

The Problem

There are two problems surrounding blood and organ donation. The first is the inadequate number of donors. In the U.S. 18 people die every day while waiting for a desperately needed organ and there are over 117,000 Americans waiting for an organ transplant.^[1] Every ten minutes, another name is added to that list. Yet, there is a growing gap between those who need an organ and the number of donors. People can spend years on the list before they receive their needed organ. Often patients wait so long they become too sick to receive a transplant and have to be taken off the waiting list. This shortage has resulted in an increased expansion of criteria for acceptable donors. For example kidneys from donors older than 60 are used, despite being more likely to fail than kidneys from younger donors.^[2] There are several factors that contribute to this organ shortage. One reason is medical advancement, such as better surgery techniques and improved anti-rejection drugs which increases the number of people who could benefit from transplants. The demand for organs, thus, is increasing. A second reason is improved auto safety. Precautions such as airbags and seat-belts have decreased the number of deaths as a result of car crashes, and thus lowered the number of organs available for transplant purposes. A third reason is decreased homicide rates. Both of these reasons contribute to a decreased cadaver supply, further increasing the difference between demand and supply. While these reasons certainly contribute to the organ shortage, a huge factor is simply the lack of donors. According to a study by the Department of Health and Human Services, 90% of Americans support organ donation, but only 30% know the steps to take to become a donor.

Every three seconds someone in the US needs a blood transfusion. The U.S. uses approximately 32,000 pints of blood each day, and without donated blood 4.5 million Americans would

die each year. Since red blood cell donations must be used within 42 days and plasma donations within five days, there are frequent blood shortages in the U.S., especially during summer months when schools do not help with collection drives and more people are participating in dangerous activities. Blood donors are needed constantly, and consistently, not just during a crisis.

The second major issue regarding organ and blood donation is lack of information or misinformation. Lack of information includes not knowing how or when to become a donor. As already mentioned, a majority of Americans do not know how to become organ donors. Misinformation is an even larger problem, for both organ and blood donations. There is confusion surrounding religion, privacy, money, age, previous illnesses, and treatment of a person or body when donating organs.^[3]

One myth is that if a person is in an accident, doctors will not try to save her life if they learn she is a donor. A second myth is that an organized religion does not approve of organ donations. A third myth is that families have to pay for the expenses relating to organ donation. A fourth myth is that recipients might learn the identity of the donor and cause more grief for the family. A fifth myth about organ donation is that the body will be mutilated or treated badly and would disfigure the body for the way it looks in a casket. With regards to blood donation there are some concerns that people have when they do not understand the process and have enough information about it.^[4] Many people believe they can only give blood once a year. Others are afraid that they will get AIDS from donations. Some are concerned that their blood is not the right type to donate or that their blood is not wanted due to illness.

The Goals

Our campaign will address these two problems by increasing education efforts and encouraging donations. We want to focus on youth because we hope to increase the number of youthful donors and

start a lifetime of blood donating. Therefore we have three goals; to educate youth about organ and blood donations, to encourage youth to openly discuss donations with each other and their parents, and to increase youth registration as organ and blood donors. We are attempting to alter attitude, knowledge, and behaviors surrounding the issue of donation. Part of that attempt will be to reframe the issue as an open topic for discussion, not a taboo subject about which people are uncomfortable to think.

Studies have shown that it is not lack of awareness that there is a need for donors which prevents people from become organ donors. A Gallup poll in 2002 showed that 85% of Americans are aware of the need for organ donors.^[5] Instead, it is the popularity of the previously mentioned myths that are not countered by national organ donation organizations and the inadvertent reinforcement by media of these myths.^[6] Research suggests that awareness of the need for organ donors is not a factor that indicates resistance. We therefore believe that a campaign which targets these myths and misconceptions would be more effective than one that targets awareness. Another study shows that the amount of knowledge family members have about organ donation increases the likelihood of consent for removal of organs,^[7] and since consent is required for removal it is important families discuss the matter.

We will attempt to achieve these goals with a three-pronged approach. The first portion of our outreach will be messaging released online through social media and websites. We will post commercials, photos, infographics, and statistics on a variety of sites. Our online presence will target youth in order to inform them about the issues surround blood and organ donation. The second element

of our campaign will be television commercials, targeting parents. These will be a combination of heartwarming stories that demonstrate how donating can save lives and myth busting, fact driven statements to debunk any misconceptions. Thirdly, we will create a school activity that demonstrates the importance of donation. This activity will be a day long event, in which some students are assigned to need either organ or blood donations and other students must volunteer to “save” their lives. Facts and statistics about donations will be part of the day, both in printed posters around campus and a speech given at some point in the day. With these three approaches to messaging, we hope to reach our target audiences, discussed in the next section.

Target Audience

To fulfill our goals, we want to engage three target audiences. The most important target audience is high school and undergraduate students, which we have broken into smaller segments: students who are too young to register for organ and/or blood donation (usually ages 13-16 in most states), students who are old enough to donate with a parent’s permission (ages 16-18) and students who are old enough to register and/or donate blood and organs without a parent’s permission (ages 18-22). Our secondary target audience is the parents and teachers/school administrators of these students.

There is a need for donors. As already mentioned, an average of 18 people per day die in the United States of America while waiting on an organ transplant. A staggering number of lives could be saved if families of those who have died consent to donation on a more common basis. When a 15- or 16-year old faces the quite frightening and exciting prospect of becoming licensed to drive, they are also faced with a new question. Should I become a donor? It is often the first time youth may really face this question, so it is important people in this age range understand what they may be signing up to do. This

is also the first time this target audience will be given the opportunity to donate blood. One donation of blood could help up to three people, which is something these students may not know.^[8] We want to inspire this age range to register to become organ donors and to donate blood as soon as they are legally eligible. We also want to make sure the students are educated enough to make their own decisions concerning donations and do not fall for myths surrounding this issue.

The parents (or legal guardians) and teachers of the students are the secondary target audiences in our campaign. Even if a person has registered to be a donor, it is the family's decision to make in the end.^[9] Therefore, open discussions need to take place between parents and their children (our main target audience) to ensure consent. Also, parents are one of the most important influences in their children's lives. Carl E. Pickhardt, Ph.D writes, "Parents vastly underestimate how closely they are observed and how constantly they are evaluated by their child."^[10] Parents are a key source to helping students make these decisions and also to ensuring the decisions are enforced in the event that their children's organs could be donated. Teachers also play an influential role in the decision making process of their students. Teachers are often seen as both authoritative and trustworthy. With teachers' support we will be able to better educate students as teachers can participate in lessons. Additionally, as teachers sometimes play guardian-esque roles in the lives of some students, their participation will be invaluable.

Two likely problems of our campaign will be attention and resistance. Teenagers have especially short attention spans, so we need to ensure our campaign can capture their attention and maintain it. Without this, our campaign will fail. We are also prepared for resistance to our message. We think this

resistance will come less from youth and more from parents. Many people hold misconceptions about blood and organ donation which is why this campaign is needed.

Target Audience Characteristics

Youth

The characteristics of our target audience will vary drastically depending on the location of the school with which we are engaged. As we expect to create a nation-wide campaign, determining the characteristics of the students and parents is very difficult. Ideally, we will cater the delivery of our message to appeal to the different regions. For example, if we run advertisements or host the school activity in a Hispanic dominated area, we will adjust our messages to be in Spanish. There are some generalizations about students, however, which can be made on a national basis. We know the students we are targeting will be in high school or college, so this should indicate the reading level of the students. It is also known that only ten percent of teens are practicing abstinence; this information means we may be able to use sexually-charged messages to convey our campaign.^[11] Teenagers spend nearly every minute they can connected to the Internet in one manner or another. A study in 2010 showed teens spent 31 hours a week on the Internet.^[12] With increasing easy access to the Internet, it can be safely assumed this amount of time has only increased in the past three years. Therefore, a campaign which integrates Internet media has a higher chance of being successful when targeting youth. The beliefs and morals of teens and young adults are based primarily upon those of their parents and other family members. Studies have shown teenagers and young adults typically choose their political affiliation,^[13] along with other defining characteristics, based upon the views of their parents. Students of this age

range are also at a point in their lives where some of their decisions are based upon their peers. Essentially, the beliefs and values of students are malleable at this point.

Parents

With regards to parents, it is more difficult to generalize their characteristics and motivation. It will vary greatly from location to location. We can simply assume they will probably be over the age of 38 and have a concern for their child's wellbeing. We can determine some characteristics of parents from the census. In 2007, 67% of families were "maintained by married couples" and 25% of single parents maintained households with children.^[14] This information will be key in targeting households because we will need to know if we need to reach the attention of both or just one parent. The average income for Americans, age 35-55 years old is approximately \$75 thousand.^[15] We also know, according to the census, the majority of Americans are white, and minorities tend to live in homogenous neighborhoods.

We can also make generalizations concerning beliefs and morals. In 2008, 76% of Americans identified as Christian.^[16] This information is very important to note because most Christian sects are not opposed to organ and blood donation. In the most recent election, 52% of people age 30-44 voted for President Obama and 51% of people age 45-64 voted for Mitt Romney.^[17] This information leads us to believe the demographic for high school parents is evenly split between democrats and republicans.

School administrators and teachers

When studying the characteristics of high school teachers, there are some very important factors

to keep in mind. On average, teachers will have a bachelor's degree and make about \$50,000 per year.^[18] The average age of a public school teacher in the United States is 42 years old and approximately 75 percent of teachers are female.^[19] School administrators typically have a higher education level, requiring a master's degree at minimum.^[20] In 2010, principals made an average of \$86,970 per year. This knowledge will ensure we send the proper communications to the teachers and school administration.

Target Audience Media Consumptions

Youth

Teenagers have quite diversified media preferences. With the development of new media, teenagers are faced with an increasing number of options to get the information they want. As Vivian Vahlberg mentions in "Fitting into Their Lives – A Survey of Three Studies About Youth Media Usage", to reach young people, you cannot offer just one thing in one place.^[21] For a successful campaign, messages must appear on a variety of media.

Teenagers are able to spend a significant amount of time surfing online, both from computers and mobile phones. Consequently, they spend less time reading print media. However, youths' media usage of music/audio, television content, computers, video games and movies is rising. High-speed Internet access enables teenagers to watch online content anytime they want. According to some research, youths spend at least 22 minutes a day on social networking sites and 15 minutes a day on video websites such as YouTube.^[22] More importantly, smartphones makes it more convenient for

teenagers to browse social networking and video sites because they do not need to carry a laptop everywhere. Thus, in terms of youth's media habit, we should try to reach teenagers through websites, social media, and online videos. In this way, teenagers could get the information about our campaign through social networking, and then visit our website for more information.

Parents

Compared to teenagers, adults still spend much of their time watching television at home. The amount of television the average American watches per day is over 4 hours and 40% of Americans always or often watch television during dinner.^[23] Dinner time, therefore, may be the best time to run the commercials targeting parents. A challenge which may be presented is the use of Digital Video Recording or DVR. We need to concentrate on the most prominent times of live viewing, not just television viewing in general. An article in *The New York Times* stated, "In a world with grocery store television screens, digitally delivered movie libraries and cellphone video clips, the average American is exposed to 61 minutes of TV ads and promotions a day"^[24] The television commercials could spur effective communication about our campaign between teenagers and their parents.

School administrators and teachers

The emergence of social media, the Internet and cost-friendly personal devices has changed how technology has infiltrated into the education systems. According to V.H. Carr Jr, "Unlike most earlier technologies which were thrust upon the education community, Internet technology is individually available to faculty and students who can use their own systems to serve their own purposes."^[25] A PBS survey shows that 97% of K-12 teachers use digital media in their classroom instructions. In fact,

76% of teachers that access videos during class do so by streaming or downloading content from the Internet.^[26] Videos we post through social media, therefore, have a great chance of being seen by teachers. We also know from personal experiences that teachers frequently use Pinterest in lesson planning. As part of our campaign, we can create a Pinterest board which uses facts about donations and interactive lessons to target teachers.

Despite these changes, personal communication is still most effective when outreaching to school administrators and teachers. According to “Every 15 Minute” health campaign which inspired the school activity prong of our campaign, the most effective way of reaching school administrators and teachers is to talk with them directly. To launch a health campaign on campus, it is necessary to get the permission and support from school administrators and teachers. Through effective communication, we could inform them with the goal of our campaign and the benefits for students.

Myth Busters

One element of our campaign, which addresses educating youth and their parents, is our myth busting commercials. These commercials are placed on our social media accounts, our website, YouTube, and on television in order to for both target audiences to see them.

Initial Message Content

Our myth busters are a series of commercials that debunk incorrect, but commonly held beliefs about blood and organ donation. They are created to appeal to both parents and youth and play off of the show, Mythbusters. Ideally, we would like to have the two Mythbusters celebrities, Adam Savage and Jamie Hyneman, participate in the commercials. However, we recognize that there are time constraints on their availability and they may be unwilling to support our cause. To start, therefore, we created commercials that do not require their presence. Each commercial follows the same basic

formula. A statement in white text appears on a black screen. It sits there long enough for someone to read it, and then a “busted” icon slams across it. The text and icon fade into new white text, which reads “Truth:” followed by a factual statement contradicting the first statement. To explain the facts more, a second screen of text appears. The facts disappear and “Learn the truth about donating” and our logo shows on screen. Finally this screen is replaced by “Be a hero. Become a donor.” The text on these last two screens will be the brown color we use throughout our materials, to tie the commercials back our overall campaign.

There are a couple of myths about blood donation that we address. The first is that an individual can contract HIV/Aids or other infectious diseases by donating blood. In our commercial, this statement is, “I can get Aids or other diseases if I donate blood.” The truth statement reads, “Truth: All needles are STERILIZED and disposed of after ONE USE. You CANNOT get Aids or other diseases from donating.” The second myth in our campaign is “I donated this year already. I don’t need to again.” The truth about this myth is, “You can donate whole blood EVERY 56 days. You can donate platelets and plasma EVERY 24 days. You can donate platelets EVERY 8 days, up to 24 TIMES A YEAR.” A third myth we tackle is the belief that there are enough donors and blood. “I don’t need to donate because there is enough blood.” The truth is that there is never enough blood, or donors. “ONLY 5% of eligible donors actually give blood. The demand is CONSTANT.” The fourth myth in our commercials is, “Blood last forever.” Truthfully, “donated blood can be saved for ONLY 42 days,” and “platelets can be stored for ONLY 5 days.”

We also address several myths about organ donation. Our first message examines the belief that, ““If I’m in an accident and the hospital knows I want to be a donor, the doctors won’t try to save my life!” Our response says, “Truth: The number one priority is to SAVE YOUR LIFE. The team

treating you is DIFFERENT than the transplant team. The team coordinating donations is not notified until ALL lifesaving efforts have failed and death is determined.” The second myth our campaign covers is, “My religion does not approve of organ donation.” The response to this impression is “ALL organized religions SUPPORT donation or allow for individual CHOICE. Many ENCOURAGE donation as an act of GENEROSITY.” Our third myth concerns the identity of a donor. “If I donate, the recipient or the recipient’s family could discover my identity and cause grief for my family.” This myth is trickier to address, as the response is more complicated. Our commercial explains, “Your information is PRIVATE, unless BOTH your family and the recipient REQUEST from a THIRD party. You will remain ANONYMOUS if you WANT.” The fourth belief our campaign examines is, “Doctors will take everything, even if I only want to donate a specific organ.” Truthfully, “You can SPECIFY which organs you WANT to donate when you register.” Finally, a fifth myth addressed in our commercials is “My body will be mutilated or treated poorly if I am an organ/tissue donor.” Our response is, “Organs are removed SURGICALLY. Donation does NOT disfigure or change the way a body looks in a casket.”

Media and Source

We want both youth and their parents to see these commercials as part of our goal to educate youth and encourage them to talk with their parents about becoming donors. Youth and their parents must have the same facts to start a real conversation about these difficult topics. According to our research, the Internet is a great way to target our youth age group. As previously stated, youth spend an average of 15 minutes a day on video websites such as YouTube. We, therefore, uploaded these commercials on our own YouTube channel. Additionally, we will purchase ad spots from YouTube. These ad spots run before videos. They can be skipped after a certain length of time, but they will still

increase our exposure. We also posted the commercials as videos on Facebook and Twitter, which increases the likelihood of our target audience seeing them, as youth spend a minimum of 22 minutes on social networking sites. A key element of posting these commercials online is that they can remain there for as long as the site exists. Youth who see the commercials, participate in our school activity, or are otherwise interested in donating, can easily find our myth busters to show their parents at a later date, such as when they are discussing their choice to donate. To reach parents, we will run our commercials on television, as the average adult watches over 4 hours a day. Ideally, we would place our myth busters on channels and during shows that parents watch with their children. Unlike the heartwarming stories discussed later in this paper, which specifically target parents, these commercials' purpose is to correct misconceptions and encourage discussion between family members. Therefore, if they can be viewed while the family is together, the effect might be stronger.

The source of these commercials is initially set to be simply Helping Bods. Part of the testing will be to see if that is credible, or if the truth statements need to come from known organizations.

Theory Research

When crafting our messages we considered several theories about persuasive communication. Many of the myths rise from a fear that surrounds donation. The language, therefore tends to be high intensity in its wording. The responses also have high intensity elements in them because we are trying to emphasize the *need* for donors as well as educate the public. Therefore, based on the research conducted by Buller et al., we tried to include deductive reasoning, with the text at the end regarding learning about donation and tell audience members to become one. Since the fear statements in the myth are likely to arouse people, we wanted to lead them to the conclusion, so the argument was clear.

We are aiming for internalization with our messages. We want people not only to publicly

conform to recognizing that myths are incorrect and to donate, but also to privately accept the facts and have a better understanding of the donation process. As part of that, we will target an audience that contains both parents and their children to hopefully create a situation in which the Social Comparison Theory will come into play. This theory states that because people are concerned with the “correctness” of their positions, they will seek validation through interaction with others. If the commercials occur in a setting where family members can discuss the issue, they may be more likely to have our desired position.

One of the main concerns with our commercials is that of the source credibility. In our initial messaging, the source is simply us, Helping Bods. Since we are attempting to address incorrect beliefs about blood and organ donation, our messages can be highly discrepant from originally held opinions. According to Social Judgment Theory, if our message is outside an individual’s latitude of acceptance, he or she may reject the message outright. A key factor in the relationship between acceptance and discrepancy is the message source’s credibility. The higher the source’s credibility, the more persuasive a discrepant message can be for attitude change. Therefore, in our testing stage, we will try to pinpoint how credible Helping Bods seems and how to make the truth statements more credible.

Testing

Testing of this message included face-to-face interview with a graduate student who is 21, a Skype interview with an undergraduate at UCLA, and a face-to-face interview with a parent. The section discusses the testing of the myth busters with our two youth interviewees. The testing with the parent is discussed later in this paper. At the start, the interviewees were given a very brief introduction about our campaign. Next, they were asked a series of questions to gauge their opinions, beliefs, and understanding of blood and organ donation before being exposed to the messages. These questions include: Are you aware that there is a need for blood and organ donors? How bad do you think our

donor shortage is (measured on a Likert scale)? Are you a blood/organ donor? Have you ever thought of becoming a donor? What has caused you to hesitate when considering donating? Are you concerned that your religion may not support donating? Are you concerned that your privacy will not be respected if you donate? Are you concerned that your body will not be respected if you are a donor? Do you know how to become a blood donor? Do you know how to become an organ donor? Are you aware that you can specify which types of organs you want to donate? Are you aware that you can become a living donor? Do you know how to become a living donor? Do you have any other concerns about donating?

The interviewees were then shown all of the myth-busting commercials. We wanted them to see all of the commercials to see how effective this entire portion of the campaign is. Questions included: Did you like the commercials? Did you find them helpful in clarifying issues surrounding donating? What appealed to you most about these commercials? What did you dislike most about these commercials? Would you reconsider your stance towards donating? Do you believe the truth statements? Would you find the information more credible if the truth statements were quotes from a national organization? If you saw these commercials would you mention them to your parents? What do you think the overall message of these commercials was?

The general consensus from the test was that they were set-up nicely and addressed good topics. For the most part the facts are believable/acceptable. Both interviewees said they would be interested in discussing the topic with their parents if they saw these commercials. Both also said they would be more willing to consider donation after having seen the commercials. There was resistance to two of the commercials; the one about catching diseases from needles, and the one about doctors doing everything they can to save your life, even if you are a donor. The resistance came from an interviewee

who has a fear of needles and had never considered cadaver donation before seeing these commercials. Her response to these commercials led to a discussion about the credibility of the source. She indicated that if the facts were connected to a national, well-known organization, they would have slightly more impact. The big issue, however, was in not knowing where to go for more information. She acknowledged that it would be impossible to fully address concerns connected to these two myths in a commercial spot. The commercials caused her to think more about the topic, but not necessarily change her belief with regards to these two myths.

Final Message Content

To address the concerns mentioned in testing, we added text to the logo screen of our commercials. This new text reads “Visit helpingbods.webs.com for more information.” Our website offers more factual information for people looking for explanations. This addition gives them an action to take, increasing self-efficacy.

Internet

Another element of our campaign is our efforts on the Internet. As already mentioned, the myth buster commercials are placed on social networking sites and YouTube for youth to see. The videos are also built into a larger overall effort on the Internet. They are shared on our social media and our website. Additionally, we will offer factual information and inspirational stories and quotes throughout our platforms.

Initial Message Content

Truths from our myth busters, statements about the need for blood and organ donors, and information on how to become donors comprise our factual messages on social media. Since this is a national campaign, we are not able to offer in detail posts about how to register as organ donors or

where to donate blood, but we can offer general information that is correct regardless of the state in which a person resides. We also answer any specific questions people may have about how to donate in their state. Some posts offer simple facts, and others link to outside pages and organizations for more information. Additionally, we include some educational materials such as those from our school activity and those created by others, to encourage participation of teachers in educating youth about donating.

Donation-encouraging statements will include stories of survivors/donors and posts about how a donation can help. These posts might be simple status updates about what a donation can do, or include a picture of a survivor and their story. We also post inspirational quotes to help motivate people to become donors. Ideally, we would like to include quotes from famous people about giving back, especially if they link to our myths. For example, if we can find a quote from a religious leader about donating, we would post that to correspond with our myth buster about religions.

Media and Source

As already mentioned, the Internet is the prime way to connect to youth. Our research demonstrates that the Internet is also a good way to reach teachers. As mentioned in the Target Audience Media Consumption section, research shows that the use of digital media in classrooms is on the rise, especially the viewing of videos. If our commercials are on video sites, they may be seen by teachers and shared with youth in their classes.

We have several spaces on which messages are placed. The first is our website. The website offers information about Helping Bods as an organization such as our goals and where we have gathered information. It includes a page dedicated to myth busting, which covers our commercials. We include a page that explains the school activity and includes downloadable versions of the printed materials we use for the activity (for a small price to raise money for Helping Bods' other activities)

Additionally, we have a Facebook and a Twitter account. These sites will post similar material, although the text will be tailored to fit the site. Facebook will also feature more images than Twitter because it is more image based than the 140 character limit source of Twitter. We will answer any questions we can that are posed to us on these sites, however, to remain ethical, we will not answer questions we do not know the answers to, but instead direct people to other places they may find helpful. It is our goal to educate people. We are, therefore, conscious of what Richard Pollay suggests is the most important aspect of an information campaign: validity of the information and not spread false or misrepresented data.

Finally we have a Pinterest account. On this account, we have several boards. One is “Inspiration” on which we post inspiring quotes, stories of survivors and donors, and other pictures we find. We have both “Facts about Organ Donating” and “Facts about Blood Donating” boards. These boards offer information like which organs can be donated, how much blood is taken during donation, and other factual messages. A fourth board is “Mythbusting,” which addresses misconceptions. There are sometimes overlap between the fact boards and the myth board, but in general we separate it by asking, does this clarify a belief or does it offer new information. Lastly, we have a board for “Educational Materials.” This board includes some of our school program materials, as well as other activities teachers may find useful in their classrooms.

To maintain credibility, we take certain precautions. We have no objection to sharing a post from an individual when it is for inspirational purposes. However, we avoid reposting information from individuals regarding facts about donating. We will keep our sharing and re-posting of facts to those posted by nationally-recognized organization. This caution will keep our information accurate and hopefully lend our statements their credibility since they will be on par with the re-posted information.

Theory Research

Most of our posts on the Internet are created with the Social Cognitive Theory in mind. As social media, our main Internet focus, are basically social communities online, the role of how others interact with their peers is essential to messaging. An individual can observe how a behavior is rewarded through these sites and our posts about survivors who are grateful to donors. There is also an element of peer pressure. Facebook has a specific setting where a user can share with her or his donor status with friends. Encouraging fans of our page to participate in this may increase the likelihood of conformity, and then our posts about facts may help people internalize this public acceptance.

Another element of our Internet presence is visual persuasion. Since it is very simple to post images, and in fact Pinterest is practically only images, role of visuals is important. We already considered this when creating our logo which consists of a blood drop (representing blood donation) and heart (one of the most recognizable organs to represent organ donation). Our posts are heavily towards the use of symbols. Images of people will not only represent the object of a survivor, but also the act of donating.

Testing

Since these messages target youth, we used the same two youth interviewees from the mythbuster section. Since this portion of our campaign is all online, it was easy for our Skype interviewee to view the messages even though we did not meet in person. Questions to understand the opinions before exposure are the same for this section as those for the myth busters. Questions after exposure include: Did you learn anything from these websites? What did you learn? What appealed to you most about these websites? What did you dislike most about these websites? Would you reconsider your stance towards donating? Do you believe the truth statements? Which statements did

you find most compelling? If you saw these websites would you mention them to your parents? What do you think the overall message of these websites was?

For the most part the two interviewees enjoyed the web presence. Both were particularly pleased with our overall color scheme as they felt the colors were warm and peaceful. Both also enjoyed the website, commenting that it was professional, easy to navigate, and offered good information. They both also enjoyed Pinterest and felt the visuals that site offers were very helpful in conceptualizing some of the facts. Language wise, one interviewee suggested that while referring to a national organization led more credence to factual post on Facebook and Twitter, posting it as “According to ORGANIZATION, X is true” is typical and a little boring. Posts, especially on Twitter, should stay conversational. The interviewees were also intrigued with posts on Facebook and Twitter that contained links and were more likely to interact with those posts. The overall message from the testing was that links to national organizations would be helpful to learn more about donations, especially how to become a donor.

Final Message Content

We addressed these concerns in three manners, links on our websites, a new page on our website, and links in our YouTube video descriptions. On the homepage and the facts page of our website we now have links to national websites for blood and organ donations. These sites can offer more details about the topics and explain how to become a donor. We also created a resource page that offers links to several government and non-profit organizations. It was originally our plan to include this page, but we tested without it. The testing showed that it definitely needs to exist. Comments from the myth buster testing and the general Internet testing demonstrated that the videos need to contain links to websites where people can learn how to become a donor. We have asked them be donors, so

we also need to lead them to how to be one. Since these commercials target youth on YouTube, we added in the descriptions a link to our website for more factual information and a link to either an organ donation organization or a blood donation website.

Teacher and Administration Targeted Advertisements

It is very important to reach teachers and school administration early into our campaign. As with our targeting methods for youth, we would utilize the Internet to reach this audience. We would make initial contact with the teachers and administration through email, but then plan to keep them interested through the use of aforementioned Youtube videos and Pinterest boards.

Initial Message Content

The initial email blast is an explanation of our organization, Helping Bods. It provides a brief summary of information containing the struggle of educating the youth about organ and blood donation. It also contains links to our Pinterest, Facebook, Twitter and Youtube accounts, and website. We must first ensure the teachers and administration are interested in our organization. The second email blast contains information about the event we wish to hold at the school, "Creating Bods." (More information about this event follows.) This event is a way to involve all three of our target audiences: youth, parents and teachers/school administration. We need to grab the interest of the teachers and administration, as we need their support to make the event work within the schools. We plan to use different approaches with different types schools. Schools that are supportive of the campaign will receive materials explaining how to participate. In schools where we encounter resistance, we will need to further educate the teachers and school administration about the importance of organ and blood donation.

Media and Source

Our initial email blasts contain factual information about organ and blood donation. This will help

the teachers better educate themselves, so they will be able to educate their students. These include facts we use in our Mythbusters and parental campaigns. We also insert links to our different web presences. Many teachers are becoming active Pinterest users and Youtube is a common classroom resource for teachers. Any information included in our email blasts originates from reputable sources, such as organdonor.gov. As our audience is well-educated, we must ensure our content comes from sources our audience recognize as trustworthy.

Theory Research

We use logos as the driving motivator in this portion of the campaign. Unlike our other target audiences, we know that teachers and school administrators, by law, will have a bachelor's degree at minimum. Therefore, rather than using emotional appeals, we have decided to pursue a primarily logical route of persuasion.

Teachers and school administration are key to persuading the youth to become blood and organ donors. This is easily explained using the social cognitive theory. This theory posits that humans can learn as much through observations as they can through direct behavior.^[27] As the actual process of becoming an organ donor is rather simplistic, it is more important to show students that others, especially those they already trust as reliable sources, are doing the same. Although the influence of teachers may not immediately affect all students, it can impact some. Once teachers' messages influence a few students, those students can continue the social reinforcement (often seen as peer pressure). Not every student is influenced in the same way, which is why all teachers in schools are being targeted by our messages. Many teachers have different influential reach with different students.

Testing

To test the strength of our approach to teachers, we performed an interview with a teacher from

the DMV area in all areas of study. We expected teachers in the health field will be more accommodating to our message, but we need to know how we can make our message more widespread. Questions that will be asked: Is email the most appropriate way to contact you with this kind of message? Is the content something you would be willing to pass along to your students? Does this contact make you want to act? How would you pass this content along to your students? Details of the resulting testing and message re-creation are covered in the Education B.O.D.s section.

Educating B.O.D.s

Educating B.O.D.s is our school event which is one of the cornerstones to our campaign. It is our way of including youth, parents, teachers and school administration in a culminating message.

Initial Message Content

The main purpose of the event is to educate students on the importance of blood and organ donations. The event takes place as follows: At the beginning of the day, a group of previously-chosen students are assigned the need for blood transfusions or organ transplants. Students that need blood are given red bracelets with a specific blood type. Students that need organs wear green bracelets with their specific information so other students know which actions to take. A presentation at the start of school will offer information about blood and organ donation, then ask for students to volunteer as donors to save their classmates. Students that volunteer to donate blood are given white bracelets (white and red blood cells!). Those students that choose to be organ donors receive yellow bracelets that correspond to those worn by students with “diseases”. Students have to ask each other to donate, which encourages discussion of these topics. At the end of the day, students with “diseases” that had a volunteer who matches their information, stand on stage as survivors. Those who did not have matching donors “die” and are not visible during the final presentation. The pictures of those that “died” should be

played on a screen behind the presenters. The day ends with students writing letters to their parents (and other loved ones) explaining the importance of being a blood and organ donor. This letter serves as a way to create more conversation between youth and their parents about blood and organ donation.

Media and Source

We will give a packet of materials to schools hosting the event to ensure it runs smoothly. The packets include messages to parents, explaining the event and also giving the parents more information about blood and organ donations. The materials to parents include a permission slip, which gives parents the option to keep their children from partaking in the event. It also includes the necessary materials to make the event runs well. There are pre-event posters to help students become more engrossed in the event. We include an outline for the morning presentation, so the students understand exactly how the event works. The materials also contain a pre-made, end of day slideshow, so the pictures of the students who were not saved simply need to be inserted into the show. We will provide the bracelets so there is continuity across the nation in this aspect. There are also reading materials for teachers, who may need to answer questions from students concerning organ donations as well.

Theory Research

Educating B.O.D.s relies heavily on the use of fear appeal.¹ It is significantly harder to effectively use a fear appeal when youth are involved, so we need to ensure we craft the event in a vivid way. One of the best ways to make sure a fear appeal is effective is to make sure self efficacy is apparent. Students need to know becoming a donor is something they are capable of doing. We cannot scare them and then present options. One of the ways we giving them an action to take is by including the

¹ Maibach, E., and R. Parrott. *Designing health messages, approaches from communication theory and public health practice*. Thousand Oaks, CA: Sage Publications, Inc, 1995. 64-78. Print.

letter writing portion at the end of the event. Students are given the opportunity to take action immediately. It would be ideal if we could pair with a blood donation center and host a blood drive the same week as the Educating B.O.D.s event. Timing is everything when a fear campaign is concerned.

Testing

We conducted testing of the entire Education B.O.D.s event through Skype with a high school teacher from Indiana, who teaches history, social studies, economics, and government. This teacher also coaches many sports, so he spends a large amount of time with the students. Sample questions we used for this teacher include: How willing would you be to help present this information? How do you think your students will react to this event? We chose this teacher as he has a widespread reach with students throughout the high school.

Final Message Content

The teacher really appreciated most of our content. He especially liked the pre-made slides, schedules, and checklists and this would cause less work for the school. He said he would be interested in being involved, but probably not as the program coordinator. He said he did not think he would use Pinterest, but believes many of his female colleagues will. He did recommend we make the explanation section stronger.

Final Message Content

There was not much to change in our school activity. We addressed our interviewee's concern about the introduction to the day by adding more detail about the days events to the explanation section. It also now explains the process of finding donors more clearly.

Parents Targeted Advertisement

Initial Message Content

The advertising materials targeting parents are divided into three parts. The first part of the materials is the brochure that includes information related to Educating B.O.D.s Campaign. In addition to reinforce the goals of “Helping Bods”, we explain the schedule of the Educating B.O.D.s Campaign, and ask parents to remain discreet about the Educating B.O.D.s Campaign until the activity takes place. For a sample of the brochure please see the parent section of our binder.

The second part is the flyer. The flyer focuses on explaining the necessity and importance of blood and organ donations and tackles misunderstandings surrounding blood and organ donations. Specifically, the flyer lists the “myths” related to blood and organ donations, points out that these statements are not true and offers the facts. Students will be asked to give these flyers to their parents after they complete the day-long activity.

The final part is the television commercial. The goal of the television commercials is to remind parents of the importance and necessity of the blood and organ donations, so that they might communicate with their children in this topic. More importantly, parents will be less hesitant about their children’s participation if they have seen relevant television commercials prior to the event. To see our storyboard for this commercial, please turn to the parent section of our binder.

Media and Source

The brochure will be mailed to parents before the school event to inform them it is taking place and give them a chance to deny their child’s participation.. After the Educating B.O.D.s campaign is finished, the students bring the flyer back home for their parents to learn more about donating issues.

The TV Commercial about “Helping Bods” targets parents who work everyday, so the time of the TV commercial should be at night between 8 - 10 pm. As we use emotional appeal for the TV commercial, the audiences will be more easily convinced if they see the TV commercial after a

health-related program. We plan to put the TV commercial one month before our Educating B.O.D.S so that parents are likely to be exposed to the TV commercial for a period of time before they also receive more detailed information through the mailed brochure.

Theory Research

We mainly use emotional appeal for the materials designed for parents. People pay greater attention to affective messages; therefore affective appeals can be powerful in overcoming message defense mechanisms.^[28] Specifically, the TV commercial consists of survivor and their parent's testimonies, which are emotional statements. It relies primarily on the heuristic appeals. The survivor is a teenager who could easily attract parents' attention because a teenager can remind them of their own child. Heartfelt situations also cause individuals to process messages. According to homophily, a message receiver is more likely to accept the notions and opinions from the sender who shares similar background and interests with him/her. We, therefore, incorporate a survivor's parent's testimony to persuade our target audience. Additionally, affective messages are better remembered than nonaffective; positive messages have direct, pronounced influence while negative affect is more complex and unpredictable². So we need our TV commercial to leave parents with a good and lasting impression about our missions so that they are more likely to accept our campaign when they receive the brochure later.

Testing

An interview with a parent was our primary way of testing these three parts elements. When we

² Monahan, Jennifer. *Using Positive Affect When Designing Health Messages*. London: International Educational and Professional Publisher, 117-126. Web.
<https://campus.georgetown.edu/bbcswebdav/pid-2694245-dt-content-rid-2698284_1/courses/CCTP-700-01.Spring2013/Monahan_Using Positive Affect When Designing Health Messages.pdf>.

conducted a face-to-face interview with a 50-year old mother who has 3 children. We showed her those materials in a certain order; first was the myth buster videos; second was the television commercial storyboard; third was the brochure; finally we showed her the flyer. We hoped the myth buster videos would resolve some misunderstandings about blood and organ donations for parents, then the television commercial storyboard would leave parents with a positive impression about “Helping Bods”, and the brochure would further explain the importance and “myths” about blood and organ donations, and introduce Educate B.O.D.s campaign to parents. Finally, the flyer elaborates on the importance and necessity of becoming a donor. In this order, parents could gradually have a clearer picture of what we are trying to do, and there is a good chance that they would hold a positive attitude toward our Educate B.O.D.s Campaign.

According to our interview with a parent, she thinks the theme, color and logo of parent-targeted materials are nicely designed, and messages are direct and convincing. However, she also offers some personal suggestions for the further revision of those materials, which we found helpful and constructive. First, there was too text on the flyer. Second, the testimonies in the brochure are good, but it would be better that we add real person photos to visualize the scenarios.

Final Message Content

In order to perfect our messages, we made revisions of the brochure and flyer. We keep the storyboard intact since the parent thought highly of the television commercial during the interview.

Firstly, the brochure becomes more persuasive once we add the survivors’ photos to accompany their testimonies. On the third page that details the one-day schedule of Educating B.O.D.s, we provide a picture of students participating in the school activity to help parents visualize the day. The parents can also find the permission slip from the brochure. If they don’t want their children to

participate in Educating B.O.D.s campaign, they can sign the slip and mail it back to the school. For a sample of the revised brochure please see the parent section of our binder.

In addition to the brochure, we made similar revisions to the flyer. We removed the five boxes explaining the myths about donating to next page and added one testimony from a survivor and a high-resolution photo of the survivor. In this way, when parents see the flyer, they will not be overwhelmed by text. Instead, they will see a good photo and a touching testimony. We want to use emotional appeal to catch parents' attention. So in the testimony, we incorporate the messages about teenagers, parents and their interaction. If parents imagine the testimony is from their own child, they could imagine how grateful they would be if the blood transfusion saves their child's life. The flyer is double-sided. On the other side of the flyer, we incorporate organ donation information. For a sample of the revised flyers please see the parent section of our binder.

Theoretically, the images we added play two roles on those materials. On one hand, images could elicit emotions by simulating the appearance of a real person; on the other hand, they can serve as photographic proof that something really did happen.^[29] So, on the brochure and the flyer, the photo of the survivor is placed in the middle of paper with survivor's testimonies. Meanwhile, the picture from the school activity on the third page of the brochure could provide parents with a photographic proof of the campaign.

Conclusion

Our three goals are to educate youth about organ and blood donations, to encourage youth to openly discuss donations with each other and their parents, and to increase youth registration as organ and blood donors. Our campaign achieves these goals by targeting youth and parents through multiple channels and sources. Some information will come directly from us, reaching our target audiences with

mediums like television and social media. Television commercials help us inform audiences about misconceptions, or myths, whereas our social media help starts conversations about the topics. Our main event, Educating B.O.D.s adds another source to our campaign, the child's school and teachers. Information delivered from the educational system reinforces the messages promoted by our other sources.

From our testing, we learned that overall our plan is persuasive, but to be more convincing, Helping Bods should be integrated into an already established national organization, like Donate Life or the American Red Cross. Partnering with a well-known organization will improve Helping Bods's name recognition, and increase credibility because the source is an accepted expert on the subject. Part of the issue with this ambition, however, is that research shows no national organization has educating efforts addressing the myths, which is key to our campaign. We do not know the reasoning behind this lack of support. Helping Bods could face tremendous resistance within organizations to a national education campaign. For now, we have addressed the issue of credibility by linking to respected organizations as much as possible within our Internet presence. Posts also credit facts to these other organizations, demonstrating that we are not just fabricating the information.

Overall, Helping Bods and its messages will help educate youth about blood and organ donations, foster conversations, and encourage potential donors. Other messages can be built onto this campaign, such as an app reminding people when they are eligible to donate again or sending them a notice to register as an organ donor on their 16/17 birthday. However, to begin, the myth busters, social media, and school activity offer enough information that our target audiences will learn more about the truth of donation.

Appendix

Internet Presence

Website: helpingbods.webs.com

YouTube: www.youtube.com/user/HelpingBods/videos

Facebook: www.facebook.com/pages/Helping-Bods/120871018103180

Twitter: twitter.com/HelpingBods

Pinterest: <http://pinterest.com/helpingbods/>

Interview 1

Name: Nellie Carmenatty

Phone Number: 7032327315

To test the parent-targeted advertising materials, we conduct an interview with a parent. Her name is Nellie Carmenatty, and she is a 50-year old mother who has 3 children. She is an organ donor by herself, and she believes Educating B.O.D.s campaign is really meaningful. She thought the Myth-buster videos are effective in resolving the misconceptions about donating issues, and she found them quite informative. Meanwhile, she also spoke highly of the storyboard for the TV commercials designed for parents. When we showed her the brochure and flyers, she liked the design and messages on them. At the same time, she pointed out that it would be more convincing to add photos of the survivors for the flyers and brochure. She mentioned that she would be more likely to see pictures instead of texts. Overall, she thought the messages from the parent-targeted advertising materials were well designed, and she was willing to learn more about the campaign.

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