

Rosa's Formative Research Question Worksheet

(Adapted from the *Obesity Prevention Coordinators' Social Marketing Guidebook*)

	Key Decisions	What we know (existing data)	What we don't know (information gaps)	Formative research questions
PROBLEM	<p>What is the problem? Anything else we need to know?</p>	<ul style="list-style-type: none"> Obesity is the health problem How big the health problem is in Wellington and Heartland (obesity prevalence rates and disease statistics) BMI levels on elementary school children in Wellington (from Wellington Healthcare Association) Connection between TV watching and obesity, especially in children (literature) 	<ul style="list-style-type: none"> We don't have gaps in this area 	
AUDIENCE	<p>Whom do we want to reach? (Potential ways to segment):</p> <ul style="list-style-type: none"> Current behavior Future intentions Readiness to change Demographics Where to reach them Other variables 	<ul style="list-style-type: none"> Decision made to have a broad audience of children, but that parents would be influential (a secondary audience) National-level data on current TV watching behavior that includes TV usage for children (broken down by age, gender, family income level, and race and ethnicity) Demographic information on families who have participated in TV-turnoff events over past two years (Wellington TV-Turnoff chapter) 	<ul style="list-style-type: none"> Current behavior of Wellington families (check national level data in our community, is Wellington consistent?) Knowledge and attitudes of Wellington families about TV Benefits that might encourage behavior change Any additional important secondary audiences or influencers 	<ul style="list-style-type: none"> What are the major influences on TV watching in the home? Do parents make the connection between weight and TV time? Do children (or parents) think they can reduce TV time in their household? What things do parents value that will help them reduce children's TV time? How do children watch TV now? What do children do when they are not watching TV?
BEHAVIOR	<p>What are we asking them to do? (Behavior recommendation)</p>	<ul style="list-style-type: none"> Decision made that the broad behavioral goal is to reduce TV screen time Ideal behavior—recommendations from American Academy of Pediatrics Details about TV watching behaviors in the home (literature and surveys of U.S. parents) 	<ul style="list-style-type: none"> Feasible behavior changes to ask of the target audience (considering current and ideal behaviors) 	<ul style="list-style-type: none"> Which TV behaviors are realistic to ask children and families to change? How do parents' behaviors change children's behaviors (and vice versa)?
STRATEGIES	<p>What factors must we address?</p> <ul style="list-style-type: none"> Perceived benefits (product) Perceived costs (price) Perceived barriers Competition Access, locations (place) 	<ul style="list-style-type: none"> National level studies have identified some barriers to reducing television time: <ol style="list-style-type: none"> Parents don't like having children do alternative activities because they don't feel they are safe (ex. playing outside) Parents like having time to do house chores and prepare meals while children are watching TV Parents perceive that children don't fight as much when they are watching TV 	<ul style="list-style-type: none"> Reasons for/benefits of watching TV Benefits of turning off the TV Barriers to reducing TV time (specific to Wellington children and families) Policy or environmental changes that may help behavior change What works for reducing TV time 	<ul style="list-style-type: none"> What benefits does TV offer? What reasons do parents give for why their children watch TV? What environmental factors affect TV watching behaviors? What makes it hard to turn off the TV? What do parents/children get out of turning off the TV? How do parents current limit TV time? What works?

<p>What are effective promotion strategies?</p> <ul style="list-style-type: none"> ▪ Where can we reach them? (place) ▪ How can we reach them? (promotion) <ul style="list-style-type: none"> — Spokespersons/ information resources — Information channels — Strategies/ activities 	<ul style="list-style-type: none"> ▪ Some ideas from other interventions that have been done about promotion and place ▪ Location for most television watching is in home environment ▪ Percentage of children that have TV's in their bedrooms (national-level data) ▪ Parents tend to listen to other parents and pediatricians for information about their child's health (national-level data) 	<ul style="list-style-type: none"> ▪ Best spokespersons and information channels for local Wellington audience ▪ Strategies to support behavior change ▪ Where and how to reach a particular audience segment 	<ul style="list-style-type: none"> ▪ Who are credible sources of information about TV's effects? (for parents and children) ▪ What types of activities would parents and children find motivating and relevant? ▪ When/where do parents think about TV? When/where do they think about limiting it?
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