

FINAL
REPORT

**National Anti-Drug Strategy (NADS)
Youth Campaign: Final TV Ad Success
Check**

HC-POR- 09-12

Contract number: H1011-070019/001/CY

Task authorization number: HC-TA-012

Task authorization date: November 6, 2009

Prepared for:

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Ce rapport est aussi disponible en français sur demande.

January 2010

pn 6571

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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 as well as a youth-focused website.

In support of this second component, Environics Research Group conducted eight (8) focus group sessions between November 18 and 24, 2009, with youth ages 13 to 15 years; 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. Two groups (one with boys, one with girls) were conducted in each of Toronto, Winnipeg, Halifax and Montreal. The main goal of the study was to conduct a “success check” on the “Fast Forward” television ad, as well as to test two creative executions (“Hands” and “No Hands”) for out of home and Internet advertising. In each group, participants were shown the television ad, mall door decal, transit ad, and Internet banner ad concepts directed at youth ages 13 to 15, as part of the National Anti-Drug Strategy (NADS) youth campaign.

The results from the focus groups suggest that Canadian youth are responsive to messages that empower them and give them the sense that they can resist peer pressure and make the choice not to use drugs. At the same time, they see the issue of drug use as a serious one and want social marketing on this topic to deliver strong, dramatic, even “scary” messages with simple and direct visuals.

The “Fast Forward” television ad tested in this research passes the “success check”, and was strong in conveying the message that peer pressure can be resisted and that youth can make the choice not to use drugs. The results indicated that the “No Hands” version of both the television ad and the other creatives tested were well received, and are particularly strong in conveying a dramatic message that drugs are bad. These findings were used to finalize the television ad and supporting creatives prior to the launch of the National Anti-Drug Strategy (NADS) youth campaign.

The total expenditure is \$49,779.94 including GST.

Key Findings

TELEVISION AD

- The television ad passed the success check – it conveys a clear anti-drug message, catches the attention of most participants, promotes the idea that you have a choice, presents the potential consequences of using drugs, and models behaviour that resists peer pressure in a confident manner.
- The ad was understandable and generally viewed as realistic.
- The target audience was identified as youth the same age as the participants.
- The main issue was that the main actor is seen by several participants as possibly too young to be in this situation.
- The website address was noticeable and well-remembered, but could be larger.

MALL DOOR DECALS

- The “No Hands” concept version was seen as providing a clear and strong message.
- The “Hands” concept version was seen as attention-getting and colourful, but too childish and not clearly connected to the message.

TRANSIT ADS

- The “No Hands” concept version was seen as less cluttered and less confusing.
- The yellow background for the text in the “No Hands” concept was seen as eye catching and a good way to highlight the text without being too busy or contradictory.

INTERNET ADS

- Preference was more or less evenly divided between the streaming video and rollover designs; very few preferred the interactive puzzle design.
- For the puzzle and streaming video designs, the “No Hands” concept version was seen as less cluttered than the “Hands” concept version.
- For the rollover design, both the “Hands” and “No Hands” concept versions were seen to have strengths and be potentially interesting and effective.

“HANDS” VS. “NO HANDS” CONCEPTS

- The “No Hands” creatives were seen as sending a clear message that drugs are bad, as visually appealing and attention-getting, having a dark feel that reinforces the anti-drug message, and having a good contrast with the yellow box messaging in the top right corner with the website information. The yellow box was especially well received as memorable and capturing attention.
- The “Hands” creatives were seen as attention-grabbing and colourful by many, but as having no link to the no drugs message, particularly the door decal which is all hands. The bus ad was seen as too busy, a confusing mix of dark and happy elements.

Statement of Limitations

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

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 illicites. 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 18 et le 24 novembre 2009 avec des jeunes de 13 à 15 ans. 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 illicites ou à d'autres comportements à risque et qui sont susceptibles d'être influencés par la pression de leurs pairs. Deux groupes de discussion (l'un composé de filles et l'autre de garçons) ont respectivement eu lieu à Toronto, à Winnipeg, à Halifax et à Montréal. La recherche visait principalement à évaluer le degré de succès de l'annonce télévisée « Avance rapide » ainsi qu'à soumettre à l'essai deux concepts (« Avec mains » et « Sans mains ») pour la publicité extérieure et sur Internet. Dans chaque groupe, les participants ont visualisé les projets d'annonce télévisée, d'autocollant pour les portes de centres commerciaux, de publicité pour les transports en commun et de bannière Internet associés à chacun des deux concepts évalués en vue d'être utilisés pour la campagne publicitaire destinée aux jeunes de 13 à 15 ans dans le cadre de la Stratégie nationale antidrogue (SNA).

Les résultats des groupes de discussion laissent présager que les jeunes Canadiens et Canadiennes seront réceptifs à des messages qui les encouragent et leur donnent la force de résister à la pression de leurs pairs et à choisir de ne pas consommer de drogues. Dans le même ordre d'idée, ils considèrent la consommation de drogues comme un enjeu sérieux et souhaitent que toute campagne de marketing social portant sur cette question véhicule un message fort, dramatique ou même « épouvantable » par l'entremise d'éléments visuels simples et directs.

L'annonce télévisée « Avance rapide » évaluée au cours de cette recherche a réussi l'épreuve. Elle véhicule de manière forte le message qu'il est possible de résister aux pressions de ses pairs et que les

jeunes peuvent choisir de ne pas consommer de drogues. Les résultats indiquent en outre que la version « Sans mains » de l'annonce télévisée et des autres créations publicitaires évaluées a été bien reçue et qu'elle véhicule de façon particulièrement dramatique et efficace le message que les drogues sont néfastes. Ces résultats ont été utilisés pour finaliser l'annonce télévisée et les autres éléments créatifs avant le lancement de la campagne axée sur les jeunes de la Stratégie nationale antidrogue (SNA).

Le coût total de cette recherche s'élève à 49 779,94 \$ incluant la T.P.S.

Principales conclusions

ANNONCE TÉLÉVISÉE

- L'annonce télévisée a réussi l'épreuve – elle véhicule un message clair contre les drogues, attire l'attention de la majorité des participants, met de l'avant l'idée que chacun a le choix, présente les conséquences éventuelles de la consommation de drogues et propose un comportement permettant de résister avec confiance aux pressions de ses pairs.
- L'annonce a été bien comprise et elle est en général considérée comme réaliste.
- Le public cible a été défini comme des jeunes du même âge que les participants.
- Le principal point négatif soulevé par plusieurs participants fut que l'acteur principal semble trop jeune pour se trouver dans cette situation.
- L'adresse du site Web a été facilement notée et mémorisée, mais elle pourrait être affichée en caractères plus grands.

AUTOCOLLANTS POUR LES PORTES DE CENTRES COMMERCIAUX

- La version « Sans mains » a été considérée comme offrant un message clair et fort.
- Pour ce qui est de la version « Avec mains », elle attire le regard entre autres par ses couleurs, mais les participants l'ont jugée enfantine et ont souligné que le lien entre les éléments visuels et le message n'est pas entièrement clair.

ANNONCES POUR LES TRANSPORTS EN COMMUN

- La version « Sans mains » a été jugée moins surchargée et plus claire.
- L'arrière-plan jaune du texte de la version « Sans mains » a attiré le regard et a été considéré comme un bon moyen de surligner le texte sans surcharger la publicité, tout en évitant la discordance entre ses divers éléments.

ANNONCES INTERNET

- La préférence se répartit plus ou moins également entre la séquence vidéo et la bannière déroulante. Peu de participants ont préféré le casse-tête interactif.
- En ce qui concerne le casse-tête et la séquence vidéo, la version « Sans mains » a été jugée moins surchargée que la version « Avec mains ».
- Pour ce qui est de la bannière déroulante, plusieurs points positifs ont été mentionnés, aussi bien pour la version « Avec mains » que pour la version « Sans mains ». Toutes deux ont été jugées comme potentiellement intéressantes et efficaces.

CONCEPT « AVEC MAINS » VERSUS « SANS MAINS »

- Selon les participants, les créations publicitaires « Sans mains » véhiculent clairement le message que les drogues sont néfastes, sont visuellement attrayantes et captent le regard, diffusent un certain pessimisme qui renforce le message antidrogue et offrent un bon contraste grâce à la boîte de texte jaune située dans le coin supérieur droit qui contient l'information relative au site Web. La boîte de texte jaune a été particulièrement bien accueillie : elle attire l'attention et on s'en souvient par la suite.
- Pour ce qui est des créations publicitaires « Avec mains », plusieurs participants ont souligné qu'elles attirent le regard et ils en ont apprécié les couleurs. Ils estiment cependant qu'il n'y a pas de lien entre le message antidrogue et les éléments visuels, en particulier pour l'autocollant destiné aux portes de centres commerciaux sur lequel on ne voit que des mains. La publicité pour les autobus a été jugée surchargée, avec un mélange d'éléments pessimistes et optimistes qui crée une certaine confusion.

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.

Purpose and Objectives

Focus group research is needed to ensure the effectiveness of the final television ad, “Fast Forward,” and to test various advertising concepts for the out of home ads (including mall door decals and transit ads) and Internet banner ads, among 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 whether it will resonate well with youth ages 13-15, and to test the effectiveness of the various versions of the out of home and Internet creatives.

The research objectives were to:

- Conduct a success check of the TV ad;
- Evaluate the out of home ads including mall door decals and transit ads;
- Evaluate three Internet banner ad concepts; and

- Test the TV “Hands” and No Hands” concepts.

Methodology

Eight (8) focus group sessions were conducted between November 18 and 24, 2009, with youth ages 13 to 15 years. Two sessions, one with boys ages 13 to 15 and one with girls ages 13 to 15, were held in each of four locations: Toronto, Montreal, Winnipeg and Halifax. The Montreal sessions were held in French; the others in English.

In each group, participants were shown a number of creatives directed at youth ages 13 to 15 as part of the National Anti-Drug Strategy (NADS) youth campaign. These creatives were shown in two concept versions: “Hands” and “No Hands.” The creatives were:

- A television ad;
- A mall door decal;
- A transit ad; and
- Three Internet banner ads.

In each group, participants were initially shown one version of a television ad (either the “Hands” or the “No Hands” version; they were rotated from session to session) and asked to complete a written exercise exploring 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 clarity and believability, the degree to which the ad content and language seemed realistic, and the perceived target audience for the ads. It is important to note that the two versions were identical except that the “Hands” version had a digital creative representation of a logo-like graphic of a hand shown in one frame at the end of the ad.

Participants were then shown a mall door decal creative, a transit ad and three concepts for an Internet banner ad, all from the same suite of creatives as the television ad (i.e., the “Hands” or “No Hands” concept) and asked to evaluate these various creatives for their impact and effectiveness.

Then, participants were shown the alternate version of all creatives, including the television ad, and asked to evaluate these.

The internet banner ads were tested as static colour hand outs and not as live, interactive ads and therefore required explanation to set the context.

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.

The timetable of sessions was as follows:

Location of Group	Date and Time	Group Composition
Toronto	November 18 – 5:00 pm	Boys; English-language
Toronto	November 18 – 7:30 pm	Girls; English-language
Winnipeg	November 21 – 12:00 pm	Girls; English-language
Winnipeg	November 21 – 2:30 pm	Boys; English-language
Halifax	November 23 – 5:00 pm	Boys; English-language
Halifax	November 23 – 7:30 pm	Girls; English-language
Montreal	November 24 – 5:00 pm	Girls; French-language
Montreal	November 24 – 7:30 pm	Boys; French-language

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; Contemplators ages 13 to 15 comprise approximately 1.6 percent of the general population (40% of the youth population ages 13 to 15). Contemplators tend to be less adamant that drug use and other potentially risk-laden activities are not for them, in comparison to 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. Boyfriends/girlfriends, 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 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 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 (MRIA – previously the Professional Market Research Society and the Canadian Association of Market Research Organizations) 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 must be 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 to the entire population.

DETAILED FINDINGS

This section presents the findings from eight focus groups conducted with youth ages 13 to 15.

Television Ad

Participants were initially shown one of two versions of the television ad featuring either the “Hands” concept or the “No Hands” concept. Later in the session, they were shown the television ad from the other concept.

WRITTEN EXERCISES

After seeing the television ad for the first time, participants filled out a worksheet which included four questions concerning the ad. The following is a summary of the written responses to each of the four written exercise questions.

1. What is the main message of this ad?

The negative consequences of drugs (and negative effects of drugs) and to “say no to drugs” were the two main answers, provided by most participants.

2. What did you feel after watching this ad?

Many responses were offered in this written exercise, with no particular focus. Responses included: feel that drugs are bad, feel that one should not do drugs, feel empowered to make a choice, feel upset, feel sad, and feel nothing.

3. Does this ad catch your attention? What stands out the most from this ad?

The ad caught the attention of most participants. The “flash forward” scene, the effects of drugs, the music, the drugs themselves, nothing, and several other answers were given as to what stands out most.

4. What would you do after watching this ad on TV?

A variety of answers were provided. Keep watching TV, think about the ad and its anti-drug message, talk to others (family, friends) about the ad, and do nothing, were the most common

answers. One or two participants in each session said they would go to the website mentioned at the end of the ad.

GROUP DISCUSSION - PARTICIPANTS' EVALUATION OF TV AD

Overall, the television ad definitely passed the success check. However, although many responses to the ad were positive, there was some indifference and even scepticism, more so among boys than among girls. The “flash forward” concept was understood and appreciated, and many were pleased to see an ad that highlighted individual choice and had a happy ending.

The biggest issue participants had with the ad was the perceived age of the main actor, who was seen as too young by at least some participants in every session, more so by older youth.

Overall impressions

For many participants, the initial response to the ad was positive: many found that elements of the ad – the overall setting, the music, the flash forward sequence, and the drugs themselves – caught their attention. Some felt that the ad was different from most anti-drug ads in that it took a different approach in showing a positive ending in which the main character resists the invitation to take illicit drugs and escapes the consequences, rather than an ad depicting a negative outcome, such as “some wrecked up kid saying ‘drugs did this to me.’” Some participants commented on the visibility of the drugs in the ad – both the marijuana joint and the pills.

Participants’ interest was engaged by the party setting, which again gave a more upbeat feel to the ad than they were accustomed to with anti-drug messages.

The flash forward sequence was very striking for some participants; it stood out by being different in style, tone, and pace from the rest of the ad.

The music was seen as appropriate to the party setting, and most participants thought it was catchy and cool. Some commented that it caught their attention and helped set the scene without being too obtrusive or distracting from the story and the message.

Impact

Many participants agreed that the ad gave them a sense of choice, an awareness that they could say no to drugs even in the face of peer pressure. Some participants volunteered that they would think of the ad if they ever found themselves in a similar situation, and that it would help them say no.

Most agreed that the ad held at least some relevance to their own lives, but a few felt that they could not relate to the ad because they “don’t go to parties like that” or because they already knew enough about drugs and would never consider taking them.

Although many youth said they already know drugs are bad, this ad did reinforce that idea for many participants, and several said it made them think about that message again: “the ad makes you think about what you already know.”

Some, however, felt that it did not have much impact on them because “we hear about drugs so much, it doesn’t really affect me anymore.” Some felt that the ad would be most effective in appealing to people who have tried illicit drugs, while others felt that it would have the most impact on people who were relatively unaware of drugs and their consequences.

Clarity

Most participants agreed that the ad was understandable, and that it conveyed a clear anti-drug message.

The only areas where some participants expressed reservations about the clarity was in the flash forward sequence. Some indicated that they were not certain of exactly what was happening in these sequences; however, all recognized that they were seeing potential unpleasant consequences of drug abuse, and agreed that this message was clear even if the details were not.

A few seemed unsure of whether the sequence was a “flash forward” or a “flashback.” However, even though some described the flash forward scene as a “flashback,” this did not impede the understanding of the storyline or the message: either way, thinking about the scenes made him refuse the drugs.

Realism

The ad was generally seen as realistic and believable in showing scenes and consequences that could happen. Most participants felt that the party scene was done in a realistic manner. They agreed that

there can be drugs and alcohol at parties, and that the events depicted in the ad “could happen to anyone.”

Some participants found some elements of the party to be unrealistic:

- The “disco ball” seemed out of place at a modern party; although some liked it;
- Several felt that no one would be smoking drugs outside under a light where everyone could see them; and
- Some noted that most parents don’t let their children have unsupervised parties, and wondered where the adults were.

Most felt that the main character was realistic, although some believed he was too young to be going to parties and others thought he “didn’t seem like the kind of person who would go to a party where they do drugs.”

Some felt that the representation of peer pressure was unrealistic; they said that peer pressure was usually harder to deal with than as shown in the ad. These participants felt that the youths who offered the main character drugs accepted his refusal too easily – in “real life,” they would have laughed at him and called him names, or tried harder to persuade him to take the drugs.

Some were also sceptical about the consequences shown in the “flash forward.” They felt that the images exaggerated what can happen: “I doubt all that would happen to the average person.” Some also insisted, for example, that “all that isn’t going to happen if you just smoke one joint.”

On the other hand, some felt that the consequences should have been more serious and scary, and that the flash forward wasn’t dark enough.

Target audience

Many participants saw the ad as aimed at them; “it’s for us – young people growing up, going to parties, curious about things.” Others felt it was possibly aimed at youth slightly younger than them; “it felt like it was supposed to be aimed at me, but it came off as if it was aimed at younger kids.”

A few felt that the ad would be most effective for youth in junior high school, and that an ad aimed at them should feature characters slightly older than they are.

Call to action

Almost all of the participants noticed the name of the website and remembered the message of the call to action. Response to the website name was positive in both English-language and French-language groups.

Some participants felt that the graphic showing the website should be larger and easier to read.

In each session, one or two participants said that they would visit the website mentioned in the ad; a few also said they would talk to friends or family, particularly if they thought the friends might be taking or thinking about taking drugs, and tell them about the website.

Responses to “Hands” and “No Hands” concept versions of the ad

Some participants who were shown the “Hands” version of the television ad first commented on the hands graphics, but the most common response questioned the meaning of the hands in this context. Few spontaneously saw the graphic as suggestive of a “stop” gesture. On the other hand, a number of those who were shown the “No Hands” version first volunteered that the screen showing the website graphic and call to action was not very bright and needed some “flash.”

However, once participants had seen both versions of the television ad, the overall response was that the “No Hands” version was preferable, and that the hands should only be used if it was necessary to tie the ad into the overall concept of the campaign. Some still felt that the call to action screen needed to be brighter or to call more attention to the website URL in some way, but the hands were seen as potentially distracting, and not the ideal way of increasing the visibility of the URL. Use of higher contrast colours or a larger font was considered more effective in achieving this result than the use of the hands.

Mall door decals

Participants were shown mall door decal ads in both the “Hands” and “No Hands” concepts. The “Hands” concept featured four colourful hands in a “stop” gesture; the “No Hands” concept featured a set of two dark-toned pictures, one of a hand holding out a joint and the other of a hand holding out an open foil packet of ecstasy.

Overall, most participants felt that the “No Hands” concept provided a clearer and stronger message than the “Hands” concept.

HANDS CONCEPT

Participants agreed that this ad stood out and caught their attention easily. However, most did not see any particular message in the ad: “I’d just think ‘what’s not for me?’” There was general agreement that the anti-drug message was not clear, and the word drugs was washed out by the brightness of the colours, making it even more difficult to determine the overall message of the ad. A few commented that the use of hands reminded them of advertising they had seen for an appeal by the Free the Children organization, which also employed images of hands.

Many also felt that the bright colours and the “childish” presentation of the hands gave the impression that the ad was not about anything particularly important: “No one’s going to take this seriously.” Some added that the bright and colourful presentation would distract them from the text and they might not even see the website information. A few did think it was an original approach, very different from the dark and ominous advertising generally associated with an anti-drug message: “It doesn’t look like a drug ad.”

Several participants expressed concern that the hands might catch the attention of younger children who do not yet read, or read well, and cause them to associate drugs with playfulness due to the bright, happy colours.

NO HANDS CONCEPT

Participants found the “No Hands” concept version more dramatic and powerful, even if somewhat more conventional in terms of how anti-drug ads are generally presented. The overall darkness of the ads and the graphic images of drugs made the message clear, although some thought that the decal showing the joint was less open to misinterpretation than the decal showing the pills; some feared that youth who had never seen ecstasy or pictures of it before may not realize that the image was showing drugs rather than candies. A few were also concerned that the images might be too graphic for younger children.

Participants found the yellow background for the text highly visible and highly effective against the dark background of the ad. A few thought that this was symbolic of a patch of light or hope being offered in the dark by the information available on the website, and found the colours particularly effective for this reason.

Transit Ads

Participants were shown two sets of transit ads, one in the “Hands” concept and one in the “No Hands” concept. Each set used the same two drug images as the “No Hands” mall door decal concept.

The overall consensus was that while the “Hands” ads were eye-catching, the “No Hands” ad provided a clearer and more effective message depicting illicit drugs as dangerous.

Participants made the same general comments about the two images as they had when they saw them in the “No Hands” version of the mall door decal: they found the images powerful, but felt the image with the joint more universally understandable than the image with the pills.

Most felt that the use of the hands drew their eye, but that it presented too bright and cheerful a picture, one not suited for an anti-drug ad: “colours like this are fun, they make you think about fun things.” The contrast between the serious images and the bright hands seemed unsuited to the overall message: “it’s all dark on one side and then the kiddie colours on the other side.” The “Hands” version of the transit ad was also seen as busy, even confusing.

The “No Hands” version was seen as clear, clean and less distracting. The yellow background for the text was eye-catching without drawing attention away from the message and the dramatic graphics.

Internet Rich Media Display Ads

Participants reviewed, in total, six Internet ad creatives. The three different designs, were each shown in a “Hands” and “No Hands” version. The three different interactive concepts were:

- An Internet ad that featured a puzzle (with an image of illicit drugs);
- An Internet ad featuring the television ad; and
- An Internet ad with a rollover feature.

In each case, the rich media display ad featured a link to the not4me/0drogue website.

Overall, preference was divided almost equally between the TV ad version and the roll over ad, in both the “Hands” and “No Hands” concepts. There was little appreciation of the puzzle ad.

PUZZLE DESIGN

This Internet rich media display design was not well received by the participants. Some simply did not find puzzles interesting, while others thought that this particular puzzle was uninteresting or even boring. Some wondered what was the point of the puzzle: “it just shows you some marijuana, but there’s nothing about not doing drugs or providing information about drugs.”

A few felt it was inappropriate to encourage users to put together a picture of drugs, as it might appear to be promoting drug use.

When the “Hands” concept was shown first, few participants actually mentioned the hands, but when both ads had been shown, in either order, most participants commented that the “No Hands” concept seemed simple, clear, and less cluttered.

TV AD DESIGN

In line with their overall appreciation of the television ad, a number of youth felt that this design was the most interesting of the three Internet rich media display ads.

Those who selected this ad as their favourite felt that youth on the Internet were interested in video clips and would likely watch the ad to see how it ends.

Others, however, felt that most youth would be unlikely to click on this ad if they had already seen the ad on television, because they would be bored.

Again, there was little comment on the hands among those who saw the “Hands” concept first, and after both concepts had been shown, the general opinion was that the “No Hands” concept was better.

ROLLOVER DESIGN

A number of participants liked the rollover design Internet rich media display ads. Both the “Hands” and “No Hands” concepts were seen as interesting, but for different reasons.

Several participants were intrigued and interested in the “Hands” concept version of the rollover ad. It was appreciated for the interactivity of the moving pink hand, and many felt the pink colour was eye-catching, bright, and appealing. Interestingly, some girls felt the pink colour would not be liked by boys because pink is a female colour,, but none of the boys seemed bothered by the colour.

A few were concerned that pink was too happy a colour for an ad with such a serious message; others thought the ad might actually seem to promote drug use: “click here and get a joint.”

Others preferred the “No Hands” concept version because it was simple, direct and to the point, and presented a strong message with three clear bullet points that attracted attention to the website.

Sponsorship

Most participants noticed the Government of Canada logo and were able to identify the Government of Canada as the sponsor of the campaign. Several participants directly connected the advertising with Health Canada even though the Department was not mentioned.

Most participants were highly supportive of the government's involvement in health marketing campaigns such as the one in this research. They appeared to appreciate that their government supported health-related initiatives, and some said that seeing the Government of Canada logo on such advertising made them feel that the government cared about its citizens, particularly its youth, who are the country's future.

“Hands” Concept vs. “No Hands” Concept

To summarize, the “Hands” creatives were seen as attention-grabbing and colourful by many, but as having no link to the anti-drug message, particularly the mall door decal, which was all hands. Very few identified the hands with the idea of saying no to drugs; a few thought the hands might indicate that the website offered some kind of “helping hand,” but for most, the hands did not seem to have anything to do with the message: “what do the hands have to do with saying no to drugs?”

The presence of the hands in the ads was seen as giving the campaign – particularly the mall door decal, but also the other elements – a light or childish tone, putting a positive feel to the idea of taking drugs, and thus taking away from the anti-drug message. For many, the brightness and cheerfulness of the hands seemed in sharp contrast to the serious message of the campaign. Some were worried that the presence of the hands on some of the campaign elements would distract the viewer from the overall message or from the website URL, depending on which element was being discussed.

On the other hand, there was a very positive response to the “No Hands” concept. The “No Hands” mall door decal and transit ad creatives were seen as sending a clear message that drugs are bad, with the images having a dark feel that reinforced the anti-drug message. These elements of the campaign were also seen as visually appealing and attention-getting, with a good contrast between the images the yellow box messaging in the top right corner with the website information. The

yellow background for the text box was especially well received as memorable and capturing attention.

Most felt that the anti-drug message came through more strongly in all the ads without the distraction of the hands around text boxes and borders. This was particularly true for the large number of participants who could not see any conceptual link between the hands and the “no drugs” message.

CONCLUSIONS

This study suggests that Canadian youth are responsive to messages that empower them and give them the sense that they can resist peer pressure and make the choice not to use drugs.

At the same time, they see the issue of drug use as a serious one and want social marketing on this topic to deliver strong, dramatic, even “scary” messages with simple and direct visuals.

The “Fast Forward” television ad tested in this research passed the “success check”, and was strong in conveying the message that peer pressure can be resisted and that youth can make the choice not to use drugs. The “No Hands” version of both the television ad and the other creatives tested was also well received, and was particularly strong in conveying a dramatic message that drugs are bad.

APPENDICES

November 19, 2009

**HEALTH CANADA POR-09-12
DISCUSSION AGENDA- 4 FINAL
PN 6571
Success check 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 TV AD TESTING - Written Exercise (15 MINUTES)

Today we are going to start by looking at a TV ad. This ad has not appeared on TV and I want to get your reactions and thoughts about it. I am going to show it to you twice.

I'm going to give you each a written exercise to complete about it and then we will discuss what everyone has written and what you think of the ad.

DISTRIBUTE WRITTEN EXERCISE FOR THE AD

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 whether the ad catches your attention (yes or no) and what stands out from the ad (something you heard or saw).

Then if you saw this ad on TV, what would you do after watching it?

PRESENT AD AND HAVE PARTICIPANTS COMPLETE THE WRITTEN EXERCISE AFTER VIEWING

ROTATE ORDER OF CONCEPT A AND B FROM SESSION TO SESSION

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

3.0 GROUP DISCUSSION OF TV AD (20 MINUTES)

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 the emotions that were written down.
3. Does the ad catch your attention (yes or no) and what stands out the most from the ad (something you heard or saw)?
4. What would you do after watching it on TV? (**PROBE:** talk to a family member or friend, get more information, go to the website?).

Let's look at the ad again. SHOW AD AGAIN









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 is the best thing about this ad? What is the worst thing?

-  Is the ad clear?
- 4. Is the ad believable? Why/why not? 
-  Is the ad, the people in the ad, the setting and the main character in the ad realistic? How about the relationships in the ad, are they realistic? How about the visuals of the drugs?
-  What do you think about the music? What about the sound effects? What about the voice over at the end?
-  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?
-  What about the website text at the end of the ad? Probe for clarity and font size. What changes, if any would, you make to the ad to improve it?
-  Do you think the ad clearly shows that young people have a real choice about whether or not to try drugs or use drugs, and that they themselves have the power to make that choice?

IF TV AD B IS SHOWN FIRST FOLLOW WITH SECTION 4.0 (B CREATIVES)/ IF TV AD A IS SHOWN FIRST FOLLOW WITH SECTION 5.0 (A CREATIVES)


4.0 No Hands Creatives B (10 minutes)

a) Decal: If this ad campaign goes ahead one thing that might be produced are poster-like images that would be featured on the doors of shopping malls so people would see them as they went into a mall.

 Here is a mall door decal as they are called. **HAND OUT COPIES OF MALL DECAL B.** There are two versions that would be used at the same time. Turn the page over to see both versions. Is it easy to read? Does it send a clear message or not? Does it capture your attention? Why or why not?

b) Bus ad: Another thing that might be produced if this ad campaign goes ahead are poster-like ads the will be displayed inside buses that people would see as they ride the bus.

Here is a possible bus ad. **HAND OUT COPIES OF BUS AD B.:** There are two versions that would be used at the same time.

 Does it send a clear message or not? Is it easy to read? Does it capture your attention? Why or why not?

c) Internet banner ad

A final part of the advertising campaign might be ads that you would see on the internet. I know that many of you use the internet and have seen what are called internet banner ads. You can click on these ads and they can expand, change into something else, take you to a web page, or other possibilities.

I want to show you some possible versions of such ads. You will have to use your imagination here since we are not using a computer today.

Here are three possible ways that an internet ad can look.

HAND OUT CONCEPT B VERSIONS 1, 2, AND 3.

You can see how it might be placed on a website. Version 1 is a puzzle. Version 2 is a roll out of an ad showing some scenes from the TV ad we saw earlier. Version 3 is another way that an ad can roll out from beginning to end. Take a look through these and let's talk about them.



What are your impressions of Version 1? Version 2? Version 3?



Which version is the most appealing or interesting to you? Why? Which version would you be most likely to click on?



Which version is the least appealing or interesting? Why?

5.0 Hands Creatives A (10 minutes)

Now I am going to show you some different versions of a mall ad, a bus ad, and an internet banner ad.



a) Decal: Here is another version of a mall door decal. HAND OUT COPIES OF MALL DECAL A. Does it send a clear message or not? Is it easy to read? Does it capture your attention? Why or why not?

b) Bus ad: Another thing that might be produced if this ad campaign goes ahead are poster-like ads that will be displayed inside buses that people would see as they ride the bus.






Here is another version of a possible bus ad. HAND OUT COPIES OF BUS AD A.: There are two versions that would be used at the same time. Does it send a clear message or not? Does it capture your attention? Why or why not?

c) Internet banner ad

Here is another version of a possible internet banner ad.



HAND OUT CONCEPT A VERSIONS 1, 2, AND 3.

.Version 1 is a puzzle. Version 2 is a roll out of an ad showing some scenes from the TV ad we saw earlier. Version 3 is another way that an ad can roll out from beginning to end. Take a look through these and let's talk about them.

-  What are your impressions of Version 1? Version 2? Version 3?
-  Which version is the most appealing or interesting to you? Why? Which version would you be most likely to click on?
-  Which version is the least appealing or interesting? Why?


6.0 TV Ad testing (10 minutes)

Now I am going to show you the TV ad once again with a small difference from the ad shown earlier. **SHOW OTHER VERSION OF AD**




-  Do you notice any difference between this and the first one we looked at? **TOP OF MIND**
-  Which version do you prefer? Which ad is better? Why?

7.0 REVIEW OF HANDS (10 minutes)

We have looked at a two different versions for the TV ad, the mall decal ads, the bus ads and the internet banner ads. You have seen some of these with a picture of hands and others without the hands and some of you have already commented about this.

-  Do they (the hands) attract attention? In a good way or not a good way? Do the hands make the drug message stronger or not? Do they add to the message or take away from the message? Do they make the message more memorable or not? Does it seem preachy? Credibility?

8.0 CLOSING DISCUSSION (REMAINING TIME)

-  Did anybody notice who has sponsored these ads? Did anybody notice the Canada logo/wordmark on these ads? Which ads? Where?
-  Do you think the Government of Canada should be running ads like the ones we saw today?
-  Does anybody have any questions about what we talked about today?

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

THANK AND TERMINATE

19 novembre 2009

**SANTÉ CANADA POR-09-12
GUIDE DE DISCUSSION - 4 (FINAL)
PN 6571**

Évaluation du succès des publicités SNA auprès des jeunes

NOTE À L'ANIMATEUR : Ne pas mentionner le gouvernement du Canada ou Santé Canada.

1.0 INTRODUCTION (10 MINUTES)

- Présentation : comment fonctionne un groupe de discussion.
- Nom de l'animateur et son rôle.
- Nous voulons avoir vos opinions – ceci 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.
- Pour nous aider à rédiger notre rapport et 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 13 à 15 ans. Nous allons commencer par faire un tour de table; dites votre nom et quelque chose à votre sujet. Qui demeure chez vous (frères, sœurs, parents, animaux de compagnie?).

2.0 ÉVALUATION DE LA PUBLICITÉ TÉLÉ – Exercice écrit (15 MINUTES)

Nous allons commencer par regarder une publicité télévisée. Cette publicité n'a pas encore passé à la télé, mais j'aimerais avoir vos réactions et savoir ce que vous en pensez. Je vais vous la montrer deux fois.

Je vais donner à chacun un exercice écrit à compléter. Par la suite, nous allons discuter de ce que chacun a répondu et de ce que vous pensez de la publicité.

DISTRIBUER L'EXERCICE ÉCRIT SUR LA PUBLICITÉ

Dans l'exercice écrit, vous devrez répondre à quelques questions. D'abord, répondez à la section où l'on vous demande ce qu'est le message principal de la publicité.

Puis, décrivez ce que vous avez ressenti (émotions) après avoir regardé la publicité.

Ensuite, dites si la publicité a attiré votre attention (oui ou non) et écrivez ce qui ressort de la publicité (quelque chose que vous avez vu ou entendu).

En dernier, écrivez ce que vous feriez après avoir vu cette publicité à la télé.

PRÉSENTEZ LA PUBLICITÉ ET DEMANDEZ AUX PARTICIPANTS DE COMPLÉTER L'EXERCICE ÉCRIT APRÈS AVOIR VU LA PUBLICITÉ

FAITE LA ROTATION DE L'ORDRE DES CONCEPTS A ET B D'UNE SÉANCE À L'AUTRE.

Après voir terminé l'exercice, retournez la feuille et déposez votre crayon afin que je sache qui a terminé.

3.0 DISCUSSION DE GROUPE SUR LA PUBLICITÉ TÉLÉVISÉE (20 MINUTES)

Regardons ce que vous avez répondu.

1. Quel est le message principal de cette publicité? Qu'est-ce que vous avez écrit?

2. Qu'est-ce que vous avez ressenti après avoir regardé cette publicité? Pourquoi? **EXPLORER** : réponses spontanées et émotions écrites.

3. Est-ce que cette publicité a attiré votre attention (oui ou non) et qu'est-ce qui ressort le plus de la publicité (quelque chose que vous avez vu ou entendu)?

4. Que feriez-vous après avoir vu cette publicité à la télé? (**EXPLORER** : en parler à un membre de votre famille ou un ami, obtenir plus d'informations, aller sur le site web?).

Regardons la publicité encore une fois. MONTRER LA PUBLICITÉ À NOUVEAU.

J'aimerais maintenant avoir votre opinion sur d'autres éléments de cette publicité.

1. Quelle est votre impression globale de cette publicité? Pourquoi dites-vous cela? (forces, faiblesses). **EXPLORER** – positive/neutre/négative

2. Quel est le meilleur élément de cette publicité? Et quel est le pire?

3. Est-ce que la publicité est claire?

4. Est-ce que la publicité est crédible? Pourquoi/pourquoi pas?

5. Est-ce que la publicité, les gens qui sont dans la publicité, l'environnement (décor) et le personnage principal sont réalistes? Et les relations dans la publicité, est-ce qu'elles sont réalistes? Et les images des drogues?

6. Que pensez-vous de la musique? Que pensez-vous des effets sonores? Que pensez-vous de la voix hors champ à la fin?

7. Est-ce que vous pensez que cette publicité s'adresse à vous? Pourquoi/pourquoi pas? Est-ce qu'elle est pertinente pour vous?

8. Que pensez-vous des drogues après avoir vu la publicité? Quel genre d'impact la publicité a-t-elle eu sur vous?

9. Que pensez-vous du texte du site web à la fin de la publicité? Explorer la clarté et la taille de la police. S'il y a lieu, quels changements apporteriez-vous à la publicité pour l'améliorer?

10. Est-ce que vous pensez que la publicité montre clairement que les jeunes ont vraiment le choix d'essayer ou des prendre des drogues ou non, et qu'ils ont le pouvoir de faire ce choix?

SI LA PUB TÉLÉ B EST MONTRÉE EN PREMIER, CONTINUER AVEC SECTION 4.0 (CRÉATIONS B) / SI LA PUB A EST MONTRÉE EN PREMIER, CONTINUER AVEC LA SECTION 5.0 (CRÉATIONS A)

4.0 Créations sans mains B (10 minutes)

a) Image : Si l'on allait de l'avant avec cette campagne de publicité, une des choses que l'on pourrait faire serait d'apposer des affiches sur les portes des centres commerciaux pour que les gens puissent les voir lorsqu'ils entrent dans un centre commercial.

Voici l'image qui serait affichée sur une porte de centre commercial. **REMETTRE LES COPIES DE L'IMAGE B POUR LE CENTRE COMMERCIAL.** Deux versions pourraient être utilisées en même temps. Tournez la page pour voir l'autre version.

Est-ce qu'elle est facile à lire? Est-ce qu'elle vous transmet un message clair ou pas? Est-ce qu'elle attire votre attention? Pourquoi ou pourquoi pas?

b) Publicité dans un autobus : Une autre chose qui pourrait être faite si l'on allait de l'avant avec cette campagne de publicité serait d'apposer des affiches publicitaires dans les autobus que les gens pourraient voir lorsqu'ils sont dans l'autobus.

Voici une publicité que l'on pourrait afficher dans les autobus. REMETTRE LES COPIES DE LA PUBLICITÉ B POUR AUTOBUS. Il existe deux versions, qui seraient utilisées en même temps.

Est-ce que la publicité transmet un message clair ou pas? Est-ce qu'elle est facile à lire? Est-ce qu'elle attire votre attention? Pourquoi ou pourquoi pas?

c) Bannière internet : La dernière partie de la campagne publicitaire consisterait en des publicités que l'on mettrait sur internet. Je sais que plusieurs d'entre vous utilisez internet et que vous savez ce que sont les bannières internet. Lorsque vous cliquez sur ces publicités, elles peuvent s'agrandir, se modifier, vous amener à une autre page web ou autres.

Je vais vous montrer les versions possibles de ces publicités. Puisque nous n'avons pas d'ordinateur, vous allez devoir utiliser votre imagination. Voici ce à quoi pourraient ressembler les publicités sur internet. Nous avons trois versions.

REMETTRE LES VERSIONS 1, 2 ET 3 DU CONCEPT B.

Vous voyez comment elles pourraient être placées sur un site web. La version 1 est un casse-tête. Pour la version 2, des images de la publicité télévisée que nous avons vue précédemment, défileraient sur le site. La version 3 serait une autre façon de faire défiler les images du début à la fin. Regardez-les, puis nous en parlerons ensemble.

Quelles sont vos impressions de la version 1? Version 2? Version 3?

Quelle version est la plus attrayante ou vous intéresse le plus? Pourquoi? Sur quelle publicité cliqueriez-vous le plus?

Quelle version est la moins attrayante ou vous intéresse le moins? Pourquoi?

5.0 Créations avec mains A (10 minutes)

Je vais maintenant vous montrer différentes versions d'une publicité pour centre commercial, d'une publicité pour autobus et une bannière internet.

a) Image : Voici une autre version de l'affiche pour centre commercial. REMETTRE L’AFFICHE POUR CENTRE COMMERCIAL A. Est-ce qu'elle transmet un message clair ou pas? Est-ce qu'elle est facile à lire? Est-ce qu'elle attire votre attention? Pourquoi ou pourquoi pas?

b) Publicité pour autobus : Une autre chose qui pourrait être faite si l'on allait de l'avant avec cette campagne de publicité serait d'apposer des affiches dans les autobus que les gens pourraient voir lorsqu'ils sont dans l'autobus.

Voici une autre version d'une publicité que l'on pourrait afficher dans les autobus. REMETTRE LES COPIES DE LA PUBLICITÉ A POUR AUTOBUS. Il existe deux versions, qui seraient utilisées en même temps.

Est-ce que la publicité transmet un message clair ou pas? Est-ce qu'elle attire votre attention? Pourquoi ou pourquoi pas?

c) Bannière internet

Voici une autre version d'une bannière internet que l'on pourrait utiliser.

REMETTRE LES VERSIONS 1, 2 ET 3 DU CONCEPT A.

La version 1 est un casse-tête. Pour la version 2, des images de la publicité télévisée défileraient sur le site. La version 3 serait une autre façon de faire défiler les images du début à la fin. Regardez-les, puis nous en parlerons ensemble.

Quelles sont vos impressions de la version 1? Version 2? Version 3?

Quelle version est la plus attrayante ou vous intéresse le plus? Pourquoi? Sur quelle publicité cliqueriez-vous le plus?

Quelle version est la moins attrayante ou vous intéresse le moins? Pourquoi?

6.0 Évaluation de la publicité télévisée (10 minutes)

Je vais maintenant vous montrer la publicité télévisée encore une fois. Par contre, il y a une petite différence avec celle que je vous ai montrée précédemment. **MONTRER L'AUTRE VERSION DE LA PUBLICITÉ.**

Avez-vous remarqué s'il y a des différences entre cette publicité et la première que vous avez vue aujourd'hui? **CE QUI VIENT EN PREMIER À L'ESPRIT.** Quelle version préférez-vous? Quelle publicité est la meilleure? Pourquoi?

7.0 EXAMEN DES MAINS (10 minutes)

Nous avons regardé deux différentes versions de la publicité télévisée, de la publicité pour le centre commercial, de la publicité pour autobus et des bannières internet. Vous avez vu certaines de ces images avec des mains et d'autres sans mains; certains d'entre vous avez déjà commenté là-dessus.

Est-ce qu'elles attirent votre attention (les mains)? D'une bonne ou d'une mauvaise façon? Est-ce que les mains renforcent le message sur les drogues? Est-ce qu'elles apportent ou enlèvent quelque chose au message? Est-ce qu'elles rendent le message plus mémorable? Est-ce que ça semble moralisateur? Crédible?

8.0 FIN DE LA DISCUSSION (TEMPS RESTANT)

Est-ce que quelqu'un a remarqué qui a commandité ces publicités? Est-ce que quelqu'un a remarqué le logo ou le mot-symbole du Canada sur ces publicités? Sur lesquelles? Où?

Est-ce que vous pensez que le gouvernement du Canada devrait aller de l'avant avec des publicités comme celles que vous avez vues aujourd'hui?

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

J'aimerais vous remercier d'avoir participé à cette étude.

REMERCIER ET TERMINER

WRITTEN EXERCISE

What is the main message of this ad?

What did you feel after watching this ad?

Does this ad catch your attention? What stands out the most from this ad (something you heard or saw)?

What would you do after watching this ad on TV ?

EXERCICE ÉCRIT

Quel est le message principal de cette publicité?

Comment t'es tu senti après avoir regardé cette publicité?

Est-ce que cette publicité a attiré ton attention? Qu'est-ce qui ressort le plus (quelque chose que tu as vu ou entendu)?

Que ferais-tu après avoir vu cette publicité à la télé?

HC-POR 0912
Pn 6571 – YOUTH
 Creative Testing
 Draft 3 - Final

Respondent Name: _____

Home Phone #: _____

Business Phone #: _____

E-Mail: _____

Group #: _____ **Recruiter:** _____

RECRUIT 10 PER GROUP

TORONTO

GROUP 1- boys	GROUP 2- girls
Wednesday	Wednesday
November 18	November 18
AT 5:00 pm	AT 7:30 pm

WINNIPEG

GROUP 3- girls	GROUP 4- boys
Saturday	Saturday
November 21	November 21
AT noon	AT 2:30 pm

HALIFAX

GROUP 5- boys	GROUP 6- girls
Monday	Monday
November 23	November 23
AT 5:00 pm	AT 7:30 pm

MONTREAL

GROUP 7- girls	GROUP 8- boys
Tuesday	Tuesday
November 24	November 24
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, are you in..? **READ**

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

12b. What school do you attend?

_____ - **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). Would you please tell me the topics discussed?

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

14c). When did you last attend a discussion group or focus group?

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

14d). 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**

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:

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

Winnipeg
Viewpoints
115 Banatyne Avenue
Suite 104
204.988.9253
Fax: 947.9262

Halifax
Corporate Research Associates
7071 Bayers Road
Suite 5001
902.493.3820
Fax: 493.3879

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

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
24 novembre
À 17h00

GROUPE 8- garçons
Mercredi
24 novembre
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 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 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 GROUPEs**

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. Es-tu présentement à l' / au ..? **LIRE**

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

12b. Quelle école fréquentes-tu actuellement

_____ - **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. Pourrais-tu me dire quels ont été les sujets de discussion?

SI SUJET RELIÉ – REMERCIEZ ET TERMINEZ

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

TERMINEZ SI AU COURS DES 6 DERNIERS MOIS

14d. 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

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 soit 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:

24 novembre

Montréal

Ad Hoc Recherche

1250, rue Guy

Bureau 900

514.937.4040

Télécopieur: 935.7700