

# Health and Safety of Canadians Campaign

## Testing Creative Components

### *Final Report*

**Prepared for Health Canada**

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Ce rapport est aussi disponible en français sur demande

Contract number: HT372-133112/001/CY

POR No.: 038-13

Contract award: November 12, 2013

Fieldwork completed: December 5, 2013

HC POR No.- 13-02

Final Report: February 6, 2014

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## Table of Contents

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Executive Summary.....	3
Background.....	3
Objectives.....	3
Research Approach .....	3
Key Results .....	4
Sommaire exécutif .....	6
Contexte .....	6
Objectifs .....	6
Approche de recherche .....	6
Résultats clés.....	7
1.0 Background and Objectives .....	9
1.1 Background.....	9
1.2 Objectives.....	9
2.0 Approach and Methodology .....	10
2.1 Approach .....	10
3.0 Detailed Findings.....	12
3.1 Reaction to Concept A (Ambulance) .....	13
3.2 Reaction to Concept B (Beach) .....	17
3.3 Reaction to Concept C (Gator).....	21
3.4 Preferences for Proposed Call to Action (CTA).....	24
3.5 Other Considerations .....	25
4.0 Key Conclusions .....	26
Appendix A - Research Instruments .....	27

## Executive Summary

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### *Background*

Health Canada is responsible for helping Canadians maintain and improve their health while respecting individual circumstances. In order for Canadians to make individual choices related to their health, they need to be provided with credible and balanced information that is easily accessible and reflects their knowledge and circumstances. Canadians will then be able to make safe and informed purchase decisions for food, consumer and health products and thereby lower risks to their overall health and safety.

The [healthycanadians.gc.ca](http://healthycanadians.gc.ca) website was created to provide resourceful information to help Canadians maintain and improve their health. In 2010, a “kids” section was created and in 2012 the Healthy Canadians website underwent a redesign and now features even more practical information for Canadian parents and consumers on a variety of health and safety topics.

In order to increase awareness of Canadians on health related issues for their families and to encourage more Canadians to use the tools the government provides to keep them informed on health and safety topics, Health Canada is preparing new ads to incorporate in its existing Health and Safety of Canadians campaign. These ads could be presented on TV or on the web (web banners). To guide decisions related to the creative ideas for this campaign, it was decided to conduct qualitative research with representatives from the target audiences (i.e. parents of children aged 16 or younger).

### *Objectives*

Specific research objectives included:

- testing the ads for clarity and overall impact;
- probing for the main perceived message;
- testing the creative material for effectiveness as calls to action; and
- Identifying ways in which the various ads might be revised to improve their effectiveness (including direct suggestions from participants).

### *Research Approach*

Our approach to the research consisted of six focus groups. In total, 48 parents participated in the sessions. Four sessions were held in rural areas (two sessions each in Kitchener-Waterloo and Lethbridge in English) and two in an urban area (Montreal in French).

**Note to reader:** Readers are reminded that the results of qualitative research are not statistically representative. They therefore cannot be generalized to a wider population and represent only the perceptions and opinions of a select group. Notwithstanding this point, the feedback obtained through

the focus groups provided very useful direction and guidance on the creative components for the advertising campaign.

Contract number: HT372-133112/001/CY, awarded November 12, 2013. The total (actual) cost of this research project was \$ 43,733.44 (taxes included).

## *Key Results*

This section presents key results and, where applicable, their implications or suggestions for the next phase of development of food safety ads.

### *Overall Reaction to the Concepts*

- Overall, the **Gator** concept was most likely to result in desired behaviour, while the topic of the **Ambulance** concept was most likely to cause them to visit the website for more information. Reactions to each concept included:
  - **Gator.** Overall, this concept was most effective in all groups in terms of catching their attention, getting them to watch the ad, and having an impact on likely behaviour, but would be the least likely of the 3 concepts to draw them to the website for information. At the beginning, the alligator created a sense of anticipation which captured their attention. Most felt they did not learn anything new and would therefore not feel the need to visit the website to find out more, but the sense of danger associated with the swamp and the alligator would reinforce the need to be careful with dirty dishcloths and would impact their behaviour and vigilance accordingly. Some mentioned that adding additional facts, like the type of bacteria or potential impact on health, could influence their willingness to seek further information.
  - **Ambulance.** Overall, the topic covered by this concept was more educational. The toy ambulance caught the attention of most, and conveyed a sense of importance. However, it was not effective in maintaining interest and even irritated several participants. It quickly became confusing with too much going on in too little time. For several participants, it was very hard to draw the relevance between the initial scene and food poisoning of children. Some liked that it used toys; some did not associate the setting and certain images with the typical food setting for their children. The message was perceived as important and likely to create traffic on the website, provided viewers hang in until the end to hear the message.
  - **Beach.** This concept was funny and catchy at the beginning, but several said they would likely lose interest before the end. Although the topic was of interest to some, a number found it hard to draw the relevance between the chicken sun tanning and thawing of meat. For several, using humour was seen as unfit for an important message and created confusion. In the end, the message was not news to most, and would result in a few visiting the website; some others would change their thawing practices and/or talk about it to family and friends, provided they did not lose interest before the end part presenting the message.

- Considering the relative strengths of the concepts, and based on direct comments from some participants, a combination of ads could be considered to reach more than one goal at a time.
  - Presenting in sequence the Gator ad to catch viewer's attention followed by another ad (from the current series or one of the two other concepts tested), could increase attention and impact on visiting the site.

### *Guiding Principles for Further Development of the Concepts*

- Creating a sense of anticipation or fear seems to work better than humour, considering the seriousness of the subjects presented in the ads.
- Include some unknown, interesting facts, in order to tease curiosity, especially if the subject presented is relatively well known.

### *Call to Action (CTA)*

- **Learn more / Apprenez-en plus was the preferred CTA.** It has a positive tone, sounds like an invitation, makes them feel like responding to the invite, gives them the impression that they will add to their current knowledge and/or safe practices.
- Although not strongly negative, reactions to **"Find out more / Découvrez-en plus"** were not as positive as for the previous one. To some English participants, it implied more work. In the French sessions, it seemed geared more toward entertainment than information.
- Even though some English speaking participants also liked the **"Help your family / Aidez votre famille"** CTA because it is short and to the point, it was perceived by several as arrogant and/or insulting, made them feel like they did not already take good care of their family.

## Sommaire exécutif

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### Contexte

Santé Canada est le ministère fédéral responsable d'aider les Canadiennes et les Canadiens à maintenir et à améliorer leur santé, tout en respectant les circonstances de chacun. Pour que les Canadiennes et aux Canadiens puissent faire des choix individuels en lien avec leur santé, ils ont besoin d'informations crédibles et équilibrées, facilement accessibles et correspondant à leur niveau de connaissance et à leurs circonstances. Les Canadiennes et les Canadiens seront alors en mesure de prendre des décisions d'achats sécuritaires et informées en matière d'aliments, de produits de santé et de consommation et ainsi réduire les risques pour leur santé et leur sécurité globales.

Le site Web [canadiensensante.gc.ca](http://canadiensensante.gc.ca) a été créé dans le but d'offrir de l'information ingénieuse pour aider les Canadiennes et les Canadiens à maintenir et à améliorer leur santé. En 2010, une section « enfants » a été ajoutée et en 2012, le site Web « Canadiens en santé » a subi une refonte pour offrir encore plus d'informations utiles aux parents et consommateurs canadiens sur divers sujets reliés à la santé et la sécurité.

Dans le but de sensibiliser plus de Canadiennes et de Canadiens au sujet des enjeux de santé pour leur famille et dans le but d'encourager plus de Canadiennes et de Canadiens à utiliser les outils offerts par le gouvernement pour se tenir informés en matière de santé et de sécurité, Santé Canada prépare de nouvelles publicités qui s'intégreront à la campagne actuelle sur la santé et la sécurité des Canadiennes et des Canadiens. Ces publicités pourraient être diffusées à la télévision ou sur le Web (bandeau publicitaire). Il a été décidé de procéder à une recherche qualitative auprès de représentants du public cible (i.e. les parents d'enfants de 16 ans ou moins) dans le but d'éclairer les décisions relatives aux idées créatives.

### Objectifs

Les objectifs de l'étude étaient de :

- Tester le niveau de clarté et l'impact global des concepts publicitaires;
- explorer les principaux messages perçus;
- tester l'efficacité du matériel créatif et des appels à l'action;
- et identifier les améliorations possibles pour rendre les publicités plus efficaces (entre autres à partir des suggestions directes des participants).

### Approche de recherche

Notre approche de recherche a été de réaliser six discussions de groupe. Au total, 48 parents ont participé à ces discussions. Quatre séances ont eu lieu en milieu rural (deux séances respectivement à Kitchener-Waterloo et à Lethbridge en anglais) et deux séances en milieu urbain (Montréal en français).

**Note au lecteur :** Nous rappelons aux lecteurs que les résultats de recherche qualitative ne sont pas statistiquement représentatifs. Ils ne peuvent donc pas être généralisés à une population plus large et représentent uniquement les perceptions et les opinions d'un groupe spécifique. Malgré cela, les réactions recueillies lors des groupes de discussion ont fourni de l'information utile à l'orientation des éléments créatifs de la campagne publicitaire.

Numéro de contrat : HT372-133112/001/CY, accordé le 12 novembre 2013. Le coût total (réel) de ce projet de recherche a été de 43 733,44 \$ (incluant les taxes).

## Résultats clés

Nous présentons dans cette section les résultats clés et, lorsque applicable, les implications ou suggestions pour la prochaine phase de développement de publicités relatives à la sécurité des aliments.

### Réactions globales aux concepts

- Globalement, le concept **Alligator** était le plus susceptible d'aboutir au comportement désiré, alors que le sujet du concept **Ambulance** était le plus susceptible d'amener les participants à visiter le site Web pour obtenir plus d'informations. Les principales réactions à chacun des concepts suivent :
  - **Alligator.** Globalement, ce concept était le plus efficace pour capter l'attention, amener les participants à regarder la publicité et en termes d'impact sur le comportement désiré; toutefois, il serait le moins efficace des 3 concepts pour les amener à visiter le site Web pour obtenir plus d'informations. Au début, l'alligator suscitait l'anticipation, ce qui captait l'attention. La plupart des participants considéraient qu'ils n'avaient rien appris de nouveau et ne sentiraient donc pas le besoin de visiter le site Web pour en découvrir davantage. Mais le sentiment de danger associé au marécage et à l'alligator renforcerait le besoin de faire attention aux lavettes sales et agirait conséquemment sur leur comportement et leur niveau de vigilance. Certains ont mentionné que l'ajout de faits, tels que le type de bactéries ou l'impact possible sur la santé, pourraient influencer leur désir d'obtenir plus d'informations.
  - **Ambulance.** Globalement, le sujet abordé par ce concept était plus éducatif. L'ambulance-jouet a capté l'attention de la plupart des participants et déclenchait le sentiment que le sujet était important. Toutefois, ce concept n'a pas été efficace pour maintenir l'intérêt et a même irrité plusieurs participants. Il devenait rapidement confus, trop de choses se passant en trop peu de temps. Pour plusieurs participants, il était difficile de faire le lien entre la scène initiale et l'empoisonnement alimentaire de l'enfant. Certains ont aimé l'utilisation de jouets; certains autres considéraient que certaines images et le décor ne reflétaient pas du tout le contexte typique lorsque leurs enfants mangent. Le message était perçu comme important et il est probable qu'il génère des visites sur le site Web, en autant que les auditeurs regardent la publicité jusqu'à la fin pour entendre le message.

- **Plage.** Ce concept était drôle et captait l'attention au début, mais plusieurs ont dit qu'ils perdraient intérêt avant la fin. Bien que le sujet soit d'intérêt pour certains, un certain nombre trouvait difficile de faire le lien entre un poulet qui prend un bain de soleil et la décongélation de la viande. Pour plusieurs, l'approche humoristique ne semblait pas appropriée pour un message important et créait de la confusion. En bout de ligne, le message n'était pas nouveau pour la plupart des participants et il en résulterait que peu d'entre eux visiteraient le site Web; d'autres modifieraient leurs habitudes de décongélation ou en parleraient à leur famille et à leurs amis, en autant qu'ils ne perdent pas intérêt avant la fin, moment où le message est présenté.
- Compte tenu des forces relatives des concepts, certains participants ont émis l'idée qu'on pourrait considérer l'option de combiner des publicités pour atteindre plus d'un but.
  - Présenter la publicité "Alligator" pour capter l'attention, suivie d'une autre (parmi la série existante ou parmi les des deux autres concepts testés) pourrait accroître l'attention et la circulation sur le site Web.

### *Principes directeurs pour le développement ultérieur des concepts*

- Susciter l'anticipation ou le sentiment de peur semble mieux fonctionner que l'humour, compte tenu du caractère sérieux des sujets présentés dans les publicités.
- Inclure des faits inconnus et intéressants attiserait la curiosité, surtout si le sujet présenté est assez bien connu.

### *Appel à l'action*

- « **Apprenez-en plus / Learn more** » a été l'appel à l'action préféré. Il a un ton positif; semble une invitation; donne le goût de répondre à l'invitation; donne aux participants l'impression qu'ils vont ajouter à leur bagage actuel de connaissances et de pratiques sécuritaires.
- Quoique pas fortement négatives, les réactions à « **Découvrez-en plus / Find out more** » n'ont pas été aussi positives que pour le précédent. Pour certains participants anglophones, l'appel semblait impliquer plus de travail. Dans les groupes en français, il semblait davantage axé sur le divertissement que sur l'information.
- Même si quelques participants Anglophones ont aussi aimé l'appel à l'action « **Aidez votre famille / Help your family** » parce qu'il est court et direct, plusieurs l'ont perçu comme arrogant et/ou insultant; il leur faisait sentir qu'ils n'en faisaient pas assez pour bien prendre soin de leur famille.

## 1.0 Background and Objectives

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### 1.1 Background

The 2010 Speech from the Throne highlighted the importance of Making Canada the Best Place for Families – protecting the health and safety of Canadians. Additionally, Health Canada is responsible for helping Canadians maintain and improve their health while respecting individual circumstances.

In 2010, a “kids” section on the HealthyCanadians.gc.ca website was created to provide resourceful information for parents of children 0 to 12 years of age. The Healthy Canadians website underwent a redesign in 2012 and now features more practical information for Canadian parents and consumers on a variety of health and safety topics. To encourage more Canadians to use the tools, Health Canada is preparing an advertising campaign that will integrate a variety of health and safety messaging to raise awareness among Canadian parents (and parents-to-be) of the breadth of credible health and safety information available on the Website and on the Facebook page. Specific objectives of the 2013-2014 campaign include:

- to increase the number of people who use [www.healthycanadians.gc.ca](http://www.healthycanadians.gc.ca) and the Healthy Canadians Facebook page as their primary source of authoritative information on health and safety topics, including product safety;
- to increase the number of parents taking simple actions to protect the health and the safety of their families;
- to increase the number of Canadians who use the tools the government provides to keep them informed on health and safety topics including product safety; and
- to sustain engagement with the current audience.

### 1.2 Objectives

To ensure a successful campaign, Health Canada undertook qualitative research (i.e. six focus groups) to obtain feedback from members of the target audience. This research assessed the relative effectiveness of three creative concepts of television or web banner ads (stillmatics) submitted by the advertising agency. It also was used to test a range of creative elements (e.g. messaging, clarity, and overall impact) for each. The results will help to guide decisions related to the selection of the most effective creative concept and assist with the finalization of creative elements for the associated ads. The specific research objectives include:

- testing the ads and web banners for clarity, credibility, and overall impact;
- probing for the main perceived message;
- testing the creative material for effectiveness as calls to action; and
- identifying ways in which the various ads might be revised to improve their effectiveness (including direct suggestions from participants).

## 2.0 Approach and Methodology

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### 2.1 Approach

Our approach to the research consisted of six focus groups in Montreal, Kitchener-Waterloo, and Lethbridge. In total 48 Canadian parents participated in the sessions. The fieldwork was conducted between November 28 and December 5, 2013.

The sessions conducted in Montreal, Quebec (French) were held at a professional research facility with one-way viewing mirror and the sessions in Kitchener-Waterloo, Ontario (English) and in Lethbridge, Alberta (English) were held in a hotel conference room with video/audio retransmission to adjacent rooms. All permitted observation by the Project Authority and video/audio recording capabilities.

The following table outlines the number of participants by location.

	Ontario	Quebec	WEST	TOTAL
Number of groups	2	2	2	6
Number of participants	16	16	16	48

All participants were parents of children under the age of 16.

**Recruiting.** All focus group participants were recruited by telephone and by means of a screener, developed by Phase 5, with input from the project authority. The screener identified that the research was being conducted by the Government of Canada, informed participants of the general purpose of the study, assured respondents of the confidentiality of their comments, the voluntary nature of the research and ensured that participants met the agreed-upon recruiting criteria. To ensure quality recruiting and maximum participation rates, we undertook several measures such as those described below.

- Over-recruitment for each focus group (i.e. recruited 10 to ensure 8 participants per group).
- Careful supervision of the recruiting process, requiring regular reports from recruiters based on matrix forms that tracked key criteria and quotas.
- Prior to the research, recruits were re-contacted to confirm their attendance.
- All focus group participants were paid \$75 for their time.

The following criteria were applied to the recruitment of participants for the focus group sessions:

- Parents of children aged 16 or less;
- Mix of household make-up;
- Mix of household income; and
- Mix of males and females, with recruitment more heavily weighted to females.

**Conduct of the Focus Groups.** As indicated above, focus groups were conducted in appropriate facilities. Each allowed clients to observe the sessions. The sessions were held in the evening and were 90 minutes in length.

The moderator's guide used in the sessions appears in Appendix A (English) and Appendix B (French).

The concepts were preliminary versions of the ads presented in an animation form (stillmatic). Participants were informed that the ads were at a preliminary stage of development and were shown existing ads of the campaign to help provide necessary understanding of the format of a finished concept.

**Notes for the Reader:**

- When reviewing the notes from the focus group sessions we were careful to note any regional differences. If no differences are identified in the report, the reader can assume no meaningful differences emerged in this research.
- Readers are reminded that the results of qualitative research are not statistically representative. They, therefore, cannot be generalized to a wider population and represent only the perceptions and opinions of a select group. Notwithstanding this point, the feedback obtained through the focus groups provided very useful direction for the creative components of the ad campaign.

### 3.0 Detailed Findings

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Participants were asked to provide feedback on three different creative ideas to be included in the existing Health and Safety of Canadians campaign. The review and feedback process contained the following steps:

1. Participants were presented with each concept (audio-visual presentation) and asked to provide individual feedback and rating prior to group discussion; and
2. A discussion was then held on their reactions, likes and dislikes as well as on a series of criteria (message being communicated, tone, images, words, etc.).

It should be noted that the order of presentation was rotated across groups to minimize any bias that might be introduced due to the order in which the concepts were presented.

The following pages present the findings related to each concept, outlining what participants liked and did not like about the concepts as well as their detailed reactions on a series of criteria. We provide a summary overview of the materials presented to participants to provide context for the reader.

This section also presents reactions to the call to action (CTA) options for the advertising.

### 3.1 Reaction to Concept A (Ambulance)

#### Concept: A (Ambulance)



Message opens on a toy ambulance in motion, siren blazing

Cut to the ambulance swerving around (toy) foods

Cookie dough, sushi (fish not veggie), raw sprouts, unpasteurized apple juice

The ambulance stops in front of a doll lying on her back and looking ill

Did you know  
that children under six  
are far more likely  
to get food poisoning?

Learn more about how to keep your family  
healthy and safe.

Visit [HealthyCanadians.gc.ca](http://HealthyCanadians.gc.ca).

A message from the Government of Canada.

Overall, the **Ambulance** concept was catchy at first for some, but not effective in maintaining interest. For a majority, the toy ambulance caught their attention and they were disposed to watch the rest of the ad. However, several participants found the approach to be irritating and indicated that they would not follow the ad.

The ambulance conveyed a sense of importance, risk and danger. But it quickly became confusing with too much going on in too little time. Some liked that it used toys; some felt it was not addressed to them (would catch the attention of their kids, but not their own attention).

Although the execution of the ad received mixed reactions, the message was perceived as important and likely to create traffic on the website, provided viewers hang until the end to hear the main message.

### Individual ratings:

Seven aspects of the concept were rated individually. Among all groups, the Ambulance concept consistently received higher ratings on being “catchy” (would catch my attention) and lower ratings on “clearly communicates a key message” and “something I personally relate to”.

### What they liked:

- **Conveys an important message about food poisoning and children under 6.** This is something most did not know and learned. It provoked a sense of urgency to find out more on the subject, by visiting the website.
  - *“I liked that it showed how serious food poisoning can be with the ambulance.”*
  - *“I liked it because I have a kid who is 2 years old and it affects me”.*
  - *“I liked it overall just because it had a worthy clear message that I didn’t know so I would actually go to the website after this commercial.”*
  - *“All I understood is the message at the end; I did not really get any of the rest.”*
- **Cartoonish, using toys.** Several participants said they liked the cartoonish approach using toys (ambulance, doll, food).
  - *“It’s cute and showing a doll instead of sick child is always better.”*
  - *“It’s fun; there is a lot of action going on.”*

### What they did not like:

The main observation on this concept is that it created a lot of confusion among participants. Some were even irritated by the ad.

- **Too much going on too quickly.** Several participants thought too much was going on.
  - *“I hate it. There are too many things, lying on the floor, too much of everything, I hate it!”*
  - *“Too many images, it should slow down, use less images.”*
  - *“There are too many elements; it is hard to get the message clearly.”*

- **Visually targeting specific foods.**
  - *"I see apple juice; my daughter will not drink apple juice anymore."*
  - *"Why did they pay that much attention to this type of apple juice? I don't know..."*
  - *"They pick on specific foods, I don't like that. I don't think pasteurization is the answer."*
- **The choice of foods shown is not "kid's food".**
  - *"More realistic food that is geared towards the young children that they can relate to get the message across to everybody, not just an older generation but the younger too."*
  - *"I think chicken fingers are the way to go especially for kids. And it's more generic."*
  - *"Sushi has nothing to do with young kids."*
  - *"I didn't like the types of food that they chose. Like the unpasteurized, the sprouts."*
- **Kid's room and food on the floor.** Although some participants liked the setting, several found it irrelevant and distracting.
  - *"It bothered me that there was food on the floor."*
  - *"I would see it in the kitchen. We prepare food and the kids want to be with us. And the link with food would be easier to make."*

### Effectiveness:

- **Attention getting.** Many participants thought this concept would get their attention, at the beginning, but might not keep their attention all the way through.
  - *"There is a lot of action, movement, toy food, the doll. It would definitely catch my attention as a parent."*
  - *"I am hyperactive, so this kind of ad with a lot of action is good for me. Wow, action!"*
  - *"At first, the ambulance got my attention, but I quickly got completely confused."*
  - *"When I saw the ambulance, I understood that there was a danger. At the end, I was concerned by the message".*
  - *"It will also catch kid's attention, it's fun, there is a lot of action, it will catch the attention of parents and kids alike."*
- **Message.** Many participants thought that the message was important but that the images do not directly support it (i.e. they had difficulty linking the images to food poisoning).
- **Personally relate.** Although those who related more directly to the ad were those with kids under 6, several others mentioned that they would feel concerned because they do receive visits from family and friends who have kids that age and feel they should know about the risks of food poisoning for children under the age of 6.
  - *"I have a 4 year old daughter, I feel directly concerned, and she has a lot of friends visiting."*
  - *"I have a young child 1 year old and I would go on the site to find out more."*
  - *"With Christmas coming, a bunch of kids in our family will visit us and I will double check the foods we serve, after seeing this ad."*

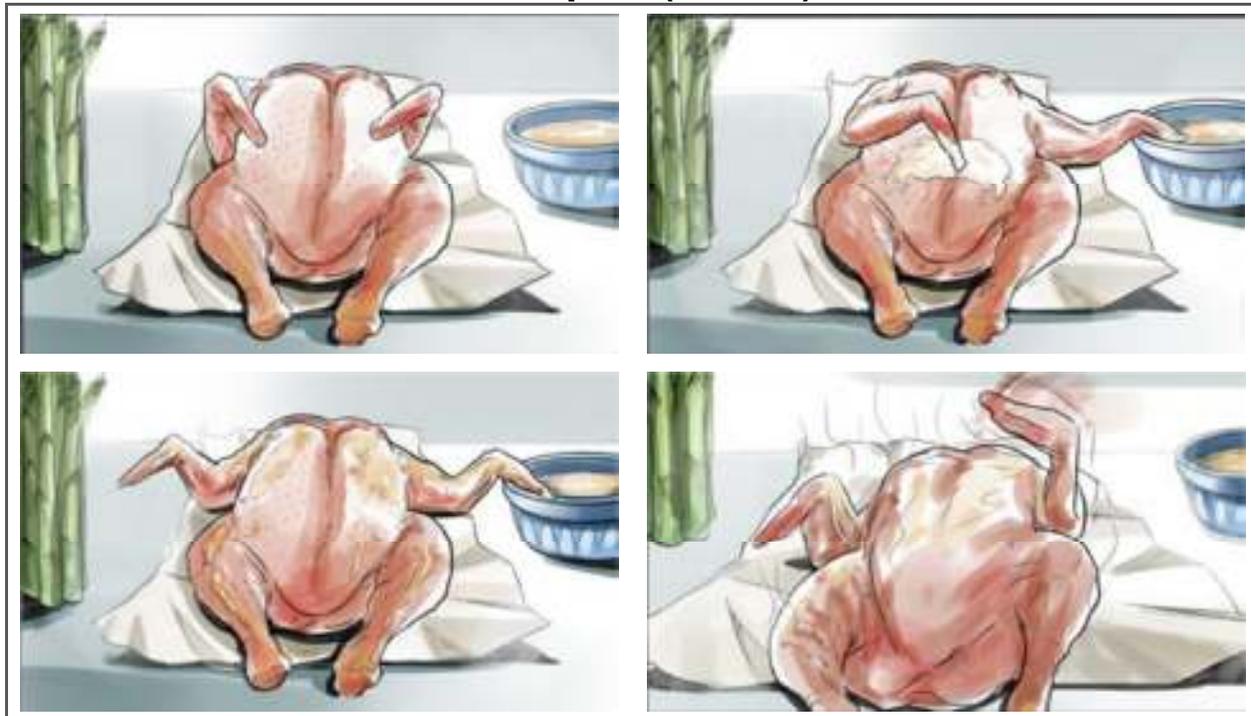
- **Resulting actions.** If they were to listen to the ad until the end, many participants said they would visit the website in order to find out more on the topic. Many participants said they learned new information from this ad and some mentioned that not enough information was provided in the ad, which triggered the urge to visit the website and find out more on the subject.
  - *“I would visit the site, I am curious; I want to find out more.”*
  - *“I would go on the site to find out more.”*

#### **Proposed changes:**

- A few participants suggested changes, basically linked to the setting and the quantity of information provided in the ad.
  - *“I hate the doll. Maybe because it is gender specific, I don’t know. Replace it with a teddy bear.”*
  - *“Change the kids room for a living room or a kitchen”*
  - *“Add detailed information, I will not go on the website and I need more information.”*

### 3.2 Reaction to Concept B (Beach)

#### Concept B (Beach):



Message opens on a chicken sun tanning

He applies lotion on himself, which is actually butter

He lays back and gets comfy

Cut to him waving his wing to cool himself off

Did you know that  
thawing meat on the  
counter can promote  
the growth of bacteria?

Learn more about how to keep your family  
healthy and safe.

Visit [HealthyCanadians.gc.ca](http://HealthyCanadians.gc.ca).

A message from the Government of Canada.

Overall, the **Beach** concept was funny and catchy at the beginning. However, using humour was seen as unfit for an important message, and the approach caused confusion at first for some.

Several said they would likely lose interest before the end. The message was not news to most but would result in a few visiting the website. Some others would change their thawing practices and/or talk about it to family and friends, inasmuch as they do not lose interest before the main message presented at the end.

### *Individual ratings:*

Of the seven aspects rated individually (see the Moderators guide appended), the Beach concept consistently stood out among all groups as being “catchy”. No other aspect was consistently rated high or low.

### *What they liked:*

- **The concept was funny and catchy.**
  - *“I like the humour; I thought it was funny, cute!”*
  - *“I liked the humour.”*
  - *“I liked that it was festive, reminded me of the holidays. It looked like fun.”*
  - *“I found it funny and entertaining. But scary ads work better with me.”*
- **The surprise effect was appreciated by some who found that catchy.** Although it was seen as a source of confusion by some, several liked the surprise effect, the contrast between the Hawaiian music and sun bathing followed by the conclusion on thawing chicken.
  - *“At least the first time you see the commercial, it will get your attention because you are going to wonder what it’s about.”*
  - *“I really liked the humour. We don’t know what the ad is about and when we find out, we are open to the message, we receive it.”*

### *What they did not like:*

Several participants disliked that this concept was funny and the images left them confused in relation to the topic.

- **The concept led several to believe it was cooking, not thawing, which caused some confusion.**
  - *“It was a little unclear. I thought it was going to be about cooking. To me, I think about a chicken basting and it’s getting too hot I don’t get why the chicken would be getting too hot sitting on my counter.”*
  - *“The extreme heat makes it seem like cooking and butter to me would be a cooking kind of thing to me too.”*
  - *“It depicted the chicken baking yet then they talk about chicken defrosting?”*
  - *“I would say that would get a bit confusing. It is basting in the sun so how do you know it’s actually frozen?”*
  - *“I thought the meat was already thawed.”*

- **The humorous approach (chicken buttering / sun tanning) was uncomfortable /confusing to some.** Although some participants found that funny, presenting the chicken as sun tanning and applying butter (seen as lotion) was confusing to several.
  - *“I didn't like how he had the chicken sun tanning and stuff. At first I thought it was about UV rays or something”.*
  - *“At first I thought it would be about sunscreen or being out in the sun or something silly like that.”*
  - *“It's an important message obviously but I think they made it too cute.”*
  - *“The fact the chicken is on the beach and basting itself in butter pokes fun at it and it doesn't seem as serious as it should be.”*
  - *“It would catch my attention for a second but then it gets a little too silly so I'd change the channel.”*
  - *“Well, at first I found it funny, and then I got confused, so I did not like it.”*
  - *“It all seemed too much fun. Did not fit with the bacteria.”*
- **Using a raw chicken was distasteful for some.** Although some participants appreciated that using a raw animal allowed for personification and movement, some found the idea to be distasteful.
  - *“I really didn't like that one. Something about using a chicken carcass and making a joke of it kind of I found it gross and I don't find it very funny. Because it was an animal at one point.”*
  - *“I hate touching chicken. Every time I touch chicken, I run to wash my hands. So I found it gross.”*

### Effectiveness:

- **Attention getting.** Many participants thought this concept would get their attention, at the beginning, but might not keep their attention all the way through.
- **Message.** The message was clear to quite a few participants, but most felt they already knew about safe thawing of meat, so it did not create an urge to find out more.
  - *“The main message of leaving meat out on the counter defrosting, the point was made.”*
- **Personally relate.** A few participants could directly relate to the situation. Some others related indirectly, because it worried them that their family members or friends thaw their chicken on the counter.
  - *“Every morning I put meat on the counter to thaw all day. I did not know that.”*
  - *“I know so many people who do that. I am grossed out eating at their place. I feel like telling them that it is dangerous.”*
- **Resulting actions.** A few would change their behavior (thaw their meat in the refrigerator), or take advantage of the ad to discuss the subject with family or friends. A few would go to the website to find out more on the subject. In Lethbridge, where several participants admitted thawing their meat on the counter, most said they would not go to the website to find out more because they find it tedious and would prefer to have more information in the ad itself.
  - *“No. it's kind of something you already know.”*
  - *“We have heard this over and over, it is not something new.”*
  - *“Everybody knows that.”*
  - *“My mother still does that and won't listen to me. That would help me convince her.”*

- *"This ad would give me a chance to talk about it."*
- *"Um the message was awesome. It is something we need to be reminded of."*
- *"It won't bring me to the website, I already knew that. But it will remind me of the importance of that."*
- *"I would go to the website to find out alternative ways to thaw my chicken."*
- *"I would go because I do not put my chicken to thaw in the fridge; I put it on the counter for a while."*

### **Proposed changes:**

A few participants suggested changes, which can be grouped into four categories:

- 1) Provide factual information:
  - *"They should tell us what information we will find on the website. Is it about food preparation, food handling?"*
- 2) Talk about other meats as well:
  - *"All different kinds not just chicken."*
  - *"I would like it to include all meats and fish."*
  - *"Other meats."*
- 3) Focus more on bacteria:
  - *"As they are showing the waves of heat coming off the chicken, perhaps it could capture those heat waves with the words: salmonella, botulism...radiating off the chicken."*
  - *"It should show a chicken with bacteria growing on it!"*
- 4) Leave the humour out, it is a serious matter:
  - *"It should have been portrayed on a kitchen counter displaying exactly the message that was given at the end."*
  - *"Take the buttering out; it makes me think it is sun tanning."*

### 3.3 Reaction to Concept C (Gator)

#### Concept C (Gator):



Message opens on swampy water

From the swamp emerges what appears to be an alligator

The gator rises from the water and we see it's actually... a dishcloth

Pull back to reveal that the cloth is in a kitchen sink

**Did you know that dirty  
dishcloths can carry dangerous bacteria?**

Learn more about how to keep your family  
healthy and safe.

Visit [HealthyCanadians.gc.ca](http://HealthyCanadians.gc.ca).

A message from the Government of Canada.

Overall, the **Gator** concept was most effective in all groups in terms of catching their attention, getting them to watch the ad, and most likely to result in desired behaviour. However, the topic of the ad was the least likely to draw them to the website. From the beginning, the alligator created a sense of anticipation, which captured their attention. Most felt that the topic, while an important reminder, was not new to them and, therefore would not cause them to visit the website. The approach to the ad (i.e. the sense of danger) would reinforce the need to be careful with dirty dishcloths and most likely impact their behaviour and vigilance accordingly.

### Individual ratings:

Of the seven aspects rated individually (see the Moderators guide appended), the Gator concept consistently stood out among all groups, except one in Lethbridge, as being “catchy” and “clearly communicating a key message”. The one aspect that was consistently rated lower was “would motivate me to learn more about food safety”.

### What they liked:

- **The concept was catchy, created suspense and kept them watching the ad.** Right from the start, the alligator captured their attention and installed a sense of real danger. The sense of suspense kept their attention until the message played.
  - *“Yeah, it caught my attention made me more interested in it.”*
  - *“What got my attention is the suspense.”*
  - *“I liked how the alligator turns into dishcloth. It's unexpected I don't know it's kind of neat.”*
  - *“The whole mood everything is scary and then all of the sudden what am I afraid of? Well I'm afraid of my own dish rag.”*
- **The link with slimy waters was effective.** The use of swampy water seemed to succeed in conveying the “hidden” dangers of bacteria in sink water. Several participants reacted positively to the image, and the connection worked for them.
  - *“I thought it was clever to compare a swamp to a dirty sink.”*
  - *“I thought that the message came off right away that the dish rag can be way dirtier than you would think and bacteria and all of that.”*
  - *“So it's like a hidden danger in murky waters. The fact when they pull away and you see it's disgusting sink water, it reinforces the fact that underneath that surface is so much bacteria that it is just as dangerous as putting your hand in a swamp.”*

### What they did not like:

- **Using fear to catch the attention seemed inappropriate to some.** A few participants did not like the use of fear to catch their attention, and thought it exaggerated the danger factor.
  - *“It felt like a fear campaign. Can those bacteria kill you?”*
  - *“I find that terrifying. I think it is effective, but is it necessary?”*
- **Some did not like the analogy of a swamp.** A few participants did not like the image of the swamp, and thought it exaggerated the risk associated with dirty sink water.
  - *“I felt disgusted, really grossed out. The sink, the cloth, yuck!”*

### Effectiveness:

- **Attention getting.** Almost all participants said it would grab and keep their attention.
- **Message.** Whether they believed it was new information or not, almost all participants considered that the message was clear.
  - *“The message was clear and the message was there.”*
  - *“The main message is clear, dirty dishcloths carry bacteria.”*
- **Personally relate.** The situation (dish water) was relevant to everyone. They recognized cleaning in the kitchen daily, but much less with the dishcloth because several were not using them anymore.
  - *“Yes, everybody does.”*
  - *“Yes, I wipe my counter and wash dishes everyday. Everybody does that.”*
  - *“I personally use a brush to avoid that, but I see a lot of people do that”.*
  - *“I have mixed feelings about that in the sense that we do not do that, we never leave a dish like that.”*
  - *“No, I do not recognize myself in this.”*
- **Information provided.** Some did not use dishcloths anymore, having replaced them with sponges or disposable towels for fear of bacteria in dishcloths; they did not feel they learned new information. For others, the strong imagery used in the ad reminded them of bacteria and risks associated with dirty dishcloths.
  - *“Everyone knows a dish cloth is dirty and you’re using it to wipe something dirty.”*
  - *“I’m like everybody knows cloths can carry bacteria. But so, it was kind of mixed emotions.”*
  - *“I know there are bacteria but when you compare it that much with a swamp then it really made me think.”*
  - *“Everyone knows that right? I wouldn’t expect to see something like that on TV. But it came across very loud and clear that your dish rags carry bacteria.”*
  - *“It’s just a basic fact. I really know that.”*
- **Likely actions.** The strong imagery and messaging of this ad made it the most likely to have an impact on behavior. However, few participants said they would visit the website after watching this ad concept.
  - *“It’s a good reminder too. Because everyone knows in the back of their minds but no one actually goes and acts upon it. It motivates to actually go and probably throw away stuff. To do it more often than you normally do.*
  - *“I find myself wiping the kitchen down all the time. And I don’t really; I just grab whatever rag is out. I’m sure it’s probably not the cleanest one.”*
  - *“I would wash it more often.”*
  - *“I don’t think it’s green to throw away, so I guess I’ll have to wash them more often.”*
  - *“I will be more careful.”*
  - *“I will think of talking about it to my teenagers. Who knows how they use the cloth when we’re not home?”*

- *"I would probably go because now I'm wondering how long it should stay there. I have dish cloths that you put in the laundry with bleach and then they are not supposed to smell after that. I don't know how long I'm supposed to use that dish cloth for."*
- *"It's got me wondering if my dish cloth washing practices are good enough. I would go to the website to check that out."*
- *"I was wondering about that recently. It answers a question I had. I wanted answers, but I did not search. Now, I really have to go find out more!"*

### **Proposed changes:**

- **Add some facts.** Many participants thought that this ad would more likely draw them to the website if some new facts were included, triggering their urge to find out more.
  - *"Maybe put a number or a fact saying it causes this or that. Or bacteria can cause this. Even if it's something that you know can send you to the hospital. Cause long term effects. Like that kind of stuff."*
  - *"I think it should say more about why it's dangerous. Everyone knows it's gross but it should talk about how it can be spread all over your counter or wiping kids' faces. Why it's dangerous. A lot of people might not think about the danger."*
  - *"More statistical information to draw you into going to the website."*
  - *"What kind of bacteria"*

## **3.4 Preferences for Proposed Call to Action (CTA)**

Participants were asked to provide their input on potential CTAs that would be part of the ads and invite them to visit the [healthycanadians.gc.ca](https://www.healthycanadians.gc.ca) website. The three options tested were:

- a. Learn more about how to keep your family healthy and safe.  
Visit [HealthyCanadians.gc.ca](https://www.HealthyCanadians.gc.ca).
- b. Find out more about how to keep your family healthy and safe.  
Visit [HealthyCanadians.gc.ca](https://www.HealthyCanadians.gc.ca).
- c. Help keep your family healthy and safe. Visit [HealthyCanadians.gc.ca](https://www.HealthyCanadians.gc.ca).

Generally, the **"Learn more / Apprenez-en plus"** CTA was preferred because it has a positive tone, sounds like an invitation, makes participants feel like responding to the invite, gives them the impression that they will add to their current knowledge and/or safe practices.

- *"Learn". It will help me get more information if I want it."*
- *"It is compelling, it's clear, it includes everyone."*
- *"It gives parents the ultimate responsibility; it is up to them to decide if they're going."*
- *"I like Learn because the first word is learn. To me, it doesn't matter how old you are, you can always learn something new so it's good for any age."*
- *"Learn more, everybody likes to learn."*
- *"Sometimes when you tell people they are going to learn something, they shut down."*

The “**Find out more / Découvrez-en plus**” CTA elicited less positive reactions than “**Learn more / Apprenez-en plus**”. The English version gave the impression that there is a lot of work involved and is a lengthy process.

- *“Find out more gives the viewer an option.”*
- *“Gees, it sounds like a lot of work. Find out more is endless.”*

In French (Montreal), participants felt “Découvrez-en plus” sounded less important, more in line with entertainment, less urgent and more unpredictable.

- *“Découvrez” sounds like you’ll be surprised, it might make me feel panicked. ”*
- *“You don’t know what to expect”.*
- *“It is like an adventure.”*
- *“It sounds like entertainment.”*
- *“We discover all the time on the net, but it does not sound like important information.”*

The “**Help your family / Aidez votre famille**” CTA was generally the least preferred because it sounded arrogant and/or insulting. Participants felt that they already do a lot to help keep their families safe so they felt this CTA did not properly recognize that fact. That said, some participants in Kitchener-Waterloo liked it because it is short and simple.

- *“Some people might disconnect from “Help” because they feel like they are being told what to do. They want to have the choice to choose.”*
- *“I felt ‘don’t tell me what to do’.”*
- *“It is like if I did not already help my children and my family. It makes me feel guilty.”*
- *“This is the one I least like because some people may feel like they are being told what to do.”*
- *“I like Help because it is short and to the point.”*
- *“I liked the last one because it told me what to do. Just tell me, I do not want to have to go onto a website and learn.”*

### 3.5 Other Considerations

During the focus groups, other, unprompted considerations were raised by participants that are important to note.

- Some participants in Kitchener-Waterloo felt that the ads might work well in sequence (i.e. play a couple of them in sequence, use the gator to get their attention and then follow with one that had a topic of interest).
- Participants in Kitchener-Waterloo mentioned that they would view Health Canada as a credible source for food safety information, although Health Canada and the Government of Canada was not seen as a top-of-mind source.
- Some participants in Lethbridge were generally reticent to visit a Government of Canada website given past difficulties in navigating and sourcing information from these sites.

## 4.0 Key Conclusions

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The following key conclusions can be drawn from the research:

**The Gator Concept represents the most effective execution of the three concepts.** Of the three concepts presented, the Gator concept was seen as most effective in terms of creative execution. It caught and kept the attention of participants until the final message, and would serve as important reminder to some (and likely impact their behaviour).

**The Ambulance and Beach concepts covered topics that would more likely generate traffic to the website.** Although the Gator concept was more effective in its execution, the Ambulance and Beach concepts covered topics that would more likely cause parents to seek further information from the website. However, there are perceived deficiencies in the execution of each of these ads that might impact their effectiveness.

**Adding key, unknown facts might help generate interest in known topics.** In a number of instances, participants mentioned that including some unknown, interesting facts in the ads would help to generate curiosity, especially if the subject presented is relatively well known.

**Showing the ads in sequence could help to reinforce the main message of food safety and increase effectiveness relative to objectives.** Showing more than one ad in sequence was suggested as a means of reinforcing the message, covering more topics and, thereby, increasing effectiveness and visitation to the website.

**Health Canada is seen as a credible source of this type of information.** Health Canada is seen as a credible, trusted source for food safety information, although some indicated that it would not be top of mind relative to other sources. The sequence of ads might also help to reinforce awareness of Health Canada as a source.

**The ``Learn More`` call to action is most effective.** The ``Learn More`` call to action is most inviting to parents seeking knowledge to help their families.

## Appendix A - Research Instruments

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**HEALTH CANADA**  
**HEALTH AND SAFETY OF CANADIANS CAMPAIGN TESTING**

**NOTE TO RECRUITERS: INSTRUCTIONS APPEAR IN BOLD – DO NOT READ TO PARTICIPANTS.**

Hello, my name is \_\_\_\_\_ and I am calling from Phase 5, an independent research and consulting firm.

Our firm has been engaged by the Government of Canada to conduct a series of discussion groups with Canadians to help with the design of an advertising campaign. The results of the research will be used to ensure the campaign communicates the desired messages and is well received.

Participation in the group discussions will last up to 2 hours and you would receive a cash honorarium of \$75 as a thank you for attending the session. Your participation in the research is completely voluntary and your decision to participate or not will not affect any dealings that you may have with the Government of Canada. All information we collect will be treated confidentially and will be used for research purposes only. Before inviting you to attend, we need to ask you a few questions to ensure we get a good mix of people.

1. Would you be willing to participate in our study?

- Yes  
 No → **THANK AND TERMINATE**

2. For these discussions, we are interested in talking with parents of children aged 16 or younger. Are you the parent or guardian of a child or children aged 16 or younger?

- Yes  
 No → **THANK AND TERMINATE**

3. Do you, or does any member of your immediate family or household, work in or work for...

	Yes	No
The Government of Canada	<input type="radio"/>	<input type="radio"/>
A provincial or municipal ministry / department that deals with health care	<input type="radio"/>	<input type="radio"/>
A marketing research firm / marketing research department	<input type="radio"/>	<input type="radio"/>
A marketing department	<input type="radio"/>	<input type="radio"/>
An advertising or public relations firm or department	<input type="radio"/>	<input type="radio"/>
The media (e.g. magazine, newspaper, radio, TV, film or video)	<input type="radio"/>	<input type="radio"/>

**IF YES TO ANY OF THE ABOVE → THANK AND TERMINATE**

4. You will be asked to read and comment on written material in [English / French] during the session. You will also be asked to fill in a brief questionnaire in [English / French]. Are you comfortable doing this?
- Yes
  - No → **THANK AND TERMINATE**
5. Have you ever participated in either a marketing research interview or discussion group for research purposes?
- Yes
  - No → **GO TO Q9**
6. When was the last time you participated in such a discussion?
- Within the past 6 months - **THANK AND TERMINATE**
  - Within the past two years – **GO TO Q7**
  - More than two years ago – **GO TO Q8**
7. **ASK IF Q6=WITHIN PAST TWO YEARS:** What was the topic of discussion? \_\_\_\_\_  
**IF TOPIC WAS RELATED TO PROVIDING FEEDBACK ON GOVERNMENT COMMUNICATIONS AND / OR HEALTH/FOOD SAFETY → THANK AND TERMINATE.**
8. How many marketing research focus groups or in-depth interviews have you participated in within the past 5 years?
- Less than 5
  - 5 or more → **THANK AND TERMINATE**
9. Record gender of respondent. **DO NOT READ**
- Male
  - Female
10. How many children do you have living at home with you?
- None → **THANK AND TERMINATE**
  - One
  - Two
  - Three or more

11. What are the ages of your children? **CHECK ALL THAT APPLY**

- 0-5  
 6-10  
 11-16

12. What best describes the make-up of your household?

- Couple with children  
 Single parent with child/children  
 Guardian living with children  
 Other → please describe \_\_\_\_\_

13. We would like to talk to a cross-section of people from different income levels. What was your total household income in 2012 before taxes?

- Under \$30,000  
 \$30,000 - \$69,999  
 \$70,000 - \$124,999  
 \$125,000 or more  
 Don't know

#### BOOKING THE PARTICIPANT

Based on your responses to the questions, I'd like to book you for a group discussion. This discussion will be held on DATE at TIME at VENUE. The duration of the session is two hours, but we would like you to arrive 15 minutes early. You will receive a cash payment of \$75 in appreciation for your time upon conclusion of the session. The facility hosts will be checking respondents' identification prior to the session, so please be sure to bring some personal identification with you (e.g. driver's licence).

This group discussion will be audio taped. The sessions will be observed by members of the research team from another room. This is a normal practice within the marketing research industry, and these measures are being undertaken for research purposes only. Everything you say will be kept confidential.

Location	Venue	Date	Time
Kitchener-Waterloo	Waterloo Inn 475 King Street North	December 2	5:30 – 7:30
			8:00 – 10:00
Montreal	CRC Research 1250 Guy Street, Suite 802	November 28	5:30 – 7:30
			8:00 – 10:00
Lethbridge	Lethbridge Lodge 320 Scenic South Drive	December 5	5:30 – 7:30
			8:00 – 10:00

**CONTACT INFORMATION:**

Now I just need to collect your contact information:

<b>Name:</b>	
<b>Phone number:</b>	
<b>Email address:</b>	

We will also call you the day before the discussion group to confirm all of the details. Thank you very much for agreeing to participate in our study. If you have any questions before the session, please call Ayan Abdi at 1-877-919-7555, ext. 226.

**QUOTAS**

**Recruit a total of:**

- 2 groups of 10 participants (for 8 to show) in each of Kitchener-Waterloo, Lethbridge and Montreal.

**QUOTAS ARE PER GROUP**

<b>Q9 – Gender</b>	<input type="radio"/> Recruit at least 7 females per group
<b>Q10 – Number of children</b>	<input type="radio"/> Recruit mix
<b>Q11 – Ages of children</b>	<input type="radio"/> Recruit mix
<b>Q12 – Household make-up</b>	<ul style="list-style-type: none"> <li>• Attempt 2-3 single parent families</li> </ul>
<b>Q13 – Income</b>	<ul style="list-style-type: none"> <li>• Recruit mix of below and above \$70,000</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>

**Health Canada**  
**Focus Testing of Creative Components**  
**Final Moderator's Guide**

*[Notes to the moderator are in bold, italics.]*

### **1.0 Introduction (10 min)**

Hi, my name is \_\_\_\_\_. I am with Phase 5, an independent market research company. I would like to thank you for participating in this session. As you know from our phone call to you, our company has been hired by the Government of Canada to conduct group discussions with Canadians to help with the messaging of an advertising campaign. The research will be used to help ensure the ads will be noticed by and effective for Canadian parents like you.

Before we begin, there are a couple of things I would like to point out about the session.

- We would like to audio record the two-hour session. The recording will be kept by our firm and shared with no one else. We will use the recording to help us write the report. Anything you say will be treated in confidence. When we prepare our report, no comment will be linked to a specific person.
- As you may have guessed there are **people behind the mirror**. They are representatives from the Government of Canada who are directly involved in making decisions related to the proposed campaign. They are here to learn from you and are very interested in what you have to say.
- As you know your **participation is voluntary and your comments will be kept confidential**. When we prepare our report, we report aggregate findings only – no comments are linked to an individual. The information we gather today is being collected and administered in accordance with the Privacy Act and other applicable privacy laws.
- We want this session to be **open and frank**. We want to hear your honest views and suggestions. If you have an opinion that is different from others, please don't hold back. It is important that we hear it. On the other hand, if you agree or like someone else's idea, please add to it.
- Please **turn off your cell phones, iphones, ipods**.

Do you have any questions before we begin?

1. I would like to begin by having everyone tell us their first name and tell us a little about themselves. **Probe:**

- Tell us what you currently do – are you employed, working in the home, going to school, looking for work?
- What are your hobbies?

## 2.0 Evaluation of Creative Ideas for Food Safety Ads – Introduction (85 min in total -- 5 min for the introduction – 20 minutes for each concept)

Tonight, we are going to test creative ideas (which we will call concepts) for an advertisement related to food safety. We will be looking at 3 different concepts. Each concept could be presented on TV or the Web.

For the purposes of our discussion the concepts have been given a different *letter* – A, B, & C

<b>For moderators only</b>
<b>A: Ambulance</b>
<b>B: Beach</b>
<b>C: Gator</b>

<b>For moderators only</b>	<b>Order of Presentation</b>	
	<b>Session 1</b>	<b>Session 2</b>
<b>Montréal</b>	<b>A, B, C</b>	<b>C, B, A</b>
<b>Kitchener/Waterloo</b>	<b>B, C, A</b>	<b>A, C, B</b>
<b>Lethbridge</b>	<b>C, A, B</b>	<b>B, A, C</b>

I'll show you each concept one at a time and give you time to review it. After you have seen each concept, please record your initial impressions on the handout provided. At this point I want you to keep your thoughts to yourself and write them down.

Once you have seen the concept and everyone has recorded their independent thoughts we will discuss it as a group. Following this discussion we will move on to the next concept.

We are using something called stillmatics to present the concept that could be displayed on TV or the Web. These concepts are at the early stages of development and currently consist of a script and images. They have not been produced so they do not look like TV or Web ads at this time, but the final product will look like a regular TV or Web ad. To give you a better understanding and some context such as the look and feel, the

type of messages provided, etc. I'm going to show you some existing ads that have been running using the same concept.

***Show the 3 existing ads.***

When I show each new concept, an announcer will describe the ad and read the script. It will be longer than the actual ad due to the description, but consider the final ad would last 30 seconds like the current ads do. When the announcer has finished, please answer the questions on the handout.

***The order of presentation of the concepts will be rotated.***

***Present each concept separately using the following steps.***

- a) Show the stillmatic and have them record their thoughts.***
- b) Reinforce throughout that they are not to talk about the concept until all participants have recorded their thoughts***

**2.1 Detailed Review of the Concepts - Rotated: (80 minutes)**

2. What are your overall reactions to this concept? What do you like? What do you not like?
3. What is it trying to tell you? What is the key message that you learned?
  - Is the message clear?
4. Does it have the right amount of information to make you want to find out more about the topic being addressed?
5. Imagine you are [watching TV / surfing on the Web] - how likely is this to get your attention? Why do you say that?
6. What emotions, if any, did you feel as you were watching the ad?
7. Do you have any comments on the images?
  - To what extent are they appropriate?
  - Catch your attention?
  - Attractive?
8. What do you think of the words used?
  - Are there any words or phrases that you particularly like? Dislike?
  - Do the words work well with the images used?
  - Anything you would add, change or delete?

9. Do you relate to this ad? Is it relevant to you personally?
10. What would you / might you do as a result of seeing this ad? **Probe if necessary:** take the time to look for more information.
11. Do you have any comments on the tone? Is it appropriate? Attractive?
12. Overall, do you feel this concept is effective?
  - How many of you agree with this statement? How many disagree?
13. In what way, if any, would you change this ad to make it even more effective?

**REPEAT 2.1 FOR EACH CONCEPT**

**3.0 Call-to-action (10 minutes)**

We are also interested in your reactions to different statements inviting Canadians to visit the [HealthyCanadians.gc.ca](http://HealthyCanadians.gc.ca) Website. They are...

**Place on a board so they are easy to view.**

- d. **Learn more about how to keep your family healthy and safe.**  
Visit [HealthyCanadians.gc.ca](http://HealthyCanadians.gc.ca).
  - e. **Find out more about how to keep your family healthy and safe.**  
Visit [HealthyCanadians.gc.ca](http://HealthyCanadians.gc.ca).
  - f. **Help keep your family healthy and safe.** Visit [HealthyCanadians.gc.ca](http://HealthyCanadians.gc.ca).
14. For each – what do you like about it, if anything? What do you not like, if anything?
- Which one, if any, is the most likely to get you to visit the [HealthyCanadians.gc.ca](http://HealthyCanadians.gc.ca) Website?

**4.0 Conclusion (5 minutes)**

**The moderator will check the backroom for questions / points of clarification.**

15. These are all the questions I have for you. Before we go, do you have anything else you would like to add about the material we discussed today? Is there additional information you would like to receive from the Government in relation to this topic?

**THANK YOU VERY MUCH FOR YOUR TIME AND COMMENTS.  
IT HAS BEEN VERY HELPFUL.**

## Handout: "A"

<p><b>What are your overall reactions to this concept of an ad?</b>  <b>What do you like? What do you not like? What key message(s) did you learn from the ad?</b></p>
I like...
I dislike...
What key message(s) did you learn from the ad?

***Please indicate your level of agreement with the following.***

I think this <u>concept</u> ...	1 strongly disagree	2 disagree	3 neither agree nor disagree	4 agree	5 strongly agree
• would catch my attention.					
• would motivate me to learn more about food safety.					
• has a good tone.					
• is appealing.					
• clearly communicates a key message.					
• is something I personally relate to.					
• will be effective overall.					

## Handout: "B"

<b>What are your overall reactions to this concept of an ad?</b> <b>What do you like? What do you not like? What key message(s) did you learn from the ad?</b>
I like...
I dislike...
What key message(s) did you learn from the ad?

***Please indicate your level of agreement with the following.***

I think this <u>concept</u> ...	1 strongly disagree	2 disagree	3 neither agree nor disagree	4 agree	5 strongly agree
• would catch my attention.					
• would motivate me to learn more about food safety.					
• has a good tone.					
• is appealing.					
• clearly communicates a key message.					
• is something I personally relate to.					
• will be effective overall.					

## Handout: "C"

<p><b>What are your overall reactions to this concept of an ad?</b>  <b>What do you like? What do you not like? What key message(s) did you learn from the ad?</b></p>
I like...
I dislike...
What key message(s) did you learn from the ad?

*Please indicate your level of agreement with the following.*

I think this <u>concept</u> ...	1 strongly disagree	2 disagree	3 neither agree nor disagree	4 agree	5 strongly agree
• would catch my attention.					
• would motivate me to learn more about food safety.					
• has a good tone.					
• is appealing.					
• clearly communicates a key message.					
• is something I personally relate to.					
• will be effective overall.					

**SANTÉ CANADA**  
**TEST SUR LA CAMPAGNE PORTANT SUR LA SANTÉ ET LA SÉCURITÉ DES CANADIENS**

**NOTE AUX RECRUTEURS : LES DIRECTIVES SONT INDIQUÉES EN CARACTÈRES GRAS – VEUILLEZ NE PAS LES LIRE AUX PARTICIPANTS.**

Bonjour, je me nomme \_\_\_\_\_ et je vous appelle de Phase 5, une société de recherche et de conseils indépendante.

Notre société a été mandatée par le gouvernement du Canada afin d'effectuer une série de groupes de discussion réunissant des Canadiens dans le but d'obtenir leur aide relativement à la conception d'une campagne publicitaire. Les résultats de la recherche permettront de s'assurer que la campagne communique les messages désirés et qu'elle est bien reçue.

La participation aux groupes de discussion ne durera pas plus de deux heures et vous recevrez une rétribution en argent de 75 \$ en guise de remerciement pour votre participation à la séance. Votre participation à la recherche est entièrement volontaire et votre décision d'y participer ou non ne nuira d'aucune façon aux interactions que vous pourriez avoir avec le gouvernement du Canada. Tous les renseignements recueillis seront traités de façon confidentielle et serviront uniquement à des fins de recherche. Avant de vous inviter à participer, nous devons vous poser quelques questions pour nous assurer d'obtenir un échantillon représentatif de participants.

9. Seriez-vous intéressé(e) à participer à notre étude?

- Oui  
 Non → **REMERCIER ET TERMINER**

10. Pour les besoins de ces discussions, nous souhaitons parler à des parents d'enfants âgés de 16 ans ou moins. Êtes-vous le parent ou le tuteur d'un ou de plusieurs enfants âgés de 16 ans ou moins?

- Oui  
 Non → **REMERCIER ET TERMINER**

11. Est-ce que vous, ou un autre membre de votre famille immédiate ou de votre ménage, travaillez pour l'un des types d'entreprise suivants?

	Oui	Non
Le gouvernement du Canada	<input type="radio"/>	<input type="radio"/>
Un ministère provincial ou municipal qui traite des soins de santé	<input type="radio"/>	<input type="radio"/>
Une société ou un service de recherche en marketing	<input type="radio"/>	<input type="radio"/>
Un service de marketing	<input type="radio"/>	<input type="radio"/>
Une agence ou un service de publicité ou de relations publiques	<input type="radio"/>	<input type="radio"/>
Un média (p. ex. magazine, journal, radio, télévision, film ou vidéo)	<input type="radio"/>	<input type="radio"/>

**SI OUI À L'UN DES DOMAINES CI-DESSUS → REMERCIER ET TERMINER**

12. On vous demandera de lire et de commenter des documents rédigés en français durant la séance.  
On vous demandera également de répondre à un court questionnaire en français. Serez-vous à l'aise de vous prêter à ces exercices?

- Oui
- Non → **REMERCIER ET TERMINER**

13. Avez-vous déjà participé à une entrevue ou à un groupe de discussion dans le cadre d'une recherche en marketing?

- Oui
- Non → **ALLER À LA Q9**

14. À quand remonte la dernière fois où vous avez participé à une discussion de ce genre?

- Au cours des six derniers mois – **REMERCIER ET TERMINER**
- Au cours des deux dernières années – **ALLER À LA Q7**
- Il y a plus de deux ans – **ALLER À LA Q8**

15. **DEMANDER SI Q6=AU COURS DES DEUX DERNIÈRES ANNÉES** : Quel était le sujet de la discussion?

**SI LE SUJET CONSISTAIT À FOURNIR DES COMMENTAIRES SUR LES COMMUNICATIONS DU GOUVERNEMENT ET/OU SUR LA SANTÉ/SÉCURITÉ DES ALIMENTS → REMERCIER ET TERMINER.**

16. Au cours des cinq dernières années, à combien de groupes de discussion ou d'entrevue en profondeur organisés dans le cadre d'une recherche en marketing avez-vous participé?

- Moins de 5
- 5 ou plus → **REMERCIER ET TERMINER**

14. Noter le sexe du répondant. **NE PAS LIRE.**

- Homme
- Femme

15. Combien avez-vous d'enfants vivant sous votre toit?

- Aucun → **REMERCIER ET TERMINER**
- Un
- Deux
- Trois ou plus

16. Quel âge ont vos enfants? **COCHER TOUT CE QUI S'APPLIQUE.**

- 0 à 5 ans  
 6 à 10 ans  
 11 à 16 ans

17. Quel énoncé décrit le mieux la composition de votre ménage?

- Couple avec enfants  
 Parent unique avec enfant(s)  
 Tuteur avec enfants  
 Autre → veuillez décrire \_\_\_\_\_

18. Nous aimerions parler à un échantillon représentatif de participants ayant des revenus différents. Quel a été le revenu total de votre ménage pour l'année 2012, avant impôts?

- Moins de 30 000 \$  
 30 000 \$ à 69 999 \$  
 70 000 \$ à 124 999 \$  
 125 000 \$ ou plus  
 Ne sait pas

#### RENDEZ-VOUS DU PARTICIPANT

D'après vos réponses aux questions, vous êtes admissible à participer à l'un de nos groupes de discussion qui aura lieu le DATE à HEURE à ENDROIT. La séance durera deux heures, mais nous aimerions que vous arriviez 15 minutes à l'avance. Vous recevrez une rétribution en argent de 75 \$ à la fin de la séance en guise de remerciement pour votre participation. Les hôtes et hôtesse de l'établissement vérifieront l'identité des répondants avant la séance, alors assurez-vous d'apporter une pièce d'identité avec vous (p. ex. permis de conduire).

Ce groupe de discussion sera enregistré sur bande audio. Les séances seront observées par les membres de l'équipe de recherche à partir d'une autre pièce. Il s'agit d'une pratique normale dans l'industrie de la recherche en marketing, et ces mesures sont prises à des fins de recherche uniquement. Tout ce que vous direz demeurera confidentiel.

Endroit	Établissement	Date	Heure
Kitchener-Waterloo	Waterloo Inn 475 King Street North	2 décembre	17 h 30 à 19 h 30
			20 h à 22 h
Montréal	CRC Research 1250 rue Guy, Bur. 802	28 novembre	17 h 30 à 19 h 30
			20 h à 22 h
Lethbridge	Lethbridge Lodge 320 Scenic South Drive	5 décembre	17 h 30 à 19 h 30
			20 h à 22 h

**COORDONNÉES :**

J'aimerais à présent recueillir vos coordonnées :

<b>Nom :</b>	
<b>Numéro de téléphone :</b>	
<b>Adresse de courriel :</b>	

Nous vous rappellerons également la veille du groupe de discussion pour confirmer tous les détails. Nous vous remercions d'avoir accepté de participer à notre étude. Si vous avez des questions avant la séance, n'hésitez pas à contacter Ayan Abdi au 1-877-919-7555, poste 226.

**QUOTAS**

**Recruter un total de :**

- 2 groupes de 10 participants (pour une participation de 8 d'entre eux) dans chacune des villes de Kitchener-Waterloo, Lethbridge et Montréal.

**QUOTAS PAR GROUPE**

<b>Q9 – Sexe</b>	<input type="radio"/> Recruter au moins 7 femmes par groupe
<b>Q10 – Nombre d'enfants</b>	<input type="radio"/> Recruter un mélange
<b>Q11 – Âge des enfants</b>	<input type="radio"/> Recruter un mélange
<b>Q12 – Composition du ménage</b>	<ul style="list-style-type: none"> <li>• Tenter de recruter 2-3 familles monoparentales</li> </ul>
<b>Q13 – Revenu</b>	<ul style="list-style-type: none"> <li>• Recruter un mélange de revenus inférieurs et supérieurs à 70 000 \$</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>

**Santé Canada**  
**Test qualitatif de composantes créatives**  
**Guide de discussion final**

*[Les notes à l'animateur sont en gras, italique.]*

## **2.0 Introduction (10 min)**

Bonjour, je m'appelle \_\_\_\_\_ et je suis de Phase 5, une firme indépendante d'études de marché. Je tiens à vous remercier de participer à cette séance. Comme nous vous l'avons mentionné au téléphone, le gouvernement du Canada a fait appel à nous pour mener des discussions de groupes avec des Canadiennes et des Canadiens en vue de sélectionner des messages pour une campagne publicitaire. Les résultats serviront à concevoir des publicités efficaces qui capteront l'attention des parents canadiens comme vous.

Avant de commencer, j'aimerais attirer votre attention sur certains points.

- Nous aimerions enregistrer la séance de deux heures sur bande audio. Nous conserverons les enregistrements et personne d'autre n'y aura accès. Ils nous aideront à rédiger notre rapport. Tout ce que vous direz demeurera confidentiel et aucun nom ne sera associé aux commentaires obtenus.
- Comme vous l'avez peut-être deviné, des **personnes se trouvent de l'autre côté du miroir**. Ce sont des représentants du gouvernement du Canada qui participent directement aux décisions concernant la campagne. Ils tenaient à être ici et ont hâte d'entendre vos commentaires.
- Comme vous le savez, votre **participation est volontaire et vos commentaires demeureront confidentiels**. Dans notre rapport, nous présenterons les résultats sous forme de synthèse. Aucun nom ne sera associé aux commentaires. Les renseignements que nous obtiendrons aujourd'hui seront recueillis et gérés conformément à la Loi sur la protection des renseignements personnels et des autres lois applicables.
- Nous voulons que la discussion soit **ouverte et franche**. Nous voulons avoir vos plus sincères opinions et suggestions. Si votre opinion est différente des autres, ne la gardez pas pour vous. Il est important que nous l'entendions. D'autre part, si vous partagez l'avis ou appréciez les propos d'un autre participant, ajoutez-y vos commentaires.
- Veuillez **éteindre vos cellulaires, iPhones et iPods**.  
Avez-vous des questions avant de commencer?

1. Tout d'abord, je vous demanderais de vous présenter à tour de rôle. Donnez-nous votre prénom et parlez-nous un peu de vous. **Sonder** :

- Que faites-vous présentement? Êtes-vous un employé, un travailleur à domicile, un étudiant, un chercheur d'emploi?
- Quels sont vos passe-temps?

## 2.0 Évaluation des idées créatives de publicité portant sur la sécurité des aliments – Introduction (85 min. au total -- 5 min. pour l'introduction / 27 minutes par concept)

Ce soir, nous allons tester des idées créatives (que nous appellerons concepts) pour une publicité liée à la sécurité des aliments. Nous regarderons trois concepts. Chaque concept pourrait être diffusé à la télé ou sur le Web.

Pour les fins de la discussion, une lettre a été attribuée à chaque idée – A, B et C.

<b>Pour les animateurs seulement</b>
<b>A: Ambulance</b>
<b>B: Plage</b>
<b>C: Alligator</b>

<b>Pour les animateurs seulement</b>	<b>Ordre de présentation</b>	
	<b>Séance 1</b>	<b>Séance 2</b>
<b>Montréal</b>	<b>A, B, C</b>	<b>C, B, A</b>
<b>Kitchener/Waterloo</b>	<b>B, C, A</b>	<b>A, C, B</b>
<b>Lethbridge</b>	<b>C, A, B</b>	<b>B, A, C</b>

Je vous présenterai les concepts un par un et vous aurez le temps qu'il faut pour le regarder. Une fois que vous l'aurez vu, vous devrez noter vos premières impressions sur la feuille devant vous. À cette étape, je vous demande de garder vos commentaires pour vous et de les écrire.

Une fois que vous aurez tous noté vos commentaires individuellement, nous en discuterons en groupe. Une fois la discussion terminée, nous passerons au concept suivant.

Nous utilisons des animatiques pour présenter le concept qui pourrait paraître à la télé ou sur l'internet. Ces concepts sont encore aux premiers stades de développement et consistent présentement en un script et des images. Ils n'ont pas encore été produits, ce qui explique pourquoi ils ne ressemblent pas encore à de la publicité télévisée ou Web. Pour vous donner une meilleure idée de ce à quoi ça ressemblerait et un aperçu

de leur apparence, du type de messages présentés, etc., je vais d'abord vous montrer des publicités qui ont été utilisées dans le cadre de cette campagne récemment.

***Présenter les 3 publicités récentes.***

Pour chaque nouveau concept présenté, un annonceur décrira la publicité et lira le texte. Ce sera plus long que la publicité finale à cause de la description, mais prenez pour acquis que la publicité finale durera 30 secondes, comme les publicités que nous venons de regarder. Une fois que l'annonceur aura terminé, vous devrez répondre aux questions sur la feuille devant vous.

***Présenter les concepts en rotation.***

***Présenter chaque concept séparément selon les étapes qui suivent.***

***c) Présenter l'animation et demander qu'ils inscrivent leurs réactions.***

***d) Rappeler constamment qu'ils ne doivent pas parler jusqu'à ce que tous les participants aient terminé d'écrire leurs commentaires.***

**2.1 Revue détaillée des concepts – En rotation (80 minutes)**

2. Quelles sont vos impressions générales de ce concept? Quels sont les éléments que vous aimez? Quels sont ceux que vous n'aimez pas?
3. Qu'essaie-t-on de vous dire? Quel est le principal message que vous avez appris?
  - Ce message est-il clair?
4. La publicité contient-elle assez d'information pour vous amener à vouloir en savoir davantage sur le sujet abordé?
5. Supposons que vous [regardiez la télévision/naviguiez sur l'internet] – est-il probable qu'elle attirerait votre attention? Pourquoi dites-vous cela?
6. Quelles émotions ressentez-vous, s'il y a lieu, en regardant la publicité?
7. Avez-vous des commentaires sur les images?
  - Sont-elles appropriées?
  - Attirent-elles votre attention?
  - Sont-elles attirantes?
8. Que pensez-vous des mots utilisés?
  - Y a-t-il des mots ou des phrases que vous aimez particulièrement? Y en a-t-il que vous n'aimez pas?
  - Les mots conviennent-ils aux images utilisées?
  - Y a-t-il quoi que ce soit que vous ajouteriez, changeriez ou supprimeriez?

9. Vous sentez-vous concerné par la publicité? Est-elle pertinente à votre situation?
10. Que feriez-vous ou que songeriez-vous faire après avoir vu cette publicité? **Sonder au besoin** : Prendre le temps de rechercher plus d'information?
11. Que pensez-vous du ton de la publicité? Est-il approprié? Est-il attirant?
12. Globalement, avez-vous l'impression que ce concept est efficace?
  - Combien d'entre vous sont d'accord avec l'énoncé? Combien sont en désaccord?
13. Quels sont les changements que vous apporteriez à la publicité pour la rendre encore plus efficace?

### **REPRENDRE 2.1 POUR CHAQUE CONCEPT**

#### **3.0 Invitations à l'action (10 minutes)**

Nous sommes aussi intéressés à connaître vos réactions à différents énoncés invitant les Canadiens à visiter le site Web [canadiensensante.gc.ca](http://canadiensensante.gc.ca) . Ce sont...

**Placer le carton bien en vue.**

- g. **Apprenez-en plus sur les façons de garder votre famille en santé et en sécurité.**  
Visitez [canadiensensante.gc.ca](http://canadiensensante.gc.ca).
  - h. **Découvrez-en plus sur les façons de garder votre famille en santé et en sécurité.**  
Visitez [canadiensensante.gc.ca](http://canadiensensante.gc.ca)
  - i. **Aidez à garder votre famille en santé et en sécurité.**  
Visitez [canadiensensante.gc.ca](http://canadiensensante.gc.ca).
14. Pour chacun – Qu'aimez-vous de cet appel à l'action? Qu'est-ce que vous n'aimez pas?
    - Y en a-t-il un qui vous inciterait davantage à visiter le site Web [canadiensensante.gc.ca](http://canadiensensante.gc.ca)? Lequel?

#### **4.0 Conclusion (5 minutes)**

**L'animateur va vérifier derrière le miroir s'il y a des questions / clarifications souhaitées.**

15. Ce sont toutes les questions que j'avais pour vous ce soir. Avant de quitter, y a-t-il autre chose que vous aimeriez ajouter au sujet de ce que nous avons discuté ce soir? Y a-t-il des informations additionnelles que vous aimeriez recevoir du gouvernement en lien avec ce sujet?

*MERCI INFINIMENT DE VOTRE TEMPS ET DE VOS COMMENTAIRES. ILS NOUS ONT ÉTÉ FORT UTILES.*

## Exercice: Concept « A »

<p><b>Quelles sont vos réactions envers ce concept de publicité?</b>  <b>Quels sont les éléments que vous avez aimés? Quels sont ceux que vous n'avez pas aimés? Quel est le principal message que vous avez appris de cette publicité?</b></p>
J'aime...
Je n'aime pas...
Le principal message que j'ai appris de cette publicité...

***Veillez indiquer votre niveau d'accord avec chacun des énoncés suivants.***

<b>Je crois que ce <u>concept</u>...</b>	<b>1</b> Entièrement en désaccord	<b>2</b> En désaccord	<b>3</b> Ni en accord ni en désaccord	<b>4</b> En accord	<b>5</b> Entièrement en accord
• capterait mon attention.					
• m'inciterait à obtenir de l'information sur la sécurité des aliments.					
• a un ton approprié.					
• est attrayante.					
• communique clairement le message clé.					
• me concerne personnellement.					
• sera efficace dans son ensemble.					

## Exercice: Concept « B »

<p><b>Quelles sont vos réactions envers ce concept de publicité?</b>  <b>Quels sont les éléments que vous avez aimés? Quels sont ceux que vous n'avez pas aimés? Quel est le principal message que vous avez appris de cette publicité?</b></p>
J'aime...
Je n'aime pas...
Le principal message que j'ai appris de cette publicité...

***Veillez indiquer votre niveau d'accord avec chacun des énoncés suivants.***

<b>Je crois que ce <u>concept</u>...</b>	<b>1</b> Entièrement en désaccord	<b>2</b> En désaccord	<b>3</b> Ni en accord ni en désaccord	<b>4</b> En accord	<b>5</b> Entièrement en accord
• capterait mon attention.					
• m'inciterait à obtenir de l'information sur la sécurité des aliments.					
• a un ton approprié.					
• est attrayante.					
• communique clairement le message clé.					
• me concerne personnellement.					
• sera efficace dans son ensemble.					

## Exercice: Concept « C »

<p><b>Quelles sont vos réactions envers ce concept de publicité?</b>  <b>Quels sont les éléments que vous avez aimés? Quels sont ceux que vous n'avez pas aimés? Quel est le principal message que vous avez appris de cette publicité?</b></p>
J'aime...
Je n'aime pas...
Le principal message que j'ai appris de cette publicité...

***Veillez indiquer votre niveau d'accord avec chacun des énoncés suivants.***

<b>Je crois que ce <u>concept</u>...</b>	<b>1</b> Entièrement en désaccord	<b>2</b> En désaccord	<b>3</b> Ni en accord ni en désaccord	<b>4</b> En accord	<b>5</b> Entièrement en accord
• capterait mon attention.					
• m'inciterait à obtenir de l'information sur la sécurité des aliments.					
• a un ton approprié.					
• est attrayante.					
• communique clairement le message clé.					
• me concerne personnellement.					
• sera efficace dans son ensemble.					