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Family and Consumer Sciences Promotional Campaign: Tools for Life

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Family and Consumer Sciences Promotional Campaign: Tools for Life

by

Sharon Johnson Hernandez

A creative component submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

Major: Interdisciplinary Graduate Studies

Program of Study Committee:
Dr. Laura Witzling, Major Professor
Dr. Barbara Woods
Dr. Nancy Franz

The student author, whose presentation of the scholarship herein was approved by the program of study committee, is solely responsible for the content of this creative component. The Graduate College will ensure this creative component is globally accessible and will not permit alterations after a degree is conferred.

Iowa State University

Ames, Iowa

2020

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
ABSTRACT	iv
CHAPTER 1. INTRODUCTION	1
CHAPTER 2. LITERATURE REVIEW	3
History	3
Current Campaigns	5
Stakeholders	7
The Message Platform	10
PSA Effectiveness	11
Message Strategy	12
CHAPTER 3. PROCEDURES AND BEST PRACTICES	15
Target Audience	15
The PSA Scripts and Production	16
FCS Toolkit	23
CHAPTER 4. CONCLUSION	27
REFERENCES	29

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ABSTRACT

This creative component project was created and implemented to build awareness around Family and Consumer Sciences (FCS). FCS courses in our middle schools and high schools have declined over the past two decades. To address this problem, this project explored using a public service announcement (PSA) and online toolkit to promote FCS. The strategy for the PSA drew on cognitive dissonance theory and the extended parallel process model. Additionally, this project considered how key standards, such as production quality, simplicity, and message length are all important factors to the credibility of a campaign. Feedback from students, parents, teachers and FCS professionals was incorporated. The resulting materials include a 60 second television PSA (English and Spanish version), a 60 second radio PSA (English and Spanish version), and an online toolkit with content such as sample curriculum, tips for talking to school administrators, the television and radio PSAs, and other content that would be useful to parents and other FCS stakeholders.

CHAPTER 1. INTRODUCTION

My goal with this project is to increase awareness of the subject of Family and Consumer Sciences (FCS) to parents and encourage school administrations to increase, not decrease, FCS courses in our schools. Thus, the outcome of this project is a promotional strategy for FCS classes in Iowa middle schools and high schools.

FCS is a program of study which encompasses these key areas: Human Development, Personal and Family Finance, Housing & Interior Design, Food Science, Nutrition & Wellness, Textiles & Apparel and Consumer Issues (AAFCS, 2019). Over the past two decades in the state of Iowa and across the country course offerings have declined and, in some places, disappeared. In 2012, there were 3.5 million students nationwide that were enrolled in an FCS course. This number is down 38 percent from the previous decade (Werhan, 2014).

FCS classes are offered in many middle school and high school curriculums across the state and across the nation. In some schools certain FCS classes, such as a personal finance class, are required. Other schools offer the classes as electives and others offer no FCS classes at all.

As an FCS educator in Iowa, I see firsthand the many benefits these classes personally offer to students, their schools and their communities. These courses have value, even immediate value that reach far beyond the walls of the school system. FCS

courses are essential for steering students through life. These courses address the unique and complex challenges of growth throughout the lifespan.

Research has demonstrated the value that FCS classes can provide to our youth. Coursework related to nutrition may help in the obesity epidemic. Adolescents may lower their risk of becoming overweight and lead a healthier lifestyle by improving their nutrition knowledge and attitudes towards health (Watson et al., 2009). With regard to finances, students required to take a personal finance class in high school have better credit scores as young adults and have a lower rate of debt delinquency (Schwartz, 2016). In addition, evidence-based curriculum exists that provides multiple strategies to help combat teen dating violence before it even starts (CDC, 2020).

Compared to FCS, no other courses in our public schools can offer the variety of career skills and life lessons in their curriculum. Coursework and class projects in FCS can have immediate value to the student, their families, their school and their communities. By increasing public awareness, stakeholders will find the value and the need for more FCS teachers in Iowa schools.

By highlighting the value of these classes and the many current topics this curriculum can offer, my goal is to increase awareness of FCS, and ultimately to increase the number of FCS programs and instructors across the state of Iowa. Long-range goals would be that Iowa would, once again, become a leader in this subject matter.

CHAPTER 2. LITERATURE REVIEW

History

It is important to recognize the history behind FCS. FCS was formerly known as Home Economics. Home Economics had been a staple in the public education system since the late 1800s.

Home Economics was first started at the Massachusetts Institute of Technology by Ellen Swallow Richards. Richards, the first woman to be admitted to MIT, was a chemist and instructor in the mid-1800s. Her pioneering work helped launch the MIT Women's Laboratory, where the goal was to advance the scientific education of women. At the MIT Laboratory, Ellen Richards used her science discipline for the study of making the home run more efficiently. According to the Science History Institute, "Richards was very concerned to apply scientific principles to domestic topics — good nutrition, pure foods, proper clothing, physical fitness, sanitation..." (Science History Institute, 2017, para. 6).

From there, Richards gathered colleagues together in 1908 to come up with a curriculum that led to the creation of the American Home Economics Association. In 1909 Richards formed the American Home Economics Association. Together they believed that students who chose Home Economics as an area of study would be better prepared to manage their own households. They would, in turn, be better prepared for those careers focused on their communities, its citizens and their environments.

Programs began in other parts of the country. For example, at Washington State in 1903, The Department of Domestic Economy was established. Even in its early days, the field addressed a comprehensive collection of subjects that pertained to the home.

Hannelore Sudermann of Washington State University describes the early program:

It emphasized the basic sciences as well as classes in sewing and millinery, cooking, household economy and management. In order to graduate with a home economics degree, students studied fine arts, chemistry and bacteriology. They learned human nutrition, accounting, teaching, food preparation, culture and early childhood development (Sudermann, 2009, para. 5).

The state of Iowa was an early pioneer to recognize the benefits of home and life skills. Adonijah Strong Welch, President of the Iowa State Agriculture College, spoke about the benefits of home economics. Minutes from an 1869 Board of Trustees meeting, available in the Iowa State University archives, reveal Adonijah Strong Welch giving this noteworthy remark to support early home economics: "Because general intellectual and moral culture will sanctify, elevate and purify the influences of the home, and render it a genuine school for the training of the future citizen" (Zanish-Belcher, 2005, para. 4).

Training of the future citizen is still the goal in an FCS classroom and is evident in the 16 different FCS National Standards of Study and Competencies (NASAFACS, 2018).

Students at ISU were also interested in the field. For example, in the 1930s a thesis from an Iowa State College graduate student, Fred Prebble, included the curriculum "Organized Material for Curricula in Home Mechanics for Girls and Home Economics for Boys" (Prebble, 1933).

Decades later, however, certain groups perceived the content of home economics as stereotyping and designed for women's work. Due to this perceived stereotyping, in 1993 the name "Home Economics" was changed to Family and Consumer Sciences. It was thought that the new name would more appropriately address the complex social and economic issues that individuals, families and communities face today (AAFCS). FCS student enrollment and classes have been declining ever since (Danovich, 2018).

Many individuals still understand the term "Home Economics." For today, however, what does the FCS Community do to promote themselves?

Current Campaigns

Currently, there are several promotional campaigns on YouTube designed to raise awareness of FCS and others on industry websites. Many of these videos are outdated and poorly produced. Some promotional pieces have spinning graphics and too much information on the screen, making the message difficult to read. Other campaigns have poor audio quality and poor shot composition. Others have chosen a broad base, trying to promote the many areas of FCS content, making the message much too long. Many promotional pieces for FCS, found on industry websites, social media and YouTube, are produced by amateurs. Some pieces are produced as student projects or by teachers promoting their own classrooms. Images are often recorded from iPhones or personal hand-held devices with no control over vocals, background audio, or quality of graphics. While digital recording and the production of videos is much easier today than in decades

past, self-promotion of this type to the public is not necessarily beneficial. These issues matter because poor standards in production quality can impact the success of a promotional campaign.

Inferior quality in video, audio, graphics and editing style can lead viewers to have a reduced confidence in the content. Research has identified several factors that contribute to media success. One research group conducted surveys, analyzed data and eventually identified several building blocks that are necessary for successful media promotion (Verhoeven et al., 2018). One particular building block of media success is a term called the “form” or the “design flow.” The design flow is important in creating, influencing and maintaining the marketing of a product or an image to the consumer side. This team noted that since we are in an age of digitization and abundance of media content platforms, media production must require more attention to detail than ever (Verhoeven et al., 2018). Our modern tools of technology make electronic platforms easier to design and utilize, but they also lead to higher expectations among audiences. The more digital technology is available to the layman, the more is expected. If FCS professionals would like promotion to the public, it must be produced with quality.

Research also indicates that production value increases credibility. In a study using two age cohorts, an experiment was conducted examining how production values impact perceived technical quality, credibility and economic value (Cummins & Chambers, 2011). The outcome found that viewers judged stories high in production value as more credible than identical stories lower in production value.

Further studies demonstrate that production value can benefit credibility. High quality production, including broadcasting in High Definition (HD), leads to “increased immersion in the onscreen environment” which then discourages argument and increases persuasion (Cummins & Chambers, 2011).

Stakeholders

There are a number of stakeholders related to this project. The primary stakeholder is Iowa families. They are an important stakeholder for two reasons: 1) Iowa children stand to benefit significantly from FCS classes, and 2) parents can play a critical role in directing school curriculum.

In other contexts, there are examples of parents making significant changes at schools. For instance, in one California school the number of Spanish-speaking honor roll students shot up while discipline referrals dropped from 735 to 107 per year (GreatSchools, 2019). This was due in part to a group called *Padres con Poder*, (Parents with Power). In addition, this same school exceeded its state targets on academic performance. This group of Spanish-speaking parents became more involved in their children’s education by discovering ways they could partner with school administrators.

Families in Schools (FIS) is another organization that has built partnerships between parents, community members and the school district designed to heighten student success. Their mission is to involve parents and communities in their children’s education to achieve lifelong success (FIS, 2020). Parents have made an impact in reading

literacy, increasing English learner reclassification rates and improving standardized test scores. Parents have become more involved in their child's progress. One school in the Lennox School District in California had a nearly 90% parent participation rate for parent/teacher conferences. Parent involvement through FIS has made it possible for more parents and their children to understand the education system, due to a language barrier. FIS is helping these families to acquire the skills needed to prepare and enroll their children for college (FIS, 2020).

School administrators are also important stakeholders. From a school administrator's point of view, working with school personnel can have positive effects; therefore, their involvement in supporting FCS is necessary. John Murphy, a former school superintendent in North Carolina observed, "School systems, just like most large organizations, don't change because they see the light. They change because they feel the heat" (GreatSchools, 2019). Because of the change that parents can make in their child's school district, they are the intended audience of this project.

In addition, two organizations that represent FCS teachers are stakeholders. The first organization is the American Association of Family and Consumer Sciences (AAFCS, 2020). The AAFCS is a professional association that networks those who work in the area of FCS, including educators. This association is a grouping of 26 different FCS organizations, whose vision is to publicize the value of FCS to our communities. Members of the AAFCS organization recognize the need to increase the understanding of FCS to the public, the media and legislators. Their mission statement is:

To provide leadership and support for professionals whose work assists individuals, families and communities in making informed decisions about their well-being, relationships and resources to achieve optimal quality of life (AAFCS, 2018).

The second organization is Iowa FCS educators. They have a Facebook group where instructors can ask questions, post pictures or announcements, swap stories, get ideas and network with other FCS educators.

Teachers are also stakeholders. To incorporate their point of view for this project, I interviewed a total of 20 individuals all related to the FCS industry. The group included current teachers, retired teachers, those working in related fields plus a group of college students who will soon become FCS educators. I posed two questions:

1. If you had the chance to promote FCS, what message would you want to give?
2. What do students need to know?

I received a variety of answers mainly revolving around one element: teaching career and life skills. Conversations also included the frustration with the public's unfamiliarity with the name "Family and Consumer Sciences." Based on their responses and other considerations, I decided my project should be a public awareness campaign designed to promote and create awareness about FCS.

The Message Platform

I will be presenting my message in a series of public service announcements (PSAs) that link to an online toolbox. PSAs are a type of advertisement that broadcast outlets will air for free. Broadcasters donate the airtime of PSAs as a service to the greater public interest. PSAs are designed to educate and raise awareness to the public about a particular topic but do not sell a product or service. Although PSAs are free to put on the air, the technical production of a PSA (copywriting, production studio time, voice over talent, sound effects, graphics, etc.) is not free. PSAs are given free airtime throughout the broadcast day; however, this free airtime is generally not highly viewed or listened to, for instance at 2 a.m. Airtime or ad space can be purchased to guarantee more specific ad placement, for example during morning drive time or the evening news, typically a time of higher viewership.

Broadcast radio and television stations will be the platform for my message, in addition to YouTube. In the United States, Nielsen reported that overall adults consume more than 35 hours of television programming per week. Adults will spend over 12 hours per week listening to the radio. Talk radio, adult contemporary and country music are the most listened to formats in the nation (Nielsen, 2018).

Video PSAs will also be posted to YouTube. YouTube can be an effective way to gain more exposure at no extra cost. In an average month in the United States, 18+ year olds spent more time watching YouTube than any television network (Nielsen, 2016). YouTube has become a popular platform for advertising. In 2008 all presidential candidates used the internet for campaigning. Television ads and ads produced specifically for YouTube were

viewed. YouTube became a way for political campaigns to air speeches, image videos and promotional ads for candidates. One political speech received more than 7 million viewers, reaching American youth in a way no other campaign had (Fox & Ramos, 2011). An example where YouTube was used to promote education was in a spot called “Wishes.” This PSA produced in 2017 by CA Technologies promoted Science, Technology, Engineering and Math (STEM) careers and was designed to inspire young people to dream big about their future careers (CA Technologies, 2017).

PSA Effectiveness

There is much research completed on what makes an effective PSA campaign. Bator and Cialdini (2000) have done extensive research in application of persuasion theory to pro environmental public service announcements. Their research refers to several guidelines for PSA campaign designers and note that marketing strategies were much more effective if developers had investigated their target audience thoroughly. Through this process, potential barriers must be considered so that an audience won't have any trouble accepting a message. Once barriers are recognized campaign developers can take a more informed approach in designing a successful campaign (Bator & Cialdini, 2000). Bator and Ciadini also identified several guidelines for campaign designers.

1. The message content must be specific: Campaign designers must be aware that their message will be presented in a “message-dense” environment. Designers must consider methods to control and overcome distractions.

2. Campaigns must consider how behavior should occur: Message content must be easy to access, again, without distracting information or irrelevant details.
3. The message must have a way to retrieve information: An encoding cue, or a call to action, is a way to retrieve information. If a message is easily remembered and retrieved, the likelihood of action at the appropriate time is increased.

Message Strategy

I selected the Cognitive Dissonance Theory as a foundation to build my promotional campaign. Festinger's theory, developed in 1957, suggests that people strive to reach an internal consistency. When there is an inconsistency between our attitudes and behaviors, something must change to create our inner peace (Benoit & Benoit, 2008).

Cognitive dissonance introduces a way for understanding and for promoting behavior change. Data indicates that the public can be motivated by cognitive dissonance therefore producing a variety of changes in behavior (Aronson et al., 1991).

For instance, an ad campaign could be written designed to convince others to change a behavior that could result in a benefit to a group of individuals or society at large. If dissonance is introduced in the campaign, individuals are likely to reflect and become aware of their own failed attempts to practice certain behaviors. Once individuals have examined their own beliefs and practices, the need to restore to an internal consistency is likely. Cognitive dissonance has been successfully used in a wide variety of persuasive contexts such as advertising and public service awareness campaigns. For example, one

area where cognitive dissonance was used effectively was in crisis fundraising (Waters, 2008). Two Red Cross chapters were surveyed during the December 2004 tsunami relief efforts to Southeastern Asia and Africa. The research found that donors who contributed to the relief efforts were more likely to experience feelings of cognitive dissonance than non-donors. Their donations, however, resulted in restoration of consonance. Results from this research suggest that nonprofits, particularly those in crisis response, need a well-laid out plan for donation, highlighting the positive aspects of donation that result in cognitive restoration.

Cognitive dissonance has also been used in health awareness campaigns encouraging the use of condoms. Feelings of hypocrisy were introduced to a group of college students designed to increase condom use. Once students were reminded of their own past failures to use condoms, they were then better able to persuade others of their importance (Aronson, Fried, Stone, & E, 1991). Successful dissonance campaigns have also been used for environmental sustainability to encourage citizens in water conservation (Dickerson, 1992).

For this campaign, I used cognitive dissonance through introducing uncomfortable facts, and then included information about how FCS can resolve those issues (see script on page 19). These statements are designed to create an instant dissonance to the viewer. Most parents or adults in society want to see the next generation succeed; the next generation are their children and grandchildren. The dissonance creates a conflicting attitude in the lack of skills in our youth today, to the desire for these teens to become fully functioning adults.

Along with cognitive dissonance, fear has been introduced in this campaign as part of the strategy. The Extended Parallel Process Model (EPPM) analyzes how fear appeal is used and how it can either succeed or fail in persuading an audience. The EPPM operates on two themes: perceived threat and perceived efficacy. In other words, how much an individual's estimation of experiencing threat, versus how much confidence one has in the ability to carry out the recommendations. Research indicates that persuasive message campaigns designed to conjure up fear, usually succeed in increasing the perceived fear. However, reactions to the perceived fear may vary. If the fear presented is too low, no harm is perceived and the fear appeal produces no effects. If a fear appeal is too high, the audience will see the message as manipulation, deny the risk and avoid the threat all together (Cho & Salmon, 2006).

A moderate amount of fear has been presented to stakeholders (mainly parents) in my PSA campaign. However, a solution has also been presented, allowing the audience to adapt a preventive behavior and a chance to take action. The audience will be more likely to adopt the recommendations to reduce the fear when they are persuaded that the recommendation will effectively deal with the threat and that they have the ability to implement those recommendations successfully (Benoit & Benoit, 2008).

CHAPTER 3. PROCEDURES AND BEST PRACTICES

Target audience

The message content for this campaign is designed to reach a diverse group of individuals, with parents being the primary target of focus. In the state of Iowa, the median household income for 2018 was \$59,955 (Data USA, 2018). Within this income there is a wide variety of occupations and yearly salaries represented here. It was important for me to be inclusive. Since basic FCS courses are encouraged and suitable for each student, the message created must appeal to a wide range of parents and caregivers. For instance, based on my experience in education and as a parent, I found that in one grade alone, one rural school in central Iowa hosts parents who work as teachers, law enforcement officials and small business owners. There are parents who are ranchers, farmers, homemakers, university professors, field workers and convenience store employees. There are heads of families who work in physical therapy, construction, computer repair, medicine, research and dentistry; there are day care owners and day care workers, bus drivers and restaurant owners and all careers in between. I make note of these occupations because even in small-town Iowa, such a wide variety of people live, earn a living and raise children. It is important that this message reaches all parents. Due to the nature of the subject, FCS courses include life skills and career readiness for all students. Curriculum is designed to empower students immediately, as they grow into young adults and eventually into adulthood.

In terms of demographics, promotion for this campaign needs to appeal to both male and female audience members. Most rural communities in Iowa have a large percentage of white individuals. Des Moines, Ames and other larger cities host a larger ethnic population. In Iowa, 90% of the population is high school educated, with 27% having a bachelor's degree or higher. The majority of those who will see or hear the promotional pieces speak English (State Data Center, 2019).

I will also be producing a Spanish version of the television and radio PSA campaign. Portions of the FCS Toolkit will also be available in Spanish. The Latino population in Iowa is estimated at 194,432. This number represents the largest ethnic minority in the state. 123,829 Iowa residents over the age of 5 speak Spanish at home. Just over 64% report they speak English "very well." This leaves almost 38% not speaking English as a first language (Department of Education, September, 2019). By taking advantage of this opportunity to reach the Hispanic population on Spanish-speaking media platforms, our message will have an even further appeal.

The PSA scripts and production

The scripts for the radio and television PSAs are 60-second versions, a standard length for broadcast outlets. All scripts for this campaign have been meticulously written and adapted for different stakeholders.

In addition to considering EPPM and cognitive dissonance theory, input, advice and suggestions for the content of the script came from broadcasters, researchers, FCS professionals, parents and students. Careful consideration was given to include accuracy in the statistics and content suitable to reach a diverse population.

On-camera statements from students were written with real-life scenarios in mind. The life-skills questions presented are designed with students' needs in mind who are college-bound, career-bound and those undecided about their future. The PSA campaign will be branded with the common theme "FCS...Your Tools for Life," and "Find us at IowaFCS.com." This theme and call to action will run on all media platforms.

Furthermore, the statistics I have introduced were carefully selected because they will resonate well with parents. These statistics directly affect the future of their children. Some of society's greatest concerns include food, finances and relationships.

As described above, these statistics play upon cognitive dissonance and introduce a small amount of manageable fear.

The PSAs attached to this campaign were professionally produced using broadcast quality equipment and state-of-the-art resources. The male and female narrators for the campaign are industry professionals currently employed by two commercial radio stations. The Spanish-language version has been translated and recorded for radio and television by a bi-lingual broadcaster, also a working professional. A graphic artist was hired to create and design a logo for printed and electronic media. A professional web designer was consulted for ideas implemented into the overall layout and design of the online toolkit. Radio, television and social networking are the primary media platforms.

The length of the PSA was designed with engagement in mind. The message comes in a 60-second version. This gives the viewer a short amount of time to relate the message of "life skills" to FCS, without additional and unnecessary information. Further research indicates that the length of a video matters. Videos up to two minutes long, retain a viewer's engagement and keep their attention. A 90-second video will have the same effect

as a 30-second video. There is a significant drop off in viewership after two minutes. This research suggests short and sweet is a safe strategy (Fisherman, 2016).

In considering Bator and Ciadina's (2000) work, the public service announcements attached to this project met their three requirements:

1. The messages content must be specific: For the television spots, I have used minimal verbiage with a simple white text over a black background that is easy to read. Special attention was given to lighting, audio quality and talent direction during location recording. All broadcast quality standards for the video campaign have been met. Radio ads have also been produced with attention to detail on voiceover narration and sound effect quality. The audio has also been produced with broadcast quality standards being met.
2. Campaigns must consider how behavior should occur: At the end of the ads the audience is directed to the website: IowaFCS.com. Again, the message is simple and not distracting.
3. The message must have a way to retrieve information: In each public service announcement, audience members are directed to go to the online toolbox IowaFCS.com. The message is simple and easy to remember.

Radio PSA “FCS Your Tools for Life” 60 sec.

(Female Voice: Serious tone) (Doom sound at each statistic)

- “Two thirds of young adults don’t understand basic credit card knowledge...”
- “48% of college students are unable to make a simple meal. 1 in 3 can’t boil an egg”
- “Teen dating violence affects millions of teenagers each year...”

(Loud scratch of a record sound)

ANNCR: (Male Voice, Upbeat, Music)

Wait...What if you could give our youth the tools they need to tackle these issues while they’re still in school? Family and Consumer Sciences courses can help..and we’ve got the research to back it up! You might remember it as Home Ec...today its FCS and we’re still here!

(Sound Bite #1): “Can you teach me how to handle the money I make?”

(ANNCR) “We can!”

(Sound Bite #2): “Can you teach me about healthy ways I can cook?”

(ANNCR) “We can!”

(Sound Bite #3): “Can you teach me about getting a job...and keeping it?”

(ANNCR) We sure can!

(Sound Bite #4): “How about what a healthy relationship looks like?”

(ANNCR) “We can do that!”

(Sound Bite #5): “To give back to my community?”

(ANNCR) “We can do that too!”

(Sound Bite #6): “Can I learn the skills I need so that I won’t need an “Adulting Class” once I’m through high school?”

(ANNCR) “We can definitely do that! “

(Fast-paced music clip, leading up to final crescendo...) (ANNCR) “Family and Consumer Sciences...Your Tools for Life! Find us at IowaFCS.com

Radio PSA FCS – “Sus Herramientas Para La Vida”**60 seg.**

Voz femenina: Tono grave

(Suena de perdición en cada estadística)

"¡Dos tercios de los adultos jóvenes no entienden el conocimiento básico de la tarjeta de crédito!"

"¡48% por ciento de los estudiantes universitarios no pueden hacer una comida sencilla. Uno de cada tres no puede hervir un huevo!"

"¡La violencia entre parejas adolescentes afecta a millones de adolescentes cada año!"

(Un fuerte sonido de un rasguño de disco)

Voz masculina: (Más optimista) con música en el fondo

ANUNCIADOR:

¿Si pudieras ayudar a equipar a los adolescentes mientras todavía están en la escuela para manejar estos problemas, lo harías? Los cursos de Ciencias de la Familia y del Consumidor pueden ayudar ... con investigación para apoyar los. Puede recordarlo como Home Ec ... hoy se llama F-C-S ... y todavía estamos aquí!

Voz # 1 "¿Puedes enseñarme cómo manejar el dinero?"

Anunciador "¡Podemos!"

Voz # 2 "¿Puedes enseñarme sobre las formas saludables en que puedo cocinar?"

Anunciador "¡Seguro que podemos!"

Voz # 3 "¿Puedes enseñarme acerca de cómo conseguir un trabajo y mantenerlo?"

Anunciador "¡Nosotros también podemos hacer eso!"

Voz #4 "¿Puedo aprender las habilidades que necesito para no necesitar una clase adulta cuando termino la escuela secundaria?"

Anunciador "¡Definitivamente podemos hacer eso! "

(Clip musical de ritmo rápido, que conduce al crescendo final)

ANUNCIADOR:

¡Los cursos de Ciencias de la Familia y del Consumidor ... sus herramientas para la vida!
¡Pregúntele al administrador de su escuela sobre F-C-S y visite Iowa F-C-S punto com! ¡Iowa F-C-S punto com! "

Producer: Hernandez TRT: 60 seconds

Video	AUDIO
CG: ⅔ of young adults don't understand basic credit card knowledge	(Kathy) Two thirds of young adults don't understand basic credit card knowledge
CG: -48% of college students are unable to make a simple meal. 1 in 3 can't boil an egg.	48% if college students are unable to make a simple meal. 1 in 3 can't boil an egg.
CG- Teen dating violence affects millions of teenagers each year..	Teen dating violence affects millions of teenagers each year... (RECORD SCRATCH)
CG: WAIT Teen standing in front of "solutions" background	(Emery) Wait...What if you could give our youth the tools they need to tackle these issues while they're still in school? Family and Consumer Sciences courses can help.,and we've got the research to back it up! You might remember it as Home Ec...today its FCS and we're still here!
SOT #1	Can you teach me how to handle the money I make?
CG: We Can!	We can!
SOT #2	Can you teach me about healthy ways I can cook?
CG: We Sure Can!	We sure can!
SOT #3	About careers?
CG: We Do!	We can do that!

SOT #4	How about what a healthy relationship looks like?
CG: We Can!	We can!
SOT #5	Can you teach me skills I need so that I won't need an adulting class after high school?
CG: We Can Do That!	We can definitely do that!
Photo Montage of classroom activities	(Fast-paced music crescendo)
End Logo:	Family and Consumer Sciences...Your Tools for Life!
End Logo fade in IowaFCS.org	Find us at IowaFCS.com

FCS Toolkit

The FCS Toolkit will be found at IowaFCS.com, with the design as shown in Figure 1. All PSAs, whether print, broadcast or social media, will be tagged with IowaFCS.com. This domain has been purchased for one year. The logo design of the video and print PSA campaign will carry over to the home page of the online toolbox. Online presence will be simple to read and easy to follow with an evergreen appearance. This toolkit will be built so that additional material can be added as needed.

These items include:

- Sample FCS lesson plans taught in Iowa
- Sample FCS courses that schools can offer
- Careers in FCS
- Becoming an FCS Educator
- Impact of FCS Education
- Department of Education
- Talk to your administrator about FCS
- Links to Iowa FCCLA and National FCCLA
- Why FCS
- Helpful Links
- Media Campaign (Video, YouTube and Audio PSA, Press Release, Spanish versions included)

The web site content index is as follows:

Sample Lesson Plans: Displays a list of downloadable PDF files

- Food & Business Project (fcs_ice_cream_project.pdf)
- Child Development
(<https://www.familyconsumersciences.com/2013/08/creativity-play-the-dr-seuss-way/>)
- Post-Secondary Education (FCS_Is college necessary pro-con.pdf)
- Financing A College Education (FCS Financial College Rigor Form.pdf)
- Cultural Foods Unit (Advanced Foods.pdf)

Sample Courses: Opens up one downloadable PDF file

- PDF – sample_courses.pdf

Careers In FCS: Opens up one downloadable PDF file

- PDF – FCS_Career_Sheet.pdf

Becoming An FCS Educator: Links to an external site

- <https://www.hs.iastate.edu/find-majors/family-and-consumer-sciences>

Impact Of FCS: Opens up one downloadable PDF file

- PDF – FCS_Fact_Sheet.pdf

Talk To Your Administrator: Opens up one downloadable PDF file

- PDF – talk_to_your_administrator.pdf

FCCLA Iowa / FCCLA National: Each term links to a separate external link

- Iowa FCCLA <https://www.iowafccla.org/>
- National FCCLA <https://fcclainc.org/>

Why FCS? Opens up one downloadable PDF file

- PDF – why_fcs_issue_brief.pdf

Helpful Links: Displays a new page with external links

- Iowa Department of Education, Human Services
<https://educateiowa.gov/adult-career-and-community-college/career-and-technical-education/service-areas/human-services>
- AAFCS <https://www.aafcs.org/home>
AAFCS Essential Effectiveness Tools
<http://aafcs.org/resources/advocacy/tools/essential-tools>
- NASAFACS <http://www.nasafacs.org/index.html>
- ACTE <https://www.acteonline.org/fcs-resources-for-educators/>
- Iowa State University FCS <https://www.hs.iastate.edu/find-majors/family-and-consumer-sciences/>

Media Campaign: Displays a new page with a list of downloadable files (audio, video, pdf)

- Television PSA – ToolsForLife60(1080).mp4
- Radio PSA – ToolsForLife60(Audio).wav
- News Release – iowa_fcs_com_launches.pdf
- Spanish PSA – ToolsForLife60_PSA(1080).mp4

FAMILY & CONSUMER SCIENCES

FCS Toolkit

 "Your Tools For Life"

Sample Lesson Plans		Talk To Your Administrator
Sample Courses		FCCLA Iowa / FCCLA National
Careers In FCS		Why FCS?
Becoming An FCS Educator		Helpful Links
Impact Of FCS Education		Media Campaign

iowafcs.com

Figure 1. The website design.

CHAPTER 4. CONCLUSION

FCS is a necessity in our public school classrooms. It is as important today as it was 100 years ago. Our needs have changed in society over the past century. However, the need for the care of family, community, finances and finding a purpose have not. We have more resources available to us now than when Home Economics first started out. And yet, FCS is still declining.

Even though my campaign is a start, my suggestion for the field of FCS is to further simplify the message. With its 16 different areas of study, FCS is difficult to explain. For those outside the industry, it is difficult to understand. Perhaps a new name could be in order along with a standard 20-second “elevator pitch” that those in the industry could use and promote.

My goal for this project was to increase awareness of FCS to parents and to encourage school administrators to increase these courses in our schools. The campaign I have produced was well-researched and included input from students, parents and the FCS community. The content was specifically designed for easy comprehension. Best practices were used in production, along with incorporating theory and Cialdini’s guidelines for designing promotional campaigns.

The next steps for this campaign will be to get this information into the hands of the public. Partnering with the Iowa Department of Education, a press release will be sent to

school administrators promoting the project and online toolkit. The toolkit will be posted to the Iowa FCS teacher's Facebook page and be made available to other state and National FCS organizations for use on their websites. Radio, television and cable stations will receive the press release and PSAs to air. Promotional information will be available for upcoming FCS conferences.

I would recommend that FCS organizations who promote themselves on websites stay updated. Poor production quality, broken website links and outdated information does not help the FCS image. Quality research for these websites needs to be readily available to stakeholders. If we expect parents and administrators to support FCS, we need a condensed message that is easy to understand and easy to access.

Based on my research and years as an educator and parent, I know that FCS matters. However, to move forward, FCS must refine their message so others know it. They must move beyond their own FCS organizations and their own expertise to work with other communicators. They may need to rely on other professional sources to promote themselves. To survive, FCS must work with others to promote their message in a language, a style and a platform that the general public can relate to. Given the current state of FCS programs, it is imperative that FCS take these steps if they expect to survive and eventually thrive.

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