



SECTION 1

Topic

For my public service campaign I am focusing on sexual abstinence and the reasons why college students, in general, should practice such a behavior. I am aware that abstinence refers to any sexual activity (vaginal penetration, anal sex, oral sex, heavy petting and “dry sex”), but the abstinence I am focusing on is vaginal/anal. This is an important issue to bring awareness and discuss since it is during college years when young adults explore their sexual values and form their own attitudes and behaviors about sexual intercourse.

Exigence

The concept of sex among college students is not taken as seriously as it should, which is the reason why I feel an urgency to address the issue of abstinence. Sexually active college students are more prone to becoming infected with an STD, becoming pregnant, and having emotional/psychological consequences.

1. STDs

Regarded as an “old school” belief, abstinence among college students is not commonly practiced. In a 1995 study done by the Kinsey Institute for Research in Sex, Gender, and Reproduction, 85% of males and 77% of females first had intercourse by age 19 (n.p.) and 84% of college men and 88% of college women have reported as engaging in sexual intercourse (Pluhar, n.p.). With these high numbers of college students having sex they are more prone to become infected with STDs, since sexual activity among college students makes them high-risk candidates (Pluhar, n.p.) and two-thirds of all STDs are seen in people 25 years and younger (“In Introduction,” n.p.). The rising rates of STDs are seen among college students where 1 in 5 men and 1 in 4 women carries genital herpes or the herpes simplex virus (HSV). In addition, the most common STD in the United States is chlamydia, which effects 3 million people each year, and the fact that the Human Papillomavirus (HPV) is found in 28% to 46% of women under 25 years old, are disturbing statistics (Pluhar, n.p.).

2. Pregnancy

Through the years, college students have disregarded the emotional/psychological factors connected to sex. It was reported in a study a link between sex, depression and suicide. Women are three times more likely to commit suicide if they are sexually active, while males are ten times more likely. Furthermore, 14% of women and 6% of males, who are sexually active, have attempted suicide (“Sexually Active Teenagers,” n.p.).



3. *Emotional/psychological consequences*

College students are at a high risk for pregnancies. In 1998, Planned Parenthood reported 22% of 18-19 year-olds become pregnant each year (n.p.). Since this is the age that young adults enter college, the 22% of pregnant students are college freshmen.

Goals

After presenting my campaign objectives to my audience, I intend to support college virgins in their continuing efforts to keep abstaining from sex, and, for those who are sexually active, to decrease their sexual activity to three times a week by making them more aware of the consequences of sex and the benefits of abstinence.



SECTION 2

Audience

1. *General Audience*

Generally speaking, the target audience of my campaign is college students. However, for simplicity I will be using Monmouth College students as an example. When it comes to the topic of sex they are the most influential group in society because it is at this time in their lives when they begin to explore their own sexual desires, which may be different from what they were taught. With no parental supervision and away from home, this is a new experience for them, which is sometimes exploited. Here are the demographics of a typical college student:

- Average age: 18-22. In 2004
- Top three ethnicities:
 - White (87.1%)
 - Black (7%)
 - Asian (2.6%)
- Top three religious denomination:
 - Baptist (21.3%)
 - Other Christian (17.6%)
 - Roman Catholics (14.5%)
- Average parental income (per year):
 - \$75,000 to \$99,999 (15%)
 - \$60,000 to \$74,999 (13.9%)
 - \$100,000 to \$149,999 (13.4 %)

2. *All Segments Targeted*

○ **Virgins**

One of my goals is to support virgins in their continuing efforts to keep abstaining from sex. The reasons why I chose to target this audience is because they embody the following characteristics:

- They act as a reference group for my other segments: Since sex is common among college students it is wise to acknowledge those students who do not follow the majority and are in the minority. My In-Class survey showed only 12.5% of my Persuasion class was abstinent, which leads me to believe there is a great need for virgins to speak up and be recognized. By targeting this segment I will be able to make this happen. By targeting this segment, I can



get them to express their ideas and comment about abstinence and its benefits. Also, college students who have questions regarding sex may feel more comfortable discussing the issue with them since they are peers. Those who are sexually active may talk about their feelings, giving this segment the opportunity to assist me in persuasive efforts.

- They support my attitude towards the topic: this segment has already formed an attitude about sex and does not regard it as a significant factor in a relationship. Given that we are on the “same page,” they are an easy audience to target because I will not have to convince them of my message. Since I am advocating abstinence, it would be wise to target this segment and reinforce the benefits of abstinence. Virgins demonstrate restraint, commitment, and determination, which I would like other segments to see. This characteristic also benefits my campaign in the sense that it contributes to them becoming a reference group for my other segments.
- Their behavior coincides with my message: this characteristic will also benefit my campaign in the sense that it contributes to virgins becoming a reference group for my other segments. Given that they already agree with my message I know they will be more apt to listen to and convey my messages to other segments.

○ **Non-Virgins**

My other goal of my campaign is to persuade those sexually active college students to decrease the amount of sex they have to three times a week. I seek the most change from this segment. The reasons why I chose to target this audience is because they embody the following characteristics:

- They have a differing attitude towards my topic: this segment views sex as a part of a relationship, taking the issue lightly. The majority of college students chooses sex and do not wait until marriage. My In-Class survey supports this segments attitude by showing that 83.3% of males and 90% of females are sexually active. This segment’s valence of sex is very strong. They seem to not think twice about having it and is just another way to express love in a relationship.
- They disagree with the beliefs my message conveys: this segment mainly believes sex is a significant factor in a relationship. Sex has become an accepted behavior and to support this characteristic, a study in the fall 2004, shows 45.65% and 23.2% of college freshmen men and women, respectively, said it was ok to have sex



with someone they have only known for a short amount of time (“The American Freshman,” n.p.). This segment believes sex is good and enjoyable and sees nothing wrong with incorporating it into a relationship.

- Their values and saliency are different than my own: this segment values companionship, love, acceptance and socialization and seeks to gain these concepts through engaging in sex. With this mindset, they believe that with sex comes love, which is not the case. However, this segment is more conscious of acting in ways parallel to their peers so that they can be social. By doing this, they may compromise their own values in order to be accepted. By valuing companionship, love, acceptance and socialization, this segment may be influenced to discount the values they hold in order to “keep” a lover or be “part of the crowd.”
- Their needs and motives for having sex need to be examined: this segment is motivated to act in ways that are acceptable in their given their environment. They feel the need to be social among their peers in order to establish a new home. The need to be loved is also very influential and often motivates couples to have sex and what often motivates college students to have sex is the paranoia of them keeping a boyfriend/girlfriend. The In-Class survey revealed the number one reason why these particular men and women decided to have sex was because they felt mature and this drove them to engage in sex. The reasons this segment is engaging in sex is either for personal beliefs, pressure, or acceptance.

○ **Females**

Being a female I know we usually take the issue of sex more seriously than men do because we have the tendency to be more emotional. Therefore, by targeting females at some point in my campaign, I can offer them information that they may have been unaware of and ultimately change their attitude and behavior towards sex. The reasons why I chose to target this audience is because they embody the following characteristics:

- Their attitude towards the topic has the potential to be swayed: this segment is more in touch with their emotions, as opposed to males. If I am able to present my message to them in a way to cause dissonance by using emotional appeals. With enough knowledge and facts, they can be better informed and their beliefs can be swayed.
- They are more likely to change their relevant behaviors: this segment has more of an open mind when it comes to sex. The majority is more readily to listen to my message and hear both sides, the benefits of



abstinence and the consequences of sex. If I can prove to them why abstinence is the better choice through my campaign messages then I can increase the chances of them changing their behavior.

- Their relevant beliefs may relate my message: this segment, when regarding sex, is usually torn in their decision to engage in it or not. Some of the women may come in with preconceived notions that since they are already sexually active then abstinence is not an option. Others maybe confused about which direction to take. Hopefully after hearing my message I can persuade them to consider my proposed goals.
- Their relevant needs and motives for having sex must be examined: this segment has different needs and motives, compared to men, when it comes to sex. Women usually engage in sex because they either think they are ready or they feel it is expected in a relationship. When asked, “Do you feel, now, that you were mature enough for sex when you started?” 33% of the women said “yes.” This statistic supports my reason for saying that women have sex more the wrong reasons. If I can show them the benefits of abstinence and that sex is not significant in a relationship, then I can cause them to change their behavior.

○ **Males**

Males are usually underrepresented and misinterpreted when it comes to the issue of including sex into a relationship. By targeting men, I feel I can gain insight into the attitudes and behaviors towards sex and abstinence. The reasons why I chose to target this audience is because they embody the following characteristics:

- They have a different attitude towards the topic: this segment is known to be less emotional when it comes to engaging in sex. Also, majority of the college men I know do not regard sex as seriously as women and treat it casually. If I can present information that causes them dissonance then I have a better chance to change their attitudes.
- Their attitude towards relevant behaviors and message proposed are obstacles: this segment’s attitude towards the message I am presenting may be an obstacle, preventing them from being engaged. If they are closed minded and unwilling to hear my views, then my efforts to persuade them are futile. Along with peer pressure, they may convince other college men to resist my message. I must acknowledge this fact and be prepared to handle an undesirable outcome.
- Their relevant beliefs may be different from my message: this segment, most likely, have different beliefs when it comes to



abstinence. Regarding sex as an essential part of a relationship, their beliefs clash with my message that sex is not as important as they think. Also, men believe that with sex comes manhood and with abstinence comes the scrutiny of being labeled a sissy.

- Their relevant needs and motives for having sex must be examined: this segment engages in sex because the majority feel they need it to be a “man” and are motivated by their own greed for dignity. Quite different from women, when asked, “Do you feel, now, that you were mature enough for sex when you started?” 80% of the males said “yes.” This shows that men and women have different levels of maturity and I must look into this fact if I want men to agree with my message.

○ **Freshmen**

When enter college, freshmen are excited, nervous, and most of all confused. Regarding sex, many freshmen believe it is expected of them to lose their virginity once in college. However, I intend to show this segment that this is not the presumption. Abstinence is still a viable choice when entering college. Since freshmen are the most influential and open-minded during this time, I hope to inform them on the topic of abstinence before they form a solid opinion. The reasons why I chose to target this audience is because they embody the following characteristics:

- Their attitude towards the topic may be neutral or changeable: this segment is very susceptible to change since they are starting a new chapter in their life. By informing them of the benefits of abstinence early in their college career I can help them create their opinion. With freshmen, I have a greater chance of impacting their views on sex at this time more so than ever.
- Their attitudes are still forming towards relevant behaviors and message proposed: this segment is still forming its opinion about what direction they want to take sexually. Maybe they are virgins and want to stay that way, or they are sexually active and wish to change. Either way they are more receptive to hearing my message and possibly changing their behaviors.
- They may feel uneasy with their relevant beliefs: this segment may be feeling dissonance in where they stand on the issue of sex. Presently, they may want to change their behavior but do not think it is possible. Through my campaign I intend to show them it is never too late to change your mind and how they are in control of what happens to them. By relieving their dissonance through information and my messages I can help them bring about new beliefs regarding abstinence



and sex.

- Their relevant needs and motives for having sex must be examined: this segment may feel they need to have sex in order to be accepted at college or are motivated to “lose it” to a college/fraternity man. If I can identify these needs and motives then I can tailor my campaign to show the freshmen how abstinence is the wiser choice and that with sex comes risks that can alter their lives.



SECTION 3

Promotion

1. Identity

- **Themes:** My campaign will have the general slogan of the following sentence, “Abstinence: *Virgin* tested. Doctor *approved*.” However, through out my campaign I will have several other themes coinciding with each segment I am targeting. Listed are the following:
 - Las Vegas: “Sex is a gamble. Don’t be the joker.”
 - Freshmen
 - Sports: “Performance with the gang or Performance with the bang? Abstinence: Your move.”
 - Men and Sports
 - Relaxation: “Stressed out? Sexed out? Add Abstinence.”
 - Virgins/Non-Virgins
 - Valentine’s Day: “Sex is like a box of chocolates...you never know what you’re gonna get.”
 - Male/Female
 - Spring Break: “Don’t get burned...pack abstinence.”
 - Male/Female
 - Women’s Month: “Abstinence: Strong women. Smart women.”
 - Women and Emotions
- **Symbol:** While my campaign is running, there will be a constant image of a male and female rejoicing in the center of a circle surrounded by the word “Abstinence” on all of my messages.



- **Motives:** In order for my campaign to interest my selected segments, I am going to offer them incentives for participating in each promotional event.



- Las Vegas: In order to have the freshmen attending the speaker's presentation and filling out a survey, I will offer them the incentive of entering into a raffle to win a \$25 gift certificate to the Bookstore and two coupons to Ben & Jerry's for a free cone. Four winners will be chosen.
- Sports: I plan to mainly project an image of famous, abstinent athletes on to the athletes in order for male sport players to actively listen to the speech given by their coach and fill out a survey. By informing them of a famous NBA All-Star's choice to abstain from sex, I am motivating them to "be like" this athlete and also choose to not have sex. In addition, I will offer them the incentive of entering into a raffle after the meeting to win a day off of practice. Two winners will be chosen.
- Relaxation: In order for virgins and non-virgins to fill out an agreement form, I will illustrate statistics of STD, AIDS, and pregnancy rates to cause dissonance. By them feeling uncomfortable they are more willing to fill out the agreement form. In addition, I will offer them the incentive to sign-up and receive a free shoulder and back massage from a professional masseuse in Stockdale.
- Valentine's Day: In order for men and women to stop by the Conference Room in Stockdale to learn about the benefits of abstinence and the proper usage of contraceptives, I will display rational reasons why they should abstain from sex or be more mindful of how careful they are when using contraceptives.
- Spring Break: I will draw my segmented audience to the table outside of the Main Dining Room to pick up a handout on "Spring Break and Health Hazards," by using brightly colored posters and attention getting items (i.e. beach balls, hats, suntan lotion, bathing suits, etc.) to intrigue them.
- Women's Month: In order for women to stop by the table outside of the Main Dining Room to pick up a sheet listing the airing times for the short student film, I will offer them the incentive of free chocolate and candy. (Women & Emotions)
- **Values**: The main value my campaign focuses on is the realization of college students to recognize the power they have to control their urges to have sex. My campaign also addresses the idea that sex should be taken more seriously and identifies the importance of abstinence in leading a



healthy life. By doing so, my segmented audiences can become aware of the consequences of sex and the benefits of abstinence.

2. *Credibility*

- **Establish Trust with the Audience:** To enhance my credibility and establish trust with the audience I intend to select appropriate sources to help support my position and my campaign. Through acquiring a relatable speaker to talk about his or her experience living with AIDS and selecting respectable coaches to speak to team members, I will demonstrate my ability to gather credible resources to help me along in my campaign. Also, through the cooperation of working with other on-campus organizations, such as Greek Advocating the Mature Management of Alcohol (GAMMA), the Wellness Center, Coalition for Women's Awareness (CWA), and Association for Student Activity Programming (ASAP), I expect to build and enhance my credibility by revealing my fine rapport with other accredited organizations.
- **Establish Confidence with the Audience:** I plan to establish confidence with the audience by presenting myself in a professional manner. Through my appearance and the way I control my voice and diction, I can emanate a professional quality. Thus, I will demonstrate my confidence through my message delivery.
- **Establish Identification with the Audience:** Being a college student myself, I can personally relate to the experience and ideas held by my peers. I can identify with the feelings college women are experiencing when considering sex or abstinence. In addition, I can also apply the "Practice What You Preach" tactic and mention how I am a college virgin. By doing this I can demonstrate that it is possible to be abstinent in college. However, I must be cautious to not appear "preachy" in my values and beliefs. I will simply state the facts and not disrespect any actions that are counter to my own.

3. *Case-Building*

- **Arguments to Create a Mental Change:** In order for me to induce a desired mental change in each of my segments I need to present tailored arguments to them relevant to their attitudes, beliefs, and values. By being mindful of their characteristics and using proper persuasive methods, which I will elaborate on later, I can bring about a change in their attitude towards abstinence.
 - Virgins/Reference Group: this segment is different from the other four in the sense that I do not seek a mental change, but



rather I intend to reinforce their actions of staying abstinent. Since they have already reached my desired goal, my argument to stay abstinent, or decrease the amount of sex a week, does not have to be as strong or as persuasive. However, I will be referring to this segment to assist me in my persuasive efforts to induce changes in the other four segments.

- Non-Virgins: in this segment I see the most change and intend to instill fear through vividness and shocking statistics. By arguing how sex adds further stress into the lives of college students, I intend to change the way they view abstinence. I will acknowledge how college students are already under enough stress and I seek to promote how abstinence is a way to bring about such relief. My arguments will be based on the following consequences of sex:
 - **Contracting an STD**: in this argument I will non-virgins aware of the following statistics and facts to support my argument as to why they should become abstinent or decrease the amount of sex they have:
 - Two-thirds of all STDs are seen in people 25 years and younger (www.centerforreclaimingamerica.com).
 - The rising rates of STDs are seen among college students where 1 in 5 men and 1 in 4 women carries genital herpes or the herpes simplex virus (HSV) (Pluhar).
 - According to the Center for Disease Control, 10-20% of with gonorrhea and chlamydia develop one of the most serious complications, pelvic inflammatory disease (PID), which can lead to chronic pelvic pain, infertility, and potentially fatal ectopic pregnancy (<http://www.cdc.gov>)
 - Genital herpes continues to increase, spreading across all social, economic, racial and ethnic boundaries, but most dramatically affecting teens and young adults (Fleming, 1997) (<http://www.cdc.gov>).
 - Teenagers and young adults are more likely than other age groups to have multiple sex partners, to engage in unprotected sex, and, for young women, to choose sexual partners older than themselves (<http://www.cdc.gov>).
 - Rates of gonorrhea are highest in females 15-19 years of age and in males 20-24 years of age



- (<http://www.cdc.gov>).
- Studies consistently show the highest levels of Human Papilloma Virus (HPV), 28-46%, are seen in young women under 25 (Burk, 1996; Bauer, 1991) (<http://www.cdc.gov>).
 - Among white teenagers, 12-19 years old, the frequency of Herpes in the 1990s was five times greater than its occurrence in the 1970s. Among 20-29 years of age of young white adults, Herpes increased two-fold over that period (<http://www.cdc.gov>).
 - According to Lapriel Clark, a nurse practitioner, the statement, “It won’t happen to me,” is one of the biggest misconceptions people have about STDs (<http://www.utahstatesman.com>).
 - Clark also says the problem with STDs is that so many people can have one and not show symptoms or see the symptoms, even if they're showing (<http://www.utahstatesman.com>).
 - A major consequence of STDs is sterility in both men and women (<http://www.utahstatesman.com>).
 - Jana Carling, a prevention specialist, comments, “abstinence is the only guarantee to prevent STDs” and “a fully monogamous relationship can also prevent the problem” (<http://www.utahstatesman.com>).
- **Contracting AIDS:** Not many college student realize that if they have sex they are at risk for contracting AIDS.
- “There have been 28,665 cases of AIDS reported for people in the United States aged 20-24.” (www.smartersex.org).
 - “HIV is the sixth leading cause of death for Americans between the ages of 25 and 44” (www.smartersex.org).
 - “At least half of all new HIV infections in the U.S. are among people under 25, and the majority of young people are infected sexually” (www.smartersex.org).
- **Becoming pregnant:** A life-altering consequence of sex, which is disregarded or not taken seriously.
- 6 in 10 pregnancies occur in young adults 18-19 years old



- (http://www.geocities.com/young_mothers/stats.html).
- 40% of American women, before the age of 20, become pregnant (Annie E. Casey Foundation, 1998)
(http://www.geocities.com/young_mothers/stats.html).
- 22% of 18-19-year-olds become pregnant each year (AGI, 1998)
(http://www.geocities.com/young_mothers/stats.html).
- According to Planned Parenthood, “since contraceptives are improperly used the majority of the time, women, 20-24, have a higher rate of unintended pregnancy than do women in any other age group, and even among women aged 25 and older, one-third to one-half of all pregnancies are unintended (Glei, 1999).”
(www.plannedparenthood.org).
- **Emotional/physiological repercussions:** With sex come emotional ties. Abstinence is one way to eliminate the emotional distress sex can cause.
 - Planned Parenthood has recognized how some young adults engage in sex to fulfill their needs to increase self-esteem, ease loneliness, meet societal expectations, express anger, or escape from boredom (www.plannedparenthood.org).
 - Women are three times more likely to commit suicide if they are sexually active, while males are ten times more likely.
 - 14% of women and 6% of males, who are sexually active, have attempted suicide (www.centerforreclaimingamerica.com).
 - According to Planned Parenthood, “There’s a difference between sexual desire and love. Sexual desire is a strong physical excitement.” However, sometimes the concepts of love and sex are misinterpreted, leading to emotional repercussions if the emotions are not reciprocated (www.plannedparenthood.org).
 - Also the acquisition of an STD, such as herpes, can cause psychological distress (www.cdc.gov).
- Men: in this segment I intend to argue how sex can inhibit a



sport player's athletic ability to perform at their peak. Through their coach instilling the fear of them failing in their sport, the speech they hear will include the following facts.

- **Consequences of STDs:** if and STD is contracted, men can have long-term damage to their reproductive organs, which can affect hormone production because of a disability.
 - According to Planned Parenthood, “If untreated, chlamydia infections in the testicles can cause reactive arthritis, which can lead to permanent disability” (www.plannedparenthood.org).

- **Athletes who abstain:** by projecting this image onto college athletes, they will more likely consider abstinence since famous athletes choose to abstain. If the pro are doing it, wannabes will follow.
 - In a Sport Illustrated article, Giants wide receiver Chris Calloway says, “If you have it [sex] every day, two times a day, or what have you, it can be mentally and somewhat physically impairing on your abilities on a Sunday game” (<http://sportsillustrated.cnn.com>).
 - Boxer Lennox Lewis adds, “I think women may weaken minds. I might get in trouble for this, but they weaken minds. You know you have to stay totally focused on what you have to do” (<http://sportsillustrated.cnn.com>).
 - A.C. Green, former NBA All-Star, is an advocate for abstinence (<http://www.christianitytoday.com/tcw/2002/003/10.12.html>).
 - Promoted abstinence until marriage
 - “As a Christian, I didn't like the ‘safe sex’ message they got in public school. So instead of complaining about it, I decided to do something about it. I started by telling people about my choice to obey God’s Word and remain a virgin until I get married.”
 - How he resists temptation, “I also learned the importance of loving and respecting myself first, so I’ll make good choices regarding my future and my career.”



- **Decreased testosterone levels:** since hormone levels rise and fall during sex, once a man has built up is testosterone level and ejaculated they are in a relaxed mood, feeling as if they have no more strength (i.e. decrease testosterone levels).
 - When sex is withheld, the testosterone levels in males are higher, leading to more aggressive behavior on the field/court (www.bodybuilding.com).
 - In a 2003 study, Chinese researchers enlisted 28 male volunteers to abstain from ejaculation one week.
 - The results showed that by postponing ejaculation for one week the participants' testosterone levels spiked.
 - This spike is thought effective for muscle building and recovery.

- Women: in this segment I intend to argue that women should take sex more seriously, since they are the ones who have the most ramifications when it comes to sex. By staying abstinent they can avoid the following:
 - **Effects of STDs:** STDs not only affect women, but the health of their children should be considered during gestation and delivery. The affects of STDs also have a psychological impact on the victim as well.
 - 1 in 4 women carries genital herpes or the herpes simplex virus (HSV) (Pluhar).
 - According to CDC, “genital HSV can cause potentially fatal infections in babies” and can “play a role in the spread of HIV... mak[ing] people more susceptible to HIV infection.”
 - Women are more often infected with herpes simplex virus type 2 compared to men (www.genitalherpes.com).
 - More severe outbreaks, including inflammation of the urethra with discharge (painful urination), flue-like symptoms, genital trauma, and is incurable (www.genitalherpes.com).
 - According to the Center for Disease Control, 10-20% of with gonorrhea and chlamydia develop one of the most serious complications, pelvic inflammatory disease (PID), which can



lead to chronic pelvic pain, infertility, and potentially fatal ectopic pregnancy (www.cdc.gov)

- Rates of gonorrhea are highest in females 15-19 (www.cdc.gov).
 - If left untreated, can cause life-threatening complications (ectopic pregnancy)
 - Blocked fallopian tubes (infertility)
 - Long-term pelvic pain (www.std.gov.org).
- Studies consistently show the highest levels of Human Papilloma Virus (HPV), or genital warts, 28-46%, are seen in young women under 25 (Burk, 1996; Bauer, 1991) (<http://www.cdc.gov>).
 - No signs, or symptoms
 - Can be passed to unborn children
 - An incurable STD
 - Approximately 10 of the 30 identified genital HPV types can lead to development of cervical cancer.
- **Risk of pregnancy:** Birth control can only go so far and improper use of contraceptives and/or condom breakage can lead to pregnancies. Abstinence is the only 100% effective method to prevent pregnancies.
 - Improper usage of condoms needs to be addressed since this leads to breakage, which increases the chance of pregnancy (www.condomdepot.com).
 - Condoms have a 15% failure rate and oral contraceptives are at 9% (www.womenshealth.about.com).
 - In a study by the CDC in 1995 showed that those women who only used condoms to prevent pregnancies used it inconsistently 44% of the time (Peterson).
 - 6 in 10 pregnancies occur in young adults 18-19 years old (http://www.geocities.com/young_mothers/stats.html).
 - 40% of American women, before the age of 20, become pregnant (Annie E. Casey Foundation, 1998) (http://www.geocities.com/young_mothers/stats).



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- 22% of 18-19-year-olds become pregnant each year (AGI, 1998) (http://www.geocities.com/young_mothers/stats.html).
- According to Planned Parenthood, “since contraceptives are improperly used the majority of the time, women, 20-24, have a higher rate of unintended pregnancy than do women in any other age group, and even among women aged 25 and older, one-third to one-half of all pregnancies are unintended (Glei, 1999).” (www.plannedparenthood.org).
- **Emotional consequences:** Women are more connected to their emotion than men; it is a known fact. Therefore, when sex is introduced into a relationship, women are more susceptible to becoming emotionally attached.
 - Planned Parenthood has recognized how some young adults engage in sex to fulfill their needs to increase self-esteem, ease loneliness, meet societal expectations, express anger, or escape from boredom (www.plannedparenthood.org).
 - Women are three times more likely to commit suicide if they are sexually active (www.centerforreclaimingamerica.com).
 - 14% of women, who are sexually active, have attempted suicide (www.centerforreclaimingamerica.com).
 - According to Planned Parenthood, “There’s a difference between sexual desire and love. Sexual desire is a strong physical excitement.” However, sometimes the concepts of love and sex are misinterpreted, leading to emotional repercussions if the emotions are not reciprocated (www.plannedparenthood.org).
 - Also the acquisition of an STD, such as herpes, can cause psychological distress (www.cdc.gov).
- Freshmen: in this segment I intend to argue that college freshmen are at high risk for the following based on the following statistics. I believe this is due to their newfound environment and their ability to be influenced by others.



- **Becoming pregnant:** Away from home, college freshmen may be overzealous in their actions and not take proper contraceptive precautions.
 - 6 in 10 pregnancies occur in young adults 18-19 years old.
 - 40% of American women, before the age of 20, become pregnant (Annie E. Casey Foundation, 1998)
 - 22 % of 18-19-year-olds become pregnant each year (AGI, 1998) (http://www.geocities.com/young_mothers/stats.html).

- **Contracting an STD:** College freshmen need to be aware of the risks associated with sex in order for them to see the benefits of abstinence.
 - Two-thirds of all STDs are seen in people 25 years and younger (www.centerforreclaimingamerica.com).
 - The rising rates of STDs are seen among college students where 1 in 5 men and 1 in 4 women carries genital herpes or the herpes simplex virus (HSV) (Pluhar).
 - Genital herpes continues to increase, spreading across all social, economic, racial and ethnic boundaries, but most dramatically affecting teens and young adults (Fleming, 1997) (<http://www.cdc.gov>).
 - Teenagers and young adults are more likely than other age groups to have multiple sex partners, to engage in unprotected sex, and, for young women, to choose sexual partners older than themselves (<http://www.cdc.gov>).
 - Rates of gonorrhea are highest in females 15-19 years of age and in males 20-24 years of age (<http://www.cdc.gov>).
 - Among white teenagers, 12-19 years old, the frequency of Herpes in the 1990s was five times greater than its occurrence in the 1970s. Among 20-29 years of age of young white adults, Herpes increased two-fold over that period (<http://www.cdc.gov>).
 - According to Lapriel Clark, a nurse practitioner, the statement, “It won’t happen to me,” is one of the biggest misconceptions people have about STDs (<http://www.utahstatesman.com>).



- Clark also says the problem with STDs is that so many people can have one and not show symptoms or see the symptoms, even if they're showing (<http://www.utahstatesman.com>).
 - A major consequence of STDs is sterility in both men and women (<http://www.utahstatesman.com>).
 - Jana Carling, a prevention specialist, comments, “abstinence is the only guarantee to prevent STDs” and “a fully monogamous relationship can also prevent the problem” (<http://www.utahstatesman.com>).
- **Contracting AIDS:** Not many college freshmen realize that if they have sex they are at risk for contracting AIDS.
 - “There have been 28,665 cases of AIDS reported for people in the United States aged 20-24.” (www.smartersex.org).
 - “HIV is the sixth leading cause of death for Americans between the ages of 25 and 44” (www.smartersex.org).
 - “At least half of all new HIV infections in the U.S. are among people under 25, and the majority of young people are infected sexually” (www.smartersex.org).
 - **Risk of being labeled/Stereotyped:** Entering college, freshmen begin with a clean slate. It is at this time first impressions are made about the type of person they are. If they begin their college career with promiscuity and “sex-capades,” this behavior can potentially follow with them throughout their four years.
 - **Tactics to Create a Mental Change:** Persuading college students to resist their urges to have sex and/or to convince them to decrease their sexual activity is by far, a challenging feat. I have collected sufficient and reliable information, consisting of statistics and expert/credible organizational opinions, to demonstrate to my audience why abstinence is the only way to be 100% protected against pregnancies, STDs, and the other consequences associated with sexual intercourse. However, I recognize factual accounts can only take my argument so far. In that case, I have decided to employ the following persuasive tactics and theories in order to instigate a change in attitude and behavior regarding sex.



- Persuasive Tactics

- **Fear:** At some point during my campaign I will instill a sense of fear in each segment. The reason I want to use this tactic is because, ultimately, young people respond strongly to fear because it causes dissonance. Fear marks an urgency to change and it drives people to modify their behavior to relieve their dissonance. Following, here is how I plan to employ the three steps of fear on each of my five segments to bring about change:

- *Virgins:* with this segment, the fear of failing and giving into temptation would compel virgins to remain abstinent. Here is the message:
 - **Avoid threat:** I would specifically recommend virgins to remind themselves of why they chose to stay abstinent by placing notes of encouragement where they will see it the most (i.e. refrigerator door, bathroom mirror, calendar/organizer, etc.) and fill out an “Abstinence Agreement Form.” Whether they are motivated by personal, religious, or social reasons, there is an underlying factor why they abstain from sex and they need to be reminded of those reason(s).
 - **Effective recommendation:** This recommendation is perceived as effective since they are being reminded throughout their day of their commitment. With this constant reminder before them, whenever they doubt their actions they have their reasons in front of them, in the form of notes and a signed commitment, as a reminder.
 - **Receiver believes they can do it:** These notes of encouragement and signed commitment instill determination in their minds and keeps the receiver believing that if they have stayed abstinent for this long (at least 18 years), then they can continue until they are married.
- *Non-Virgins:* I know that this segment is aware of the consequences of sex and think, “Well if I am having sex now, how can I live without it?” It is my hope that I can present my reason, why they should decrease their sexual activity to three days a



week, in a new and effective way through fear tactics. Here is my message to them:

- **Avoid threat:** My specific recommendation for non-virgins is to sign a “Commitment Card” of abstinence, where it asks them to agree to decrease the amount of sex they have to three times a week. This way, they are reducing their chances of coming in contact with STDs and/or the female’s fertile days. I am aware this is not a 100% preventative measure, but it is a start to them abstaining from sex.
- **Effective recommendation:** This recommendation is perceived as effective since they are committing, in writing, that they will decrease the amount of sex they have. According to *Age of Propaganda*, “It is important to all of us to be ‘persons of our word’ ...to be self-consistent and to honor our commitments...Thus, when individuals commit themselves in a small way the likelihood they will commit themselves further in that direction is increased” (Pratkanis, 236 and 237). Know as the *foot-in-the-door* technique, it has proven to be effective.
- **Receiver believes they can do it:** After a week of following the commitment, the receiver will realize that if they have done it for one week than they can do it for another two. After the second week, they are determined to finish. The majority of young people like challenges, so if they can accomplish having sex only three times a week they feel they can accomplish anything they set their mind to.
- **Males:** this segment is a tough one to instill fear upon, especially since pregnancy does not affect them physically as it does women. However, men usually value their ability to play sports and if I can bring about the fear that sex causes poor performance ability then I have a greater chance of them abstaining from sex. Here is my message:
 - **Avoid threat:** My specific recommendation for men is to concentrate on increasing their



athletic ability by training more in the gym to avoid the threat of losing their focus during a game due to sex. Men fear not being adequate on the playing field and if I can make them aware of how sex impairs their focus then I have a greater chance of changing their behavior.

- **Effective recommendation:** During the coach's speech to the players, he can support abstinence's effectiveness by telling of A.C. Green, a former NBA All-Star, who chose to abstain from sex. With this role model advocating my message, men will be more willing to listen and consider following Green's behavior.
- **Receiver believes they can do it:** College men like to relate to professional athletes, and if I can show that a famous NBA player voluntarily chose to be abstinent, then they will believe they can be too.
- *Females:* I consider this segment the one mostly affected by the consequences of sex. Women are more emotional and I feel if I can place fear and doubt into their minds about why they chose to have sex, then I can motivate them to change their behavior. Here is my message:
 - **Avoid threat:** in order for women to avoid the threat of emotional distress due to sex, after the short student film is shown I will speak briefly and my specific message will highlight how women should think their actions all the way though before they make the decision to have sex. Through the film I am showing women the emotional consequences tied to sex that they might not realize until after the deed is done.
 - **Effective recommendation:** This recommendation can be perceived as effective since I am depicting a realistic situation that is relatable to women. If I can get the women to recognize themselves, or a close friend, as the main character.
 - **Receiver believes they can do it:** Most likely the women on campus will congregate and watch the film together. After receiving



the message, group support will set in among the women and they can rally encouragement to adhere to the message. With group support, the women will believe they can do it and stay committed.

- *Freshmen*
 - **Avoid threat:** in order for freshmen to avoid the threat of contracting an STD, specifically AIDS, due to sex, I am inviting them to attend a speaker's presentation concerning his/her battle with AIDS as a college student. My specific message, spoken through the presenter, will highlight how freshmen should consider the benefits of abstinence and how it is an effective behavior to practice. Through the speaker I hope to show freshmen they can reduce their chances of contracting a serious, or fatal, disease by choosing abstinence.
 - **Effective recommendation:** This recommendation can be perceived as effective since I have found a speaker who can speak to the freshmen on a relatable level. By the speaker contracting AIDS while in college, I hope to effectively show the freshmen how AIDS has no biases; it can strike anyone at any age.
 - **Receiver believes they can do it:** Most likely the freshmen on campus will sit together with their newly made friends during the speech and talk about it afterwards. Through group support among their peers, the freshmen can encourage each other to follow the speaker's message that abstinence is the path to take. This group support offers each freshman a "helping hand" and makes them believe that they can perform the proposed message.
- **Self-Persuasion:** Generally speaking, as I progress through my campaign plan I intend to cause dissonance in the intended audience segment. According to *Age of Propaganda*, "Self-generated persuasion...is one of the most effective persuasion tactics ever identified," because the audience "can be manipulated into a course of action"



(Pratkanis, 168 and 169). My messages will reveal facts and statistics that maybe alarming to many college student. The majority of the times in college, actions are performed on a whim and the aftereffects are ignored. By me raising the arguments that college students are the most susceptible age bracket for STDs, how sex can hinder athletic performance, and the emotional consequences experienced by women, I can cause dissonance. Dissonance, “when ever a person simultaneously holds two inconsistent cognitions,”(Pratkains, 42) is a strong factor in self-persuasion since most people are uneasy with feeling uncomfortable. In order to rectify their torn emotion, concerning their desire to have sex and awareness of the consequences, my audience segments will be willing to listen why abstinence is the better choice in order to ease their discomfort. College students have enough to worry about, “Why should I have to worry about sex?” they might ask themselves.

- **Framing:** Briefly, here is how I plan to frame each message to my intended segment:
 - Freshmen: By framing my message around the effects sex has on freshmen, STD rate, pregnancy rate, AIDS cases, and stereotyping issues, I am controlling how I want them to portray sex. By showing them the “unattractiveness” of the behavior through its consequences, I can persuade them to reconsider having sex in the first place and wait.
 - Men: By framing my message around sports and how it is affected by sex, I am controlling the male mind to associate sex with not performing to their fullest capability on the court/field.
 - Virgins/Non-Virgins: By framing my message around how abstinence reduces stress levels in the lives of college students, I can control the way virgins and non-virgins associate sex and the stress level in their lives. By making them aware of this connection, I can cause them to question how sex adds additional stress into their own life. As a result, they might consider either staying abstinent or reducing the amount of sex they have.



- **Male/Female:** By framing my message by focusing on the proper application of contraceptives, I am challenging college men and women to consider how effective their own practices are when it comes proper protection. By controlling their thought pattern I can make them consider a topic they never considered.
- **Spring Break:** By framing my message around Spring Break activities and splurges, I am controlling the way college students regard their own behavior during Spring Break. Usually a carefree time to “let go,” I want to focus my audience on what can go wrong while on Spring Break that can have long-term effects.
- **Women’s Month:** By framing my message around the emotional/psychological consequences of sex, from the female perspective, I am controlling the way college women perceive sex. After they have received my message, hopefully they will have been exposed to topics and issues they have never considered.
- **Vividness:** I will employ vividness through a variety of media, such as the student short film, banners, posters, and tri-folds, throughout my campaign. According to *Age of Propaganda*, vividness is proven effective because it, attracts attention, makes the information more concrete and personal, and directs and focuses the receiver’s thoughts on the issue being addressed (Pratkains, 173). Through providing a realistic and relatable script, by posting reliable statistics in big, bold printed banners, eye-catching posters and intriguing tri-folds in the cafeteria, I hope to create an interest in my audience to read my message.
- **Practice What You Preach:** I will mainly use this tactic during my student short film. After the show is run, I will speak briefly about my experience being a virgin college student. By revealing my personal involvement with the issue I can build my credibility and reinforce the message to my audience. They will be more willing to listen to me if I am an advocate of the campaign message.



- Persuasive Methods: I will employ various persuasion methods throughout my campaign in order to ensure that my intended audience members are receiving my message(s). Persuasion artists have studied how people respond to certain stimuli and how engaged they are when exposed to a message. Persuading college students to resist their urges to have sex and/or to convince them to decrease their sexual activity is by far, a challenging feat. I have collected sufficient and reliable information, consisting of statistics and expert/credible organizational opinions, to demonstrate to my audience why abstinence is the only way to be 100% protected against pregnancies, STDs, and the other consequences associated with sexual intercourse. However, I recognize factual accounts can only take my argument so far. In that case, I have decided to employ the following persuasive tactics and theories in order to instigate a change in my audience's attitude and behavior regarding sex. Following are the persuasive methods I have used for each message/segment:

- "Sex is a gamble. Don't be the joker."/Freshmen
 - **Hovland's Learning Theory**: I will use this model through (1) radio advertisements, posting attention getting posters and banners around campus promoting the AIDS speaker coming to speak to the freshmen. (2) These promotion ads will be bulleted with statistics relevant to college freshmen (STDs, AIDS, pregnancy rates, stereotypes). (3) By posting these ads in high traffic areas (Stockdale Center, dorms, flyers on cafeteria tables, etc.) I am ensuring repetition of my message so those freshmen are being reminded of the event. (4) Finally, I am offering those freshmen the incentive that if they attend the speaker's presentation and filling out a survey they are eligible to enter a raffle to win a \$25 gift certificate to the Bookstore and two coupons to Ben & Jerry's for a free cone. Four winners will be chosen.
- "Performance with the gang or Performance with the bang? Abstinence: Your move."/Males
 - **Identity Emotive Model**: While the coach speaks to his players he will mention A.C. Green, a former NBA All-Star who advocates abstinence. By relating sex to a prominent athlete the coach is (1) projecting an identity onto his players of a male



athlete who is strong enough to resist his urges to have sex, (2) he is putting the identity into context associating poor performance on the field/court with having sex, (3) he links the professionalism of Green to abstinence by insinuating that the players can have more focus during game time if they chose to abstain from sex. Finally (4) the coach is able to connect how abstinence will satisfy the players need to perform better by not wasting their testosterone during sex and save it for game time.

- “Stressed out? Sexed out? Add Abstinence.”/Virgins and Non-Virgins
 - **Heider’s Balance Theory:** By showing virgins and non-virgins the health consequences of having sex I am making them question their own actions, which causes dissonance. Now, feeling imbalance, they will want to seek ways to reduce it by changing their attitudes towards the idea of sex. If these two segments see me as a credible peer, through my supporting evidence, and like me then I have a greater chance of them accepting my message to relieve their imbalance.

- “Sex is like a box of chocolates...you never know what you’re gonna get.”/Male and Female
 - **Rational Model:** Men and women know that the only way they can be 100% free from the worries of STDs and pregnancies is through abstinence. This is a rational process of information. If they believe sex is pleasurable, which I can assume is the majority of their reasons for having sex, then by displaying the “facts” (i.e. statistics) of sex’s consequences I can cause them to consider why they are not more careful when having sex. By rationally showing them that SEX = RISKS I can persuade them to come in and learn how to prevent these risks.

- “Don’t get burned...pack abstinence.”/Male and Female
 - **Elaboration Likelihood Model (ELM):** When college students are exiting or entering the Main Dining Room they are not engaged in their surroundings because they are either talking to their friends or trying to find their ID to eat. Therefore, using the ELM model for this message would be the



most effective. By using bright, tropical colored beach balls, hats, swim suits, and other “spring break” paraphernalia I can (1) attract their attention. Next, since students usually travel in groups to the cafeteria (2) group support is used since they are curious as to what the table is offering. Next, on the table (3) emotional cues of tropical animals decorating the posters (dolphins, fish, seahorses, etc.) and /or females students clad in “summer attire” (short shorts and bikini tops) can be used to attract more attention. Finally, (4) those students working the table can dress in tropical clothing to simulate a “spring break” atmosphere and appeal to their peers.

- “Abstinence: Strong women. Smart women.”/Women
 - **Cognitive Dissonance – Case 1: Decision:** this theory was my inspiration to create this message strategy. Since my audience cannot hold two opposing ideas simultaneously, they may feel dissonance when it comes to their attitude towards sex. Their beliefs may be torn between what they were taught and what they value in their current relationship. *Case 1: Decision* would best describe the situation most college women find themselves in when sex is an issue. In this case, they have sex without any consideration and then second-guess themselves afterwards. My film depicts this tension and offers the female viewers an opportunity to see themselves in Jen. By recognizing possible similar characteristic, the women will reflect on their own actions and begin to self-persuade themselves to follow my message.



SECTION 4

Activation (September through March)

- *September:* “Sex is a gamble. Don’t be the joker.”
 - Time: Orientation Week
 - Segment: Freshmen
 - Event: Speaker living with AIDS since college and enter to win a \$25 gift Bookstore certificate and two coupons to Ben & Jerry’s for a free cone. Four winners will be chosen.
 - Goal: I intend to make college freshmen aware that they are at high risk for becoming pregnant, contracting an STD, contracting AIDS, and risk being labeled if they chose to engage in sexual intercourse. By acknowledging these statistics I hope to make them become abstinent or decrease the amount of time they have sex per week.
 - Medium used: Radio announcements (Appendix 1), posters (Appendix 2), banners (Appendix 3).

- *October:*
“Performance with the gang or Performance with the bang? Abstinence:Your move.”
 - Time: Second week
 - Segment: Male athletes
 - Event: Sport coach’s speeches to athletes
 - Goal: I intend for the coach’s speech to tell how sex can inhibit a sport player’s athletic ability to perform at their peak. Ultimately, I want players to reconsider having sex/be abstinent or decrease how often they engage in sex.
 - Medium used: Coach’s speech (Appendix 4), flyers placed in male residence halls (Appendix 5).

- *November/December:* “Stressed out? Sexed out? Add Abstinence.”
 - Time: Week before finals
 - Segment: Virgins/Non-Virgins
 - Event: Fill out agreement form, outside of Main Dining Room
 - Goal: (Virgins) I intend to reinforce their actions of staying abstinent.
(Non-Virgins) I intend to change the way they view abstinence and reveal to them the risks associated with sex (i.e. contracting STDs, contracting AIDS, pregnancy, emotional repercussions).
 - Medium used: Agreement form (Appendix 6), radio announcements (Appendix 7), Dry erase board in Trotter Fitness Complex (Appendix 8), campus flyers (Appendix 9), sidewalk chalk outside of Stockdale (Appendix 10).

- *January - BREAK*



- *February:*
 - “Sex is like a box of chocolates...you never know what you’re gonna get.”
 - Time: Valentine’s Day week
 - Segment: Men and Women
 - Event: the Conference Room in Stockdale to learn about the benefits of abstinence and the proper usage of contraceptives.
 - Goal: I intend to make college men and women realize how important it is to use contraceptives properly if they are sexually active. By showing them what risks they are taking by improperly using contraceptives I can influence them to either become abstinent or decrease the amount of sex they have per week due to fear.
 - Medium used: flyers, (Appendix 11), posters (Appendix 12), sidewalk chalk (Appendix 13).

- *March: “Don’t get burned...pack abstinence.”*
 - Time: First week (March 1)
 - Segment: Men/Women
 - Event: Distributing “Spring Break: Health Hazard” handouts, table outside of the Main Dining Room
 - Goal: I intend to make college students aware of the health hazards on spring break and persuade them to either be abstinent or decrease the amount of times they have sex.
 - Medium used: handout (Appendix 14), radio announcements (Appendix 15), flyers (Appendix 16).

- *March: “Abstinence: Strong women. Smart women.”*
 - Time: Second week (before spring break), Mon/Wed/Fri at 10 am, 3 pm, and 8 pm.
 - Segment: Women
 - Event: Distributing listings of the airing times for the short student film, outside of Main Dining Room
 - Goal: I intend for women to stop by the table to pick up a list of airtimes for the short student film regarding the emotional repercussions of sex and women. Through watching this film I want my female viewers to consider their own behavior after sex and persuade them to either become abstinent, due to its emotional ties, or decrease the how often they have sex.
 - Medium used: flyers (Appendix 17), MC-TV advertisement (Appendix 18), Short film script (Appendix 19).



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