

Department of Canadian Heritage

**Focus Groups to Evaluate Culture.ca
Poster Concepts**

September 16, 2005

FINAL REPORT

Prepared by:



Research. Facilitation. Strategy. Recherche. Facilitation. Stratégie.

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Executive Summary and Conclusions

Given the strengths and weaknesses of the various concepts and executions as observed in the focus groups, we conclude that while none of the concepts as presented are likely to fully meet the communications objectives, **the concept “Within your Reach”, with several modifications, has the most potential.**

The “Within your Reach” concept clearly communicates the concept of the website, and the action of clicking on the website. The concept also catches the eye (attractability) and instills positive sentiments about Canadian multiculturalism. However, the call-to-action of the concept needs to be strengthened, either through a revised tagline, or more likely, by communicating through teachers who will put the poster up and explain it in their classrooms. In addition, we support several of the participants’ suggestions regarding updating the photos, and more importantly, using photos which relate better to the Quebec/francophone context.

We conclude based on the focus groups that although the Yor Kultur concept will successfully attract attention, it is less likely to achieve the communications objectives, since the messaging and call to action were not at all clear to participants. Also, the misspelling, while necessary for the attractability of the concept, alienated teachers and they indicated it would discourage use of the poster.

While the “School Projects” concept is simple with a strong call to action, it does not have the attractability and likeability of the other concepts, and will very likely be lost in the high clutter high school environment.

We therefore recommend proceeding with a re-worked execution of the “Within your Reach” concept.

We have thoroughly enjoyed working with the Department of Canadian Heritage once again, and look forward to any questions, comments, and/or discussion of these findings.

THE ANTIMA GROUP

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Sommaire exécutif et conclusions

Étant donné les forces et les faiblesses que présentent les divers concepts et réalisations, selon nos observations dans les groupes de discussion, nous arrivons à la conclusion que, bien qu'aucun des concepts ne puisse vraisemblablement répondre à tous les objectifs de communication, **le concept « À ta portée » – après quelques modifications – constitue celui qui offre le plus de possibilités.**

Le concept « À ta portée » communique clairement le concept du site Web ainsi que l'action de cliquer sur le site. Le concept attire également l'œil (attractivité) et inspire des sentiments positifs quant au multiculturalisme canadien. Cependant, l'appel à l'action véhiculé par le concept aurait besoin d'être renforcé, soit en révisant le titre d'appel ou, mieux encore, en le communiquant par l'entremise des enseignants qui placeront l'affiche dans leur classe et l'expliqueront à leurs élèves. De plus, nous soutenons plusieurs suggestions émises par les participants au sujet de la mise à jour des photos, et surtout, de l'utilisation de photos qui se rapportent davantage au contexte québécois et francophone.

En s'appuyant sur les groupes de discussion, nous concluons que le concept « C ta kultur », tout en attirant l'attention sans difficulté, présente moins de possibilités d'atteindre les objectifs de communication, étant donné que le message et l'appel à l'action ne se sont pas du tout révélés évidents aux yeux des participants. En outre, la mauvaise orthographe – bien qu'elle soit nécessaire sur le plan de l'attractivité du concept – a soulevé l'aliénation des enseignants, qui ont d'ailleurs indiqué qu'elle les dissuaderait d'utiliser l'affiche.

Quant au concept « Travaux scolaires », il est simple et véhicule fortement l'appel à l'action mais ne soulève pas l'attractivité ni la sympathie des autres concepts, en plus de présenter beaucoup plus de risques de se perdre dans le grand fouillis de messages et de publicité présentés dans les écoles secondaires.

Par conséquent, nous recommandons de procéder avec la réalisation retravaillée du concept « À ta portée ».

Nous sommes très heureux d'avoir travaillé avec le ministère du Patrimoine canadien de nouveau, et il nous fera plaisir de discuter de ces résultats avec vous et de répondre à vos questions, s'il y a lieu.

LE GROUPE ANTIMA

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1. Background and Methodology

The Culture.ca team at the Department of Canadian Heritage has developed four (4) different concepts for posters which will be placed in secondary (high) schools across the country. The poster will be aimed at students and teachers and will attempt to drive student traffic to the culture.ca web portal as a reference source to conduct school work.

The specific communications objectives of the poster are:

- to inform teachers and students aged 14-17 of the existence of Culture.ca;
- to inform teachers and students that Culture.ca is a unique tool which will allow them access to thousands of high quality Canadian cultural sites, which will in turn assist them with their different research projects; and,
- to position Culture.ca as a unique virtual space which showcases high quality Canadian cultural content.

In order to evaluate how likely each of the concepts is to achieve the above communications objectives, and to make an informed decision as to which of the four concepts will likely be the most effective, the Department of Canadian Heritage and the Culture.ca team has commissioned The Antima Group, through its partner TNS Canadian Facts, to conduct qualitative research.

METHODOLOGY

Four focus groups were conducted, two each in Montreal and Calgary, on September 6 and 7, 2005, respectively. One group was held with students aged 14-17 years of age, the other with secondary school teachers. We provide the screener used for recruiting as Appendix 1.

The objectives of the focus groups were:

- to determine reaction to each of the four poster concepts;
- to determine the degree to which each concept achieved the overall communications objectives;
- to determine which concept would most likely be the most effective. The key predictors of effectiveness are:
 - *attractability* (ability to capture attention),
 - *likeability* (the extent to which an advertisement creates positive emotions is a key predictor of memorability and, subsequently, communications effectiveness),
 - *message comprehension* (do participants understand the message which is communicated?); and,
 - *call-to-action* (how likely are participants to act, i.e. go to the website, as a result of the concept?).

In order to minimize the potential for any order bias, the poster concepts were presented in different order in each of the focus groups, as follows:

Montreal Students	Montreal Teachers	Calgary Students	Calgary Teachers
1. Within your Reach	1. Yor Kultur	1. Yor Kultur	1. Within your Reach
2. School projects (happy face)	2. School projects (happy face)	2. School projects (beaver)	2. Yor Kultur
3. School projects (beaver)	3. School projects (beaver)	3. School projects (happy face)	3. School Projects (happy face)
4. Yor Kultur	4. "Within your Reach"	4. Within your Reach	4. School Projects (beaver)

Appendix 2 provides the moderators' discussion guide used for the groups.

Interpretive Note: Although qualitative research in general, and focus groups in particular, are highly valuable for providing insight into the needs, attitudes and opinions of an organization's customers and prospects, the results cannot be deemed to be representative of any wider group of individuals than those who participated.

2. “Yor Kultur/C ta kultur”

The “Yor Kultur/C ta kultur” concept, pictured below, was by far the strongest concept in terms of visual appeal and ability to attract the attention of both the teachers and the students. However, upon further analysis, it quickly becomes apparent that although it appeals visually to students, and some teachers, at first glance, the concept falls short in several key areas.



TRIES TO BE TOO COOL; LOOKS LIKE THE GIRL IS FROM “THE RING”

First of all, when going beyond the colours, the students in both Montreal and Calgary felt that it tries too hard to be speak to them, or to be “cool”, and by trying to hard, it has the opposite effect.

Calgary students went on to say that the girl in the poster reminds them of “The Ring”³, and for that reason are quite perturbed by the poster concept. We include opposite two promotional photos from the website to illustrate the similarity to which the Calgary students refer.



³ “The Ring” is a particularly disturbing horror film. Photos from www.ring-themovie.com

Ça fait notre époque (It's our era) – Montreal student

*Essaie de faire cool, quand tu vas sur le site, c'est pas ça, ils t'ont menti d'une certaine façon
(It tries to be cool, but when you go on the site, it's not that. They lied to you in a way) – Montreal student.*

She looks like the girl from "The Ring". – Calgary student

NOBODY APPRECIATES THE “CHAT”

Although both teachers and students understood why the words “Yor Kultur/C ta kultur” were misspelled to simulate chat and appeal to the students, several teachers were offended by the misspelling, and students felt somewhat angered, since they would not spell it wrong, even in abbreviated chat mode. Several teachers also indicated that they would refuse to put the poster up in their classroom only for that reason.

Il y a une faute à culture ; voyons, il faut écrire comme du monde. Ils essaient d'écrire ça façon jeune, mais ils n'ont pas réussi. (There's a mistake in “culture”. Come on, they should write properly. They're trying to write it in a young way, but it didn't work.) – Montreal student

Not proper spelling. It's a disservice to our children to show it. There's nothing that would speak to them of culture. – Calgary teacher

Je m'excuse, mais ça m'agresse. Le gars est agressif. Et, surtout je ne peux pas accepter les fautes, peu importe la raison. Jamais je mettrai cette affiche dans ma classe. J'peux pas. (I'm sorry, but it offends me. The guy is in your face. And most of all, I just can't accept the mistakes; for whatever reason. I will never put this poster in my classroom. I just can't.) – Montreal teacher

THE INTENDED MESSAGE AND CALL TO ACTION ARE NOT AT ALL CLEAR

Apart from the commentary on the visuals and spelling, which is the reason many of the participants in both cities, did not like the concept, the intended message and call to action are not clear at all.

Participants in all of the groups were clearly confounded by what they thought the poster concept was trying to communicate, and they certainly did not understand the call-to-action, i.e. what the concept was trying to get them to do (go to the website for help with school work).

Moderator: What do you think the poster is trying to tell you?

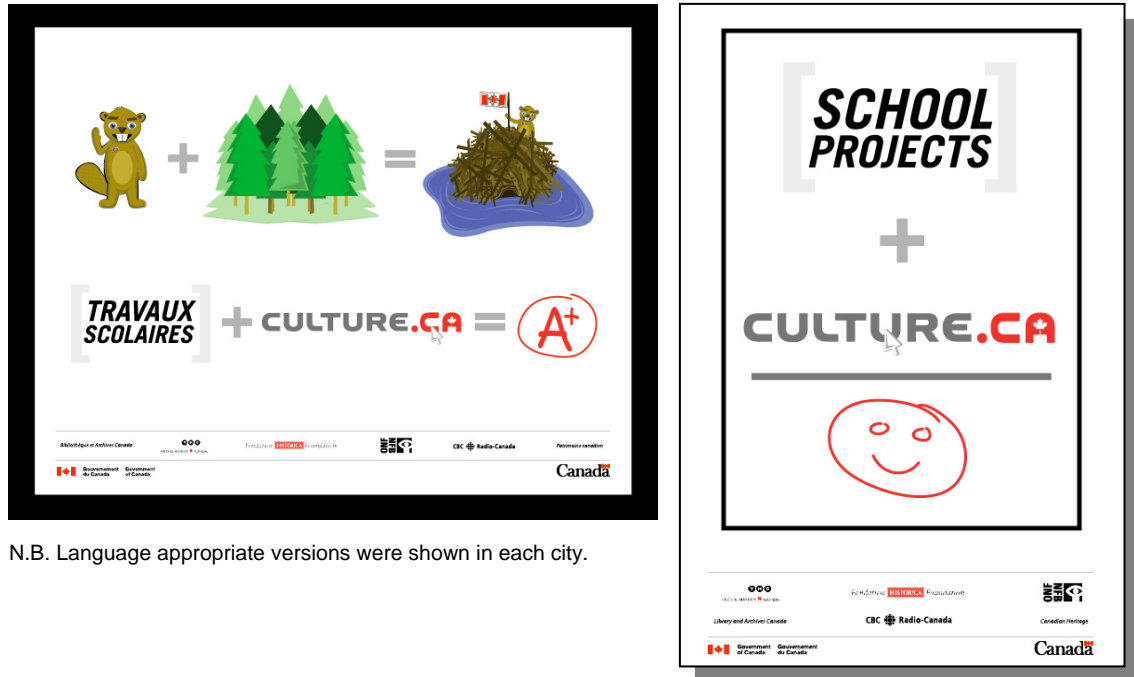
*Les jeunes, c'est ta culture, stupide (Hey kids, it's your culture, stupid) – Montreal student
It's a website for a rave – Calgary student*

La culture c'est quelque chose que tu acquiers – Montreal teacherà

It looks like a CD cover, in a way. – Calgary teacher

3. “School Projects/Travaux scolaires”

Two different executions of the “School Projects” concept were evaluated (see below) with the order alternated in different groups.



N.B. Language appropriate versions were shown in each city.

THE STRONGEST CALL TO ACTION...BUT

This concept (both executions) was the one in which the message and call to action were communicated the most clearly. Participants, both teachers and students, in both cities, clearly understood that “culture.ca” was a website which they could go if they had a school project which they needed to research:

If you check the website, you will get the information you need for school. – Calgary Student

Ça a l'air d'aider aux travaux scolaires ; le petit bonhomme il est content. (It seems to help with school projects. The little guy is happy.) – Montreal Student

Le message est plus clair : tu peux aller là si tu as besoin de documentation ou pour aller à certains endroits. The message is clearer. You can go there if you need research or to get to different sites. – Montreal Teacher

Ça peut t'aider dans tes travaux scolaires (It can help you with your school projects). – Montreal Teacher

I like it. Kids would look at that. None of that business. No purple. Simple. Gets the job done. If I go there, I'm going to be happy. It might answer my needs. – Calgary Teacher

THE LEAST LIKED CONCEPT VISUALLY

However, although some participants liked its simplicity, the concept (both executions) was definitely the least liked from a visual standpoint. In addition, both teachers and students indicated they would never see it and it would get lost in the clutter of the material in the hallways and classrooms, which tends to be very colourful and “loud” in order to attract students’ attention.

A lot of white. It's simple. Too simple. – Calgary student

La pancarte est laide, c'est peut être pour ça qu'on va la remarquer. Le gouvernement n'a pas de budget (The poster is ugly, maybe that's why we would notice it. The government has no budget) – Montreal student

La pancarte est BS, mal fait, c'est comme si tu voyais une page blanche, ça t'attire pas, (The poster is « BS », poorly done. It's like you're looking at a blank page. It doesn't attract you.) – Montreal student

Moi j'enseigne en arts et je leur dis faites pas de bonhomme sourire. (I teach arts and I tell (my students) not to draw happy faces)

Moi auss, drabe, peut être le fond d'une autre couleur. (Me too. Drab. Maybe use a different colour in the background). – Montreal teachers

Je trouve ça efficace, la pub ne me nomme pas plein de chose, le truc ca en rouge ça m'accroche, les collants ça fonctionne. (I find it effective. The ad doesn't say a lot. The thing in red attracts me. The stickers (beaver, etc.) work). – Montreal teacher

The execution with the beaver was liked somewhat more, as the cartoon images added some colour and visibility to the concept; however, the “beaver” execution caused other difficulties, which we mention below.

OTHER DETAILS IN THIS CONCEPT CAUSED IRRITATION

The “A+” is Inaccurate, Unrealistic

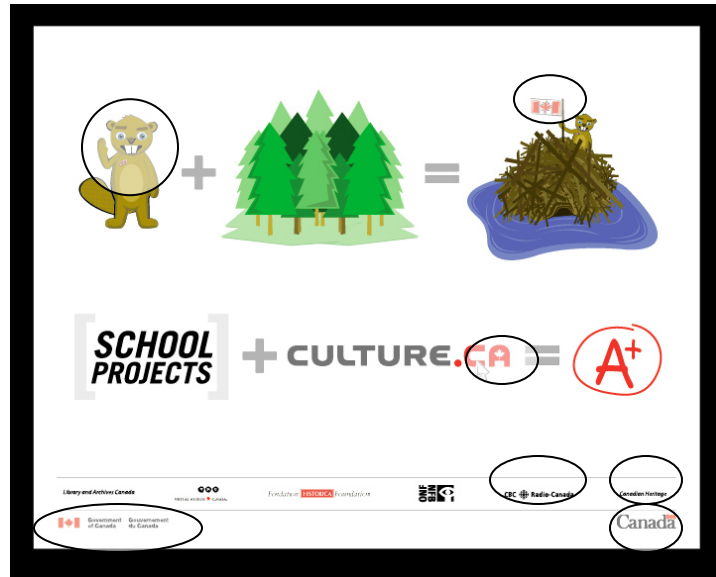
Both students and teachers indicated that the “A+” in one execution is neither a proper high school mark (marks are in percentages). More importantly, participants, and students especially, felt turned off by the “A+” as raising the bar too high, and being unrealistic: *“It's not true. You would never get an A+ just for using that website for your project. It's unrealistic.”*

The Cartoon Characters are seen as Childish

The cartoon imagery of the beaver and forest are seen as “*childish and infantile*” when directed at a high school audience (the participants’ age group); however, it may be appropriate if the poster is targeting a younger aged group, e.g. junior high school (age 10-13). According to teachers participating in both cities, the simplicity of the poster and its message would be more appealing to this age group, even though they may never admit that the imagery were “cool” per se.

A Little too “Canadian” perhaps?

Although participants in Montreal stopped short of saying it outright, it was very apparent through visual expressions and body language that the more extensive use of red, the maple leaf, and the Canadian flag made many participants bristle, especially the teachers in Montreal. Both Montreal teachers and students pointed out that the beaver concept was a little “over the top” with use of Canadiana, and identified all the points in the concept which promoted Canada and/or the Canadian government.



Need to Better Define “School Projects”

The term “school projects” was not considered specific enough. Even though participants clearly understood that culture.ca would provide assistance with school work, participants (both students and teachers) were left wondering: *what type of school projects? Any school project? Including science?* Participants felt that the claim that it could help with *any* school project was misleading and unrealistic, and indicated they felt that the term “school projects” should be more precise, e.g. “history projects”, “social studies” projects, etc.

4. “Within Your Reach/À ta portée”

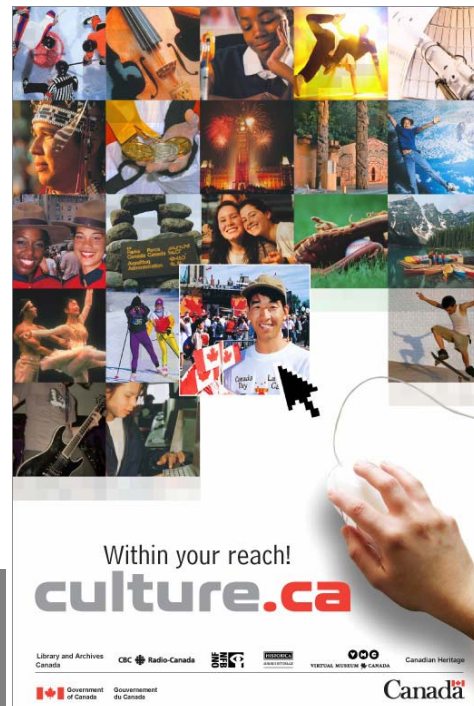
This concept met with mixed to positive views, and showed considerable strength in certain key areas. Three of the four groups of participants chose this concept as the one which would most likely drive them to visit the site. However, the message communicated was still not as clear as with the “School Projects” concept. Participants saw the poster’s message as “a website showing Canada is multicultural” or a tourism website, and did not necessarily see any link between school projects, research, and visiting the site, as illustrated in some of the quotes below:

C’est pas pire, c’est bon qu’il y ait différentes cultures. Ça m’intéresse pas vraiment mais c’est bien fait. (It’s not bad. It’s good that there are different cultures [in Canada]. It doesn’t interest me very much, but it’s well done) – Montreal student

You expect to find information on every culture in Canada. Sports, Olympics. Medals – Calgary student

It’s a website that you can use to check out many different things, different cultures in Canada. – Calgary student

Diverse cultures in Canada. A lot of different coloured children – Calgary teacher



GOOD ATTRACTABILITY - PHOTOS CATCH THE EYE

Most participants indicated that the photos caught the attention of participants, both teachers and students, although they did not always hold their attention: “*Le fait qu’il y ait des visages, tu t’arrêtes pour voir si tu connais quelqu’un. On voit bien le culture*” (The faces make you stop to see if you know someone, or the culture)

LIKEABILITY: MOST LIKED IT, SOME DIDN'T

As mentioned above, most participants in three of the four groups liked the ad, and felt it was their preferred concept; however, the notable exception was the Montreal students group, which came out strongly negative on the ad, as illustrated below:

The last one (Within reach concept) would be the one that would make you want to go to that website. – Calgary student

This one (Within reach concept) shows that culture is more than just history. – Calgary student

Really like it. It offers to the kids what life offers to the kids. We are a culture of arts. They don't play violin but they like music. We want to promote what we can become. – Calgary teacher

Accueillant, wow, chaleureux, clairs les informations – (Inviting, Wow !, warm, clear information) – Montreal teacher

Une photo de pas pire, mais c'est laid, c'est typique de toutes les annonces laides qu'on voit, concept laid, je trouve ça affreux – (The pictures aren't bad, but it's ugly. Typical of all the ugly [government ads] that we see. I think it's awful) – Montreal teacher

On voit ça dans le couloir supposer faire quoi? On vas-tu l'arracher ? Les photos sont poches. Ça date des années 1990s! (We see that in the hall; and what are we supposed to do; rip it up? The pictures are dumb. They go back to the 1990s) – Montreal student

The major strength of this concept was in its strong promotion of multiculturalism in Canada and its clear message of the content of the culture.ca website. Unlike the “Yor Kultur” concept, participants felt they understood what they could expect when they visited the site.

When asked, neither students, nor teachers, were previously aware of the site; but seeing this poster concept (regardless of the order of presentation) definitely peaked teachers' curiosity in visiting the site and determining if they could safely direct students to the content to complete homework assignments (a key communications objective of the poster).

Student, on the other hand, did not immediately understand the link between school work and the website; however, when the poster was presented *after* the “School projects” concept (as in Calgary), the students definitely understood. This means that with teacher direction, the students will clearly understand the use of this website. For the most part, they liked the images and the concept, and with the exception of the Montreal students, they preferred this concept.

Analysis of the comments and reactions of the Montreal students in the group to this concept reveal two key reasons for their negative interpretation of the concept:

- the lack of visual appeal to their demographic (in contrast with Yor Kultur), i.e. the white background, stock photo footage, square/straight lines, and the tokenism of the Inuit holding the Canadian flag; and, more importantly,
- the fact that they did not see themselves or a “Quebec link” in any of the stock photographs, and which were also clearly dated. Even Calgary participants picked up on these points:

Where are the French Canadian symbols? Where are the Voyageurs?” - Calgary teacher

Les skieurs dans les costumes mauves et jaunes? Come'on ! C'est ben des années 90s – (Skiers in purple and yellow suits? Come on! That's really 1990s) – Montreal student

THE TAG LINE – “WITHIN YOUR REACH”

The tagline “Within your reach” communicated the accessibility of the site, but participants indicated it did not communicate anything about the use or value of the site in the context of school work. It was glossed over, and did not create any type of reaction without probing. It clearly had little impact.

SUGGESTIONS FOR IMPROVEMENT

Notwithstanding the preference for many of the participants for this concept, as well as its relative higher effectiveness, participants put forward several suggestions to improve the concept and to make it even more appealing overall. Please note that these are participant suggestions, and not recommendations of The Antima Group:

- update/modernize the photo images;
- include more photo references to the Quebec/French Canadian context;
- angle and possibly overlay the photos so they are not tiled;
- replace the tagline “Within your reach” by “School projects” + culture.ca = 😊, or something which better highlights the call to action (moderator’s interpretation);
- angle the Canada Wordmark and/or partner logos;
- replace the white with a colour background.

In addition, teachers suggested that this is the poster that most would prefer in their classroom environments; and, that once they have checked the content of the website, they would refer students to the site to help them complete school assignments for their class. They indicated that it would be extremely helpful and would encourage use and recommendation of the poster if the poster was accompanied by example assignments which they could give to students to use the site.

APPENDIX 1 Recruiting Screener

14178 Education

Respondent Name: _____

Home Phone #: _____

Business Phone #: _____

Mail: _____ E- _____

Group #: _____
Recruiter: _____

Recruit per group

<u>GROUP 1</u>	<u>GROUP 2</u>	<u>GROUP 3</u>	<u>GROUP 4</u>
4:30 PM STUDENTS MONTREAL	6:00 PM TEACHERS MONTREAL	4:30 PM STUDENTS CALGARY	6:00 PM TEACHERS CALGARY

TEACHERS INTRODUCTION:

Hello, my name is _____ from Research House Inc., we are calling today to invite you to a focus group discussion scheduled for (SEE ABOVE DATES). Your participation in the research is completely voluntary and your decision to participate or not will not affect any dealings you may have with Research House Inc. All information collected, used and/or disclosed will be used for research purposes only and administered as per the requirements of the Privacy Act. You will also be asked to sign a waiver to acknowledge that you may be audio and/or video taped during the session and will also participate in Qualitative Central. The session will last a maximum of 1 hour and you will receive a cash honorarium as a thank you for attending the session. May we have your permission to ask you some further question to see if you fit in our study?

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

STUDENTS INTRODUCTION:

Hello, my name is _____ from Research House Inc., we are calling today to invite your child (aged 14 – 17) to a focus group discussion scheduled for (SEE ABOVE DATES). Your child's participation in the research is completely voluntary and your decision to allow your child to participate or not will not affect any dealings you or your child may have with Research House Inc. All information collected, used and/or disclosed will be used for research purposes only and administered as per the requirements of the Privacy Act. Your child will also be asked to sign a waiver to acknowledge that he / she may be audio and/or video taped during the session and will also participate in Qualitative Central. The session will last a maximum of 1 hour and your child will receive a \$75 gift certificate (to Future Shop or Best Buy) as a thank you for attending the session. May we have your permission to ask your child some further question to see if they fit in our study?

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

ASK TO SPEAK TO CHILD:

INDICATE: Male.....1 – **GOOD MIX IN EACH GROUP**
 Female.....2 – **GOOD MIX IN EACH GROUP**

1. Are you or is any member of your household or immediate family employed in, or ever been employed in:

	1		Ever	
	No	Yes	No	Yes
Market Research	()	()	()	()
Marketing	()	()	()	()
Public Relations	()	()	()	()
Any media (Print, Radio, TV)	()	()	()	()
A member of ACTRA	()	()	()	()
Advertising	()	()	()	()
Education / School	()	()	()	()

IF YES TO ANY OF THE ABOVE – THANK AND TERMINATE

2. May I have your age, please?

_____ **SPECIFY**

- Under 14 years.....1 – **THANK AND TERMINATE**
- 14 – 15 years.....2 – **50% IN GROUPS 1 AND 3**
- 16 – 17 years.....3 – **50% IN GROUPS 1 AND 3**
- 18 – 24 years.....4 – **THANK AND TERMINATE**
- 25 – 34 years.....5| - **GOOD MIX IN GROUPS 2 and 4**
- 35 – 44 years.....6|
- 45 – 54 years.....7|
- Over 55 years.....8|

3a. What is your current employment status?

- Full Time Employed () – **GROUPS 2 and 4 MUST MENTION**
- Part Time Employed () – **THANK AND TERMINATE**
- Homemaker () – **THANK AND TERMINATE**
- Student () – **GROUPS 1 and 3 MUST MENTION – SKIP TO Q. 3c**
- Retired () – **THANK AND TERMINATE**
- Unemployed () – **THANK AND TERMINATE**

3b. What is your occupation?

JOB TITLE:

ALL MUST BE SECONDARY SCHOOL TEACHERS

3c. What subjects do teach?

- English.....1
- French.....2 |
- Geography.....3 |
- History.....4|
- Social Studies/Humanities.....5
- Religious studies.....6
- The Arts/Drama/Music/etc.

Gym/Sports Coach
MUST TEACH AT LEAST ONE OF THE ABOVE

3d. NAME OF
SCHOOL: _____

MAX (1) PER SCHOOL PER GROUP

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

- Under \$40,000.....1 |— **GOOD MIX IN GROUPS 1 AND 3**
- \$40,000 - \$60,000.....2 |
- \$60,000 - \$80,000.....3 |
- Over \$80,000.....4|

5. What is your ethnic background?

ENSURE (1 – 2) VISIBLE MINORITIES IN GROUPS 1 and 3

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

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

7a. Have you ever attended a focus group or one to one discussion for which you have received a sum of money, here or elsewhere?

- Yes.....1 – **MAX (50%) PER GROUP**
- No.....2 – **SKIP TO Q. 8**

7b. When did you last attend one of these discussions?

TERMINATE IF IN THE PAST 6 MONTHS

7c. How many focus group or one –to-one discussions have you attended in the past 5 years?

(SPECIFY) IF MORE THAN 5 – THANK AND TERMINATE

7d. Would you please tell me the topics discussed?

IF EDUCATION RELATED – THANK AND TERMINATE

8. Have you yourself lived in Quebec / Alberta:

- Less than 2 years1 – **THANK AND TERMINATE**
- Between 2 – 5 years.....2
- More than 5 years.....3

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

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

10. Sometimes participants are asked to write out their answers on a questionnaire or watch a TV commercial during the discussion. Is there any reason why you could not participate?

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

NOTE: IF RESPONDENT OFFERS ANY REASON SUCH AS SIGHT OR HEARING PROBLEM, A WRITTEN OR VERBAL LANGUAGE PROBLEM, A CONCERN WITH NOT BEING ABLE TO COMMUNICATE EFFECTIVELY – THANK AND TERMINATE

I would like to invite you to a group discussion on:

DATE AND TIME: TBD

INCENTIVE:

TEACHERS – GROUPS 2 and 4 – \$100 Cash

STUDENTS – GROUPS 1 and 3 – \$75 Gift Certificate to Best Buy or Future Shop

LENGTH OF GROUP: 1 hour

LOCATION:

TBD

The group discussion will last approximately 1 hour and we offer each participant a (see above) as a token of our appreciation. I should also tell you that the groups will be audio - taped for research purposes and members of the research team will be observing the discussion from an adjoining room. Everything you say will be kept confidential.

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

IMPORTANT:

The session is 1 hour in length, but we are asking that all participants arrive 10 minutes prior to the start time of the session. Are you able to be at the research facility 10 minutes prior to the session time?

Yes.....1
No.....2 – **TERMINATE**

All participants in this study are asked to bring to the group PICTURE IDENTIFICATION. If you do not bring your personal identification then you will not be able to participate in the session and you will not receive the incentive fee. Are you going to bring along your ID?

Yes.....1
No.....2 – **TERMINATE**

APPENDIX 2

Department of Canadian Heritage Effectiveness of Culture Poster Discussion Guide *YOUTH*

N.B. This document serves as a guide for Moderator and Client to ensure a common understanding of the nature of information to be gathered through the focus group session. This is not a questionnaire and questions will not necessarily be asked verbatim by the Moderator. At the end of the focus groups, all of the questions posed in this guide will have been answered satisfactorily.

1. INTRODUCTION (10 minutes)

- Welcome participants
- Description of focus groups
- Specialized facilities (videotaping, one-way mirror and observers, etc.)
- No right/wrong answer – different opinions are what counts (discourage “parroting” – which is more pervasive in teen groups)
- Independence of moderator
- Objectives of the focus group
 - understand reactions to two poster concepts and determine which concept is more effective at driving the target audience to the Culture.ca portal
- Roundtable introduction

2. WARM-UP: USE OF INTERNET FOR SCHOOL (20 minutes)

Note to observers: purpose of this section is to get participants comfortable with their surroundings and expressing themselves, not necessarily to probe for information. Moderator will avoid deep probing at this stage.

- Let’s go around the room and see what types of Internet sites you use:
 - for fun
 - for school projects
- Now let’s talk about advertising for educational stuff which is directed at kids. Any type of ad but a TV ad. I’ll give you about 15 seconds, and I would like each of you to write down 1 or 2 words about an ad that comes to mind which you may have seen at school or somewhere else. It can be really good, or really bad, but I want you to tell us all why it was good or bad.
- **ROUNDTABLE:** Tell me about the ad, and why it stands out for you.

3. EVALUATION OF POSTER CONCEPT 1 (20 minutes)

Moderator instructions to group: I'm going to show you an idea for a poster advertisement which you might see at school, or somewhere where you would hang out. Just like any poster or sign, you wouldn't normally stare at it for a long time, but it may or may not catch your eye. I'm going to flash it in front of you for 2-3 seconds, which is how long you would normally glance at something if your walking on your way to class.

After I show you the poster, I would like for you to write the following things on the handout in front of you (questions will be on handout):

- What do you remember about the poster? Write down some key words.
- What did the poster tell you? What is the message?
- Write down keywords (emotion words) which indicate how the ad makes you feel (e.g. happy, sad, angry, indifferent/don't care, etc)
- Write down a number between 1 and 5 indicating whether you like the poster a lot (5) to or you hate it (1).

Please don't react openly or discuss the ad with others in the group until you have all finished, then we will discuss it together.

Also, please remember this is at the idea stage, so the images you see won't be the actual poster, you have to imagine what the ad will look posted in your school.

Allow 2-3 minutes for participants to complete handout, then open discussion on each of the questions.

Probe heavily on emotive responses.

Call to action:

- What does this poster want you to do?
- How much does the poster make you want to check out Culture.ca? Is it clear that the poster wants you to visit Culture.ca?
- **DEEP PROBE.** What is it about the poster that is creating this reaction/lack of reaction? How could we improve the poster to get people like you to check out Culture.ca?

Does the Poster create "a passion" among the target audience:

- How do you feel when you see this poster? What reactions does this stir?
- If none, then how could the designers get you excited about checking out Culture.ca?

Awareness Check:

- Before you saw this poster, had anyone ever heard about Culture.ca? **PROBE IF YES ANSWER.**
- Provide brief explanation of the site if necessary.

Tell us what will happen if you and a lot of other kids see this poster in school. How can we make sure that this poster grabs your attention? **DEEP PROBE.**

4. EVALUATION OF CONCEPT 2 (20 minutes)

REPEAT ABOVE. ROTATE ORDER.

5. COMPARISON AND GROUP CONCLUSION (5 minutes)

I'd like you to write down on which of the two posters you have seen is more likely you to get you to check out Culture.ca? **POLL ROOM AND PROBE RESPONSES.**

6. OBSERVERS' QUESTIONS (1 minute)

Observers will have the opportunity to have the moderator ask any remaining questions prior to the close of the group.

Thank and Close Group

Total duration: Approx. 75 minutes.

What is the message this ad conveys to you?

Please write down key words describing how this ad makes you feel?

Please indicate, using a number from 1 to 5, what is your overall impression of this ad?

Very Negative			Indifferent		Very positive
1	2	3	4	5	

Department of Canadian Heritage
Effectiveness of Culture Poster
Discussion Guide
TEACHERS

N.B. This document serves as a guide for Moderator and Client to ensure a common understanding of the nature of information to be gathered through the focus group session. This is not a questionnaire and questions will not necessarily be asked verbatim by the Moderator. At the end of the focus groups, all of the questions posed in this guide will have been answered satisfactorily.

4. INTRODUCTION (10 minutes)

- Welcome participants
- Description of focus groups
- Specialized facilities (videotaping, one-way mirror and observers, etc.)
- No right/wrong answer – different opinions are what counts
- Independence of moderator
- Objectives of the focus group
 - understand potential reactions among teachers and students to two poster concepts
 - understand which concept will be more effective in having teachers refer students to Culture.ca
- Roundtable introduction

5. WARM-UP: USE OF INTERNET AS TEACHING TOOL (20 minutes)

Note to observers: purpose of this section is to get participants comfortable with their surroundings and expressing themselves, not necessarily to probe for information. Moderator will avoid deep probing at this stage.

- Do you incorporate the Internet into your teaching methods, for homework assignments?
- Please tell the group some of the sites to which you refer your students for homework assignments, or generally?
- Now let's talk about advertising which is directed at students to promote education or other desirable behaviours. I'll give you about 15 seconds, and I would like each of you to write down 1 or 2 words about an ad that comes to mind which you may have seen at school or somewhere else.
- **ROUNDTABLE:** Tell me about the ad, and why it was memorable.

6. EVALUATION OF POSTER CONCEPT 1 (20 minutes)

Moderator instructions to group: I'm going to show you an idea for a poster advertisement which you might see at school, or somewhere where students would gather. Just like any poster or sign, you wouldn't normally stare at it for a long time, but it may or may not catch your eye. I'm going to flash it in front of you for 2-3 seconds, which is how long you would normally glance at something if your walking on your way to class.

After I show you the poster, I would like for you to write the following things on the handout in front of you (questions will be on handout):

- What do you remember about the poster? Write down some key words.
- What did the poster tell you? What is the message?
- Write down keywords (emotion words) which indicate how the ad makes you feel (e.g. happy, sad, angry, indifferent/don't care, etc)
- Write down a number between 1 and 5 indicating whether you, personally, like the poster very much (5) or not at all (1).
- Write down a number between 1 and 5 indicating whether you believe students aged 14-17 would like the poster very much (5) or not at all (1).

Please don't react openly or discuss the ad with others in the group until you have all finished, then we will discuss it together.

Also, please remember this is at the idea stage, so the images you see won't be the actual poster, you have to imagine what the ad will look posted in your school.

Allow 2-3 minutes for participants to complete handout, then open discussion on each of the questions.

Probe heavily on emotive responses.

Call to action:

- What does this poster want students to do? What does it want you as teachers to do?
- How much does the poster make you want to check out the Culture.ca web portal and/or refer Culture.ca to students?
- **DEEP PROBE.** What is it about the poster that is creating this reaction/lack of reaction? How could we improve the poster to get people like you to check out Culture.ca?
- How effective do you think it will be in getting students to check out Culture.ca?
 - on their own?
 - if you suggest it to them as part of an assignment?

Does the Poster create "a passion" among the target audience:

- How do you feel when you see this poster? What reactions does this stir? What do you think it does for the students?
- If none, then how could the designers get you and the students excited about checking out Culture.ca?

Awareness Check:

- Before you saw this poster, had anyone ever heard about Culture.ca? **PROBE IF YES ANSWER.**
- Provide brief explanation of Culture.ca if necessary.

4. EVALUATION OF CONCEPT 2 (20 minutes)

REPEAT ABOVE. ROTATE ORDER.

5. COMPARISON AND GROUP CONCLUSION (5 minutes)

I'd like you to write down on which of the two posters you have seen is more likely you to get you and/or your students to check out and refer Culture.ca?
POLL ROOM (SEPARATE QUESTIONS IF NECESSARY) AND PROBE RESPONSES.

6. OBSERVERS' QUESTIONS (1 minute)

Observers will have the opportunity to have the moderator ask any remaining questions prior to the close of the group.

Thank and Close Group

Total duration: Approx. 75 minutes.

What is the message this ad conveys to you?

Please write down key words describing how this ad makes you feel?

Please indicate, using a number from 1 to 5, what is your overall impression of this ad?

Very Negative			Indifferent		Very positive
1	2	3	4	5	