

FINAL
REPORT

**Testing Television Advertisement
Creative Concepts
for the Parent Component
of the National Anti-Drug Strategy**

HC-POR-07-73

Contract Number: H1011-070019/001/CY

Task Authorization Number: HC-TA-001

Task Authorization Date: January 22, 2008

Prepared for:

Health Canada

por-rop@hc-sc.gc.ca

Ce rapport est aussi disponible en français sur
demande.

June 2008

pn 6262

Prepared by:



ENVIRONICS
RESEARCH GROUP

33 Bloor St East

Suite 1020

Toronto, ON M4W 3H1

TABLE OF CONTENTS

Executive Summary	1
Résumé analytique	4
Introduction.....	7
Detailed Findings	10
Ad Concepts	10
Key Phrases.....	23
Sponsorship	24
Information Needs	24
Conclusions and Recommendations	26

Appendices

Discussion Agenda/Written Exercises/Word Exercises
Screener

EXECUTIVE SUMMARY

Background and Objectives

The National Anti-Drug Strategy, 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 the National Anti-Drug Strategy, 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, aged 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.

Environics Research Group was retained by Health Canada to conduct focus group testing of four advertising concepts for television developed as part of this national campaign for parents.

The objectives of this focus group research were:

- To evaluate each of the overall ad concepts for initial emotional impact, resonance and the ability to motivate action;
- To evaluate the ads for appeal, clarity, credibility, tone, understanding and relevance;
- To rank and rate each concept to determine overall concept preference;
- To briefly explore parents' information needs.

Methodology

Eight (8) focus group sessions were conducted between January 29 and February 2, 2008, with parents of youth aged 13 to 15 years. Two sessions were held in each of four locations: Toronto, Montreal, Halifax and Vancouver. The Montreal sessions were held in French; the others in English. In each city, one session was held with parents with an education level of up to community college or technical or vocational school. The second was held with parents with at least some university education.

Key Findings

The key findings of the study are summarized below:

- Overall, “Language” was seen as the best of the four ad concepts in terms of impact, overall effectiveness, and as a call-to-action, followed by “Talk” and “Eye.” “Language” had a strong impact on many parents as they felt it demonstrated how much they did not know about drugs and would motivate them to find out more. Very few had a strongly positive response to “Broken.”
- Most parents found all four ads to have a strong emotional impact, although some felt that some of the ads – particularly “Talk” and “Broken” – were overly dramatic. Concerns were expressed regarding how these ads seemed to portray families who were doing all the right things, yet were still impacted by drugs.
- The words that parents were most likely to select to describe the emotional impact of all four ads were: concerned, interested, and fearful/anxious. Few said that the ads make them feel confident or indifferent.
- Parents often had difficulty discussing the issue of drug use with their children, and for that reason, many parents saw the “Language” ad in particular as a potential “launching pad” for such conversations – they anticipated that they could point out the ad to their children, especially if they were viewing it together, and ask their opinions as a non-confrontational way of raising the topic. Others thought that they could use other ads, particularly “Talk” and “Broken,” to warn their children about the consequences of drug use.
- In general, “Language” and “Eye” were seen as more likely to encourage parents to take some kind of action, whether talking with their children or looking for information about drug use among youth. Many felt that “Talk” would encourage action on the level of talking with their children. Few thought that “Broken” would initiate either form of action.
- The most commonly made suggestions for change in the creatives dealt with the visibility of the information channels. Many participants suggested that the website URL and 1-800 number at the end of the ads should be given a higher profile if they are to be noticed.
- The two phrases – “get involved in drugs before your kids do” and “talk to your kids about drugs while they’re still listening” – were fairly well-received by parents, although the former

phrase had a double-entendre in English that made some people think it was telling parents to try drugs before their children do.

- Most participants were able to identify the sponsor as either Government of Canada or Health Canada, and both had credibility as sponsors.

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 to the target population.

RÉSUMÉ ANALYTIQUE

Renseignements généraux et objectifs

La Stratégie nationale antidrogue, 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 développe 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.

Santé Canada a retenu les services d'Environics Research Group pour la réalisation de séances de groupe de discussion, afin d'évaluer des concepts de publicités télévisuelles qui ont été mis au point dans le cadre de la campagne nationale s'adressant aux parents.

Les objectifs de cette recherche en séances de groupe étaient les suivants :

- Évaluer globalement chacun des concepts publicitaires, en termes de son impact affectif initial, de sa résonance et de sa capacité à susciter des gestes et des actions;
- Évaluer l'attrait, la clarté, la crédibilité, le ton, la compréhension et la pertinence des publicités;
- Classer et coter chaque concept afin de déterminer le niveau général de préférence à son égard;
- Explorer brièvement quels sont les besoins d'information des parents;

Méthodologie

Huit (8) séances de groupe de discussion ont été réalisées entre le 29 janvier et le 2 février 2008, auprès de parents de jeunes âgés de 13 à 15 ans. Deux séances ont eu lieu dans chacune des quatre villes suivantes : Toronto, Montréal, Halifax et Vancouver. Les séances de Montréal se sont

déroulées en français; les autres en anglais. Dans chaque ville, une séance regroupait des parents dont le niveau de scolarité atteignait au plus le niveau collégial ou technique ou celui de l'école professionnelle. Le deuxième groupe se composait de parents ayant au moins fait des études universitaires.

Résultats clés

Les résultats clés de cette étude sont résumés ci-dessous :

- Dans l'ensemble, la publicité « Langage » a été jugée la meilleure parmi les quatre concepts publicitaires, en termes d'impact, d'efficacité globale et d'incitation à poser un geste, suivie de « Parler » et de « Oeil. » La publicité « Langage » a une forte incidence sur un grand nombre de parents qui sont d'avis qu'elle leur démontrerait jusqu'à quel point ils sont mal informés au sujet des drogues et qu'elle les inciterait à se renseigner davantage. Très peu ont eu une réaction fortement positive à la publicité « Verre cassé. »
- La plupart des parents ont jugé que les quatre publicités avaient un fort impact affectif, et ce, même si certains d'entre eux étaient d'avis que certaines des publicités – en particulier « Langage » et « Verre brisé » - étaient d'un ton trop dramatique. Des préoccupations ont été exprimées sur le fait que ces publicités semblent représenter des familles qui agissent correctement, mais qui sont tout de même touchées par les drogues.
- Les mots que les parents ont eu le plus tendance à utiliser pour décrire l'impact affectif des quatre publicités étaient : préoccupés, intéressés et craintifs/anxieux. Peu ont affirmé que les publicités les rendaient confiants ou indifférents.
- Les parents ont souvent eu de la difficulté à discuter du problème de la consommation de drogues avec leurs adolescents et, pour cette raison, un grand nombre de parents ont vu dans la publicité « Langage » un « point de départ » possible pour entamer de telles conversations – ils prévoyaient qu'ils pourraient faire remarquer la publicité à leurs adolescents, en particulier s'ils la regardaient ensemble, et que cela leur permettrait de soulever le sujet de façon non antagoniste en leur demandant d'exprimer leurs opinions. D'autres pensaient pouvoir utiliser d'autres publicités, en particulier « Parler » et « Verre brisé, » afin de prévenir leurs enfants au sujet des conséquences liées à la consommation de drogues.

- Règle générale, les publicités « Langage » et « Oeil » ont été perçues comme étant celles qui auraient le plus tendance à encourager les parents à poser un geste quelconque, qu'il s'agisse de discuter avec leurs adolescents ou de chercher de l'information au sujet de la consommation de drogues chez les jeunes. Un grand nombre d'entre eux étaient d'avis que la publicité « Parler » favoriserait une discussion avec leurs adolescents. Peu ont été d'avis que la publicité « Verre brisé » susciterait un ou l'autre type de geste.
- Les suggestions de changement les plus fréquemment émises au sujet des concepts publicitaires se rapportaient à la visibilité des voies de communication. Un grand nombre de participants ont suggéré d'accroître la visibilité de l'adresse du site Web et du numéro 1-800 qui sont présentés à la fin des publicités si on veut qu'ils soient remarqués.
- Les deux énoncés – « informez-vous au sujet des drogues avant que vos adolescents n'en consomment » et « parlez à vos enfants au sujet des drogues pendant qu'ils vous écoutent encore » – ont été passablement bien accueillies par les parents, bien qu'en anglais le premier énoncé (« *get involved in drugs before your kids do* ») était à double sens et que certaines personnes ont pensé qu'elle disait aux parents de faire l'essai des drogues avant que leurs enfants ne le fassent.
- La plupart des participants ont été en mesure d'identifier le commanditaire comme étant soit le gouvernement du Canada ou Santé Canada, deux commanditaires qu'ils jugent crédibles.

Limites

La recherche qualitative jette un regard sur la gamme des opinions présentes au sein d'une population, plutôt que sur la pondération de ces opinions, ce que mesurerait une étude quantitative. Les résultats d'une recherche de ce type doivent être considérés comme des indications, mais ils ne peuvent pas s'extrapoler à l'ensemble de la population cible.

INTRODUCTION

Background

The National Anti-Drug Strategy, 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. The new approach will lead to safer and healthier communities by taking action in three priority areas (Pillars):

- Preventing illicit drug use;
- Treating illicit drug dependency; and
- Combating the production and distribution of illicit drugs.

The Prevention Action Plan focuses on equipping those most impacted by the issues, as well as parents, educators, law enforcement, and communities with information and tools, as well as the capacity, to intervene to prevent illicit drug use before it happens.

As the department responsible for the Prevention Pillar of the National Anti-Drug Strategy, 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, aged 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.

Purpose and Objectives

Environics Research Group was retained by Health Canada to conduct focus group testing of four advertising concepts for television, developed as part of this national campaign aimed at parents.

The objectives of this focus group research were:

- To evaluate each of the overall ad concepts for initial emotional impact, resonance and the ability to motivate action;
- To evaluate the ads for appeal, clarity, credibility, tone, understanding and relevance;
- To rank and rate each concept to determine overall concept preference; and
- To briefly explore parents' information needs.

Methodology

Eight (8) focus group sessions were conducted between January 29 and February 2, 2008, with parents of youth aged 13 to 15 years. Two sessions were held in each of four locations: Toronto, Montreal, Halifax and Vancouver. The Montreal sessions were held in French; the others in English. In each city, one session was held with parents with an education level of 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. These are included in the Appendix.

In each group, participants were shown four photomatics of possible television ads directed at parents as part of the National Anti-Drug Strategy (NADS). Photomatics are photographs and other still images worked into an animated sequence to outline potential ads. The four ad concepts are referred to as:

- Language
- Talk
- Eye
- Broken

The four ad concepts can be described as follows:

Language: Young people say slang words for illicit drugs while the actual names of the substances appear as sub-titles. Parents are invited to learn the new drug language before their kids do.

Talk: Scenes of positive family interactions are intercut with scenes and sounds of an ambulance. The final scene shows a parent at the bedside of a young person in a hospital bed.

Eye: Viewers see an image of a young person's face and then slowly zoom in to the eye until the dark pupil completely fills the screen. Meanwhile a voiceover lists possible signs of illicit drug use by youth.

Broken: A mother and daughter have a violent struggle over a purse. This disturbing scene is juxtaposed against a voiceover of a young child describing a happy relationship with her mother.

In addition, parents' information needs were briefly explored in the focus groups.

Ten participants per group were recruited for each session, including three men and seven women. Screening documents outlining recruiting specifications are included in the Appendix. Each group lasted approximately two hours.

The four ad concepts tested are available from Health Canada.

Dr. Donna Dasko, Senior Vice President, Environics, directed the project. All qualitative research work was conducted in accordance with the professional standards established by the Marketing Research and Intelligence Association (MRIA – previously the Professional Market Research Society 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 to the target population.

DETAILED FINDINGS

In describing the results of the study, we focus on the overall findings and describe differences among population segments (community, language, education level) where these are notable.

Ad Concepts

OVERALL EVALUATION OF AD CONCEPTS

Overall, “Language” was seen as the best ad concept in terms of impact, overall effectiveness, and as a call-to-action, followed by “Talk” and “Eye.” Very few had a strongly positive response to “Broken.”

EMOTIONAL IMPACT

Most parents found all four ads to have a strong emotional impact, although some felt that some of the ads – particularly “Talk” and “Broken” – were overly dramatic. Concerns were expressed regarding how these ads seemed to portray families who were doing all the right things, yet were still impacted by drugs.

The words that parents were most likely to select to describe the emotional impact of all four ads were: concerned, interested, and fearful/anxious. Few said that the ads made them feel confident or indifferent.

Of the four ads, “Talk” and “Broken” were most likely to make participants feel concerned and helpless; “Talk” was also somewhat more likely to make parents feel fearful and anxious.

“Language” and “Eye” were most likely to evoke interest. “Language” was also most likely to evoke surprise and, along with “Broken,” shock.

Frequency of selection	Language	Talk	Eye	Broken
High	Concerned Interested Fearful/anxious Surprised	Concerned Fearful/anxious Interested	Interested Concerned Fearful/anxious	Concerned Fearful/anxious
Moderate	Shocked Empowered Helpless	Helpless Hopeful Shocked Surprised	Empowered Hopeful Shocked Encouraged Sceptical	Interested Shocked Helpless Empowered Surprised
Low	Encouraged Indifferent Hopeful Sceptical Confident	Encouraged Empowered Indifferent Sceptical Confident	Helpless Indifferent Confident Surprised	Indifferent Sceptical Hopeful Encouraged Confident

EFFECTIVENESS

Parents often had difficulty discussing the issue of drug use with their children, and for that reason, many parents saw these ads, and in particular the “Language” ad, as potential “launching pads” for such conversations – they anticipated that they could point out the ads to their children and ask their opinions in a non-confrontational way. Others thought that they could use these ads, particularly “Talk” and “Broken,” to warn their children about the consequences of drug use.

“Language” was seen as the most effective ad, both in terms of raising parents’ awareness and knowledge about drug use among youth and in terms of raising levels of concern about the problem of drug use among youth. “Talk” and “Eye” were also seen as effective by many parents in terms of raising concern, and “Talk” was also considered effective by many in terms of increasing knowledge and awareness. “Broken” did evoke high levels of concern, but many felt that it was not always obvious what they were expected to be concerned about – child abuse, domestic violence, family breakdown, or drug abuse.

Parents indicated that they liked ads that gave them useful or interesting information such as “Language” and “Eye”, although “Talk” was rated second overall in preference. Both “Language” and “Eye” were rated strongly in terms of encouraging parents to talk with their children and to seek out more information about drugs and drug use among children. Both were seen as effective in terms of providing information – but “Eye” did not have the novelty of “Language”; for many, the specific new drug terminology was new information, while most felt they were already aware of potential symptoms or indications of drug use as described in “Eye”.

Overall, “Broken” was seen as least effective, largely because the message was unclear; in fact, some participants did not immediately identify either “Broken” or “Talk” with an anti-drug message.

CALL TO ACTION

In general, “Language” and “Eye” were seen as more likely to encourage parents to take some kind of action, whether talking with their children or looking for information about drug use among youth. Many also felt that “Talk” would encourage action on the level of talking with their children. Few thought that “Broken” would initiate either form of action.

Most parents felt that “Language,” “Talk” and “Eye” would provide platforms that they could use to talk with their children about drugs and drug use; most thought that they would likely begin such

conversations if their children were watching TV with them when the ad was aired. “Broken” was less likely to be seen as a platform for initiating conversations about drug use.

“Language” and “Eye,” as informational ad concepts, were more likely to encourage parents to act by seeking further information, although some parents indicated that they might not do so unless they thought there was a potential drug abuse problem with one of their children.

Regardless of the ad viewed, at least some parents would make note of the website and 1-800 number so that they could use them in the future, even if they did not need them at present.

SUGGESTED CHANGES

The most commonly made suggestions dealt with the visibility of the information channels. Many participants suggested that the website URL and 1-800 number at the end of the ads should be given a higher profile if they are to be noticed. Some parents felt that, even with the voice-over urging parents to “click or call,” that it might be unclear to some viewers that the 1-800 number and the website URL were places where they could get more information; these parents suggested that the words “for more information” be added to the screen. Some suggested that the website should have a more easily remembered URL, one that seems more immediately related to the topic.

AD CONCEPT: “LANGUAGE”

This ad was generally considered to be the best of the four ad concepts. Most parents found it very interesting and felt that it gave them new information. As well, it was the ad most likely to make parents want to take action, either in terms of wanting to go on-line to learn more or in terms of wanting to talk with their children about drugs. Parents frequently mentioned that the information in this ad gave them a platform to use in raising the topic of drugs with their children.

EMOTIONAL RESPONSE

Most participants said that they were both surprised and shocked by how young the children in the ad were. At the same time, the drug terminology was of real interest to them.

The words that parents selected most often to describe how this ad made them feel were concerned, fearful/anxious, interested, surprised and shocked.

IMMEDIATE IMPACT

Many said that what stood out the most was the age of the children in the ad: “The kids are so young!” While some were surprised at being confronted with images of children who were knowledgeable about drugs at such a young age; there was very little scepticism expressed that children this young could be talking about drugs – although a few were insistent that their children could not be using drugs.

Some were also shocked or at least surprised by all the new words and new mixtures of drugs that were out there: “I thought I was a cool mom, so I thought I had some of the language down pat.” Some parents said that they had done research into drug use, but were surprised at what they did not know.

OVERALL IMPRESSION

Most welcomed the information on drug terminology and saw the ad as a potentially non-judgemental way to open up conversations about drugs.

Some parents acknowledged that they had thought that their own experimentation with drugs in adolescence would mean that they would know what their children were facing now. However they indicated that they were no longer so sure that they did know all that they needed to, after seeing this ad. Some felt that being able to talk to their children in their own language would give them more credibility, and make it easier for them to get their children to talk to them – and listen to them.

A small number, however, felt that the ad would expose their children to information that they did not want them to hear, and worried that an ad like this might actually make a child more curious about drugs.

Some participants noted that the children shown in the ad were a good mix of genders and different ethnicities. They felt that this made it easier for anyone to identify with the ad – “anyone’s child could be there.”

A number of participants made observations about the music used in this ad. Some noted that the music, which at first was carnival-like and very reminiscent of childhood, became more dissonant as the ad proceeded. These parents felt that the choice of music underscored the contrast between the

youth and innocence of the children and the innocent-sounding names that they use for such dangerous substances. Others felt that the use of the carnival-like music might trivialize the issue of illegal drugs and would therefore be inappropriate.

MESSAGE

For many parents, this ad was a reminder that they need to be alert and aware about the possibility that their children might become involved with drugs, and to “keep their ears to the ground” – and that it is their responsibility to address the issue with their children. For these parents, the message was “don’t take it for granted that your kids are safe.”

Many also felt that the ad was telling them that whether or not their children were actually taking drugs, they were being exposed to the drug culture every day at school or in interactions with other youth – and that parents must take action to be sure that they do know what their children are exposed to, so that they can talk to their children knowledgeably. For some, the ad also contained a message about peer pressure, in the way that the children featured in the ad were talking with apparent enthusiasm about the drugs they mentioned.

Most felt that this ad was believable, and that it “showed what’s happening today.”

Overall, participants found this ad to be clear, easy to understand, and direct in delivering its message.

OVERALL EFFECT

Most parents agreed that this ad concept reinforced their awareness of the importance of maintaining communication with their children, not just about drug use but about all of the issues that their children face.

Some parents noted that this ad made them realize how little they actually knew about drug use, and that there was a whole youth/drug sub-culture that had its own language and secret code: “the language, if my kids were talking like that, I wouldn’t have a clue.” Some noted that this ad forces them to acknowledge the issue of youth drug use because it put this information “right in your face.”

Most also agreed that the ad increased their knowledge and awareness of drug use among youth.

CALL TO ACTION

For many parents, this ad concept offered a way for them to raise the subject of drugs and drug use in a neutral fashion, by asking their children what they thought about the ad, whether they had ever heard these terms, or what other terms they might have heard. Most said that if they were watching TV with their children when this ad came on, they would use it as a starting-point for a conversation about drug use. A few would call their children to the TV to watch the ad, and ask them what they thought about it.

Some would also listen to their children's conversations and be vigilant about whether these terms came up. Others would watch for these terms in their children's favourite music, or in the on-line "handles" their children and their children's friends used.

Parents were generally less likely to say that they would make use of the 1-800 number or the website as a result of seeing this ad. A number of parents felt that they had done enough research to be able to handle conversations with their children, even if they didn't know everything. Others felt that they would likely check out the website to see if there was any information there that they had missed when doing their own research. Some would make note of the 1-800 number or the URL for future reference.

AD CONCEPT: "TALK"

This ad was the second most resonant of the concepts tested. Most found it to have a strong emotional impact, and most could easily identify with the distress of the parent in the final scene. Some, however, found the message unclear, overly pessimistic or overly sensational.

EMOTIONAL RESPONSE

Participants tended to find this ad concept both sad and shocking; it provoked fear and anxiety in many, as well as concern for their own children through a process of identification with the grieving parent in the final scene: "It made me almost want to cry."

The words that parents selected most often to describe how this ad made them feel were concerned and fearful/anxious. Interest and helplessness were also chosen by a number of parents to describe their emotional response.

IMMEDIATE IMPACT

The sound of the siren was by far the most powerful and memorable aspect of this ad: “no parent wants to hear an ambulance.” Some particularly mentioned the contrasts between laughter, the siren and the beeping of the monitor. The final scene was also frequently mentioned as a powerful image – many parents identified with the mother sitting at her child’s bedside, waiting, possibly praying for a recovery.

Some felt that the contrast between scenes of apparently happy family interactions and the tension and anxiety produced by the ambulance siren made a strong impact. Others were struck by the contrast between the family scenes and the final scene.

OVERALL IMPRESSION

The overall impression that this ad conveyed was that of a happy and functional family thrown into crisis by some unanticipated medical emergency. Others noted that it showed how quickly things can change – “You can have a great relationship with your child and then the next thing you know they are in the hospital.”

Some parents, notably in Montreal, found the ad to be alarmist or overly sensational, while others thought it was somewhat of a cliché.

It was suggested that this ad might be clearer if it showed more of a progression to the final scene of a child in an intensive care unit – possibly by interspersing the images of parents and children interacting with images of a child abusing drugs. Without this, participants indicated that the ad seemed to jump unexpectedly from an ideal family to a worst case scenario.

Some parents noted that the families shown in the ad were of different cultures and ethnicities, and felt that this made it easier for any parent to identify with the message.

MESSAGE

For many, the message was that no matter what you do to communicate with your children and build a solid family life, you can never assume that your children are safe from the negative consequences of drug use.

For some, the message was also about how quickly things can change – how a single bad experience with drugs by a teenager who was just experimenting could plunge a family into a crisis: “You can see how fast your life can crumble beneath you.”

Some found the message unclear – they wondered whether the ad intended to draw a contrast between the parents who talked with their children, and those who did not, or to suggest that such a tragedy can happen in any family, even if the parents do talk with their children.

Some parents did not realize that the ad was addressing drug use until the end – other possible messages mentioned were a drinking and driving message, or messages having to do with awareness of diseases that can affect children’s health.

Most found the message believable. However, some felt that it was not fully believable, because it showed the most drastic consequences, ones which would be unlikely to happen in most cases.

OVERALL EFFECT

The ad left many parents with a feeling of helplessness or hopelessness – here are parents who appear to be good parents who are doing all the right things, and yet their children are still ending up on drugs. This ad gave them the feeling that “there is nothing we can do” to keep children from getting involved with drugs.

A number of parents felt that the ad gave them nothing positive to build on, no solution to the problem that it highlights: “the mother and daughter spent time talking and it still happened.”

A few were not worried or engaged by the ad because they felt the communication they already had with their children was adequate to keep them from using drugs.

CALL TO ACTION

Most would talk with their children if they saw the ad while their children were in the room, and some said that as a result of this ad, they would spend more time talking with their children about drugs in general. A few would talk to their partners about how best to begin talking about drugs with their children.

Few spontaneously mentioned the website or 1-800 number. Among those who did notice these information channels, a few would go to the website themselves, or possibly send their child to the website. Others felt they would not make use of the information channels provided, or do any other research for information about drug use among youth. Some said that they would only use the 1-800 number or website “if something happened” to one of their children.

Some found the ad very uncomfortable to watch – or listen to – and thought that they would probably change the channel or mute it if it aired on TV.

AD CONCEPT: “EYE”

This ad received a somewhat mixed response. Some were interested by the image and by the information provided; others thought the information was out-dated and the tone of the ad overly sensational.

EMOTIONAL RESPONSE

Many found this ad to have a strong emotional impact, because it focused on all that could happen when a child takes drugs. For some, it reminded them of having seen some of these signs in their children, or of having to deal with drug use in the family. Others, however, felt somewhat distanced by the clinical approach.

Parents were most likely to say that this ad left them feeling interested and concerned; a number also said that it made them feel anxious and fearful. Some said it made them feel encouraged or hopeful, because their children did not exhibit any of the signs mentioned in the ad.

IMMEDIATE IMPACT

The aspects of the ad that made the strongest initial impact were the apparent youth and innocence of the boy featured in the ad, and the intense focus on the boy’s eye.

For some, the focus on the eye delivered a very strong impact, particularly near the end, when the close-up view showed nothing but the blackness of the pupil as the voice-over mentioned brain damage. However, a few thought that as the symptoms increased in severity, this should be reflected somehow by changes in the child’s expression or eye.

Some found that the straightforward “checklist” of behaviours, symptoms and consequences of drug use stood out strongly. Others thought the voice-over text was too general, inaccurate, or contained no new information.

OVERALL IMPRESSION

For a number of parents, what set this ad apart was that it provided them with useful information: “It gave me a reason to listen, it said this is what to look for, gave me the tools I would need.”

However, some parents remarked that some of the symptoms mentioned were applicable to teenagers in general, or could be indicators of mental illness or other issues of concern. Some parents had observed some of these symptoms in their children, but knew them to be typical symptoms of adolescence or the result of problems other than drug use. On the other hand, some parents mentioned that they had children who had become involved with drugs and they recognized the symptoms.

Many parents mentioned how the ad focused on the boy’s eye. Some spoke of the symbolism of the eye being a light or a window into the soul. Others noted that “looking someone in the eye” implied direct and honest communication. Others observed that the degree of dilation in the eye could be an indicator of drug use. A few found the intense focus on the eye disturbing, or unpleasant.

Some parents commented on how “normal” and “clean-cut” the young boy appeared, and how that image contrasted with the list of signs of drug use in children.

MESSAGE

Most parents saw this as an informational message, telling them the kinds of behaviour changes and symptoms they might observe that could be indications that their child was using drugs.

Several commented that these symptoms are common knowledge, and that the message seems “old fashioned.” Others felt the symptoms were vague and that many could apply to any teenager without any drug involvement. Some felt that the ad might cause parents to be overly paranoid and suspicious about their children’s behaviour. Some felt that the information in the message would not necessarily be helpful because children could find ways to hide those symptoms.

While many said that this message was believable, a few felt that it was based more on fear than on solid information, or that it conveyed old and possibly outdated information. A few noted that one symptom that they felt was very common – problems with short-term memory – was not mentioned.

Some were concerned that the message was too “wordy,” and that this might create some difficulties in comprehension, particularly for parents with less education or those whose first language is not English or French.

OVERALL EFFECT

Many suggested that this ad had, or would, increase their awareness of their children’s behaviour, and some thought that they might also observe their children’s friends more closely for any indications of these symptoms.

Many indicated that the ad triggered their interest in the problem of drug use among youth by giving them facts, a “checklist of things to look for.”

Some saw this as a tool for initiating communication with their children, but others thought that this ad was specifically designed to encourage parents to learn more about drugs, rather than to encourage them to talk with their children.

CALL TO ACTION

Most often, parents said that they would use the information in this ad to watch their children more carefully. Some thought they would use it to initiate discussions about drug use and the attendant dangers with their children. They felt that they could start talking with their children by asking if they had seen any of these signs in their friends, or in people at school.

Some said that they would make use of the provided communication channels if they noticed any of these changes or symptoms in their children. A few would encourage their children to visit the website. Others felt that if the ad was, as they felt, presenting out-of-date information, then there would probably not be any useful or new information available on the website, and that they would not bother to investigate it.

AD CONCEPT: “BROKEN”

This ad did not test well in any of the cities. Many found the message unclear and for this reason did not identify with it or perceive a strong anti-drug message from the ad. Others found the ad overly sensational.

EMOTIONAL RESPONSE

Many parents initially responded to this ad with confusion, and felt it was by far “the most difficult one to follow.”

Participants were most likely to say that this ad made them feel concerned. A number also selected the words interested and fearful/anxious to describe how the ad made them feel.

IMMEDIATE IMPACT

Most parents felt that the ad had a strong impact, and that the images of a dysfunctional, even possibly violent family, were very striking. Images frequently mentioned were the physical confrontation between mother and daughter, and the broken glass of the photograph, suggesting the broken relationships within the family. However, many did not immediately associate any of this with drug use. Instead, they saw a family breaking down for some unknown reason.

Others were confused by the various images and the seemingly unrelated voice-over, and felt that the one thing that stood out was that nothing was obvious about the situation pictured in the ad.

OVERALL IMPRESSION

Many parents were confused by the images in the ad. They were distracted by trying to figure out what was going on in the images - was the girl stealing from the mother or was the mother going through the girl’s purse. A few wondered where the father was in this family.

The voice-over added to the confusion of the viewer: is it the same girl being “two-faced” or is it the same girl at a slightly younger age? When the tone of the voice-over did not match the tone of the images, parents found the meaning of the ad difficult to decipher.

Despite the phrase which mentioned how drugs can shatter a family, the ad remained unclear to many. Participants did not always register what was said in the voice-over. Some noted that there were no images directly connected with drug use in the ad.

A few, however, felt that after watching the ad several times, the story and the message became clear and the ad was a powerful one.

A few parents said that they had trouble identifying with this ad because it focused on a young girl who likes to go shopping with her mother and who might be stealing from her mother's purse, and they were parents of boys who would not display this kind of behaviour.

MESSAGE

Most thought the message was unclear. Some thought this ad was about domestic violence or child abuse, broken families due to divorce or other stress, rebellious children (a few thought the daughter might be seeing a boy the mother disapproved of), or about dysfunctional families in general. Some expected that it would be promoting awareness of a children's helpline.

For many parents, this ad was seen as showing the ultimate end-point: "This is how bad things can get." These parents saw an air of hopelessness: "Everything was going so well in this family and then the girl started doing drugs." However, others felt that the message was hopeful, in that talking with one's children when they are young and still attached to their parents – as is the child in the voice-over – can prevent the tragic and shocking events shown in the action sequences.

OVERALL EFFECT

For a number of participants, the impact of the ad was diluted by the effort involved in trying to isolate a clear message. They saw deceit, anger, violence, sorrow, and a disintegrating family, but could not piece together a story that was about the consequences of drug use.

Some, however, felt that the ad could be very powerful and effective, if the message were clarified, either by adding images that showed the child using drugs or by putting a message about drug use at the beginning of the ad rather than near the end. On the other hand, some, particularly in Montreal, saw this ad as alarmist and overly sensational.

CALL TO ACTION

Most felt that they would not watch the ad more than once, and few felt that it would encourage them to seek out more information or talk with their children about drugs, although some did say that they might solicit their children's opinions about the ad or use it to show their children what can happen if they take drugs.

As well, most would not go to the website or call the 1-800 number after seeing this ad, although some felt that they might respond by seeking out more information if they thought there was reason for concern about one of their children: "I'm not going to phone them until I have a problem."

Key Phrases

In general, parents felt that the use of a spoken key phrase helped to convey the message of each ad more clearly than a simple graphical presentation.

"GET INVOLVED IN DRUGS BEFORE YOUR KIDS DO."

The idea presented by this phrase – that parents should inform themselves about drug use before their children are at risk – was seen as well suited to the two informational ads, "Language" and "Eye."

However, the phrase had a double-entendre in English that made some people think it was telling parents to try drugs before their children do. A number of participants agreed that if this was changed to a less ambiguous phrase such as "Learn about drugs before your kids do," it would work well with the two informational ads.

"TALK TO YOUR KIDS ABOUT DRUGS WHILE THEY'RE STILL LISTENING."

For most parents, this phrase worked with the ads that dealt with communication: "Broken" and "Talk" – although many noted that parents must start talking to their children about drugs well before they become teenagers – that older children are less likely to listen to parents, and that children who have begun using drugs are also less likely to listen – was conveyed by some but not all of the parents in this research.

For some parents, however, the emotional impact of these ads was so strong that neither the voice-over nor the graphical presentation of this phrase registered strongly.

Sponsorship

Most participants were able to identify the sponsor as either Government of Canada or Health Canada.

Government of Canada and Health Canada both had credibility as sponsors with these participants – Health Canada has a good image as being scientific and professional, and was seen as the branch of government most associated with providing information about health issues.

Most participants agreed that they would trust information provided by the Government of Canada: “I would trust it to give me proper information.”

In fact, some participants commented that it was a good thing that the Government was preparing these ads. Only a few, who for the most part appeared to have a negative attitude toward the Government in general, felt that Government of Canada sponsorship was inappropriate.

Information Needs

Parents were asked about information needs relating to children aged 13-15. Several parents felt that 13 was already too late to start talking with their children about drugs. They said that by the time children were 13 they had already stopped listening to their parents, and that parents needed to have information about drugs and tools to assist them to communicate with their children well before those children became teenagers.

Most felt that the drug terminology featured in the “Language” concept was new information for them.

Some parents noted that in addition to information about the youth drug culture and knowledge about what to look for in their own children that might indicate drug use, they would want to be able to access information on resources that would be available to them in helping their children stay off or get off drugs. Others mentioned topics of interest that had been triggered by the ads such as the actual extent of the youth drug culture or the ways in which children using drugs can conceal indications that they are using them.

Some thought that a confidential hot-line that their children could call or a website aimed at children’s concerns would be a very useful resource. Specific issues that they wanted their children to be able to have information on included: dealing with peer pressure, handling situations where

they are being placed in contact with drugs, and information about the risks of taking drugs. As some noted, even with the best possible lines of communication between parents and children, there are times when a child simply would not want to discuss certain things with their parents.

Parents also mentioned a variety of other sources of information they might use, such as a family doctor, a school counsellor, a substance abuse counsellor or program, the library, or on-line resources other than the Government of Canada site promoted in the ads.

CONCLUSIONS AND RECOMMENDATIONS

The focus group research clearly indicates that the “Language” ad concept is not only the best of the four creatives tested, but it is also a strong ad concept that fulfills all the criteria for this ad campaign directed at parents of youth aged 13 to 15. It generates a strong emotional response of surprise and shock among parents. It is effective in terms of generating interest in the topic of youth and drug use by the use of new terminology, in terms of raising awareness and knowledge, and in terms of raising levels of concern about the topic. As well, it is most likely to encourage action on the part of parents, whether it be seeking information about youth and drugs, or talking with their child about drug use. In particular, it provides a “platform” to initiate conversation between parents and youth.

Among suggested changes to the ads, the most common suggestion is to increase the visibility of the information channels, the URL and 1-800 numbers, at the end of the ad(s).

It is recommended that the “Language” ad, with these changes, be chosen for the campaign.

APPENDICES

January 30, 2008

**HEALTH CANADA POR 07-73
DISCUSSION AGENDA- Final
PN 6262**

Focus Testing of Advertising Concepts for Parents

1.0 INTRODUCTION (10 MINUTES)

- 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 right/wrong answer.
- 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 age 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 AD CONCEPTS – WRITTEN EXERCISE (30 MINUTES)

Today we are going to be looking at four different ad concepts for TV ads that may be used in the future. The ad concepts you will see are intended to reach parents, such as yourselves. They are not targeted to youth (there will be ads specifically targeted to youth at a later date)

The four ads I'm going to show you are all in the development stage. These are just rough concepts. They are on a DVD and play like a video. The final ads, if they get produced, will have real people and real images. Please use your imagination to picture what these might look like as a finished television commercial.

I'm going to give you each a set of written exercises to complete about each of the four ads and then we will discuss what everyone has written and what you think of the ads.

DISTRIBUTE WRITTEN EXERCISES FOR THE FOUR ADS

You will see that the written exercises ask you some questions. First of all there is a section where I want you to describe how you feel (in other words any emotions) you felt after watching the ad.

Next, you'll write down the one thing that stands out from the ad (something you heard or saw).

Then I would like you to write down what you would do, if anything, after watching the ad on TV at home.

Lastly, I would like you to write down what you would do if the ad came on TV a subsequent time.

PRESENT ADS AND HAVE PARTICIPANTS COMPLETE WRITTEN EXERCISES AFTER EACH PRESENTATION

ROTATE ORDER OF AD PRESENTATION FROM SESSION TO SESSION

Ad 1: Language

Ad 2: Talk

Ad 3: Eye

Ad 4: Broken Glass

After you have finished, please turn over the exercises, put your pencil down so that I know you're done.

DISTRIBUTE SECOND WRITTEN EXERCISE WHERE PARTICIPANTS ARE ASKED TO CIRCLE ANY EMOTIONS THAT EACH AD MAKES THEM FEEL

SHOW EACH AD AGAIN ONE BY ONE AND ASK PARTICIPANTS TO CIRCLE THE EMOTIONS THAT THEY FEEL ON THE SEPARATE WRITTEN EXERCISE

3.0 GROUP DISCUSSION OF ADS (60 MINUTES)

Let's now go through all four ads concepts one by one and discuss what you feel about each one.

Ad 1: Language

SHOW THE AD AGAIN

Review the Written Exercises:

1. What did you feel after watching this ad? Why? **PROBE:** Spontaneous responses as well as emotions that were circled 
 2. What was the one thing you heard or saw that stood out the most? 
 3. Would you do anything after watching the 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). 
 4. What would you do the next time the ad came on TV? (**PROBE** for would you watch it? take down the 800 number or website? would you flick to another channel, would you mute it?) 
- What is your overall impression of this ad? Why do you say that? (strengths, weaknesses). **PROBE** – positive/neutral/negative 
 - What do you think the ad is trying to say to you? 
 - Is the ad believable? Why/why not? 
 - Does the ad increase your awareness of the drug problem? 
 - Does the ad make you think of illegal drugs in a new or different way? 
 - Does this message affect you personally? Can you relate to the message in the ad as a parent, thinking of your child? 
 - To what extent does this ad make you want to know more about the subject? **PROBE:** Would you go to the website or call the number or look for more information any other way? 

Ad 2: Talk

SHOW THE AD AGAIN

Review the Written Exercises:

1. What did you feel after watching this ad? Why? **PROBE:** Spontaneous responses as well as emotions that were circled 
2. What was the one thing you heard or saw that stood out the most? 
3. Would you do anything after watching the 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). 
4. What would you do the next time the ad came on TV? (**PROBE** for would you watch it? take down the 800 number or website? would you flick to another channel, would you mute it?) 

Now let's take a closer look at the ad:

- What is your overall impression of this ad? Why do you say that? (strengths, weaknesses) **PROBE** – positive/neutral/negative 
- What do you think the ad is trying to say to you? 
- Is the ad believable? Why/why not? 
- Does the ad increase your awareness of the drug problem? 
- Does the ad make you think of illegal drugs in a new or different way? 
- Does this message affect you personally? Can you relate to the message in the ad as a parent, thinking of your child? 
- To what extent does this ad make you want to know more about the subject? **PROBE:** Would you go to the website or call the number or look for more information any other way? 

Ad 3: Eye

SHOW THE AD AGAIN

Review the Written Exercises:

1. What did you feel after watching this ad? Why? **PROBE:** Spontaneous responses as well as emotions that were circled 
2. What was the one thing you heard or saw that stood out the most? 
3. Would you do anything after watching the 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). 
4. What would you do the next time the ad came on TV? (**PROBE** for would you watch it? take down the 800 number or website? would you flick to another channel, would you mute it?) 

Now let's take a closer look at the ad:

- What is your overall impression of this ad? Why do you say that? (strengths, weaknesses) **PROBE** – positive/neutral/negative 
- What do you think the ad is trying to say to you? 
- Is the ad believable? Why/why not? 
- Does the ad increase your awareness of the drug problem? 
- Does the ad make you think of illegal drugs in a new or different way? 
- Does this message affect you personally? Can you relate to the message in the ad as a parent, thinking of your child? 
- To what extent does this ad make you want to know more about the subject? **PROBE:** Would you go to the website or call the number or look for more information any other way? 

Ad 4: Broken

SHOW THE AD AGAIN

Review the Written Exercises:

1. What did you feel after watching this ad? Why? **PROBE:** Spontaneous responses as well as emotions that were circled 

2. What was the one thing you heard or saw that stood out the most? 

3. Would you do anything after watching the 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). 

4. What would you do the next time the ad came on TV? (**PROBE** for would you watch it? take down the 800 number or website? would you flick to another channel, would you mute it?) 

Now let's take a closer look at the ad:

- What is your overall impression of this ad? Why do you say that? (strengths, weaknesses) **PROBE** – positive/neutral/negative 
- What do you think the ad is trying to say to you? 
- Is the ad believable? Why/why not? 
- Does the ad increase your awareness of the drug problem? 
- Does the ad make you think of illegal drugs in a new or different way? 
- Does this message affect you personally? Can you relate to the message in the ad as a parent, thinking of your child? 
- To what extent does this ad make you want to know more about the subject? **PROBE:** Would you go to the website or call the number or look for more information any other way? 

AFTER ALL HAVE BEEN REVIEWED ...

Which ad do you think would be most effective? Meaning, which one would be the most memorable/impactful? Why? 

And which would motivate you the most to take action? Why? And what would that action be? 

Which ad do you think would be the least effective? Why? 

What changes if any would you make to the chosen ad, to improve it? (Probe for whether aspects of different ads would work well together)



LLECT WRITTEN EXERCISES

Can you tell me who sponsored these ads?



PROBE: Which specific department? Do you recall Health Canada?



Would it make a difference if it said Government of Canada or would it be better if it said Health Canada?



What do you think about the lines in the ads?



"Get involved in drugs before your kids do?"

"Talk to your kids about drugs while they're still listening."

4.0 INFORMATION NEEDS (10 MINUTES)

In what way do you think that the messages in the ads we have looked at might help parents of children ages 13-15 to talk to their children about drugs and discourage the use of drugs?



Are there any other messages or kinds of information that might really have an impact on parents and their role in getting kids not to try drugs?



What did you learn tonight that was new?



What did you see that had the greatest impact on you?



5.0 CLOSING DISCUSSION (REMAINING TIME)

Do you have any other comments on our discussion?



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

THANK AND TERMINATE

WRITTEN EXERCISE

TV Ad #1

What did you feel after watching this ad?

What was the one thing you heard or saw that stood out the most?

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

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

WRITTEN EXERCISE

TV Ad #2

What did you feel after watching this ad?

What was the one thing you heard or saw that stood out the most?

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

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

WRITTEN EXERCISE

TV Ad #3

What did you feel after watching this ad?

What was the one thing you heard or saw that stood out the most?

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

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

WRITTEN EXERCISE

TV Ad #4

What did you feel after watching this ad?

What was the one thing you heard or saw that stood out the most?

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

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

TV Ad #1 – Please circle the words below that describe how this ad makes you feel.

shocked

hopeful

interested

surprised

concerned

confident

fearful/anxious

indifferent

encouraged

helpless

empowered

sceptical

TV Ad #2 – Please circle the words below that describe how this ad makes you feel.

shocked

hopeful

interested

surprised

concerned

confident

fearful/anxious

indifferent

encouraged

helpless

empowered

sceptical

TV Ad #3 – Please circle the words below that describe how this ad makes you feel.

shocked

hopeful

interested

surprised

concerned

confident

fearful/anxious

indifferent

encouraged

helpless

empowered

sceptical

TV Ad #4 – Please circle the words below that describe how this ad makes you feel.

shocked

hopeful

interested

surprised

concerned

confident

fearful/anxious

indifferent

encouraged

helpless

empowered

sceptical

Le 28 janvier 2008

**SANTÉ CANADA POR 07-73
PROGRAMME DE DISCUSSION - Définitif
PN 6262**

**Évaluation en séance de groupe de concepts publicitaires
s'adressant aux parents**

1.0 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 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 enfant qui est 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 à propos de votre enfant.

2.0 CONCEPTS PUBLICITAIRES –EXERCICE ÉCRIT (30 MINUTES)

Aujourd'hui, nous regarderons quatre concepts publicitaires différents pour des publicités télévisées qui pourraient être utilisées dans l'avenir. Les concepts publicitaires que vous verrez sont conçus afin de rejoindre des parents tels que vous. Ils ne s'adressent pas aux jeunes (il y aura des annonces ciblant spécifiquement les jeunes à une date ultérieure).

Les quatre annonces que je vais vous montrer sont toujours à l'étape du développement. Ce sont encore des concepts à l'état brut. Elles sont sur un DVD et jouent comme une vidéo. La version définitive des annonces, si elles se rendent à l'étape de la production, fera intervenir de vraies personnes et de vraies images. Veuillez faire preuve d'imagination afin de visualiser ce à quoi elles pourraient ressembler une fois devenues des publicités télévisées complètes.

Je vais remettre à chacun et à chacune d'entre vous un ensemble d'exercices écrit à remplir pour chacune des quatre annonces. Ensuite, nous discuterons de ce que tout le monde a écrit et de ce que vous pensez de ces annonces.

DISTRIBUTION DES EXERCICES ÉCRITS POUR LES QUATRE ANNONCES

Vous remarquerez que les exercices écrits vous posent des questions. En tout premier lieu, il y a une section dans laquelle je veux que vous décriviez ce que vous ressentez (en d'autres termes, vos sentiments) après avoir regardé l'annonce.

Ensuite, vous écrirez quelle est la chose qui se démarque le plus dans l'annonce (une chose que vous aurez entendu ou vu).

Puis, s'il y a lieu, j'aimerais que vous écriviez ce que vous feriez après avoir regardé l'annonce chez vous à la télévision.

Enfin, j'aimerais que vous écriviez ce que vous feriez si l'annonce passait une fois de plus à la télévision.

PRÉSENTER LES ANNONCES ET DEMANDER AUX PARTICIPANTS DE COMPLÉTER LES EXERCICES ÉCRITS APRÈS CHAQUE PRÉSENTATION

FAIRE UNE ROTATION DE L'ORDRE DE PRÉSENTATION DES ANNONCES D'UNE SÉANCE À L'AUTRE

Annonce 1 : Langage

Annonce 2 : Parler

Annonce 3 : Œil

Annonce 4 : Verre cassé

Une fois que vous aurez terminé, veuillez retourner les exercices, déposer votre crayon pour que je sache quand vous aurez fini.

DISTRIBUER LE DEUXIÈME EXERCICE ÉCRIT OÙ L'ON DEMANDE AUX PARTICIPANTS D'ENCERCLER LES SENTIMENTS QUE CHAQUE ANNONCE LEUR FAIT RESSENTIR.

MONTRER LES ANNONCES UNE FOIS DE PLUS

3.0 DISCUSSION EN GROUPE AU SUJET DES ANNONCES (60 MINUTES)

Maintenant, passons en revue les quatre concepts publicitaires un par un et discutons de ce que vous ressentez à propos de chacun.

Annonce 1 : Langage

Examen des exercices écrits :

1. Qu'avez-vous ressenti après avoir vu cette annonce ? Pourquoi ?
SONDER : les réponses mentionnées spontanément ainsi que les sentiments qu'ils ont encerclés.
2. Dans ce que vous avez vu ou entendu, quelle la chose qui se démarque le plus ?
3. Feriez-vous quelque chose après avoir vu cette annonce ? Que feriez-vous ? (**SONDER** : parler à un membre de la famille ou à un ami, obtenir plus d'information – appeler le numéro 1-800, visiter le site Web, parler à votre enfant au sujet des drogues, surveiller votre enfant plus étroitement).
4. Que vous feriez la prochaine fois que l'annonce passerait à la télévision ? (**SONDER** : La regarderiez-vous ? Prendriez-vous en note le numéro 1-800 ou l'adresse du site Web ? Passeriez-vous rapidement à une autre chaîne, couperiez-vous le son ?)

À présent, regardons l'annonce d'un peu plus près :

- Quelle est votre impression générale au sujet de cette annonce ? Pourquoi dites-vous cela ? (forces, faiblesses). **SONDER** – positif/neutre/négatif
- Que pensez-vous que l'annonce tente de vous dire ?
- L'annonce est-elle crédible ? Pourquoi/Pourquoi pas ?
- Est-ce qu'elle accroît votre niveau de sensibilisation au sujet du problème qu'est la consommation de drogue ?
- Est-ce que l'annonce vous fait réfléchir d'une façon nouvelle ou différente au sujet des drogues illicites ?

- Est-ce que ce message vous touche personnellement ? Vous sentez-vous interpellé par le message de l'annonce en tant que parent, si vous pensez à votre enfant ?
- Dans quelle mesure est-ce que cette annonce vous incite à vouloir en apprendre davantage à ce sujet ? **SONDER** : Visiteriez-vous le site Web ou appelleriez-vous le numéro de téléphone ou chercheriez-vous à obtenir plus d'information par d'autres moyens ?

Annonce 2 : Parler

Examen des exercices écrits :

1. Qu'avez-vous ressenti après avoir vu cette annonce ? Pourquoi ?
SONDER : les réponses mentionnées spontanément ainsi que les sentiments qu'ils ont encerclés.
2. Dans ce que vous avez vu ou entendu, quelle la chose qui se démarque le plus ?
3. Feriez-vous quelque chose après avoir vu cette annonce ? Que feriez-vous ? (**SONDER** : parler à un membre de la famille ou à un ami, obtenir plus d'information – appeler le numéro 1-800, visiter le site Web, parler à votre enfant au sujet des drogues, surveiller votre enfant plus étroitement).
4. Que vous feriez la prochaine fois que l'annonce passerait à la télévision ? (**SONDER** : La regarderiez-vous ? Prendriez-vous en note le numéro 1-800 ou l'adresse du site Web ? Passeriez-vous rapidement à une autre chaîne, couperiez-vous le son ?)

À présent, regardons l'annonce d'un peu plus près :

- Quelle est votre impression générale au sujet de cette annonce ? Pourquoi dites-vous cela ? (forces, faiblesses). **SONDER** – positif/neutre/négatif
- Que pensez-vous que l'annonce tente de vous dire ?
- L'annonce est-elle crédible ? Pourquoi/Pourquoi pas ?
- Est-ce qu'elle accroît votre niveau de sensibilisation au sujet du problème qu'est la consommation de drogue ?
- Est-ce que l'annonce vous fait réfléchir d'une façon nouvelle ou différente au sujet des drogues illicites ?

- Est-ce que ce message vous touche personnellement ? Vous sentez-vous interpellé par le message de l'annonce en tant que parent, si vous pensez à votre enfant ?
- Dans quelle mesure est-ce que cette annonce vous incite à vouloir en apprendre davantage à ce sujet ? **SONDER** : Visiteriez-vous le site Web ou appelleriez-vous le numéro de téléphone ou chercheriez-vous à obtenir plus d'information par d'autres moyens ?

Annonce 3 : Œil

Examen des exercices écrits :

1. Qu'avez-vous ressenti après avoir vu cette annonce ? Pourquoi ?
SONDER : les réponses mentionnées spontanément ainsi que les sentiments qu'ils ont encerclés.
2. Dans ce que vous avez vu ou entendu, quelle la chose qui se démarque le plus ?
3. Feriez-vous quelque chose après avoir vu cette annonce ? Que feriez-vous ? (**SONDER** : parler à un membre de la famille ou à un ami, obtenir plus d'information – appeler le numéro 1-800, visiter le site Web, parler à votre enfant au sujet des drogues, surveiller votre enfant plus étroitement).
4. Que vous feriez la prochaine fois que l'annonce passerait à la télévision ? (**SONDER** : La regarderiez-vous ? Prendriez-vous en note le numéro 1-800 ou l'adresse du site Web ? Passeriez-vous rapidement à une autre chaîne, couperiez-vous le son ?)

À présent, regardons l'annonce d'un peu plus près :

- Quelle est votre impression générale au sujet de cette annonce ? Pourquoi dites-vous cela ? (forces, faiblesses). **SONDER** – positif/neutre/négatif
- Que pensez-vous que l'annonce tente de vous dire ?
- L'annonce est-elle crédible ? Pourquoi/Pourquoi pas ?
- Est-ce qu'elle accroît votre niveau de sensibilisation au sujet du problème qu'est la consommation de drogue ?
- Est-ce que l'annonce vous fait réfléchir d'une façon nouvelle ou différente au sujet des drogues illicites ?

- Est-ce que ce message vous touche personnellement ? Vous sentez-vous interpellé par le message de l'annonce en tant que parent, si vous pensez à votre enfant ?
- Dans quelle mesure est-ce que cette annonce vous incite à vouloir en apprendre davantage à ce sujet ? **SONDER** : Visiteriez-vous le site Web ou appelleriez-vous le numéro de téléphone ou chercheriez-vous à obtenir plus d'information par d'autres moyens ?

Annonce 4 : Verre cassé

Examen des exercices écrits :

1. Qu'avez-vous ressenti après avoir vu cette annonce ? Pourquoi ?
SONDER : les réponses mentionnées spontanément ainsi que les sentiments qu'ils ont encerclés.
2. Dans ce que vous avez vu ou entendu, quelle la chose qui se démarque le plus ?
3. Feriez-vous quelque chose après avoir vu cette annonce ? Que feriez-vous ? (**SONDER** : parler à un membre de la famille ou à un ami, obtenir plus d'information – appeler le numéro 1-800, visiter le site Web, parler à votre enfant au sujet des drogues, surveiller votre enfant plus étroitement).
4. Que vous feriez la prochaine fois que l'annonce passerait à la télévision ? (**SONDER** : La regarderiez-vous ? Prendriez-vous en note le numéro 1-800 ou l'adresse du site Web ? Passeriez-vous rapidement à une autre chaîne, couperiez-vous le son ?)

À présent, regardons l'annonce d'un peu plus près :

- Quelle est votre impression générale au sujet de cette annonce ? Pourquoi dites-vous cela ? (forces, faiblesses). **SONDER** – positif/neutre/négatif
- Que pensez-vous que l'annonce tente de vous dire ?
- L'annonce est-elle crédible ? Pourquoi/Pourquoi pas ?
- Est-ce qu'elle accroît votre niveau de sensibilisation au sujet du problème qu'est la consommation de drogue ?
- Est-ce que l'annonce vous fait réfléchir d'une façon nouvelle ou différente au sujet des drogues illicites ?

- Est-ce que ce message vous touche personnellement ? Vous sentez-vous interpellé par le message de l'annonce en tant que parent, si vous pensez à votre enfant ?
- Dans quelle mesure est-ce que cette annonce vous incite à vouloir en apprendre davantage à ce sujet ? SONDER : Visiteriez-vous le site Web ou appelleriez-vous le numéro de téléphone ou chercheriez-vous à obtenir plus d'information par d'autres moyens ?

UNE FOIS QUE TOUTES LES ANNONCES ONT ÉTÉ EXAMINÉES

Selon vous, laquelle de ces annonces serait la plus efficace ? C'est-à-dire, quelle est celle qui serait la plus mémorable ou aurait la plus forte incidence ? Pourquoi ?

Et, quelle est celle qui vous inciterait le plus à poser un geste ? Pourquoi ? Et, quel geste poseriez-vous ?

Selon vous, laquelle de ces annonces serait la moins efficace ? Pourquoi ?

S'il y a lieu, quels changements apporteriez-vous à l'annonce que vous avez choisie, afin de l'améliorer ? (Sonder pour savoir si différents aspects provenant d'annonces différentes pourraient bien fonctionner ensemble)

RECUEILLIR LES EXERCICES ÉCRITS

Qui a commandé ces annonces ?

SONDER: Quel département? Souvenez-vous de Santé Canada ?

Est-ce que c'est mieux si on dit que l'annonce est commandée par Santé Canada ou par le gouvernement du Canada ?

Que pensez-vous des phrases suivantes qui se trouvent dans les annonces ?

"Intéressez-vous à la drogue avant que vos enfants ne le fassent"

"Parlez de drogues avec vos enfants...pendant qu'ils vous écoutent encore."

4.0 BESOINS D'INFORMATION (10 MINUTES)

De quelle façon pensez-vous que les messages contenus dans les annonces que nous avons regardées pourraient aider les parents d'enfants âgés de 13-15 ans à parler à leurs enfants au sujet des drogues et à les dissuader de faire usage de drogues ?

Est-ce qu'il y a d'autres messages ou types d'information qui pourraient réellement avoir une incidence sur les parents et le rôle qu'ils jouent pour inciter leurs enfants à ne pas faire l'essai des drogues ?

Qu'avez-vous appris de nouveau aujourd'hui ?

Parmi les choses que vous avez vues, laquelle a eu la plus forte incidence sur vous ?

5.0 Mot de la fin (TEMPS RESTANT)

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

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

REMERCIER ET TERMINER

EXERCICE ÉCRIT

Annonce télévisée n° 1

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 une autre fois pendant que vous regardez la télévision, que feriez-vous ?

Annonce télévisée n°1 – Veuillez s’il vous plaît encercler les mots, parmi les choix ci-dessous, qui décrivent ce que vous ressentez en visionnant cette annonce.

Choqué(e)

Plein(e) d’espoir

Intéressé(e)

Surpris(e)

Préoccupé(e)

Confiant(e)

**Craintif(ve)
/Inquiet(ète)**

Indifférent(e)

Encouragé(e)

Impuissant(e)

Responsabilisé(e)

Sceptique

**Creative Testing Parent Groups
 POR-07-73
 PN 6262
 Draft 3 Screener**

Respondent Name: _____

Home Phone #: _____

Business Phone #: _____

E-Mail: _____

Group #: _____ **Recruiter:** _____

Recruiter: _____

RECRUIT 10 PER GROUP

TORONTO GROUP 1 TUESDAY JANUARY 29 TH AT 5:30 pm	GROUP 2 TUESDAY JANUARY 29 TH AT 8:00 pm	MONTREAL GROUP 3 WEDNESDAY JANUARY 30 TH AT 6:00 pm	GROUP 4 WEDNESDAY JANUARY 30 TH AT 8:00pm
HALIFAX GROUP 5 THURSDAY JANUARY 31 ST AT 6:00PM	GROUP 6 THURSDAY JANUARY 31 ST AT 8 :00 pm	VANCOUVER GROUP 7 SATURDAY FEBRUARY 2 ND , AT 10:30 am	GROUP 8 SATURDAY FEBRUARY 2 ND , AT 1:00pm

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 or is any member of your household or your immediate family employed:

No	Yes
()	()
()	()
()	()
()	()
()	()

- 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

2 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

3a Do you have any children, under the age of 16 years, living at home full-time?

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

3b 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

4 What is your marital status?

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

5 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**

6 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

7 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

8. 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 1,3,5,7**
- 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 2,4,6,8**
- Post graduate university (Master's, Ph.D., completed or not)..... 8|

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

9 Are you the female/ male head of the household?

- Yes.....1
- No..... 2 – **THANK AND 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 ENTHUSIASTIC
_____ VERY SURE OF HIMSELF / HERSELF	_____ 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 - **60% PER GROUP APPROXIMATE**
Other.....2 – **SPECIFY -ENSURE SOME PER GROUP**

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 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.

15668 - Creative Testing Parent Groups
POR-07-73
PN 6262
Draft 3 Screener

NOM DU REpondant: _____

à la maison : _____

au travail: _____

Courriel: _____

Groupe #: _____ **Recruteur:** _____

RECRUTER 10 PAR GROUPE

TORONTO
 GROUPE 1
 MARDI
 29 JANVIER
 À 17H30

GROUPE 2
 MARDI
 29 JANVIER
 À 20H00

MONTRÉAL
 GROUPE 3
 MERCREDI
 30 JANVIER
 À 17H30

GROUPE 4
 MERCREDI
 30 JANVIER
 À 19H30

HALIFAX
 GROUPE 5
 JEUDI
 31 JANVIER
 À 17H30

GROUPE 6
 JEUDI
 31 JANVIER
 À 19H30

VANCOUVER
 GROUPE 7
 SAMEDI
 2 FÉVRIER
 À 10H30

GROUPE 8
 SAMEDI
 2 FÉVRIER
 À 13H00

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. Votre participation à cette recherche est entièrement volontaire et votre décision d'y participer ou non n'affectera en rien les interactions que vous pourriez avoir avec Santé Canada. Toute information recueillie, utilisée et/ou dévoilée sera utilisée qu'à des fins de recherche seulement et seront traitées conformément aux exigences de la Loi sur la protection des renseignements personnels. La session durera un maximum de 2 heures et vous recevrez un montant en argent en guise de remerciement pour votre participation. Vous permettez-nous de vous poser à vous ou à quelqu'un d'autre dans votre foyer quelques questions afin de voir si vous qualifiez/ils qualifient pour notre étude?

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, pharmaceutique s)	()	()
dans un département/agence fédéral, provincial ou municipal	()	()
comme enseignant ou travailleur social	()	()

SI "OUI" À UNE DES MENTIONS CI-DESSUS – REMERCIER ET 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 2 OU 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'EMPLOI _____ TYPE / NOM DE COMPAGNIE

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

_____ TITRE DE L'EMPLOI _____ TYPE / 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 GROUPE**
- 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 1,3,5,7**
- Secondaire terminé (12 ou 13 année ou DEP).....3|
- 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 2,4,6,8**
- Études universitaires supérieures(Maîtrise, Doctorat, terminé ou non).....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?

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

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 leur opinion 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 – **ENVIRON 60% PAR GROUPE**

Autre.....2 – **PRÉCISER – ASSURER QUELQU'UNS PAR GROUPE**

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. 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 A 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 de montrer 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

Toronto – 29 janvier
Research House
1867 Yonge Street
2nd Floor,
416.488.2328
Fax: 488.2368

Montréal – 30 janvier
Ad Hoc Recherche
1250, rue Guy
Bureau 900
514.937.4040
Télec.:935.7700

Halifax – 31 janvier
Focal Research
7071 Bayers Road,
Suite 326,
902.454.8856
Fax: 455.0109

Vancouver – 2 février
Consumer Research Centre
1398 West 7th Avenue,
604.714.5900
Fax: 714.5901