



2019 Campaign Case Study

January 2020





- Campaign background
- Creative work
- Media plan
- Local amplification
- Campaign results, insights and learnings



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*Campaign*  
*Background*



## Introduction

The Big Little Moments campaign is part of A Better Start, a ten-year National Lottery funded programme set up by The National Lottery Community Fund to help families give their babies and very young children the best possible start in life.

It took place in the five areas of England where A Better Start is based: Blackpool, Bradford, Lambeth, Nottingham and Southend.



## *The campaign strategy*

The campaign communicates the Core Story of Early Childhood Development developed by the Frameworks Institute and Harvard University. It builds public understanding of early brain and biological development by translating the science into themes and metaphors that are accessible to the public.

In the US, the Core Story has been baked into the public, expert and political discourse, driving evidence-based policy making and delivering a measurable shift in public thinking about babies and children.



# Impact of the Core Story in the US

**2002**

Only 42% understood that infants can communicate before they learn to speak.

**2011**

96% understood that infants can communicate before they learn to speak.





## *The campaign strategy*

The strategy behind our campaign has also been inspired by Frameworks' collaboration with the Palix Foundation in Alberta, Canada where the Core Story of Early Childhood has helped to drive a transformation in thinking and approaches to supporting young children and families.

This campaign was the first, with this approach being used in this way in the UK.



## Campaign Objective

To increase the number and frequency of effective caregiving interactions





## *The importance of early years and caregiving*

- 0 to 4 years is the biggest and most rapid period of development in a human life.
- There is strong evidence that the first few years of life build the foundations for future health and wellbeing.
- Taking a preventative approach can improve the life chances of babies and children.
- Social, emotional and language capabilities are essential aspects of early brain development. Built through rich interactions with caregivers and their environment.
- Early social, emotional and language development (ESELDT) are inextricably linked and mutually reinforcing.
- Specific behaviours have been identified that caregivers can adopt to improve the ESELDT of young children.

## 15 Behaviours

- 15 key behaviours have been identified that caregivers can adopt to improve the social, emotional and language development of young children.
- These behaviours are simple, achievable ways for caregivers to interact with children during everyday situations, that promote children's social, emotional and language development. The behaviours are underpinned by years of empirical research evidence.
- For this campaign, we developed 15 behaviors into creative communications, with first 8 behaviors set up as priority and visulised in all creative resources



## Priority behaviours 1-8

- 1 Caregivers engage actively in infants'/children's play inside and outside
- 2 Caregivers read to and share stories with infants and children
- 3 Caregivers repeat and extend children's utterances, and pair theirs and their infant's/child's actions with words, (for example naming objects as they are seen or touched, or describing what they or their child is doing)
- 4 Caregivers respond to infants' vocalisations (e.g. cooing, gurgling) and non-verbal communications (e.g. pointing)
- 5 Caregivers interact with infants prenatally, including talking, reading, sharing stories, playing music to the bump, and touching their bump
- 6 Caregivers express affection regularly to infants and young children through language, tone of voice and facial expressions
- 7 Caregivers routinely 'stop, look, and listen' when infants and children ask for attention
- 8 Routine care activities, like feeding and nappy changing, are filled with positive, supportive interaction including talking, singing, playing and physical affection



## Secondary behaviours 9-15

- 9 Caregivers sign songs and saying rhymes to and with children
- 10 Caregivers answering all the questions they've been asked by children, or trying to respond even if they don't know the answer
- 11 Caregivers show affection by giving hugs and hi-fives
- 12 Caregivers hold the infants skin-to skin which make them feel safe
- 13 Caregivers rewarding children for something they've done well with stories and play
- 14 Caregivers engage with children while waiting for bus or at the doctors, making waiting time play time
- 15 When a child watch TV or play with the phone, caregivers are watching or playing with them, engaging with them asking questions about what they are watching

## Three explanatory metaphors



### **Brain building**

Interactions with children help build their brains. Like houses, building young brains starts with laying the foundations. Strong foundations in the beginning will create a stable and strong mind later on, better able to withstand the pressures of life.



### **Serve & return**

Caregivers can help build young brains by responding to children, having back and forth interactions, like a game of ping pong.



### **Rope weaving**

The parts of the brain involved in social, emotional and language development are inextricably linked and mutually reinforcing, like strands of a rope woven together. Strengthening one of these strands helps the others be strong too.

*Note: this metaphor was dropped from core creative following the feedback from research (see slide 22)*

## Why metaphors?

- We all think in metaphor, all the time
- The right metaphor overrides default thinking and assumptions
- Metaphors are memory tools: they can help people remember important points
- Metaphors are sticky: they pass easily from person to person.





## Theory of Change: how the campaign will be effective



1. Building parents' knowledge of the importance of early childhood development ('why') and in addition giving them simple to follow behavioural techniques ('what' and 'how'). To improve self-efficacy.
2. Creating social norms that 'others are seeing this' through 'overseen media' choices. To improve self efficacy.

*NB: Further detail on how this works in practice is in the appendix*

## Campaign overview

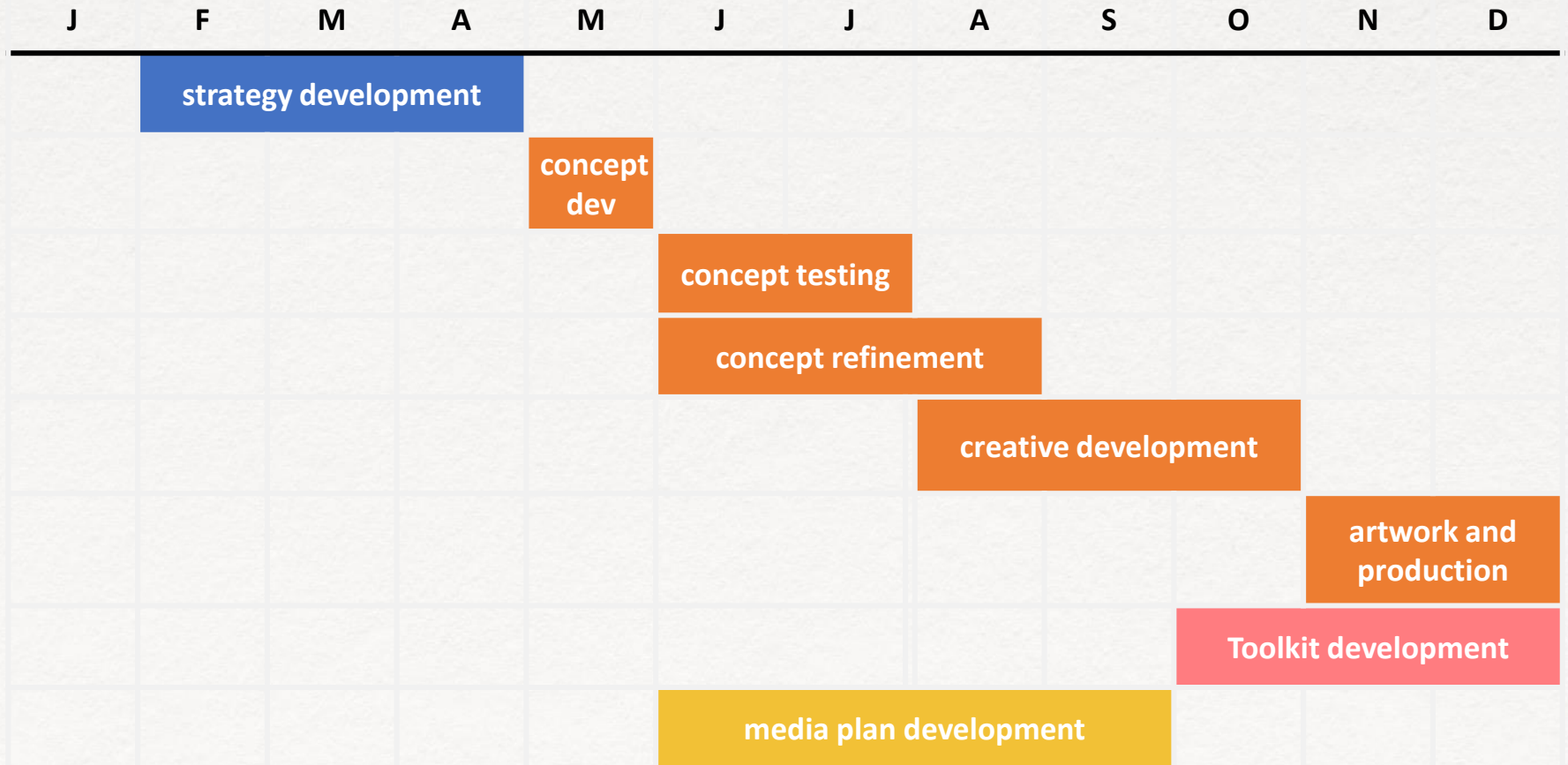
The campaign was activated across the five partnerships:



And was delivered in two ways:

1. A core campaign delivered through paid media.
2. Amplification by partnerships, using a mix of owned, earned, partner and paid-for channels (bespoke for each area and based on local knowledge and resources).

## Campaign development timings (2018)





## Campaign launch and live timings (2019)

J F M A M J J A S O N D

### **Paid media campaign**

Live throughout year from 12<sup>th</sup> Feb 2019  
always on

### **Amplification by partnerships & influencers**

Live at any date from the 14<sup>th</sup> Feb 2019  
May be in bursts of activity or always on

### **Campaign monitoring and analysis by Ecorys**

Throughout the year from campaign launch on 14<sup>th</sup> Feb 2019

### **Production and distribution of advocate videos and additional materials requested by partnerships**

Throughout the year from Q2

**Campaign Legacy**  
toolkit development



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*Creative Work*

## Creative principles

Be positive,  
supportive and  
encouraging.  
Don't judge or  
point fingers

Focus on the  
process not the  
people involved -  
don't talk about  
'your child'

Provide  
reassurance not  
just advice

Ensure characters  
appear gender  
neutral, friendly  
and positive

Do appeal to a  
diverse audience  
(socio-economic,  
ethnicity, English  
literacy levels)

Be flexible to  
allow for each  
programmes  
identities and  
services

Ensure Big  
Lottery Fund &  
Partnerships are  
always present

Keep copy/voice  
overs as short as  
possible, and  
appropriate for  
low levels of  
literacy

Ensure a high  
level of  
accessibility for all  
copy and logos

Ensure visuals  
and headlines  
match up in a  
literal way

Ensure the body  
copy uses the  
metaphors to  
explain why this  
matters

Show and focus on  
interaction  
between  
caregivers and  
children



## Core concept

3x behaviours (no 5, 2 and 7) tested as fully developed visual formats (posters)

5x behaviours tested as copy only (no 1, 3, 4, 5, 6 and 8)



**BIG LITTLE MOMENTS #5**



**MAKING IT FUN**

Every moment with your child is a chance to build their brain. Even meal times! By chatting back and forth, like a game of ping pong, you're helping them grow and learn.

Help children have a better start by making the most of the Big Little Moments.

For more moments, visit [biglittlemoments.com](http://biglittlemoments.com)



**BIG LITTLE MOMENTS #2**



**SHOWING THEM YOU LOVE THEM**

Young brains are a lot like ropes, they're woven together with lots of different strands. One of those strands is how your child feels. When you use kind, loving and calm language around children, you're helping them make that strand strong. And when that strand is strong, a child's learning and talking strands will be strong too.

These little moments help your child learn and grow in a big way.

For more Big Little Moments, visit [biglittlemoments.com](http://biglittlemoments.com)



**BIG LITTLE MOMENTS #7**



**TELLING THEM A STORY**

Young brains need building, just like houses. When you share a story with a child you're doing exactly that. These little moments are really important for helping them grow and learn.

Help children have the best start by making the most of the Big Little Moments.

For more moments, visit [biglittlemoments.com](http://biglittlemoments.com)

## *Key outtakes from the research*

Creative concepts were tested with in-depth research in all partnerships.

Key outtakes:

- Creative worked well when the headline had a literal match to the visual, and the behaviours were clear and specific about what caregivers should do.
- The 'house' metaphor was well understood, the 'serve & return' metaphor was largely understood, but the 'rope weaving' metaphor was too complex to be conveyed well in short-copy formats (posters) so will only be used in long-form formats.
- The shorter the copy, the more easily understood the concept was.
- The terms “build their brains”, “learn”, “grow”, and “strong” worked well to convey the benefit of the behaviour.
- End lines worked when they spoke to the benefit “helps your child learn and grow”.

**According the research learnings all 15 behaviours outlined on the following pages were developed**

## Behaviour 1



**SHARING A STORY**

### **Sharing a story**

Young brains need building, just like houses. Sharing stories is really important for this process, helping young brains grow and learn.

These little moments help your child in a big way.



## Behaviour 2

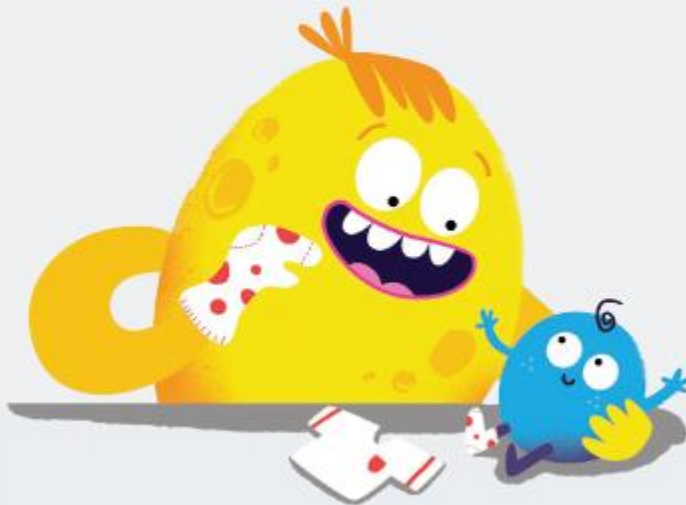


### Using loving words

Just like houses, young brains need building. When you use kind, loving and calm words in response to what a child is doing, you're helping them learn and grow.

These little moments help your child in a big way.

## Behaviour 3



**MAKING EVERYDAY MOMENTS FUN**

### **Making everyday moments fun**

When your baby tries to play with you during every day moments, like when you're getting them dressed, be playful back with them. This back and forth, like a game of catch, helps them learn and grow.

These little moments help your child in a big way.

## Behaviour 4



### **Talking to the bump**

Babies' brains are like houses, they need building and they're being built even before they are born. When you touch, sing or talk to the bump, you're laying a strong base that will help them learn and grow.

These little moments help your child in a big way.



## Behaviour 5



### **Making time to play**

Young brains are like houses, they need building. Every time you play with a child, you're helping them build a strong base so they learn and grow.

These little moments help your child in a big way.

## Behaviour 6



### **Listening and responding**

Chatting to your child is really important. When they ask for your attention, it's like they're batting you a ball. When you respond, you're batting that ball back. This back and forth helps them learn and grow.

These little moments help your child in a big way.

## Behaviour 7



**SAYING WHAT THEY SEE**

### **Saying what they see**

Making playful noises and pointing to things are some of the ways babies talk to you. When they do this, it's like they're throwing you a ball. When you respond you're passing that ball back, like a game of catch.

These little moments help your child learn and grow in a big way.



## Behaviour 8

### BIG LITTLE MOMENTS #8



**SAYING WHAT THEY'RE DOING**

### **Saying what they're doing**

Young brains need building, just like houses do. When you talk to children about what they're doing, you're laying the base for a strong brain.

These little moments help your child learn and grow in a big way.

## Behaviour 9



**SINGING SONGS AND  
RHYMING RHYMES**

### **Singing songs and rhyming rhymes**

Singing with your child helps them learn and grow. Just like a house, a child's brain needs building. When you sing a song together, you're helping them build a strong and healthy brain.

These little moments help your child learn and grow in a big way.

## Behaviour 10



**ANSWERING ALL  
THEIR QUESTIONS**

### **Answering all their questions**

Children love to ask questions. When you respond, even if you don't know the answers, and start a chat that goes back and forth like a game of ping pong, you're helping them learn and grow.

These little moments help your child learn and grow in a big way.



## Behaviour 11



**GIVING HUGS AND  
HIGH-FIVES**

### **Giving hugs and high-fives**

A child's brain is just like a house, it takes time and care to build. When a child reaches out for affection, and you give them a hug or high-five, you're doing more than being kind, you're helping to build their brain.

These little moments help your child learn and grow in a big way.

## Behaviour 12



**HAVING SKIN-TO-SKIN CONTACT  
WITH YOUR NEW BABY**

### **Having skin-to-skin contact with your new baby**

A baby's brain is like a house, it needs building. When you hold your new baby skin-to-skin, it makes them feel safe and helps them to learn and grow.

These little moments help your child in a big way.

## Behaviour 13



**SAYING WELL DONE  
WITH STORIES AND PLAY**

### **Saying well done with stories and play**

A child's brain is like a house, it needs building. Part of this is children learning right from wrong. When you share play time or stories as a way of saying "well done", you're building their brain, helping them learn and grow.

These little moments help your child in a big way.



## Behaviour 14



### **Making waiting time, play time**

If you're waiting for a bus, to see the doctor, or in a queue, use the time to chat with your child. When you ask them a questions, it's like throwing them a ball. When they respond, they're throwing that ball back.. This back and forth helps them learn and grow.

These little moments help your child learn and grow in a big way.

## Behaviour 15



### **Turning screen time into talk time**

Chatting back and forth with a child, like a game of catch, is good for their brains. When they're watching TV or playing on a phone, watch and play with them. When you ask questions about what they're watching or playing, it's like you're throwing them a ball. When they respond, it's like they're throwing that ball back. This back and forth helps them learn and grow.

These little moments help your child learn and grow in a big way.

## Advocates Videos



In addition to the BLM animated creative, the Advocates Videos were produced for 5 partnerships.

The videos are portraying real parents and caregivers talking about their experience, how they practice Big Little Moments with their children and why does it matter to them.

Two versions were created:

- long version (over 2 min) for website and other owned digital channels
- short version (30s) for social media and paid campaign



# Creative assets produced for media campaign

- Animated films for 8 priority behaviours
- Animated MPU banners for 8 priority behaviours
- Social media static images for 8 priority behaviours
- Social media videos for 8 priority behaviours
- Advocated videos for 5 partnerships



## Creative assets produced for local amplification

- Printed resources – including posters, flashcards, wallchart, stickers, press ads m
- OOH resources – including bus rears, bus supersites and taxi wraps
- Radio scripts





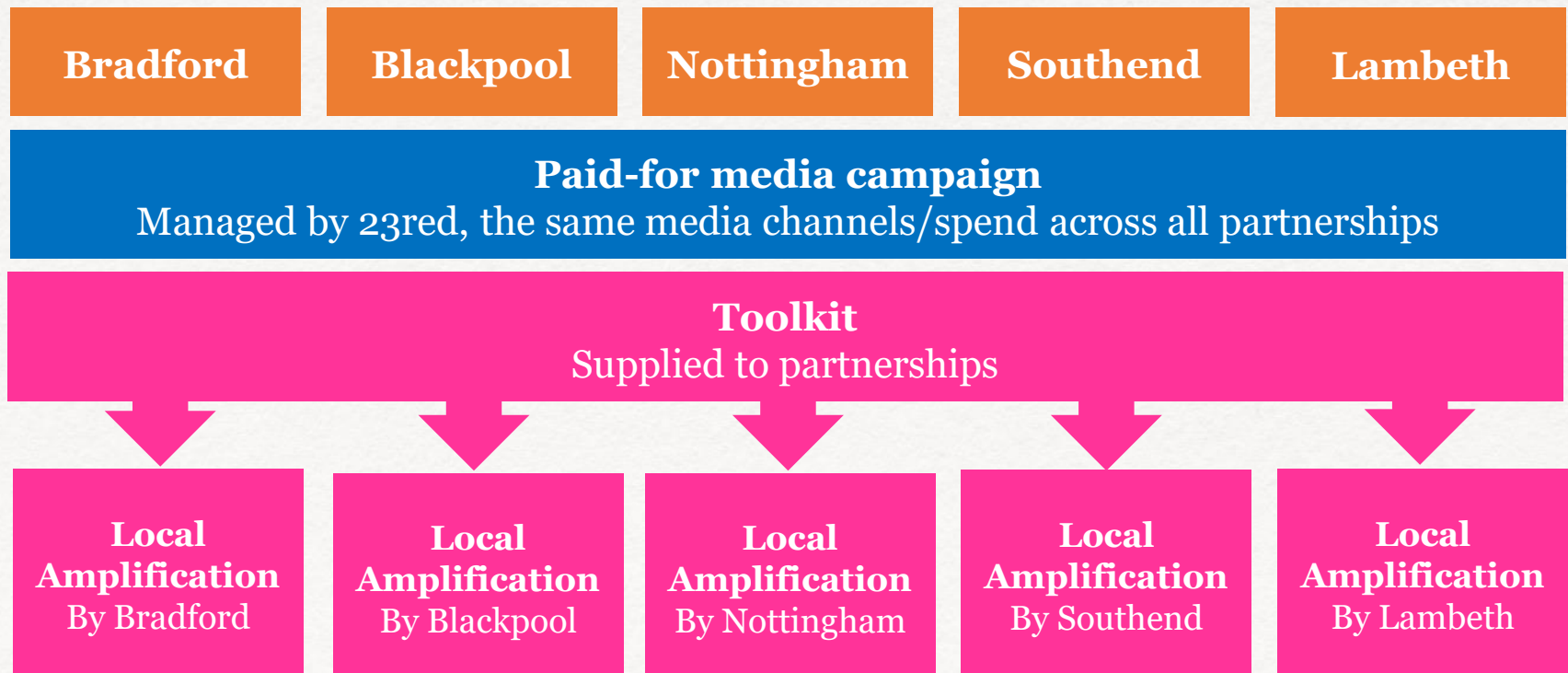
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*Media Plan*



## Media

The campaign was brought to life through a paid media campaign managed centrally, and amplified by owned, earned, and additional paid media bespoke to each partnership managed at a local level by the partnerships.



## Media considerations

We worked with expert media strategists to develop the paid-for media campaign plan, ensuring a variety of different channels were considered and compared against a set of key criteria:

- **Budget efficiency** – the budget was limited, so it was vital we achieve the best value for money by maximising reach and awareness
- **Geographic targeting** – For efficiency, we wanted to reach as many caregivers as possible within the partnership ward areas only.
- **Demographic targeting** – Our audience is broad, so we wanted to reach people en masse, but we could use indicators to focus in on those likely to have young children.
- **Stand out** – Must cut-through, drive frequency to connect, and drive action from the busy audiences

## Media plan recommendation

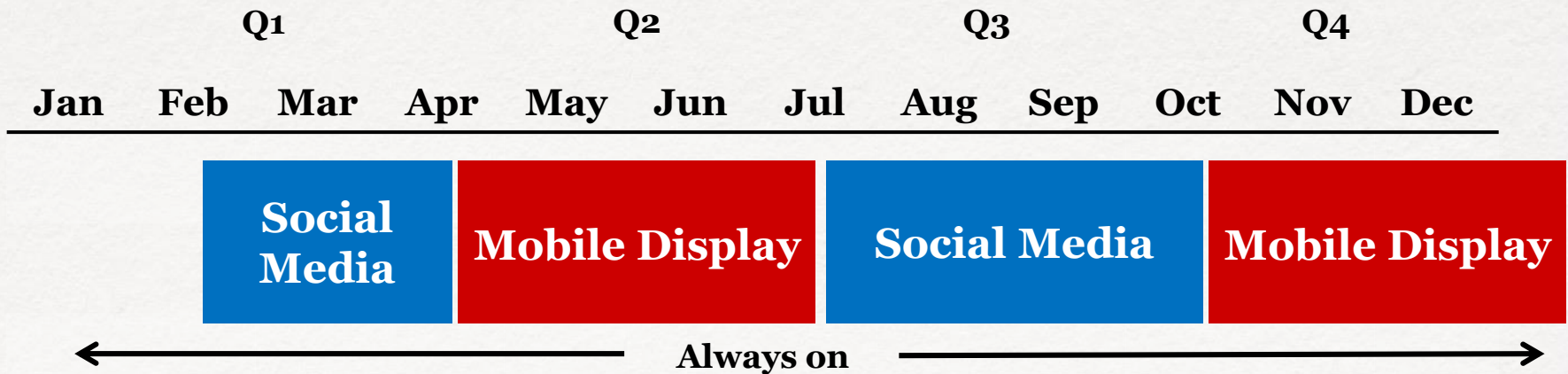
The recommended media plan focused on digital channels, due to cost effectiveness and the ability to precisely target specific locations, as well as being able to target based on other forms of data.

The recommended plan included social media (Facebook) and mobile display. Facebook allowed targeting to within a 1km radius, and mobile display advertising allowed us to target to specific postcode areas.

These formats also allowed us to monitor performance at regular intervals, and we could optimise the creative based on performance, i.e. if one behaviour is outperforming others in one partnership, we could increase the spend behind this execution and decrease the spend behind any behaviours which are less engaging.



## Original Media Plan



### **Social Media**

Role: To generate awareness and engagement, and promote sense of being seen 'by people like me'

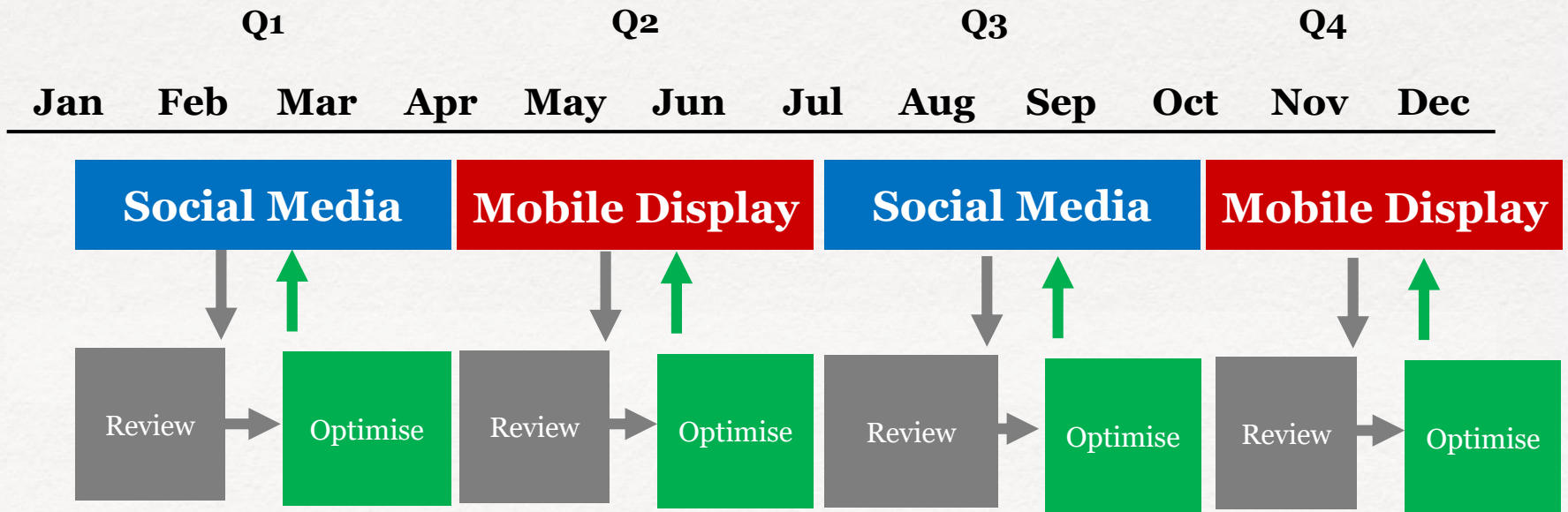
Formats: static image posts, image carousel posts and video posts

### **Mobile Display**

Role: To keep the campaign front of mind, increases reach and broader awareness.

Formats: MPUs, video and native advertising formats

## Ongoing optimisation planned



Based on performance, we could up-weight or down-weight different creative executions, across different channels and partnerships.

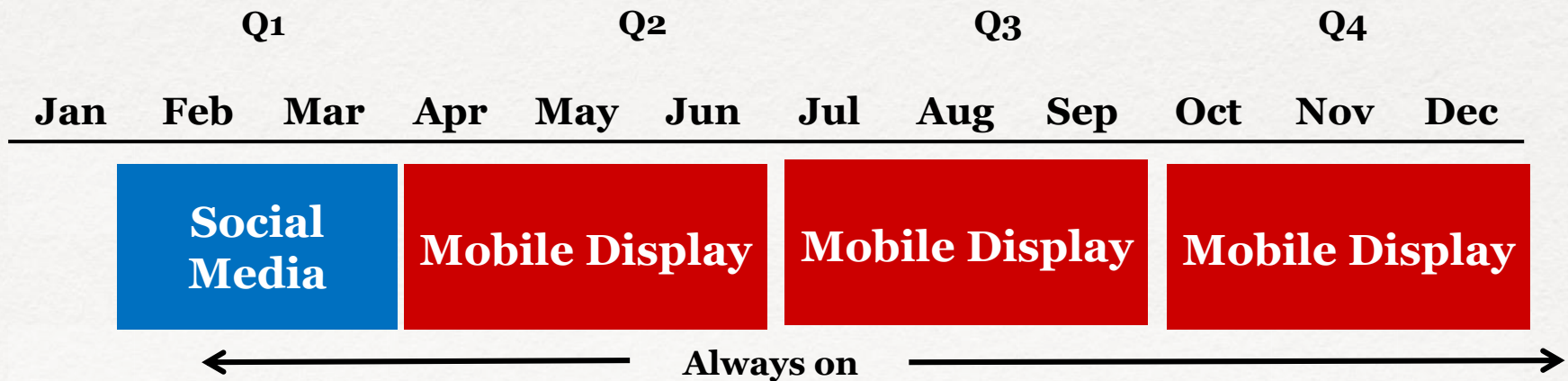
For each quarter (12 weeks)

Week 5: Review performance of ads based on weeks 1-4 data

Week 6: Provide recommendation for optimisation to sites

Week 7: Implement changes

## Optimised Media Plan



**Mobile Display (MD) in Q2** performed very well in comparison to Social Media Q1 campaign, hence the recommendation for Q3 was to continue with MD as it had lower CPCs/CPVs, higher CTRs and higher video completion rates. And with gathering the data via cookies there was a constant opportunity for optimisation and improvement.

And positive outcomes of **Mobile Display in Q3** (increased impressions, good VCR and constant optimisation) led to the recommendation to proceed with the same **MD strategy for Q4**





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*Local Amplification*

## Local Amplification

To support the paid media, partnerships were encouraged to amplify the campaign through owned, earned, partner and where feasible additional paid channels, though this is not required in order for the campaign to be effective.

Partnerships were required to create a **campaign landing page** on their website.

To support this, a **toolkit of assets** was created, from which partnerships could download the artwork files and guidelines for adding their logo/call to action.



## *Creative toolkit*

A toolkit of creative assets has allowed partnership to download copy, artwork or animated assets to use as they please throughout the campaign period to amplify the campaign. A list of available assets is below.

### **Copy resources**

- Campaign copy (long)
- Campaign copy (short)
- 30s radio script
- All 1-15 behaviours copy

### **Print resources**

- A4 posters
- A3 posters
- A5 booklet
- Flashcards
- Wallchart
- Wallchart stickers
- Separate sticker sheet
- Full page press ads (landscape)
- Full page press ad (portrait)

### **Digital resources**

- Animated films
- MPU banners
- TV screensavers 16:9 and 4:3
- Advocate videos (long version over 2 mins and short 30 secs version)

### **Social media resources**

- Facebook and Instagram posts
- Twitter posts
- Social media posts for partners

### **Out of home resources**

- 6 sheets (use A3 poster artwork)
- Bus rears
- Bus mega rear
- Bus supersides
- Taxi seats
- Taxi wrap



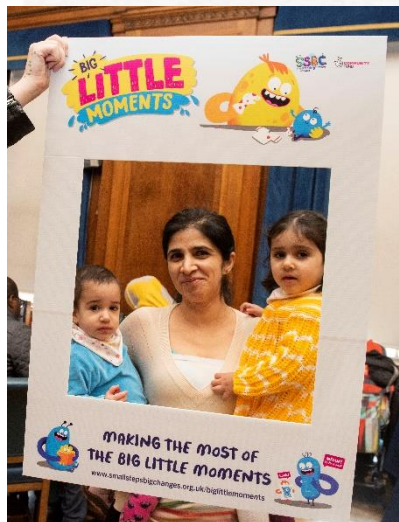
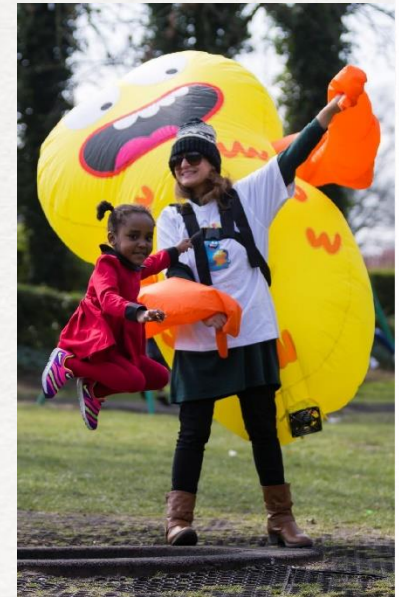
## *Different ways to amplify the campaign*

Partnerships were given some amplification ideas, that they were welcome to pick and choose (whichever types of communication they feel would be effective for their individual partnerships) or tailor them to their own bespoke plans for their local area:

- reaching caregivers through partnerships' own services (organising local events; presenting posters, booklets, activity cards, etc)
- reaching caregivers through external services (distributing printed resources at general practices, hospital maternity or paediatric wards, nurseries, creches, and childcare facilities, cafés, community or religious centres, etc.)
- reaching caregivers on the street (OOH ads at phone box, 6 sheets posters, taxis brandin)
- reaching caregivers travelling by bus (bus branding: inertia, bus supersite or bus rear posters)
- reaching caregivers in the home (radio, leaflets)
- reaching caregivers in press (press ads in local papers)



# Examples of partnerships local activities





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*Media campaign*  
*results*



## Summary of MD and SM performance for 2019 campaign

	Total For 2019	Mobile Display Total 2019	Social Media Total 2019
Impressions	<b>13,010,825</b>	8,981,041	4,029,784
Unique reach	<b>NA*</b>	140,535 (average for Q2, Q3, Q4)	480,023 (just for Q1)
Clicks to landing page	<b>66,791</b>	54,905	11,886
CTR (image and video)	<b>0.51%</b>	0.61%	0.29%
Views of the video posts	<b>550,154</b>	450,670	99,484
VCR for video posts	<b>14.33%</b>	30.40%	1.39%

*\*The reach figures are only specific to each quarter and they don't accumulate, as people who have seen the ads in Q2 could have also seen them in Q3.*

## Media Campaign Insights

- Social Media (SM) campaign in Q1 was to generate awareness and engagement, and though Impressions were high (indicating the high awareness), Clickthrough Rate (CTR) and Video Completion Rate (VCR) was quite low in comparison (indicating low engagement)
- Mobile Display (MD) performed much better, with lower CPCs/CPVs, higher CTRs and higher video completion rate in all 3 Quarters (in comparison to SM)
- Better results of MD activity over SM could be an outcome of more effective targeting:
  - Mobile Display provider Mobsta uses cookies data, allowing constant optimisation and reaching our audience on multiple sites
  - FB targeting system relies on first party data (info 'you' submit) which might not be supplied/updated by our target audience
- At the end of the campaign (in Q4) there was a decrease in performance and creative fatigue is most likely the cause. And as we were targeting a very niche audience in a very tight geo so there were fewer impressions as campaign continued.
  - There was still a high Video Completion Rate of over 22% at the end of the campaign (which could be due to the refreshed content)

## *Campaign Learnings*

- In development





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*Thank you*