Developing and Delivering Media Messages

Comm 5660: February 7, 2016

Lesley Yorke
University Communications
Developing Media Messages

“Everything should be made as simple as possible, but not simpler.”

- Albert Einstein
Developing Messages

- Identify media and audience
- Develop your message
  - Message triangle
  - Message enhancements
  - Identify difficult questions
- Writing exercise
- Partner exercise
The Value of Effective Communication

- Research-based knowledge can inform public debate and influence both legislative and regulatory agendas
- Effective communication can benefit the public by helping make sense of our complex world
- Effective communicators benefit Cornell: consistent and coherent messaging rises above the noise
Food plating preferences of children: the importance of presentation on desire for diversity

Francesca Zampollo¹, Kevin M Kniffin (kmk276@cornell.edu)², Brian Wansink², Mitsuru Shimizu²
1. Sir John Cass Department of Art, Media and Design, London Metropolitan University, London, UK
2. Charles H. Dyson School of Applied Economics and Management, Cornell University, Ithaca, NY, USA

Keywords: Aesthetics, Child nutrition, Design, Dietary intake, Food Preferences

Correspondence
KM Kniffin, Dyson School of Applied Economics and Management, Cornell University, Warren Hall 303, Ithaca, NY 14853, USA.
Tel: 607 255 7827 | Fax: 607 255 9884 | Email: kmk276@cornell.edu

Received
1 February 2011; revised 29 June 2011; accepted 7 July 2011.
DOI:10.1111/j.1651-2227.2011.02409.x

ABSTRACT

Aim: Given the importance of food presentation and childhood nutrition, we aimed to test the degree to which adults and children might demonstrate different preferences for various ways in which food can be presented on plates.

Methods: Twenty-three pre-teen children and 46 adults were individually presented full-size photos of 48 different combinations of food on plates. The photos varied according to seven dimensions (e.g. number of items, placement of entree and organization of the food).

Results: Contrary to the default assumption that parents and children share preferences for the ways in which food is presented on plates, we find that children have notably different preferences than adults. Most remarkably, we show that children tended to prefer seven different items and six different colours on their ideal plates, while adults tended to prefer three different colours and three different items.

Conclusion: The assumption that children prefer food presentations that match adult preferences appears to be unjustified. Future research and interventions that are designed to improve childhood nutrition should test for the impact of diverse presentations on actual food consumption among a variety of populations across institutional settings.
Kids prefer lots of choices and colors on their plates

By Susan S. Lang

Just because you think a food arrangement looks appetizing doesn't mean it's appealing to kids: Children are most attracted to food plates with seven different items and six different colors. Adults, on the other hand, tend to prefer only three items and three colors, reports a new Cornell study.

“What kids find visually appealing is very different than parents,” concluded Brian Wansink, the John S. Dyson Professor of Marketing in Cornell's Dyson School of Applied Economics and Management. “Unfortunately, when we parents plate food for kids, we do it in a way that is appealing to us and not to them. Our study shows how to make the changes so the broccoli and fish look tastier than they otherwise would to little Casey or little Audrey.”

The study found that children are tempted by plates with seven different items and six colors while adults tend to prefer only three items and three colors. The findings could be used by parents of picky eaters to encourage their children to eat more nutritionally diverse diets by introducing more colors to their meals.

The study is published in the January issue of Acta Paediatrica (JO:1).

Wansink and co-authors Kevin Kniffin and Mitsuru Shimizu, Cornell postdoctoral research associates, and Francesca Zampollo of London Metropolitan University presented 23 preteen children and 46 adults with full-size photos of 48 different combinations of food on plates that varied by number of items, placement of entree and organization of the food.
The Release

CORNELL UNIVERSITY PRESS RELEASE

FOR RELEASE: Thursday, Jan. 5, 2012

Contact: Joe Schwartz
Phone: 607-255-8255
Joe.Schwartz@cornell.edu

Colorful plates boost a picky eater’s appetite

ITHACA, N.Y. — Parents of picky eaters can encourage their children to eat more nutritionally diverse diets by introducing more color to their meals, according to a new Cornell University study. The study finds that colorful food fare is more appealing to children than adults. Specifically, food plates with seven different items and six different colors are particularly appealing to children, while adults tend to prefer fewer colors — only three items and three colors.

“What kids find visually appealing is very different than what appeals to their parents,” said Brian Wansink, professor of Marketing in Cornell’s Dyson School of Applied Economics and Management. “Our study shows how to make the changes so the broccoli and fish look tastier than they otherwise would to little Casey or little Audrey.”

The study is published in the January issue of Acta Paediatrica (101:1). Wansink and co-authors Kevin Kniffin and Mitsuji Shimizu, Cornell postdoctoral research associates; and Francesca Zampollo of London Metropolitan University, presented 23 preteen children and 46 adults with full-size photos of 49 different combinations of food on plates that varied by number of items, placement of entree and organization of the food.

“Compared with adults, children not only prefer plates with more elements and colors, but also their entrees placed in the front of the plate and with figurative designs,” Kniffin said. “While much of the research concerning food preferences among children and adults focuses on ‘taste, smell and chemical’ aspects, we will build on findings that demonstrate that people appear to be significantly influenced by the shape, size and visual appearance of food that is presented to them.”

For more information about adding color and variety to children’s plates, visit http://foodpsychology.cornell.edu/outreach/child-plate.html

Contact Joe Schwartz for information about Cornell’s TV and radio studies.

--30--
The Result

Source: Parents Magazine
Flip the Triangle

Scientific/Scholarly Communication

Process
Details
Conclusion

Communicating with the Media

Conclusion
Process
Details
Developing Your Message

What we say to dogs
Okay, Ginger! I've had it! You stay out of the garbage! Understand, Ginger? Stay out of the garbage, or else!

What they hear
Blah blah GINGER blah blah blah blah blah GINGER blah blah blah blah blah...
Message Triangle: A Helpful Tool

**Audience**: Who is in the audience?

**Outcome**: What you want the audience to think, feel, or do?

**Message**: What do you say to achieve your outcome?

**Difficult Question(s)**: Prepare responses to tough questions.

**Talking Point**:

- Detail:
- Detail
- Example/Enhancer:

**Talking Point**:

- Detail:
- Detail:
- Example/Enhancer:
Develop a Message Triangle

- Who is your audience?
  - Develop a profile of your audience members; use it to focus your approach
- Establish your outcome
  - What do want your audience to think, feel, or do?
- Identify your message
  - What do you want your audience to know?
- Develop three talking points
  - Three strongest arguments for your message
  - Problem-Solution-Benefit
Who Is Your Audience?

The audience is not students in a classroom, members of a panel, attendees at a conference

• What language, information and ideas connect with your audience?
• What’s their educational attainment?
• Are they older? younger?
• Where do they live?
• What do they read? watch?
Message Triangle: A Helpful Tool

**Audience:** Who is in the audience?

**Outcome:** What you want the audience to think, feel, or do?

**Message:** What do you say to achieve your outcome?

**Difficult Question(s):** Prepare responses to tough questions.

**Talking Point:**
- Detail:
- Detail
- Example/Enhancer:

**Outcome**

**Talking Point:**
- Detail:
- Detail:
- Example/Enhancer:
Enhance Your Talking Points

• Details that make your talking points relevant and understandable
  – Examples: Be specific; avoid jargon
  – Analogies: Simplify complex ideas
  – Three Cs: Colorful words, clichés, contemporary references
  – Personal Experience/Story of the Quest
**Audience:** Delegates (from each country) and attendees (NGOs, researcher, activists) at the COP21, the international conference on climate change. Early stage awareness of Cornell.

**Outcome:** Create a connection to Cornell (emotional; knowledge transfer). Create ambassadors.

**Message:** Cornell researchers collaborate with partners around the world to deliver interdisciplinary solutions to climate change.

**Difficult Question:** What are you doing on your own campus?

**Talking Point:** Cornell has a global impact that combines the Land Grant ethos with Ivy League intellectual capacity.
- Climate smart agriculture from New York to Malawi
- One health approach links human well-being with the health of natural ecosystems, wildlife, and earth systems
- [Provide an example of your global engagement]

**Talking Point:** Cornell researchers are thought leaders who develop and promote ground-breaking approaches about complex climate change issues.
- Methane and its role in climate change
- Soil health and indigenous fertilizers for smallholder farmers
- [Provide an example of your thought leadership]

**Talking Point:** We collaborate with academic partners, governments, NGOs, and partners on the ground to leverage impact of cutting-edge research.
- ACSF partners with EDF, TNC, and CARE to develop research agenda and timely action steps to address urgent issues.
- CICCA works with farmers to respond to climate change, increase productivity, reduce GHGs, and feed the world.
- [Provide an example of your collaborations]
**Reproduction is more than a sperm fertilizing an egg:**
- Sperm are accompanied by a cocktail of seminal proteins
- Female is different creature after mating
- Why Drosophila? Because sex is complicated.
- Interactions are “up close and personal,” unlike broadcast pheromones

**Mating is both a battle and a ballet:**
- Battle between males: seminal proteins are a “weapon” that makes females reluctant to mate with other males
- Battle between male and female: What is good for the gander may not be good for the goose
- Ballet between male and female: male protein is processed only in female

**More than an interesting question about chemical communication in Drosophila:**
- Interactions in Drosophila are analogous to Mosquito, including those that carry diseases like West Nile virus and Dengue fever
- Millions of humans are affected by WNV and Dengue, and there are no vaccines for either
- One way to address spread of disease is to impede ability of insect vectors to reproduce
Writing Exercise: Developing Your Message Triangle

• Identify your audience
• Establish your outcome
• Craft your message
• Develop three talking points
  – Consider problem-solution-benefit structure
• Use message enhancements
• Identify and prepare for difficult questions
Delivering Media Messages

Before anything else, preparation is the key to success.

Alexander Graham Bell
Afternoon Agenda: Interview Practice

- Stay on message
- Prepare for difficult questions
- Interview techniques
- Practice interviews
- Evaluate “best of” interviews
- Wrap-up
Stay on Message

• You are in the driver’s seat
• Know your talking points
• Practice delivering talking points
• Avoid jargon
• Don’t be afraid to repeat your message
• Do not assume that your interviewer is scientifically literate
Three Questions Interviewers Always Ask

• The one you don’t know the answer to
• The one that requires you to speculate
• The one that invites you to share a controversial opinion
Questions to Ask a Reporter

• Name?
• Outlet/Organization?
• What is the story about?
• Do you have any background in the subject?
• Who else will you interview?
• What is the format of the interview?
• How long is it?
• What is your deadline?
• Can I call you right back?
How to Handle Provocative Questions

• Be politely assertive
• Calmly correct mistakes
• Never say “No comment”
• Do not argue with a reporter
• Keep calm and talk slowly
• You can be emotional, but not angry
• Model behavior you would like to see
• Don’t lose sight of the audience
Techniques for On-Air Interviews

• Smile
• Look at reporter (excluding satellite)
• Pay attention to nodding of your head
• Plant yourself, no movement/swivel
• Use natural gestures
• If sitting, lean toward camera
• Voice: expressive, animated
Techniques for Skype/Google

- Do you have high-speed internet?
- Test technology before the interview
- Look at the camera, not the screen
- Camera should be at eye level
- Natural lighting
- Dress the part
- Prepare your surroundings
- Close/turn off distractions
Techniques for Radio

- Close/turn off distractions
- Smile
- Stand or sit at attention
- Use your hands
Dress for Success

• Dress:
  – No white
  – No patterns, including herringbone, stripes
  – Best choices: dark or neutral shades
  – Conservative jewelry

• Say “yes” to make-up
  – Keep it light, natural-looking
Practice Interviews

- Create groups; assign roles
  - Interviewer
  - Interviewee
  - Camera Operator
  - Reviewer/critic
  - Observer/Timekeeper
- Conduct **two**-minute interviews
- Evaluate (see next slide)
- Switch roles until all participants have been interviewed
Tips for Evaluation

• Did I get my message across?
• What did I forget to mention?
• How could I have better incorporated my talking points into my answers?
• Did I use my talking points when replying to difficult questions?
• Was I relaxed, calm, and natural?
• What can I do to be more effective?
“Best of” Interviews

• Each group selects its “best” interview
  – It may be the most successful
  – Or, it can be an example of a “lesson learned”
• Each group shares their interview with the class
• Review and provide feedback
• Wrap up and final questions
Cornell Resources

• College/School and University Communications
  – Help placing stories
  – Research on reporter, news outlet
  – Assistance anticipating, answering questions
  – Coaching
  – Interview and performance results
  – Advice and help with damage control
  – Cornell Chronicle

• On-campus resources
  – ISDN studio, radio
  – Television studio
  – Google+, Skype studio
For More Information

Melissa Osgood
Media Relations
(607) 255-2059
mmo59@cornell.edu

Lesley Yorke
Strategic Communications
(607) 255-9453
lab14@cornell.edu