning and program evaluation. Social media analytics refer to user-generated information or content found on websites and social media tools (Grubmuller, et al., 2013). For the purposes of this research, online and social media analytics were available for the following social media tools or platforms: Facebook ™, Twitter ™, and Instagram ™. Therefore data were collected from The JFP's Twitter ™, Facebook ™, and Instagram ™ accounts between January and June of 2014, a time period that captured the time-frame of The JFP Winter 2014 Tour. Unfortunately, there was no information available from The JFP website as analytics were not recorded on the website during that time thus it was not included in the research analysis. Based on a recommendation from the research project's primary investigator, this lack of website visitor information was quickly remedied for the organization and the webmaster added Google Analytics ™ to the website.

Audit Trail

Personal reflections, the practice of reflexivity, (Good, Herrera, DelVecchio Good, & Cooper, 1985; Krefting, 1991; Ruby, 1980) occurred throughout the data collection process. Reflexivity means that researchers takes into account and reflect on their own biases, experiences and background and how their actions may influence the research process (Krefting, 1991; Ruby, 1980), referred to as an audit trail or research diary (Creswell, 1998; Creswell & Miller, 2000). These reflections followed each step in data collection process and included narrative descriptions of the case (Creswell, 1998), as well as personal thoughts and feelings about the events that transpired and information that was gathered throughout this case study.

Methodological Challenges of Case Studies

There are several methodological challenges that can emerge when conducting case study research. Confidentiality must be considered, as case studies often focus on people and their behaviour (Wallace, 2010). The removal of identifying information is important to increase confidentiality; however, there is also a risk of removing information important to the context through this process (Wallace, 2010). In case study research, there is a careful balance that must be sought between private details and accurately describing information that is important to the case, particularly in a small community (Wallace, 2010). Care was taken during this research to remove personal identifiers and create safe spaces for research participants to share relevant and personal information without harm. Safe spaces were created in the focus group sessions, by reviewing the purpose of the case study, obtaining informed consent, reminding students to share only what they felt comfortable sharing, and offering time, space and encouragement so that all students participated in the discussion. It was clearly stated that any remarks would not impact their relationships with their school or the organization and that there were no wrong answers, everyone's point of view was welcomed and valid.

Some challenges with in-person interviews are that they can be expensive and time-consuming, responses may be biased, and sample size is often smaller than other forms of data collection (Creswell, 1998). The researcher accommodated for these challenges by scheduling interviews close together if travel was required as well as conducting interviews via Skype ™ if travel and location were not convenient for the stakeholder. Stakeholders were encouraged to provide honest feedback and areas that required additional clarification were revisited and paraphrased for understanding by the

primary investigator. Interviewees also had the opportunity to clarify or remove any information from the transcripts of the interviews. Sample size was small, but participants held a variety of connections to The JFP and provided diverse viewpoints, which added to the richness of the data.

Ethical considerations were also necessary when reviewing the social media content and interviewing The JFP stakeholders. As many identifiers as possible were removed from the data set and real names were not used so that confidentiality could be maintained. However, as social media content is often publically accessible to people who have signed up for the social media tool, others have access to public pages and therefore, complete confidentiality is not feasible. Once the information was transcribed, it was again reviewed for any identifying information and if found, identifiers were removed. Again, complete confidentiality may not be feasible due to the interpersonal relationships of the members of The JFP and personal conversations that transpire between members regarding the research. Interviewees were reminded to only share information that they were comfortable sharing publically during the interviews. These interviewees were also provided with a complete transcript of their interviews and were provided the opportunity to remove any information that they did not want to be included in the research. None of the interviewees opted to remove any of the information during this feedback cycle.

Power dynamics are also important for researchers to consider if they are engaged in case study research. If a researcher is conducting a case study on social engagement within a community it makes sense to engage the community of interest in the research process (Minkler et al., 2008). Working with the community helps to prevent the

replication of imbalanced power dynamics and fosters greater social engagement where community members have citizen power to make decisions and influence the research context (Minkler et al., 2008).

Logistics

Logical considerations were handled with specific care as schools that participated in The JFP's tour were from several different areas on Vancouver Island, The Gulf Islands and the lower mainland of British Columbia. Arranging focus groups so that schools in the same area could participate in the data collection sessions on days close to one another were not possible during this time period. Yet, the research process remained on time, despite numerous challenges that arose including: the British Columbia Teacher Foundation's strike; amount of time required to submit and receive ethics reviews from the University of Victoria and the various school districts involved in the Winter 2014 tour; and waiting to receive informed consent from the various school boards, principals, teachers and parents. The case study also remained on budget despite high travel demands.

Establishing Trustworthiness

An important part of any qualitative research is to ensure that the data are rigorously collected, trustworthy, accurate, and credible (Anderson, 2010; Creswell & Miller, 2000; Lincoln & Guba, 1985; Marshall & Rossman, 2011). Triangulation, or data collected from different sources enhances trustworthiness, (Murphy, Dingwall, Greatbatch, Parker, & Watson, 1998; Thomas, Nelson, & Silverman, 2005). Several data sources were used to obtain a trustworthy understanding of The JFP's social engagement strategies. For data on The JFP's online presence, the primary investigator collected

several months of data from all of The JFP's online social media platforms, including

Twitter™, Facebook ™, and Instagram™. Eight different schools and 64 students

participated in focus groups. A variety of stakeholders were chosen to participate in the

interviews and acquire different perspectives.

Extensive time in the field or prolonged contact with research participants also

enhances trustworthiness. The primary investigator spent months with The JFP

organization and visited schools with The JFP throughout the Winter 2014 tour to

increase connection and understanding of the organization and the context.

Debriefing and member checking were also parts of the research process, which

helped to improve the trustworthiness of the data. Debriefing sessions occurred between

the primary researcher and focus group participants, interviewees, and school

administrators. Member checking refers to paraphrasing, asking for clarification, and

reframing questions (Creswell & Miller, 2000; Marshall & Rossman, 2011). The primary

researcher continually conducted member checks with students during the focus groups,

paraphrased statements and asked for confirmation or further understanding if

inconsistencies were presented. During the focus groups, the primary researcher also

searched for disconfirming evidence. Disconfirming evidence refers to inconsistent

statements or areas where clarification is required (Creswell & Miller, 2000). Identifying

and exploring disconfirming evidence helps to improve the trustworthiness of the data.

After each focus group, the primary investigator debriefed with the students and provided

opportunities for them to connect with her in the future via email or phone, if they had

any additional insights or wanted to change responses they had given during the focus

groups. School administrators were also contacted by the primary investigator after each

focus group to discuss their reflections and the research process. School administrators were also provided with the primary researcher's contact information if any additional information regarding The JFP presentations or focus groups emerged from the students involved in the research. Debriefing also occurred during and after each interview. Interviewees were asked to reflect upon the process and were provided with the primary researcher's contact information as well, if any additional information or concerns arose from the interview process.

Keeping an audit trail also enhances trustworthiness of the data (Creswell & Miller, 2000). To increase trustworthiness throughout the research process, the primary investigator kept a personal audit trail of activities. A qualitative research audit trail, as conceptualized by Halpern (1983), and later described by Lincoln and Guba (1985), "is an essential component of any rigorous qualitative research" (Rodgers & Cowles, 1993, p. 219). An audit trail includes contextual information, methodological decision-making, reflections on findings and their evolution, and the evolution of the researcher (Rodgers & Cowles, 1993). In addition to these components of the audit trail, the primary investigator also reflected on her assumptions, beliefs, and biases as well as those that emerged in the data. Reflecting upon each focus group and interview, assisted the primary investigator to prepare for the next data collection piece, identify information that required additional exploration or clarification, brainstorm solutions to challenges, and begin to prepare the data for analysis.

For the focus groups, gaining informed consent prior to participation was a standard practice throughout the research project (Marshall & Rossman, 2011). Another way that the primary researcher attempted to ensure credibility and trustworthiness of the

interview data was to engage in collaborative interviews and feedback loops. This meant that the primary researcher checked in with The JFP stakeholders during the interviews by paraphrasing and asking for clarification. After the interview data were transcribed, a feedback loop was created between the primary interviewer and the interviewees so interviewees had the ability to change or clarify any of the responses. By engaging in prolonged interactions with research participants, member checking, paraphrasing, asking for clarification, conducting feedback loops and exploring disconfirming evidence, this research process was able to enhance the trustworthiness of its data for analysis purposes.

Data Analyses

Once the data were collected, the information was transcribed, personal identifiers were removed, and a feedback cycle with interviewees was completed, data analysis began. Data from social media were collected and analysed separately from the focus group and interview information.

Focus group and interview data analyses.

Data from focus groups and interview transcripts were combined together and analysed through a three phase data-analyses process. Phase one of the data analysis consisted of open coding the information, this involved multiple readings of the transcripts and coding was completed through micro-analysis (Patton, 2002) on a line-by-line basis. Open coding is a useful way to discover interesting concepts, condense data and create broad categories (Patton, 2002). At this point the information was separated into student and stakeholder responses. Student and stakeholder responses were broken down into nine sections based on the flow of the focus group/interview questions.

Approximately 250 codes were originally created, these original codes included:

visual, positive messages, criticisms, more audience participation, and eye-opening and

informative.

Phase two of the data analysis also involved open coding of the data, but the focus

was on interpreting the data through key terms from social marketing literature, such as

segmentation, competition, product, place, price and promotion (Andreasen, 2002), to

further reduce the data and begin conceptualizing the primary patterns within the data

(Morse, 2008). Incorporating theory into the analysis provides connections between the

data and the bodies of literature that already exist (Morse, 1994). At this point, student

and JFP stakeholder responses were beginning to merge as the constant comparative

method of data analysis was used (Glaser & Strauss, 1967). This amalgamation of

information and data analysis resulted in 5 main themes, with each theme containing

between 5-15 categories. During phase three of the data analysis, organization of the data

through NVivo software was useful. Phase three drew on thematic analysis techniques

(Grbich, 1999) where "data is segregated, grouped, regrouped and re-linked in order to

consolidate meaning and explanation" (p. 17). Grounded theory techniques, such as axial

coding was also used during this phase. Axial coding refers to the interpretation of

patterns and relationships between different codes and the condensing of these codes into

conceptually similar groupings (Price, 2010; Strauss & Corbin, 1990). Within phase

three, categories within the data were re-examined and transformed into themes (Morse,

2008). Themes, subthemes, categories, and sub-categories were first summarized as a

table and re-analysed, again using the constant comparative method to ensure a thorough

understanding and description of The JFP's social engagement strategies as

experienced by students and JFP stakeholders.

Social media analyses.

Social media data were analysed through individual analytics of the social media

tools and were kept separate from rest of the data. The social media analysis was kept

separate from the other data as it does not focus directly on the perceptions of the priority

audience towards The JFP presentation, which is The JFP's main social engagement

strategy. Analysis of the social media content focused on the number of followers, trends

in activity, demographics and behaviour of followers. This analysis provided insights into

the online engagement of The JFP and supported its future social engagement strategy

decision making.

Social media analytics are "concerned with developing and evaluating informatics

tools and frameworks to collect, monitor, analyze, summarize, and visualize social media

data ... to facilit[ate] conversations and interactions ... to extract useful patterns and

intelligence" (Zeng, Chen, Lusch, & Li, 2010, p. 14). The most popular online activity is

social networking, twenty percent of online activity is spent on social media websites,

and Facebook ™, YouTube ™ and Twitter ™ are amongst the top ten most frequented

websites on the Internet (Fan & Gordon, 2014). There were three stages in the social

media analytics process, which included capture, understand, and present phases (Fan &

Gordon, 2014). In this research, data were captured from The JFP Facebook ™, Twitter

™, & Instagram ™ accounts. To capture the data meant to visit the social media sources,

review them for relevant data, and then extract that data for research purposes (Fan &

Gordon, 2014). This stage was conducted by the primary investigator with the assistance of The JFP social media team.

During the understand phase unnecessary information was removed in order to analyze the remaining, relevant information for insights. According to Fan and Gordon (2014), "the understand stage is the core of the entire social media analytics process" (p. 7). During this stage, the focus was on sentiment and trend analyses. The sentiment analysis explored the sentiments or opinions of users towards the object (Fan & Gordon, 2014), in this case study the object was The JFP. In contrast, through the trend analysis patterns across a certain time period were gathered (Fan & Gordon, 2014). Trend analysis assisted with monitoring the progress of social engagement strategies, predictions of strategy effectiveness or planning for future social media engagement strategies. To assist with the sentiment and trend analyses, visual analytics were used. Visual analytics are "a collection of techniques that use graphical interfaces for presenting summarized, heterogeneous information" (Fan & Gordon, 2014, p. 12) provided by the social media tools that are used to "support synthesis, exploration, discovery, and confirmation of insights from data" (Fan & Gordon, 2014, p. 11).

Because the purpose of the social media analysis was to understand how the public was using The JFP's social media platforms, i.e. product utilization, its brand awareness, brand engagement and extent of word-of-mouth occurring on the social media platforms was assessed (Fan & Gordon, 2014). Brand awareness can be described as how familiar the audience is with the product, whereas brand engagement refers to the connection of the audience with the brand (Fan & Gordon, 2014). Word of mouth is the extent of currents users influence on the behaviours of other users or potential audiences

(Fan & Gordon, 2014). Within the social media analysis, the users were segmented by age and gender to discover whether the priority audiences of The JFP presentation were using its social media platforms to further their engagement with the brand. The final present stage meant to share the research findings in meaningful ways (Fan & Gordon, 2014). A summary of The JFP's social media analytics were shared with The JFP's social media team and board of directors. Discussions around modifying The JFP's social media strategy occurred and changes were implemented beginning in July of 2014. The social media analysis phases continually overlapped as constant comparisons were made and additional information was added to the process.

Summary

In summary, this chapter explored several issues related to methodology. In the beginning, case-study research design, social marketing, and community-based research were discussed as being compatible with the purpose of the research. The chapter then turned to describe the specifics of The JFP's Winter 2014 Tour. This was followed by detailing recruitment strategies, and data collection methods. Several ethical and logistical considerations arose throughout this research process and required attention, and this chapter touched on how those issues were addressed. Finally, data analysis processes concluded the chapter. Chapter 4 provides a summary of the research findings and themes which arose from the data.

Chapter Four: Findings

Research findings from focus groups with students and interviews with JFP stakeholders are shared in this chapter. Focus groups occurred with 64 students of both genders between the ages of 13 and 18 at eight schools. Student participants were required to have viewed a JFP presentation during the Winter Tour 2014 and receive approval to participate from their school districts, administrators, and a parental figure. Four schools were from the Saanich and the Greater Victoria Area on Vancouver Island in British Columbia, Canada and another four were from the lower mainland of British Columbia, including areas such Surrey, Burnaby, and Greater Vancouver. Personal interviews were conducted with six key informants all who were over the age of 18. Three key informants were members of partner organizations or community members who had a vested interest in The JFP organization. The remaining three key informants were directly involved with The JFP organization since its creation. Despite their relative relationships to The JFP, interviewees' responses were remarkably similar. As such, no distinction is made in this chapter between those operating within and outside of the organization.

Four primary themes emerge from the data, including: 1) The Power of Music to Market Awareness, Engage, and Motivate Youth; 2) Seeking Connections; 3) Awareness ≠ Change; and 4) Searching For Solutions. Table 2 provides an overview of the themes, sub-themes, and categories; each theme and category is described and an exemplary quote is aligned with the description to enhance readers' understanding. As the chapter

unfolds, each theme with its sub-themes and categories (indicated by *italics*) are

discussed in greater detail.

Table 2

Summary of Themes

Theme	Sub-Theme	Category	Description	Exemplary Quote
1. The Power of Music to Market Aware-ness, Engage, and Motivate Youth			Music has the power to market awareness, engage and motivate audiences. It is used as a purposeful tool by The JFP to set the stage for their marketing and educational messages.	"I believe we cracked the code in audience engagement in terms of using a rock band that creates the listening and the respect and the intention (in the audience). We have succeeded in doing that based on my own personal observations, and (succeeded) to set up later the listening about the message." (JFP Stakeholder)
	Marketing	Supports an Image	Music is an essential component of The JFP brand. Music increases The JFP's appeal to youth. The JFP wants to be perceived as cool, fun, and connected to talented, professional and educated musicians. At times, individual band brands can challenge the maintenance of the school-friendly image of The JFP and there is pressure on the bands to conform.	"It is important to make sure that the bands are well-trained, know what they are talking about, comfortable speaking and maintaining a professional image and know how to act professionally." (JFP Stakeholder)
		Purposeful Engagement Tool	Rock music plays a vital role in The JFP's marketing strategy, which promotes that the use of music in this way is a powerful, creative, and unique engagement tool for youth.	"I think it's an original concept. I think that is a strength. When we are approaching schools there are a lot that haven't really heard of something like this. They have lots of presentations, but none quite like this. I also think the fact that it is free is a strength." (JFP Stakeholder)

Table 2

Summary of Themes Continued.

Theme	Sub-Theme	Category	Description	Exemplary Quote
		Values Creativity	The JFP places value on creative expression. Through its school presentation program, The JFP highlights that there are creative ways to engage in the environmental movement.	"I think one thing that The JFP does it that is shows the students a way that they can get involved in the environmental movement or standing up for something that they believe in, in a creative way. This is our way of contributing to the whole thing; we are going out and playing music because that is what we love. We are doing public speaking. You don't have to be just sitting there and writing letters. There are fun ways to be involved in this and you can be creative and spread the message and make a difference." (JFP Stakeholder)
		A Unique Means of Marketing To Youth	The JFP described itself as a unique way of educating youth about the environmental movement that had not been used before. This point is significant when The JFP was promoting this program as a powerful educational and awareness-building tool.	"I think the use of music to engage young people is absolutely unique to this, I think this is the reason why it has been so successful." (JFP Stakeholder)
		Promotion of Artists	School presentations also help to promote the artists and The JFP uses this fact as a recruitment tool. Artists realize that being involved with The JFP supports the environmental movement, but it also assists with their presence in the music industry. Some students questioned the band's motives for presenting at schools as not everyone liked the music or the self-promotion.	"It's worth it (for the bands) based on exposure and to sell the records." (JFP Stakeholder)

Table 2

Summary of Themes Continued.

Theme	Sub-Theme	Category	Description	Exemplary Quote
	The Power of Music to Engage	Captivates Attention	Music captivated students' attentions and increased their receptivity to additional messages.	"The music first was essential to getting your attention." (Student)
		Creates A Stimulating Experience	The lights, sounds and action of the band's performance created an incredibly stimulating experience for the youth. The concert and presentation were described as a fun, rewarding and engaging experiences.	"They were really engaging rather than just sitting there and having people talk to you for an hour and you are like 'this is the lamest thing I have heard in my life'. I think the music helped too, they were really animated, so you wanted to pay attention." (Student)
	The Power of Music to Motivate		As awareness increased throughout the presentation, it created desires for a different world. The JFP presentation provided by the musicians motivates some individuals to take action and make changes in their lives.	"It gave you incentive to change." (Student)
2. Seeking Connections				
	Relating to the Band and Brand		Relatability, a form of connection, was very important for the success of The JFP. The appearance, youthfulness, and energy of the band members enhanced how relatable they were to the students. An important part of The JFP branding was the musicians providing direct, uncompromising information about the conditions of the climate, while at the same time emphasizing hope, action, and solutions.	"They were young and had energy and they understood us. If you compare it to these other people trying to talk to you, who say "Oh, back in our day, blah blah blah", it's not that great. If they are younger, then you feel that they understand you more and you want to listen more. They know how you are going to feel and what you would like." (Student)

Table 2

Summary of Themes Continued.

Theme	Sub-Theme	Category	Description	Exemplary Quote
		Connecting Actions to The JFP	Students often referred to the concrete activities they participated in that help the environment and the physical actions they take, which related to the ideas presented by The JFP.	"Disposing of things in the garbage in the correct way and trying to use as little amount of plastic as possible." (Student)
	The Desire for Lived Experiences		Taking action, being physically involved and interacting with their environment was meaningful to the students. Students wanted more interaction, both within the presentation and in their daily lives, through lived experiences.	"I thought it was a good presentation, but I thought that sometimes they could have gotten more interactive with the kids." (Student)
	Art Encourages Connections		Art forms, particularly vivid visual images within the JFP presentation, continually stirred emotions and better understanding of the environmental issues for the students.	"I loved the visuals, they showed a few videos and they showed pictures and things while they were talking, which helped us to understand." (Student)
		Complexity and Consistency	There was a tendency by both students and JFP stakeholders to see connections between all of the issues. Everyone agreed that climate change issues are complex and that taking action in one area impact other areas.	"It's all connected really and that's what the JFP has taught me that everything is connected and they illustrate it in such a consistent and concise way that has made that connection for me." (JFP Stakeholder)
	Consequences of Disconnecting	Disconnect-ion Causes Turmoil	When the images or messages did not connect with students' identity, they disassociated from the stimuli and ideas.	"The bystander effect, where you are with a group of people and you see something bad happen and you think the other people are going to do something so you don't have to do anything. Bystander Apathy." (Student)

Table 2

Summary of Themes Continued.

Theme	Sub-Theme	Category	Description	Exemplary Quote
		Unsettling Messages	When inconsistencies within The JFP's messaging were found, students described themselves as being in an unsettled state or feeling confused.	"I am not really sure how the songs were related to the presentation. It was like two different things to put together in a 40 minute presentation or an hour" (Student)
		Strong Emotions Emerge	When students discovered there were differences between what they wanted to be happening in the world vs. what was available, or occurring around them, the disconnections resonated with them and provoked intense emotions.	"What's ridiculous is the over-packaging! It's so irritating because there is a big cardboard box and inside there are 50 plastic packages so it's easier for your child's lunch, but really how much harder is it to just get one big package and pour it into a container. Why would you need more plastic? It's irritating!" (Student)
		Othering Occurs	At times, students found it difficult to connect themselves to actions that were harmful to the environment and the harmful actions became the responsibility of other people.	"People care more about the money and what they get from it than ocean conservation, and those people are not going to be there by the time that oceans are destroyed, don't people with money care about us?"(Student)
	Support-ive Connect-ions	Personal Connections Help	Support systems encouraged students to be involved in environmentally-friendly behaviours and activities which they deemed necessary for maintaining behaviours or supporting self-efficacy to engage in necessary changes.	"If you are surrounded by close-minded people there is still pressure to conform and I think it is really hard to be around people like that and still be pro-environment and do things for the environment if that's your situation. I think that trying to surround yourself with like-minded people will help." (Student)
		Building Connections Through Social and Mass Media	It was necessary for The JFP to use different types of social and mass media to connect with its audiences (current and potential) and to spread its messages.	"TV, newspapers, magazines, traditional media, people are still using all of those things." (Student)

Table 2

Summary Of Themes Continued.

Theme	Sub-Theme	Category	Description	Exemplary Quote
	Extending Reach		Many respondents encouraged the JFP to continue performing and sharing their messages with the broader community through public performances.	"Being educated about it, The JFP going around to all the schools was nice, but a lot of adults don't know about it unless their kids tell them. So if there was a public thing that would be good." (Student)
3. Awareness ≠ Change	Acknowledging Unawareness		The JFP school presentation program provided awareness and helped to solidify students' understandings of different environmental issues.	"I didn't know about it before, I like knew little bits, but I never really got it. It's not something people talk about. I never understood that if the planet goes up 1 degree it is hard to turn back. So I learned all of that. It got me really interested and I wanted to learn more about it. It helped a lot with my understanding." (Student)
	The Downside of Becoming Aware		There was a heavy emotional weight that came with greater awareness of environmental issues. As knowledge of climate change increased so too did the emotional burden.	"It definitely changed my understanding of ocean conservation. I didn't know that jellyfishes could overtake our ocean. I never really thought that and it's pretty scary to think about that. We have so many fish, I like fish, everyone likes fish, it's sad if that all went away. It's scary." (Student)
	Moving from Aware-ness to Change		Students struggled with feeling that they were not capable of making much of an impact on their own and desired follow-up and support through lived experiences to increase their involvement.	"I think there could be a follow-up. This (focus group) was a reminder for sure. Kids have short attention spans, we don't really remember, so I feel if we are constantly reminded of it, it will stick in our minds better." (Student)
4. Searching for Solutions				
	How Can This Situation Change?	We Want Solutions	Students and JFP stakeholders pleaded for solutions to these problems.	"Students want to help; they just want more options of how to help." (Students)

Table 2

Summary Of Themes Continued.

Theme	Sub-Theme	Category	Description	Exemplary Quote
		We Want Easy and Convenient Solutions	The JFP program offered seemingly simple solutions, but these simple solutions were not always easy to achieve or enough to create greater changes.	"I was way less strict about my plastic use. I mean I thought recycling made it okay and now I realize that that is not the case, we need to do more." (JFP Stakeholder)
	We Face Many Chall-enges	It Is A Complicated Situation	Participants realized that the problems are greater than the simple solutions provided in the presentation.	"I knew there were forces at work that were making it harder to have cleaner energy and have our society run on clean fuel, but I didn't realize how potent they were or how entrenched they were in all levels." (Student)
		Mixed Messages Are Everywhere	Even though students wanted solutions mixed messages about climate change created additional barriers to making behaviour changes.	"Our science teacher says that he really doesn't believe in stuff like that because there is more pollution than just CO2 and he says one degree in temperature change isn't that much, but it's getting to us right now. "(Student)
	We Must Focus On The Future		Even though participants recognized that solutions may be complicated, shifting the focus from individual behaviour changes towards the broader community and contexts may assist in supporting change.	"I didn't realize how extreme everything was, after I watched it (the presentation) I was like, "WOW!" I didn't realize this was all happening right in front of us and if we don't do something to change it drastically, like now, then our future is not going to be very good." (Student)

Theme 1: The Power of Music to Market Awareness, Engage, and Motivate

Music played a significant role in The JFP's social engagement strategies. It proved to be a powerful way to market awareness, and engage students in environmental issues. Capturing both their attention and curiosity, the musicians' performance primed students' motivations for behaviour change. In each of the three sub-themes describing the power of music to market awareness, engage and motivate are several categories of

data. The power of music to market awareness speaks to the ability of music to *support an image* and how it is used as *a purposeful engagement tool*, which values *creativity* and provides a *unique means of marketing* to youth within the environmental movement. Although the power of using music and musicians in programs is strong, there were diverse perspectives on the *promotion of artists* within The JFP's school presentation.

A key part of The Jellyfish Project is music. It has a powerful function in the social engagement strategy of the organization and holds value for several reasons. Music served to connect with and engage youth as audience members and The JFP's rock concert experience *captivated their attention*. Adding a rock show to the beginning of the presentation created a fun and cool experience. Described as a rewarding the musical performance increased students' curiosity and receptivity to the messages found in the multimedia presentation that followed. Through the power of a musical prelude students were more receptive to the environmentally-based messages because they were discussed by the rock band members.

Music created a physical, lived, *stimulating experience*, which was fun and entertaining for the youth. Using rock musicians as a key part of the organization has helped The JFP to establish an image that is cool, young, energetic, creative and relatable. Interestingly, at times the rock music image conflicted with the school-friendly image that The JFP wants to maintain. Regardless, The JFP stakeholders viewed the use of music to engage youth as a valuable marketing strategy. They market the use of music as a tool to amplify the environmental movement and their school program as a unique concept. When emphasizing music in this way, The JFP placed value on creativity, and encouraged others to find creative ways to engage in the environmental movement. From

the data, it appears that music was a universal form of enjoyment for students and due to their efforts to provide this enjoyment musicians were seen as holding value within society. For The JFP, this universal accessibility of music was the key to obtaining and retaining attention for organization and the artists involved.

Although many of the youth did not question the musicians or the presentation, there were students who found disconnection between the music and the multi-media presentation that followed and some did not connect with the music at all. Others questioned the reasons behind the band's involvement in the initiative. They wondered if it was self-promotion for the musicians or genuine concern for the environment. Regardless of these concerns, The JFP stakeholders viewed that rock music plays a vital role in the overall presentation, which they promote as a purposeful, powerful, creative and unique engagement tool for youth in the environmental movement.

Sub-theme: The power of music to market awareness.

This sub-theme was the most compelling and primary. Much of the data from students and JFP stakeholders spoke to the idea that music was a form of marketing – for The JFP as an organization, the band itself, and the environmental issues at the heart of the presentation. Clearly, music was an essential component of The JFP brand. "The music part is huge. It makes us seem cool and gets students wondering what we have to say" (JFP Stakeholder), thereby music *supports the image* The JFP sought to create. To engage youth, The JFP wanted to be perceived as cool, fun, and associated with talented, professional musicians. The use of music and rock stars helped to create allure, yet the initial image needed to be supported by the talent and professionalism of the musicians in order for respect to be obtained and information to be accepted by the youth. Students'

perceptions of the music were that it was cool and creative, which was exactly the
image that The JFP hoped to create.

> Definitely a strength would be the performance at the beginning, that's what gives
> it that allure and the fact that the band members are engaged in the presentation
> and speaking. (JFP Stakeholder)

> The music aspect was really cool and creative. (Student)

The image or brand that The JFP aimed to create involves cool, creative, rock musicians
that are professional, engaging, educated, but also appropriate for school performances.
At times, the brand that The JFP desired the band, Mindil Beach Markets, to maintain
conflicted with rock star style of branding used by typical rock bands that use images of
sex, drugs, rock and roll. There were times when the band's individual brand challenged
the maintenance of a school-friendly image of The JFP and there was pressure on the
band to conform. As The JFP expands to include more bands, in addition to Mindil Beach
Markets, this branding conflict may arise again.

> I would like to see the bands that we recruit and this might be asking a lot, other
> bands thought that it was asking a lot, I really hope that the bands that we recruit
> maintain that they can be really good role models too. That means not to be, on
> their websites, denigrating to women, or racist, that there is not a lot of swearing
> and displaying of drug use, such as drinking, smoking, smoking cigarettes,
> smoking weed. A lot of images that some band have on their sites, that's fine for
> them, but if they are putting themselves out in front of kids and they are trying to

get their point across, then it is a double message to me… We are trying to talk

to kids about the planet and a healthy life. (JFP Stakeholder)

Since The JFP values and represents a healthy lifestyle, it was a concern to stakeholders

when the musicians presented images to their audiences, outside of the school setting,

that did not align with these values.

In addition to creating an image for the JFP, music also became a *purposeful*

engagement tool. Rock music played a vital role for The JFP in its marketing strategy,

which promoted the use of music in this way as a powerful, creative and unique

engagement tool for youth.

I think one of the other things that The JFP does is that it shows the students a

way that they can get involved in the environmental movement, or stand up for

something that they believe in, in a creative way. This is our way of contributing

to the whole thing. We are going out and playing music because that is what we

love. We are doing public speaking. You don't have to be just sitting there and

writing letters. There are fun ways to be involved in this and you can be creative

and spread the message and make a difference. (JFP Stakeholder)

As such, music provided *a unique means of marketing to youth*. The JFP described itself

as a creative and original means of engaging youth in the environmental movement.

Drawing on music and musicians to perform and present in this way was a novel idea and

this point was emphasized when The JFP promoted itself.

You probably have a bunch of quotes on the specialness of the combination of

music and the presentation, but I do think that it is something to emphasize. It is

so unusual and so effective. (JFP Stakeholder)

I think it's an original concept. I think that is a strength. When we are
approaching schools there are a lot that haven't really heard of something like
this." They have lots of presentations, but none quite like this. I also think the fact
that it is free is a strength. (JFP Stakeholder)

The JFP clearly *values creativity,* and showcases that there are innovative,
imaginative, and artistic ways to engage in social movements, through its school
presentation program. Having musicians involved in message and program delivery
demonstrated to students that they could also become involved in the environmental
movement in creative ways.

We are also planting seeds to create future leaders and people that are going to
start their own JFP and their own creative spark will be fired-up and that's an
important thing to note about it. I find it is, overall, a very effective program. (JFP
Stakeholder)

Promotion of the artists was another important marketing component for The JFP
and there are diverse perspectives on the topic. Stakeholders realized that musicians'
involvement in The JFP supported the environmental movement, but also assisted
musicians' development and presence in the music industry. Stakeholders acknowledged
that when music was performed in the schools as part of the presentation it also helped to
promote the artists and increased audiences' exposure to their music. This mutually
beneficial relationship was often used as a way to recruit additional bands for The JFP
school presentation program.

It's worth it (for the bands) based on exposure and to sell the records. (JFP
Stakeholder)

Something I want to think about a lot for the band is creative marketing

strategies…I hope that the JFP can come up with these kinds of strategies and

maybe we can share strategies. (JFP Stakeholder)

Popularity of the musicians within The JFP was also seen as important for the

sustainability of the organization and its role in the environmental movement. The more

popular the bands were or become, the more promotion there was for The JFP and vice

versa.

When you are having a conversation with someone in the environmental

conversation, and they have heard of the JFP that is a sign of success for us, and

also in the music scene and you are talking to whomever, an agent, a promoter,

and they have heard of the JFP, that's a sign of success. (JFP Stakeholder)

Currently, strides are being taken by The JFP to increase the number of bands that are

involved in the program and it is shifting its direction from a predominately one-band

program (i.e. Mindil Beach Markets) towards a global coalition of artists with a wide

range of genres and presence within the music industry.

I would love to see The JFP proceed along the path that it has planned to do,

which is to include a coalition of bands and be less Mindil Beach Markets [name

of founding band] centric, and that is happening right now and that is really

exciting. (JFP Stakeholder)

I think more high profile musicians are important, if The JFP can actually align

with big people in the music industry, like Neil Young or Jack Johnson. People

who are environmentalists themselves that I believe would propel the project into

the stratosphere, because of their endorsement of what we are doing. I would

like for there to be a higher profile eventually by reaching out to those people who

have a lot of influence in the music world. I don't know how that is done, but that

would be something that I could see the JFP doing. I think they would have more

power to do that if there is a large coalition of bands behind them. (JFP

Stakeholder)

Despite the value of music to marketing The JFP and its mission to schools and

bands, students also voiced some cynicism about the sincerity of the musicians as playing

music served promotional ends. Some students questioned the motives of the bands for

presenting an environmental presentation at schools: What exactly was being promoted?

There was also evidence of a disconnection between the rock and roll 'messages' and the

environmental ones, as the music performed did not reference environmental issues.

Criticism also arose from the use of certain bands as not everyone liked the same music.

In one of the focus groups, a student challenged the authenticity of the band based on

their self-promotion of their merchandise. Some students had not considered the self-

promotion part of the presentation before the focus group, and the students' comments

caused them to reflect more on this issue. Others defended the musicians and stated that

musicians could self-promote and care about the environment, and that these were not

mutually exclusive goals, as articulated in the following exchange during one focus

group:

Student #1: We didn't want any merchandise that was the dumbest thing. We

didn't want it. It was a lot of self-promotion. Well, it defeated the purpose

because you don't trust what they say. It was a bit self-promotional. They just

kept promoting their songs. The band, it was just promotion for them; it makes
you wonder how much they care about it [environmental issues] too?

Student #2: That is true; I didn't think about that, that they were promoting
themselves.

Student #3: But they seemed pretty emotional when they were talking about it
[environmental issues].

Student #4: Yeah.

Some students stated that the musical part of the presentation was not environmentally-
based and this became confusing as the music was part of a larger presentation on the
environment. They found it disconcerting when musicians talked about being dedicated
to the environment, but did not play songs referring or relevant to it.

Student: I am not really sure how the songs were related to the presentation. It
was like two different things to put together in a 40 minute presentation or an
hour.

Interviewer: Did it bother you that the music was different? Would you have liked
it to be more environmentally based?

Student: It was just strange, like a distraction.

The music didn't feel completely related to the presentation, it was a different
thing, it was nice, but it wasn't really connected to the rest of the presentation. It
was fine. It felt disconnected from the rest of the presentation, which was fine.
(Student)

What was striking about this discontinuity was the students' conflicting feedback: if the music became explicitly environmental in nature the audience would not pay as much attention to it nor provide the musicians with as much credibility as if the lyrics were not explicitly environmental.

> I'm kind of confused about the music and the presentation. They were two separate things. The music didn't have anything to do with the environment, if it did, you wouldn't really pay attention to the lyrics. (Student)

Sub-theme: The power of music to engage.

This study found that music *captivated the attention* of students, functioning to increase their receptivity to conservation messages later introduced by the band. When the presentation began, band members often walked directly to their instruments and began to play. The set lasted for fifteen to twenty minutes. Lights in the auditorium were dimmed and bright lights were used to create a rock show atmosphere. This show occurred without interruption, until the band members put aside their instruments and launched into the multi-media presentation. During the multi-media presentation band members quickly alternated turns, discussing who they were and why they came to the school to talk about the environment before getting into the body of the presentation and explaining the current conditions of the planet and what students can do to support the environmental movement. Leading with the music portion of the program was an essential piece of The JFP strategy. It caught the students' attention and provoked curiosity as to the reasons why the band members were at the school. Since the music was played first, the students were engaged and interested in the presentation that

followed. Both students and stakeholders recounted the power of music in immediately capturing students' interest.

> Having the musicians be introduced and immediately begin to play their songs without describing the purpose of the presentation created curiosity in the audience. The first part of The JFP visit to schools is the music, it lasts for three to four songs in length, audio and lights are carefully managed so the audience experiences a rock concert. The show, the music, and the musicians capture the attention of the students right away. It is different from the typical school assembly or presentation that they experience. (JFP Stakeholder)

The music appeared to spark the students' curiosity. The lights, stage presence, music and performers created an experience that was unlike other presentations typically delivered in school.

> The music first was essential to getting your attention. (Student)

> The fact that the JFP started off with the music captivated everybody. (Student)

Beginning with the music was important for the program's success, without the music the presentation would have been as well received by audiences.

> I believe we cracked the code in audience engagement in terms of using a rock band that creates the listening and the respect and the intention (in the audience). We have succeeded in doing that based on my own personal observations, and (succeeded) to set up later the listening about the message. Having second-hand knowledge, hearing the feedback from the schools and reading the testimonials, I

realise that we are 100 percent on target for what we want to accomplish with this age-group. (JFP Stakeholder)

Using music to engage those students right at the beginning is a key. (JFP Stakeholder)

The music provided a way to grab the students' attention and encouraged them to listen to the messages presented later by the musicians who had just played for them.

The good things were actually the band. I liked the band and we all got into it and started to listen to what they were saying. (Student)

If the students enjoyed the music, they were even more likely to be receptive to the messages.

I thought it was really good how they incorporated music to kind of educate us on these kinds of problems. Because music is universal, everyone is able to understand it a lot better. (Student)

It was just easy to settle into the presentation. (Student)

I think the use of music to engage young people is absolutely unique to this, I think this is the reason why it has been so successful. (JFP Stakeholder)

The more receptive students were to the music, the more support there was for the presenters to share their messages. Ultimately, enjoyment of the music led to increased receptivity and interest, which assisted the program to reach its goal of increasing students' awareness of the state of the planet.

The lights, sounds and action of the band's performance *created a stimulating experience* for the youth. Attending a rock concert at the school was a cool and fun experience. Thus, having a band perform their music and then present in a school environment was described by the students as rewarding. Students were first engaged and energized through the musical experience and then open towards the educational component.

> It is amazing that you have these kids in the room and they are so engaged and feeling the vibe, the music, they guys, and the energy around them. (JFP Stakeholder)

For stakeholders who witnessed The JFP presentations, they often talked about how the music captivated the youth and how it was an intense, physically-stimulating experience. When music was played first, it created an energetic atmosphere that the audience could feel; the energy from the music that resided in the room was palpable.

> Most students engage with the music and it serves to grab their attention and respect and then they think the band is cool. I guess that is the idea behind it. (JFP Stakeholder)

Being able to play an instrument and sing were talents that were widely recognized and admired. Talented musicians gained respect from the audience for their musical abilities. In the case of The JFP school presentations, this respect and admiration remained once the instruments had been put aside and the multi-media presentation began. Without the music, the admiration and respect would not have been immediately acquired. Students admitted that they might have dismissed the presentation or would have been bored if the music was absent. Thus, the music added excitement, interest, and intrigue. The

following dialogue regarding music as an engaging experience emerged during one of

the focus group discussions and illustrates the power of the music to engage.

Student #1: The concept of music brought for interest from the students.

Student #2: It wasn't just someone talking the whole time.

Student #3: Yeah, that would be boring.

Student #4: After 90 seconds students will tune out if you just talk. If you play

rock music first it's like YEAH!

Student #3: Yeah, we are pumped, now we can listen to the rest of the

presentation.

Music became a means of connecting to wide range of people, regardless of their

backgrounds and status.

I think it was a good way to connect because everyone in our school likes music. I

mean who doesn't like music? (Student)

How the band played and the presentation was good. There was a positive aspect

of going; the concert was fun, then you also got to learn all of this stuff. (Student)

Music and having fun during the concert were the main benefits of the experience. The

secondary benefit for students was learning about environmental issues (i.e. ocean

conservation) through the multi-media presentation.

Sub-theme: The power of music to motivate.

In this sub-theme, the music-based program was identified as an effective vehicle

to *motivate* students to change their behaviours. As awareness about the conservation

issues grew in the students, so did their desire for a different world, "it was an

awakening; we better get doing something about it" (Student). The JFP presentation

began by enhancing awareness and then stirred motivation in some people to act on their

desires:

> The presentation has really opened my eyes to the immediacy of the problems that
>
> they are talking about and being involved in the JFP made me more passionate, a
>
> person who cares about the environment, as an educator, as a person who has a
>
> platform. It really opened my eyes to the quality of message that I could be
>
> putting out, as me, as a person, as myself, not even as an educator, to look at the
>
> strengths that I have. So definitely, my involvement with the JFP has made me
>
> more vocal, that's for sure. (JFP Stakeholder)

> The film (Midway) really stood out for me. It made me want to make a change.
>
> (Student)

> Well, I just realized that the world was way more messed up; well I already knew
>
> it was. I wanted to stop using plastics as soon as I walked out of the presentation.
>
> (Student)

Some students listened to and retained the take home messages presented by the

musicians and started to implement some of these suggestions in their own lives, such as

using less plastic, choosing Oceanwise ™ options and recycling.

> I took their advice and I looked at the ocean labels for seafood (Oceanwise™) and
>
> I started making my family buy stuff with those labels. (Student)

Since the presentation, I started to recycle more, before that I would just

recycle a few stuff, and then I would be "whatever", but since then I have actually

started to recycle more of my stuff. (Student)

Theme 2: Seeking Connection

Data from this research showed that students and JFP stakeholders were

continually seeking various forms of connections. *Seeking connection* is comprised of

several sub-themes, including relating to the band and brand, the desire for lived

experiences, linking ideas, consequences of disconnection, supportive connections, and

extending reach. These themes involve describing how The JFP sought to connect youth

to environmental ideas through its music and multi-media presentation, and that youth

also desired connection and genuinely wanted to establish links between themselves as

audience members and the presenters. Ideas also emerged in the focus groups and

interviews around what supports, challenges, and expands connections; relatability is one

of those ideas.

       Sub-theme: Relating to the band and brand.

In this theme, data are presented that describe students' efforts in relating to The

JFP. Students searched for interpersonal connections to both the band and the brand.

They discussed desires to have more interaction with the band and leaders to guide them

through environmentally-friendly activities. Youth responses suggested they want more

opportunities for lived experiences and active engagement. The JFP Presentation was an

example of a lived experience. The concert experience is described as fun and students

felt engaged during the multimedia presentation, but it was more passive in nature.

Overall, students wanted more lived experiences in which to actively participate in the environmental activities and practice pro-environmental behaviours.

Overall, it seemed that relatability, a form of connection, was important to the success of The JFP's presentation program. Students discussed the importance of relating to the band and brand. They related to the presenters who represented The JFP, "we would not listen to them if they were older" (Student). Without relating to the speakers, students emphasized that they would have ignored what was being communicated through the presentation. The appearance, youthfulness and energy of the band members enhanced how relatable they were to the students.

> I actually liked how they were younger. So they kind of related to us more, I think when presenters come and are older, I feel like it is not as engaging, but I liked that they were a younger group. (Student)

> They were young and had energy and they understood us. If you compare it to these other people trying to talk to you, who say "Oh, back in our day, blah blah blah", it's not that great. If they are younger, then you feel that they understand you more and you want to listen more. They know how you are going to feel and what you would like. (Student)

> A lot of my friends liked the young guys. It helps rather than having someone who is older and talking in a mono-tone. (Student)

The "engaging and energetic" presenters were an essential part of conveying messages to the students. "They are young cool guys and they know how to relate" (Student).

Therefore, having role models that students respected was vital to The JFP's social

engagement strategy, "you want a great speaker to be there, someone they can look up to

and admire" (JFP Stakeholder). The JFP's presenters, the band members, were the most

successful at engaging youth when they combined their musical talent and professional

presentation skills with relatability and youthfulness. These elements were significant to

The JFP brand and its acceptance by the youth.

> I think that there is a lot of power in the speaker, the person up there, and there is
>
> a lot of power to captivate people or turn them off, to get them to listen or they
>
> just do not care what you have to say, that's a really important part, you need the
>
> right people delivering whatever that message is, to get people excited, so good
>
> public speaking skills are important and definitely having stuff, the tangible things
>
> that people can grab on to and feel that go out there and make a difference is
>
> important. (JFP Stakeholder)

> The way they said things and performed was relatable. (Student)

> They are relatable; I think they would benefit from continuing to reach out to the
>
> youth. (Student)

Another important part of the JFP's branding is the communication of messages and

images that are hopeful, solution-focused and relatable.

> I think it's important that we are not all doom and gloom. We are not just focused
>
> on the negative stuff, because there is a lot of positive stuff going on as well,
>
> that's for sure. It's really important that we keep that as a focus, because it is

really easy to feel disempowered, just the statistics of it. It can be really, really

easy to be disempowered. We say this in the presentation, "it's easy to feel

useless". It's important to keep on putting out good news stories and whatever we

can do to encourage that. It is important to make sure that the bands are well

trained, know what they are talking about and comfortable speaking and

maintaining a professional image, and knowing how to act professionally. (JFP

Stakeholder)

I think it (communication) needs to be targeted at that audience. Not too

scientific. Keep it kind of casual, pretty hope-based. We are not a doomsday

organization. That's how I see the whole JFP brand, being pretty hope-based,

casual, speaking to young people. Mostly, that's our organization's audience,

middle-school, and high- school students. There is a big difference between a

middle-school kid and a high-school kid and that's sort of a challenge because

you don't want to speak down to grade 12s, or speak below their level. (JFP

Stakeholder)

Overall, students seemed to relate to The JFP's branding, which provided direct and

uncompromising information about the conditions of the climate, while at the same time

emphasizing hope, action, and solutions.

It was more upbeat and positive; others will be more mono-toned and not

stimulating. (Student)

I thought it was good. It wasn't overly pessimistic which was nice, because a lot of time you see presentations and they are really just negative and really sad and depressing, but this sort of thing was uplifting. It's not totally terrible right now we can do something about it. (Student)

Students often referred to the activities they participated in, such as recycling, beach cleanups, and reducing their waste, which they saw as a way of *connecting their actions to The JFP*. When analysing different concepts, such as sustainability or ocean conservation, students often discussed concrete activities of everyday life that they, or others, participated in that aligned (connected) with The JFP's messaging.

All sorts of methods of recycling, reducing, reusing, saving water, those are important. (Student)

Sustainability is defined by watching what you throw out and where it goes and not just trusting that you are throwing it in the garbage and people will take it away to the compost or whatever, because it might not. (Student)

Disposing things in the garbage in the correct way and trying to use as little amount of plastic as possible. (Student)

Sub-theme: Desire for lived experiences.

Building on the previous sub-theme about students connecting to the band and their message is the notion of interacting through lived experiences. Students and stakeholders spoke at length of how The JFP presentation was experienced as vivid, engaging, powerful, and rewarding.

There was a positive aspect of going, the concert was fun, and you also got to learn all of this stuff. (Student)

They were really engaging rather than just sitting there and having people talk to you for an hour and you are like "this is the lamest thing I have heard in my life". I think the music helped too, they were really animated. So you wanted to pay attention to them. (Student)

Although the presentation was a lived experience, students wanted more interaction. They wanted to interact as active participants rather than passive recipients. They wanted interaction with The JFP and its messages through lived experiences, in which they could actively take part. The desire for lived experiences manifested in the interview and focus group discussion data. The importance of lived experiences often emerged when students discussed the environmental actions they had taken in their own lives, which connected them to the broader environmental movement. Students also expressed desires for more interaction so that they can be active participants in environmental solutions and a better future. When answering the question, 'how do we support youth to overcome their barriers to change?' students and stakeholders confirmed that interaction was essential. Engaging youth in activities and discussions, and providing accessible role models and opportunities for behaviours to be practiced, was discussed as a strategy for progressing students' past awareness and motivation, towards behaviour change. It was noted that providing opportunities where students will be encouraged to carry out an environmentally-friendly activity or action and supported in their efforts was important when students to be active in the environmental movement. Students wanted

"more interaction with the band"; they sought "audience participation" and additional opportunities to learn by doing and to express themselves, while having the social support to do so.

> I think that some kids lost focus, not me, but some because we were kind of sitting around for a while. So back to my previous point: connecting with us in some way. (Student)

> I think it would help if they did more interaction with the crowd. If they asked us to come down and do stuff. If we got to do something with them. I think everyone wants that, everyone wants to go down and do that stuff. At our assemblies, they are bringing people down and doing little games, recycling things, races and stuff. It was really fun. (Student)

> I think we would be more involved if they had some interaction. (Student)

> They should be engaging with the audience as well, like asking them questions or doing small activities. (Student)

Students also described their preference for having small group settings and activities where interactions could take place with ease. Hands on, active participation and socially-based activities were desired; students voiced repeated appeals for more interaction through actively, engaging lived experiences.

They could get us involved, not in big activities because that would take a lot of people, but small groups, like what we are doing right now [in the focus group]. (Student)

Having someone come off the street really makes you think about it and activities like clean up the shore days that would involve a lot of people. For presentations at school, doing activities together would be more fun, going outside would be better rather than researching all over the internet. (Student)

I think the small group idea is good because you can engage people that actually care, unlike the assembly kind of thing because I feel that some people just don't care, but the small group idea. They just tell people they are coming and whoever is interested comes and that would be better. (Student)

It's good to do presentations as a whole school, but people may think that it doesn't matter what I do because there are all these other people. I think small groups are better because you actually feel listened to and if you have any questions it's good because you don't want to ask them in front of the whole school. (Student)

Reinforcing environmentally sound actions, by continuing a relationship with the school after the initial presentation occurred was also emphasized. Students wanted their schools to support The JFP's messages, to take environmental actions and make their

learning hands-on within their communities, so it could be relevant to them and improve to the current state of the planet.

> Reinforce it somehow, come back again. You could do the small group thing, but
> come back again, so have two, maybe one a week later. (Student)
> Interact more by supporting schools to take action and engage students in nature.
> (Student)

> We are not taking action. We are not going to beaches and doing clean-ups. I find
> fieldtrips stick with me more. We need to know what we are doing wrong. We
> just sit in class all day and talk about the Europeans of the past. (Student)

Sub-theme: Linking ideas.

In addition to connecting to the band more interactively, and directly to environmental efforts more often, it was clear from the data that art forms assisted in forming and maintaining connections, creating emotion and fostering understanding of ideas. When describing parts of the presentation, students talked about the emotions images and videos stirred and how they felt connected to the animals and nature in the imagery. *Art encouraged this connection*; students spoke specifically about how the images assisted with their understanding of different ideas and messages in the presentation, such as ocean acidification, the overuse of plastics, and climate change. Students suggested that when using art in a presentation, "visuals are important, so are the colours and the fonts" (Student). Art forms, such as photography and video, were powerful mediums of conveying messages in the presentation. They provided clarity and

imagery that enabled students to connect to ideas and causes. Without the vivid

visuals images, opportunities for connection and understanding may have been lost.

> It wasn't just black and white and dull, it was colourful. They had pictures, it
>
> looked a lot cooler and made you want to pay attention. (Student)

> I loved the visuals, they showed a few videos and they showed pictures and things
>
> while they were talking, which helped us to understand (Student)

> I think if they didn't have the pictures with their presentation it would have made
>
> as much of an impact because I mean we understood what they were saying, but
>
> we couldn't picture it. With the pictures, we could see that it was actually
>
> happening and that it was all real. (Student)

Many students reported not seeing the impacts of climate change in their daily

lives, so the visuals within the presentation that showed that the changes were important,

enhanced their understanding of climate change and environmental realities.

> I thought the visuals made the biggest impact, they were sad. (Student)

> Yeah it was really pushing the message out there. Maybe if they had a few more
>
> images. You know a picture is worth a thousand words. We don't often see this. If
>
> you go down to the water, it's hard to imagine plastic floating around in it. It
>
> looks so serene. When you see what it looks like when it is not, it speaks to you a
>
> bit more because it is hard to believe that global warming is an issue if you
>
> haven't seen a forest devastated by it or the oilfields. (Student)

These visual images assisted in delivering messages, supporting understanding and stirring emotions in students. Many of the visuals used in the presentation were purposefully chosen by The JFP to increase students' awareness and emotional responses to issues such as sustainability, ocean acidification and conservation, carbon dioxide emissions and the overuse of plastic.

One portion of the presentation that stood out for most of the students was the film trailer for Midway™, where images of birds flying soaring on the wind, in this case albatrosses of the Pacific Ocean, quickly changed into images of the birds dying due to brightly coloured pieces of plastic that they had ingested.

> Seeing the presentation, the birds and the plastics, when you opened them up, at first I thought "this looks nice", but then they found the birds and opened them up and it was like "I am going to throw up". (Student)

> Personally I found the seabird thing [the Midway Film™] absolutely heart-breaking. (Student)

> The Midway™ film stood out, it was horrible. (Student)

Seeing the animals dying due to human garbage was often heart-wrenching for many students and impacted how powerful they viewed the presentation to be.

It was clear that students and stakeholders involved in this research were constantly making connections. For example, rather than keeping environmental issues separate and feeling comfortable ranking them based on importance, there was a tendency by both students and JFP stakeholders to see connections between all of the

environmental issues highlighted in the presentation. "It's hard to list the issues, or put them in order. It's hard to say because it seems that everything affects everything" (Student). Everyone agreed that the environmental issues discussed were *connected and complex.*

> It's all connected really, that's what the JFP has taught me that everything is connected and they illustrate it in such a consistent and concise way. (JFP Stakeholder)

> It's almost like a person who has liver cancer and then they have a heart attack, and then they have a stroke. Which one would you treat first? First of all you would treat the heart attack because they are going to die in 20 seconds if you don't, well not 20 seconds but they are going to die really soon and then you are going to treat to stroke and then you are going to treat the cancer. If you can't treat it all at once, you go for the one that will kill you first and I think the CO_2 is what is going to kill us first. So, it's probably the first one to focus on. What's going to have the biggest, soonest effect? (Student)

Sub-theme: Consequences of disconnection

In general, research participants agreed that the environment and protecting it were important; however, when actions to protect the environment were viewed as difficult, *disconnections arose* between beliefs, opinions, and actions.

> My issue, with myself, is being a hypocrite, and that's the bottom line, I do not know where to draw the line, it's so easy to talk the talk, but walking the walk is a whole different story. Have I started taking the bus to work? No. To me that

speaks volumes. I could take the bus to work. Would it mean me being inconvenienced and I would have to get to work early and leave work late? Yeah. Am I willing to be inconvenienced? No, and that to me, is disgusting, it really is, because I talk about how we have to transform, to change in the way we live, and part of that is doing things that we do things that we don't really want to do for the sake of our planet. (JFP Stakeholder)

How students and stakeholders connected ideas was interesting, and even though examples of connection were widespread in the data, experiences and consequences of disconnection were also evident. In this complex world, maintaining consistency, a form of connection, between values, opinions, and actions is challenging, particularly when people feel inconvenienced, or lack control, self-efficacy or power in their lives. When students felt a connection to the band, The JFP brand or the images in the presentation, they were more receptive to the messages and the behaviours endorsed by The JFP. In contrast, when the images or messages did not connect with their identity, students disassociated from the stimuli and ideas that upset them. When students understood that there were differences between what they wanted in the world vs. an undesirable reality, intense emotions, such as fear and anger arose.

I knew it was an issue, but I didn't realize that it was such an issue. Particularly what they were saying about if we burn through all our oil we will be past the point of no return. I found out later that (this wasn't presented) with our current reserves that we will burn through that in 40 years. So we are going to be in our early 50s and frankly I don't want the world to blow up in my early 50s. That is really terrifying and also, it kind of makes me think, how can we stop this because

in 40 years we are just going to be getting into the point in our careers where we might be able to go into certain fields and be in power positions. I don't think anyone gets into high ranking positions where they can affect that even if they are in their 20s or 30s. So by the time we get there the trouble is going to be pretty much unfixable. So that's kind of scary for me. (Student)

When issues or situations (i.e. overfishing) were perceived by the students as undesirable, *strong emotions* emerged. At times, students found it so difficult to connect themselves to actions that are harmful to the environment, they disconnected from it and the harm became the responsibility of other people. This form of *othering* occurred regularly.

People care more about the money and what they get from it than ocean conservation, and those people are not going to be there by the time that oceans are destroyed, don't people with money care about us? (Student)

I remember something that the JFP said about the amount of seafood and fish, a lot of it is thrown away (the by-catch). They could cut back a lot. What I got from the presentation is that a lot of nations, like China and Japan, could slow down a bit. They are catching too much fish and it's just being wasted. Yeah, it's just a waste. (Student)

The government is not doing anything. (Student)

I knew that there were forces at work that were making it harder to have

cleaner energy and have our society run on clean fuel, but I didn't realise how

potent they were or how entrenched they were in all levels of things. (Student)

These students suggested that other people are responsible for creating the current

state of the planet or preventing change. In this way, the issues were separated from the

students and became the responsibility of others. People with money, people from other

countries, the government or a broader system were to blame for current realities. This

othering was often tied to feelings of power and self-efficacy. Students discussed a "lack

of power, [and] not having much of an impact on the world" (Student) that prevented

them from changing, engaging, connecting to The JFP messages or taking responsibility.

Some students expressed a powerlessness to make environmentally-friendly changes in

their lives. A specific type of othering occurred when students shifted responsibility to

other family members. Often students stated that it was their parents who were in control

and they had a hard time making any changes because they lacked power at this point in

their lives.

You cannot control your life until you are 18 or so. Yeah, and even then (shrugs

and laughs). (Student)

We're not adults, we can't just go and do something about it, drive somewhere

and do something about it. We have to get out parents or be forced to take a bus.

(Student)

So continuing the conversation with your parents, yeah that helps, but it's their psychology. I think projects like these have been going on for a while, from elementary school up until now, so it's been building up that psychology in us to make environmentally friendly decisions, but our parents don't have that psychology. When we mention it, it has to be built into their psychology. (Student)

I think one of the other major factors is age because I don't think we are at a point in our lives where we are making the majority of our decisions. I think it's still our parents. The thing about Oceanwise™, it's not us doing the grocery shopping, it's our parents, so ultimately it's up to them. (Student)

Without feeling powerful within their family unit, having conversations with parents about making environmentally-friendly changes was seen as challenging for students.

As a young person, not feeling that you have a lot of power and when people are not open to listening to you. It's difficult to bring up a conversation if they have different opinions. (Student)

Well, it's not really that natural to bring up stuff about the environment, they [parents] don't feel like talking about the topic, they're not doing anything about it or they don't know much about it yet. This stuff kind of impacts them, but if only one person in the household is being affected, no one else is going to want to talk about it. (Student)

> There are a few students that come up, after and they've said, "my mom has told me that climate change isn't real and that it is not caused by humans and it is just natural" and all this stuff. I know that there are different things happening at home and what is a 12 year old kid going to say to win that argument? (JFP Stakeholder)

If people do not feel powerful or responsible for the situation, bystander apathy can emerge. Students discussed feelings of powerless, a lack of responsibility to act and the apathy evident within society to change.

> The bystander effect, where you are with a group of people and you see something bad happen and you think the other people are going to do something so you don't have to do anything. Bystander Apathy. (Student)

> My friends, my parents' friends, they know what's going on, but they don't think it's a big thing, a big deal at all. (Student)

> They don't really understand the severity of it, how serious it is. My dad knows what's going on, my parents know what's going on, but they don't really want to go out and fix it. They don't really feel the need to do that. (Student)

> Care-less people. Apathy. Close-minded people around you. If you believe in something strongly, someone probably believes the opposite really strongly. If your family and friends don't listen to you and you still try and do something.

Don't go along with them, just let it go and do your own thing if they don't

want to listen to you. (Student)

Sub-theme: Supportive connections.

Although students acknowledged barriers to change, some mentioned support

systems that encouraged involvement in environmentally-friendly behaviours and

activities. Students referred to people in their lives that either encouraged their

environmentally-friendly behaviours or discouraged them. *Personal connections help*

make changes possible. Students found that their social contexts, being surrounded by

like-minded people that promote environmentally-friendly ideas and actions, help to

support behaviours and feelings of self-efficacy necessary to create changes. Students

wanted role models and people in their lives to assist their changes and behaviours. If

students' parents, teachers, or friends did not offer support for changing behaviours or

shared beliefs that the environment was important, it was hard for students to act

independently.

It depends who your parents are I know that I can't do things without my parents'

consent. If they do not feel that it is important, there is not much we can try and

tell them. (Student)

If they [our parents] are not with it, if they are not committed to what we feel then

it causes all sorts of problems. (Student)

I don't go grocery shopping with my mom, so if she went grocery shopping and

bought something that I didn't agree with there is nothing that I could do about it

except say "don't buy that" (Laughs), well not that she would because she is

more conscious than I am. (Student)

When making changes, youth wanted to be surrounded by like-minded people, because

there were other influences that did not support the notions of climate change and thus

impeded the students' willingness to engage in behaviour change.

If you are surrounded by close-minded people there is still pressure to conform

and I think it is really hard to be around people like that and still be pro-

environment and do things for the environment if that's your situation. I think that

trying to surround yourself with like-minded people will help. (Student)

There are definitely people out there who do not believe in global warming, they

say that it doesn't exist, so I'm like "Okay" (shrugs), but for the most part people

believe. (Student)

The young people participating in this study spoke about looking for leaders in their

community to help them make changes towards being more environmentally-friendly.

You need a leader to stand up and say that this [state what issue they were

referring to] isn't right. (Student)

We have a teacher, but we might need more guidance from that teacher [about

how to be more environmentally-friendly]. (Student)

As one student in a focus group noted, "social media is a good way to

communicate because that's pretty much all that we do." Students supported The JFP to

build *connections through social and mass media*, suggesting that it was necessary to use

a variety of different types of social and mass media to reach and engage with current and potential audiences. In addition to social media tools such as blogs, Tumbler ™, Twitter ™, Instagram ™, and Facebook ™, students encouraged The JFP to focus on video platforms (i.e. YouTube ™ or Vine ™) to spread their messages. The following section includes students' suggestions on how The JFP can improve of its social engagement strategy.

> Student #1: Vine, little videos, a morning Vine.
>
> Student #2: A global warming vine, it's just a 60 second video.
>
> Student #3: Those are hard to get information out because they are so short.
>
> Student #4: It's like a little video. A little interaction between you guys, so you could say good morning, this is sally and I am talking about global warming today.

Students appreciated professional videos that were cool, fun to watch, and educational, such as videos on VSauce's ™ YouTube Channel. In general, watching videos appealed more than reading to most of the students who responded.

> They could create a YouTube Channel that would be really cool, just little videos about different topics. Do you know VSauce? He does science videos and they are really cool. It's a YouTube Channel. It's not really environmental it's science. We watch his videos in the classroom. (Student)
>
> The internet, maybe have a YouTube Channel. People my age are not watching television as much, they are going to YouTube to watch people do things that people do (laughs). (Student)

Sometimes we go out to the mall, but most of the time it is sitting in our room on the internet. It's pretty much all of the social media. Looking at things, seeing what your friends are up to. (Student)

Youth respondents stated they used social media as a way to connect, learn about their friends' activities and share information. Using the right social media for youth was seen as important as there are so many options available and popularity social media tools change quickly.

Students also recommended that The JFP use traditional mass media, such as television, newspapers, magazines, radio and advertisements to share their messages. Traditional media were viewed as strategies that would extend The JFP's reach beyond students and engage The JFP with the general public.

Putting things up at sports, music, horseback riding, writing, centres, basketball games. Put-up posters, posters in bathrooms, the mirrors in the girls' bathrooms. I will read the hand-washing signs because they are there. Bigger than posters, banners downtown across the road. You reread these ads. People talking to you is good too. (Student)

Putting JFP logos everywhere would work, it makes you think "What is it?" If you don't know something, you want to know more about it, mystery adds interest. (Student)

Sub-theme: Extending reach

Overall, students encouraged The JFP to continue to perform at schools and share its messages within other local settings to establish connections to the broader community.

First of all, they should go to schools; that's where it starts. Some people say who have an activity at a recreation center or something like that, people won't willing go, they will say that they have better things to do, but at school they have to go because it's something that their class is doing. Then they actually realize that it's a good thing that people are talking about it and they should get involved. (Student)

Presentations always work well, assemblies and stuff like that because you have to listen to it. (Student)

The presentation at school was really good because you had the choice to ignore it or you could go there. On social media you might read it or you might not, you might just skip over it and look at the pictures or something. Emails go into junk folders. But if they actually come and talk to you it is more effective because you have to listen to them. (Student)

A multitude of ideas were provided to help share the presentation with additional audiences in the community. The music and the multi-media presentation were seen as accessible to a wide range of audiences and many students encouraged The JFP to broaden its reach. Students suggested doing "as many presentations as possible", by

providing concerts in a wide range of venues, from sports arenas, churches, malls,

soccer fields, recreation and senior centres, to performances at festivals, and in public

spaces.

> Being educated about it, The JFP going around to all the schools was nice, but a
>
> lot of adults don't know about it unless their kids tell them, so if there was a
>
> public thing that would be good. (Student)

> Bigger concerts, they would have a bigger audience. (Student)

> Festivals in the community and booths at different festivals and bring things to
>
> give out. (Student)

Theme 3: Awareness ≠ Change

Data from this research also highlighted a lack of awareness in youth on climate

change issues and that The JFP presentation helped to enhance awareness of current

realities. The presentation was eye-opening for students and increased understanding of

certain concepts (i.e. sustainability). Three subthemes that emerged in this section of the

research were: acknowledging unawareness, becoming aware and moving from

awareness to action. If people are unaware that their current actions are harmful, they

lack the basic knowledge or incentive, to change. Yet, even as individuals become aware

it is not inevitable that behaviour changes will result with this understanding.

Accompanying an increased awareness of climate change may be an emotional weight.

At times the challenges may seem too hard to overcome and the solutions too

inconvenient or irrelevant. The data here reveal that only with on-going support and

encouragement, by offering a follow-up to the presentation and opportunities for students to engage in lived experiences within their communities will a greater shift from awareness to action occur.

Sub-theme: Acknowledging unawareness.

The data suggest that despite what seems as an abundance of information currently available on climate change, there was still a lack of awareness in the world regarding these issues, particularly in youth populations. "I thought ocean conservation, needing to conserve the oceans, was a myth" (Student). Some students confirmed that they were completely unaware of the issues prior to The JFP presentation and that the presentation "really showed all of us what is going on" (Student). Others knew of climate change issues, but not the full extent of the realities, or how much climate change would impact their lives in the future, "It's was an eye-opener because people don't usually pay attention to that stuff. You hear about it, but they are just like "Okay, Whatever" (Student). The JFP School Program provided awareness and improved understanding of different issues, particularly surrounding ocean conservation, sustainability, the use of plastics, climate change and carbon dioxide emissions.

> When they said that what 70% of the plastic ever created still exists, I was like "Wow!" (Student)
>
> I didn't know about it before, I like knew little bits, but I never really got it. It's not something people talk about. I never understood that if the planet goes up 1 degree it is hard to turn back. So I learned all of that. It got me really interested and I wanted to learn more about it. It helped a lot with my understanding. (Student)

In school, they usually give us methods, but not the facts. They say "save the

planet", but they don't tell you what is actually going on, this presentation

actually told you what was going on. (Student)

Sub-theme: The downside of becoming aware

For participants in this study, there was a heavy emotional weight associated with

greater awareness of the issues. As knowledge of climate issues increased, emotional

heaviness developed, and people began to wonder "what's the point in doing any of this

stuff, if we are all doomed anyways" (JFP Stakeholder). When the issues seemed

overwhelming, a sense of hopeless and apathy emerged in those that had the knowledge

of the problems without the ability to connect to any solutions.

I thought that when they said it was happening soon, I thought "Oh, they probably

mean 200 years, so it's not going to happen in my lifetime or anyone else's

lifetime around here", I didn't realize it was happening so quickly. (Student)

It definitely changed my understanding of ocean conservation. I didn't know that

The Jellyfish could overtake our ocean. I never really thought that and it's pretty

scary to think about that. We have so many fish, I like fish, everyone likes fish,

it's sad if that all went away. It's scary. (Student)

JFP stakeholders acknowledged this heaviness, they felt it too and realized that it was

often easier to block out the messages because it could be too challenging than to deal

with them every day.

I really had no idea before. I knew that the environment was fragile in general. I

had great respect for the environment and definitely the oceans. Growing up by

the oceans, but really I had no idea about the statistics about it. I did not know

what acidification was, or overfishing or the depletion of fish stocks and now I

have a much broader understanding of that. I understand what, and where we are

at, and what that means, and how important it is to conserve the oceans and how

they are absolutely essential for life on earth and how we continue. It blows my

mind every day. (JFP Stakeholder)

Of course there are issues that the kids are dealing with on a personal level that

makes the information that they learned with The JFP not easy to digest or they

want to block it out, it's just too heavy, because they are dealing with too much

else in their own lives. (JFP Stakeholder)

I am pretty upset about the use of plastic and my own use of plastic. I do try to

limit my use, I am very aware of it now. Extremely, it's almost, it's actually to

me, impossible not to use plastic, you know the pen you are using, our

toothbrushes, whatever, and it's just so sad to me. (JFP Stakeholder)

Sub-theme: Moving from awareness to change.

Behaviour change requires effort, yet it is difficult to change when one feels

powerless. Change may not be easy, convenient or simple in the case of the

environmental issues or climate change. Students struggled with feeling that they were

not capable of making much of an impact on their own, and that follow-up is necessary.

They wanted follow-up that included small group activities in which they could actively

participate. Youth wanted to practice making environmental changes through lived

experiences in their communities. They also wanted ongoing support to engage in these activities to help overcome the many barriers to making pro-environmental changes in their lives. "There are lots of distractions out there" (JFP Stakeholder) that impede taking actions on climate change. In the interviews, JFP stakeholders acknowledged that there were diversions in the world that made it easy for students to not prioritize the environment movement and focus their time and energy on different aspects of their lives. Distractions included school, work, friends, hobbies, personal issues, or keeping up to date about the latest trend.

Getting swept up in the rest of their lives again, just forgetting about it, our society is completely arranged around distraction and obviously some distraction is important and not to knock the following sports teams, and playing video games, but there is no balance, it's all about distraction, it's all about not dealing with things, humans only react when there is a gun pointed at their head, it's easy to get swept up, like society does a really good thing of keeping these defining issues in the dark. (JFP Stakeholder)

Certainly, their own personal issues, their families, what they are going through, what their families are going through, if they are struggling to put food on the table, people have to take care of their basic needs, first hand, their food, their shelter, and that can be a major thing as well, it's hard to be an advocate for the environment when your internal life is, or your family life, is in crisis, or something else is going on, I understand how some people cannot because they have to feed their kids, they have to care for their sick wife that is in the hospital

and that takes the priority, not everyone can go to bat for the species all the

time. (JFP Stakeholder)

Although there were distractions in their lives, students agreed that awareness of climate

change and taking action were important. They stated ongoing interactions and follow

ups were necessary to support and foster ongoing behaviour change.

Maybe in some way, I know other organizations do this, is hold schools

accountable that come to see the presentation. If they present at a certain school,

they shouldn't penalize the schools, but in some sort of way encourage them,

asking them what are you going to do? Put the onus on the school as a whole. If

we come to present at your school, what are you going to do? Maybe have on

your website examples, positive motivation of other schools that have done stuff.

To have healthy competition between schools, i.e. this school raised this much

money, or this school did this, or this school went to the community and taught

this about the ocean. Have a sort of contest of things to motivate schools against

each other to do something and maybe follow up and send an email to a sponsor

teacher asking what has your school been doing? Do you have an update for us?

Send us some pictures of your school kids in action doing something for the

environment and you could win a MBM t-shirt or cd or whatever it is, or win a

free visit. (Student)

I think there could be a follow-up. This (focus group) was a reminder for sure.

Yeah, because kids have short attention spans, we don't really remember. So I

feel if we are constantly reminded of it, it will stick in our minds better. (Student)

They could do the presentation in two parts, they could do some of it one day

and then leave one or two days and do another part, so people could have time to

think about it. (Student)

Reinforce it somehow, come back again. You could do the small group thing, but

come back again, so have two, maybe one a week later. (Student)

Similar to students' pleas for more interactive connections, discussed earlier in the

Seeking Connections theme, students expressed a desire for more encouragement, not in

the sense of another large presentation, but in smaller groups, with more focused

attention. In these situations, relationships could be built, behaviours practiced, and

opinions and ideas exchanged in meaningful ways.

I think they should have talked more, I didn't feel like I wanted to do it. There

was encouragement, but there wasn't that much, but honestly I don't know how to

give more encouragement. (Student)

I like getting together and talking about this more because it is helpful to be

around other people. Sometimes it feels like you don't have an opinion. (Student)

We should really be talking about the future more in schools, right now and in the

past years all we do is talk about the past, but we need to talk about the future and

what we are doing now to impact our future in small groups. (Student)

> Do this [focus group] more often, when you talk like this you feel you have an
>
> important voice. (Student)

Students suggested that holding the schools responsible for taking action on climate change issues was important. These statements support making schools active partners in The JFP program. At the moment schools are not participating in many activities related to The JFP and students wished that environmentally-friendly activities would be incorporated into their daily lives.

> Get our teachers to do something to help us to get into it, doing activities and
>
> making it seem more real. You can't expect the bands to actually come to us and
>
> do something with us because there are so many of us out there in the whole
>
> school and there are only four of them. There are four of them in MBM right?
>
> (Student)

> It would be pretty good, even within the schools, to have different classes
>
> compete to see who could recycle the most or something like that and the class
>
> gets a prize. So incentives to be involved would help. (Student)

> Interact more by supporting schools to take action and engage students in nature.
>
> (Student)

Ultimately, students wanted to be outside, they expressed the desire to move and engage and become physically involved with climate change issues and its solutions so that it holds more meaning in their lives.

We are not taking action. We are not going to beaches and doing clean-ups. I find fieldtrips stick with me more. We need to know what we are doing wrong. We just sit in class all day and talk about the Europeans of the past. (Student)

Having someone come off the street really makes you think about it and activities like clean up the shore days that would involve a lot of people. For presentations at school, doing activities together would be more fun, going outside would be better rather than researching all over the internet. (Student)

We definitely need to be outside in nature more so that we know that you can't just take trees to make all of the buildings you want. You need to preserve some for the future too. (Student)

It would be good if we raised something, like cleaning up plastic around our school ground or a beach cleanup on TV. We all cleaned up a bunch of plastic and there is a reward like Timbits™ from Tim Hortons™ or coffee. We should do something like that to get rid of the plastic. (Student)

The youth respondents had numerous ideas of how they could become involved in conservation efforts and contribute to the environmental movement. They wanted meaningful, lived experiences that involved hands-on activities within their daily lives and as part of their education.

Theme 4: Searching for Solutions

Everyone involved in this case study asked the question, what can be done to change the current conditions of the planet? Students and stakeholders stressed '*we want solutions'* to the environmental problems at hand; however, these statements were combined with pleas for *easy and convenient solutions.* People wanted solutions that would fit into their lives smoothly and easily; however, they also realized that there were many challenges and the simple solutions offered by The JFP in the presentation were not enough to overcome the *complicated situation* of climate change. Another challenge that youth faced to embracing the solutions proposed by The JFP were the *mixed messages* they received. Mixed messages, which suggested that climate change was not real and behaviour changes were not necessary. To overcome this complicated situation and the challenges youth face to behaviour change, students suggested that there needed to be a *focus on the future* and the consequences that would occur if behaviour change was neglected. Ultimately, they suggested to shift thinking from individual behaviours to broader community-level interventions and to address contextual considerations.

Sub-Theme: How can this situation be changed?

Participants in this study wanted solutions to the climate change problems. "How do we manage this thing [current lifestyle] that we are so used to having, without destroying the beautiful things that we are trying to conserve?" (JFP Stakeholder). The JFP wanted to provide students with solutions and based on student feedback they were viewed as an organization that was offering some solutions.

They gave you a solution. (Student)

They motivated you to make a change. (Student)

For me, the presentation just made me think that we already know that tons of things are happening that are not good for the environment, and this presentation let us know that we can take steps and that was very helpful. We can take steps. Being around people we don't realize and we don't really care about sustainability, but now when you hear about it, you want to do it and they [the JFP] give us steps. (Student)

I thought it was good. It wasn't overly pessimistic which was nice, because a lot of time you see presentations and they are really just negative and really sad and depressing, but this sort of thing was uplifting. It's not totally terrible right now we can do something about it. (Student)

Students agreed with The JFP that small things could be done to help, such as reusing, reducing, recycling, taking alternative transportation, using cloth instead of plastic, etcetera, "Anything that you can do, the small things, all of these small things can make a huge impact. They can help" (Student), but they also want more alternatives, options, and solutions to the bigger problems.

Students want to help; they just want more options of how to help. (Student)

Honestly, if they could just tell us how we could make a bigger impact by ourselves. I understand that you can't do as much at this age, I'm 14, but it's nice

to know when we grow up how we can actually do something about the

environment. So more solutions. (Student)

We could change, but as long as we are not feeling the urgent pressure to change

before the oil runs out in forty years or ten years, we'll need to have better

technology to cover for the fossil fuels. (Student)

Although The JFP offered seemingly simple solutions that were viewed as

important, these simple solutions were not always easy to achieve or seen as capable of

creating greater changes. For students, *easy and convenient solutions were wanted.* Yet,

participants recognized that it is often the most convenient things that require

abandonment. Changing how much plastic one uses and how much sustainable seafood to

eat or how much to drive a car may seem easy, but are an embedded and habitual part of

daily life. Participating in a change movement is not easy when it requires overcoming

convenience and the status quo.

The simple things seafood and plastics, yeah, I make the effort to do that stuff, but

there are always slip-ups. (JFP Stakeholder)

I mean there are just plastics everywhere, just everywhere, I mean when I was

writing, the learning resource for the follow through, just getting the teacher to

ask, how many plastic things can we count in the classroom, doing that is like,

they are in the hundreds, so it's this addiction to plastic that we have, so it's

wonderful that the boys talk about how you just try to reduce it, but it's

everywhere, it's everywhere, so how do we make those right decisions, those best practice decisions. (JFP Stakeholder)

I think that it is all related, my car died about a week ago, and I didn't realize how dependent I was on it before, I could have been taking the bus, biking or walking. (Student)

I depend on vehicles a lot. I could take the bus, but I don't want to get up that early and have to take the bus back with all of my sports gear on it and stuff. I could use the bus, I know I should, but I don't really. (Student)

If you want to go somewhere quickly, if you are going to the grocery store, you don't want to take your bike because it's just easier. (Student)

Sub-theme: We face many challenges.

Both the JFP Stakeholders and students acknowledged that the environmental problems were greater than the simple solutions provided in the presentation and the handy resolutions students requested in the previous sub-theme. Understanding that issues were complex and connected, the students realized that solutions to the current issues had to address the complexity and interconnected of the contexts in which they found themselves. Simple solutions, individual behaviour changes are good, but the reality is complex, broad-range solutions that deal with the commercial sector and broader social and political contexts are required for true environmental change to take

place. The current status quo is not working, so brainstorming and embracing

alternatives are necessary.

They said in the presentation that you are not as reliant on plastic as we think we

are, and I don't know about that, at least when I look around this at the plastic

lights, computers, pens. There is so much plastic surrounding things and that's the

only cheap way to manufacture them. Yeah, everything is made of it. If you don't

have plastic, anything else is not going to work and two, is the world's economy

going to survive that, because so much is made of plastic. China, plastic, that's

their whole economy, it's manufacturing, that is plastic. So could we get rid of

plastic? Is that even an option? Wait until we find another one? (Student)

I would say that there is not really enough being done, not enough policing, not

enough hard-line measures are being taken to protect our oceans. Things aren't

turning around. Things are still plummeting. I don't think we are doing a great job

of ocean conservation and I guess as we learn more about this stuff that just

becomes more apparent. So it's changed my view on all the environmental stuff. I

guess you have more hope before you dive into it and learn more about it. You

know. It seems a little brighter and then you get into it, fuck, you realize just how

bad it is. (JFP Stakeholder)

These things can be expensive, price is huge, so it's that okay, if I am going to eat

fish today, what am I going to eat for the rest of the week, so budget, particularly

for families that do not necessarily have the funds or the understand the reason behind it, would be a huge hurdle. (JFP Stakeholder)

I think a lot of people just think "oh it's just a little bit of plastic, it won't really affect us it will just affect the animals, but if you think about it, it's going to affect us too because we are going to run out of resources. Everything ties to everything else. (Student)

One thing that changed: I guess is that a lot of environmental people say we don't have a lot of oil to last that much longer, which means eventually we are going to run out. This presentation changed the focus from we are going to run out, but we are a pretty resourceful species and we are going to figure something out to if we burn through all of this oil, well we can't actually do that at all, not only will we lose the oil, it's going to harm the planet as well. There is a double side to using oil. So running out is not necessarily the issues, it's what all of that carbon dioxide is going to do. (Student)

Even though students wanted solutions, they discussed people and messages in their lives that provided them with *mixed messages* about climate change and were barriers to change.

When I come at night and walk around outside, every light in the school is on and no one is in the school at 7pm or 9pm. Why is every light in the school on? You can turn a few on, but every light? (Student)

Like parent opinions, or other teacher opinion, are competing too that happens for sure, we've had teachers say, well I don't agree with everything that you've said here today, like okay, great, that's going to be a good conversation to have I guess, it is, that is the conversation that is supposed to keep going, but it can be competitive" (JFP Stakeholder)

Barriers in life could be just living in a home that poo poos everything that they have learned at the presentation, parents, or caregivers who are unwilling to subscribe to their kids' suggestions for change and schools that are not willing to make changes, so those would be macro barriers, exterior barriers." (JFP Stakeholder)

Fossil fuels and stuff like that, our science teacher says that he really doesn't believe in stuff like that because there is more pollution than just CO_2 and he says one degree in temperature change isn't that much, but it's getting to us right now. (Student)

Sub-theme: We must focus on the future.

Even though solutions may be complicated, students realized it was important to keep a focus on the consequences of not changing their actions. Should the focus turn away from the individual to their communities and context, it may assist in supporting greater changes.

We are the cause of everything. I don't think the animals should be getting the pollution, it's not their fault. (Student)

We live so close to the oceans and the forests and I see the starfish and I think that

I am so privileged and then I think in fifty years we are not going to have this and

kids aren't going to be able to go fishing with their parents. (Student)

I didn't realize how extreme everything was, after I watched it I was like, Wow! I

didn't realize this was all happening right in front of us and if we don't do

something to change it drastically, like now, then our future is not going to be

very good. (Student)

Social Media Analysis

The JFP engagement strategies that relied on social media are presented in this

section, including analysis of Facebook™, Twitter, Instagram™. Both sentiment and

trend analyses guidelines (Grubmuller, Gotsch, & Krieger, 2013) were used to explore

how audiences felt about The JFP and how they engaged with its social media tools.

Analysis of the social media tools was limited intentionally to safeguard the privacy of

the users as little activity occurred on the social media sites during the time period

included in the research process. Additional analysis could have singled out individual

actions and increased harm to research participants.
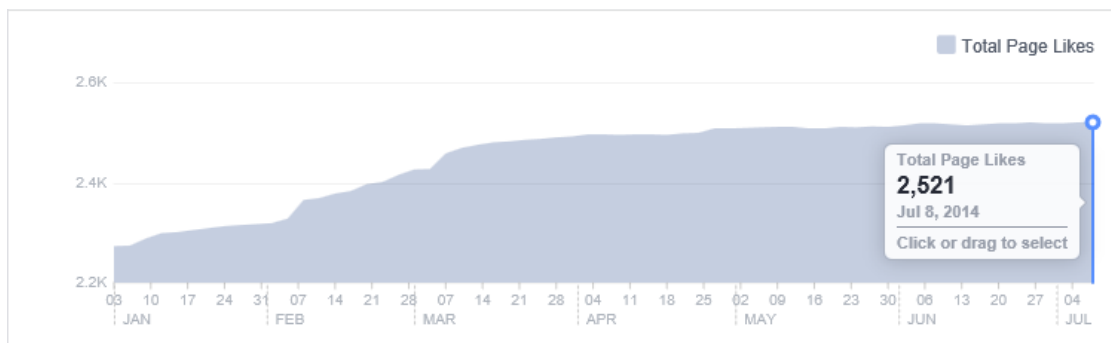
JFP Facebook

General information.

In the *About* section of The JFP's Facebook ™ page, the following information is

provided to viewers:

- Educating youth on ocean sustainability, climate change, and environmental stewardship through the power of music and live performance.

- Description: The Jellyfish Project is an educational initiative focused on generating awareness among youth about the declining health of our world's oceans and our environment at large. Through the power of music and live performance, students are engaged into the environmental conversation and are given information on how to become active participants in the sustainability movement.

- Founded: 2012.

Contact information is also available on the *About* page including a telephone number, email address and website link.

Facebook 'likes': Sentiment analysis.
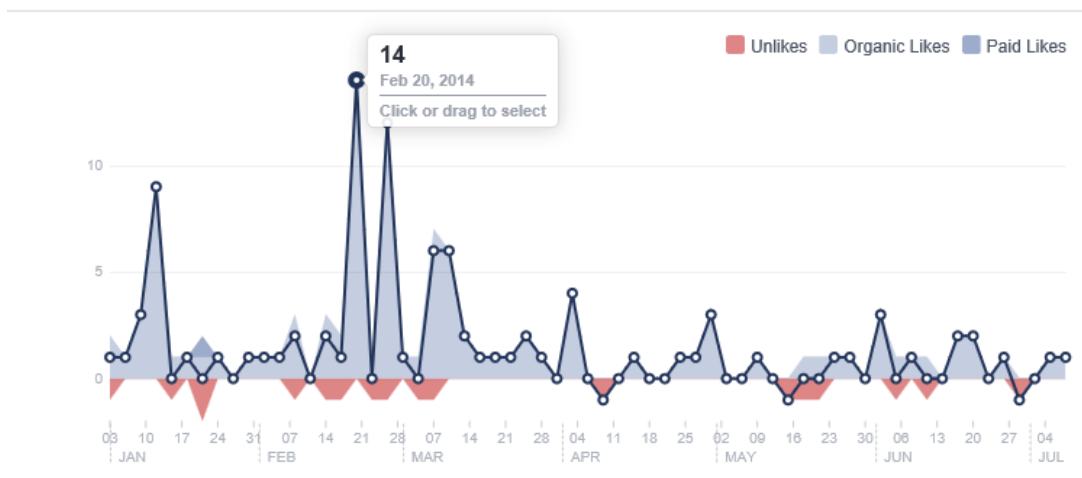
On January 1st, 2014, there were 2,288 page 'likes' and as of July 8th, 2014 there were 2,521 page likes. In total the increase in likes from the beginning of the year has been 248.

Figure 1. The JFP's Facebook Page 'Likes' from January – July 2014.

Facebook 'likes' appear to have diminished since The JFP's Winter Tour 2014, yet 'likes' continue to outnumber 'dislikes.'

Figure 2. The JFP's Facebook Page 'Likes' and 'Unlikes' from January - July 2014.

Facebook trend analysis.

Trend Analysis of The JFP's Facebook activities includes its reach, post engagement (i.e. clicks, posts, comments, and shares), as well as demographic and geographic trends in followers.

Facebook reach.

The reach, the number of people that are exposed to a posting, of The JFP has fluctuated consistently since the beginning of 2014.
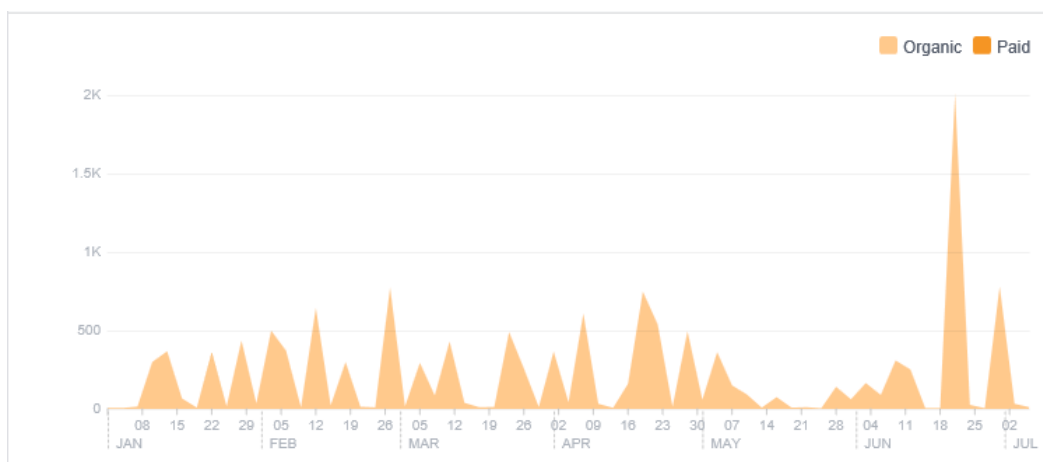
Figure 3. The JFP's Facebook Page Reach from January – July 2014.

Activity, the number of likes, comments, and shares has also fluctuated along with

posts by The JFP.
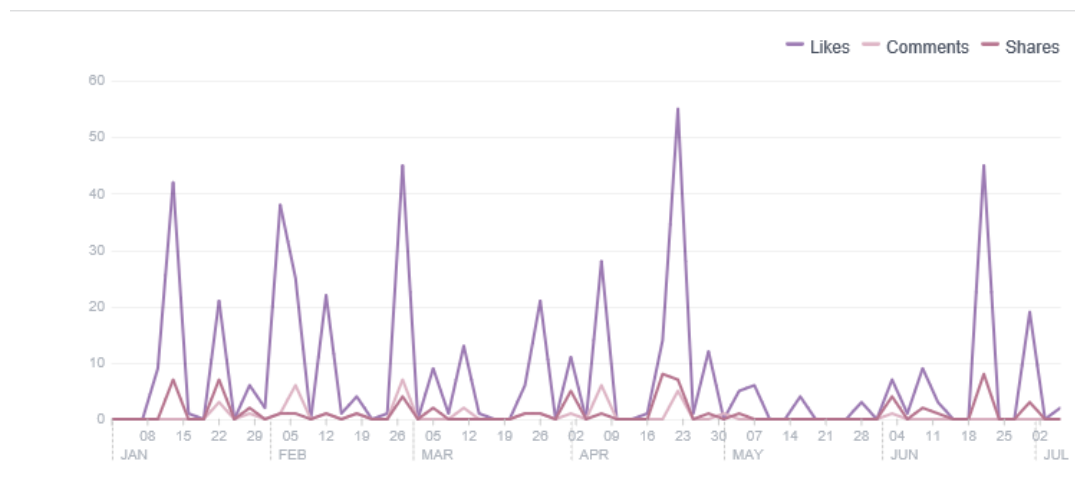
Figure 4. The JFP's Facebook Page Activity from January – July 2014.

The greater the activity on the Facebook page and the larger the number of

organic reaches that occur, translates into more activity for an organization, and hopefully

the more active the intended audience will be in response. Therefore, it is in The JFP's

best advantage to maintain its momentum and Facebook activity. Posts that were the most

popular (over 1,000 views) included:

- January 1st, 2014: photos and link to the National Sustainable Seafood program

  aimed at helping ocean sustainability (1,600 people reached, 38 clicks, 35

  likes/comments/shared)

- January 20th, 2014: a link to the media release regarding The Jellyfish Project tour

  with the Vancouver Aquarium (10, 200 people reached, 1 click, 94 likes,

  comments/shares)

- February 26th, 2014: a photo regarding a call to action for a petition on protecting Northern Atlantic Right Whales (1,100 people reached, 134 clicks, 30 likes/comments/shares)

- June 20th, 2014: a link to news story regarding celebrity, Leonardo DiCaprico, donating 7 million dollars to ocean conservation (1,100 people reached, 73 clicks, 17 likes/comments/shares)

- June 29th, 2047: a link to green jobs postings with the David Suzuki Foundation (1,100 people reached, 73 clicks, and 17 likes/comments/shares)

From the most popular postings, it appears that images, news articles regarding ocean-related programs, successes, and actions were well-received along with green job-related opportunities. In regards to the different types of postings available on Facebook, status updates, links, and photos, status updates by The JFP reached an average of 424 people, with an average of 3 clicks and 9 likes, comments or shares. Links reached an average of 419 people, with an average of 24 clicks and 9 comments, likes or shares. In comparison, photos reached 323 people, but had an average of 37 likes and 12 comments, likes or shares. Photos received the most user engagement, followed by links to other websites, and then status updates.

Facebook audience.

As indicated in Figure 5, more women (65%) followed The JFP's Facebook Page, than men (33%). For women, the most popular age groups that followed the page are 18-24 year olds (25%), followed by 13-17 year olds (15%), and 25-34 year olds (13%). For men, the most popular age groups that followed the page are 18-24 year olds (12%), followed by 25-34 year olds (9%), and 13-17 year olds (6%).
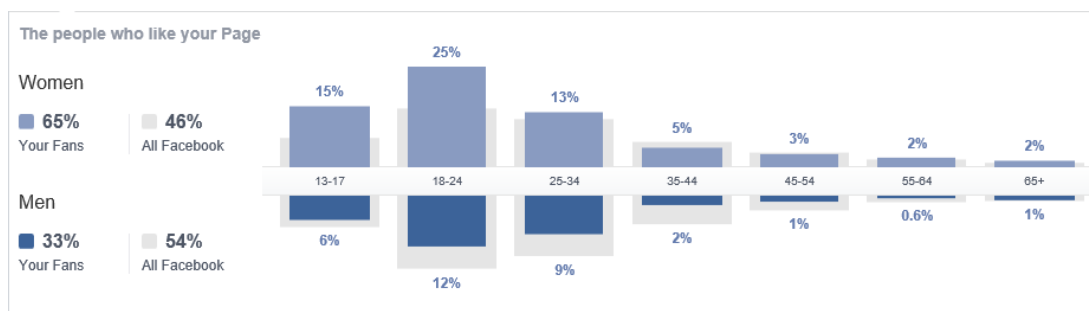
Figure 5. The JFP's Facebook Page Audience from January – July 2014.

Most of the fan base is located within Canada, with 2368 fans, followed by the United

States of America, with 65 fans, and Australia with 18 fans. Victoria ranks second to

Ottawa as the city with 274 JFP Facebook followers, with Vancouver, Montreal and

Fredericton completing the top five cities with over 200 fans.

The reach of The JFP's Facebook account extends from coast to coast across

Canada, but the majority of support, as expected, is on the west coast of Canada and

within the cities where the Fall 2013 and the Winter 2014 tours took place.

JFP Twitter

General information.

The JFP's Twitter account (TheJellyfishProject: @jellyfishproj) began in January

of 2012. As of July 8th, 2014, there have been a total of 561 tweets. At the time, 644

accounts are following The JFP's Twitter activities and The JFP was following 238

different accounts.

Combined trend and sentiment analysis.

Since the beginning of 2014, The JFP Twitter account has continued to grow in

popularity, although more could be done with this account to raise the organization's

profile. For the Twitter data analysis, a trend and sentiment analysis were combined in

Table 2, due to the nature of this social media tool. Key metrics such as followers, retweets, mentions, and favourites are all considered positive in nature. There were no activities linked to The JFP Twitter account that were negatively regarded. Followers refer to the new accounts that follow The JFP Twitter account. Retweets refer to the number of times that other accounts retweet a post by The JFP or a tweet that mentions The JFP (contains @jellyfishproj). Favourites refer to the number of times accounts favourite a post by The JFP's Twitter account or other posts that mention The JFP using @jellyfishproj. Mentions refer to other accounts that use @jellyfishproj to directly communicate with The JFP or link a post to the Project.

Table 3

The JFP's Twitter Account Activity January - June 2014

	January	February	March	April	May	June
Followers	17	40	23	17	9	28
ReTweets	27	16	4	21	6	12
Favourites	22	18	6	27	9	4
Mentions	19	21	15	28	5	6

Data in Table 3 provides insights into brand awareness and engagement levels on its Twitter account. Looking at the table as a whole, one can see that the peak of activity occurs in the month of February, when The JFP was conducting its Winter 2014 tour. The month of January shows the activity leading up to the tour, and the months of March, April, May and June show a decline in activity after the tour has been completed. Each column also shows slightly different information. Followers, ReTweets, and Favourites refer to actions taken by the audience, which stems from brand generated content, content or actions which originated from The JFP brand and to which the users are reacting.

These actions highlight that the users (Tweeters ™) are aware of the brand, and invested or engaged enough in the material to react to the content that is made available by the brand, in this case The JFP. In comparison, mentions focus on user-initiated activity, also referred to commonly as audience generated content. User generated content implies that the user is aware of the brand and engaged or connected with the brand closely enough to initiate content and actively participate in establishing a relationship with the brand. The JFP has extensive room for grow in the development and maintenance of relationships within the Twitter ™ community. Ongoing efforts to enhance the brand's awareness, engagement, and audience generated content will be required to harness the connections established surrounding its school presentation program.

JFP Instagram

The following activity summary was taken from The JFP Instagram account in the month of May 2014.

- Posts: 23, up from 15 since December 2013. Average of two posts by The JFP per month.
- Followers: 112, up from 79 since December 2013. A positive gain of 33 followers.
- Following: 22, up from 19 since December 2013. The JFP followed only an additional three accounts during this time period, showing little relationship-building activity.
- Likes per post: Average 10 likes per post, same as December 2013. No gain or loss of sentiment.

Overall, there was not enough activity in The JFP's Instagram account to provide data for a detailed trend or sentiment analysis. With the limited information, there was an increase in the number of followers on The JFP's account from December 2013 to May of 2014.

Positive sentiment remained the same. No negative sentiment was found within the

activity on The JFP's Instagram account. There is a lot of room for growth and

development of The JFP's Social Media strategy. The continuation of relationship

building by The JFP's social media team through social media and the sharing of up to

date, research-based and relevant information as well as strategies and lived experiences

for youth to engage in to improve the condition of the climate would be recommended.

Summary

The following diagram, Figure 6, provides a visual summary of the themes and

the core product of The JFP's social engagement strategies. This diagram is followed by

a discussion of the core, actual, and augmented product of The JFP.
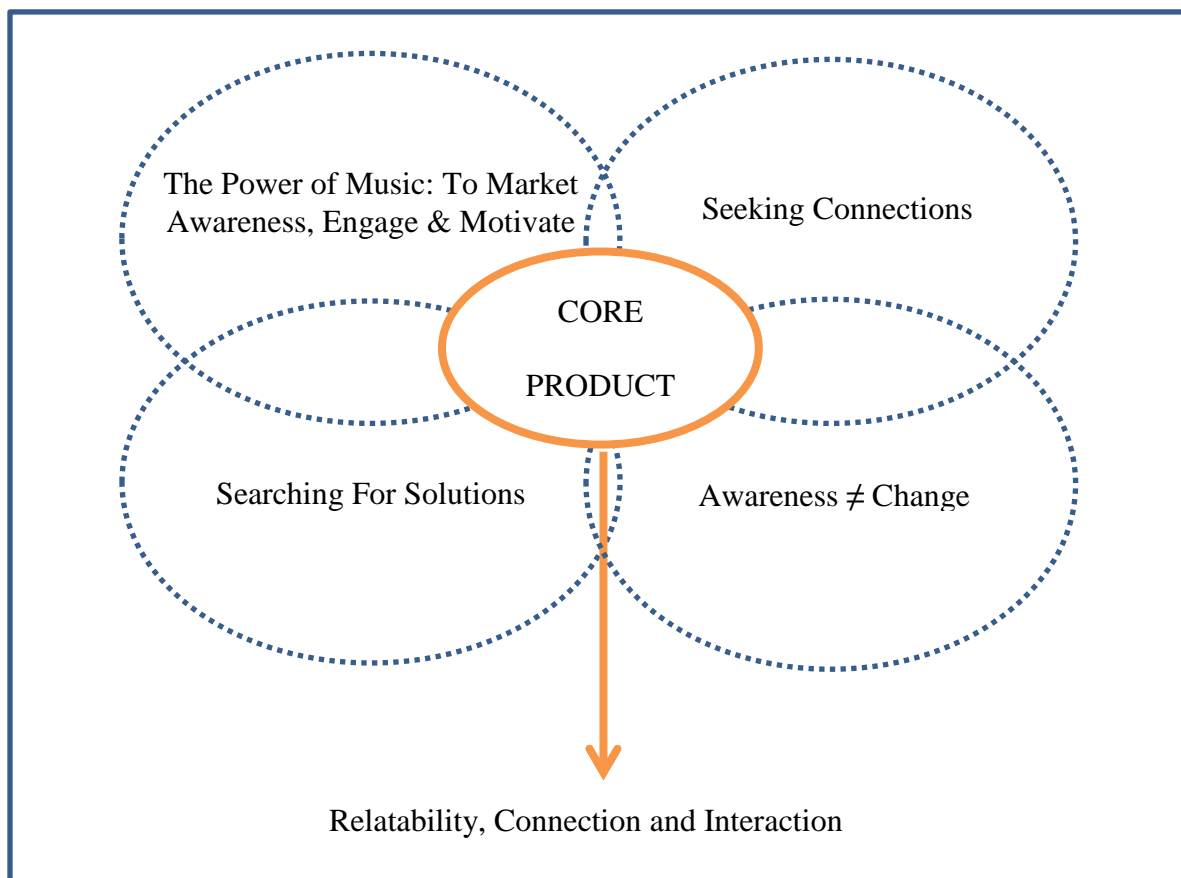
Figure 6. Venn Diagram of Themes and the Core Product.

Core product: Relatability, connection and interaction

If the Core Product refers to the values and beliefs at the crux of what students want to experience as discussed by Lee and Kotler (2011), then the Core Product of The JFP's social engagement strategy is creating a sense of relatability to the band, its music and the environmental messages. Before students can take up environmental practices, their attention needs to be captured, interest piqued and awareness-raised. The JFP achieved this through an innovative presentation by band members who appeared relatable to youth. In doing so, they were able to make an immediate and memorable connection with youth. Lee and Kotler (2011) indicate that the Actual Product is the tangible or specific behaviour that is being offered to the audience. During the show, The

JFP provided an entertaining concert and informative and dynamic, and education multi-media presentation. There were five take home messages The JFP emphasized for the students, including: 1) Making sustainable and ocean wise choices, 2) Reduce your use of plastic, 3) Vote when you come of age, 4) Continue the conversation with family and friends about the environment, and 5) Join the environmental movement. Students were left with the impression that the musicians and the youth can unite to make small changes to individual behaviours and make the world a better place. This shared story created a relatability of the brand and a temporary connection between the youth and The JFP. There were also promises of remaining in contact via social media, The JFP website and mailing lists. Throughout the presentation, students were passive audience members; however, at the end of the presentation students were also provided with the opportunity to ask questions and visit with the musicians after the show offering an additional a sense of relatedness, connection and opportunity for interaction.

The Augmented Product refers to any additional tangible goods or services that add value and assist in, or provide incentive for, behaviour change (Lee & Kotler, 2011). In the moment, the promised ongoing relationship with The JFP and its musicians as well as additional access to information about the environmental movement provided some added value for the audience. Yet, what the priority audience truly wanted was more opportunities for interaction with the band and the material: opportunities for lived experiences that will provide connections between the youth and the ideas expressed in the school presentation program. Lived experiences and additional physical (face-to-face) interactions with The JFP will serve to maintain the relatability and connection that the youth feel to the organization and its messages. Without this interaction, connection and

relatedness may be lost to other causes, distractions, or issues, limiting the potential for long lasting behaviour changes.

The findings are based on focus group discussions with students who viewed The JFP presentation within the Winter of 2014 and interviews with JFP stakeholders that were involved in The JFP during the same time period. It is clear that The JFP school presentation program is an eye-opening awareness building tool, a vibrant and memorable experience to connect students with the environmental movement. Relatability and connection to the band members and the material were essential components of the success of the program. This presentation also motivated some behaviour changes; however, it was evident that climate change issues are complicated and change is difficult for youth to initiate and maintain. Further interaction and follow-up is required by students. Particularly interaction that focuses on lived experiences, so that students can be active participants in the movement and have ongoing support for behaviour change. Relatability, connection and on-going interaction will be essential to reflect on as the organization moves forward and plans its future social engagement strategies, to which the next chapter now turns.

Chapter Five: Discussion

In this chapter, the case study findings and relevant literature are woven together to address the research questions. At the core of this research are notions of relatability, interaction and connection, and the success of The JFP School Presentation program is its ability to engage students by means of these three elements. The power of music and the use of young, rock, musicians enhanced the program's relatability and sparked youth's desires for more interaction and connection with the organization. A combination of music with a dynamic multi-media presentation was a unique way of engaging The JFP's audiences by establishing a shared lived experience. Students were attentive and receptive to the environmental messages. They related to the speakers. Although there were advantages to the program, i.e. informative, entertaining, and engaging, students were mostly passive recipients captivated by the music as the program focused predominantly on short-term engagement and one-way flows of information that left students wanting more interaction, follow-up and opportunities for participation.

Students sought solutions to the problems posed by The JFP. It became clear through this research that awareness alone was insufficient to ignite changes in their behaviour. What students desired was more interaction, more connections to the issues, the organization, and the environment through lived experiences. They wanted to be active participants in the transformation of their learning and beliefs into practice. Active participation with the organization, in their communities and with the environmental movement, emerged as the means through which students would maintain the proposed pro-environmental behaviours. Above all, the engagement of youth within all aspects of

The JFP is vital to the sustainability of this program. This engagement may arise through many channels, in the physical community or online, but needs to be multi-sensory, active, and experiential. Community-based lived experiences are vital to social engagement and the social determinants of health. At the end of this chapter, recommendations for the improvement of the program and its sustainability are provided to The JFP based on feedback that emerged throughout this research process and relevant literature. Limitations of this case study and areas for future research will also be highlighted at the chapter's close. The chapter now turns to addressing each research question.

Research Question: What social engagement strategies are currently being used by The Jellyfish Project to engage their audiences?

The social engagement strategy of The JFP involved two main components: the School Presentation Program, and an online identity that encompasses several social media tools and a website. In the following paragraphs each social engagement strategy will be described, and then discussions will incorporate current literature and the research findings.

1. The Presentation: Music and Multi-Media

Music forms the basis of The JFP's social engagement strategy and this strategy embodies several assumptions. One assumption of The JFP is that music has the ability to excite and inspire youth into action on climate change issues (The Jellyfish Project Website, 2014). "The music part is huge. It makes us seem cool and gets students wondering what we have to say" (JFP Stakeholder). Therefore music was performed by young, energetic rock musicians immediately after The JFP is introduced to students by

school leaders, and prior to a multi-media presentation on climate change and environmental issues. "They were really engaging rather than just sitting … I think the music helped too, they were really animated, so you wanted to pay attention" (Student). The multi-media presentation was also performed by the rock musicians. Another assumption made by The JFP was that students will respect the 'cool' musicians' and be more willing to listen to the environmental messages in the presentation. "Most students engage with the music and it serves to grab their attention and respect and then they think the band is cool" (JFP Stakeholder). Students' receptivity to messages was perceived to contribute to their awareness and care for the environment. "I think the goal for me is for them [the students] to know what is happening and to be environmentally aware people" (JFP Stakeholder). If awareness and concern for the environment increased, it was anticipated that students would be inspired to take action, "it starts with being aware of what is happening and how to take one little step forward, every day, if you can" (JFP Stakeholder).

An additional assumption made by The JFP was that students would be stimulated to act on the strategies - "we are giving them a pretty well-rounded array of options for engaging" (JFP Stakeholder) - since the strategies are simple and easy to perform. Action based on awareness is assumed. "There is an Einstein quote that states those who have the privilege to know have the duty to do something about it" (JFP Stakeholder). Thus, music served as a conduit for communicating information and inspiring action according to The JFP social engagement strategies.

Here is where the theme, The Power of Music, comes into play.

The power of music.

Music, and its power, has been harnessed for a variety of reasons throughout history: to encourage rebellion against authority, support political action, enhance marketing and sales, capture attention, stir emotions, and promote memory-making. "In many ways what is being diffused in contemporary rock music is the legacy of the sixties [and] the revolutionary question for liberation. The revolutionary quest for liberation… [is] the core meaning, or sign, of rock music" (Eyerman & Jamison, 1998, p. 141). Art forms, particularly music, are used to grab audiences' attention, evoke emotions, and stimulate responses (North & Hargreaves, 1998; North, McKenzie, Law, & Hargreaves, 2004). To harness the power of music, The JFP used rock music and musicians to call upon students to change their consumption, question government decisions, affirm their environmental consciousness by taking action, and spread the pro-environmental messages and behaviours. The musicians who were a part of the program were among the few taking political and environmental action, "there are far more musicians that reject a political side" (Eyerman & Jamison, 1998, p. 141). The JFP hoped that by playing high energy rock music to students within an assembly setting, the youth would be more likely to listen to the issues discussed in their presentation and increase their environmental awareness and action.

The JFP performances are usually presented to captive student audiences. The importance of a captive audience, one that cannot leave, has been discussed frequently in marketing and education literature, yet it appears that no consensus has been found on its value. One issue that arises with school-based behaviour change programs, which focus on captive audiences, is that the programs are offered to students who are willing and

unwilling to participate, receptive and unreceptive to change (Bartlett, 1981). When audiences are captive, there is a risk of losing their attention or commitment to the program to other possibilities or opportunities (Jose & Buchanan, 2013). Overall, people have less loyalty to a program and its proposed behaviours if programs are mandatory, not voluntary (Jose & Buchanan, 2013). Despite the mixed discussion on captive audiences, marketers continually search for situations that create them (Hill, Beatty, & Walsh, 2013). For the captive spectators who viewed The JFP presentations, the music component and strong visuals enhanced receptivity to the environmental messages. Combining music with audio-visual stimulation appears to be powerful at obtaining attention. When an audio-visual component is added to a musical performance, a concert, it increases audience members' appreciation of the music (Bergeron & Lopes, 2009; Cook, 2008; Platz & Kopiez, 2012).

Research on the film industry also acknowledges the powerful role of music and its impact on audiences' emotions (Hoeckner, Wyatt, Decety, & Nusbaum, 2011). According to Hoeckner et al. (2011) the type of music changes viewers' emotional reactions to film characters.

> [T]hriller music increased anger attributions and lowered sadness attributions; while melodramatic music increased love attributions and lowered fear attributions…film music can influence character likability and the certainty of knowing the character's thoughts, which are antecedents of empathic concern and empathic accuracy (p. 146).

The JFP also suggested that the type of music performed is important. Rock music, being energetic and youthful was purposefully chosen to connect the organization with the youth.

Using music to engage those students right at the beginning was strategic and fundamental, as it created relatability, connection, and interaction. Music appealed to them, especially that kind of music, the rock music…"I think the genre of music is critical to really engaging, capturing the students' attention" (JFP Stakeholder). Students agreed that the genre of music played a role in their receptivity. "Everybody likes music; I think it did make it a little cooler" (Student). Rock music played by young musicians was preferred to other forms of music. "If you play rock music first, it's like "YEAH!" (Student). Although rock music was preferred in this case, regardless of the type of music, Robison (2005) proposes that music creates a reaction in the body similar to epinephrine; it arouses and encourages a bodily experience and increases physiological awareness. This bodily experience was discussed in the focus groups and interviews, one student reflected that if you play rock music first, "we are pumped, now we can listen to the rest of the presentation" and a JFP stakeholder stated that while listening to the presentation, students "are so engaged and feeling the vibe, the music, the guys, and the energy around them".

In 2005, Menon and Levitin found that listening to music stimulates the mesolimbic structure in the brain, which plays a role in the processing of rewards, as well as the hypothalamus and insula, which regulate physiological responses to stimuli. Levitin (2007) found that music creates a response in the body that is similar to sexual activation and drug use. When music is listened to, oxytocin and endorphins, such as

dopamine and adrenaline are released, which stimulate the automatic nervous system, and lead to physical responses. Polzella and Forbis (2014) found that the expression of pro-social behaviours (i.e. making charitable donations or volunteering one's time) is enhanced after people attend a music concert. The JFP presentation started "off with this great music show, the flashing lights and all the effects" (JFP Stakeholder), and for students "it was good because it was more like a show than a presentation, they did something interesting", and overall the presentation "gave you incentive to change". When an individual experiences a state of positive emotions when a brand is introduced, the person is more likely to develop a positive attitude towards the brand as well (Mitchell & Olson, 1981). "The good things were actually the band. I liked the band and we all got into it and started to listen to what they were saying" (Student). According to Bruner (1990),

> Music has long been considered an efficient and effective means for triggering moods and communicating nonverbally. It is therefore not surprising that music has become a major component of consumer marketing (p.94).

The music triggered receptiveness in the students and the presentation stood out compared to others that they had viewed. Students also retained a lot of information from the presentation and the musical prelude may have assisted with their retention. Tan and Pfordresher (2010) discuss music as a social phenomenon and suggest that if performances contain music they can help to shape the social behaviours of the audience.

Music assists with memory making; it can activate memories and emotions tied to those memories (Baumgartner, 1992; Gabrielsson, 2001; Sloboda, 1992; Snyder, 2000). Music can be memorable, and this connection between music and memory is important in

advertising (Huron, 1989). Continually, brands tie themselves to certain types of music and are more easily recognized as a result (North et al., 2004). This connection to a genre of music becomes part of the "brand or emotional conditioning" for consumers (Burke & Edell, 1989; Kroeber-Riel, 1984), which is derived from the classical conditioning theory of Pavlov (1927). Different styles of music can be used for a similar product, but the information that each style of music conveys about the product will be different (Apaolaza-Ibanez, Zander, & Hartmann, 2010; Baker, 1993; Kroeber-Riel, 1993). Apaolaza-Ibanez et al. (2010) found that music with faster tempos were associated with perceptions of brands that were "more energetic, exciting, refreshing, sportive, youthful, festive", and that "pleasing memories lead to a more favourable brand attitude…and more positive emotional response" (p. 3812). It seems that brand connections made a result of music can occur after a single exposure (Apaolaza-Ibanez et al., 2010).

Student feedback supported the connection between high energy, youthful, music and favourable attitudes, relatability, and connection felt towards the musicians of The JFP. "They were young and had energy and they understood us…If they are younger, then you feel that they understand you more. They know how you are going to feel and what you would like" (Student). Another student stated that the overall presentation "was good, it wasn't overly pessimistic, which was nice, because a lot of times you see presentations and they are really just negative and really sad and depressing, but this sort of thing was uplifting." The students viewed The JFP presentation as an energetic, youthful, factual and positive experience. Traditional advertising suggests that when used purposefully music garners attention, conveys messages, promotes the retention of

information and provokes different emotions (Alpert & Alpert, 1991; Apaolaza-

Ibanez et al., 2010; Gorn, 1982). Thus, the use of music and young rock musicians was

essential to the development of this brand. In support of the use of music in marketing,

Apaolaza-Ibanez et al. state,

> Music can play a highly evocative role to generate and reinforce associations with
>
> the brand. The advertiser should pay special attention to use music with
>
> characteristics that enable positive emotions and desired associations to be linked
>
> with the endorsers and the brand and avoid those that could trigger negative or
>
> otherwise undesired associations or rejection of the brand. In addition, brand
>
> perceptions instilled through advertising will not only involve what consumer's
>
> eyes see and ears hear, but also memories and emotions evoked by the ad's music.
>
> Music in advertising can establish a first and lasting impression of the brand (p.
>
> 3813).

To date, little social marketing research has been done on the purposeful use of

music to provoke emotional or behavioural responses; however, there are examples of

how music has been used in revolutionary uprisings, social, and political action. One

example of research examining music's role in revolution is an investigation of the

Singing Revolution. Estonia's Singing Revolution began with an environmental-based

uprising in the 1980s (Taagepera, 1989; Waren, 2012) and is described as a "unique

example of the role of music in a peaceful social movement in the face of an aggressive

military opposition" (Johnston & Snow, 1998; Tusty, Tusty, Halvorssen, & Marjoros,

2006 as cited in Waren, 2012, p.439). Punk rockers and young musicians were playing a

large role in the country's musical landscape at the time and three major music festivals

brought people together and modern music into the forefront (Waren, 2012).

Research findings support the previous literature and some of the assumptions of The

JFP. Rock music created connections between the brand and the youth. Rock music and

the musicians supported positive understanding of The JFP brand, energized the students,

and fostered physical and psychological responses (the musical performance enhanced

their receptivity to the messages that followed). Thus the music set the stage for the

environmental movement messages that The JFP wanted to share, it also helped to shape

the social dynamics of the presentation.

The role of music in adolescent lifestyles is considerable. In adolescence, music is

linked to several experiences including relaxation, enjoyment, confidence, higher morale,

absorption, expression, positive moods, and stress-coping (ter Bogt, Keijsers, & Meeus,

2013), high levels of dopamine, pleasure and intrinsic reward (Salimpoor, Bonovoy,

Larcher, Dagher, & Zatorre, 2011), attitudes towards authority figures and emotions they

experience in their relationships (Zillmann & Gan, 1997). Music connects youth to their

peers (e.g., ter Bogt et al., 2013); they place a high value on music (Gentile, 2014;

Roberts & Henriksen, 1990), and tend to admire musicians and are influenced by them

(Gentile; Strasburger, Wilson, & Jordan, 2009). The JFP School Presentation Program

worked from the foundation that the musical component provided enjoyable experiences,

absorption, connection, admiration and influence.

Hargreaves and North (1997), Honigsheim (1989), Tan and Pfordresher (2010),

and Waren (2012) also highlight the social dimensions of music. There is a "powerful

function of music in resource mobilization, intergenerational activism, identity work and

free spaces" (Waren, 2012, p. 439), music can also be used to "convey and create

meanings, [and] call forth societal responses" (Honigsheim, 1989, p. 34). Kurt Lewin (1943) suggested behaviour is actively guided by one's social surroundings. Music can also play this active role in behaviour modification, even when people are unconscious of it (North, Hargreaves, & McKendrick, 1997). During the Singing Revolution, music had an active role; it became a "dynamic, unifying, cultural and political force" rather than a passive expression of desires for change (Waren, 2012). Waren (2012) suggests that gaps between expectations and reality only become revolutions if the organization and mobilization of people occur. Music and music festivals can contribute to the organization and mobilization of people from various demographics, experiences, expectation, and degrees of activism (Waren, 2012).

Another example of music playing a vital role in a revolution transpired in Cuba. During the Cuban revolution, musical expression exploded throughout the country, from both sides, in support of socialism and opposed to it (Moore, 2006). When the socialist government gained power, resources were invested in music and art education (Moore, 2006). Reasons given for this investment are numerous. Some argue that music and other art forms are ways to reduce bourgeoisie power and elevate the working class (Moore, 2006). In contrast, others argue that increases in resources for art education centres and employment were actually forms of social control in which the government gave priority to certain forms of expression and prevented others (Moore, 2006). For The JFP, the music provided enthusiasm, energy and attention in the first half of the presentation, which carried over into the second multi-media portion. Music played a powerful role in enhancing the curiosity, receptivity, respect and interest of students. Students also described the concert as a rewarding, fun, and engaging, physical experience. Without the

music, its energy and specific genre, students would not have been as receptive to the messages or interested in the performers. It is still uncertain whether or not the music itself had an impact on the students' behaviours outside and after the presentation; however, it did enhance the receptivity of the students to the messages during the presentation. Aside from the school presentation program, there is considerable room for growth with the online identity and social media components of the JFP social engagement strategy.

2. Online Presence & Social Media Strategy

The goal of any social media platform is to entice people to the organization's brand and website, but the material must be engaging and meaningful to retain their attention (Procopio, Spielvogel, & Thomson, 2012). In the days, weeks, and months following The JFP's Winter Tour 2014, there was a consistent flow of information provided on its social media outlets; however, the online identity of the organization warranted additional attention. During the school presentations, students were directed by the musicians to visit The JFP's website for additional knowledge and resources. Yet, little information was provided on the website until it was updated, several months later in September 2014. Educational tools for students and teachers were promised in The JFP School presentation; however, they are still not available on the website at this time. After the Winter 2014 Tour, it is unknown how many people visited the website and which pages drew their attention. This information was not available since The JFP website analytics were not installed until July 2014. Google analytics were installed by the web-administrator upon suggestion by the primary investigator.

The social media strategy during the Winter Tour 2014 was maintained by The JFP's social media manager. Three main social media tools used by the manager were Twitter ™, Facebook ™ and Instagram ™. When the social media analysis was conducted, Twitter ™ and Facebook ™ were relied upon more than The JFP's Instagram™ account as activity on the Instagram ™ was quite limited. For the Twitter ™ and Facebook ™ accounts, the manager posted items daily. Posts and tweets focused on band-related activities, climate change issues, resources available for students and teachers, and inspiring or informative articles from other environmentally-focused organizations.

Research Question: How did the priority audiences perceive this art-based initiative?

Overall, there was a positive response to The JFP School Presentation Program, particularly the music, the presenters, and the multimedia presentation. As discussed above, the musicians were young, energetic and relatable. The music provided an exciting experience that sparked the students' curiosities and receptivity. The multimedia presentation was described as eye-opening, emotionally-stirring, and visually-stimulating with vibrant, colourful slides and shocking videos. Overall, it was a positive, professional, and informative experience. What the students desired more of from The JFP school presentation program were interaction, ongoing connection, and follow-up. Students listened to what The JFP had to say, some were even spurred by their enhanced awareness into action; however, many discussed the barriers in their lives that hindered fully incorporating The JFP's suggestions. They felt that opportunities for lived experiences in their own lives would enhance their abilities to be more environmentally

proactive. This is where Social Learning Theory offers a conceptual lens from which
to better understand the data.

Social Learning Theory

Social Learning Theory suggests that the behaviours are influenced by several
factors, timing, length, frequency and nature of contact, the earlier contact occurs, the
longer and more frequent the contact, the closer associations will be (Akers & Sellers,
2004). From a social learning perspective, associations made early on in life play an
important role in shaping one's behaviour (Akers & Sellers, 2004). Length of interactions
and close connections enhance learning, determine behaviour and perspectives.

Social Learning Theory focuses on the use of role models, providing information,
increasing skills (self-efficacy), motivation, and incentives to understand learning and
behaviour changes (Bandura, 1977). Social Learning Theory also encourages questioning
The JFP's assumptions; particularly that awareness leads to action. Barr (2003), states the
"assumption that basic knowledge dissemination will have more than a minor indirect
effect on behaviour is naïve. Environmental behaviour has a range of determinants −
situational, psychological, and value-based factors that combine to provide a complex
behavioural response by citizens" (p. 237). Behaviours increase in likelihood if they are
convenient, require low cost (i.e. little energy or resources) and there are current social
norms to support them (Barr, 2003; Sleg & Vlek, 2009). Stern (2000) suggests that
behaviour change is influenced by attitude as well as many contextual factors including:
personal influence, social expectations, physical environment, incentives, social and
political context, etcetera. At this point, The JFP's timing, length, frequency and nature of
the contact were focused on highly impactful, energetic, short-term engagements with a

predominantly one-way flow of information during the presentation. Email lists and the social media campaign provide information, yet these strategies are predominantly associated with outbound marketing strategies. What students have asked The JFP to consider includes longer engagement, hands-on activities (lived experiences), and two way interactions.

Through the school presentations, The JFP introduced the students to new environmental role models (i.e. rock band members), a different form of role model than their teachers, parents, and peers. Social Learning Theory suggests there are several role-modeling requirements including: competence, prestige/power, stereotypical behaviour, and relevance. The JFP role models are relatable, yet respected or admired for their connection to music. They are seen as youthful, fun, energetic, passionate, and professional/competent, but close enough in age to the students, so they are still accessible. Music, appearance, style and talent give the musicians some prestige, and the way the presentation is provided to a captive audience gives the role models additional power.

The JFP's product (music and multi-media presentation by musicians) also enhanced curiosity in the students as the rock band members were not presenting stereotypical musician behaviours. Instead, the musicians were performing at a school, and this unusual event made what they had to say more intriguing. In addition, the music and message were relevant as the band members situated themselves as having the same struggles as the students. The band members directly stated that they are not perfect environmentally-friendly citizens, but that they were trying to improve the environment one choice at a time. This made the proposed behaviour changes seem more attainable for

the students. Overall, consistency in the messaging and the role modeling was important to both the students and the stakeholders. These role models provided information on the environment in a way that it was not sugar-coated; it was eye-opening and striking. During the presentations, students learned the status of the environment borders on alarming and overwhelming. Towards the end of the presentation, their new role models tried to leave them with strategies and hope to make the world a different place from the science fiction film like reality that they are warned against.

In the presentation there were a lot of incentives, to save the planet, wildlife, and human beings from demise, yet in the students' own lives few saw the immediate negative consequences of their behaviour. In the focus groups, students reflected that plastic is everywhere, and alternative technologies and options were not as easy or convenient (unless support comes from a variety of places). Taking pro-environmental actions is fraught with barriers. For students, taking action meant standing up against peers, families, and entrenched ways of life.

Ultimately, it depends on the students and their support network whether or not they have the self and external efficacy to make these changes on a permanent basis. Self-efficacy is the belief that one is capable of executing behaviours successfully; it shares similarities with self-esteem, but is more situational in nature. Self-efficacy can have significant influence on choices, effort, persistence, learning and achievement and may be altered by previous successes and failures of themselves and others as well as persuasion that success is possible (Bandura, 1977). Even if there is incentive and self and external efficacies are present, the question becomes does the student have the motivation? Does an hour long presentation make a difference in their awareness and behaviours?

Awareness certainly has changed through The JFP, yet social learning theory suggests that students may learn through observation, but temporary or consistent change to behaviour may never occur, or if it does it may emerge and dissipate later on, or not take place until the presentation is a distant memory. According to Social Learning Theory, reinforcement is an important part of behaviour change but not necessarily essential.

As with other prominent health promotion theories (e.g., social ecological theory, self- determination theory, theory of planned behaviour), social learning theory posits that awareness alone does not inevitably translate into action. It also confirms what the students requested in regards to lived experiences, connection and interaction. To fully integrate the take home messages into their lives, lived experiences are required. Lived experiences help show students that people around them, their role-models, are also engaged in activities and behaviours that are pro-environmental in nature. This provides opportunities for learning by observation, learning by doing, and learning through reinforcement. This is where the theme Awareness ≠ Change becomes necessary to discuss in further depth.

When one knows something but has not yet acted upon it, his knowledge is still shallow. After he has experienced it, his knowledge will be increasingly clear (Hsi, as cited by Chan, 1969, p. 609).

Often, when people are told information it can be retained and recited; however, true understanding of the concepts and how that understanding ties to behaviour is only solidified through lived experiences (Borg & Stranahan, 2002; McLean & Tatnell, 2000; Senge, 1990).

Learning Through Lived, Experiential, and Multi-Sensory Experiences

According to Pine and Gilmore (2009), there are four types of experiences based on two characteristics: participation and connection. The four types of experiences are: a) educational experiences that are absorptive and active; b) entertaining experiences that are absorptive and passive; c) esthetic experiences that are passive and immersive; and d) escapist experiences that are active and immersive. Individuals can engage in a wide range of experiences, but those that are tied to understanding and behaviour change are often social in nature.

People learn through participation with others, through the culture, history, values, and regulations of a community and its resources. Understanding is achieved through the combination of participation, activity, and community; making knowledge and action tightly interwoven (Lave, 1988). Lave and Wenger (1991), Pile and Thrift (1995), and Wilson (1992) argue that knowledge, which is acquired in, and assists people to participate in a particular situations, is closely tied to the community, its tools, and activities/experiences. Pile and Thrift further suggest that the process of understanding is often achieved below the surface of consciousness during active participation. Thus, guidance or support through an activity is beneficial. Fenwick (2000) argues that if left to participate in an activity without guidance or support in a learning environment, individuals may actual reinforce behaviours that are intended to be reversed or changed by the community. Learning through lived experience is preferred, however, learning through lived experience with support and guidance is more desirable. In fact, the demand for experiential learning is increasing in popularly.

> The trend towards experiential learning also stems from changing student expectations in the classroom, in a kind of customer-led revolution in communication quality. Students today are rarely satisfied with a one-size-fits-all classroom experience, particularly if it consists solely of the droning lecturer, and are justifiably looking for an enhanced learning experience from their university (Hawtrey, 2007, p. 143)

Hawtrey also argues that experiential learning must be conducted in diverse, real-life situations and can only be truly understood if students talk about their experiences and are capable of teaching their peers what they have learned.

> Learning is viewed as the product of practical, personal, thoughtful, lived experience. According to experiential learning, real learning occurs when students apply concepts by having to work them out in different situations and experience the issues first harm. Experiential learning makes the student a stakeholder, and that alone significantly improves the ability to absorb knowledge (Hawtrey, 2007, p. 145).

Through experiential learning, students obtain the ability and power to apply the knowledge and integration their understanding into their own lives, leading to sustainable behaviour change. Connecting ideas to actions is the key to experience learning. Connections are created with priority audiences when you provide them with high quality experiences (Atwal & Williams, 2009). Economists have understood this idea for decades, and the field of social marketing would be advised to apply this knowledge to their product development.

Economists have typically lumped experiences in with services, but experiences are a distinct economic offering, as different from services as services are from goods. Today we can identify and describe this fourth economic offering because consumers unquestionable desire experiences, and more and more businesses are responding by explicitly designing and promoting them… from now on, leading-edge companies – whether they sell to consumers or businesses – will find that the next competitive battleground lies in staging experiences (Pine & Gilmore, 2009, p. 97-98).

Experiences need to be memorable to maintain audiences' attentions and interest (Pine & Gilmore, 2009). To create memorable experiences that go beyond purely entertainment, the experience must have several characteristics, foremost having customer participation that may range from passive to active, and establishing a connection (absorptive or immersive) between the customer and the environment in which the experience occurs. Additional tips for designing memorable experiences are to create a theme, provide positive cues, eliminate negative cues, mix in memorabilia, and engage multiple senses (Pine & Gilmore, 2009).

Experiences, whether they are online or in person, are in demand in today's society (Hulten, 2011). Priority audiences find brands more valuable if a positive experience is provided (Turley & Milliman, 2000). Connecting positive emotions to a brand is powerful marketing strategy (Turley & Milliman, 2000) and multi-sensory experiences can enhance emotions and memories (Wiedmann et al., 2013), which The JFP has experienced through its school program, but could enhance in its other social engagement strategies and follow-up.

Research Question: What were the strengths and challenges of these social

engagement strategies?

Overall, The JFP's School Presentation program was the strongest of its social

engagement strategies creating relatability and connections for the priority audience.

Although it was successful in captivating attention and enhancing awareness, it lacked

active participation. The social media and website components of The JFP strategy

require attention in order to harness the potential of the organization to mobilize a

community around the environmental movement. "There is nothing worse than starting a

community and then ignoring the people you invited" (Procopio et al., 2012, p. 59).

Through its presentations, The JFP has created a community, but has been unaware of

some of the necessary communication, interaction, and responsibilities that would enable

this community to thrive. In the future, whether or not they can maintain connections and

provide opportunities for active participation for their community members will dictate

the sustainability and success of this organization, and its goals for a healthier planet. The

theme, Seeking Connections, sheds light on the strengths and challenges of The JFP's

social engagement strategies and on issues around supports and barriers to social

engagement.

Seeking Connections

There is an assumption in social marketing that it is done for the "social good"

(Dann, 2007). Dann questions this notion, stating, "what is considered an action

advancing society and for social benefit and therefore worthy of being the subject of a

social marketing program is basically in the eye of the beholder" (p. 56). The JFP was

created based on several ideas. These ideas included that the planet is in danger due to

human actions and climate change, youth are a powerful force in changing the state of the planet, music can be a way to connect with youth, and musicians speaking to youth in a dynamic performance about climate can promote pro-environmental behaviour changes. Within the presentation there were some striking images and messages that were shared to connect youth with the immensity of the situation they face. The JFP drew on fear-based promotion to engage the youth, yet end the presentation on a positive note, providing simple solutions for youth to prevent further damage and change the tides of climate change. The fear was meant to shock and increase awareness, and the take home messages and encouragement that follow were intended to positively motivate behaviour change. What emerged in the data was that the students related to the music and the musicians, and connected to the images and messages. The presentation made an impact; however, students were not thoroughly connecting with the solutions presented in order to make long-term changes. This is where follow-up and ongoing interaction, connection and relatability are needed. In the next section, fear and connection will be discussed, followed by the need to connect solutions to students' realities and consider the broader context.

The Use of Fear

Although social marketers believe that fear-based campaigns often work (Hastings, Stead, & Webb, 2004), several researchers have found a curvilinear relationship between behaviour change and fear-based campaigns (Janis, 1967; Leventhal, 1970; Witte & Allen, 2000). Fear-based campaigns resonate with people, create a reaction, but these reactions may be detrimental to the goals of the campaigns. Reactions to fear-based marketing may include: anxiety, tolerance, rational dismissal,

rejection of ideas, complacency, and social inequities (Hastings et al., 2004). What is necessary for social marketers to consider when using fear-based campaigns is whether their audiences will perceive the intended behaviours to be feasible (Blumberg, 2000). Understanding the audience is vital to social marketing, thus whether or not they find the solutions/product feasible is essential for success. Vega and Ghanem (2007) agree that using fear is controversial and they recommend pairing this marketing approach with feasible actions and clear instructions to overcome threats. Theoretically informed by the Health Belief Model summarized in Chapter Two, when presented with a fear-based campaign, audiences will evaluate if the threat impacts them, how severe the impact will be, the likelihood of its occurrence, and their abilities (self-efficacy) to respond with a useful solution (Hastings et al., 2004).

What can be helpful in social marketing campaigns using fear are repetitive prompts to the audience to engage in different or solution-based behaviours (Abrahamse, Steg, Vlek, & Rothengatter, 2005; Lehman & Geller, 2004; Schultz, Oskamp, & Mainieri, 1995); however, these prompts should be used carefully to limit irritation and counterproductive reactions (Hastings et al., 2004). The JFP connected the students to the severity of the issues using fear and motivated them to want change, yet the solutions presented did not always seem feasible for the students. Their self-efficacy, feelings of connections with the solutions and behaviour change was limited. This is where the theme *Searching For Solutions* enters the discussion.

Revisiting Searching for Solutions

It was clear that students were concerned about the planet and wanted to find solutions to climate change issues. They wanted to participate in finding solutions and

alternatives to current practices, but admitted that change was not always easy,

convenient, within their control, or possible for them to engage in without support. They

were afraid of the harmful effects on the planet, but unsure of their abilities to cope with

these realities. The JFP's solutions focused on individual-behaviours that students can

engage in to make a difference, leaving solutions focused on community or broader-

contexts aside. This is where the issues of individual action and self-efficacy and context

must be addressed and to which the next section turns.

Individual-level action and self-efficacy.

Self-efficacy refers to one's expectations to successfully cope with situations (i.e.

fear-arousing situations) and conduct necessary behaviours for the situations (Anderson,

2000; Bandura, 1977). There are three dimensions of self-efficacy: magnitude, strength,

and generality. Magnitude refers to one's estimation of his or her ability to successfully

perform a particular task or a series of increasingly more difficult tasks (Bandura, 1977).

People who have lower levels of efficacy engage in easier tasks, whereas those with

higher efficacy attempt more difficult tasks (Bandura, 1977). Strength refers to how

certain one is that he or she will perform a given activity (Bandura, 1977). Having strong

efficacy means one will persevere in face of obstacles and setbacks (Anderson, 2000).

Generality refers to the belief in one's capability to perform similar tasks, handle

different tasks and situations (Anderson, 2000).

Bandura's (1977) social learning theory guides social marketing campaigns to

empower personal change by enhancing individuals' knowledge, resources and skills

(Andreasen, 2000). Abrahamse et al. (2007), Anderson (2000), Lehman and Geller

(2004), and Schultz, Nolan, Cialdini, Goldstein, and Griskevicius (2007), all found that

modeling and self-efficacy were important elements to consider when making

behaviour changes that influence health. There are four main ways that self-efficacy can

be enhanced: 1) accomplishments for the performance of certain behaviours, 2) learning

through the experiences of others, 3) persuasion, and 4) arousal of emotions. The JFP

attempted to encourage self-efficacy in students by persuasion and the arousal of

emotions; however, Anderson (2000) encourages programs to provide information,

motivation, skills and opportunities for observational learning and practice to change

behaviour. This recommendation is based on the understanding that skills training can

translate motivation into action and promoting self-efficacy influences if new skills will

be used (Anderson, 2000). The issues of self-efficacy and the focus on individual

behaviour ignore the contexts within which the behaviours are meant to be conducted,

and the social, cultural, and political influences that surround the individual (Goldberg,

1995; Harrison, Morgan, & Chewning, 2008, p. 35). To change behaviours social

marketers need to connect barriers to behaviour change to broader perspectives (i.e.

environmental and political) rather than focusing solely on individual actions (Goldberg,

1995).

The need to address broader issues also emerged in the data, particularly by

students: "We want solutions"; "We need alternatives"; "Governments are not doing

anything"; "We are not in control." There was a great deal of pressure placed on students

to change individual behaviours, without providing them with solutions to address the

social, political, and environmental contexts and barriers they encounter. Students

described receiving mixed messages and barriers that impeded there individual abilities

to make behaviour changes. Harrison et al. (2008) also discuss how mixed messages

counteract social marketing campaigns. To address mixed messages and contextual barriers, social marketing campaigns need to take a broader perspective on their initiatives (Goldberg, 1995; Harrison et al., 2008), yet how do social marketers make this shift? Perhaps the answer lies in maintaining relatability, interaction, and connection through lived experiences that move beyond individual behaviour changes to embrace a broader, community perspective.

Lived Experiences Are Vital For Social Engagement and The Social Determinants of Health

There is a need for agencies to enhance the relationship between community and the environment and do develop awareness and responsibility to the earth among youth (Woodgate & Skarlato, 2015, p. 107)

At this point, The JFP has created awareness through its school presentation program and it highlights the relationship between youth responsibility, their community and the environment. Where the organization can grow is to embed these ideas into its program provision. To involve the students as active participants and provide them with not only the persuasion and emotional arousal and relatability, but to continue to interact and connect with them in their communities and through lived experiences that support the environment, their health, and behaviour change.

Buck and Ryan-Wenger (2003), Brindal, Hendrie, Thompson, and Blunden (2012), and Chawla (2002) emphasize that when interventions are being created for the health of youth, organizers need to engage youth to their perspectives and understandings. Youth need to be active participants in the process. Every young person has the right to engage in local environmental planning and decision making, which

impacts their lives and allow them to achieve high standards of health (Chawla, 2002). According to Chawla, this form of social engagement is a basic human right, and for others a cornerstone of democracy (Aulich, 2009). It has been noted that, with regards to citizen participation in environmental and other movements, "Stronger and more effective citizen participation processes are required, with citizens using these opportunities to open up the discourse to alternatives that reflect people's lived experiences" (Wharf Higgins & Weller, 2012, p. 72). If social engagement is considered a basic human right and a foundation of democratic citizenship, then this strengthens the argument for it to be considered a social determinant of health. It is also in keeping with the World Health Organization's principles of health promotion that in order for people to take control over and improve their health, they must be included in the design of policies and programs that are intended for them (WHO, 1986).

Research on youth's perceptions of health found that it involves connections, relatability, interactions, and active participation. Interaction and connection to healthy, safe, green, clean, livable environments, and caring for those environments were essential, but what was also necessary for health were connections and belonging with others within those environments (Chawla, 2002). Barber and Schluterman (2008) found that when youth are connected to (interact with and have a responsibility for) the environment, then it provides a positive influence on their health. Bringing students outside and encouraging them to be responsible for healthy environments supports both health and well-being (Barber & Schluterman, 2008; Chawla, 2002). Engaging with a community of people in healthy environments and caring for the planet at the same time is exactly what the students involved in the focus groups on The JFP desire.

Behaviour is social, making changes to behaviour is also social, our networks, how we engage are important. When people are in the process of making lifestyle changes, they draw on their social supports for motivation, inspiration, reinforcement, resources, and information (Lefebvre, 2001). For behaviour changes to occur, we must consider the importance of social engagement and its impact on our health. When the focus shifts from individual actions to building a community of people that provide shared experiences and support, other conditions, such as social, economic, cultural, lifestyle, networks, and living conditions that influence behaviour can be better understood and addressed collectively (Dahlgren & Whitehall, 1991). Kapatenaki, Brennan, and Caraher (2014) state that when social marketing initiatives consider contexts instead of individual behaviours effectiveness and efficiency will be enhanced. To be successful at changing behaviours and maintaining those changes, initiatives need to engage in both upstream and downstream approaches (Kapetanaki et al., 2014).

Providing information is not enough (Barr, 2003; Hobson, 2003; Stead et al., 2013), focusing on individual behaviour is not enough (Kapetanaki et al., 2014); therefore another P in the marketing mix must be considered. This P stands for policy (Watts, 2011), and exploring how to create environments and support systems to make shift in contexts to support behaviour changes. This upstream approach means collaborating with partners in the community (i.e. educational institutions, the commercial sector, government officials). Context cannot be separated from social marketing initiatives (Kapetanaki et al., 2014); without addressing contexts, proposed behaviours may not be feasible and initiatives will lack credibility and sustained connection with their audiences.

Research Question: How successful were the social engagement strategies of The Jellyfish Project in increasing awareness and behaviour changes? Research Question: How can the initiative improve so that behaviour change can occur? To address these questions, the focus of the chapter now turns to applying the research findings to practice.

A strength of The JFP strategy was its consideration of their priority audience, middle and high school students: stakeholders spent a great deal of time and energy creating an initiative that was engaging, entertaining, and informative. A weakness of The JFP's social engagement strategies was the lack of interaction with their audience. Without involving youth in the initiative's planning, The JFP was not able to fully understand and address their needs, perceptions, and contexts prior to beginning their school presentation program. Conducting a pilot study and marketing research into the barriers and supports for the five take home messages may have better shaped the tangible product (the school presentation program) and increased the relevancy and uptake of the behaviours.

At this point the product platform includes the core values of relatability, interaction and connection created by the tangible product of music and multi-media school presentation program, as well as the five key take home messages, and the augmented product of social media tools and website information. The price of the presentation was relatively low, an hour of time during school to watch a concert and a slideshow; however, the price of engaging and maintaining the five take home messages (the behaviour changes) was much greater in terms of money, time, effort, lifestyle, and psyche. The reason for this is that there is a wide variety of competition for the students' time, energy and behaviours. One area for improvement of The JFP's social engagement

strategy is to enhance its follow-up to maintain relatability, interaction and connection with youth. Students' desire lived experiences, meaningful engagement, learning through hands-on activities, active participation and support for change.

Implications for The JFP's Social Engagement Strategies

When The JFP reflects upon the online presence and social media components of its social engagement strategy, the organization may want to consider Lee and Kotler's recommendations for promotion. Promotion is described as persuasive communication and includes four considerations of (Lee & Kotler, 2011): messages, messengers, creative strategy and communication channels.

Creative strategy recommendations for The JFP include keeping ideas simple and clear, and a focus on the benefits of the requested environmental behaviour changes. If fear-based messages are used, solutions and sources of information should be included in the follow up. Further, ensure messages are easy to remember, fun, vivid, personal and concrete. The JFP may also consider communicating messages emphasizing surprising or big ideas, posing questions, and telling stories about real people for inspiration (Lee & Kotler, 2011). Procopio et al. (2012) suggest that the keys to good storytelling are passion, ownership, excitement and being memorable. Certainly, The JFP presentation's strategy involved the unexpected, emotions, passion, ownership, and stories.

Interpreting the data from the study in light of the literature resulted in six recommendations for improving practice.

1. Active participation and partnerships.

As an initial and critical recommendation, The JFP must engage youth in all aspects of their organization in order to increase youths' active participation (relatability,

interaction and connection) in the program planning process, within the school presentation program and follow-up. This also includes gathering ongoing advice on presentations, social media content, activities for their schools, and communities. There are two additional Ps (Participants and Partners) that have emerged in social marketing literature (Harrison et al., 2008). Participants are the priority audiences who are actively a part of the social marketing program or intervention. Partners refer to "community partners in formal and informal organizations can provide assistance in recruitment, including referrals, space, screening and credibility" (Nichols et al., 2004, p. 3).

2. School presentation program.

The second recommendation for The JFP is to continue to provide the school presentation program, as the music is a powerful way to captivate attention and passive engagement, but increase attempts to incorporate more interaction and small activities into the show to acquire active participation. Perhaps schools can pledge to do an environmentally proactive program, and identify a champion for this program so that interaction and connection with the ideas presented are sustained.

3. Mailing lists.

Thirdly, distributing the sign-up sheets for the mailing lists earlier in the presentation will maximize the number of students that are able to complete the information and subsequently receive updates. Recruit volunteers, participants or partners to assist band members to collect this information and interact with students on the day of the presentation to ensure that students know what they are signing up for, and to foster additional support to act on some of the take home messages. After the presentation, provide engaging follow-up with information and opportunities for lived experiences via

mailing lists. In the focus groups, students requested additional follow-up and information; they were interested in receiving more from The JFP. "I think there could be a follow-up…kids have short attention spans, we don't really remember, so I feel if we are constantly reminded of it, it will stick in our minds better" (Student). The mailing list can be a tool to provide reminders and engage with youth and achieve this desired follow-up. Adding to the strengths of the presentation strategy, The JFP's could use its mailing list to enhance the simplicity, concreteness and credibility of its messages. Follow up emails are an effective way to stay connected, express appreciation, make requests and provide information to priority audiences (Cataldo, 2012), yet multiple ways of connection are encouraged.

4. Online presence: Website and social media strategies

Creating memorable online experiences.

Enhancing lived experiences do not have to occur solely in the physical community, they can also be encouraged through a virtual community and connections. The JFP, drawing on the recommendations of Drell (2014), can create meaningful experiences online by 1) understanding audiences expectations, needs, and contexts, 2) being transparent and having goals and objectives for these experiences clearly defined to meet audiences requirements, 3) responding to feedback and digital trends to create a unified presence across different social media tools, and 4) acquiring outside expertise and audience engagement in the creation of the experiences.

Since educational information and resources are promised to audiences in the presentation, ensuring that this material is available on the website is essential for maintaining credibility and connection with audiences. Having access to the material

means that audiences are one more step closer to becoming active participants. At the moment, the website is purely a one-way flow of information.

Website.

During the winter 2014 tour, the website of The JFP organization was not interactive, community-forming, or relationship-based, it focused on providing one-way information. It lacked providing much sensory experience other than visual and lacked any activities that required active participation by the viewer. This one-way flow of communication may hamper the relatability, interaction, and connection that were established during the school presentation program. It is recommended that The JFP revisit the website and attempt to incorporate ways of engaging website visitors in an active, rather than passive manner. One strategy to improve the online presence of The JFP includes monitoring website information provided by Google ™ analytics. Website analytics allow for the measurement of the volume of visitors, the amount of time they spend on each page, demographics, their journeys throughout the website, and how the visitors reached the website, through specific searches or referrals. This information can help The JFP with future evaluations and planning, by obtaining a better understanding of their audiences' interests. Websites that are interactive, collaborative, community-forming and relationship-based engage visitors (Borges, 2009).

Making any experience cater to multiple senses, even if they are online, is encouraged. The JFP may wish to question how it can move away from a one-way flow of information that provides predominately visual stimulation through reading educational material (i.e. blog posts, tips) or images, to multi-sensory experiences with active participants. The JFP may benefit from incorporating some of these multi-sensory,

experiential learning experiences and ideas when they reflect upon the students

desires for additional interaction, connection and relatable and their future social

engagement strategies.

Social media.

Social media is another means of engaging audiences as people tire of the often

one-way communication found in email and left unopened (Procopio et al., 2012). Social

media is having a large impact on society. In fact, some researchers would argue that:

> Social media is transforming society. We are transferring more and more of our
>
> lives onto vast digital social commons... People now share vastly more personal
>
> information about themselves, their friends, and their networks in new and varied
>
> ways. What is 'public' and what is 'private' is not always obvious and differs
>
> greatly across social media platforms and within social media platforms (Omand,
>
> Bartlett, & Miller, 2012, p. 9-10).

With the second generation of internet applications, social media has many advantages

for marketing over the traditional uses of email and websites (Thackeray, Neiger,

Hanson, & McKenzie, 2008). Social media allows for two way communication,

information exchanges, collaboration, creation of content and culture, increased speed of

replies and priority audience initiated conversations or content and sharing of information

with additional networks (Lefebvre, 2001; Procopio et al., 2912; Thackeray et al., 2008).

This means a shift from purely providing access to information to active engagement in

the generation of content, thus everyone benefits from the sharing of collective

intelligence (Levy & Stone, 2006; Thackeray et al., 2008). In fact, there are increased

demands that consumers become active participants in organizations that market to them

(Hof, 2006). Lefebvre (2001) suggests not using new media with traditional

techniques, but finding new ways to use these new media, embracing connection,

interaction and collectivity.

In the school presentation program, students felt that the musicians related to

them well, and did not talk down to them. To maintain a respectful exchange with one's

priority audience, Procopio et al. (2012) recommend reflecting upon social media

strategies to ensure that content is more conversation-based rather than "talking at"

audiences. Social media is a key resource in the movement away from outbound

marketing to inbound marketing (Volpe, 2009). Outbound marketing is based on

traditional marketing strategies that attempt to distract people from media towards an

advertisement (Volpe, 2009). In contrast, inbound marketing focuses on attracting people

to a product rather than needing to distract or interrupt (Volpe, 2009). Inbound marketing

focuses on relationships (Borges, 2009). Traditional marketers use the terms buyers and

sellers in a marketing exchange.

> What buyers want is a relationship. They want to know you and your people.
>
> They want to know that you're listening to them, and they actually want to engage
>
> you, the seller, in conversations. Why? Because they can, and because you can,
>
> and because you should. If you don't… well, you just may lose your buyer
>
> (Borges, 2009, p. 1).

Social marketers, although not selling a product in the traditional sense, are

pitching ideas and behaviours to their priority audiences and can also benefit from

incorporating an in-bound, relationship building approach to their campaigns. Although

social media is often tied to competitive advantage, many marketers are not putting the

resources (i.e. time, money, and quality) into enhancing their social media presence

(Thackeray et al., 2008). Borges (2009) suggests incorporating aspects of inbound

marketing into all aspects of online marketing, turn the passive recipient into an active

participant (Thackeray et al., 2008) and make the audience the life-force of the process

(Hastings & Haywood, 1991). People are more likely to remain engaged with an

organization if they are actively involved in the creation of it (McKenzie, Neiger, &

Thackeray, 2009). Thackeray et al. (2008) emphasize thoroughly planning a social media

strategy that considers priority audiences preferences, necessary resources, as well as

overall goals and objectives. Refer to Appendix I for questions posed by Thackeray et al.

(2008) to enhance social media strategies.

Creating a schedule of blog updates, tweets, posts, videos, and other social media

items, will allow The JFP to track and monitor which of these items are received well and

engaged with by its community. Specific ways of maintaining ongoing relationship with

audiences online through social media tools are blog updates weekly or twice monthly,

and Twitter ™ accounts daily. Social media team members need to be providing

responses to direct messages twice daily, weekly thanking new followers, monthly search

for new users, and add valuable items/tweets daily (Procopio et al., 2012). Facebook ™

recommendations for The JFP include: filling in milestones on the organization's

timeline, posting visual items such as photos and videos, asking questions to promote

interaction and engagement, linking posts to the organization's website, and limiting

posts to twice daily unless something special is occurring. Because Facebook focuses on

fun and joyful emotions, triggering those emotions while still relating to the

organization's goals is critical, as is tracking progress using analytics and ads

(Procopio et al., 2012).

Since one of the primary focuses of The JFP is on youth, using social media tools

that are popular with this population are necessary. Facebook and Twitter™ are used by

older demographics and these platforms are important for maintaining community

partners, but keeping up to date on the social media trends of younger generations will be

essential for the ongoing connection and interaction with youth that is vital to the success

of The JFP. Currently, video-based social media tools are increasing rapidly in popularity

(i.e. Vine™ and YouTube ™). Since YouTube ™ is missing from The JFP's current

social engagement strategy, students encouraged the organization to create its own

channel. "YouTube is a video-sharing website where users can upload, view, and share

video clips" (Borges, 2009, p. 45). As of July 2006, 100 Million YouTube ™ videos were

watched daily and 65,000 new videos were being added per day (Borges, 2009). If

students are spending a large portion of their online time watching videos, then by

creating a YouTube ™ channel The JFP creates another opportunity to connect with its

priority audience.

Encouraging bands involved with The JFP to have a presence on these social

media tools and linking their activity to The JFP is also recommended. It is the music and

the musicians that initiated the relatability, interaction, and connection and it is through

these artists that the messages are more likely to be received and shared. Without fail,

encouraging audience content generation and responding to their content in a timely

manner are essential for successful two-way communication on social media that

supports community-building and behaviour changes.

If social media is viewed as an ecosystem with the intent of improving a social marketing campaign, then the best thing to do is involve the audience by letting them comment, brainstorm, test and provide feedback on products (Lefebvre, 2001). Drawing on the audience this way seems non-intuitive for most organizations, but it is this involvement that strengths campaigns, initiatives, programs (Lefebvre, 2001). Lefebvre (2001) also encourages organizations to look at their strategies and determine if they provide the 5 Es, referring to education, engagement, entertainment, empowerment, and opportunities for audiences to become evangelists for the organization. The JFP must address the final two in this list to maximize their social media presence.

5. Follow-up in numerous forms is necessary.

Students and stakeholders felt that follow-up procedures for the school presentation program were lacking, "I think that it is great that they are putting the information out there, I don't think that they can be faulted for that, my concern is the follow through…what happens the next day?" (Stakeholder). "Reinforce it somehow, come back again. You could do the small group thing, but come back again. So have two (visits), maybe one a week later" (Student). Therefore, the provision of follow-up needs to be integrated into the current practices and programming of The JFP and follow-up policies and procedures need to be carefully considered before implementation. Inviting youth to be a part of this process is a way to encourage their active participation and to understand which follow-up initiatives would be received well. Additionally, regular follow up with school administrators, may be beneficial to encouraging greater social support for behaviour change. Connecting with school to learn about their pro-environmental behaviours, is an example of a prompt that may remind school

administrators to support certain behaviours in the school environments. This also allows for The JFP to provide additional information, engagement and support for youth and influence the educational contexts in which they spend the majority of their time.

6. Provide opportunities for community-based lived experiences.

Since students desire more interaction and connection within their communities and in their natural environments, The JFP can consider numerous ways to enhance this within their program. During the school presentation programs, additional opportunities for active participation aside from an open question period can be added. The JFP may wish to ask school administrators and students to choose an environmentally-based goal or program to complete, along with a champion for that program before the presentation is over, so that the intention to act as a community is set. Connecting with other environmentally-based organizations that are in the local area that could provide opportunities to the youth for lived experiences would be beneficial. Representatives from these organizations could attend the school presentations, and The JFP could provide information on how to connect with these organizations on its website. School champions responsible for providing students with a lived experience opportunity may also wish to write a blog that will be posted on the website about the experience, encouraging insights and community-building around lived experiences online. Social media tools are another way to highlight lived experience opportunities, school activities/progress and partner organizations.

Choosing which lived experiences are appropriate to provide, and having a supportive community of people to engage with is necessary to consider as The JFP moves forward with its social engagement planning. Vega and Ghanem (2007) state that

using "multiple channels at different times to deliver are more effective at changing behaviours than those that rely on a single modality" (p. 154). In summary, the social marketing approaches with the most success involve many means of interaction and connection through transmedia approaches, connections with community partnerships, and credible and meaningful training activities. It may not be feasible for the band members of The JFP to engage in these types of lived experiences with the students without compensation or support. This is where partnerships can play an important role in the sustainability and success of The JFP. Establishing ongoing partnerships with schools, community groups and other environmental organizations to provide lived experiences and opportunities for reinforcement of the key messages are necessary.

Another way that The JFP can provide reinforcement is to reconnect with schools and students via its digital social engagement strategies: mailing lists, website and social media tools. Through follow-up protocols, and posing questions to schools and students to ask what actions they have taken, which are pro-environmental in nature, since The JFP presentation, The JFP reinforces the importance of its messaging, it also sets up an on-going relationship with their priority audiences. Highlighting schools and individuals who have acted upon the take home messages from The JFP presentation, in email blasts, on the organization's website and through its social media channels is also another way that The JFP can reinforce certain behaviour and keep connections without direct contact.

Summary: Create a Broader Approach

Climate change is occurring quickly and the reality is that human beings will need to change their behaviours to live a sustainable existence or react dramatically to the consequences of living unsustainably (Blair, 2006; UNEP, 2007). This type of behaviour

change cannot be acquired without broadening the focus of interventions away from solely individual behaviours (Hobson, 2004; Shove, 2010). Although powerful means of sparking interest, music and other art forms are not the only element necessary for social change (Turner, 2005), they can play a powerful role in its facilitation (Stein & Faigin, 2015). People need to engage with the issues and the arts can assist with social engagement (Stein & Faigin, 2015). Social engagement, the intentional and active involvement in one's community to create change, which includes the resources, efficacy, and the opportunities to engage, is necessary for behaviour change. If a social determinant of health is considered by Raphael (2008), to involve the extent to which people possess certain resources to identify, achieve and cope with their environment, then social engagement is certainly a social determinant of health that also has the potential to greatly influence the health of our ecosystems.

The JFP may benefit from incorporating a community-level approach to their marketing. This approach would mean supporting the youth to become active participants, providing multi-sensory experiences across media and in-person, developing a community of partners and organizations/institutions to support these lived experiences and experiential learning. As with other health behaviour issues, it also means addresses the contexts that may limit or impede individual behaviour change (Bedford, 1999; Hargreaves, 2011; Hobson, 2003; Nye & Hargreaves, 2010; Shove, 2003), through policy and multi-level coordinated interventions. Hargreaves (2011) argues that "focus on individuals' cognitive states and contextual barriers are too narrow to capture the full range of what is involved in behaviour change interventions" (p. 94) and "if pro-environmental behaviour and sustainable consumption are to be achieved at the rate they

are needed then conventional narrow models of individual behaviour change may need to be abandoned" (p. 96). Feedback from students echoed the need to consider contextual issues rather than their individual behaviours.

Addressing context can be achieved by The JFP through connecting and interacting with the commercial sector and policy makers to address the social, political, and commercial realities that youth face in their behaviour change efforts (DEFRA, 2008; DEFRA & DTI, 2003, Hargreaves; Jackson, 2005; Nye & Hargreaves, 2010; Ropkel 2009; Reckwitz, 2002; Southerton, Warde, & Hand, 2009; Warde, 2005). Nash (2001) has noted that researchers often ignore the "political aspects of contemporary social practices" (p. 81), despite the plea to consider social contexts when planning behavioural interventions (Nye & Harbreaves, 2010). The latter authors suggest

> . . . that social contexts should be understood and accounted for as part of the dynamics of behavioral interventions (and, more generally, the enactment of behavior) rather than as an external force acting on the doer or some kind of "remainder" for the elements of behavior that cannot be explained by pro-environmental attitudes and social preferences (Nye & Hargreaves, 2010, p. 147).

Without question there is a need to broaden the conversation about sustainability and behaviour change, by providing opportunities for public engagement (Gardiner & Stern, 2002; Hobson, 2003) and considering the numerous social, political, environmental and contextual factors that alter, impede, or enforce choices and thus behaviour (Reckwitz, 2002; Shove, 2010; Stern, 2009).

Limitations of the Research

This case study conducted focus groups with voluntary student participants who witnessed The JFP Winter 2014 Tour performed by Mindil Beach Markets. Findings from this research cannot be transferred to other segments of students, including those who have not participated in the focus groups, and students who have not viewed one of The JFP performances. Since the geographic location of this research process was also limited to the West Coast of Canada, specifically lower mainland British Columbia and Vancouver Island, findings cannot be representative of other areas. Another limitation of the research was that it occurred during a province-wide teachers' strike, which reduced the number of schools involved in the research from ten to eight, and precluded observations as a mode of data collection. A small number of interviews with stakeholders were also conducted. Since the focus of the research was on understanding the perspectives of the priority audience (youth) of The JFP program, the interviews acted as a point of comparison between the founders of The JFP and its priority audience. Findings from the interviews are not representative of all of The JFP stakeholders or other similar organizations desiring to engage youth. Time and financial resources were also restricted, which prevented more interviews and additional follow-up opportunities with students to understand the longer term influence of The JFP presentation on youth's attitudes and understanding, from occurring. In addition, analytics for The JFP website were not available and thus reduced the overall understanding of The JFP's online presence.

Future Research

Recommendations for future research include engaging with a broader range of students and stakeholders to understand the long term implications of The JFP presentation program on their awareness and behaviour change. Studies may also compare responses of different segments of youth (e.g., students in rural versus urban settings, students in elementary or middle compared to high-school, students living in coastal vs interior locations). Conducting research that focuses of understanding parent and teachers' perspectives on The JFP's social engagement strategies may also enhance the organization's ability to increase awareness and support behaviour change. Incorporating quantitative measurements of the behaviour changes proposed by The JFP through daily log of activities may provide insight into the influence of the presentation on student behaviour. Observations of students engaging in pro-environmental behaviours and environmental scans of their real-life contexts can enhance understanding the supports and barriers to pro-environmental behaviour changes and their maintenance.

In addition, The JFP may wish to conduct a community-based participatory pilot study of its school presentation program with a follow-up lived experience component to understand if the students recommendations truly influence their understanding and pro-environmental behaviour. This would focus on arts-based interventions created by and with the youth to promote social engagement in pro-environmental behaviours. Perhaps including members of each school's bands in the performance, where feasible, would enhance relatability and interaction, by increasing students' commitment to the cause from the very beginning. There is support for researching art-based interventions as unique phenomena and exploring their connections to specific health, well-being or

community-development outcomes (Stein & Faigin, 2015). One method that could be used to bridge the gaps between art and science, while at the same time encouraging participatory research is to conduct a multi-site controlled trial (Katz, Murimi, Gonzalez, Njike, & Green, 2011). Multi-site controlled trials align with community-based research principals by supporting community members to be active participants in the design and implementation of behaviour-change interventions in real-world settings. Yet, this form of research also increases the relevance and generalizability by following the rigorous procedures of randomized-trial methods (Katz et al., 2011). With multi-site controlled trials, standard intervention components, outcome measures and evaluation are uniform, but how the intervention is delivered to community members through a portal (i.e. school or community center that has access to the priority audience) is specific, and designed and implemented by the community members (Katz et al., 2011). Students or specific student groups (i.e. musicians) could be active participants with The JFP, helping to design and implement its programming while at the same time increasing its relevance within each context (i.e. school setting) to support longer lasting behaviour change.

Conclusion

> What is new, however, is that people's expectation to be involved and to have a
> voice is changing. If we do not give them one in our social marketing programs,
> they will tune us out and go somewhere else (Lefebvre, 2001, n.p.).

Ultimately, The JFP was successful as using the power of music to market awareness, engage, and motivate the youth. Awareness of climate change and other environmental-issues were enhanced and students were captivated and motivated to change their behaviours. Yet the awareness and motivation achieved through this

program are not enough to create widespread long-lasting behaviour change. A shift

from short-term relatability, interactions and connections to longer term interactions and

connections via the provision of multi-sensory lived experiences that establish active

opportunities for experiential learning and support for behaviour change are needed. This

will require The JFP to draw on the strengths of its school presentation program and

create meaningful interactions and connections across a number of platforms. Solutions

to the issues presented will also have to be expanded from individual behaviour changes

to consider more of the contextual factors that the youth experience in their daily lives.

Engaging youth as active participants in The JFP program development and the creation

of these multi-sensory lived experiences will be essential for the success of the program

and long-lasting behaviour and environmental changes it proposes. Students desire

socially and environmentally-based lived experiences within their communities to

enhance their involvement in the environmental movement and ultimately, the health of

the planet.

This case study was the first to explore the power of music in social marketing to

youth around pro-environmental behaviours and has advanced our thinking by

understanding the power of the arts, in this instance, music, as a useful social engagement

tool to relate, connect, and interact with youth. Through this intentionally

transdisciplinary research a broad gap in the literature was filled and our understanding of

the interconnections between social engagement, the social determinants of health, and

the ecosystems perspective in today's society were expanded. It was also the first body of

research to propose that social engagement is an appropriate community-level social

determinant of health. Strengths of this case study are that it combined numerous

approaches to thoroughly comprehend youth perspectives and used community-based research methods to create immediate knowledge translation, exchange, and uptake of findings. Findings demand the involvement of youth in community-level program planning and the provision of multi-sensory lived experiences for youth-based social engagement strategies around pro-environmental behaviours. Without social engagement (active participation in one's community through lived experiences) that considers the broader contextual influences on behaviour change, the state of the environment and ultimately, human health, remains questionable.

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Appendix A: The Jellyfish Project Take Home Messages

Appendix B: The Social Dimensions of Health

The Social Gradient	-Health is influenced by the level of social and economic advantage or disadvantage -Poorest groups in society linked to poorest health outcomes -Elites and advantage linked to best health outcomes. -"Disadvantage has many forms and…these disadvantages tend to concentrate among the same people, and their effects on health accumulate during life. The longer people live in stressful economic and social circumstances, the greater the physiological wear and tear they suffer and the less likely they are to enjoy a healthy old age" (Wilkinson & Marmot, 2003, p. 10)
Stress or Allostatic Load	-Experiences connected to worry, anxiety, poor coping strategies, insecurity and lack of self-esteem, social isolation or lack of control over situations -These experiences have harmful impacts on the body and health (e.g., elevated blood pressure, heart attacks, strokes, depression, aggression, & premature aging)
Early Childhood and Education	-The health of mothers and children in the early stages of the child's life is important for physical growth, emotional and intellectual, or social functioning -Poor health as an infant is linked to negative health outcomes as an adult -Proper education and positive health habits of one's mother including nutrition, exercising, and the avoidance of drugs, smoking and alcohol enhances health and wellbeing across the lifespan
Social isolation and exclusion	-Being excluded from the life of society and treated as less than equal leads to worse health and greater risks of premature death -Poverty has the greatest impact on pregnancy, infants, young children and seniors. -Exclusion is linked to racism, discrimination based on gender, age, sexuality, employment, race/ethnicity or any other grouping or stigma, -Exclusion prevents access to services, activities, relationships; it harms individuals' social, psychological, and physical health and the longer a person experiences social isolation or exclusion the greater the harm. With poverty and exclusion there is greater likelihood of divorce, disability, addictions and illness.
Work, Work Conditions and Un-employment	-Generally employment increases health -Organization, management and social relationships in the workplace are all important. -The inability to use one's skills, lack of self-determination, recognition or rewards, low control and high demands all have negative implications for employees' health. -Unemployment, job insecurity, and lack of job satisfaction reduce physical and psychological health. -Poor mental health is positively related to job insecurity.
Social Support	-All relationships with friends, family, work and in the community that provide individuals with resources to cope and succeed emotionally and practically, feeling cared about as a person, loved and valued has a positive impact on one's health and behaviours. -Less support is linked with poorer health outcomes such as depression, complications during pregnancy, disability. Social cohesion is the quality of relationships, trust, mutuality and respect in a community that improves the health of its members.
Addiction	-Drugs, tobacco, alcohol emphasizes social inequalities, and problems caused by stress or life circumstances
Food	-Proper diet, access to food enhances wellness Poor diets and inadequate access is linked with a host of ailments and diseases.
Transport	-Accessible transportation (e.g., walking, cycling routes, and public transit) enhances the health of communities -Can reduce accidents and pollution -Can increase exercise and social interaction necessary for health.

(Adapted from Loppie Reading & Wein; Wilkinson & Marmot)

Appendix C: Request for Research Participation Sent to School Principals

Study Name: Focus groups with student audience members to provide feedback on the Jellyfish Project presentation winter tour

Researchers: Jessica Lansfield, PhD Candidate, Social Dimensions of Health, University of Victoria
jlansfie@uvic.ca

Purpose of the Research: The purpose of the focus groups with students is to understand how the Jellyfish Project presentation related to them or not and how it could be improved. The findings of the research project will be summarized and provided to all schools that participate in the focus group sessions.

What You Will Be Asked to Do in the Research: Provide a quiet space where a group of 6-8 students over the age of 13 will be asked to participate in focus groups for 40 minutes. Participation is voluntary and informed consent forms will need to be signed prior to participation. Questions will be based on their experience, attitudes and perceptions of the Jellyfish Project presentation. Food will be provided as compensation for the students' time and participation.

Risks and Discomforts: We do not foresee any risks or discomfort from participation in this research. Real names will not be used, names will be kept confidential. The interviewee has a criminal record check and a teacher may be present if required by the school.

Benefits of the Research and Benefits to You: The summary of the research will provide students feedback on the Jellyfish Project presentation and insights into how they perceived the environmental messages and calls for action.

Voluntary Participation: Student participation in the study is completely voluntary and the students may choose to stop participating at any time. A student's decision not to volunteer will not influence the relationship they have with the school or the Jellyfish Project Organization, either now, or in the future.

Withdrawal from the Study: Students can stop participating in the study at any time, for any reason, if they so decide. If any student decides to stop participating, the school will still be eligible to receive the promised information for agreeing to be in the project. A student's decision to stop participating, or to refuse to answer particular questions, will not affect the relationship with the researcher or any other group associated with this project. In the event, a student withdraws from the study, all associated data collected will be immediately destroyed wherever possible.

Confidentiality: The sessions will be recorded for accuracy of the information and recordings will only be accessible to the researcher. All data will be safely stored in a locked facility in a locked drawer of the researcher's locked office and only researcher will have access to this information. Audio recordings will be erased immediately after the information has been transcribed and rid of personal information. Pseudonyms will be given to all students and person information removed from the data so that the students cannot be identified. Confidentiality will be provided to the fullest extent possible by law.

Questions About the Research? If you have questions about the research in general or about your role in the study, please feel free to contact me or my Graduate Supervisor – Dr. Joan Wharf Higgins either by telephone at 250-721-8377 or by e-mail (jwharfhi@uvic.ca). This research has been reviewed and approved by the University of Victoria's Ethics Review Board and conforms to the standards of the Canadian Tri-Council Research Ethics guidelines. If you have any questions about this process or about your rights as a participant in the study, please contact the Human Research Ethics Office at the University of Victoria (250-472-4545 or ethics@uvic.ca).

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Legal Rights and Signatures:
I _(fill in your name here)_, consent to participate in _(insert study name here)_ conducted by _(insert investigator name here)_. I have understood the nature of this project and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

Signature   **Date**
Participant

Signature   **Date**
Principal Investigator

Appendix D: Information Sent to Parents for Informed Consent

Study Name: Feedback on the Jellyfish Project Presentation

Primary Investigator: Jessica Lansfield, PhD Candidate, Social Dimensions of Health, University of Victoria, jlansfie@uvic.ca

Purpose of the Research: The purpose is to understand students' perspectives of the Jellyfish Presentation as a social engagement tool to enhance their awareness of, attitudes towards and practices of conservation, and how the presentation could be improved. We are also interested in knowing students' feedback and ideas for how the Jellyfish Project can best involve youth in conservation activities. The findings of the research project will be summarized and provided to all schools that participate in the focus group sessions.

Participant Selection: You are being asked to participate in this study because the Jellyfish project presented at your child's school.

What You Will Be Asked to Do in the Research: We ask that you allow your child to participate in focus groups on the Jellyfish Project Presentation. Focus groups will take place with a group of 6-8 students over the age of 13 for approximately 40 minutes during lunch time, or during a free-time period at school. The student's participation is voluntary and informed consent forms need to be signed prior to participation. Questions will be based on the student's experience, attitudes and perceptions of the Jellyfish Project presentation. Food will be provided as compensation for the students' time and participation.

Risks and Discomforts: We do not foresee any risks or discomfort from participation in this research. Real names will not be used, names will be kept confidential. The interviewee has a criminal record check and a teacher may be present if required by the school.

Benefits of the Research and Benefits to You: The summary of the research will provide schools and students feedback on the Jellyfish Project presentation and insights into how they perceived the environmental messages and calls for action.

Voluntary Participation: Your child's participation in the study is completely voluntary and the students may choose to stop participating at any time. Your decision to not sign the consent form will not influence the relationship you have with the school or the Jellyfish Project Organization, either now, or in the future.

Withdrawal from the Study: Once you have provided consent, please know that students can stop participating in the study at any time, for any reason, if they so decide. If any student decides to stop participating, the school will still be eligible to receive the promised information for agreeing to be in the project. A student's decision to stop participating, or to refuse to answer particular questions, will not affect the relationship with the researcher or any other group associated with this project. In the event, a student withdraws from the study, all associated data collected will be immediately destroyed wherever possible.

Confidentiality: The sessions will be audio-recorded for accuracy of the information and recordings will only be accessible to the researcher. All data will be safely stored in a locked facility in a locked drawer of the researcher's locked office and only researcher will have access to this information. Audio recordings will be erased immediately after the information has been transcribed and rid of personal information. Pseudonyms will be given to all schools and students and descriptive and personal information removed from the data so that the students or schools cannot be identified. Confidentiality will be provided to the fullest extent possible by law.

University of Victoria

Please know that if your child takes part in a focus group, complete anonymity cannot be guaranteed since others in the focus group will hear what each other say. We ask everyone to not repeat what others say outside of the focus group; however you should know that other group members may know who the other students are and will hear what each student has to say. Even though your child's name will not be used in any reports or discussions outside the focus group, please understand that within the group, your child will not remain anonymous. We will encourage all participants to not tell others what was discussed outside of the focus group; however, we cannot control what other participants do with the information discussed.

Questions About the Research? If you have questions about the research in general or about your role in the study, please feel free to contact me or my Graduate Supervisor – Dr. Joan Wharf Higgins either by telephone at 250-721-8377 or by e-mail (jwharfhi@uvic.ca). This research has been reviewed and approved by the University of Victoria's Ethics Review Board and conforms to the standards of the Canadian Tri-Council Research Ethics guidelines. If you have any questions about this process or about your rights as a participant in the study, please contact the Human Research Ethics Office at the University of Victoria (250-472-4545 or ethics@uvic.ca).

Legal Rights and Signatures:

I *(fill in your name here),* consent to participate in *(insert study name here)* conducted by *(insert investigator name here)*. I have understood the nature of this project and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

With the information provided to me about the study, I agree, of my own free will, to let my child participate in this study. *(Please check all that apply.)*

        __ My child may participate in the focus group
        __ I know that the focus group will be audio-recorded

Name (Please Print)   **Date**
Parental Guardian

Signature   **Date**
Parental Guardian

Appendix E: Request for Research Participation Sent to School Principals

Study Name: Feedback on the Jellyfish Project Presentation

Primary Investigator: Jessica Lansfield, PhD Candidate, Social Dimensions of Health, University of Victoria, jlansfie@uvic.ca

Purpose of the Research: The purpose is to understand students' perspectives of the Jellyfish Presentation as a social engagement tool to enhance their awareness of, attitudes towards and practices of water conservation, and how the presentation could be improved. We are also interested in knowing students' feedback and ideas for how the Jellyfish Project can best involve youth in conservation activities. The findings of the research project will be summarized and provided to all schools that participate in the focus group sessions.

Participant Selection
You are being asked to participate in this study because the Jellyfish project presented at your school.

What You Will Be Asked to Do in the Research: Allow Jessica to attend and unobtrusively observe the Jellyfish presentation at your school. Six weeks later, we ask that you connect with teachers to recruit potential students for the focus groups, put up posters if necessary, and provide a quiet space where a group of 6-8 students over the age of 13 will be asked to participate in focus groups for 40 minutes. Participation is voluntary and informed consent forms will need to be signed prior to participation. Questions will be based on their experience, attitudes and perceptions of the Jellyfish Project presentation. Food will be provided as compensation for the students' time and participation.

Risks and Discomforts: We do not foresee any risks or discomfort from participation in this research. Real names will not be used, names will be kept confidential. The interviewee has a criminal record check and a teacher may be present if required by the school.

Benefits of the Research and Benefits to You: The summary of the research will provide schools and students feedback on the Jellyfish Project presentation and insights into how they perceived the environmental messages and calls for action.

Voluntary Participation: Your school's participation in the study is completely voluntary and the students may choose to stop participating at any time. Your decision to not volunteer will not influence the relationship you have with the school or the Jellyfish Project Organization, either now, or in the future.

Withdrawal from the Study: Once you have provided consent for this study to recruit students in your school, know that students can stop participating in the study at any time, for any reason, if they so decide. If any student decides to stop participating, the school will still be eligible to receive the promised information for agreeing to be in the project. A student's decision to stop participating, or to refuse to answer particular questions, will not affect the relationship with the researcher or any other group associated with this project. In the event, a student withdraws from the study, all associated data collected will be immediately destroyed wherever possible.

Confidentiality: The sessions will be recorded for accuracy of the information and recordings will only be accessible to the researcher. All data will be safely stored in a locked facility in a locked drawer of the researcher's locked office and only researcher will have access to this information. Audio recordings will be erased immediately after the information has been transcribed and rid of personal information. Pseudonyms will be given to all schools and students and descriptive and personal information removed from the data so that the students or schools cannot be identified. Confidentiality will be provided to the fullest extent possible by law.

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Questions About the Research? If you have questions about the research in general or about your role in the study, please feel free to contact me or my Graduate Supervisor – Dr. Joan Wharf Higgins either by telephone at 250-721-8377 or by e-mail (jwharfhi@uvic.ca). This research has been reviewed and approved by the University of Victoria's Ethics Review Board and conforms to the standards of the Canadian Tri-Council Research Ethics guidelines. If you have any questions about this process or about your rights as a participant in the study, please contact the Human Research Ethics Office at the University of Victoria (250-472-4545 or ethics@uvic.ca).

Legal Rights and Signatures:
I *(fill in your name here)*, consent to participate in *(insert study name here)* conducted by *(insert investigator name here)*. I have understood the nature of this project and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

Signature   **Date** _____
Participant

Signature   **Date** _____
Principal Investigator

Appendix F: Interview Informed Consent Form

Title of Study: *Feedback on The Jellyfish Project*
Primary Investigator: Jessica Lansfield, PhD Candidate, Social Dimensions of Health, University of Victoria

Purpose of the Research: The purpose of the research project is to understand understand 1) the implementation and uptake of art-based social engagement strategies of the Jellyfish Project (JFP), and 2) the wants, needs, attitudes and perceptions of the target audiences towards the organization's art-based initiative and social engagement strategies.

Participant Selection
You are being asked to participate in this study because you are involved in the environmental movement and have considerable experience and insight into the processes and challenges associated with engaging the public.

What You Will Be Asked to Do in the Research: You will be asked to participate in an informal interview with the researcher for about one hour, either in person or over the phone, at your convenience. Participation is voluntary and an informed consent form will need to be signed prior to participation. Questions will ask about your perceptions of how the Jellyfish presentation reaches students and engages them in the water conservation effort.

Risks and Discomforts: We do not foresee any risks or discomfort from participation in this research. Real names will not be used, names will be kept confidential.

Benefits of the Research and Benefits to You: The summary of this research will provide feedback on the Jellyfish Project presentation and insights into how they perceived the environmental messages and calls for action.

Voluntary Participation: Your participation in the study is completely voluntary and you may choose to stop participating at any time. Your decision not to volunteer will not influence the relationship they have with the school or the Jellyfish Project Organization, either now, or in the future.

Withdrawal from the Study: You can stop participating in the study at any time, for any reason, if you so decide. If you decide to stop participating, you will still be eligible to receive the promised information for agreeing to be in the project. Your decision to stop participating, or to refuse to answer particular questions, will not affect the relationship with the researcher or any other group associated with this project. In the event, you withdraw from the study all associated data collected will be immediately destroyed wherever possible.

Confidentiality: The sessions will be recorded for accuracy of the information and recordings will only be accessible to the researcher. All data will be safely stored in a locked facility in a locked drawer of the researcher's locked office and only researcher will have access to this information. Audio recordings will be erased immediately after the information has been transcribed and rid of personal information. Confidentiality will be provided to the fullest extent possible by law.

Questions About the Research? If you have questions about the research in general or about your role in the study, please feel free to contact me or my Graduate Supervisor – Dr. Joan Wharf Higgins either by telephone at 250-721-8377 or by e-mail (jwharfhi@uvic.ca). This research has been reviewed and approved by the University of Victoria's Ethics Review Board and conforms to the standards of the Canadian Tri-Council Research Ethics guidelines. If you have any questions about this process, or about your rights as a participant in the study, please contact the Human Research Ethics Office at the University of Victoria (250-472-4545 or ethics@uvic.ca).

(Continued from previous page)

<u>Consent of Participant</u>
I have read the information presented in this letter about this research study emerging from a partnership between the Jellyfish Project and the University of Victoria. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and any additional details I wanted. I am aware that I may withdraw from the study without penalty at any time by advising Jessica Lansfield of this decision.

With the information provided to me about the study, I agree, of my own free will, to participate in this study. *(Please check all that apply.)*

         __ I would like to participate in the interview
         __ I know that the interview will be audio-recorded

Name of Participant: (please print): _____

Signature of Participant: _____Date: _____

In reports and presentations emerging from this study, please use the following pseudonym in place of my real name: _____.

Please indicate if you would like to receive information coming out of the study.

         __ I would like to receive a copy of the summary.

Appendix G: Focus Group Questions

1. I'm interested in knowing about what you thought about the presentation:
   a. What was good, what wasn't good?
   b. When I mention the phrase 'ocean conservation', what is the first thing that comes to your mind?
   c. Were you aware of the topic of sustainability before the presentation? How knowledgeable do you think you are about the topic?
   d. Where do you get your information about the environment? Who do you trust to give you this information? What there things you need more information about?
   e. What are your attitudes toward the use of plastics - how important is it to you compared to other environmental issues? Why is it more or less important?
   f. What are your attitudes towards CO2 emissions – how important is it to you compared to other environmental issues? Why is it more or less important?
2. How did you feel about what Jellyfish is asking you to do?
   a. What are the good and bad aspects of what they are asking you to do? Do you think the good outweigh the bad - why or why not?
   b. Does this seem like something that is relevant and meaningful to your life? Why or why not is it important?
   c. Do you think you have the knowledge and skills to be able to do this?
   d. What are some barriers in your lives that might make it difficult to do this?
   e. What do you think your friends and family think of the topic and what JFP is asking you to do? Are their feelings about this important to you?
   f. What other things are going on in your life that would compete with your ability to become involved? (work, homework, sports, hobbies)
3. What do you currently do about the issues of ocean conservation and the use of plastics, if anything?
   a. If you already do something, in what circumstances do you get involved? (e.g., as part of school work, volunteer or paid work, during the summer ....)
   b. Have you done anything about it in the past? If yes, why have you stopped?
   c. What could JFP do to make it easier to become involved (help to enhance skills, knowledge; make it convenient, more appealing; offer incentives/rewards ...)
4. In what ways and from which sources do you typically get information on this topic?
   a. Do you have preferences for how JFP could communicate with you?
   b. How can JFP make their communication materials memorable, inspiring and persuasive? How can their message best reach and motivate you?
      i. Specific communication channels (e.g., social media)
      ii. Use of role models
      iii. What creative strategies are effective for you?
   c. Where do you and your friends usually hang out?
   d. If JFP wanted to reach a lot of people similar to you their presentation, where should they go and what should they say? Where will people like you be most receptive to their message?

Appendix H: Interview Questions with Key Informants

1. What is your role or association with the Jellyfish Project?
2. Do you think that the JFP is successful at engaging students? Why or why not?
3. What would be your definition of success for the JFP?
4. I am interested in knowing about your thoughts about the JFP presentation:
   a. What are its strengths, what are its weaknesses?
   b. What was your understanding of 'ocean conservation' before beginning your relationship with the JFP? Has your relationship with the JFP changed how you view ocean conservation?
   c. Were you aware of the topic of sustainability before beginning with JFP? How knowledgeable do you think you are about the topic at that time? Has your knowledge changed since?
   d. What are your attitudes toward the use of plastics - how important is it to you compared to other environmental issues? Why is it more or less important?
   e. What are your attitudes towards CO2 emissions – how important is it to you compared to other environmental issues? Why is it more or less important?
5. How did you feel about what Jellyfish is students to do?
6. What are the good and bad aspects of what they are asking students to do? Do you think the good outweigh the bad - why or why not?
7. What do you think high-school students think about the environment and what JFP is asking students to do? Are their feelings about this important to you?
8. Do you implement the strategies the JFP propose in your own life? Are they relevant and meaningful to your life? Why or why?
9. Do you think students have the knowledge and the skills to implement these strategies in their lives?
10. What are some barriers in life that might make it difficult for people to implement these strategies?
11. What other things in life that would compete with someone's ability to become involved in the strategies that JFP proposes? (work, homework, sports, hobbies)
12. What do you currently do about the issues of ocean conservation and the use of plastics, if anything?
13. If you already do something, in what circumstances do you get involved? (e.g., as part of the JFP, volunteer or paid work, during the summer …)
14. Have you done anything about it in the past before your involvement with the JFP? If yes, why have you stopped?
15. What could JFP do to make it easier to become involved with their organization (e.g. help to enhance skills, knowledge; make it convenient, more appealing; offer incentives/rewards ...)
16. In what ways and from which sources do you typically get information on the environment?
17. Where do you think people receive most of their information about the environment?
18. Who do you think are the most trustworthy sources for this information?
19. What do you think students need more information about?
20. Do you have preferences for how JFP could communicate with its audiences?
21. How can JFP make their communication materials memorable, inspiring and persuasive? How can their message best reach and motivate people?
    a. Specific communication channels (e.g., social media)
    b. Use of role models
    c. What creative strategies are effective for you?
22. If JFP wanted to reach a lot of people with their presentation, where should they go and what should they say? Where will people like you be most receptive to their message?

Appendix I: Strategic Questions to Consider Before Using Web 2.0 Social Media in a Promotional Strategy by Thackeray et al. (2008)

Priority population preferences

- Can the needs of the priority population best be met by using Web 2.0 social media?
- What are the media habits or behaviours of those in the priority population? Can the priority population be segmented by their Web 2.0 social media behaviour (e.g. bloggers, podcast users)?
- For whom is Web 2.0 social media best suited? Are those individuals a part of your priority population?
- Do those in the priority population have access to the Web 2.0 social media?
- Do those in the priority population feel comfortable using the Web 2.0 social media? Do they have the knowledge and the skills to use it?
- Are there social costs (e.g. lack of social support) for using or not using the social media?
- Is the social media accepted in the environment of the customers?

Resources

- What are the costs association with the media versus the benefits?
- Can providers afford the financial costs (e.g. expertise to create, ability to distribute) associated with Web 2.0 social media?
- How difficult will it be to implement?

Goals and objectives

- Does it enhance the intervention strategy or is it just the thing to do or make the strategy more difficult to implement?
- Is it the right time to introduce Web 2.0 social media to the priority population?
- Do the Web 2.0 social media help to meet the needs of the priority population?
- Can the Web 2.0 social media help to reduce the costs/barriers for the customers?
- Is it possible to evaluate the effect of the Web 2.0 social media? (p. 341)