

FINAL
REPORT

**Testing Television Ads for the Youth
Campaign of the National Anti-Drug
Strategy**

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EXECUTIVE SUMMARY

Background and Methodology

Health Canada is leading a national youth drug prevention social marketing strategy to help decrease the prevalence of illicit drug use among youth. The first component of the strategy focused on the parents of youth aged 13 to 15 and was launched in March 2008. The second component of the strategy focuses on youth aged 13 to 15 and will include a mass media advertising campaign including a TV ad, out of home, internet advertising and a youth-focused website.

In support of this second component, Environics Research Group conducted eight (8) focus group sessions between August 31 and September 2, 2009, with youth aged 13 to 15 years; two groups (one with boys, one with girls) in each of Toronto, Winnipeg, Vancouver and Montreal. All youth selected for these focus groups fall into the attitudinal segment identified as “Contemplators,” that is, youth that are not adamantly opposed to drug use or other behaviours that may place them at risk, and who are potentially vulnerable to peer pressure. In each group, participants were shown two possible television ads (in animatic format), referred to as “Fast Forward” and “Nightmare,” directed at youth aged 13 to 15 as part of the National Anti-Drug Strategy (NADS). The two ads were rotated from session to session.

Key Findings

AD CONCEPTS

Overall, youth chose “Fast Forward” over “Nightmare” by approximately a two-to-one margin. The choice of “Fast Forward” was particularly strong among Montreal youth.

Reasons for liking “Fast Forward”:

- The main character thinks about drug use and then makes a choice.
- It depicts a realistic example of peer pressure.
- It shows a variety of scenes and situations that young people can relate to.
- It has a clear message.
- It is essentially positive in that the main character chooses not to use drugs.

Reasons for liking “Nightmare”:

- It shows how an individual’s life and that of their friends and family are affected by drug use.

- It is more dramatic and catches their attention.
- It has an intriguing ending that, once it is fully understood, makes them think.
- It depicts real rather than imagined consequences.

The overall effect of viewing these ads was to reinforce pre-existing opinions that drugs are “bad” and not something to become involved with, rather than to change participants’ views.

Some youth were sceptical about the validity of a general anti-drug message, and suggested that unlike other drugs, marijuana was not likely to produce negative effects.

Most participants noticed that these ads were sponsored by the Government of Canada, and felt that it was appropriate for the Government to be communicating with people on this issue.

TAGLINES

Two taglines were tested.

To find out more about the effects of drugs on you and your life, go to not4me.ca/0drogue.ca.

- Was chosen by a slim majority of youth overall, and was a strong choice in Montreal.
- Was seen as direct and speaking to the viewer, drawing them in, as more personal.
- Was seen as more specific.

To find out more about the effects of drugs, go to not4me.ca/0drogue.ca.

- Was seen as more effective because it was shorter.
- Speaks to a broader audience – those who do not do drugs, but are interested in their effects as well as those more closely involved.

FRENCH WEBSITE

0drogue.ca was the choice of almost all Montreal participants.

- They felt it was clear, to the point, and made the topic and message obvious, whereas the other two names could be referring to anything.
- Almost all Montreal youth understood that the first character in the URL 0drogue.ca was “zero” not “Oh.”

Statement of Limitations

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

RÉSUMÉ

Contexte et méthodologie

Santé Canada mène, à l'échelle nationale, une stratégie de marketing social antidrogue destinée aux jeunes en vue de réduire leur consommation de drogues illégales. Le premier volet de cette stratégie, qui s'adresse aux parents de jeunes âgés de 13 à 15 ans, a été lancé en mars 2008. Le second volet s'adresse aux jeunes de 13 à 15 ans et inclura une campagne publicitaire dans les médias de masse comprenant une annonce télévisée, de la publicité extérieure et sur Internet ainsi qu'un site Web destiné aux jeunes.

En appui à ce second volet, Environics Research Group a effectué huit (8) groupes de discussion entre le 31 août et le 2 septembre 2009 avec des jeunes de 13 à 15 ans, soit deux groupes (l'un composé de filles et l'autre de garçons) respectivement à Toronto, Winnipeg, Vancouver et Montréal. Tous les jeunes participants aux groupes de discussion ont été sélectionnés dans le segment attitudinal des « contemplateurs », c'est-à-dire des jeunes qui ne sont pas fermement opposés à la consommation de drogues illégales ou à d'autres comportements à risque et qui sont susceptibles d'être influencés par la pression de leurs pairs. Dans chaque groupe de discussion, les participants ont visualisé deux projets d'annonces télévisées (animation informatique), respectivement nommées « Avance rapide » et « Cauchemar ». Ces deux annonces s'adressent à des jeunes de 13 à 15 ans et s'inscrivent dans la Stratégie nationale antidrogue (SNA). Les deux annonces ont fait l'objet d'une rotation entre les séances de discussion.

Principales conclusions

CONCEPTS PUBLICITAIRES

Sur l'ensemble des participants, les jeunes ont préféré l'annonce « Avance rapide » à « Cauchemar » dans une proportion d'environ deux contre un. Cette préférence était particulièrement marquée chez les jeunes de Montréal.

Pourquoi ils aiment « Avance rapide » :

- le personnage principal envisage de consommer de la drogue, puis fait un choix;
- l'annonce montre de façon réaliste les pressions exercées par les pairs;
- l'annonce illustre une série de scènes et de situations auxquelles les jeunes peuvent s'identifier;

- le message est clair;
- l'annonce est essentiellement positive puisque le personnage principal décide de ne pas consommer de drogue.

Pourquoi ils aiment « Cauchemar » :

- l'annonce démontre comment la vie d'une personne, de ses amis et de sa famille est influencée par la consommation de drogues;
- la mise en scène est plus dramatique et attire davantage l'attention;
- la fin étonne et, une fois bien comprise, amène à réfléchir;
- l'annonce décrit des conséquences réelles plutôt qu'imaginées.

Dans l'ensemble, la visualisation de ces annonces a renforcé les opinions préexistantes, soit que les drogues sont « mauvaises » et qu'il est préférable de ne pas en consommer, plutôt que de modifier les perceptions des participants.

Certains jeunes ont exprimé leur scepticisme quant à la validité d'un message antidrogue général, suggérant que contrairement à d'autres drogues, la marijuana n'est pas susceptible d'entraîner des effets négatifs.

La majorité des participants ont noté que les annonces étaient commanditées par le gouvernement du Canada et ont jugé approprié que ce dernier communique des messages à ce sujet.

TITRES D'APPEL

Deux titres d'appel ont été testés.

Pour en savoir plus sur les effets que les drogues pourraient avoir sur vous et sur votre vie, visitez [not4me.ca /0drogue.ca](http://not4me.ca/0drogue.ca).

- Choisi au total par une légère majorité de participants, mais avec une préférence marquée chez les participants de Montréal.
- Considéré comme un message direct, qui s'adresse directement au téléspectateur et qui l'attire, plus personnel.
- Jugé plus précis.

Pour en savoir plus sur les effets de la drogue, visitez [not4me.ca/ 0drogue.ca](http://not4me.ca/0drogue.ca).

- Jugé plus efficace parce que plus court.

- S'adresse à un auditoire plus vaste – à ceux qui ne consomment pas de drogues, mais qui désirent se renseigner sur les effets de la drogue, et à ceux qui sont plus directement concernés.

SITE WEB EN FRANÇAIS

0drogue.ca a été le premier choix de presque tous les participants de Montréal.

- Les participants estiment que ce nom est clair, direct et qu'il énonce clairement le sujet et le message, alors que les deux autres noms pourraient être interprétés de plusieurs façons.
- Presque tous les jeunes des groupes de Montréal ont interprété le premier caractère de l'adresse URL 0drogue.ca comme un « zéro » et non comme un « Oh ».

LIMITES

La recherche qualitative jette un regard sur la diversité 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

Health Canada is leading a national youth drug prevention social marketing strategy to help decrease the prevalence of illicit drug use among youth. This social marketing strategy is being implemented over multiple years and consists of a campaign with two target audiences: youth ages 13-15 and parents of youth 13-15.

The first component of the strategy focused on the parents of youth aged 13 to 15 and was launched in March 2008. The second component of the strategy focuses on youth aged 13 to 15 and will include a mass media advertising campaign including a TV ad, out of home, internet advertising and a youth-focused website.

The primary objectives of the youth strategy are as follows:

- To increase the number of youth aged 13-15 who are aware of the specific harms of illicit drug use.
- To increase the number of youth aged 13-15 who believe that the perceived benefits of choosing a drug-free lifestyle outweigh the perceived benefits of using illicit drugs.
- To increase the number of youth who state that they will avoid illicit drugs in the future.

In order to gain a better understanding of Canadian youth aged 13 to 15 and their reaction to anti-drug messages, Health Canada retained Environics Research Group in the summer of 2008 to conduct focus testing of drug prevention television ads from non-Canadian jurisdictions. The findings gathered through that focus testing was used to develop creative concepts for the youth component of this national anti-drug social marketing campaign.

Purpose and Objectives

Focus group research was needed to assist in selecting a television ad concept for the youth component of the NADS campaign and to ensure the effectiveness of the final television ad targeted at youth between the ages of 13 and 15. Research will provide an opportunity to ensure the TV ad is appropriate in its message and call-to-action and will resonate well with youth ages 13-15 before the ad is developed.

The research objectives were to:

- evaluate each television ad concept and select a favourite;
- determine whether the main message of the selected TV ad concept is identifiable;
- determine whether the selected ad has emotional impact, resonance and the ability to motivate to action (i.e. visiting the not4me.ca website for more information, stating that they will refrain from experimenting with illicit drugs in the future);
- determine whether the selected ad is clear, credible, relevant and memorable;
- evaluate potential taglines and select a favourite;
- evaluate the name selected for the French website for clarity; and
- examine the patterns of Internet use among the target segment of youth.

Methodology

Eight (8) focus group sessions were conducted between August 31 and September 2, 2009, with youth aged 13 to 15 years. Two sessions, one with boys aged 13 to 15 and one with girls aged 13 to 15, were held in each of four locations: Toronto, Montreal, Winnipeg and Vancouver. The Montreal sessions were held in French; the others in English.

| Location of Group | Date and Time | Group Composition |
|-------------------|-----------------------|-------------------------|
| Toronto | August 31 – 5:00 pm | Boys; English-language |
| Toronto | August 31 – 7:30 pm | Girls; English-language |
| Winnipeg | September 1 – 5:00 pm | Girls; English-language |
| Winnipeg | September 1 – 7:30 pm | Boys; English-language |
| Vancouver | September 2 – 5:00 pm | Boys; English-language |
| Vancouver | September 2 – 7:30 pm | Girls; English-language |
| Montreal | September 2 – 5:00 pm | Girls; French-language |
| Montreal | September 2 – 7:30 pm | Boys; French-language |

In each group, participants were shown two television ad concepts (in animatic format) directed at youth aged 13 to 15 as part of the National Anti-Drug Strategy (NADS). The ads are referred to as:

- Fast Forward; and
- Nightmare.

The target audience for this research is Canadian youth between the ages of 13 and 15 who are considered “Contemplators.” Contemplators are the largest of three youth segments (the other two being “Straight and Narrow” and “Experienced”) developed from previous Health Canada research with youth regarding drug use, and those aged 13 to 15 comprise approximately 1.6 percent of the general population (40% of the youth population aged 13 to 15). Contemplators tend to be less adamant that drug use and other potentially risk-laden activities are not for them than the Straight and Narrow segment, however, they are also not as inclined to try or use marijuana regularly as the Experienced segment. As such, Contemplators occupy a form of middle ground between the Experienced and Straight and Narrow segments. This middle ground is most clearly illustrated by the tendency of this segment not to express extreme levels of agreement or disagreement with belief statements. Partners, friends and being sociable are the main reasons given by Contemplators for having smoked marijuana. This illustrates the tendency for this segment to “go along” with whatever “the crowd” is doing in a given situation and the potential vulnerability to imitating other people, particularly peers. Prospective participants were asked a series of attitudinal questions related to drug use and risk-taking behaviour and selected for this research based on their responses. (Please see Appendices for the recruiting screener.)

The focus groups lasted between one and a half and two hours in length and consisted of between eight and ten participants (out of ten participants recruited for each group). The participants were recruited through a database which has been derived primarily through quantitative survey respondents who have agreed to be re-contacted. Recruitment from this list includes calling the list on a random basis and screening for households who have eligible youth. As per industry standards, an incentive for focus group participants of \$50 was provided to each participant.

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 and applicable PIPEDA legislation.

As per the Marketing Research Intelligence Association (MRIA) standard, before children under the age of 16 years are asked to participate in qualitative research, the permission of a parent, guardian or other person responsible for them must be obtained. In obtaining this permission, the nature of the qualitative research was described to the parent or guardian of the participant in sufficient detail to enable a reasonable person to reach an informed decision.

Environics informed participants of their privacy rights under the Privacy and Access to Information Acts and took steps to ensure that those rights were protected throughout the research

process. This included: informing participants of the purpose of the research; identifying both the sponsoring department or agency and research supplier; informing participants that their participation in the study is voluntary and the information provided will be administered according to the requirements of the Privacy Act. Participants were also informed of any audio or video-taping and they told prior to the start of each session that they were being observed and recorded.

Statement of Limitations

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

DETAILED FINDINGS

This section presents the findings from eight focus groups conducted with youth aged 13 to 15, defined as “Contemplators”.

In each group, participants were shown two television ads in animatic format and asked to complete two written exercises exploring the emotional impact of the ads and the degree to which the ads conveyed their message and a call to action. Participants also discussed their overall impressions of the ads, what they liked and disliked about them, their memorability, clarity and believability, the degree to which the ad content and language seemed realistic, and the perceived target for the ads. Participants were also asked about their awareness of the sponsorship of the ads and the appropriateness of the federal government as a sponsor of anti-drug advertising.

Participants were also asked to indicate which of the two call-to-action taglines used in the ads they preferred. In the French-language groups, participants were also asked to indicate their preference among three possible names (URLs) for an anti-drug website for youth.

Finally, participants’ Internet use and social media were explored, with particular attention to issues relevant to their possible use of an anti-drug website.

Ad Concepts

Participants were shown two ads: “Fast Forward” and “Nightmare”.

OVERALL EVALUATION OF AD CONCEPTS

COMPARISON OF ADS

Overall, youth chose “Fast Forward” over “Nightmare” by approximately a two-to-one margin. The preference for “Fast Forward” was particularly strong among Quebec youth, where it was almost universally selected as the preferred ad. In the other groups, opinion tended to be somewhat more divided between the two ads. However, it should be noted that because the ads were in animatic format, some participants did not understand the ending of “Nightmare”. The possibility exists that some responses might have differed if the participants had seen the ad with live actors, thus making the “point” of the final sequence of the ad clear.

Among those who preferred “Fast Forward,” most liked the ad for one or more of the following reasons:

- The main character thinks about drug use and then makes a choice, suggesting that this is something they can do as well – it enables them to rehearse in their own minds the reasons for not doing drugs as the main character does.
- It depicts a realistic example of the peer pressure to try illicit drugs that many youth experience.
- It shows a variety of scenes and situations that young people can relate to.
- It has a clear message, and the concept – that of “fast forwarding and rewinding” is easy to understand and associate with the decision-making process.

Among those who preferred “Nightmare,” most liked the ad for one or more of the following reasons:

- It shows how an individual’s life and that of their friends and family are affected by drug use, creating a personal impact.
- It is more dramatic and catches their attention – the intensity and violence of the situation makes the ad stand out more in their minds and creates a more powerful emotional impact.
- It has an intriguing ending that, once it is fully understood, makes them think.

A number of participants pointed out that the message of “Fast Forward” is an essentially optimistic/positive one – the main character thinks about the consequences of accepting the drugs offered him, and decides to resist peer pressure and refused the drugs. The message is both hopeful and empowering. On the other hand, the message of “Nightmare” is a negative one, and one that relies on a traditional “scare tactics” approach – the main character has already become involved in drug use and is experiencing the negative consequences of his choice. There is no indication of a way out of the situation for the young man, his path is already fixed.

Both ads were seen as having a strong anti-drug message by most participants, and for most, the overall effect of viewing these ads was to reinforce their pre-existing opinions that drugs are “bad” and not something they want to become involved with, rather than to change their views.

“I realize I made the right choice to never start or even try drugs.” (Boy, Vancouver)

“Drugs are not for me.” (Boy, Toronto)

“That the guy said drugs are not fun for him because I feel the same way.” (Girl, Winnipeg)

Some participants indicated that they were unlikely to change their opinions about illicit drug use or take any action in response to the ad because the message and content were already familiar to them.

“There was a strong message but yet I feel that I know about the use of drugs already.” (Girl, Toronto)

“I already know the problems.” (Girl, Montreal)

A few participants expressed scepticism about the truth of the message; some of these youth appeared to have had some personal knowledge of drug use, either their own or among people close to them, and demonstrated a neutral or even positive opinion of at least certain drugs, notably marijuana. This tolerance for marijuana was more prevalent in Vancouver, but there were indications of such a relaxed attitude to this particular drug among some youth in all regions.

Among these youth, there was little indication that either ad message might change these perceptions or make them question their attitudes toward illicit drug use.

“I would probably just think that that’s what people think when they never tried it.” (Girl, Winnipeg)

EMOTIONAL IMPACT

Participants completed a written exercise in which they were asked to circle words describing how each ad made them feel.

In general, participants felt that “Nightmare” had a more intense, even shocking, emotional impact than “Fast Forward,” even though more participants preferred the less intense ad. Despite being less intense in its emotional impact, “Fast Forward” was more likely to evoke feelings of hopefulness and confidence, which may in part account for its being chosen more often as the preferred ad.

| Frequency of selection | Fast Forward | Nightmare |
|------------------------|------------------------------------|--|
| High | Interested Curious Surprised | Shocked Curious Surprised Concerned |

| | | |
|----------|---|--|
| Moderate | Shocked Hopeful Concerned Confidant Bored | Interested Fearful/anxious Doubtful Bored |
| Low | Empowered Helpless Doubtful Fearful/anxious | Empowered Helpless Hopeful Confident |

CALL TO ACTION

Both ads evoked a similar range of responses to the question: “If this ad came on as you were watching TV, what would you do?” These responses included:

- Watch the ad/pay attention to the ad.
- Think about the ad’s anti-drug message.
- Apply the ad’s anti-drug message to their personal lives and decisions.
- Talk to others – primarily friends or family – about the ad.
- Urge friends or people they consider at risk to watch the ad.
- Visit the website.
- Negative responses included: ignore the ad, change the channel, and criticize or ridicule the ad.

“Nightmare” was somewhat more likely to cause participants to apply the anti-drug message to themselves or their own lives. As well, there was a greater tendency for participants to say they would “pay attention” to this ad, instead of just saying they would “watch” the ad.

A few participants offered negative comments of various kinds, either about the ads themselves or about the anti-drug message. Some would ignore the ads or change the channel, and a few who had expressed scepticism about the usefulness or relevance of anti-drug advertising suggested that they would ridicule the ads. “Nightmare” received slightly more negative comments, particularly from those who felt that the ad was “cheesy” or “melodramatic” rather than realistic.

Very few participants mentioned visiting the website after viewing either ad; the effect of both ads was to evoke attention, reflection and conversation rather than to encourage youth to seek out more information; however, some did indicate that they might make a note of the website URL and give it

to friends or family members whom they believed might benefit from learning more about the effects of illicit drug use.

While spontaneous mentions of the website were few, participants were more likely to mention it or the closing tagline after watching “Fast Forward” than after watching “Nightmare”; it is possible that either the intensity of the images, or the confusion felt by some at the ending, overshadowed awareness of the tagline and mention of the website.

SPONSORSHIP

Most participants noticed that these ads were sponsored by the Government of Canada, and felt that it is appropriate for the Government to be communicating with people on this issue.

For some, the awareness that the ad came from an “official” source made it more believable and worthy of attention; no one expressed any opinion that federal government sponsorship made them less likely to watch the ad or take its message less seriously.

The knowledge that the website mentioned in the ad was created and maintained by Health Canada made it more trustworthy for some, who said they would refer friends at risk to the website even if they might not visit it themselves.

SUGGESTED CHANGES

Various changes that might improve the clarity, the impact or the realism of these ads were suggested by participants.

With respect to “Fast Forward,” changes suggested by the participants included:

- The main character should use more appropriate or realistic language in refusing the drugs – a youth in that situation would not say “Drugs? Not for me, thanks.”
- Have the main character engage in a brief confrontation with a “scary” or threatening drug dealer as part of the “fast forward” sequence.
- Include a voiceover saying “This could be you on drugs.”
- Compare the main character to someone else at the party who does succumb to peer pressure and tries drugs.

With respect to “Nightmare,” changes suggested by the participants included:

- The main character should see himself in the mirror.
- The pipe should be smaller.
- Tone down the ad to make it seem more “natural” and less melodramatic or “corny.”

With respect to both ads, some participants suggested:

- Showing an encounter with the police would be both effective and realistic.
- Indicating what drugs were being used/offered in the ads, and ensuring that the drugs were ones that would realistically provoke the depicted reactions from the main characters.

Some participants noted that in anti-drug ads, the main character is usually a boy, and suggested that this ignores the fact that girls are also vulnerable and can be involved with illicit drug use. A few participants also questioned why the parent in both ads – and other similar ads – is usually the mother.

AD CONCEPT: “FAST FORWARD”

Overall, “Fast Forward” was chosen as the preferred ad by a majority of participants, particularly in Montreal. The concept was easily understood and the depiction of a person their age in a realistic party scene, thinking about the consequences of taking the drugs offered to him and resisting peer pressure, had a positive and motivational impact on many.

MESSAGE

All participants identified the main message as being an anti-drug message: most responses included the basic messages “don’t do drugs” and “drugs are bad for you,” but many participants also identified additional messages that emphasized various related themes associated with these basic messages.

Many participants saw a strong message concerning the negative consequences of drugs. Participants clearly saw situations that they identified as potential negative consequences of illicit drug use, particularly those involving the deterioration of personal relationships and performance at school.

“Life on drugs gets you into trouble.” (Boy, Vancouver)

“That drugs could influence you at your school, at home, outside.” (Boy, Montreal)

“What drugs do to you, and how it ruins your relationship with family and work or things you are good at.” (Girl, Winnipeg)

“Drugs can affect the way you treat others, in a bad way.” (Boy, Toronto)

“Partying is fun but could ruin family trust and bring you down in school.” (Girl, Vancouver)

Many participants also identified a message about the effects of drugs on the behaviour of the person taking them.

“Drugs can mess with your brain and the way you do things.” (Girl, Vancouver)

“That drugs don’t make you happy, the reverse.” (Boy, Montreal)

“Drugs make you violent.” (Boy, Toronto)

“Drugs can change your personality.” (Boy, Toronto)

Many participants also felt that this ad contained a broader message about the effects of drugs on the life of the person who takes them, specifically on the negative changes that drug use can bring about.

“The main message of the ad was drugs ruin your life and change things drastically not in a good way.” (Boy, Vancouver)

“Drugs can bring negative things to your life.” (Girl, Vancouver)

“That this boy’s life will be negatively changed if he decides to accept the drugs.” (Girl, Toronto)

Another important message that participants identified in this ad was the idea that one can, and should, think about the possible effects and consequences before taking drugs.

“Always stop and think of the consequences of using drugs.” (Girl, Toronto)

“Think before taking drugs and learn the consequences.” (Boy, Montreal)

Finally, some participants clearly felt that this ad was about the power of peer pressure, and how to resist it – that taking illicit drugs is a choice and one can choose not to give into peer pressure.

“No matter who offers you drugs you should always refuse it.” (Girl, Toronto)

“If someone offers you drugs your life will become worse.” (Boy, Winnipeg)

“If I go to a party like that, say no to the drugs. If I didn’t, I would end up like the guy if he did drugs.” (Girl, Vancouver)

“You have the choice to take it or not.” (Girl, Montreal)

EMOTIONAL RESPONSE

Overall, the words most frequently selected by participants to describe how this ad made them feel were “interested,” followed by “surprised” and “curious.” “Shocked” and “concerned” were also selected more often than other words. In general, boys were more likely to select “shocked,” while girls were more likely to select “interested” and “concerned.” Toronto youth were more likely to select “interested” and Winnipeg youth were more likely to select “surprised.”

Many participants offered general responses to the question “what did you feel after watching this ad,” mentioning a range of emotional reactions without offering a particular reason for their

response – they mentioned feeling sad, happy, good, or bad after seeing the ad, but were initially reluctant or unable to place their feelings in context.

Others, however, mentioned specific elements of the ad that evoked an emotional response. The overall response was mixed – some focused on the projected consequences of illicit drug use and experienced feelings of anger or sorrow, but others were more powerfully affected by the positive message that peer pressure can be resisted and felt happy that the main character avoided the negative effects of taking drugs.

“I found it sad that someone got hit. That boy was furious, he hit people.” (Boy, Montreal)

“I felt anger seeing the drugs.” (Boy, Montreal)

“Happy because the kid said no to the drugs.” (Boy, Toronto)

“I feel bad for people who do drugs because it will mess with their brains.” (Girl, Winnipeg)

“Repulsive about drugs.” (Boy, Winnipeg)

“I felt good because he decided not to take the drug.” (Girl, Toronto)

“Support for the guy who refused drugs at the end of the ad.” (Girl, Montreal)

Some found that the ad evoked a feeling of reflection, encouraging them to think about the messages they identified in the ad or about the general topic of taking drugs – in some cases, it was clear that the participants were in effect preparing to use the underlying arguments in this ad as a guide for themselves in similar circumstances, to help them avoid taking drugs as the main character did.

“It made me think.” (Boy, Montreal)

“I felt that I know more to think before I do things such as drugs.” (Girl, Toronto)

Others addressed the ad in a way that was more conceptual than emotional, essentially repeating the various themes already identified as messages conveyed by the ad.

“I realized how drugs can easily be offered to a person at a party.” (Girl, Toronto)

“I felt that this ad really pinpoints what drugs can do to you.” (Boy, Vancouver)

“I felt that getting into drugs is a bad idea.” (Boy, Vancouver)

Others felt that the ad personalized the messages for them – that they would not consider doing drugs, or accept them if they were offered. Some had a strong response to the consequences of illicit drug use shown in the ad, and felt that they would not want to experience these in their own lives.

- “I felt I should never do drugs.” (Girl, Vancouver)
- “I felt like I’m never going to end up like that.” (Girl, Winnipeg)
- “I felt that I would turn drugs down too.” (Boy, Winnipeg)
- “I wouldn’t take drugs because they would mess your life up.” (Boy, Toronto)
- “That I shouldn’t do drugs because I will get into more fights.” (Boy, Toronto)
- “That it could affect my school work if I did drugs.” (Girl, Toronto)

A few expressed feelings of empowerment and personal responsibility, that the decision to take or not to take illicit drugs is something they control, not others.

- “I felt like everyone has a choice to make to decide how their life will turn out.” (Boy, Vancouver)
- “If people who take drugs live like this everyday, are stupid because they brought it on themselves.” (Boy, Toronto)

Some said or wrote that they felt nothing, or had no response, after watching the ad.

- “Normal.” (Girl, Winnipeg)
- “I didn’t feel any different, I just thought it was just another commercial.” (Girl, Winnipeg)
- “Same as normal.” (Boy, Toronto)

IMPACT

In the written exercises, the individual components of the ad that were seen as “standing out” included the aggression scene, the party scene, the main character yelling at his mother, the effects of drug-taking in general, and the end phrase with the main character saying no to drugs. In particular, many participants felt that the ad caught their attention right at the beginning with the party scene, because it was a situation that they could easily identify with themselves. The incidences of aggression or violent behaviour also caught the attention of a number of participants. Some also made specific mention of seeing the drugs in the ad.

- “The guy partying.” (Boy, Winnipeg)
- “The plastic bag with the stuff in it at the party.” (Girl, Toronto)
- “The little brother crying when the older brother was yelling at the mom.” (Boy, Vancouver)

- “When the boy was yelling at his mum saying ‘you can’t tell me what to do.’” (Boy, Vancouver)
- “The guy sleeping in class.” (Boy, Vancouver)
- “The effects it had on him – fighting, not doing well in school.” (Boy, Vancouver)
- “That the guys had fought and the bag of drugs.” (Boy, Montreal)
- “How the person that was giving the person drugs just had no problem giving them up and they knew how horrible it was.” (Girl, Winnipeg)

For some, the overall change in the main character, or the consequences that arise from taking drugs, stood out the most, rather than any specific elements of the ad. The one specific change most often mentioned was becoming more violent.

- “If you do drugs you will become violent and not the same person.” (Girl, Vancouver)
- “All the negative effects on the guy’s life.” (Girl, Vancouver)
- “He changed a lot when he took drugs.” (Boy, Montreal)
- “Lots of consequences that drugs can have and lots of problems.” (Boy, Montreal)

For some, the aspect of the ad with the most impact was the main character’s refusal to take the drugs offered to him; the idea of someone resisting peer pressure and declining the offer of illicit drugs was a surprising and powerful one for these youth.

- “Someone getting offered drugs and not taking them.” (Boy, Winnipeg)
- “When the guy said ‘drugs aren’t for me.’” (Boy, Vancouver)
- “When the boy said drugs weren’t for him.” (Boy, Toronto)
- “The boy saying no to drugs.” (Girl, Toronto)

A number of participants felt that the aspect of the ad that had the most impact for them was the awareness that the main character was thinking about the consequences of taking illicit drugs and reaching a decision. Some particularly mentioned the “fast forwarding and rewinding” imagery.

- “When the boy thought about the drugs and what they could do to him.” (Girl, Toronto)
- “When the boy ‘fast forwarded’ to see his future.” (Girl, Toronto)
- “Him thinking before he acted out in violence and hurting his family and others.” (Boy, Winnipeg)
- “How he thought it through carefully.” (Girl, Winnipeg)
- The fast forwarding and rewinding stuff.” (Girl, Toronto)

CALL TO ACTION

Participants offered a range of responses to the call to action contained in the ad. Some simply said that they would watch the ad.

“I would watch it.” (Boy, Vancouver)

“Listen, pay attention.” (Girl, Vancouver)

Others indicated that their response to the call to action would be to think about the anti-drug messages in the ad. A few would think specifically about how they might react in a situation similar to that shown in the ad.

“I would reflect on this and would be thankful that I do not do drugs because I might become like this.” (Boy, Vancouver)

“Think about the effects of drugs.” (Boy, Vancouver)

“I would think about it if I was offered some to take.” (Boy, Montreal)

“I’ll think over it lots of times and thinking about what I am doing with my life.” (Boy, Winnipeg)

“Think about not doing drugs.” (Boy, Winnipeg)

Some said that they would talk to others – friends or family – about the ad, and some added that they would urge friends to watch the ad when it was on the television. A few said they would talk to their friends about drugs; some indicated they would refer to the ad when doing so, while others did not mention talking about the ad itself.

“I would tell people to look at it.” (Boy, Vancouver)

“I would tell my friends not to take drugs. (Boy, Montreal)

“I would talk to friends and/or parents.” (Boy, Montreal)

“I would tell my friend to watch that channel if they were thinking of doing drugs.” (Girl, Winnipeg)

“Let my friends know what could happen if they take drugs and that they watch this ad.” (Girl, Winnipeg)

Some participants said that they would think about other people – not friends or family – who might see and benefit from the ad.

“Hope someone might see it who needs to.” (Girl, Winnipeg)

“I would talk to my friends about how we can help others stay out of these situations.” (Girl, Toronto)

OVERALL IMPRESSIONS

Fast Forward was seen as a good ad or a fairly good ad by those who choose it; they felt it was interesting, and said that it caught their attention and piqued their curiosity. The ad was seen as clear and easy to understand, and the concept of “fast forward” was an effective one in conveying information about the effects of illicit drug use and the importance of resisting peer pressure in staying drug-free.

“What stood out was the preview of what would happen if he were to take the drugs.” (Girl, Toronto)

“I think it’s a good way to communicate the main effects drugs will have on someone.” (Girl, Winnipeg)

“Don’t give in to peer pressure.” (Girl, Toronto)

In terms of the perceived target of the advertising, most felt that it was meant for them, or at least for teenagers around their age, although some felt that the ad was aimed at younger viewers who had not yet learned about the consequences of taking illicit drugs.

The “realistic” dimension of the ad was debated, with doubts expressed about several aspects. First, participants felt that if the ad was intended to give an impression about the effects of drugs in general, it was not realistic because not all drugs have the same effects on people; if the ad is supposed to be about taking marijuana or other soft drugs, then the aggression scene was not entirely believable since marijuana is not seen to cause aggression. Participants also commented that people can fall asleep in school or even get into fights without taking or trying drugs. Others felt that the ad suggested that anyone who tries or takes drugs will experience these effects, and challenged this. Some also felt that the party scene was somewhat unrealistic, particularly the part where the drugs were openly displayed.

“I felt as if they were saying that the ad is the only way life is going to turn out for you if you do drugs. I didn’t really like that was true because not all people get into fights and stuff.” (Girl, Winnipeg)

“I would wonder why they chose to show the drugs in such a public scene – not very realistic.” (Girl, Vancouver)

Many agreed that the depiction of peer pressure in general was realistic, and that this is a widespread problem for youth.

“It happens in the cafeteria, in normal life, it could be my friend.” (Girl, Montreal)

However, in the end the ad was seen to be more realistic and believable than not because of the following:

- It accurately shows the influence of peer pressure on the decision to try drugs, which is accepted as a fact of life by many young people.
- Most agreed that in using a party setting, the ad depicts one of the ways that drug use often begins, with youth trying drugs out in a social setting where otherwise they might never experiment with drugs on their own.
- It shows what can result from the use of drugs; participants in Winnipeg tended to make reference to the use of crystal meth as a drug that would result in the kind of behaviour depicted.

One criticism was the fairly widespread feeling that the ad “felt like” other anti-drug ads they had seen. Some felt that the ad repeated the same kinds of situations that are used in most anti-drug ads, and that it did not provide any new information. A few said that it started out the same way many ads do, in a party or social situation, but that the ending was different.

“There are lots of similar ads out there.” (Girl, Montreal)

“It was clichéd and useless.” (Boy, Vancouver)

The pacing of the ad was an issue for some participants. Some felt the ad was too short, or that it seemed to “go by” too quickly, and that it was difficult for them to “catch” everything. On the other hand, some felt that the fast pace of the ad was a positive thing, because it did not give the viewer time to become bored.

“It was too fast to grasp the importance.” (Girl, Montreal)

“It was all too quick, everything came in a rush.” (Girl, Toronto)

“It’s short – you wouldn’t lose interest.” (Boy, Toronto)

AD CONCEPT: “NIGHTMARE”

This ad had a powerful, even shocking emotional impact on many, and the depiction of aggressive behaviour and family conflict caught and held the attention of many participants. The ending was not clearly understood by all, although this may have been a result of the test ad format rather than an inherent problem with the concept.

MESSAGE

Participants identified the main message to be a strong anti-drug message focused on the negative consequences and effects of illicit drug use. They were less likely to associate a simple “don’t do drugs” or “drugs are bad” message with this ad, although a number of participants did offer this as the message. Some identified the message as simply “the effects of drugs,” without offering specifics on the nature of the effects that are depicted.

“The negative effects of taking drugs.” (Boy, Toronto)

“Not to use drugs and what it will do to you.” (Girl, Toronto)

“To learn about the effects of drugs.” (Girl, Toronto)

Some participants focused on the idea of “this is your life on drugs,” and identified the message as saying that taking illicit drugs will change one’s life in a negative way, but without making specific reference to the kinds of changes.

“The drugs ruined his life.” (Boy, Vancouver)

“The main message for this ad is that if you live on the path of doing drugs your life will no longer be the life you knew. It will be harder.” (Girl, Vancouver)

“To show the viewer the difference between a normal life and a life on drugs.” (Girl, Toronto)

“Don’t do drugs, they will change your life badly.” (Boy, Toronto)

“This is how your life could turn out if you do drugs.” (Girl, Winnipeg)

“Your life on drugs might not be the best way to live.” (Boy, Winnipeg)

Others identified a similar message about the ways that illicit drug use can change one’s personality or behaviour. Some referenced this message only in general terms.

- “How people act when they’re on drugs.” (Girl, Vancouver)
- “What can happen when you do drugs (how you act).” (Girl, Vancouver)
- “Drugs make you act differently and not like yourself.” (Girl, Winnipeg)
- “Drugs can change your mood and you can become a different person.” (Girl, Montreal)

Many participants mentioned specific ways in which drugs can change one’s feelings and behaviours, with a particular focus on how one’s actions can be affected, notably in terms of increased violence or aggression.

- “When you’re on drugs it changes a lot in your life like your attitude, your respect and your life.” (Boy, Vancouver)
- “Drugs make you frustrated.” (Boy, Montreal)
- “Drugs make you do things that would not be done normally.” (Boy, Montreal)
- “When you take drugs, you get violent.” (Boy, Montreal)
- “Drugs make you violent.” (Girl, Vancouver)
- “Drugs cause you to over-react.” (Girl, Vancouver)

Some focused on how illicit drug use affects those around the user, particularly family members and the user’s relationships with them.

- “Not to do drugs because it will make others feel bad.” (Boy, Vancouver)
- “Drugs brings lots of problems in the family.” (Boy, Montreal)
- “Drugs ruin relationships.” (Girl, Vancouver)
- “To show what using drugs can do to you and how it affects you and people around you.” (Girl, Toronto)

EMOTIONAL RESPONSE

Overall, the words most frequently selected by participants to describe how this ad made them feel were “concerned” and “shocked,” followed by “surprised” and “curious.” “Interested” and “fearful/anxious” were also selected somewhat more often than other words. In general, girls were more likely than boys to select “concerned” and “shocked.” Toronto youth were more likely to select “fearful/anxious,” Winnipeg and Vancouver youth were more likely to select “concerned” and Montreal youth were more likely to select “shocked” and “curious.”

Participants offered a number of different responses to the question “what did you feel after watching this ad?” Some referred to feelings of shock and surprise, or of being unsettled or disturbed by the ad, particularly by the violent behaviour of the main character.

“Shocked to see how much it could change your life.” (Boy, Vancouver)

“I was shocked to see him breaking stuff and getting into fights for no reason.” (Boy, Vancouver)

“I was disturbed.” (Boy, Montreal)

“Shocked that someone could act like that.” (Boy, Toronto)

“Like my heart dropped.” (Boy, Winnipeg)

Others said that they felt confusion over the ad in general, or concern about various aspects of the ad, particularly the ending. Many were uncertain as to whether the confrontation at the end was between two different boys, possibly twin brothers, or between the “before drugs” and “after drugs” version of the same boy. For some participants, much of the meaning of the ad was lost when the ending was not understood.

“Confused. Why was the kid in the blue shirt beating up the other kid in the blue shirt, or was that him?” (Boy, Vancouver)

“I felt confused – why was he pushing his friend after being caught with the pipe?” (Boy, Vancouver)

“It didn’t make a lot of sense you couldn’t tell what was going on.” (Girl, Winnipeg)

“Nothing, except a bit of confusion.” (Boy, Winnipeg)

“It was kind of confusing, because they did not specify what kind of drug he was on, which could give off mixed messages.” (Girl, Toronto)

“Confused because I never knew drugs could make you extremely angry.” (Girl, Toronto)

Some expressed feelings of sorrow, pain or concern about the depiction of the main character and his family; a few connected these feelings to past experiences or concerns about their own family or friends.

“I think it sad to see what drugs can do.” (Boy, Montreal)

“I felt bad for his friends and people in his way because he could really hurt someone.” (Girl, Winnipeg)

“I felt sorry for the people who are addicted to drugs, because it could ruin your life.” (Boy, Toronto)

- “Concerned for the boy and his health/safety.” (Girl, Toronto)
- “Depressed, upset that this could happen to friends or family.” (Girl, Toronto)
- “I felt sadness for the guy and his friends and family.” (Girl, Montreal)
- “Pain for those that take it.” (Girl, Montreal)
- “The fear because I know several that take drugs.” (Girl, Montreal)

Some were worried that they might find themselves in the same kind of situation as the main character.

- “I felt like I saw that in real life which I have with family members and I don’t want that to be me.” (Girl, Winnipeg)
- “I felt like it was me, I got worried because I can change into that.” (Boy, Winnipeg)

Some found that the ad prompted them to think about various aspects of illicit drug use and its consequences in a reflective or questioning way.

- “It’s kind of strange how people take drugs to feel better, and then feel good for maybe a few minutes but the long term effects can destroy your life.” (Girl, Winnipeg)
- “Why would someone take drugs when they know it’s going to hurt the ones they love?” (Girl, Winnipeg)

For some, the ad evoked strong feelings about avoiding illicit drug use, and gave them reasons – or strengthened the reasons they already had – for this choice.

- “I felt like never trying drugs in my life because it ruins everything.” (Boy, Vancouver)
- “I felt that I would never want to be in that situation.” (Boy, Vancouver)
- “I shouldn’t take drugs because I will feel bad after.” (Boy, Vancouver)
- “I felt that I should never do drugs unless I wanted to live an unhappy life.” (Girl, Vancouver)

Some felt that the ad was overly dramatic, even melodramatic, and that this made them less likely to identify with anyone in the ad or feel anything as a result of it.

- “It was overdramatized.” (Girl, Vancouver)
- “I thought the ad was really cheesy and I didn’t really feel much.” (Boy, Toronto)

Several participants said they felt nothing, or that they felt “just like normal” after watching the ad.

IMPACT

When asked about what aspects of the ad stood out the most, participants tended to focus on the depiction of violence. Some refer to aggressive behaviour and violence in general.

“Drugs lead to violent behaviour.” (Boy, Montreal)

“The person being abusive.” (Girl, Vancouver)

“When the drug user got aggressive.” (Girl, Vancouver)

“The violence.” (Girl, Winnipeg)

“How violent he was.” (Girl, Toronto)

Others identify specific scenes of violent behaviours, particularly the main character breaking the vase and “going crazy,” and his behaviour toward his mother. For some, the mother’s screaming, stood out particularly.

“How the boy’s life was awful, he broke those things and hurt his friends.” (Boy, Vancouver)

“He became very aggressive toward his family.” (Boy, Vancouver)

“That the guy was wrecking the house.” (Boy, Montreal)

“When he was fighting with his mom and breaking things.” (Girl, Winnipeg)

“The guy on drugs smashing the jar.” (Girl, Vancouver)

“The fight scene with the mom.” (Boy, Toronto)

“The thing that stood out was the lady screaming “why are you doing this?”” (Girl, Winnipeg)

There was little mention of the ad’s ending – but those who did mention it were often confused as to what was happening. For those who did not realize that the main character is confronted by his past self before his involvement with drugs, the ending was seen as one more act of violence.

“How the guy just went outside and just started hitting a random guy.” (Girl, Winnipeg)

“He beating on the guy.” (Boy, Winnipeg)

“When the two kids were fighting and the look on the kid’s face.” (Boy, Toronto)

However, those who did understand the final scene in the ad specifically mentioned being able to see the main character “before and after” as an element that stood out for them.

“That people had a chance to see what he was before.” (Girl, Winnipeg)

“When we saw him when he wasn’t on drugs.” (Boy, Winnipeg)

“Seeing the person’s face as they were on drugs and as they were off.” (Girl, Toronto)

A few said that seeing the drug paraphernalia stood out for them, or mentioned it in their account of the scenes that had a strong impact on them.

“The pipe in his drawer.” (Girl, Toronto)

“Him having a ‘fit’ when he got caught with his pipe.” (Boy, Vancouver)

Some participants were more general in their comments, and mentioned the message they saw in the ad as standing out for them, rather than any specific phrases or other elements.

“How drugs affected his life.” (Boy, Toronto)

“That drugs push you to do things that you would not do normally.” (Girl, Montreal)

“The evil that drugs can bring.” (Girl, Montreal)

“The boy completely changed because of drugs and impact on family.” (Girl, Montreal)

Some participants mentioned other elements of the ad, including the website, the tagline and the music and sound effects.

“not4me.ca” (Boy, Toronto)

“The music successfully brought a down and dirty feel to drugs and this is what caught my attention.” (Boy, Toronto)

“The music and the clatter of books” (Girl, Toronto)

“The sentence from the end of the ad.” (Girl, Montreal)

CALL TO ACTION

Participants mentioned a range of responses to the ad. Some said that they would continue watching it, and a number said specifically that they would pay attention to it.

“I would really pay attention to it.” (Girl, Winnipeg)

“I would listen to it.” (Boy, Winnipeg)

“I would watch and pay attention but I wouldn’t do anything afterwards.” (Boy, Toronto)

“The ad would catch my attention.” (Girl, Toronto)

“I would listen attentively so that I could learn more about the effects.” (Girl, Montreal)

Some said that the ad would make them think about drug use in general or the specific message and content of the ad.

“I would watch it and think a lot more about drugs.” (Boy, Vancouver)

“Think about the effects of what can happen to people on drugs.” (Girl, Vancouver)

“I would probably think about my life if I took drugs. I know not to take it” (Girl, Winnipeg)

Some thought that the ad reinforced their determination not to use illicit drugs; in particular, some would use their memories of the ad to bolster their determination not to use drugs when placed in the position of having to choose to try or not try drugs.

“I would try to remember this ad when I’m offered drugs – so I do not become like the character.” (Boy, Vancouver)

“Keep saying no to drugs. (Girl, Winnipeg)

“I would keep in mind how horrible drugs can be to you.” (Boy, Toronto)

“I would watch and I would never take drugs.” (Boy, Montreal)

“I would think twice before taking drugs.” (Boy, Montreal)

“I would not take drugs due to effects like aggression.” (Boy, Montreal)

Others indicated that they would talk to other people, particularly their friends and family, about the ad; some said they would try to encourage others to watch the ad, or try in other ways to dissuade people from using drugs.

“I would encourage others not to do drugs.” (Boy, Vancouver)

“I would probably tell my friends that crack is bad and that is what happens to you.” (Girl, Winnipeg)

“It would make me want to show people who do drugs the video and try to convince them not to do drugs.” (Boy, Toronto)

“I would probably pay more attention to it and tell my family about it.” (Girl, Toronto)

“I would show it to my friends that take drugs.” (Boy, Montreal)

“I would tell my brother to watch who takes drugs.” (Girl, Montreal)

“I would talk more with my friends.” (Girl, Montreal)

OVERALL IMPRESSIONS

“Nightmare” was seen as a dramatic and attention-grabbing ad by those who chose it as the better ad; some found it shocking or even disturbing. It attracted and held their attention because of the “screaming” and violent behaviours, including “smashing” things and fighting. It was seen as intense, fast-moving, with memorable music, and had a powerful impact on those to whom this style of ad was appealing.

“I felt like I just watched an action movie.” (Girl, Winnipeg)

“I felt as though, since this is something that is common in daily life, it was a bit upsetting and shows a strong point.” (Girl, Toronto)

Some, however, thought it was too intense, and too violent.

“It’s too ‘out there’ for me.” (Girl, Winnipeg)

“It pushed the message too much.” (Boy, Montreal)

Some found the ad believable and realistic, but others thought it was overly dramatic and exaggerated. Some, particularly in Montreal, found the level of violence unrealistic; they did not think that taking drugs would result in such extreme behaviour. Others suggested that it was not realistic for the young man to be taking drugs alone at home – they felt that using drugs was more of a social experience than a private one. Some thought that the dialogue and style of acting, particularly in the exchange between mother and son, was melodramatic and not believable.

Many found the ad to be clear, but others found it confusing – the ending was not clear to some until it was explained. For those who understood it, the ending scene where the boy confronts himself is a powerful and unexpected one that makes them think about how drugs have changed him.

“Interesting story – good vs. evil, like the before and after.” (Boy, Montreal)

Most saw the ad as aimed at them, although not as much as “Fast Forward.” Some felt that it was directed more specifically to people who were unaware of the effects of illicit drug use, or for people who were considering trying drugs. Others thought it might be more aimed at older youth, while some thought it was for younger youth, or even as a warning to parents of teenagers.

Some simply felt that the ad was not “relevant” to their own situations in the way that “Fast Forward” was. The main character was seen to be older than they were, and probably doing a hard-core drug such as crack (Montreal youth used the term “narco”). His story was more removed from their life, and while it was a dramatic one, it did not give them anyone to identify with, or a message they could translate to their own lives.

Taglines

Each of the two ads shown in this research had a slightly different tagline at the end; participants' attention was drawn to this and they were asked which of the two taglines they preferred:

- Tagline #1: "To find out more about the effects of drugs on you and your life, go to not4me.ca/0drogue.ca "
- Tagline #2: "To find out more about the effects of drugs, go to not4me.ca/0drogue.ca"

Overall, the tagline #1 was chosen by a slim majority of youth; most Montreal youth chose this tagline, while those outside Montreal were more evenly divided between the two taglines in their opinions.

Those who chose the first tagline liked its directness, saying it spoke to them and drew them in – it personalized the issue for them. Some also felt that it was more specific, in that it mentioned effects on the viewer and his or her life.

Those choosing the second tagline said it was better because it was shorter, and spoke to a broader audience – it was not just for those who used drugs and were therefore likely to be concerned about their effects, but for anyone interested in the effects of drugs in general. On the other hand, some felt that this tagline was vague and impersonal, and therefore less likely to draw in the viewer.

French Website

In the two Montreal groups, participants were given three possible names that might be used for the French version of the website:

- paspourmoi.ca
- pasbesoin.ca
- 0drogue.ca

0drogue.ca was the choice of almost all Montreal participants; they felt it was clear, to the point, and made the topic and message obvious, whereas the other two names could be referring to anything.

Almost all Montreal youth understood that the first character in the URL 0drogue.ca was “zero” not “Oh.”

Youth Internet Use

Most participants indicated that they use the Internet at least once a day, sometimes more often; the amount of time they spend online each day ranged from half an hour to several hours.

Well-known sites that were most frequently visited – by Francophone youth as well as Anglophone youth – include Facebook, MSN and YouTube; some also mentioned Hotmail, Yahoo, and MySpace. Most had used Google for searches, both for topics related to their schoolwork and for personal interest topics. Many were also familiar with Wikipedia. Participants also mentioned visiting a number of other websites to play games (particularly boys) or follow topics of personal interest, such as sports, celebrity news, fan sites for TV shows, bands or actors, or fashions. They also visited websites that allowed them to download music, or listen to/watch videos live online. There was a tendency, particularly among boys, to visit sites that feature videos of people making mistakes or “bloopers” of various kinds; one such site mentioned by participants is failblog.org.

Most participants did not follow or post to blogs; those who did, tended to follow blogs associated with a personal topic of interest. There were no blogsites mentioned that were frequented by a number of youth.

Most youth were not aware of RSS feeds, and when the concept was explained, they did not really think it was something they would do, since they tended to visit the sites they were interested in on a daily basis anyway. Some, however, saw this as similar to notification e-mails, which they have signed up for on some websites, and might use an RSS feed for a website they were interested in but did not regularly visit. A few have used RSS feeds, again for sites of specific personal interest.

Not many participants actively used Twitter, but some did follow the tweets of friends or of celebrities. Girls were somewhat more interested in Twitter than boys. Girls were also somewhat more likely to engage in text messaging.

Aside from content that is interesting and useful to them, features that participants felt make websites fun to visit and engage their interest included:

- Contests – although not all participants enjoyed or took part in these and some did not trust them.
- Quizzes and polls such as the ones they found on Facebook.
- Images that catch their attention.
- Design that is colourful and interactive but not excessive or disorganised.
- The ability to chat with other youth their age.
- A catchy name.

Most participants did not like pop-ups on websites – these were frequently described as “annoying” and some noted that they took control of what is seen away from the user. Participants also tended not to click on banner ads, but some clicked if the ad was of particular interest to them, or seemed intriguing.

Most participants did share links to websites or videos they found on sites like YouTube with their friends when they think the content is interesting or funny.

ANTI-DRUG WEBSITES

A number of participants had visited anti-drug websites, but most had done so as part of school assignments, and few remembered the specific sites they had visited, or anything about them. Most had not been given particular sites to visit by their teachers, but instead had “Googled” for websites to visit.

Those who did recall specific websites mentioned Health Canada, stupid.ca, and abovetheinfluence.com, which a few had seen advertised in Seventeen Magazine.

Very few felt that they would visit an anti-drug website of their own accord, although some said that if they did, and found it to be interesting, they would share the URL with friends. Others indicated that if they were aware of such a site, they might tell friends who were involved with drugs to visit an anti-drug website even if they would not go to it themselves. However, virtually all participants agreed that they would be more likely to visit a website than to call a 1-800 number to find out more about drugs.

When asked where they would expect to see ads such as the ones shown to them in the focus group sessions, most felt that they would see such ads on TV or in movie theatres. Almost all agreed that they would be more likely to watch such ads on TV or in movie theatres than on YouTube, pointing

out that on YouTube “you see what you want to see,” whereas on television, and especially in the theatres, the content is provided by someone else and your only choice is to watch it or to leave or change the channel.

Most agreed that they would be unlikely to choose to watch anti-drug ads on You Tube or to click on anti-drug banner ads, unless there was a special reason to do so, such as an endorsement or other connection to a celebrity, or a very catchy name or ad design.

Television channels that were mentioned as potential venues for anti-drug ads targeted at teenagers included YTV, Vrak TV, MuchMusic/Musique Plus, MTV, and various movie channels. A few also suggested placing such ads on DVDs of movies or TV shows popular with youth.

CONCLUSIONS

The focus group research suggests that “Fast Forward” is the better ad of the two television ad concepts .tested. It was selected over “Nightmare” by a margin of approximately two to one youths age 13 to 15, as the more effective ad. While both ads convey a strong anti-drug message, Fast Forward conveys a more hopeful or optimistic message, that one can be empowered and can make a choice; a message that resonates well with this age segment. Its shows a variety of scenes, such as the party scene and the fast forward scene, that can be effective in terms of generating interest in the ad and in the topic of drug use, and it depicts a realistic and credible example of peer pressure that many youth experience. It reinforces the pre-existing beliefs among most youth that drugs are bad.

Among suggested changes to the Fast Forward ad, the most common suggestion is that the main character use more appropriate or realistic language in refusing the drugs rather than saying “Drugs? Not for me thanks”.

August 28, 2009

**HEALTH CANADA POR 08-06
DISCUSSION AGENDA- Final
PN 6426
Focus Testing of TV Ads with Youth NADS**

NOTE TO MODERATOR: No mention of Government of Canada or Health Canada.

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/there is no wrong answer
- Session is being video taped and observed for research purposes to help write a report.
- Your individual comments will not be linked to you / names will not appear.
- The session will be approximately 2 hours.
- Please turn off cell phones, pagers.
- The receptionist will pay you your cash gift at the end of the session.
- You are all between the ages of 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. Who lives in your house (siblings, parents, pets?)

2.0 AD TESTING - Written Exercises (20 MINUTES)

Today we are going to start by looking at two videos. These are videos of two ads that are in progress and that may or may not be made. If they were made they would look like real ads with real people and real images but for the moment you will have to use your imagination and think of what they might look like in the finished form.

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

DISTRIBUTE WRITTEN EXERCISES FOR THE TWO ADS

You will see that the written exercises ask you some questions. First of all there is a section where I want you to write down what you think is the main message of the ad.

Next you will 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, if this ad came on as you were watching TV.

PRESENT EACH AD AND HAVE PARTICIPANTS COMPLETE THE WRITTEN EXERCISE AFTER EACH PRESENTATION

ROTATE ORDER OF AD PRESENTATION FROM SESSION TO SESSION

Ad 1: Fast Forward

Ad 2: Nightmare

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 RESPONSES/ EMOTIONS THAT EACH AD MAKES THEM FEEL

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

3.0 GROUP DISCUSSION OF ADS (45 MINUTES)

Let's now discuss what you think about each one.

Ad 1: Fast Forward

SHOW THE AD AGAIN

Let's review what you wrote down.

1. What is the main message of this ad? What did you write down?
2. What did you feel after watching this ad? Why? **PROBE**: Spontaneous responses as well as emotions that were circled
3. What was the one thing you heard or saw that stood out the most?
4. If this ad came on as you were watching TV, what would you do? (**PROBE**: talk to a family member or friend, get more information, go to the website,).

Now I would like to get your opinions about some other things about this ad.

-  What is your overall impression of this ad? Why do you say that? (strengths, weaknesses). **PROBE** – positive/neutral/negative
-  What did you like the most about this ad? What did you like the least?
-  Did the ad get your attention? Is it memorable? Why/why not?
4.  Is the ad clear?
-  Is the ad believable? Why/why not?
6. Is the ad, the people in the ad, and the main character in the ad realistic? How about the language used by the main character and the other people? How about the visuals of the drugs and drug paraphernalia? 
-  Do you feel this ad is aimed at you? Why or why not? Is it relevant to you?
8. How did the ad make you feel about drugs? What kind of impact did it have on you? 

Ad 2: Nightmare

SHOW THE AD AGAIN

Let's review what you wrote down.

1. What is the main message of this ad? What did you write down? 
2. What did you feel after watching this ad? Why? **PROBE**: Spontaneous responses as well as emotions that were circled 
3. What was the one thing you heard or saw that stood out the most? 

4. If this ad came on as you were watching TV, what would you do? (PROBE: talk to a family member or friend, get more information, go to the website,). 

Now I would like to get your opinions about some other things about this ad

-  What is your overall impression of this ad? Why do you say that? (strengths, weaknesses). **PROBE** – positive/neutral/negative
-  What did you like the most about this ad? What did you like the least?
3. Did the ad get your attention? Is it memorable? Why/why not? 
-  Is the ad clear?
5. Is the ad believable? Why/why not? 
-  Is the ad, the people in the ad, and the main character in the ad realistic? How about the language used by the main character and the other people? How about the visuals of the drug paraphernalia?
-  Do you feel this ad is aimed at you? Why or why not? Is it relevant to you?
8. How did the ad make you feel about drugs? What kind of impact did it have on you? 

At the end of each ad is a suggestion to visit a website. If there were a 1-800 phone number to call to get more information, would you prefer to call the number for a brochure or to visit a website? Why? 

4.0 CALL TO ACTION (10 minutes)

Here are two possible endings for the ad:

To find out more about the effects of drugs on you and your life, go to not4me.ca.

To find out more about the effects of drugs, go to not4me.ca.

Which do you think is better? Why? 

5.0 FRENCH WEBSITE (Francophones only) (10 minutes)

Here are three possible names for the website:

paspourmoi.ca
pasbesoin.ca
Odrogue.ca

Which do you think is better? Why? 

When it comes to Odrogue what does the O stand for? **TOP OF MIND** 

PROBE zero or oh?

6.0 REVIEW OF ADS

AFTER ALL HAVE BEEN REVIEWED . . .

Which ad do you think would be most effective? Meaning, which one would be more memorable or have more impact? 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? 

7.0 INTERNET USE (15 minutes)

Now I want to talk about something different. I want to ask you about how you use the internet and internet sources in general. How often do you use the internet? What do you do on the internet? **TOP OF MIND** 

Are there any particular websites that you like to go to? Which ones? Why these? **PROBES:** Do you use Google or other search engines? YouTube? Blogs? Facebook? MySpace? MSN? Twitter? 

What website features interest you? Do you pay attention to pop-ups? Are you interested in games? Videos? Interactive applications? On-line contests? Text based contests? Do you click on Internet Banner ads? Do you share web pages and links with friends? 

Do you sign up for RSS feeds? What feeds? 

Have you ever visited a website to learn about the negative effects of drug use? Which ones? Would you go to such a site? Why or why not? Would you share a website on the negative effects of drug use with your friends? 

Would you sign up for text messaging related information on drug prevention? 

8.0 CLOSING DISCUSSION (REMAINING TIME)

Does anybody have any questions about what we talked about today? 

Do you think the Government of Canada should be talking to you about drugs and drug use? 

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

THANK AND TERMINATE

WRITTEN EXERCISE

TV Ad #1

What is the main message of this ad?

What did you feel after watching this ad?

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

If this ad came on while you were watching TV, what would you do?

WRITTEN EXERCISE

TV Ad #2

What is the main message of this ad?

What did you feel after watching this ad?

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

If this ad came on while you were watching TV, 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

bored

empowered

helpless

doubtful

curious

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

shocked

hopeful

interested

surprised

concerned

confident

fearful/anxious

bored

empowered

helpless

doubtful

curious

Le 28 août 2009

**SANTÉ CANADA POR 08-06
PROGRAMME DE DISCUSSION – Final
PN 6426**

Évaluation d’annonces télévisées auprès de groupes de jeunes– SNA

NOTE À L’ANIMATEUR : Ne pas mentionner le gouvernement du Canada ni Santé Canada.

INTRODUCTION (10 MINUTES)

- Présentation de la procédure à suivre durant le groupe de discussion.
- Nom et rôle de l’animateur.
- Ce que nous voulons, c’est votre opinion – il s’agit d’un groupe de discussion.
- Sentez-vous bien libres d’exprimer votre accord ou votre désaccord, ainsi que vos points de vue / il n’y a pas de mauvaises réponses.
 - La séance est filmée sur vidéo et des observateurs sont présents, à des fins de recherche et pour la rédaction d’un rapport.
 - Aucun commentaire ne sera attribué à une personne précise / les noms n’apparaîtront pas.
 - La séance durera environ 2 heures.
 - Je vais vous demander d’éteindre vos cellulaires et téléavertisseurs (pagettes).
 - La réceptionniste vous remettra votre compensation financière à la fin de la séance.

Vous avez tous entre 13 et 15 ans. Nous allons faire un tour de table et je vais demander à chacun de vous de me dire votre prénom et de me parler un peu de vous. Qui habite avec vous (frères, soeurs, parents, animaux?)

ÉVALUATION DES ANNONCES – Exercices écrits (20 MINUTES)

Nous allons commencer par visionner deux vidéos. Ce sont les vidéos de deux annonces qui sont encore à l’étape du développement, et qui pourront ou non être produites et diffusées. Si elles sont diffusées, elles ressembleront à de

vraies annonces, avec des vraies personnes et des vraies images, mais pour l'instant, vous devrez faire appel à votre imagination pour vous faire une idée de ce qu'elles auront l'air une fois qu'elles seront dans leur forme finale.

Je vais vous remettre à chacun une série d'exercices écrits que vous devrez compléter pour chaque annonce. Nous parlerons ensuite de ce que vous avez écrit et de ce que vous pensez de ces annonces.

DISTRIBUER LES EXERCICES ÉCRITS POUR LES DEUX ANNONCES.

Comme vous pouvez le voir, vous devez dans les exercices écrits, répondre à quelques questions. Dans la première section, je vais vous demander d'écrire ce qu'est selon vous le principal message de l'annonce.

Ensuite, vous décrierez ce que vous avez ressenti (en d'autres mots, quels ont été vos émotions ou vos sentiments) après avoir vu l'annonce.

Ensuite, vous écrirez la chose qui ressort le plus dans cette annonce (ce peut être quelque chose que vous avez vu ou entendu).

Finalement, je vais vous demander d'écrire ce que vous feriez si cette annonce passait alors que vous êtes en train de regarder la télé.

PRÉSENTER CHAQUE ANNONCE ET DEMANDER AUX PARTICIPANTS DE COMPLÉTER L'EXERCICE ÉCRIT APRÈS CHAQUE PRÉSENTATION.

CHANGER L'ORDRE DE PRÉSENTATION DES ANNONCES D'UNE SÉANCE À L'AUTRE.

Annonce 1 : Fast Forward (avance rapide)

Annonce 2 : Nightmare (cauchemar)

Quand vous avez fini, retournez votre feuille à l'envers et déposez votre crayon, pour que je sache que vous avez terminé.

DISTRIBUER LE DEUXIÈME EXERCICE ÉCRIT DANS LEQUEL LES PARTICIPANTS DOIVENT ENCERCLER LES RÉPONSES/LÉS ÉMOTIONS QU'ILS ONT RESENTIES AVEC CHAQUE ANNONCE.

MONTRER DE NOUVEAU CHAQUE ANNONCE ET DEMANDER AUX PARTICIPANTS D'ENCERCLER LES RÉPONSES/LÉS ÉMOTIONS QU'ILS ONT RESENTIES POUR CHAQUE ANNONCE SUR DES FEUILLES D'EXERCICE SÉPARÉES.

DISCUSSION EN GROUPE AU SUJET DES ANNONCES (45 MINUTES)

Nous allons maintenant parler de ce que vous avez pensé de chaque annonce.

Annonce 1 : Fast Forward (avance rapide)

MONTRER DE NOUVEAU L'ANNONCE.

Voyons voir ce que vous avez écrit.

1. Quel est le principal message de l'annonce? Qu'est-ce que vous avez écrit?
2. Comment vous êtes-vous senti après avoir vu cette annonce? Pourquoi?
EXPLORER : Réponses spontanées et émotions encerclées.
3. Dans ce que vous avez vu ou entendu, quelle est la chose qui ressort le plus?
4. Si cette annonce passait alors que vous êtes en train d'écouter la télé, qu'est-ce que vous feriez? (**EXPLORER** : parler avec un membre de la famille ou un(e) ami(e), obtenir plus d'information, visiter le site Web).

J'aimerais aussi connaître vos opinions sur d'autres éléments de l'annonce.

Quelle est votre impression générale de l'annonce? Pourquoi? (forces, faiblesses). **EXPLORER** – positive/neutre/négative

Qu'est-ce que vous avez le plus aimé dans l'annonce? Qu'est-ce que vous avez aimé le moins?

Est-ce que l'annonce a attiré votre attention? Est-ce que vous allez vous en souvenir? Pourquoi/pourquoi pas?

Est-ce que l'annonce est claire?

Est-ce qu'elle est vraisemblable? Est-ce que c'est quelque chose qui est possible? Pourquoi/pourquoi pas?

Est-ce que l'annonce, les gens dans l'annonce et le personnage principal sont réalistes?

Et la façon dont parlent le personnage principal et les autres personnes?

Et les images de drogues et d'accessoires pour la consommation de drogues?

Sentez-vous que cette annonce s'adresse à vous? Pourquoi ou pourquoi pas?
Est-ce qu'elle est utile pour vous?

Qu'est-ce que cette annonce vous amène à penser au sujet des drogues? Quel effet a-t-elle sur vous?

Annonce 2 : Nightmare (cauchemar)

MONTRER DE NOUVEAU L'ANNONCE.

Voyons voir ce que vous avez écrit.

1. Quel est le principal message de l'annonce? Qu'est-ce que vous avez écrit?
2. Comment vous êtes-vous senti après avoir vu cette annonce? Pourquoi?
EXPLORER : Réponses spontanées et émotions encerclées.
3. Dans ce que vous avez vu ou entendu, quelle est la chose qui ressort le plus?
4. Si cette annonce passait alors que vous êtes en train d'écouter la télé, qu'est-ce que vous feriez? (**EXPLORER** : parler avec un membre de la famille ou un(e) ami(e), obtenir plus d'information, visiter le site Web).

J'aimerais aussi connaître vos opinions sur d'autres éléments de l'annonce.

Quelle est votre impression générale de l'annonce? Pourquoi? (forces, faiblesses). **EXPLORER** – positive/neutre/négative

Qu'est-ce que vous avez le plus aimé dans l'annonce? Qu'est-ce que vous avez aimé le moins?

Est-ce que l'annonce a attiré votre attention? Est-ce que vous allez vous en souvenir? Pourquoi/pourquoi pas?

Est-ce que l'annonce est claire?

Est-ce qu'elle est vraisemblable? Est-ce que c'est quelque chose qui est possible? Pourquoi/pourquoi pas?

Est-ce que l'annonce, les gens dans l'annonce et le personnage principal sont réalistes? Et la façon dont parlent le personnage principal et les autres personnes? Et les images d'accessoires pour la consommation de drogues?

Sentez-vous que cette annonce s'adresse à vous? Pourquoi ou pourquoi pas? Est-ce qu'elle est utile pour vous?

Qu'est-ce que cette annonce vous amène à penser au sujet des drogues? Quel effet a-t-elle sur vous?

À la fin de chaque annonce, on vous invite à visiter un site Web. S'il y avait un numéro 1-800 où vous pourriez appeler pour avoir plus d'information, préféreriez-vous appeler pour recevoir une brochure ou visiter un site Web? Pourquoi?

APPEL À L'ACTION (10 minutes)

Je vais vous montrer deux fins possibles pour l'annonce :

Pour en savoir plus sur les effets que les drogues pourraient avoir sur vous et sur votre vie, visitez Odrogue.ca.

Pour en savoir plus sur les effets de la drogue, visitez odrogue.ca.

Laquelle préférez-vous? Pourquoi?

SITE WEB EN FRANÇAIS (francophones seulement) (10 minutes)

Il y a trois noms possibles pour le site Web :

paspourmoi.ca

pasbesoin.ca

Odrogue.ca

Lequel préférez-vous? Pourquoi?

Si on parle de Odrogue, que signifie le 0? **RÉPONSES SPONTANÉES**
EXPLORER zéro ou oh?

RETOUR SUR LES ANNONCES

UNE FOIS TOUS LES ÉLÉMENTS EXAMINÉS . . .

Selon vous, laquelle de ces annonces serait la plus efficace? Autrement dit, celle dont les gens se souviendraient le plus ou celle qui les influencerait le plus? Pourquoi?

Et laquelle vous motiverait le plus à agir? Pourquoi? Et que feriez-vous?

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

Quels changements apporteriez-vous à cette annonce pour l'améliorer?

UTILISATION DE L'INTERNET (15 minutes)

Passons à un autre sujet. J'aimerais que vous me parliez de la façon dont vous utilisez en général l'Internet et les sources Internet. À quelle fréquence utilisez-vous l'Internet? Que faites-vous sur Internet? **RÉPONSES SPONTANÉES**

Est-ce qu'il y a des sites Web que vous aimez plus particulièrement? Lesquels? Pourquoi?

EXPLORER : Utilisez-vous Google ou d'autres moteurs de recherche? YouTube? Des blogs? Facebook? MySpace? MSN? Twitter?

Sur un site Web, quelles sont les caractéristiques ou éléments qui vous intéressent? Faites-vous attention aux fenêtres publicitaires (pop-up)? Aimez-vous les jeux? Les vidéos? Les applications interactives? Les concours en ligne? Les concours écrits? Cliquez-vous sur les bannières publicitaires sur l'Internet? Échangez-vous des pages Web et des liens avec vos amis?

Êtes-vous inscrits à des fils RSS (RSS feeds)? Lesquels?

Avez-vous déjà visité un site Web pour en savoir plus sur les effets négatifs des drogues? Lesquels? Est-ce que vous visiteriez un site de ce genre? Pourquoi ou pourquoi pas? Est-ce que vous échangeriez l'adresse d'un site Web sur les effets négatifs des drogues avec vos amis?

Vous inscririez-vous à un service d'envoi de messages textes sur la prévention de l'abus de drogue?

MOT DE LA FIN (TEMPS RESTANT)

Avez-vous des questions sur ce dont nous avons parlé aujourd'hui?

Selon vous, est-ce que le gouvernement du Canada devrait parler des drogues et de la consommation de drogues?

Merci beaucoup de votre participation à cette étude.

REMERCIER ET TERMINER

EXERCICE ÉCRIT

Annonce télévisée n° 1

Quel est le principal message de l'annonce?

Qu'avez-vous ressenti en voyant cette annonce?

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

Si cette annonce passait pendant que vous regardez la télé, que feriez-vous?

EXERCICE ÉCRIT

Annonce télévisée n° 2

Quel est le principal message de l'annonce?

Qu'avez-vous ressenti en voyant cette annonce?

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

Si cette annonce passait pendant que vous regardez la télé, que feriez-vous?

Annnonce télévisée n^{o2} – Veuillez s’il vous plaît encercler les mots, parmi les choix ci-dessous, qui décrivent ce que vous ressentez en visionnant cette annonce.

Étonné(e)

Plein(e) d’espoir

Intéressé(e)

Surpris(e)

Préoccupé(e)

Confiant(e)

**Craintif(ve)
/Inquiet(ète)**

Ennuyé(e)

Responsabilisé(e)

Impuissant(e)

Incertain(e)

Curieux(se)

POR 08-06
Pn 6426 – YOUTH
Creative Testing
FINAL

Respondent Name: _____

Home Phone #: _____

Business Phone #: _____

E-Mail: _____

Group #: _____ **Recruiter:** _____

RECRUIT 10 PER GROUP

TORONTO

| | |
|---------------|----------------|
| GROUP 1- boys | GROUP 2- girls |
| Monday | Monday |
| August 31 | August 31 |
| AT 5:00 pm | AT 7:30 pm |

WINNIPEG

| | |
|----------------|---------------|
| GROUP 3- girls | GROUP 4- boys |
| Tuesday | Tuesday |
| Sept 1 | Sept 1 |
| AT 5:00 pm | AT 7:30 pm |

VANCOUVER

| | |
|---------------|----------------|
| GROUP 5- boys | GROUP 6- girls |
| Wednesday | Wednesday |
| Sept 2 | Sept 2 |
| AT 5:00 pm | AT 7:30 pm |

MONTREAL

| | |
|----------------|---------------|
| GROUP 7- girls | GROUP 8- boys |
| Wednesday | Wednesday |
| Sept 2 | Sept 2 |
| AT 5:00 pm | AT 7:30 pm |

Hello, my name is _____. I'm calling from Environics Research Group, a national marketing research firm. We're conducting discussion groups on behalf of Health Canada. Up to ten youth participants will be taking part. May we have your permission to ask you some questions to see if you fit in our study?

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

1) For this project, we need to ensure that we are speaking with a parent or guardian of a child between the ages of 13 and 15 years. Do you have any children living with you in your home who is age 13, 14 or 15?

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

2) The youth groups will be viewing advertisements aimed at preventing drug use. Your child's participation in the research is completely voluntary and your decision to allow your child to participate or not will not affect any dealings you or your child may have with Environics or with Health Canada. All the information collected, used and/or disclosed will be used for research purposes only and administered according to the requirements of the Privacy Act. You will also be asked to sign a form to give permission for your child to participate and a waiver to acknowledge that your child may be audio and/or video taped during the session. The session will last a maximum of 2 hours. May we ask you and your child some further questions to see if he or she fits in our study?

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

3) Do you or does anyone in your household work in any of the following areas:

| | | |
|---|------------|-----------|
| (READ LIST)... | <u>YES</u> | <u>NO</u> |
| Marketing Research/Marketing Department | 1 | 1 |
| Marketing | 2 | 2 |
| Government of Canada | 3 | 3 |

IF YES TO ANY THANK AND TERMINATE

4) 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 | MIX OF PARENT EDUCATION LEVELS IN ALL GROUPS |
| Some high school (grades 8 - 11)..... | 2 | |
| 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|
 Post graduate university (Master's, Ph.D., completed or not)..... 8|
 DK/NA.....9 **TERMINATE**

5) Is the child who would be participating a boy or a girl?

Male 1 – **GROUPS 1,4,5,8**
 Female 2 – **GROUPS 2,3,6,7**

6) How old is the child who would be participating?

Under 13 years 1 – **TERMINATE**
 13 years 2
 14 years 3
 15 years 4
 16 years + 5 – **TERMINATE**

CHILD MUST BE 13,14 OR 15

7) With your permission, would your child be available to attend a discussion on [INSERT DATE] at [Time]? It will last about 2 hours and your child will receive a cash incentive for their time. As I mentioned earlier, these discussions are related to advertising being developed that is aimed at preventing drug use. Please note that participants will not be asked any questions about their own possible drug use.

YES 1 **CONTINUE**
 NO 2 **THANK & TERMINATE**

8) In order to ensure we have a mix of participants in the room, we need to ask them some qualifying questions. May we speak with your son or daughter if it is convenient to speak with them now?

Yes 1 **WAIT TO SPEAK TO THE YOUTH**
 No 2 **THANK & TERMINATE**
 Yes but they are not available 3 **RESCHEDULE**

ASK ALL YOUTH:

9) Hello, my name is _____. I'm calling from EnviroNics Research Group, a national marketing research firm. We're conducting discussion groups on issues related to a Health Canada advertising campaign. Up to ten youths will be taking part. Your participation in the research is voluntary and all your answers will be kept confidential and will be used for research purposes only. We are interested in hearing your opinions. But before we invite you to attend, we need to ask you a few questions to ensure that we get a good mix and variety of people. May I ask you a few questions?

Yes **CONTINUE**
 No **THANK AND TERMINATE**

10) For the purposes of this project, can you tell me your exact age?

SPECIFY

Under 13 years 1 – **TERMINATE**
 13 years 2
 14 years 3 - **MIX OF AGE 13, 14 AND 15 IN ALL GROUPS**
 15 years 4
 16 years + 5 – **TERMINATE**

It is important that you understand that all of your answers will be kept confidential. Your answers will be seen by the researchers only and your parents, teachers and all others will not be told any answers. Your answers will help ensure we have a mix of participants in the room.

11) I am going to read a list of statements. For each one I would like you to tell me if you strongly agree, agree, disagree or strongly disagree that the statement describes you. Please remember there are no right or wrong answers. **ROTATE ORDER**

| | Strongly Agree | Agree | Disagree | Strongly Disagree | DK/NR |
|---|-----------------------|--------------|-----------------|--------------------------|--------------|
| 10a. I believe marijuana is dangerous | | | | | |
| 10b. My close friends don't take drugs | | | | | |
| 10c. I would lose respect for someone who tries | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| drugs | | | | | |
| 10d. My parents know where I am most of the time | | | | | |
| 10e. I believe marijuana is more dangerous than smoking cigarettes | | | | | |
| 10f. I prefer to be with people who don't take drugs | | | | | |

TERMINATE IF RESPONDENT ANSWERS "STRONGLY AGREE" TO THREE OR MORE ITEMS. OTHERWISE CONTINUE

12a. Could you please tell me, beginning this September, will you be in..?

- Middle school.....1
- High school.....2
- College.....3- **THANK AND TERMINATE**
- University.....4- **THANK AND TERMINATE**

12b. What school are you attending in September?

_____ - **SPECIFY – ONE PER SCHOOL**

13. 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**

14a. 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. 15**

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

_____ **TERMINATE IF IN THE PAST 6 MONTHS**

14c. 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**

14d. Would you please tell me the topics discussed?

_____ **IF TOPIC RELATED -THANK AND TERMINATE**

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

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

16 **Confirm gender:**

- Male..... 1 – **GROUPS 1,4, 5,8**
- Female..... 2 – **GROUPS 2, 3,6,7**

17 Participants will be asked to watch and comment on some advertising during the discussion group. Is there any reason why you could not participate in this way?

- 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

18. Thank you for your answers. I would like to invite you to a discussion group on **(DAY, DATE at TIME)**. The session will last a maximum of two hours and it may be audio and/or video taped. You will receive \$50 for your time. Would you like to attend?

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

Thank you again. May I speak to a parent to finalize the arrangements for you to attend?

IMPORTANT:

() ASK PARENTS OF CHILDREN 13-15 YEARS

We need you to sign a parental consent document prior to your child's attendance at his or her focus group. In this document you will be asked to give your permission for your child to participate. As well, you will be asked to agree that the session will be audio and/or video taped. The tape is produced for research purposes and will be used only by the research firm and will be kept strictly confidential and will be destroyed after the research study is complete.

Where may we send this document? Please bring this document to the facility with your child or fax it to us prior to the group., if we do not have this consent form your child will NOT be permitted to attend and will NOT be paid.

Fax: _____

Email: _____

Parents Name: _____

INVITATION - 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. Can you able to be at the research facility 10 minutes prior to the session time?

Yes.....1

No.....2 – THANK AND 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. Will you bring along your ID?

Yes.....1

No.....2 –THANK AND TERMINATE

The group discussion will last approximately 2 hours and we offer each participant a \$50.00 cash gift as a token of our appreciation. I should also tell you that the groups will be audio and - 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.

INCENTIVE: \$50

LENGTH OF GROUP: 2 hours

LOCATIONS:

August 31st

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

September 1st

Winnipeg
Viewpoints
115 Banatyne Avenue
Suite 104
204.988.9253
Fax: 947.9262

September 2nd

Vancouver
NRG Research Group
1100 Melville Street,
Suite 1380
1877.530.6184

September 2nd

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

POR 08-06
Pn 6426 – YOUTH
Test créatif
-FINAL

Nom du répondant: _____

N° de téléphone résidentiel: _____

N° de téléphone au travail: _____

Courriel: _____

Groupe n°: _____ Recruteur: _____

RECRUTEZ 10 PAR GROUPE

MONTRÉAL

GROUPE 7- filles
Mercredi
2 septembre
À 17h00

GROUPE 8- garçons
Mercredi
2 septembre
À 19h30

Bonjour, mon nom est _____. Je vous appelle de Environics Research Group, une firme nationale d'études de marché. Nous menons présentement des groupes de discussion au nom de Santé Canada. Jusqu'à dix jeunes participants y prendront part. Nous permettez-vous de vous poser d'autres questions afin de déterminer si vous correspondez au profil que nous recherchons pour notre étude?

Oui 1 - CONTINUEZ
Non 2 - **REMERCIEZ ET TERMINEZ**

1) Pour ce projet, nous devons nous assurer que nous parlons avec un parent ou un tuteur d'un enfant entre les âges de 13 et 15 ans. Avez-vous des enfants qui vivent avec vous dans votre foyer et qui sont âgés de 13, 14 ou 15 ans.

Oui 1 - CONTINUEZ
Non 2 - **REMERCIEZ ET TERMINEZ**

2) Les groupes de jeunes visionneront des publicités visant à prévenir la consommation de drogues. La participation de votre enfant à cette recherche est entièrement volontaire et votre décision de permettre à votre enfant d'y participer ou non n'affectera en rien les interactions que vous ou votre enfant pourriez avoir avec Environics ou avec Santé Canada. Toute information recueillie, utilisée et/ou dévoilée sera utilisée qu'à des fins de recherche seulement et sera traitée conformément aux exigences de la Loi sur la protection des renseignements personnels. On vous demandera aussi de signer un formulaire donnant la permission à votre enfant de participer et un formulaire de consentement stipulant que votre enfant sera peut-être enregistré et / ou filmé pendant la session. La session durera un maximum de 2 heures. Nous permettez-vous de vous poser, à vous et à votre enfant, d'autres questions afin de déterminer s'il ou elle correspond au profil que nous recherchons pour notre étude?

Oui 1
Non 2 - **REMERCIEZ ET TERMINEZ**

3) Est-ce que vous ou une personne de votre foyer travaille dans l'un des domaines suivants:

(LISEZ LA LISTE)...

| | <u>OUI</u> | <u>NON</u> |
|---|------------|------------|
| Études de marché/Département en marketing | 1 | 1 |
| Marketing | 2 | 2 |
| Gouvernement du Canada | 3 | 3 |

SI OUI À L'UN CI-DESSUS, REMERCIEZ ET TERMINEZ

4) Pourriez-vous me dire quel est le dernier niveau de scolarité que vous avez terminé? **NE LISEZ PAS**

- École primaire ou moins (aucune étude jusqu'en 7e année)..... 1|
- Secondaire en partie (8e – 11e année)..... 2|
- Secondaire terminé (12e ou 13e 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 terminée (baccalauréat)..... 7|
- Études universitaires supérieures (Maîtrise, Doctorat, terminé ou non)..... 8|

**BONNE RÉPARTITION
DES NIVEAUX DE
SCOLARITÉ DES PARENTS
DANS TOUS LES GROUPE**

NSP/PR..... 9 **TERMINEZ**

5) Est-ce que l'enfant qui participera est un garçon ou une fille?

Homme 1 – **GROUPE 8**
Femme 2 – **GROUPE 7**

6) Quel âge à l'enfant qui participera?

- | | |
|-----------------|---------------------|
| Moins de 13 ans | 1 – TERMINEZ |
| 13 ans | 2 |
| 14 ans | 3 |
| 15 ans | 4 |
| 16 ans + | 5 – TERMINEZ |

L'ENFANT DOIT AVOIR 13, 14 OU 15 ANS

7) Avec votre permission, votre enfant serait-il disponible pour participer à une discussion le [INSÉREZ LA DATE] et [Heure]? La discussion durera 2 heures et votre enfant recevra une rémunération en argent comptant en guise de remerciement pour son temps. Comme je l'ai mentionné plus tôt, ces discussions sont liées à la publicité en cours d'élaboration qui vise à prévenir la consommation de drogues. Veuillez prendre note que l'on ne posera pas de questions aux participants sur leur utilisation possible de la drogue.

- | | | |
|-----|---|------------------------------|
| OUI | 1 | CONTINUEZ |
| NON | 2 | REMERCIEZ ET TERMINEZ |

8) Afin de s'assurer que nous avons une bonne répartition de participants dans la salle, nous devons leur poser quelques questions de qualification. Pouvons-nous parler avec votre fils ou votre fille si c'est commode de lui parler maintenant?

- | | | |
|---------------------------------------|---|--|
| Oui | 1 | ATTENDEZ DE PARLER AVEC LE/LA JEUNE |
| Non | 2 | REMERCIEZ ET TERMINEZ |
| Oui mais il/elle n'est pas disponible | 3 | PRENEZ UN RENDEZ-VOUS |

DEMANDEZ À TOUS LES JEUNES:

9) Bonjour, mon nom est _____. Je t'appelle de Environics Research Group, une firme nationale d'études de marché. Nous menons des groupes de discussions sur des questions liées à une campagne publicitaire de Santé Canada. Jusqu'à dix jeunes participants y prendront part. Ta participation à la recherche est volontaire et toutes tes réponses resteront confidentielles et seront utilisées à des fins de recherche seulement. Nous sommes intéressés à connaître tes opinions. Mais avant de t'inviter à participer, nous devons te poser quelques questions afin de s'assurer que nous avons une bonne répartition et une variété de personnes. Puis-je te poser quelques questions?

- | | |
|-----|------------------------------|
| Oui | CONTINUEZ |
| Non | REMERCIEZ ET TERMINEZ |

10) Aux fins de ce projet, pourrais-tu me dire ton âge exact ?

- PRÉCISEZ**
- | | |
|-----------------|--|
| Moins de 13 ans | 1 – TERMINEZ |
| 13 ans | 2 |
| 14 ans | 3 - BONNE RÉPARTITION D'ÂGES 13, 14 ET 15 ANS DANS TOUS LES GROUPES |
| 15 ans | 4 |
| 16 ans + | 5 – TERMINEZ |

Il est important que tu comprennes que toutes tes réponses resteront confidentielles. Tes réponses seront vues par les chercheurs seulement et tes parents, professeurs et tous les autres ne seront pas informés de tes réponses. Tes réponses nous aideront à s'assurer que nous avons une bonne répartition de participants dans la salle.

11) Je vais te lire une liste d'énoncés. Pour chacun je voudrais que tu me dises si tu es fortement d'accord, d'accord, en désaccord ou fortement en désaccord avec l'énoncé que je te décris. J'aimerais te rappeler qu'il n'y a pas de bonnes ou de mauvaises réponses. **ROTATION DE L'ORDRE**

| | Fortement d'accord | D'accord | En désaccord | Fortement en désaccord | NSP/PDR |
|--|---------------------------|-----------------|---------------------|-------------------------------|----------------|
| 11a. Je crois que la marijuana est dangereuse | | | | | |
| 11b. Mes amis proches ne prennent pas de drogues | | | | | |
| 11c. Je perdrais le respect pour quelqu'un qui essaye de la drogue | | | | | |
| 11d. Mes parents savent où je suis la plupart du temps | | | | | |
| 11e. Je crois que la marijuana est plus dangereuse que de fumer des cigarettes | | | | | |
| 11f. Je préfère être avec des gens qui ne prennent pas de drogues | | | | | |

TERMINEZ SI LE RÉPONDANT EST "FORTEMENT D'ACCORD" À TROIS OU PLUS D'ÉNONCÉS. SINON CONTINUEZ.

12a. Pourrais-tu s'il te plaît me dire, au début de septembre, seras-tu à l' / au ..?

École primaire (intermédiaire)..... 1
École secondaire2
Collège.....3 – **REMERCIEZ ET TERMINEZ**
Université..... 4 – **REMERCIEZ ET TERMINEZ**

12b. Quelle école vas-tu fréquenter en septembre?

_____ - **PRÉCISEZ – UN/UNE PAR ÉCOLE**

13. On demande aux personnes qui participent à des groupes de discussion d'émettre leurs opinions et commentaires. Dans quelle mesure te sens-tu à l'aise d'émettre tes opinions devant d'autres personnes? Te sens-tu....?

Très à l'aise.....1 – **MIN 50 % PAR GROUPE**
À l'aise.....2
Assez à l'aise.....3
Pas très à l'aise.....4 – **REMERCIEZ ET TERMINEZ**
Très mal à l'aise.....5 – **REMERCIEZ ET TERMINEZ**

14a. As-tu déjà participé à un groupe de discussion ou un entretien face à face où on t'as remis une somme d'argent, ici ou ailleurs?

Oui.....1 – **MAX (50 %) PAR GROUPE**
Non.....2 – **PASSEZ À Q. 15**

14b. À quand remonte la dernière fois que tu as participé à une de ces discussions?

_____ **TERMINEZ SI AU COURS DES 6 DERNIERS MOIS**

14c. À combien de groupes de discussion ou d'entretiens face à face as-tu participé au cours des 5 dernières années?

_____ **(PRÉCISER) SI PLUS DE 5 – REMERCIEZ ET TERMINEZ**

14d. Pourrais-tu me dire quels ont été les sujets de discussion?

_____ **SI SUJET RELIÉ – REMERCIEZ ET TERMINEZ**

15. As-tu été invité(e) à participer dans un avenir rapproché à un autre de ces groupes de discussion ou d'entretiens face à face?

Oui.....1 – **REMERCIEZ ET TERMINEZ**
Non.....2

16 **Confirmer le sexe:**

Homme..... 1 – **GROUPE 8**
Femme..... 2 – **GROUPE 7**

17. Les participants seront invités à regarder et commenter sur certaines publicités pendant le groupe de discussion. Y a-t-il une raison quelconque pour laquelle tu ne pourras pas participer de cette façon?

Oui.....1 – **REMERCIEZ ET TERMINEZ**
Non.....2

NOTE : SI LE RÉPONDANT(E) DIT QU'IL/ELLE A UN PROBLÈME DE VUE OU D'AUDITION, UN PROBLÈME DE LANGUE ÉCRITE OU VERBALE, UNE INQUIÉTUDE À NE PAS POUVOIR COMMUNIQUER EFFICACEMENT – REMERCIEZ ET TERMINEZ

18. Merci pour tes réponses. J'aimerais t'inviter à un groupe de discussion le (**JOUR, DATE à HEURE**). La session durera un maximum de deux heures et cela pourra être enregistrée et filmée. Tu recevras 50 \$ pour ton temps. Aimerais-tu participer?

Oui.....1
Non.....2 – **REMERCIEZ ET TERMINEZ**

Merci encore une fois. Puis-je parler à un de tes parents pour finaliser les arrangements pour que tu puisses participer?

IMPORTANT:

() DEMANDER AUX PARENTS D'ENFANTS DE 13-15 ANS

Nous devons vous faire signer un document de consentement parental avant la participation de votre enfant à son groupe de discussion. Dans ce document, on vous demandera de donner votre permission pour que votre enfant participe. De plus, on vous demandera d'accepter que la session sera enregistrée et filmée. L'enregistrement est produite à des fins de recherche et ne sera utilisée que par la firme de recherche et sera gardée strictement confidentielle et sera détruite après que l'étude de recherche soit terminée.

Où pouvons-nous vous faire parvenir ce document? Veuillez apporter avec votre enfant ce document à la salle de recherche ou nous le faire parvenir par télécopieur avant le groupe. Si nous n'avons pas ce formulaire de consentement, votre enfant ne sera PAS autorisé à participer au groupe de discussion et ne sera PAS payé.

Télécopieur: _____

Courriel: _____

Nom des parents: _____

INVITATION - 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 – REMERCIEZ ET TERMINEZ

On demande à tous les participants de cette étude de montrer une pièce D'IDENTITÉ AVEC PHOTO. Si vous n'apportez pas votre 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 – REMERCIEZ ET TERMINEZ

Le groupe de discussion durera environ 2 heures et nous remettrons à chaque répondant la somme de 50.00\$ en argent en guise de remerciement. Je dois aussi vous mentionner que les groupes seront enregistrés sur bande audio pour des fins de recherche et que des membres de l'équipe de recherche observeront la discussion d'une salle voisine. Tout ce que vous direz restera confidentiel.

[] **COCHEZ POUR INDIQUER QUE VOUS AVEZ LU L'ÉNONCÉ AU RÉPONDANT.**

INCITATIF: 50\$

DURÉE DU GROUPE: 2 heures

EMPLACEMENT:

2 septembre

Montréal

Ad Hoc Recherche

1250, rue Guy

Bureau 900

514.937.4040

Télécopieur: 935.7700