

**FINAL  
REPORT**

**Focus Testing of the National Anti-  
Drug Strategy (NADS) Youth Website:  
not4me.ca/0drogue.ca**

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

In support of this second component, Environics Research Group conducted six (6) focus group sessions between December 1 and 3, 2009, with youth aged 10 to 15 years. Mixed-gender sessions were held in Toronto (2, English), Calgary (2, English) and Montreal (2, French). Youth aged 13 to 15 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 provided with a computer and engaged in both unguided and guided exploration of the not4me.ca website (0drogue.ca), a key part of the National Anti-Drug Strategy (NADS).

The research will assess the usability of the website to ensure that the navigation is user friendly and intuitive and does not discourage use. The content will also be assessed to ensure that it meets the needs of this audience. The main objective of the research is to evaluate the navigation, look and feel and content of the National Anti-Drug Strategy (NADS) website as an information resource for youth ages 13-15. This research will provide important information that will be incorporated into the website to ensure that it is as effective as possible in meeting the needs of the youth target audience.

The final cost of the project, including GST, is \$ 39,997.65.

### Key Findings

#### OVERALL

- Overall, the website was well received by youth.

- When asked if they would return to the site, reaction was divided: some said yes, some said no, and many were conditional in their response. However, many said that they might return if there were a specific reason.

#### **FIRST IMPRESSIONS**

- Participants' initial impressions of the not4me.ca website (0drogue.ca) were generally positive; most found the website to be informative, interesting to explore and well organized. The most common words used to describe the site were "good" and "pretty good."
- Participants viewed not4me as a government site; in this context, several suggested it was "better than expected."
- Participants were most likely to recall seeing or reading information on the effects and risks of taking illicit drugs.
- Most participants found the visual appeal of the not4me site to be fine or good, but at the same time they saw it as a serious site to be used for purposes of finding information.
- The interactive aspects of the website design – rollovers, pop-ups and the visuals associated with the puzzles – were appreciated by a number of participants.
- Some participants felt that the site could be more attention-getting and suggested the inclusion of more colour, more pictures, video clips, and more puzzles, games and quizzes.
- The website was seen as easy to use and navigate, with clear and easy to understand menus, "lots of boxes and clicks," and the "helpful" sidebar. A few participants felt that the site could be improved by the addition of a search function and improved back button navigation.
- In terms of content, most participants agreed that the not4me.ca website (0drogue.ca) was highly informative and useful for anyone who wanted – or needed – to learn the facts about drugs.
- The text was found by most to be easy to understand and full of interesting facts.
- Because the website was clearly understood by most to be provided by the Government of Canada, the content of the site was seen as accurate and credible.

## TASKS

- Task 1 (find the short term and long term effects of marijuana use) was well done; Task 2 (a friend is acting strangely – look for signs of drug use) was less well done. Older participants completed both tasks somewhat more successfully than younger participants.
- Most participants felt that it was “easy” to find the answers, and reported that the site was set up in such a way as to facilitate their search for the right sections.
- There were no general difficulties experienced with the overall design and navigation of the website in completing these tasks. However, some participants suggested that a search function should be made available. Some participants felt both “marijuana” and “cannabis” should be used. Some participants wanted the word “friends” added to “family members” in the Looking for Answers referring to the signs of drug use.

## SECTION EXPLORATION

- Participants were given time at the computers to review two sections of the site. In general, participants found much of interest in Drug Facts (including the puzzles), and The Risks, sections and found them easy to navigate. Most agreed that the information in these sections was credible, easy to understand, clear, and written for youth.
- While most participants found nothing that needed improvement in these sections, some general suggestions were made: more pictures and other visual elements, making use of video clips, and making the website brighter and more colourful.
- The puzzles were well received overall as a good or interesting feature of the site.
- The information on the effects of drugs was of particular interest to youth, including general effects of drug use and effects of specific drugs like LSD, marijuana, ecstasy, and others.
- The Risks section has many topics of interest to youth: the travel section was considered particularly interesting and important, followed by the stories of people’s experiences, the illegal aspects of drug use, and the legal and social risks.
- Some participants found that as the “sticky notes” in The Risks section were clicked on, they tended to become overlaid and it was difficult to see and click on the ones underneath.

### **UNGUIDED EXPLORATION**

- When given a chance to roam freely, several participants went back to the puzzles. Others explored a wide range of other sections.
- While only a few looked at This Day in History or Words of Wisdom, those who did, liked the sections.
- Some looked at Share Your Story; most participants expressed a great deal of interest in reading the personal stories of other youth (or watching them on video clips, which many indicated they would like to see), although only a very few said that they would consider submitting their own story.
- When asked about sharing pages of the website on Facebook or other social networking sites, most indicated that they did not want to do this; however, many said they would consider sending a page or pages of the site to a friend.

### **Statement of Limitations**

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

## RÉSUMÉ DU RAPPORT

### 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 réalisé six (6) groupes de discussion entre le 1<sup>er</sup> et le 3 décembre 2009 avec des jeunes âgés de 10 à 15 ans. Des séances de discussion mixtes (réunissant des garçons et des filles) ont eu lieu à Toronto (deux séances en anglais), à Calgary (deux séances en anglais) et à Montréal (deux séances en français). Les jeunes de 13 à 15 ans sélectionnés pour ces groupes de discussion se classent dans le segment attitudinal désigné sous le terme de « contemplateurs », ce qui signifie que ces jeunes ne sont pas radicalement opposés à la consommation de drogues ou à d'autres comportements à risque et qu'ils sont potentiellement vulnérables à la pression de leurs pairs. Dans tous les groupes, un ordinateur était attribué à chaque participant en vue d'effectuer une exploration non guidée et guidée du site Web [0drogue.ca](http://0drogue.ca) ([not4me.ca](http://not4me.ca)), élément clé de la Stratégie nationale antidrogue (SNA).

Cette recherche vise à évaluer la facilité d'utilisation du site Web afin de s'assurer que la navigation y est conviviale et ne décourage pas son utilisation. Le contenu sera aussi évalué afin de vérifier qu'il répond aux besoins du public cible. Le principal objectif de la recherche est d'évaluer la navigation, l'aspect et la convivialité et le contenu du site Web de la Stratégie nationale antidrogue (SNA) en tant que source d'information pour les jeunes âgés de 13 à 15 ans. Cette recherche fournira d'importantes informations qui pourront ensuite être intégrées au site Web afin de s'assurer qu'il répond le plus efficacement possible aux besoins du public cible, soit les jeunes.

Le coût total du projet, incluant la T.P.S., est de 39,997.65 \$.

## Principales conclusions

### GÉNÉRALES

- Dans l'ensemble, le site Web a été bien accueilli par les jeunes.
- Quand on leur a demandé s'ils retourneraient visiter le site Web, la réaction a été divisée : certains ont dit oui, d'autres non, et plusieurs ont offert une réponse conditionnelle. Néanmoins, plusieurs ont dit qu'ils pourraient y retourner s'ils avaient une raison précise de le faire.

### PREMIÈRES IMPRESSIONS

- Les premières impressions des participants sur le site Web 0drogue.ca (not4me.ca) ont été en général positives, la majorité des jeunes jugeant le site Web informatif, intéressant à explorer et bien organisé. Les expressions les plus souvent utilisées pour décrire le site le qualifiaient de « bon » ou de « très bon ».
- Les participants ont considéré 0drogue comme un site gouvernemental et, dans ce contexte, plusieurs ont suggéré qu'il est mieux que ce à quoi ils se seraient attendus.
- Les participants étaient très susceptibles de se rappeler avoir vu ou lu des informations sur les effets et les risques liés à la consommation de drogues illégales.
- La majorité des participants ont trouvé l'apparence visuelle du site 0drogue bien ou très bien, mais ils l'ont en même temps considéré comme un site sérieux, utilisé pour trouver de l'information.
- Les aspects interactifs du site Web – effets de survol, fenêtres contextuelles et images associées aux casse-tête – ont été appréciés de plusieurs participants.
- Quelques participants ont trouvé que le site pourrait chercher davantage à attirer l'attention et ont suggéré d'ajouter des couleurs, plus de photos, des clips vidéo ou davantage de casse-tête, de jeux-questionnaires ou d'autres jeux.
- Le site Web a été considéré comme facile à utiliser et à naviguer, avec des menus clairs et faciles à comprendre, « beaucoup de boîtes et de clics » et des menus latéraux « utiles ». Quelques participants ont jugé que le site pourrait être amélioré par l'ajout d'une fonction de recherche et d'un bouton page Précédente amélioré.



- Pour ce qui est du contenu, la majorité des participants étaient d’avis que le site *0drogue.ca* (*not4me.ca*) est hautement informatif et pratique pour tous ceux et celles qui désirent – ou doivent – en apprendre davantage sur les drogues.
- Le texte a été considéré par la majorité des participants facile à comprendre et rempli de faits intéressants.
- Parce que la majorité des participants ont compris que le site Web est un site du gouvernement du Canada, le contenu a été jugé exact et crédible.

### TÂCHES

- La tâche 1 (trouvez les effets à court et à long terme de la consommation de marijuana) a été bien réussie; la tâche 2 (un ami agit de façon bizarre – recherchez les signes de consommation de drogue) a été moins bien réalisée. Les participants plus âgés ont effectué les deux tâches de façon plus réussie que les participants plus jeunes.
- La plupart des participants ont trouvé qu’il était « facile » de trouver les réponses et ont signalé que le site est organisé de façon à faciliter la recherche des sections appropriées.
- Les participants n’ont éprouvé pour la réalisation de ces tâches aucune difficulté globale quant à la conception ou à la navigation d’ensemble du site Web. Cependant, certains participants ont suggéré qu’une fonction de recherche devrait être disponible. Certains participants ont mentionné que les termes « marijuana » et « cannabis » devraient tous deux être utilisés. Certains participants auraient aimé que le mot « ami » soit ajouté, en plus des membres de la famille à la section *as-tu des questions?* qui traite des signes de consommation de drogues.

### EXPLORATION DES SECTIONS

- Les participants ont eu du temps à l’ordinateur pour explorer deux sections du site. En général, les participants ont découvert plusieurs éléments intéressants aux sections *Les faits* (y compris les casse-tête) et *Les risques*, et les ont jugées faciles à naviguer. La majorité était d’accord pour dire que l’information offerte dans ces sections est crédible, facile à comprendre, claire et écrite pour les jeunes.

- Bien que la majorité des participants n'ait rien trouvé à améliorer dans ces sections, certaines suggestions d'ordre général ont été faites : plus de photos et d'éléments visuels, utiliser des clips vidéo et rendre le site plus coloré, avec des couleurs plus vives.
- Les casse-tête ont été dans l'ensemble bien accueillis et considérés comme un bon élément ou une caractéristique intéressante du site.
- L'information sur les effets des drogues a en particulier suscité l'intérêt des jeunes, y compris les effets généraux de la consommation de drogue et les effets de drogues spécifiques comme le LSD, la marijuana, l'ecstasy ou autres.
- La section *Les risques* contient plusieurs sujets d'intérêt pour les jeunes : la section sur les voyages a été jugée particulièrement intéressante et importante, suivie des histoires vécues, des aspects illégaux de la consommation de drogue et des risques juridiques et sociaux.
- Certains participants ont mentionné que lorsqu'on clique sur les « notes auto-adhésives » de la section *Les risques*, celles-ci tendent à se superposer et il devient alors difficile de voir et de cliquer sur celles du dessous.

#### EXPLORATION NON GUIDÉE

- Quand ils ont pu naviguer librement sur le site, plusieurs participants sont retournés aux casse-tête. D'autres ont exploré un large éventail de nouvelles sections.
- Bien que peu d'entre eux aient examiné les sections *Dates historiques* ou *Témoignages*, ceux qui l'ont fait ont aimé ces sections.
- Certains ont visité la section *Raconte-nous ça!*; la plupart des participants ont exprimé un très grand intérêt à lire les histoires personnelles d'autres jeunes (ou de les regarder sur des clips vidéo, plusieurs participants mentionnant qu'ils aimeraient en trouver sur le site), bien que très peu d'entre eux aient dit qu'ils pourraient envisager de soumettre leur propre histoire.
- Lorsque interrogés sur la possibilité de partager des pages du site Web sur Facebook ou d'autres sites de réseautage social, la majorité des participants ont indiqué qu'ils ne voulaient pas le faire. Cependant, plusieurs ont dit qu'ils envisageraient d'envoyer une ou des pages du site à un ami.

## **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 their parents.

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

A web resource will form an important part of the social marketing campaign aimed at youth. This phase of the research is needed to ensure the effectiveness of web-based educational materials, both in terms of content, as well as look and feel and ease of navigation of the website.

### Purpose and Objectives

An interactive website in English and French was ready to be focus tested with youth, who represent the target audience for the web resource. The research will assess the usability of the website to ensure that the navigation is user friendly and intuitive and does not discourage use. The content will also be assessed to ensure that it meets the needs of this audience.

The main objective of the research is to evaluate the navigation, look and feel and content of the [not4me.ca/0drogue.ca](http://not4me.ca/0drogue.ca) website as an information resource for youth ages 13-15. This research will provide important information that will be incorporated into the website to ensure that it is as

effective as possible in meeting the needs of the youth target audience. During the course of planning the study, it was decided to expand the target group to include youth ages 10 to 12.

The specific research objectives are as follows to:

- Assess the overall look and feel of the website;
- Ascertain whether the layout and flow of the information presented is logical and easy to follow;
- Assess the content of the website for ease of understanding, usefulness, relevance, credibility and comprehensiveness;
- Assess the ease of navigation of the website; and
- Assess the visual appeal of the website.

## Methodology

Six (6) focus group sessions were conducted between December 1 and 3, 2009, with youth ages 10 to 15. These sessions were conducted in three cities – Toronto, Calgary, and Montreal. In each city, one session was conducted with youth ages 10 to 12 and one with youth ages 13 to 15; all sessions comprised both boys and girls. All participants were provided with access to a computer for the duration of the focus group, and technicians were standing by to address any technical issues.

Location	Date and Time	Group Composition
Toronto	December 1, 5:00 pm	Boys and girls aged 10-12; English language
Toronto	December 1, 7:30 pm	Boys and girls aged 13-15; English language
Montreal	December 2, 5:00 pm	Boys and girls aged 10-12; French language
Montreal	December 2, 7:30 pm	Boys and girls aged 13-15; French language
Calgary	December 3, 5:00 pm	Boys and girls aged 10-12; English language
Calgary	December 3, 7:30 pm	Boys and girls aged 13-15; English language

The target audience for this research is Canadian youth between the ages of 10 and 15. In the age category 13 to 15, the target group are Contemplators: a segment between Straight and Narrow and Experienced, identified from previous Health Canada research with youth regarding drug use. 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. 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 the Appendix for the recruiting screener.)

The focus groups lasted between one and a half and two hours in length and consisted of between eight to nine participants (out of nine participants recruited for each group). The participants were recruited through a database which has been derived primarily through a quantitative survey where respondents 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 (MRIA – previously the Professional Market Research Society and the Canadian Association of Market Research Organizations) and applicable privacy 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 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 qualitative research (focus groups) conducted with youth ages 10 to 15. Environics Research Group conducted six focus group sessions with youth ages 10 to 15 in three cities – Toronto, Calgary, and Montreal. These sessions were held between December 1 and 3, 2009. In each city, one session was conducted with youth ages 10 to 12 and one with youth ages 13 to 15; all sessions comprised both boys and girls.

The goal of the research was to assess the look and feel of the not4me.ca website (0drogue.ca), its content, layout, navigation and visual appeal. Participants were provided with computers in order to access and explore the not4me.ca website (0drogue.ca). They were provided with specific information-seeking tasks and asked to examine specific sections of the website, as well as engage in unguided exploration.

### **Participants' Experience**

The sessions began with an introductory discussion of participants' Internet use, their experiences with anti-drug education in school and at home, and their familiarity with and expectations of websites providing anti-drug information.

### **INTERNET USE**

Most participants spend approximately two hours a day online, with some spending only a half-hour or less, especially on weekdays, and others spending up to four or more hours online every day. A few indicated that they do most of their Internet activities on the weekends, but for many, time spent online is a regular part of their daily life.

Many said that they spend most of their time on social networking or media sites, such as YouTube and Facebook, or using MSN. Many participants also mentioned playing games online. Some, particularly boys, visit sports-oriented websites. Some download music and videos. Many acknowledge using the Internet in research for school projects, but this is often an afterthought. Few mentioned using the Internet for personal research on topics of interest.



### **EXPERIENCE WITH ANTI-DRUG ABUSE EDUCATION OR INFORMATION**

Most, but not all, participants mentioned having had at least some anti-drug education at school. Some received this education in health classes, usually in grades 6 or 7. Others mentioned attending school assemblies with speakers on the topic of illicit drugs, either from police or from various anti-drug education programs. Some were told about anti-drug websites by teachers, and a few attended in-school lab classes where they were instructed to visit such sites.

Topics covered in classes or presentations on illicit drugs included the effects of various drugs, both short-term and long-term (“how it feels when you take it” and “how it messes up your life”) and how to deal with peer pressure. The illicit drugs that participants were most likely to be aware of were marijuana, cocaine, ecstasy and LSD or “acid.”

Many participants also mentioned talking about illicit drugs with friends, siblings and parents or other relatives. The amount of discussion around illicit drugs in the home varied widely: some said that their parents talk to them about drugs “all the time,” while others said this happens “once in a while” or when the issue “comes up on TV.” Many participants had seen anti-drug advertising or other programming on television, which addressed such issues as drug effects and drug avoidance. Several participants made specific mention of having seen the first phase of the NADS TV ad aimed at parents.

### **EXPERIENCE WITH ANTI-DRUG WEBSITES**

Few participants have visited anti-drug websites, and those who have, have done so primarily as part of a class assignment. A few have visited such websites out of curiosity. Some mentioned watching videos with anti-drug messages on YouTube. Websites mentioned included: Doogie.com, experiment.ca and stupid.ca. Most indicated that if they wanted to visit such a site, or wanted to find out information about illicit drugs on the Internet, they would use a Google search to find a website.

Some participants indicated that they might be interested in visiting a site offering information on illicit drugs and drug avoidance, but most appeared to be indifferent. Some indicated that they would only visit such a site if it were assigned as a school project, a few thought they might visit if someone they knew were to become involved with illicit drugs, and a few said they would be curious, and would want to “check it out.”

Expectations of what they would find on such a website included:

- Information and pictures or videos showing what kinds of drugs exist and what they look like;
- Information and pictures or videos of the effects of drugs: “what happens when you take drugs” and “why drugs are bad”;
- Information on side-effects and long-term effects of illicit drug use;
- Information on lesser-known drugs: “drugs people might give you, but you don’t know they are drugs”;
- Testimonials from various people concerning drug use;
- Information on how drugs affect youth in particular; and
- Information on why people take drugs.

## Evaluation of not4me.ca website (0drogue.ca)

After the initial discussion about anti-drug information and websites in general, participants were allowed to access and explore the not4me.ca website (0drogue.ca) for five minutes. Following this, they were asked to complete a written recall exercise; their first impressions and recollections of this initial visit to the website were then discussed as part of an overall assessment of the content, layout, navigation and visual appeal of the website, as well as participants' propensity to revisit the site.

### FIRST IMPRESSIONS

Participants' initial impressions of the not4me.ca website (0drogue.ca) were generally positive; most found the website to be informative and interesting to explore. The most common words used to describe the site were good and pretty good.

Other phrases used by participants to further describe their impressions of the website included:

- “Clear”
- “Well done”
- “Well organized”
- “Laid out well”
- “I liked everything”
- “Tons of info”
- “Has a bit of everything”
- “Got into details”
- “A good site if you want to inform yourself”
- “Talks about everything”
- “Lots of pictures and information”

There was a tendency for participants to view not4me as a government site; in this context, several said that they had expected it to be “lame”, but that it was “better than expected.”

### RECALL

In terms of specific elements, sections or specific pieces of information recalled following a brief unguided exploration of the website, participants most commonly mentioned seeing or reading

information on the effects and risks of taking illicit drugs. Other frequently recalled elements included:

- Pictures of drugs;
- Puzzles that can be completed to reveal facts about the drugs;
- The different names of various drugs;
- How to get help;
- Different laws in different countries;
- Personal stories;
- Fast Facts; and
- Risks of taking drugs.

Some specific pieces of information seemed to have a particularly strong level of recall, such as the possibility of damage to the nose from sniffing cocaine and the use of GHB and ketamine in sexual assaults. For at least some participants, this level and kind of detail was a large part of what they found interesting and memorable about the website.

#### **VISUAL APPEAL OF WEBSITE**

Most participants found the visual appeal of the not4me site to be fine or good, but at the same time they saw it as a serious site to be used for purposes of finding information. Some mentioned that it looked like a government site or said the visual design elements reminded them of school: “it looks like a school book.”

A few commented on the artistic layout and noted that the design included a lot of visuals but some felt that the design did not work for them.

Some participants felt that the site could be more attention-getting and suggested the inclusion of more colour, more pictures, and the addition of video clips, to make it cooler or more fun.

The interactive aspects of the website design – rollovers, pop-ups, and the visuals associated with the puzzles – were appreciated by a number of participants, who felt that these elements made the site more interesting for them. These participants wanted to see more puzzles, games and quizzes incorporated into the site design.

#### **NAVIGATION**

Overall, the website was seen as easy to use and navigate: “someone who’s not too good on the computer could use it.”

Participants mentioned a number of positive aspects that added to the ease of navigation, such as: clear and easy to understand menus, “lots of boxes and clicks,” and the “helpful” sidebar. Most felt that it was easy to find the information they were interested in (“we know where to go”) and some commented that navigation on not4me was “easier than other sites”: “Risks’ takes you to risks.”

A few participants felt that the site could be improved by the addition of a search function. Several participants reported that using the back button did not take them where they expected to go, based on their experience with using the back button on other sites. This was the only major point of difficulty mentioned with respect to site navigation.

## CONTENT

In terms of content, most participants agreed that the not4me.ca website (Odrogue.ca) was highly informative and useful for anyone who wanted – or needed – to learn the facts about drugs.

They appreciated the level of detail offered on the various topics and appreciated the tone of the content - that the site did not just tell them not to take drugs, but rather gave them many reasons not to take drugs, leaving it up to them to make the decision based on the information presented.

The text was found by most to be easy to understand and full of interesting facts. Many commented positively on the use of personal stories, although some preferred that these be available as video clips rather than as text.

Some offered suggestions for other material they would like to see on the site:

- Add a section containing information and advice for people who are already taking drugs and want to stop;
- Add more things to do – more games, puzzles or quizzes about drugs that would offer information while providing an opportunity for fun;
- Add a pronunciation guide to the list of names used for the various illicit drugs;
- Provide more precise information on prison terms for drug offences in other countries: “how many years people can go to jail for doing drugs there”; and
- Include more personal stories from youth or from people that youth would know and respect, such as sports or music celebrities.

Because the website was clearly understood by most to be provided by the Government of Canada, the content of the site was seen as accurate and credible.

#### **PROPENSITY TO REVISIT AND RECOMMEND THE WEBSITE**

When asked if they would return to the site, reaction was divided: some said yes, some said no, and many were conditional in their response. Most are agreed that the site was “not something you’d use everyday.” However, many said that they might return if there were a specific reason they needed to access the information on the website:

- If they were assigned a school project where they needed the information;
- If a friend was doing drugs and they needed information in order to help them; and
- If they were in the “older grades” where drugs is seen as more of a problem, and needed information on drugs or on how to resist peer pressure at that time.

A few found the information on the website sufficiently interesting that they thought they might return once or twice “just to finish reading some of the sections.”

When asked about sharing pages of the website on Facebook or other social networking sites, most indicated that they would not want to do this; however, many said they would consider sending a page or pages of the site to a friend, particularly if they felt the information would be of use in helping that friend to avoid or stop taking illicit drugs.

Some participants thought that they might tell their teachers about the website, so that it could be used in classes on drug education. Others said that while they might not share pages of the website, they would likely tell their friends about it, or tell them some of the interesting facts they had discovered in exploring the website during the session.

## Tasks of the Not4me.ca Website (0drogue.ca)

In this segment of the focus group session, participants were given two tasks to complete by using the not4me.ca website (0drogue.ca):

- Task 1 (find the short term and long term effects of marijuana use)
- Task 2 (a friend is acting strangely – look for signs of drug use).

The purpose of this exercise was to test how well the site works when visitors are trying to find specific information.

### OVERALL PERFORMANCE

Generally speaking, Task 1 was well done; most participants found the section dealing with the effects of drugs and were able to write down a list of short-term and long-term effects.

Task 2 was less well done; while many successfully located the section dealing with signs of drug use, others found this task more difficult, and either did not find any relevant information, or reported information from other sections that, while relevant to some degree, was not the information specified in the task description.

Older participants completed both tasks somewhat more successfully than younger participants, particularly Task 2.

Most participants felt that it was easy to find the answers, and reported that the site was set up in such a way as to facilitate their search for the right sections: “it’s a good site for searching for facts.” Overall, the sections accessed in the tasks were seen as easy to navigate and the content was easy to understand.

There were no general difficulties experienced with the overall design and functionality of the website when completing the tasks. However, some participants had suggestions for improvement.

With respect to Task 1, several participants noted that the site lacked a search function, and suggested that one should be made available. A number of participants had difficulty with this task at first because they were unfamiliar with the term “cannabis” and were looking for references to “marijuana”; these participants felt that both terms should be used in the site.

With respect to Task 2, some participants wanted the word “friends” added to “family members” in the Looking for Answers section referring to the signs of drug use. A few found the topic heading Use your Voice to be inappropriate for a section providing the information required in Task 2 and suggested that better titles for this section might be Help a Friend or Drug Use Signs. A few felt that most of the signs listed in the section were written as if “you already know your sibling/friend is on drugs” and wanted to have more indications of possible drug use signs added.



## Guided Exploration of two sections of the website

Participants were next given time at the computers to review two site sections: Drug Facts (including the puzzles) and The Risks. In general, participants found much of interest to them in both these sections, and found the sections easy to navigate. Most agreed that the information in these sections was credible, easy to understand, clear, and written for youth.

While most participants found nothing that needed improvement in these sections, some general suggestions were made, as well as some comments specific to the content or functionality of each section. Overall suggestions for improvements included: more pictures and other visual elements, making use of video clips, and making the website brighter and more colourful. In the French sessions, a few spelling or typographic errors were pointed out.

### PUZZLES

The puzzles were well received overall as a good or interesting feature of the site; several participants commented that it was good to have the puzzles “because kids expect games on websites.” Some felt that the puzzles were informative in themselves because they “help you know what the drug will look like”; participants were also appreciative of the drug facts that appeared when the puzzles were solved.

The number of puzzles solved ranged from none to all; most completed from two to six puzzles. Among the participants who tried the puzzles, not one puzzle stood out as particularly likely or unlikely to be tried; all puzzles were mentioned by at least a few participants.

Some of the younger participants found the puzzles somewhat challenging to complete; the most frequent comments concerning difficulties had to do with the way that all the pieces moved when one tried to place a new piece, and the similar background in some of the puzzles.

Suggested improvements included:

- Improve picture quality and clear up the “fuzzy” pictures;
- Make the puzzle pictures larger, so they can be seen more clearly;
- Have one page showing all the puzzles;
- Add a button that shows suggestions for next step in solving the puzzle;
- Have the facts appear beside the puzzle, so one can see the completed picture;
- Add a “see it now” button, so you can see the facts without finishing the puzzle;

- Add more puzzles, showing “all the drugs that are out there” and show the different ways that drugs can be presented; and
- Add True/False quizzes, maze puzzles, and other interactive activities.

### **DRUG FACTS SECTION**

The information on the effects of drugs was of particular interest to youth, including general effects of drug use and effects of specific drugs like LSD, marijuana, ecstasy, and others.

When asked about the most important information provided in this section, the effects of drugs was most frequently mentioned, followed by the pictures showing what various drugs look like, and the list of names of drugs including slang names.

Suggestions for improvements or added content included:

- Discussion of the cost of drugs and how much money people waste;
- Warnings about “phoney” drugs and “cut” drugs;
- “Before and after” pictures;
- Video clips showing physical effects of drug use and “how people act when they’re on drugs”;
- Warnings about how drugs can be taken unintentionally, such as being dissolved in drinks; and
- A listing of all the slang names for drugs on the front page, so those who only know the slang name will learn the real name and know how to look for information.

### **THE RISKS SECTION**

The Risks section had many topics of interest to youth: the travel section was considered particularly interesting and important, followed by the stories of people’s experiences, the illegal aspects of drug use, and the legal and social risks. Participants were also struck by the information on individual differences in terms of how easily one can become addicted and what effects and consequences are experienced.

Most suggestions for improvement in this section focused on the post-it notes or sticky notes; participants found that as the sticky notes were clicked on, they tended to become overlaid and it was difficult to see and click on the ones underneath. Other suggestions included:

- A table of contents they could click on.
- A background design related to the drug theme; and
- Adding the ability to click on “next page” rather than having to scroll down.

## **Unguided Exploration of the Website**

Toward the end of the focus group session, participants were asked to return to the computers and roam freely and look at whatever sections they wanted.

When given this chance to roam freely, several participants went back to the puzzles. Others explored a wide range of other sections, including:

- This Day in History;
- Tips for Saying No;
- Looking for Answers;
- Get help;
- Share your Story;
- Use Your Voice; and
- Words of Wisdom.

While only a few looked at This Day in History or Words of Wisdom, those who did liked the sections.

Some looked at Share your Story; most participants expressed a great deal of interest in reading the personal stories of other youth (or watching them on video clips, which many indicated they would like to see), although only a very few said that they would consider submitting their story.

Almost nobody looked at the submission guidelines.

Most said they would not want to share pages of the site with friends on Facebook or other social media sites, although several said they would consider sending a page or pages to a friend.

## CONCLUSIONS

The not4me.ca website (Odrogue.ca) was overall well-received by youth. They found the content accessible and credible, and the site well-organized and easy to navigate. The visual presentation of the website was felt to be good, even pleasing, although many felt it could be made more colourful. The existing interactive elements were appreciated, although many felt that there could be more, particularly in the form of puzzles and quizzes. There was also a marked desire for video clips to enhance the content of the website.

Reaction was divided when asked if they would return to the site: some said yes, some said no, and many were conditional in their response. Many said that they might return if there were a specific reason such as: they needed to access the information on the website for a class assignment or something similar, they had a real concern about someone they knew who may be taking drugs, or they had a personal exposure to drugs. Thus the site has potential to be used by youth for these purposes.

## **APPENDICES**



November 27, 2009


**NADS Youth Website– Qualitative Research  
HC POR 08-09  
Discussion Guide – Draft 4 - Final  
pn6443**


**1.0 Introduction and General Instructions – Time: 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 taped and observed for research purposes.
- 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 (10 to 12) (13 to 15). Let's go around the table so that each one of you can tell me your first name, what grade you're in and how do you use the internet and how much time do you spend on the internet?

**2.0 Introduction to topic - Time: 10 minutes**

 Have any of you visited any website or sites that talk about the topic of drug use? Which ones? Why did you visit? What were you looking for? Did you find it?

 If you heard about a website about drugs, would you be interested in visiting it? What would you expect to find?

### 3.0 Initial site exploration- General Comment and Observations – Time 20 Minutes

The purpose of today's group is to look at and discuss a website that is meant for youth.

A technician will be in the room with us and will be available to help if you have difficulty navigating through the site or feel stuck with something that you can't seem to solve. The technician will not teach the navigation of the site but will be available to help if asked.

Please go to your computers and look at the website that is set on your screen. Please explore what is on the site and how the site operates in general.

#### **Moderator: Stop participants at 5 minutes into exploration**

Now come back to the table and let's have a quick discussion about what you have seen.

First I am going to hand out this one sheet of paper and I would like you to just write down what things you remember about the site and what things stood out and caught your attention.

#### **HAND OUT AND COMPLETE RECALL EXERCISE**

Now let's see what you wrote down. **GO AROUND THE TABLE**



Based on these few minutes on the site, what are your main impressions of the site?



What is most interesting or appealing to you about the site so far? What is the least appealing?



How does it look to you? **Probe visual aspects.**



How does it feel? Is the site easy to move around in? Is it easy to navigate? Is the layout easy to follow? Does it seem logical?



When it comes to the information or topics on the site from what you have seen is it interesting? Useful? Believable? Easy to understand? Is there anything missing?



Would you return to this site?



If you heard about this particular website, would you be interested in visiting it? Why or why not?



#### **4.0 Two tasks – Time 20 Minutes**

Now you are going to go back to your computers again and I am going to give you two tasks and you are going to try to find the answers to these two questions from the website. Here is a sheet with the two tasks on it and space for your answers or comments. I'll give you about ten minutes to do both exercises total and then we can discuss how you did.

#### **RETURN TO COMPUTERS AND HAND OUT TASKS WRITTEN EXERCISE**

Task 1 – You have an assignment for a school project. You are asked to find and report back on what are the short-term and long-term effects of marijuana use.

Task 2 – You have a friend who is acting very strange lately and you want to try to figure out if it's because he or she may be using drugs. What would be the signs?

#### **Participants work on Tasks.**

Now let's discuss what you found. Let's start with Task 1.



Were you able to find the answer or answers? Where? Was it easy to find? How did the site help you in the research? Did you find everything you needed?

Now let's talk about Task 2.



Were you able to find the answer or answers? Where? Was it easy to find? How did the site help you in the research? Did you find everything you needed?

#### **5.0 Two sections – Time 30 Minutes**

Now let's take a look at two sections of the site.

First, Section 1 “Puzzles and Drug Facts” I will give you ten minutes to look through it. You can look at the puzzles on the main index page as well as within the Drug Facts section. Here is a work sheet to write down answers to some questions.

#### **HAND OUT WEBSITE SECTIONS SHEET/ PARTICIPANTS WORK ON SECTION 1**

Ok now let's turn to Section 2 “the Risks” section. You will find another work sheet on the reverse side.

#### **PARTICIPANTS WORK ON SECTION 2**

**Note: There will be no discussion among participants until both sections of the website have been reviewed and participants have made notes.**

Ok let's come to the table and let's talk about Section 1 and Section 2.

### **First Section 1.**

What did you write down?



1. Did you finish any puzzles? Which ones? What do you think about the puzzles?
2. Are there any interesting facts or features in this section?
3. Does anything need to be improved in this section?

### **Section 1 - Content**

Now let's discuss a bit more the Drug Facts section.



Is there any information that caught your attention? What is the most important or valuable information in this section?



Does this information in this section seem relevant to you? Why or why not? Would this information be useful for you? Why or why not?



Is it believable? Is it interesting?



What information is missing from this section, if any?



Is the information easy to understand? Easy to follow?



Are there words or sentences that are confusing? (Do you think it is written for your age level?)

### **Section 1 - Navigation**

Thinking now about moving around the Drug Facts section of the site:



What worked well for you? What didn't? Is there anything related to how you navigate this part of the site that you would change to make it work better for you?



Were you able to find what you were looking for?






How do you feel about the overall design of this section? What about the layout?





Do the headings describe the information within this section and its sub-sections?

## Section 1 - Visuals







-  Are the images and information clear?
-  Are the visuals interesting and appealing?
-  Are there any images that could/might limit clear understanding of this section of the website?

 Ok now let's talk about **Section 2**. What did you write down?

-  1. Are there any interesting facts or features in this section?
-  2. Does anything need to be improved in this section?



## Section 2 - Content

Now let's discuss a bit more the Risks section.


-  Is there anything in terms of information that caught your attention? What is the most important or valuable information in this section?
-  Does this information in this section seem relevant to you? Why or why not? Would this information be useful for you? Why or why not?
-  Is it believable? Is it interesting?
-  What information is missing from this section, if any?
-  Is the information easy to understand? Easy to follow?
-  Are there words or sentences that are confusing? (Do you think it is written for your age level?)

## Section 2 - Navigation


Thinking now about moving around the Risks section of the site:

-  What worked well for you? What didn't? Is there anything related to how you navigate around this part of the site that you would change to make it work better for you?
-  Were you able to find what you were looking for?


 How do you feel about the overall design of this section? What about the layout?

 Do the headings describe the information within this section and its sub-sections?

## **Section 2 - Visuals**

 Are the images and information clear?


 Are the visuals interesting and appealing?

 Are there any images that might limit clear understanding of this section of the website?


## **6.0 Final sections – Time 10 Minutes**


Ok now let's go to your computers and look through any other sections that you wish. You will have five minutes.


Now let's come back and discuss.


 Which other sections did you look at? Why? What was good and not good about this section/these sections?


 Did anybody look at the section called This Day in History? What do you think of it? Does the title make sense?

 How about the Words of Wisdom section? Did anybody look at it? What do you think of it? Does the title make sense? What would you expect to find in this section?





 As you may have noticed, there's a section on the Web site that asks youth to share their stories about drug prevention (called Share Your Story). Would you be interested in reading other teens' stories? Would you send in a story? Or artwork?

 Did you see the Submission Form and Content Guidelines? If yes, did you understand it? Do you think it would be straightforward to submit a story? If no, why? What changes would you suggest?

 Did you see the tips for saying no? Or how to deal with peer pressure related to drugs? Was the information useful? Important? Believable? Easy to understand? Did you find what you'd expect in this section? Is anything missing?

 Now for the site as a whole what did you think about the pictures and visuals? Did you find them interesting? Did you relate to the pictures of the people?

## **7.0 Review and conclusions – Time 10 Minutes**

-  Would you want to share any pages of the site with friends on Facebook, Twitter or other social media sites? Which pages?
-  Who created this site? Is this site part of another site?
-  Would you return to this site? What would make you want to return?
-  Do you have any other comments about this site?

**Thank you very much for participating.**

## RECALL EXERCISE

**What do you remember about the site? What things stand out and catch your attention?**

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## TWO TASKS

**Task 1 – You have a school project. You are asked to find and report back on what are the short-term and long-term effects of marijuana use. Please search the site and try to find answers.**

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**Task 2 – You have a friend who is acting very strange lately and you want to try to figure out if it's because he may be using drugs. What would be the signs? Please search the site and try to find answers.**

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## WEBSITE SECTIONS

### **SECTION #1 –PUZZLES AND DRUG FACTS**

**Did you complete any puzzles? If so which ones?**

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**Were there any interesting facts or features in this section?**

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**What, if anything, needs to be improved in this section?**

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## WEBSITE SECTIONS

### ***SECTION #2 THE RISKS***

**Were there any interesting facts or features in this section?**

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**What, if anything, needs to be improved in this section?**

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27 novembre 2009

**Évaluation du site web SNA pour les jeunes – Recherche qualitative  
HC POR 08-09  
Guide de discussion – Ébauche 4 - final  
pn6443**

**1.0 Présentation et instructions d'ordre général – Durée : 10 minutes**

Présentation : comment fonctionne un groupe de discussion

- Nom de l'animateur et son rôle.
- Nous voulons avoir vos opinions – ceci est un groupe de discussion.
- Sentez-vous à l'aise d'être d'accord ou en désaccord et exprimez vos opinions librement – il n'y a pas de mauvaise réponse.
- À des fins de recherche, la séance est enregistrée et observée.
- Vos réponses personnelles ne seront pas attribuées à vous et votre nom n'apparaîtra pas.
- La séance va durer environ 2 heures.
- Éteignez votre téléphone cellulaire ou téléavertisseur.
- La réceptionniste va vous donner votre cachet en argent à la fin de la séance.
- Vous avez tous de (10 à 12 ans) (13 à 15 ans). Nous allons commencer par faire un tour de table; dites votre prénom, en quelle année scolaire vous êtes, comment vous utilisez Internet et combien de temps vous passez sur Internet.

**2.0 Présentation du sujet – Durée : 10 minutes**

Est-ce que vous avez déjà visité un site web qui parle de la consommation de drogues?  
Lequel ou lesquels? Pourquoi avoir visité ce(s) site(s)? Qu'est-ce que vous recherchez?  
Est-ce que vous avez trouvé ce que vous recherchez?

Si vous entendiez parler d'un site web sur les drogues, seriez-vous intéressé à le visiter?  
Que vous attendriez-vous à y trouver?

### **3.0 Exploration initiale du site – Commentaires et observations d'ordre général – Durée : 20 minutes**

L'objectif du groupe de discussion d'aujourd'hui est de regarder et de discuter d'un site web qui s'adresse aux jeunes.

Un technicien va circuler dans la salle et pourra vous aider si vous avez des problèmes de navigation dans le site ou si vous avez des difficultés que vous n'êtes pas capable de résoudre. Il ne vous montrera pas comment naviguer dans le site, mais pourra vous aider si vous avez besoin d'aide.

Allez à un ordinateur et regardez le site web qui est déjà à l'écran. Explorez ce qui se trouve sur le site et comment le site fonctionne en général.

#### **Animateur : Arrêter les participants après 5 minutes d'exploration**

Maintenant, revenez à la table. Parlons brièvement de ce que vous avez vu.

D'abord, je vais vous remettre une feuille et j'aimerais que vous écriviez ce dont vous vous rappelez du site web, les choses qui se démarquaient et qui ont attiré votre attention.

#### **REMETTRE LA FEUILLE ET DEMANDER AUX PARTICIPANTS DE COMPLÉTER L'EXERCICE DE RAPPEL**

Regardons maintenant ce que vous avez écrit. **CIRCULER AUTOUR DE LA TABLE**

En vous basant sur les quelques minutes passées sur le site web, quelles sont vos principales impressions du site?

Qu'est-ce qui est le plus intéressant ou qui vous attire le plus du site web jusqu'à maintenant?

Qu'est-ce qui vous attire le moins?

De quoi a-t-il l'air selon vous? **Explorer les aspects visuels.**

Qu'en pensez-vous? Est-ce que c'est facile de se déplacer dans ce site? Est-ce que c'est facile de naviguer dans ce site? Est-ce que la présentation est facile à suivre? Est-ce que cela semble logique?

De ce que vous avez vu, est-ce que les informations ou les sujets sont intéressants? Utiles? Crédibles? Faciles à comprendre? Est-ce qu'il manque quelque chose?

Est-ce que vous retourneriez voir le site?

Si vous entendiez parler de ce site web en particulier, est-ce que vous seriez intéressé à aller le visiter? Pourquoi ou pourquoi pas?

#### **4.0 Deux tâches – Durée : 20 Minutes**

Retournez à vos ordinateurs. Je vais vous donner deux tâches à faire. Essayez de trouver les réponses aux deux questions en vous aidant du site web. Voici la feuille avec les deux tâches; vous pouvez y écrire vos réponses et vos commentaires dans les espaces fournis. Vous avez environ 10 minutes pour faire tout l'exercice. Par la suite, nous allons discuter de comment vous vous êtes débrouillés.

#### **RETOURNEZ AUX ORDINATEURS ET REMETTEZ L'EXERCICE ÉCRIT SUR LES TÂCHES**

Tâche 1 – Vous avez un projet à remettre pour l'école. On vous demande de trouver et d'indiquer quels sont les effets à court terme et à long terme de la marijuana.

Tâche 2 – Un de vos amis agit bizarrement depuis un certain temps et vous voulez savoir si c'est parce qu'il ou elle consomme des drogues. Quels seraient les signes?

#### **Les participants effectuent les tâches.**

Discutons maintenant de ce que vous avez trouvé. Commençons avec la tâche 1.

Avez-vous été capable de trouver la ou les réponses? Où? Est-ce que c'était facile à trouver? Comment le site vous a-t-il aidé dans votre recherche? Avez-vous trouvé tout ce dont vous aviez besoin?

Parlons maintenant de la deuxième tâche.

Avez-vous été capable de trouver la ou les réponses? Où? Est-ce que c'était facile à trouver? Comment le site vous a-t-il aidé dans votre recherche? Avez-vous trouvé tout ce dont vous aviez besoin?

## **5.0 Deux sections – Durée : 30 Minutes**

Regardons maintenant deux sections du site.

D'abord, regardons la section 1, « Casse-têtes et quelques faits sur les drogues ». Je vais vous donner 10 minutes pour la regarder. Vous pouvez regarder les casse-têtes à la page d'index principale ainsi qu'à la section Faits sur les drogues. Voici une feuille où vous pouvez écrire les réponses à certaines questions.

### **REMETTRE LA FEUILLE SUR LES SECTIONS DU SITE / LES PARTICIPANTS TRAVAILLENT SUR LA SECTION 1**

Passons maintenant à la section 2, « Les risques ». Vous allez trouver un autre exercice au verso de cette feuille.

### **LES PARTICIPANTS TRAVAILLENT SUR LA SECTION 2**

**Note : Aucune discussion parmi les participants avant que les deux sections du site web aient été examinées et que les participants aient pris des notes.**

Revenez à la table. Nous allons parler des sections 1 et 2.

#### **D'abord, la section 1.**

Qu'est-ce que vous avez écrit?

1. Est-ce que vous avez terminé un ou plusieurs casse-têtes? Lesquels? Que pensez-vous des casse-têtes?
2. Y a-t-il des caractéristiques ou des faits intéressants dans cette section?
3. Est-ce qu'il y a des choses qui doivent être améliorées dans cette section?

#### **Section 1 - Contenu**

Parlons un peu plus de la section Faits sur les drogues.

Est-ce qu'il y a des informations qui ont attiré votre attention? Qu'elles sont les informations les plus importantes ou précieuses dans cette section?

Est-ce que les informations contenues dans cette section vous semblent pertinentes? Pourquoi ou pourquoi pas? Est-ce que ces informations vous seraient utiles? Pourquoi ou pourquoi pas?

Est-ce crédible? Est-ce intéressant?

S'il y a lieu, quelles sont les informations manquantes dans cette section?

Est-ce que les informations sont faciles à comprendre? Faciles à suivre?

Est-ce que les mots ou les phrases portent à confusion? (Pensez-vous qu'elles s'adressent à des jeunes de votre âge?)

### **Section 1 - Navigation**

Pensez maintenant à la navigation dans la section Faits sur les drogues de ce site :

Qu'est-ce qui fonctionnait bien? Qu'est-ce qui fonctionnait moins bien? Est-ce qu'il y a quelque chose au sujet de la façon dont on navigue dans cette partie du site web que vous changeriez?

Est-ce que vous avez trouvé ce que vous cherchiez?

Que pensez-vous du design global de cette section? Qu'en est-il de la présentation?

Est-ce que les titres décrivent les informations qui se trouvent dans la section et dans les sous-sections?

### **Section 1 – Éléments visuels**

Est-ce que les images et les informations sont claires?

Est-ce que les éléments visuels sont intéressants et attirants?

Y a-t-il des images qui pourraient vous empêcher de bien comprendre cette section du site web?

Parlons maintenant de la **Section 2**. Qu'est-ce que vous avez écrit?

1. Y a-t-il des caractéristiques ou des faits intéressants dans cette section?
2. Est-ce qu'il y a des choses qui doivent être améliorées dans cette section?

### **Section 2 - Contenu**

Parlons un peu plus de la section Risques.

Est-ce qu'il y a des informations qui ont attiré votre attention? Qu'elles sont les informations les plus importantes ou précieuses dans cette section?

Est-ce que les informations contenues dans cette section vous semblent pertinentes? Pourquoi ou pourquoi pas? Est-ce que ces informations vous seraient utiles? Pourquoi ou pourquoi pas?

Est-ce crédible? Est-ce intéressant?

S'il y a lieu, quelles sont les informations manquantes dans cette section?

Est-ce que les informations sont faciles à comprendre? Faciles à suivre?

Est-ce que les mots ou les phrases portent à confusion? (Pensez-vous qu'elles s'adressent à des jeunes de votre âge?)

## **Section 2 - Navigation**

Pensez maintenant à la navigation dans la section Risques du site.

Qu'est-ce qui fonctionnait bien? Qu'est-ce qui fonctionnait moins bien? Est-ce qu'il y a quelque chose au sujet de la façon dont on navigue dans cette partie du site web que vous changeriez?

Est-ce que vous avez trouvé ce que vous cherchiez?

Que pensez-vous du design global de cette section? Qu'en est-il de la présentation?

Est-ce que les titres décrivent les informations qui se trouvent dans la section et dans les sous-sections?

## **Section 2 – Éléments visuels**

Est-ce que les images et les informations sont claires?

Est-ce que les éléments visuels sont intéressants et attirants?

Y a-t-il des images qui pourraient vous empêcher de bien comprendre cette section du site web?

## **6.0 Dernières sections – Durée : 10 Minutes**

Retournez à vos ordinateurs et regardez toutes les autres sections qui vous tentent. Vous avez cinq minutes.

Revenons autour de la table et discutons.

Quelles sont les autres sections que vous avez visitées? Pourquoi? Qu'est-ce qui était bien et moins bien au sujet de cette section ou de ces sections?

Est-ce que quelqu'un a regardé la section Si ma mémoire est bonne...? Qu'en pensez-vous? Est-ce que le titre est approprié?

Qu'en est-il de la section Sages paroles? Est-ce que quelqu'un l'a regardée? Qu'en pensez-vous? Est-ce que le titre est approprié? Qu'est-ce que vous vous attendriez à trouver dans cette section?

Comme vous l'avez peut-être remarqué, il y a une section du site web qui demande aux jeunes de partager leurs histoires reliées à la prévention de l'abus des drogues (appelée Raconte-nous ça). Est-ce que vous seriez intéressé à lire les histoires d'autres jeunes? Est-ce que vous enverriez une histoire? Ou une illustration?

Est-ce que vous avez vu le formulaire de soumission et les lignes directrices sur le contenu? Si oui, est-ce que vous les avez compris? Est-ce que vous pensez qu'il serait facile de soumettre une histoire? Si non, pourquoi? Avez-vous des changements à suggérer?

Avez-vous vu les conseils pour dire non ou comment faire face à des amis qui vous poussent à consommer? Est-ce que les informations étaient utiles? Importantes? Crédibles? Faciles à comprendre? Est-ce que vous avez retrouvé ce à quoi vous vous attendiez dans cette section? Est-ce qu'il manque quelque chose?

Maintenant, parlons du site web en entier. Que pensez-vous des photos et des éléments visuels? Est-ce que vous les avez trouvés intéressants? Est-ce que vous vous sentez concerné par les photos des personnes?

## **7.0 Retour et conclusion – Durée : 10 Minutes**

Est-ce que vous aimeriez partager des pages de ce site avec des amis sur Facebook, Twitter ou d'autres sites web de médias sociaux? Quelles pages?

Qui a créé ce site? Est-ce qu'il fait partie d'un autre site?

Retourneriez-vous voir ce site? Qu'est-ce qui ferait en sorte que vous y retourneriez?



Avez-vous d'autres commentaires au sujet de ce site?

**Merci beaucoup de votre participation.**

## EXERCICE DE RAPPEL

**Qu'est-ce que vous vous rappelez du site? Quelles sont les choses qui se distinguent et attirent votre attention?**

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## DEUX TÂCHES

**Tâche 1 – Vous avez un projet à remettre pour l'école. On vous demande de trouver et d'indiquer quels sont les effets à court terme et à long terme de la marijuana. Faites une recherche dans le site web et essayez de trouver les réponses.**

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**Tâche 2 – Un de vos amis agit bizarrement depuis un certain temps et vous voulez savoir si c'est parce qu'il ou elle consomme des drogues. Quels seraient les signes? Faites une recherche dans le site web et essayez de trouver les réponses.**

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## SECTIONS DU SITE WEB

### **SECTION 1 –CASSE-TÊTES ET QUELQUES FAITS SUR LES DROGUES**

**Avez-vous terminé des casse-têtes? Si oui, lesquels?**

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**Y avait-t-il des caractéristiques ou des faits intéressants dans cette section?**

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---

**S'il y a lieu, qu'est-ce qui devrait être amélioré dans cette section?**

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## SECTIONS DUSITE WEB

### **SECTION 2 - LES RISQUES**

**Y avait-t-il des caractéristiques ou des faits intéressants dans cette section?**

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**S'il y a lieu, qu'est-ce qui devrait être amélioré dans cette section?**

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**POR 08 09**  
**Pn 6443 – YOUTH**  
 Web test  
 Draft 3 - final

**Respondent Name:** \_\_\_\_\_

**Home Phone #:** \_\_\_\_\_

**Business Phone #:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_

**Group #:** \_\_\_\_\_ **Recruiter:** \_\_\_\_\_

**RECRUIT 9 PER GROUP**

**TORONTO**

GROUP 1-10- 12 YEARS	GROUP 2- 13-15 YEARS
Tuesday	Tuesday
December 1	December 1
AT 5:00 pm	AT 7:30 pm

**Montreal**

GROUP 3- 10-12 YEARS	GROUP 4- 13-15 YEARS
Wednesday	Wednesday
December 2	December 2
AT 5:00 pm	AT 7:30 pm

**Calgary**

GROUP 5- 10-12 YEARS	GROUP 6- 13-15 YEARS
Thursday	Thursday
December 3	December 3
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 nine 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 10 and 15 years. Do you have any children living with you in your home who are age 10,11,12,13, 14 or 15?

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

2) The youth groups will be viewing a website 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	<b>MIX OF PARENT EDUCATION LEVELS IN ALL GROUPS</b>
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	

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

- Male                    **1 – MIX IN ALL GROUPS**
- Female                **2 – MIX IN ALLGROUPS**

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

- Under 10 years        **1 TERMINATE**
- 10 years                **2**
- 11 years                **3**
- 12 years                **4**
- 13 years                **5**
- 14 years                **6**
- 15 years                **7**

16 years +              **8 – TERMINATE**

**CHILD MUST BE 10,11,12,13,14 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 testing a website 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 website. Up to nine 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 10 years        **1 TERMINATE**
- 10 years                **2 GROUPS 1,3,5**
- 11 years                **3 GROUPS 1,3,5**
- 12 years                **4 GROUPS 1,3,5**
- 13 years                **5 GROUPS 2,4,6**
- 14 years                **6 GROUPS 2,4,6**
- 15 years                **7 GROUPS 2,4,6**

16 years +              **8 – 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.

**ASK Q 11 TO AGE 13,14,15 - OTHERS GO TO Q 12**

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**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>DK/NR</b>
11a. I believe marijuana is					

dangerous					
11b. My close friends don't take drugs					
11c. I would lose respect for someone who tries drugs					
11d. My parents know where I am most of the time					
11e. I believe marijuana is more dangerous than smoking cigarettes					
11f. I prefer to be with people who don't take drugs					

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

**ASK ALL:**

12a. Could you please tell me, are you in..? **READ**

- Elementary school.....1
- Middle school.....2
- High school.....3
- College.....4- **THANK AND TERMINATE**
- University.....5- **THANK AND TERMINATE**

12b. What school do you attend?

\_\_\_\_\_ - **SPECIFY – ONE PER SCHOOL**

13. Which of the following do you currently have and use in your home? **READ**

- Computer..... 1 – **ALL MUST MENTION**
- Internet .....2 – **ALL MUST MENTION**
- Cell Phone.....3
- Blackberry.....4
- IPOD..... 5

14. How many hours per week do you spend on the internet, including all activities you do on the internet?

- Less than 2 hours..... 1- **THANK AND TERMINATE**
- 2-5 hours..... 2
- 6-10 hours..... 3
- 11- 15 hours..... 4
- 16 - 20..... 5
- More than 20 hours..... 6

15. Do you use the internet on a regular basis for any of the following? **READ**

- Email ..... 1
- Facebook.....2| **MUST USE**
- MSN..... 3|
- Homework assignments..... 4| **INTERNET FOR 2 OR MORE**
- Twitter ..... 5|
- Watch Music Videos/YouTube..... 6| **OF THESE**
- Play games..... 7|
- Other..... 9|

16. 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**

17a. 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. 18**

17).b Would you please tell me the topics discussed?



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**IF EVER ATTENDED A GROUP ON THIS TOPIC -THANK AND TERMINATE**

17c). When did you last attend a discussion group or focus group?

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**TERMINATE IF IN THE PAST 6 MONTHS**

17d). 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**

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

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

19 **Confirm gender:**

Male..... 1 – **MIX IN ALL GROUPS**  
Female..... 2 – **MIX IN ALL GROUPS**

20 Participants will be asked to look at a website using a lap top or desk top computer and comment on it. Is there any reason that you could not participate in this way?

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

**NOTE: IF RESPONDENT OFFERS ANY REASON ABLE – THANK AND TERMINATE**

21. 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?

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

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

**IMPORTANT:**

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**( ) ASK PARENTS OF CHILDREN 10-15 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: \_\_\_\_\_

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**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:**

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

Calgary  
E-Style Studios  
1011 1st Street SW  
Suite 520  
866.685.2239

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

16567 - YOUTH  
Pn 6443 – YOUTH  
Web test  
Draft 3 - final

Nom du répondant: \_\_\_\_\_

N° de téléphone résidentiel: \_\_\_\_\_

N° de téléphone au travail: \_\_\_\_\_

Courriel: \_\_\_\_\_

Groupe n°: \_\_\_\_\_ Recruteur: \_\_\_\_\_

RECRUTEZ 9 PAR GROUPE

**Montréal**

GROUPE 3 – 10 À 12 ANS

GROUPE 4 – 13 À 15 ANS

Mercredi

Mercredi

2 décembre

2 décembre

À 17H00

À 19H30

Bonjour, mon nom est \_\_\_\_\_. Je vous appelle d'Environics Research Group, une firme nationale d'études de marché. Nous menons des groupes de la part de Santé Canada. Jusqu'à neuf jeunes participants y prendront part. Est-ce que vous nous permettez de vous poser quelques 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 10 et 15 ans. Avez-vous des enfants qui vivent avec vous dans votre foyer qui est âgé de 10, 11, 12, 13, 14 ou 15 ans.

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

2) Les groupes de jeunes regarderont un site web 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 avez avec Environics ou 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
NSP/PR.....	9 - <b>TERMINEZ</b>

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

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

Homme 1 – **RÉPARTITION DANS TOUS LES GROUPEs**  
Femme 2 – **RÉPARTITION DANS TOUS LES GROUPEs**



des cigarettes					
11f. Je préfère être avec des gens qui ne prennent pas de drogues					

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

12a. Pourrais-tu s'il te plaît me dire, es-tu à une/un ..? **LISEZ**

- École primaire..... 1
- École intermédiaire..... 2
- École secondaire ..... 3
- Collège/CEGEP..... 4 – **REMERCIEZ ET TERMINEZ**
- Université..... 5 – **REMERCIEZ ET TERMINEZ**

12b. Quelle école fréquentes-tu?

\_\_\_\_\_ - **PRÉCISEZ – UN/UNE PAR ÉCOLE**

13. Parmi les choix suivants, lesquels des suivants avez-vous et utilisez-vous actuellement dans votre foyer? **LISEZ**

- Ordinateur..... 1 – **TOUS DOIVENT MENTIONNER**
- Internet ..... 2 – **TOUS DOIVENT MENTIONNER**
- Téléphone cellulaire..... 3
- Blackberry..... 4
- IPOD..... 5

14. Combien d'heures par semaine passez-vous sur l'internet, y compris toutes les activités que vous faites sur l'internet ?

- Moins de 2 heures..... 1 – **REMERCIEZ ET TERMINEZ**
- 2 à 5 heures..... 2
- 6 à 10 heures..... 3
- 11 à 15 heures..... 4
- 16 à 20 heures..... 5
- Plus de 20 heures..... 6

15. Utilisez-vous l'internet de façon régulière pour quelconque des choix suivants? **LISEZ**

- Courriel ..... 1
- Facebook..... 2| **DOIT UTILISER**
- MSN..... 3| **L'INTERNET POUR 2 OU PLUS**
- Devoirs..... 4| **DE CEUX-CI**
- Twitter ..... 5|
- Regarder des clips vidéos/YouTube..... 6|
- Jouer des jeux..... 7|
- Autre..... 8|

16. 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**

17a. As-tu déjà participé à un groupe de discussion ou un entretien face à face où on t'a remis une somme d'argent, ici ou ailleurs?

- Oui..... 1 – **MAX (50 %) PAR GROUPE**
- Non..... 2 – **PASSEZ À Q. 18**

17b. Pourrais-tu me dire quels ont été les sujets de discussion?

**SI A DÉJÀ PARTICIPÉ À UN GROUPE À CE SUJET – REMERCIEZ ET TERMINEZ**

17c. À quand remonte la dernière fois que tu as participé à une de ces discussions?

\_\_\_\_\_ **TERMINEZ SI AU COURS DES 6 DERNIERS MOIS**

17d. À combien de groupes de discussion ou d'entretiens face à face as-tu participé au cours des 5 dernières années?

\_\_\_\_\_ **(PRÉCISEZ) SI PLUS DE 5 – REMERCIEZ ET TERMINEZ**

18. As-tu été invité 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

19. **Confirmez le sexe:**

Homme..... 1 – RÉPARTITION DANS TOUS LES GROUPES

Femme..... 2 – RÉPARTITION DANS TOUS LES GROUPES

20. Les participants seront invités à regarder un site web en utilisant un ordinateur portable ou un ordinateur de bureau et remettre ses commentaires. 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 OFFRE N'IMPORTE QUELLE RAISON DE NE PAS ÊTRE CAPABLE - REMERCIEZ ET TERMINEZ**

21. 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/ou 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:**

**( ) DEMANDEZ AUX PARENTS D'ENFANTS DE 10 À 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/ou 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 ce document avec votre enfant 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:**

Montréal  
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