

**Review of Literature to Support Development
of the Youth Media Campaign**

***Exploring How to Motivate Behavior Change
Among Tweens in America***

**Prepared for:
Department of Health and Human Services'
Centers for Disease Control and Prevention**

Atlanta, Georgia

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December 2000

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BACKGROUND

In year 2000, the Centers for Disease Control and Prevention (CDC) was designated by Congress to take the lead in planning, implementing, and evaluating a national Youth Media Campaign to change children's health behaviors. This campaign will help kids develop habits that foster good health over a lifetime, including appropriate behaviors related to diet, physical activity, and the avoidance of illicit drugs, tobacco, and alcohol. More specifically, CDC has been charged with: designing and testing messages with various youth audiences, involving young people in campaign planning and implementation, using tactics employed by today's best youth marketers, and enlisting the involvement and support of parents and other role models.

Aeffect, a strategic marketing and communications planning firm, was selected by CDC in mid-November 2000 to provide research and consulting services to facilitate the Youth Media Campaign. Aeffect specializes in integrated marketing communications. This is a process of evolving communications from an understanding of the target audience. As a result of this focus, Aeffect research consultants and communications strategists frequently help organizations gather insights from today's youth and leverage these insights into effective communications.

In the following report, Aeffect has assembled and documented a review of literature and secondary research pertaining to topics relevant to developing a Youth Media Campaign. More specifically, this review seeks to compile a current and comprehensive collection of existing information on tweens (defined as youth aged 9 to 13). In particular, the review provides information on subgroups that fall within the tween population, breaking information by gender, age, and ethnicity when possible. Overall, this report will:

- Create a current demographic and psychographic profile of tweens in America,
- Reveal what's important to tweens and what they value,
- Document how tweens currently spend their time,
- Explore what is known about the role of physical activity in tweens' lives,
- Explain how to communicate with and market to tweens effectively,
- Reveal how to reach tweens through media and message delivery channels, and
- Describe several recent marketing campaigns in the public and private sectors that have targeted tweens.

Because of the speed at which youth trends are evolving, most of the sources selected for inclusion in this document were published from mid-1998 to late-2000. Sources also span a broad range of books, articles, papers, and secondary research reports. Data presented is primarily taken from business, marketing, health and education trade press; newspapers; conference proceedings; and published government guidelines, standards, and documents. Lexis-Nexis and Northwestern University's library system were electronic database tools used to search, identify, and retrieve relevant information.

EXECUTIVE SUMMARY

Tweens—youth that fall in between kids and teens—are a growing segment of today’s population, representing just over 20 million Americans. Today’s tweens are less likely to be physically active and more likely to be overweight than their parents were at the same age, prompting concerns about their increased risks of chronic disease as adults. Research suggests that the more time kids spend on sedentary activities (such as television viewing), the greater their risk of becoming obese. To counter this trend and ensure a healthier future, studies indicate that reducing time spent on these activities helps to reduce the chance that kids will be overweight. Similarly, pursuit of physical activities has been shown to impact kids’ likelihood of engaging in risky behaviors such as alcohol, drugs, smoking, sexual promiscuity, and so forth. This suggests that an intervention based upon displacement strategy does indeed have merit. Clearly, today’s youth may represent a less healthy generation tomorrow unless effective interventions are now implemented.

Influencing tween behavior through strategically planned communications campaigns is widely recognized as an effective intervention in both the public and private sectors. Despite this, developing targeted marketing campaigns that are relevant and motivating for tweens can be quite challenging, especially given the unique characteristics of this target audience. Many marketers advocate that campaigns will have greater opportunity to succeed if they are based upon the theory of integrated marketing communication. This theory purports that campaigns will be more effective if they evolve from a strong understanding of the targeted audience; in this case, a comprehensive and well-documented understanding of tweens today and how and why they might respond to potential social marketing messages.

Literature suggests that when children reach their tween years (9 –13 years old), they begin to develop unique social needs and desires, and reveal distinctive hopes, dreams, and expectations for the future. Most notably in this age group, physical changes brought on by the onset of puberty are accompanied by emotional changes. Tweens begin to develop their own sense of self and seek out information from parents and peers that will help them further define themselves. They are beginning to identify their own interests and express themselves through their activities. At the same time, tween self-esteem is in development and fragile, at best. As such, tweens are highly affected by peers and face pressures and worries that are often focused on how they will fit in and interact with others in society.

Despite these pressures, tweens today appear to be happy, confident, and optimistic about their future. They value intelligence and seek out activities that challenge them to think and interact with others. Some of these very activities—like playing interactive games or chatting with others online—have refocused their energies away from physical activity in recent years, perhaps helping to explain declines in physical activity levels in favor of more sedentary activities. In addition, some research has suggested tweens are not being effectively engaged in the very physical activities that they enjoy. For example, some tweens say they dislike or are bored by activities required in physical education (PE) class (e.g. running, getting dressed for PE). Con-

versely, they appear to like activities that present physical opportunities or challenges, are fun, and/or allow them to experiment with activities they might choose as a future area of interest.

Similarly, other researchers have reported that encouragement from parents or siblings, desire for competition, and opportunities to showcase talent and gain recognition also encourage youth to engage in physical activity. Seeing active people on TV and having opportunities for activity are also said to be influencing factors. On the other hand, several researchers have reported the existence of barriers that tweens may face with regard to physical activity. For example, tweens suggest that people their age might not want to participate in physical activity because they fear embarrassment or teasing from peers or because they lack time or interest.

When marketing to tweens, experts suggest that campaigns that promote fun are key. However, marketers are also quick to explain that for tweens fun can be defined in many different ways. In particular, marketers advise that campaigns should be sensitive to the fact that tweens are in transition and seeking to exert greater control over their environments. In addition, tweens frequently fantasize about achievement and recognition, including the desire to be rich, famous, and successful. Researchers also recommend that campaigns appeal to tweens' core psychological needs. For example, tween girls are often motivated by messages related to beauty, glamour and the desire to master a particular task. While the desire for mastery is also important to their male counterparts, tween boys are motivated by messages that express power, conquests of "good versus evil and bravery".

Given tweens' heavy use of media, opportunities for delivering targeted messages are abundant. For example, tweens are reportedly exposed to up to 5,000 marketing messages each week. While they appear to heavily utilize traditional media (television, radio, magazines), they are also said to be reached by alternative media mixes that include movies, music, print, and advertising on targeted cable networks like MTV, ESPN, Nickelodeon, and Comedy Central. Said to be members of the most "wired" generation in American history, tweens are heavy users of the Internet, making viral marketing tactics that promote the spread of a message from one user to another via chat rooms, postings, and e-mail especially effective. Marketers have also reported that tweens are influenced by grassroots marketing tactics that allow them to discover messages within a targeted environment, such as at a mall, movie theater, sports event, and concert. Some also suggest that lifestyle marketing, or the process of incorporating a brand or product into kids' lives by making it relevant to their issues and concerns, helps engage tweens in marketing messages.

UNDERSTANDING TODAY'S TWEENS

DEMOGRAPHICALLY DEFINING TWEENS

Target Defined

Tween is a catch term invented by marketers to describe a young person in transition between childhood and adolescence. According to Roger Friedman, author of the newsletter *Selling to Kids*, “twens admire teens and define ‘cool by the older kids’ standards, but they are glad to still be kids, and don’t want to grow up too fast” (Azoulay, 2000). Too big to be a kid, but too young to be a teen, tweens are commonly thought to be a subsection of what marketers interchangeably term Generation Y, Echo Boom, and Millennial Generation. As a whole, this group is said to be growing at more than twice the rate of the overall U.S. population and is on its way to becoming the largest teenage population in American history. The number of Americans aged 12 to 17 will peak at 35 million by 2010 (Krol and Cuneo, 1998).

Age Specifications and Population Size

Media and research polls loosely define tweens as an “in between” age range. Some reports consider tweens to be between the ages of eight and twelve (grades 3 –6), some from 9 to 14 (grades 4 –8), while still others skew a little older. This document defines tweens as those between the ages of 9 and 13.

Regardless of the exact age composition used, tweens represent a sizeable population segment. The Census Bureau projects that in 2000 there were approximately 20.3 million children between the ages of 9 and 13 living in the United States. This represents 7.3% of the total U.S. population and includes a relatively high number of ethnic minority youth compared to other age ranges. An estimated 3.3 million African American and 3 million Hispanic tweens are projected in America today, making this generation the most diverse in American history (Populations Estimate Program, 2000).

PSYCHOGRAPHICALLY DEFINING TWEENS

Tween Social Needs and Desires

Children at the “tweening” point are beginning to form unique identities. They think more about who they want to be and what they want in life. They take on new responsibilities and make small-time decisions, or “little choices,” that were previously made for them by their parents. Even as they seek greater independence from their parents, however, they are not fully confident that they can make good judgments on their own. For this reason, they continue to look to parents and older siblings to help them with “big decisions,” at least until they feel they can choose wisely for themselves (Porter Novelli and Just Kids Inc., 2000)

Given the wide span of ages that constitute “tween-hood,” members of this audience can be further distinguished and described by age as it relates to their maturity. Younger tweens (aged 9 –11) have an increasing need to be recognized as individuals. For example, they like to receive

and collect mail addressed to them. Tweens no longer see themselves as children; in fact, they feel a flattering sense of authority when younger children look up to them. To shape their identities, younger tweens look to their peers for validation and advice. They begin to ask for and get special privileges and seek out a greater alliance with their friends. They may join clubs and attend social gatherings that put them in the company of peers.

Tweens' sense of self morphs even more dramatically as they approach middle school and the older end of the tween spectrum (ages 12 –13). Instead of feeling like self-confident, experienced kids, they feel more like self-conscious, inexperienced teens. Even so, they aspire to be like teens, whom they look up to and admire. They start to develop teenage sensibilities and tastes in music. They watch television shows and read magazines geared to teens.

Older tweens respond especially favorably to teenage role models and spokespersons in the media. In most ways, tweens like to think of themselves as “teens” even though, according to Teenage Research Unlimited, most teenagers feel the label “teen” is for someone rather juvenile, unlike how they see themselves (Zollo, 1999).

Tween Hopes, Dreams, and Expectations

As a generation, tweens today are happy, confident, and optimistic about their future. In a Harris Poll, 78% of Generation Y youth strongly agree they will someday get where they want to be in life (Life Course Associates, 1999). As a whole, they stand for fun, fantasy, exploration, learning, and new experiences. According to a poll conducted by Public Agenda, today's students want challenging courses and high academic standards in their school curriculum (Life Course Associates, 1999). The Roper Youth Report indicates that 80% of surveyed youth feel that it is cool to be smart (Life Course Associates, 1999).

Perhaps the most defining characteristic of this generation is that it is the first to grow up in an online environment. The Internet has created a pathway to identity and produced a more sophisticated language for today's youth, both verbally and visually. Based on their online experiences, tweens have come to expect a quick, easy connection and interaction in every facet of their lives (Children's Business, 1999). In a recent study, 60% of tweens said they have access to a computer at home. Two-thirds (67%) said that they spend more than three hours per week on the computer, primarily for homework (54%), playing games (48%), surfing the Internet (40%), and chatting with friends (24%) (Children's Market Research, 1999). In general, boys prefer more competitive online activities, such as computer games, while girls tend towards social activities, such as e-mailing friends (Sports Illustrated).

In many ways, computer technology has become a requirement in their lives, but not without its costs. According to Armstrong et al. (1998), by the age of 12, as many as 60% of children in the United States exhibit at least one modifiable risk factor for coronary disease. The growing incidence of this condition is largely attributed to a shift in youth's interest from physical activities to those of a more sedentary variety, such as computer games.

Yet, despite the recent explosion of the Internet, tweens are more community-oriented than recent generations of youth. In a recent study conducted by Children's Marketing Services, 77% of tweens indicate that family is the most important thing in their lives, followed by friends (47%) (Children's Market Research, 1999). A survey conducted by Digital Marketing Services shows that more than one-quarter (27%) like to spend their time hanging out with their friends after school. Also, rapid advances in communications have made today's youth more aware of themselves as world citizens and more likely to be influenced by urban culture which that had before been limited to ethnic populations living in America's inner cities (Golf, 1999).

The spread of urban culture to mainstream America is illustrated by changing fashion and music trends, as rap and hip-hop replace rock as the most popular genres of music among tweens and edgy designs by the likes Tommy Hilfiger make their way from music videos to Main Street department stores. These trends are especially notable among tween boys (Children's Market Research, 1999).

Tweens increasingly vote for their favorite brands, musicians, or toys with their not-inconsiderable shopping dollars, spending close than \$14 billion per year by some estimates. Furthermore, tweens directly influence over \$128 billion in household purchases, from orange juice to personal computers to automobiles. Blessed by the favorable economic climate of the late-1990s, today's tweens have 75% more disposable spending money than their predecessors in 1991 (Azoulay, 2000). Tweens get their money from a variety of sources, including doing their chores (49%), regular allowances (34%), directly from parents as needed (28%), or from part-time jobs like babysitting (21%). Popular purchases include CDs and tapes, movie tickets, candy and snacks, and video games (Children's Market Research, 1999).

Tween Pressures and Concerns

One of the primary motivations for tweens is their desire to fit in with their peers. As such, older tweens experience tremendous peer pressure (DeCew, 1996). In addition to greater peer pressure, tweens experience other new stresses as part of their transition to adolescence. In general, tweens feel anxious about moving from a safe environment where they are the most respected kids in their school to new territory where they will be the youngest, and hence, the least respected. Essentially, they feel they have to start over. As a result, they experience even more pressure to perform and succeed. Additionally, today's tweens play roles within their families that their predecessors never dreamed of, including cooking and other household chores that become their responsibility in the absence of stay-at-home parents. Even physically, they undergo changes that they do not completely understand or like, which adds to their stress. These worries and uncertainties may trigger or contribute to bad habits, such as over-eating, under-eating, and poor coping mechanisms, such as smoking, drinking, and violence (Porter Novelli and Just Kid Inc., 2000).

In a study conducted in 1999 by Just Kid Inc., half of all 11 –12–year–olds (50%) said that they worry a lot about getting bad grades. These tweens also expressed worry or concern about their parents separating (40%), uncertainty about the future (39%), dying (39%), and getting AIDS

(37%) (Porter Novelli and Just Kid Inc., 2000). Similarly, in a separate study, tweens as young as age 10 expressed concern about violence, AIDS, peer pressure regarding sex, and sexually transmitted disease (Just Kid Inc, 1999).

Tweens face decisions about whether or not to take drugs even before entering junior high. A study of 8th graders conducted by the University of Maryland in 1998 found that 29% had tried some illegal drug, 53% had used alcohol, and 25% said they had been drunk at least once (Kantrowitz and Wingert, 1999). According to a 1998 Center for Addiction and Abuse survey, more kids start using marijuana at age 13 than any other age between 10 and 17 (Center for Addiction and Substance Abuse, 1998).

According to the Kaiser Family Foundation, youth benefit when they are informed about tough issues at an early age, especially by their parents. While today's youth are strongly influenced by the media and peers, they are inclined to talk with their parents first when faced with issues and decisions involving sex, drugs, and violence. The Foundation has identified a window of opportunity between the ages of 10 and 12 for parents and teachers/schools to educate them in this regard. Research conducted by Just Kid Inc. in 1999 finds that tweens also look to coaches and religious leaders for guidance and support, particularly in minority communities. While tweens may continue to look to adults for guidance, this same report reveals the importance of a tween's social network, indicating that a majority of tweens (83%) feel as though they can turn to their friends for help when they have problems.

TWEEN VALUES AND LIFESTYLES

HOW TWEENS SPEND THEIR TIME

Tweens today have less and less leisure time. Their lives are more scheduled and planned than ever. A 1998 study conducted by the University of Michigan found that kids aged 13 and under have just 30 hours of free time per week, after school and homework, eating and sleeping (Elkin, 1999). Another study conducted by the University of Michigan's Institute for Social Research found that 26% of kids (aged 5–12) spend time after school completely alone. Tweens aged 11 and 12 spend over an hour alone, on average. Of kids' total after-school activities, watching TV occupies the most time—approximately 100 minutes per day. An additional 74 minutes is spent playing, 60 minutes studying, 60 minutes in sports, 30 minutes doing housework, and 30 minutes reading (USA Today, 2000).

A study conducted by SmartGirl.com and the Young Adult Library Services Association found that 11–18-year-olds enjoy reading and would do more of it if they had the time. Respondents report regularly reading magazines (66%), newspapers (59%), and even the backs of cereal boxes (48%) (Teacher Librarian, 2000). In terms of other leisure and entertainment activities, preferences differ by gender (Children's Market Research, 1999).

Favorite Forms of Entertainment

	Girls	Boys
Going to the movies	62%	31%
Going to concerts	13%	5%
Playing video games	7%	33%
Playing sports	6%	23%
Going to sporting events	4%	15%

Source: Children's Market Research

ROLE OF PHYSICAL ACTIVITY IN TWEENS' LIVES

Tween Behavioral Trends Observed

Over the past 30 years, the percentage of children and adolescents in America who are overweight has doubled (Centers for Disease Control, 2001) resulting in 5.3 million kids and teens who are seriously overweight (Centers for Disease Control, 2001). This includes a disappointingly high percentage of children and tweens, or 14% of 6–11-year-olds, who are overweight (Proskocil, 2000). This trend is particularly important, given that youth who are overweight in childhood tend to maintain their habits and become obese as adults (Centers for Disease Control, 2001).

An increasing percentage of overweight youth may be attributed to, at least in part to declining participation in regular physical activity. Although studies have not proven that lack of physical activity in childhood definitively leads to obesity, sedentary behaviors, like watching TV and playing video games, do play a large part. Studies have shown that the more time kids and teens spend watching TV, the greater their risk of obesity. One study measured the effect of reducing TV and video game usage among 3rd and 4th graders and found that it had a statistically significant effect on body fat reduction. Another study quantified this effect, finding that each additional hour of TV watching increased kids' risk of obesity by 2%. The underlying cause may not lie entirely with lack of activity. Some researchers surmise that TV is associated with weight

gain because kids tend to snack more (and come into contact with more food commercials) while watching television (Bar-Or, 2000).

Recent research conducted by Porter Novelli and Just Kid Inc. found that 53% of tweens report engaging in vigorous physical activity at least five out of the past seven days (Porter Novelli and Just Kid Inc, 1999). While this suggests that many tweens are getting a substantial amount of exercise, other studies show that these positive behaviors drop off substantially as they grow older. During adolescence, physical activity declines by nearly 50%, with girls more likely than boys to become more sedentary (Garcia et al., 1996). This is confirmed by public health data from the Department of Health and Human Services, which indicates that 69% of tweens aged 12–13 engage in regular vigorous physical activity, while only 38% of 18–21 year olds do so (Centers for Disease Control, 2001).

Contributing to this general decline in physical activity is that fact that school kids are spending less time in PE classes and less of their in-class time engaged in vigorous activity. Researchers at the University of North Carolina recently examined data on nearly 18,000 teens across the country and found that only 21% of teens take part in one or more days of PE in school each week (Chapel Hill Herald, 2000). Actual beneficial activity during PE class has also decreased since 1991, from 81% to 70% in 1995 (Proskocil, 2000) with much of kids' class time spent in non-productive activities like changing clothes and chatting with friends.

Participation in unstructured physical activity outside of school is also on the decline. Studies by the U.S. Department of Transportation have found that walking and bicycling by kids and young teens has dropped by 40% over the past twenty years (Department of Health and Human Services, 2000). According to the American Association for a Child's Right to Play, the frequency of outdoor spontaneous play is also decreasing, with 40% of U.S. public schools having eliminated recess and much of kids' out-of-school time taken up with scheduled activities (Fitness Heaven, 2000).

Increasing physical activity while kids are still young is a promising approach to encouraging lifelong fitness, as evidenced by a 1997 survey conducted by the National Association for Sport and Physical Education. In this study, researchers found that 60% of adults who are physically active more than 250 days a year said the PE classes they took in school encouraged them to exercise or be active later in life (P.E. 4 Life, 2000).

Tween Attitudes Toward Physical Activity

In focus groups conducted with older tweens and teens, researchers found that there is a distinct perceptual difference between “physical activity” and “exercise.” Tweens tend to associate physical activity with fun, unregimented activities—things they choose to do. Exercise, on the other hand, is perceived to be a required activity, and one that is not particularly enjoyable. This study found that PE tends to fall into the unenjoyable category, suffering from lack of variety and unexciting activities (Westat, 2000).

According to the most recent Sports Illustrated for Kids Omnibus survey, which polls tweens aged 9–13 across America, boys’ favorite participatory sports are basketball, football, and baseball. Girls share a strong interest in basketball, followed by soccer and gymnastics (Sports Illustrated for Kids, 2000).

Unfortunately, most school PE programs do not appear to tap into what makes tweens like these sports. A survey of 12–17-year-olds conducted by the National Association for Sport and Physical Education found that adolescents found little to like about PE class, as shown in the chart below. These tweens and teens overwhelmingly agree that PE is unappealing due to boring activities (Proskocil, 2000).

Likes	Dislikes
Opportunity to exercise (20%)	Running (13%)
Getting fit (18%)	Boring or lack of variation in activities (95%)
Fun (16%)	Dressing/undressing for class (7%)
Specific activities offered (16%)	
Don't like anything about PE (5%)	

(Proskocil, 2000)

According to a study conducted by the Girl Scouts of America, when it comes to their physical well-being, girls are more concerned about gender identification and physical development than fitness. Tween girls are concerned about their weight and appearance, and they tend to compare themselves against older role models to assess how they “should” look. As they grow older, they become less and less satisfied with their appearance. Three-quarters (75%) of 3rd graders in the study agreed that they like the way they look, compared with only about half (56%) of 7th graders (Girl Scouts of the USA, 2000). It is ironic that, as noted previously, older teens are less apt to engage in physical activity that can enhance their physical appearance; rather, they are more likely to turn to dieting.

While tween girls are admittedly focused on the way they look, researchers have found that appealing to them strictly on this premise is “insulting.” In this year’s SmartGirl survey conducted by the Advertising Women of New York, teen girls expressed dissatisfaction with the portrayal of women and girls in advertising, particular from marketers like Victoria’s Secret, Bally Total Fitness, and Calvin Klein. Instead, they suggest that advertisers should feature real girls and role models who are not solely focused on their looks, citing Gatorade’s “Michael vs Mia” commercial featuring soccer star Mia Hamm as a positive example (Advertising Age, 2000).

Things That Influence Tweens to Be Physically Active

As might be expected, many researchers have found that **parental involvement** has a strong positive influence on children’s interest in physical activity. One study argues that facilitating and encouraging their children’s activities is just as important, if not more so, than serving as active role models themselves. Parents accomplish this by talking with their child about their activities, taking them to practices, attending games, and so forth. Other peers, such as siblings and

friends, can also exert a strong influence on tweens' interest in physical activities (ERIC Digest, 1999).

The importance of parental involvement is confirmed by another study that explored key factors influencing participation in sports or fitness, finding that 53% of respondents were "encouraged to participate in sports or fitness by a parent." One third (33%) were influenced by a friend, while only 5% felt encouraged by a celebrity athlete (P.E. 4 Life, 2000).

In recent focus group research, 12–15-year-olds report the following reasons for participating in sports: **encouragement and influence from a parent or sibling**, desire for **competition**, and opportunities to **showcase talent** and **gain recognition** (Westat, 2000). Another study suggests that boys, like girls, may be motivated to exercise in order to enhance their self-concept. Specifically, they aspire to be bulkier and more muscular than they currently see themselves. Appeals to this drive may be successful, given that the desire for muscularity continues through adulthood (Journal of American College Health, 2000).

Tweens also indicate that **television** has an influence on their activity levels. Most say that seeing active people on TV (such as in commercials for fitness equipment) makes them want to be active as well. When asked why someone their age would not want to participate in sports, tweens suggest that they might have other priorities, fear embarrassment and teasing from peers, or lack time (Westat, 2000).

The **availability of facilities** and opportunities to engage in physical activity is also a key influencing factor. As children grow into tweens, they reduce outdoor play activities. Some teens maintain their physical activity levels by participating in organized sports (teams), but others are left on their own and, as such, exercise less and less as they get older. Anecdotal evidence suggests that as they grow older, tweens and teens polarize themselves into those who are involved in sports and those who are not. Those not involved in sports fill this time with sedentary, often solitary, activities like playing video games and watching television (Daily Press-Healthy Life, 2000).

To counter this trend and provide more opportunities for teens to get active, local organizations like private fitness centers, schools, and park districts are changing the way they target and appeal to youth. Organizations like the Newtown Athletic Club in Newtown, Pennsylvania, have been successful in engaging parents and teens by offering youth-targeted classes and lectures that are scheduled at the same time as adult sessions. One particular program targets tween girls with fresh, diverse activities like indoor cycling, boxing, and swing dancing. The club taps into tweens' social networks by pairing them up with workout buddies for further motivation (IDEA Health and Fitness Source, 1999).

Several high schools and a YMCA in Spokane, Washington, have collaborated to replace traditional PE activities with a program that gives students a chance to experiment with new sports like cross-country skiing, bowling, ice hockey, gymnastics and indoor golf. The changes

have been student-driven and receive rave reviews from students previously disenchanted with PE (The Spokesman Review, 2000).

Project JUMP (Junior Urban Movement Program) is another innovative program that seeks to promote physical activity among kids. The program was developed by the Murphy School Community Center in Massachusetts and targets 6–12-year-old inner city kids. It seeks to not only increase physical activity levels, but also to change kids' attitudes about fitness. Through community-based instruction and team leadership activities, JUMP has helped boost kids' self-esteem and confidence (University of Massachusetts, 1998) not to mention contributed to measurable improvements in their physical fitness. To accomplish this, staff members and volunteers have developed fun, creative activities that propel formerly sedentary kids into enthusiastic participation in a wide range of sports and games. For example, students are engaged in non-traditional physical activities like tag, obstacle course runs, and multi-ball soccer, which provide more kids the opportunity to kick the ball. In addition to evaluations of kids' physical improvement, program developer Avery Faigenbaum measures the daily success of the program by asking project leaders, "Did you make the kids move?" and "Did you make them laugh?"—key signs that the program is engaging participants (University of Massachusetts, 1998).

Things That Serve as Barriers to Tween Physical Activity

According to a survey of over 1,000 parents and 500 12–17-year-olds conducted by the National Association for Sport and Physical Education, kids do not get the amount of exercise they need because they lack interest and time, and they spend too much time watching TV (57%) and playing computer games (59%). Kids, on the other hand, cite a lack of time (24%), too much homework (19%), and low interest (13%) as key barriers (PR Newswire, 2000).

Other researchers have explored psychological and social variables and how they influence physical activity, as well. They found that tweens in 5th and 6th grade are highly influenced by self-esteem and identified exercise as an "aspect of the self." Boys are particularly motivated by these self-expressive benefits of exercise. This study found that tweens exercise less if they have lower self-esteem and low perceived health status. This, researchers say, is due to the rapidly changing self-concept, sense of self-worth, and body image that occur during these awkward, transition years. As both boys and girls grow into teens, they also tend to perceive fewer exercise role models and lower levels of social support for exercise, making it more difficult for them to be motivated to participate in physical activities. Researchers suggest that to combat these factors and sustain physical activity into later adolescence, girls, in particular, would benefit from more positive influence from family members (Garcia et al., 1995).

Research involving African American and Hispanic girls suggests that perceived barriers to physical activity may differ significantly depending on culture and social environment. In focus groups conducted with 11–13-year-old ethnic minority girls, researchers found that the most common reason given for not participating in physical activities was a desire to not mess up their makeup and hair. This barrier was particularly prominent when the girls were expected to exercise with boys (Leslie, 1999).

MARKETING TO AND COMMUNICATING WITH TWEENS

WHAT WORKS AND WHAT DOESN'T WHEN COMMUNICATING WITH TWEENS

Nearly all youth marketing experts agree that **fun** is a key ingredient in effective communications with tweens. Fun can translate into products, events, marketing, and basically any contact tweens have with a brand or message.

Perhaps the biggest challenge in executing fun concepts is the wide range of possibilities of how this can be defined for a tween audience. Leading youth marketer Gene Del Vecchio explains that boys and girls have universal and timeless psychological needs that must be fulfilled. According to him, fun occurs whenever one of these needs is satisfied. Therefore one key to communicating effectively with youth is understanding and addressing these desires (Del Vecchio, 1997).

To understand what fun means to them, it is important to consider the tween experience and mentality. Tweens are in transition. They are not as dependent as they once were, but have yet to acquire real independence. In making the transition, they seek greater **control** over their environment. They gain a greater sense of control when they get freer reign in making decisions and other privileges that empower them as individuals. For example, tweens are eager to drive so that they can rely on their parents less.

As a rule, tweens want to be slightly older and more independent than they are and respond positively to slightly older role models and spokespeople. Therefore it is beneficial to communicate with tweens at a slightly higher level than their current age, usually about two to three years (DeCew, 1996).

Tweens **fantasize** about achievement and recognition. They believe in a sort of transformation in which their fantasies might come true, be it through achievement, magic, science, or luck. They desire to be rich, famous, and successful. A study conducted by Just Kid Inc. indicates that 11–12 year olds value being rich (80%), helping others (78%), world travel (77%), being smart (76%), and being popular (74%). A majority also value fame (69%) and beauty (66%) (Just Kid Inc, 1999).

While there are commonalties among tweens in general, boys and girls tend to be motivated in different ways. The following section highlights specific emotional needs by gender and provides examples of several marketers that have effectively addressed those needs.

COMMUNICATING WITH TWEEN GIRLS

To motivate behavior among tween girls, research suggests that marketers must first appeal to a core psychological need. According to one recent study, these needs include beauty, glamour, providing mothering, and the desire to succeed or master a particular task (Del Vecchio, 1997).

In the realm of **beauty**, tween girls wish to feel pretty and look their best in the company of friends and family. In this regard, fashion, style, and a strong sense of self are of utmost importance. To gain tween approval, marketers are finding that branded products must be well made, appealing to the eye—colorful, cool, and hip or trendy—and ideally, customizable or personalized.

This is not to suggest that beauty need come from a store. Tween girls take great pride in their artistic creations and ability to express themselves creatively. They do so by customizing, personalizing, and accessorizing their possessions.

Both Kodak and Polaroid have tapped this insight with cameras aimed at tween and teen girls. In fact, company research at Kodak shows that tween girls consider taking pictures to be just as important as dating. Moreover, this research shows that tween girls name photographs as their most important possession (Heller, 1999). As such, Kodak has tapped girls for help in developing accessories for its Max One-Time Use Camera through an online partnership with teen portal Alloy.com. The accessories include wraps for the cameras that have lipstick holders, makeup mirrors, and shoulder straps.

Polaroid translated tween and teen girls' desire to customize a step further, making the pictures themselves the accessories. Its I-Zone camera produces instant photos that are actually peel-off stickers that can be used to decorate notebooks, lockers, and other areas (including one young man's bare chest in a recent TV spot). Like Kodak, Polaroid encourages girls to see their cameras as accessories by seasonally launching new I-Zone fashion colors. Both of these companies are rewarded by the loyalty of teen and tween girls, as 84% repeatedly purchase the same brand of camera or film (Beardi, 2000).

Tween girls' desire for beauty can also be linked to a longing to feel grown up or, minimally, independent. They appreciate good craftsmanship and want beautiful things, which to them represents an extension of self. Scott Ray, marketing vice president at Wild Planet, a maker of innovative toys, notes that tween girls want "real-looking end products, something they would be proud to give as gifts" (Playthings, 2000). As such, marketers must hold to higher performance and quality standards than might be acceptable for younger-age audiences.

In addition to their need and appreciation for beauty, tween girls want to feel glamorous. They believe that **glamour** sets the groundwork for popularity, romance, and an exciting life. To illustrate, Mattel's Barbie delivers a tween girl's psychological need for glamour. The company has created in Barbie the image of an independent young woman with exciting dreams and aspirations. Barbie exudes glamour in that she is charming, independent, and financially well-off (owns a dream house, car, etc.) and leads an exciting and adventure-filled life. Through Barbie and affiliated products, tween girls can dream of all the things that can someday be theirs.

Glamorous role models are very important to tween girls, given that they face difficult issues like dating and sex at an earlier age than their predecessors. Finding parents unwilling or unprepared to discuss these issues at such a young age, some tween girls may satisfy their curiosity or fill information gaps with messages from the media and peers. For these tween girls, the media and pop culture provides information and images to which they can aspire, although some admit that these images do not readily reflect their own experiences (Girl Scouts of the USA, 2000). Psychologists have found that the higher a girl's self-esteem is to begin with the less likely she is to aspire to or identify with pop culture icons (Knaff, 2000).

Marketers tap into the tween girl's need for glamour with a variety of customizable or do-it-yourself products, appealing again to this audience's need for self-expression and creativity. These include "You Make It Up," a create-your-own lipstick or nail polish kit from Bonne Bell, and products like Wild Planet's Key-Chain Popper, a kit for making key chains and necklaces. Clothing retailers such as Delia's appeal to the fashion sense of tween girls by featuring hip, cool outfits in its catalogs and online stores, worn by real teen models that tweens can aspire and relate to.



The need to provide **mothering** or maternal affection is also important to tween girls. In its simplest terms, this segment needs to give and receive love. Tween girls desire to be nurtured, but want to be needed in a similar way. Doll makers have capitalized on this insight for decades, perhaps none more so than Mattel's Pleasant Company with its popular American Girl dolls. In fact, the widespread appeal of American Girl products suggests that, despite their growing interest in clothes and makeup, tween girls don't want to lose their innocence too soon. Because American Girl dolls come in a wide array of hair colors, eye colors and skin tones, a girl can choose the one that looks most like her. She can read about her doll's life in American Girl books, learn about it on CD-ROMs and the American Girl Web site, and dress herself in hip American Girl clothing designed to look just like her doll's. If the doll becomes damaged in any way, its owner can simply send it back to the American Girl Hospital, where it will be repaired and returned wearing a white hospital gown and hospital bracelet. Parents approve of the dolls because, as one mother puts it, "There are no tips inside the books or the magazine on how to flirt with boys. American Girl is about what my daughter's life is like. Or at least more of what we'd like her life to be like" (USA Today, 2000).

Tween girls are competitive both physically and non-physically. They strive to stand out among their peers (fame and success) and take pride in their accomplishments. They seek **mastery and success** in their endeavors. Role models in this regard might include women who take on physical and/or mental challenges with grace, such as members of the Women's Soccer Team or the Women's National Basketball Association (WNBA).

Sears has taken its sponsorship of the WNBA a step further to help girls achieve their best. In its health and fitness initiative, WNBA Be Active, Sears taps WNBA players as role models and hopes to encourage youth between the ages of 9 to 14 to play fit and stay fit via regular exercise.



WNBA guard and campaign spokeswoman Ruthie Bolton-Holifield comments, “Now is the time for kids to form good exercise and nutritional habits that will stay with them throughout their lives (WNBA news archives)

The program traveled to 18 cities—10 WNBA team cities, 7 NBA cities, and Kansas City, the site of the 1998 National Collegiate Athletic Association (NCAA) Women’s Final Four. As part of the intervention, health programs were developed with the President’s Council on Physical Fitness and Sports. Clinics included a basketball skills demonstration and contained activities for cardiovascular fitness, strength, endurance, agility, and nutrition.

Creative executions in support of the campaign included a public service announcement to air during nationally televised NBA programming and an educational poster distributed to schools in all 10 WNBA markets, an estimated reach of 750,000 students.

COMMUNICATING WITH TWEEN BOYS

Similar to what girls’ want and need, the desire to succeed or master also motivates boys. Boys have differing motivations, however, which are rooted in their psychological need for power, conquests of good versus evil, and bravery (Del Vecchio, 1997)

Boys’ need to **succeed or master** is similar to that of tween girls. They desire to win. They want to be the best and feel competent in their activities. They like to be acknowledged for their accomplishments and take pride in the mastery of a task. Pokemon trading cards capitalized on the mastery appeal by encouraging boys to collect them all. Boys’ interest in sports is also rooted in this insight. Products like Reebok Traxstar shoes connect with the tween boy’s desire for success by including a microchip in the shoe’s tongue that allows him to time himself when running, facilitating competition against himself or others (American Demographics, 1999)

Tween marketer Del Vecchio posits that boys also have a need for **power**, which is the measure of their ability or capacity to act or perform well. They experience great pride in their conquests of strength and ability. The opportunity for a tween boy to tap that power tends to present itself in any physical or mental face-off against worthy opponents. Participation in sports is likely connected to this need, as is interest in sports leagues such as the World Wrestling Federation and competitions like the Olympics and the X Games. Marketers such as RC Cola and Heinz have utilized sponsorship of these types of activities to reach tweens. For example, Heinz recently created a \$3 million tween-targeted promotion for its Bagel Bites brand called “Bite into Xcitement.” The promotion pivoted around ESPN’s X Games and effectively turned the tables for the brand in this category. In its execution, the campaign highlighted extreme sports action and demonstrated tween aspirations of power and mastery. For example, a TV spot showed suburban tweens competing in a game of roller hockey and satisfying their hunger with Heinz mini-



bagels. The promotion, including product giveaways and a sweepstakes to win a trip to the Summer X Games is credited with boosting sales by 24.6% from March through August of this year (Reyes, 2000).

Another facet of mastery and power is the occasion to outwit, overpower, and/or defend themselves or others in the interest of winning out over evil. Expressions of “the positive and moral against the bad and wicked” are connected with the tween boy’s desire for **good versus evil**. Challenges of good versus evil can be further translated into the tween boy’s need to display **courage** and **bravery**. In this regard, they create and/or are drawn to experiences that allow them to test their nerves against some implied danger in the interest and hope of beating it. Comic books, superheroes, action movie stars like Jackie Chan, and even the Harry Potter series of books succeed in appealing to this insight.

APPEALING TO TWEENS THROUGH AUTHENTICITY

In their purchases, Gen Y youth seek products that can be assimilated into who they are individually and within their communities. For the most part, they are not interested in satisfying an isolated need. To them, brands are an extension of their total experiences and realities in which they are involved, interconnected, and interactive. Successful brands are built “with” them, not for them (Children’s Business, 1999).

With this in mind, effective youth marketing models take an integrated approach that revolves around the tween as a consumer. In applying integrated marketing communications models for tweens, marketers are discovering the importance of rallying youth around a brand or message through a seamless blending of values. The marketers must then rely on tweens to accept and shape these brands in a meaningful way (Business Week, 1999). In this regard, verbal and visual cues—layout, design, copy, video, etc.—should work together to create an environment that reinforces youth values and the values of the brand (Children’s Business, 1999).

To win tween favor, brands must be perceived as authentic. As noted by youth expert James Palczynski, kids respond to marketers that are perceived as real and truthful:

“These kids have more media savvy than any generation. They can sense who is posturing and can sift through marketing noise” (Voight, 1999).

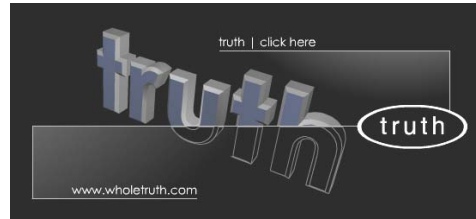
Tweens make the final determination of a brand’s authenticity, regardless of marketing claims. For this reason, word of mouth is a powerful way to build a brand among members of this audience. Mountain Dew is a good example of an authentic brand. Its success had little to do with official advertising. Instead, it became popular among kids and teens because they discovered it contains a lot of caffeine, and they spread the word amongst themselves.

When communicating with today’s youth, it is also important to remember that they process information differently than previous generations. Since they are highly visual, they respond better to visually oriented communication techniques and tactics. Members of Generation Y are not willing to put a lot of time and effort into understanding what is being said to them (Kuhn, 1997). In order to communicate effectively with them, it is necessary to tailor communication efforts to meet their unique information processing needs.

Perhaps one of the most successful campaigns to connect with kids and teens through authenticity and powerful visual communication is Florida’s “Truth” Campaign, initiated in 1998. The

program has been lauded as an unqualified success and credited with dramatically reducing tobacco use among Florida tweens and teens. The approach has been recently adopted by the American Legacy Foundation and launched into a national campaign (Adweek, 2000).

Although the Truth campaign is targeted toward both tweens and teens (6th–12th grade), it has had a particularly profound impact on tweens. In just three years, daily cigarette use by middle school students in Florida has declined by 40%, compared with an 18% decline among high school students (Florida Department of Health). These results offer strong evidence of the value of targeting tweens with health behavior messages while they are still defining who they are and what their behaviors might be as they grow older.



Marketers and researchers involved with the campaign say that its success can be attributed to efforts to brand the “Truth” name and make it credible and cool with young people. Unlike previous, largely unsuccessful, anti-smoking campaigns, Truth does not overtly tell young people not to smoke. Rather, its position is to empower youth by informing them of the facts and leaving the decision up to them. According to one member of the creative team, kids identify with the campaign because it is “genuine and authentic.” Peter Favat, whose Arnold Communications group was involved in the creation of the controversial “Body Bags” commercial, observes the difference between the Truth approach and traditional public service announcements:

“Most public service work is tragically unhip. The reason why most public service announcements don’t work with teenagers is because they’re coming from some government agency, telling you what you should or shouldn’t do” (Elias, 2000).

The campaign further empowers kids by involving them closely in the creation and content of advertising, events, and other applications of the Truth brand. Youth are featured prominently in the aforementioned “Body Bags” commercial, in which kids deposited 1,200 stuffed body bags in front of Philip Morris’s New York headquarters, representing the number of people who die from smoking-related diseases each day. Although the major broadcast networks protested spots like “Body Bags,” campaign developers say that these major media outlets are not actually vital to their campaign (Elias, 2000), given that tweens and teens are also being reached through youth-targeted networks like Fox, WB, UPN, MTV, and Comedy Central (Adweek, 2000).



The campaign uses a diverse mix of mass media and local events to get the word out. Youth serve as peer leaders, creating Truth-sponsored events such as a statewide train tour and concert series dubbed the Truth Tour (Truth Tour 2000). Television commercials and print ads engage teens with hip, in-your-face styles and edgy humor (Truth Tour 2000). All youth are encouraged to get involved with the brand, whether it is through attending events, wearing Truth-branded merchandise, or exploring their hip Web-site.

In short, the campaign has been successful because it has created a brand that is influential and credible to its audience by:

- ♦ Involving youth in the creation of the campaign—building the brand “with them”
- ♦ Interacting with youth via local, grass-roots events
- ♦ Featuring real-life kids in advertising and events
- ♦ Positioning the desired behavior as kids’ choice
- ♦ Adopting an appealing, edgy, controversial style

REACHING TWEENS THROUGH SPECIFIC MESSAGE DELIVERY CHANNELS

Even with relevant marketing and communications campaigns, delivering messages that tweens perceive to be fun and cool is a big challenge (Kirchdoerffer, 1999). For one, tweens are exposed to a tremendous amount of marketing messages—3,000 to 5,000 messages each week. This is a significant increase from the 1,000 messages they were exposed to a generation ago, before the advent of targeted cable networks, specialized teen magazines, and the Internet (Vaczek, 1998). According to Competitive Media Reporting, advertising in youth-specific media rose more than 50% to \$1.5 billion from 1993 through 1996 (Leonhardt, 2000). The only way to break through to today’s youth is to make sure the message and the media are relevant to their lifestyles (DeCew, 1996).

Traditional media channels can provide an effective means through which to reach and connect with tweens, who are heavy media users. The average child spends the equivalent of a full-time workweek using media of all kinds—television, the Internet, radio, video games, CDs, newspapers and magazines—and often several forms at once (Porter Novelli and Just Kid Inc, 2000) children watch an average of nearly three hours of television each day, even more for African American and Hispanic kids. Over half (53%) of all children have a TV in their bedrooms (Kaiser Daily Reproductive Health Report, 1999). As the tables below illustrates, television program and network preferences vary by gender (Children’s Market Research, 1999).

Favorite TV Programs	Boys (%)	Girls (%)
<i>The Simpsons</i>	51	19
<i>X-Files</i>	19	9
<i>Home Improvement</i>	17	6
<i>Buffy the Vampire Slayer</i>	15	30
<i>Baywatch</i>	11	5
<i>Friends</i>	9	23
<i>Dawson’s Creek</i>	6	32
<i>ER</i>	6	7
<i>Party of Five</i>	4	15
<i>Felicity</i>	2	15

Favorite TV Stations	Boys (%)	Girls (%)
Fox	44	31
MTV	41	44
Nickelodeon	29	24

WB	25	40
Discovery Channel	17	22
NBC	13	14
CBS	9	9
ABC	9	6

There are currently 160 youth magazines, twice as many as existed in the mid-1980s (DeCew, 1996). *Teen People*, launched in 1998, has 10 million readers per issue. In the first half of that same year, single-copy sales rose for the three oldest teen titles: *Seventeen*, up 8.1%, and *YM* and *Teen* up more than 2% (Guynn, 1998). Like television preferences, magazine preferences tend to vary by gender (Children's Market Research, 1999).

Favorite Magazines	Boys (%)	Girls (%)
<i>Sports Illustrated</i>	46	1
<i>Rolling Stone</i>	9	6
<i>Teen People</i>	5	22
<i>Seventeen</i>	3	29
<i>Teen</i>	3	27
<i>YM</i>	1	17

According to a recent Arbitron study, tweens listen to the radio eight to nine hours each week, with girls preferring Top 40 stations and boys tending toward stations that play rhythmic contemporary hits. Both genders generally tune in before and after school and on weekends. Interestingly, this study also found that tweens are much more loyal radio listeners than their older siblings. They tend to consistently listen to only one or two stations (Business Wire, 2000). Boys tend to prefer rap and hip-hop, while girls are more likely to prefer pop (Children's Market Research, 1999).

The Internet offers another excellent way to connect with tweens, given that access can be gained inexpensively or for free at home and school. For example, HiFusion (<http://www.highfusion.com/>), a new media company, offers free Internet access and filtered, bilingual, age-specific content, and communication tools for kids, teens, parents, and teachers. It recently launched two new portals, 6–8 and 9–12, that cater specifically to the lifestyle and education needs of middle and high school aged students. There are many other extremely popular tween-targeted sites that effectively unite aspects of tween lifestyle and community, including Bolt (www.bolt.com), Y-Generation (www.y-generation.com), and Alloy (www.alloy.com), to name a few. Alloy, for example, sees 1.4 million new visitors every month.

INTEGRATED MARKETING APPROACHES

Because tweens are increasingly media-informed and media-savvy, many marketers have taken to non-traditional techniques in order to gain their attention. Chief among these techniques are viral, grassroots and lifestyle marketing.

Viral marketing, or the practice of using target audience members to build online word-of-mouth by passing a product message on to other target audience members, is credited with the success

of the 1999 hit movie *The Blair Witch Project*. The technique was also used to launch Christina Aguilera's career, resulting in her album's debut at number one on the pop charts in August 1999. In the Aguilera campaign, RCA Records utilized New York-based Electric Artists Inc. to feed "insider" information such as concert dates, song lyrics, and music clips, to chat rooms and bulletin boards frequented by the singer's likely pre-teen audience. Electric Artists hired teens as posters who visited the sites to spread the word about the upcoming album. The firm uses similar street teams to promote bands like 'N Sync, providing free merchandise and concert tickets to fans who are willing to promote the groups to other fans. The resulting communications are not scripted, but rather written by teen fans themselves to preserve the authenticity of a peer-to-peer relationship. Despite the technique's potential, some marketers caution that viral campaigns could backfire if the product doesn't live up to the hype or if consumers start to view such campaigns as deceptive practices (Heckman, 2000).

Marketers can also work to gain brand authenticity through grassroots marketing that is more subtle and localized. As with Mountain Dew, the idea is to let youth stumble onto the brand unexpectedly so they feel a sense of discovery and ownership. Community events, concerts, sports events, movie theaters, and malls are good venues for grassroots marketing (Neubourne, 1998).

Perhaps the greatest benefit of grassroots techniques is their ability to turn product fans into product disciples that willingly spread the message to others. Scholastic Publishing has utilized this approach, in the absence of traditional paid media advertising, to launch the Harry Potter series of books in the United States. For the recent launch of *The Goblet of Fire*, Scholastic created anticipation and buzz by keeping the title and plot of the book a secret until midnight on the official July 8 release date. In addition, Scholastic encouraged bookstores to make the launch date a special event by distributing activity kits and other promotional items, but left the specific details up to local store managers. As Scholastic's vice president of marketing recalls, "Their creativity amazed us; they really went all out and generated a lot of local publicity on their own." Tactics employed at the local level included magic shows, owl demonstrations, and midnight pancake breakfasts. Other stores sponsored contests and in-store events. Bookstores have used the Potter-generated traffic to build relationships with young book-buyers, encouraging them to hold Potter club meetings at their stores and to purchase other titles in the same genre. As a result, the Potter phenomenon rolls on, with 40 million copies of "The Goblet of Fire" sold so far and a major motion picture based on the first Potter book that came out in 2001 (Francis, 2000).

Finally, lifestyle marketing allows marketers to build deeper connections with young consumers by relating products to their specific issues and concerns. Clothing retailers like Delia's, Abercrombie and Fitch, American Eagle, and Nautica have launched magalogs (magazine catalogs) that expand their brands to include music, sports, books, and home furnishings. The goal is to encourage teen and tween brand loyalty by appealing to how they live, not just how they dress.

For example, Abercrombie's magalog includes editorial content ranging from music reviews to adventure travel advice. American Eagle's magalog features branded snowboards and scooters to fit with the brand's outdoorsy image. It goes a step further by providing information on products it doesn't sell, like underwater cameras and guitars, in an attempt to connect with the target's overall interests (Barrett, 2000).

Online retail and content provider Alloy.com takes lifestyle marketing to the next level by featuring advertisers' content next to site editorial content. For example, Clairol's Herbal Essences brand of hair care products advertises on the site through an interactive game called Totally Organic Garden. Users can enter to win a free trip to Costa Rica after passing through the game's three levels (Sabatini, 2000). Kodak also uses the site to promote its MAX One-Time-Use Cameras, soliciting user opinions on product improvements and features, and promoting MAX-sponsored events.

VI. SUMMARY OF LITERATURE REVIEW

- Literature suggests that when children reach their tween years they begin to develop unique social needs and desires, as well as to reveal distinctive hopes, dreams, and expectations for the future.
- Physical changes brought on by the onset of puberty are accompanied by emotional changes.
- Tweens begin to develop their own sense of self, and to seek out information from parents and peers that will help them define themselves. They are beginning to identify their own interests and to express themselves through their activities.
- Tween self-esteem is in development and fragile.
- Tweens are highly affected by peers and face pressures and worries that are often focused on how they will fit in and interact with others in society.
- Tweens appear to be happy, confident and optimistic about their futures.
- Tweens value intelligence and seek out activities that challenge them to think and interact with others.
- Tweens appear to like activities that present physical opportunities or challenges, are fun, and/or allow them to experiment with activities they might choose as a future area of interest.
- “Fun” can be defined in many different ways. Campaigns should be sensitive to the fact that tweens are in transition and seeking to exert greater control over their environments.
- Tweens frequently fantasize about achievement and recognition, including the desires to be rich, famous, and successful.
- Researchers recommend that campaigns appeal to tweens’ core psychological needs. (Tween girls are often motivated by message related to beauty, glamour and the desire to master a particular task. Tween boys are motivated by messages that express power, conquests of “good versus evil”, or bravery, and a desire for mastery.)

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VIII. ACKNOWLEDGMENTS

This literature review was prepared by Aeffect, Inc. and developed under the direction of technical monitor, Michael Greenwell of CDC's Center of Chronic Disease Prevention and Health Promotion, as well as with input from directors within CDC's Office of Communication, namely Suzi Gates, Claudia Proventa, and Galen Cole.

Several Aeffect researchers conducted reviews of literature in specific topic areas related to this initiative including: Nicole Garrity, MS-IMC; Melissa Hall, MPH; Maggie Jurgens, MS-IMC; Michelle Kuhn, MS; Julie Silka, MS-IMC; and Tamara Starke, BS.

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