

Voter Information Campaign: Pre-Event Testing of Communications Products

Methodology

Contract number: 05005-180079/001/CY
POR Registration Number: POR 007-18
Contract date: 2018-05-09
Report date: 2019-03-19
Phase III fieldwork date: March 4, 2019
The cost of this research was \$219,818.90 (HST included)

Prepared for:

Elections Canada

Prepared by:

Environics Research Group

Catalogue Number:

SE3-103/2-2019E-1-PDF

International Standard Book Number (ISBN):

978-0-660-32150-9

PA 9955

Ce rapport est aussi disponible en français sur
demande

For more information on this report:
rop-por@elections.ca

Appendix A: Methodology

Phase 1 Qualitative

Environics Research conducted qualitative research with Canadians regarding a voter information campaign that was being developed by Elections Canada for the 2019 federal election. This qualitative research explored participants’ reactions to two potential concepts developed for this campaign. A total of ten focus groups (FG) - including eight English-language groups and two French-language groups - and four in-depth interviews (IDIs), were conducted with Canadians representing both the general population, as well as specific populations of interest. The sessions were distributed as follows:

Type	Group #	Date	Time	Language	Location	Population
FG	1	Monday, June 4	5:30 pm	English	Toronto	General pop.(25+)
FG	2	Monday, June 4	8:00 pm	English	Toronto	New Canadians (immigrated to Canada in past 10 years)
FG	3	Wednesday, June 6	5:30 pm	French	Montreal	Youth (18-24)
FG	4	Wednesday, June 6	8:00 pm	French	Montreal	General pop. (25+)
FG	5	Thursday, June 7	5:30 pm	English	Halifax	General pop. (25+)
FG	6	Monday, June 11	5:30 pm	English	Vancouver	Indigenous citizens
FG	7	Monday, June 11	8:00 pm	English	Vancouver	New Canadians
FG	8	Wed., June 13	5:30 pm	English	Whitehorse	Youth (18-24)
FG	9	Wed., June 13	8:00 pm	English	Whitehorse	Indigenous citizens
FG	10	Thursday, June 14	7:00 pm (EST)	English	Online/ telephone	Persons with a physical disability
IDIs (2)	n/a	Monday, June 18	n/a	English	Ottawa	Persons with a cognitive disability
IDIs (2)	n/a	Tuesday, June 18	n/a	French	Ottawa	Persons with a cognitive disability

The focus group sessions were held at in-person focus group facilities in all cities except Whitehorse, where a hotel conference facility was used. For the focus group with electors who have a physical disability, participants took part remotely, using both a toll-free conference line and online web conferencing software (Webex).

A total of 10 participants was recruited for each group, with 8-9 taking part in each session. Participants were recruited using a custom screening survey that was translated into both English and French. All participants were Canadian citizens over the age of 18 and eligible to vote in the 2019 federal election.

To gather the perspectives of electors with a cognitive disability, Environics conducted four (4) one-on-one in-depth interviews with individuals with a cognitive disability, including two (2) interviews in English and two (2) in French. These interviews were recruited through two service providers based in Ottawa: Ottawa-Carleton Association for Persons with Developmental Disabilities (OCAPDD) and Association Intégration Sociale D'Ottawa (AISO). The interviews were conducted June 18 and 19, 2018 at the Ottawa offices of these service providers. The focus group discussion guide was tailored to a one-on-one interview format, with participants reviewing each concept and then determining which one did the best job of informing Canadians.

The focus group discussions lasted approximately 120 minutes; the in-depth interviews were each 30-40 minutes in length. For all focus groups, each participant was provided with a \$100 incentive for their contribution. For the in-depth interviews, participants were provided with an incentive of \$125.

Phase 2 - Qualitative

Environics Research undertook qualitative research regarding a voter information campaign that is being developed by Elections Canada for the 2019 federal election. Environics conducted ten focus groups (including eight English-language groups and two French-language groups) and four in-depth interviews with Canadians representing both the general population, as well as specific populations of interest.

This round of focus group concentrated on the messaging and content of the materials to be used for this campaign, with a range of different advertisements tied to specific phases of the campaign shown to participants. Because of the large volume of materials, only some materials were shown in each group, with the choice of materials shown determined in advance to ensure that each of the different groups of participants would be exposed at least once to each of these sets of materials, as shown below:

Type	Group #	Date	Time	Language	Location	Population	Materials
FG	1	Thursday, Sept. 6	5:30 pm	English	Toronto	Youth (students) 18-24	Pre-writ, Early Voting (campus), Election Day, Brochure, Website
FG	2	Thursday, Sept. 6	8:00 pm	English	Toronto	New Canadians (immigrated to Canada in past 10 years)	Registration, Early Voting, Election Day, Brochure, Calendar
FG	3	Monday, Sept. 10	5:30 pm	French	Montreal	Youth (mixed) 18-24	Registration, VIC, Early Voting (campus), Calendar, Website
FG	4	Monday, Sept. 10	8:00 pm	French	Montreal	General population (25+)	Pre-writ, VIC, Election Day, Brochure, Website
FG	5	Tuesday, Sept. 11	5:30 pm	English	Halifax	General population (25+)	Registration, Early Voting, Election Day, Calendar, Website
FG	6	Wed., Sept. 12	5:30 pm	English	Vancouver	Indigenous citizens	Pre-writ, VIC, Election Day, Brochure, Calendar
FG	7	Wed., Sept. 12	8:00 pm	English	Vancouver	New Canadians	Pre-writ, VIC, Early Voting, Calendar, Website
FG	8	Thursday, Sept. 13	5:30 pm	English	Whitehorse	General population (25+)	Registration, VIC, Early Voting, Brochure, Calendar
FG	9	Thursday, Sept. 13	8:00 pm	English	Whitehorse	Indigenous citizens	Registration, VIC, Early Voting, Calendar, Website
FG	10	Monday, Sept. 17	7:00 pm (EST)	English	Online/ telephone	Persons with a physical disability	Pre-writ, Registration, Election Day, Brochure, Website
IDIs (2)	n/a	Tuesday, Sept. 18	n/a	English	Ottawa	Persons with a cognitive disability	Pre-writ, VIC, Early Voting, Calendar, Website
IDIs (2)	n/a	Wednesday Sept. 19	n/a	French	Ottawa	Persons with a cognitive disability	Pre-writ, VIC, Early Voting, Calendar, Website

The focus group sessions were held at in-person focus group facilities in all cities except Whitehorse, where a hotel conference facility was used. For the focus group with electors who have a physical disability, participants took part remotely, using both a toll-free conference line and online web conferencing software (Webex).

A total of 10 participants was recruited for each in-person group and eight participants were recruited for the online/telephone session, with 8-9 taking part in each session. Participants were recruited using a custom screening survey that was translated into both English and French. All participants were Canadian citizens over the age of 18 and eligible to vote in the 2019 federal election.

To gather the perspectives of electors with a cognitive disability, Environics conducted four (4) one-on-one in-depth interviews with individuals with a cognitive disability, including two (2) interviews in English and two (2) in French. As in phase 1, the interviews were recruited through the Ottawa-Carleton Association for Persons with Developmental Disabilities (OCAPDD) and L’Association Integration Sociale D’Ottawa (AISO). The interviews were conducted September 18 and 19, 2018 at the Ottawa offices of these service providers. The focus group discussion guide was tailored to a one-on-one interview format, with participants reviewing each concept and then determining which one did the best job of informing Canadians.

The focus group discussions lasted approximately 110-115 minutes; the in-depth interviews were each 30-40 minutes in length. For all focus groups, each participant was provided with a \$100 incentive for their contribution. For the in-depth interviews, participants were provided with an incentive of \$125.

Phase 2 Quantitative

The quantitative phase of this research consisted of an online survey of 1,361 adult Canadians. Survey respondents were selected from registered members of an online panel. Since the samples used in online panel surveys are based on self-selection and are not a random probability sample, no formal estimates of sampling error can be calculated.

Sample design and weighting

The sample was designed to achieve completed surveys with a general population sample of 500 adult Canadian (aged 25 and over), as well as oversamples of 200 each of several key target groups. Quotas were set to ensure the sample included the following groups:

Target group	Target (quota)	Actual Unweighted	Actual Weighted*
Total	1,300	1,361	1,361
General population (25+)	500	508	520
Young electors (18-24)	200	207	211
Indigenous electors	200	209	196
Disabled electors	200	230	220
Allophone/newcomer	200	207	214

Although formal regional quotas were not set due to the target group requirements, Environics did ensure a good distribution of responses across the country; results were weighted by region and gender to 2016 Census data.

Panelists were also screened to exclude those who work in the media, advertising or public relations, or for a marketing research firm or a political party. At the analysis stage, the survey data were weighted to the national adult population by region and gender.

Questionnaire design

Environics designed a questionnaire and to ensure the research objectives were met. Upon approval of the English questionnaire, Elections Canada arranged for the questionnaire to be translated into French by Government of Canada professional translators.

Prior to finalizing the survey for field, a pre-test (soft launch) was conducted in English and French. The pre-test assessed the questionnaires in terms of question wording and sequencing, respondent sensitivity to specific questions and to the survey overall, and to determine the survey length; standard Government of Canada pre-testing questions were also asked. No changes were required to the survey following the pre-test, and thus the pre-test interviews were kept as part of the final sample.

The final survey questionnaire is included in Appendix D.

Fieldwork

The survey was conducted by Environics using a secure, fully featured web-based survey environment. The interviews took place from September 13 (soft launch) to 24, 2018. The median interview length was 10 minutes.

Environics’ data analysts programmed the questionnaires then performed thorough testing to ensure accuracy in set-up and data collection. This validation ensured that the data entry process conformed to the surveys’ basic logic. The data collection system handles sampling invitations, quotas and questionnaire completion (skip patterns, branching, and valid ranges).

All respondents were offered the opportunity to complete the surveys in their official language of choice. All research work was conducted in accordance with the Standards for the Conduct of Government of Canada Public Opinion Research – Online Surveys and recognized industry standards, as well as applicable federal legislation (Personal Information Protection and Electronic Documents Act, or PIPEDA).

Completion results

The completion results are presented in the following table.

Contact disposition

Disposition		N
Total invitations	(c)	22,413
Total completes	(d)	1,361
Qualified break-offs	(e)	216
Disqualified	(f)	770
Not responded	(g)	18,394
Quota filled	(h)	1,672
Contact rate = (d+e+f+h)/c		18%
Participation rate = (d+f+h)/c		17%

Respondent profile

The following table presents the weighted distribution of survey participants by key demographic and other variables.

Variable	Total sample
Target group	
General population	38
Youth	16
Indigenous	14
Disabled	16
Allophone/newcomer	16
Region	
West	31
Ontario	38
Quebec	23
Atlantic	7
Age	
18-24	21
25-44	32
45-54	16
55+	31
Gender	
Female	51
Male	49
Education	
High school or less	24
College/some university	42
University graduate/post-graduate	34
Birthplace	
Canada	74
Other	26
Employment status	
Employed full or part-time	44
Retired	19
Unemployed/student/not in workforce	24
Total annual personal income	
Under \$30,000	21
\$30,000-<\$60,000	25
\$60,000-<\$90,000	21
\$90,000-<\$110,000	10
\$110,000 or more	13
Prefer not to say	9

Phase 3 Qualitative

For Phase 3, one focus group was held on March 4, 2019 using online web conferencing software (Zoom). A total of seven youth aged 18-24 were recruited, with six who took part in the session. Participants were recruited using a custom screening survey. All are Canadian citizens eligible to vote in the 2019 federal election.

The online group allowed for participation across regions, and included participants from Ontario (3), Manitoba (1) and Saskatchewan (2). The focus group was held in English. Participants included a mix of students and non-students, as well as a mix of genders, income levels and ethnicities.

The focus group was one hour and 40 minutes in length and was held in English. Each participant was provided with a \$100 incentive for their contribution

Appendix B: Phase 1 Qualitative research instruments

May 10, 2018

Environics Research Group Limited
Creative Testing Focus Groups – Phase 1
(In-Person/Remote Groups)
Elections Canada
PN9955

Recruitment for Group Discussion

Respondent Name: _____

Home #: _____

Cell #: _____

Group #: _____

Recruiter: _____

GROUP 1	GROUP 2	GROUP 3	GROUP 4
Toronto	Toronto	Montreal	Montreal
Monday, June 4	Monday, June 4	Wednesday, June 6	Wednesday, June 6
5:30-7:30 pm	8:00-10:00 pm	5:30-7:30 pm	8:00-10:00 pm
Genpop 25+ (English)	New Canadians (English)	Genpop 25+ (French)	Youth 18-24 (French)
GROUP 5	GROUP 6	GROUP 7	GROUP 8
Halifax	Vancouver	Vancouver	Whitehorse
Thursday, June 7	Monday, June 11	Monday, June 11	Tuesday, June 12
5:30-7:30 pm	5:30-7:30 pm	8:00-10:00 pm	5:30-7:30 pm
Genpop 25+ (English)	Indigenous peoples (English)	New Canadians (English)	Youth 18-24 (English)
GROUP 9	GROUP 10		
Whitehorse	Online/telephone		
Tuesday, June 12	Thursday, June 14		
8:00-10:00 pm	7:00-9:00 pm		
Indigenous peoples (English)	Persons with a physical disability		

Ten recruits per session (except 11/session for Group 5 - Halifax)

\$100 incentive, except Groups 5 (Halifax) and Group 10 (persons with a disability – remote) in which it will be \$125.

Hello/Bonjour, my name is _____ from Environics Research. We are calling today to invite participants to attend a focus group discussion we are conducting on behalf of Elections Canada about the voter information

campaign for the 2019 federal election. This study is a research project, not an attempt to sell or market anything; Your participation in the research is completely voluntary and confidential.

The format is a “round table” discussion led by a research professional. A recording of the session will be produced for research purposes. The recording will be used only by the research professional to assist in preparing a report on the research findings and will be destroyed once the report is completed. All information collected, used and/or disclosed will be used for research purposes only and administered as per the requirements of the Privacy Act.

The session will last a maximum of 2 hours and you will receive a cash gift as a thank you for attending the session. May we have your permission to ask you or someone else in your household some further question to see if you/they fit in our study? This will take about 5 minutes.

NB: If a participant asks for information on the research company conducting the research they can be told: Environics Research is located at 33 Bloor Street East, Suite 900, Toronto Ontario and can be reached at 416-920-9010.

IF ASKED IN ONTARIO: This is not related to the current Ontario provincial election campaign. The discussion will be about the next federal election.

Yes.....1 – CONTINUE

No.....2 – THANK AND TERMINATE

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

	<u>No</u>	<u>Yes</u>
A market research, communications or public relations firm, or an advertising agency	—	—
Media (Radio, Television, Newspapers, Magazines, etc.)	—	—
A federal or provincial government department or agency	—	—
A political party	—	—

IF YES TO ANY OF THE ABOVE – THANK AND TERMINATE

2. INDICATE:

Male	1	50/50 split
Female	2	

3. We have been asked to speak to participants from all different ages. So that we may do this accurately, may I have your exact age please? _____. WRITE IN

Under 18	0	TERMINATE
18-24 years of age	1	RECRUIT FOR GROUPS 4 & 8
25-34 years of age	2	
35-44 years of age	3	GET MIX FOR OTHER GROUPS
45-54 years of age	4	

- 55-64 years of age 5
- 65-74 years of age 6
- 75 years or more 7 MAX. 1 PER GROUP EXCL 4 & 8

4. Are you a Canadian citizen?

- Yes 1
- No 2 TERMINATE

5. Were you born in Canada?

- Yes 1 SKIP TO Q7
- No 2 CONSIDER FOR GROUPS 2&7

IF Q5=2

6. In what year did you come to Canada?

RECRUIT TO GROUPS 2&7 IF 2008 OR LATER

7. Which language do you speak most often at home?

- English 1 GET MIX – INCLUDE AT LEAST 3-4 IN GROUPS 2&7 WHO SPEAK A NON-OFFICIAL LANGUAGE
- French 2
- Other: _____ RECORD

8. Which of the following best identifies you?

- 01 – First Nations
- 02 – Inuk
- 03 – Métis
- 04 – or, a non-Indigenous person

RECRUIT TO GROUP 6 OR 8 IF FIRST NATIONS, INUK OR Métis

ASK Q9 ONLY IF Q8=04

9. What is your ethnic background?

Recruit at least two per group for Groups 1 (Toronto Gen-Pop), 3 (Montreal Gen-Pop), 4 (Montreal Youth) and 10 (Online/telephone) who are of non-European descent or who are other visible minorities (i.e. Chinese or South Asian) or Indigenous.

- Some Post secondary 4
- Completed Post secondary 5
- Graduate degree 6

14. Are you working (CHECK QUOTAS)?

- Full Time (35 hrs. +) _____ 4 min. for Groups 1, 3, 5
- Part Time (under 35 hrs.) _____
- Homemaker _____
- Student _____ 50/50 SPLIT FOR GROUPS 4&8
- Retired _____ 2 max for Groups 1, 3, 5
- Unemployed _____ 1 max for Groups 1, 3, 5

15. What is your marital status?

- Married/common law 1
- Separated/divorced 2
- Single 3
- Widowed 4

16. What is your current occupation?

Type of Job _____ Type of Company _____

IF MARRIED/COMMON LAW ASK: WHAT IS YOUR PARTNER'S OCCUPATION?

Type of Job _____ Type of Company _____

TERMINATE IF OCCUPATION RELATES TO EXCLUSIONS IN Q. 1

17. Participants in group discussions are asked to voice their opinions and thoughts, how comfortable are you in voicing your opinions in English/French in front of other people? Are you... (read list)

- Very comfortable 1- MIN 5 PER GROUP
- Fairly comfortable 2
- Not very comfortable 3- TERMINATE
- Very uncomfortable 4- TERMINATE

18. Have you ever participated in a focus group or a one-to-one discussion for which you have received a sum of money, here or elsewhere?

Yes 1 MAXIMUM 5 PER GROUP

No 2 ---> (SKIP TO Q.21)

IF YES IN Q18, ASK:

When did you last participate in one of these discussions?

(TERMINATE IF IN THE PAST 6 MONTHS)

19. How many focus groups or one-to-one discussions have you participated in during the past 5 years?

(SPECIFY)

IF 5 OR MORE, TERMINATE

ASK Q20-24 FOR GROUPS 1-9 (IN-PERSON GROUPS) ONLY

20. Sometimes participants are also asked to write out their answers on a questionnaire, as well as read text and images. Is there any reason why you could not participate? If you need glasses to read, please remember to bring them.

Yes 1 - TERMINATE

No 2

NOTE: FOR IN-PERSON GROUPS, 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.

IF RESPONDENT OFFERS ANY OF THESE REASONS, CONSIDER FOR GROUP 10

I would like to invite you to attend the focus group session on _____ where you will exchange your opinions in a moderated discussion with other people from your community. The session will last 2 hours in total and you will receive \$100/\$125 to thank you for your participation.

The session will be recorded and observed but your participation will be confidential. Do you consent to take part in the focus group? By agreeing to participate you are giving your consent to these procedures. You will be asked to sign a release to this effect when you arrive at the session.

Yes 1 -

No 2 TERMINATE

21. We will contact you again before the date of the session to confirm your attendance. Do you consent to this?

Yes 1 -

No 2 TERMINATE

22. Please bring along some form of identification as you will be asked to show it. Only you may attend, you cannot send a substitute. The session is 2 hours in length, but we are asking that all participants arrive 15 minutes prior to the start time of the session. Are you able to be at the research facility 15 minutes prior to the session time?

Yes 1-CONTINUE

No 2-TERMINATE

ASK Q25-27 FOR GROUP 10 (ONLINE/TELEPHONE SESSION)

23. I would like to invite you to attend an online/telephone focus group session on Thursday, June 14 at 7 pm EST (___ local time). At this time, you will exchange opinions with others from across the country. The session will last 2 hours in total and you will receive \$125 to thank you for your participation.

The focus group will require participants to go online using a desktop or laptop computer. You will need internet access in a private and quiet location to take part in the study. We cannot provide this technology for you. Will you be able to access the Internet for a two-hour discussion using a desktop or laptop computer?

Yes CONTINUE

No TERMINATE

NOTE: PARTICIPANTS CANNOT USE A TABLET OR MOBILE PHONE FOR THIS TASK

24. Are you able to use high-speed internet connection and a working speaker on your computer to take part in the session? We require this because you will be asked to look at advertising, including photos, audio and video, that is shared through a website.

Yes CONTINUE

No TERMINATE

IF PARTICIPANT HAS A VISUAL IMPAIRMENT IN Q11

25. Do you have software installed on your computer that allows you to read and/or process visual materials provided on the screen?

Yes CONTINUE

No TERMINATE

IF PARTICIPANT HAS A HEARING IMPAIRMENT IN Q11

INTERVIEWERS: Tell respondent that it is a small group and anyone who does not show or cancels at the last minute will compromise the project. Make sure they know we feel their opinions are valuable and we are serious about finding out what they have to offer.

NOTE: PLEASE TELL ALL RESPONDENTS THAT THEY WILL RECEIVE A CONFIRMATION CALL THE DAY PRIOR TO THE SESSION. IF FOR SOME REASON THEY HAVE NOT HEARD FROM US THEY SHOULD CONTACT US AT _____. IF THEIR NAME IS NOT ON THE ATTENDANCE FORM THEY WILL NOT BE ADMITTED TO THE GROUP. IF A RESPONDENT HAS ANY OTHER QUESTIONS ABOUT THE RESEARCH, THEY SHOULD ALSO CONTACT US AT THIS NUMBER.

IDI Information Sheet
2019 Federal Election Research

Environics is conducting a communications review study on behalf of Elections Canada, about their voter information campaign for the 2019 federal election.

We are interesting in hearing the views of individuals with a range of cognitive disabilities, that is, obstacles to learning and comprehension. These could be clinical or developmental in nature, e.g. autism spectrum disorder, Down Syndrome, brain injury, fetal alcohol syndrome, or other conditions. These people can have problems with memory, problem-solving, attention, or verbal, math or visual comprehension. The participants must be qualified to vote (age 18, Canadian citizen) and capable of voting under current Elections Canada guidelines, but do not need to have voted before or be intending to vote in the next election.

Participants will be shown a range of media (TV, print, online banners) for two different ad concepts and asked some questions about the designs and how well they work to provide information to Canadians about where, when and how they can vote. These ads are still being developed and will not be in their final form.

The research format is one-on-one interviews with a fully bilingual interviewer. The interview will be audio recorded and this recording will be used by Elections Canada and the researchers to assist in preparing a report on the research findings and adjusting the ads as required. The recordings will be destroyed once the report is completed. All information collected, used and/or disclosed will be used for research purposes only and administered as per the requirements of the Privacy Act. Participation in the research is completely voluntary and confidential.

The interview will last up to one hour and the participants will receive a cash gift of \$125 as a thank you for participating. Participants will be asked to sign forms confirming they have received their incentive and that they consent to the audio recording.

This is not related to the current Ontario provincial election campaign. The discussion will be about the next federal election. The discussion will not include any questions about partisan politics or how the participants intend to vote.

We very much appreciate the assistance your organization is providing to locate individuals with cognitive challenges to take part in this important research.

Brenda Sharpe, Senior Research Associate

brenda.sharpe@environics.ca / tel 613-699-6886

2019 Federal Election Research – Consent Form

I understand this session may be audio and/or video recorded and that others may be viewing the session. I consent to the use of these recordings for the purposes of this research and agree to keep the interview discussion confidential.

Name:

Signature

Date: June 18, 2018

I confirm I have received my payment of \$125.

Name:

Signature

Date: June 18, 2018

June 1, 2018

Environics Research
Elections Canada Creative Testing – Wave 1
In-person Group Discussion Guide
PN9955

- **Toronto: June 4 (CRC Research House – 200-1867 Yonge)**
- **Montreal: June 6 (CRC – 1610 Rue Ste-Catharine Ouest)**
- **Halifax: June 7 (CRA – 5001-7071 Bayers Road)**
- **Vancouver: June 11 (CRC – 1398 West 7th Avenue)**
- **Whitehorse: June 12 (Best Western Gold Rush Inn, 411 Main St.)**

1.0 Introduction to Procedures (10 minutes)

Welcome to the group. We want to hear your opinions. Not what you think other people think – but what you think!

Feel free to agree or disagree. Even if you are just one person among eight that takes a certain point of view, you could represent thousands of other people in [city/province] who feel the same way as you do.

You don't have to direct all your comments to me; you can exchange ideas and point of view with each other too. Please be respectful while doing so.

You are being recorded and observed to help me write my report.

I may take some notes during the group to remind myself of things also.

As we indicated when you were recruited, we are conducting this research on behalf of Elections Canada regarding a voter information campaign for the next federal election, which is expected to take place in October 2019. (Toronto group: This session has nothing to do with the election in Ontario that is currently underway).

The host/hostess will pay you your incentives at the end of the session.

Please turn off any cell phones.

Let's go around – please tell us your name and a little bit about yourself, such as where you live, who lives with you, what you do for a living, etc.

2.0 Initial Reaction to Concepts (15 minutes)

We are going to begin tonight's session by looking at two ideas, or "concepts," for an upcoming advertising campaign that is designed to inform Canadians about where, when and ways they can vote in the next federal election in October 2019.

There are different ways of presenting advertisements – on television, in print, online and on the radio – and we are going to be looking at each of these different forms. I am going to start by showing you two animated storyboards for television ads. I want to stress that this is a "mockup" and the final ad will have real people and movement like a regular TV ad. The storyboard also includes stock images – these are not necessarily the images that will be used in the ads, but they are there to give you an idea of what the final version might look like.

After we go through each concept, I would like you to respond to the questions on the sheets in front of you.

- First, please indicate how this ad makes you feel. What emotions (if any) does it conjure up?
- Next, please write down what, if anything, in this ad stands out to you. What is memorable about it?
- Finally, tell me what would you do, if anything, if you saw this ad on TV?

HAND OUT WRITTEN EXERCISE AND SHOW ANIMATED STORYBOARDS ASSOCIATED WITH EACH CONCEPT TWICE. ROTATE CONCEPTS FROM SESSION TO SESSION.

- Concept A: I Vote
- Concept B: It's Our Vote

3.0 Concept A – I Vote (40 minutes)

TELEVISION CONCEPT. Now we're going to go into each concept in greater depth. Let's start with the first concept again.

What did you feel after seeing this ad? What did you write down? Why? (Possible Probes: amused, interested, bored, indifferent, curious...)

What did you think was best about this ad?

What did you like the least?

What would you say is the "tone" of this ad? Why do you say that? (Possible probes: authentic, credible, serious, appropriate, young/youthful, diverse, cheesy, friendly, condescending, conversational)

What questions, if any, would you have if you saw this ad?

What do you think of the images used in this ad? Do they resonate with you? Why/why not?

- What did you think when you saw the 'X' in the ad? Is the meaning of this clear? Why/why not?

Who do you think is the target audience for this ad? Is it you or someone like you? Why?

- Do you feel that this ad speaks to you personally? Do you see yourself reflected in it? If so, why? If not, why not? If not you, who do you think they are trying to speak to? Why?
- Do the images of people in this ad connect with you? Why/why not?

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

If this ad came on as you were watching TV, what do you think you would do? (talk to a family member or friend about the ad, go to the website for information, switch channels, turn the TV off, do nothing/ignore).

Does it make you want to...

- Get more informed about the election?
- Make sure you're registered to vote?

REGISTRATION B&W PRINT AD (PEN/HIGHLIGHTER EXERCISE). Now I am going to show you a print ad with the same concept that would run in the early stages of the 2019 federal election campaign.

You have two pens in front of you. With your red pen, please circle/underline/highlight any words/images that you think are a weakness of this ad – that is, this item is confusing, or unappealing, or you don't think it belongs here.

With your green pen, please circle/underline/highlight any words/images that are a strength of the ad – that is, this item appeals to you, or it is compelling to you.

DISCUSS RESULTS

(Strengths) What did you circle/underline/highlight with your green pen? Why?

(Weaknesses) What did you circle/underline/highlight with your red pen? Why?

Which specific images caught your attention? Why?

What specific words caught your attention? Why?

What would you say is the “tone” of this ad? Why do you say that?

What, if anything, is this ad trying to make you do? How good of a job does it do in that regard?

What, if anything, would you do if you saw this ad? Does it get your attention? Is it memorable? Would you keep reading it if you saw it, or would you ignore it? Why?

Does it make you want to...

- Get more informed about the election?
- Register to vote? Or verify if you are properly registered?
- Vote in the federal election?

Who do you think is the target audience for this ad? Is it you or someone like you? Is it a different target than for the other ad? Why?

- Do you feel that this ad speaks to you personally? Do you see yourself reflected in it? If so, why? If not, why not? If not you, who do you think they are trying to speak to? Why
- Do the images of people in this ad connect with you? Why/why not?

REGISTRATION RADIO AD. Now I want to play for you a radio version of this ad.

How does this ad make you feel?

What would you say is the “tone” of this ad? Why do you say that?

What, if anything, is this ad trying to make you do? How good of a job does it do in that regard?

What, if anything, would you do if you heard this ad?

How memorable is this ad? Would you remember it? Why/why not?

- Who do you think is the target audience for this ad? Is it you or someone like you? Is it different than with the other ads? Why?
- Do you feel that this ad speaks to you personally? Do you hear yourself reflected in it? If so, why? If not, why not?

EARLY VOTING OPTIONS WEB BANNER AND FACEBOOK AD: Now I am going to show you a couple of different versions of this concept as an online and social media ad that would run during the “early voting” phase of the election campaign.

Again, I would like you to use your green and red pens/highlighters: use your red pen/highlighter to circle/underline/highlight anything weaknesses in the ads (things that don’t work/are confusing), and use your green pen to circle/underline/highlight strengths of the ad (things that work for you).

(Strengths) What did you circle/underline/highlight with your green pen? Why?

(Weaknesses) What did you circle/underline/highlight with your red pen? Why?

Which specific images caught your attention? Why?

What specific words caught your attention? Why?

What would you say is the “tone” of this ad? Why do you say that?

What, if anything, is this ad trying to make you do? How good of a job does it do in that regard?

What, if anything, would you do if you saw this ad? Does it get your attention? Is it memorable? Would you keep reading it if you saw it, or would you ignore it? Why?

Does it make you want to...

- Find out what are the other ways that you can vote?
- Vote in the federal election?

Who do you think is the target audience for this ad? Is it you or someone like you? Is it a different target than for the other ad? Why?

- Do you feel that this ad speaks to you personally? Do you see yourself reflected in it? If so, why? If not, why not?
- Do the images of people in this ad connect with you? Why/why not?

ELECTION DAY COLOUR PRINT AD AND WEB BANNER. We are going to look at one final version of this ad that would run close to election day in print and online.

Overall, how do these ads make you feel? What emotion comes to you when you see this ad?

Which images stand out to you? Why?

Which words/phrases stand out to you? Why?

What would you say is the tone of this ad?

Are these ads memorable? Why/why not? If you saw these, would you keep reading, or would you ignore them?

What, if anything, would you do if you saw these ads? Do they make you want to...

- Vote in the federal election?

Get more informed about the election?

- Who do you think is the target audience for these ads? Are they for you or someone like you? Why? If not you, who do you think they are trying to speak to? Why?

- Do you feel that these ads speak to you personally? Do you see yourself reflected in them? If so, why? If not, why not?
- How do the images of the people in the ad resonate with you?

TAGLINE DISCUSSION (BRING UP EARLIER IF PARTICIPANTS FLAG TAGLINE IN DISCUSSION)

Did you notice the tagline “**I Vote**”? How do you feel about this tagline? What is it trying to make you do?

Does this tagline “**I Vote**” fit with the words/images used in these ads? Why/why not?

Is there is a different line that should go at the end of this ad? What line would you use? Why?

- Would the tagline “**I Am A Voter**” work well with this version of the ad? Why/why not?
 - What does “**I Am A Voter**” mean to you vs. “**I Vote**”? Are the two things different? Why/why not?
 - How would using the tagline “**I Am A Voter**” change the meaning of the ad? Does it change how you feel about it? Why?
 - Does it make you feel more included, or like you are a part of it, when it says “**I Am A Voter**” vs. “**I Vote**”? Why do you say that?

4.0 Concept B – It’s Our Vote (40 minutes)

TELEVISION CONCEPT. Let’s move to the second concept.

What did you feel after seeing this animated storyboard? What did you write down? Why? (Possible Probes: amused, interested, bored, indifferent, curious...)

What did you think was best about this ad?

What did you like the least?

What would you say is the “tone” of this ad? Why do you say that? (Possible probes: authentic, credible, serious, appropriate, young/youthful, diverse, cheesy, friendly, condescending, conversational)

What questions, if any, would you have if you saw this ad?

What do you think of the images used in this ad? Do they resonate with you? Why/why not?

- Who do you think is the target audience for this ad? Is it you or someone like you? Why? If not you, who do you think they are trying to speak to? Why
- Do you feel that this ad speaks to you personally? Do you see yourself reflected in it? If so, why? If not, why not?
- Do the images of people in this ad connect with you? Why/why not?

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

If this ad came on as you were watching TV, what do you think you would do? (talk to a family member or friend about the ad, go to the website for information, switch channels, turn the TV off, do nothing/ignore).

Does it make you want to...

- Vote in the federal election?
- Get more informed about the election?

REGISTRATION B&W PRINT AD (PEN/HIGHLIGHTER EXERCISE). Now I am going to show you a print ad with the same concept that would run in the early stages of the 2019 federal election campaign. This ad is part of the same concept.

You have two pens in front of you. With your red pen, please circle/underline/highlight any words/images that you think are a weakness of this ad – that is, this item is confusing, or unappealing, or you don't think it belongs here.

With your green pen, please circle/underline/highlight anything any words/images that are a strength of the ad – that is, this item appeals to you, or it is compelling to you.

DISCUSS RESULTS

(Strengths) What did you circle/underline/highlight with your green pen? Why?

(Weaknesses) What did you circle/underline/highlight with your red pen? Why?

Which specific images caught your attention? Why?

What specific words caught your attention? Why?

What would you say is the “tone” of this ad? Why do you say that?

What, if anything, is this ad trying to make you do? How good of a job does it do in that regard?

What, if anything, would you do if you saw this ad? Does it get your attention? Is it memorable? Would you keep reading it if you saw it, or would you ignore it? Why?

Does it make you want to...

- Register to vote? Or verify if you are properly registered?
- Vote in the federal election?

Who do you think is the target audience for this ad? Is it you or someone like you? Is it a different target than for the other ad? Why?

- Do you feel that this ad speaks to you personally? Do you see yourself reflected in it? If so, why? If not, why not?
- Do the images of people in this ad connect with you? Why/why not?

REGISTRATION RADIO AD. Now I want to play for you a radio version of this ad.

How does this ad make you feel?

What would you say is the “tone” of this ad? Why do you say that?

What, if anything, is this ad trying to make you do? How good of a job does it do in that regard?

What, if anything, would you do if you heard this ad?

How memorable is this ad? Would you remember it? Why/why not?

Who do you think is the target audience for this ad? Is it you or someone like you? Is it different than with the other ads? Why?

- Do you feel that this ad speaks to you personally? Do you hear yourself reflected in it? If so, why? If not, why not?

EARLY VOTING OPTIONS WEB BANNER AND FACBOOK AD: Now I am going to show you a couple of different versions of this concept as an online and social media ad that would run during the “early voting” phase of the election campaign.

Again, I would like you to use your green and red pens/highlighters: use your red pen/highlighter to circle/underline/highlight anything weaknesses in the ads (things that don’t work/are confusing), and use your green pen to circle/underline/highlight strengths of the ad (things that work for you).

(Strengths) What did you circle/underline/highlight with your green pen? Why?

(Weaknesses) What did you circle/underline/highlight with your red pen? Why?

Which specific images caught your attention? Why?

What specific words caught your attention? Why?

What would you say is the “tone” of this ad? Why do you say that?

What, if anything, is this ad trying to make you do? How good of a job does it do in that regard?

What, if anything, would you do if you saw this ad? Does it get your attention? Is it memorable? Would you keep reading it if you saw it, or would you ignore it? Why?

Does it make you want to...

- Find out what are the other ways that you can vote?
- Vote in the federal election?

Who do you think is the target audience for this ad? Is it you or someone like you? Is it a different target than for the other ad? Why?

- Do you feel that this ad speaks to you personally? Do you see yourself reflected in it? If so, why? If not, why not?
- Do the images of people in this ad connect with you? Why/why not?

ELECTION DAY COLOUR PRINT AD AND WEB BANNER. We are going to look at one final version of this ad that would run close to election day in print and online.

Overall, how do these ads make you feel? What emotion comes to you when you see this ad?

Which images stand out to you? Why?

Which words/phrases stand out to you? Why?

What would you say is the tone of this ad?

Are these ads memorable? Why/why not? If you saw these, would you keep reading, or would you ignore them?

What, if anything, would you do if you saw these ads? Do they make you want to...

- Vote in the federal election?
- Get more informed about the election?

Who do you think is the target audience for these ads? Are they for you or someone like you? Why?

- Do you feel that these ads speak to you personally? Do you see yourself reflected in them? If so, why? If not, why not? If not you, who do you think they are trying to speak to? Why
- How do the images of the people in the ad resonate with you?

TAGLINE DISCUSSION (BRING UP EARLIER IN THE DISCUSSION IF PARTICIPANTS SPECIFICALLY FLAG THE TAGLINE WHEN EVALUATING MATERIALS)

Did you notice the tagline **“It’s Our Vote”**? How do you feel about this tagline? What is it trying to make you do?

Does this tagline **“It’s Our Vote”** fit with the words/images used in these ads? Why/why not?

Is there is a different line that should go at the end of this ad? What line would you use? Why?

- Would the tagline **“It’s Your Vote”** work well with this version of the ad? Why/why not?
 - What does **“It’s Your Vote”** mean to you vs. **“It’s Our Vote?”** Are the two things different? Why/why not?
 - How would using the tagline **“It’s Your Vote”** change the meaning of the ad? Does it change how you feel about it?
 - Does it make you feel more included, or like you are a part of it, when it says “your” vs. “our”? Why do you say that?

5.0 Wrap-Up – Target Exercise (25 minutes)

PROVIDE PARTICIPANTS WITH NEW WORKSHEET AND TWO COLOURED DOTS

Now you have had an opportunity to review both concepts and all of the ways in which they could be presented, I would like you to help us decide which of these two concepts does a better job of getting Canadians the information they need about voting. To do this, I would like you to show me how these concepts “hit the target” in terms of appealing to and gaining the attention of Canadians .

On your worksheet, you have a target. I would like you to take a few minutes to look at the two different storyboards and materials associated with each concept and mark down where you feel this concept should go on the target. For Concept A, mark down an A in the appropriate spot, and a B in the appropriate spot for Concept B.

Below the target, I would also like you to write down for each concept:

- Why you placed your “shots” for each concept on the target where you did?
- What else, if anything, would make this concept more compelling?
- Which format of this concept would you be most likely to pay attention to? (print, online, social, television, radio), and why?

HAVE PARTICIPANTS REVIEW ALL MATERIALS AGAIN & PLAY RADIO VERSION OF CONCEPTS A/B

DISCUSS RESULTS – HAVE PARTICIPANTS PLACE DOTS ON THE TARGET AND DISCUSS RATIONALE FOR PLACEMENT

- Why did you place the “shot” here?

- Would your placement of your “shot” on the target be any different depending on the format of the ad? (print, online, social, television, radio)

Are there aspects of one ad/concept that could be added to the other to make it better? Which specific elements would you put together? Why?

When you go home tonight, what are you going to remember most about these concepts you discussed?

Does anybody have any final comments on what we saw and talked about today?

Thanks for your participation

May 28, 2018

**Environics Research
Elections Canada Creative Testing – Wave 1
Online/Telephone Group Discussion Guide
PN9955**

Thursday, June 14 – 7-9 pm EST (Voters with a physical disability)

- **Telephone: 1-866-269-6685, conference code 9730 1344 56#**
- **Online: Login via Webex link**

1.0 Introduction to Procedures (10 minutes)

Welcome to the group. We want to hear your opinions. Not what you think other people think – but what you think!

Feel free to agree or disagree. Even if you are just one person among eight that takes a certain point of view, you could represent thousands of other people in [city/province] who feel the same way as you do.

Because this is a telephone discussion and we cannot see one another, please try not to speak over one another. I will be calling on you directly to answer questions; if there is a pause in the conversation, please feel free to jump in. However, please say your name when you do this so we all know who is speaking.

You are being recorded and observed to help me write my report.

I am going to be sharing some images and video with you using my computer. Please make sure you are logged into Webex so you can see my screen.

Please also make sure you are in a quiet area with no background noise so you can fully hear and take part in the conversation. Please turn off any cell phones.

As we indicated when you were recruited, we are conducting this research on behalf of Elections Canada regarding a voter information campaign for the next federal election, which is expected to take place in October 2019.

We will mail you an incentive cheque following the session.

Let's go around – please tell us your name and a little bit about yourself, such as where you live, who lives with you, what you do for a living, etc.

2.0 Initial Reaction to Concepts (15 minutes)

We are going to begin tonight's session by looking at two ideas, or "concepts," for an upcoming advertising campaign that is designed to inform Canadians about where, when and ways they can vote in the next federal election in October 2019.

There are different ways of presenting advertisements – on television, in print, online and on the radio – and we are going to be looking at each of these different forms. I am going to start by showing you two animated storyboards for television ads. I want to stress that this is a "mockup" and the final ad will have real people and movement like a regular TV ad. The storyboard also includes stock images – these are not necessarily the images that will be used in the ads, but they are there to give you an idea of what the final version might look like.

After you look at each concept, I am going to ask you the following questions:

- How does this ad makes you feel? What emotions (if any) does it conjure up?
- What, if anything, in this ad stands out to you. What is memorable about it?
- Finally, tell me what would you do, if anything, if you saw this ad on TV?

SHOW ANIMATED STORYBOARDS ASSOCIATED WITH EACH CONCEPT TWICE. ROTATE CONCEPTS FROM SESSION TO SESSION.

- Concept A: I Vote
- Concept B: It's Our Vote

3.0 Concept A – I Vote (40 minutes)

TELEVISION CONCEPT. Now we're going to go into each concept in greater depth. Let's start with the first concept again.

What did you feel after seeing this ad? Why? (Possible Probes: amused, interested, bored, indifferent, curious...)

What did you think was best about this ad?

What did you like the least?

What would you say is the "tone" of this ad? Why do you say that? (Possible probes: authentic, credible, serious, appropriate, young/youthful, diverse, cheesy, friendly, condescending, conversational)

What questions, if any, would you have if you saw this ad?

What do you think of the images used in this ad? Do they resonate with you? Why/why not?

- What did you think when you saw the 'X' in the ad? Is the meaning of this clear? Why/why not?

Who do you think is the target audience for this ad? Is it you or someone like you? Why?

- Do you feel that this ad speaks to you personally? Do you see yourself reflected in it? If so, why? If not, why not? If not you, who do you think they are trying to speak to? Why?
- Do the images of people in this ad connect with you? Why/why not?

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

If this ad came on as you were watching TV, what do you think you would do? (talk to a family member or friend about the ad, go to the website for information, switch channels, turn the TV off, do nothing/ignore).

Does it make you want to...

- Get more informed about the election?
- Make sure you're registered to vote?

REGISTRATION B&W PRINT AD. Now I am going to show you a print ad with the same concept that would run in the early stages of the 2019 federal election campaign.

SHOW PRINT AD ON SCREEN AND DISCUSS RESULTS

What would you say are the strengths of this ad? Why?

What would you say are the weaknesses of this ad? Why?

Which specific images caught your attention? Why?

What specific words caught your attention? Why?

What would you say is the “tone” of this ad? Why do you say that?

What, if anything, is this ad trying to make you do? How good of a job does it do in that regard?

What, if anything, would you do if you saw this ad? Does it get your attention? Is it memorable? Would you keep reading it if you saw it, or would you ignore it? Why?

Does it make you want to...

- Get more informed about the election?
- Register to vote? Or verify if you are properly registered?
- Vote in the federal election?

Who do you think is the target audience for this ad? Is it you or someone like you? Is it a different target than for the other ad? Why?

- Do you feel that this ad speaks to you personally? Do you see yourself reflected in it? If so, why? If not, why not? If not you, who do you think they are trying to speak to? Why
- Do the images of people in this ad connect with you? Why/why not?

REGISTRATION RADIO AD. Now I want to play for you a radio version of this ad.

How does this ad make you feel?

What would you say is the “tone” of this ad? Why do you say that?

What, if anything, is this ad trying to make you do? How good of a job does it do in that regard?

What, if anything, would you do if you heard this ad?

How memorable is this ad? Would you remember it? Why/why not?

- Who do you think is the target audience for this ad? Is it you or someone like you? Is it different than with the other ads? Why?
- Do you feel that this ad speaks to you personally? Do you hear yourself reflected in it? If so, why? If not, why not?

EARLY VOTING OPTIONS WEB BANNER AND FACEBOOK AD: Now I am going to show you a couple of different versions of this concept as an online and social media ad that would run during the “early voting” phase of the election campaign. Please take a moment to review it and then I will ask you some questions.

What would you say are the strengths of this ad? Why?

What would you say are the weaknesses of this ad? Why?

Which specific images caught your attention? Why?

What specific words caught your attention? Why?

What would you say is the “tone” of this ad? Why do you say that?

What, if anything, is this ad trying to make you do? How good of a job does it do in that regard?

What, if anything, would you do if you saw this ad? Does it get your attention? Is it memorable? Would you keep reading it if you saw it, or would you ignore it? Why?

Does it make you want to...

- Find out what are the other ways that you can vote?
- Vote in the federal election?

Who do you think is the target audience for this ad? Is it you or someone like you? Is it a different target than for the other ad? Why?

- Do you feel that this ad speaks to you personally? Do you see yourself reflected in it? If so, why? If not, why not?
- Do the images of people in this ad connect with you? Why/why not?

ELECTION DAY COLOUR PRINT AD AND WEB BANNER. We are going to look at one final version of this ad that would run close to election day in print and online.

Overall, how do these ads make you feel? What emotion comes to you when you see this ad?

Which images stand out to you? Why?

Which words/phrases stand out to you? Why?

What would you say is the tone of this ad?

Are these ads memorable? Why/why not? If you saw these, would you keep reading, or would you ignore them?

What, if anything, would you do if you saw these ads? Do they make you want to...

- Vote in the federal election?
- Get more informed about the election?

Who do you think is the target audience for these ads? Are they for you or someone like you? Why? If not you, who do you think they are trying to speak to? Why?

- Do you feel that these ads speak to you personally? Do you see yourself reflected in them? If so, why? If not, why not?
- How do the images of the people in the ad resonate with you?

TAGLINE DISCUSSION (BRING UP EARLIER IF PARTICIPANTS FLAG TAGLINE IN DISCUSSION)

Did you notice the tagline “**I Vote**”? How do you feel about this tagline? What is it trying to make you do?

Does this tagline “**I Vote**” fit with the words/images used in these ads? Why/why not?

Is there is a different line that should go at the end of this ad? What line would you use? Why?

- Would the tagline “**I Am A Voter**” work well with this version of the ad? Why/why not?
 - What does “**I Am A Voter**” mean to you vs. “**I Vote**”? Are the two things different? Why/why not?
 - How would using the tagline “**I Am A Voter**” change the meaning of the ad? Does it change how you feel about it? Why?
 - Does it make you feel more included, or like you are a part of it, when it says “**I Am A Voter**” vs. “**I Vote**”? Why do you say that?

4.0 Concept B – It’s Our Vote (40 minutes)

TELEVISION CONCEPT. Let’s move to the second concept.

What did you feel after seeing this animated storyboard? Why? (Possible Probes: amused, interested, bored, indifferent, curious...)

What did you think was best about this ad?

What did you like the least?

What would you say is the “tone” of this ad? Why do you say that? (Possible probes: authentic, credible, serious, appropriate, young/youthful, diverse, cheesy, friendly, condescending, conversational)

What questions, if any, would you have if you saw this ad?

What do you think of the images used in this ad? Do they resonate with you? Why/why not?

- Who do you think is the target audience for this ad? Is it you or someone like you? Why? If not you, who do you think they are trying to speak to? Why
- Do you feel that this ad speaks to you personally? Do you see yourself reflected in it? If so, why? If not, why not?
- Do the images of people in this ad connect with you? Why/why not?

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

If this ad came on as you were watching TV, what do you think you would do? (talk to a family member or friend about the ad, go to the website for information, switch channels, turn the TV off, do nothing/ignore).

Does it make you want to...

- Vote in the federal election?
- Get more informed about the election?

REGISTRATION B&W PRINT AD. Now I am going to show you a print ad on the screen with the same concept that would run in the early stages of the 2019 federal election campaign. This ad is part of the same concept.

SHOW AD - DISCUSS RESULTS

What would you say are the strengths of this ad? Why?

What would you say are the weaknesses of this ad? Why?

Which specific images caught your attention? Why?

What specific words caught your attention? Why?

What would you say is the “tone” of this ad? Why do you say that?

What, if anything, is this ad trying to make you do? How good of a job does it do in that regard?

What, if anything, would you do if you saw this ad? Does it get your attention? Is it memorable? Would you keep reading it if you saw it, or would you ignore it? Why?

Does it make you want to...

- Register to vote? Or verify if you are properly registered?
- Vote in the federal election?

Who do you think is the target audience for this ad? Is it you or someone like you? Is it a different target than for the other ad? Why?

- Do you feel that this ad speaks to you personally? Do you see yourself reflected in it? If so, why? If not, why not?
- Do the images of people in this ad connect with you? Why/why not?

REGISTRATION RADIO AD. Now I want to play for you a radio version of this ad.

How does this ad make you feel?

What would you say is the “tone” of this ad? Why do you say that?

What, if anything, is this ad trying to make you do? How good of a job does it do in that regard?

What, if anything, would you do if you heard this ad?

How memorable is this ad? Would you remember it? Why/why not?

Who do you think is the target audience for this ad? Is it you or someone like you? Is it different than with the other ads? Why?

- Do you feel that this ad speaks to you personally? Do you hear yourself reflected in it? If so, why? If not, why not?

EARLY VOTING OPTIONS WEB BANNER AND FACBOOK AD: Now I am going to show you a couple of different versions of this concept as an online and social media ad that would run during the “early voting” phase of the election campaign.

What are the strengths of this ad? Why?

What are the weaknesses of this ad? Why?

Which specific images caught your attention? Why?

What specific words caught your attention? Why?

What would you say is the “tone” of this ad? Why do you say that?

What, if anything, is this ad trying to make you do? How good of a job does it do in that regard?

What, if anything, would you do if you saw this ad? Does it get your attention? Is it memorable? Would you keep reading it if you saw it, or would you ignore it? Why?

Does it make you want to...

- Find out what are the other ways that you can vote?
- Vote in the federal election?

Who do you think is the target audience for this ad? Is it you or someone like you? Is it a different target than for the other ad? Why?

- Do you feel that this ad speaks to you personally? Do you see yourself reflected in it? If so, why? If not, why not?
- Do the images of people in this ad connect with you? Why/why not?

ELECTION DAY COLOUR PRINT AD AND WEB BANNER. We are going to look at one final version of this ad that would run close to election day in print and online.

Overall, how do these ads make you feel? What emotion comes to you when you see this ad?

Which images stand out to you? Why?

Which words/phrases stand out to you? Why?

What would you say is the tone of this ad?

Are these ads memorable? Why/why not? If you saw these, would you keep reading, or would you ignore them?

What, if anything, would you do if you saw these ads? Do they make you want to...

- Vote in the federal election?
- Get more informed about the election?

Who do you think is the target audience for these ads? Are they for you or someone like you? Why?

- Do you feel that these ads speak to you personally? Do you see yourself reflected in them? If so, why? If not, why not? If not you, who do you think they are trying to speak to? Why
- How do the images of the people in the ad resonate with you?

TAGLINE DISCUSSION (BRING UP EARLIER IN THE DISCUSSION IF PARTICIPANTS SPECIFICALLY FLAG THE TAGLINE WHEN EVALUATING MATERIALS)

Did you notice the tagline **“It’s Our Vote”**? How do you feel about this tagline? What is it trying to make you do?

Does this tagline **“It’s Our Vote”** fit with the words/images used in these ads? Why/why not?

Is there is a different line that should go at the end of this ad? What line would you use? Why?

- Would the tagline **“It’s Your Vote”** work well with this version of the ad? Why/why not?
 - What does **“It’s Your Vote”** mean to you vs. **“It’s Our Vote?”** Are the two things different? Why/why not?

- How would using the tagline “**It’s Your Vote**” change the meaning of the ad? Does it change how you feel about it?
- Does it make you feel more included, or like you are a part of it, when it says “your” vs. “our”? Why do you say that?

5.0 Wrap-Up – Target Exercise (25 minutes)

SHOW POWERPOINT SLIDE WITH TWO TARGETS ON THE SCREEN

Now you have had an opportunity to review both concepts and all of the ways in which they could be presented, I would like you to help us decide which of these two concepts does a better job of getting Canadians the information they need about voting. To do this, I would like you to show me how these concepts “hit the target” in terms of appealing to and gaining the attention of Canadians.

In a moment I am going to be showing two targets on the screen. Before I do that, I am going to show you the two different storyboards again. After I have done that, I am going to get you each to show me on the targets to what extent each concept “hits the mark.” I will also ask you to tell me

- What else, if anything, would make this concept more compelling?
- Which format of this concept would you be most likely to pay attention to? (print, online, social, television, radio), and why?

SHOW CONCEPTS A AND B AGAIN AND THEN SHOW TARGET IMAGES ON THE SCREEN. GET EACH PARTICIPANT TO INDICATE WHERE THEY WOULD PLACE THEIR “SHOT” FOR EACH TARGET – SHOW THIS USING DOTS ON EACH CONCEPT. THEN DISCUSS RESULTS/RATIONALE FOR PLACEMENT

- Why did you place the “shot” here?
- What else, if anything, would make this concept more compelling?
- Which format of this concept would you be most likely to pay attention to? (print, online, social, television, radio)
 - Would your placement of your “shot” on the target be any different depending on the format of the ad? (print, online, social, television, radio)

Are there aspects of one ad/concept that could be added to the other to make it better? Which specific elements would you put together? Why?

When you go home tonight, what are you going to remember most about these concepts you discussed?

Does anybody have any final comments on what we saw and talked about today?

Thanks for your participation

June 13, 2018

Environics Research
Elections Canada Creative Testing – Wave 1
Individual Interviews with Persons with Cognitive Disabilities
Discussion Guide
PN9955

- **Ottawa: June 18 (Ottawa-Carleton Association for Persons with Developmental Disabilities, 229 Colonnade Road South, Ottawa, ON)**
- **Ottawa: June 19 (Association Integration Sociale D'Ottawa, 235 Donald St, Ottawa, ON)**

1.0 Introduction to Procedures (10 minutes)

Thank you for agreeing to talk to me today.

I am here on behalf of Elections Canada. They are working on a voter information campaign for the next federal election, which is expected to take place in October 2019.

I really want to hear your opinions about the material I am going to show you.

Is it okay if I record us talking to help me write my report? I may also take some notes while we talk to remind myself of things.

I will be giving you a thank you gift at the end of the session.

If you have a cell phone please turn it off until we are done.

2.0 Introduction to Concepts

Elections Canada has two ideas, or “concepts,” for an upcoming advertising campaign to inform Canadians about where, when and ways they can vote in the next federal election in October 2019. We are going to look at both of these concepts.

There are different ways of presenting advertisements – on television, on the radio, in print and on the Internet– and we are going to be looking at these different forms.

3.0 Concept A – I Vote

TELEVISION CONCEPT – SHOW TV AD – REPEAT IF NEEDED

How does this ad make you feel?

What did you like best about this ad?

What did you like the least (if anything)?

Do you like the images used in this ad? (What about them do you like?)

Did you notice the ‘X’ in the ad? What do you think of it?

Is this ad meant for you or someone like you? If not you, who do you think it is meant for?

If this ad came on as you were watching TV, what if anything do you think you would do?

REGISTRATION RADIO AD. Now I am going to play you a radio version of this ad.

How does this ad make you feel?

What did you like best about this ad?

What did you like the least (if anything)?

What, if anything, would you do if you heard this ad?

Is this ad meant for you or someone like you? If not you, who do you think it is meant for?

EARLY VOTING OPTION WEB BANNER. We are going to look at a version of the ad that would run online during the “early voting” phase of the election campaign.

What images caught your attention?

What words caught your attention?

Is this ad meant for you or someone like you?

ELECTION DAY COLOUR PRINT AD. We are going to look at one final version of the ad that would run close to election day in newspapers.

How does this ad make you feel?

What did you think was best about it?

What did you like the least (if anything)?

Is this ad meant for you or someone like you?

TAGLINE DISCUSSION (BRING UP EARLIER IF PARTICIPANTS FLAG TAGLINE IN DISCUSSION)

Did you notice the message “I Vote”?

Does this message “I Vote” fit with the words/images used in these ads?

4.0 Concept B – It’s Our Vote

Let’s move to the second concept.

TELEVISION CONCEPT. SHOW TV AD – REPEAT IF NEEDED

How does this ad make you feel?

What did you like best about this ad?

What did you like the least (if anything)?

Do you like the images used in this ad? (What about them do you like?)

Is this ad meant for you or someone like you? If not you, who do you think it is meant for?

If this ad came on as you were watching TV, what if anything do you think you would do?

REGISTRATION RADIO AD. Now I am going to play you a radio version of this ad.

How does this ad make you feel?

What did you like best about this ad?

What did you like the least (if anything)?

What, if anything, would you do if you heard this ad?

Is this ad meant for you or someone like you? If not you, who do you think it is meant for?

EARLY VOTING OPTION WEB BANNER. We are going to look at a version of the ad that would run online during the “early voting” phase of the election campaign.

What images caught your attention?

What words caught your attention?

Is this ad meant for you or someone like you?

ELECTION DAY COLOUR PRINT AD. We are going to look at one final version of the ad that would run close to election day in newspapers.

How does this ad make you feel?

What about it do you notice the most? Why?

What did you think was best about it?

What did you like the least (if anything)?

Is this ad meant for you or someone like you?

TAGLINE DISCUSSION (BRING UP EARLIER IN THE DISCUSSION IF PARTICIPANTS SPECIFICALLY FLAG THE TAGLINE WHEN EVALUATING MATERIALS)

Did you notice the message “**It’s Our Vote**”?

Does this message “**It’s Our Vote**” fit with the words/images used in these ads?

5.0 Wrap-Up

Now you have seen both concepts and the ways in which they could be used, I would like you to help us decide which of these two does a better job of getting Canadians the information they need about voting.

(SHOW/PLAY CONCEPTS AGAIN AS NECESSARY)

“I Vote”

“It’s Our Vote”

Why do you like that one better?

Or

If like both: Are there things you like better in “**I Vote**” than “**It’s Our Vote**”, or the other way around?

When you go home tonight, what are you going to remember most about these concepts?

Do you have any final comments on what we saw and talked about today?

Thanks for your participation

Appendix C: Phase 2 Qualitative research instruments

June 23, 2018

Environics Research Group Limited
Creative Testing Focus Groups – Phase 2
(In-Person/Remote Groups)
Elections Canada
PN9955

Respondent Name: _____

Home #: _____

Cell #: _____

Group #: _____

Recruiter: _____

GROUP 1	GROUP 2	GROUP 3	GROUP 4
Toronto	Toronto	Montreal	Montreal
Thursday, Sept. 6	Thursday, Sept. 6	Monday, Sept. 10	Monday, Sept. 10
5:30-7:30 pm	8:00-10:00 pm	5:30-7:30 pm	8:00-10:00 pm
Youth 18-24 - students (English)	New Canadians (English)	Genpop 25+ (French)	Youth 18-24 (French)
GROUP 5	GROUP 6	GROUP 7	GROUP 8
Halifax	Vancouver	Vancouver	Whitehorse
Tuesday, Sept. 11	Wednesday, Sept. 12	Wednesday, Sept. 12	Thursday, Sept. 13
5:30-7:30 pm	5:30-7:30 pm	8:00-10:00 pm	5:30-7:30 pm
Genpop 25+ (English)	Indigenous peoples (English)	New Canadians (English)	Genpop 25+ (English)
GROUP 9	GROUP 10		
Whitehorse	Online/telephone		
Thursday, Sept. 13	Monday, Sept. 14		
8:00-10:00 pm	7:00-9:00 pm		
Indigenous peoples (English)	Persons with a physical disability		

Ten recruits per session (except 11/session for Group 5 – Halifax and 8/session for Group 10)

\$100 incentive, except Group 10 (persons with a disability – remote) in which it will be \$125.

Hello/Bonjour, my name is _____ from Environics Research. We are calling today to invite participants to attend a focus group discussion we are conducting on behalf of Elections Canada about the voter information campaign for the 2019 federal election. This study is a research project, not an attempt to sell or market anything; Your participation in the research is completely voluntary and confidential.

The format is a “round table” discussion led by a research professional. A recording of the session will be produced for research purposes. The recording will be used only by the research professional to assist in preparing a report on the research findings and will be destroyed once the report is completed. All information collected, used and/or disclosed will be used for research purposes only and administered as per the requirements of the Privacy Act.

The session will last a maximum of 2 hours and you will receive a cash gift as a thank you for attending the session. May we have your permission to ask you or someone else in your household some further question to see if you/they fit in our study? This will take about 5 minutes.

NB: If a participant asks for information on the research company conducting the research they can be told: Environics Research is located at 33 Bloor Street East, Suite 900, Toronto Ontario and can be reached at 416-920-9010.

IF ASKED IN Quebec: This is not related to the current Quebec provincial election campaign. The discussion will be about the next federal election.

Yes.....1 – CONTINUE

No.....2 – THANK AND TERMINATE

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

	<u>No</u>	<u>Yes</u>
A market research, communications or public relations firm, or an advertising agency	—	—
Media (Radio, Television, Newspapers, Magazines, etc.)	—	—
A federal or provincial government department or agency	—	—
A political party	—	—

IF YES TO ANY OF THE ABOVE – THANK AND TERMINATE

2. INDICATE:

- Male 1 50/50 split
- Female 2

3. We have been asked to speak to participants from all different ages. So that we may do this accurately, may I have your exact age please? _____. WRITE IN

- Under 18 0 TERMINATE
- 18-24 years of age 1 RECRUIT FOR GROUPS 1 & 4
- 25-34 years of age 2
- 35-44 years of age 3 GET MIX FOR OTHER GROUPS
- 45-54 years of age 4
- 55-64 years of age 5
- 65-74 years of age 6

75 years or more 7 MAX. 1 PER GROUP EXCL 1 & 4

4. Are you a Canadian citizen?

Yes 1

No 2 TERMINATE

5. Were you born in Canada?

Yes 1 SKIP TO Q7

No 2 CONSIDER FOR GROUPS 2&7

IF Q5=2

6A In what year did you come to Canada?

RECRUIT TO GROUPS 2&7 IF 2008 OR LATER

IF Q5=2

6B From which country did you emigrate?

FOR GROUPS 2 AND 7, RECRUIT A MAXIMUM OF 1 PER GROUP WHO ARE FROM PREDOMINANTLY ENGLISH-SPEAKING COUNTRIES (UK, IRELAND, SOUTH AFRICA, AUSTRALIA, NEW ZEALAND)

6. Which language do you speak most often at home?

English 1 GET MIX – INCLUDE AT LEAST 3-4 IN GROUPS 2&7 WHO SPEAK A NON- OFFICIAL LANGUAGE

French 2

Other: RECORD

7. Which of the following best identifies you?

01 – First Nations

02 – Inuk

03 – Métis

04 – or, a non-Indigenous person

RECRUIT TO GROUP 6 OR 9 IF FIRST NATIONS, INUK OR Métis

ASK Q9 ONLY IF Q8=04

8. What is your ethnic background?

Recruit at least two per group for Groups 1 (Toronto Youth), 3 (Montreal Gen-Pop), 4 (Montreal Youth) and 10 (Online/telephone) who are of non-European descent or who are other visible minorities (i.e. Chinese or South Asian) or Indigenous.

Recruit at least five who are of non-European/non-Indigenous descent or who are other visible minorities (i.e. Chinese or South Asian) for Group 2 (Toronto New Canadians) and Group 7 (Vancouver New Canadians).

9. Do you identify as having ... ?

- | | | |
|--|---------|-----------------------|
| A physical or mobility related disability: _____ | SPECIFY | CONSIDER FOR GROUP 10 |
| A cognitive or intellectual disability | 2 | |
| Or, none of these | 3 | |

NB: A physical disability could include: being paraplegic, using a wheelchair or a walker, vision impairment, hearing impairment, severe arthritis, having had a limb amputated, disfigurement etc...

NB: A cognitive or intellectual disability could include: Learning disabilities, Mental illness, Mood disorders such as bipolar disorder, depression, schizophrenia etc... Down Syndrome, Dyslexia, Autism, Brain injuries, Intellectual or developmental disability, etc....

IF Q10=01

10. What is the nature of your physical disability?

- | | |
|--------------------|---|
| Visual impairment | 1 |
| Hearing impairment | 2 |
| Mobility _____ | 3 |
| Other: _____ | 4 |
| Or, none of these | 5 |

RECRUIT A MIX OF PARTICIPANTS WITH DIFFERENT TYPES OF PHYSICAL DISABILITIES

11. Which of the following categories best corresponds to your total household annual income, before taxes, for 2017? READ

- 01 - Under \$30,000
- 02 - \$30,000 to \$60,000
- 03 - \$60,000 to \$80,000 GET MIX
- 04 - \$80,000 to \$100,000
- 05 - \$100,000 to \$150,000
- 06 - \$150,000 and over
- 99 - REFUSE/DK/NA TERMINATE

12. Could you please tell me what is the last level of education that you completed? GET MIX

Some High School only	1
Completed High School	2
Trade School certificate	3
Some Post secondary	4
Completed Post secondary	5
Graduate degree	6

13. Are you working (CHECK QUOTAS)?

Full Time (35 hrs. +)	___	4 MIN. FOR GROUPS 3, 5, 8
Part Time (under 35 hrs.)	___	
Homemaker	___	
Student	___	ASK 14B AND 14C
Retired	___	2 max for Groups 3, 5, 8
Unemployed	___	1 max for Groups 3, 5, 8

14A Will you be attending university or college for the 2018-2019 school year?

Yes	1 -
No	2

RECRUIT STUDENTS ONLY FOR GROUP 1 AND MIX OF STUDENTS AND NON-STUDENTS FOR GROUP 4

14B Have you moved from another city or two within the past 12 months to attend this university or college program?

Yes	1 -
No	2

TRY TO GET A MIX OF BOTH FOR GROUP 1

14. What is your marital status?

Married/common law	1
Separated/divorced	2
Single	3
Widowed	4

15. What is your current occupation?

Type of Job	Type of Company
-------------	-----------------

IF MARRIED/Common Law ASK: WHAT IS YOUR PARTNER'S OCCUPATION?

Type of Job	Type of Company
-------------	-----------------

TERMINATE IF OCCUPATION RELATES TO EXCLUSIONS IN Q. 1

16. Participants in group discussions are asked to voice their opinions and thoughts, how comfortable are you in voicing your opinions in English/French in front of other people? Are you... (read list)

- | | |
|----------------------|--------------------|
| Very comfortable | 1- MIN 5 PER GROUP |
| Fairly comfortable | 2 |
| Not very comfortable | 3 - TERMINATE |
| Very uncomfortable | 4 - TERMINATE |

17. Have you ever participated in a focus group or a one-to-one discussion for which you have received a sum of money, here or elsewhere?

- | | | |
|-----|---|---------------------|
| Yes | 1 | MAXIMUM 5 PER GROUP |
| No | 2 | ---> (SKIP TO Q.21) |

IF YES IN Q17, ASK:

18. When did you last participate in one of these discussions?

(TERMINATE IF IN THE PAST 6 MONTHS)

19. How many focus groups or one-to-one discussions have you participated in during the past 5 years?

(SPECIFY)

IF 5 OR MORE, TERMINATE

ASK Q20-24 FOR GROUPS 1-9 (IN-PERSON GROUPS) ONLY

20. Sometimes participants are also asked to write out their answers on a questionnaire, as well as read text and images. Is there any reason why you could not participate? If you need glasses to read, please remember to bring them.

- | | |
|-----|---------------|
| Yes | 1 - TERMINATE |
| No | 2 |

NOTE: FOR IN-PERSON GROUPS, 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.

IF RESPONDENT OFFERS ANY OF THESE REASONS, CONSIDER FOR GROUP 10

21. I would like to invite you to attend the focus group session on _____ where you will exchange your opinions in a moderated discussion with other people from your community. The session will last 2 hours in total and you will receive \$100/\$125 to thank you for your participation.

The session will be recorded and observed but your participation will be confidential. Do you consent to take part in the focus group? By agreeing to participate you are giving your consent to these procedures. You will be asked to sign a release to this effect when you arrive at the session.

Yes 1 -

No 2 TERMINATE

22. We will contact you again before the date of the session to confirm your attendance. Do you consent to this?

Yes 1 -

No 2 TERMINATE

23. Please bring along some form of identification as you will be asked to show it. Only you may attend, you cannot send a substitute. The session is 2 hours in length, but we are asking that all participants arrive 15 minutes prior to the start time of the session. Are you able to be at the research facility 15 minutes prior to the session time?

Yes 1-CONTINUE

No 2-TERMINATE

ASK Q25-28 FOR GROUP 10 (ONLINE/TELEPHONE SESSION)

24. I would like to invite you to attend an online/telephone focus group session on Thursday, June 14 at 7 pm EST (___ local time). At this time, you will exchange opinions with others from across the country. The session will last 2 hours in total and you will receive \$125 to thank you for your participation.

The focus group will require participants to go online using a desktop or laptop computer. You will need internet access in a private and quiet location to take part in the study. We cannot provide this technology for you. Will you be able to access the Internet for a two-hour discussion using a desktop or laptop computer?

Yes CONTINUE

No TERMINATE

NOTE: PARTICIPANTS CANNOT USE A TABLET OR MOBILE PHONE FOR THIS TASK

Groups 6 & 7 – Vancouver – Wednesday, September 12– 5:30/8:00 pm

CRC Vancouver
1398 West 7th Avenue
1-866-455-9311

Groups 8 & 9 – Whitehorse – Thursday, September 13 – 5:30/8:00 pm

Best Western Gold Rush Inn
411 Main Street
(867) 668-4500

ONLINE/TELEPHONE

Group 10 – Persons with a physical disability – Monday, September 17 – 7:00 p.m. EST

Conference code line is 1-866-269-6685; enter code 9730 1344 56#

Please provide me with your email address so I can send you login details for the web conference application. This email will also include dial-in details for the conference line.

Email address: _____

INTERVIEWERS: Tell respondent that it is a small group and anyone who does not show or cancels at the last minute will compromise the project. Make sure they know we feel their opinions are valuable and we are serious about finding out what they have to offer.

NOTE: PLEASE TELL ALL RESPONDENTS THAT THEY WILL RECEIVE A CONFIRMATION CALL THE DAY PRIOR TO THE SESSION. IF FOR SOME REASON THEY HAVE NOT HEARD FROM US THEY SHOULD CONTACT US AT _____. IF THEIR NAME IS NOT ON THE ATTENDANCE FORM THEY WILL NOT BE ADMITTED TO THE GROUP. IF A RESPONDENT HAS ANY OTHER QUESTIONS ABOUT THE RESEARCH, THEY SHOULD ALSO CONTACT US AT THIS NUMBER.

September 5, 2018

**Environics Research
Elections Canada Creative Testing – Wave 2
In-person Group Discussion Guide
PN9955**

- **Toronto: Sept. 6 (CRC Research House – 200-1867 Yonge)**
- **Montreal: Sept. 10 (CRC – 1610 Rue Ste-Catharine Ouest)**
- **Halifax: Sept. 11 (CRA – 5001-7071 Bayers Road)**
- **Vancouver: Sept. 12 (CRC – 1398 West 7th Avenue)**
- **Whitehorse: Sept. 13 (Best Western Gold Rush Inn, 411 Main St.)**

1.0 Introduction to Procedures (10 minutes)

Welcome to the group. We want to hear your opinions. Not what you think other people think – but what you think!

Feel free to agree or disagree. Even if you are just one person among eight taking a certain point of view, you could represent thousands of other people in [city/province] who feel the same way you do.

You don't have to direct all your comments to me; you can exchange ideas and point of view with each other too. Please be respectful while doing so.

You are being recorded and observed to help me write my report.

I may take some notes during the group to remind myself of things also.

As we indicated when you were recruited, we are conducting this research on behalf of Elections Canada regarding a voter information campaign for the next federal election, which is expected to take place in October 2019. (Montreal group: This session has nothing to do with the Quebec provincial election that is currently underway).

The host/hostess will pay you your incentives at the end of the session.

Please turn off any cell phones.

Let's go around – please tell us your name and a little bit about yourself, such as where you live, who lives with you, what you do for a living, etc.

Tonight we are going to be sharing with you some materials that have been developed to inform Canadians about where, when and ways they can vote in the 2019 federal election. I want to emphasize that these materials are drafts at this stage and have not been finalized, so please do not focus too much on the visuals, colours or other aesthetic aspects of the ad.

I am going to be sharing with you the materials that have been developed for each stage of the election campaign. At each stage, there are several materials in different formats (print, online, social media, radio, etc.), and I will be asking you to comment on what you think about each of these items at the same time. Again, when we look at these, I would like to focus mostly on the message/content of the ad and less so on what it looks like.

Pre-writ (20 minutes)

- Groups to test with: 1, 3, 6, 7, 10
- Materials to test: Web banner ad, social media post, infographic

This set of materials are for the period before the election campaign is officially underway. The materials we are going to be looking at include a **web banner ad, social media post and infographic**.

HIGHLIGHTER EXERCISE: I would like you to take a moment to read through these three items on the sheets provided to you and look at them on the screen.

Using your green highlighter, I would like you to highlight the most important messages or pieces of information for you. With your pink highlighter, I would like you to highlight messages or information that is unclear or could be made clearer.

What did you mark with your green highlighter? Why did you do this? What is it about this message/information that is important to you?

What did you mark with your pink highlighter? Why did you do this? How could this message/information be made clearer?

Is there any **information that you want/need to know** that is not included in these ads? What is that? Why is this important to include?

To what extent do these ads **resonate** with you? Why/why not?

- Do they get your attention? Are they memorable? Why or why not?

What is the **key message** of these ads? Why do you say that?

- Is the message any different from one ad to the other? Why is that?

What, if anything, are these ads trying to get you to do? What is the “**call to action**?” What, if anything, would you do if you came across these ads?

Do they make you want to:

- Get informed about the election?
- Register to vote, or verify if you are properly registered?
- Vote in the federal election?

Registration (20 minutes)

- Groups to test with: 2, 4, 5, 9, 10
- Materials to test: print ad, web banner, infographic

This set of materials are for the **registration** period, which is the early part of the campaign when people are encouraged to register to vote. The materials we are going to be looking at include a **print ad, a web banner ad, and an infographic**.

HIGHLIGHTER EXERCISE: I would like you to take a moment to read through these three items on the sheets in front of you and look at them on the screen.

Using your green highlighter, I would like you to highlight the most important messages or pieces of information for you. With your pink highlighter, I would like you to highlight messages or information that is unclear or could be made clearer.

What did you mark with your green highlighter? Why did you do this? What is it about this message/information that is important to you?

What did you mark with your pink highlighter? Why did you do this? How could this message/information be made clearer?

Is there any information that you want/need to know that is not included in these ads? What is that? Why is this important to include?

To what extent do these ads resonate with you? Why/why not?

- Do they get your attention? Are they memorable? Why or why not?

What is the key message of these ads? Why do you say that?

- Is the message any different from one ad to the other? Why is that?

What, if anything, are these ads trying to get you to do? What is the “call to action?” What, if anything, would you do if you came across these ads?

Do they make you want to:

- Get informed about the election?
- Register to vote, or verify if you are properly registered?
- Vote in the federal election?

Voter Information Card (20 minutes)

- Groups to test with: 3, 4, 6, 7, 8, 9
- Materials to test: radio ad, social media post, infographic

This set of materials are related to the **voter information card**, which provides voters with details on where, when and ways to vote. The materials we are going to be looking at include a **radio ad, a social media post, and an infographic**.

HANDOUT SHEET WITH POST/INFOGRAPHIC AND PLAY RADIO AD

HIGHLIGHTER EXERCISE: I would like you to take a moment to read through these post and infographic on the sheets in front of you and look at them on the screen.

Using your green highlighter, I would like you to highlight the most important messages or pieces of information for you. With your pink highlighter, I would like you to highlight messages or information that is unclear or could be made clearer.

What did you mark with your green highlighter? Why did you do this? What is it about this message/information that is important to you?

What did you mark with your pink highlighter? Why did you do this? How could this message/information be made clearer?

Is there any information that you want/need to know that is not included in these ads? What is that? Why is this important to include?

FOR THE RADIO AD: What message/information in the radio ad is important to you? Why? PLAY RADIO AD AGAIN IF REQUIRED

FOR THE RADIO AD: What message/information in the radio ad is not clear to you? How could it be made clearer?

FOR THE RADIO AD: Is there any information that you want/need to know that is not included in the radio ad? Why is this important to include?

To what extent do these ads resonate with you? Why/why not?

- Do they get your attention? Are they memorable? Why or why not?

What is the key message of these ads? Why do you say that?

- Is the message any different from one ad to the other? Why is that?

What, if anything, are these ads trying to get you to do? What is the “call to action?” What, if anything, would you do if you came across these ads?

Do they make you want to:

- Get informed about the election?
- Register to vote, or verify if you are properly registered?
- Vote in the federal election?

Early Voting Options (20 minutes)

- Groups to test with: 1, 2, 4, 5, 7, 8, 9
- Materials to test: print ad, web banner, infographic

This set of materials are about **early voting options**, which explain how you can cast a ballot prior to Election Day. The materials we are going to be looking at include a **print ad**, a **social media post**, and an **infographic**.

FOR GROUPS 1 AND 4 (YOUTH), SHOW THE CAMPUS VERSIONS; FOR OTHER GROUPS, SHOW THE GENERIC VERSIONS

HIGHLIGHTER EXERCISE: I would like you to take a moment to read through these three items on the sheets in front of you and look at them on the screen.

Using your green highlighter, I would like you to highlight the most important messages or pieces of information for you. With your pink highlighter, I would like you to highlight messages or information that is unclear or could be made clearer.

What did you mark with your green highlighter? Why did you do this? What is it about this message/information that is important to you?

What did you mark with your pink highlighter? Why did you do this? How could this message/information be made clearer?

Is there any information that you want/need to know that is not included in these ads? What is that? Why is this important to include?

To what extent do these ads resonate with you? Why/why not?

- Do they get your attention? Are they memorable? Why or why not?

What is the key message of these ads? Why do you say that?

- Is the message any different from one ad to the other? Why is that?

What, if anything, are these ads trying to get you to do? What is the “call to action?” What, if anything, would you do if you came across these ads?

Do they make you want to:

- Get informed about the election?
- Register to vote, or verify if you are properly registered?
- Vote in the federal election?

Election Day (20 minutes)

- Groups to test with: 1, 2, 3, 5, 6, 10
- Materials to test: radio ad, web banner, infographic

This set of materials are for the period leading up to **Election Day**. The materials we are going to be looking at include a **radio ad, a web banner ad, and an infographic**.

PLAY RADIO AD AND SHOW OTHER ADS IN HANDOUTS/ON SCREEN

HIGHLIGHTER EXERCISE: I would like you to take a moment to read through the web banner ad and infographic on the sheets in front of you and look at them on the screen.

Using your green highlighter, I would like you to highlight the most important messages or pieces of information for you. With your pink highlighter, I would like you to highlight messages or information that is unclear or could be made clearer.

What did you mark with your green highlighter? Why did you do this? What is it about this message/information that is important to you?

What did you mark with your pink highlighter? Why did you do this? How could this message/information be made clearer?

Is there any information that you want/need to know that is not included in these ads? What is that? Why is this important to include?

FOR THE RADIO AD: What message/information in the radio ad is important to you? Why? PLAY RADIO AD AGAIN IF NECESSARY

FOR THE RADIO AD: What message/information in the radio ad is not clear to you? How could it be made clearer?

FOR THE RADIO AD: Is there any information that you want/need to know that is not included in the radio ad? Why is this important to include?

To what extent do these ads resonate with you? Why/why not?

- Do they get your attention? Are they memorable? Why or why not?

What is the key message of these ads? Why do you say that?

- Is the message any different from one ad to the other? Why is that?

What, if anything, are these ads trying to get you to do? What is the “call to action?” What, if anything, would you do if you came across these ads?

Do they make you want to:

- Get informed about the election?
- Register to vote, or verify if you are properly registered?
- Vote in the federal election?

Reminder Brochure (15 minutes)

- Groups to test with: 1, 2, 3, 6, 8, 9, 10

Now I am going to share with you a copy of a **brochure** that would be sent to voters in order to inform them about where, when and ways they can vote.

What is your initial impression of this brochure? How do you feel about this?

What do you take away as the main message from this brochure?

Is this message clear? What, if anything, is unclear about it? How could that be changed so it is more clear?

Did you notice the “checklist” in this brochure? How do you feel about this?

If you received this brochure in the mail, what would you do with it?

Do you recall receiving one of these in the past? What did you do with it then?

What other suggestions, if any, do you have to improve this brochure? Why do you say that?

Calendar (15 minutes)

- Groups to test with: 2, 4, 5, 6, 7, 8

Now I am going to share with you a copy of a **calendar** that would be available on Elections Canada’s website in order to provide voters with information about the key dates for the election, as well as information about where, when and ways they can vote.

What is your initial impression of this calendar? Why do you say that?

What do you take away as the main message from this calendar? How do you feel about this?

Is this message clear? What, if anything, is unclear about it? How could the calendar be changed so the message is more clear?

If you received this calendar in the mail, what would you do with it?

Do you recall seeing one of these in the past? What did you do with it then?

What other suggestions, if any, do you have to improve this calendar? Why do you say that?

Website Landing Page (15 minutes)

- Groups to test with: 1, 3, 4, 5, 7, 9, 10

Has anyone been to Elections Canada’s website in the past? Why did you go there? What were you looking for? How helpful was the information on the website?

Now I want to show you what Elections Canada’s website will look like during the election campaign.

SHOW BOTH VERSIONS ON SCREEN – TOGGLE BETWEEN THEM

What is your initial impression of the website? Why do you say that?

TOGGLE BETWEEN THE TWO SCREENS Which of these two options do you like better? Do you prefer the one with icons, or the one with pictures? Why?

What word would you use to describe each of these options?

When you come to this landing page, where would you be most likely to go? Why?

Is the information provided on the website clear to you? What, if anything, is unclear to you? How could the website be changed so that this information is more clear?

Would you be likely to visit this website? Why/why not?

What would you do with the information on this website? Why do you say that?

Alternative Logo (10 minutes)

IF NOT MENTIONED EARLIER: Did anyone notice the “visual signature,” or logo, and the phrase It’s Our Vote/C’est Notre Vote? What did you think when you saw this?

There is a slightly different version of this logo/tagline that I would like to share with you. SHOW ON SCREEN

- What do you like about this?
- What do you dislike about this?
- Of the two logos, which one does a better job of getting your attention? Why do you say that?
- Of the two logos, which one do you think is best suited to the goal of this campaign, which is to inform Canadians about where, when and ways they can vote? Why do you say that?

Wrap-up (10 minutes)

When you go home tonight and think back on this group, what are you most likely to remember?

If you were to tell someone you know about what you learned tonight, what would you tell them?

Of all of the different versions of these ads, which one stood out as being the most memorable? Why do you say that?

Which one would you say would be most likely to encourage you to find out how to vote? Why do you say that?

What advice, if any, would you have for Elections Canada to make these ads more effective in informing Canadians about how they can vote?

Does anyone have any additional thoughts on what they have seen tonight?

Thank you for your participation

Sept 13, 2018

**Environics Research
Elections Canada Creative Testing – Wave 2
Individual Interviews with Persons with Cognitive Disabilities
Discussion Guide
PN9955**

- **Ottawa: September 18 (Association Integration Sociale D'Ottawa, 235 Donald St, Ottawa, ON)**
- **Ottawa: September 19 (Ottawa-Carleton Association for Persons with Developmental Disabilities, 229 Colonnade Road South, Ottawa, ON)**

1.0 Introduction to Procedures (10 minutes)

Thank you for agreeing to talk to me today.

I am here on behalf of Elections Canada. They are working on a voter information campaign for the next federal election, which is expected to take place in October 2019.

I really want to hear your opinions about the material I am going to show you.

Is it okay if I record us talking to help me write my report? I may also take some notes while we talk to remind myself of things.

I will be giving you a thank you gift at the end of the session.

If you have a cell phone please turn it off until we are done.

2.0 Introduction to ads

Elections Canada is developing an upcoming advertising campaign to inform Canadians about where, when and ways they can vote in the next federal election in October 2019. We are going to look at some ads they have created for this campaign. When we look at these, I would like to focus mostly on the content of the ad and less so on what it looks like.

3.0 Pre-writ Facebook ad

First we are going to look at an ad that would run on Facebook before the election is officially called.

What is this ad trying to tell you?

Is there anything about this ad you find confusing?

What, if anything, is this ad trying to get you to do?

Is this ad helpful to you?

Is this ad meant for you or someone like you?

4.0 Registration print ad

Now we are going to look at an ad that would run in newspapers before the election.

What is this ad trying to tell you?

Is there anything about this ad you find confusing?

What, if anything, is this ad trying to get you to do?

Is this ad helpful to you?

Is this ad meant for you or someone like you?

5.0 Voter information card radio ad

Now I am going to play you an ad that would be broadcast on the radio before the election.

PLAY VOTER INFORMATION CARD RADIO AD – REPEAT IF NEEDED

What is this ad trying to tell you?

Is there anything about this ad you find confusing?

What, if anything, is this ad trying to get you to do?

Is this ad helpful to you?

Is this ad meant for you or someone like you?

6.0 Early voting - infographic

Now we are going to look at a kind of poster, called an “infographic,” about the election.

What is this ad trying to tell you?

Is there anything about this ad you find confusing?

What, if anything, is this ad trying to get you to do?

Is this ad helpful to you?

Is this ad meant for you or someone like you?

7.0 Election Day web banner - disability

Now we are going to look at an ad that would be shown online near to Election Day.

What is this ad trying to tell you?

Is there anything about this ad you find confusing?

What, if anything, is this ad trying to get you to do?

Is this ad helpful to you?

Is this ad meant for you or someone like you?

8.0 Website

Now I want to show you what Elections Canada’s website might look like during the election campaign. There are two different versions to look at.

Which of these two options do you like better? Do you prefer the one with icons, or the one with pictures? Why?

Would you be likely to visit this website? Why/why not?

What would you do with the information on this website?

9.0 Ad versions

Here are two different versions of the print ad I showed you earlier. One has an X and the other has a box.

Which version do you like better?

Why do you say that?

10.0 Wrap-Up

When you go home tonight, what are you going to remember most about these ads?

Do you have any final comments on what we saw and talked about today?

Appendix D: Phase 2 Quantitative research instrument

Elections Canada — Communications Testing FINAL Online Questionnaire

SPLASH PAGE

Please select your preferred language for completing the survey./ SVP choisissez votre langue préférée pour remplir le sondage

01 – English

02 – Français

This survey is being conducted on behalf of Elections Canada and the results will be used to guide decisions regarding a voter information campaign for the next federal election, which is expected to take place in October 2019.

The survey should take no more than 15 minutes to complete.

Your participation is voluntary and completely confidential. All your answers will remain anonymous and will be combined with responses from others.

If you wish to verify the legitimacy of this research or to register a complaint, please contact Elections Canada at info@elections.ca. To get information about the survey industry or to ask technical questions about this survey, please contact Sarah Robertson at Environics at sarah.roberton@environics.ca.

If you genuinely have no opinion about a question or cannot answer it, please click through to the next question. There are only a few key questions where your answer will be required to move forward.

Thank you in advance for your participation. Please click on >> to continue.

[RED = SKIP/BRANCH/PROGRAMMING LOGIC]

A) SCREENING QUESTIONS

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

Please select any that apply

- A market research, communications or public relations firm, or an advertising agency
- Media (radio, television, newspapers, magazines, etc.)
- A federal or provincial government department or agency
- A political party
- None of the above (SINGLE PUNCH)

CONTINUE ONLY IF "NONE". OTHERWISE, THANK AND TERMINATE

2. In which age category do you belong?

SELECT ONE ONLY

- Less than 18 years old
- 18 to 24 **YOUTH QUOTA (N=200)**
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 or older

IF “LESS THAN 18 YEARS OLD” THANK AND TERMINATE

3. Are you a Canadian citizen, eligible to vote in federal elections?
- Yes
 - No **THANK AND TERMINATE**
4. Were you born in Canada?
- Yes **SKIP TO Q6**
 - No
5. When did you come to Canada?
- Prior to 2008
 - Since 2008 **ALLOPHONE/NEWCOMER QUOTA (N=200)**
6. Are you an Indigenous person, that is, First Nations, Inuk or Métis?
- First Nations (status or non-status) **INDIGENOUS QUOTA (N=200)**
 - Inuk **INDIGENOUS QUOTA (N=200)**
 - Métis **INDIGENOUS QUOTA (N=200)**
 - I am not an Indigenous person
7. What language do you speak **most often** at home?
- English
 - French
 - Cree, Ojibway, Inuktitut, Dene or other Indigenous language
 - Other _____ **ALLOPHONE/NEWCOMER QUOTA (n=200)**
8. Are you a person with a disability?
- Yes **DISABILITY QUOTA (N=200)**
 - No
9. **IF YES AT Q8:** Please indicate the nature of your disability.
- Please select any that apply
- Blind or visual impairment
 - Coordination or dexterity
 - Deaf or hard of hearing
 - Mobility
 - Speech impairment
 - Developmental or intellectual
 - Emotional/psychological/mental health
 - Pain that is always present
 - Other: Please specify _____
 - Prefer not to say
10. How do you identify your gender?
- Female
 - Male
 - Other
 - Prefer not to say

11. Which of the following categories best describes your current employment status? Are you:
(ACCEPT ONE RESPONSE ONLY)
- Working full-time, that is, 35 or more hours per week
 - Working part-time, that is, less than 35 hours per week
 - Self-employed
 - Unemployed, but looking for work
 - A student attending school full-time **STUDENT**
 - Retired
 - Not in the workforce (full-time homemaker or unemployed but not looking for work)
 - Other
 - Prefer not to say
12. In which province do you live?

Drop-down list

- 01 – Alberta
- 02 – British Columbia
- 03 – Manitoba
- 04 – New Brunswick
- 05 – Newfoundland and Labrador
- 06 – Nova Scotia
- 07 – Ontario
- 08 – Prince Edward Island
- 09 – Quebec
- 10 – Saskatchewan

SECTIONS B–F SEQUENTIAL SUITES: There will be two items to test for each suite; respondents will see one item from each of four suites. REGARDLESS OF ITEMS RANDOMLY SELECTED, ALWAYS SHOW IN SEQUENTIAL ORDER (I.E. ALWAYS PRE-WRIT MATERIALS BEFORE OTHERS, REGISTRATION MATERIALS BEFORE VOTER INFORMATION CARD, VIC BEFORE EARLY VOTING MATERIALS, ELECTION DAY MATERIALS ALWAYS AT END).

SUITE 1: PRE-WRIT

SUITE 2: REGISTRATION

SUITE 3: VOTER INFORMATION CARD

SUITE 4A: EARLY VOTING OPTIONS – GENERAL **OR IF STUDENT** SUITE 4B: EARLY VOTING OPTIONS – CAMPUS

SUITE 5A: ELECTION DAY – GENERAL **OR IF DISABILITY** SUITE 5B: ELECTION DAY - DISABILITY

Sequential	n	Pre-writ		Registration		Voter information card		Early voting A or B		Election day A or B		Total views
		Item 1	Item 2	Item 1	Item 2	Item 1	Item 2	Item 1	Item 2	Item 1	Item 2	
Gen Pop	500	200	200	200	200	200	200	200	200	200	200	2000
Youth	200	80	80	80	80	80	80	80	80	80	80	800
Indigenous	200	80	80	80	80	80	80	80	80	80	80	800
Allophone	200	80	80	80	80	80	80	80	80	80	80	800
Disabled	200	80	80	80	80	80	80	80	80	80	80	800
Total	1300	520	520	520	520	520	520	520	520	520	520	5200

%

Sequential	n	Pre-writ		Registration		Voter information card		Early voting A or B		Election day A or B	
		Item 1	Item 2	Item 1	Item 2	Item 1	Item 2	Item 1	Item 2	Item 1	Item 2
Gen Pop	500	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%
Youth	200	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%
Indigenous	200	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%
Allophone	200	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%
Disabled	200	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%

SHOW TO ALL

The purpose of this survey is to gather reactions and feedback to some communications products to be used for the next federal election. **Please note that the election date shown on these materials is for example purposes only.** The election has not yet been called and no election date has been set.

IMPORTANT: The materials you will be shown in this survey are proprietary to Elections Canada. Please do not share any screen shots or images on social media.

B) ITEM ONE

Please review this item carefully and then answer some questions about it.

[IF BANNER AD] Note: This is an animated banner ad like you would see on the Internet. Please make sure you see all frames before you move on to the question.

[IF RADIO AD] Please press play to listen to the radio ad.

[IF FACEBOOK AD] This is an ad that you would see on Facebook.

[IF PRINT AD] This is an ad that you would see in a newspaper.

[FOR FIRST AD SHOWN ONLY] **Please note that the election date shown on these materials is for example purposes only.** The election has not yet been called and no election date has been set.

13. Thinking about this item, please indicate which messages it conveyed to you.

SELECT ALL THAT APPLY –RANDOMIZE

- The date of the next federal election
- Who is eligible to vote
- Where to get more information about voting
- Other ways to vote if you cannot vote on election day
- People need to register to vote
- People should confirm that they are registered to vote
- Elections Canada has the information you need to vote
- You need to have the right kind of ID to vote
- You can apply to work in the federal election
- You should contact Elections Canada with any questions or to confirm that you are registered to vote
- What to do if you do not get a voter information card or if your card has incorrect information
- Something else (please specify): _____ **ANCHOR AT BOTTOM**
- None of the above **ANCHOR AT BOTTOM**

Please indicate your level of agreement with the following statements about this item.

<i>Randomize order of statements.</i>	Strongly disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly agree 5
14. The message was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The information is helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. SHOW IF NOT RADIO AD: This item is visually appealing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The important information was very clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. What actions, if any, would you be likely to take as a result of seeing (IF RADIO: hearing) this item?

SELECT ALL THAT APPLY –RANDOMIZE

- Confirm that I am registered to vote
- Find out where I need to go to vote
- Make sure I bring the right ID with me to vote
- Contact Elections Canada for more information or if there is any problem
- Vote in person
- Vote by mail
- Something else (please specify) _____ ANCHOR AT BOTTOM
- None of the above ANCHOR AT BOTTOM

C) ITEM TWO

Please review this item carefully and then answer some questions about it.

19. Thinking about this item, please indicate which messages it conveyed to you.

SELECT ALL THAT APPLY –RANDOMIZE

- The date of the next federal election
- Who is eligible to vote
- Where to get more information about voting
- Other ways to vote if you cannot vote on election day
- People need to register to vote
- People should confirm that they are registered to vote
- Elections Canada has the information you need to vote
- You need to have the right kind of ID to vote
- You can apply to work in the federal election
- You should contact Elections Canada with any questions or to confirm that you are registered to vote
- What to do if you do not get a voter information card or if your card has incorrect information
- Something else (please specify): _____ ANCHOR AT BOTTOM
- None of the above ANCHOR AT BOTTOM

Please indicate your level of agreement with the following statements about this item.

<i>Randomize order of statements.</i>	Strongly disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly agree 5
20. The message was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The information is helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. SHOW IF NOT RADIO AD: This item is visually appealing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. The important information was very clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. What actions, if any, would you be likely to take as a result of seeing (IF RADIO: hearing) this item?

SELECT ALL THAT APPLY – RANDOMIZE

- Confirm that I am registered to vote
- Find out where I need to go to vote
- Make sure I bring the right ID with me to vote
- Contact Elections Canada for more information or if there is any problem
- Vote in person
- Vote by mail
- Something else (please specify) _____ ANCHOR AT BOTTOM
- None of the above ANCHOR AT BOTTOM

D) ITEM THREE

Please review this item carefully and then answer some questions about it.

25. Thinking about this item, please indicate which messages it conveyed to you.

SELECT ALL THAT APPLY – RANDOMIZE (TO BE FINALIZED)

- The date of the next federal election
- Who is eligible to vote
- Where to get more information about voting
- Other ways to vote if you cannot vote on election day
- People need to register to vote
- People should confirm that they are registered to vote
- Elections Canada has the information you need to vote
- You need to have the right kind of ID to vote
- You can apply to work in the federal election
- You should contact Elections Canada with any questions or to confirm that you are registered to vote
- What to do if you do not get a voter information card or if your card has incorrect information
- Something else (please specify): _____ ANCHOR AT BOTTOM
- None of the above ANCHOR AT BOTTOM

Please indicate your level of agreement with the following statements about this item.

<i>Randomize order of statements.</i>	Strongly disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly agree 5
26. The message was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The information is helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. SHOW IF NOT RADIO AD: This item is visually appealing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The important information was very clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. What actions, if any, would you be likely to take as a result of seeing (IF RADIO: hearing) this item?

SELECT ALL THAT APPLY –RANDOMIZE

- Confirm that I am registered to vote
- Find out where I need to go to vote
- Make sure I bring the right ID with me to vote
- Contact Elections Canada for more information or if there is any problem
- Vote in person
- Vote by mail
- Something else (please specify) _____ ANCHOR AT BOTTOM
- None of the above ANCHOR AT BOTTOM

E) ITEM FOUR

Please review this item carefully and then answer some questions about it.

31. Thinking about this item, please indicate which messages it conveyed to you.

SELECT ALL THAT APPLY –RANDOMIZE

- The date of the next federal election
- Who is eligible to vote
- Where to get more information about voting
- Other ways to vote if you cannot vote on election day
- People need to register to vote
- People should confirm that they are registered to vote
- Elections Canada has the information you need to vote
- You need to have the right kind of ID to vote
- You can apply to work in the federal election
- You should contact Elections Canada with any questions or to confirm that you are registered to vote
- What to do if you do not get a voter information card or if your card has incorrect information
- Something else (please specify): _____ ANCHOR AT BOTTOM
- None of the above ANCHOR AT BOTTOM

Please indicate your level of agreement with the following statements about this item.

<i>Randomize order of statements.</i>	Strongly disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly agree 5
32. The message was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. The information is helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. SHOW IF NOT RADIO AD: This item is visually appealing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. The important information was not very clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. What actions, if any, would you be likely to take as a result of seeing (IF RADIO: hearing) this item?

SELECT ALL THAT APPLY – RANDOMIZE

- Confirm that I am registered to vote
- Find out where I need to go to vote
- Make sure I bring the right ID with me to vote
- Contact Elections Canada for more information or if there is any problem
- Vote in person
- Vote by mail
- Something else (please specify) _____ **ANCHOR AT BOTTOM**
- None of the above **ANCHOR AT BOTTOM**

WRAP-UP QUESTION

Now that you have seen/heard these ads, do you feel that you have the following information?

<i>Randomize order of statements.</i>	Yes	No	Not sure
37. How to verify if you are registered to vote	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. What to do if you don't receive a voter information card or if the information on it is wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. There are early voting options if you need to vote before Election Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. You need to bring the correct ID to vote	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. How to contact Elections Canada if you have questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F) DESIGN VALIDATION

42. Here are two possible design elements for the communications materials. Please indicate which you like best.

Option A (X)	Option B (Box)	I like them both	I like neither of them
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ASK IF OPTION A OR B AT Q37:

43. Is there a specific reason why you prefer [option A/option B]?

OPEN-ENDED

G) DEMOGRAPHICS

The following are a few questions about you and your household for statistical purposes only. Please be assured that all of your answers will remain completely confidential.

44. Which is the highest level of education that you have completed?

SELECT ONE ONLY

- Elementary school or less
- Some high school
- Completed high school
- College/vocational/technical school
- Some university
- University grad
- Postgraduate degree
- Don't know

45. Which of the following categories best describes your total annual **household** income? That is, the total income of all persons in your household combined, before taxes are deducted.

SELECT ONE ONLY

- Under \$30,000
- \$30,000 to just under \$60,000
- \$60,000 to just under \$90,000
- \$90,000 to just under \$110,000
- \$110,000 or over
- Prefer not to say

This concludes the survey. This survey was conducted on behalf of Elections Canada. In the coming months the report will be available from Library and Archives Canada. We thank you very much for taking the time to participate; it is greatly appreciated.

Appendix E: Phase 3 Qualitative research instruments

February 11, 2019

Environics Research Group Limited
 Creative Testing Focus Groups – Phase 3
 Online/phone group with 18-24 year olds
 Elections Canada
 PN9955

Respondent Name: _____

Home #: _____

Cell #: _____

Group #: _____

Recruiter: _____

GROUP 1

Phone/online
 Monday, March 4
 5:30-7:30 pm EST (ON)
 4:30-6:0pm CST (SK/MB)
 Youth 18-24 (English)

Seven recruits with intention of 5-6 to show; 4 from Onario and 3 from SK/MB; \$100 incentive

Hello/Bonjour, my name is _____ from CRC Research. We are calling today to invite participants to attend an online focus group discussion we are conducting on behalf of Elections Canada about the voter information campaign for the 2019 federal election. The session will last a maximum of 90 minutes and you will receive a cash gift as a thank you for attending the session.

This study is a research project, not an attempt to sell or market anything. Your participation in the research is completely voluntary and confidential. All information collected, used and/or disclosed will be used for research purposes only and administered as per the requirements of the Privacy Act. May I have your permission to ask you or someone else in your household some further question to see if you/they fit in our study?

NB: If a participant asks for information on the research company conducting the research they can be told: Environics Research is located at 33 Bloor Street East, Suite 900, Toronto Ontario and can be reached at 416-920-9010.

Yes.....1 – CONTINUE

No.....2 – THANK AND TERMINATE

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

No Yes

A market research, communications or public relations firm,
 or an advertising agency

— —

- Media (Radio, Television, Newspapers, Magazines, etc.) — —
- A federal or provincial government department or agency — —
- A political party — —

IF YES TO ANY OF THE ABOVE – THANK AND TERMINATE

2. INDICATE:

- Male 1 50/50 split
- Female 2

3. We have been asked to speak to participants from all different ages. So that we may do this accurately, may I have your exact age please? _____. WRITE IN

- Under 18 1 TERMINATE
- 18-24 years of age 2 RECRUIT FOR GROUP 1
- 25 years or more 3 TERMINATE

4. Are you a Canadian citizen?

- Yes 1
- No 2 TERMINATE

5. What is your ethnic background?

Recruit at least three who are of non-European descent or who are other visible minorities (i.e. Chinese or South Asian) or Indigenous (First Nations, Inuk or Metis)

6. Which of the following categories best corresponds to your total household annual income, before taxes, for 2018? READ

- 01 - Under \$30,000
- 02 - \$30,000 to \$60,000
- 03 - \$60,000 to \$80,000 GET MIX
- 04 - \$80,000 to \$100,000
- 05 - \$100,000 to \$150,000
- 06 - \$150,000 and over
- 99 - REFUSE/DK/NA TERMINATE

7. Could you please tell me what is the last level of education that you completed? GET MIX

- Some High School only 1
- Completed High School 2
- Trade School certificate 3

- Some Post secondary 4
- Completed Post secondary 5
- Graduate degree 6

8. Are you working (CHECK QUOTAS)?

- Full Time (35 hrs. +) _____
- Part Time (under 35 hrs.) _____
- Homemaker _____
- Student _____ 4 maximum
- Retired _____
- Unemployed _____

14A Will you be attending university or college for the 2019-2020 school year?

- Yes 1 -
- No 2

RECRUIT MIX OF STUDENTS AND NON-STUDENTS

9. What is your marital status?

- Married/common law 1
- Separated/divorced 2
- Single 3
- Widowed 4

10. IF EMPLOYED: What is your current occupation?

Type of Job _____ Type of Company _____

IF MARRIED/COMMON LAW ASK: WHAT IS YOUR PARTNER'S OCCUPATION?

Type of Job _____ Type of Company _____

TERMINATE IF OCCUPATION RELATES TO EXCLUSIONS IN Q. 1

11. Have you ever participated in a focus group or a one-to-one discussion for which you have received a sum of money, here or elsewhere?

- Yes 1 MAXIMUM 4 PER GROUP
- No 2 ---> (SKIP TO Q.14)

Yes CONTINUE

No TERMINATE

19. The session will be recorded and some other members of the research team may also listen in on the session, but your participation will be anonymous. Do you consent to this?

Yes

No TERMINATE

20. The session is about an hour and a half (i.e. 90-minutes), but we are asking that all participants log into the Zoom online meeting 10 minutes prior to the start of the session. Are you able to log-in about 10 minutes prior to the start time?

Yes

No TERMINATE

21. We will contact you again before the date of the session to confirm your attendance. Note that this invitation is to you personally and you cannot have anyone else substitute for you. Do you consent to this?

Yes

No TERMINATE

22. Could you please provide me with your email address so I can send you login details for the Zoom web conference application?

Email address: _____

PLEASE RE-READ THE FULL ADDRESS BACK TO CONFIRM CORRECT SPELLING.

(NB: We will send the links to you early next week)

INTERVIEWERS: Tell respondent that it is a small group and anyone who does not show or cancels at the last minute will compromise the project. Make sure they know we feel their opinions are valuable and we are serious about finding out what they have to offer.

NOTE: PLEASE TELL ALL RESPONDENTS THAT THEY WILL RECEIVE A CONFIRMATION CALL THE DAY PRIOR TO THE SESSION. IF FOR SOME REASON THEY HAVE NOT HEARD FROM US THEY SHOULD CONTACT US AT _____. IF THEIR NAME IS NOT ON THE ATTENDANCE FORM THEY WILL NOT BE ADMITTED TO THE GROUP.

March 1, 2019

Environics Research
Elections Canada Creative Testing – Wave 3 (18-24 years)
Online Group Discussion Guide
PN9955

1.0 Introduction to Procedures (10 minutes)

Welcome to the focus group. We want to hear your opinions. Not what you think other people think – but what you think!

Feel free to agree or disagree. Even if you are just one person among seven who holds a certain point of view, you could represent thousands of people of your age who feel the same way as you do.

You don't have to direct all your comments to me; you can exchange ideas and arguments with each other too.

There are some observers listening to the session and they are part of the research team.

We are also recording this session to help me write my report. The recording will only be used internally to analyse the research and will not be released to anyone else. I may take some notes during the group to remind myself of things also. Anything you say here will remain anonymous and any comments you make will not be linked to you by name in any reporting we do on this project.

MODERATOR TO PRESS "RECORD" ON ZOOM SCREEN

I should also mention that I work for Environics, a public opinion research company. We are conducting this research on behalf of Elections Canada regarding a voter information campaign for the next federal election, which is expected to take place in October 2019.

I am going to be sharing some videos and images with you on the screen. We ask that you do not record or take screen shots or otherwise share this content in any way.

Before we get started, I'd like to ask everyone to scroll over the bottom of their screen until the command bar appears. There you will see a function called "chat". Please click on that now. It will open a chat screen on the far right of your screen. I'd like to ask you to use chat throughout our discussion tonight. If you have an answer to a question and I don't get to ask you specifically, please type your response in there. We will be reviewing all chat comments at the completion of this project.

Please turn off your cell phones.

Let's go around and introduce ourselves. Please tell us your first name and a bit about yourself, such as where you live, who lives with you, do you work or are you in school, etc.

2.0 Pre-writ video ads (40 minutes)

Tonight I have two video ads to share with you for the period **before the election campaign is officially underway**, so roughly from mid-June until the election is called. These are not political ads; they are to inform people about the upcoming election.

I am going to show you the first one, and then I have some questions about it.

MODERATOR TO SHARE SCREEN AND SHOW **AD #1 (30-sec ad with real people)** (SHOW TWICE)

What was your first impression of this ad? What did it make you think or feel? (TYPE IN QUESTION AND ASK FOR CHAT ANSWERS)

PROBE ON CHAT RESPONSES: Tell me more about your first impressions. What made you think/feel this?

POSSIBLE PROBES: Did it make you feel amused, interested, indifferent, curious, inspired, engaged

What did you think was best about this ad? Why?

What did you like the least? Why?

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

Who do you think this ad aimed at? PROBE: Do you think it's aimed at someone like you?

What, if anything, do you think the ad is trying to do? What is the "call to action?"

Is the "call to action" clear? Is it effective? Why? Why not?

What, if anything, would you do if you came across this ad? Does it make you want to:

- Get informed about the election?
- Register to vote, or verify if you are properly registered?
- Vote in the federal election?
- Share the ad on social media?

MODERATOR TO SHARE SCREEN AND SHOW **AD #2 (15-sec animated ad)** (SHOW TWICE)

What was your first impression of this ad? What did it make you think or feel? (TYPE IN CHAT)

PROBE ON CHAT RESPONSES: Tell me more about your first impressions. What made you think/feel this?

POSSIBLE PROBES: Did it make you feel amused, interested, indifferent, curious, inspired, engaged

What did you think was best about this ad? Why?

What did you like the least? Why?

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

Who do you think this ad aimed at? PROBE: Do you think it's aimed at someone like you?

What, if anything, do you think the ad is trying to do? What is the "call to action?"

Is the "call to action" clear? Is it effective? Why? Why not?

What, if anything, would you do if you came across the ad? Does it make you want to:

- Get informed about the election?
- Register to vote, or verify if you are properly registered?
- Vote in the federal election?
- Share the ad on social media?

MODERATOR TO SHARE SCREEN AND SHOW **BOTH VIDEOS** ONCE MORE (IN SAME ORDER)

Of the two ads, which one do you prefer? (TYPE INTO CHAT) Why do you say that?

The goal of these ads is to raise awareness that the federal election is coming this fall; to raise awareness about registering to vote; and to ensure people know they can go to Elections Canada for all the information they need about voting. Of the two ads, which one do you think best fulfills these goals? Why do you say that?

3.0 Influencer campaign (35 minutes)

There are lots of different advertising approaches. Some campaigns use well-known people or famous personalities to promote a product, service or campaign. The Superbowl advertising is a really prominent

example of this, but there are lots of other examples, like collaborating with someone who has a big following on their YouTube channel.

How do you feel about advertising that uses well-known personalities compared to anonymous people or actors? Is one more effective than the other? Why?

Are there any campaigns that used personalities that come to mind for you? Which ones? Why do these ones come to mind? PROBE: memorable, fun/entertaining, inspiring

PROBE IF NECESSARY: Can you think of any campaigns that were promoting an idea or some kind of social change, and not just a product or service?

What did these personality-based campaigns do really well? PROBE: music, tone (humour vs. serious/emotional), personalities, relevant message

Are there aspects of these personality-based campaigns that you don't like or that turn you off? What aspects and why?

I want to show you two examples for campaigns related to past elections that used personalities.

Elections Ontario (A)

<https://www.youtube.com/watch?v=LtNj6GUb4SU>

Rock the vote (B)

<https://www.youtube.com/watch?v=4AeRFhwSYVQ>

Which of the two videos do you prefer? Why?

Do you see a difference in style? How? Which one do you like better? Why?

PROBE: Is there a style that you think is more effective for the message? Which one and why?

What part(s) of the ad(s) do you like most?

What part(s) of the ad(s) do you like least?

Would you consider sharing either of these ads on social media? Why/why not?

Could you see either of the ads "going viral"? Why/why not? What are the elements that an ad like this has to have in order for it to be shared widely on social media?

Elections Canada is planning a campaign using personalities for the 2019 election. The video would be shown online and on social media. The goal is to engage youth aged 18-24, build their awareness of the 2019 federal election and about registering and voting.

If you were advising Elections Canada on this campaign, what tone or style would you recommend? PROBE: Should it be light and humorous or more serious? Why?

The primary audience for this campaign is 18-24 year olds. For this target group, what (if anything) needs to be done differently with the video than if it was aimed at all Canadians? PROBE: Why is that important?

Who do you think would be good personalities to feature in this video about the 2019 federal election?

PROBE: Are there specific individuals you can think of? Types of individuals, based on their interests (e.g., sports, entertainment, social media/bloggers)?

Here are some personalities who could feature in this campaign in support of the 2019 federal election (SHOW LIST).

- Who on this list would be a good choice? What makes them a good choice?
- For those you didn't mention, why wouldn't you include them?

- Are there any personalities here whose inclusion in the video would encourage sharing on social media? Why?

Now that you've seen this list, do you have any other ideas for potential individuals to include?

4.0 Wrap-up (5 minutes)

What advice, if any, would you have for Elections Canada to make these ads/videos more effective in engaging young Canadians and informing them about the upcoming federal election?

Does anyone have any additional thoughts on what we saw and talked about tonight?

Thank you for your participation.