

Co-creating advertising literacy awareness campaigns with children, teenagers & professionals



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Highlights

Children

- Best approached through **traditional media** (TV & billboards) and **video bloggers** ('vloggers')
- **Cartoon figure** as a spokesperson
- **Humorous** campaign: slapstick and slips of the tongue
- Short, positive message with **visuals and jingles**

Teenagers

- Best approached through **social media**
- Spokesperson: **Real persons** such as older peers
- **Humorous** campaign: cool image
- Short message with a link to a story to **provoke action**

Research aim

The aim of this study is **twofold**, to investigate:

RQ1: which media contexts are best to reach

- 9 and 10-year-old children and
- 12 and 13-year-old teenagers to spread an advertising literacy awareness campaign

RQ2: how campaign elements (media, spokesperson, appeal and message) should be implemented to appeal to these target groups in an advertising literacy awareness campaign.

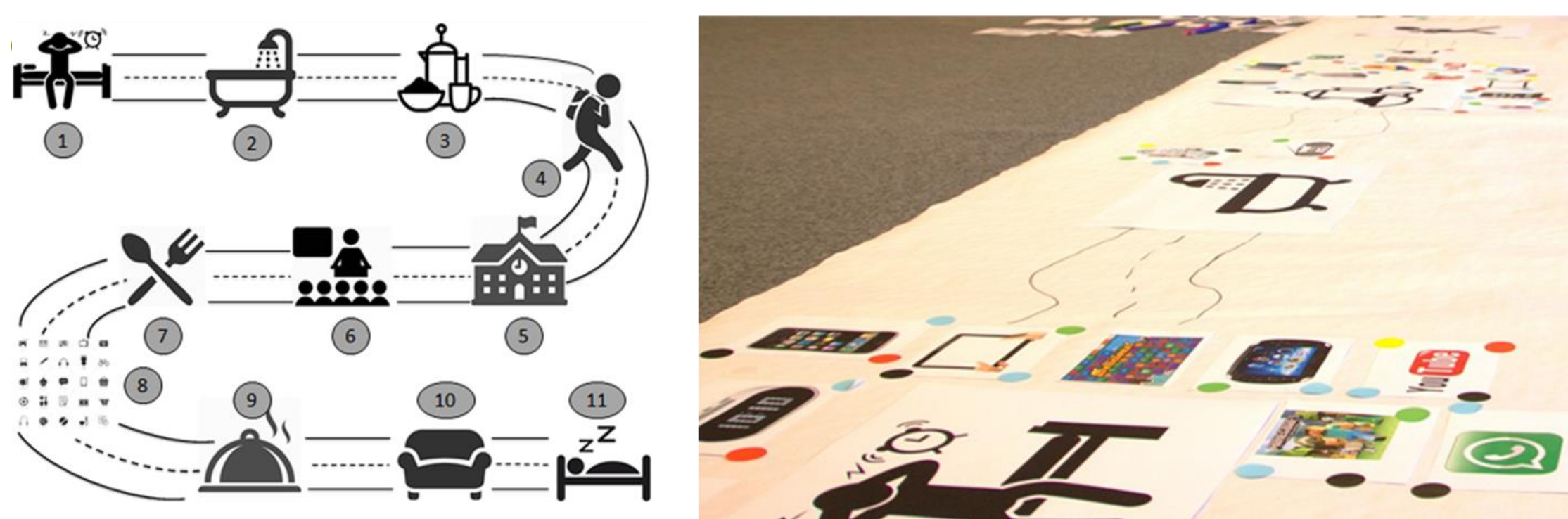
Method

Co-creation by means of workshops is used as a research technique for the exploration of awareness campaigns stimuli.

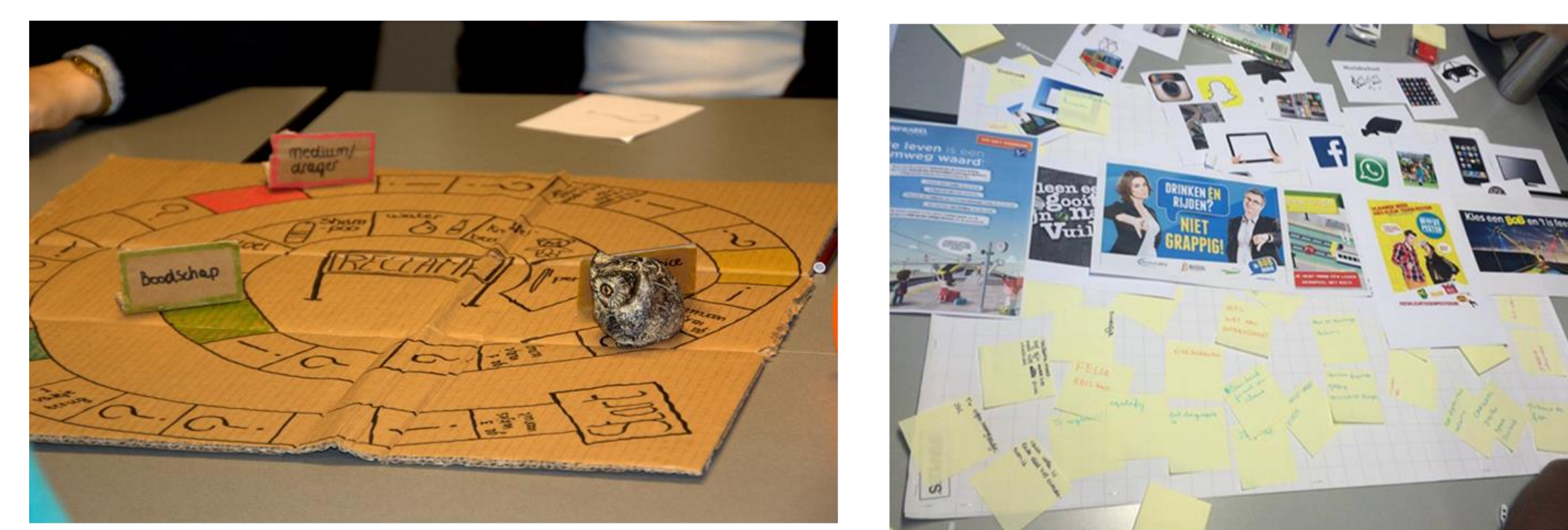
- In co-creation with **2 different stakeholder groups**
 - Children & teenagers → target groups campaign (**study 1**)
 - Professionals working with/for minors & advertising field (**study 2**)

Study 1 - 8 Workshops children & teenagers

- 4 workshops with 19 children of the 4th grade (9 and 10-year old)
- 4 workshops with 16 teenagers of the 7th grade (12 and 13-year old)

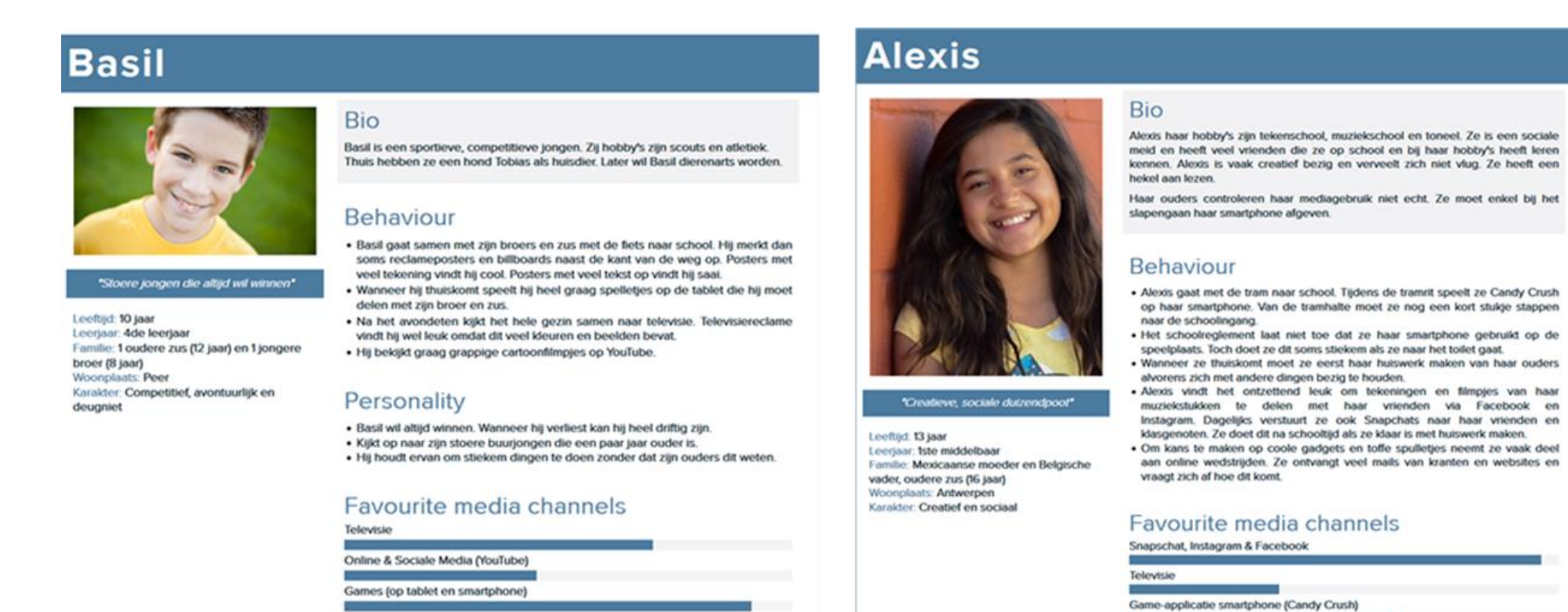


Brainstorming techniques and games



Study 2 - 1 Workshop professionals

- 9 professionals divided randomly over 2 groups
- Customer journey with **personas** of a 10-year old boy and a 13-year old girl.



Results and discussion

The main results for study 1 (children & teenagers) and study 2 (professionals) are presented together here.

Media contexts (RQ1)

Children 4th grade (9-10 years)



- Traditional media popular (TV)
- Online & mobile media
 - Playing games
 - Watching online videos
- **But! In-game advertising & video ads → annoying!**
- Outdoor advertising

- Encounter ads frequently during the evening
- School environment → 'ad free' environment

- **Novel advertising formats not mentioned spontaneously (non-integrated nature)**
- **Not fully aware of online advertising formats**

Teenagers 7th grade (12-13 years)



- Popularity **social media**
- Mobile devices
 - Smartphone for social media
 - tablets for game play
- Encounter most advertising after school and during the evening
- Both traditional & online advertising mentioned
- Some notice sponsored messages on Instagram

→ **Knowledge about integrated advertising formats such as product placement and online behavioural advertising is lacking.**

Campaign elements (RQ2)

Children 4th grade (9-10 years)

- Medium**
- Traditional & video blogs on YouTube
 - Link education adult in school

- Spokesperson**
- Cartoon figure
 - Mascot

- Appeal**
- Slapstick humour with slips of the tongue

- Message**
- Short
 - Visuals
 - Jingles/rhymes

Teenagers 7th grade (12-13 years)



- Spokesperson**
- Real person
 - Cartoon perceived as too childish

- Appeal**
- Humour perceived as 'cool' by teenagers

- Message**
- Create story about the campaign
 - Provoke action

Discussion

- Children and teenagers from the same school in a larger city with same socio-economic background

→ **cannot generalise the results**

Future research

- Results will be used as input for concepts of future advertising literacy awareness campaigns
- Experiments to test conceptual versions of campaigns on preferences and effectiveness amongst target groups

