

FPT UNIVERSITY

CAPSTONE PROJECT DOCUMENT

COMMUNICATIONS CAMPAIGN

BUILDING “HOPE IN CLASS” TO END VIOLENCE AGAINST CHILDREN AT SCHOOL - 2021 PHASE 1

GRA497_G4			
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SUMMARY EXECUTIVE

Understanding the importance of ending school violence for children's development, World Vision Vietnam (Referred to as WVV) has coordinated with World Vision Korea and World Vision China to implement the "Hope in Class" Initiative, which is designed to address the problem of violence against children in schools. The project is going to be implemented over a 3-year period (April 2020 - September 2022). Particularly, in 2021 phase 1 (April 2021 - June 2021), World Vision Vietnam accompanied Creatio - a media agency to implement this project. During this time, our team has been working with Creatio to plan and implement communication activities for this campaign.

With the purpose is to increase children's awareness to learn and practice positive, loving, and cooperative conduct, the project aimed at children aged 12 to 15 years old. The project's message is: For a healthy school environment, students should love friends, not hurt each other and "SAY NO TO SCHOOL VIOLENCE".

The project concentrates on the communication segment via schools and social media platforms, KOLs with the following main activities: "Hope in Class" dance cover contest, interactive drama and online event "Lớp học vui | Hope in Class - Chung tay chấm dứt bạo lực bạo lực trong trường học". After 3 months of implementing, Building "Hope in class" to end violence against children at school Communications campaign received more 50 "Hope in Class" competitive videos and 1.350.613 engagements in the whole campaign with the total budget of 210,760,000 VND.

Key words: ***Hope in Class, Lớp học vui, Bạo lực học đường, Orion Food Vina, World Vision Vietnam.***

CHAPTER 1: INTRODUCTION

I. PROJECT INTRODUCTION

1. NAME OF THE CAPSTONE PROJECT

Our capstone project is **Communications Campaign: Building “Hope in class” to end violence against children at school - 2021 Phase 1**

English name:

Communications Campaign: Building “Hope in class” to end violence against children at school - 2021 Phase 1

Vietnamese name:

Chiến dịch truyền thông “Lớp học vui – Chung tay chấm dứt bạo lực trong trường học” - Giai đoạn 1 năm 2021

Hashtag: #HopeInClass #LopHocVui #KyNangSong #BaoLucHocDuong
#ChildProtectionProgram #ChuongTrinhBaoVeTreEm #OrionFoodVina
#WorldVisionVietNam

2. PROJECT INTRODUCTION

2.1 ABOUT THE PROJECT

Understanding the importance of ending school violence for children's development, World Vision Vietnam has coordinated with World Vision Korea and World Vision China to develop and implement the "Hope in Class" Initiative, which is designed to address the problem of violence against children in schools.

The project is going to be implemented in 3 years (April 2020 - September 2022) in both urban and rural regions in Hai Phong and Thanh Hoa. The project's purpose is to build a safe, loving, and cooperative environment at school by (1) increasing children's capacity to learn and practice positive, loving and cooperative behavior; (2) increasing teachers and parents' involvement in educating children and dealing with violence.

In the first year, the project was implemented at 5 secondary schools, with the goal of increasing awareness and capacity to learn and practice positive, loving and cooperative behavior at school for 1000 children and increasing teachers and parents' involvement in educating children and dealing with violence in Hai Phong and Thanh Hoa.

During the period April 2021 - June 2021, the project continues to be implemented at 7 secondary schools in 4 districts in Thanh Hoa, Hai Phong in order to increase children's awareness to learn and practice positive, loving, and cooperative conduct.

To achieve this goal, WVV is looking for a media agency to accompany them to implement the project from April 2021 to June 2021. The agency's task is to develop a communication campaign and assist in the organization of local media events in order to increase children's awareness to learn and practice positive, loving, and cooperative conduct.

2.2 ABOUT THE AGENCY

Creative Solution Consultancy (Short name: Creatio) is a one-stop-shop Vietnamese PR & Marketing agency. CREATIO delivered communications services to a wide range of clients in the not-for-profit, civil society/non-governmental sector. To name a few, the highlighted clients are: the United Nations Development Programme (UNDP), International Labour Organization (ILO), United Nations Population Fund (UNFPA), United Nations Children's Fund (UNICEF), the World Bank Group, U.S. Agency for International Development (USAID), Australian Aid, Danish International Development Agency (DANIDA), Swedish International Development Cooperation Agency (SIDA); INGOs (Population Services International (PSI), Wildlife Conservation Society (WCS), Fair Wear Foundation, CNV Internationaal, East Meets West, Thrive Networks, Evidence Action, Marie Stopes International, Agriterro, SNV Netherlands Development Organisation, Save the Children, VVOB, Aidsfonds, Frontline AIDS), CARE International Vietnam, World Vision International Vietnam, Plan International Vietnam, and local NGOs (Institute for Studies of Society, Economy and Environment (iSEE), Management and Sustainable Development Institute (MSD), Action to the community development center (ACDC), Centre for Supporting Community Development Initiatives (SCDI), Center for Inclusive Development Action (IDEA), Ecology & Environment Institute (EEI), etc.

CREATIO supported clients in a full communications spectrum, which includes creative conceptualization, graphic design, communications collateral production, media campaign execution, event management, digital marketing and efficiency measurement.

CREATIO worked in numerous projects involving children's right protection, including: Vietnam Young Voice survey (SIDA, Save the Children, MSD Vietnam, May - June 2020).

Labour right of minor labours in accordance with 2019 Labour Code (EU, UNDP, UNICEF, ILO, MOLISA, VCCI, May 2020 - June 2021).

Child protection policy (Save the Children, November 2020).

Supporting access to justice for sexually abused children in Hanoi (EU, OXFAM, VACR, March - June 2021).

Communications on non-communicable disease among school children (Plan International Vietnam, National Youth Center, Hanoi CDC).

With that said, CREATIO is a relevant and competent agency to execute the communications campaign to prevent violence against children at school of World Vision International Vietnam.

3. PROJECT CHOOSING REASONS

The purpose of team when participating project

Complete Graduation Project.

Have a chance to put what we have learned into practice by solving real-world problems.

Accumulate and learn from experience.

First time working with a non-profit organization.

Team's relevance to the project

Understand because having witnessed or been a victim of school violence.

Experienced in organizing activities for students and schools.

Equipped with enough knowledge to build a communications campaign.

Have expertise and skills in managing and producing multi-channel content.

The meaning of the project to the organization and team

For organization:

Prove that the organization's vision, mission, and core values are on track.

Show social responsibility.

Be premise to organize more activities for the benefit of the community in the future.
Attract potential investors.

For team:

Show interest in burning issues in the educational environment and be willingness to take action to end violence in schools.

Proven ability.

4. PROJECT OVERVIEW

4.1 THE CURRENT PROJECT

With Orion Food Vina funding, Building “Hope in class” to end violence against children at school project consists of 3 periods:

- Period 1 (April 2020 - December 2020): Raising students' awareness and capacity at 5 secondary schools in building a loving and safe school environment and increasing teachers and parents' involvement in educating children and dealing with violence.
- Period 2 (April 2021 - December 2021): Raising students' awareness and capacity at 7 secondary schools in building a loving and safe school environment and increasing teachers and parents' involvement in educating children and dealing with violence.
- Period 3 (January 2022 - September 2022): Raising students' awareness and capacity at 8 secondary schools in building a loving and safe school environment and increasing teachers and parents' involvement in educating children and dealing with violence.

Our campaign is in period 2 and lasts 3 months (April 2021 - June 2021). The campaign's name is Communications Campaign: Building “Hope in class” to end violence against children at school, and its main purpose is increasing students' awareness to learn and practice positive, loving, and cooperative conduct.

Customer's requirement

Consultation and assistance for local media events and online promotion to introduce students and teachers to basic knowledge and skills regarding life values and life skills.

Advice and assistance to book posts on social media by famous individuals (KOLs) to deliver the message of basic knowledge and skills to the group of children selected to participate in the campaign.

Video recording of the complete program and the associated filming script before implementation.

4.2 THE PROPOSED PROJECT

The proposed project focuses on developing a communication plan with two main activities: organize the project's "Hope in Class" dance cover contest and the "Hope in Class" Livestream Event for students of 7 schools in Thanh Hoa and Hai Phong.

4.3 BOUNDARIES OF THE PROJECT

Due to the Covid epidemic, we had to postpone local offline events. Instead, the project's boundaries are to concentrate only on the communication segment via social media platforms, KOLs to increase children's awareness to learn and practice positive, loving, and cooperative conduct in building a loving, safe and friendly environment at schools.

Main activities:

Minigame

“Hope in Class” dance cover contest

Interactive drama based on real-life scenarios

Livestream “Lớp học vui | Hope in Class - Chung tay chấm dứt bạo lực bạo lực trong trường học”

Viral:

- KOLs
 - Social Media
 - YouTube: Dance cover contest
 - Facebook: Minigames, interactive drama video, livestream
-

II. THEORIES

Using all the theories and practices from the profession's subjects: Marketing Principles, Communications and advertising, Media Writing, Video-Audio Production, New Media Technology, Strategic Media Planning, Communication crisis management, Integrated Marketing Communications, Public Relations Principles and Strategies,...

We focus more on these theories for our project:

1. DEFINITION & PURPOSE OF CAMPAIGN

Purpose of a communication campaign describes the target that you want to reach with your planned actions. By formulating this in advance, it can ultimately be evaluated whether the desired target is reached. There are different kinds of purposes for a communication campaign.

Building awareness

Building awareness is essential for businesses and people these days. Most companies these days want to make sure that they can spread the message about their products and services in the best way. There are some benefits that a company might get from proper communication. The better they can communicate with the people, the more awareness they are going to get for the brand.

Providing information or educating

When your client is seeking something, you need to ensure that you can provide them with the exact things. This is where you need to communicate with them to make them realize that you can provide them with information and other essential things as well. Describing and explaining your agenda to provide more information can work in your favor.

Creating interest

In some instances, some clients have an interest in the product or are just familiar with the product or service. So, you need to ensure that they can move from awareness of the product to show great interest in it. When you are properly communicating with the clients, they will be able to understand the need for the product and hence will show an interest in it.

Motivating people/audiences

Either you are running a business, or channelizing any social or educational endeavors, you must motivate your audiences in the right manner, so they can stay

motivated in accomplishing the goals. When communication is done with the right inclusion of emotional intelligence, it empowers the audiences to opt for a higher level of performance in a dedicated and enthusiastic manner.

Promoting the brand, product or service

Publicity, marketing, advertising, public relations, product releases, customer education, etc. are the parts of the promotion strategy, and communication plays the most significant role in channelizing all the activities. Communication is the base of all sorts of promotional and branding activities of individuals, businesses or brands. The way you communicate with your target audiences decides how productive your relationship is with them.

2. COMMUNICATION CAMPAIGN

For the success of every rollout, a smart communications strategy is crucial. You will need a marketing strategy to help you deliver the right message to the right audience to achieve optimum performance and return on investment, whether you're trying to start a capital campaign, announce a new initiative or implement a new service.

Developing a communications plan might seem like a daunting task, so we have distilled the process down to seven steps:

Step 1: Determine target public.

If the communicator wants to carry out communication work, first of all, they must clearly define who is to be communicated. The public can be some potential buyers of a business's products, current users, decision makers, or influencers. The target public can be individuals, groups of people. The target audience will significantly influence the media's decisions about: what to say, how to say, when, where, and to whom.

Step 2: Set clear goals and target objectives.

Goals and objectives are the roadmap of a plan and help you clarify the results you want to achieve with your tactics.

More specifically, priorities are long-term in nature and can be seen as the ultimate destination on the roadmap. The plan will usually have up to three goals. Objectives are special, measurable results or results that are intended by the organization to achieve within a given period of time.

To ensure you hit your goals, your objectives need to be specific, measurable, achievable, relevant and time-bound, or SMART.

Step 3: Craft a compelling message.

There are distinct motivators and obstacles to each target audience; thus, a one-size-fits-all approach to marketing sometimes falls short. However, no matter who you write about, keep messaging simple, succinct, personalized and jargon-free.

Compelling messages are comprised of four key elements that need to be tailored to each audience:

- Key message
- Secondary messages
- Proof points
- Calls to action

Step 4: Develop integrated strategies and tactics.

This step is accomplished through integrated strategies and tactics. Strategies are a unique approach for pursuing one or more communications goals, and tactics are the methods you employ to execute against the strategy.

The PESO model is a great framework to reference when building out your communications strategies and tactics:

- P: Paid media
- E: Earned media
- S: Shared media
- O: Owned media

Step 5: Build a better budget.

The next step, following the development of integrated strategies and tactics, is to create the best possible budget. Budgeting allows you visibility on the costs of executing your communications strategy. In addition, the establishment of a budget is necessary in order to control costs and to recognize opportunities for productivity. Finally, budgets are a crucial resource for determining the return on investment of your strategy.

- To build a budget, you'll need to consider:
- Does your organization have an existing budget allocated for communications activities?
- How much will each line item in the tactical portion of your plan cost?

- If applicable, what were the projected vs. actual costs for previous campaign implementations?

Step 6: Decide on a promotion system (Promotion-mix).

There are many factors that influence the choice of promotional tools. Each promotion tool has its own characteristics and cost. Marketers must understand these characteristics when choosing them.

Step 7: Create an actionable timeline.

Timelines are essential for helping you stay the course when transitioning from the planning phase to implementation. Create a monthly or quarterly timeline, taking into consideration major events and holidays you want to leverage.

3. CURRENT SITUATION ANALYSIS

3.1 QUALITATIVE AND QUANTITATIVE RESEARCH

QUALITATIVE RESEARCH

Qualitative research is the process of collecting, analyzing, and interpreting non-numerical data, such as language. Qualitative research can be used to understand how an individual subjectively perceives and gives meaning to their social reality.

The aim of qualitative research is to understand the social reality of individuals, groups and cultures as nearly as possible as its participants feel it or live it. Thus, people and groups are studied in their natural setting.

There are different types of qualitative research methods including diary accounts, in-depth interviews, documents, focus groups, case study research, and ethnography.

The results of qualitative methods provide a deep understanding of how people perceive their social realities, and in consequence, how they act within the social world.

QUANTITATIVE RESEARCH

Quantitative research involves the process of objectively collecting and analyzing numerical data to describe, predict, or control variables of interest. The goals of quantitative research are to test causal relationships between variables, make predictions, and generalize results to wider populations.

Experiments typically yield quantitative data, as they are concerned with measuring things. However, other research methods, such as controlled observations and questionnaires can produce both quantitative information.

Statistics help us turn quantitative data into useful information to help with decision making. We can use statistics to summarise our data, describing patterns, relationships, and connections. Statistics can be descriptive or inferential.

Descriptive statistics help us to summarise our data whereas inferential statistics are used to identify statistically significant differences between groups of data such as intervention and control groups in a randomised control study.

3.2. SWOT

SWOT is a common framework for 4-box strategy analysis and strategy development. The acronym SWOT is derived from: Strengths, Weaknesses, Opportunities and Threats.

For decades, SWOT has been around and may claim to be the most commonly used strategy method in modern times. It is used by industry, commerce, and charitable and voluntary organizations. SWOT is often in the business bank loan curriculum in higher education, so it is likely that the bank would like to see a SWOT analysis or something similar.





	Helpful to achieving the objective	Harmful to achieving the objective
Internal origin (attributes of the organization)	 Strengths	 Weaknesses
External origin (attributes of the environment)	 Opportunities	 Threats

Figure 1 - S.W.O.T Matrix (source: Wikipedia)

Strengths are internal and helpful in respect of the SWOT objective. Strengths are factors that help opportunities or resolve threats.

Weaknesses are internal and harmful. Weaknesses are factors that contribute to the inability to take advantage of an acceptable or vulnerable threat.

Opportunities are external and helpful factors over which you have no control but could be helpful. Opportunities occur from several sources.

Threats are external and harmful factors over which you have no control. Threats are tangible or intangible as well. A hostile takeover bid, new rivals or fraud may be a tangible threat. Intangible risks include possible loss or adverse factors to the brand.

3.3 SMART OBJECTIVE

S.M.A.R.T (SMART) is an acronym you can use to direct the setting of your target. Its requirements are generally attributed by Goals definition to Peter Drucker's Management. In the November 1981 issue of George T. Doran's Management Summary, the first recorded use of the term took place. Since then, in an article for The Society for Industrial and Organizational Psychology, Professor Robert S. Rubin (Saint Louis University) has written about SMART. He explained that, as seen below, SMART has come to mean various things to different people.

S	M	A	R	T
SPECIFIC Be clear and specific so your goals are easier to achieve. This also help you know how and where to get started!	MEASURABLE Measurable goals can be tracked, allowing you to see your progress. They also tell you when a goal is complete.	ACTIONABLE Are you able to take action to achieve the goals? Actionable goals ensure the steps to get there are within your control.	REALISTIC Avoid overwhelm and unnecessary stress and frustration by making the goal realistic.	TIMEBOUND A date help us stay focused and motivated, inspiring us and providing something to work towards.

Figure 2 - S.M.A.R.T objective

Specific: Your goal should be straightforward and specific, or you would not be able to concentrate or feel fully inspired to accomplish your goals.

Try to answer the five "W" questions while drafting your goal:

- What would I like to achieve?
- Why is this goal important?
- Who's involved?
- Where is it placed?
- What are the tools or boundaries involved?

Measurable: Having measurable goals is important, so that you can track your progress and stay motivated. Evaluating progress helps you stay focused, reach your goals and feel the enthusiasm to get closer to your target.

A measurable target can resolve problems such as:

- How much?
- How many?
- How do I know when it is done?

Achievable: To be successful, your goal also needs to be reasonable and attainable. It can stretch your skills, in other words, but it still remains possible. When you set an achievable target, you will be able to recognize opportunities or tools that can get you closer to it. An achievable goal will usually answer questions such as:

- How can I achieve this objective?
- Based on other constraints, such as financial factors, how achievable is the objective?

Relevant: This stage is about making sure that you care about your goal, and that it also aligns with other related goals. In achieving our objectives, we all need support and assistance, but it's important to maintain control over them. So, make sure everyone is driven forward by your plans, but that you are always responsible for achieving your own target.

An achievable goal can answer yes" to these questions:

- Does it seem to be worthwhile?
- Is the time right for this?
- Is this consistent with our other efforts/needs?
- Am I the right person to accomplish this goal?
- In the current socio-economic setting, is it applicable?

Time-bound: Every goal requires a target date, so that you have a timetable to concentrate on and work towards something. This element of the SMART goal criteria helps avoid the priority of daily tasks over the longer-term goals.

Typically, a time-bound goal would answer these questions:

- When?
- What will I do in six months' time?
- What can I do in six weeks' time?
- What can I do today?

III. COMPANY OVERVIEW

1. ABOUT THE WORLD VISION VIETNAM

- Name: World Vision Vietnam
- Type of organization: Nonprofit organization - NPO
- Geographic areas served: Vietnam
- Headquarters: Ha Noi, Vietnam
- Parent company: World Vision International
- Founded: 1988

Since 1988, **World Vision Vietnam** has implemented many relief and development programs, partnering with the Vietnamese government, other non-governmental organizations, and communities. World Vision's long-term development programs are currently operated in 37 districts of 18 cities and provinces throughout Vietnam.

World Vision employs proven, effective development and relief practices to empower communities to become self-sufficient and bring real, lasting change to ensure that every boy and girl has what they need to grow in mind, body, and spirit. As a leading child-focused organization, World Vision labors alongside supporters, governments, stakeholders, families, and communities to transform lives and bring hope, and, as a result, all our lives are enriched. Together, they and their partners have positively impacted the lives of more than 200 million vulnerable children around the world, including 200,000 vulnerable children in Vietnam.

World Vision is part of a global community of people called to improve the lives of vulnerable children around the world. It believes in and strives for a world where all children are protected, free from extreme poverty, and able to reach their full potential.

2. VISION, MISSION, CORE VALUE

2.1 VISION

For every child's life to be completely meaningful; And the hearts of goodwill make that wish come true.

2.2 MISSION

World Vision Vietnam, a child-focused, Christian, aid and development agency, is dedicated to working with communities to overcome poverty and injustice.

World Vision serves everyone, regardless of religion, race, gender or any other form of discrimination.

2.3 CORE VALUE

World Vision is motivated and encouraged by God's love, compassion and special concern for the poor, disadvantaged and children.

- We are a Christian organization
- We value people
- We are committed to serving the poor
- We are responsible for the resources entrusted to us
- We are equal partners
- We are ready to help

3. BRAND IDENTITY

3.1 LOGO



Figure 3 - World Vision's Logo

3.2 SLOGAN

"Building a better world for children"

3.3 LOGO MEANINGS

The World Vision logo is a symbol of hope. The cross in the corner symbolises our Christian faith and the corner horizon symbolises our hope and optimism in the work we do. The logotype reflects our multicultural partnership as we work across many cultures.

4. USP

World Vision Vietnam (WVV) has worked in Vietnam for 20 years and has specialized in poverty alleviation programs. As a result, WVV is aware of the needs of the community and local people.

World Vision Vietnam is a non-profit organization that works with sponsors to deliver social services based on a thorough understanding of the local community as well as core community development approaches and methodologies.

World Vision Vietnam is a dependable and capable partner of the Vietnamese government in programs and projects aimed at protecting and promoting the voices of children and their communities.

CHAPTER 2: DEVELOPMENT & PRE - PRODUCTION

I. DEVELOPMENT

1. CURRENT SITUATION ANALYSIS

According to World Vision's 2018 Initial Country Survey, physical violence is the most common form of violence against children in Vietnam. As a result, up to 33.2%, equivalent to 15,033 children and young people said they had been subjected to physical violence in the previous 12 months.

Understanding the importance of ending school violence for children's development, World Vision Vietnam has coordinated with World Vision Korea and World Vision China to develop and implement the "Hope in Class" Initiative, which is designed to address the problem of violence against children in schools.

Building "Hope in class" to end violence against children at school project consists of 3 periods:

- Period 1 (April 2020 - December 2020): Raising students' awareness and capacity at 5 secondary schools in building a loving and safe school environment and increasing teachers and parents' involvement in educating children and dealing with violence.
- Period 2 (April 2021 - December 2021): Raising students' awareness and capacity at 7 secondary schools in building a loving and safe school

environment and increasing teachers and parents' involvement in educating children and dealing with violence.

- Period 3 (January 2022 - September 2022): Raising students' awareness and capacity at 8 secondary schools in building a loving and safe school environment and increasing teachers and parents' involvement in educating children and dealing with violence.

This campaign is in period 2 and lasts 3 months (April 2021 - June 2021). The project's name is Communications Campaign: Building "Hope in class" to end violence against children at school, and its main purpose is increasing students' awareness to learn and practice positive, loving, and cooperative conduct.

To achieve this goal, WVV accompanied Creatio - media agency to implement the project from April 2021 to June 2021. The agency's task is to develop a communication campaign and assist in the implementing activities on WVV's social channels in order to increase students' awareness to learn and practice positive, loving, and cooperative conduct.

2. SWOT OF THE PROJECT

2.1 STRENGTHS

- Already have a solid relationship with teachers, administrators at schools and officials in Thanh Hoa and Hai Phong
- Has established a reputation with children and teachers to encourage them to continue to accompany projects.
- Be implemented by World Vision Vietnam, which:
 - + Be aware of the needs of the community and local people.
 - + Has experience in implementing programs and projects aimed at protecting and promoting the voices of children and their communities.
 - + Has close relationships with many government and civil society stakeholders (United Nations agencies, Ministry of Education,...).
- Be communicated and organized by the Creatio agency, which has 10 years of experience in implementing projects that bring value to the community, especially for children.
- Has the participation of the education sector from the national level to the district level and the local government.

2.2 WEAKNESSES

- Has not been closely coordinated with the Departments of Education and Training in Thanh Hoa and Hai Phong.
- The planning period prior to implementation was very short, at only 1 month. Because there are many other projects being executed at the same time with limited resources. Therefore, in March 2021, 2021 phase 1 campaign was implemented by WWV.
- World Vision Vietnam's two official information platforms (Facebook fanpage, website) have not yet been highly recognized by the students in Thanh Hoa and Hai Phong.

2.3 OPPORTUNITIES

- Local governments in Hai Phong and Thanh Hoa frequently have policies and strategies in the Child Protection Program.
- Leaders of party committees, authorities at all levels and mass organizations are interested in child protection and care in their localities.
- The government promotes practical and extracurricular activities to help students acquire soft skills, which are lacking in Vietnam's educational system.

2.4 THREATS

- The Covid outbreak may have an impact on campaign activities.
- Difficult to reach students in remote areas.
- Students do not have much time for project activities because of the main course activities: study, semester exam, closing ceremony.

3. RESEARCH & TARGET AUDIENCES' INSIGHT

To further understand the target audiences' insight, in 2020, World Vision Vietnam conducted its study of "Understanding the state of student violence in school at 20 secondary schools of 4 districts in Thanh Hoa province and Hai Phong city, 2020", a qualitative-quantitative study. This study comprises 3 quantitative surveys for students, teachers, and parents, and a qualitative study with the students, teachers, school management board and the District Department of Education and Training.

However, due to the project's boundary, which focused only on increasing students' awareness and capability, we only based on a quantitative survey for students and a qualitative study with the students, teachers, the school management board and

the District Department of Education and Training to research and analyze targeted audiences' insights. The sample size for the quantitative study is 771 students. The sample size for the qualitative study is 108 people.

3.1 RESEARCH TARGET AUDIENCES' INSIGHT VIA QUALITATIVE STUDY

Based on in-depth interviews with the school management boards and teachers at 20 schools, we have drawn important conclusions about the current state, causes of school violence.

Regarding the current state of school violence, most representatives of secondary schools in Hai Phong and Thanh Hoa said that in the past 2 years, the number of violence incidents among students in schools seemed to have decreased. However, in some secondary schools in Lang Chanh and Thuong Xuan district, the situation of school violence among students seemed to have increased and became more complicated.

The causes of violence in schools are varied and complex, originating from both inside students and outside factors.

The common cause originated from conflicts in friendship relationships, especially date-related conflicts. High school period is the time where changes happen in terms of psychology, love, and their sense of students. Students are at an age when they desire to express themselves and perform acts that will draw attention to themselves and others, leading to many violent acts. As a result, dissatisfaction with peers' clothing, hairstyles, way of talking, gait/appearance, and jealousy over love have a big impact on school violence.

The second most common causes come from the enticement, manipulation by friends, and many cases of students publicly group beating right in front of the school gate. Other factors include: Bad familial influences, development of Internet and social networking sites, the popularity of violent online games, movies, books,...

When it comes to organizing educational activities for students, most school management boards assumed that their school had propagated school violence for homeroom teachers and students through flag salutations. Annually, schools organize group activities to bring students together. However, there were few programs that were coordinated with the regional programs to educate children and teachers about school violence and ways to prevent it.

3.2 RESEARCH TARGET AUDIENCES' INSIGHT VIA QUANTITATIVE SURVEY

Via quantitative survey, we focus on researching the current status of school violence, children's awareness and capacity in dealing with violent situations to develop content for campaign activities and researching relationships, activities, as well as the social media platforms preferred by students to define the ways implementing campaign activities..

3.2.1 STUDENTS' AWARENESS ABOUT SCHOOL VIOLENCE

Indicators	Boys (n=386), %	Girls (n=385), %	Overall (n=771), %
Physical: Hitting, punching, kicking, slapping, hair pulling, clothes tearing, robbing,...	100	100	100
Verbal: Insulting, defaming, insulting, forcing others to do as they desire	85.2	89.3	87.3
Social: Discrimination, isolation, ostracism	45.8	51.9	48.9
Cyber: Calling, texting, threatening, insulting others on social networks	67.4	70.4	68.9

Table 1 - Students' awareness about school violent behaviors

Of the 771 students participating in the study, 100% of students are aware of school violent behaviors including: Hitting, punching, kicking, slapping, hair pulling, clothes tearing, robbing. However, over 50% of students are not sufficiently aware of acts of violence. More over half of the students supposed that "discrimination, isolation, ostracism" were not bullying/school violence.

Indicators	Boys (n=386), %	Girls (n=385), %	Overall (n=771), %
On the premises of the school	100	100	100
On the way to school/back home	80.3	83.4	81.9
On the phone/social networks	42.7	46.4	44.6

Table 2 - Students' awareness about place of school violence

Students were still unaware enough of where school violence can happen. 19.1% of students did not know the way from home to school and 55.4% of students did not know bullying on the phone/social networks might also be a place for school violence.

Indicators	Boys (n=386), %	Girls (n=385), %	Overall (n=771), %
Physical injury (Slightly or seriously and even lead to death)	100	100	100
Psychological injury (Bored, scared, lonely and depressed)	89.4	93.5	91.5
Decrease in academic performance	67.3	75.8	71.6
Easy to fall into other social evils	61.8	69.4	65.6

Table 3 - Students' awareness about consequences of school physical violence

Almost half of the children were completely unaware of the consequences of school violence. Physical injury was the only one that all of the students were aware of. 91.5% of students realized the psychological consequences, and 71.6% believed that violence has an impact on academic performance. Only 65.6% of students supposed that children were easy to fall into other social evils due to the school.

3.2.2 THE CURRENT STATUS ABOUT SCHOOL VIOLENCE IN THANH HOA, HAI PHONG

Indicators	Boys (n=386), %	Girls (n=385), %	Overall (n=771), %
Students who recalled at least one incident of child-on-child violence in the past two weeks	40.7	39.7	40.2
Saw other students experienced child-on-child physical violence	38.3	38.4	38.4
I was hit/bullied myself	2.3	2.6	2.5
I bullied/hit others	0.8	0.5	0.7

Table 4 - Current status of school physical violence among students

Child-on-child violence was still happening regularly in the past two weeks. The proportion of students who witnessed at least one incident of physical violence between students during the last 2 weeks were 40%. More specifically, 38.4 % saw students hitting/bullying each other, 2.5% were hit/bullied themselves, and 0.7% bullied other students.

According to the student, the bullying/violent behaviors in those incidents were: Slapping, punching, shoving to the ground, hair pulling, ear pulling, clothes tearing, taking money/things, hitting/bullying in gang, using stick, rod, knife, belt, or other items to intimidate/hit.

3.2.3 STUDENTS' HANDLING CAPACITY ABOUT SCHOOL VIOLENCE

Indicators	Boys (n=386), %	Girls (n=385), %	Overall (n=771), %
Will participate in bullying	4.1	1.7	2.9
Won't participate, but it's normal	2.3	3.9	3.1
Will watch	5.7	7.1	6.4
Do not anything	1.3	3.5	2.4
Maybe I will help	13.5	7.5	10.5
Will try to help that student	5.7	5.1	5.4
Will get the teacher/an adult	67.4	71.2	69.3

Table 5 - Students' reactions when witnessing a student was being hit/bullied

When they see another student being bullied, 69.3% of students would get the teachers/an adult help. However, 2.9% of students would participate in bullying, while 3.1% will not but they think it's normal. Even nearly 6.4% of students would watch and 2.4% of students would do nothing.

Indicators	Boys (n=386), %	Girls (n=385), %	Overall (n=771), %
Turn it back on immediately	33.9	10.8	20.4
Silence and endure	10.1	19.6	14.9
Don't go to class to avoid being bullied	3.9	8.3	6.1

Directly talk to students who are bullying and ask for a stop their misbehavior	31.7	35.7	33.7
Share and seek help from adults (Teachers, family)	20.4	25.6	23.0

Table 6 - Students' reactions when being hit/bullied

When being hit/bullied by others, 33.7% students preferred to talk directly to students who are bullying and asking for a stop their misbehavior. 14.9% of students chose to be silent and suffer. Only 23.0% would share and seek help from adults (Teachers, family).

Indicators	Overall (n=771), %
Adopt classroom rules	30.7
Inform in at the flag-raising ceremony	67.2
Organize contests aimed at learn about school violence	37.5
Organize group activities, competitions between classes, clubs to connect students, preventing school violence	85.3

Table 7 - School activities to prevent bullying/school violence

85.3% of students claimed their schools had organized group activities, competitions between classes, and clubs to connect students. There were, however, few programs that educate children about school violence and how to prevent it like adopting classroom rules, informing them at the flag-raising ceremony, organizing school violent learning and preventing contests.

Conclusion:

- The current state of school violence in some schools has increased.
- School violent cases: psychology changes and the lack of life skills, the manipulation by friends, being negatively influenced by family, development of social networks, violent contents/games.
- Over 50% of students are unaware of school violent behaviors, consequences and places.
- Nearly 44% of students are not fully equipped to resolve school violence.

- Most schools have not organized programs for students to learn about and prevent school violence thoroughly.

Proposal: Organize extracurricular activities to educate students about behaviors, consequences of school violence and capacity to deal with them.

3.2.4 SOME ACTIVITIES, THE SOCIAL MEDIA PLATFORMS PREFERRED BY STUDENTS

Indicators	Boys (n=386), %	Girls (n=385), %	Overall (n=771), %
Sports competitions: Soccer, badminton, running,...	77.6	50.5	64.1
Musical activities: Singing, dancing,...	60.4	83.8	72.1
Build clubs: Guitar, drama, academics,...	40.9	62.7	51.8
Others: Drawing, planting,...	37.5	40.4	39.0

Table 8 - Activities preferred by students

Students were interested in extracurricular activities, especially sports and musical activities. 72.1 % of students preferred musical activities like: Singing, dancing, and 64.1% chose sports competitions like: Soccer, badminton, running,...

Indicators	Boys (n=372), %	Girls (n=367), %	Overall (n=739), %
All or most of them are male	60.2	1.4	31.0
All or most of them are female	1.34	56.7	28.8
About half male and half female	38.4	42.0	40.2

Table 9 - Relationship with friends of student in school/class

Relationships between students of different sexes are still limited, only 40% of the students hangout with groups made up of half males and half females.

Indicators	Boys (n=386), %	Girls (n=385), %	Overall (n=771), %
Facebook	76.5	78.2	77.4
Youtube	48.7	51.3	50.0
Instagram	27.8	30.4	29.1
TikTok	25.3	35.2	30.3

Table 10 - Social media used by students

Students use a variety of social networking sites. Facebook (77.45%) and Youtube (50.0%) are the two most popular social media platforms among children.

Conclusion:

- Boys and girls' relationships are limited. Only 40% of the students play with both girl and boy friends.
- 72.1 % of students preferred musical activities.
- Facebook and Youtube are the two most popular social media platforms among children.

Proposal:

- Organize musical contests with positive and cooperative behaviors to bring students together.
- Use 2 main communication channels: Facebook and Youtube.

II. PROJECT PLANNING

1. THE PROPOSED PROJECT

1.1. IMC OBJECTIVE – GOALS

1.1.1. GOALS

Creating a safe, loving environment for students at 7 secondary schools in Hai Phong and Thanh Hoa by raising awareness and encouraging positive behavior.

1.1.2. S.M.A.R.T OBJECTIVE



Campaign “HOPE IN CLASS” TO END VIOLENCE AGAINST CHILDREN AT SCHOOL” has set the following objectives for the project activities:

a. Like Fanpage World Vision Vietnam

- Increase the number of likes on Fanpage by 1,000 in 26 days (May 25, 2021 - June 19, 2021)

b. Minigame

- 400 people will have participated in 6 minigames in 23 days (May 29, 2021 - June 13, 2021)
- 50,000 interactions with 6 minigames in 23 days (May 29, 2021 - June 13, 2021)

c. “Hope in Class” dance cover contest

- 50 videos participated in the "Hope in Class" dance cover contest in 31 days (April 23, 2021 - May 24, 2021).

d. Interactive drama

- 500 comments for Interactive drama in 2 days (June 18, 2021 and June 19, 2021)

e. Event livestream “Hope in class”

- 200.000 views (Youtube ORION, Facebook Fanpage World Vision Vietnam) on 19/6/2021
- 10.000 engagements on Facebook Fanpage World Vision Vietnam on 19/6/2021

f. Survey

- 85% of students from 7 schools participated in the campaign are aware correctly and completely about school violence in 2 months (April 23, 2021 - June 19, 2021).

NOTE: All data must be organic

1.2. SEGMENTATION & TARGETING

1.2.1. SEGMENTATION

Market segmentation helps us understand what different members of the target market have in common - and how they differ. Types of segments are: Demographic,

geographic, psychographic and behavioral segmentation. There are different ways to segment the market, which we chose based mainly on age and gender.

1.2.2. TARGET AUDIENCE

This campaign towards two target audience groups:

- Main target audience: Students who engage in school violence.
- Secondary target audience: Students who have not engaged in school violence.

	Main target audience	Secondary target audience
Demographic		
Gender	Male & Female	
Age	12 - 15 years old	
Education	Pupil	
Geographical location		
City	Hai Phong and Thanh Hoa	
Psychology		
Personality	Hot-temper Stubborn Naughty	Friendly Sociable Openness
Hobby	+ Get together and play in groups. + Play video games and watch action movies. + Be going to bully the weak and vulnerable.	+ Make contact with friends. + Take part in extracurricular activities + Watch movies, read stories, read books, listen to music,...
Specific direction		
Pain point	+ Have disagreements, can't get along, and can't play together. + Physiological changes can result in deviant, uncontrollable behavior.	+ Obsessed with having to witness numerous fights and acts of violence in school. + Recognize that your classmates do not love and support one another.

	+ Inadequate education in ethics, personality, and lifestyle, as well as in dealing with and solving everyday problems.	+ Do not want to get in trouble or be the next victim violence school.
Touch point	+ School extracurricular activities + Activities on Social media + Idols, KOLs	+ School extracurricular activities + Activities on Social media + Idols, KOLs
Communication channels usage behavior	+ Communication channels are most commonly used from 20:00 to 23:00. + Commonly used media channels include Facebook, Youtube and television.	+ Communication channels are most commonly used from 20:00 to 23:00. + Commonly used media channels include Facebook, Youtube and television.
	Purpose of using communication channels: + Entertainment: Watch action movies, listen to music, play video games,... + Study: online learning. + Personal branding: Post picture, status, video on social media. + Connect and keep in touch with friends: Chatting, joining social networking groups.	Purpose of using communication channels: + Entertainment: Watching movies, listening to music, reading news,... + Study: online learning, self learning. + Personal branding: Post picture, status, video on social media. + Connect and keep in touch with friends: Chatting, joining social networking groups.
Objects that have an impact on students	+ Family + Teacher + Friend + Idols, youth KOLs, social networks	

1.3. CAMPAIGN MESSAGE



Figure 4 - Event backdrop

Message: For a positive school environment, students should love friends, not hurt each other and "SAY NO TO SCHOOL VIOLENCE".

Tagline through Campaign: “Chúng tay chấm dứt bạo lực trong trường học”

Hashtag: #HopeInClass #Lophocvui #Kynangsong #Baoluchocduong
#ChildProtectionProgram #Chuongtrinhbaovetreem #OrionFoodVina
#WorldVisionVietNam

1.4. STRATEGY AND TACTICS

1.4.1. COMMUNICATION STRATEGY

Multi-channel communication: Combining Website, Fanpage Facebook, Youtube, offline communication channel to spread campaigns, messages, and attract audiences Statue of students sitting on school chairs to the campaign.

These are channels with a large number of followers, right for the target audience, and a relatively high amount of interaction.

Combining with creating cooperative “Hope in Class” activities to connect and unite students, reducing school violence.

1.4.2. COMMUNICATION TACTICS

Tactics communication are used:

- Communication on social media (Facebook, Youtube)

- Event organization
- Offline communication
- Emotional Appeals: Musical Appeal
- Rational Appeals: Pain Solution

1.5. MEDIA CHANNEL

1.5.1. OWNED MEDIA

FANPAGE FACEBOOK

Using Facebook Fanpage World Vision Vietnam to update information about project activities, participation videos of students; and calculate the reach to audiences.

Link: <https://www.facebook.com/WorldVisionVN>

OWNED WEBSITE

Website World Vision Vietnam provides detailed information about the organization, service and campaign, introducing the "Hope in class" campaign and other projects.

Link: <https://wvi.org.vn/en>

YOUTUBE ORION VIETNAM OFFICIAL

YouTube is a popular video sharing platform where users can upload or download videos to their computer or phone and share video clips. In this campaign, Youtube ORION is one of the live streaming platforms when the event takes place on June 19, 2021.

Link Youtube: <https://www.youtube.com/channel/UCmEZVSvj1pWbK-yNAje0zTg>

Link event: <https://www.youtube.com/watch?v=FzxOzbVT3Fg>

1.5.2. PAID MEDIA

KOLs

WVV invites influencers on the online community to participate in media campaigns to create contagion.

We preferred KOLs who are experts in psychology. These experts have influence, prestige and voice in the field of child protection.

1.5.3. EARNED MEDIA

PUBLIC RELATION

PR has the role of conveying information to the public, all of which are open, topical, interactive, diverse, periodic,...

Use press releases to inform the campaign to stop violence in schools. Liaise with the press so that journalists can actively publish about the campaign.

FACEBOOK SHARE FROM 2 PAGE “NATIONAL CHILD PROTECTION CENTER” & “VIETNAM ASSOCIATION FOR PROTECTION OF CHILD'S RIGHTS”

Fanpage: Page National Child protection center and Page Vietnam Association for Protection of Child's Rights are 2 large Fanpages about children's rights, greatly supporting the campaign promotion to the public.

Have 2 big Fanpages "National Child protection center" and "Page Vietnam Association for Protection of Child's Rights" to support sharing articles, sharing livestreams about the "Hope in class" campaign to spread the campaign and make more people aware of the campaign to eliminate violence in the community school.

PERSONAL FACEBOOK SHARE

Plan articles for teachers and students in schools participating in the "Hope in class" campaign to share campaign information on their personal Facebook in order to spread the campaign's message to more people.

Calling for likes and shares from students' parents, parents' friends, teachers' friends and students' friends to spread the message.

Internal staff write communication articles to share about the campaign, call friends and relatives to share about the campaign to spread the message.

WORD OF MOUTH

Using word of mouth to reach the target audience directly was a wise decision in this project. Teachers and students on the campuses of schools directly participating in the "Hope in Class" project in Thanh Hoa and Hai Phong will disseminate project information and expand the campaign.

1.6. ESTIMATES BUDGETS FOR ENTIRE CAMPAIGN

Item	Content	Amount (VND)
I	LIVESTREAM EVENT	193.000.000
1	Interactive play	50.000.000
2	Video production	85.000.000
3	Venue	15.000.000
4	Branding & decoration	10.000.000
5	Equipment	33.000.000
II	PROMOTION	35.000.000
1	Paid ads	15.000.000
2	KOL endorsement	20.000.000
III	HUMAN RESOURCE	9.000.000
1	Event guest speakers	9.000.000
IV	INCURRED COST (10% TOTAL)	23.700.000
	TOTAL (VND)	260.700.000
	VAT (10%)	26.070.000
	GRAND TOTAL (VND)	286.770.000

2. RISK MANAGEMENT

Type of risk	Describe	Level	Solution
Human (Personnel - guest)	Guests who have an emergency cannot appear at the live streaming	Medium	<ul style="list-style-type: none"> - Double-check all guests' attendance the day before the event and the morning of the event. - Always be ready to alter the script to fit the event (Replace the representative or remove the guest content)
	The technician didn't show up at the live streaming	High	<ul style="list-style-type: none"> - Ensure the list of technicians participating in the livestream and always prepare 1-2 replacement staffs who can take over each position (Especially technicians who adjust the sound system - live streaming)

Type of risk	Describe	Level	Solution
Contents	Missing slides, non-scripted slideshow video	Medium	<ul style="list-style-type: none"> - Clearly identify the person responsible, the source of each piece of content to facilitate the compilation and editing during the preparation process. - The content aggregator makes sure to check the slide and video content in the order of the program script before the event date. - Always be prepared to copy the contents to at least 3 storage devices (USB, hard drive). - Reviewing the content with the entire live stream, audio, and pre-event recording system
	Slide, video error during live streaming	High	<ul style="list-style-type: none"> - The MC must be trained and experienced in order to extend the time in the event of an incident (The MC must also wear a headset so that the

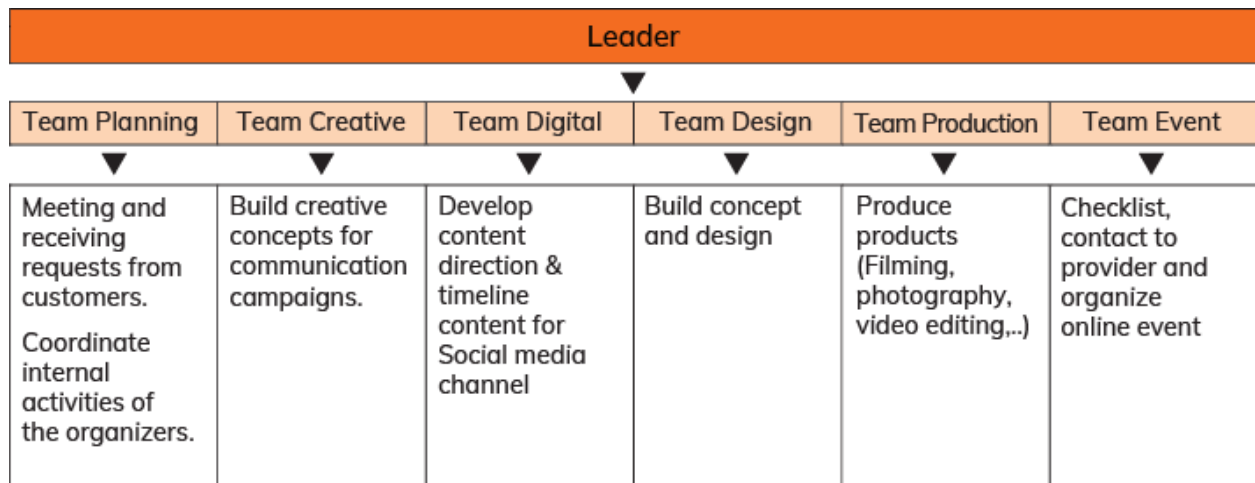
			<p>program director may be alerted if there is a problem and how to resolve it).</p> <ul style="list-style-type: none"> - Set up two camera sources to run the image, so you can switch the image source if something goes wrong.
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Type of risk	Describe	Level	Solution
Contents	Comment content is displayed on the screen during the exchange of answering questions from viewers	Medium	<ul style="list-style-type: none"> - There should be at least 3 editors taking turns filtering the content of comments and removing bad comments.
	The question-answer section is missing questions for guests to interact with the audience	Medium	<ul style="list-style-type: none"> - Prepare about 5-10 questions related to the topic to ask in advance (These questions MC and guests need to review before the event) - Prepare internal staff to use personal accounts to ask questions in the stream.
	Limited audience (especially those with hearing impairments)	Medium	<ul style="list-style-type: none"> - Additional personnel with expertise in translating into sign language, performing synchronous filming with previous interview clips and simultaneous interpretation during the livestream.

Type of risk	Describe	Level	Solution
Technical	Power failure	High	- In the event of the aforementioned situation, the filming location must have its own generator.
	Equipment in the Internet infrastructure has failed.	High	- Prepare the portable internet transmitter.
	Sound system, Livestream has problems	Medium	- Employ experienced technicians and respond quickly to any issues that arise. In the unusual instance of a loss of streaming, the editor is always available and has a brief explanation.

3. DISTRIBUTION

Organizational structure of team:



III. PRE-PRODUCTION

- Brainstorming & Planning for Campaign.
- Concept development for KV.
- Selecting KOLs, finding contact and inviting to cooperate.

1. COMMUNICATIONS DESIGNS

1.1 TIMELINE

No.	Task Name	Duration	Start	End	April 2021				May 2021				June 2021			
					Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
1	Event key visual	10 days	7/4/2021	16/4/2021												
	Draft (2 options)		7/4/2021	13/4/2021												
	Revise (After client's feedback)		14/4/2021	15/4/2021												
	Finalize		16/4/2021	16/4/2021												
2	Facebook design kit (Avatar frame, cover, poster, guideline post)	8 days	16/4/2021	23/4/2021												
	Draft		16/4/2021	20/4/2021												
	Revise (After client's feedback)		20/4/2021	22/4/2021												
	Finalize		23/4/2021	23/4/2021												

1.2 COMMUNICATIONS DESIGNS

- Key visual



Figure 5 - Key visual

- Brand identity



Figure 6 - T-shirts



Figure 7 - Tote bag

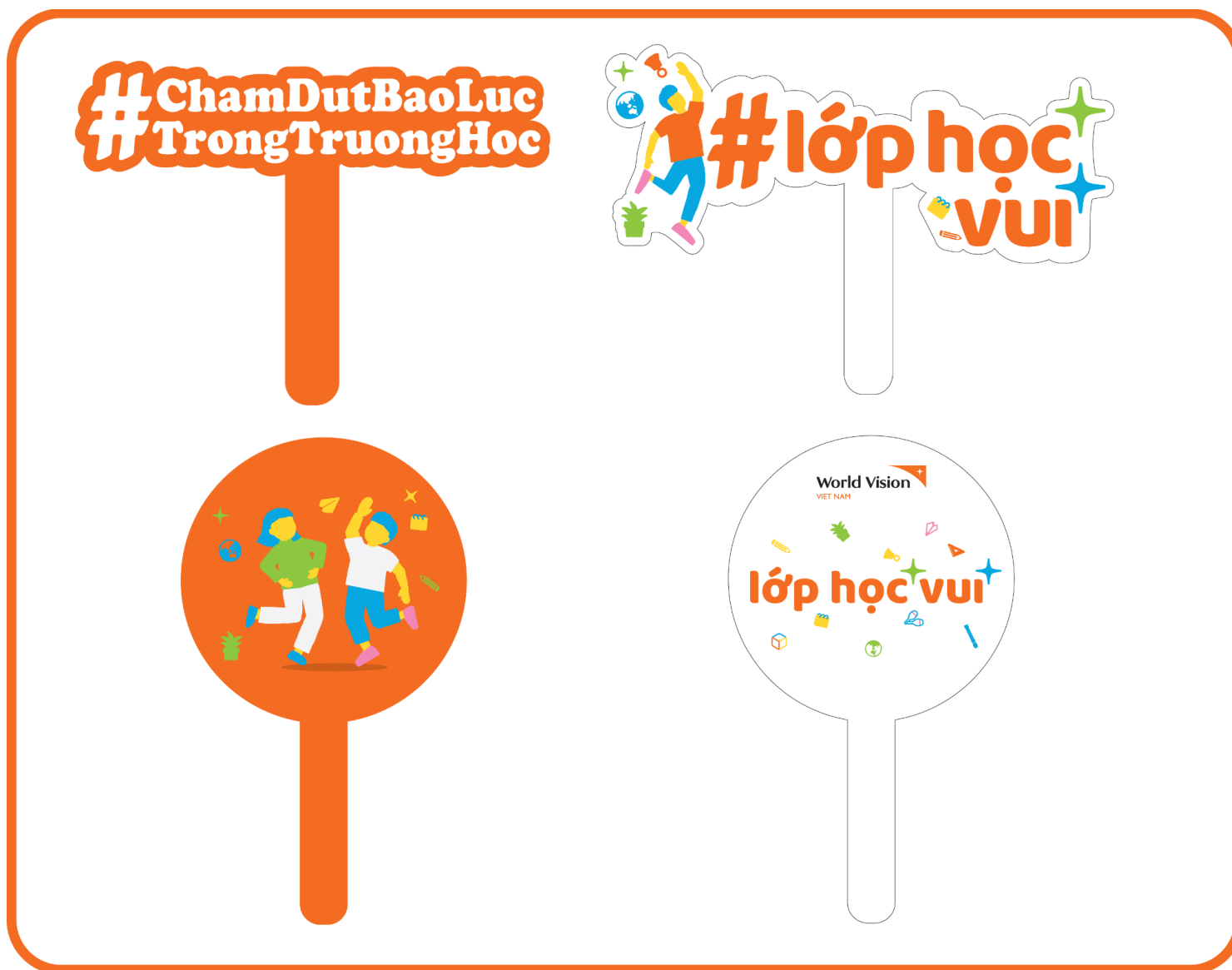


Figure 8 - Hashtag

- Media publication:



Figure 9 - Avatar & cover Facebook



Figure 10 - Avatar frame



Figure 11 - Web banner

2. KOLs

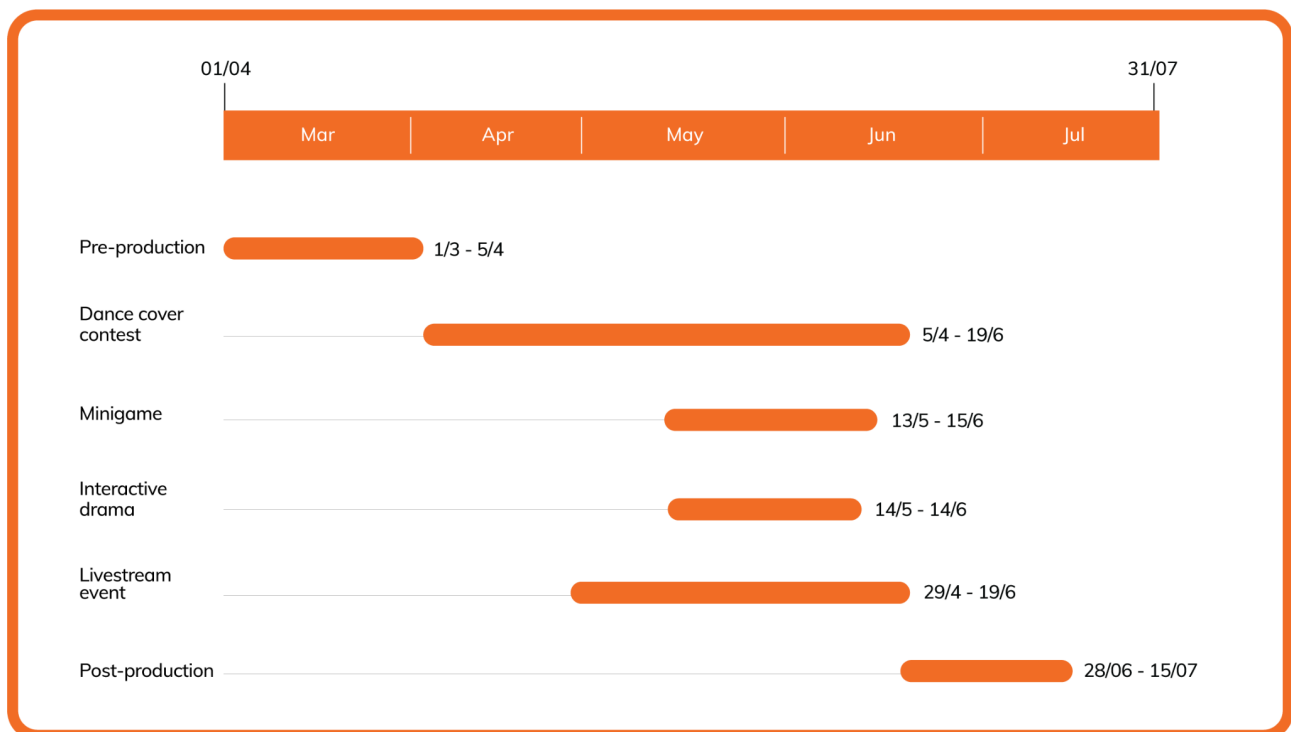
We chose to cooperate 2 KOLs

No.	Name	Position	SOW	Expected timeline
1	Phuong Hoai Nga	Child psychology expert	Share post: Introduction project, click here to watch the livestream	16/6/2021
2	Tran Manh Khang	MC		19/06/2021

CHAPTER 3: PRODUCTION EXECUTION

I. OVERVIEW

1. TIMELINE



2. BUDGET

Item	Content	Amount (VND)
I	LIVESTREAM EVENT	177,000,000
1	Interactive play	46,000,000
2	Video production	82,000,000
3	Venue	10,000,000
4	Branding & decoration	9,000,000
5	Equipment	30,000,000
II	PROMOTION	6,000,000
1	KOL endorsement	6,000,000
III	HUMAN RESOURCE	8,600,000
1	Event guest speakers	8,600,000
	TOTAL (VND)	191,600,000
	VAT (10%)	19,160,000
	GRAND TOTAL (VND)	210,760,000

2.2 KOLS SHARING JOURNE



3. LIVESTREAM CHANNEL

Social Media	Channel	SOW
Facebook	World Vision Vietnam	Livestream
Youtube	ORION Vietnam Official	Livestream

4. KOLS

No.	KOLs channel	Published date	Link
1	Master Phuong Hoai Nga	16/6/2021	https://www.facebook.com/phuong.hoainga/posts/10
2	MC Tran Manh Khang	19/6/2021	https://www.facebook.com/trmanh.khang

5. RESULTS

5.1 LIVESTREAM EVENT

Facebook: World Vision Vietnam - Tầm nhìn Thế giới Việt Nam

210.700 views

11.010 likes, comments & shares

2.400 peak live viewers

483.548 clicks to play

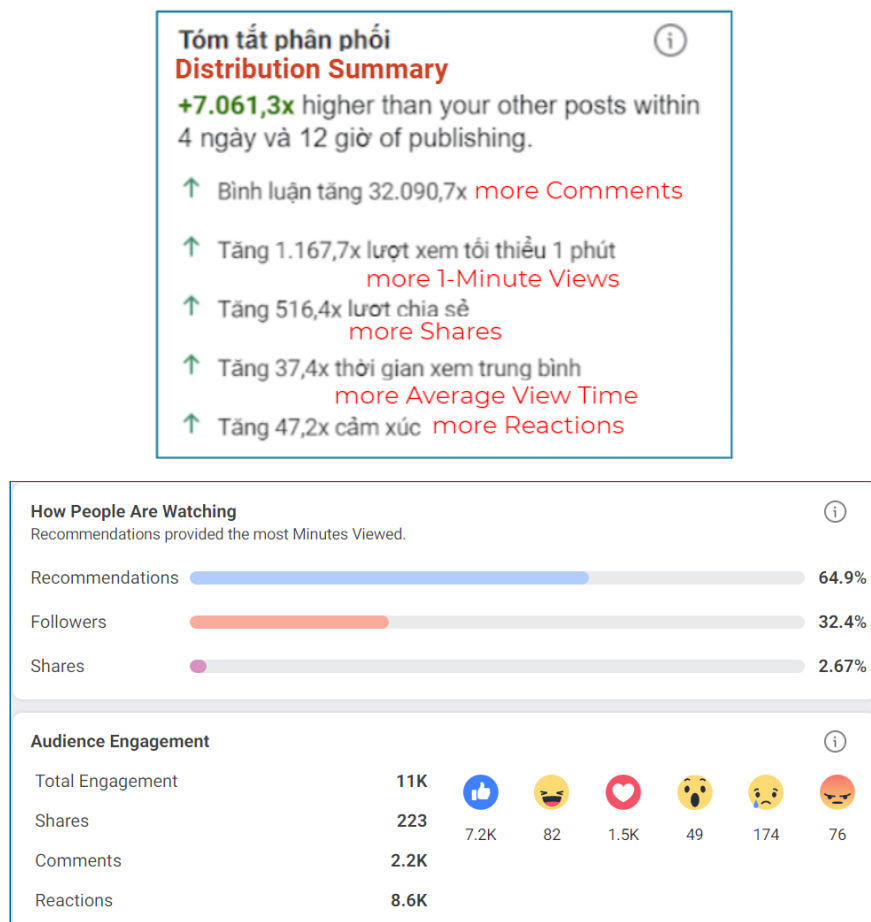


Figure 12 - Screenshot Facebook insight

5.2 COMMUNICATIONS METRICS

Post Engagement

725.515 +8647%

Compared to 28 previous days.
Lifetime: The number of people who had your Page's post enter their screen: 310.854.

Video views

350.451 +11740%

Compared to 28 previous days.

Page Views

6.108 +389%

Compared to 28 previous days.

Page Followers

1242 +263%

Compared to 28 previous days.

Page Likes

1159 +227%

Compared to 28 previous days.

6. GENERAL ASSESSMENT

Total number of times of interest in the event

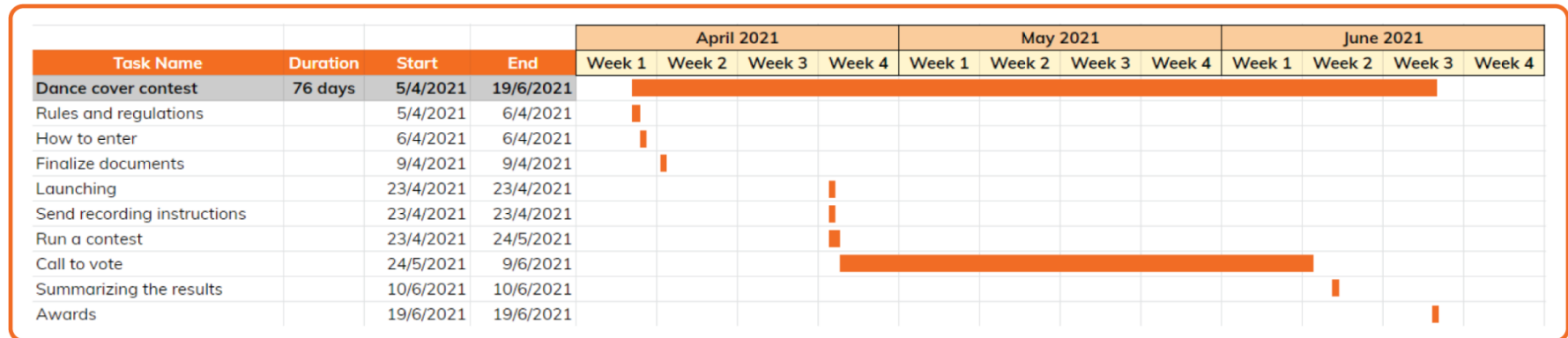
(Post engagement + Facebook livestream engagement + Facebook video views + Youtube livestream views and likes): 1.350.613

The event's communication plan has achieved certain successes, with the goal to spread to a large audience of the "Hope in Class" Initiative, thus contributing to raise awareness and interest in ending violence in schools, has been archived and proved by the media metrics on World Vision Vietnam Facebook Page.

III. EVENT REPORT

1. DANCE COVER CONTEST

1.1 TIMELINE



1.2 ABOUT THE CONTEST

The contest aims to introduce the dance "Hope in Class", as well as to provide a playground and opportunity for students to connect and collaborate toward a shared objective. The organizer believes that by participating in the contest, students would talk more, clear up misunderstandings, become closer and better understand each other, strengthening the spirit of solidarity and creating good memories in school.

The organizer will post the entries of the schools involved in the project on Youtube and call for votes (Like and share videos) through online and offline media. Calling for votes on Facebook increases interaction on WVV's Fanpage and serves as a reminder to individuals who have registered to attend the event to follow Fanpage in order to receive the most up-to-date information.

Posts are scheduled to be published at around 20:00 every night, when students have returned home and can see time announcements or information shared by parents. Voting results will be announced at the end of the Livestream to keep viewers interested until the end of the event.

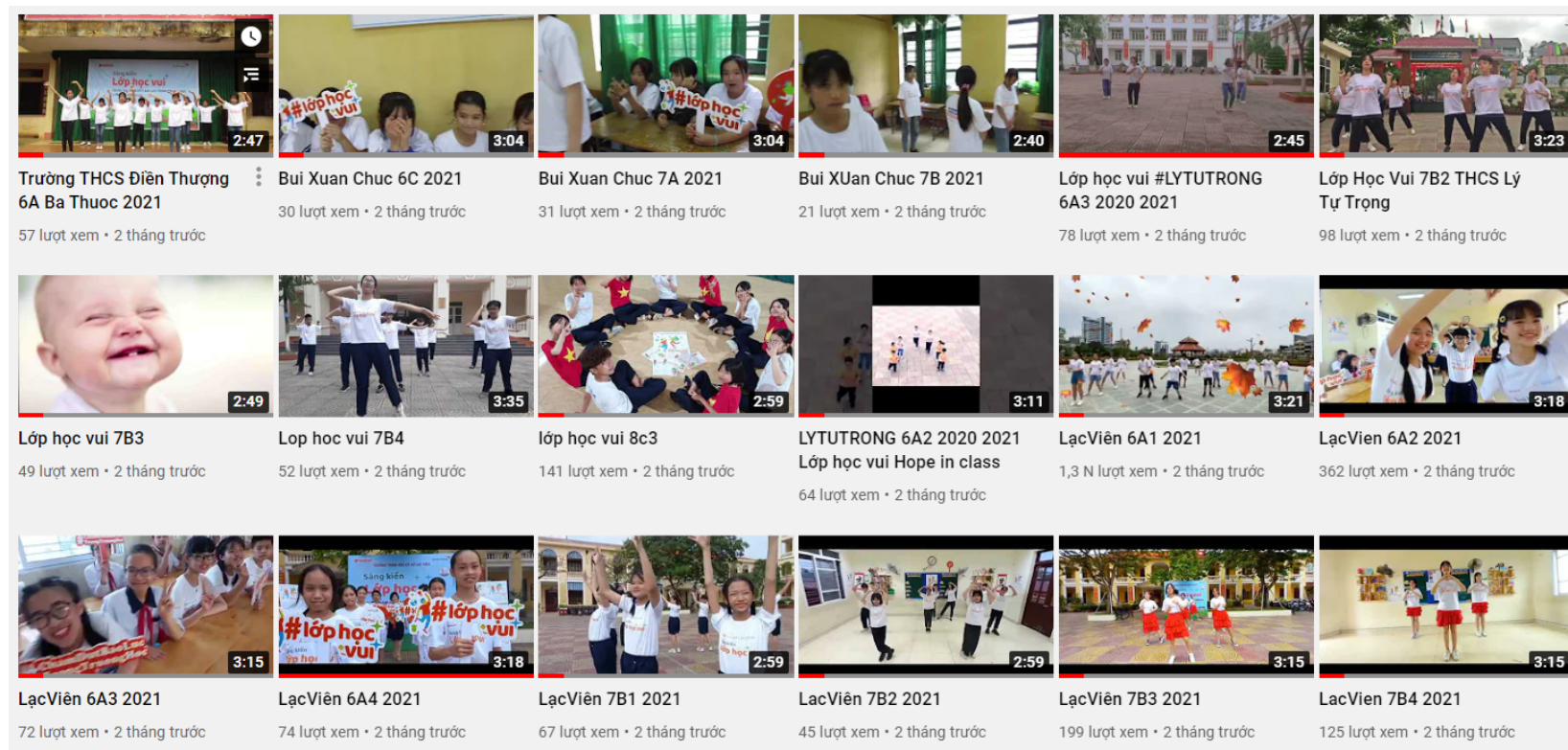


Figure 13 - Contest channel on youtube

After only 1 month of organization, the contest has collected 52 entries. The majority of the entries were of high quality, showing the spirit of "Hope in Class" and containing numerous creative ideas to make the entries more appealing.

2. EVENT ONLINE - MINI GAMES

Organize mini games with close themes, familiar characters, child-friendly features, attractive colors and gifts. It gives children a safer environment where they can share and learn and engage with friends they know.

2.1 MINIGAME 1

67 players



Figure 14 - Screenshot: Minigame "Help Nobita go to school"

2.2 MINIGAME 2

48 players



Figure 15 - Screenshot: Minigame “jigsaw puzzle”

2.3 MINIGAME 3

100 players

World Vision Vietnam - Tâm nhìn Thế giới Việt Nam
2 tháng 6 · 🌐

[ENGLISH BELOW]

? MINIGAME - ĐỐ VUI TOÁN HỌC

🏆 05 PHẦN QUÀ HẤP DẪN đang chờ 05 bạn có câu trả lời đúng và nhanh nhất!

Thế lệ chơi vô cùng đơn giản như sau:
✓ Bước 1: Like và share bài viết này ở chế độ công khai
✓ ... Xem thêm

3,9K · 102 bình luận · 61 lượt chia sẻ

Thích · Bình luận · Chia sẻ · 🌐

Phù hợp nhất ▾

NhuKha Phan
chị Phương Phancho Minh Thỏ và Minh Phương chơi cho vui nè
Thích · Phản hồi · 9 tuần

Ly Arika
Giải : Doraemon = 4
 $6 - (2 + 1) = 3$
 $2 + 4 = 2 \times (1 + 2) \dots$ Xem thêm
Thích · Phản hồi · 8 tuần

Trần Hoàng Hoi
Nobita = 2, Xeko = 1
Thích · Phản hồi · 8 tuần

Nhu Quỳnh LA
Nobita = 2, Xeko = 1
Thích · Phản hồi · 9 tuần

Le Nguyen Lan Ngoc
Nobita = 2, Xeko = 1
Thích · Phản hồi · 9 tuần

Viết bình luận...

Figure 16 - Screenshot: Minigame “Math test”

2.4 MINIGAME 4

90 players

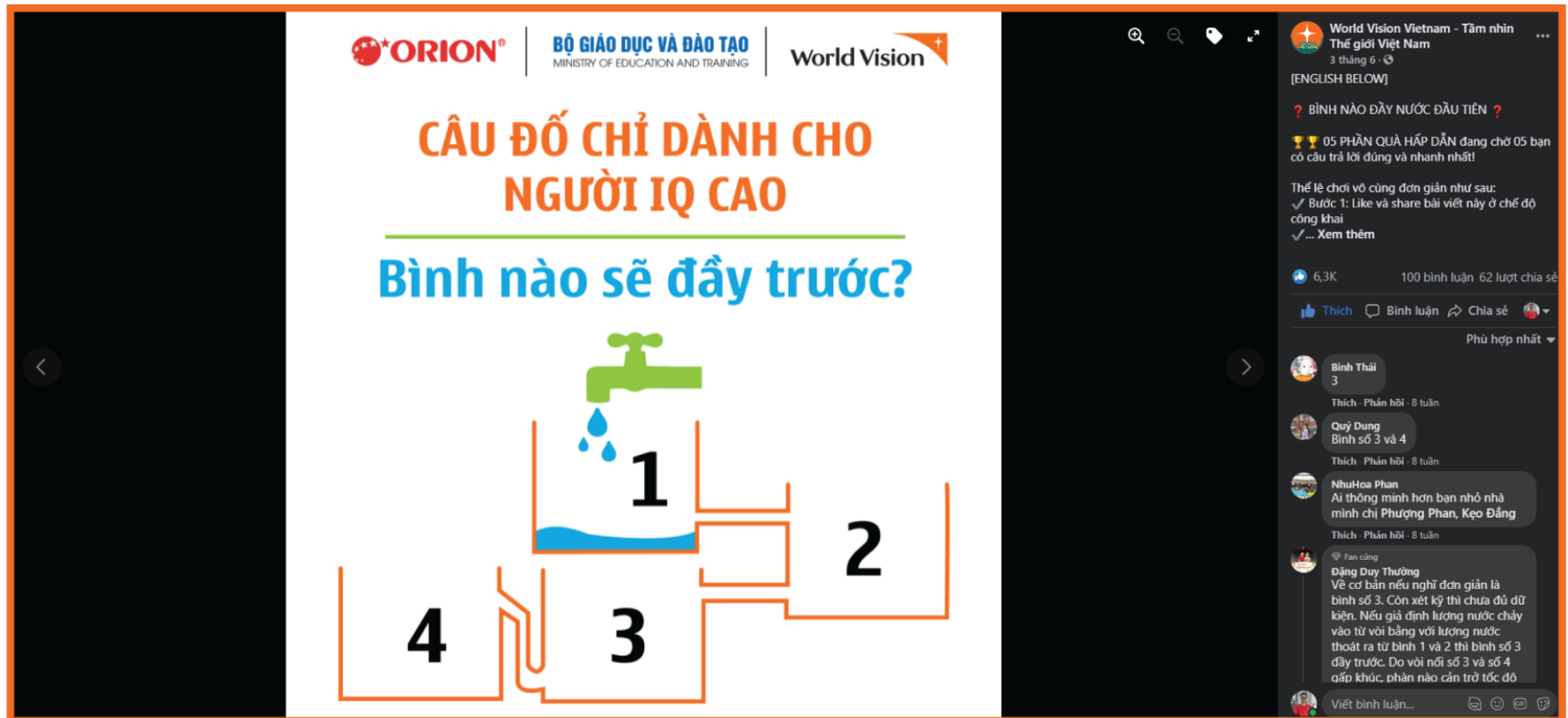


Figure 17 - Screenshot: Minigame “Which bottle will get filled first?”

2.5 MINIGAME 5

70 players



Figure 18 - Screenshot: Minigame “Guess the word”

2.6 MINIGAME 6

25 players



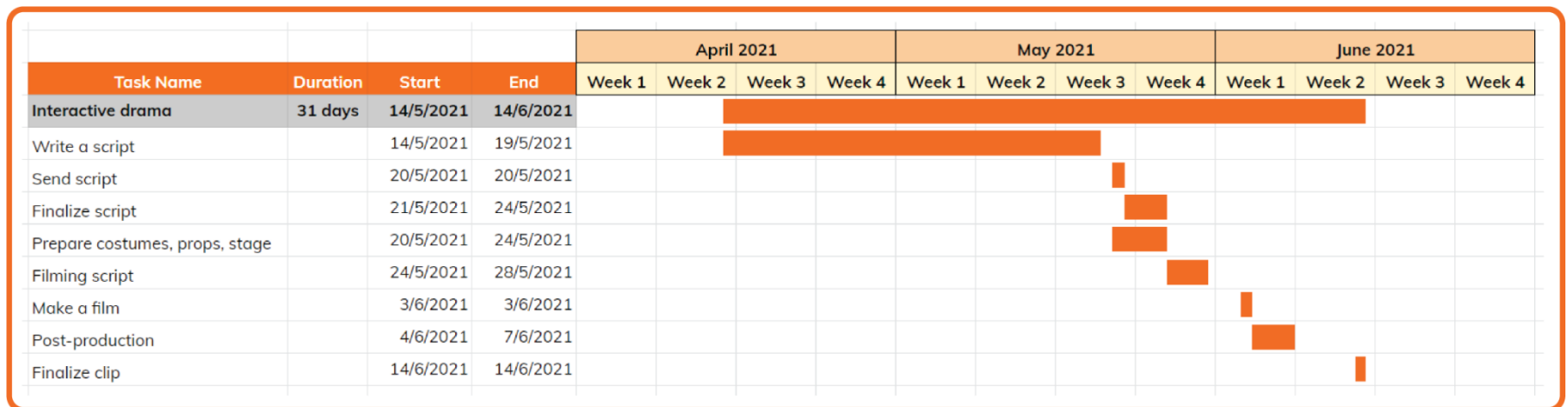
Figure 19 - Screenshot: Minigame "Crossword puzzles"

3. INTERACTIVE DRAMA

In Vietnam, interactive drama is often used in community propaganda campaigns with the main function of educating and raising awareness about a certain social issue.

In this campaign, interactive drama stimulates thought, dialogue and promotes change through interaction between the audience and actors. It addresses misunderstandings, misconceptions, and insufficient understanding of the scope of school violence. Towards the goals: Educate, explore beliefs and behaviors, promote action to join hands to end violence in schools.

3.1 TIMELINE



3.2 SCRIP

Kịch bản: Bài kiểm tra

Ý nghĩa: Nói không với bạo lực học đường

Thể loại: Tình huống người đóng kết hợp hiệu ứng thông tin

Nhân vật: 4 học sinh trong đội tuổi 13-14 tuổi; Cô giáo; Bố và mẹ

Xây dựng nhân vật:

- Nhân vật Hiệp: là một học sinh chăm ngoan, có phần nhút nhát, rụt rè, giao tiếp với các bạn cùng lớp kém; trang phục đồng phục học sinh mặc đúng quy định thường thấy (sơ vin, đeo khăn đỏ, đeo khẩu trang trắng) tuy nhiên tóc để mái trước dài gần mắt; dáng đi hơi lom khom. Nhân vật được xây dựng là đối tượng nạn bắt nạt học đường tuy nhiên khép kín, không chia sẻ tình trạng của bản thân và không tìm được cách thoát ra khỏi tình huống

- Nhóm nhân vật Nam - Phát - Mai: là những học sinh có phần "nổi loạn", vô tư và tính cách mạnh mẽ, không nghe lời người khác và thường xuất hiện theo nhóm. Với nhân vật Nam là "đại ca" - người thường đưa ra quyết định và 2 nhân vật Phát và Mai thường "hùa" theo - chịu tác động của "tâm lý đám đông". Cả nhóm cũng hay tiếp xúc với những trào lưu từ các video có nội dung xấu trên mạng và ở lứa tuổi "thích thể hiện bản thân"

- + Nhân vật Nam (đối trọng của nhân vật Hiệp - đối tượng "đầu tiên" bắt nạt): Đây là nhân vật "cầm đầu" trong nhóm bạn, cũng là "đại ca" trong lớp. Nhân vật Nam được xây dựng với gia đình hoàn cảnh gia đình không mấy khá giả, bố mẹ đều là người lao động bận rộn nên thời gian giao tiếp với con cái thường ít. Nam cũng có một người anh trai học cấp 3 cũng là "đại ca" trong trường nên có nhiều thói quen không tốt đã học từ người anh. Tạo hình nhân vật Nam được xây dựng là một học sinh vẻ ngoại hình có phát triển hơn so với các bạn đồng trang lứa (cao và to hơn). Trang phục nhân vật Nam là đồng phục trường học nhưng có nhiều điểm không tuân theo quy định: Không sơ vin, xắn gấu quần bên cao bên thấp, khăn đỏ đeo lệch, đeo khẩu trang đen. Nhân vật Nam được xếp là bạn cùng bàn nhân vật Hiệp, thường bắt Hiệp phải cho chép bài trong các giờ kiểm tra và chép bài tập về nhà. Đây cũng chính là điểm dẫn đến mâu thuẫn chính của vở kịch
- + Nhân vật Phát: Đây là nhân vật hay "hùa" theo trong nhóm bạn và hay "khao" cả nhóm. Phát được xây dựng với gia đình khá giả, tiếp xúc với công nghệ sớm nên trên tay lúc nào cũng cầm điện thoại thông minh và có những câu thoại bắt trend do đã quen với những trào lưu đa dạng trên mạng. Là một học sinh luôn tìm cách thể hiện sự sành điệu của bản thân, tạo hình nhân vật Hiệp vẫn sẽ là bộ đồng phục học sinh nhưng không sơ vin, đi những đôi giày xin hăm hố, đeo khẩu trang đen
- + Nhân vật Mai: Đây là nhân vật tinh nghịch, sáng tạo và hay tạo tiếng cười trong nhóm và cả tiểu phẩm. Nhân vật Mai muốn tìm cách chứng tỏ bản thân nên có chút nghịch ngợm, ưa thích việc giao tiếp xã hội nên luôn tìm cách để có thể có nhiều bạn bè hơn. Nhân vật Mai là nhân vật trung hòa để những hành động của nhóm bạn không đi quá mức tuy nhiên, do ảnh hưởng tâm lý đám đông và mong muốn chứng minh bản thân mà nhiều khi cũng không phân biệt đúng - sai trong hành động của mình. Tạo hình nhân vật Mai vẫn là bộ đồng phục học sinh nhưng không sơ vin và có nhiều phụ kiện như vòng tay, vòng cổ và nhuộm tóc, đeo khẩu trang đen

- Nhân vật cô giáo: Trang phục áo dài - lựa chọn diễn viên độ tuổi từ 25 - 35. Nhân vật cô giáo có giọng nói điềm tĩnh, là một nhân vật được học sinh yêu quý và có tiếng nói, quan tâm tới học sinh, đeo khẩu trang trắng

Figure 20 - Interactive drama script ([View more](#))

4. LIVESTREAM

Launching, announcing the goals, implementation progress and future direction of the Fun Class Initiative project.

Summary of activities in the first phase of the Fun Class project.

Raise awareness of students in particular and the community in general about the importance of joining hands to fight violence in schools, calling for attention and companionship in the future with the project.

4.1 TIMELINE

No.	Task Name	Duration	Start	End	April 2021				May 2021				June 2021			
					Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
3	Livestream event	140 days	29/4/2021	19/6/2021												
	Event outline	12 days	29/4/2021	10/5/2021												
	Draft		29/4/2021	5/5/2021												
	Revise		6/5/2021	7/5/2021												
	Finalize		10/5/2021	10/5/2021												
	Event flow	24 days	11/5/2021	3/6/2021												
	Draft 1 (Speech script + MC script)		11/5/2021	14/5/2021												
	Draft 2		20/5/2021	21/5/2021												
	Revise		26/5/2021	2/6/2021												
	Finalize		3/6/2021	3/6/2021												
	Clip of interviews with children, teachers, and parents	28 days	11/5/2021	7/6/2021												
	Draft outline content		11/5/2021	14/5/2021												
	Finalize script		17/5/2021	18/5/2021												
	Send script and schedule interview characters		19/5/2021	19/5/2021												
	Filming script		14/5/2021	20/5/2021												
	Send recording instructions		21/5/2021	21/5/2021												
	Receive video		24/5/2021	30/5/2021												
	Post-production		2/6/2021	4/6/2021												
	Finalize clip		7/6/2021	7/6/2021												
Pre-event	Project summary video script	29 days	10/5/2021	7/6/2021												
	Write a script		10/5/2021	14/5/2021												
	Send script		14/5/2021	14/5/2021												
	Finalize script		20/5/2021	20/5/2021												
	Send script and schedule interview characters		21/5/2021	21/5/2021												
	Filming script		19/5/2021	24/5/2021												
	Send recording instructions		25/5/2021	25/5/2021												
	Receive video		26/5/2021	2/6/2021												
	Post-production		2/6/2021	4/6/2021												
	Finalize clip		7/6/2021	7/6/2021												
	Presentation materials summary	22 days	21/5/2021	11/6/2021												
	Summary of presentation materials according to the program script		21/5/2021	2/6/2021												
	Edit documents		3/6/2021	10/6/2021												
	Finalize documents		11/6/2021	11/6/2021												
	Resources plan	10 days	1/6/2021	10/6/2021												
	Plan to coordinate and work with MC		1/6/2021	4/6/2021												
	Plan to coordinate and work with guests		9/6/2021	11/6/2021												
	Staffing work assignment plan		10/6/2021	10/6/2021												
	Pre-event meeting	1 days	15/6/2021	15/6/2021												
	Event setup	9 days	10/6/2021	18/6/2021												
	Construction plan (equipment installation, decoration)		10/6/2021	11/6/2021												
	List of resources		14/6/2021	14/6/2021												
	Construction		17/6/2021	18/6/2021												
	Rehearsal	4 days	15/6/2021	18/6/2021												
	Rehearsal plan		15/6/2021	16/6/2021												
	Rehearsal		18/6/2021	18/6/2021												
	Event official	1 days	19/6/2021	19/6/2021												
	Coordinate event		19/6/2021	19/6/2021												
	Dismantling		19/6/2021	19/6/2021												
Event organization																

4.2 DESIGN - DECORATION

4.2.1 EVENT LAYOUT

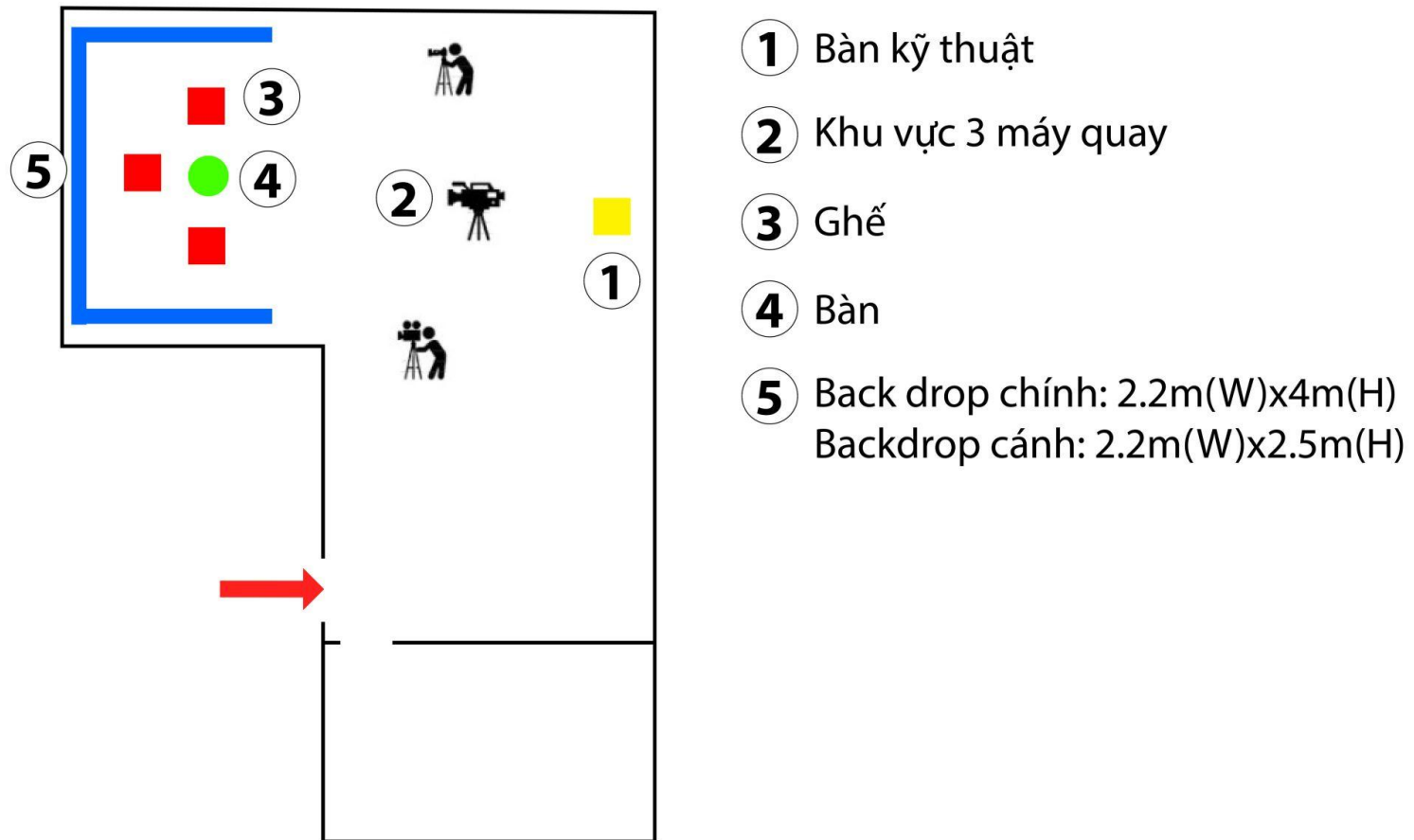


Figure 21 - Event layout

4.2.2 EVENT SETUP



Figure 22 - Event setup

4.2.3 INTERACTION PLAY BACKDROP

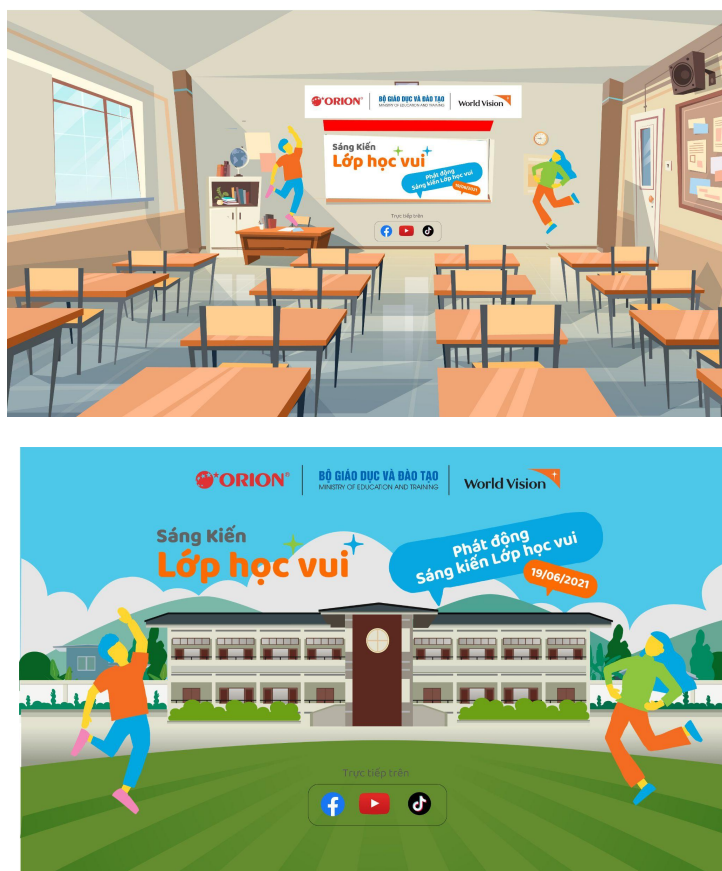


Figure 23 - Interaction play backdrop

4.2.4 EVENT BACKDROP



Figure 24 - Event backdrop

4.2.5 EVENT ONLINE INTERFACE DESIGN



Figure 25 - Event online interface design

4.2.6 PRESENTATION MATERIAL - MAIN KEY VISUAL



Figure 26 - Presentation material - main key visual

4.2.7 PRESENTATION MATERIAL - SPEAKERS' INFORMATION



Figure 27 - Presentation material - speakers' information

4.2.8 PRESENTATION MATERIAL - HYPOTHETICAL SCENARIO VIDEOS



Figure 28 - Presentation material - hypothetical scenario videos

4.2.9 PRESENTATION MATERIAL - CROSSWORD PUZZLE GAME



Figure 29 - Presentation material - crossword puzzle game

4.2.10 PRESENTATION MATERIAL - “HOPE IN CLASS” DANCE PREPARATION PROCESS SUMMARY VIDEO



Figure 30 - Presentation material - “Hope in Class” dance preparation process summary video

4.3 PARTICIPANT



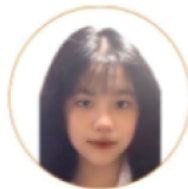
Event coordinating
MC Nguyen Minh My
(VOV)



Child psychology expert
Master Phuong Hoai Nga



Teacher representative
Teacher Pham Thu Hang



Student representative
Nguyen Khanh Linh



Student representative
Nguyen Phuong Linh



Student representative
Tran Bao Nam

4.4 SCRIPT

4.4.1 PROJECT SUMMARY SCRIPT



WORLD VISION VIETNAM HOPE IN CLASS PROJECT SUMMARY				
<ul style="list-style-type: none"> - Thời lượng dự kiến: 357s - Phong cách thể hiện: Kết hợp giữa dạng video truyền thống và cắt ghép ảnh động để làm mỗi video, thu hút người xem hơn. 				
Cảnh	Thời lượng	Hình ảnh mô tả		Lời dẫn
		Nhân vật	Hình ảnh mô tả	
01	02s	N/A		Intro mở đầu video với logo các bên liên quan
02	04s	N/A	Intro hiệu ứng tên video xuất hiện trên nền background trắng 	N/A

Figure 31 - Project summary script ([View more](#))

4.4.2 EVENT FLOW

Thời gian	Hoạt động	PIC		MC	Diễn giả	Âm thanh	Hình ảnh		Mô tả
		WVV	Creatio				Mô tả hình ảnh	Shots	
Trước ngày ghi hình - chuẩn bị									
3 ngày trước ghi hình	Kiểm tra hệ thống âm thanh, ánh sáng	Liên hệ nhân viên kỹ thuật tại nhà máy để kiểm tra hệ thống âm thanh, ánh sáng sân khấu	Khảo sát địa điểm quay và hệ thống âm thanh, ánh sáng tại sân khấu	N/A	N/A	N/A	N/A	N/A	
1 ngày trước ghi hình	Hoàn thiện các bước chuẩn bị	- Hoàn thiện các bước trang trí và lắp đặt sân khấu - Hoàn thiện lắp đặt hệ thống âm thanh, ánh sáng phục vụ ghi hình	- Tổng hợp các file và tài liệu sử dụng trong sự kiện - Hoàn thiện kịch bản quay và kịch bản MC (Final - cập nhật nội dung, nếu có)	N/A	N/A	N/A	N/A	N/A	
Ngày ghi hình - chuẩn bị									
	Di chuyển và có mặt tại địa điểm ghi hình	- Đảm bảo các vị trí MC và diễn giả có mặt để thực hiện ghi hình	- Đảm bảo số lượng của đội ngũ kỹ thuật có mặt để thực hiện dịch vụ	N/A	N/A	N/A	N/A	N/A	
	Hoàn thiện lắp đặt và chuẩn bị ghi hình	- Phối hợp cùng Creatio chuẩn bị cho MC và diễn giả tập duyệt vị trí đứng trên sân khấu và xem lại kịch bản	- Kỹ thuật viên kiểm tra lại lần cuối hệ thống âm thanh, ánh sáng (đặc biệt hệ thống mic) - Kỹ thuật viên lắp đặt máy quay và bộ trộn hình và tiếng - Đạo diễn tập duyệt lại một lần kịch bản nói và vị	- Xem lại kịch bản và tập duyệt lại theo lịch trình sự kiện	Tập duyệt lại các đoạn phát biểu và chuẩn bị ghi âm (Trao đổi cùng MC xem lại các câu hỏi và định hình câu trả lời, ý kiến phát biểu)	N/A	N/A	N/A	

Figure 32 - Event flow ([View more](#))

4.4.3 MC SCRIPT

TT	Nội dung	Thời gian	Thời lượng	Yêu cầu khác/ Ghi chú
1	<p>MC: Minh Trang xin chào quý vị khán giả và các vị khách mời tham gia chương trình "Tọa đàm về Phát động Chiến dịch "Lớp học vui" cùng chúng tôi ngày hôm nay</p> <p>Chương trình hiện cũng đang được live stream trực tiếp trên fanpage của facebook World Vision Vietnam - Tầm nhìn Thế giới Việt Nam</p> <p>Lời đầu tiên, tôi - MC Minh Trang xin thay mặt BTC cũng như Nhà tài trợ - gửi tới toàn thể Quý vị lời cảm ơn đã dành thời gian quý báu của mình để tham dự buổi tọa đàm, đồng thời chúng tôi cũng xin bày tỏ sự cảm ơn sâu sắc vì những hỗ trợ và đóng góp to lớn của Quý vị đối với các hoạt động của World Vision Vietnam nói chung và của dự án "Lớp học vui" nói riêng trong suốt thời gian qua.</p>	09:33 - 09:35	02'	
2	<p>MC: Thưa quý vị, bạo lực học đường- câu chuyện không hề mới nhưng lại chưa bao giờ hết "nóng" trong xã hội và hiện vẫn chưa hề có dấu hiệu hạ nhiệt, chưa tìm được giải pháp để giải quyết triệt để. Vậy điều gì, nguyên nhân nào đã thúc đẩy các em học sinh chọn cách dùng bạo lực để giải quyết mâu thuẫn với nhau? Ngày hôm nay chúng ta cùng nhau làm rõ căn nguyên của vấn nạn và đưa ra những giải pháp cụ thể để có thể cải thiện tình trạng đáng báo động này.</p>	09:35 - 09:36	01'	
3	<p>MC: Tôi xin trân trọng giới thiệu các vị khách mời tham dự với chúng ta ngày hôm nay:</p> <p>+ Ban Tổ Chức: Ông/ Bà ... (Đại diện WVV)</p> <p>+ Về phía Nhà Tài Trợ: Ông/ Bà ... (Đại diện Orion Food Vina)</p> <p>+ Và các diễn giả tham gia cùng chúng ta hôm nay có: Đại diện Bộ Giáo dục, Ông/ Bà ...; Ông/ Bà ... - Chuyên gia tâm lý học trẻ em, và sự góp mặt trực tuyến của Ông/ Bà ... đại diện phía phụ huynh; Em ... - học sinh lớp ... trường ... và Thầy/ Cô ... là đại diện cho nhà trường</p> <p>Cảm ơn các khách mời đã dành thời gian của mình tham gia cùng chúng tôi ngày hôm nay và xin đặc biệt cảm ơn Tập đoàn Orion Food Vina đã tài trợ cho chương trình.</p> <p>Và thưa quý vị, để giao lưu với chương trình quý vị hãy truy cập livestream trên fanpage facebook "World Vision Vietnam - Tầm nhìn Thế giới Việt Nam"; thông tin chi tiết về dự án được cập nhật tại website chính</p>	09:36 - 09:40	04'	

Figure 33 - MC script ([View more](#))

4.4.4 INTERVIEW SCRIPT

TT	Câu hỏi phỏng vấn	Người được phỏng vấn	Thời gian phỏng vấn	Địa điểm phỏng vấn	Yêu cầu khác/ Ghi chú
<p>*Video giới thiệu đăng trước sự kiện</p> <p>Câu hỏi phỏng vấn: Ông/ Bà có thể cho chúng tôi biết lý do nào đã thúc đẩy Orion sử dụng nguồn lực tài chính của mình để hỗ trợ WVV phát triển dự án "Lớp học vui" được không ạ?</p>					
1	<p>Gợi ý câu trả lời:</p> <p>Xin chào tất cả Quý vị khán giả, tôi là... đại diện cho tổ chức Orion Food Vina. Trước hết, tôi xin chân thành cảm ơn và vui mừng vì chương trình Lễ phát động Chiến dịch Sáng kiến Lớp học vui đã nhận được sự quan tâm và tham dự của Quý vị. Hiện nay, vấn đề bạo lực học đường vẫn hiện hữu xung quanh chúng ta và là một vấn đề nhức nhối. Đi đôi với sự phát triển của kinh tế và công nghệ kỹ thuật, các vấn đề xã hội tiêu cực tuy đã được nhận thức rộng rãi hơn nhưng vẫn có góc khuất chưa được chạm tới. Thông qua chương trình ngày hôm nay, tôi mong rằng chúng ta sẽ có những phát hiện mới và những đóng góp sáng tạo trong việc giải quyết vấn đề bạo lực học đường để tạo ra môi trường học tập an toàn và lành mạnh cho các bạn học sinh - những hy vọng về một tương lai ngày càng phát triển hơn.</p> <p>Trải qua quá trình nghiên cứu và hợp tác về thực trạng bạo lực học đường tại Việt Nam, các đơn vị và cá nhân cùng tham gia và dự án đã có những phát hiện thú vị và cùng vạch ra một kế hoạch nhằm góp phần vào nỗ lực giải pháp toàn diện để chấm dứt tình trạng bạo lực học đường. Giải pháp INSPIRE - Truyền cảm hứng để chấm dứt bạo lực trẻ em được tin là sẽ đem lại những thay đổi tích cực về nhận thức và hành vi, đưa các đối tượng mục tiêu trong môi trường học đường lại gần nhau hơn để cùng chủ động xây dựng môi trường học tập lý tưởng.</p> <p>Là doanh nghiệp hàng đầu tại Hàn Quốc, có mặt ở Việt Nam hơn 25 năm, từ những chiếc bánh Chocopie đầu tiên, đến nay</p>	<p>Đại diện Orion Food Vina</p> <p>Họ và tên: ?</p> <p>Vị trí: ?</p>	<p>Cần có bản quay trước ngày thứ 6 (10/06/2021)</p>	<p>Văn phòng Orion Food Vina</p>	<p>- Clip phỏng vấn đại diện Orion Food Vina sẽ được ghi hình trước và gửi lại Creatio tiếp tục công đoạn chèn hiệu ứng và phụ đề</p> <p>- Mặc trang phục hoặc sắp xếp bối cảnh để thể hiện branding của thương hiệu Orion (Có thể là cài áo hoặc logo trang trí văn phòng)</p>

Figure 34 - Interview script ([View more](#))

4.5. EVENT AGENDA

4.5.1 PRE-EVENT

Rehearsing and performing interactive play recording



Figure 35 - Rehearsing and performing interactive play recording

Conduct online meeting to record with Xuan Cao Secondary School

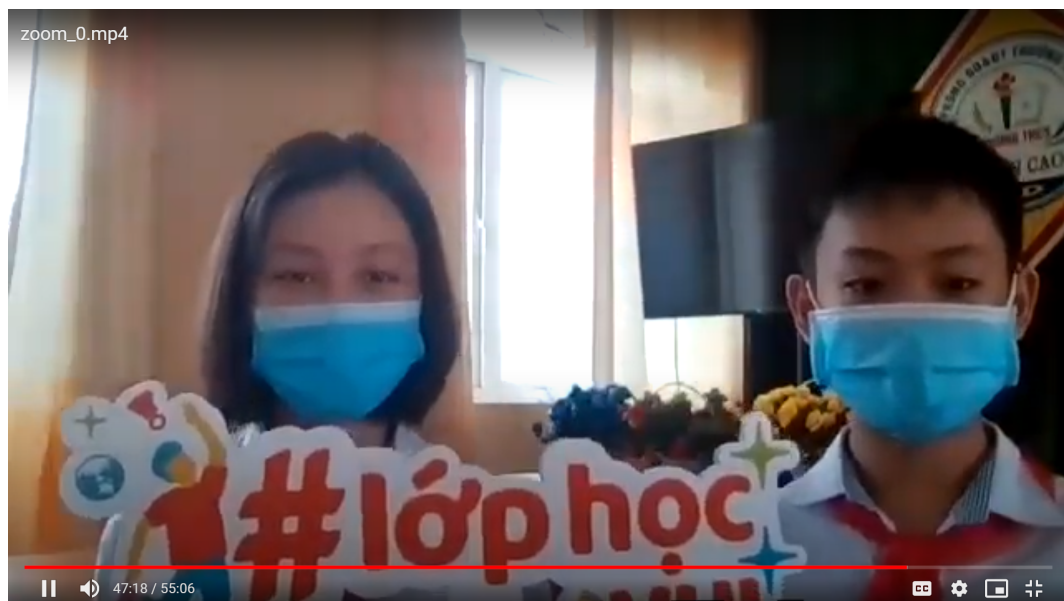


Figure 36 - Conduct online meeting to record with Xuan Cao Secondary School

Conduct online meeting to record with An Da Secondary School



Figure 37 - Conduct online meeting to record with An Da Secondary School

Conduct online meeting to record with Thiet Ong Secondary School



Figure 38 - Conduct online meeting to record with Thiet Ong Secondary School

Conduct online meetings and guide representatives of secondary schools how to attend the event (2 times)

HƯỚNG DẪN THAM GIA LIVESTREAM VÀ THAM DỰ TƯƠNG TÁC TRONG SỰ KIỆN

Hình thức thực hiện livestream:

Cách 1: Tập trung học sinh thành các nhóm nhỏ để thực hiện trình chiếu chương trình livestream

Lưu ý: Đảm bảo mỗi nhóm số lượng học sinh và giáo viên không quá 10 người, thực hiện sát khuẩn tay và đeo khẩu trang

Giáo viên hướng dẫn sẽ sử dụng tài khoản facebook của mình của để phát trực tiếp sự kiện tài thời điểm được phát sóng thông qua thiết bị trình chiếu đủ lớn (máy tính bàn, máy tính xách tay hoặc màn chiếu - máy chiếu)

Cách 2: Mỗi học sinh có thể sử dụng tài khoản cá nhân hoặc của phụ huynh để có thể theo dõi và tham gia xem trực tiếp sự kiện thông qua các thiết bị máy tính hoặc thiết bị di động cá nhân

Hướng dẫn tham gia livestream và tham dự tương tác trong sự kiện

A. TRƯỚC SỰ KIỆN:

Bước 1: Sử dụng tài khoản Facebook để thích và theo dõi trang Facebook World Vision Vietnam - Tầm nhìn Thế giới Việt Nam nhằm cập nhật các thông tin liên quan tới sự kiện, tham gia các trò chơi và xem trực sự kiện:

<https://www.facebook.com/WorldVisionVN>



Figure 39 - Guide on how to attend the event ([View more](#))

4.5.2 ON-AIR

Time	Activities
Welcome guests	
09:15 - 09:30	<ul style="list-style-type: none"> - Key visual effect - Participant introduction design - Event teaser #3, #4 - World Vision Vietnam introduction video
Video presentation of the dance and the initiative "Hope in Class" (Opening) Opening the event, introducing the participants	
09:30 - 09:45	<ul style="list-style-type: none"> - Video introducing dance and the initiative "Hope in Class"
Introducing the problem - Interactive play with children about recognizing school violence	
09:45 - 10:00	<ul style="list-style-type: none"> - Interaction play (Summarizing version)
Seminar on Raising awareness and promoting actions of students, teachers, leaders. Integrating lucky game activities for participants. State the campaign message and Call for the participation of other audiences.	
10:00 - 10:40	<ul style="list-style-type: none"> - Hypothetical scenario clip A, B, C, D - Teacher representative's speak video - Online game design
Short film synthesizing the preparation process to the initiative "Hope in Class" Announcement of the winning team of "The group with the most favorite dance"	
10:40 - 10:50	<ul style="list-style-type: none"> - "Hope in Class" dance preparation process summary video - Winner team's "Hope in Class" dance video
10:50 - 11:00	Ending

IV. OTHER MATERIAL

1. INSTRUCTION KIT

1.1 INTERVIEW BEFORE THE LIVESTREAM FOR DOCUMENTATION

Thời gian: 15:00 - 17:00, Thứ Ba, 15.06.2021

Địa điểm: Phòng họp Zoom Meeting

<https://us02web.zoom.us/j/81967710130?pwd=aU9lTjlrL09FRGZiQUhkS0lyQmQ0QT09>

Meeting ID: 819 6771 0130

Passcode: 344852

- Sử dụng phông nền của dự án để thay phông hậu cảnh: [Link tải phông](#)

Trình tự thực hiện:

- Phòng vấn đại diện học sinh: 30 phút
- Phòng vấn đại diện phụ huynh học sinh: 15 phút
- Phòng vấn đại diện trường: 15 phút

Hướng dẫn thực hiện:

Phần 1: Phòng vấn đại diện học sinh

Số lượng: 1 - 2 học sinh

Trang phục: Mặc đồng phục học sinh

Câu hỏi phỏng vấn 1 (*Ý kiến sau khi xem xong video tình huống): Theo các bạn, trong tình huống này có biểu hiện của hành vi bạo lực trẻ em/ bạo lực học đường hay không?

Gợi ý trả lời:

- Có hoặc không là biểu hiện của hành vi bạo lực trẻ em/ bạo lực học đường
- Mô tả lại ngắn gọn tình huống
- Ai là nạn nhân trong tình huống này
- Nguyên do trực tiếp và gián tiếp dẫn đến trường hợp trên
- Em có lời khuyên nào cho nhân vật trong tình huống này hay không
- Nhân vật trong tình huống nên có cách hành xử như thế nào

Figure 40 - Interview script before the livestream for documentation ([View more](#))

1.2 GUIDE TO JOIN LIVESTREAM AND INTERACT IN EVENTS

Hình thức thực hiện livestream:

Cách 1: Tập trung học sinh thành các nhóm nhỏ để thực hiện trình chiếu chương trình livestream

Lưu ý: Đảm bảo mỗi nhóm số lượng học sinh và giáo viên không quá 10 người, thực hiện sát khuẩn tay và đeo khẩu trang

Giáo viên hướng dẫn sẽ sử dụng tài khoản facebook của mình của để phát trực tiếp sự kiện tài thời điểm được phát sóng thông qua thiết bị trình chiếu đủ lớn (máy tính bàn, máy tính xách tay hoặc màn chiếu - máy chiếu)

Cách 2: Mỗi học sinh có thể sử dụng tài khoản cá nhân hoặc của phụ huynh để có thể theo dõi và tham gia xem trực tiếp sự kiện thông qua các thiết bị máy tính hoặc thiết bị di động cá nhân

Hướng dẫn tham gia livestream và tham dự tương tác trong sự kiện

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<https://www.facebook.com/WorldVisionVN>



Figure 41 - Guide to join livestream and interact in events ([View more](#))

1.3 INSTRUCTIONS FOR RECORDING ANSWERS

Các câu hỏi cho học sinh:

1. Trong quá trình tham gia tập điều nhảy “Lớp học vui”, em cảm thấy khó nhất ở đâu?
2. Cũng trong quá trình tập điều nhảy, có sự tham gia cùng của các bạn cùng trường/ lớp, em đã có những kỉ niệm đáng nhớ gì?
3. Theo em, như thế nào là “Lớp học vui”?
4. Em có muốn cùng các bạn của mình chung tay xây dựng “Lớp học vui” chứ?
5. Về vấn đề bạo lực học đường, em có điều gì muốn nhắn gửi tới các bạn học sinh không?

Các câu hỏi cho đại diện giáo viên:

1. Cảm nhận của thầy/cô về hoạt động điều nhảy Lớp học vui của các bạn học sinh?
2. Các thầy cô có gặp khó khăn nào khi hướng dẫn các bạn thực hiện điều nhảy?
3. Sau khi thực hiện điều nhảy “Lớp học vui”, những hoạt động nào sẽ được tổ chức để giúp các bạn học sinh trang bị kiến thức, kỹ năng về phòng tránh và xóa bỏ nạn bạo lực học đường

Các thông điệp cần đồng thanh:

Ghi hình các thông điệp cho clip tổng hợp sự kiện:

“Chung tay chấm dứt bạo lực trong trường học” (Học sinh + giáo viên)

“Cùng nhau xây dựng Lớp học vui” (Học sinh + giáo viên)

Lời kêu gọi tham gia hưởng ứng chiến dịch:

“Chúc các bạn học sinh thời gian học tập tới an toàn, vui vẻ và hiệu quả” (Học sinh)

“Và hãy cùng tham gia Chiến dịch Lớp học vui với chúng mình nhé!” (Học sinh)

“Hẹn gặp lại” (Học sinh + Giáo viên)

I. Các bước chuẩn bị:

- **Trang phục:** Mặc đồng phục nếu là học sinh (có đầy đủ khăn đỏ và mặc theo quy định khi đi học của nhà trường). Chú ý toàn bộ học sinh/giáo viên thực hiện đeo khẩu trang khi ghi hình. Không yêu cầu đồng phục cho giáo viên nhưng khuyến khích các cô mặc áo dài, các thầy mặc vest để lên hình được đẹp và trang trọng.
- **Thiết bị:** Ghi hình và thu âm bằng thiết bị di động hoặc máy quay
- **Yêu cầu chuẩn bị khi quay:** hashtag của dự án đã phát cho các trường, poster hoặc phông nền của dự án.

Figure 42 - Instructions for recording answers ([View more](#))

2. PRESS RELEASE

World Vision Việt Nam và Orion Food Vina tổ chức Sự kiện trực tuyến “Lớp học vui – Chung tay chấm dứt bạo lực trong trường học”

Hà Nội, Việt Nam, 19 tháng 6 năm 2021 – Sự kiện trực tuyến “Lớp học vui – Chung tay chấm dứt bạo lực trong trường học” do World Vision Việt Nam tổ chức quy tụ nhiều góc nhìn bổ ích từ phụ huynh, học sinh cùng các chuyên gia tâm lý và bảo vệ trẻ em về chủ đề nâng cao năng lực thể hiện hành vi tích cực ở trẻ và tăng cường sự phối hợp giữa nhà trường và phụ huynh trong việc hướng dẫn trẻ giải quyết vấn đề bạo lực.

Sự kiện nằm trong khuôn khổ Sáng kiến “Lớp học vui | Hope in Class” do công ty Orion Food Vina tài trợ và được World Vision Việt Nam phối hợp cùng Bộ Giáo dục & Đào tạo triển khai từ năm 2020. Với mục tiêu giải quyết vấn đề bạo lực trẻ em trong trường học, Sáng kiến đưa ra các giải pháp thiết thực nhằm góp phần xây dựng môi trường lớp học an toàn, thân thiện và hợp tác, qua đó tạo không gian cho trẻ hình thành và nuôi dưỡng các giá trị, hành vi tích cực. Sáng kiến cũng huy động sự tham gia của giáo viên và phụ huynh trong việc giúp trẻ phát huy các giá trị của sự yêu thương và tôn trọng.



Ảnh 1: Các diễn giả tham dự Sự kiện cùng thảo luận về nội dung bạo lực trong trường học.

Figure 43 - Press release ([View more](#))

CHAPTER 4: POST - LAUNCH PROJECT AND REFLECTION

I. CLIENT'S FEEDBACK

In 2021 phase 1, World Vision Vietnam has collaborated closely with Creatio in creating and implementing the Building “Hope in class” to end violence against children at school communications campaigns. When we received a proposal from Creatio, we were really impressed with the campaign's communication approach.

The project's media materials are very imaginative, energetic, and appropriate for students. The “Initiative Hope in Class launching” livestream, in particular, has exceeded our expectations, exceeding the initial objective we set. Despite the fact that the campaign took place in the context of Covid-19, we encouraged many unexpected challenges, but we overcame them and completed the project successfully.

From World Vision Vietnam's desire, Creatio has combined effective communication strategies and channels with creative thinking to help us to convey the message to the students, enhancing children's awareness and capacity to learn and practice in building a loving, safe and friendly environment at schools. We would be delighted if World Vision Vietnam and Creatio could collaborate in the future.

II. AUDIENCES' FEEDBACK

To measure the effectiveness of the campaign as well as receive audiences' feedback, we surveyed 3.418 students from 7 secondary schools in Thanh Hoa and Hai Phong. The survey focuses on measuring students' awareness and handling capacity when school violence occurs, as well as the effectiveness of campaign activities after 3 months of implementation. In general, the campaign has achieved certain results, specifically as follows:

Students' awareness about school violence after the campaign

More than 94% of students are completely aware of school violent behaviors, places and consequences.

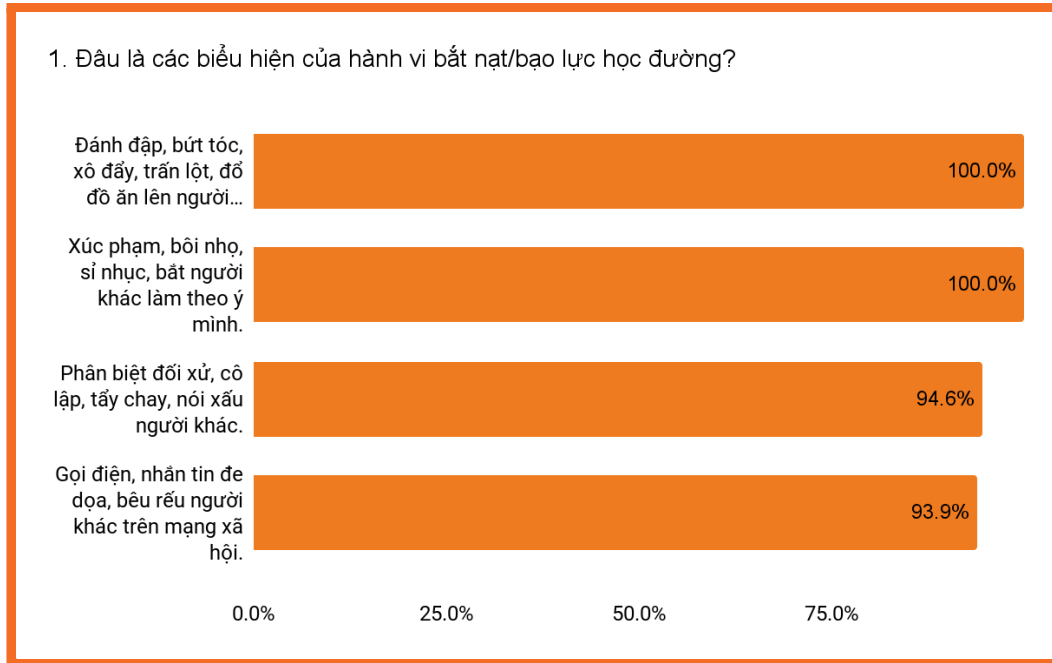


Chart 1 - Students' awareness about school violent behaviors after the campaign

The majority of students are well-informed about school violent behaviors. Around 94% of children realize that discrimination, isolation, ostracism, defamation of others and calling, texting, threatening, insulting others on social networks also are school violent behaviors.

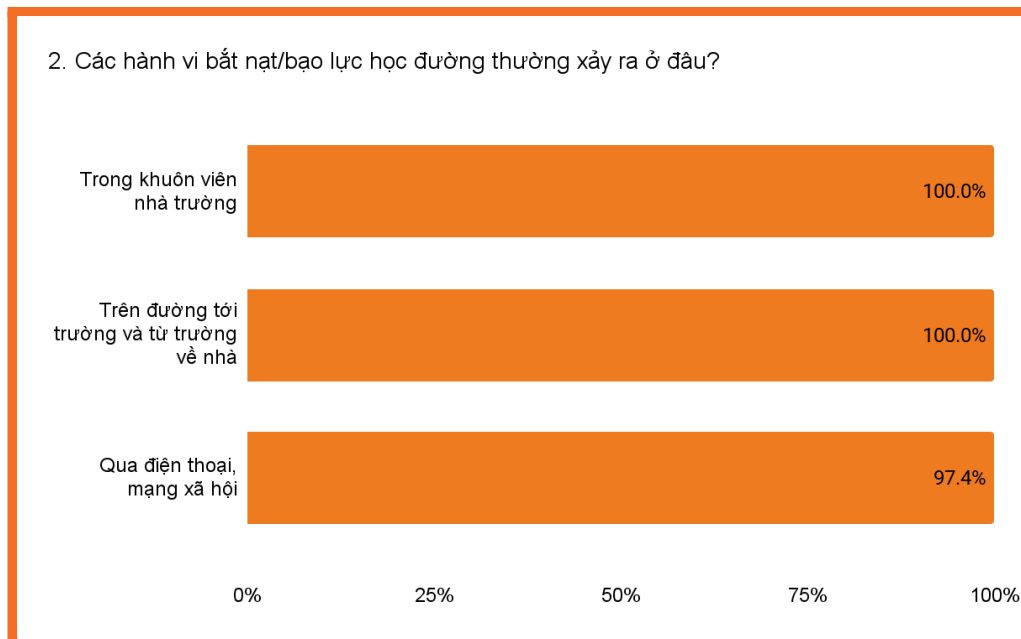


Chart 2 - Students' awareness about school violence places after the campaign

97% of children are aware of where physical school violence occurs (on the premises of the school, on the way to school/back home and on the phone/social networks).

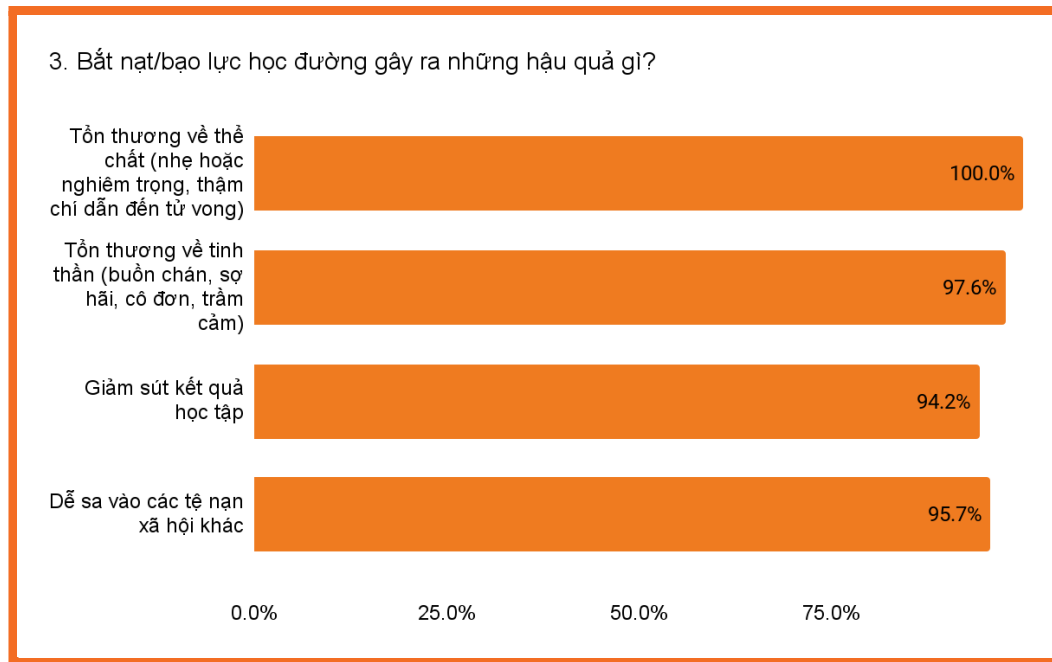


Chart 3 - Students' awareness about school violent consequences after the campaign

94.2% of students are completely aware of school violent consequences including: physical injury (100%); psychological injury (97.6%), decrease in academic performance (94.2%) and easy to fall into other social evils (95.7%).

Students' handling capacity about school violence

When faced with a hypothetical case of violence, more than 90% of students choose the appropriate response, both to limit the violence and to safeguard their own safety.

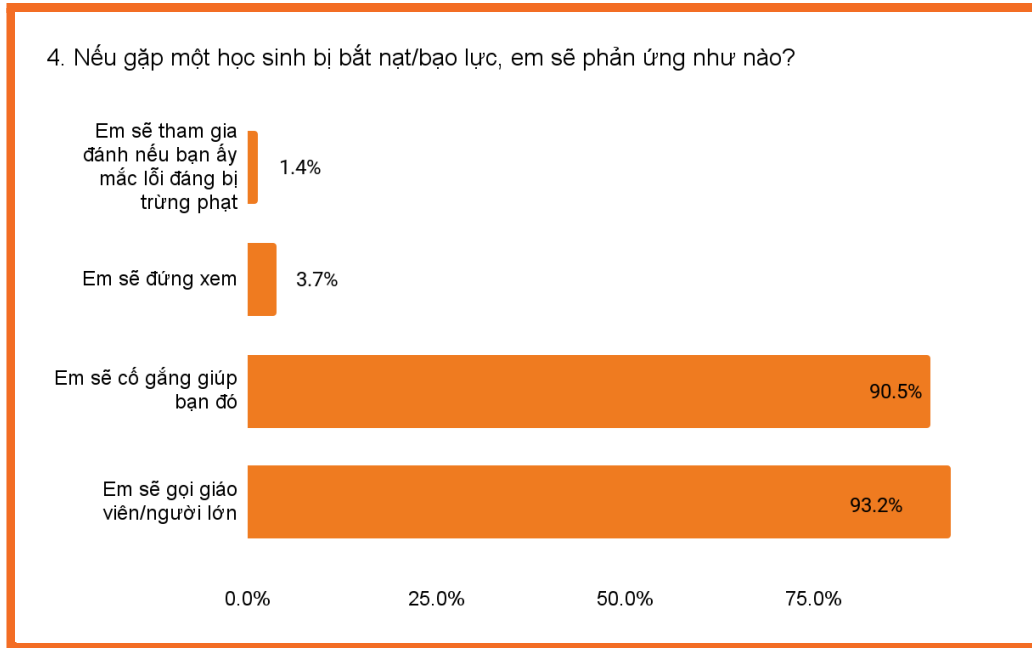


Chart 4 - Students' reactions when witnessing a student was being hit/bullied

Specifically, when witnessing a student being hit/bullied, 93.2% of the students will call the teacher/adult for assistance, 90.5% of the students would try to help their friend. When compared to the survey prior to the campaign, the number of students who choose to watch/participate in bullying has fallen by half.

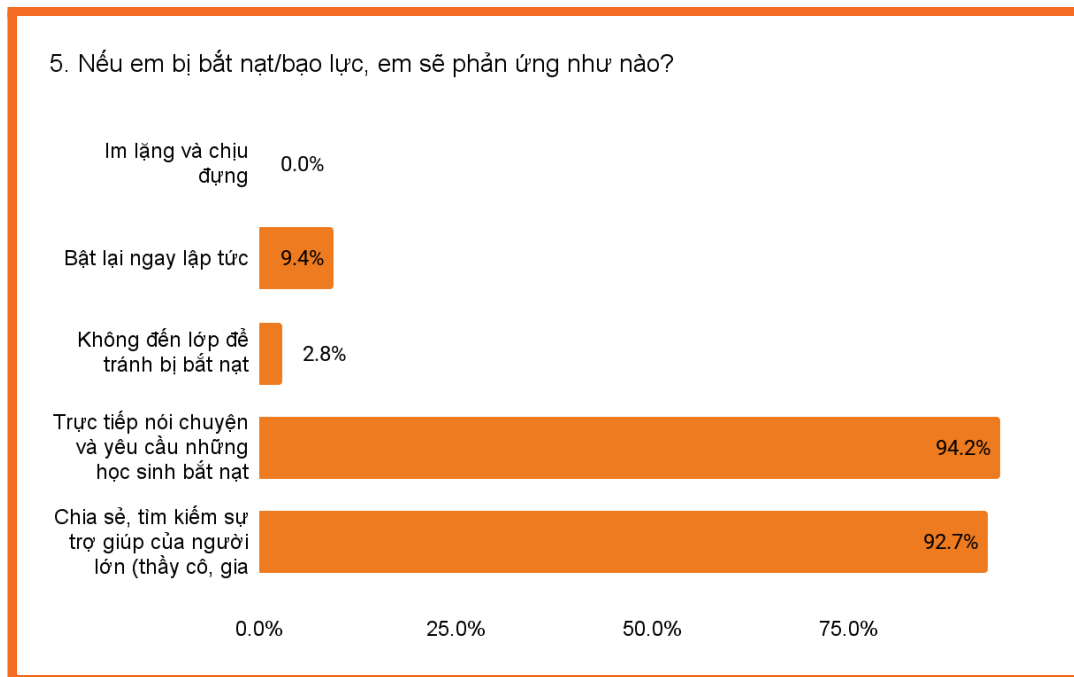


Chart 5 - Students' reactions when being hit/bullied

When being hit/bullied, 94.2% of students choose to directly talk to students who bully and ask them to stop the wrongdoing, 92.7% of students choose to share and seek adult help (teachers, family) when they were bullied and 0% choose silence and endure.

Students' perception about campaign activities

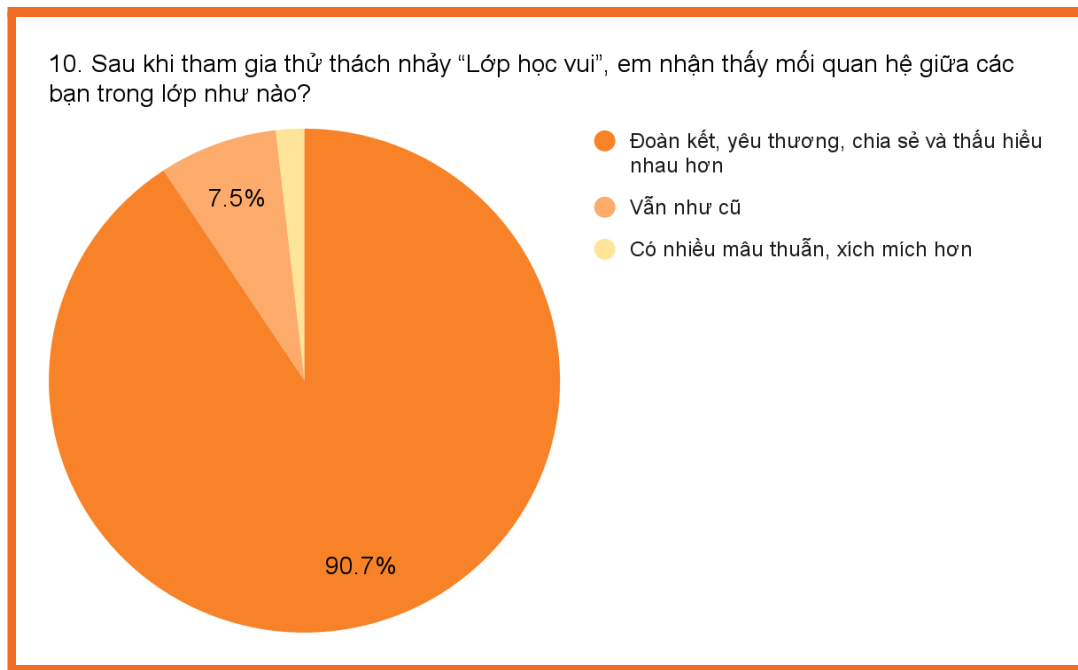


Chart 6 - Students' relationships after the campaign

After participating in campaign activities, especially "Hope in Class" dance cover contest, 90.7% of students realize that the classmates' relationships have improved (Solidarity, loving and understanding).

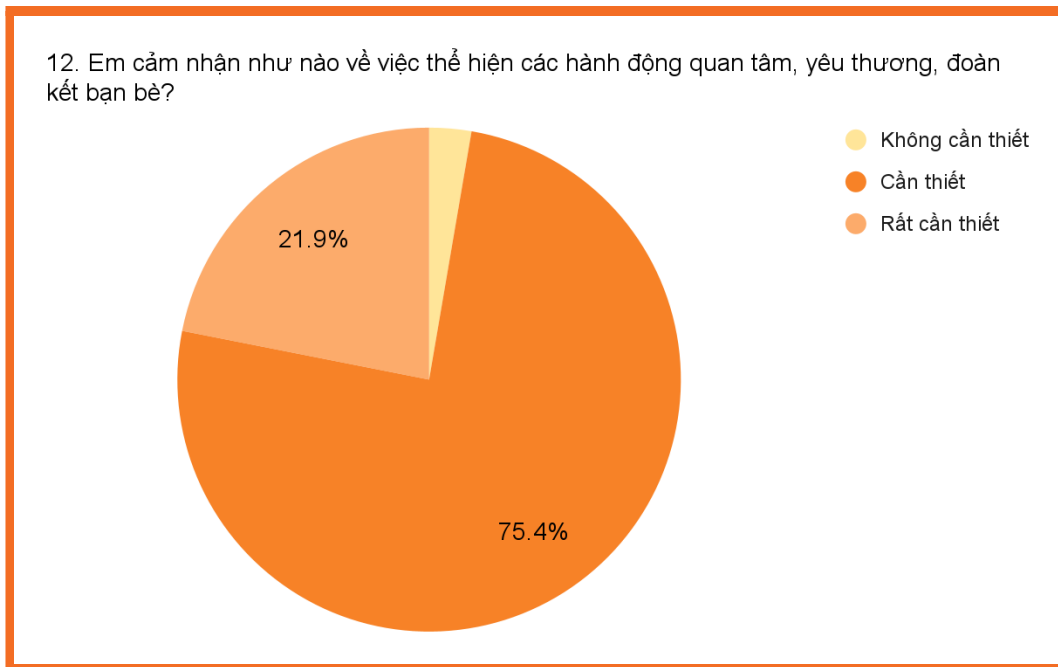


Chart 7 - Students' perception about positive, loving conduct with friends

97.3% of children believe that learning and practicing positive, loving and cooperative conduct is necessary/extremely necessary.



Chart 8 - Students agree to practice positive, loving, cooperative conduct to build "Hope in Class"

95.3% of students agree to practice positive, loving and cooperative conduct with their friends in order to join hands to build "Hope in Class".

Finally, when asked how "Lop hoc vui" is, the majority of the students answered: "It is a happy and healthy learning environment. It is a classroom without school violence, a class full of solidarity, love of teachers and students, and students as a group. 100% of students recognize the need to show caring and loving actions, and they agree to show positive conduct with their peers on a daily basis in order to build a safe, loving environment in school.

Other feedback from school representatives of teachers and students



Figure 44 - Teacher Phan Dinh Luong: Principal of Xuan Cao Secondary School, Thanh Hoa.

“This initiative is very helpful to schools, especially parents and children, in keeping with the education sector's innovation strategy. It fosters an environment in which children can have fun, be comfortable in the learning process, and get care from teachers and friends”, said the Principal of Xuan Cao Secondary School, Thanh Hoa.



Figure 45 - Teacher Tran Thi Nhung: An Da Secondary School, Hai Phong

"The project helps students become more interested in learning, stimulates the spirit of school love, class love, and develops more soft skills. However, because the activities took place at a time when the school had a lot of other things going on, they didn't really focus on the project. To be more effective, the following projects should be implemented in the middle of the term", said Ms. Nhung, a teacher at An Da Secondary School, Hai Phong.



Figure 46 - Student Vu Thu An: 9D6, An Da secondary school, Hai Phong

"We had a time full of love. Practicing dance together allows us to care for and assist one another, and brings us closer together. The melody and dance are excellent, and they help pupils connect throughout dance practice", said Vu Thu An, student of 9D6, An Da secondary school, Hai Phong.

III. PROJECT EVALUATION

1. OVERVIEW

1.1. POSITIVE POINTS

- The campaign used a significantly lower total budget than the estimated budget.
- The campaign has contributed to helping WVV become more popular, completing the mission in this campaign.
- Making people aware of the value against school violence, people have a more realistic view of how harmful school violence is.
- Reflected through the growth index of the number of searches, the number of direct visits to the Fanpage World Vision Vietnam.
- Internal coordination between ORION FOOD VINA, 7 schools at Thanh Hoa and Hai Phong, to make a result fast and effective.

1.2. NEGATIVE POINTS

- The MC is not fluent, well prepared before the broadcast.
- Limited scope of implementation: Thanh Hoa, Hai Phong.
- The internal communication activities associated with the campaign are still weak, not calling for the entire company to share, but only in some departments working directly with the media team.

2. KPI

	Content	Actual Result	Minimum KPI	%Result/ KPI
Like Fanpage World Vision Vietnam				
1	Increase of likes on World Vision Vietnam Fanpage in 26 days (May 25, 2021 - June 19, 2021)	1.200	1.000	120%
Minigame				
2	Total people will have participated in 6 minigames in 23 days (May 29, 2021 - June 13, 2021)	415	400	104%

3	Engagement with 6 minigames in 23 days (May 29, 2021 - June 13, 2021)	58.000	50.000	116%
“Hope in Class” dance cover contest				
4	Total videos participated in the "Hope in Class" dance cover contest in 31 days (April 23, 2021 - May 24, 2021).	52	50	104%
Interactive drama				
5	Comments for Interactive drama in 2 days (June 18, 2021 and June 19, 2021)	589	500	118%
Event livestream “Hope in class”				
6	Total view Livestream (Youtube + Facebook)	212.439	200.000	106%
7	Total engagement Livestream on Facebook	11.010	10.000	111%
Survey				
8	Total students is fully aware about school violent behaviors	3.216	3.200	101%
9	Total students is fully aware about school violent consequences	3.220	3.200	101%
10	Total students have appropriate resolve when witnessing a student being hit/bullied (get the teacher/an adult, help that student...)	3.090	3.000	103%
11	Total students have appropriate resolve when being hit/bullied (share, seek help from adults, directly talk to students who are bullying and ask for a stop their misbehavior...)	3.076	3.000	103%
12	Total students agree to practice positive, loving behavior to build "Hope in Class"	3.257	3.000	109%

Conclusion: The campaign achieved certain successes and clear goals, resulting in exceptional efficiency, as summarized in the above KPI table.

IV. SUGGESTION AND RECOMMENDATIONS

1. POSTING CONTENT

Posts in the form of contests/minigames got higher engagement and retention rates, and brought more Page likes.

⇒ Using more contest/minigame posts with campaign content to both increase engagements and convey the campaign's message.

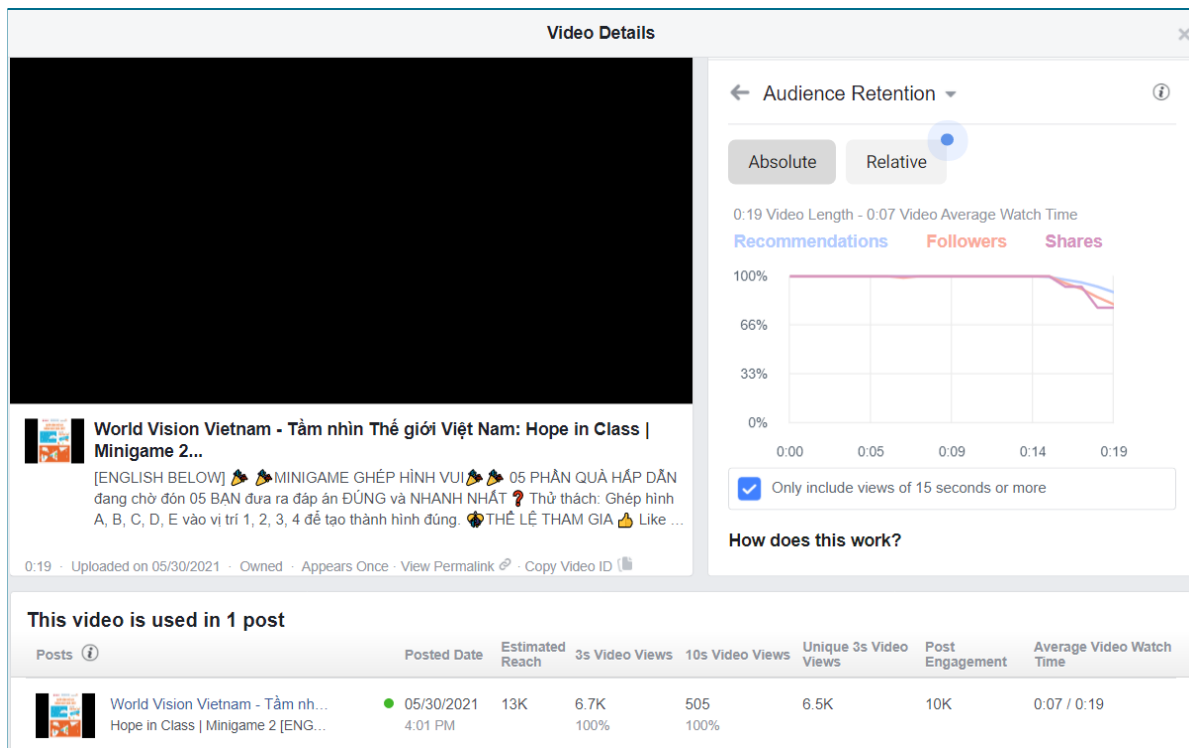


Figure 47 - Video details

Video posts got more engagements than statuses and photos

⇒ Increasing numbers of video posts on the page to reach more audiences.

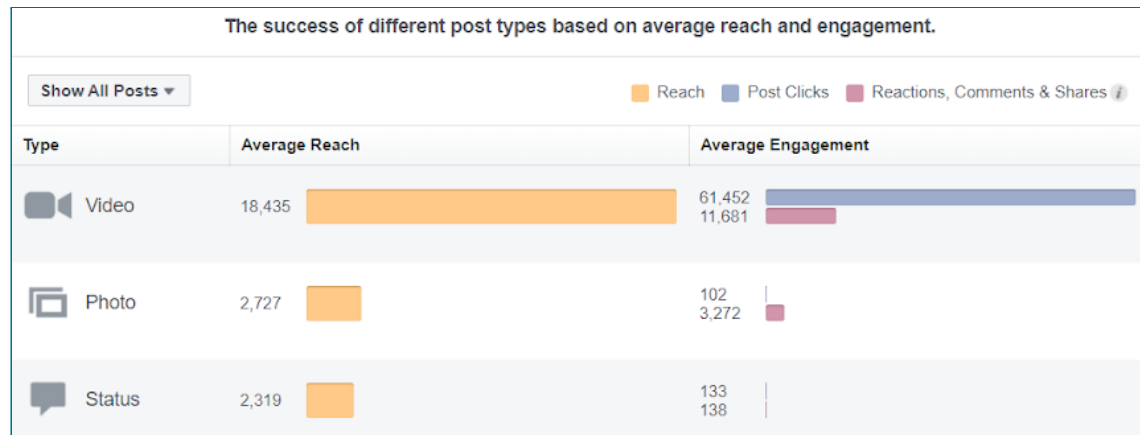


Figure 48 - Average reach and engagement post

2. OTHER SUGGESTION AND RECOMMENDATION

Media strategy for the campaign was a success in terms of engagements and livestream views, as measured by media indicators on the World Vision Vietnam Facebook page.

However, there are limitations in the amount of reach that has not been achieved as expected. Here are some recommendations to improve for future campaigns.

The KOL strategy did not result in high interaction and did not reach the campaign's target audience.

⇒ It is necessary to select well-known, influential teachers (Principal of schools), parents and students in Hai Phong and Thanh Hoa to ask them to post articles on social media.

⇒ Instead of choosing just one expert, book more reputable psychology experts to share post articles for the campaign.

Some recommends to increase the campaign coverage:

- Start posting articles from the beginning of May.
- Post articles to groups, fanpages of secondary schools.

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