



## **National Flag Day Poster Evaluation**

## **Focus Group Research Report**

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PCH

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## Background

February 15, the day in 1965 when Canada first raised its red and white maple leaf flag, was designated as “National Flag of Canada Day” by Prime Minister Jean Chrétien in 1996. The day fits well with the mandate of the Department of Canadian Heritage that, amongst other things, is responsible for promoting an awareness and appreciation of Canadian symbols as well as for encouraging Canadians to be active participants in the celebration of their country, citizenship and identity. With a specific focus on Canadian youth, the Department wishes to bring greater creativity to the design of its official National Flag of Canada Day poster and, in the process, see it as an increasingly effective tool in encouraging young Canadians to celebrate their flag on this day in both individual and collective ways.

In order of descending importance, the primary target audiences for the posters include:

- young Canadians (12 to 15 years old), and,
- Canadian educators in the public school system.

PCH developed three poster concepts targeted especially to youth. On the back of the posters, teachers could reference a teaching aid to help them engage their students in Flag Day. All the material on the back, and more, can also be found online.

The National Flag Day posters are intended to:

- create awareness of the day and its symbolic significance,
- engage youth in celebrations at school and in the community,
- generate traffic to the related websites listed,
- broaden community knowledge of and interest in flag celebrations.

PCH mandated Decima Research to conduct focus groups with the targeted audiences to effectively gauge the posters’ ability to achieve the above goals.



## Research Objectives

The purpose of the focus group testing is to evaluate the design, appeal and usefulness of the posters. Generally, the sessions will help the PCH team understand if the posters are seen as:

- ...cool (youth see themselves in it / ability to identify),
- ...respectful (the flag is a cherished symbol across society),
- ...memorable (the initiative is worth being carried from year to year).

Specific research objectives for youth included:

- Whether youth understand what the posters communicate;
- Understand perceptions of the Canadian Flag and whether they feel it is important, or even “cool” for it to be celebrated;
- Understand which poster would be most appealing;
- Identify any concerns students might have with the images used;
- Understand if youth considered the posters appropriate for their classrooms.

Specific research objectives for teachers included:

- Gauging the appeal of the posters;
- Identify any concerns teachers might have with the images used;
- Gauging the appropriateness of the posters for their classroom;
- Gauging the appeal, appropriateness and usefulness of the teaching aid on the back of the poster;
- Understanding the interest in alternate delivery formats for the information, especially the Internet;
- Understand the steps to follow for future initiatives, such as to whom the posters should be addressed inside the school, how many posters would be needed, what other material would be useful, etc.



## Methodology

### Participant Selection and Invitation

The sessions were conducted with youth between the ages of 12 and 15 years old and with educators at both the elementary and high school levels (grades 2 to 10). Recruitment attempted to ensure a mix of ages among youth and an even split between educators in grades 2 to 6 and educators in grades 7 to 10. High school educators were further screened to ensure they were responsible for teaching history or social studies.

### Number and Location of Focus Groups

A total of four 60-minute sessions were conducted at formal focus group research facilities in Quebec City (December 10, 2003) and in Edmonton (December 11, 2003). Sessions in Quebec City were conducted in French while those in Edmonton were conducted in English. The moderator from Decima Research, Rick Nadeau, moderated all four sessions.

### Group Composition

A total of 36 individuals participated in the research. The table below presents the breakdown of participants for each of the sessions.

Location and Number of Participants		Target Market Segment
Quebec City, QC	10	<ul style="list-style-type: none"><li>• French youth</li><li>• French educators</li></ul>
	9	
Edmonton, AB	9	<ul style="list-style-type: none"><li>• English youth</li><li>• English educators</li></ul>
	8	

### Focus Group Visual Material

For all sessions, participants were shown three life-size versions of the front of the poster concepts. Educators were shown a life-size version of the back of the poster as well as a hand-out containing the written content from the back of the poster. Educators were also shown samples of material they could download from the Internet.



### **Focus Group Result Interpretation**

Qualitative research seeks to develop insight and direction rather than quantitatively projectable measures.

Due to the sample size, the special recruitment methods used, and the study objectives themselves, it is clearly understood that the work under discussion is exploratory in nature. The findings are not, nor were they intended to be, projectable to a larger population.

Specifically, it is inappropriate to suggest or to infer that few (or many) real-world users would behave in one way simply because few (or many) participants behaved in this way during the sessions. This kind of projection is strictly the prerogative of quantitative research.



## Summary of Results

### Canadian Symbols Among Youth

- **Sports and the Maple Leaf:** Youth were asked to name Canadian symbols. This exercise generated a variety of responses, many of which related to sports, hockey and lacrosse in particular, and to the maple leaf. A few actually referred to the red maple leaf as a symbol. Other notable mentions included snow, maple syrup, the beaver, the Montreal Canadiens logo, winter, winter sports, fishing (“because we have many large lakes”), the woods, a moose, red and white because of the Canadian flag, “Eskimos”, and trappers. Unprompted, the maple leaf was voted the most important symbol in Edmonton because it is on the flag and because “it’s what you see the most about Canada so its engraved in your head.”
- In both cities, when prompted, youth unanimously agreed that, although it is not the first thing that comes to mind when they think of Canada, the Canadian Flag is nonetheless an important Canadian symbol. In fact, when specifically asked about the flag, many considered it an obvious symbol. Interestingly though, while many referred to its relationship to international sports (Olympics, hockey, etc.), for the most part youth could not explain why the flag is such an obvious symbol – “it just is.”

### Awareness and Perceptions of National Flag Day of Canada Among Youth

- **Low awareness of Flag Day:** Very few youth were aware of National Flag Day, and even fewer were aware that it is celebrated on February 15<sup>th</sup>. Some confused it somewhat with Canada Day on July 1<sup>st</sup>.
- When specifically asked if the Canadian Flag should be celebrated, youth were somewhat confused. It seemed that the decision to celebrate was based more on *how* it is celebrated rather than *why*. Again, given the images they were creating of Canadians across the country waving the Canadian flag in the streets, a few felt this celebration would be redundant since this is already done on Canada Day.

### Awareness and Perceptions of National Flag Day of Canada Among Educators

- Educators were much more likely to be aware and informed of National Flag Day. Although some do teach their students about some aspects of the history of the flag, very few seem to organize something special for February 15.








## Poster Evaluation – Youth

### Evaluation Process

The following steps were followed to obtain feedback from youth:

1. Participants were provided the two handouts found at the end of Appendix B.
2. All three posters were shown at the front of the room simultaneously.
3. Participants were instructed to withhold from discussing the posters and to write their feedback for each poster on the handout and to complete the evaluation grids.
4. Once the grid exercise was complete, youth were then asked to write down one word they felt best described the posters overall.
5. The following concept names will be used in this section to refer to each poster concept:
  - **Skateboard sticker:** This is the poster where a youth is holding a skateboard with a small decal of the Canadian flag underneath the board.
  - **Full flag skateboard:** This is the poster where a youth is holding a skateboard where the entire bottom of the board is a Canadian flag.
  - **School bag:** This is the poster of a student carrying a school bag with a decal of the Canadian flag on it.

Based on the results from the handout, the results below have been recoded into colors to highlight relative preferences. The colors represent the following:

-  **Green** = Strong positive vote or support
-  **Yellow** = Somewhat positive vote or support
-  **Red** = Weak vote or support

Youth	Skateboard Sticker	Full Flag Skateboard	School Bag
This poster is visually appealing	Green	Green	Yellow
The message is clear	Yellow	Green	Green
The message is relevant to me	Yellow	Yellow	Yellow
The poster is cool	Yellow	Yellow	Red
The poster would encourage me to visit the website listed on it	Red	Red	Red
I would probably remember this poster	Yellow	Green	Yellow



The following summarize the feedback obtained from youth:

- The following are the words used by youth to describe how they felt about the posters overall:
  - Cool
  - Canada
  - Canada
  - Pride
  - (expletive)
  - Flag
  - Canada
  - General
  - Jeune
  - Cool
  - Attirante
  - Frappante
  - Représenté
  - Représentative
  - Actuel
  - Curieuse de savoir c'est quoi cette journée
  - Concerné
  - Simple
  
- **The full flag skateboard poster was the most popular with youth.** They indicated that this is the poster that would be most likely to catch their attention and the one they would be most likely to remember. Youth explained that this was in large part due to the vibrant colors on the skateboard: “c'est frappant – tu peux pas la manquer.”
- Although the skateboard sticker poster was considered very realistic because of the scratches under the board, youth felt that the Canadian flag was too clean and caused the poster to lose authenticity – “the flag looks out of place.” On the other hand, because the full flag skateboard did have chipped edges around the board, it was considered more realistic.
- **Youth were generally more likely to relate to the posters with skateboards,** especially in Quebec City where many participants were skateboarders. As such, they were inclined to feel that the posters were representative of youth and they could relate to them. In Edmonton, although the skateboard posters were popular, youth did not relate to them as much as in Quebec City because there were very few skateboarders in attendance.
- **The school bag poster was the least preferred poster** among youth. They did not consider it visually appealing, they considered the Canadian flag decal on the bag artificial-looking, and the poster reminded them too much of school: “ça te rappelle le devoir tu as laissé dans ton sac et que tu n'as pas envie de faire”, “ça fait trop école.”
- Overall, when prompted, **youth did deem the posters “cool”**, especially the ones with skateboards. It is important to note that, while youth considered the posters cool, they are not necessarily saying that it is “cool” to have a Canadian flag under their skateboard – in fact, they felt that this would be uncool. Youth understood though that the posters are promoting National Flag Day and not asking skateboarders to put Canadian flags under their boards. They considered the concept appropriate for purposes of promoting Flag Day although commercially, the idea is weak.
- Youth agreed that **the posters targeted their age group**, although they believed the school bag poster would be more appealing to older youth.



- The size, colors and type of font used for “National Flag Day of Canada” was appealing. The only criticism related to the use of grey in the school bag poster whereby it was considered harder to read because of the “grey on grey.” Youth also appreciated the fact that there is not a lot to read on the posters and that this added to their general appeal.
- A few participants noted that the location of the main text on the school bag poster seemed detached from the flag, unlike the other two posters where the writing was located beside the Canadian flag.
- The font size used for the date “February 15” was considered too small.
- Some commented that the posters were “dark” or “gloomy”, in the sense that they showed pavement and snow and nobody smiling.
- Most believed the message from the posters is to simply promote the fact that National Flag Day is on February 15<sup>th</sup>. A few felt the posters were also saying that youth are to be included in the celebration: “sometimes its an adult’s decision and they always have stuff for adults but this is something for everyone to take part in.”
- Youth agreed that **the posters were appropriate for their classroom** although participants in Quebec City sensed that some of their teachers and parents would consider it less appropriate. Youth also suggested posting them in the hallways and in high traffic areas.
- Youth generally felt the posters were respectful of the Canadian flag, but a few speculated that some adults might not approve of the flag being located under a skateboard.
- Youth were eager to point out that they would like a day off school on Flag Day – that this would make celebrating the National Flag “cool.”
- Youth in Quebec City were not convinced that celebrating Flag Day would be popular in the province of Quebec. They seemed to think that this would be more popular in Ontario.
- Youth were not overly excited by the prospect of visiting the website to learn more about National Flag Day. As shown in the handout results presented earlier, none of the posters would be especially successful at enticing youth to the site. Expectations from the website included content on:
  - When and how the flag was made and who made the designs for it,
  - Explain the reason behind the maple leaf,
  - Famous Canadians,
  - Information about Flag Day – when it is, what is it about, what you can do to celebrate it, what different places across the country are doing to celebrate it,
  - Trivia and facts about the flag,
  - Games,
  - Movies/ video and Flash.






- Recommendations from youth included:
  - show more than one youth on the poster,
  - show Canadians smiling (to cheer up the poster),
  - feature something humorous,
  - feature Canadian sports, such as hockey,
  - the website URL should be more prominent.

**Poster Evaluation – Educators****Evaluation Process**

The following steps were followed to obtain feedback from youth:

1. Participants were provided the two handouts found at the end of Appendix B.
2. All three posters were shown at the front of the room simultaneously.
3. Participants were instructed to provide top-of-mind feedback and then to complete the grid evaluation.
4. Once the grid exercise was complete, the open discussion began.
5. The following concept names will be used in this section to refer to each poster concept:
  - **Skateboard sticker:** This is the poster where a youth is holding a skateboard with a small decal of the Canadian flag underneath the board.
  - **Full flag skateboard:** This is the poster where a youth is holding a skateboard where the entire bottom of the board is a Canadian flag.
  - **School bag:** This is the poster of a student carrying a school bag with a decal of the Canadian flag on it.

Based on the results from the handout, the results below have been recoded into colors to highlight relative preferences. The colors represent the following:

-  **Green** = Strong positive vote or support
-  **Yellow** = Somewhat positive vote or support
-  **Red** = Weak vote or support

<b>Educators</b>	<b>Skateboard Sticker</b>	<b>Full Flag Skateboard</b>	<b>School Bag</b>
This poster is visually appealing	Yellow	Green	Yellow
The message is clear	Yellow	Green	Green
The message is relevant to me	Yellow	Yellow	Yellow
The poster is cool	Yellow	Green	Red
The poster would encourage me to visit the website listed on it	Red	Yellow	Red
I would probably remember this poster	Yellow	Green	Red



Although educators are not the target audience for the front of the poster, they were nonetheless asked their opinions on it. The following summarize the feedback obtained from educators:

- Educators also voted in favour of the full flag skateboard poster as the one that would be most likely to attract youth's attention.
- It is interesting to note how many of the comments pertaining to aesthetics are very similar between the educators and the students. In particular, comments are similar with respect to the following:
  - The ranked preference of the posters;
  - The use of colors on the full flag skateboard poster to attract attention;
  - The sombre look of the posters and the fact that the youth on the posters are by themselves: "ça manque de plaisir et de joie." The notion of a team or group of individuals collectively participating in a sporting event is more appealing.
  - The artificial look of the Canadian flag on the skateboard sticker and school bag posters;
  - The authenticity of the skateboard sticker poster is diminished because the flag is not scratched up;
  - The school bag poster is more appropriate for older students, such as those in college or university;
  - The message is clearly to promote February 15 as National Flag Day of Canada;
  - The date on the poster is too small;
  - The website URL is not sufficiently promoted;
  - The flag is treated with respect;
- Educators have some concerns with the font type used. They feel it is too hard to read, in particular they feel that the letters "a", "g" and the "fl" combination would confuse younger students. For older students (adolescents), the font is considered appropriate and very appealing: "le lettrage interpèle par sa nouveauté."
- The school bag poster reminded many of a traveller with the Canadian flag sewn onto their bag. This concept was much more appealing to educators than what is currently found on the poster.
- Educators are concerned that the poster would not be effective with younger elementary school students given the difficulty they would have in reading the text. They believe it would be more popular with them if there was nothing written, or if the text were more legible.
- Educators also believe the posters are more targeted to a male teen-age audience.
- One educator noted that red-green color blind students would not be able to read the posters given the red font used.
- Educators in Edmonton are more enthusiastic about using these posters in their classrooms than those in Quebec City. A few educators in Edmonton would actually post many of these posters in their classroom, and some would have them posted year-



round. On the other hand, educators in Quebec City specified that they would be reluctant to post any one of the posters in their classroom, and if so, it would only be posted for a few days: “C’est délicat!” The reluctance is attributable to the fact that either parents, or the educator themselves, perceive the posters as too political and suggests “federal propaganda.” Educators in Quebec City were only slightly more tolerant of having the posters posted in the hallways rather than in their classrooms.

- There were also concerns in Quebec City regarding the fact that skateboards are banned by many schools as a mode of transportation on or around the school property. Educators feel it would not be fair for students to be disallowed to bring their skateboards to school and yet the school proceeds to hang posters featuring skateboards. A viable alternative would be snowboards rather than skateboards.
- The fact that the poster is not date stamped (e.g. February 15, **2004**) was viewed favourably since the educator can reuse the same poster year after year.

### Activity Evaluation

After providing their feedback on the front of the poster, participants were given a brief tour of the back of the poster. It was clarified that the information would serve specifically as a teaching-aid rather than something to be accessed directly by students. To allow educators to get a better sense of the content involved, a handout was prepared and distributed to participants for them to read. The content of the handouts was similar to the content on the mock poster. Participants were also informed that all the information and images would be available online.

The following comments were made regarding the content and format of the activities:

- The back of the poster received mixed reviews – while the content was deemed useful, the format was not practical. In some cases, educators would hang the back of the poster on their wall just as they would any other poster. Others feel the format is inconvenient and would be too small and difficult to use if it were hung like a poster in the classroom, especially if it is designed to be a teaching aid: “As a teaching tool, while you’re teaching, I don’t think it’s very effective. There’s too much information and it’s small – you wouldn’t use it with your kids. It would be awkward for me to sit down at my desk with it – I’d rather have something like this (holding the paper handout).”
- If the material on the back of the poster is for teachers, some could not understand why the answer key to the quizzes is upside-down.
- Educators feel that even if the back of the poster were posted, they would still need a different format to operationalize the content. While not entirely practical, the back of the poster is nonetheless convenient in terms of providing an overview of what is available.
- A minority of teachers did not find the activities appropriate, either in general or for specific age groups. Most feel they are appropriate and align nicely with the curriculum.
- A few were curious regarding the credentials of the individuals who devised the teaching material – it was reassuring for them to know that pedagogues were responsible for the content.



- Teachers are supportive of the fact that this content has been prepared. Although they may not use all types of exercises, they appreciate the fact that they are accessible. In fact, nearly every teacher could identify at least one component from the back of the poster that they feel they could use in their classroom.
- Online availability of the content is extremely important, especially if the content is not going to be made available in a format other than on a poster. The brochure kit format is a popular alternative format – it is the one with which educators are most familiar and considered easiest to use (easily filed, toted and referenced). Video is also an appealing format.
- It is also important that the online material be “downloadable in digestible chunks” – in other words, it allows the educator or the student to only download information in which they are interested, e.g. only download the “do’s and don’ts”, and it is economical.
- Educators would like to see the following on the reference website:
  - links to a variety of other websites to help students in their research;
  - a “Teacher’s section” distinct from a “Student’s section” on the referenced website;
  - images of provincial flags;
  - other provincial and national symbols such as provincial flowers and tartans.
- It should not be assumed that teachers have unlimited photocopying resources – in both cities educators emphasized that photocopying is constrained and that budgeting is strict.
- Educators in Edmonton would like to receive the Flag Day material well in advance of Flag Day. In fact, if it has an impact on curriculum planning, they should receive before planning begins in the summer or fall preceding Flag Day (i.e. for Flag Day 2005, they would need to receive the material the previous summer or fall). Educators in Quebec City would be satisfied receiving the material a few weeks prior to February 15.
- Educators in Edmonton would like to have many posters delivered to their school (about one dozen) so they could be posted in each classroom. These posters should be mailed to the head of Social Studies. Meanwhile, in Quebec City, teachers felt only a few posters would be needed and that they should be mailed to specific teachers in the school or the librarian/ resource center. In both cities, they feel that the Principal would either disregard it or lose it.





## **Appendix A: Recruitment Screener**



## PCH (Flag Day Poster Evaluation) Screener for Youth

Questionnaire: \_\_\_\_\_

<b>Ste Foy, QC: December 10<sup>th</sup> – French</b> Youth: 6:00 pm                      \$ 20 (+\$10 for parents)	<b>Study#: 6549</b> <b>CSRC Reg#: XXXX</b> <b>Call: 1-800-554-9996</b>  recruit 10 for 8-10 to show
<b>Edmonton: December 11<sup>th</sup> - English</b> Youth: 6:00 pm                      \$ 20 (+\$10 for parents)	
Respondent's name: _____ Respondent's phone #: _____ (home) Respondent's phone #: _____ (work) Respondent's fax #: _____ sent? _____ or Respondent's e-mail : _____ sent? Sample source (circle): client    focus dbase    random    referral	Interviewer: _____ Date : _____ Validated: _____ Central Files: _____ On List: _____ On Quotas: _____

Hello, my name is \_\_\_\_\_. I'm calling from Decima Research on behalf of the Government of Canada. May I speak to one of the adults in the household?

- |                             |   |                                |
|-----------------------------|---|--------------------------------|
| Yes, speaking               | 1 | <b>CONTINUE</b>                |
| Yes, and transfers          | 2 | <b>CONTINUE</b>                |
| Not available at the moment | 3 | <b>SCHEDULE CALL BACK</b>      |
| No                          | 4 | <b>THANK &amp; DISCONTINUE</b> |

Good morning/afternoon, I am calling from Decima Research on behalf of the Government of Canada. We're organizing a series of discussion groups in **Edmonton/Quebec City** to explore opinions on advertising material that is under development for Canadian Heritage, particularly among young Canadians. **EXPLAIN FOCUS GROUPS.** About 8 to 10 people between 12 and 15 years old will be taking part, all of them randomly recruited by telephone. Participants will be asked for their suggestions regarding the development of items such as posters and activities for youth. Do you have any children between 12 and 15 years of age living with you?

- |                   |   |                                |
|-------------------|---|--------------------------------|
| Yes (one or more) | 1 | <b>CONTINUE</b>                |
| No                | 2 | <b>THANK &amp; DISCONTINUE</b> |



For their time, youth will receive a gift certificate of \$20 as compensation and the parent or guardian who will accompany them to the session will receive a cash compensation of \$10. But before we invite you to participate, we need to ask you a few questions to ensure that we get a good mix/variety of people. May I ask you a few questions?

Participation is voluntary and all your answers will be kept confidential and will be used for research purposes only. We are simply interested in hearing your opinions, no attempt will be made to sell you anything. The format is a “round table” discussion lead by a research professional.

Yes 1 **CONTINUE**  
No 2 **THANK & DISCONTINUE**

1) Would you allow your (one of your) child(ren) to attend a discussion group the evening of, **[DAY, MONTH DATE at TIME]**? (It will last no more than 1 hour – REMIND PARTICIPANT OF INCENTIVES FOR YOUTH AND PARENTS)

Yes 1 **CONTINUE**  
No 2 **ASK FOR REFERRAL, THANK & TERMINATE**

2) To which ethnic or cultural group does your child belong? DO NOT READ LIST – ACCEPT ALL THAT APPLY

- British (English, Irish, Scottish, Welsh) ..... 1
- French ..... 2
- German ..... 3
- Italian..... 4
- Jewish..... 5
- Polish..... 6
- Spanish ..... 7
- Other European (ex. Russian, Scandinavian, Greek) ..... 8
- Chinese, Japanese, Vietnamese, Korean..... 9
- Middle-Eastern..... 10
- Aboriginal/ Native American ..... 11
- India/ Pakistani ..... 12
- African..... 13
- South American/ Caribbean ..... 14
- Mexican..... 15
- American/ USA..... 16
- OTHER – SPECIFY \_\_\_\_\_ 77
- REFUSE ..... 99

**TRY TO**  
**RECRUIT**  
**FROM**  
**VARIOUS**  
**ETHNIC**  
**GROUPS**



3) Some times participants are also asked to write out their answers to a questionnaire or read material. Is there any reason why your child could not participate?

- |     |   |  |
|-----|---|--|
| Yes | 1 | <b>THANK AND TERMINATE IF APPLICABLE</b> |
| No  | 2 |  |

**WE WOULD LIKE SOME PARTICIPANTS WITH DISABILITIES. TERMINATE ONLY 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 OR IF YOU HAVE A CONCERN.**

Ste Foy, QC: December 10 <sup>th</sup> – French Youth: 6:00 pm	\$ 20 (+\$10 for parents)
Edmonton: December 11 <sup>th</sup> - English Youth: 6:00 pm	\$ 20 (+\$10 for parents)

4) By industry standards, we need a written permission from you allowing your child to attend the discussion group. We could either fax or email you a copy of it, and you can either return it by fax, or make sure your child brings it to the focus group. You can also sign it at the discussion group location at that time. What would you prefer?

- |       |   |                  |
|-------|---|------------------|
| Email | 1 | <b>GO TO Q5b</b> |
| Fax   | 2 | <b>GO TO Q5c</b> |

Q5b. ENTER E-MAIL ADDRESS AND GO TO Q6

\_\_\_\_\_

Q5c. ENTER FAX NUMBER:

( \_ \_ \_ ) \_ \_ \_ - \_ \_ \_ \_

6) As I mentioned earlier, the group discussion will take place the evening of **Day, Month, Date @ Time for 1 hour**. Would your child be able to attend?

- |                          |   |                                |
|--------------------------|---|--------------------------------|
| Yes                      | 1 |                                |
| No                       | 2 | <b>THANK &amp; DISCONTINUE</b> |
| Have to check with child | 3 |                                |



**ASK PARENT/ GUARDIAN IF THEY WOULD LIKE FOR THE RECRUITER TO EXPLAIN THE OBJECTIVES OF THE SESSION TO THE CHILD OR IF THEY WOULD RATHER DO IT THEMSELVES. TRY TO GET CONFIRMATION ON THE PHONE, SCHEDULE A CALLBACK OR SEE IF THE PARENT NEEDS MORE INFORMATION.**

**IF THE PARENT ASKS THE RECRUITER TO SPEAK TO THE CHILD:**

- **REPEAT INTRO**
- **REPEAT PURPOSE OF GROUP**
- **ADVISE OF TIME, DATE AND INCENTIVE**
- **ASK CHILD IF THEY ARE INTERESTED – IF SO, PROCEED, OTHERWISE THANK AND TERMINATE**

Q.7 Do you have a pen handy so that I can give you the address where the group will be held. It will be held at:

**EDMONTON'S FACILITY NAME AND LOCATION**

**QUEBEC CITY, QC FACILITY NAME AND LOCATION**

We ask that you make sure you arrive fifteen minutes early to be sure you or your parents locate the facility and have time to check-in with the hosts. The hosts may be checking respondent's identification prior to the group, so please be sure you bring some personal identification with you (i.e. school id). Also, if you require glasses for reading, please make sure you bring them to the discussion group.

As we are only inviting a small number of people, your participation is very important to us. If for some reason you are unable to attend, please call so that we may get someone to replace you. You can reach us at **1-800-363-4229** at our office. Please ask for **Virginie Roux**. Someone will call you the day before to remind you about the discussion.

May I please get your name and your parents names: **ON FRONT PAGE**

**Thank you very much for your help!**



## PCH (Flag Day Poster Evaluation) Screener for Teachers

Questionnaire: \_\_\_\_\_

Ste Foy, QC: December 10 <sup>h</sup> – French Teachers: 8:00 pm \$ 50	Study#: 6549 CSRC Reg#: XXXX Call: 1-800-554-9996
Edmonton: December 11 <sup>th</sup> - English Teachers: 8:00 pm \$ 50	recruit 10 for 8-10 to show
Respondent's name: _____ Respondent's phone #: _____ (home) Respondent's phone #: _____ (work) Respondent's fax #: _____ sent? _____ or Respondent's e-mail : _____ sent? Sample source (circle): client focus dbase random referral	Interviewer: _____ Date : _____ Validated: _____ Central Files: _____ On List: _____ On Quotas: _____

Hello, my name is \_\_\_\_\_. I'm calling from Decima Research on behalf of the Government of Canada. We're organizing a series of discussion groups in **Edmonton/Quebec City** to explore opinions towards advertising material that is under development for Canadian Heritage, particularly among young Canadians. **EXPLAIN FOCUS GROUPS.** About 8 to 10 educators like yourself will be taking part. You will be asked for your suggestions regarding the development of posters and activities related to Flag Day. For their time, participants will receive a cash compensation of \$50. But before we invite you to attend, we need to ask you a few questions to ensure that we get a good mix/variety of people. May I ask you a few questions?

Participation is voluntary and all your answers will be kept confidential and will be used for research purposes only. We are simply interested in hearing your opinions, no attempt will be made to sell you anything. The format is a "round table" discussion lead by a research professional.

Yes            1        **CONTINUE**  
 No             2        **THANK & DISCONTINUE**

I have a few questions to ask to see if you qualify for the groups.

- 1) Would you be available to attend a discussion group the evening of, **[DAY, MONTH DATE at TIME]**? (It will last no more than 1 hour and you will receive \$50.00 for your time)

Yes            1        **CONTINUE**  
 No             2        **ASK FOR REFERRAL, THANK & TERMINATE**



2) What grade(s) do you teach? **CHECK ALL THAT APPLY**

Grade 1	1	<b>THANK &amp; TERMINATE</b>
Grade 2	2	
Grade 3	3	
Grade 4	4	<b>WE WOULD LIKE A 50/50 MIX</b>
Grade 5	5	<b>OF GRADES 2 TO 6 AND GRADES 7</b>
Grade 6	6	<b>TO 10</b>
Grade 7	7	
Grade 8	8	
Grade 9	9	
Grade 10	10	
Grade 11 or over	11	<b>THANK &amp; TERMINATE</b>
Other (e.g. teacher librarian, other resource teacher)	12	<b>THANK &amp; TERMINATE</b>

**THANK AND TERMINATE IF ONLY TEACHES GRADE 1, OR ONLY TEACHES ABOVE GRADE 10**

**IN EDMONTON: ASK Q3 IF TEACHES GRADE 9 OR 10**

**IN QUEBEC CITY: ASK Q3 IF TEACHES SECONDAIRE 1, 2 OR 3**

3) What subject(s) do you teach?

History	1
Social Studies	2
Other	3

**THANK & TERMINATE AND ASK FOR REFERRALS IF DO NOT TEACH ANY OF FIRST TWO SUBJECTS**

4) How old are you?

Under 25	1	<b>THANK &amp; TERMINATE</b>
25-34 years	2	
35-45 years	3	
45-54	4	<b>WE WOULD LIKE A MIX OF AGES</b>
55-64	5	
65 years and older	6	
Refuse	9	

5) How many years have you been teaching?

\_\_\_\_\_years



6) What is the highest level of education that you have completed?

Some high school or less	1
Completed high school	2
Some university/college	3
Some CGEP	4
Completed University (B.A.)/college degree	5
Complete CGEP	6
M.A./Ph.D. Degree or Higher	7
DK/RF	9

7) Note respondent's gender (By observation, do not ask):

Male	1	<b>WE WOULD LIKE</b>
Female	2	<b>50/50 MIX IF POSSIBLE</b>

8) Some times participants are asked to write out their answers to a questionnaire of read material. Is there any reason why you could not participate?

Yes	1	<b>THANK &amp; TERMINATE</b>
No	2	

**TERMINATE 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 OR IF YOU HAVE A CONCERN.**

Quebec City, QC: December 10 <sup>th</sup> – French		
Teachers:	8:00 pm	\$ 50
Edmonton: December 11 <sup>th</sup> - English		
Teachers:	8:00 pm	\$ 50

9) As I mentioned earlier, the group discussion will take place the evening of, **Day, Month, Date @ Time for 1 hour**. Would you be willing to attend?

Yes	1	
No	2	<b>THANK &amp; DISCONTINUE</b>





Do you have a pen handy so that I can give you the address where the group will be held. It will be held at:

**EDMONTON'S FACILITY NAME AND LOCATION**

**QUEBEC CITY, QC FACILITY NAME AND LOCATION**

We ask that you arrive fifteen minutes early to be sure you find parking, locate the facility and have time to check-in with the hosts. The hosts may be checking respondent's identification prior to the group, so please be sure to bring some personal identification with you (i.e. driver's license). Also, if you require glasses for reading, please bring them with you.

As we are only inviting a small number of people, your participation is very important to us. If for some reason you are unable to attend, please call so that we may get someone to replace you. You can reach us at **1-800-363-4229** at our office. Please ask for **Virginie Roux**. Someone will call you the day before to remind you about the discussion.

May I please get your name: **ON FRONT PAGE**

**Thank you very much for your help!**



## **Appendix B: Moderation Guide and Participant Hand-outs**

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<b>OUTLINE</b>	
<b>1. Introduction</b>	<b>2.5 minutes</b>
<b>2. Participant Presentation</b>	<b>2.5 minutes</b>
<b>3. National Flag of Canada Day (General)</b>	<b>10 minutes</b>
<b>4. Initial Poster Evaluation</b>	<b>10 minutes</b>
<b>5. Open Discussion</b>	<b>30 minutes</b>
<b>6. Final impressions of the posters/ Conclusion</b>	<b>5 minutes</b>
<b>Total</b>	<b>60 minutes</b>

**1. INTRODUCTION (2.5)**

Welcome. You are about to be part of an important process in assisting the Department of Canadian Heritage enhance some posters it is working on for an event for early next year. We are interested in hearing your feedback as a young Canadian / educator.

Before we begin, allow me to introduce myself. My name is Rick and I have been hired to lead this discussion with you tonight. To do that, I'll ask a number of different questions and have you discuss your opinions. It is important to remember that there are no right or wrong answers. It is your opinion that counts.

In reporting the results, I may take some notes. However, I will be audio recording this interview so that I don't miss any details. These tapes will only be used to help me recall enough details to enable me to report people's opinions accurately. Nothing you say or do will be identified to you as an individual and you will never be contacted in connection with this particular session.

One final note, this room is equipped with a one-way mirror. A few of my clients are back there to hear firsthand your ideas and thoughts.

Again, there are no right or wrong answers. Thank you for joining me tonight. Do you have any questions before we begin?



## 2. PARTICIPANT PRESENTATION (2.5)

- What I would like to do now is get to know you a little. Could you please tell me your name and a little something about yourself:

### Teachers

- Your family
- your job
- the area where you live

### Students

- Grade level
- pastimes

## 3. NATIONAL FLAG OF CANADA DAY (GENERAL) (10)

- What do you consider Canadian symbols?
- What do you think is the significance of the Canadian Flag? Why is the Canadian Flag important?
- What do you know about Flag Day?
- Why should Canadians celebrate Flag Day?

## 4. INITIAL POSTER EVALUATION (10)

- Display all three posters. Have participants approach each poster to view them individually.
- **No oral feedback yet** – as participants view each poster, have them write down their impressions.
- **No oral feedback yet** - after participants have had a chance to examine all three posters, ask them to complete the mini questionnaire.



**5. OPEN DISCUSSION**

**(30)**

TEACHERS	YOUTH
<ul style="list-style-type: none"> <li>• What did you like? What did you dislike?</li> </ul>	<ul style="list-style-type: none"> <li>• What did you like? What did you dislike?</li> </ul>
<ul style="list-style-type: none"> <li>• What do you think about the visual presentation / imagery / graphics?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think about the visual presentation / imagery / graphics?</li> </ul>
<ul style="list-style-type: none"> <li>• What do you think about the different poster formats?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think about the different poster formats?</li> </ul>
<ul style="list-style-type: none"> <li>• Do you think these posters would capture youth's attention? Is there one that would be more effective over another? Why? What would catch their attention?</li> </ul>	<ul style="list-style-type: none"> <li>• Who do you think these posters are targeted to?</li> <li>• Do you believe these posters are as effective with older Canadians as they perhaps would be with younger Canadians such as yourself?</li> </ul>
<ul style="list-style-type: none"> <li>• Do you feel <b>youth</b> would be able to relate to the posters?</li> </ul>	
<ul style="list-style-type: none"> <li>• Using one sentence - what do you think the posters are trying to communicate? Are they all communicating the same message?               <ul style="list-style-type: none"> <li>○ Do you agree with what the posters are trying to communicate? Do you think that the message is appropriate/relevant?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Using one sentence - what do you think the posters are trying to communicate? Are they all communicating the same message?</li> </ul>
	<ul style="list-style-type: none"> <li>• Do you think that youth helped build this poster?</li> </ul>
<ul style="list-style-type: none"> <li>• Do you think these posters effectively communicate the importance of celebrating the Canadian Flag?</li> <li>• Do you think these posters underline the significance of Flag Day?</li> </ul>	<ul style="list-style-type: none"> <li>• Having looked at the posters, has it changed your opinion on the importance of the Canadian Flag?</li> <li>• Do you think these posters underline the significance of Flag Day?</li> </ul>
<ul style="list-style-type: none"> <li>• Would you display these posters in your classroom? Are the classrooms a good / appropriate place for these posters to be displayed?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you feel that these posters are appropriate to be displayed in a classroom?</li> </ul>
<ul style="list-style-type: none"> <li>• Are the posters respectful of the Canadian Flag?</li> </ul>	<ul style="list-style-type: none"> <li>• Are the posters respectful of the Canadian Flag?</li> </ul>
<ul style="list-style-type: none"> <li>• Which poster do you prefer? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• Which poster do you prefer? Why?</li> </ul>



### **ACTIVITIES (Teachers Only)**

- What do you think about the activities on the backside of each poster? What do you like? What do you dislike? Is this a good idea?
- Are they helpful? Are they appropriate for the age groups identified?
- Would you use them in class?
  - **If yes:** Why? How would you make use of them?
  - **If no:** Why not? What is missing? What is wrong with them? What activities would be more appropriate?

### **6. FINAL IMPRESSIONS OF THE POSTERS / CONCLUSION (5)**

- General comments
  - Do you think a poster campaign such as this one could be used every year?
  - Does anyone have any additional comments about the posters or the initiative in general?

Thank you for your participation!



**Quickly jot down some of your thoughts regarding the posters:**

**Poster L**

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**Poster F**

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**Poster M**

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## Evaluation

### POSTER L

	Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Disagree
a. This poster is visually appealing	1	2	3	4	5
b. The message is clear	1	2	3	4	5
c. The message is relevant to me	1	2	3	4	5
d. The poster is cool	1	2	3	4	5
e. The poster would encourage me to visit the website listed on it	1	2	3	4	5
f. I would probably remember this poster	1	2	3	4	5

### POSTER F

	Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Disagree
a. This poster is visually appealing	1	2	3	4	5
b. The message is clear	1	2	3	4	5
c. The message is relevant to me	1	2	3	4	5
d. The poster is cool	1	2	3	4	5
e. The poster would encourage me to visit the website listed on it	1	2	3	4	5
f. I would probably remember this poster	1	2	3	4	5

### POSTER M

	Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Disagree
a. This poster is visually appealing	1	2	3	4	5
b. The message is clear	1	2	3	4	5
c. The message is relevant to me	1	2	3	4	5
d. The poster is cool	1	2	3	4	5
e. The poster would encourage me to visit the website listed on it	1	2	3	4	5
f. I would probably remember this poster	1	2	3	4	5

Please rank the three ads. Place a '1' beside your favourite poster, a '2' beside your second favourite and a '3' beside your third choice:

Poster L \_\_\_\_\_  
Poster F \_\_\_\_\_  
Poster M \_\_\_\_\_





## **Appendix C: Handout Results**



		<i>Top-two box results</i>						
		Overall	Students	Teachers	Students/ English	Students/ French	Teachers/ English	Teachers/ French
<b>Skateboard Sticker</b>								
	This poster is visually appealing	58%	74%	41%	78%	70%	63%	22%
	The message is clear	56%	68%	41%	56%	80%	50%	33%
	The message is relevant to me	51%	58%	44%	67%	50%	86%	11%
	The poster is cool	58%	58%	59%	56%	60%	75%	44%
	The poster would encourage me to visit the website listed on it	22%	26%	18%	22%	30%	38%	-
	I would probably remember this poster	47%	53%	41%	56%	50%	63%	22%
<b>Full Flag Skateboard</b>								
	This poster is visually appealing	94%	89%	100%	100%	78%	100%	100%
	The message is clear	94%	95%	94%	89%	100%	100%	89%
	The message is relevant to me	50%	58%	41%	78%	40%	88%	-
	The poster is cool	78%	68%	88%	67%	70%	100%	78%
	The poster would encourage me to visit the website listed on it	40%	39%	41%	44%	33%	63%	22%
	I would probably remember this poster	75%	74%	76%	78%	70%	88%	67%
<b>School Bag</b>								
	This poster is visually appealing	56%	53%	59%	67%	40%	50%	67%
	The message is clear	78%	89%	65%	78%	100%	75%	56%
	The message is relevant to me	58%	58%	59%	78%	40%	88%	33%
	The poster is cool	39%	42%	35%	33%	50%	25%	44%
	The poster would encourage me to visit the website listed on it	25%	16%	35%	11%	20%	50%	22%
	I would probably remember this poster	47%	53%	41%	33%	70%	50%	33%
<b>Skateboard Sticker</b>								
	First option	18%	21%	13%	22%	20%	33%	-
	Second option	38%	53%	20%	44%	60%	33%	11%
	Third option	44%	26%	67%	33%	20%	33%	89%
<b>Full Flag Skateboard</b>								
	First option	62%	63%	60%	67%	60%	67%	56%
	Second option	32%	26%	40%	22%	30%	33%	44%
	Third option	6%	11%	-	11%	10%	-	-
<b>School Bag</b>								
	First option	21%	16%	27%	11%	20%	-	44%
	Second option	29%	21%	40%	33%	10%	33%	44%
	Third option	50%	63%	33%	56%	70%	67%	11%