



WORKSHEET #9: DAY IN THE LIFE

Purpose: To identify opportunities for possible communication channels and opportunities for your intended audience.

Preparation:

Assemble a small group of people who represent your intended audience(s). You will need to conduct separate groups for each segment of your intended audiences (primary and secondary). A small group of six to eight people should be representative of your intended audience and allow for better discussion and easier facilitation.

Directions:

1. Ask the group to think about someone like themselves and give the person a name.
2. Tell them that this person represents your intended audience and is not one person in particular. Giving a name helps you think of your intended audience as a person and not a demographic (i.e., female, 10 to 14 years old, out of school).
3. Ask them to think about a typical day for this person, and for each "time of day," ask the group to write down what "activity" the person is doing (including home, work and fun), the "location" of the activity and suggestions for "ways to communicate with them." Fill in the boxes on **Worksheet #9**.
4. Refer to the **Worksheet #9: Zanbe Example** to help you complete this blank Worksheet with the information relating to your program.
5. Ask the group to present their person's "Day in the Life" and answer any questions that your team may have.
6. Ask the group to reflect on what they learned from this experience and write down the three key pieces of information learned from filling in this Worksheet.
7. After completing this worksheet, you will use this information to work through **Worksheet #10** Reviewing Available Communication Channels.

Intended Audience:

Name:

WORKSHEET #9: DAY IN THE LIFE (CONTINUED)

Time of Day	Activities	Locations for Each Activity	Potential Ways to Deliver Messages
Early Morning			
Mid-morning			
Midday			
Early Afternoon			
Late Afternoon			
Early Evening			
Dinner			
Late Evening			

WORKSHEET #9: DAY IN THE LIFE (CONTINUED)

Special Events (List day, week or month)			
Seasonal Opportunities (Harvest time, holidays, rainy/dry or cold/hot seasons, etc.)			

* Source: The tools for this exercise are from Chapter 6 Channels and Tools, "A Field Guide to Designing a Health Communication Strategy," Johns Hopkins Center for Communication Programs, page 148. The entire manual can be downloaded at <http://ccp.jhu.edu/documents/A%20Field%20Guide%20to%20Designing%20Health%20Comm%20Strategy.pdf>. The example for this exercise is found on page 145.

TIME TO REFLECT

Before you move on, take a moment to reflect on your experience with this Worksheet. What are the three key pieces of information you learned from filling out this Worksheet?

1.

2.

3.