

## Marketing Your Message

### *Working Together for School Wellness Summit*

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## Marketing Your Message



Is a well-planned information  
campaign going to make a  
difference?

***You Betcha!***

## What the research says...

“Evidence from a number of countries  
indicates that a well-created nutritional  
information campaign can change  
knowledge and attitudes and alter  
behavior...”

- Research from World Health Organization



Are you telling  
me I should dive in?

But..

**We're not marketing people!**

## From a Practitioner's Viewpoint:

- Know your audience
  - Match your media and message to your audience
  - Understand that communicating with your audience takes time...REPEAT, REPEAT, REPEAT
  - Ask your technology department for technical assistance with message delivery
  - Content development comes from curriculum department, food service director, phy ed and health education teachers
- Don't try to do it all... focus, strategize, take action, measure

### Three Main Ideas:

1. What are the ethical considerations of using marketing strategies in school?
2. To whom are we marketing our ideas?
3. What are some effective strategies?

## Ethical Guidelines

### Social Responsibility

Advertisements should not condone any form of discrimination, including that based upon race, national origin, religion, sex or age, nor should they in any way undermine human dignity.

Advertisements should not without justifiable reason play on fear.

Advertisements should not appear to condone or incite violence, nor to encourage unlawful or reprehensible behavior.

Advertisements should not play on superstition.

### Inexperience and Credulity

Advertisements should not exploit the inexperience or credulity of children and young people.

### Social Value

Advertisements should not suggest that possession or use of a product alone will give the child or young person physical, social or psychological advantages over other children or young people of the same age, or that non-possession of the product would have the opposite effect.

Advertisements should not undermine the authority, responsibility, judgment or tastes of parents, taking into account the current social values.

Advertisements should not include any direct appeal to children and young people to persuade their parents or other adults to buy advertised products for them.

## Ethical Guidelines: Implications to School Campaigns

Ages 3-8: Heavily influenced by their parents and adults

- Don't tell them that their parents are "bad" for sending Twinkies in their lunch bag.

Ages 9-12: Very heavily influenced by peers and parents; don't want adults to try to be cool

- Don't tell them that they are "fat" or that fat people are gross, etc.
- Don't tell them that healthy eating alone will secure a spot on the football team.

### Ethical Guidelines: Implications to Campaign

All ages: Parents ultimately have the decision-making responsibility for their children.

- Campaigns should not undermine the authority, responsibility, judgment or tastes of parents
- Focus groups and interviews should be conducted with prior parent knowledge and ideally, permission.

### More information

- **Compendium of ICC Rules on Children and Young People and Marketing**

Commission on Marketing and Advertising, April 2003

- [www.who.org](http://www.who.org)

### Who are the audiences?

Parents Or Students Or Staff?

- ◆ Ages 3-8: parents and staff
- ◆ Ages 9-12: parents and students and staff
- ◆ Ages 13-18: parents and students and staff

### KNOW Your Audience

Would not target students under age 8

- Unable to discern between information and advertising
- A well-researched curriculum and role modeling are best information campaigns
- Focus on internal staff information campaign and parent involvement so that information is taught to children

### The Tweens ages 9-12

- Parents are still a very influential source
  - Peers are important, too (*Beginning the buzz age*)
  - Entertainment is very important
    - Entertain me, but don't be phony or cool
- “Nickelodeon is the favorite TV channel because it has fun, fantasy and frills but not phony.”

» SNA magazine, June/July 2005

### Strategies for Tweens

- Campaigns that are fun for kids
- “EDU – Events”
- Fun, frilly, but not phony
- Be creative to get them talking... BUZZ
- They can be fun – larger than the message events
  - EXAMPLES: Milk mustache campaign, “Fit for Kids” with Green Bay Packers campaign, events tied to movies or famous figures
- Adults should not try to be cool  
(That would be phony)

### The Millennials: 1982-2000 ages 5-24

- Civic-minded; optimistic; willing to change for a better society
- Most coddled generation: parents perceive a very competitive future
- Visual – TV, internet, music videos, etc
- Highly creative, well-educated, and technologically advanced, not daunted by tragedy
- Value their grandparents; family; teamwork and instant feedback; respect missions that are greater than the bottom line

### Communicating with the Millennials

- Technology:
  - E-Mail
  - Voice-Mail
  - Internet
- Multi-Media – very visual
  - Videos, film trailers, interactive
- Grandparents, Parents
  - Trusted sources of information

### Generation Xers – (about 27-38 years old)

- Expect to be treated intelligently and respectfully.
- Want to know why an issue is important.
- Most influenced by same-age peers; distrust other generations
- Take a long-term view on future impact of decisions.
- Want to know their choices.
- Technology savvy: grew up with technology

### Communicating with Xers

- Involve Xers in planning your events & delivering your messages via technology
  - *very techno savvy; can do your campaign*
- Provide information that allows them to make informed choices; keep them in the loop; give them more sources; invite them in
  - *rely on their own ability to make intelligent decisions*
- Use testimonials information from other parents
  - *trust same-age peers most*

### The Boomers 1943 –1960

Parents are late boomers; grandparents are early boomers

Boomers want simplified information, involvement, recognition for efforts

Appearances, possessions and recognition are important to them

Will act for a purpose: want to stay “plugged in”

Boomer grandparents are very focused on grandchildren (millenniums) *for a purpose*

### Communicating with Boomers

- Involve them in planning
  - *Give them a cause; give them recognition; face to face*
- Categories, options and data
  - *Want information, but simplify it, no overload, detail their choices, “Professional Advisors”*
- Open, direct communication, for a purpose
  - *Direct mail; expect honesty*
- Recognition and appearances
  - *“We need you messages” “We can’t do it without you”* social events, submission of articles and ideas with credit, involve them in decisions

## Media Mix For ALL Parents

- Person-to-person contact is best for ALL!

Open houses; information booths at meet and greets; peer presenters at parent meetings, invite your audience in for special events

- Keep staff well-informed
- Use visuals: videos, pictures, websites

- Written:

30 second/3 minute/30 minute rule; headlines grab or lose people; add visuals