

2005 National Flag Day Poster Evaluation

Focus Group Research Report

**Prepared for: Kevin MacLeod
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. Two thousand and five will be the 40th anniversary. The day fits well with the mandate of the Department of Canada 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.

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 two poster concepts targeted especially to youth, and a brochure especially to teachers to help them engage their students in Flag Day.

The National Flag Day posters are intended to:

- create awareness of the day, its 40th anniversary, 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’ and brochure’s 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 and brochure. 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 brochure;
- Gauging the appeal of the activities, information and design of the brochure;
- 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 brochures should be addressed inside the school, how many brochures 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 Halifax (October 18, 2004) and in Quebec City (October 19, 2004). Sessions in Halifax were conducted in English while those in Quebec City were conducted in French. The moderator from Decima Research, Rick Nadeau, moderated all four sessions.

Group Composition

A total of 37 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
Halifax, NS	9	• English youth
	10	• English educators
Quebec City, QC	9	• French youth
	9	• French educators

Focus Group Visual Material

For all sessions, participants were shown two life-size and two reduced-size versions of the poster concepts. In addition, educators were shown a template of the brochure containing the content and format idea of the final brochure.



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

General Thoughts Around “Celebrations” and Canadian Symbols

Serving as a sort of warm-up exercise, youth were asked to list events they celebrate throughout the year and what they considered Canadian symbols:

- **Celebrations:** Predictable events such as Christmas, Thanksgiving and their birthday were mentioned in both cities. Other celebrations mentioned in Halifax included Remembrance Day, Easter, Canada Day, Hanukah and Valentine’s Day. In Quebec City, youth also referred to the St. Jean Baptiste, Easter, Valentine’s Day and New Year’s Eve. Given the time of year the groups were being held, Hallowe’en was also a popular answer.
- **Canadian Symbols:** When asked to list Canadian symbols, youth referred to a few animals, notably the beaver and the loonie. Other notable mentions include Toronto (the city), the Canadian flag, “items found on Canadian money”, the maple leaf, the color red (because it’s on the Canadian Flag), sugar shacks, and maple syrup.

Awareness and Perceptions of National Flag Day of Canada

- **Overall low awareness of Flag Day:** Very few of the youth were aware of National Flag Day, even when reminded that it is celebrated on February 15th. Similar to last year’s evaluation, some confused it somewhat with Canada Day on July 1st.
- Educators were only somewhat more likely to be aware and informed of National Flag Day. While some did know that the day existed, none were able to clarify the date and only a few recalled the date once the moderator reminded them of it. None of the teachers have done something special for Flag Day and only one teacher (a Vice Principal in Halifax) remembered seeing the 2004 poster with the skateboard.
- One educator thought Flag Day was in June but she was getting her school’s Canada Day celebrations (which take place in June because they are on vacation in July) confused with Flag Day.



Poster Evaluation – Youth

Evaluation Process

The following steps were followed to obtain feedback from youth:

1. The following concept names will be used in this section to refer to each poster concept:
 - **“Student at Locker” (Poster L)**. There is a red bookcase on his left, and a red door on his right. These two images and the kid’s maple-leaf t-shirt simulate a Canadian flag when the poster is seen from far.
 - **“Hands Holding Flag” (Poster F)**: This is the poster where a Canadian flag is attached to a hockey stick and several hands are holding the hockey stick.
2. Youth were provided with two handouts, one to write down their first impressions, and one to evaluate several aspects of the posters using a 5-point scale. All handouts can be found at the end of Appendix B.
3. For the first group, the “Student at Locker” poster was shown for approximately 10 seconds, then the “Hands Holding Flag” poster was shown for another 10 seconds. The order of the posters was alternated for the second group.
4. 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.
5. Once the grid exercise was complete, youth were then asked to use blue and yellow “stickies” to indicate positive and negative aspects of each poster.
6. Once the “sticky” exercise was complete, the open discussion began.

- When initially asked to provide a “thumbs up” or “thumbs down” evaluation, the results show that, overall both posters fared rather well and were evenly matched. It is worth noting however that, based on “gut reactions,” Poster L was initially better received in Quebec City whereas Poster F was better received in Halifax.




First impression - Thumbs Up/Thumbs Down Exercise	Students (18 total)	English (9 students)	French (9 students)
First impression liked L (Student at Locker)	78%	67%	89%
First impression liked F (Hands Holding Flag)	72%	100%	44%


- When asked to provide a more detailed evaluation, again based on “gut reactions,” few seemed to consider either of the posters as “super cool” whereas most seemed to consider them “neat” or “OK – nothing special.” An encouraging outcome for the design team is that none of the participants rated either of the posters as “one ugly poster.”



First impression evaluation for Poster L (Student at Locker)	Students (Overall)
<i>Top-two box</i>	56%
Super cool poster	6%
Neat poster	50%
The poster is OK - nothing special	33%
I've seen better	11%
That is one ugly poster	-
First impression evaluation for Poster F (Hands Holding Flag)	Students (Overall)
<i>Top-two box</i>	44%
Super cool poster	17%
Neat poster	28%
The poster is OK - nothing special	39%
I've seen better	11%
That is one ugly poster	-

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	Poster L (Student at Locker)	Poster F (Hands Holding Flag)
This poster is visually appealing		
The message is clear		
The message is relevant to me		
The poster is cool		
The poster would encourage me to visit the website listed on it		
I would probably remember this poster		

Favourite Poster	Students (Overall)	Students/ English	Students/ French
Favourite L (Student at Locker)	56%	44%	67%
Favourite F (Hands Holding Flag)	44%	56%	33%



General feedback by youth regarding **concept F** (Hands Holding Flag) is as follows:

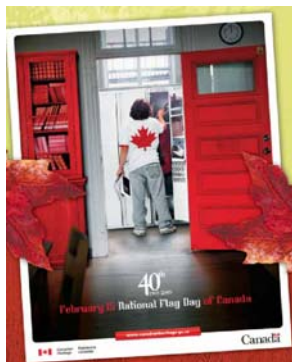
- The poster was considered more eye-catching compared to the other concept, mostly because of the use of colors.
- Not all youth noticed the use of the hockey stick. Reactions, both initially and once given the chance to look at the poster in greater detail, were generally positive with respect to the hockey stick. Although a few raised the point that lacrosse is Canada's national sport, most agreed that hockey is an important sport in Canada. Some youth did however contest the use of a hockey stick, sensing that its use was creating a false image of Canadians: "It makes us look like we all like hockey. Hockey is a good part of us, but there is more than hockey."
- Youth seemed quite comfortable with the idea of having either one of the posters hanging on their school or classroom walls.
- While youth were generally reserved about the idea of hanging either one of the posters in their bedroom, poster F was the most popular alternative. Youth felt it was more uplifting and did not remind them so much of school (which is what Poster L did).
- Youth appreciated the fact that the many hands holding the flag spoke to multiculturalism and that it is gender-neutral (both boys and girls are shown holding the flag).
- The poster reminded a 14-year old participant in Halifax of Iwo Jima (see image).
- Youth preferred the font used on this poster because it was bigger and bolder. They did however criticize the small font size used for "February 15."
- Youth felt that this poster more directly and effectively captures the spirit of Flag Day - that, based on their interpretation of the event, it is a day to celebrate the Canadian Flag. They felt poster L could be in reference to anything having to do with Canada or the Canadian flag.
- When directly asked if one poster communicated a different message compared to the other one, youth in Halifax emphasized that poster F conveyed messages of "fun" and "celebration" whereas poster L did not.
- One youth was not comfortable with all the jewellery worn on the poster (this came from a young man in Halifax, who was not wearing any jewellery at all, not even a watch or a ring).
- Youth were generally less likely to feel targeted or included in this poster compared to poster L. Youth felt that poster F could be used for all Canadians and not just youth





whereas they were more likely to “see themselves in” poster L because of the use of a student standing at his/her locker. If poster F were to include the faces of those holding the flag, then there might be an opportunity to make the poster more targeted to youth.

- Youth did not feel that poster F was original – they felt as though they had seen something similar to this before.
- Youth felt that strong themes emanating from this poster included “unity”, “togetherness”, “strength”, “diversity”, and, “patriotism.”
- Youth would like the URL to be more apparent.



General feedback by youth regarding **concept L** (Student at Locker) is as follows:

- Youth generally felt that this poster was more appropriate for a school setting given the obvious fact that the poster features a student at school.
- Youth also felt that they could better relate to this poster whereas the other poster could just as easily be targeted to the general population.
- A suggestion to make the poster even more inclusive to all youth would be to have a series of similar posters with a different student in each one. They could then have a poster with a boy, another with a girl, different heights and weights and different ethnic backgrounds.
- Youth agreed that this poster was more visually interesting and original because of the optical illusion created by the colors and the flag on the student’s shirt. However, the poster did not seem to awaken any particular emotion in youth, unlike poster F. Basically, poster L looked neat. As such, youth agreed that this poster could not be used for the same purposes as poster F. Whereas poster F was more appropriate for a celebration, this poster was subtler and more appropriate for reflection.
- It is important to note that the “eye-catchiness” of this poster received mixed reviews. While some youth believe that it’s unique effect would catch their attention and get them to stare at it to fully appreciate the effect, others were not convinced that this poster would stop them in their tracks so that they could take the time to figure out the optical illusion.
- A major flaw in L was the lettering – nearly all youth felt that the poster would be improved if the font were bolder and larger.
- This poster clearly reminds students of school which in large part explains why very few of them would want to post it in their bedrooms and few are interested in visiting the website.
- Similar to poster F, youth would like the URL to be more apparent on this concept as well.



Attitudes Towards Learning About Flag Day Among Youth

- Besides getting a “day off” from school, some of the ways students felt they would like to learn about Flag Day included:
 - Competitive trivia contests
 - A debate
 - Class activity whereby they create their own flag or poster that would represent what Canada means to them
 - “A story that we can relate to as teenagers, as opposed to discussing historic dates.”
 - Create a Flag Day display
 - Have a special guest tell a story
 - Fireworks
 - Do’s and Don’ts are interesting because they are short
 - Crosswords and word jumbles
 - Online activities and games (references were made to a site that has facts on Canadian animals and another site that is in space and players need to select the food, clothing, that they would bring to survive)
 - Videos or movies

- 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*.



Poster Evaluation – Educators

Evaluation Process

The following steps were followed to obtain feedback from educators:

1. Participants were provided the handout found at the end of Appendix B.
2. For the first group, the “Student at Locker” poster was shown for approximately 10 seconds, then the “Hands Holding Flag” poster was shown for another 10 seconds. The order of the posters was alternated for the second group.
3. Participants were instructed to provide top-of-mind feedback and indicate the poster they thought their students would prefer, as well as their personal preference.
4. Once this exercise was complete, the open discussion began.
5. The following concept names will be used in this section to refer to each poster concept:
 - **“Student at Locker” (Poster L)**. There is a red bookcase on his left, and a red door on his right. These two images and the kid’s maple-leaf t-shirt simulate a Canadian flag when the poster is seen from far.
 - **“Hands Holding Flag” (Poster F)**: This is the poster where a Canadian flag is attached to a hockey stick and several hands are holding the hockey stick.

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

- Interestingly, a lot of the general feedback obtained from the teachers was very similar to what was mentioned by youth. In particular, their opinions were similar on the following points:
 - That the posters seemed to target two different audiences – they felt that poster L targeted youth (although not youth at the elementary level because they do not use lockers yet) whereas poster F could be used with the general population and not youth exclusively;
 - They agreed that these posters were appropriate in their schools and classrooms;
 - That poster F communicated more a sense of celebration whereas poster L communicated more a sense of commemoration;
 - That poster F was not original and resembled many other posters featuring the Canadian Flag for one reason or another;
 - That poster L was more “cerebral” and was likely to require students to stop and stare at it in order to fully appreciate it – not all teachers were convinced that this would happen.
- Teachers were not likely to keep the posters hanging in their classrooms long after February 15, although a few did indicate that if the year (i.e. 2005) were not on the poster, they might be tempted to keep it posted permanently. In fact, poster L was considered so unique and interesting that a few suggested cutting off the bottom of the



poster (where the title and date is located) and keeping the top portion as a piece of art hanging in their classroom.

- Interestingly, only about half of all teachers noticed the hockey stick in poster F. The stick was a more contentious issue among teachers. While they were convinced that it would be appealing to youth, they were not convinced that it was the ideal way to promote the Canadian flag, that it did not effectively represent Canadians and that it did not communicate the values they are trying to instil into youth in their own classrooms. This last point was clearly verbalized by a teacher in Quebec City. Although she had no objections to the idea of Flag Day, she was emphatic about the negative image that professional hockey players portray: young men who have not all completed their high school who lay claim to millionaire salaries.
- The fact that the NHL was in a lock-out position right now also rose a few concerns about the use of a hockey stick to promote Flag Day.
- There was a concern that elementary school students would not understand poster L: “they need to know it is Flag Day, and they have to see a flag, kids probably won’t see it in L.”

Brochure Evaluation

After providing their feedback on the posters, teachers were presented with a brochure that would be sent to schools with the posters. They were given a brief overview of the projected contents of the brochure and two copies were available in draft form for circulation to teachers as they pondered their feedback on the concept.

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

- Teachers were unanimously supportive of the idea of the brochure. In fact, even before the brochure was presented, a number of teachers suggested that teaching material should be made available to teachers to help them provide information and context around the posters for their students.
- Teachers were interested in all the proposed content in the brochure.
- They felt that the content allowed them sufficient flexibility to adapt the information to their own teaching style, level and environment.
- A common suggestion was to have either the brochure or its related website provide possible “canned” activities or teaching techniques that they could use or adapt to help them teach about Flag Day. When the moderator clarified that in past groups teachers were simply interested in raw information that they could then integrate into their lessons or to create their own activities, 2004 teachers clearly ridiculed this proposition. They emphasized that they do not have all this time on their hands and that any help they could get in preparing special activities would be appreciated. They did clarify however that the activities should be prepared according to age groups.
- Teachers did not think that the brochure would be easily “photocopiable”. The concern arose not so much around the size of the brochure but more with respect to the use of colors in the brochure. Even when shown a photocopy of the trivia section, teachers felt



it did not look clean and organized. They would be in favour of a less colourful insert in the brochure that could be easily photocopied in black and white.

- Teachers were visibly distraught by the fact that only three copies would be sent to each school. Schools would have preferred between 5 and 10 copies per school. They were somewhat appeased by the fact that 1) this and more material would be available online, and, 2) that the brochure would be made available to schools one month prior to February 15th. The idea of having the entire brochure available in downloadable (e.g. PDF) format was very appealing. Despite these steps, teachers suggested that they should be provided a means of contacting the Department to order additional copies if needed.
- Additional activities or types of information that teachers would like to see added either to the brochure or on the related website include:
 - Images of all the flags that preceded the current one;
 - Video and/ or DVD;
 - CDROM (some even suggested that a CDROM could replace the brochure);
 - The activities in the brochure are not sufficiently interactive – teachers suggested more activities that involve two-way interaction. Website activities were highly recommended to achieve this;
 - Needed more material for younger students at the elementary school level.
- Teachers were also very supportive of the brochure format, referring to the size of the brochure and the material used. They are all aware of the fact that they are “pack rats” and keep most of this type of material. They feel that the format proposed in this case is ideal because it fits nicely in a folder or a binder and can be used in future years.
- In terms of the appropriate distribution channels within their schools, teachers provided similar responses to last year. They suggested that the kits be sent to the Vice Principal or to department heads of Social Sciences, History or Geography.
- An important challenge with teachers seems to be to convince them that Flag Day is an should be included in their lesson plans. Many teachers suggested that they have very little control over what is taught – that the curriculum is dictated to them and they need to follow it. They hinted that if the Government wants them to teach this to their students, the curriculum decision makers need to be influenced, not them.
- Another related challenge seems to be convincing teachers themselves of the importance of Flag Day. Teachers, who did not differ from students in this way, did not seem to understand the deeper significance of what the Flag represents for them and the country. An important challenge for the Department will be to help contextualize the event for teachers so that they don’t see it as a celebration of a piece of cloth but rather a symbol of all that is truly and uniquely Canadian. The link does not appear to be obvious to teachers – and if it is not obvious to them, there is no way they will help students make these links. While the posters can help raise awareness among students, it will be important that teachers meet them at least half way so that these students fully appreciate the magnitude and importance of Flag Day.



Appendix A: Recruitment Screener



PCH (2005 Flag Day Poster Evaluation) Screener for Youth

Questionnaire: _____

Halifax: October 18th - English Youth: 6:00 pm \$ 20 (+\$10 for parents)	Study#: 7144 CSRC Reg#: XXXX Call: 1-800-554-9996
Quebec City: October 19th - French Youth: 6:00 pm \$ 20 (+\$10 for parents)	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. May I speak to one of the adults in the household?

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

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 **Halifax/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 | CONTINUE |
| No | 2 | THANK & DISCONTINUE |



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	THANK AND TERMINATE IF APPLICABLE
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.

Halifax: October 18th - English		
Youth:	6:00 pm	\$ 20 (+\$10 for parents)
Quebec City: October 19th – French		
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	GO TO Q5b
Fax	2	GO TO Q5c

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	THANK & DISCONTINUE
No	2	
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:

Halifax

Corporate Research Associates Inc.
October 18
1 Maritime Place, Suite 700
Phone: 902-493-3250

Quebec City

Impact Research (Cossette Location)
October 19
801 Chemin St. Louis, bureau 200
Phone: 418-647-2727

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 (2005 Flag Day Poster Evaluation) Screener for Teachers

Questionnaire: _____

Halifax: October 18th - English Teachers: 8:00 pm \$ 50	Study#: 7144 CSRC Reg#: XXXX Call: 1-800-554-9996
Quebec City: October 19th – French 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 **Halifax/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	THANK & TERMINATE
Grade 2		2	
Grade 3		3	
Grade 4		4	WE WOULD LIKE A 50/50 MIX
Grade 5		5	OF GRADES 2 TO 6 AND GRADES 7
Grade 6		6	TO 10
Grade 7		7	
Grade 8		8	
Grade 9		9	
Grade 10		10	
Grade 11 or over		11	THANK & TERMINATE
Other (e.g. teacher librarian, other resource teacher)		12	THANK & TERMINATE

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	THANK & TERMINATE
25-34 years		2	
35-45 years		3	
45-54		4	WE WOULD LIKE A MIX OF AGES
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	WE WOULD LIKE
Female	2	50/50 MIX IF POSSIBLE

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	THANK & TERMINATE
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.

Halifax: October 18 th - English	
Teachers: 8:00 pm	\$ 50
Quebec City: October 19 ^h – French	
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	THANK & DISCONTINUE



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:

Halifax

Corporate Research Associates Inc.
October 18
1 Maritime Place, Suite 700
Phone: 902-493-3250

Quebec City

Impact Research (Cossette Location)
October 19
801 Chemin St. Louis, bureau 200
Phone: 418-647-2727

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

**OUTLINE**

	Teachers	Students
1. Introduction	2.5	2.5
2. Participant Presentation	2.5	2.5
3. General Discussion: Celebrations and Flag Day	5	10
4. Initial Poster Evaluation	5	10
5. Open Discussion	10	30
6. Brochure Evaluation	30	0
7. Final impressions of the posters / Conclusion	5	5
Total Minutes	60	60

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

Students

- Grade level
- pastimes



3. GENERAL: CELEBRATIONS & FLAG DAY (STUDENTS 10 / TEACHERS 5)

- **YOUTH ONLY - USE FLIPCHART:** I'd like to start by having you list off for me events we celebrate throughout the year?
 - ↳ How do we celebrate these events?
 - ↳ Why do we celebrate these events? Why is it important to celebrate these events?
- **YOUTH ONLY -** What do you consider key Canadian symbols?
 - ↳ What about the Canadian Flag? Can you think of situations or events when you are excited or proud to see the Canadian Flag? What makes you feel that way?
- **ASK ALL -** What do you know about Flag Day, if anything? When is it? What is it about?

4. INITIAL POSTER EVALUATION (STUDENTS 10 / TEACHERS 5)

- **YOUTH ONLY:** Obtain a “gut reaction” from youth – the moderator will flash the posters one after the other (for 15 seconds), after each showing, youth will fill out a quick form on paper. After having provided an initial reaction to both posters, youth then proceed to the full evaluation.
- **YOUTH ONLY:** Display both posters – explain the “sticky” exercise¹:
 - Everyone will have two stacks of little “stickies” – one will be Blue stickies (for positive feedback) and the other will be Red stickies (for negative feedback).
 - Once each participant has had a chance to look at each poster, they will be asked to use their stickies to provide feedback – use one or a few words to express their thoughts on the sticky – they are to fill out their stickies at their seats and once they are done writing down all their thoughts, they get up and place the stickies on the various parts of the posters.
 - After participants have had a chance to provide “sticky” feedback, ask them to complete the mini questionnaire.
- **TEACHERS ONLY:** Display both posters quickly (15 seconds) and hand-out a feedback form to obtain their “gut reaction” (teachers will not be asked to complete a mini-questionnaire). Then proceed to open discussion.

¹ We will need two sets of posters for youth groups – one will have the stickies on it while the other will be used for open discussion.



5. OPEN DISCUSSION

TEACHERS (10 minutes)

- What did you like? What did you dislike?
- Which poster do you prefer? Why?
- Which poster do you think your students would prefer? Why?
- 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?
- Would the posters be sufficiently eye-catching and provocative that they would entice students to want to learn more about Flag Day in the classroom?
- Do you think these posters effectively emphasize the significance of Flag Day?
- Would you display these posters in your classroom? Are the classrooms a good / appropriate place for these posters to be displayed?
- Could the posters outlive Flag Day itself? Would you keep the poster(s) up in your classroom past Feb. 15?

YOUTH (30 minutes)

- **BY REFERRING TO THE STICKERS:** What did you like? What did you dislike?
- What do you think about the visual presentation / imagery / graphics?
- Which poster do you prefer? Why?
- Are the posters 'cool'?
- Do you believe these posters would have the same impression on older Canadians as they perhaps would on younger Canadians such as yourself?
- Do you think these posters underline the significance of Flag Day?
- Would you like to see one of these posters displayed in your classroom? What about in the hallways or in the school common areas? What about in your room?
- Are the posters respectful of the Canadian Flag?
- How would you like to learn about specific facts about the Canadian flag and the history of the Canadian flag? What kinds of activities come to mind? What is your favourite way of learning (crosswords, trivia quizzes, "Did you know..." type statements, online activities, etc.)?
 - **IF NEEDED:** Think of the way you commemorate Remembrance Day on November 11 each year – are there specific activities that help you appreciate and understand the significance of that particular day?



6. BROCHURE EVALUATION (TEACHERS ONLY) (30 minutes)

- Have you or your school done anything in the past to celebrate Flag Day? Do you feel it is enough?
- In 2005, for the Flag's 40th anniversary, do you think you'll do something special in class? What would you do?

MODERATOR PROVIDES BRIEF EXPLANATION OF THE BROCHURE - Handout

- Is this a good idea?
- Based on what you see here, and assuming each school would receive a maximum of three copies, how would you use a brochure or kit like this in your classroom? **IF NEEDED:** Would you select specific items inside the brochure and use them as “one-offs” or would you integrate the whole or most of the brochure into your lessons?
- Does it look easy to photocopy? **(SHOW EXAMPLES OF PHOTOCOPIES!)**
- When you pick-up or receive teaching material, do you keep it for subsequent years or do you pass it on or recycle it?
 - Does the format matter to you? Does it matter if it can easily be stored for future use? What have your experiences been?
 - Is this type of format conducive to easy “storage”? Would you keep it for subsequent years?
- As I briefly outlined when I presented the brochure, it will contain a variety of information, leaving it up to the teachers to determine how the information could be used in an academic context. The information would be presented in the form of:
 - “Did you know...” statements
 - Do's and Don'ts related to the flag
 - A quiz, with more Q&A's online
 - The evolution of the flag
 - A picture and description of the ceremony on February 15, 1965
 - To enhance the learning experience with your students, what other types of information or information formats would you like to see included in this type of brochure?
- What do you think of the fact that some of this material is online, such as graphics, text, more activities, etc? Would you go to the site to download some of this material? Would you have your students go online? What else would you like to download?



- Is this the type of material you would like to receive in the future?
- When mailed out, who should they be sent to on your staff to ensure the broadest circulation? Department head (If so, which departments?) Librarian? Principal?
- Each school will receive a maximum of three copies. Can your staff, amongst themselves, ensure that they are shared, given that they will be provided to schools at least a month in advance of Flag Day (e.g. early January)?

7. FINAL IMPRESSIONS OF THE POSTERS / CONCLUSION (5)

- Does anyone have any additional comments about the posters or the initiative in general?

Thank you for your participation!



Based on what you saw, indicate if you would give the poster a “thumbs up” or a “thumbs down” (circle your choice) then put a checkmark (✓) beside the statement that best reflects your opinion of the poster.

Poster L:



- Super cool poster
- Neat poster
- The poster is OK – nothing special
- I've seen better
- That is one ugly poster

Poster F:



- Super cool poster
- Neat poster
- The poster is OK – nothing special
- I've seen better
- That is one ugly poster



Quickly jot down some of your thoughts regarding the posters:

Poster L

Poster F



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

Put a checkmark (✓) beside your favourite poster:

Poster L

Poster F



Appendix C: Handout Results



STUDENTS			
First impression - Thumbs-Up/Thumbs-Down Exercise	Students (18 total)	English (9 students)	French (9 students)
First impression liked L (Kid-Flag)	78%	67%	89%
First impression liked F (Hands Holding Flag)	72%	100%	44%
First impression evaluation for Poster L (Kid-Flag)	Students (Overall)	Students/ English	Students/ French
<i>Top-two box</i>	56%	56%	56%
Super cool poster	6%	11%	
Neat poster	50%	44%	56%
The poster is OK nothing special	33%	33%	33%
I've seen better	11%	11%	11%
First impression evaluation for Poster F (Hands Holding Flag)	Students (Overall)	Students/ English	Students/ French
<i>Top-two box</i>	44%	67%	22%
Super cool poster	17%	33%	0%
Really neat poster	28%	33%	22%
The poster is alright	39%	33%	44%
I've seen better	17%	0%	33%
Poster L - Kid-Flag (<i>Top-two box results</i>)	Students (Overall)	Students/ English	Students/ French
This poster is visually appealing	83%	67%	100%
The message is clear	50%	56%	44%
The message is relevant to me	44%	56%	33%
The poster is cool	67%	67%	67%
The poster would encourage me to visit the website listed on it	28%	33%	22%
I would probably remember this poster	56%	56%	56%
Poster F - Hands Holding Flag (<i>Top-two box results</i>)	Students (Overall)	Students/ English	Students/ French
This poster is visually appealing	67%	100%	33%
The message is clear	83%	89%	78%
The message is relevant to me	67%	89%	44%
The poster is cool	56%	89%	22%
The poster would encourage me to visit the website listed on it	50%	89%	11%
I would probably remember this poster	44%	89%	0%
Favourite Poster	Students (Overall)	Students/ English	Students/ French
Favourite L (Kid-Flag)	56%	44%	67%
Favourite F (Hands Holding Flag)	44%	56%	33%
TEACHERS			
Teachers Preference	Teachers (19 total)	English (10 teachers)	French (9 teachers)
Personal preference for L (Kid-Flag)	42%	40%	44%
Personal preference for F (Hands Holding Flag)	58%	60%	56%
Students would prefer L (Kid-Flag)	47%	40%	56%
Students would prefer F (Hands Holding Flag)	53%	60%	44%