

Your Priority Audience: What You Know and What You Need to Learn Worksheet



Understanding people in your priority audience is essential to developing project promotion messages and strategies that reach and resonate with them. This worksheet will help you identify what you know about your priority audience, what more you need to learn, and how to gather that information to strengthen your understanding.

Instructions: Follow the steps below. After completing this worksheet, copy/paste the contents into the Priority Audience tab of your *Project Promotion Plan*. If you prefer, skip filling out this worksheet and enter your responses directly into the plan.

1: Identify what you want your priority audience to do.

Review the goals and objectives in your *Project Promotion Plan*. Then think about your call to action (what you are asking your priority audience to do). Write down both the primary call to action and the small steps you are asking your audience to take along the way.

Priority audience	<i>Example: Sexually active teens ages 14-19 who identify as female and Latinx and who live in our county.</i>
Primary call to action	<i>Example: Make an appointment for sexually transmitted infection (STI) testing.</i>
Small steps we want them to take	<i>Example: Identify our contact information, locate our clinic.</i>

2: Reflect on what you know about your priority audience.

Review the types of information that are important to know about your priority audience and the related examples below. Then write down any information you already have about this audience.

	What we know about our priority audience
<p>Demographics</p> <p>Objective characteristics about your priority audience, such as age, gender identity, sexual orientation, education, employment, income, where they live, languages spoken, and what their family looks like</p>	<p><i>Example:</i></p> <ul style="list-style-type: none">• <i>Ages 14–19; identify as female and Latinx</i>• <i>Live in our county</i>• <i>Live with parents and siblings, sometimes grandparents</i>
<p>Psychographics</p> <p>The psychological characteristics that shape your priority audience’s behaviors, such as their goals, lifestyle, social views, religious affiliations, hobbies, interests, consumer habits, and who influences their desires and the decisions they make</p>	<p><i>Example:</i></p> <ul style="list-style-type: none">• <i>Want to graduate from high school and become upwardly mobile</i>• <i>Influenced by mainstream celebrity culture and popular 20-something Instagram and TikTok influencers</i>
<p>Communication style</p> <p>Your priority audience’s communication behaviors and preferences, including how they get information, who they regularly interact with, what those interactions look like, and how they use social and other types of media</p>	<p><i>Example:</i></p> <ul style="list-style-type: none">• <i>Absorb social cues from movies, TV, ads, and social media</i>• <i>See public billboards and posters</i>
<p>Specific motivators, demotivators, and needs</p> <p>What would motivate your priority audience to take the action you want them to take, what might hold them back from taking this action, and what they need in order to take this action</p>	<p><i>Example:</i></p> <ul style="list-style-type: none">• <i>Motivators: Want peace of mind about STI status</i>• <i>Demotivators: Fear of getting an STI, being talked about at school, parents finding out</i>• <i>Needs: Confidential, convenient, and affordable services</i>

3: Determine what you need to learn and how you will learn it.

Even if you've been providing services to your priority audience for a while, there's probably still more to learn. That's okay! It's good practice to question your assumptions and acknowledge the gaps in your understanding. Refer to the [Gathering Information about Your Priority Audiences](#) handout for guidance on selecting the right research method (or methods) for what you are seeking to learn.

	What we need to learn	How we will learn it
Demographics	<p><i>Example:</i></p> <ul style="list-style-type: none"> • What percentage speak Spanish as their primary language? 	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Survey
Psychographics	<p><i>Example:</i></p> <ul style="list-style-type: none"> • What or who might influence these teens' decisions about STI testing? 	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Focus groups
Communication style	<p><i>Example:</i></p> <ul style="list-style-type: none"> • How do these teens get information? 	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Online research • Focus groups
Specific motivators, demotivators, and needs	<p><i>Example:</i></p> <ul style="list-style-type: none"> • What will motivate these teens to seek STI testing? • What barriers make it difficult for them to come in for STI testing? 	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Focus groups

4: List concerns you have about reaching your priority audience.

These concerns will help you determine how you do want to reach them, and what you want to avoid in your messaging and strategies.

Example: We don't want to seem "old and boring" when trying to communicate with teens.