

## Rosa's Strategy Development Worksheet (DRAFT)

Program Goal: Reduce obesity by reducing the amount of time children watch TV

Potential Audience Segment: Children ages 4-7 in households with no current rules about TV watching

Key Decisions	Formative Research Results	Strategy Decisions	
Influential secondary audience?	<p>Findings:</p> <ul style="list-style-type: none"> <li>▪ Parents make decisions they feel are good for the children, therefore are influenced by them</li> <li>▪ Children are influenced by the rules and standards set up by the parents as well as a desire to please the parents</li> <li>▪ Children are also influenced by the behaviors of their parents, i.e., children who watch a lot of TV tend to have parents who also watch a lot</li> <li>▪ Children are influenced by teachers and other guardians, as well as somewhat influenced by their peers</li> <li>▪ Amount of TV watching is connected to the home environment; i.e., number of TVs in the home, whether the TV is on all the time, whether meals are eaten in front of the TV, having a TV in bedroom</li> <li>▪ Parents who set rules about TV have children who watch less TV</li> <li>▪ Parents and children influence each other's behaviors</li> </ul>	Secondary audience	<ul style="list-style-type: none"> <li>▪ Parents are probably the most important secondary audience because they influence the home environment and have so much of an impact on children's behavior</li> <li>▪ Parents are important enough so that some (if not all) intervention components will be directed at them to help them influence children to watch less TV</li> </ul>
Potential behavioral recommendations?	<p>Findings:</p> <ul style="list-style-type: none"> <li>▪ Parents were asked about three specific behaviors: taking TV out of their child's room, not watching TV during meals, and establishing and enforcing TV time limits.</li> <li>▪ Not watching TV during meals was fairly well received, but barriers included not knowing what to talk about with children, bickering among family members, and if turned off family couldn't watch programs and discuss them together.</li> <li>▪ Not having a TV in the child's bedroom was thought to be a good idea for others but not necessary for "my" child. Barriers included difficulty removing the TV once already in the bedroom and the fighting that would go along with that decision, and having to deal with fighting among siblings about what to watch on the family TV.</li> <li>▪ Establishing and enforcing TV limits was discussed. The parents who had rules thought that they were helpful in keeping children from watching too much TV, or the wrong kind. Parents who did not have rules mentioned barriers such as: fighting with children about</li> </ul>	Behavior to recommend	<p>Based on the response to the specific barriers we asked parents about, we decided to focus on the following specific behaviors to change:</p> <ul style="list-style-type: none"> <li>▪ Monitor TV time</li> <li>▪ Limit TV time</li> <li>▪ Establish family rules for TV time</li> </ul>

	<p>watching, wanting to watch TV themselves and not wanting to have to follow “rules”</p> <ul style="list-style-type: none"> <li>▪ Parents think their kids watch less than the kids actually reported</li> <li>▪ Parents limit TV by having rules about content, rules about getting work/chores done before watching, and some had rules about amounts of time</li> <li>▪ Children reported most frequently watching TV during the following times: <ul style="list-style-type: none"> <li>○ In the afternoon before doing homework</li> <li>○ In the evening when parents getting home from work and fixing dinner and during dinner</li> <li>○ After dinner</li> <li>○ On weekends</li> </ul> </li> <li>▪ Children said that they turn on the TV to watch a favorite show, but then just start watching whatever comes on afterwards</li> <li>▪ Some parents thought that they could watch less TV (especially if it meant more quality family time), while others felt like it would be a serious hardship to try and watch less TV themselves</li> <li>▪ Children tended to be able to come up with activities they could do if they needed to turn off the TV; mostly they wanted to spend time with their parents, although they could think of activities that didn’t involve parents</li> </ul>		
<p>What benefits should we promote? (product)</p>	<p>Findings:</p> <ul style="list-style-type: none"> <li>▪ Spending time together was important to parents and children</li> <li>▪ Parents dislike the following about TV: uses time children could be doing something more useful, content concerns about violence and language, negative health consequences of always watching TV</li> <li>▪ Closer family communication</li> <li>▪ Parents perceived both improved school performance and improved behavior when children watched less TV</li> <li>▪ Children could come up with activities to do on their own w/o having parents entertain them</li> <li>▪ A few parents make the connection with obesity and TV time, but most are more concerned with other negative effects of TV, such as content</li> </ul>	<p>Product (behavior and benefits)</p>	<ul style="list-style-type: none"> <li>▪ Family time</li> <li>▪ Connection with children</li> <li>▪ Love and responsibility of parenting</li> <li>▪ More time to complete homework</li> <li>▪ Obesity and it’s connection to TV time was not recognized by many, therefore won’t be a benefit to promote with this program</li> </ul>
<p>What costs should we lower? (price)</p>	<p>Findings:</p> <p>Costs of taking TV away:</p> <ul style="list-style-type: none"> <li>▪ Time: Parents see TV as a good babysitter, keeping children safely occupied; don’t have the time to “entertain” the children; Parents need time to get things done and are concerned about having to find activities other than TV</li> <li>▪ Conflict within the household: parents were concerned that children would fight with each other without TV and that the children would nag them</li> </ul>	<p>Price (to lower)</p>	<ul style="list-style-type: none"> <li>▪ Not knowing what to talk about</li> <li>▪ How to deal with sibling fights and bickering</li> <li>▪ Ability to discuss what’s going on in the world without TV</li> <li>▪ Difficulty “taking something away” from kids because</li> </ul>

This fictional scenario document is designed to illustrate components of social marketing within the Social Marketing for Nutrition and Physical Activity web course. We have drawn upon literature, experience from technical assistance and consultation, and other background as necessary to create documents which meet the learning objectives of the course.

	<ul style="list-style-type: none"> <li>▪ Loss of fun activities: Eating snacks/pizza while watching TV together was noted by some parents as a fun family activity</li> <li>▪ Loss of relaxation: Parents noted that children watched TV and had snacks when they got home from school; Parents think kids deserve “down-time” and a chance to relax, which they think they get from watching TV, especially after school and before homework</li> </ul>		they feel that they’re being punished
<p>What is the competition? What exchange should we offer?</p>	<p>Findings:</p> <ul style="list-style-type: none"> <li>▪ Benefits of TV: children are safely occupied, TV helps children learn new skills and information, improve communication between parents and children, use of TV as reward, it is fun and entertaining, parents like to watch TV themselves, prevents conflict with parents and between siblings</li> <li>▪ Children often reported TV as a favorite activity, along with videogames and computer use. Other favorite activities included sports, playing with friends, and playing outside.</li> </ul>	<p>Competition and exchange</p>	<p>Competition is watching TV. Have to work against all the benefits mentioned that parents and children think of for watching TV.</p> <p>Based on parents’ ideas about benefits and barriers to giving up TV, we developed the following exchange:</p> <p>Parents will give up:</p> <ul style="list-style-type: none"> <li>▪ Time (for getting things done, for watching their own TV shows)</li> <li>▪ Effort to entertain children</li> <li>▪ More fights and bickering between siblings</li> <li>▪ Energy</li> <li>▪ Whining and complaining from children</li> </ul> <p>In order to get:</p> <ul style="list-style-type: none"> <li>▪ Additional closeness with the family and children</li> <li>▪ Feeling of being a good and responsible parent</li> <li>▪ Having fun with the child</li> </ul>
<p>Where and when can we reach target segment? (place)</p>	<p>Findings:</p> <ul style="list-style-type: none"> <li>▪ Times to think about TV: after-school, evenings/late at night/bedtime, during meals, weekends</li> <li>▪ Parents see weeknight TV as separate or different from weekend TV</li> <li>▪ Parents start to think about limiting TV when children are misbehaving, start to get poor grades, or start zoning out</li> <li>▪ Children are watching a lot of TV at home</li> <li>▪ Environmental factors: number of TV’s in the household, whether TVs</li> </ul>	<p>Place: where to reach audience</p>	<ul style="list-style-type: none"> <li>▪ Appropriate times are during meals; think about breakfast along with dinner</li> <li>▪ After school with snacks</li> <li>▪ Place: at home</li> <li>▪ Reach parents at work, at school events, and at home</li> </ul>

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	<p>are “always on” or just turned on when someone is watching; whether children watch TV alone or with parents/friends; location of TVs (in bedrooms, in dining areas)</p>		
<p>How can we reach target segment? (promotion)</p>	<p>Findings:</p> <ul style="list-style-type: none"> <li>▪ Parents want information about negative effects of excessive TV time before willing to fight battles to make changes in their family</li> <li>▪ Parents find pediatricians to be credible sources of information about their children’s health, but don’t always make the connection between TV and health issues</li> <li>▪ Source of information must realize what it is like to be a modern-day parent with stresses and hassles and show how to do this in today’s world; government sources like the Surgeon General aren’t as appealing because they aren’t seen as relating to parents and their issues, i.e. “Do they have kids?” “How do they know what my life is like?”</li> <li>▪ Children name their parents as the people most likely to tell them about TV and any negative effects it might have</li> <li>▪ Teachers and schools have credibility with parents</li> <li>▪ Parents didn’t see a problem in their family, as long as children got their homework done, made good grades, and behaved well; limits would be more enforced if children started having trouble in school or were misbehaving</li> <li>▪ Parents were in favor of the following activities: <ul style="list-style-type: none"> <li>○ “Selective” viewing or TV budgeting instead of “vegetative” viewing or channel surfing; children and parents would choose certain programs to watch each week and then turn the TV off after those programs</li> <li>○ Teach games to their children that they can play alone or without constant supervision, especially ones for inside activities</li> <li>○ Media literacy training (for themselves and for their children)</li> <li>○ Turning off the TV if no one was watching</li> <li>○ TV turnoff for a certain period of time (ex, 1 week)</li> <li>○ Help with creating and enforcing TV rules</li> </ul> </li> <li>▪ Children liked the following activities: <ul style="list-style-type: none"> <li>○ Learning new games that they could play alone or without parental supervision</li> <li>○ Creating a list of alternative fun activities that can be done without TV</li> <li>○ Helping to cook dinner with their parents instead of watching TV</li> </ul> </li> </ul>	<p>Promotion: - Spokesperson - Interventions</p>	<ul style="list-style-type: none"> <li>▪ Fellow parents can serve as examples</li> <li>▪ Parents respond well to tips and tricks from people who have similar issues</li> <li>▪ Sample rules and testimonials from parents who have TV rules</li> <li>▪ Help parents make time at home without the TV more fun and exciting than with the TV</li> <li>▪ If parents don’t see TV as causing a problem in their family, may need to emphasize potential problems from watching too much TV</li> </ul>