

FINAL REPORT

Tagline Testing and Final Check of TV Advertisement for Parent Component of the National Anti-Drug Strategy

HC-POR-07-84

Contract number: H1011-070019/001/CY

Task Authorization date: March 12, 2008

Task Authorization number: HC-TA-005

Prepared for:

Health Canada

por-rop@hc-sc.gc.ca

Ce rapport est aussi disponible en français sur demande.

April 2008

pn 6294

Prepared by:



33 Bloor St East

Suite 1020

Toronto, ON M4W 3H1

TABLE OF CONTENTS

Executive Summary.....	1
Résumé du rapport	6
Introduction.....	11
Detailed Findings.....	14
“Language” Television Ad – Final Check.....	14
“Language” TV ad in context.....	18
Taglines.....	20
English language taglines	20
French language taglines	22
Conclusions.....	24

Appendices

Discussion Agendas/Written Exercises

Screeners

EXECUTIVE SUMMARY

Background and Objectives

The National Anti-Drug Strategy (NADS), a collaborative effort of the Department of Justice, Public Safety Canada and Health Canada, is a Government of Canada initiative aimed at reducing the supply of, and demand for, illicit drugs as well as addressing the crime associated with illegal drugs.

As the department responsible for the Prevention Pillar of NADS, Health Canada is developing a national youth drug prevention mass media campaign to increase awareness among youth of the dangers of experimenting with drugs. One target of this national campaign will be parents of youth, ages 13 to 15, in the context of their role as influencers of their children's attitudes and behaviours. The goal is to ensure that parents are equipped with the tools and information necessary to help them to initiate open, informed discussions with their children regarding drug use, as well as to encourage them to monitor their children's activities and to set rules and consequences around drug use.

As part of the campaign, a tagline is being considered to help ensure that a consistent message is delivered across all components of the campaign.

Research was recently conducted with parents of youth aged 13-15 to determine which of four television ad concepts resonated the most with this target audience, and was the most likely to serve as a call to action. From the results of this research, a final television ad titled "Language" was developed.

Environics Research Group was retained by Health Canada to conduct final focus group testing of the "Language" television ad, as well as taglines.

The key objectives of this focus group research were:

- To conduct a final check of the "Language" television ad in order to ensure its effectiveness on parents of youth aged 13-15; and
- To determine which of several taglines will provide the most effective umbrella message for the mass media campaign.

Methodology

Six focus groups, two groups in each of Montreal, Winnipeg and Toronto, were conducted March 24-26, 2008, with parents of 13 to 15 year olds to test their reactions to the final television ad as well as their reaction to potential taglines for the campaign. Participants watched the “Language” TV ad imbedded with two other Government of Canada ads, as well as in isolation. Participants were also shown five English and French versions of potential NADS campaign taglines in simple word and graphic formats.

Key Findings

The key findings of the study are summarized below:

“LANGUAGE” TV AD

- The “Language” TV ad was shown imbedded with two other Government of Canada ads; almost all participants found it to be the most memorable of the three ads, because it spoke to them as parents of young teenagers who may be exposed to drugs and the drug culture.
- Initial impressions of the ad were universally very favourable; the ad was seen as well-done, informative, effective, simple and to the point.
- Participants agreed that it was both memorable and credible, had a strong emotional impact, and conveyed a strong call to action.
- Participants were glad that the government was making information available to parents and encouraging parents to take responsibility for talking with their children about drugs.
- Parents variously identified the message of the ad as:
 - There is a new language around illicit drugs that children are learning and using
 - Parents must talk with their children about the dangers of drugs before it’s too late
 - Parents need to educate themselves about drugs and the drug culture
 - Very young children are being exposed to drugs and the drug culture
 - The Government of Canada has information available to help parents in talking with their children about drugs

- For many, the strength of the message and its emotional impact came from the fact that young, innocent youths much like their own children were presenting it.
- Parents' emotional responses to the ad included concern, dismay, fear, sadness, discomfort, nervousness and anger. They worried about the world their children are growing up in and that their own children may be exposed to drugs and to the drug culture.
- Parents reported that the ad made them feel that they had a lot to learn, that they were uninformed and "out of touch," but that it also empowered them by giving information and by serving as a catalyst for action.
- The most powerful and lasting image was that of the faces of the young children looking into the camera. Many participants mentioned the youth and innocence of the children and their expressions.
- A number of parents also mentioned the various "street names" of the drugs as something that stood out for them – particularly since they often had not heard of these terms before.
- Participants appreciated the use of children of different genders and ethnicities in the ad.
- Recall of the website URL or 1-800 number was lower than recall of the images and names, in part because the faces of the children packed such a powerful emotional punch.
- Many participants also mentioned the effect of the background music – the simplicity of the piano playing a nursery rhyme but in an "eerie" or "Hitchcockian" manner and how this created a clear sense of innocence in danger.
- Most participants were receptive to the call to action in the ad, and said that after seeing the ad once they would begin some form of discussion concerning drugs with their children.
- Some participants indicated that they would not be likely to watch the ad multiple times, since that after seeing it once or perhaps twice, they would have "gotten the message" and be inclined to "tune it out" or change the channel.

- A few would check out the website, send away for the booklet, or pursue more information about drugs in general after seeing the ad but most would do so only if they became aware of a problem with their own children
- Parents suggested very few changes to the ad; many agreed that adding the word “tips” to the call for action strengthened it, and also felt that the URL could be made larger and left on the screen longer.
- Participants unanimously regarded the TV ad as being part of the same “umbrella” of ads as the print and radio ads, and working with the other ads in a complementary fashion; the radio and print ads were also well-received.
- In each group, a few participants had heard the radio version of the “Language” TV ad and one or two had seen the print ads.
- Participants regarded the print ad as powerful, more informative than the ads in other formats, scary, and conveying a sense of urgency.
- Parents felt that the radio ad captured attention, says what it has to, and was short and to the point, although less powerful than the “Language” TV ad.
- The “Language” TV ad was seen as delivering the strongest emotional “punch” of the three ads, due to the power of the visual images. Some felt that, after seeing the TV ad, they would be more likely to notice the print ad and go to the website in response to that ad.
- The vast majority of participants rejected the idea of having the TV ad use the radio ad concept of young teens whispering to one another about words for drugs in an ad targeted to parents.

TAGLINES

- Participants in the English-language groups felt that the best taglines were “Choose Not 2 Use” and “Not4Me.” “Choose Not 2 Use” was seen as the most memorable, followed by “Rise above” and “Not4Me.”
- The “Stay Clear” and “Really Me” taglines were not seen as effective or relevant to an anti-drug message.

- Participants in the French-language groups felt that the most effective taglines were “Drogues, pas besoin” and “Garde ta tete.” “Drogues, pas besoin” was also seen as the most memorable, followed by “Garde ta tete” and “Pas pour moi.”
- “Aie le dessus” and “Passe ton tour” were not seen as effective or relevant to an anti-drug message.
- Participants, both in the English and French sessions, tended to favour graphics styles that they saw as modern and relevant to youth, such as styles that were reflective of text-messaging or graffiti.
- Participants, both in the English and French sessions, tended to prefer messages that focused on individual choice rather than messages that were “lecturing” in tone.

Statement of Limitations

Qualitative research provides insight into the range of opinions held within a population, rather than the weights of the opinions held, as would be measured in a quantitative study. The results of this type of research should be viewed as indicative rather than projectable.

RÉSUMÉ DU RAPPORT

Renseignements généraux et objectifs

La Stratégie nationale antidrogue (SNA), fruit d'une collaboration avec le ministère de la Justice, Sécurité publique Canada et Santé Canada, est une initiative du gouvernement du Canada visant à réduire l'approvisionnement et la demande de stupéfiants, ainsi qu'à s'attaquer au problème des crimes liés à la drogue.

À titre de ministère responsable du volet Prévention de la Stratégie nationale antidrogue, Santé Canada met au point une campagne médiatique nationale sur la prévention de la toxicomanie chez les jeunes afin de les sensibiliser aux dangers de la consommation de drogues. Un public ciblé par cette campagne nationale se compose des parents d'adolescents âgés de 13 à 15 ans, dans le contexte de l'influence qu'ils exercent sur les attitudes et les comportements de leurs enfants. Le but est de veiller à ce que les parents possèdent les outils et l'information nécessaires pour les aider à entamer des discussions ouvertes et approfondies avec leurs enfants au sujet de la consommation de drogues, ainsi que pour les encourager à surveiller les activités de leurs enfants et à fixer des règles et des conséquences en matière de consommation de drogues.

Dans le cadre de la campagne, on songe à utiliser un slogan pour veiller à ce qu'un message homogène soit diffusé dans toutes les composantes de la campagne.

Une recherche auprès de parents d'adolescents âgés de 13-15 ans a été réalisée récemment, afin de déterminer lequel des quatre concepts de publicité télévisée rejoint le mieux ce public cible et aussi celui qui incitera le plus les parents à passer à l'action d'intervenir. À partir des résultats de cette recherche, une dernière publicité télévisée intitulée « Langage » a été élaborée.

Les services d'Environics Research Group ont été retenus par Santé Canada pour la réalisation d'une dernière vérification en séances de groupe de discussion de la publicité télévisée « Langage » et des slogans proposés.

Les objectifs clés de cette recherche en séances de groupe consistaient à :

- réaliser une dernière vérification de la publicité télévisée « Langage » pour s'assurer de son efficacité auprès des parents d'adolescents âgés de 13-15 ans; et
- déterminer lequel parmi plusieurs slogans apporte le message général qui aura le plus d'impact dans la vaste campagne médiatique.

Méthodologie

Six séances de groupe de discussion, soit deux groupes à Montréal, Winnipeg et Toronto, ont été réalisées du 24-26 mars 2008, avec des parents d'adolescents âgés de 13-15 ans afin de vérifier leurs réactions à la publicité télévisée finale, de même que leurs réactions aux slogans possibles pour la campagne. Les participants ont regardé la publicité télévisée « Langage » en compagnie de deux autres publicités du gouvernement du Canada et ils l'ont aussi regardée isolément. Les participants ont aussi vu cinq versions, en anglais et en français, des slogans proposés pour la campagne de la SNA, en formats textuel et graphique.

Résultats clés

Les résultats clés de l'étude sont résumés ci-dessous :

LA PUBLICITÉ TÉLÉVISÉE « LANGAGE »

- La publicité télévisée « Langage » a été montrée en compagnie de deux autres publicités du gouvernement du Canada, presque tous les participants ont jugé qu'elle était la plus mémorable des trois publicités, parce qu'elle s'adressait à eux en tant que parents d'adolescents de 13-15 ans pouvant être exposés aux drogues et à culture de la drogue.
- Les premières impressions au sujet de la publicité ont été très favorables chez tous les parents; la publicité a été perçue comme réussie, instructive, efficace, simple et directe.
- Les participants ont été d'accord pour dire qu'elle était à la fois mémorable et crédible, que son impact affectif était fort et qu'elle incitait fortement à intervenir.
- Les participants se sont dits heureux de voir le gouvernement mettre cette information à la disposition des parents et les encourager à assumer la responsabilité d'aborder le sujet des drogues avec leurs enfants.
- Les parents ont tour à tour identifié le message de la publicité comme étant :
 - Il existe un nouveau langage entourant les drogues illicites que les enfants apprennent et utilisent
 - Les parents doivent parler à leurs enfants des dangers liés à la consommation de drogues avant qu'il ne soit trop tard

- Les parents doivent eux-mêmes s'informer au sujet des drogues et de la culture de la drogue
 - De très jeunes enfants sont actuellement exposés aux drogues et à la culture de la drogue
 - Le gouvernement du Canada met à la disposition des parents de l'information pour les aider à aborder le sujet des drogues avec leurs enfants
-
- Pour un grand nombre de participants, la force du message et son impact affectif provenaient du fait que la présentation est faite par de jeunes enfants innocents qui ressemblent aux leurs.
 - La réponse affective des parents à la publicité a été sous le signe de l'inquiétude, de la consternation, de la peur, d'un certain malaise, de la nervosité et de la colère. Ils étaient préoccupés par le monde dans lequel leurs enfants grandissent et par la possibilité que leurs propres enfants soient exposés aux drogues et à la culture de la drogue.
 - Les parents ont rapporté que la publicité leur donnait le sentiment qu'ils ont beaucoup à apprendre, qu'ils sont mal informés et qu'ils « ne sont plus dans le coup, » mais qu'elle leur permettait aussi de s'assumer en leur donnant de l'information et en les incitant à poser un geste.
 - L'image la plus puissante et la plus durable a été celle des visages de jeunes enfants regardant directement la caméra. Un grand nombre de participants ont mentionné la jeunesse et l'innocence des enfants, ainsi que leurs expressions.
 - Bon nombre de parents ont aussi mentionné que les diverses « expressions utilisées dans le milieu » pour décrire les drogues sont quelque chose qui s'est démarqué pour eux – en particulier puisqu'ils n'avaient souvent jamais entendu ces expressions auparavant.
 - Les participants ont bien aimé que l'on fasse appel à des enfants d'ethnicités et de sexes différents dans la publicité.
 - Le niveau de rappel de l'adresse du site Web ou du numéro sans frais a été plus faible que le niveau de rappel des images et des noms, en partie parce que les visages d'enfants ont un impact puissant sur le plan affectif.

- Un grand nombre de participants ont aussi mentionné l'effet de la trame sonore – la simplicité du piano jouant une berceuse, mais d'une façon à « donner le frisson » ou à la « Hitchcock, » et comment cela communique clairement un sentiment d'innocence en face du danger.
- La plupart des participants ont bien accueilli l'incitation à poser un geste qui leur a été présentée dans la publicité; ils ont affirmé qu'après un seul visionnement de la publicité, ils entameraient un type de discussion abordant le sujet des drogues avec leurs enfants.
- Certains participants ont mentionné qu'il était peu probable qu'ils regardent la publicité plusieurs fois, puisqu'après un seul visionnement, voire deux, ils auraient « saisi le message » et auraient ensuite tendance à ne pas y prêter attention ou à changer de chaîne.
- Quelques-uns visiteraient le site Web, demanderaient un exemplaire du livret ou chercheraient à obtenir d'autres renseignements généraux au sujet des drogues après avoir vu la publicité, mais la plupart d'entre eux poseraient ces gestes seulement s'ils apprenaient que leur enfant éprouve un problème de cet ordre.
- Les parents ont suggéré très peu de changements à la publicité; un grand nombre d'entre eux ont été d'accord pour dire que, pour renforcer l'incitation à intervenir, on devrait y ajouter le mot « *tips* » (conseils pratiques) et ils ont été d'avis que l'adresse du site Web pourrait être affichée en caractères plus grands et plus longtemps dans la partie gauche de l'écran.
- Les participants ont été unanimes à juger que la publicité télévisée s'inscrivait à la même enseigne que les publicités imprimées et à la radio et qu'elle s'agençait bien aux autres publicités; les publicités à la radio et imprimées ont elles aussi été bien accueillies.
- Dans chaque groupe, quelques participants avaient entendu la version radiophonique de la publicité télévisée « Langage » et un ou deux avaient déjà vu les publicités imprimées.
- Les parents ont trouvé la publicité imprimée puissante et plus instructive que les autres formats publicitaires, ils ont aussi jugé qu'elle donnait le frisson et communiquait l'urgence de la situation.
- Les parents ont été d'avis que la publicité à la radio capte l'attention, qu'elle dit ce qui doit être dit, qu'elle est brève et directe, même si elle est moins puissante que la publicité télévisée « Langage ».

- La publicité à la télévision « Langage » a été perçue comme étant celle qui, parmi les trois publicités, frappe le plus sur le plan affectif, en raison de la puissance des éléments visuels. Certains ont été d'avis qu'ils auraient plus tendance à remarquer la publicité imprimée après avoir vu la publicité à la télévision et qu'ils seraient alors plus enclins à visiter le site Web en réponse à la publicité imprimée.
- La vaste majorité des participants ont rejeté l'idée d'utiliser à la télévision le concept de la publicité à la radio où de jeunes adolescents murmurent des noms de drogues dans une publicité s'adressant aux parents.

LES SLOGANS

- Les participants des groupes d'expression anglaise ont été d'avis que les meilleurs slogans étaient « *Choose Not 2 Use* » et « *Not4Me.* » « *Choose Not 2 Use* » a été perçu comme étant le plus mémorable, suivi de « *Rise above* » et de « *Not4Me.* »
- Les slogans « *Stay Clear* » et « *Really Me* » n'ont pas été jugés efficaces ou pertinents dans un message antidrogue.
- Les participants des groupes d'expression française ont été d'avis que les slogans les plus efficaces étaient « Drogues, pas besoin » et « Garde ta tête. » « Drogues, pas besoin » a été perçu comme étant le plus mémorable, suivi de « Garde ta tête » et de « Pas pour moi. »
- Les slogans « Aie le dessus » et « Passe ton tour » n'ont pas été jugés efficaces ou pertinents dans un message antidrogue.
- Les participants, tant dans les séances se déroulant en anglais qu'en français, ont eu tendance à privilégier les styles graphiques qu'ils jugeaient modernes et pertinents pour les jeunes, notamment les styles correspondant à l'envoi de messages textuels ou à des graffitis.
- Les participants, tant dans les séances se déroulant en anglais qu'en français, ont eu tendance à privilégier des messages qui mettent l'accent sur les choix individuels plutôt que ceux dont le ton est « moralisateur. »

INTRODUCTION

Background

The National Anti-Drug Strategy (NADS), a collaborative effort of the Department of Justice, Public Safety Canada and Health Canada, is a Government of Canada initiative aimed at reducing the supply of, and demand for, illicit drugs as well as addressing the crime associated with illegal drugs.

As the department responsible for the Prevention Pillar of NADS, Health Canada is developing a national youth drug prevention mass media campaign to increase awareness among youth of the dangers of experimenting with drugs. One target of this national campaign will be parents of youth, ages 13 to 15, in the context of their role as influencers of their children's attitudes and behaviours. The goal is to ensure that parents are equipped with the tools and information necessary to help them to initiate open, informed discussions with their children regarding drug use, as well as to encourage them to monitor their children's activities and to set rules and consequences around drug use.

As part of the campaign, a tagline is being considered to help ensure that a consistent message is delivered across all components of the campaign.

Research has been recently conducted with parents of youth ages 13-15 to determine which of four television ad concepts resonated the most with this target audience, and was the most likely to serve as a call to action. From the results of this research, a final television ad titled "Language" was developed.

Purpose and Objectives

Environics Research Group was retained by Health Canada to conduct qualitative research (focus group testing) for the following purposes:

- To conduct a final check of the "Language" creative in order to ensure the effectiveness of the final television ad targeted to parents.
- To determine which of several taglines will provide the most effective umbrella message for the mass media campaign

The results of this research will be used to evaluate the television ad and make minor refinements as necessary for upcoming placements on television.

The objectives of this focus group research were:

Television Advertisement Testing:

- To determine whether the main message of the ad is identifiable
- To determine whether the ad has emotional impact, resonance and the ability to motivate action
- To determine whether the overall ad is clear, credible, relevant and memorable
- To determine whether the visual concepts, associated texts, voice-overs and music are: clear and understandable, memorable, credible and relevant

Tagline Testing:

- To determine the overall effectiveness of potential taglines
- To evaluate each potential tagline for meaning: Is the meaning clear? Does it resonate with the target audience?
- To evaluate each potential tagline for impact: Does it get your attention? Is it memorable?
- To rank the potential taglines in order of preference

Methodology

Six (6) focus group sessions were conducted between March 24 and 26, 2008, with parents of youth aged 13 to 15 years. Two sessions were held in each of three locations: Toronto, Montreal and Winnipeg. The Montreal sessions were held in French; the others in English. In each city, one session was held with parents with an education level up to community college or technical or vocational school. The second was held with parents with at least some university education.

A discussion agenda and written exercises were developed to address the study objectives.

In each group, participants were shown the “Language” TV ad imbedded with other Government of Canada ads, as well as in isolation. Participants were also exposed to the currently running print and radio ads based on the same concept. Participants were also shown five potential NADS campaign taglines in simple word and graphic formats.

Ten participants per group were recruited for each session; at least half of the participants recruited for each group were mothers, with a minimum of two fathers recruited for each group. Screening

documents outlining recruiting specifications are included in the Appendix. Each group lasted approximately two hours.

Dr. Donna Dasko, Senior Vice President, Environics, acted as project director; all sessions in both French and English were moderated by Derek Leebosh, Senior Associate, Environics. All qualitative research work was conducted in accordance with the professional standards established by the Marketing Research and Intelligence Association (MRIA) and the Canadian Association of Market Research Organizations.

Statement of Limitations

Qualitative research provides insight into the range of opinions held within a population, rather than the weights of the opinions held, as would be measured in a quantitative study. The results of this type of research should be viewed as indicative rather than projectable.

DETAILED FINDINGS

This research focused on two topics: first, a final check on the “Language” TV ad, including an examination of the ad in the context of the parent-focused campaign, and second, an exploration of responses to five English and five French taglines intended for possible use within the upcoming youth-focused component of the campaign.

“Language” Television Ad – Final Check

The “Language” TV ad was shown to participants imbedded within two other Government of Canada TV ads; participants then completed written exercises on recall and impact. The “Language” TV ad was then shown in isolation and a second set of written exercises were completed prior to the open discussion of the ad.

INITIAL RECALL

The “Language” TV ad was shown imbedded within two other ads – “Lemonade” and “This Bag” – both of which are Government of Canada ads that have recently aired on national television. Most participants were able to recall the topics of the three ads without hesitation. Many recalled having seen the “Lemonade” and “This Bag” ads on television. A few also claimed to have already seen the “Language” ad on television, and a number mentioned having previously been exposed to the print or radio ads.

Virtually all participants named the “Language” TV ad as the one that stood out the most for them. Most said it touched on an issue that was very pertinent to them as parents of young teenagers who may be exposed to drugs and the drug culture. Several spontaneously commented that the “drug language” made them wonder if their own children were aware of these terms. As well, a number of participants noted that the age of the children shown in the ad affected them strongly and gave the ad a powerful impact.

OVERALL EVALUATION

Initial impressions of the ad were universally very favourable; participants used such words and phrases as “well-done”, “informative”, “effective”, “simple” and “to the point” to describe their

top-of-mind thoughts upon seeing the ad. Participants agreed that it was both memorable and credible – for some, the sponsorship of the Government of Canada was part of what made it believable.

A number of participants said that it conveyed a strong call to action: “it’s like your conscience, telling you what you should be doing.”

Many also mentioned a strong emotional response, referring to the ad as “scary,” “dark” and “powerful.” Virtually all indicated that they related strongly to the ad, saying that it speaks to their concerns as parents. For many, the strength of the message comes from the fact that young, innocent youths much like their own children are presenting it.

A few felt that the ad needed to be “more” in some way – to be scarier, or to offer more information. Also, a few argued that targeting parents of teenagers is starting too late – education in good judgement regarding drugs and other life issues has to begin much earlier in a child’s life or discussion about drugs in the teen years will not be effective.

Several participants were glad that the government is making information available to parents and encouraging parents to take responsibility for talking with their children about drugs.

MESSAGE

Most parents agreed that the message of the ad was clearly conveyed. Parents variously described this message as:

- There is a new language around illicit drugs that children are learning and using
- Parents must talk with their children about the dangers of drugs before it’s too late
- Parents need to educate themselves about drugs and the drug culture
- Very young children are being exposed to drugs and the drug culture
- The Government of Canada has information available to help parents in talking to their children about drugs

Some parents also said that the ad was telling them that times have changed and that the drug scene is not the same as it was when they were younger, making it even more important for them to educate themselves. Others suggested that the ad was urging them to pay attention to what their child is doing and saying, and to listen and look for signs that their child is using drugs.

RESPONSE

While emotional responses to the ad were somewhat varied, the predominant feelings mentioned by parents were ones of concern and dismay: they reported feeling scared, sad, uncomfortable, nervous, wary, and angry. Specific issues mentioned included: general distress at the world their children are growing up in and the dangers they face; worry that drug use among young people is on the rise; and specific worries that their own children may be exposed to, or even become involved with, drugs and the drug culture.

The young age of the children in the ad spoke strongly to parents. Some reported feeling surprised while others said they were sad that children are exposed to drugs and drug culture at such a young age. Most found the ad credible – they believed that children this young are in fact getting into drugs.

Parents also reported that the ad made them feel that they have a lot to learn, that they are uninformed, “out of touch” and “out of touch with youth of today.” Some were worried that they did not know the language that young people are using to talk about drugs, and angry that the relative innocuousness of the names might encourage youth to try drugs. It made them realize how little they knew about new drug mixtures and the new youth drug sub-culture, its language and secret codes.

At the same time, parents were interested in the ad precisely because it brought them up-to-date and taught them the words they need to communicate with their children about drugs; this left some feeling relieved, or even empowered. The ad was seen as a definite catalyst for action by parents, giving them a “tool” or “platform” to use in talking about drugs with their kids – without sounding accusatory.

Some parents were prompted by the ad to mention problems with drugs in their own family, or incidents they were aware of, either in the news or in their locality, involving drug use or trafficking.

IMPACT

Participants recalled a number of elements or images of the ad that “stood out” for them. The image that was by far the most powerful and lasting was that of the faces of the young kids looking into the camera. Many participants mentioned the youth and innocence of the children, the serious tone created by their faces and voices, and their expressions – although interpretation of those

expressions ranged from “a blank stare” to sad, vulnerable, “victimized” and “lost.” A number of participants also mentioned the use of children of different genders and ethnicities in the ad – parents said that this both made the ad relevant to parents regardless of their backgrounds, and broke general media stereotypes about what children are more likely to become involved with drugs.

A number of parents also mentioned the various “street names” of the drugs as something that stood out. They also commented on the various drug combinations and the number of names that they had never heard before but felt they should try to remember in case they overheard their own children using them.

Recall of the URL or 1-800 number was lower than recall of the images and names, in part because the faces of the children packed such a powerful emotional punch. However, a few participants mentioned the 1-800 number or the URL top-of-mind, and several more were able to recall the URL after some prompting. There was also high recall of the sponsor being either Health Canada or the Government of Canada

Many participants also mentioned the effect of the background music – the simplicity of the piano playing a nursery rhyme but in an “eerie” or “Hitchcockian” manner and how this created a clear sense of innocence in danger.

CALL TO ACTION

Most participants were receptive to the call to action in the ad. Many indicated that after seeing the ad once they would begin some form of discussion concerning drugs with their children, such as: calling their child to come and listen to the ad and starting a conversation based on the ad; asking their child if they know the drug names from the ad; warning their child not to associate with other children who use such words; talking with their child about these names and watching their reactions; and asking their children about the presence of drugs in their schools. Others spoke in more general terms of making sure their children are informed about the dangers of drugs, educating their children, and asking themselves whether there is more they can do to protect their children against drugs.

A number of participants indicated that they would not be likely to watch the ad multiple times, that after seeing it once or perhaps twice, they would have “gotten the message” and be inclined to “tune it out” or change the channel. A few, primarily in Montreal, said they would think the government was being alarmist if the ad aired too often. Some, however, said that if they saw the ad more than

once, they might go online to find out more, talk to their friends about the problem of youth drug abuse, or initiate discussions about the ad and about drugs with their children.

A few participants said that they would check out the website, send away for the booklet, or pursue more information about drugs in general after seeing the ad once. Several added that they would probably visit the website, phone the 1-800 number or order the booklet upon seeing the ad a second or third time, but most indicated that they would do so only if they became aware of a problem or concern with their own children.

SUGGESTED CHANGES

Parents suggested very few changes, as most tended to like the TV ad exactly as is. Some felt that putting the word “green” as the first slang word might be less attention-grabbing than other words. Also, many agreed that adding the word “tips” to the call for action strengthens it, as it clarifies what kind of information is available. The font used in the ad was seen to be very appropriate and visible, especially for the slang words and drug names. A number of participants felt that the URL could be made larger and left on the screen longer since many people did not remember the URL after two viewings.

“Language” TV ad in context

Participants were shown the “Language” print ad and the corresponding radio ad which features young teens talking to each other about the meaning of the various slang drug terms. The print and radio ads had already played on the radio or been published in newspapers prior to these focus group sessions.

After being exposed to all three ad formats, participants unanimously regarded the TV ad as being part of the same “umbrella” of ads as the print and radio ads. The ads were seen to be very complementary, with each operating on a slightly different level in a different medium.

In each group, a few participants had heard the radio version of the “Language” ad and one or two had seen the print ads. As well, some had initially thought they had already seen the TV ad even though it had not actually aired yet – and a few insisted they had seen it even after it was suggested

that they might have been exposed to the radio or print ads instead, confirming a high level of congruity of message among the three.

Participants tended to report that they liked the radio and print ads as well as the TV ad. The print ad was seen as powerful, more informative than the ads in other formats, scary, and conveying a sense of urgency. Some parents noted that the black and white print ad could easily be overlooked, and suggested using colour print ads. A few expressed some disbelief over the idea mentioned in the print ad that children consider their parents to be credible sources of information.

Parents tended to feel that the radio ad captured attention, said what it had to, and was short and to the point. They described it as less powerful than the TV ad because it was missing the impact of the children's faces, but noted that it underscored the issue of peer pressure in a young person's choice to use drugs. A few felt that the effect of having the children asking questions about the names of drugs, as if they were studying for a test, reduced the impact. Also, some felt that an ad with children talking to each other sounded less relevant to an adult and that it might be regarded as being an ad directed at children themselves.

The TV ad was seen as delivering the strongest emotional "punch" of the three ads, due to the power of the visual images. Some felt that, after seeing the TV ad, they would be more likely to notice the print ad and go to the website in response to that ad.

The vast majority of participants rejected the idea of having the TV ad use the radio ad concept of young teens whispering to one another about words for drugs. Some felt that this might work if the ad was directed at youths and was about peer pressure, but that a TV ad directed at parents on this topic worked best with just the faces of the children staring into the screen. This image, they said, hits home with parents in a way that images of children interacting with each other would not. Others noted that if all the ads were too similar, the message might become boring or overexposed.

Taglines

Overall, participants in the English-language groups felt that the best taglines were “Choose Not 2 Use” and “Not4Me.” This preference increased once they saw the taglines in graphic form, as the “message text” style was seen as particularly appropriate for teens. “Choose Not 2 Use” was seen as the most memorable, followed by “Rise above” and “Not4Me.”

Most participants in the French-language groups felt that the most effective taglines were “Drogues pas besoin” and “Garde ta tete.” “Drogues, pas besoin” was seen as the most memorable, followed by “Garde ta tete” and “Pas pour moi.”

English language taglines

CHOOSE NOT 2 USE

This was one of the best-liked taglines. A number of participants felt that this tagline was memorable, largely due to the “catchiness” of the rhyme. Many commented that unlike the other taglines, this one contained a direct reference to drug use. Some felt that it was empowering in that it urged youth to make a personal choice; others, however, felt that it was somewhat “lecturing” in tone, and reminiscent of the “Just Say No” campaign associated with Nancy Reagan.

Some found the use of “2” for “to” confusing; others felt that the tagline had the look of “computer lingo” or a personalised licence plate. On seeing the graphic, many felt that it would appeal to youth because of this modern, “text message” style. A few suggested reversing the layout to stress “choose” on the horizontal line. There were some concerns that having a “crossword puzzle style” might cause part of the tagline to be missed.

NOT4ME

This tagline was quite well-received. For many participants, the strength of this tagline was in its perspective or point of view – unlike most of the other taglines which spoke to youth, telling them to avoid drugs, this tagline emphasized the speaker and acknowledged that the decision not to use drugs is a personal one. The speaker is the young person, saying “no, drugs are not for me.” Several mentioned that this tagline sounds and looks like something a teenager might say or text in response

to an invitation to use drugs. To some, the tone seemed casual; others referred to it as “short and spicy.” Some felt it could easily become a catch phrase.

A number felt that the font and the use of “4” to replace the word “for” gave the tagline a very modern feel, reminiscent of computer text or the abbreviated style used in text messaging; this was seen as potentially appealing to youth. A few suggested that all the letters should be lower case.

REALLY ME

This tagline was not well-received. Some participants recognized this tagline as part of a campaign from the 1980’s. Interpretations of its meaning were mixed; some felt that it had a generally positive message – that it refers to children being “really themselves” without drugs – while others thought it might suggest that “I’m really me when I take drugs.” Some were not certain what the intended message was. A few thought that adding a question mark would clarify the message by urging youth to ask if taking drugs is “really me?”

No graphic example of this tagline was shown.

STAY CLEAR

This tagline did not garner much enthusiasm among participants. Many associated this tagline with a warning message of some kind, indicating a danger zone such as train or subway tracks, overhead power lines, or construction, loading or heavy machinery zones. Some observed that it had a dual message – stay clear-headed, stay out of danger, stay away from drugs.

Some, however, associated the tagline with sinus or acne medication; this association was strengthened after viewing the graphic, which many felt looked like some kind of pharmaceutical logo.

RISE ABOVE

Response to this tagline was mixed; some felt that it was encouraging, inspiring, catchy and memorable, but others found it inappropriate. Most felt that the message of this tagline was along the lines of: don’t do it, be smart, look the other way. Some felt the phrase “rise above” would encourage youth to “be better than what you would be with drugs,” and to overcome peer pressure;

others saw it as a message to youth that drugs “are beneath them.” However, some associated the phrase with family, relationship or work conflicts and others felt uncomfortable with potential class implications of being above or better than other people. For some, the phrase had too much of an explicitly spiritual or religious tone; others appreciated the spiritual reference. A few thought that “rise above” sounded too reminiscent of “getting high” and thus would undermine the message of the campaign.

When shown the graphic design for the tagline, several people commented that it looks like some kind of word puzzle or a logo for an architectural firm. In general, the visual tended to detract from the positive impressions on the message.

French language taglines

AIE LE DESSUS

This tagline was not well-received. Some felt it was too indirect, or too general an idea overall, and did not seem to be saying anything about drugs. Some saw the message as one of triumphing over adversity, staying above the melee, or being better than or on top of something or someone. For some this was too aggressive a message, and for others it seemed too judgemental. Some in particular did not think that the word “dessus” was appropriate in this context.

The graphic was not interesting or appealing to most participants and some found it inappropriate and irrelevant – some said it reminded them of a crossword or other word puzzle.

PAS POUR MOI

This tagline was relatively well-received by most participants. Some felt that it tells young people that they are in control of the situation, able to resist, to make a personal decision to say “No, thank you, it does not suit me” to drugs. Others felt that the tagline was not strong enough and the meaning was too general, as it could mean saying no to anything that was inappropriate or harmful. A few were concerned that it did not take into account the realities of peer pressure.

PASSE TON TOUR

Response to this tagline was generally unfavourable. Some found the idea of “letting it go” to be an appropriate message, but others felt that there was a clear implication that “passing” on drugs this time left open the possibility of being open to taking them on a later occasion. Also, the association with gambling and card games of chance was problematical for many, who argued that not taking drugs is something that should happen by choice and not by chance.

The style of the tagline was thought to be appropriate for a message for youth, however – something a “bit anarchic,” like graffiti. Some suggested framing the tagline in a box so it would be less “messy.”

DROGUES, PAS BESOIN

Most participants thought highly of this tagline: “This is the most interesting of the bunch.” They liked that it supported the idea of individual choice, of making decisions, and felt that it suggests that a teenager does not “need drugs to be someone,” that they have other, more interesting things to do with their time. A few thought that the message was somewhat combative, and might suggest a tone of discrimination towards others.

While there was no graphic shown for this tagline, some suggested that it should be used with the graffiti-like style used for “Passe ton tour.” It was also suggested that the word ‘drogues’ be in red, and that there be a slash through the letter O.

GARDE TA TETE

This tagline was relatively well-received. Some appreciated the message of staying clear-headed and keeping control over one’s life, staying lucid, conscious, bright, responsible, and not using drugs that “burn your neurons” and affect your thinking. Some, however, felt that the message was too vague or general in nature, and did not have any direct connection to drug use.

After seeing the graphic, some felt that the tagline needed to be in colour, possibly turquoise. Others thought it was somewhat “messy” and should be inside a frame or box.

CONCLUSIONS

“LANGUAGE” TV AD

The “Language” TV ad was very well-received. It was seen as packing a strong emotional punch, had strong and memorable visual and auditory elements and heightened consciousness of this issue among parents. The message was clearly presented and was easily understood by the target audience.

Suggested changes to the ad were very minor and inconsistent; suggestions which could be acted on are: including the word “tips” in the call to action; and making the URL more visible by increasing the font size or the length of time it is on the screen.

Participants are pleased that the government is taking action to alert parents to the dangers of drug use among children, and providing them with information that can be helpful in educating their children about drugs.

The TV ad was universally regarded as doing a good job of complementing the print and radio executions of this ad concept.

TAGLINES

Participants in the English-language groups felt that the best taglines were “Choose Not 2 Use” and “Not 4 Me.” “Choose Not 2 Use” was seen as the most memorable, followed by “Rise above” and “Not 4 Me.”

Most participants in the French-language groups felt that the most effective taglines were “Drogues pas besoin” and “Garde ta tete.” “Drogues, pas besoin” was seen as the most memorable, followed by “Garde ta tete” and “Pas pour moi.”

Participants, both in the English and French sessions, tended to favour graphics styles that they saw as modern and relevant to youth, such as styles that were reflective of text-messaging or graffiti.

Participants, both in the English and French sessions, tended to prefer messages that focused on individual choice rather than messages that were “lecturing” in tone.

March 20, 2008

**HEALTH CANADA POR 07-84
DISCUSSION AGENDA- FINAL
PN 6294**

Focus Testing of TV Advertisement and Taglines for Parents


1.0 INTRODUCTION

- Introduction to focus group procedures.
- Moderator's name and role.
- We want your opinion – this is a discussion group.
- Feel free to agree or disagree and express your views freely/no wrong answers.
- Session is being audio-taped and observed.
- Your individual comments will not be linked to you / names will not appear.
- The session will be approximately 2 hours or slightly less.
- Please turn off cell phones, pagers.
- The receptionist will pay you your cash gift at the end of the session.
- You are all parents of a child aged 13 to 15. Let's go around the table so that each one of you can tell me your first name and something about yourself and about your child.


2.0 TV AD – FIRST IMPRESSIONS

We are going to begin by viewing a video clip featuring a series of television commercials, and I'll ask you to write down your answers to a few questions.

SCREEN VIDEO CLIP


What were the topics of the 3 ads that we just saw? 


Had you seen any of these ads previously? Which one (s)? Where? 

Did any ad stand out more than the others? What made it stand out for you? 

DISCUSS ANSWERS

IF NO ONE MENTIONS THE NADS AD:

Did anyone notice an ad on youth and drugs? 

What do you remember about that ad? 

3.0 TV AD – WRITTEN EXERCISE

We are now going to focus on only one of the ads you just saw. I will play the ad twice, then I want you to write down your answers to four questions about it. We will discuss the ad together after you have answered these questions.

DISTRIBUTE WRITTEN EXERCISE FOR THE AD AND PLAY THE AD TWICE.

What is the message of the ad?

When you see the ad, how does it make you feel?

What specific details do you remember about the ad?


If you saw this ad on TV, would you do anything after watching it? What?


If this ad came on multiple times as you were watching television, what would you do?


SHOW THE AD AGAIN AS NECESSARY


Let's discuss what people wrote about each of these questions:


What are your overall impressions of the ad? 


What is the main message of the ad? 


When you see the ad, how does it make you feel? 

PROBE: Does this ad affect you personally? Can you relate to the message in the ad as a parent, thinking of your child? 


What specific details do you remember about the ad? 


PROBE: Website URL? Who sponsored the ad? 1-800 number? 

Would you do anything after watching this ad? What would you do? 


PROBE: Talk to a family member or friend, get more information - Call the 800 number, Go to the website, Talk to your child about drugs, Monitor your child more closely. 

If this ad came on another time as you were watching television, what would you do? 

PROBE would you watch it again, change the channel, mute it, take down information about the website or 1-800 number? 


What do you think are the main strengths of the television ad? Are there any things about the ad that you particularly like? What? 

Are there any weaknesses? Are there things about the ad that you don't like? What? 

PROBE if weaknesses are noted: On balance, do the strengths of the ad outweigh any weaknesses? Despite these weaknesses would this be an effective ad for parents? 

4.0 CURRENT CAMPAIGN (PRINT AND RADIO)


Now let's talk about the overall ad campaign for parents.

Has anyone seen any ads in print, on a website, or heard any ads on the radio recently that were at all similar to this TV ad? IF YES: What were they? 


The Government of Canada is currently running a print ad, as well as a radio ad, encouraging parents to speak to their children about drugs. Some of you (may) have already heard or seen the ads, but I would like for us to listen and take a look at them here.

Let's start with the print ad. *HAND OUT THE AD*

Has anyone seen this ad before tonight? 

What are your overall impressions of this ad? 


Let's listen to the radio ad that is a part of the same campaign.
PLAY THE RADIO AD – TWICE.


Has anyone heard this ad before tonight? 


What are your overall impressions of this ad? 


Now let's return to talking about the television ad, thinking about the whole campaign for parents including the radio and print ads.

PLAY THE TV AD AGAIN


Do you feel that the television ad works well with the other elements of the campaign – the radio ad and the print ad? What makes you say that? 


What do you think of the visual images? What about the text that is in the ad? 


PROBE for clarity, graphic approach and font size 


What about the sounds that you heard in the ad? (**PROBE** for kids voices, the voiceover and music) 


Would you say that this ad is memorable? Would it stick in your mind if you saw it? 

Is the ad believable? What makes you say that? 

The last line of the ad said “*For your booklet on how to talk to your kids about drugs visit drugprevention.gc.ca or call us*”. What does this phrase encourage you to do? 

PROBE: Does this phrase encourage you to go to the website? If so, what would you expect to find at the website? Does it encourage you to talk to your children about drugs? 

Would the phrase be better at encouraging you to go to the website or talk to your kids about drugs if it said “*For your booklet and tips on talking with your kids about drugs visit drugprevention.gc.ca or call us*”. Why or why not? 

What changes, if any, would you make to the TV ad to improve it? 

COLLECT WRITTEN EXERCISE

5.0 TAGLINES

I am now going to show you some “taglines” (5), which are like “slogans”. These taglines will go with an anti-drug campaign targeted towards youth that will go hand in hand with this campaign.

DISTRIBUTE WRITTEN EXERCISES ON TAGLINES

Here is a piece of paper with one tagline on it. I want you to write down what you think is the main message of the tagline. (Repeat for each tagline). Now I want you to check off in the first column of this second written exercise, which of the taglines you think is the best one to go with the whole youth anti-drug campaign directed at both parents and youth. Then in the second column, check off which of the taglines you think would be the most memorable (NB: you can choose the same tagline for both if you want).

Stay Clear

What message did you get from this tagline?

How many people thought this one was the best overall? Why?



How many thought it was the most memorable overall? Why?

Rise Above

What message did you get from this tagline?

How many people thought this one was the best overall? Why?



How many thought it was the most memorable overall? Why?

Not4Me

What message did you get from this tagline?

How many people thought this one was the best overall? Why?



How many thought it was the most memorable overall? Why?

ChooseNot2Use

What message did you get from this tagline?

How many people thought this one was the best overall? Why?



How many thought it was the most memorable overall? Why?

Really Me

What message did you get from this tagline?

How many people thought this one was the best overall? Why?



How many thought it was the most memorable overall? Why?

DISPLAY TAGLINES IN GRAPHIC FORM (If time allows)


Now I will show you the same (4 out of 5) taglines, but in a graphic form.

Stay Clear


What is your overall impression of this tagline in graphic form?




Rise Above


What is your overall impression of this tagline in graphic form? 


Not4Me

What is your overall impression of tagline in graphic form? 


ChooseNot2Use

What is your overall impression of tagline in graphic form? 

Does this change your choice for the best overall tagline? Why? 

With a show of hands, which of you feel this one is the best overall (show all four one by one) 

6.0 CLOSING DISCUSSION (REMAINING TIME)

Do you have any other comments on our discussion? 

Health Canada would like to thank you for you participation in this research study.

THANK AND TERMINATE

WRITTEN EXERCISE

TV Ad

What is the main message of this ad?

When you see this ad, how does it make you feel?

What specific details do you remember from the ad?

Would you do anything after seeing this ad at home on TV? What would you do?

If this ad came on multiple times as you were watching television, what would you do?

WRITTEN EXERCISE

What were the topics of the 3 ads that we just saw?

Had you seen any of these ads previously? Which one (s)? Where?

Did any ad stand out more than the others? What made it stand out for you?

TAGLINES

	Best overall	Most memorable
Stay Clear	_____	_____
Rise Above	_____	_____
Not4Me	_____	_____
ChooseNot2Use	_____	_____
Really Me	_____	_____

Le 19 mars 2008

**SANTÉ CANADA ROP 07-84
PROGRAMME DE DISCUSSION
PN 6294**

**Évaluation en séance de groupe de publicités à la télévision
et de slogans s'adressant aux parents**

7.0 INTRODUCTION (10 MINUTES)

- Introduction à la procédure à suivre en séance de groupe.
- Nom et rôle du/de la modérateur.
- Nous voulons connaître votre opinion – il s'agit d'un groupe de discussion.
- Soyez bien libres d'être d'accord ou en désaccord et d'exprimer vos points de vue librement. Il n'y a ni bonne ni mauvaise réponse.
- La séance est enregistrée sur bande audio et observée.
- Vos commentaires individuels ne seront pas liés à vous/les noms n'apparaîtront pas.
- La séance durera environ 2 heures ou un peu moins.
- Veuillez s'il vous plaît éteindre vos téléphones cellulaires et téléavertisseurs.
- La/le réceptionniste vous remettra la mesure incitative à la fin de la séance.
- Vous êtes tous parents d'un adolescent âgé de 13 à 15 ans. Faisons un tour de table pour que chacun et chacune d'entre vous puissiez nous dire votre prénom ainsi que quelque chose à votre sujet et au sujet de votre enfant.

8.0 ANNONCE TÉLÉVISÉE – PREMIÈRES IMPRESSIONS

Je vais vous montrer plusieurs annonces que vous pourriez voir à la télévision. Ensuite, je veux que vous écriviez vos réponses à quelques questions.

MONTREZ LES ANNONCES

Quels étaient les sujets des trois annonces que vous avez vues ?

Avez-vous déjà vu ces annonces? Si oui, lesquelles ?

Est-ce qu'une de ces annonces s'est démarquée plus que les autres ? Si oui, Laquelle ? Pourquoi ?

À PRÉSENT, NOUS ALLONS DISCUTER DE VOS RÉPONSES :

Quels étaient les sujets des trois annonces que vous avez vues ?

Avez-vous déjà vu ces annonces? Si oui, lesquelles ?

Est-ce qu'une de ces annonces s'est démarquée plus que les autres ? Si oui, Laquelle ? Pourquoi ?

SI PERSONNE NE SE SOUVIENT DE L'ANNONCE SUR LES JEUNES ET LA DROGUE : Est-ce-que quelqu'un a noté une annonce se rapportant aux jeunes et à la drogue ?

Qu'est-ce que vous souvenez de celle-là ?

9.0 ANNONCE TÉLÉVISÉE – EXERCICE ECRIT

Maintenant, nous allons nous centrer seulement sur l'annonce se rapportant aux jeunes et à la drogue. Je vais vous la montrer une deuxième fois et, ensuite, je veux que vous écriviez vos réponses à cinq questions s'y rapportant :

*DISTRIBUTION DE L'EXERCICE ÉCRIT POUR L'ANNONCE
MONTREZ L'ANNONCE DEUX FOIS*

Quel est le message de cette annonce ?

Quand vous regardez cette annonce, que ressentez-vous ?

Quels sont les détails spécifiques dont vous vous souvenez de cette annonce ?

Si cette annonce passait à la télévision, feriez-vous quelque chose de différent après l'avoir regardée ? Quoi ?

Si cette annonce passait plusieurs fois pendant que vous regardez la télévision, que feriez-vous ?

MONTREZ L'ANNONCE UNE FOIS DE PLUS SI NÉCESSAIRE

Quelle est votre impression générale à propos de cette annonce ?

Discutons de ce que les gens ont écrit en réponse à chacune de ces questions :

Quel est le message clé de cette annonce ?

Quand vous regardez cette annonce, que ressentez-vous ?

SONDER : Est-ce que cette annonce vous touche personnellement ?

Vous sentez-vous interpellé par le message de l'annonce en tant que parent, si vous pensez à votre enfant?

Quels sont les détails spécifiques dont vous vous souvenez de cette annonce ?

SONDER : Adresse du site Web ? Qui a commandité cette annonce? Numéro 1-800 ?

Si vous regardiez cette annonce, vous inciterait-elle à faire quelque chose ? Quoi ?

SONDER : en parler avec un membre de la famille ou un ami, obtenir plus d'information – appeler le numéro 1-800, visiter le site Web. Parler de la drogue avec votre enfant, surveiller votre enfant plus étroitement.

Si cette annonce passait plusieurs fois de plus pendant que vous regardiez la télévision, que feriez-vous ?

SONDER : est-ce que vous la regarderiez une autre fois, changeriez de chaîne, couperiez le son, noteriez l'information au sujet du site Web ou du numéro 1-800 ?

Quelles sont, selon vous, les grandes forces de cette annonce pour télévision? Est-ce qu'il y a des choses qui vous plaisent tout particulièrement dans cette annonce ?
Lesquelles ?

À tout prendre, est-ce que les forces de l'annonce l'emportent sur ses faiblesses ?
Malgré ses faiblesses, est-ce que cette annonce serait efficace auprès des parents ?

10.0 CAMPAGNE DE PUBLICITÉ ACTUELLE (IMPRIMÉE ET RADIO)

À présent, parlons de la campagne d'annonce dans son ensemble.

Est-ce que quelqu'un a récemment vu des annonces imprimées, sur un site Web ou, encore, a entendu des annonces à la radio qui sont semblables à cette annonce télévisée ? SI OUI : Quelles étaient-elles ?

Le gouvernement du Canada diffuse présentement une annonce imprimée et une annonce à la radio qui encouragent les parents à parler avec leurs enfants au sujet de la drogue. Vous avez peut-être déjà vu ou entendu ces annonces, mais je veux que vous écoutiez and regardiez ces annonces maintenant.

Voilà l'annonce imprimée. CIRCULATION

Est-ce que vous avez déjà vu cette annonce avant ce soir?

Quelles sont vos impressions de cette annonce?

Voilà, l'annonce à la radio qui fait partie de la même campagne publicitaire. JOUER DEUX FOIS

Est-ce que vous avez déjà vu cette annonce avant ce soir?

Quelles sont vos impressions de cette annonce?

Maintenant nous allons discuter l'annonce télévisée encore mais dans le contexte de l'ensemble de cette campagne publicitaire ciblant les parents incluant les annonce imprimée et pour radio.

MONTRER L'ANNONCE ENCORE

Dans quelle mesure l'annonce télévisée que vous venez de voir s'agence-t-elle bien avec ces annonces imprimée et à la radio? Pourquoi ?

Que pensez-vous de l'aspect visuel ? Qu'en est-il du texte que vous voyez ?

SONDER pour obtenir des points de vue sur la clarté, l'approche graphique et la taille des polices de caractères.

Qu'en est-il de ce que vous entendez pendant l'annonce ? (**SONDER** : voix d'enfants, la voix hors champ et la musique)

Diriez-vous que cette annonce est mémorable ? Est-ce qu'elle s'imprimerait dans votre esprit si vous la voyiez ?

L'annonce est-elle crédible ? Pourquoi/pourquoi pas ?

La dernière phrase dans l'annonce mentionnait : « *Pour obtenir un livret sur la façon de parler de la drogue avec vos enfants, consultez le site preventiondesdrogues.gc.ca ou téléphonez-nous.* » Qu'est-ce que cette phrase vous encourage à faire?

SONDER Cette phrase vous encourage-t-elle à visiter le site Web ? Si oui, qu'est-ce que vous vous attendriez de retrouver sur ce site Web ? Vous encourage-t-elle à parler de la drogue avec votre enfant ?

Est-ce que cette phrase vous encouragerait davantage à visiter le site Web ou à parler de la drogue avec vos enfants si elle mentionnait : « *Pour obtenir un livret et des conseils sur la façon de parler de la drogue avec vos enfants, consultez le site preventiondesdrogues.gc.ca ou téléphonez-nous.* »

S'il y a lieu, quels changements apporteriez-vous à cette annonce, afin de l'améliorer ?

RECUEILLIR L'EXERCISE ÉCRIT

11.0 TITRES D'APPEL

Maintenant, je vais vous montrer certains « titres d'appel » (5), ce sont comme des « slogans. » Ces titres d'appel seront associés à une campagne ciblant les jeunes pour prévenir la consommation de drogues chez les jeunes. Cette campagne déroulera en conjonction avec la campagne actuelle ciblant les parents.

DISTRIBUER LES EXERCICES ÉCRITS SUR LES TITRES D'APPEL

Voici une feuille de papier présentant un titre d'appel. Je veux que vous écriviez quel est, selon vous, le message dans ce titre d'appel. (Répéter pour chaque titre d'appel).

À présent, je veux que vous cochiez dans la première colonne de ce deuxième exercice écrit, lequel, parmi ces titres d'appel vous semble être le meilleur pour accompagner l'ensemble de la campagne pour prévenir la consommation de drogues chez les jeunes qui s'adresse à la fois aux parents et aux adolescents. Ensuite, dans la deuxième colonne, cochez lequel des titres d'appel serait le plus mémorable (N.B. : si vous le désirez, vous pouvez choisir le même titre d'appel dans les deux colonnes).

Garde ta tête

Quel est le message que vous avez retiré de ce titre d'appel ?

Combien de personnes ont pensé que celui-ci était le meilleur, dans l'ensemble ?

Pourquoi ?

Combien de personnes ont pensé que celui-ci était le plus mémorable, dans l'ensemble ? Pourquoi ?

Aie le dessus

Quel est le message que vous avez retiré de ce titre d'appel ?

Combien de personnes ont pensé que celui-ci était le meilleur, dans l'ensemble ?

Pourquoi ?

Combien de personnes ont pensé que celui-ci était le plus mémorable, dans l'ensemble ? Pourquoi ?

Pas pour moi

Quel est le message que vous avez retiré de ce titre d'appel ?

Combien de personnes ont pensé que celui-ci était le meilleur, dans l'ensemble ?

Pourquoi ?

Combien de personnes ont pensé que celui-ci était le plus mémorable, dans l'ensemble ? Pourquoi ?

Passe ton tour

Quel est le message que vous avez retiré de ce titre d'appel ?

Combien de personnes ont pensé que celui-ci était le meilleur, dans l'ensemble ?

Pourquoi ?

Combien de personnes ont pensé que celui-ci était le plus mémorable, dans l'ensemble ? Pourquoi ?

Qu'en serait-il s'il disait « **Choix de passer ton tour** » ?

Drogues, pas besoin

Quel message avez-vous retiré de ce titre d'appel ?

Combien de personnes ont pensé que celui-ci était le meilleur, dans l'ensemble ?
Pourquoi ?

Combien de personnes ont pensé que celui-ci était le plus mémorable, dans
l'ensemble ? Pourquoi ?

12.0 AFFICHER LES TITRES D'APPEL SOUS FORME GRAPHIQUE

À présent, je vais vous montrer les mêmes (4 sur 5) titres d'appel, mais dans leur
représentation graphique.

Garde ta tête

Quelle est votre impression générale de ce titre d'appel en représentation graphique ?

Aie le dessus

Quelle est votre impression générale de ce titre d'appel en représentation graphique ?

Pas pour moi

Quelle est votre impression générale de ce titre d'appel en représentation graphique ?

Passe ton tour

Quelle est votre impression générale de ce titre d'appel en représentation graphique ?

Est-ce que cela modifie votre choix du meilleur titre d'appel, en général ? Pourquoi ?

À mains levées, qui sont ceux parmi vous qui pensent que celui-ci est le meilleur, dans
l'ensemble ? (Montrez les quatre, un à la fois.)

13.0 MOT DE LA FIN (TEMPS QUI RESTE)

Avez-vous d'autres commentaires à ajouter à notre discussion ?

Santé Canada voudrait vous remercier de votre participation à cette étude de
recherche.

REMERCIER ET TERMINER

EXERCICE ÉCRIT

Annonce télévisée

Quel est le principal message de cette annonce ?

Qu'avez-vous ressenti après avoir regardé cette annonce ?

Dans ce que vous avez vu ou entendu, quelle la chose qui se démarque le plus ?

Feriez-vous quelque chose après avoir vu cette annonce pour la première fois chez vous à la télévision ? Que feriez-vous ?

Si cette annonce repassait plusieurs fois pendant que vous regardez la télévision, que feriez-vous ?

EXERCICE ÉCRIT

Quels étaient les sujets des trois annonces que vous avez vues ?

Avez-vous déjà vu ces annonces? Si oui, lesquelles ?

Est-ce qu'une de ces annonces s'est démarquée plus que les autres ? Si oui, Laquelle ? Pourquoi ?

TITRES D'APPEL

	Le meilleur	Le plus mémorable
Garde ta tête	_____	_____
Aie le dessus	_____	_____
Pas pour moi	_____	_____
Passe ton tour	_____	_____
Drogues, pas besoin	_____	_____



FINAL CHECK TV TEST PARENT GROUPS

POR-07-84

PN 6294

Screener

Respondent Name: _____

Home Phone #: _____

Business Phone #: _____

E-Mail: _____

Group #: _____ Recruiter: _____

Recruiter: _____

RECRUIT 10 PER GROUP

MONTREAL

GROUP 1
MONDAY
MARCH 24
AT 5:00 pm

GROUP 2
MONDAY
MARCH 24
AT 7:00 pm

WINNIPEG

GROUP 3
TUESDAY
MARCH 25
AT 5:30 pm

GROUP 4
TUESDAY
MARCH 25
AT 7:30pm

TORONTO

GROUP 5
WEDNESDAY
MARCH 26
AT 5:30PM

GROUP 6
WEDNESDAY
MARCH 26
AT 7:30 pm

Hello, my name is _____ from Research House Inc., we are calling today to invite participants to attend a focus group discussion we are currently conducting on behalf of Health Canada. Your participation in the research is completely voluntary and your decision to participate or not will not affect any dealings you may have with Health Canada. All information collected, used and/or disclosed will be used for research purposes only and administered as per the requirements of the Privacy Act. The session will last a maximum of 2 hours and you will receive a cash gift as a thank you for attending the session. May we have your permission to ask you or someone else in your household some further questions to see if you/they fit in our study?

YES – CONTINUE

1. Are you the female/ male head of the household?

Yes.....1

No..... 2 – **THANK AND TERMINATE**



2. Are you or is any member of your household or your immediate family employed:

<u>No</u>	<u>Yes</u>
()	()
()	()
()	()
()	()
()	()

in Marketing Research, Public Relations firm, or Advertising agency
 in the Media (Radio, Television, Newspapers, Magazines, etc.)
 in the Health sector (doctors, nurses, dentists, hospitals, clinics, pharmaceuticals)
 in a Federal, provincial or municipal health department/agency
 as a teacher or social worker

IF YES TO ANY OF THE ABOVE -- TERMINATE

INDICATE: Male.....1 – **RECRUIT 3 PER GROUP**
 Female.....2 – **RECRUIT 7 PER GROUP**

3. May I have your age, please?

_____ **SPECIFY**

Under 25 years.....1 –**THANK AND TERMINATE**
 25 – 34 years.....2
 35 – 44 years.....3
 45 – 54 years.....4
 Over 54 years.....5

4a. Do you have any children, under the age of 16 years, living at home full-time?

Yes.....1
 No.....2 – **THANK AND TERMINATE**

4b. What are the ages of your children, living at home and are they male or female?

_____ - **SPECIFY**

ALL MUST HAVE AT LEAST ONE CHILD 13 – 15 YEARS LIVING AT HOME TRY FOR HALF MALES /HALF FEMALES

5. What is your marital status?

Married / Common – Law.....1
 Single / Div. / Wid. / Sep.....2 **MAX 3 PER GROUP**

6. What is your current employment status?

Full Time Employed ()
 Part Time Employed ()
 Homemaker ()
 Student () - **MAX. 1 PER GROUP**
 Retired () - **MAX. 1 PER GROUP**
 Unemployed () - **MAX. 1 PER GROUP**



7. What is your occupation?

JOB TITLE

TYPE / NAME OF COMPANY

IF MARRIED / COMMON – LAW ASK – WHAT IS YOUR SPOUSE’S OCCUPATION?

JOB TITLE

TYPE / NAME OF COMPANY

IF ANY CONNECTION TO STANDARD OR PROJECT RELATED OCCUPATION – THANK AND TERMINATE

8. As we need to speak with people from all walks of life, could you please tell me into which category I may place your total annual household income before taxes? Would that be... **READ**

- Under \$25,000.....1|
- \$25,000 - \$29,999.....2|
- \$30,000 - \$39,999.....3| - **ENSURE A GOOD SPREAD IN ALL GROUPS**
- \$40,000 - \$54,999.....4|
- \$55,000 - \$90,000.....5|
- \$91,000 and over.....6|
- DK / NA.....7|

MAX 3 PER GROUP UNDER \$40,000

9. Could you please tell me what is the last level of education that you have completed? **DO NOT READ**

- Elementary school or less (no schooling to grade 7)..... 1|
- Some high school (grades 8 - 11).....2| - **GROUPS 1,3,5**
- Completed high school (grades 12 or 13 or OAC).....3|
- Some community college, vocational or trade school (or some CEGEP).....4|
- Completed community college, vocational or trade school (or complete CEGEP) ..5|

- Some university (no degree)..... 6|
- Completed university (Bachelor’s degree).....7| - **GROUPS 2,4,6**
- Post graduate university (Master’s, Ph.D., completed or not)..... 8|

- DK/NA.....9 **TERMINATE**

The next couple of questions deal with your imagination. Have a little fun with these questions and feel free to answer in any way, as there are no incorrect answers.

10. What would be the first thing you would do, if you had just won one million dollars?

11. If you were a book in a library, what book would you be and WHY?

_____ ANSWERS SPONTANEOUSLY _____ VERY SURE OF HIMSELF / HERSELF	_____ VERY ENTHUSIASTIC _____ CARRIES ON A GOOD CONVERSATION
---	---

NOTE: PAY EXTRA ATTENTION TO RESPONDENT ANSWERS – LOOK FOR COMPLEX, CREATIVE ANSWERS AND NOT JUST MEANINGLESS ANSWERS. LOOK FOR IMAGINATION AND A SENSE OF CREATIVITY / PARTICIPATION.

12. Participants in group discussions are asked to voice their opinions and thoughts, how comfortable are you, in voicing your opinions in front of others? Are you....

- Very Comfortable.....1 – **MIN 50% PER GROUP**
- Comfortable.....2
- Fairly Comfortable.....3
- Not Very Comfortable.....4 – **THANK AND TERMINATE**
- Very Uncomfortable.....5 – **THANK AND TERMINATE**

13. Have you ever attended a focus group or one to one discussion for which you have received a sum of money, here or elsewhere?

- Yes.....1 – **MAX (50%) PER GROUP**
- No.....2 – **SKIP TO Q. 17**

14. When did you last attend one of these discussions?

TERMINATE IF IN THE PAST 6 MONTHS

15. How many focus group or one –to-one discussions have you attended in the past 5 years?

(SPECIFY) IF MORE THAN 5 – THANK AND TERMINATE

16. Would you please tell me the topics discussed?

IF TOPIC RELATED - THANK AND TERMINATE

17 Have you been invited to another of these focus groups or interviews in the near future?

Yes.....1 – **THANK AND TERMINATE**
 No.....2

18 In what country were you born?

Canada.....1
 Other.....2 – **MAXIMUM 2 PER GROUP IN MONTREAL AND WINNIPEG AND MAXIMUM 4 PER GROUP IN TORONTO**

19. Do you consider yourself to be fluent in English/French?

Yes.....1
 No.....2 – **THANK AND TERMINATE**

20 Sometimes participants are asked to write out their answers on a questionnaire or watch a TV commercial or read written materials during the discussion. Is there any reason why you could not participate?

Yes.....1 – **THANK AND TERMINATE**
 No.....2

NOTE: IF RESPONDENT OFFERS ANY REASON SUCH AS SIGHT OR HEARING PROBLEM, A WRITTEN OR VERBAL LANGUAGE PROBLEM, A CONCERN WITH NOT BEING ABLE TO COMMUNICATE EFFECTIVELY – THANK AND TERMINATE

IMPORTANT:

The session is 2 hours in length, but we are asking that all participants arrive 10 minutes prior to the start time of the session. Are you able to be at the research facility 10 minutes prior to the session time?

Yes.....1
 No.....2 – **TERMINATE**

All participants in this study are asked to bring to the group PICTURE IDENTIFICATION. If you do not bring your personal identification then you will not be able to participate in the session and you will not receive the incentive fee. Are you going to bring along your ID?

Yes.....1
 No.....2 – **TERMINATE**

The group discussion will last approximately 2 hours and we offer each participant a \$60.00 cash gift as a token of our appreciation. I should also tell you that the groups will be audio - taped for research purposes and members of the research team will be observing the discussion from an adjoining room. Everything you say will be kept confidential.

[] CHECK TO INDICATE YOU HAVE READ THE STATEMENT TO THE RESPONDENT.



Montreal – Monday March 24th 5:00PM TO 7:00 PM , 7:00PM TO 9:00PM

Ad Hoc Research
1250 Guy Street,
Suite 900,
514.937.4040
Fax: 935.7700

Winnipeg –Tuesday March 25th - 5:30PM TO 7:30 PM , 7:30PM TO 9:30PM

View Points
115 Banatyne Avenue,
Suite 104,
204.988.9253
Fax: 947.9262

Toronto –Wednesday March 26th 5:30PM TO 7:30 PM , 7:30PM TO 9:30PM

Research Dimensions
30 Soudan Avenue,
6th Floor,
416.486.6161
Fax: 486.6162



POR-07-84 –PARENTS
PN 6294
FRENCH SCREENER

NOM DU REpondant: _____

à la maison : _____

au travail: _____

Courriel: _____

1 . GROUPE #: _____ RECRUTEUR: _____

RECRUTER 10 PAR GROUPE

Table with 4 columns: MONTREAL, MONTRÉAL, WINNIPEG, WINNIPEG. Rows include group numbers, days of the week, and dates/times for recruitment.

Bonjour/Bonsoir, je m'appelle _____ de Research House Inc. Nous téléphonons aujourd'hui pour inviter des participants à participer à un groupe de discussion que nous menons présentement de la part de Santé Canada.

OUI – CONTINUER

1. Êtes-vous le chef féminin / masculin du foyer?

Oui.....1

Non.....2 – REMERCIER ET TERMINER

2. Est-ce que vous, ou un membre de votre foyer ou de votre famille immédiate travaille:

Non Oui

- dans la recherche en marketing, firme de relations publiques, ou agence de publicité
dans le média (radio, télévision, journaux, revues, etc.)
dans le secteur de la santé (médecins, infirmières, dentistes, hôpitaux, cliniques, pharmaceutiques)
dans un département/agence fédéral, provincial ou municipal
comme enseignant ou travailleur social

SI "OUI" À UNE DES MENTIONS CI-DESSUS – TERMINER

INDIQUER: Homme.....1 – RECRUTER 3 PAR GROUPE
Femme..... 2 – RECRUTER 7 PAR GROUPE



3. Puis-je avoir votre âge exact, s.v.p.?

_____ **PRÉCISER**

- Moins de 25 ans.....1 – **REMERCIER ET TERMINER**
- 25 – 34 ans..... 2
- 35 – 44 ans..... 3
- 45 – 54 ans..... 4
- Plus de 54 ans 5

4a. Avez-vous des enfants, de moins de 16 ans, habitant à la maison à temps plein?

- Oui.....1
- Non..... 2 - **REMERCIER ET TERMINER**

4b. Quel âge ont vos enfants qui habitent à la maison et sont-ils de sexe masculin ou féminin?

_____ - **PRÉCISER**

TOUS DOIVENT AVOIR AU MOINS UN ENFANT DE 13 – 15 ANS HABITANT À LA MAISON. ESSAYEZ D'OBTENIR MOITIÉ HOMMES / MOITIÉ FEMMES

5. Quel est votre statut civil?

- Marié / Conjoint de fait..... 1
- Célibataire / Div. / Veuf / Séparé.....2 **MAX 3 PAR GROUPE**

6. Quel est votre statut d'emploi actuel?

- Employé à temps plein ()
- Employé à temps partiel ()
- Femme au foyer ()
- Étudiant () – **MAX. 1 PAR GROUPE**
- Retraité () – **MAX. 1 PAR GROUPE**
- Sans emploi () – **MAX. 1 PAR GROUPE**

7. Quelle est votre occupation?

TITRE DE L'EMPLOITYPE / NOM DE COMPAGNIE

SI MARIÉ(E) / CONJOINT(E) DE FAIT DEMANDER – QUELLE EST L'OCCUPATION DE VOTRE CONJOINT(E)?

TITRE DE L'EMPLOITYPE / NOM DE COMPAGNIE

SI LES OCCUPATIONS ENTRE EN CONFLIT AVEC LES OCCUPATIONS LISTÉES À LA Q.1 OU RELIÉES AU PROJET, REMERCIER ET TERMINER

8. Comme nous devons parler à des personnes de différents horizons, pouvez-vous me dire à laquelle des catégories suivantes correspondent le revenu annuel total de votre foyer avant impôts? Diriez-vous...**LIRE**

- Moins de 25,000\$.....1|
- 25,000\$ - 29,999\$..... 2|
- 30,000\$ - 39,999\$.....3| - **ASSURER UN BON PARTAGE DANS TOUS LES GROUPES**
- 40,000\$ - 54,999\$.....4|
- 55,000\$ - 90,000\$.....5|
- 91,000 et plus6|
- NSP / PR..... 7|

MAX 3 PAR GROUPE DE MOINS DE 40,000\$

9. Pourriez-vous me dire quel est le dernier niveau de scolarité que vous avez terminé? **NE PAS LIRE**

- École primaire ou moins (aucune étude jusqu'en 7e année).....1|
- Secondaire en partie (8 – 11 année).....2| - **GROUPES 1,3,5**
- Secondaire terminé (12 ou 13 année ou DEP).....3| **SONT CODES 1 - 5**
- Collège communautaire, formation professionnelle ou école de métier en partie (ou CEGEP en partie).....4|
- Collège communautaire, formation professionnelle ou école de métier terminé (ou CEGEP terminé)5|
- Université en partie (pas de diplôme)6|
- Université terminé (baccalauréat).....7| - **GROUPES 2,4,6**
- Études universitaires supérieures(Maîtrise, Doctorat, terminé ou non).....8| **SONT CODES 6 - 8**
- NSP/PR..... **9 TERMINER**

Les prochaines questions font appel à votre imagination. Amusez-vous avec ces questions et sentez-vous à l'aise de répondre ce que vous voulez ,car il n'y a pas de bonnes ou de mauvaises réponses.

10. Que feriez-vous en tout premier lieu, si vous gagniez un million de dollars?

11. Si vous étiez un livre dans une bibliothèque, quel livre seriez-vous et POURQUOI?

<p>_____ RÉPOND SPONTANÉMENT</p> <p>_____ TRÈS SÛR DE LUI-MÊME/ELLE-MÊME</p>	<p>_____ TRÈS ENTHOUSIASTE</p> <p>_____ TIENT UNE BONNE CONVERSATION</p>
--	--

NOTE: FAIRE EXTRÊMEMENT ATTENTION AUX RÉPONSES DES RÉPONDANTS – RECHERCHEZ DES RÉPONSES COMPLEXES ET CRÉATIVES ET NON PAS SEULEMENT DES RÉPONSES DÉNUÉS DE SENS. RECHERCHER DES PERSONNES QUI ONT DE L'IMAGINATION ET UN SENS DE LA CRÉATIVITÉ / PARTICIPATION.



12. On demande aux participants d'exprimer leurs opinions et leurs pensées. Dans quelle mesure êtes-vous confortable d'exprimer votre opinion devant les autres? Êtes-vous....
- Très confortable..... 1 – **MIN 50% PAR GROUPE**
Confortable..... 2
Assez confortable..... 3
Pas très confortable..... 4 - **REMERCIER ET TERMINER**
Pas du tout confortable..... 5 - **REMERCIER ET TERMINER**
13. Avez-vous déjà participé à un groupe de discussion ou à une entrevue face-à-face pour lequel vous avez reçu une somme d'argent, ici ou ailleurs?
- Oui.....1 – **MAX (50%) PAR GROUPE**
Non.....2 – **PASSER À LA Q.17**
14. A quand remonte votre dernière participation à une de ces discussions?
- TERMINER SI AU COURS DES 6 DERNIERS MOIS**
15. À combien de groupes ou d'entrevues face-à-face avez-vous participé au cours des 5 dernières années?
- (PRÉCISER) SI PLUS DE 5 – REMERCIER ET TERMINER**
16. De quels sujets avez-vous discuté?
- SI LIÉ AU SUJET – REMERCIER ET TERMINER**
17. Avez-vous été invité à participer à un de ces groupes de discussion ou entrevues face-à-face prochainement?
- Oui.....1 – **REMERCIER ET TERMINER**
Non.....2
18. Dans quel pays êtes-vous né?
- Canada.....1
Autre.....2 – **MAX 2 PAR GROUPE À MONTRÉAL**
19. Vous considérez-vous être à l'aise en français?
- Oui..... 1
Non..... 2 – **REMERCIER ET TERMINER**

20. On demande parfois aux participants d'écrire leurs réponses sur un questionnaire ou de regarder une publicité à la télévision ou de lire du matériel écrit lors de la discussion. Y a-t-il une raison quelconque pour laquelle vous ne pourriez pas participer?

Oui.....1 – **REMERCIER ET TERMINER**

Non.....2

NOTE: SI LE RÉPONDANT MENTIONNE UN PROBLÈME VISUEL OU AUDITIF, UN PROBLÈME À ÉCRIRE OU À S'EXPRIMER, UN PROBLÈME À COMMUNIQUER DE FAÇON EFFICACE, REMERCIER ET TERMINER

IMPORTANT:

La session durera 2 heures, mais nous demandons à tous les participants d'arriver 10 minutes avant le début de la session. Est-il possible pour vous d'être présent 10 minutes avant le début de la session?

Oui.....1

Non.....2 – **TERMINER**

On demande à tous les participants de cette étude d'apporter une pièce D'IDENTITÉ AVEC PHOTO. Si vous n'avez pas cette pièce d'identité, vous ne pourrez pas participer à ce groupe et vous ne serez pas rémunéré. Êtes-vous en mesure d'avoir une pièce d'identité avec vous?

Oui.....1

Non.....2 – **TERMINER**

Le groupe de discussion durera 2 heures et nous allons remettre à chaque participant la somme de 60.00 \$ en argent comptant en guise de remerciement pour sa participation. Je dois aussi vous dire que la rencontre sera enregistrée sur bande audio et ce dans un but de recherche et des membres de l'équipe de recherche observeront à partir d'une pièce voisine. Tout ce que vous direz restera strictement confidentiel.

[] COCHER AFIN D'INDIQUER QUE L'ÉNONCÉ A ÉTÉ LU AU RÉPONDANT.

Montréal – LUNDI 24 MARS – 17h00-19h00;19h00-21h00

Ad Hoc Recherche

1250, rue Guy

Bureau 900

514.937.4040

Télec.: 935.7700

Winnipeg – MARDI 25 MARS - 17h30-19h30; 19h30-21h30

View Points

115 Bannatyne Avenue,

Suite 104,

204.988.9253

Fax: 947.9262

Toronto – MERCREDI 26 MARS – 17h30-19h30; 19h30-21h30

Research Dimensions

30 Soudan Avenue

Toronto, ON

Tel: 416.486-6161

Fax: 486-6162