

**FINAL
REPORT**

**National Anti-Drug Strategy Youth
Campaign – TV Concepts, Web
Applications and Supportive Creative
Materials Focus Testing**

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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 targeted parents of youth aged 13 to 15 and was launched in March 2008. The second component of the strategy focussed on youth aged 13 to 15 and includes a mass media advertising campaign launched in December 2009 with a TV ad, out-of-home ads (transit, mall door decals, cinema), and a youth-focused Web site, not4me.ca/0drogue.ca. The youth campaign will re-launch with new creative materials during the fall of 2010. It is important to note that the name of the campaign changed. Phases 1 and 2 of the research tested creative material under the campaign name not4me.ca/0drogue.ca. Phase 3 tested the new campaign name drugsnot4me.ca/0droguepourmoi.ca.

Environics Research Group conducted research in support of this re-launch, comprising three phases of focus group testing of TV concepts, web application concepts and supportive creative materials. Phase 1 included a pre-test of three unique TV ad concepts and two web application concepts and consisted of eight focus group sessions conducted between August 16 and 19, 2010, with youth aged 13 to 15 years. Two single-gender sessions were held in each of the following cities: Toronto (English), Montreal (French), Winnipeg (English) and Vancouver (English). Phase 2 included the success check of the produced TV ad and supporting campaign elements and consisted of six focus group sessions conducted with youth aged 13 to 15 between October 13 and 16, 2010. Two single-gender sessions were held in each of the following cities: Toronto (English), Montreal (French), and Halifax (English). All youth selected for these focus groups fell 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. Phase 3 included a success check with adults of the final TV ad and complementing transit ads that consisted of eight discussion groups in all regions conducted by telephone and web, five with parents of youth aged 13 to 15 and three with adult members of the general population. Five were conducted in English and three were conducted in French. The sessions were conducted from October 28 to 30, 2010.

Dr. Donna Dasko, Senior Vice President, Environics, was project director and focus group moderator. Derek Leebosh, Vice President, Environics, also served as a moderator.

The final cost of the project, including HST, is \$126,221.00.

Key Findings: Phase 1

Phase 1 included the pre-test of three unique TV ad concepts in photomatic format (plus one alternative voice-over) and two web application concepts and sample text, with youth aged 13 to 15. The results of this phase were used to inform the selection of a TV ad concept to develop, along with complementary transit and Internet ads. The research was also used to select a creative concept for a new feature of the not4me.ca/0drogue.ca Web site.

Television Ad Concepts

Of the three TV ad concepts tested, Rewind and Mirror were chosen as best by almost equal numbers of youth in terms of their effectiveness and in terms of motivation to take action. My Non-Drug Story was not chosen by any youth as the most effective or most likely to motivate action.

Preference between Rewind and Mirror was divided along gender lines; overall, more girls chose Mirror as the most effective ad and more boys chose Rewind. For both ads, one was the second choice of those who had chosen the other as first choice.

Those choosing Rewind did so because of the powerful images and the idea that one drug can lead to another. Those choosing Mirror were more focused on the memorable rhyme and the gripping images of the girl's face. Not wanting to look like her was a strong motivator for youth to say no to drugs.

Those who did not choose Rewind say it is because it was too extreme. Those who did not choose Mirror were less clear about their reasoning; a small number thought the rhyme was childish and even oddly humorous.

Many youth were drawn to the Web site by the idea of finding out more about Stephanie's choices; learning her personal story was a compelling attraction to the site.

TV Ad Concept A: Rewind

The overall response to this ad was strong and mostly positive, particularly among boys, who preferred it over the other two ads.

The main message identified by youth of the ad was to show the effects and consequences of taking illicit drugs – addiction, physical deterioration, ruining one’s life, and even death. Other messages included, you don’t know where drugs will take you, taking drugs is a choice, and you can say no to drugs.

Most youth grasped the story of the ad; however, for some, more than one viewing of the ad was required to understand the “rewinding” concept.

Emotional responses to this ad included being sad, concerned or sorry for the girl; being disturbed, feeling strange, awkward or uncomfortable; being “creeped out”, scared, “grossed out” or disgusted by the portrayal of drug abuse, not wanting to take drugs, and overall curiosity.

Elements of the ad that stood out for youth included the girl’s face and her unhealthy-looking appearance; the girl with a needle in her mouth; the girl alone shooting up; the drugs, drug paraphernalia and her room; the girl when she is young, happy and healthy; the contrast between before and after taking drugs; the rewind visual effects; the loud rewind noise; sirens and gunshots.

Most youth found that the ad caught and held their attention, and was memorable because of the impact of the opening sequence – both visuals and sounds – and the rewind effect.

Most felt that this was a strong ad because of its powerful images, dramatic story and interesting concept (“rewinding”). Words used to describe the ad included good, strong, creepy, harsh, effective, and pretty convincing; a few thought the ad was ok, all right or not good. There was some concern, particularly among girls, that it was too creepy or too intense.

Many agreed that the ad was believable in that it could happen to anyone, but a small number suggested that it was a bit extreme.

Some agreed that the ad was relevant to them, particularly those with close friends or family who have taken or are taking drugs. Others said it was not relevant because they would not take drugs.

The ad had a significant impact on youth; many said that it had at least some effect in making them less likely to try drugs, reinforcing their decision not to take drugs, or helping them to resist peer pressure.

Many responded positively to the call to action, stating that they would think twice about taking drugs, contact friends, parents, other adults and show them the ad or tell them about it, or visit the Web site. A few would change the channel; some because the ad seemed too frightening or intense. Others would just watch, do nothing, or pay no attention to the ad.

Two versions of the voice-over ad were tested with participants. Version 1 included the voice-over, “to learn the effects of drugs and how to say no”, while version 2 added the word “you” to the voice-over, “to learn the effects of drugs and how *you* can say no.”

There was a strong preference for version 2 of the ending statement over version 1; it was seen as more personal and direct because it was talking directly to the viewer.

TV Ad Concept B: Mirror

The overall response to this ad was strong and positive, particularly among girls, who in large numbers selected it as their first choice.

Youth identified the main message of the ad as being that there are consequences of taking drugs including, how drugs can change you, how quickly drugs can change your appearance, drugs can ruin your appearance and your health, and you can be kicked out of school. Other messages were the effects of drugs over time, that it is hard to stop and go back and once you start using drugs, and that it progresses to a point where it is too late.

Most youth understood the story, but the ending was not immediately clear to all, and some did not grasp it until after discussion and probing.

Emotional responses included sadness or sympathy for the girl or for friends, feelings of fear or of being “creeped out,” feeling weird, awkward or uncomfortable, repulsion or disgust; drugs will never be in my body; and glad that they do not use drugs.

Elements that stood out included the song or nursery rhyme in general (“Cette chanson, reste vraiment en tête!”), the girl’s tone of voice, specific phrases from the rhyme (such as “one, two, kicked out of school” and “seven, eight, feels too late”); the girl’s face in the mirror, the changes in her appearance; the sudden contrast when she turns away to face the camera; drug paraphernalia; the \$5 bill.

Most youth agreed that this ad captured and held their attention, and was memorable. The song was seen as both catchy and creepy, and contributed significantly to the memorability of the ad.

The majority of youth felt that this was a powerful and effective ad, despite being difficult to watch. Words used to describe it included: strong, harsh, very effective and very convincing; a few felt it was too strong, using words like “too harsh,” “not good” and “ruins your day.” The focus on the girl’s changing appearance in the mirror and the nursery-rhyme song were seen as the most appealing elements, and those with the strongest effect.

Most found the ad was believable in that it could happen to anyone, although some felt it was overstated.

For some, the ad was relevant because of their personal experiences with friends or family members, or in a few cases, their own past experience with drugs. Others say it was not relevant to them because they did not intend to use drugs in the first place.

Many said that the ad had an effect on how they think and feel about drugs: it made them less interested in taking drugs, or that thinking about it would make it easier for them to say no.

Most youth also reported a positive response to the call to action including: deciding to avoid drugs or to feel more strongly about a previous decision to avoid drugs, talk to friends or others about the ad, use the ad as a way to help or encourage their friends not to take drugs, find out more or check out the Web site. Others would change the channel, just watch the ad but take no other action, do nothing, or pay no attention.

TV Ad Concept C: My Non-Drug Story

While there was some appreciation for the idea of an ad showing youth who have chosen to not take drugs, response to this ad was lukewarm, and there was no support for it as the best or most effective ad.

The main message was seen to be don’t take drugs; drugs aren’t needed to be cool; you do not need to take drugs to make friends, drugs can hurt you and the others around you. Other messages include people become different when they do drugs, drugs have a negative effect on teenage social life, and youth can and do choose not to take drugs.

Emotional responses included a feeling of relief or happiness that they are not the only one choosing to not do drugs, being happy that their friends do not do drugs, feeling nothing, feeling boredom, or feeling a lack of interest.

Many youth said that nothing in the ad caught their attention, and that it was not very memorable. Some mentioned various messages including no one needs drugs, people who take drugs lose control, don't need drugs to fit in, kids take drugs to be cool or to make friends, when you take drugs you hurt yourself and people close to you, and there are other youth who don't take drugs.

This ad was described as being not very original, boring, generalised, and not great, and as an ad that would cause most people to change the channel.

Its strengths were seen as being the truth in the statements made by the youth in the ad, and the reassurance it provides if you're someone against drugs, that you're not alone. However, its weaknesses – lack of action or an interesting story, youth who are too young to be believable and the feeling that the ad was scripted – outweighed its strengths.

Most participants felt that the statements made by the youths in the ad were believable, even though some did not find the youths themselves to be believable.

Some found the ad to be relevant to them, because it suggested to them that they were not the only ones who did not take drugs, there were others like them, and that it was possible to say no to drugs and still have friends.

This ad had very little impact on participants in terms of influencing their attitudes towards drugs.

Many said they would do nothing, or change the channel, in response to seeing this ad. Some would pay attention and possibly talk to their friends, and a few thought they might remember the Web site and visit it if they needed information.

Web Concepts and Content

There was an overwhelming preference for the CSI style concept over the Comic Book style concept.

The CSI style was seen as more professional, scientific (in a positive sense), and more serious. Those who preferred the CSI style thought that it was more intriguing, and felt that it was more appropriate to the subject matter.

Those choosing the Comic Book style liked it for its bright colours, but it was criticized by many as being childish, low tech, too much like a math game, and made drugs seem trivial.

Many of those choosing the CSI style felt that some elements of the Comic Book style could be added as improvements, such as add the ability to choose a character; incorporate the magnifying glass, treat the Body and Brain together, and add the points on the body.

Many found some difficulty in reading and understanding the sample text; they felt that it was too scientific with words that were difficult to understand, especially in the first section, titled “Overview of the Brain.” The second section titled, “How Cocaine Affects the Brain,” was found to be easier to understand and more interesting than the first section.

Most liked the bullet point format used mainly in the second section. Many youth thought the material would be useful for school projects.

They appreciated the pronunciation guides and the definitions of terms, and felt that the amount of information was about right, but that it needed to be expressed more simply.

Key Findings: Phase 2

Phase 2 included the success check among youth aged 13 to 15 of the final TV ad, “Mirror,” and complementary transit and Internet banner ads, which were developed based on the findings from Phase 1.

Television Ad

Youth agreed the Mirror television ad delivered a clear message – that the use of illicit drugs can affect one’s life in a very negative way and can even ruin one’s life – by showing negative consequences (physical deterioration, psychological problems, destructive behaviours and social isolation).

Virtually all youth were emotionally engaged by the ad. They mentioned being turned against drugs; feeling happy that they are not taking drugs; feeling disturbed, scared, rattled or shocked; feeling sadness, pity or sympathy.

Almost all agreed that the ad was a good ad, one that evoked interest and curiosity, and which “gets its point across,” its strength is that it is realistic and does not hide anything.

The ad’s visual elements stood out the most, particularly the change in the main character’s appearance, and her transformed face in the final scene as she looks at her reflection in the mirror.

The rhyme was viewed as a powerful and positive feature of the ad that first captured their attention and drew them into the story being told.

Overall, the ad was rated highly in terms of its ability to attract and hold the viewer’s attention, with both the music and the visuals playing significant parts in this.

Most youth also agreed that it was a very memorable ad, although some said they would need to see it more than once or twice to remember it.

Youth understood that the ad tells a story of deterioration of a girl’s life after drug use, but they were not in agreement as to whether her drug use was real or imagined. However, this did not appear to affect their responses to the ad.

For most youth, the ad had the effect of reinforcing their view that drugs are bad and many said it made them think twice about not trying drugs.

The ad was seen as believable in the sense that most youth agreed that this story could happen to anyone.

Most considered the ad to be aimed at them or at teenagers in their age group, or those slightly older. Both boys and girls felt that they could relate to the character.

Almost all the participants said that if this ad came on while they were watching TV, they would continue to watch. A small number said they would talk to friends about it. A few said they would change the channel or not watch the ad.

Interest in “finding out more about Stephanie and how to say no at not4me.ca” was not particularly strong, although some did say that they would go to the Web site.

The vast majority did not think that any changes to the ad were needed, but a few felt that the ad should be more dramatic and should not have a happy ending.

Transit and Internet Banner Ads

Participants were also shown two transit and Internet banner ad concepts, “Stephanie” and “Methalizer.”

While both concepts were well received, Concept A (Stephanie) was generally seen as stronger than Concept B (Methalizer). The pictures showing the girl’s emotions were seen as more powerful and the images of deterioration from drug use more credible. As well, both boys and girls related strongly to Concept A, but girls were less engaged by Concept B than boys were.

The response to the Concept A transit ads was very good overall; they were generally seen as strong and effective ads that catch the viewer’s attention, provoke interest, and deliver a clear message about the effects of drug use.

The ad had an impact on many youth in terms of reinforcing views that drugs are bad and making them think twice about trying drugs.

There was more interest in finding out about Stephanie following these ads, as they did not see the outcome of her story. This increased the likelihood that youth would take action in order to learn more about her. Youth were more likely to visit a Facebook page than the not4me Web site.

The primary suggestion for improving the ads was to sharpen the photos to increase visual clarity.

Response to the Concept A Internet banner ads (expanded video ad and non-video/standard versions) was strong: the concept was seen as effective and the ads caught the attention of many of the participants. Both versions were received positively, but some preferred the standard version because it went “straight to the point” and they did not want to see the whole ad again.

The ads had a fairly strong impact in terms of showing youth about the effects of drugs and making them think twice about taking them.

In most sessions, a few youth said they would likely go to the Web site. They were more likely to say they would go to the Facebook page if they were viewing the ad.

Suggestions included using a stronger colour scheme (possibly black and yellow), sharpening the photos and using the music from the TV ad.

The response to the Concept B transit ads was generally positive, with boys expressing a stronger connection to the ads than the girls did.

The ads carried a fairly clear message that drug use leads to decline and deterioration, but a few youth associated the sores on the character's face with injuries received through physical violence and believed this to be an anti-bullying ad.

Some said the pictures appeared exaggerated or even fake, and noted that there was no sense of progression over time. Some girls thought the boy was too young. Suggestions for change included changing his hair cut or t-shirt and making him look more aged throughout the progression of drug use to avoid his "photo-shop" appearance and to make the ad seem more realistic.

The ad had an impact on many youth in terms of reinforcing views that drugs are bad and making them think twice about trying drugs.

There was some interest in the Facebook page mentioned in the ad as well as some interest in the not4me.ca Web site.

The Concept B Internet banner ads (expanded and standard versions) were well received overall and seen as interesting – even fun by many youth – who were drawn in by the interactivity and thought they might like to play with the "methalizer."

The text in the standard version ad (fights with friends, paranoia, bad grades, need for higher doses), was seen as a very positive feature and attracted considerable interest.

The ads have potential to have an impact on youths' views about the dangers of drugs if they were to spend time with the interactive methalizer feature.

Some interest was expressed in the Facebook and not4me.ca Web site links in the ads; a few youth in most sessions said they would definitely click to either of these if they were viewing the ad.

Key Findings: Phase 3

Phase 3 included a success check with adults, including parents of youth aged 13 to 15, of the final TV ad, “Mirror”, and complementing transit ads. The name of the Web site changed between Phase 2 and 3, from not4me.ca/0drogue.ca to a new name drugsnot4me.ca/0droguepourmoi.ca.

TV Ad Testing – “Mirror”

Overall, the television ad was very well received by adults and virtually no concerns were expressed about this graphic youth-oriented ad being shown on television. Participants universally expressed the view that drug prevention ads such as this one are valuable and worthwhile and should be produced.

Participants found the anti-drug message of the ad to be very clear and straight-forward – that taking drugs will lead to rapid deterioration and desperation and can ruin one’s life.

Most participants thought that the ad was aimed at young teens or teens in general, from as early as 10 years old to 17 and 18 years old.

Some also thought that the ad was specifically aimed at girls of this age group, or that it might have a greater impact on girls since the main character is a girl.

The ad was considered to be a good at conveying an anti-drug message to youth. Some adults expressed exceptional enthusiasm; words and phrases used to describe it included: “amazing,” “looks great,” “gives me goose bumps,” “has a big impact on me,” “definitely must be seen” or “absolutely must be seen by youth.”

Many agreed that youth need to see ads like this one that show what can happen to them if they take drugs. They felt the ad was gruesome, disturbing or graphic, but a good match for the message and audience, realistic, and was needed.

Many of the participants noticed the Web site address; others said they did not notice it because they were focused more on the dramatic content of the ad and missed the Web site.

Virtually no one expressed concerns about this ad being shown to youth and almost all thought it definitely should be shown on television to youth audiences.

Although not probed specifically on this issue, many adults and parents specifically mentioned approval of the “happy” ending of the ad, which shows youth that they can have a good life with friends without drugs. However, others thought the ending should be tougher and negative, showing only the character’s deterioration.

Most thought that the ad would have an impact on youth in terms of informing them about the effects of drugs and making them think twice about taking or trying drugs. A small number doubted that there would be much impact, for a variety of reasons.

Transit Ads

The adults expressed a very positive response to the Stephanie transit ad. They found the message to be clear and well-presented although many felt that the impact would be less than that of the television ad because of its static nature.

Participants expressed no concerns about the ad being shown and viewed by youth and they clearly believed that ads such as this one should be produced.

Participants felt this ad conveyed a strong and clear message about the effects of drugs by showing the stages of deterioration – particularly in physical appearance – and the downward progression caused by drug use.

Most felt the ad was aimed at the same age groups as the television ad and some mentioned that this concept seemed particularly relevant to girls.

Most found that the images chosen for the transit ad clearly showed the deterioration of the character and effectively conveyed the anti-drug message, and felt the ads were graphic and powerful, as well as realistic.

Almost all participants noticed the Web site address and Facebook reference. There was much positive comment about including Facebook in the ad since adults think that is where youth spend much of their time.

Opinion was divided as to the expected impact of the ad on youth. Many said it would have an impact because of the powerful images; others were more sceptical and said youth might not notice these ads when they are travelling on the transit system.

In terms of the kind of impact the transit ads might have, many agreed that it had the potential of causing youth to think twice about taking drugs.

Other Topics

Most recognized the Government of Canada as the sponsor of these ads and felt that the airing of ads such as these is a positive thing that should be continued.

Most parents have seen the “Language” ad on television; their response to the ad was mostly very positive. Some also volunteered that they had seen the youth ad featuring a boy at a party.

A few said that they had visited the Web site or asked for a brochure.

Most parents said they have talked to their children about drugs.

Many parents thought that age ten is a good age to start talking to their children about drugs.

Statement of Limitations

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

RÉSUMÉ

Contexte et méthodologie

Santé Canada mène, à l'échelle nationale, une stratégie de marketing social antidrogue destinée aux jeunes, en vue de réduire leur consommation de drogues illégales. Le premier volet de cette stratégie, qui s'adresse aux parents de jeunes âgés de 13 à 15 ans, a été lancé en mars 2008. Le second volet s'adresse aux jeunes de 13 à 15 ans et inclut une campagne publicitaire dans les médias de masse, lancée en décembre 2009, comprenant une annonce télévisée, de la publicité extérieure (transport en commun, transferts sur les portes des centres commerciaux, cinémas) ainsi qu'un site web destiné aux jeunes, not4me.ca/0drogue.ca. La campagne auprès des jeunes a été relancée à l'aide de nouveau matériel créatif pendant l'automne 2010. Il est important de noter que le nom de la campagne a changé. Les phases 1 et 2 de la recherche ont permis d'évaluer le matériel créatif sous le nom de campagne not4me.ca/0drogue.ca. La phase 3 a permis d'évaluer le nom de la nouvelle campagne drugsnot4me.ca/0droguepourmoi.ca.

En appui à ce nouveau lancement, Environics Research Group a mené une recherche qui comprenait trois phases de groupes de discussion portant sur l'analyse des concepts télévisés, des concepts d'applications web et du matériel créatif à l'appui. La phase 1 comprenait une analyse préliminaire de trois concepts d'annonces publicitaires télévisées et de deux concepts d'applications web uniques, et comportait huit séances de groupes de discussion menées du 16 au 19 août 2010, auprès de jeunes âgés de 13 à 15 ans. Deux séances auxquelles ont participé un groupe composé de garçons et l'autre de filles se sont tenues dans les villes suivantes : Toronto (anglais), Montréal (français), Winnipeg (anglais) et Vancouver (anglais). La phase 2 comprenait la vérification du succès de l'annonce télévisée produite et des éléments de campagne publicitaire à l'appui et comportait six séances de groupes de discussion menées auprès de jeunes âgés de 13 à 15 ans, du 13 au 16 octobre 2010. Deux séances auxquelles ont participé un groupe composé de garçons et l'autre de filles se sont tenues dans les villes suivantes : Toronto (anglais), Montréal (français) et Halifax (anglais). Tous les jeunes participant aux groupes de discussion ont été sélectionnés dans le segment attitudinal des « contemplateurs », c'est-à-dire des jeunes qui ne sont pas fermement opposés à la consommation de drogues illégales ou à d'autres comportements à risque et qui sont susceptibles d'être influencés par la pression de leurs pairs. La phase 3 comprenait la vérification, auprès d'adultes, du succès de l'annonce publicitaire finale et des annonces pour le transport en commun qui l'accompagnent, et comportait huit groupes de discussion dans toutes les régions, menés au téléphone ou sur le web, dont cinq étaient composés de parents de jeunes âgés de 13 à 15 ans et trois

d'adultes de la population en général. Cinq de ces séances se sont déroulées en anglais et trois en français. Les séances ont eu lieu du 28 au 30 octobre 2010.

Dre Donna Dasko, vice-présidente directrice, Environics, a agi à titre de directrice du projet et d'animatrice des groupes de discussion. Derek Leebosh, vice-président, Environics, a également agi à titre d'animateur.

Le coût final de ce projet, y compris la TVH, est de \$126,221.00.

Conclusions principales : phase 1

La phase 1 comprenait une analyse préliminaire de trois concepts d'annonces publicitaires télévisées uniques présentés sous forme de séries de photos (plus un choix de voix hors champ) et de deux concepts d'applications web accompagnés d'un extrait de texte, par des jeunes âgés de 13 à 15 ans. Les résultats de cette phase ont servi à justifier le choix de concept d'annonce publicitaire à développer, ainsi que des annonces pour le transport en commun et internet qui l'accompagnent. La recherche a également servi à choisir un concept créatif pour une nouvelle fonction du site web not4me.ca/0drogue.ca.

Concepts d'annonces télévisées

Parmi les trois concepts d'annonces télévisées évalués, Rembobiner et Miroir ont été désignés comme étant les meilleurs par un nombre à peu près égal de jeunes pour leur efficacité et pour la volonté d'agir qu'ils inspirent. Mon histoire sans drogues n'a été choisie par aucun jeune comme étant la plus efficace ou celle qui motive le plus à agir.

La préférence entre Rembobiner et Miroir a été divisée selon le sexe; en général, davantage de filles ont choisi Miroir comme étant l'annonce la plus efficace, alors que davantage de garçons ont choisi Rembobiner. Pour les deux annonces, l'une a été le deuxième choix de ceux qui avaient choisi l'autre comme premier choix.

Ceux qui ont choisi Rembobiner l'ont fait en raison des images fortes et de l'idée selon laquelle une drogue peut mener à une autre. Ceux qui ont choisi Miroir ont plutôt signalé la comptine facile à mémoriser et les images poignantes du visage de la jeune fille. Le fait de ne pas vouloir lui ressembler constituait une forte motivation chez les jeunes pour ne pas prendre de drogues. Ceux qui n'ont pas choisi Rembobiner ont affirmé que c'était parce que le concept était trop extrême. Ceux qui n'ont pas choisi Miroir ont émis un raisonnement moins clair; un petit nombre d'entre eux pensaient que la comptine était enfantine, voire empreinte d'un humour bizarre.

Bon nombre de jeunes ont été attirés vers le site web par l'idée d'y retrouver de plus amples renseignements sur les choix de Stéphanie; le fait de vouloir connaître son histoire personnelle a constitué une attirance irrésistible vers le site.

Concept A de l'annonce télévisée : Rembobiner

La réponse générale à cette annonce a été forte et généralement positive, en particulier chez les garçons, qui l'ont préférée aux deux autres.

Le message principal identifié par les jeunes dans cette annonce était de montrer les effets et les conséquences de prendre des drogues illégales, à savoir la dépendance, la détérioration physique, le fait de gâcher sa vie, et même la mort. Les autres messages comprenaient les suivants : tu ne sais pas où la drogue peut te mener, prendre de la drogue est un choix, et tu peux dire non aux drogues.

La plupart des jeunes ont compris l'histoire de l'annonce; toutefois, pour certains d'entre eux, plus d'un visionnement de l'annonce a été nécessaire pour comprendre le concept de « rembobinage ».

Les réponses émotionnelles à cette annonce ont été les suivantes : de la tristesse, un sentiment de préoccupation ou de désolation pour la jeune fille, une perturbation, un sentiment étrange, bizarre et inconfortable, un sentiment sinistre, de la peur, un désagrément ou un dégoût relativement à la description de l'abus de drogues, ne pas vouloir prendre de drogues et une curiosité générale.

Les éléments de l'annonce qui se sont démarqués pour les jeunes ont été les suivants : le visage de la jeune fille et sa mauvaise santé apparente, la jeune fille avec une seringue dans la bouche, la jeune fille seule qui se pique, les drogues, les accessoires pour la consommation de drogues et sa chambre, la fille lorsqu'elle est jeune, heureuse et en santé, le contraste entre avant et après la consommation de drogues, les effets visuels de rembobinage, le fort bruit de rembobinage, les sirènes et les coups de feu.

La plupart des jeunes ont affirmé que l'annonce a capté et retenu leur attention et qu'elle était mémorable en raison de l'impact de la séquence d'ouverture, tant du point de vue visuel que du point de vue sonore, et de l'effet de rembobinage.

La plupart ont perçu cette annonce comme une annonce forte à cause de ses images puissantes, son histoire dramatique et le concept intéressant (« rembobinage »). Les mots utilisés pour décrire l'annonce ont été les suivants : bonne, forte, sinistre, dure, efficace et très convaincante; quelques jeunes ont trouvé l'annonce correcte, bien ou mauvaise. Certains ont émis des préoccupations, en particulier les filles, en affirmant qu'elle était trop sinistre ou trop extrême.

Bon nombre d'entre eux étaient d'accord pour affirmer que l'annonce était crédible, puisque cela pourrait arriver à n'importe qui, mais un petit nombre ont suggéré qu'elle était un peu extrême.

Certains étaient d'accord pour affirmer que l'annonce était pertinente pour eux, en particulier ceux dont des amis proches ou des parents ont pris ou prennent de la drogue. D'autres ont affirmé qu'elle n'était pas pertinente parce qu'ils ne prendraient pas de drogues.

L'annonce a eu un impact important sur les jeunes; en effet, bon nombre d'entre eux ont affirmé qu'elle avait au moins eu un certain effet à les décourager d'essayer les drogues, à renforcer leur décision de ne pas prendre de drogues ou à les aider à résister à la pression de leurs pairs.

Bon nombre d'entre eux ont répondu positivement à l'appel à l'action, affirmant qu'ils y réfléchiraient à deux fois avant de prendre des drogues, qu'ils communiqueraient avec des amis, des parents ou d'autres adultes pour leur montrer l'annonce ou leur en parler, ou qu'ils visiteraient le site web. Quelques-uns d'entre eux changeraient de chaîne; certains agiraient ainsi parce que l'annonce est trop effrayante ou intense. D'autres ne feraient que la regarder, ne feraient rien ou n'y porteraient pas attention.

Deux versions de voix hors champ pour l'annonce étaient évaluées auprès des participants. Pour la version 1, la voix hors champ disait « obtenez plus d'informations au sujet des effets des drogues et sur la façon de dire non aux drogues », alors que la version 2 ajoutait le mot « vous » à la voix hors champ : « obtenez plus d'informations au sujet des effets des drogues et sur la façon dont vous pouvez dire non aux drogues ».

Les jeunes ont largement préféré la version 2 de l'énoncé final par rapport à la version 1; elle a été perçue comme étant plus personnelle et directe parce qu'elle s'adresse directement au téléspectateur.

Concept B de l'annonce télévisée : Miroir

La réponse générale à cette annonce a été forte et positive, en particulier chez les filles qui, en grande partie, en ont fait leur premier choix.

Les messages principaux de l'annonce identifiés par les jeunes ont été les suivants : il y a des conséquences à prendre de la drogue, la manière dont les drogues peuvent vous changer, la rapidité avec laquelle les drogues peuvent changer votre apparence, les drogues peuvent ruiner votre apparence et votre santé, et vous pouvez vous faire renvoyer de l'école. Les autres messages ont été les suivants : les effets des drogues au fil du temps, il est difficile d'arrêter et de revenir en arrière une fois que vous commencez à consommer des drogues, et cela évolue jusqu'à ce qu'il soit trop tard.

La plupart des jeunes ont compris l'histoire, mais la fin n'a pas été claire immédiatement pour tous, et certains ne l'ont comprise qu'après la discussion et l'exploration.

Les réponses émotionnelles ont notamment été les suivantes : de la tristesse ou de la sympathie pour la jeune fille ou pour des amis, des sentiments de peur ou d'horreur, un sentiment bizarre, étrange ou inconfortable, de la répulsion ou du dégoût, je n'aurai jamais de drogues dans mon corps, et le sentiment d'être heureux de ne pas consommer de drogues.

Les éléments qui se sont démarqués ont entre autres été les suivants : la chanson ou la comptine en général (« Cette chanson reste vraiment en tête! »), le ton de voix de la jeune fille, certaines phrases précises de la comptine (comme « un, deux, trois, l'école te renvoie » et « sept, huit, neuf, t'es peut-être allée trop loin »), le visage de la jeune fille dans le miroir, les changements dans son apparence, le contraste soudain lorsqu'elle se retourne pour faire face à la caméra, les accessoires pour la consommation de drogues, le billet de 5 \$.

La plupart des jeunes étaient d'accord pour affirmer que cette annonce avait capté et retenu leur attention, et qu'elle était mémorable. La chanson a été perçue comme étant à la fois accrocheuse et sinistre, et a grandement contribué à rendre l'annonce mémorable.

La majorité des jeunes croyaient que c'était une annonce puissante et efficace, malgré le fait qu'elle était difficile à regarder. Les mots utilisés pour la décrire ont notamment été les suivants : forte, dure, très efficace et très convaincante; quelques jeunes croyaient qu'elle était trop forte, et ont utilisé des mots comme « trop dure », « pas bonne » et « elle a gâché ma journée ». Les éléments perçus comme étant les plus attrayants et ceux ayant eu le plus d'effet ont été l'attention portée à l'apparence changeante de la jeune fille dans le miroir et la comptine.

La plupart des jeunes ont trouvé que l'annonce était crédible, en ce sens que cela pourrait arriver à n'importe qui, mais certains croyaient qu'elle était un peu exagérée.

Pour certains, l'annonce était pertinente, en raison de leur expérience personnelle avec des amis ou des membres de la famille, ou dans quelques cas, de leur propre expérience avec les drogues. D'autres ont affirmé qu'elle ne leur était pas pertinente, parce qu'ils n'avaient jamais eu l'intention de prendre de drogues.

De nombreux jeunes ont affirmé que l'annonce a eu un effet sur leur manière de penser et sur leurs sentiments par rapport aux drogues : elle a fait en sorte de diminuer leur intérêt dans la consommation de drogues, ou de faciliter le fait de dire non rien qu'à y penser.

La plupart des jeunes ont également signalé une réponse positive à l'appel à l'action, y compris : décider d'éviter les drogues ou renforcer une décision précédente d'éviter les drogues, parler à des amis ou à d'autres personnes au sujet de l'annonce, utiliser l'annonce comme moyen d'aider ou d'encourager leurs amis à ne pas prendre de drogues, en savoir davantage ou visiter le site web. D'autres jeunes auraient changé de chaîne, auraient uniquement regardé l'annonce, mais n'auraient pas agi, n'auraient rien fait, ou n'y auraient pas porté attention.

Concept C de l'annonce télévisée : Mon histoire sans drogues

Bien que certains aient aimé l'idée d'une annonce présentant des jeunes qui ont choisi de ne pas prendre de drogues, la réponse à cette annonce a été tiède, et rien ne l'a désignée comme étant la meilleure ou la plus efficace.

Le message principal a été perçu comme étant : ne prenez pas de drogues, on n'a pas besoin des drogues pour être cool, vous n'avez pas besoin de prendre de drogues pour vous faire des amis, les drogues peuvent vous faire du mal et en faire aux autres autour de vous. Les autres messages comprenaient les suivants : les gens deviennent différents lorsqu'ils consomment des drogues, les drogues ont un effet négatif sur la vie sociale des adolescents, et les jeunes peuvent choisir et choisissent de ne pas prendre de drogues.

Les réponses émotionnelles comprenaient : un sentiment de soulagement ou une joie de ne pas être les seuls à choisir de ne pas consommer de drogues, être heureux que leurs amis ne consomment pas de drogues, aucun sentiment, de l'ennui ou un manque d'intérêt.

De nombreux jeunes ont affirmé qu'aucun élément de l'annonce n'avait capté leur attention, et qu'elle n'était pas très mémorable. Certains ont mentionné divers messages, dont les suivants : personne n'a besoin des drogues, les gens qui prennent des drogues perdent le contrôle, on n'a pas besoin des drogues pour s'intégrer, les enfants prennent des drogues pour être cool ou pour se faire des amis, lorsque vous prenez des drogues, vous vous faites du mal et vous en faites aux gens près de vous, et il y a d'autres jeunes qui ne prennent pas de drogues.

Cette annonce a été décrite comme n'étant pas très originale, ennuyeuse, généralisée et pas très bonne, et comme une annonce qui inciterait la plupart des gens à changer de chaîne.

Les forces relevées dans cette annonce ont été la vérité des déclarations des jeunes et son côté rassurant pour une personne qui est contre la consommation de drogues, en ce sens qu'elle ne se sent pas seule. Toutefois, ses faiblesses, à savoir le manque d'action ou d'histoire intéressante, les adolescents qui sont trop jeunes pour être crédibles et le sentiment que le tout était scénarisé, ont surpassé ses forces.

La plupart des participants croyaient que les déclarations des jeunes dans l'annonce étaient crédibles, même s'ils n'ont pas trouvé que les jeunes eux-mêmes l'étaient.

Certains ont trouvé que l'annonce leur était pertinente, parce qu'elle leur suggérait qu'ils n'étaient pas les seuls à ne pas prendre de drogues, qu'il y en avait d'autres comme eux et qu'il était possible de dire non aux drogues et avoir quand même des amis.

Cette annonce n'a eu que très peu d'impact sur les participants pour ce qui est d'influencer leur attitude par rapport aux drogues.

Bon nombre d'entre eux ont affirmé qu'ils ne feraient rien ou qu'ils changeraient de chaîne en réponse au visionnement de cette annonce. Certains y porteraient attention et en parleraient peut-être à leurs amis, et quelques-uns pensaient qu'ils pourraient se souvenir du site web et le visiter pour obtenir de plus amples renseignements.

Concepts et contenu web

Il y a eu une préférence généralisée pour le concept de type CSI par rapport au concept de type bande dessinée.

Le type CSI a été perçu comme étant plus professionnel, plus scientifique (de manière positive) et plus sérieux. Ceux qui ont préféré le type CSI ont affirmé qu'il était plus intrigant, et plus approprié au sujet abordé.

Ceux qui ont choisi le type bande dessinée ont aimé ses couleurs vives, quoique ce concept ait été critiqué par un grand nombre de participants pour son aspect enfantin, peu technique, trop semblable à un jeu mathématique, et pour faire paraître les drogues frivoles.

Bon nombre des participants qui ont choisi le type CSI croyaient que certains éléments du type bande dessinée pourraient y être ajoutés afin de l'améliorer, comme la possibilité de choisir un personnage, incorporer le zoom, traiter l'organisme et le cerveau ensemble, et ajouter des points sur l'organisme.

Bon nombre d'entre eux ont éprouvé une certaine difficulté à lire et à comprendre l'extrait de texte; ils l'ont perçu comme étant trop scientifique et composé de mots difficiles à comprendre, en particulier la première section intitulée « Aperçu du cerveau ». La deuxième section, intitulée « Effets de la cocaïne sur le cerveau », a été perçue comme étant plus facile à comprendre et plus intéressante que la première section.

La plupart ont aimé le format sous forme de points, utilisé principalement dans la deuxième section. De nombreux jeunes ont affirmé que le matériel pourrait être utile pour des projets d'école.

Ils ont apprécié les guides de prononciation et la définition des termes; ils ont également trouvé que la quantité de renseignements était correcte, mais qu'ils devaient être exprimés avec davantage de simplicité.

Conclusions principales : phase 2

La phase 2 comprenait une vérification, auprès des jeunes âgés de 13 à 15 ans, du succès de l'annonce télévisée finale, « Miroir », et des annonces pour le transport en commun et des bannières publicitaires sur internet qui l'accompagnent, qui ont été mises au point à partir des conclusions tirées de la phase 1.

Annonce télévisée

Les jeunes ont affirmé que l'annonce télévisée Miroir livrait un message clair, à savoir que la consommation de drogues illégales peut avoir un effet très négatif sur la vie d'une personne et peut même gâcher la vie de cette dernière, en présentant les conséquences négatives (détérioration physique, problèmes psychologiques, comportements destructeurs et isolement social).

Pratiquement tous les jeunes ont été engagés émotionnellement par l'annonce. Ils ont mentionné avoir adopté une attitude contre les drogues, se sentir heureux de ne pas prendre de drogues, se sentir troublés, effrayés, ébranlés ou choqués, ressentir de la tristesse, de la pitié ou de la sympathie.

Presque tous les jeunes ont affirmé que l'annonce était bonne, qu'elle suscitait l'intérêt et la curiosité et qu'elle était convaincante, sa force résidant dans le fait qu'elle est réaliste et qu'elle ne cache rien.

Les éléments visuels de l'annonce sont ceux qui se sont le plus démarqués, en particulier les changements dans l'apparence du personnage principal et son visage transformé lors de la scène finale, alors que la jeune fille regarde son reflet dans le miroir.

La comptine a été perçue comme étant une caractéristique puissante et positive de l'annonce, permettant de capter d'abord leur attention puis de les entraîner dans l'histoire racontée.

En général, l'annonce a été fortement applaudie pour sa capacité à capter et retenir l'attention du téléspectateur, en grande partie grâce à la musique et aux effets visuels.

La plupart des jeunes ont également affirmé que c'était une annonce très mémorable, même si certains ont dit qu'ils devraient la voir plus d'une fois ou deux pour s'en souvenir.

Les jeunes ont compris que l'annonce raconte une histoire à propos de la détérioration de la vie d'une jeune fille après qu'elle ait consommé des drogues, mais ils ne s'entendaient pas à savoir si sa consommation de drogues était réelle ou imaginaire. Toutefois, cela n'a pas semblé avoir d'incidence sur leur réponse par rapport à l'annonce.

Pour la plupart des jeunes, l'annonce a eu pour effet de renforcer leur point de vue selon lequel les drogues sont mauvaises, et bon nombre d'entre eux ont affirmé qu'elle les a fait y réfléchir à deux fois à propos de ne pas essayer les drogues.

L'annonce a été perçue comme étant crédible, en ce sens que la plupart des jeunes étaient d'accord pour affirmer que cette histoire pourrait arriver à n'importe qui.

La plupart considéraient que l'annonce leur était destinée ou était destinée aux adolescents de leur groupe d'âge, ou à ceux légèrement plus âgés. Les garçons et les filles ont senti qu'ils pouvaient s'identifier au personnage.

Presque tous les participants ont affirmé que si cette annonce était présentée pendant qu'ils regardaient la télévision, ils continueraient à regarder. Un petit nombre de participants ont affirmé qu'ils parleraient de l'annonce à leurs amis. Quelques-uns d'entre eux ont affirmé qu'ils changeraient de chaîne ou qu'ils ne la regarderaient pas.

L'intérêt pour « obtenir plus d'informations à propos des choix de Stéphanie et sur la façon de dire non aux drogues à 0drogue.ca » n'a pas été particulièrement fort, même si certains ont affirmé qu'ils visiteraient le site web.

La grande majorité des jeunes ne pensaient pas que des changements devaient être apportés à l'annonce, mais quelques-uns croyaient que l'annonce devrait être plus dramatique et ne pas avoir de fin heureuse.

Annonces pour le transport en commun et bannières publicitaires sur internet

On a également présenté aux participants deux concepts d'annonces pour le transport en commun et de bannières publicitaires sur internet, à savoir « Stéphanie » et « Methomètre ».

Les deux concepts ont été bien reçus, mais le concept A (Stéphanie) a généralement été perçu comme étant plus fort que le concept B (Methomètre). Les images montrant les émotions de la jeune fille ont été perçues comme étant puissantes, et les images de la détérioration associée à la consommation de drogues plus crédibles. Aussi, tant les garçons que les filles se sont fortement identifiés au concept A, alors que les filles ont été moins prises par le concept B que les garçons.

La réponse aux annonces pour le transport en commun du concept A a été généralement très bonne; elles ont généralement été perçues comme des annonces fortes et efficaces qui captent l'attention du spectateur, suscitent l'intérêt et livrent un message clair au sujet des effets de la consommation de drogues.

L'annonce a eu un impact sur bon nombre de jeunes pour ce qui est de renforcer leur point de vue selon lequel les drogues sont mauvaises, et de les porter à y réfléchir à deux fois avant d'essayer des drogues.

Il y a eu un intérêt plus marqué à en apprendre davantage au sujet de Stéphanie à la suite de ces annonces, puisqu'ils n'ont pas vu la conclusion de son histoire. Cela a augmenté la probabilité que

les jeunes passent à l'action afin d'en apprendre davantage à son sujet. Ceux-ci ont affirmé être plus susceptibles de visiter une page Facebook que le site web 0drogue.ca.

La suggestion principale pour améliorer les annonces a été d'améliorer la netteté des photos pour augmenter la clarté visuelle.

La réponse au concept A de bannières publicitaires sur internet (annonces vidéo et non vidéo prolongées/versions standard) a été forte : le concept a été perçu comme étant efficace et les annonces ont capté l'attention de bon nombre de participants. Les deux versions ont été reçues positivement, mais certains ont préféré la version standard, parce qu'elle allait « droit au but » et qu'ils ne voulaient pas regarder à nouveau l'annonce au complet.

L'annonce a eu un impact plutôt important pour ce qui est de montrer aux jeunes les effets des drogues, et de les porter à y réfléchir à deux fois avant d'en prendre.

Lors de la plupart des séances, quelques jeunes ont affirmé qu'ils iraient probablement visiter le site web. Ils étaient plus enclins à affirmer qu'ils visiteraient une page Facebook s'ils voyaient l'annonce.

Les suggestions apportées ont notamment été les suivantes : utilisation d'une palette de couleurs plus forte (possiblement du noir et du jaune), amélioration de la netteté des photos et utilisation de la musique de l'annonce télévisée.

La réponse au concept B pour le transport en commun a été généralement positive, et les garçons ont exprimé un sentiment d'identification plus fort à ces annonces que les filles.

Les annonces véhiculaient un message passablement clair selon lequel la consommation de drogues mène au déclin et à la détérioration, mais quelques jeunes ont associé les plaies sur le visage du personnage à des blessures infligées par de la violence physique et croyaient que c'était une annonce contre l'intimidation.

Certains ont affirmé que les images semblaient exagérées ou même fausses, et ont noté qu'ils ne sentaient pas l'évolution au fil du temps. Certaines filles ont mentionné que le garçon était trop jeune. Les suggestions ont notamment été de changer sa coiffure ou son t-shirt pour le faire paraître plus âgé pendant l'évolution de la consommation de drogues et éliminer son apparence « photoshop », ainsi que pour faire paraître l'annonce plus réaliste.

L'annonce a eu un impact sur bon nombre de jeunes pour ce qui est de renforcer leur point de vue selon lequel les drogues sont mauvaises, et de les porter à y réfléchir à deux fois avant d'essayer des drogues.

Ils ont démontré un certain intérêt pour la page Facebook mentionnée dans cette annonce et pour le site web 0drogue.ca.

Les bannières publicitaires sur internet du concept B (versions prolongées et standard) ont été bien reçues en général et ont été perçues comme étant intéressantes, même amusantes pour bon nombre de jeunes, qui ont été attirés par l'aspect interactif et le sentiment qu'ils aimeraient jouer avec le « methomètre ».

Le texte de la version standard de l'annonce (bagarres avec les amis, paranoïa, mauvaises notes, besoin de doses plus fortes) a été perçu comme une caractéristique très positive et a suscité un intérêt considérable.

Les annonces pourraient avoir un impact sur le point de vue des jeunes concernant les dangers des drogues s'ils passaient du temps à utiliser la fonction interactive du « methomètre ».

Les jeunes ont exprimé un certain intérêt pour les liens vers la page Facebook et le site web 0drogue.ca mentionnés dans les annonces; lors de la plupart des séances, quelques-uns d'entre eux ont affirmé qu'ils cliqueraient sans aucun doute sur l'un ou l'autre s'ils voyaient l'annonce.

Conclusions principales : phase 3

La phase 3 comprenait une vérification, auprès d'adultes, notamment des parents de jeunes âgés de 13 à 15 ans, du succès de l'annonce finale, « Miroir », et des annonces pour le transport en commun qui l'accompagnent. Le nom du site web a changé entre la phase 2 et la phase 3, de not4me.ca/0drogue.ca au nouveau nom drugsnot4me.ca/0droguepourmoi.ca.

Analyse de l'annonce télévisée – « Miroir »

En général, l'annonce télévisée a été très bien reçue par les adultes, qui n'ont formulé pratiquement aucune préoccupation par rapport à la présentation à la télévision de cette annonce explicite destinée aux jeunes. Les participants ont tous affirmé que les annonces de ce type portant sur la prévention de l'abus des drogues sont utiles, appréciables et qu'elles devraient être produites.

Les participants ont trouvé que le message antidrogue de l'annonce était très clair et direct, à savoir que le fait de consommer des drogues mènera à une détérioration rapide et au désespoir, et que cela peut gâcher la vie d'une personne.

La plupart des participants ont affirmé que l'annonce était destinée à de jeunes adolescents ou aux adolescents en général, dès l'âge de 10 ans et jusqu'à 17 ou 18 ans.

Certains ont également mentionné que l'annonce était spécialement destinée aux filles de ce groupe d'âge, ou qu'elle pourrait avoir un impact plus grand sur les filles puisque le personnage principal est une fille.

L'annonce a été considérée comme étant un bon moyen de faire passer un message antidrogue aux jeunes. Certains adultes ont exprimé un enthousiasme exceptionnel; certains des mots et des phrases utilisés pour la décrire ont été les suivants : « exceptionnelle », « superbe », « m'a donné la chair de poule », « a un impact important sur moi », « doit absolument être vue » ou « les jeunes doivent absolument la voir ».

Bon nombre des participants étaient d'accord pour affirmer que les jeunes devaient voir des annonces de ce type, qui montrent ce qui pourrait leur arriver s'ils consomment des drogues. Ils ont mentionné que l'annonce était effroyable, troublante ou explicite, mais qu'elle correspondait bien au message véhiculé et au public visé, et qu'elle était réaliste et nécessaire.

De nombreux participants ont remarqué l'adresse du site web; d'autres ont affirmé qu'ils ne l'avaient pas remarqué parce qu'ils portaient trop d'attention au contenu dramatique de l'annonce et avaient manqué le site web.

Pratiquement personne n'a exprimé de préoccupation quant à la présentation de cette annonce aux jeunes, et presque tous les participants ont pensé qu'elle devait absolument être présentée à la télévision, à un jeune public.

Même s'ils n'ont pas été précisément questionnés à ce sujet, de nombreux adultes et parents ont précisément mentionné qu'ils appréciaient la fin « heureuse » de l'annonce, qui montre que les jeunes peuvent avoir une belle vie, entourés de leurs amis, sans prendre de drogues. Toutefois, selon d'autres participants, la fin aurait dû être plus dure ou négative, montrant uniquement la détérioration du personnage.

La plupart des participants ont affirmé que l'annonce aurait un impact sur les jeunes pour ce qui est de les informer au sujet des effets des drogues, et de les porter à y réfléchir à deux fois avant de prendre ou d'essayer des drogues. Un petit nombre de participants doutaient de l'importance de son impact, pour diverses raisons.

Annonces pour le transport en commun

Les adultes ont émis une réponse très positive à l'annonce de Stéphanie pour le transport en commun. Ils ont trouvé le message clair et bien présenté, bien que bon nombre d'entre eux aient senti que son impact serait moindre que celui de l'annonce télévisée en raison de sa nature statique.

Les participants n'ont exprimé aucune préoccupation quant à la présentation et au visionnement de l'annonce par les jeunes, et ils ont clairement affirmé qu'il faudrait produire des annonces de ce type.

Les participants ont mentionné que cette annonce véhiculait un message fort et clair au sujet des effets des drogues en montrant les étapes de la détérioration, en particulier celle de l'apparence physique, et la déchéance provoquée par l'abus de drogues.

La plupart croyaient que l'annonce s'adressait au même groupe d'âge que l'annonce télévisée, et certains ont mentionné que ce concept semblait particulièrement pertinent pour les filles.

La plupart ont affirmé que les images choisies dans le cas de l'annonce pour le transport en commun montraient clairement la détérioration du personnage et véhiculaient de manière efficace le message antidrogue; ils croyaient également que les annonces étaient explicites, puissantes et très réalistes.

Presque tous les participants ont remarqué l'adresse du site web et la référence à Facebook. Ils ont émis des commentaires très positifs quant au fait d'avoir inclus Facebook dans l'annonce, puisque les adultes croient que les jeunes y passent le plus clair de leur temps.

L'opinion a été partagée quant à l'impact attendu de l'annonce sur les jeunes. Bon nombre des participants ont affirmé qu'elle aurait un impact en raison des images fortes; d'autres étaient toutefois sceptiques et ont affirmé que les jeunes pourraient ne pas remarquer ces annonces lorsqu'ils utilisent le transport en commun.

Quant au type d'impact que les annonces pour le transport en commun pourraient avoir, bon nombre des participants ont affirmé que celles-ci avaient le potentiel d'amener les jeunes à y réfléchir à deux fois avant de prendre de la drogue.

Autres sujets

La plupart ont reconnu le gouvernement du Canada comme le commanditaire de ces annonces et ont affirmé que la diffusion de telles annonces était une chose positive qui devait se poursuivre.

La plupart des parents ont vu l'annonce « Langue » à la télévision; leur réponse envers cette annonce a été somme toute très positive. Certains d'entre eux ont également affirmé avoir vu l'annonce destinée aux jeunes mettant en vedette un garçon à une fête.

Quelques-uns d'entre eux ont déclaré avoir visité le site web ou demandé une brochure.

La plupart des parents ont affirmé avoir discuté des drogues avec leurs enfants.

Bon nombre de parents pensaient que l'âge de 10 ans représentait un bon âge pour commencer à discuter des drogues avec leurs enfants.

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 être extrapolés 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 through prevention. 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 targeted parents of youth ages 13 to 15 and was launched in March 2008. The second component of the strategy focused on youth ages 13 to 15 and includes a mass media advertising campaign. The youth campaign launched in December 2009 with a TV ad, out-of-home ads (transit, mall door decals, cinema), and a youth-focused Web site, not4me.ca/0drogue.ca. It is important to note that the name of the campaign changed. Phases 1 and 2 of the research tested creative material under the campaign name not4me.ca/0drogue.ca. Phase 3 tested the new campaign name drugsnot4me.ca/0droguepourmoi.ca.

The primary objectives of the youth strategy are to increase the number of youth aged 13 to 15 who:

- Are aware of the specific harms of illicit drug use;
- Believe that the perceived benefits of choosing a drug-free lifestyle outweigh the perceived benefits of using illicit drugs; and,
- State that they will avoid illicit drugs in the future.

The youth campaign will re-launch with new creative materials during the fall of 2010. Three TV ad concepts, two web application concepts, the final TV ad and complementing creative materials will be evaluated through this three-phased research project.

Purpose and Objectives

The research comprised three phases. Phase 1 included a pre-test among youth aged 13 to 15 of three unique TV ad concepts (plus one alternative call-to-action voice-over), in photomatic format, and two web application concepts. Phase 2 included the success check with youth of the final TV ad and complementing creative materials based on the successful TV ad concept chosen in Phase 1.

Phase 3 included a success check among adults, including parents of youth aged 13 to 15 of the final TV ad and supporting transit ads

PHASE 1 OBJECTIVES:

Television Ad Concept Testing (photomatics):

- Evaluate three unique concepts (plus one alternative call-to-action voice-over) to gauge the initial emotional impact, resonance, and the ability to motivate youth to action (i.e., visit the not4me.ca Web site; find out more about the character's choices about drug-use; state that they will refrain from experimenting with illicit drugs in the future; and motivate a change in drug awareness, knowledge, perception or behaviour);
- Evaluate concepts for appeal, clarity, credibility, tone and level, understanding, usefulness/relevance and whether the ads are memorable;
- Determine whether the main message of the TV ad is identifiable;
- Rate each concept and select a favourite; and
- Identify other information needs.

Web application concepts:

- Assess the overall visual appeal of the web application concepts with the ultimate objective of determining the preferred concept;
- Determine whether the proposed layout and flow of the information is logical and easy to follow;
- Assess a sample of the content of the application for ease of understanding, usefulness, relevance, credibility and comprehensiveness; and
- Identify other information needs.

PHASE 2 OBJECTIVES:

- Determine whether the final TV ad and supporting creative materials have emotional impact, resonance and the ability to motivate to action (i.e., visit the not4me.ca Web site; find out more about the character's choices about drug-use; state that they will refrain from experimenting with illicit drugs in the future; and motivate a change in drug awareness, knowledge, perception or behaviour);
- Determine whether the overall TV ad and supporting materials are clear, credible, relevant, and memorable;

- Evaluate supporting materials for appeal, clarity, credibility, tone and level, understanding and usefulness/relevance;
- Determine the perceptions of the language used in the advertisements, specifically whether it is appropriate and believable; and
- Identify other information needs.

PHASE 3 OBJECTIVES:

- Determine the perceptions of adults, and parents of youth aged 13 to 15 in particular, of the language and visuals used in the TV and transit advertisements, specifically whether it is appropriate and believable to ensure there are no unintended consequences related to the ads.

Methodology

PHASES 1 AND 2

Phase 1 and Phase 2 of the research employed a similar methodology involving in-person focus group sessions conducted among 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 aged 13 to 15 comprise approximately 1.6 percent of the general population (40% of the youth population aged 13 to 15).

Contemplators tend to be less adamant that drug use and other potentially risk-laden activities are not for them than the Straight and Narrow segment however they are also not as inclined to try or use marijuana regularly as the Experienced segment. As such, Contemplators occupy a form of middle ground between the Experienced and Straight and Narrow segments. This middle ground is most clearly illustrated by the tendency of this segment not to express extreme levels of agreement or disagreement with belief statements. Partners, friends and being sociable are the main reasons given by Contemplators for having smoked marijuana. This illustrates the tendency for this segment to “go along” with whatever “the crowd” is doing in a given situation and the potential vulnerability to imitating other people, particularly peers. Prospective participants were asked a series of attitudinal questions related to drug use and risk-taking behaviour and selected for this research based on their responses. (Please see Appendix for the recruiting screeners.)

The focus groups lasted up to two hours and consisted of between seven and nine participants (out of nine 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.

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

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

Phase 1

Eight focus group sessions were conducted between August 16 and 19, 2010, with youth aged 13 to 15 years. Two sessions, one with boys and one with girls, were held in each of four locations: Toronto, Montreal, Winnipeg and Vancouver. The Montreal sessions were held in French; the others in English. In each group, participants were shown three TV ads in photomatic format, directed at youth aged 13 to 15: A – “Rewind,” B – “Mirror,” and C – “My Non-Drug Story.” Participants were also shown two creative concepts (Comic Book Style and CSI Style) for a new feature within the not4me.ca Web site, and one-page sample text. The group sessions for Phase 1 were conducted as follows:

Location	Date and Time	Group Composition	TV Ad Viewing Order
Toronto	August 16, 5:00 pm	Boys; English-language	A, B, C
Toronto	August 16, 7:30 pm	Girls; English-language	B, C, A

Montreal	August 17, 5:00 pm	Girls; French-language	C, A, B
Montreal	August 17, 7:30 pm	Boys; French-language	A, B, C
Winnipeg	August 18, 5:00 pm	Boys; English-language	B, C, A
Winnipeg	August 18, 7:30 pm	Girls; English-language	C, A, B
Vancouver	August 19, 5:00 pm	Girls; English-language	A, B, C
Vancouver	August 19, 7:30 pm	Boys; English-language	B, C, A

Phase 2

Six focus group sessions were conducted with youth aged 13 to 15 between October 13 and 16, 2010 in three cities – Toronto, Montreal, and Halifax. In each city, one session was conducted with boys and one session was conducted with girls. The Montreal sessions were held in French; the others in English. In each group, participants were shown the final cut of the television ad (Concept A - Mirror) developed with input from the research findings in Phase 1 of this research. They were also shown two concepts (A – Stephanie and B – Methalizer) for transit and Internet banner ads. The group sessions for Phase 2 were conducted as follows:

Location	Date and Time	Group Composition
Toronto	October 13, 5:00 pm	Girls; English-language
Toronto	October 13, 7:30 pm	Boys; English-language
Halifax	October 14, 5:00 pm	Boys; English-language
Halifax	October 14, 7:30 pm	Girls; English-language
Montreal	October 16, 11:30 am	Girls; French-language
Montreal	October 16, 2:00 pm	Boys; French-language

Phase 3

Phase 3 of the research employed a methodology involving telephone focus group discussions with parents of youth ages 13 to 15, and the general population. The Phase 3 study was initially designed to consist of eight groups conducted by telephone; five with parents of youth aged 13 to 15 and three with adult members of the general population. The Quebec sessions were held in French; the others in English. One additional group was added during the field work due to low participation in one of the scheduled groups. The group sessions for Phase 3 were conducted as follows:

Location	Date and Time	Group Composition
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Ontario	October 28, 6:00 pm EST	Adult, general population
Manitoba/Saskatchewan	October 28, 7:30 pm EST	Adult, general population
Saskatchewan	October 29, 7:30 pm EST	Adult, general population (make-up)
Atlantic Canada	October 30, 10:00 am EST	Adult, parents of youth aged 13 to 15
Ontario	October 30, 11:30 am EST	Adult, parents of youth aged 13 to 15
B.C./Alberta	October 30, 1:00 pm EST	Adult, parents of youth aged 13 to 15
Quebec	October 30, 10:00 am EST	Adult, parents of youth aged 13 to 15
Quebec	October 30, 11:30 am EST	Adult, general population
Quebec	October 30, 1:00 pm EST	Adult, parents of youth aged 13 to 15

The telephone groups with adults were approximately one hour in length, and were conducted in a “conference call” format. Six participants were recruited for each session with the expectation that between four to six would take part. Participants were recruited to call into a conference call number, and informed that participation in the groups would require the real-time use of their computers. A Web site was set up specifically for the study which participants accessed during the sessions, where they were able to view the creatives being tested in either English (for the Atlantic Canada, Ontario, Manitoba/Saskatchewan and Alberta/B.C. groups) or French (for the Quebec groups). An incentive of \$75 was offered to participants, and was mailed to those who participated in the study.

Project Management and Costs

Dr. Donna Dasko, Senior Vice President, Environics, directed the project and served as moderator. Derek Leebosh, Vice President, Environics, also served as moderator.

The final cost of the project, including HST, is \$126,221.00.

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.

FINDINGS: PHASE 1

This section of the report presents the findings of the qualitative research conducted in Phase 1 which comprised a pre-test of three TV ad concepts and two web application concepts and sample text, with youth aged 13 to 15.

Television Ads

In each group, participants were shown three TV ads concepts in photomatic format, directed at youth aged 13 to 15. The three ads were titled:

- A - Rewind
- B - Mirror
- C - My Non-Drug Story

Each ad was shown twice at the beginning of the session, and participants completed a written exercise following their viewing of each of the ads. The ads were then re-shown one at a time, followed by a discussion of the ads.

Other topics addressed in the discussion of each ad included: overall impression; strengths and weaknesses; what was best-liked and least-liked; the ad's ability to draw attention; memorability; comprehension of the ad concept; believability; relevance of the specific concept; impact on thoughts and feelings about drugs and the propensity to try drugs; and discussion of the call to action (including testing of an alternate voice-over for Ad A).

Overall Preferences

Rewind and Mirror were chosen as the best ads by almost equal numbers of youth in terms of their effectiveness and motivation to take action. My Non-Drug Story was not chosen by any youth as the most effective ad or most likely to motivate any action.

Preference between Rewind and Mirror was divided along gender lines; more girls chose Mirror as the most effective ad (except in Montreal) and more boys chose Rewind (except in Toronto). For both ads, one was the second choice of those who chose the other. However, Mirror was seen to be a stronger second choice than Rewind, since some (especially girls) who were moved by Mirror, found Rewind too extreme and would not watch it, while some who chose Rewind as their first

choice (especially Montreal girls and boys, and Vancouver boys) found Mirror to also be quite powerful.

Those choosing Rewind did so because of the powerful images and the idea that one drug can lead to another – that an innocent girl at age 12 can destroy her life through drug use. The story and its images were seen as compelling.

Those choosing Mirror were more focused on the memorable rhyme and the gripping images of the girl's face (an indication of health decline) as she deteriorates after drug use. The feeling that they don't want to look like her was a strong motivator to refrain from using drug use.

Those who did not choose Rewind as their first choice said it was because the storyline and visuals were too extreme. Those who did not choose Mirror were less clear about their reasoning; a small number – notably among boys in Winnipeg – were turned off by the rhyme; they thought it was childish and even oddly humorous.

Many youth were drawn to the Web site by the idea of “finding out more about Stephanie's choices,” regardless of which ad may be used. The prospect of learning the personal story of this girl was a compelling attraction to the site.

Very few changes were suggested for Rewind, although a few thought that using a song similar to the nursery rhyme in Mirror would enhance the impact. The main change suggested for Mirror was to make the story ending clearer, to make it easier to understand that Stephanie is imagining what could happen to her if she chose to take drugs. Some youth also commented that ending the ad on a negative note (i.e. with Stephanie looking at her “druggie” self in the mirror versus leaving the house with her friends) could be even more effective.

Ad A: Rewind

The overall response to this ad was strong and mostly positive, particularly among boys, who preferred it over the other two ads. A few, however, felt the images were too shocking, particularly for anyone younger than themselves, and some girls felt that it was too scary to watch.

Main message and comprehension of concept

Many participants felt that the main message of the ad had to do with the effects and consequences of taking illicit drugs – both the physical effects and the idea that taking drugs can lead to addiction, to ruining one’s life, and even to death. Some echoed the wording of the voice-over, “Drugs, do you know where they’ll take you?” within their responses to discussion questions (e.g. drugs can take you to negative places, don’t know where drugs will lead you.)

Some participants picked up on the concept that taking drugs is a choice, and that it is possible, and preferable, to think about the consequences of drugs and to say no to drugs. Participants specifically mentioned that the ad was telling them to think about how their future could be impacted with drug use.

For some, part of the message was that drug use is affecting youth at earlier ages. Participants also received the messages that taking soft drugs (e.g. marijuana) can possibly lead or progress to the use and abuse of harder and more dangerous and harmful drugs (i.e. cocaine, meth), and how easy it can be to get into drugs.

Most participants grasped the story of the ad – that they were watching the girl’s history of choices with respect to drugs, but in reverse. However, for some, more than one viewing of the ad was required to understand the rewinding of Stephanie’s life.

Emotional response

Participants expressed a range of emotional responses to this ad. Several said that the ad made them feel sad, concerned or sorry for a number of reasons – the age of the girl, the things that happened to her, or the way it reminded them of friends or family members who were or had been taking drugs and what had, or could, happen to them.

For some, the response to the ad was one of feeling disturbed, strange, awkward or uncomfortable. Some mentioned the age of the girl or the strong visuals, particularly in the first scene, as reasons for their discomfort in watching the ad. Others were not able to identify the reasons for their feelings.

A number of participants, primarily girls, mentioned feeling “creeped out” or scared by the portrayal of the consequences of drug abuse in the ad: “I felt really scared because of the effects drugs have on people.” Others mentioned being “grossed out” or disgusted by what people do when they take drugs.

Some said that the ad made them feel that they didn't want to take drugs because of the situations and images presented. Others said that they felt curious about how all of this had happened to the girl, and that they wanted to learn more.

While many clearly had a strong emotional response to the ad, a few said that it left them feeling bored or uninterested, or that they felt nothing.

Key elements and memorability

In the written exercise, participants mentioned a number of elements that stood out for them in this ad. Among those most frequently mentioned were various elements occurring in the opening sequence: the girl's face, her eyes ("not normal") and her unhealthy-looking appearance ("spots on her face"); the shot of the girl with a needle in her mouth; the shot of the girl alone in a run-down, virtually empty apartment, the sirens, shooting up and lying on the ground and looking horrible and drugged up. Some participants focused specifically on the various drugs she was using –injectable drugs, pills, cocaine, or marijuana joint – in one or more of the scenes.

For some, the images of the girl in the final frame, where she is young, happy and healthy, were particularly significant, especially when they knew that she was about to smoke for the first time, and that a life of addiction was just about to begin. The contrast between before and after stood out strongly for these people, as did the realization of how young she was when she began taking drugs.

For some, the various sound effects and background sounds or music stood out; among the sounds mentioned were the loud rewind noise, sirens and gunshots, and the party music. The visual effect associated with the "rewinding" also stood out for some. For a few, the voice-over and the Web site stood out in their minds.

Most participants found that the ad caught and held their attention, because of the impact of the visual and sound effects in the opening sequence, as well as the rewind effect. These elements also made the ad memorable for most.

Strengths and weaknesses, likes and dislikes

Most participants felt that this was a strong ad because of its powerful images and dramatic story. Many also felt that the idea of "rewinding" through Stephanie's life was an interesting concept.

Words used to describe the ad included good, strong, creepy, harsh, effective, and pretty convincing. A few thought the ad was ok, all right or not good.

For most, the use of the “rewind” meant that the most intense and powerful images came at the beginning, drawing the viewer’s attention in at the beginning and making them wonder how she got on drugs. A few found the rewind concept unappealing and suggested that the story be told in “fast forward” rather than in “rewind” style.

There was some concern that it was “too creepy” or intense, and that it might be confused for a commercial for a horror movie. The intensity of the images was seen as a weakness by some, particularly girls, who did not want to watch something this scary.

Believability and relevance

Many participants agreed that the ad was believable in that it could happen, but a number argued that it was extreme and that what happened to Stephanie doesn’t have to happen. Some drew a distinction between users of hard drugs and users of marijuana – they felt it was realistic for the former, but not for the latter, and that not everyone who smokes marijuana ends up becoming a user of “hard” drugs or addicted to drugs.

Some felt that the opening scene, where she is alone in an apartment, seemed unrealistic – they found it hard to believe someone so young could have her own apartment, even one as empty and run down as the one in the ad. A few also felt that the disfigurement of her face was exaggerated.

Some agreed that the ad was relevant to them, particularly those who had close friends or family who have taken or are taking drugs. A few seemed to identify with Stephanie because she was an ordinary girl, like themselves. Others said it was not relevant to them because they did not envision themselves ever taking drugs in the first place, but that it did have meaning for them because they knew people who took drugs.

Impact

The ad had a significant impact on youth in terms of their attitudes toward taking drugs. Many participants said that it had at least some effect, either in making them less likely to try drugs, reinforcing their decision not to take drugs, or helping them to resist peer pressure. A few said that it might make them less likely to try hard drugs, but would not affect their feelings about marijuana.

The impact of the ad was weakest among boys in Winnipeg, even though this group chose the ad as better than the others.

Response to call to action

In the written responses, many participants responded to the call to action positively. Some said that they would “think twice about taking drugs” or “remind myself not to take drugs” or “je penserais à ma vie, aux drogues et j’en prendrai pas.” Others said that they would contact someone – friends, parents, other adults – and show them the ad or tell them about it; a few specifically mentioned talking about the ad with friends or family that they knew or suspected were taking drugs. Others said that they would visit the Web site to find out more about what is going on or to see the effects of drugs.

A few said that they would change the channel; some specifically said that they would do this because the ad seemed too frightening or intense: “...the first shot reminds me a lot of a scary movie and they give me nightmares.” One boy in Vancouver said he would “cover my little sister’s eyes and change the channel.”

Others indicated that they would just watch the ad but take no other action, and a number said they would do nothing, or not pay any attention to the ad.

Ending statements

Participants were asked which of two versions of the ending statement they felt was more effective:

- Version 1: Find out more about Stephanie’s choices and how to say no to drugs at not4me.ca.
- Version 2: Find out more about Stephanie’s choices and how you can say no to drugs at not4me.ca.

A strong preference for version 2 over version 1 was found in all groups. Participants said that version 2 “just sounds better” because it is talking directly to the viewer, and that this made the call to action more direct and personal. A very few thought this version was more intimidating (“like I’d done something wrong”) and felt that the less personal version 1 was better because the viewer might be thinking of encouraging someone else to visit the Web site.

Ad B: Mirror

The overall response to this ad was strong and positive, particularly among girls, who in large numbers selected it as their first choice. The girl's appearance in the mirror, the song she sings and the manner in which she sings it were mentioned by most as having a powerful impact.

Main message and comprehension of concept

Many participants saw the main message of this ad to be about the effects and consequences of taking drugs – the problems one has when you take drugs or that drugs can change you or lead to a bad future. In particular, participants mentioned changes in appearance and health based on the changing image of the girl in the mirror: how quickly drugs can change your appearance leading to getting sick and “just wast[ing] away.” Some also referred to getting kicked out of school as a major consequence of taking drugs.

For some, the message was about the progression of drug use and the process of addiction, how one can easily get hooked, and the effects of drugs over time. Linked to this message is the idea drawn from the rhyming song (1-2, kicked out of school, 3-4 snort some more, 5-6 need my fix, 7-8, feels too late), that it is hard to stop and go back, and that once you start using drugs it progresses and gets worse to a point where it could be too late. Some mentioned a simple anti-drug message: don't take drugs.

While most participants understood that the ad tells a story of deterioration of appearance and health after drug use, the ending – that she is imagining what could happen to her if she decided to take drugs – was not immediately clear to all, and some did not grasp this concept until after discussion and probing.

Emotional response

Participants frequently expressed feeling of sadness or sympathy (“I feel sorry for the girl”), and some also mentioned feelings for friends or others in their own lives that they knew or suspected to be caught up in drugs: “I felt almost sad that our friends and classmates are actually going through this cycle, or are going to be soon.”

A number of participants mentioned feelings of fear or of being “creeped out.” Most indicated fear for themselves – scared of what drugs can do to you or scared to let myself get like that – and a few

mentioned their worries about starting high school or moving to a new school where they expected to encounter people using illicit drugs who may try to pressure them.

Some participants said that they felt weird, awkward or uncomfortable while watching the ad. Some were unable to explain why, but others mentioned the changes to the girl's appearance, the eerie music and the fact that the ad was very intense and "in your face." Others mentioned feelings of repulsion or disgust in response to the girl's appearance and her drug-use behaviour. Participants also mentioned feeling that they will never take drugs or that drugs will never be in their body. Others went further, saying that they were glad that they did not use drugs and will not face the consequences that the girl in the ad does: "It made me feel good for knowing I will not end up like her."

Key elements and memorability

The two elements that stood out more than anything else were the song and the girl's appearance in the mirror. In both the written exercise and in later discussion, many participants mentioned the "1-2 song," calling it "catchy," "eerie" and "something you'd hear in a horror movie." Participants also mentioned specific phrases from the song as holding their attention, notably "1-2 kicked out of school" and "7-8 feels too late." For most participants, this was a powerful and arresting element that made the ad very memorable and effective. Some participants connected the nursery rhyme quality to the youth of the girl, and felt it added to the impact of seeing the progressive nature of her drug-taking behaviour as shown in the mirror. Participants in Montreal also made many references to the song as a powerful element ("La chanson importante, moment par moment, ralentissant, comptant à neuf et ne peut plus le faire"), and both English- and French-speaking participants found the tone of the girl's voice to be both disturbing and haunting. However, a small number of participants, primarily boys in Winnipeg, found the song stupid and felt that, for example, "It brings me back to my childhood. That's not very good for a drug ad."

The other prominent element of the ad for participants was the girl's face in the mirror, the changes in her appearance ("Stephanie's face in the mirror, how it changed and became uglier and scarier"), and the sudden contrast when she turns away to face the camera ("the girl in the mirror then the girl turning around and being OK").

Some participants also mentioned the images of drug use in general (when she was doing drugs) and specific aspects of these scenes, notably drug paraphernalia and the use of the \$5 bill ("I remember seeing the \$5 bill the most"). A few mentioned the ending voice-over and the Web site.

Most youth agreed that this ad captured and held their attention: “I immediately felt glued to the screen. I wanted to see what was going to come up next.” The song was seen as both catchy and creepy and contributed significantly to the memorability of the ad.

Strengths and weaknesses, likes and dislikes

Most participants felt that this was a powerful and effective ad. Although a few found it painful to watch, most agreed that it was strong and very convincing. However, a few felt it was too harsh and that it ruins your day. The focus on the girl’s appearance in the mirror and the nursery-rhyme song were seen as the most memorable elements, and those with the strongest effect. Many participants – particularly girls – said that the girl’s appearance made them think about what could happen to them if they took drugs (“La beauté de ma figure est importante et je ne veux pas devenir cette fille”) and that if people knew what they would look like, drugs would “gross them out”.

Almost all participants mentioned the song – and the girl’s tone of voice when singing it – as a particular strength of this ad. The familiar tune combined with lyrics that described increasing addiction, deterioration and ultimately hopelessness, is something that almost all thought was key to the ad’s effectiveness. A few, however, disliked the use of a nursery rhyme, calling it stupid, humorous or worrying that it could make younger children think of drugs as a game.

Believability and relevance

Most participants found the ad believable in that it could happen to anyone, although some felt it was overstated. Others said that they found the suggestion of peer pressure in the ad to be very believable, and that the story told in the ad was realistic.

For some, the ad was relevant because of their personal experiences with friends or family members, or in a few case, their own past experience with drugs. Others said it was not relevant to them because they did not intend to use drugs in the first place, but they did see the relevance for others, including people they knew.

Impact

Many participants said that the ad had an effect on how they thought and felt about drugs. Some said it would make them less interested in taking drugs, while others thought that thinking about it would make it easier for them to resist drugs if they were offered them.

A few commented that it was not particularly empowering, because the ad showed her deterioration from drug use. However, those who saw and interpreted the girl's turning away from the mirror as an indication that she was turning away from drugs did find a sense of empowerment in the ad.

Response to call to action

In the written exercise, many participants indicated a positive response to the call to action. Some said that their response to the ad would be to decide to avoid drugs, or to feel more strongly about a previous decision to avoid drugs: "...swear to myself never to do drugs."

Others mentioned that they would likely talk to friends or others about the ad, and use the ad as a way to help or encourage their friends not to take drugs.

Some mentioned that they would be curious and want to find out more or that they would check the Web site.

Some participants said that they would change the channel. Others indicated that they would just watch the ad but take no other action, and a number said they would do nothing, or not pay any attention to the ad.

Ad C: My Non-Drug Story

While there was some appreciation for the idea of an ad showing that some youth do not take drugs, the response to this ad was lukewarm, and there was no support for it as the best or most effective ad.

Main message and comprehension of concept

While many participants did not find this ad particularly powerful or memorable, they did carry away a number of messages drawn from the stories told by the youth in the ad. The ad was clearly identified as having an anti-drug message, including comments such as: don't take drugs, drugs are

bad, and you should say no when it is getting passed around. Specific messages mentioned included: drugs aren't needed to be cool, you do not need to take drugs to make friends, drugs can hurt you and the others around you, people are different when they do drugs, and drugs have a negative effect on teenage social life.

Some participants also saw a message of choice and empowerment – that youth can and do choose not to take drugs, even when those around them are offering and using drugs: “we have to stand up and make a choice when someone offers drugs.”

Emotional response

Emotional responses to this ad were limited both in variety and intensity. A number of participants indicated in the written exercises that they felt nothing, or that they were bored by the ad, or thought it was uninteresting.

However, some participants reported feelings of relief or even happiness from hearing other youth speak about their choices not to take drugs, such as I'm not the only one, and I feel like them. Others mentioned being happy that their friends did not do drugs, or saw a general anti-drug message i.e. you shouldn't be taking drugs.

Key elements and memorability

Even though a number of participants had no response to this question, some participants felt that one or more of the individual messages from the different youth in the ad stood out for them. These messages included that drugs get passed around in social situations, that no one needs drugs, that people who take drugs lose control or act differently, that youth don't need drugs to fit in, that kids take drugs to be cool or to make friends, and that when you do take drugs you hurt yourself and people close to you.

Also significant for some participants was the fact that all of the youth were saying that they did not take drugs, and did not feel that drugs were a necessary part of fitting in and having an active social life.

Many participants said that they did not find anything in the ad that caught their attention, and that it was not memorable.

Strengths and weaknesses, likes and dislikes

This ad was generally seen as not particularly strong or effective. While most thought that the messages conveyed were good, the ad itself needed more. It was described as not very original, boring, generalised and not great, and as the ad that would cause most people to change the channel.

Its strengths were seen as being the truthful messages in the statements made by the youth in the ad, and the reassurance it provided that “if you’re against drugs, other people feel the same thing.”

However, its weaknesses – lack of action or an interesting story, showing youth who were too young to be believable (“it’s just little kids talking”) and the feeling that the ad was scripted – outweighed its strengths.

Believability and relevance

Most participants felt that the statements made by the youths in the ad were believable – even though some did not find the youths themselves to be believable: “they don’t look like they know what they’re talking about.”

A few, however, disputed some statements saying that not everyone who takes drugs does them to fit in, not everyone loses control.

Some found the ad to be relevant to them, because it suggested to them that they were not the only ones who did not take drugs, there were others like them, and that was possible to say no to drugs and still have friends.

Impact

This ad had very little impact on participants in terms of influencing their attitudes towards drugs. Most agreed that it would not make them think about their own feelings toward drugs because it was not strong enough to really engage them.

Response to call to action

More so than with the other ads, participants tended to say that they would do nothing, or change the channel, in response to seeing this ad. Some participants found the ending statement to be

particularly weak – they wondered why they would want to go to a Web site to learn more about their choices when the youth in the ad had already told them why they chose not to take drugs.

However, some did say that they would pay attention and possibly talk to their friends about it, and a few thought they might remember the Web site and visit it if they were ever in a situation where they needed information.

Expectations of Web site Based on Ads

Most participants said that they would expect to find out more about Stephanie on the Web site – her story, how she started taking drugs, what happened to her afterwards: “if there wasn’t something about Stephanie, I’d be upset, because they lied to me.”

Other ideas about what they would find at the Web site included:

- Real life stories about people who said no to drugs;
- Information and advice about how to say no to drugs;
- Information about the effects of drugs;
- How to recognize drugs;
- How to tell if someone is “trying to sneak you drugs”;
- Former drug users talking about their stories;
- People talking about how drugs have ruined lives or torn families apart; and
- Other Web sites where you can go to for help in getting off drugs or helping someone else stop taking drugs.

Web Designs and Content

Participants were shown two different design concepts for a planned new section of the Web site which would allow users to learn more about how various illicit drugs affect the brain and the body. The two styles were referred to as Comic Book style and CSI style.

For each style, participants saw static renderings of several different pages that would be part of the new section and asked to imagine that these would, if selected, be interactive and dynamic.

Participants were also shown a sample of text that would be used within the new section of the Web site, specifically in pages describing normal functioning of the brain and the effects of cocaine on the brain.

Style

In all but one group, almost all participants preferred the CSI style over the Comic Book style; however, Montreal girls overwhelmingly preferred the Comic Book style.

The CSI style was seen as more professional, scientific (in a positive sense), and more serious, even by those who chose the Comic Book Style. Those who preferred the CSI style thought that it was more intriguing, and felt that it was more appropriate to the subject matter, because drugs are a serious issue. Some also thought that the pictures of drugs were more realistic. Some, however thought that the colour was too dark and the background too flat.

Those choosing the Comic Book style liked it because it was brightly coloured and entertaining, but it was criticized by many as childish, low tech, and too much like a math game. Some were concerned that this style appeared to be joking around and that it made drugs seem happy.

Participants suggested that for either style, the pictures of the drugs should have names associated with them. Many of those choosing the CSI style felt that some elements of the Comic Book style could be added as improvements:

- Add the ability to chose a character
- Incorporate the magnifying glass
- Treat the Body and Brain together, rather than as two separate sections
- Add the points on the body

Sample Text

Many participants reported at least some difficulty in reading and understanding the sample text. Many felt that the text was too scientific with words that were difficult to understand, especially in the first section. For example: “is there any way to bring it down to a more basic level?” The second section, on how cocaine affects the brain, was found to be more accessible and interesting than the

first section, an overview of the brain. Some commented that there should be more information on the effects of drugs on the brain, and less about the brain's normal functioning.

Most liked the bullet point format used mainly in the second section. Many commented that the text needed to be broken up in some way, and were relieved when it was explained that the text they had read would be spread out over several web pages and would therefore be presented in smaller packets or bites of information.

Many youth thought the material would be useful for school projects, but most thought it was too academic for general reading. A few felt that someone who was very interested in the subject would likely read all of it, but that otherwise, people would just skim through it or skip the more complex parts.

Participants appreciated the inclusion of pronunciation guides for the harder words and the definitions of terms provided. They felt that the amount of information was about right, but that it needed to be expressed more simply.

Sponsorship

Most participants were supportive of the Government of Canada running advertising such as these which talk to youth about the dangers of illicit drugs and drug use.

FINDINGS: PHASE 2

This section of the report presents the qualitative findings of Phase 2 which comprised a success check of the TV ad and supporting creative materials, with youth aged 13 to 15.

TV Ad Testing (Concept A – Mirror)

The Mirror ad was shown twice at the beginning of the session (an English-language version was shown in Halifax and Toronto, and a French-language version in Montreal). Participants were asked to complete a written exercise which asked about their initial perception of the main message of the ad, how it made them feel, what stood out while watching the ad and what they would do if this ad came on while they were watching TV. Following this, participants were asked to discuss their written responses and other aspects of the ad.

Other topics addressed in the discussion of each ad included: overall impression, strengths and weaknesses; the ad's ability to draw attention, memorability; reaction to the music; comprehension of the ad concept; believability; relevance of the specific concept; impact on thoughts and feelings about drugs and propensity to try drugs; discussion of the call to action; and suggestions for change.

Main Message and Initial Response

The Mirror television ad was very well received and delivered a clear message. While a few youth saw only a simple anti-drug message – don't take drugs – most received more varied messages – that the use of illicit drugs can affect one's life in a very negative way and can even ruin one's life. For these participants, the ad clearly showed them what could happen if they took drugs, and showed not only the physical deterioration but other negative consequences such as psychological problems, destructive behaviours (characterized as “doing crazy things” or “doing things that you don't want to do”) and social isolation.

A variety of feelings emerged after seeing the ad. Some youth said that the ad turned them against drugs or made them feel happy that they were not taking drugs and risking the consequences shown in the ad. Others expressed feeling “a bit” disturbed, “kind of” scared, rattled or shocked at what they saw in the ad. Other comments included feelings of sadness or pity for the girl, “feeling bad for her,” and feeling sympathy for her. Regardless of the specific feelings experienced, virtually all participants were emotionally engaged by the ad.

Impressions and Evaluation

In general, the ad was seen as being strong, effective, attention-grabbing and memorable. Almost all agreed that the ad was a good ad, one that evoked interest and curiosity, and “gets its point across;” it was seen as effective in that it shows what can happen to a normal person if they take drugs. Some felt as well that one of its strengths was that it was realistic and did not hide anything.

When asked what stood out the most for them, the visual elements were dominant for most of the participants. The most frequently mentioned element was the change in the main character’s appearance and her transformed face in the final scene as she looks in the mirror. Some also mentioned the girl [pinching] her arm in the final scene, and other aspects of her behaviour which they felt were destructive or crazy. As well, participants mentioned aspects of the rhyme including the music – which they described as scary and some associated with a popular horror film character “Freddie” – or various sections of the lyrics.

In evaluating the ad, participants described it as powerful and dramatic, although a few said it was overly dramatic (however, many of those saying this added that exaggeration may be necessary to get the point across) while a small number of others thought it should even be more dramatic.

The rhyme was viewed as a powerful and positive feature of the ad. For some, the music first captured their attention and drew them into the story being told. What made it particularly evocative for some was that the tune is a familiar children’s song, but the words were twisted and sad.

Overall, the ad was rated highly in terms of its ability to attract and hold the viewer’s attention, with both the music and the visuals playing significant parts in this. Most also agreed that it was a very memorable ad, although some said they would need more than one or two viewings to remember it.

While the story of the ad was seen as powerful, participants did not necessarily interpret the story in the same way. Youth understood that the ad tells a story of deterioration of a girl’s life after drug use, but they were not in agreement on whether hers drug use was real or imagined. When probed for their understanding of the what was happening in the ad, many believed that the character was curious about drugs, but as she looked in the mirror she imagined what could happen to her if she experiments with them, and as a result chooses to not to take drugs. They understood the final scene as showing that she has chosen to spend time with her friends rather than get involved in drugs.

Some, however, thought that the character was looking in the mirror and remembering her actual experiences with drug use, and that she is now free of drugs and has regained her health and her friends. A few speculated that at the time of the ad, she had not yet made a decision and was going out with the people who will offer her drugs. However, whether participants believed that the character was remembering real experiences or imagining something that could happen, this did not appear to affect their responses or impressions to the ad.

Impact

The ad had an impact on youths' views about drugs in several respects. For most youth, it had the effect of reinforcing their view that drugs are bad. Some added that it supported their personal decision not to take drugs. Many also said that it had the effect of making them think twice about not trying drugs, because of the negative consequences shown – they did not want to end up like her. However, it was not generally seen to be an ad about resisting peer pressure.

The ad was seen as believable in the sense that most youth agreed that this story could happen to anyone.

Most considered the ad to be aimed at them or at teenagers in their age group. Some felt that it might be aimed at youth who are slightly older, as many perceived Stephanie to be around 16 years old. A few said it was aimed at all teenagers, or even at anyone thinking of trying drugs. Some of those who felt the ad was aimed at them noted that they think this is important, as they are aware that many youth in their age group were trying drugs and needed to be shown what can happen to them if they do.

Both boys and girls felt that they could relate to the character; gender was not an alienating factor for most boys who said that they were able to appreciate her story and the message of the ad.

Call to Action

Almost all the participants said that if this ad came on while they were watching TV, they would continue to watch, and a few added that they would be interested to see what would happen, or would think about the ad's message. A small number said they would talk to friends about it – especially if they were watching TV with friends at the time; a few would make a point of

mentioning it to friends that they knew using drugs. A few would change the channel or not watch the ad.

Interest in “finding out more about Stephanie and how to say no at not4me.ca” was not particularly strong. A few noted that they did not really need to know more about Stephanie, because the ending scene shows that she decided not to take drugs. Others felt that they did not need information about how to say no to drugs, and felt that a more general invitation might have been more broadly effective in engaging interest in visiting the Web site.

Some did say that they would go to the Web site, either because they did want to know more about Stephanie or out of general curiosity. A few mentioned that they would probably remember the site and visit it if they had a school project to complete dealing with drug issues. A few commented that they might be more interested in going to YouTube or a Facebook page.

Suggested changes

The vast majority did not think that changes to the ad were needed. A small number felt that the ad should be more dramatic and should not have a happy ending; some suggested that the main character should die, others felt that the ad should show more serious negative consequences, or show how drugs also affect family and social life.

Some suggested that a series of ads showing stories of different people, or a series that told one person’s story in greater detail, would be interesting.

Transit and Internet Banner Ads

The participants were shown two concepts for transit and Internet banner ads:

Concept A – Stephanie

Concept B – Methalizer

Two transit ad formats (horizontal and vertical) were shown, and two versions of the Internet banner ads (expanded/video and standard/non-video) were tested for each creative concept. The transit ads were bilingual, with a French-dominant version shown in Montreal and an English-

dominant version shown in Halifax and Toronto. French versions of the Internet ads were tested in Montreal, English versions in Halifax and Toronto. To test the Internet ads, participants were shown a printed version of key visual screen captures, with explanatory text, and a video presentation showing how the ads will function.

While both concepts were well received, Concept A was generally seen as stronger. The pictures showing the girl's emotions were seen as more powerful and the images of deterioration from drug use more credible. As well, both boys and girls related strongly to Concept A, but girls were less engaged by Concept B than boys were.

Concept A (Stephanie)

Transit Ads

The response to the transit ads was very good overall; they were generally seen as a strong and effective ads that catch the viewer's attention, provoke interest, and deliver a clear message about the effects of drug use. A number of participants mentioned the picture of Stephanie crying and the image of her physical deterioration as particularly eye-catching.

It had an impact on many youth in terms of reinforcing views that drugs are bad and making them think twice about trying drugs. Some felt that they would feel more strongly if they knew people who were taking drugs.

There was more interest in finding out more about Stephanie following the transit ads than following the television ad. More questions were raised about her (since they only see three photos), which led to greater interest in her story and increased the likelihood that youth would take action to learn more about her.

While some said that they might visit the Web site in response to this ad, there was greater interest in visiting the Facebook page. Many youth indicated that they use Facebook regularly and would be more likely to check out the Facebook page because they spend time there anyway.

Some participants offered suggestions for change; the primary suggestion offered was that the pictures in the ad should be made clearer and sharper. Many agreed that the pictures needed higher resolution and contrast, and possibly stronger colours, in order to stand out clearly. A few thought

that the horizontal transit ad could show a few more pictures from the ad to fill out the story, or that the ad should also include a picture of the drugs being taken. A few thought that additional text that asked viewers whether they wanted to end up like Stephanie would make the ad stronger.

Internet Banner Ads

Response to these ads was strong: the concept was seen as effective and the ads caught the attention of many of the participants. As in the transit ads, the display of emotion – the image of Stephanie crying – drew attention for many youth, as did her appearance in the final frame.

Both the expanded/video and standard/non-video versions were received positively, but some participants had a preference for one over the other. Several participants said they preferred the standard version because it goes “straight to the point” and they did not want to see the whole ad again. The “Show Me” feature on the first frame of the standard version attracted many youth and caught their attention. Others preferred the expanded/video version because they thought the ad would be stronger when seen more closely on the computer.

The ads had a fairly strong impact in terms of showing youth about the effects of drugs and making them think twice about taking them.

In most sessions, some interest was expressed about the Facebook and not4me.ca Web site links in the ads. A few youth in most sessions said they would likely click one of these if they were viewing the ad; some participants seemed to be more enthusiastic about the Facebook link than the Web site link.

Some participants suggested that the colour scheme might benefit from stronger tones; there was some concern that black might not be eye-catching; some thought a black and yellow colour scheme would stand out more. Some participants also suggested making the images sharper and clearer, and a few mentioned that the music from the TV ad or some other scary music should be part of the Internet presentation. These participants felt such changes would make the ad more attention-grabbing on Web sites that are often very colourful and have many visual and sound features that could distract from the ad.

Concept B (Methalizer)

Transit Ads

Response to these ads was generally positive, but somewhat mixed. It caught the attention of some youth and many saw it as interesting. Boys expressed a stronger connection to the ads and related to them more than the girls did.

The ad carried a fairly clear message that drug use leads to decline and deterioration, but there was some confusion among a few participants in most sessions, who associated the sores on the character's face with injuries received through physical violence. Among those who thought the boy had been beaten, some thought the boy may have been fighting because he was taking drugs; others thought he was the victim of bullying and believed this to be an anti-bullying ad.

Some said the pictures appeared exaggerated or even fake. Others pointed out that there was no sense of progression over time between the images, suggesting that the deterioration was instantaneous – and this was considered unrealistic. As well, some girls thought the boy was too young. Suggestions for change included changing his hair cut or t-shirt and making him look more aged to better show the progression of time and avoid the “photo-shop” appearance, making the ad seem more realistic.

The ad had an impact on many youth in terms of reinforcing views that drugs are bad and making them think twice about trying drugs.

There was some interest in the Facebook page mentioned in the ad as well as some interest in the not4me.ca Web site.

Internet Banner Ads

The Methalizer ad was well received overall – it was seen as interesting, even fun by many youth, who were drawn in by the interactivity. Many said they would play around with it if they went to the ad. However, some said they found the ads uninteresting.

The ads have potential to have an impact on youth's views about the dangers of drugs if they spend time with the methalizer, although in this testing phase the methalizer was more attention-grabbing than informative.

The words included in the standard version – “fights with friends,” “bad grades,” “paranoia,” etc. – were seen as a very positive feature and attracted considerable interest.

Some interest was expressed in the Facebook page and not4me.ca Web site links in the ads; a few suggested that there should be other Internet presences, such as a MySpace page or links to videos on YouTube. A few youth in most sessions said they would definitely click to either of these sites if they were viewing the ad.

FINDINGS: PHASE 3

This section of the report presents the findings of Phase 3 of qualitative research which comprised of a final success check of the TV ad and transit ads with adults, including parents of youth aged 13 to 15 and non-parents.

The groups responded to the Concept A (Mirror) television ad and its associated transit ads (Concept A –Stephanie).

Participants were given a unique Web site address to view the hosted creatives to be tested, and were asked to watch the Mirror television ad twice, and make notes on their perceptions of the ad's message and intended audience. Following this, participants were asked to discuss their responses and other aspects of the ad. Other topics addressed in the discussion of the ad included: anticipated impact on youth; whether they had noticed the website address; their overall assessment of the ad (positive or negative); whether they felt such ads should be developed for the youth audience; and whether they had any concerns about airing the Mirror ad.

Participants were also asked to view two variations of the transit ad– horizontal and vertical formats – and make notes on their perceptions of the main message and intended audience. Other topics addressed in the discussion of the ad included: anticipated impact on youth; whether they had noticed the Web site and Facebook addresses; their overall assessment of the ad (positive or negative); and whether they had any concerns about these ads being placed in transit systems.

The name of the youth Web site changed between Phase 2 and 3, from not4me.ca/0drogue.ca to a new name drugsnot4me.ca/0droguepourmoi.ca.

TV Ad Testing (Concept A – Mirror)

Overall, the television ad was very well received by the adults, including parents of youth aged 13 to 15. Virtually no concerns were expressed about this graphic youth-oriented ad being shown on television. In fact, many felt that the ad was very appropriate for the target audience and that the dramatic nature of the content was necessary in order to catch the attention of youth in a highly competitive media environment.

Participants universally expressed the view that drug prevention ads such as this one are valuable and worthwhile and should be produced. Drug use among youth was seen as a real concern and it was clearly felt that ads such as Mirror were an important component in the effort to educate youth about the dangers of illicit drugs use.

Main Message and Audience

Participants found the anti-drug message of the ad to be very clear and straight-forward – that taking drugs will lead to rapid deterioration and desperation and can ruin one’s life. Some participants specifically mentioned that the ad strips the glamour from drugs by showing such effects as self-destructive behaviours, loss of control, social isolation and physical deterioration. In particular, the loss of physical attractiveness presented in the ad was seen as particularly effective for teenagers due to their concern for the way they appear to others.

Some mentioned a secondary message, that of telling both youth and parents that drug prevention information was available to them.

Most participants believed that the ad was aimed at young teens or teens in general; the ages mentioned ranged as early as 10 years old to 17 and 18 years old, with many suggesting a range that included 13 to 15 year olds. Some also thought that the ad was specifically aimed at girls of this age group, or that it might have a greater impact on girls since the main character is a girl.

Impressions

In general, the ad was positively received and considered to be a very good ad for conveying an anti-drug message to youth. Many expressed a matter-of fact positive attitude toward the ad – they agreed that youth need to see an ad like this and that youth need to see what can happen to them if they take drugs. Additionally, while the ad was seen as disturbing or graphic in nature, it was considered an appropriate message for the audience. Participants spoke positively about the realism of the ad, and how it showed the ugly truth of what can happen to those who take drugs.

In addition to the matter-of-fact positive attitude, some adults in fact expressed exceptional enthusiasm for the ad; words and phrases used to describe it included: amazing, looks great, gives

me goose bumps, has a big impact on me, definitely must be seen or absolutely must be seen by youth.

Many expressed the opinion that youth are living in a world in which they are bombarded with symbols and dramatic images, and in a world where drugs are “glamorized;” this ad was seen as a powerful counterweight to these images and views, and one which was strong enough to draw attention among other media.

Many also felt that the ad itself was stylish and modern in feel and pace, which added to its suitability for teens.

Many of the participants noticed the Web site address; others said they did not notice it because they were focused more on the dramatic content of the ad and missed the Web site. Some thought there was not quite enough time to read the final screen.

Virtually no one expressed concerns about this ad being shown to youth and almost all thought it definitely should be shown on television to youth audiences.

Although participants were not probed specifically on this issue, many adults and parents spontaneously mentioned the “happy” ending of the ad. Most liked this ending, believing that it showed youth that they can have a good life with friends without using drugs. However, others thought the ending should be tougher and negative, showing only the character’s deterioration, and that this would have a greater impact on youth in turning them away from drugs.

Anticipated Impact

Most thought that the ad would have an impact on youth in terms of informing them about the negative effects of drugs on their lives – particularly on their appearance – and of making them think twice about taking drugs. However, participants did not think the ad would make youth want to know more about drugs – several noted that they probably know enough already, or at least would think that they did.

Some felt that the ad would have a cumulative effect over several viewings. Others ventured the possibility that younger youth, between about the ages of 10 and 14, would be more strongly

impacted than older teens. Some also felt that the ad was not likely to have much impact on youth who are already trying drugs.

A small number doubted that there would be much impact, for a variety of reasons. Several expressed the opinion that the ad, taken in isolation, was not likely to have much of an impact, but that its message would support and reinforce other efforts by schools, parents and others to inform youth about the consequences of taking illicit drugs.

However, even those who felt the impact might be limited felt that the ad was worth airing, as even a small impact was better than doing nothing about what is perceived as a serious problem among youth.

Transit Ads

The adults in this research expressed a very positive response to the transit ad, both the vertical and horizontal versions. They found the message to be clear and well-presented; although many felt that the impact would be less than that of the television ad because it is static.

Participants expressed no concerns about the ad being shown and viewed by youth and they clearly believed that ads such as this one should be produced.

Main Message and Audience

Participants felt that both transit ads conveyed a strong and clear message about the negative effects of drugs by showing the stages of deterioration – particularly in physical appearance – caused by drug use.

The ads were seen to be aimed at the same age groups as the television ad – most specified an age range falling between the ages of 12 and 18. A few participants thought that the ads would impact adults – especially parents – as well. Again, some mentioned that this concept seemed particularly relevant to girls. Some suggested that a companion ad featuring a boy should be included in the campaign.

Impressions

The response to the transit ads was universally positive. Most felt that the images chosen for the transit ad clearly showed the deterioration of the character and effectively conveyed the anti-drug message. Again, participants felt that the appeal to vanity by focusing on appearance was a particularly effective approach for youth, especially young girls.

Many found the transit ads, like the television ad, to be graphic and powerful, as well as realistic. This was seen as a strength, as it would make the ads stand out and draw attention among the other ads on the bus or subway.

Both formats of the transit ads were seen as effectively presenting the message; some suggested that the ad should be used as a poster in schools and other areas where youth congregate as well as within the transit system.

Almost all participants noticed the Web site address and Facebook reference. There was much positive comment about including Facebook in the ad since adults think that is where youth spend much of their time. Some felt that the ads should also contain a 1-800 number that would lead youth to a help line or addiction counselling service.

Anticipated Impact

Opinion was divided as to the expected impact of the ad on youth. Many said it would have an impact because of the powerful images; others were more sceptical and said youth might not notice these ads when they are travelling on the transit system. Some felt that the ads would have a greater impact on younger teens than on older youth.

Most felt that the transit ads were not as powerful as the television ad and would not have as strong an impact, although a few thought that they might have a greater impact because one could take the time to read them completely and look closely at the images. There was general agreement that the transit ads would have more of an impact in conjunction with the airing of the television ads as part of a more comprehensive campaign than they would if presented alone.

In terms of the kind of impact the transit ads might have, many agreed that it had the potential of causing youth to think twice about taking drugs.

Other Topics

Sponsorship and the NADS Campaign

Most adults recognized the Government of Canada as the sponsor of these ads. Many felt that the airing of ads such as these, and the various anti-smoking ads they have also seen sponsored by the Government of Canada, was a positive thing that should be continued. It was felt that it was important to continue such campaigns and keep presenting new ads to reinforce the messages.

Most parents have seen the “Language” ad (the National Anti-Drug Strategy campaign ad targeted to parents) on television; their response to the ad was mostly very positive. Some parents said that they had learned from the ad and that it had made them more aware of the issue. Several commented that being able to have a conversation with their children on the language of drugs as shown in the ad was a good way to open up discussion about the dangers of drugs.

Some also volunteered that they had seen the youth ad featuring a boy at a party.

A few said that they had visited the Web site or asked for a brochure, and a small number had also looked for other sources of information, but most said that they have not done any research on drugs and youth.

Communication with Youth about Drugs

Most parents in the research said they have talked to their children about drugs.

Many parents thought that age 10 was a good age to start talking to their children about drugs; however, a few felt that children may be exposed to drugs at school and in the media even earlier than that, and thought that such communication should begin even earlier, at seven or eight years of age.

Some considered the school grade to be the more important indicator and felt that they should discuss drugs with their children before they start secondary school, or even earlier, around the beginning of grade 5.

CONCLUSIONS

Phase 1

It is rare in ad testing research to find two ads that are so similar in their impact as Rewind and Mirror. Both Rewind and Mirror tested well: both were seen to have compelling stories and images, clear messages, and significant impacts on youth in terms of influencing their propensity to turn away from drugs and other aspects of action. Both were seen as dramatic, attention-grabbing and memorable.

However, Rewind received a stronger negative response from some who felt it was too intense or scary to watch, while negative responses to Mirror were less profound. Mirror was seen to be a stronger second choice than Rewind, since some (especially girls) who were moved by Mirror, found Rewind too extreme and would not watch it, while some who chose Rewind as their first choice (especially Montreal girls and boys, and Vancouver boys) found Mirror to also be quite powerful.

In terms of the web application concepts, the look and feel of the CSI style was a clear favourite, but the construction of the Web site itself might benefit from incorporating some elements of the Comic Book design. For ease of understanding, the text should be simple and written in a more youth-friendly manner, with clear definitions of scientific terms used. A greater focus on the effects of drugs over normal functioning may also be preferable.

Phase 2

Youth responded very positively to the final version of the Mirror ad, calling it powerful and dramatic. It engaged them emotionally, delivered a clear message about the effects of taking illicit drugs, reinforced the decisions of those who have already made the choice to avoid drugs, and motivated others to think twice about trying drugs.

The related “Stephanie” transit and Internet ads were more positively received than the “Methalizer” ads, and were seen as strong vehicles for the anti-drug message. While the interactivity of the Methalizer Internet ad had potential to engage youth, the Mirror television ad (which featured Stephanie), and the Stephanie transit and Internet ads, reinforced each other such that youth who see the ad on television may follow up on the call to action when they see the Internet or transit ads.

Phase 3

Adults, including those who are parents of youth ages 13 to 15, were universal in their approval of the Mirror television ad and complementary transit ads. Most believe that strong, dramatic and even disturbing images can work to counteract the glamour of the drug scene often depicted in the media, and to engage the attention of youth in an environment of high-impact media images. Most believe that the campaign is an effective response to address the problem of drug use among youth.

APPENDICES

POR 10-04
Pn 6733 – YOUTH
Creative Testing
Draft 2 -Final

Respondent Name: _____

Home Phone #: _____

Business Phone #: _____

E-Mail: _____

Group #: _____ Recruiter: _____

RECRUIT 9 PER GROUP

Toronto

GROUP 1- boys
Monday
August 16

GROUP 2- girls
Monday
August 16

AT 5:00 pm

AT 7:30 pm

Montreal

GROUP 3- girls
Tuesday
August 17
AT 5:00 pm

GROUP 4- boys
Tuesday
August 17
AT 7:30 pm

Winnipeg

GROUP 5- boys
Wednesday
August 18
AT 5:00 pm

GROUP 6- girls
Wednesday
August 18
AT 7:30 pm

Vancouver

GROUP 7- girls
Thursday
August 19
AT 5:00 pm

GROUP 8- boys
Thursday
August 19
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**

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 are ages 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 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 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
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

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

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

12b. What school are you attending in September?

_____ - **SPECIFY – ONE PER SCHOOL**

13. Participants in group discussions are asked to voice their opinions and thoughts, how comfortable are you, in voicing your opinions in front of others? Are you....

- Very Comfortable.....1 – **MIN 50% PER GROUP**
- Comfortable.....2
- Fairly Comfortable.....3
- Not Very Comfortable.....4 – **THANK AND TERMINATE**
- Very Uncomfortable.....5 – **THANK AND TERMINATE**

14a. Have you ever attended a focus group or one to one discussion for which you have received a sum of money, here or elsewhere?

- Yes.....1 – **MAX (50%) PER GROUP**
- No.....2 – **SKIP TO Q. 15**

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

TERMINATE IF IN THE PAST 6 MONTHS

14c. How many focus group or one –to-one discussions have you attended in the past 5 years?

(SPECIFY) IF MORE THAN 5 – THANK AND TERMINATE

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

IF RESPONDENT HAS EVER ATTENDED A GOVT OF CANADA OR HEALTH CANADA STUDY OR STUDY OF ILLICIT DRUGS -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 video taped for research purposes and members of the research team will be observing the discussion from an adjoining room. Everything you say will be kept confidential.

[] CHECK TO INDICATE YOU HAVE READ THE STATEMENT TO THE RESPONDENT.

INCENTIVE: \$50

LENGTH OF GROUP: 2 hours

LOCATIONS:

August 16

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

August 17th

Montreal
MBA Recherche
1470 Peel St
Suite 800
514.284.9644
Fax: 514.248.0668

August 18th

Winnipeg
Viewpoints
115 Banatyne Avenue
Suite 104

204.988.9253
Fax: 947.9262

August 19th
Vancouver
Vancouver Focus (JMI)
1156 Hornby St, Main Floor
604.682-4292

Nom du répondant:: _____

N° de téléphone résidentiel: _____

N° de téléphone au travail: _____

Courriel: _____

Groupe n°: _____ Recruteur: _____

RECRUTEZ 9 PAR GROUPE

Montréal

GROUPE 3 – filles
Mardi
17 août
À 17h00

GROUPE 4 – garçons
Mardi
17 août
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 discussion 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 13 et 15 ans. Avez-vous des enfants qui vivent avec vous dans votre foyer 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 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 secteurs 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|

BONNE RÉPARTITION

**DES NIVEAUX DE
SCOLARITÉ DES PARENTS
DANS TOUS LES GROUPES**

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 - **TERMINEZ**

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

Homme	1 – GROUPE 4
Femme	2 – GROUPE 3

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 ÊTRE ÂGÉ DE 13, 14 OU 15 ANS

7) Avec votre permission, votre enfant serait-il/elle disponible pour participer à une discussion le [INSÉREZ LA DATE] à [l'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 consommation possible de drogues.

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 d'Environics Research Group, une firme nationale d'études de marché. Nous menons des groupes de discussion sur des questions liées à une campagne publicitaire de Santé Canada. Jusqu'à neuf 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 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
15 ans
16 ans +

3 - RÉPARTITION DES ÂGES 13, 14 ET 15 ANS DANS TOUS LES GROUPES

4

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 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 RÉPOND "FORTEMENT D'ACCORD" À TROIS ÉNONCÉS OU PLUS / SINON CONTINUEZ.

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

École primaire..... 1
École secondaire2
Collège/CEGEP.....3 – **REMERCIEZ ET TERMINEZ**
Université..... 4 – **REMERCIEZ ET TERMINEZ**

- 12b. Quelle école fréquenteras-tu en septembre?

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

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

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

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

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

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

TERMINEZ SI AU COURS DES 6 DERNIERS MOIS

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

(PRÉCISEZ) SI PLUS DE 5 – REMERCIEZ ET TERMINEZ

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

SI LE RÉPONDANT À DÉJÀ ASSISTÉ À UNE ÉTUDE DU GOUVERNEMENT DU CANADA OU DE SANTÉ CANADA OU UNE ÉTUDE SUR LES DROGUES ILLICITES – REMERCIEZ ET TERMINEZ

15. 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

16. **Confirmez le sexe:**

Homme..... 1 – **GROUPE 4**
Femme..... 2 – **GROUPE 3**

17. Les participants seront invités à regarder et à 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 DIT QU'IL 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/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 13 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 soit 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. Pouvez-vous vous rendre à notre emplacement 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 et vidéo 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:

17 août

Montréal

MBA Recherche

1470, rue Peel

Bureau 800

514.284.9644

Télécopieur: 514.248.0668

August 16, 2010

**HEALTH CANADA POR 10-06
DISCUSSION AGENDA PN6733**

**National Anti-Drug Strategy Youth Campaign – TV Concepts and Web Application Focus
Testing with Youth ages 13-15**

NOTE TO MODERATOR: No mention of Government of Canada, Health Canada or the not4me drug prevention campaign.

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 videotaped and observed for research purposes to help write a report. The observers are behind the one-way mirror.
- Your individual comments will not be linked to you / names will not appear.
- The session will be approximately 2 hours.
- Please turn off cell phones, pagers.
- The receptionist will pay you your cash gift at the end of the session.
- You are all between the ages of 13 to 15. Let's go around the table so that each one of you can tell me your first name and something about yourself. Who lives in your house (siblings, parents, pets?)

2.0 AD TESTING - Written Exercise (15 minutes)

We are going to begin tonight's session by looking at three TV concepts. These are videos of ads that are in progress and that may or may not be made. If they were made they would look like real ads and not a series of photos developed into video format. The sound effects would be higher quality and professional sounding – but for the moment you will have to use your imagination and think of what the ads might look like in their finished forms.

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

[DISTRIBUTE WRITTEN EXERCISES FOR THE THREE ADS]

You will see that the written exercises ask you some questions:

- First of all there is a section where I want you to write down what you think is the main message of the ad.
- Next you will describe how you feel (in other words any emotions) you felt after watching the ad.
- Next, you'll write down the one thing that stands out from the ad (something you heard or saw).
- Then I would like you to write down what you would do, if anything, if this ad came on as you were watching TV.

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

ROTATE "MIRROR", "REWIND" and "MY NON-DRUG STORY" ADS FROM SESSION TO SESSION

Ad A: Rewind

Ad B: Mirror

Ad C: My Non-Drug Story

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

3.0 GROUP DISCUSSION OF ADS (45 MINUTES)

SHOW AD A AGAIN

Ad A Rewind:

Let's review what you wrote down and discuss what you think about this ad.

1. What is the main message of this ad? What did you write down?
2. What did you feel after watching this ad? What did you write down? Why? **PROBE:** shocked, interested, concerned, fearful, empowered, curious, doubtful, bored.
3. What was the one thing you heard or saw that stood out the most?

4. If this ad came on as you were watching TV, what would you do? (**PROBE:** talk to a family member or friend about drugs, get more information about drugs OR about the characters in the ad, go to the website, switch channels, continue to watch to see what happens next, turn the TV off, do nothing).

REWIND-specific questions

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

5. What is your overall impression of this ad? Why do you say that? (strengths, weaknesses).
PROBE: Positive/neutral/negative.
6. What did you think was best about this ad?
7. What did you like the least?
8. Did the ad get your attention? Is it memorable? Why/why not?
9. What do you understand is happening in the ad?
10. Is the ad believable in that you could see how someone could end up down the path to drug addiction? Why/why not?
11. Can **you** relate to the choices that “Stephanie” (the character) has made about drug use? Is the ad relevant to you? Does it speak to you? Why/why not?
12. How did the ad make you feel about drugs? Does the ad make you think twice about trying drugs? What kind of impact did it have on you? **PROBE:** Does the ad make you feel empowered that you can **rise above the pressure** to try drugs? Does it make you want to find out more about how you can resist the pressure?

There are two possible endings for this ad.

Rewind version 1: Find out more about Stephanie’s choices and **how to say no to drugs at not4me.ca.**

Rewind version 2: Find out more about Stephanie’s choices and **how YOU can say no to drugs at not4me.ca.**

13. Do either of these statements make you want to do anything? **PROBE:** visit the website, talk to a parent, find out more about Stephanie’s choices, find out more about the effects of drugs.
14. Is one of the two statements more effective in **encouraging you** to find out how to say no to drugs?





15. Which ending do you think is **better**? Why?

Ad B Mirror:

SHOW THE AD AGAIN








Let's review what you wrote down and discuss what you think about this ad.


All participants must reveal answers before any probing.


-  What is the main message of this ad? What did you write down?
-  What did you feel after watching this ad? What did you write down? Why? **PROBE:** shocked, interested, concerned, fearful, empowered, curious, doubtful, bored.
-  What was the one thing you heard or saw that stood out the most?
-  If this ad came on as you were watching TV, what would you do? (**PROBE:** talk to a family member or friend about drugs, get more information about drugs OR about the characters in the ad, go to the website, switch channels, continue to watch to see what happens next, turn the TV off, do nothing).

MIRROR-specific questions

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

-  What is your overall impression of this ad? Why do you say that? (strengths, weaknesses). **PROBE:** Positive/neutral/negative.
-  What did think was best about this ad?
-  What did you like the least?
-  Did the ad get your attention? Is it memorable? Why/why not?
-  What do you understand is happening in the ad?
-  Is the ad believable in that you could see how someone could end up down the path to drug addiction? Why/why not?
-  Can **you** relate to the choices that "Stephanie" (the character) has made about drug use? Is the ad relevant to you? Does it speak to you? Why/why not?

 2. How did the ad make you feel about drugs? Does the ad make you think twice about trying drugs? What kind of impact did it have on you? **PROBE:** Does the ad make you feel empowered that you can **rise above the pressure** to try drugs? Does it make you want to find out more about how you can resist the pressure?


 The narrator at the end of the ad says: “Drugs. Do you know where they’ll take you? Find out more about Stephanie’s choices and the effects of drugs at not4me.ca.”


Does this statement make you want to do something? **PROBE:** visit the website, talk to a parent, find out more about Stephanie and her choices, find out more about the effects of drugs.


Ad C My Non-Drug Story


SHOW THE AD AGAIN

Let’s review what you wrote down and discuss what you think about this ad.

 What is the main message of this ad? What did you write down?


 What did you feel after watching this ad? Why? **PROBE:** shocked, interested, concerned, fearful, empowered, curious, doubtful, bored.


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


 If this ad came on as you were watching TV, what would you do? (**PROBE:** talk to a family member or friend about drugs, get more information about drugs OR about the characters in the ad, go to the website, switch channels, continue to watch to see what happens next, turn the TV off, do nothing).


MY NON-DRUG STORY-specific questions


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


 What is your overall impression of this ad? Why do you say that? (strengths, weaknesses). **PROBE:** Positive/neutral/negative.


 What did you think was best about this ad?


 What did you like the least?

 Did the ad get your attention? Is it memorable? Why/why not?

 Are the statements made by the youth believable/true to life for you? Why/why not?

 Does the ad make you think about the choices about drug use that **you may be faced with** in the future—**or have already been** faced with? Is the ad relevant to you? Does it speak to you? Why/why not?


 How did the ad make you feel about drugs? Does the ad make you think twice about trying drugs? What kind of impact did it have on you? **PROBE:** Does the ad make you feel empowered that you can **rise above the pressure** to try drugs? Does it make you want to find out more about how you can resist the pressure?


 The narrator at the end of the ad says: “Find out more about their choices and the effects of drugs at not4me.ca.”


Does this statement make you want to do anything? **PROBE:** visit the website, talk to a parent, find out more about the choices made by the people in the ad, find out more about the effects of drugs.


4.0 REVIEW OF ADS (15 minutes)


[AFTER ALL ADS HAVE BEEN VIEWED & DISCUSSED INDIVIDUALLY]

 Which ad do you think is most effective? Meaning, which one would have more of an impact on you? How? Why?

 Which ad is most relevant to you? Meaning, which ad makes you feel like you could find yourself in a similar situation of being offered drugs and needing to make a choice?

 Which ad is more likely to motivate you or your peers the most to take action? Why? And what would that action be? **PROBE:** think twice or say no to trying drugs or experimenting with drugs? visit the website, talk to parent/friend about drugs?

 What changes, if any, would you make to the chosen ad to improve it?

 What would you expect to find on the Web site if you visited? **PROBE:** What kind of information? What kind of features would make you want to stay on the Web site to learn more? What kind of information would you expect to find about “Stephanie” or another character?

5.0 WEB APPLICATION CONCEPTS (20 minutes)

Now I want to talk about something different.

A section of a website is being developed that will focus on how drugs affect the brain and the body. The section will be **interactive**. The target audience of this application is 13 to 15 year olds.

I am going to show you two design ideas which are being developed, but not complete. They're on paper but remember that the end product will be online and you will be able to click through the web application to learn more about the effects drugs have on the various parts of the brain and the body. The effects will be animated online (for example, blood pumping through the body, the beating heart, etc.). Please also note that these designs do not contain all of the finished text; some Latin words are used instead at this point but these will of course be replaced.

After going through these visual ideas, I will ask you to read a small sample of text that might be used and ask for your feedback.

Remember, there are no right or wrong answers. We want your help in developing an interesting and effective Web application that will meet your needs.

Let's start by taking a look at the first design.

[ROTATE DESIGNS FROM SESSION TO SESSION

Concept 1: Comic Book Style

There are six slides to look at for this design concept:

1. An intro page provides an overview of the design;
2. The second screen allows you to choose your character;
3. The next screen allows you to learn more about the brain and the body -without the effects of drugs - and also allows you to choose which drug you'd like to learn about;
4. The fourth screen provides an overview of the drug you chose and also highlights in detail where in the body the effects of the chosen drug can be seen;
5. The fifth and sixth screens provide an example of what the user will see when they choose to use the magnifying glass to learn more about the effects of the drug on the body and brain.

Take a minute or two to examine the features of each screen or page.

OK. Let's set the first design aside, and let's look at the second design.

[HAND OUT CONCEPT #2]

Concept 2: CSI Style








There are six slides to look at for this design:

1. An intro page provides an overview of the design;
2. The second screen allows you to choose either the brain or the body to explore;
3. If the body was selected, the next screen allows you to learn more about an animated healthy body - without the effects of drugs - and also allows you to choose which drug you'd like to learn about;
4. The following screen provides an overview of the drug you chose and highlights how the body changes because of the effects of the chosen drug (slowing of the heart beating, etc). It also allows you to select a number of options, including how that drug affects the body.
5. If, on the previous screen, you picked how the chosen drug affects the body, this screen will allow you to pick a symptom associated with the drug;
6. Now let's think back to the beginning of the web application. If you had chosen to explore the effects of drugs on the "brain" instead of the "body", this screen would show the effects of a particular drug on the brain. You can select the type of drug from the bottom of the screen.

Take a minute or two to examine the features of each screen or page.

Group Discussion

OK. Let's discuss the two design ideas.

-  What are your overall impressions of the design concepts?
- . What did you like the most about the Comic Book Style design? Why?
-  What did you like the least about this design? Why?
-  What did you like the most about the CSI Style design? Why?
- . What did you like the least about this design? Why?
- . Which design do you prefer? Why?
- . Was there anything missing from the designs (e.g. a certain feature, additional information required, etc.)?

6.0 TEXT SAMPLE (10 minutes)

Now I'm going to hand out a short sample of the text that will be used within this Web application. There are two sections. The first section is a general overview of the brain. And the second section is about the effects on the brain from cocaine.


[HAND OUT TEXT SAMPLE]

Take a few minutes to read the text.

Now, let's discuss.



1. Is the information easy to read, to understand? If no, why?

2. Is this information new to  you?



3. Would this type of information be useful to you? If yes, how would you use it (for example, for a school project, etc.)? If no, why?



4. Do you have any suggestions on how the text can be improved?



5. Would you like to see more information? Or less? Why?

7.0 CLOSING DISCUSSION (REMAINING TIME)



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



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

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

THANK AND TERMINATE

**SANTÉ CANADA POR 10-06
GUIDE DE DISCUSSION PN6733**

Stratégie nationale antidrogue : campagne de prévention destinée aux jeunes âgés de 13 à 15 ans, axée sur des concepts télé et applications web

NOTE À L'ANIMATEUR : Ne pas mentionner le gouvernement du Canada ni Santé Canada ou Odrogue (la campagne de prévention de la consommation de drogues chez les jeunes).

1.0 INTRODUCTION (10 MINUTES)

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

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

2.0 ÉVALUATION DE L'ANNONCE — exercice écrit (15 minutes)

Nous allons commencer la séance de ce soir en visionnant 3 concepts télé. Ces concepts sont des vidéos d'annonces qui sont en cours de production, et qui sont susceptibles d'être réalisées ou non. Si elles devaient être réalisées, elles ressembleraient à de vraies annonces, et non à une série de photos converties en format vidéo. Les effets sonores seraient de meilleure qualité et le son serait de niveau professionnel, mais pour le moment, vous devrez user d'imagination et vous représenter mentalement à quoi ressembleraient les annonces dans leurs formats finaux.

Je vais vous remettre à chacun un exercice écrit que vous devrez compléter pour chaque annonce. Nous parlerons ensuite de ce que vous avez écrit et de ce que vous pensez de ces annonces.

DISTRIBUER LES EXERCICES ÉCRITS POUR LES TROIS ANNONCES.

Comme vous pouvez le voir, vous devez dans les exercices écrits, répondre à quelques questions.

Dans la première section, je vais vous demander d'écrire ce qu'est selon vous le principal message de l'annonce.

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

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

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

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

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

Annonce A : Rembobiner

Annonce B : Miroir

Annonce C : Mon histoire sans drogues

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

3.0 DISCUSSION EN GROUPE AU SUJET DES ANNONCES (45 MINUTES)

MONTRER L'ANNONCE « A » DE NOUVEAU

Annonce « A » : Rembobiner

Passons en revue ce que vous avez écrit et discutons de ce que vous pensez de cette annonce.

1. Quel est le message principal de cette annonce? Qu'avez-vous écrit?
2. Qu'avez-vous ressenti après avoir visionné cette annonce? Qu'avez-vous écrit? Pourquoi?
EXPLORER : surpris, intéressé, inquiet, craintif, stimulé, curieux, incertain, ennuyé.
3. Quel est l'élément que vous avez vu ou entendu qui a le plus ressorti?
4. Si cette annonce passait alors que vous êtes en train de regarder la télévision, que feriez-vous? (**EXPLORER** : parleriez à un membre de la famille au sujet des drogues, obtiendriez plus d'information sur les drogues OU sur les personnages de l'annonce, iriez voir le site internet, changeriez de chaîne, continueriez à regarder pour voir la suite, éteindriez la télévision, ne feriez rien.)

REBOBINER — questions précises

J'aimerais maintenant connaître vos opinions sur d'autres aspects de cette annonce.

15. Quelle est votre impression générale de cette annonce? Pourquoi dites-vous cela? (Forces, faiblesses). **EXPLORER** : positive/neutre/négative.
16. Selon vous, quel était le meilleur élément de cette annonce?
17. Qu'avez-vous le moins aimé?
18. Est-ce que l'annonce a capté votre attention? Est-elle marquante? Pourquoi/pourquoi pas?
19. Selon ce que vous comprenez, qu'arrive-t-il dans cette annonce?
20. Est-ce que l'annonce est crédible en ce sens que vous pourriez facilement vous imaginer de quelle façon une personne pourrait se retrouver dans l'enfer de la dépendance à la drogue? Pourquoi/pourquoi pas?
21. Êtes-vous en mesure de comprendre les choix de « Stéphanie » (le personnage) sur la consommation de drogues? Est-ce que cette annonce vous est pertinente? Est-ce qu'elle vous interpelle? Pourquoi/pourquoi pas?
22. Comment cette annonce vous fait-elle vous sentir par rapport aux drogues? Est-ce que l'annonce vous porte à y réfléchir à 2 fois avant d'essayer des drogues? Quel effet l'annonce a-t-elle eu sur vous? **EXPLORER** : Est-ce que cette annonce vous donne le sentiment que vous pouvez **résister à la pression** d'essayer des drogues? Est-ce que cela vous donne envie d'en savoir plus sur la façon dont vous pouvez résister à la pression?

Il y a 2 conclusions possibles à cette annonce.

Rembobiner version 1 : obtenez plus d'informations à propos des choix de Stéphanie et sur **la façon de dire non aux drogues à Odrogue.ca.**

Rembobiner version 2 : obtenez plus d'informations à propos des choix de Stéphanie et sur **la façon dont VOUS pouvez dire non aux drogues à Odrogue.ca.**

23. Est-ce qu'un de ces énoncés vous donne envie de faire quelque chose? **EXPLORER** : visiter le site internet, parler à un parent, en découvrir plus au sujet des choix de Stéphanie, en savoir plus sur les effets des drogues.
24. Est-ce que l'un de ces 2 énoncés est plus efficace que l'autre pour **vous encourager** à en découvrir plus sur la façon de dire non aux drogues?
25. Quelle est, selon vous, la **meilleure** conclusion? Pourquoi?

Annnonce « B » : Miroir

MONTRER L'ANNONCE DE NOUVEAU

Passons en revue ce que vous avez écrit et discutons de ce que vous pensez de cette annonce.

Tous les participants doivent révéler leurs réponses avant toute exploration.

1. Quel est le message principal de cette annonce? Qu'avez-vous écrit?
2. Qu'avez-vous ressenti après avoir visionné cette annonce? Qu'avez-vous écrit? Pourquoi?
EXPLORER : surpris, intéressé, inquiet, craintif, stimulé, curieux, incertain, ennuyé.
3. Quel est l'élément que vous avez vu ou entendu qui a le plus ressorti?
4. Si cette annonce passait alors que vous êtes en train de regarder la télévision, que feriez-vous? (**EXPLORER** : parleriez à un membre de la famille au sujet des drogues, obtiendriez plus d'information sur les drogues OU sur les personnages de l'annonce, iriez voir le site internet, changeriez de chaîne, continueriez à regarder pour voir la suite, éteindriez la télévision, ne feriez rien.)

MIROIR — questions précises

J'aimerais maintenant connaître vos opinions sur d'autres aspects de cette annonce.

5. Quelle est votre impression générale de cette annonce? Pourquoi dites-vous cela? (Forces, faiblesses). **EXPLORER** : positive/neutre/négative.
6. Selon vous, quel était le meilleur élément de cette annonce?
7. Qu'avez-vous le moins aimé?
8. Est-ce que l'annonce a capté votre attention? Est-elle marquante? Pourquoi/pourquoi pas?
9. Selon ce que vous comprenez, qu'arrive-t-il dans cette annonce?
10. Est-ce que l'annonce est crédible en ce sens que vous pourriez facilement vous imaginer de quelle façon une personne pourrait se retrouver dans l'enfer de la dépendance à la drogue? Pourquoi/pourquoi pas?
11. Êtes-vous en mesure de comprendre les choix de « Stéphanie » (le personnage) sur la consommation de drogues? Est-ce que cette annonce vous est pertinente? Est-ce qu'elle vous interpelle? Pourquoi/pourquoi pas?

12. Comment cette annonce vous fait-elle vous sentir par rapport aux drogues? Est-ce que l'annonce vous porte à y réfléchir à 2 fois avant d'essayer des drogues? Quel effet l'annonce a-t-elle eu sur vous? **EXPLORER** : Est-ce que cette annonce vous donne le sentiment que vous pouvez **résister à la pression** d'essayer des drogues? Est-ce que cela vous donne envie d'en savoir plus sur la façon dont vous pouvez résister à la pression?

13. Le narrateur dit à la fin de l'annonce : « [Les drogues. Savez-vous jusqu'où elles peuvent vous mener? Obtenez plus d'informations à propos des choix de Stéphanie et des effets des drogues sur *0droque.ca* ».](#)

Est-ce que cet énoncé vous donne envie de faire quelque chose? **EXPLORER** : visiter le site internet, parler à un parent, en découvrir plus au sujet des choix de Stéphanie, en savoir plus sur les effets des drogues.

Annonce « C » : Mon histoire sans drogues

Passons en revue ce que vous avez écrit et discutons de ce que vous pensez de cette annonce.

1. Quel est le message principal de cette annonce? Qu'avez-vous écrit?
2. Qu'avez-vous ressenti après avoir visionné cette annonce? Qu'avez-vous écrit? Pourquoi? **EXPLORER** : surpris, intéressé, inquiet, craintif, stimulé, curieux, incertain, ennuyé.
3. Quel est l'élément que vous avez vu ou entendu qui a le plus ressorti?
4. Si cette annonce passait alors que vous êtes en train de regarder la télévision, que feriez-vous? (**EXPLORER** : parleriez à un membre de la famille ou à un ami au sujet des drogues, obtiendriez plus d'information sur les drogues OU sur les personnages de l'annonce, iriez voir le site internet, changeriez de chaîne, continueriez à regarder pour voir la suite, éteindriez la télévision, ne feriez rien.)

Mon histoire sans drogues — questions précises

J'aimerais maintenant connaître vos opinions sur d'autres aspects de cette annonce.

5. Quelle est votre impression générale de cette annonce? Pourquoi dites-vous cela? (Forces, faiblesses). **EXPLORER** : positive/neutre/négative.
6. Selon vous, quel était le meilleur élément de cette annonce?
7. Qu'avez-vous le moins aimé?

8. Est-ce que l'annonce a capté votre attention? Est-elle marquante? Pourquoi/pourquoi pas?
9. Est-ce que les déclarations des jeunes sont crédibles/réalistes pour vous? Pourquoi/pourquoi pas?
10. Est-ce que l'annonce vous fait réfléchir au sujet des choix **auxquels vous pourriez avoir à faire face** à l'avenir, **ou auxquels vous avez déjà fait face** concernant la consommation de drogues? Est-ce que cette annonce vous est pertinente? Est-ce qu'elle vous interpelle? Pourquoi/pourquoi pas?
11. Comment cette annonce vous fait-elle vous sentir par rapport aux drogues? Est-ce que l'annonce vous porte à y réfléchir à 2 fois avant d'essayer des drogues? Quel effet l'annonce a-t-elle eu sur vous? **EXPLORER** : Est-ce que cette annonce vous donne le sentiment que vous pouvez **résister à la pression** d'essayer des drogues? Est-ce que cela vous donne envie d'en savoir plus sur la façon dont vous pouvez résister à la pression?
12. Le narrateur dit à la fin de l'annonce : « [Obtenez plus d'informations à propos de leurs choix et des effets de la drogue sur **0drogue.ca**](#) ».

Est-ce que cet énoncé vous donne envie de faire quelque chose? **EXPLORER** : visiter le site internet, parler à un parent, en découvrir plus au sujet des choix faits par les personnes dans l'annonce, en savoir plus sur les effets des drogues.

4.0 RETOUR SUR LES ANNONCES (15 minutes)

[APRÈS QUE TOUTES LES ANNONCES AIENT ÉTÉ VISIONNÉES ET QU'ELLES AIENT FAIT CHACUNE L'OBJET D'UNE DISCUSSION]

6. Selon vous, quelle annonce est la plus efficace? C'est-à-dire, laquelle aurait eu un plus grand impact sur vous? De quelle façon? Pourquoi?
7. Quelle annonce est la plus pertinente pour vous? C'est-à-dire, quelle annonce vous fait sentir que vous pourriez vous retrouver dans une situation semblable, où on vous offrirait de la drogue et vous auriez à faire un choix?
8. Quelle annonce est la plus susceptible de vous motiver ou de motiver vos pairs à faire quelque chose? Pourquoi? Et quelle serait cette action? **EXPLORER** : y réfléchir à 2 fois ou dire non à la drogue ou plutôt expérimenter les drogues? Visiter le site web, parler à un parent/ami au sujet des drogues?
9. Quels sont les changements, s'il y en a, que vous apporteriez à l'annonce sélectionnée pour l'améliorer?

10. Si vous visitiez le site web, qu'est-ce que vous vous attendriez à y retrouver? **EXPLORER** : Quel type d'informations? Quels types de caractéristiques vous donneraient envie de naviguer plus longtemps sur le site afin d'en apprendre davantage? Que type d'informations est-ce que vous vous attendriez à retrouver au sujet de « Stéphanie » ou d'un autre personnage?

5.0 CONCEPTS D'APPLICATION WEB (20 minutes)

Maintenant, j'aimerais parler d'un concept différent.

Une section du site web est en conception, qui portera sur les effets des drogues sur le cerveau et sur l'organisme. Cette section sera **interactive**. Cette application ciblera un public composé de jeunes âgés de 13 à 15 ans.

Je vais vous montrer 2 idées de concepts qui sont actuellement en phase de conception, mais qui ne sont pas complétées. Ces idées sont sur papier, mais souvenez-vous que le produit fini sera en ligne et que vous pourrez sélectionner l'application web pour en apprendre davantage sur les effets des drogues sur les différentes parties du cerveau et de l'organisme. Les effets seront présentés sous forme d'animation en ligne (par exemple l'irrigation du sang dans le corps, les battements du coeur, etc.). Veuillez également prendre note que ces idées de concepts ne contiennent pas le texte final. À ce stade, il y a toujours quelques termes latins qui se trouvent dans le texte, mais ceux-ci seront bien sûr remplacés.

Après avoir examiné ces concepts visuels, je vais vous demander de lire un court extrait d'un texte susceptible d'être utilisé dans le cadre du projet, et je vais également vous demander de me donner vos impressions à l'égard de celui-ci.

Souvenez-vous qu'il n'y pas de bonnes ou de mauvaise réponses. Nous avons simplement besoin de votre aide afin de mettre sur pied une application web intéressante et interactive, qui répondra à vos besoins.

Commençons en regardant la première idée de concept.

[EFFECTUER UNE ROTATION DES CONCEPTS D'UNE SÉANCE À L'AUTRE]

Concept 1 : type bande dessinée

Il y a 6 diapositives à visionner pour ce concept :

6. une page d'introduction vous montre un aperçu du concept;
7. le deuxième écran vous permet de choisir votre personnage;

8. le troisième écran vous permet d'en apprendre davantage sur le cerveau et sur l'organisme, non exposés aux effets des drogues, et vous permet également de choisir sur quelle substance vous aimeriez en savoir davantage;
9. le quatrième écran vous présente un aperçu de la drogue sélectionnée et met en évidence de façon détaillée les endroits du corps touchés par les effets de la drogue choisie;
10. les cinquièmes et sixièmes écrans présentent des exemples de ce que l'utilisateur verra lorsqu'il utilisera l'outil zoom pour en apprendre davantage sur les effets de la drogue sur l'organisme et sur le cerveau.

Prenez une minute ou deux pour examiner les caractéristiques de chacune des pages ou diapositives.

D'accord. Mettons de côté le premier concept et examinons maintenant le deuxième.

[DISTRIBUER LE CONCEPT n°2]

Concept 2 : type CSI

Il y a 6 diapositives à visionner pour ce concept :

7. une page d'introduction vous montre un aperçu du concept;
8. le second écran vous permet de choisir d'explorer soit le cerveau, soit l'organisme;
9. si vous sélectionnez l'organisme, l'écran suivant vous permet d'en apprendre davantage à l'aide d'une présentation animée montrant un organisme en santé, non exposé aux effets des drogues, et vous permet également de choisir sur quelle substance vous aimeriez en savoir plus;
10. l'écran qui suit vous donne un aperçu de la substance que vous avez sélectionnée et met en évidence les changements subis à l'intérieur du corps, qui sont causés par les effets de la drogue choisie (par exemple les battements du cœur qui ralentissent, etc.). Vous pouvez également sélectionner certaines options, par exemple « comment cette drogue affecte-t-elle l'organisme? »;
11. Cet écran vous permettra de sélectionner un symptôme associé à la substance choisie, si vous avez choisi « comment cette drogue affecte-t-elle l'organisme? » sur l'écran précédent;
12. revenons maintenant au début de l'application web : si vous aviez choisi d'explorer le « cerveau » plutôt que « l'organisme », cet écran montrerait les effets d'une drogue précise sur le cerveau. Vous pouvez sélectionner le type de drogue au bas de l'écran.

Prenez une minute ou deux pour examiner les caractéristiques de chacune des pages ou diapositives.

Discussion de groupe

D'accord. Discutons des 2 idées de concepts.

8. Quelles sont vos impressions générales concernant les concepts?
9. Qu'avez-vous le plus aimé à propos du concept de type « bande dessinée »? Pourquoi?
10. Qu'avez-vous le moins aimé à propos de ce concept? Pourquoi?
11. Qu'avez-vous le plus aimé à propos du concept de type « CSI »? Pourquoi?
12. Qu'avez-vous le moins aimé à propos de ce concept? Pourquoi?
13. Quel concept préférez-vous? Pourquoi?
14. Y a-t-il des éléments qui manquaient à ces concepts (p. ex. une caractéristique, de l'information additionnelle, etc.)?

6.0 EXTRAIT DE TEXTE (10 minutes)

Je vais maintenant vous distribuer un court extrait du texte qui sera utilisé dans le cadre de cette application web. Il comporte 2 sections; la première section donne un aperçu général du cerveau, et la deuxième section porte sur les effets de la cocaïne sur le cerveau.

[DISTRIBUER L'EXTRAIT DE TEXTE]

Prenez quelques minutes pour lire le texte.

Maintenant, discutons.

6. Est-ce que l'information est facile à lire, à comprendre? Si la réponse est non, pourquoi?
7. Est-ce que cette information est nouvelle pour vous?
8. Est-ce que ce type d'information vous serait utile? Si oui, comment l'utiliserez-vous (par exemple, dans le cadre d'un projet scolaire, etc.)? Si la réponse est non, pourquoi?
9. Avez-vous des suggestions sur la façon dont le texte pourrait être amélioré?
10. Aimerez-vous retrouver plus d'information, ou plutôt moins d'information? Pourquoi?

7.0 MOT DE LA FIN (TEMPS RESTANT)

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

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

Merci beaucoup de votre participation à cette étude.

REMERCIER ET TERMINER

WRITTEN EXERCISE

TV Ad A

What is the main message of this ad?

What did you feel after watching this ad?

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

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

TV Ad B

What is the main message of this ad?

What did you feel after watching this ad?

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

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

WRITTEN EXERCISE

TV Ad C

What is the main message of this ad?

What did you feel after watching this ad?

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

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

EXERCICE ÉCRIT

Annonce télévisée A

Quel est le principal message de l'annonce?

Qu'avez-vous ressenti en voyant cette annonce?

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

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

EXERCICE ÉCRIT

Annonce télévisée B

Quel est le principal message de l'annonce?

Qu'avez-vous ressenti en voyant cette annonce?

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

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

EXERCICE ÉCRIT

Annonce télévisée C

Quel est le principal message de l'annonce?

Qu'avez-vous ressenti en voyant cette annonce?

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

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

POR 10-04
Pn 6734 – YOUTH
**Creative Testing Final check
Draft 2 -Final**

Respondent Name: _____

Home Phone #: _____

Business Phone #: _____

E-Mail: _____

Group #: _____ Recruiter: _____

RECRUIT 9 PER GROUP

Toronto

GROUP 1- girls
Wednesday
October 13

GROUP 2- boys
Wednesday
October 13

AT 5:00 pm

AT 7:30 pm

Halifax

GROUP 3- boys
Thursday
October 14
AT 5:00 pm

GROUP 4- girls
Thursday
October 14
AT 7:30 pm

Montreal

GROUP 5- girls
Saturday
October 16
AT 11:30 am

GROUP 6- boys
Saturday
October 16
AT 2:00 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**

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 are ages 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

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	
Some high school (grades 8 - 11).....	2	MIX OF PARENT EDUCATION LEVELS IN ALL GROUPS
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 2, 3, 6
Female	2 – GROUPS 1, 4, 5

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 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 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
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

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

- 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. When did you last attend one of these discussions?

TERMINATE IF IN THE PAST 6 MONTHS

14c. How many focus group or one –to-one discussions have you attended in the past 5 years?

(SPECIFY) IF MORE THAN 5 – THANK AND TERMINATE

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

IF RESPONDENT HAS EVER ATTENDED A GOVT OF CANADA OR HEALTH CANADA STUDY OR STUDY OF ILLICIT DRUGS -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 2,3,6**
Female..... 2 – **GROUPS 1, 4,5**

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 video 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:

October 13th

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

October 14th

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

October 16th

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 9 PAR GROUPE

Montréal

GROUPE 5 – filles
Samedi
16 octobre
À 11h30

GROUPE 6 – garçons
Samedi
16 octobre
À 14h00

Bonjour, mon nom est _____. Je vous appelle d'Environics Research Group, une firme nationale d'études de marché. Nous menons des groupes de discussion 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 13 et 15 ans. Avez-vous des enfants qui vivent avec vous dans votre foyer 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 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 secteurs 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 - TERMINEZ

**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 – GROUPE 6 |
| Femme | 2 – GROUPE 5 |

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 ÊTRE ÂGÉ DE 13, 14 OU 15 ANS

7) Avec votre permission, votre enfant serait-il/elle disponible pour participer à une discussion le [INSÉREZ LA DATE] à [l'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 consommation possible de drogues.

- | | | |
|-----|---|------------------------------|
| 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 d'Environics Research Group, une firme nationale d'études de marché. Nous menons des groupes de discussion sur des questions liées à une campagne publicitaire de Santé Canada. Jusqu'à neuf 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 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 - **RÉPARTITION DES 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 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 RÉPOND “FORTEMENT D'ACCORD” À TROIS ÉNONCÉS OU PLUS / SINON CONTINUEZ.

- 12a. Pourrais-tu s'il te plaît me dire, es-tu à l'/au ..?

École primaire..... 1
 École secondaire2
 Collège/CEGEP.....3 – **REMERCIEZ ET TERMINEZ**
 Université..... 4 – **REMERCIEZ ET TERMINEZ**

- 12b. Quelle école fréquentes-tu ?

_____ - **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'a remis une somme d'argent, ici ou ailleurs?

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

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

TERMINEZ SI AU COURS DES 6 DERNIERS MOIS

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

(PRÉCISEZ) SI PLUS DE 5 – REMERCIEZ ET TERMINEZ

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

SI LE RÉPONDANT A DÉJÀ ASSISTÉ À UNE ÉTUDE DU GOUVERNEMENT DU CANADA OU DE SANTÉ CANADA OU UNE ÉTUDE SUR LES DROGUES ILLICITES – REMERCIEZ ET TERMINEZ

15. 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

16. **Confirmez le sexe:**

Homme.....1 – **GROUPE 6**

Femme.....2 – **GROUPE 5**

17. Les participants seront invités à regarder et à 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 DIT QU'IL 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/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 13 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 soit 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. Pouvez-vous vous rendre à notre emplacement 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 et vidéo 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:

16 octobre

Montréal

Ad Hoc Recherche

1250, rue Guy

Bureau 900

514.937.4040

Télécopieur: 514.935.7700

October 8, 2010

**HEALTH CANADA POR-10-04
DISCUSSION AGENDA- draft 5
PN 6734**

Success check ads with Youth NADS new campaign

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 (10 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 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 exercise asks you some questions:

- First of all there is a section where I want you to write down what you think is the main message of the ad.
- Next you will describe how you feel (in other words any emotions) you felt after watching the ad.
- Next, you'll write down the one thing that stands out from the ad (something you heard or saw).
- Then I would like you to write down what you would do, if anything, if this ad came on as you were watching TV.

PRESENT AD TWICE AND HAVE PARTICIPANTS COMPLETE THE WRITTEN EXERCISE AFTER VIEWING

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 (15 MINUTES)

Let's review what you wrote down and discuss what you think about this ad.

1. What is the main message of this ad? What did you write down?
2. What did you feel after watching this ad? What did you write down? Why? **PROBE:** shocked, interested, concerned, fearful, empowered, curious, doubtful, bored.
3. What was the one thing you heard or saw that stood out the most?
4. If this ad came on as you were watching TV, what would you do? (**PROBE:** talk to a family member or friend about drugs, get more information about drugs or about Stephanie in the ad, go to

the website, switch channels, continue to watch to see what happens next, turn the TV off, do nothing).

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

5. What is your overall impression of this ad? Why do you say that? (strengths, weaknesses).
PROBE: Positive/neutral/negative.
6. Did the ad get your attention? Is it memorable? Why/why not?
7. What do you think about the music/rhyme?
8. What do you understand is happening in the ad?
9. Is the ad believable in that you could see how someone could end up down the path to drug addiction? Why/why not?
10. Do you feel this ad is aimed to you? Why or why not?
11. How did the ad make you feel about drugs?
12. **Does the ad make you think twice about trying drugs? What** kind of impact did it have on you? **PROBE:** Does the ad make you feel empowered that you can rise above the pressure to try drugs? Does it make you want to find out more about how you can resist the pressure?
13. The final line says “**Find out more about Stephanie and how to say no at not4me.ca.**”? Does this statement make sense? Does this statement make you want to visit the website? What would you expect to find there?
14. Would you make any changes or improvements to the ad?


ROTATE BETWEEN CONCEPTS A AND B.


4.0 Concept A Creatives (Stephanie) (20 minutes)


DISTRIBUTE PRINTED HANDOUT OF ADS TO ALL PARTICIPANTS.

SHOW PRESENTATION BOARD WITH ALL STEPHANIE ADS BEFORE DISCUSSING EACH AD INDIVIDUALLY: If this ad campaign goes ahead, this family of advertising products may be developed for use on buses, subways, trains and the Internet.


a) Transit ads-Vertical & Horizontal POINT TO SUBWAY AND BUS ADS ON THE BOARD AND REFER TO ADS IN THE HANDOUT


 Here are some possible subway and bus ads.

 What do you think about these ads?

 What is the message of the ads? Is it clear or not? Is it easy to read?


 Do they catch your attention? Why or why not?

 Are they appealing or interesting to you?

 Would you visit the website to learn more?

 Would you go to the Facebook page to learn more?

 Do the ads make you think twice about trying drugs?

 What changes, if any, should be made to improve them?

b) Internet banner ad

Another part of the advertising campaign might be ads that you would see on the internet. I know that most, if not all of you use the internet and have seen what are called internet banner ads. As you know, you can click on these ads and they can expand, change into something else, take you to a web page, or other possibilities.

I'm going to show you an animation of two banner ads. While they are not fully functional at this time, the animation will give you a good idea about how the banner will behave when you engage with it online. Once the banner ads have been fully developed, they will be embedded within a website and be fully functional.

SHOW BOTH BANNER ADS TOGETHER AND TWICE

The first version can be shown on most websites and the second version will be used on sites that do not have the technical capability to show dynamic banners.

Explanation Version 1 (expando):

1. Initial frames: A portion of the TV spot plays inside the banner and pauses on a key scene of the TV ad. Viewers are invited to roll over to see the rest of the ad. If there is no user interaction, the ad will play through to the final frame automatically.
2. Expanded frame: When the ad is rolled over, the banner will expand and play the full TV spot. When the expanded area is closed, the ad will play the final frame. If you click on the Facebook link located at the top right hand of the screen, you'll be brought to the not4me Facebook page. If you click anywhere else on the frame, you'll be taken to the not4me.ca website.
3. Final Frame: The last frame invites the user to visit the website, not4me.ca.

Explanation Version 2 (standard)

1. Frame 1: The frame shows a healthy-looking Stephanie and an invitation to see where drugs will take you.
2. Subsequent Frame: If you click on the ad, Stephanie's face changes to look more haggard. Stephanie's face continues to change to show the physical descent into drug addiction.
3. Final Frame: Users are shown the healthy-Stephanie and invited to visit the Not4me.ca Website.



What do you think of these internet banner ads?




Are they appealing or interesting to you? Why?





Would you roll over the frame to expand the frame and watch the ad?



Would you click through to the website? Why? Why not?

 Would you click to view more on the Facebook fan page?

 Do the ads make you think twice about trying drugs?

 What changes, if any, should be made to improve them?

5.0 Concept B Creatives (Methalizer) (20 minutes)

Now I'm going to show you one more concept that could be used alongside one of the other family of ads.

DISTRIBUTE PRINTED HANDOUT OF ADS TO ALL PARTICIPANTS.

SHOW PRESENTATION BOARD WITH ALL METHALIZER ADS BEFORE DISCUSSING EACH AD INDIVIDUALLY: If this ad campaign goes ahead, this family of advertising products may be developed for use on buses, subways, trains and the Internet.

Transit ads-Vertical & Horizontal POINT TO SUBWAY AND BUS ADS ON THE BOARD AND REFER TO ADS IN THE HANDOUT

Here are possible subway and bus ads.



What do you think about these ads?



What is the message of the ads? Is it clear or not? Is it easy to read?



Do they catch your attention? Why or why not?



Are they appealing or interesting to you?



Would you visit the website to learn more?



Would you go to the Facebook page to learn more?



Do the ads make you think twice about trying drugs?



What changes, if any, should be made to improve them?

b) Internet banner ad

I'm going to show you an animation of two banner ads. Again, these ads are not fully functional at this time, but will be if used on a website.

SHOW BOTH BANNER ADS TOGETHER AND TWICE






The first version can be shown on most websites and the second version will be used on sites that do not have the technical capability to show dynamic banners.


Explanation Version 1 (expanded)


- 1, Initial frames: A frame goes across the image of a boy, revealing a portion of his face in the extreme addiction state. Users are invited to ROLL OVER the ad to see the full picture.
2. Expanded frame: The expanded banner shows a boy, drug-free. Users are invited to drag the slider. If the user drags the slider, the image will change to show the boy in various stages of drug addiction. If there is no user interaction, the ad will play through the sequence automatically. If you click on the top of the ad in the area where it reads not4me.ca you'll be directed to that website. If you click anywhere else on the ad, you'll be taken to the Not4me Facebook page.
3. Final frame: The ad will then show a before and after photo of the boy and invite users to see for themselves the effects of drugs on the Not4me Facebook page.

Explanation – Version 2 (standard)

1. Initial Frame: Viewers are invited to drag the slider to find out how far drugs will take them. If there is no user interaction, the ad will play through the sequences automatically.
2. Subsequent Frames: As the viewer drags the slider, the image of the boy and text change.
3. The final frame invites users to find out more on the Not4me Facebook page.

-  What do you think of these internet banner ads?
-  Are they appealing or interesting to you? Why?
-  Would you click through to the website? Why? Why not?
-  Would you drag the slider to see more?
-  Would you click to view more on the Facebook fan page?


 Do these ads make you think twice about trying drugs?


 What changes, if any, should be made to improve them?

6..0 CLOSING DISCUSSION (REMAINING TIME)

Today we have looked at ideas for TV, transit and website ads.

 Has anybody visited the not4me.ca website? IF YES, What did you look at there? What did you think about it?

 Is anybody aware of the not4me Facebook page? Has anybody visited the Not4me Facebook page? What did you do there?

 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

**SANTÉ CANADA POR 10-04
GUIDE DE DISCUSSION PN6734**

Évaluation de la réussite de la nouvelle campagne publicitaire de la SNA auprès des jeunes

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

1.0 INTRODUCTION (10 MINUTES)

- Présentation de la procédure à suivre durant le groupe de discussion.
- Nom et rôle de l'animateur.

- Ce que nous voulons, c'est votre opinion – il s'agit d'un groupe de discussion.

- Sentez-vous bien libres d'exprimer votre accord ou votre désaccord, ainsi que vos points de vue/il n'y a pas de mauvaises réponses.

- La séance est filmée sur vidéo et des observateurs sont présents, à des fins de recherche et pour la rédaction d'un rapport. Les observateurs se trouvent derrière un miroir sans tain.

- Aucun commentaire ne sera attribué à une personne précise/les noms n'apparaîtront pas.
- La séance durera environ 2 heures
- .
- Je vais vous demander d'éteindre vos cellulaires et téléavertisseurs (pagettes).

- La réceptionniste vous remettra votre compensation financière à la fin de la séance.

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

2.0 ÉVALUATION DE L'ANNONCE — exercice écrit (10 minutes)

Aujourd'hui, nous allons commencer par regarder une annonce télévisée. Cette annonce n'est pas encore passée à la télé et je vais vous demander de me donner vos réactions et vos commentaires sur celle-ci. Je vais vous la montrer deux fois.

Je vais vous remettre à chacun un exercice écrit que vous devrez compléter. Nous parlerons ensuite de ce que vous avez écrit et de ce que vous pensez de cette annonce.

DISTRIBUER L'EXERCICE ÉCRIT POUR L'ANNONCE.

Comme vous pouvez le voir, vous devez, dans les exercices écrits, répondre à quelques questions.

- Dans la première section, je vais vous demander d'écrire ce qu'est selon vous le principal message de l'annonce.
- Ensuite, vous décrirez ce que vous avez ressenti (en d'autres mots, quels ont été vos émotions ou vos sentiments) après avoir vu l'annonce.
- Ensuite, vous écrirez la chose qui ressort le plus dans cette annonce (ce peut être quelque chose que vous avez vu ou entendu).
- Finalement, je vais vous demander d'écrire ce que vous feriez si cette annonce passait alors que vous êtes en train de regarder la télé.

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

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

3.0 DISCUSSION EN GROUPE AU SUJET DE L'ANNONCE (15 MINUTES)

Passons en revue ce que vous avez écrit et discutons de ce que vous pensez de cette annonce.

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

2. Qu'avez-vous ressenti après avoir visionné cette annonce? Qu'avez-vous écrit? Pourquoi?
EXPLORER : surpris, intéressé, inquiet, craintif, stimulé, curieux, incertain, ennuyé.
3. Quel est l'élément que vous avez vu ou entendu qui a le plus ressorti?
4. Si cette annonce passait alors que vous êtes en train de regarder la télévision, que feriez-vous?
(**EXPLORER** : parleriez à un membre de la famille ou un ami au sujet des drogues, obtiendriez plus d'information sur les drogues OU sur Stéphanie de l'annonce, iriez voir le site internet, changeriez de chaîne, continueriez à regarder pour voir la suite, éteindriez la télévision, ne feriez rien.)

J'aimerais maintenant connaître vos opinions sur d'autres aspects de cette annonce.

5. Quelle est votre impression générale de cette annonce? Pourquoi dites-vous cela? (forces, faiblesses). **EXPLORER** : positive/neutre/négative.
6. Est-ce que l'annonce a capté votre attention? Est-elle marquante? Pourquoi/pourquoi pas?
7. Que pensez-vous de la musique/des rimes?
8. Selon vous, qu'est-ce qui se passe dans l'annonce? Que comprenez-vous?
9. Est-ce que l'annonce est vraisemblable, dans le sens où vous croyez que c'est possible que quelqu'un développe de cette façon une dépendance aux drogues? Pourquoi/pourquoi pas?
10. Est-ce que vous avez l'impression que cette annonce s'adresse à vous? Pourquoi/pourquoi pas?
11. Après avoir vu cette annonce, que ressentez-vous au sujet des drogues?
12. **Est-ce que cette annonce vous amène à y penser à deux fois avant d'essayer des drogues?**
Quel impact l'annonce a-t-elle sur vous? **EXPLORER** : Est-ce que l'annonce vous fait sentir que vous avez le choix et que vous pouvez résister à la pression pour ce qui est de consommer des drogues? Est-ce qu'elle vous amène à vouloir en savoir plus sur les moyens de résister à cette pression?
13. La dernière ligne de l'annonce est : « **Pour en savoir plus sur Stéphanie et comment dire non, rends-toi à Odrogue.ca** ». Est-ce que cette phrase a du sens? Est-ce qu'elle vous donne le goût de visiter le site Web? Qu'est-ce que vous vous attendez à trouver sur le site?
14. Est-ce que vous apporteriez des changements ou des améliorations à l'annonce?

FAIRE UNE ROTATION ENTRE LES CONCEPTS A ET B.

4.0 Créations publicitaires pour le concept A (Stéphanie) (20 minutes)

DISTRIBUER LA VERSION IMPRIMÉE DES ANNONCES À TOUS LES PARTICIPANTS.

MONTRER LE TABLEAU DE PRÉSENTATION AVEC TOUTES LES ANNONCES « STÉPHANIE » AVANT DE DISCUTER DE CHAQUE ANNONCE SÉPARÉMENT : Si cette campagne publicitaire est utilisée, ce groupe de produits publicitaires pourrait être développé et inclure des annonces pour les autobus, le métro, les trains et internet.

b) Annonces verticales et horizontales pour les transports en commun. MONTRER SUR LE TABLEAU LES ANNONCES DESTINÉES AU MÉTRO ET AUX AUTOBUS ET INDIQUER SUR QUELLES ANNONCES IMPRIMÉES PORTE LA DISCUSSION.

Voici quelques annonces qui pourraient être utilisées dans le métro et les autobus.

Que pensez-vous de ces annonces?

Quel est le message de ces annonces? Est-ce que c'est clair ou non? Est-ce que c'est facile à lire?

Est-ce que ces annonces captent votre attention? Pourquoi/pourquoi pas?

Les trouvez-vous attirantes ou intéressantes?

Est-ce que vous visiteriez le site web pour en savoir plus?

Iriez-vous sur la page Facebook pour en savoir plus?

Est-ce que ces annonces vous amènent à y penser à deux fois avant d'essayer des drogues?

Qu'est-ce qu'on pourrait changer dans ces annonces, s'il y a lieu, pour les améliorer?

b) Bannières internet

Une autre partie de la campagne publicitaire aurait lieu sur internet. Je sais que la plupart d'entre vous, sinon tous, utilisent internet et ont déjà vu ce qu'on appelle des bannières publicitaires internet. Comme vous le savez, vous pouvez cliquer sur ce type d'annonce et l'annonce va alors s'agrandir, se transformer, vous amener sur une autre page Web ou faire autre chose.

Je vais vous montrer une animation de deux bannières publicitaires. Elles ne sont pas encore complètement fonctionnelles, mais ça vous donnera une bonne idée de ce qui se passera avec ces bannières quand vous les verrez en ligne. Quand elles seront dans leur version finale, ces bannières publicitaires seront intégrées à un site web et seront complètement fonctionnelles.

MONTRER LES DEUX BANNIÈRES PUBLICITAIRES ENSEMBLE, DEUX FOIS.

On pourra visualiser la première version sur la majorité des sites web, alors que la deuxième version sera utilisée seulement sur les sites qui n'ont pas la capacité nécessaire pour afficher des bannières dynamiques.

Explication de la version 1 (qui s'agrandit) :

1. Premières images : Une portion de l'annonce télé passe dans la bannière et s'arrête sur une scène clé de l'annonce télé. Les utilisateurs sont alors invités à survoler l'image avec le pointeur de leur souris pour voir le reste de l'annonce. Si l'utilisateur ne fait rien, l'annonce continue automatiquement jusqu'à la fin.

2. Fenêtre agrandie : Quand on survole l'image avec le pointeur de la souris, la bannière s'agrandit et toute l'annonce télé passe dans la fenêtre. Quand on ferme la fenêtre agrandie, c'est la dernière scène de l'annonce qui s'affiche. Si vous cliquez sur le lien Facebook qui est dans le coin supérieur droit de l'écran, ça vous amène à la page Odrogue de Facebook. Si vous cliquez n'importe où ailleurs dans la fenêtre, ça vous amène sur le site web Odrogue.ca.

3. Dernière image : La dernière image invite l'utilisateur à visiter le site web Odrogue.ca.

Explication de la version 2 (standard)

1. Première image : On voit Stéphanie en santé et une invitation à voir où les drogues peuvent vous mener.

2. Image suivante : Si vous cliquez sur l'annonce, le visage de Stéphanie change et elle a l'air moins en forme. Le visage de Stéphanie continue à se transformer pour montrer les effets physiques de la dépendance aux drogues.

3. Dernière image : Les utilisateurs voient Stéphanie en santé et sont invités à visiter le site web Odrogue.ca.

Que pensez-vous de ces bannières publicitaires internet?

Les trouvez-vous attirantes ou intéressantes? Pourquoi?

Est-ce que vous survoleriez l'image avec le pointeur de la souris pour agrandir la fenêtre et regarder toute l'annonce?

Est-ce que vous cliqueriez sur le lien pour visiter le site web? Pourquoi? Pourquoi pas?

Est-ce que vous cliqueriez sur le lien pour voir la page Facebook?

Est-ce que ces annonces vous amènent à y penser à deux fois avant d'essayer des drogues?

Qu'est-ce qu'on pourrait changer dans ces annonces, s'il y a lieu, pour les améliorer?

5.0 Créations publicitaires pour le concept B (Methalizer) (20 minutes)

Je vais maintenant vous montrer un dernier concept qui pourrait être utilisé en même temps que les autres groupes d'annonces.

DISTRIBUER LA VERSION IMPRIMÉE DES ANNONCES À TOUS LES PARTICIPANTS.

MONTRER LE TABLEAU DE PRÉSENTATION AVEC TOUTES LES ANNONCES METHALIZER AVANT DE DISCUTER DE CHAQUE ANNONCE SÉPARÉMENT : Si cette campagne publicitaire est utilisée, ce groupe de produits publicitaires pourrait être développé et inclure des annonces pour les autobus, le métro, les trains et internet.

Annonces verticales et horizontales pour les transports en commun. MONTRER SUR LE TABLEAU LES ANNONCES DESTINÉES AU MÉTRO ET AUX AUTOBUS ET INDIQUER SUR QUELLES ANNONCES IMPRIMÉES PORTE LA DISCUSSION.

Voici quelques annonces qui pourraient être utilisées dans le métro et les autobus.

Que pensez-vous de ces annonces?

Quel est le message de ces annonces? Est-ce que c'est clair ou non? Est-ce que c'est facile à lire?

Est-ce que ces annonces captent votre attention? Pourquoi/pourquoi pas?

Les trouvez-vous attirantes ou intéressantes?

Est-ce que vous visiteriez le site web pour en savoir plus?

Iriez-vous sur la page Facebook pour en savoir plus?

Est-ce que ces annonces vous amènent à y penser à deux fois avant d'essayer des drogues?

Qu'est-ce qu'on pourrait changer dans ces annonces, s'il y a lieu, pour les améliorer?

b) Bannière publicitaire Internet

Je vais vous montrer une animation de deux bannières publicitaires. Encore une fois, ces annonces ne sont pas entièrement fonctionnelles, mais elles le seront si elles sont intégrées à des sites web.

MONTRER LES DEUX BANNIÈRES PUBLICITAIRES ENSEMBLE, DEUX FOIS.

On pourra visualiser la première version sur la majorité des sites web, alors que la deuxième version sera utilisée seulement sur les sites qui n'ont pas la capacité nécessaire pour afficher des bannières dynamiques.

Explication de la version 1 (qui s'agrandit)

1. Premières images : Un cadre passe sur le visage d'un garçon, dévoilant une partie de son visage dans un état d'extrême dépendance. Les utilisateurs sont invités à SURVOLER l'annonce avec le pointeur de leur souris pour voir l'image en entier.

2. Fenêtre agrandie : La bannière agrandie montre un garçon libéré de la drogue. Les utilisateurs sont invités à faire glisser le curseur. Si l'utilisateur fait glisser le curseur, l'image change et on voit le garçon à différents stades de dépendance. Si l'utilisateur ne fait rien, les images de l'annonce défilent automatiquement. Si vous cliquez en haut de l'annonce, dans la zone où est écrit 0drogue.ca, vous serez amenés au site web. Si vous cliquez n'importe où ailleurs dans l'annonce, vous serez amenés à la page 0drogue de Facebook.

3. Dernière image : L'annonce montre une photo « avant » et « après » du garçon et invite les utilisateurs à constater par eux-mêmes les effets des drogues sur la page 0drogue de Facebook.

Explication – version 2 (standard)

1. Première image : Les utilisateurs sont invités à faire glisser le curseur pour découvrir jusqu'où les drogues peuvent les mener. Si l'utilisateur ne fait rien, les images de l'annonce défilent automatiquement.

2. Images suivantes : Quand l'utilisateur fait glisser le curseur, l'image du garçon et le texte changent.

3. Sur la dernière image, on invite les utilisateurs à en découvrir plus sur la page 0drogue de Facebook.

Que pensez-vous de ces bannières publicitaires internet?

Les trouvez-vous attirantes ou intéressantes? Pourquoi?

Est-ce que vous cliqueriez sur le lien vers le site web? Pourquoi? Pourquoi pas?

Est-ce que vous feriez glisser le curseur pour voir le reste?

Est-ce que vous cliqueriez sur le lien vers la page Facebook pour découvrir d'autres choses?

Est-ce que ces annonces vous amènent à y penser à deux fois avant d'essayer des drogues?

Qu'est-ce qu'on pourrait changer dans ces annonces, s'il y a lieu, pour les améliorer?

6..0 DISCUSSION FINALE (TEMPS QUI RESTE)

Nous avons vu aujourd'hui des projets d'annonces pour la télé, les transports en commun et internet.

Est-ce qu'il y en a parmi vous qui avez déjà visité le site web 0drogue.ca? SI OUI : Qu'est-ce que vous avez regardé sur le site? Qu'est-ce que vous en avez pensé?

Est-ce qu'il y en a parmi vous qui savent qu'il existe une page 0drogue sur Facebook? Est-ce qu'il y a en qui ont déjà visité la page 0drogue sur Facebook? Qu'est-ce que vous avez fait sur cette page?

Est-ce que vous pensez que le gouvernement du Canada doit faire des annonces comme celles que vous avez vues aujourd'hui?

Est-ce que vous avez des questions sur l'une ou l'autre des choses dont nous avons parlé aujourd'hui?

Nous aimerions vous remercier pour votre participation à cette étude.

REMERCIER ET TERMINER

WRITTEN EXERCISE

What is the main message of this ad?

What did you feel after watching this ad?

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

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

EXERCICE ÉCRIT

Quel est le principal message de l'annonce?

Qu'avez-vous ressenti en voyant cette annonce?

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

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

NADS Creative Testing Parent Groups
POR10-04
PN 6798
Draft 3 Telephone Screener

Respondent Name: _____

Home Phone #: _____

Business Phone #: _____

E-Mail: _____

Group #: _____ Recruiter: _____

Recruiter:

GROUP 1
Thursday Oct 28
ONTARIO GEN POP
AT 6:00 pm EST

GROUP 2
Thursday Oct 28
MAN/SASK GEN POP
AT 7:30 pm EST/ 6:30 CST

GROUP 3
Saturday Oct 30
ATLANTIC PARENTS
10 :00 am EST
11 :00 am ATLANTIC TIME

GROUP 4
Saturday Oct 30
ONTARIO PARENTS
11 :30 am EST

GROUP 5
Saturday Oct 30
BC/ALBERTA PARENTS
1:00 PM EST
11 :00 AM MOUNTAIN TIME
10:00 AM PACIFIC TIME

GROUP 6
Saturday Oct 30
QUEBEC PARENTS
10 :00 AM EST

GROUP 7
Saturday Oct 30
QUEBEC GEN POP
11 :30 AM EST

GROUP 8
Saturday Oct 30
QUEBEC PARENTS
1 :00 PM EST

RECRUIT 6 PER GROUP

Hello, my name is _____ from Environics Research Group. We are calling today to invite participants to attend a focus group discussion over the telephone that we are conducting on behalf of Health Canada.

Your participation in the research is completely voluntary and your decision to participate or not will not affect any dealings you may have with Health Canada. All information collected, used and/or disclosed will be used for research purposes only and administered as per the requirements of the Privacy Act. The session will last about one hour and you will receive a cash gift as a thank you for attending the session. May we have your permission to ask you or someone else in your household some further questions to see if you/they fit in our study?

YES – CONTINUE

1. Are you or is any member of your household or your immediate family employed:

No Yes

in Marketing Research, Public Relations firm, or an Advertising agency () ()
 in the Media (Radio, Television, Newspapers, Magazines, etc.) () ()
 in a Federal, provincial or municipal health department/agency () ()

IF YES TO ANY OF THE ABOVE -- TERMINATE

1. **INDICATE:** Male.....1 MIX OF GENDERS IN ALL GROUPS

Female.....2

2. May I have your age, please?

SPECIFY

- Under 25 years.....1 **–THANK AND TERMINATE**
- 25 – 34 years.....2
- 35 – 44 years.....3
- 45 – 54 years.....4
- Over 54 years.....5

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

- Yes.....1 **ASK 3b**
- No.....2 **GO TO Q 4**

3b. What are the ages of your children, living at home?

_____ - **SPECIFY**

IF THEY HAVE AT LEAST ONE CHILD AGES 13 – 15 YEARS LIVING AT HOME RECRUIT FOR PARENT GROUPS/ ALL OTHERS RECRUIT FOR GEN POP GROUPS

ASK ALL:

4. Do you currently have access to the internet at home?

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

5. Do you personally use the internet regularly?

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

6. Are you comfortable opening files on the internet?

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

7. Do you have high speed internet or dial up?

- High Speed1
- Dial up..... 2 **THANK AND TERMINATE**

8. During this telephone discussion group you will be asked to go onto a web-site and click on some files and look at some advertising that is being developed and comment on it. Will you have access to a home computer and the internet during the discussion group that will allow you to participate in this way and do you feel comfortable participating in this way?

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

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

9. What is your current employment status?

- Full Time Employed ()
- Part Time Employed ()
- Homemaker ()
- Student () - **MAX. 1 PER GROUP**
- Retired () - **MAX. 1 PER GROUP**
- Unemployed () - **MAX. 1 PER GROUP**

10 As we need to speak with people from all walks of life, could you please tell me into which category I may place your total annual household income before taxes? Would that be... **READ**

- Under \$25,000.....1|
- \$25,000 - \$29,999.....2|
- \$30,000 - \$39,999.....3| - **ENSURE A GOOD SPREAD IN ALL GROUPS**
- \$40,000 - \$54,999.....4|
- \$55,000 - \$90,000.....5|
- \$91,000 and over.....6|
- DK / NA.....7|

MAX 3 PER GROUP UNDER \$40,000

11. Could you please tell me what is the last level of education that you have completed? **DO NOT READ**

- Elementary school or less (no schooling to grade 7)..... 1|
- Some high school (grades 8 - 11).....2|
- Completed high school (grades 12 or 13 or OAC).....3| **MIX IN ALL GROUPS**
- 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**

12 Participants in group discussions are asked to voice their opinions and thoughts, how comfortable are you, in voicing your opinions in front of others? Are you....

- Very Comfortable..... 1 - **MIN 50% PER GROUP**
- Comfortable.....2
- Fairly Comfortable.....3
- Not Very Comfortable.....4 - **THANK AND TERMINATE**
- Very Uncomfortable.....5 - **THANK AND TERMINATE**

13. Have you ever attended a focus group or one to one discussion for which you have received a sum of money, here or elsewhere?

- Yes.....1 - **MAX (50%) PER GROUP**
- No.....2 - **SKIP TO Q. 17**

14 When did you last attend one of these discussions?

TERMINATE IF IN THE PAST 6 MONTHS

15 How many focus group or one –to-one discussions have you attended in the past 5 years?

(SPECIFY) IF MORE THAN 5 – THANK AND TERMINATE

16 Would you please tell me the topics discussed?

IF TOPIC RELATED - THANK AND TERMINATE

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

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

IMPORTANT:

The session is about one hour or slightly longer, but we are asking that all participants call into the 800 number 5 minutes prior to the start of the session. Are you able to call in about 5 minutes prior to the start time?

Yes.....1
No.....2 – **TERMINATE**

And will you be calling in with a computer with sound access and internet access for you to go on the internet during the session to look at a website video with sound?

Yes.....1
No.....2 – **TERMINATE**

And will you be calling with a computer beside you with internet access for you to go on the internet during the session to look at a website?

Yes.....1
No.....2 – **TERMINATE**

I would like to invite you to a group discussion over the telephone on _____

PLEASE ENSURE PARTICIPANTS ARE TOLD THE TIME OF SESSION IN LOCAL TIME

Groups 1, 2 3, 4, 5: (English)

Please call 1- 888-289-4573 at that time. You will then be prompted for an “access code” which is **3043522**. You will then be placed in conference with the other people.

Groups 6,7,8: (French)

Please call 1- 866 -962 9051 at that time. You will then be prompted for an “access code” which is **6875964**. You will then be placed in conference with the other people.

The session will last about 1 hour and you will receive \$75 to thank you for your participation. The session will be led by a moderator and will be audio-taped and will be monitored by other members of the research team. Everything you say will be kept confidential.

[] CHECK TO INDICATE YOU HAVE READ THE STATEMENT TO THE RESPONDENT.

INTERVIEWERS: This is a small group everyone’s opinion is important. We will be sending you a confirmation email with the information you will require to participate in this study.
.We will also call to confirm you have received this email.

If you have not received this email 24 hours prior to your session please call us at:

Confirm: telephone number: _____

Confirm: email address: _____@_____

Confirm correct spelling of name: _____

After completing your phone interview, we will be mailing you a cheque as a thank you for your participation. Please tell me, what is your mailing address?

17061 - Telephone Screener
 NADSCreative Testing Parent Groups
 POR10-04
 PN 6798

Nom du répondant: _____

N° de téléphone résidentiel: _____

N° de téléphone au travail: _____

Courriel: _____

Recrutez 6 par horaire

Groupe n°: _____ Recruteur: _____

GROUPE 6
 Samedi, 30 octobre
 PARENTS À QUÉBEC
 10H00 DE L'EST

GROUPE 7
 Samedi, 30 octobre
 GRAND PUBLIC À QUÉBEC
 11H30 DE L'EST

GROUPE 8
 Samedi, 30 octobre
 PARENTS À QUÉBEC
 13H00 DE L'EST

:

Bonjour, mon nom est _____. Je vous appelle d'Environics Research Group. Nous téléphonons aujourd'hui pour inviter des participants à prendre part à un groupe de discussion par téléphone, que nous menons de la part de Santé Canada.

Votre participation à cette recherche est entièrement volontaire et votre décision d'y participer ou non n'affectera en rien les interactions que vous pourriez avoir avec Santé Canada. Toute information recueillie, utilisée et/ou dévoilée sera utilisée qu'à des fins de recherche seulement et sera traitée conformément aux exigences de la Loi sur la protection des renseignements personnels. La session durera environ une heure et vous recevrez une somme en argent en guise de remerciement pour votre participation. Est-ce que vous nous permettez de poser, à vous ou à quelqu'un d'autre de votre foyer, quelques questions additionnelles afin de déterminer si vous/eux correspondez au profil que nous recherchons pour notre étude?

OUI – CONTINUEZ

Est-ce que vous ou une personne de votre foyer ou de votre famille immédiate travaille dans l'un des secteurs suivants:

Non Oui

Études de marché, firme de relations publiques ou une agence de publicité	()	()
Média (radio, télévision, journaux, revues, etc.)	()	()
Un service / organisme fédéral, provincial ou municipal de la santé	()	()

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

2. **INDIQUEZ:** Homme.....1 RÉPARTITION DES SEXES DANS TOUS LES GROUPES
 Femme2

3. Puis-je avoir votre âge, s.v.p.?

_____ **PRÉCISEZ**

Moins de 25 ans..... 1 – **REMERCIEZ ET TERMINEZ**
 25 à 34 ans..... 2
 35 à 44 ans..... 3
 45 à 54 ans..... 4
 Plus de 54 ans.....5

3a. Avez-vous des enfants de moins de 16 ans vivants à la maison à temps plein?

Oui.....1 **POSEZ LA Q. 3b**
Non.....2 **PASSEZ À LA Q. 4**

3b. Quel âge ont vos enfants vivants à la maison?

_____ - PRÉCISEZ

S'ILS ONT AU MOINS UN ENFANT ÂGÉ DE 13 À 15 ANS VIVANTS À LA MAISON RECRUTEZ POUR LES GROUPES PARENTS / TOUS LES AUTRES RECRUTEZ POUR LE GROUPE GRAND PUBLIC.

DEMANDEZ À TOUS:

4. Avez-vous actuellement accès à l'internet à la maison?

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

5. Utilisez-vous personnellement l'internet régulièrement?

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

6. Êtes-vous à l'aise d'ouvrir des fichiers sur l'internet?

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

7. Avez-vous l'internet haute vitesse ou de base?

Haute vitesse1
De base.....2 **REMERCIEZ ET TERMINEZ**

8. Pendant ce groupe de discussion téléphonique, on vous demandera d'aller sur un site web et de cliquer sur des fichiers et regarder de la publicité qui est en cours de développement et y donner vos commentaires. Avez-vous accès à un ordinateur à la maison et à l'internet pendant le groupe de discussion, qui vous permettra de participer de cette façon et vous sentez-vous à l'aise de participer de cette façon?

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

NOTE: SI LE RÉPONDANT MENTIONNE UN PROBLÈME VISUEL OU AUDITIF, UN PROBLÈME À ÉCRIRE OU À S'EXPRIMER, UN PROBLÈME À COMMUNIQUER DE FAÇON EFFICACE – REMERCIEZ ET TERMINEZ

9. Quelle est votre situation d'emploi actuelle?

Emploi à temps plein ()
Emploi à temps partiel ()
Personne au foyer ()
Étudiant () – **MAX. 1 PAR GROUPE**
Retraité () – **MAX. 1 PAR GROUPE**
Sans emploi () – **MAX. 1 PAR GROUPE**

10. Comme nous devons parler à des personnes de toutes conditions sociales, pourriez-vous me dire dans laquelle des catégories suivantes se situe le revenu annuel total de votre foyer avant impôts? Est-il de...? LISEZ

Moins de 25,000 \$.....1|

25,000 \$ - 29,999 \$.....	2
30,000 \$ - 39,999 \$.....	3
40,000 \$ - 54,999 \$.....	4
55,000 \$ - 90,000 \$.....	5
91,000 \$ et plus.....	6
NSP / PR.....	7

**- ASSUREZ UNE BONNE RÉPARTITION
DANS TOUS LES GROUPES**

MAX 3 PAR GROUPE DE MOINS DE 40,000 \$

11. 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
DANS TOUS LES
GROUPES**

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

12. On demande aux personnes qui participent à des groupes de discussion d'émettre leurs opinions et commentaires. Dans quelle mesure êtes-vous à l'aise d'émettre vos opinions devant d'autres personnes? Vous sentez-vous....?

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

13. Avez-vous déjà participé à un groupe de discussion ou un entretien face à face où l'on vous a remis une somme d'argent, ici ou ailleurs?

Oui.....	1 – MAX (50 %) PAR GROUPE
Non.....	2 – PASSEZ À Q. 17

14. À quand remonte la dernière fois que vous avez participé à une de ces discussions?

TERMINEZ SI AU COURS DES 6 DERNIERS MOIS

15. À combien de groupes ou d'entretiens face-à-face avez-vous participé au cours des 5 dernières années?

(PRÉCISEZ) SI PLUS DE 5 – REMERCIEZ ET TERMINEZ

16. Pourriez-vous me dire quels ont été les sujets de discussion?

SI LIÉ AU SUJET, REMERCIEZ ET TERMINEZ

17. Avez-vous 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

IMPORTANT:

La session durera environ une heure ou un petit peu plus, mais nous demandons à tous les participants d'appeler le numéro 800, 5 minutes avant le début de la session. Est-il possible pour vous d'appeler environ 5 minutes avant le début de la session?

Oui.....1
Non.....2 – **TERMINEZ**

Et serez vous appeler avec un ordinateur avec accès sonore et accès à internet pour vous permettre d'aller sur Internet pendant la session afin de regarder une vidéo en ligne avec son?

Oui.....1
Non.....2 – **TERMINEZ**

J'aimerais vous inviter à un groupe de discussion par téléphone le _____

VEUILLEZ VOUS ASSURER QUE LES PARTICIPANTS ONT L'HEURE LOCALE DE LA SESSION.

Groupes 6, 7, 8: (français)

Veillez appeler le **1- 866 -962 9051** à ce moment-là. Ensuite, on vous demandera pour un "code d'accès" qui est le 6875964.. Vous serez ensuite placé en conférence avec les autres personnes.

La session durera environ 1 heure et vous recevrez 75.00 \$ en guise de remerciement pour votre participation. La session sera dirigée par un animateur et sera enregistrée sur bande audio et sera surveillée par d'autres membres de l'équipe de recherche. Tout ce que vous direz restera confidentiel.

[] COCHER AFIN D'INDIQUER QUE L'ÉNONCÉ A ÉTÉ LU AU RÉPONDANT

INTERVIEWERS: Il s'agit d'un petit groupe et l'opinion de chacun est importante. Nous vous enverrons une confirmation par courrier électronique avec l'information dont vous aurez besoin pour participer à cette étude. Nous allons également vous appeler pour confirmer que vous avez bien reçu ce courriel.

Si vous n'avez pas reçu ce courriel 24 hrs avant la session, veuillez nous appeler au:

Confirmer: numéro de téléphone: _____

Confirmer: adresse électronique: _____ @ _____

Confirmer épellation correcte du nom : _____

Après avoir terminé votre entrevue téléphonique, nous vous expédierons un chèque en guise de remerciement pour votre participation. Veuillez me dire quelle est votre adresse postale?



October 28, 2010

**Telephone Focus Groups testing creatives with adults
Discussion Agenda –Draft 3
PN6798**

1.0 Introduction - telephone sessions (10 minutes)

As participants come on the phone: Welcome to the session. We will begin as soon as the others join the call. As we wait I want you to get your computers ready to go onto the Internet. I will give you the name of the website when we are ready to begin.

After all have joined: Welcome to the group! Can everybody hear me clearly?

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 and your comments may represent the views of many people. It is important not to change your answer because others may say something else.

Also please share and present your comments to everybody – not just me.

When you do speak, as well, please say your name in the first sentence so that others can respond to you.

The session is being recorded for me to use in writing my report. Colleagues may be monitoring the session as well.

Your individual comments will not be linked to you, your names will not appear in any report and nothing will be attributed to you as an individual.

The session will be about 1 hour.


Please turn off cell phones, pagers, television, radios and any other interruptions.

We will be looking at a website together for most of the session so please get your computers ready.

Also please have a piece of paper and pen or pencil ready to jot down some things.

You will be sent a cheque at the conclusion of the session.

Are there any questions? Ok let's go around the call so that each one of you can tell me your first name and where you live and we will begin talking.

FOR GENERAL POPULATION GROUPS Do you have any children and if so, how old are they? 

GO AROUND THE CALL AND GET NAMES

2.0 TV AD TEST (15 minutes)

Today we are going to be looking at some advertising that is in the process of being made. The first is a television ad and the next two are ads that you might see on a bus, subway or skytrain– these are called transit ads.






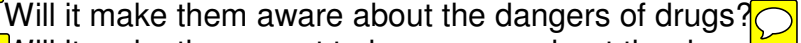
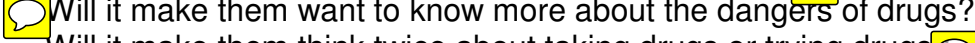
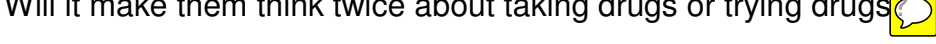



The television ad is aimed at youth and it deals with the topic of illicit drugs.

The ad has already been tested with youth and now we are seeking the views and opinions of the adult population, and parents, about the ad.

Now let's go onto the web site to view the ads. The address is www.infotest.ca. Please go onto the site now but do not open anything yet.

We are going to start with viewing the 30-second **TV ad**. So please open the TV ad and watch it twice and then write down what you think are the main messages of the ad and who you think the ad is aimed at (which ages specifically). Please do not make any comments via phone at this time. Once everyone is finished, we will discuss what you've written down as a group.

ALLOW TIME AFTER PARTICIPANTS VIEW THE AD

-  First, what did each of you write down? Let's start with "name"...
-  What are the main messages of the ad? What is the ad trying to say? Is it a clear message?
-  Who is the ad aimed at/ who is the ad for? Which ages specifically? Is it meant for all youth in this age group or only some?
-  What impact, if any, do you think the ad will have on youth when it comes to illicit drugs?
 -  Will it provide them with information about the impact of drugs?
 -  Will it make them aware about the dangers of drugs?
 -  Will it make them want to know more about the dangers of drugs?
 -  Will it make them think twice about taking drugs or trying drugs?
-  Did you notice a website mentioned in the ad? Do you remember what it was?
-  Do you think that drug prevention ads like this one should be developed for youth to show them the negative effects of illicit drugs?
 - If yes, why?
 - If not, why not?
-  Overall, do you have a positive or negative impression of this television ad? Why?



Do you have any worries or concerns about running this ad on television? If yes, why? If not, why not?

IF SOME PARTICIPANTS HAVE CONCERNS ABOUT RUNNING THIS AD ON TELEVISION SAY:



When this ad was tested with youth ages 13 to 15, it was well received. They said the ad got their attention, it told them that taking drugs could ruin their life, it made them feel sad and sorry for Stephanie, and they said it made them think twice about taking drugs. Does knowing that change your opinion? Why?

3.0 Transit ad test (15 minutes)

Now let's look at Transit ad 1 (vertical version). This is an ad that might appear in a subway or skytrain. Then let's look at Transit ad 2 (horizontal version), which is an ad that might be on a bus. Please open Transit Ad 1 and Transit ad 2 and take a minute or so to look at them and then write down what you think are the main messages of the ads and who you think these ads are aimed at (which ages specifically). Then we will discuss the ads together as a group.

ALLOW TIME

AFTER PARTICIPANTS VIEW THE ADS



First, what did each of you write down? Let's start with "name"...



What are the main messages of the ads? What are the ads trying to say?



Who are the ads aimed at/ who is the ad for? Which ages specifically? Are they meant for all youth in this age group or only some?



What impact, if any, do you think the ads will have on youth when it comes to illicit drugs?



Will it provide them with information about the impact of drugs?

Will it make them aware about the dangers of drugs?



Will it make them want to know more about the dangers of drugs?

Will it make them think twice about taking drugs or trying drugs?



Did you notice a website mentioned in the ad? Do you recall what it was?



Did you notice a Facebook page? Do you recall what it was?





Overall, do you have a positive or negative impression of these two transit ads? Why?




Do you have any worries or concerns about showing these ads on buses, subways and trains? If yes, why? If not, why not?


4.0 Background and Conclusion (10 minutes)


 Did you notice who the sponsor of these ads was?

 Was it clear or not very clear?


FOR PARENTS ONLY GROUPS:


 Has anybody seen a television ad that says “your kids are learning a whole new language”, and shows youth mentioning the slang names of drugs like “juicy”, “green” and “jib”?

 **IF YES:** What do you think is the main message of this ad? Did it interest you? Did it catch your attention?

 Did you do anything as results of seeing this ad? **PROBE:** visit the website? Order a booklet? Talk to your kids about the dangers of drugs?


 Have you ever talked to your kids about the dangers of illicit drugs?

 What do you think is a good age for parents to talk to kids about this topic?

 Have you ever searched for information about the dangers of drugs or how to talk to kids about drugs? Where?

The ads we’ve viewed tonight and this ad are part of the same advertising campaign which includes some ads on drug prevention aimed at youth and others aimed at the parents.

ASK ALL

 Does anybody have any further questions or comments on what we have discussed today?

If you would like to learn more about the youth drug prevention campaign please visit **drugsnot4me.ca**.

If you’d like to learn more about the campaign developed for parents of youth, please visit **drugprevention.gc.ca**.

Thank you for your participation!



28 octobre 2010

Groupe de discussion par téléphone – évaluation des concepts publicitaires auprès d’adultes
Guide de discussion - Final
PN6798

1.0 Introduction - séances téléphoniques (10 minutes)

Au moment où les participants se joignent à l’appel : Bienvenue à la séance. Nous commencerons dès que les autres participants se seront ajoutés à notre séance téléphonique. En attendant, j’aimerais que vous vous assuriez que vous êtes prêt à aller sur internet. Je vous donnerai le nom du site web lorsque nous serons prêts à commencer.

Une fois que tous les participants se sont ajoutés à l’appel : Bienvenue dans notre groupe! Est-ce que tout le monde m’entend bien?

Nom et rôle de l’animateur.

Ce que nous voulons, c’est votre opinion -- il s’agit d’un groupe de discussion.

Sentez-vous bien libres d’exprimer votre accord ou votre désaccord. Il n’y a pas de mauvaises réponses; vos commentaires peuvent refléter l’opinion de plusieurs personnes. Il est important que vous ne modifiez pas votre réponse simplement parce que d’autres personnes seraient susceptibles de dire autre chose.

Veillez également faire part de vos commentaires à tout le monde, et les présenter à tous – pas juste à moi.

Lorsque vous parlez, veuillez aussi dire votre nom dans la première phrase, de façon à ce que les autres puissent vous répondre.

Cette séance est enregistrée, afin que je puisse l’utiliser lors de la rédaction de mon rapport. Il est également possible que certains de mes collègues surveillent notre séance.

Vos commentaires ne vous seront pas personnellement attribués et votre nom n’apparaîtra dans aucun rapport.

La séance durera environ 1 heure.

Veillez éteindre vos téléphones cellulaires, téléavertisseurs, télévisions, radios ou toute autre chose susceptible de nuire au déroulement de la séance.

Nous regarderons ensemble un site web pendant la majeure partie de la séance; veuillez donc vous assurer que votre ordinateur est prêt.

Assurez-vous également d'avoir près de vous une feuille de papier, un stylo ou un crayon afin de pouvoir prendre des notes.

Un chèque vous sera envoyé à la fin de la séance.

Avez-vous des questions? Faisons d'abord le tour des participants; dites-moi votre prénom et l'endroit où vous habitez. Nous commencerons ensuite la discussion.

POUR LES GROUPES DE LA POPULATION GÉNÉRALE Avez-vous des enfants? Si oui, quel âge ont-ils?

FAIRE LE TOUR DES PARTICIPANTS ET OBTENIR LEURS PRÉNOMS

2.0 Évaluation de l'annonce télévisée (15 minutes)

Aujourd'hui, nous allons regarder certaines publicités qui sont en voie d'être réalisées. La première est une annonce télévisée; les deux suivantes sont des annonces que vous pourriez voir sur les autobus, dans le métro ou dans un aérotrain – on dit que ce sont des annonces pour les transports en commun.

L'annonce télévisée cible les jeunes, et traite des drogues illicites.

L'annonce a déjà été testée auprès des jeunes; nous cherchons maintenant à obtenir les points de vue et commentaires de la population adulte, ainsi que des parents, à ce sujet.

Allons maintenant sur le site web afin de regarder les annonces. L'adresse est www.infotest.ca. Allez sur le site dès maintenant, mais veuillez ne rien ouvrir pour le moment.

Nous allons commencer par regarder la **publicité télé**, qui dure 30 secondes. Veuillez donc ouvrir la publicité télé. Regardez-la deux fois et notez ensuite ce que vous croyez être le message principal de l'annonce, et le public auquel elle s'adresse (quels âges, précisément). Veuillez pour le moment ne pas passer de commentaires au téléphone. Lorsque tout le monde aura terminé, nous discuterons en groupe de ce que vous avez noté.

LAISSER DU TEMPS APRÈS QUE LES PARTICIPANTS AIENT VU L'ANNONCE

Tout d'abord, qu'avez-vous écrit? Commençons par « nom »...

Quel est le message principal de cette annonce? Qu'essaie-t-elle de dire?
Est-ce que ce message est clair?

À qui cette annonce s'adresse-t-elle/pour qui a-t-elle été faite? Quels âges, précisément? Est-ce que l'on cible tous les jeunes de ce groupe d'âge, ou seulement certains en particulier?

À votre avis, quel impact (s'il y a lieu) cette annonce aura-t-elle sur les jeunes en ce qui concerne les drogues illicites?

Est-ce qu'elle leur fournira de l'information sur l'impact des drogues?

Est-ce qu'elle les sensibilisera aux dangers des drogues?

Est-ce qu'elle les incitera à vouloir en apprendre davantage au sujet des dangers des drogues?

Est-ce qu'elle les incitera à y penser à deux fois avant de prendre ou d'essayer des drogues?

Avez-vous remarqué qu'un site web était mentionné dans cette annonce? Vous souvenez-vous de ce qu'était ce site web?

Croyez-vous que des annonces telles que celle-ci, qui font de la prévention au sujet de la consommation de drogues, devraient être réalisées afin de montrer aux jeunes les effets négatifs des drogues illicites?

Si oui, pourquoi?

Si non, pourquoi pas?

Dans l'ensemble, votre impression de cette annonce télévisée est-elle positive ou négative? Pourquoi?

Avez-vous certaines inquiétudes ou préoccupations en ce qui a trait au fait de diffuser cette annonce à la télévision? Si oui, pourquoi? Si non, pourquoi pas?

SI CERTAINS PARTICIPANTS SONT PRÉOCCUPÉS PAR LE FAIT DE DIFFUSER CETTE ANNONCE À LA TÉLÉVISION, DIRE :

Cette annonce, lorsqu'elle a été testée auprès de jeunes âgés de 13 à 15 ans, a été bien reçue. Les jeunes ont affirmé que l'annonce avait attiré leur attention; elle leur disait que le fait de consommer des drogues pouvait ruiner leur vie. Ils ont dit être tristes et désolés pour Stéphanie, et ont affirmé que l'annonce les amenait à y penser à deux fois avant d'essayer des drogues. Est-ce que le fait de savoir cela change votre opinion? Pourquoi?

3.0 Évaluation des annonces pour les transports en commun (15 minutes)

Regardons maintenant l'annonce pour les transports en commun 1 (version verticale). Cette annonce pourrait apparaître dans le métro ou dans un aérotrain. Jetons ensuite un oeil sur l'annonce pour les transports en commun 2 (version horizontale), qui pourrait apparaître sur les autobus. Veuillez ouvrir l'annonce pour les transports en commun 1 et l'annonce pour les transports en commun 2 et prendre une minute ou deux pour les regarder. Notez ensuite ce que vous croyez être le message principal de ces annonces, et le public auquel elles s'adressent (quels âges, précisément). Par la suite, nous discuterons en groupe de ces annonces.

LAISSER DU TEMPS APRÈS QUE LES PARTICIPANTS AIENT VU LES ANNONCES

Tous d'abord, qu'avez-vous écrit? Commençons par « nom »...

Quel est le message principal de ces annonces? Qu'essaient-elles de dire?

À qui ces annonces s'adressent-elles/pour qui ont-elles été faites? Quels âges, précisément? Est-ce que l'on cible tous les jeunes de ce groupe d'âge, ou seulement certains en particulier?

À votre avis, quel impact (s'il y a lieu) ces annonces auront-elles sur les jeunes en ce qui concerne les drogues illicites?

Est-ce qu'elle leur fournira de l'information sur l'impact des drogues?

Est-ce qu'elle les sensibilisera aux dangers des drogues?

Est-ce qu'elle les incitera à vouloir en apprendre davantage au sujet des dangers des drogues?

Est-ce qu'elle les incitera à y penser à deux fois avant de prendre ou d'essayer des drogues?

Avez-vous remarqué qu'un site web était mentionné dans ces annonces? Vous souvenez-vous de ce qu'était ce site web?

Avez-vous remarqué qu'une page Facebook était mentionnée? Vous souvenez-vous de ce qu'était cette page Facebook?

Dans l'ensemble, votre impression de ces deux annonces pour les transports en commun est-elle positive ou négative?

Pourquoi?

Avez-vous certaines inquiétudes ou préoccupations en ce qui a trait au fait de faire paraître ces annonces sur les autobus, le métro et les trains? Si oui, pourquoi? Si non, pourquoi pas?

4.0 Contexte et conclusion (10 minutes)

Avez-vous remarqué qui était le commanditaire de ces annonces?

Est-ce que c'était clair ou pas très clair?

POUR LES GROUPES COMPOSÉS SEULEMENT DE PARENTS :

Est-ce que certains d'entre vous ont vu une annonce télévisée qui dit « Vos enfants font l'apprentissage d'un nouveau vocabulaire », et montre des jeunes mentionnant les noms familiers (tels que « juicy », « mari » ou « pinotte ») de certaines drogues ?

SI OUI : À votre avis, quel est le message principal de cette annonce? Est-ce que l'annonce vous a intéressé? Est-ce qu'elle a capté votre attention?

Avez-vous fait quelque chose en lien avec cette annonce après l'avoir vue? **EXPLORER** : Visité le site web? Commandé une brochure? Parlé à vos enfants des dangers des drogues?

Avez-vous déjà parlé à vos enfants des dangers des drogues illicites?

À votre avis, quel âge est un bon âge pour que les parents abordent ce sujet avec leurs enfants ?

Avez-vous déjà cherché de l'information sur les dangers des drogues et sur la façon de parler des drogues aux enfants? Où?

Les annonces que nous avons vues aujourd'hui, de même que cette annonce, font partie d'une même campagne publicitaire portant sur la prévention de la consommation de drogues; certaines annonces ciblent les jeunes et d'autres, les parents.

DEMANDER À TOUS

Est-ce que vous avez d'autres questions ou commentaires au sujet de ce dont nous avons discuté aujourd'hui ?

Si vous souhaitez en apprendre davantage au sujet de la campagne de prévention de la consommation de drogues pour les jeunes, veuillez vous rendre au **Odrogue.ca**.

Si vous souhaitez en apprendre davantage au sujet de la campagne mise sur pied pour les parents de jeunes, veuillez vous rendre au **strategienationaleantidrogue.gc.ca**.

Merci de votre participation!