Section 3: Nutrition Communication is Audience-Focused

This sectionsets the stage for designing audience-focused communication. Models for message development are described along with practical strategies. The importance of a needs assessment is established and techniques for completing one are described. An overview of behavior change theories used successfully in nutrition communication is provided along with examples for their practical use. Tailoring messages to audiences based on culture, age, generation, and more is discussed. The section culminates with how to create audience-focused communication goals, learning objectives, key message points, and how to outline and organize a message.

The titles emphasize the main ideas of each of the six chapters:

* Chapter 10: Effective Messages Are Created With and for an Audience
* Chapter 11: A Needs Assessment Is Essential for Audience-Focused Communication
* Chapter 12: Use Behavior Changes Theories to Create Effective Communication
* Chapter 13: Effective Nutrition Communication Is Tailored for the Target Culture
* Chapter 14: Effective Nutrition Communication Is Tailored for Different Ages
* Chapter 15: Write Goals, Objectives, and Key Message Points to Focus and Organize a Message

Use the following questions as you read the section showcase and Chapters 10 through 15 to increase your understanding and put your knowledge into practice.

Section 3 Showcase

1. What is the first rule of marketing and communication?

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1. What are some of the universal truths of having a nutrition conversation with consumers?

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1. Which steps in the message development model involve qualitative research and which involve quantitative research?

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1. Which of the five tips described at the end of the showcase is the one you feel you need to implement most to be successful in your communication? Why did you pick that one?

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Chapter 10

1. How does the quote at the top of page 145 relate to creating messages?

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1. What two features of a message will help it to successfully compete for an audience’s attention?

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1. What are some common differences between communicators and audiences that can make communication more challenging?

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1. What is an example of jargon and a corresponding word to use with a lay audience?

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1. What role do emotions and feelings play in an audience’s response to a message? How can a communicator account for this?

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1. Why is it important for messages to be both realistic and inspirational?

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1. What are the three components of Aristotle’s theory of persuasive messages?

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1. What characteristics did IFIC research find were common to effective messages?

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1. Which of the steps in the IFIC Message Development Model focus on getting audience input? How is each one instrumental in the message development process?

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1. What are several principles of social marketing that indicate it is an audience-focused approach?

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1. Select several sections of a logic model and describe how to achieve audience-focused communication using this approach to planning, implementation, and evaluation?

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1. Describe several ways that the PRECEDE-PROCEED model can be used to achieve audience-focused communication?

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1. What are best practices for developing messages?

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1. Using Box 10.1, describe a potential topic that is both appropriate and narrowed for a specific audience based on the factors listed.

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1. Using the checklist on page 159, evaluate a nutrition message found from an internet source: (save a copy of the message).

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Chapter 11

1. Why do you think the chapter introduction ended with this statement: “The biggest mistake a communicator can make regarding needs assessments is not completing one”?

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1. Summarize each of the four answers to the question “What is the purpose of a needs assessment?” emphasizing the benefits.

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1. The section titled, How Are Needs Assessment Data Used to Drive Decisions? describes four decision categories: topic, depth, channel, and words to use. Consider a potential audience you might be interested in communicating with. Then, in each area listed below, describe a potential faulty assumption one might have *prior* to completing a needs assessment.

Potential audience:

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Topic assumption:

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Depth assumption:

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Channel assumption:

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Words to use assumption:

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How could you determine whether your assumptions are correct?

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1. Using the audience you selected for question 3, list two or more methods you could use to conduct a needs assessment if you do not have the time and money for probability sampling.

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1. Continuing with the audience and topic used above, what *objective* knowledge and *perceived* knowledge could you assess? Why might you want to measure both?

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1. What types of beliefs, values, or attitudes might the audience listed above have in relation to the topic you describe?

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1. What behaviors or behavioral intentions might be prudent to assess in the situation above?

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1. What other factors and audience attributes are assessed? List at least five.

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1. Which type of data is generally examined first—secondary or primary?

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1. What might be two sources of secondary data about the audience described above? What information would this data provide?

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1. Which method(s) of primary data collection would you be most inclined to conduct in the situation described above? Why did you select that approach?

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1. Select something you listed for your answers to questions 5 through 8, and formulate an assessment question that would be appropriate to ask your audience via the data collection method in question 11.

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Chapter 12

1. What is the rationale for understanding and using behavior change theories when creating nutrition communication?

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1. What is the basic premise of the stage-based theories?

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What are the three main areas of change as depicted in Figures 12.1 and 12.2?

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How are the two stage-based models different?

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1. Consider a potential audience and topic you could create a nutrition communication message or program. How would you focus your message to match each stage?

Precontemplation

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Contemplation

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Preparation

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Action

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Maintenance

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1. Using Figure 12.3 as a guide, construct a potential question to ask a member of the audience about the topic used in question 3, and list a potential response at one of the preaction stages (specify which one) and one of the action stages (specify which one).

Question:

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| Response at preaction stage |  | : |
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| Response at action stage |  | : |
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1. Consider a health or nutrition behavior. It can be one you practice or one you do not. For each of the spheres of influence listed below, select two specific influencers in each sphere and describe how they affect the extent to which you exhibit this behavior.

The behavior is:

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* 1. Personal Sphere

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* 1. Social environment

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* 1. Physical Environment

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1. Use one sentence in each space to describe the primary characteristics of the decision-oriented behavior change theories listed below:

Health Belief Model

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Integrated Behavioral Model

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Social Cognitive Theory

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1. Answer the question posed on page 194 in the final section of the chapter, asking you to consider where you are in the stages of change for using behavior change theories. Using the Polytheoretical Framework in Figure 12.7, position your answer at one of the seven stages.

Name the stage:

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Select three constructs illustrated in the framework and discuss how each one influences your current stage and what could prompt you to move forward:

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Chapter 13

1. Reflect on the quote on page 199 by Edward T. Hall. How does this quote fit within a section on audience-focused communication?

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1. Describe in your own words the biocultural nature of nutrition.

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1. What is culture? Write a one sentence definition without a dictionary or reading the section in the chapter with this title. How does your definition compare to the one on page 199?

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1. What do the iceberg and onion models tell us about culture?

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1. Describe several ways a person’s culture is multidimensional.

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1. Think of an example where a person’s individual differences may be ignored and more obvious cultural attributes or assumptions lead to inaccurate perceptions.

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1. For each area listed below, write one or more things you learned that you found particularly interesting.

Cognitive style

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Language use

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Non-verbal cues

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High and low context

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Direct and indirect

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1. Using the six stages described in Figure 13.3, where would you place yourself on the scale of Ethnocentrism to Ethnorelativism? Why did you pick that stage?

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1. Give an example of a generalization versus a stereotype:

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1. What is an example of an unconscious bias not included in the book?

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1. Where do you fit on the cultural competence scale illustrated in Figure 13.4?

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1. Use Figure 13.5 to assess your cultural self-awareness. In which areas do you think you have the most room for improvement?

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1. Describe any personal experiences with cultural immersion:

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1. What is the role of a cultural informant?

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1. Reflect on the experiences described in item 13 above. Did you experience any of the points listed in the section on relationship building? If so, describe one example to illustrate a point:

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1. Why is it important to collaborate with the culture when creating communication?

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1. List three or more ways communication planning can account for the culture of the audience, as described on page 213.

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1. Pick one barrier to cross-cultural communication, illustrated in Figure 13.6, and describe an example and an approach to prevent or overcome, as described in Figure 13.7:

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1. List five tips for translating language accurately:

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1. List five tips for working with an interpreter:

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Chapter 14

1. Before reading the chapter, list below four or more characteristics of a nutrition communication program or message that will be affected by differences in an audience’s age or generation. As you read, check off which ones are mentioned in the chapter?

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1. What are some of the benefits of providing nutrition education to children?

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1. What are three key changes that occur during childhood that impact nutrition communication?

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1. Using Box 14.1 as a model, describe an example of your own to illustrate ideas for teaching a nutrition concept to two distinct age groups of children:

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1. Consider a potential adult audience you are likely to communicate with and a topic that could be of interest. For each of the characteristics of adult learners listed below, provide an example for how you could take the characteristic into account.

Potential audience:

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Potential topic:

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1. Self-directed:

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1. Experts on themselves:

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1. Skeptical:

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1. Pragmatic and problem-centered:

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1. Internally motivated:

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1. Autonomous:

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1. Imagine presenting on the topic described above to an audience with members representing each of the age categories depicted in Figure 14.2. Bring to mind someone in each age range to help you. Describe something you could do to make the topic relevant to each age group:

Young/emerging

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Early

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Middle

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Late

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1. Continuing with the topic used in questions 5 and 6 above, consider the strategies or channels that would likely be effective with each of the generations described in Figure 14.3:

Traditionalists

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Baby Boomers

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Generation X

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Millennials

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Generation Z

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1. Select one of the examples described in questions 5 through 7 and consider a potential setting where a presentation to this specific audience about the topic you selected could realistically take place. Refer to the information in the section of the chapter titled, How Can Communication Be Adapted to Fit the Audience and Setting? and describe three actions you would take to prepare for your presentation:

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Remember to look back at the list you made for question 1. How many characteristics did you think of that were discussed in the chapter? Were any of your ideas not mentioned?

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Chapter 15

1. Chapter 15 is all about focusing and organizing a message. What is needed to provide focus and organization?

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1. How might you define a goal for communicating a message?

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1. What is the purpose of writing learning objectives?

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1. What is the purpose of writing key message points? How do they differ from learning objectives?

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1. What are the five characteristics of a SMART goal or objective?

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1. What are the four components of a goal written using the ABCD model?

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1. Using Figure 15.5 as a guide, write two learning objectives about the same topic for a particular audience. Make one from the cognitive domain and one from the affective domain. Use Figures 15.2 and 15.3 to select appropriate verbs. Indicate which parts of each objective correspond to the parts of a learning objective, as in Figure 15.5.

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1. Write a suitable key message to correspond to each of the objectives listed for question 7 above:

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1. Write a potential SOCO that goes with the topic and audience above.

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1. What is a potential outline for a communication about the topic above? Include two to three headings and two to three subheadings under each heading:

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