



One-Tonne Challenge

Promotional Flyer and Website Testing

Final Report

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1.0 Introduction

The One-Tonne Challenge (OTC), an initiative of Environment Canada's Climate Change Bureau, asks Canadians to reduce their annual greenhouse gas (GHG) emissions by one tonne by using less energy, conserving water and resources and reducing waste. The OTC was publicly launched in March 2004 with an announcement on Parliament Hill, the release of a Guide, and the launch of the OTC website, which includes a greenhouse gas (GHG) calculator that allows individuals to estimate their own emissions.

1.1 Background

The One-Tonne Challenge Promotional Flyer

The One-Tonne Challenge promotional flyer is one of a number of tools to introduce the One-Tonne Challenge to Canadians and to encourage them to become involved. The text of the flyer was arrived at based on a number of criteria including:

- Consistency with the "Top 10" tips developed by Environment Canada;
- The need for approximate tonnage figures associated with each tip;
- A mix of large and small actions, some of which are easy to immediately adopt;
- A balance of Environment Canada, Transport Canada and Natural Resources Canada priorities; and
- A balance of actions to be taken at home and on the road.

The primary objectives of the flyer are to make Canadians aware of the One-Tonne Challenge and to direct them to comprehensive information available from a number of sources including the website, the 1-800 number and the full-length tips guide. With its very brief message and relatively fast and inexpensive production, the flyer is expected to raise awareness of the One-Tonne Challenge and allow potential target audiences to meet their immediate information needs. The flyer includes a few tips that readers can follow immediately to begin to reduce greenhouse gas emissions but, like the advertisements, its key purpose is to direct Canadians to more comprehensive information. The bulk of the OTC target audience is in the busiest phase of their lives, thus the flyer will help reach those who are interested in the OTC but who wish to delve into the details of the campaign at their own convenience.

The One-Tonne Challenge Website

The OTC website is another tool that introduces Canadians to the Challenge. It is designed to:

- Build public awareness of the One-Tonne Challenge and the role individual Canadians can play in addressing climate change and provide them with the information and tools they need to get started;
- Present a personal challenge to all Canadians to reduce their individual greenhouse gas emissions by one tonne and encourage individual commitment to take the Challenge by signing an online pledge form;
- Build enthusiasm for individual action by promoting what Canadians are doing to reduce their greenhouse gas emissions as individuals, families, communities, businesses and industry, educators and youth, through success stories;
- Foster a dialogue among Canadians by encouraging participants to spread the word by challenging their friends, family and colleagues to take the Challenge;
- Reward and congratulate those who succeed in reaching their one-tonne goal. This scope does not currently appear on the current website. But soft recognitions appear throughout the website (i.e. at the end of the interactive Tips Guide, quotes from Canadians on Canadians Taking action page);
- Support and complement OTC activities undertaken with communities, partners, youth and educators through the highlights feature on the homepage of the website.

The OTC website is intended to evolve into a lively, dynamic and engaging source of information about the Challenge. Plans are underway to expand the depth of content and to include more interactive and participatory sections of the website – to make it less a place to store information, and more a place to do things, get involved, and discover. Interactive elements include:

- A reduction plan tool;
- A trivia game — “Play KnowZone Trivia”;
- “Animated Tips to Get Started”; and
- An incentives and rebates database.

1.2 Study Objectives

To help the Climate Change Bureau at Environment Canada and their partners at NRCan implement these plans, EKOS conducted testing of both the One-Tonne Challenge promotional flyer (in print format) and the One-Tonne Challenge website.

The primary objective of testing the promotional flyer was to assess its overall appeal and effectiveness in raising awareness of the campaign and at directing Canadians to more detailed sources of information about the One-Tonne Challenge.

The primary objective of testing the website was to assess the overall appeal of the most recent version of the website in terms of its ease of use, likes/dislikes, and areas for future improvements.

OTC Promotional Flyer Research Objectives

As outlined above, the primary objective of focus testing the OTC Promotional Flyer was to assess its overall appeal and effectiveness in raising awareness of the campaign and of more detailed sources of information about the One-Tonne Challenge. In particular, the focus groups captured participants' views concerning:

- The flyer's overall appeal and the clarity of information imparted;
- The degree to which participants feel the flyer would be effective in raising their awareness of the OTC campaign and of the availability of more detailed sources of information; and
- Areas for improvement.

OTC Website Research Objectives

The study assessed the overall appeal of the current OTC website, its ease of use, likes/dislikes, and areas for future improvements. More specifically, the research assessed:

- Overall appeal of the OTC website;
- Client needs and expectations of the website;
- Client satisfaction in terms of content, navigability, clarity and understanding;
- Gaps or areas for service improvement;
- The website's motivational value;
- Opportunities for recognition and rewards; and
- Interest in other products.

1.3 Research Methodology

The research involved a total of 10 focus group discussions. The focus groups were conducted the week of November 1st, 2004 in Halifax, Montreal, Toronto, Calgary and Vancouver. The location, dates and specific composition of the focus groups are summarized in the following table.

LOCATION	DATE	GROUP 1	GROUP 2
Halifax	November 1, 2004	5.30 PM	7.30 PM
Montreal	November 2, 2004	5.30 PM	7.30 PM
Toronto	November 2, 2004	5.30 PM	7.30 PM
Calgary	November 3, 2004	5.30 PM	7.30 PM
Vancouver	November 4, 2004	5.30 PM	7.30 PM

With the exception of the Montreal groups which were conducted in French, all focus groups were conducted in English. All focus groups lasted two hours and were held in dedicated facilities to allow for viewing by clients and audio taping. Each participant had his or her own personal computer. Participants were offered a \$50 honorarium.

The focus group participants were recruited according to the following criteria:

- Adults aged 25 years and over who are moderately to very interested in environmental issues.
- Two thirds of all participants in each group are both vehicle drives and home owners; the remaining third are just home owners or just vehicle drivers.
- Participants also have a range of socio-demographic characteristics (e.g., age, gender, family size, working status, income and education — although all have a minimum of high school education).

It should be borne in mind when reading this report that these findings are drawn exclusively from qualitative research. While every effort is made to balance various demographic characteristics when recruiting participants, these groups (and therefore the findings drawn from them) may not be said to be representative of the larger population as a whole. While groups generally indicate appropriate directionality, they do not serve as a proxy for a fully representative quantitative methodology. For the reader's ease, these findings are depicted to some extent as definitive and "projectible". This is, however, true only for the universe represented by these participants.

2.0 Key Findings

In broad terms both the One-Tonne Challenge Promotional Flyer and the One-Tonne Challenge website are perceived as interesting, relevant and attractively designed.

- The promotional flyer is attention-getting, appealing and directs Canadians to seek out additional information on the One-Tonne Challenge.
- As for the website, reactions to certain elements in particular are very positive — the Tips Guide (including the “Create My Reduction Plan” tool) is full of practical and effective tips, the Animated Tips to Get Started are fun and entertaining, the KnowZone Trivia game is challenging and engaging and the Incentive and Rebates section contains valuable information. Each of these elements is engaging and useful and, in most cases, simple, minor modifications will greatly contribute to enhancing utility and usability.

While the promotional flyer and the website test well overall, focus groups point to a number of areas where both vehicles could be reworked. In broad terms, these include:

- Making the issues of climate change and greenhouse gas (GHG) emissions and the One-Tonne Challenge more clear and concrete;
- Assisting Canadians in reducing their GHG emissions by guiding them more actively through the process; and
- Increasing the appeal of the website thereby making it more of a place Canadians will linger and return to in order to do things, get involved and discover.

Concretizing the One-Tonne Challenge

While in general, Canadians understand that there is a need to reduce our collective production of GHG, the concept “one tonne” of gasses is difficult to grasp for some. There is a need to help Canadians visualize and concretize this goal, and the reasons for getting involved.

Also, not all comprehend that, while many Canadians are already taking certain steps to reduce their GHG (such as bicycling to work, or recycling in the home), the One-Tonne Challenge is urging Canadians to do more, and to take steps to reduce their emissions by a tonne **in addition** to what they are already doing.

As designed, the promotional flyer and the website give only brief information on the issues, the concept of a tonne of GHG and the goal of the Challenge. As a result, visitors to the website navigate and use its tools lacking a full understanding of the goal and the purpose of the Challenge.

It should be borne in mind, however, that participants in the focus groups were taken directly to the One-Tonne Challenge website, without clicking through Climate Change website which contains a wealth of background information on these subjects. Given the feedback on concretizing the One-Tonne Challenge, it will be important to re-examine the way in which the OTC website is integrated and linked to background information contained on the Climate Change website.

Guiding Visitors through the Website

The website contains a wealth of information and numerous sections and tools to explore. The overarching purpose of all these different elements is to assist Canadians in reducing their GHG emissions. However, despite the quantity of elements, a clear and obvious path to navigate through the website is absent. This problem is compounded by the fact that there is a significant overlap in the functionality of the Calculator, the Tips Guide and the Reduction plan with all of these sharing points in common. As such, this can lead to vastly different experiences for website visitors dependent on the steps taken and areas visited.

For example, a visitor that immediately reads through the Tips Guide (HTML version) will have a good idea of the steps they could take to reduce their personal emissions. However, this person may not know what their emissions were to start with and what impact the tips could have on reduction. On the other hand, a visitor that takes the time to calculate their personal emissions with the Calculator, then craft a personalized reduction plan, may have a drastically different perspective of the Challenge. Finally, a visitor that immediately clicks on “Join now” may be instantly turned-off by being prompted to enter their personal information and dismiss the OTC entirely.

In short, while a “no wrong door” approach is beneficial, clear guidance and prompts on this website will go a long way to enhancing usability and appeal.

Increasing Website “Stickiness”

The OTC website is the ideal vehicle to help Canadians get involved and reduce their GHG emissions. To really engage Canadians this website needs to be a place where they can explore, be entertained and learn. The most recent version of the website contains numerous elements that add to its value in these respects. For example, the Animated Tips are entertaining, the trivia game is engaging and many are driven to search for information on how they can save money and reduce their energy bills with the Tips Guide and Incentives and Rebates sections. There are important opportunities to refine these elements and bring them to the forefront in order to engage visitors and add to the website’s appeal overall.

Each of these key findings will be discussed more thoroughly throughout the report, as well as findings specific to each of the elements tested.

3.0 Specific Elements

3.1 One-Tonne Challenge Promotional Flyer

On the whole, reactions to the One-Tonne Challenge Promotional Flyer are positive. Focus group participants like the design and the layout and find the flyer simple and quick to read (as well as being thought provoking for some).

For the most part, participants have a general and vague understanding of the concept of reducing GhG emissions and more or less grasp what the One-Tonne Challenge is asking them to do. There are, however, some participants that do not fully understand the purpose of the Challenge. Others feel that “One-Tonne” goal is arbitrary and intangible, particularly in the absence of any background information regarding where the amount comes from

Almost all agree that the flyer is effective at getting people interested in the Challenge and informing them as to where they can access additional information.

That being said, many feel that the “for more information” page could be altered in order to more clearly direct readers to additional information:

- Some feel that the green colour and dissimilar design of the page means that it is separate and unrelated. **I saw the picture of the publication and I assumed that the last page was just about that.**
- Others dismiss the page assuming is only pertains to the “Your Guide to the One-Tonne Challenge” publication featured in the picture. **They should change the numbering around of the tips like #39 then #7 then #54... that would tell people that there are a whole lot more.**
- A few feel that the amount of text takes away from the impact of the contact information.

As for the tips themselves, one participant suggests that numbering the tips randomly (rather than sequentially) may communicate the message that there exist numerous other tips to reduce GHG emissions.

The promotional flyer, being designed as a marketing tool, could be incorporated on the OTC website (e.g., in the “tell a friend” section). It would then be possible for visitors to forward an e-flyer to individuals that may be interested in the subject. Given that the groups point to the homepage being cluttered, it will be important that the inclusion of the flyer not add additional clutter to the website.

3.2 Impressions of the Website Overall

The website is well received overall. Most focus group participants find it attractive and informative. Most participants also react extremely positively to the information and tools featured such as the Tips Guide, Animated Tips, KnowZone Trivia Game and Incentives and Rebates search engine.

Focus groups do suggest, however, that there are a number of areas where the website could be modified to substantially improve navigation and increase the motivation of visitors to participate in the Challenge.

Engaging Visitors at the Homepage

The website's homepage contains numerous different sections, graphics and menu items. Most participants are immediately drawn to the graphic of the two people, to the left-hand navigation bar and, to a lesser extent, to the text in the middle of the page. In general, the design is seen as simple yet somewhat cluttered (some find the number of places to start clicking on the homepage overwhelming).

I found it simple, yet cluttered. There are a whole lot of things going on.

Les cases en bas? C'est des annonces. Je suis tellement habitué à ça. Je ne cliquerais pas là.

As such, some tend to ignore certain parts of the page. These include the green "Everyone's Playing a Role" and "In focus" boxes, the Highlights and the "Feature buttons" on the bottom left. In fact, many participants dismissed the "Feature buttons" entirely, assuming they are advertisements and not part of the website's content.

In short there is an opportunity to simplify and streamline the main page, giving visitors fewer options at the start, and better directing them into the interior of the website.

Giving Context to the Issues and the Challenge

With very little up-front information on climate change, greenhouse gases and the premise of the Challenge to situate them, many participants can not identify a compelling reason why they should explore, use the online tools and participate in the Challenge when they first surf to the website. Due to this lack of up-front information, many participants continue to navigate the website without fully understanding the purpose of the Challenge. In some cases, they admit to being annoyed by being asked to submit personal information on the pledge form — not surprising given the fact that they do not have a clear understanding of why they should be compelled to participate. As such, the homepage could benefit from additional, clear and brief information on the issues, the concept of one-tonne of GHG and the Challenge.

Within this context, it will be important to re-examine the way in which the OTC website is integrated and linked to background information contained on the Climate Change website. This could involve including an additional page giving information about climate change.

Guiding Visitors through the Website

With numerous sections and links, the path to “get started” on the website is unclear to many. However, to a certain extent, the website is successful at initially directing visitors to complete a pledge form — with a link in the center homepage text (join now) and the “Take the Challenge” menu item on the left-hand navigation bar.

However, most are turned-off by the pledge page as they are instantly prompted to submit their personal information — something most Canadians are only comfortable doing in certain circumstances and only when absolutely necessary (which is unlikely in this context) Some participants suggest that submitting personal information should not be required. Others think that a prompt to participate in the Challenge should be the last step in a visit to this website (after they have the opportunity to see what it is all about).

The facts that many feel that directing visitors to the pledge may not be the best way to “get started” on the website and that at numerous points in their navigation participants are unsure of how to proceed point to a need to rethink how visitors are guided through this website. A first step may be to change the links in the centre text of the home page to: 1) Find out about the Challenge, 2) Why participate in the Challenge, and 3) Join Now.

Figure 1: The One-Tonne Challenge Homepage



Home Page

Participants attention is immediately drawn to the centre text, the graphic of the two people and the left-hand navigation bar. The rest is seen as unimportant clutter.

Consideration should be given to streamlining this page, and finding a way to help users better understand the broader context.

1. The website encourages visitors to start by taking the Challenge, but many are put-off by this and are reluctant to give personal information online.
2. Many participants ignore or do not use these "feature buttons", labeling them as "advertisements".

3.3 Tips Guide

Overall, the Tips Guide tool is judged to be interesting and useful by focus group participants. Yet, while there is a wealth of information and a few different ways to get started, the process of accessing that information is not immediately clear to many. As such, the main findings pertaining to the Tips Guide section point to restructuring this page to include fewer choices and a clearer path to follow.

Tips Guide Main Page

Participants are confounded when initially surfing onto the Tips Guide main page. The title of the section suggests that they will be accessing a guide (likely a downloadable format), yet the main page contains a number of different items and sections in addition to the guide itself.

The Tips Guide main page contains 10 distinct places that visitors can click to continue. Three of these pertain to the guide itself (“reading the guide”, “download a printable copy of the guide” and “order the guide online”). Yet these three links are among the least prominent on the page. The “Create My Reduction Plan Now” and “Tips to Get Started” links are far more visible, thus confusing participants and not offering them a clear choice of how to continue and proceed from this page. Consideration should be given to either 1) changing the name of the section to indicate that it contains more than just a guide, or 2) creating two separate sections — one with just the guide and the other where visitors can create a reduction plan. At the very least, the format of the Tips Guide main page should be reworked to more clearly outline the different options on the page.

Reading the Guide

The “reading the guide” link is not very visible in the text and most participants overlook it. Furthermore, for many, this guide does not meet their expectation. Many expect that when they click on “reading the guide” they will be able to download a complete copy of the guide in PDF form rather than navigate through its pages in HTML.

D’habitude les places que tu as visitées changent de couleur.

Most participants do not expect to see the “Table of Contents” page when they click on reading the guide. Some feel that there should be more background information rather than just a list of links.

Navigating the HTML version of the guide proves difficult for some. Few notice the “view more tips” link at the top which will take them back to the Table of Contents and thus must hit the “Back” button on their browser. Some suggest that there could be a “Next” button that directs them to the following section in the guide. Also, some feel that the links in the Table of Contents that have been visited should change colour.

Participants raise other issues with the HTML version of the tips guide:

- Even though it is a “Tips Guide”, many participants expect to see the resulting reduction of GHG in numbers associated with each “tip”.
- They raise the issue of organizing the tips. Virtually no one realizes they are organized alphabetically (and somewhat arbitrarily because of how the titles are named) and some suggest that the tips be ordered by how applicable they are (i.e., put things applicable to everyone first or ordering by potential savings).
- Clicking on “More info” does not meet their expectations: rather than actually giving more background information this section basically gives a list of links.

Create My Reduction Plan Now

For the most part, the “Create my Reduction Plan” section of the webpage is straightforward. However, participants identify a number of areas pertaining to navigation that could be improved.

Table of Contents page: Similar to “reading the guide” many participants do not expect this “Table of Contents” page and they are unclear as to how to start creating their plan. They expect more clear direction on how to get started. Also, while this page divides the tips into “At home” and “On the road”, some feel that it may be helpful to subdivide the “At home” tips by “Tips for Homeowners” and “Tips for Renters”. Again, participants suggest that the areas already visited should be identified.

There should be a checkmark next to the ones you’ve complete — it really didn’t walk you through each area.

Creating my plan page: For the most part, the “Create my Plan” pages work well and participants are able to start creating their plan with ease. Participants do, however, identify a few areas for improvement.

As designed, the page has two columns where users can check off the tips they “could do” or tips they are “already doing”. Some participants feel that there should be an additional column for tips that are “Not applicable”. Another point participants raise, is that when they scroll down through the tips, the “could do” and “already doing it” column headings are no longer visible, which leads to confusion.

There are only two boxes [could do it/already doing it]. There should be a “not applicable”.

As with the “reading the Guide” section, the tips are currently presented in alphabetical order. This does not seem appropriate to some that suggest that they could be organized according to the ease of implementation (e.g., lower your thermostat is far easier to implement than buying an energy efficient furnace) or by potential savings.

Many participants do not see the “Update Now” button at the bottom of the page, and others note that the word “update” does not seem appropriate as, at this point, they are just starting to “create” their plan. Few have a clear idea of where clicking the “Update Now” button will take them.

My One-Tonne Challenge Reduction Plan page: Participants identify two main problems with the Reduction Plan Page: 1) the impact of the “tips I’m already doing” is unclear, and 2) a clear path to navigate beyond this page is missing.

Almost all participants are confused by the impact of the “Tips I’m already doing” on the reduction plan. Most believe that these tips will contribute to the overall reduction as illustrated by the reduction ruler. They are surprised to find that this is not the case.

They could tell me how much I’m already saving.

Views on whether steps that Canadians are already taking should be included in the reduction plan are mixed. Some feel that they are already making an effort and this should be recognized while others note that the point is to reduce emissions even more and the focus should only be on additional things Canadians can do.

Maybe they need two bars; one that measures what I’m already doing and another to show how much more they can reduce.

None of the participants make the link between checking off things they are already doing and the “Like, many Canadians...” text on the Plan page. While this text recognizes their efforts to date, it is often overlooked. Some feel that the “tips I’m already doing on the reduction plan page should be removed if they do not count towards the total, or alternatively, it should be communicated that these are not part of the reduction plan.

I’m already doing it. I walk to work. I’ve sold my SUV. I compost. I don’t know how much more I could do. I want to be rewarded [for these efforts] here.

The Reduction Plan page is also missing a clear path as to how to continue. Most participants are unsure of how to continue with their plan to add more tips, or even if they can add more tips as they fail to see the “Add more tips” link that the top of the page. In short, many participants agree that the website does not adequately guide them through the process of creating their plan.

It’s not called the One-Tonne Accomplishment. The point isn’t to compete against each other. It’s to reduce your own emissions.

There are also a number of other minor changes that could be made to the Reduction Plan page to improve usability.

On cherche toujours “suivant” et d’habitude c’est en bas.

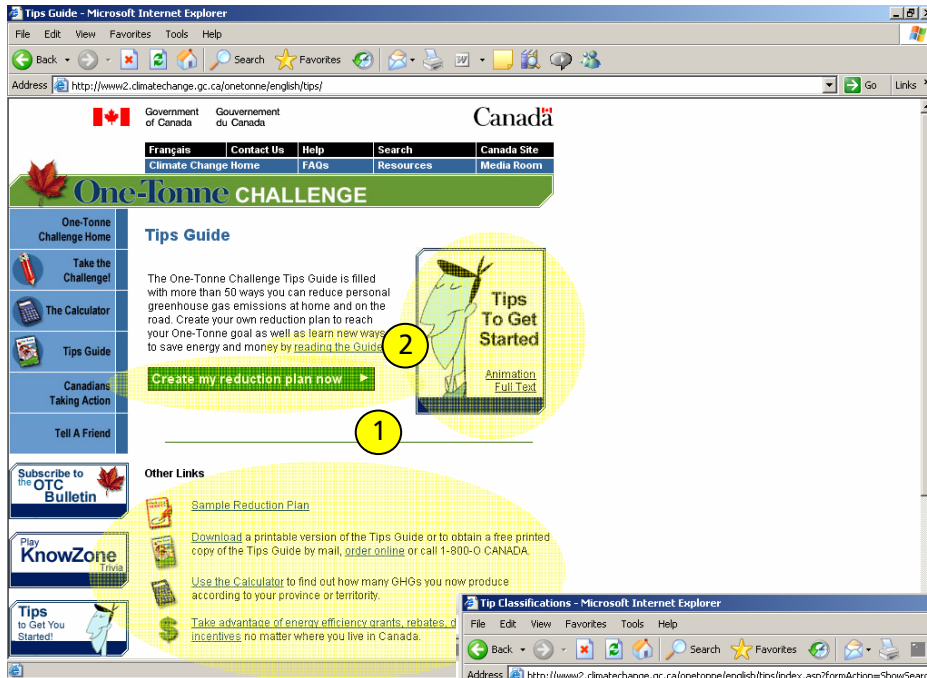
It should bring up a window that “walk you” through the whole house instead of having to click “back”.

- Participants feel that the “amount of the reduction” line (Your greenhouse gas reductions: 1.05 tonnes) could be more relevant if given more context. For example, one participant suggests that they would like to see the impact that this reduction plan could have on a wider scale (e.g., if X Canadians reduced their emissions by X amount, it would be like taking X cars off the road).
- While definitely seen as a positive feature, more prominence could be given to the ruler — some participants say that the ruler does not draw their attention because it matches the green colour used at the top of the webpage. One possibility would be to show the ruler on each page as the Plan is completed. The ruler could also be made more interactive and recognized the visitor’s efforts.

- Very few people read the “Congratulations! Like many Canadians...” text on this page. No participants understand that this is recognition for the “Tips they are already doing”.
- Similarly, few read the “You are ahead of the pack...” text. This could be significantly shortened.
- Some feel that the “Tips Guide” character is out of place and unnecessary.
- Also, as the page is quite full, some believe listing the “Tips I’m already doing” is less important.
- Few understand the purpose of the “Remove” button.
- The reduction plan page could also be simplified by removing the descriptive text below each tip. For the most part, the name of the tip is descriptive enough for users to understand and remember the changes they could make.
- Participants also mention that they would like to be able to save their plan and come back to it at a later date to add to it or alter it.

The “Remove” button doesn’t make a lot of sense. I’m really not sure what it’s for.

Figure 2: The Tips Guide



The Tips Guide Main Page

1. There are too many possible navigation options on the Tips Guide page and no clear best path.
2. Few participants see the “reading the guide” link in the text.

Reading the Guide

3. Some participants find the guide cumbersome to read through in HTML format.
4. Participants suggest that this page would be easier to navigate if the links to pages already visited changed colour.

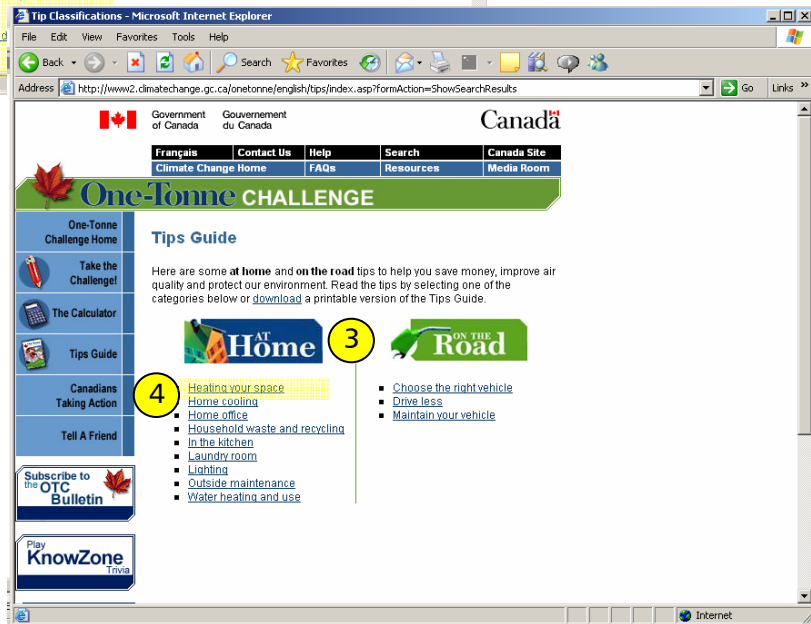
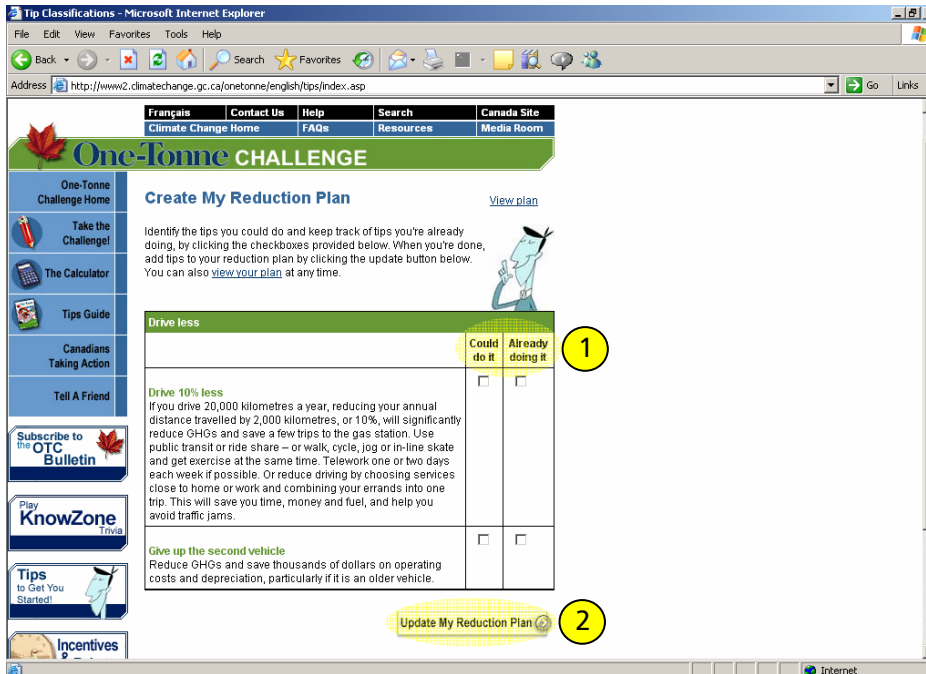


Figure 3: Create my Reduction Plan



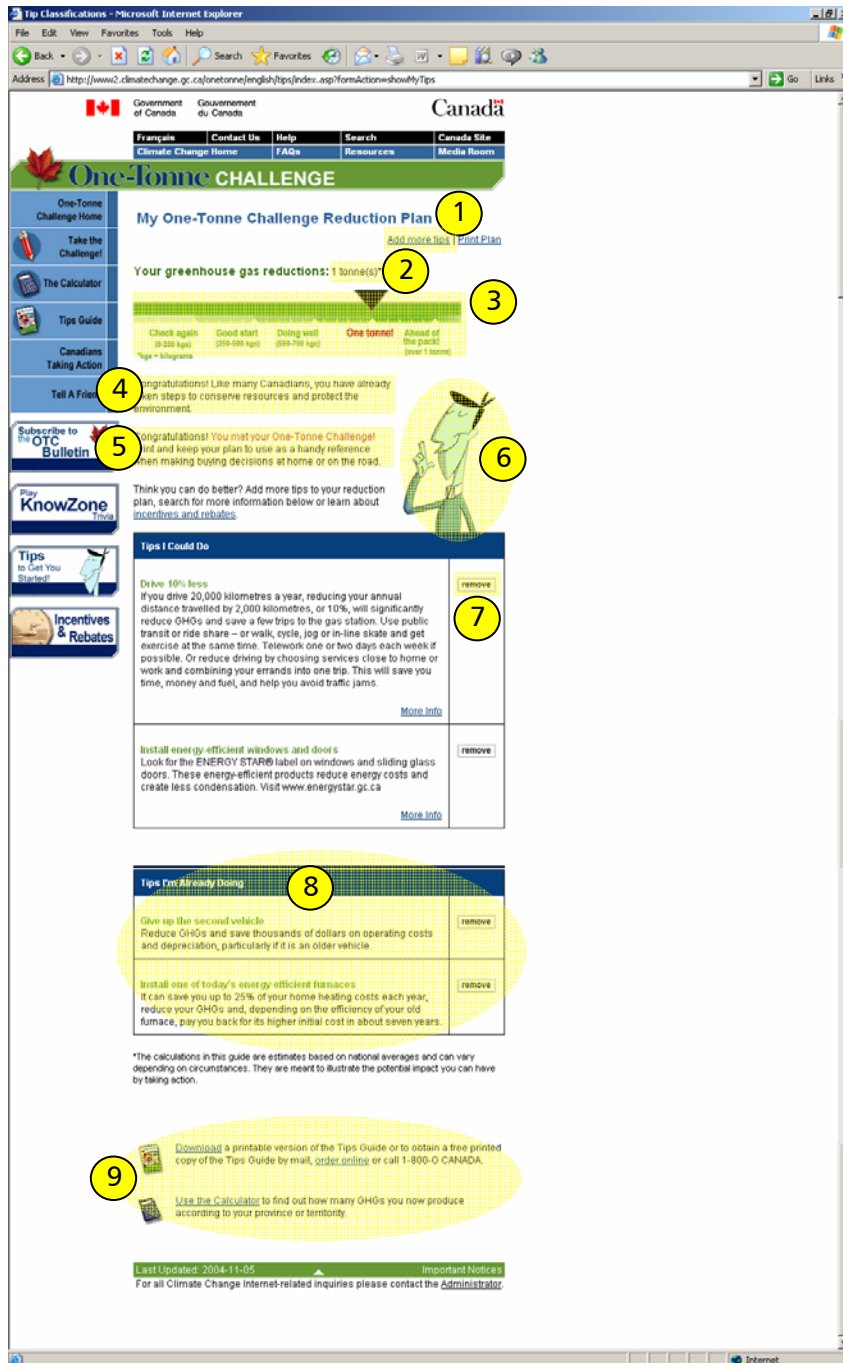
Create My Reduction Plan

1. Many feel there is a need for a "Not Applicable" column.

There could also be a bigger distinction made between those things that will apply to the reduction (could do it) and those that will not (already doing it).

2. Some fail to see the "Update My Reduction Plan" button. And others question why it is labeled "Update" rather than "Create".

Figure 4: My One-Tonne Challenge Reduction Plan



My One-Tonne Challenge Reduction Plan

1. The navigation on this page is not clear. Participants struggle with where to go next and the "Add More Tips" link is not prominent enough.
2. The measurement of the reduction seems intangible to many who suggest they would like to see "if all Canadians reduced their emissions by this amount, it would mean that...".
3. The ruler tends to get lost on the page and participants are not immediately drawn to it.
4. No participants understand that this "Congratulations" text recognized measures that Canadians are already taking.
5. Few participants actually read this text.
6. Cartoon character seen as unnecessary and adding to clutter.
7. Few understand the function of the "Remove" button.
8. Removing the list of "Tips I'm already doing" would simplify the plan.
9. Few will scroll down far enough to see these links.

3.4 The Animated Tips

Most participants react very positively to the animated tips saying that these added a sense fun to the website that they did not expect from the Government of Canada. While a handful of participants do not like the design of the animated tips, most approve of it. Almost all participants feel that these animated tips are targeted at all visitors to the website. Many also feel that sound would significantly increase their appeal.

While it can be said that many of the tips featured in the animated tips series are common knowledge and that few people are unaware of these steps, some participants feel that seeing the tips visually in this format will help them remember the message and they may be more likely to implement the energy-saving measures. At the same time, some participants suggest that they would like to see animated tips of things that they have not heard of or thought of in the past.

When asked, few participants believe that they would actually view all of the animated tips. As such, the navigation tool for toggling through the tips seems unnecessary.

As few visitors to the website are apt to view all of the animated tips, it may be advisable to post only one or two of the animated tips at a time, and rotate them so that there are different tips each time a user returns to the website.

There is also some specific feedback on the Animated Tips:

- In French the title "Conseils pour commencer" is vague.
- On "Drive smarter, live larger" the empty sign is on the wrong side of the gage.
- On the "Bend under pressure" tip, some participants initially believe the car is being filled up with gas rather than with air.

Like they say, a picture is worth 1,000 words. It may be something [a tip] I already know, but I'm more likely to remember it if I see it this way.

[The Animated tips are] SO not government! It's good for a change!

Je ne pense pas que les adultes vont passé beaucoup de temps avec ça.

C'est le fun d'aller voir une fois... mais je suis plus intéressé à voir les informations.

Des conseils pour commencer quoi? C'est pas évident!

Figure 5: Animated Tips



Animated Tips

1. Most respond positively to the design and approach of the Animated Tips, finding them fun and interesting.
2. Few think they would take the time to view all the tips, preferring that they be rotated on the website. The navigation bar is therefore unnecessary.
3. One participant notes that the E/F indicators should be reversed on the fuel gage.

3.5 The KnowZone Trivia Game

Overwhelmingly, participants react favourably to the KnowZone Trivia Game. For the most part, they feel that this game is a valuable addition to the website. And rather than appealing only to youth, most participants feel that this trivia game is aimed at all visitors. That being said, participants raise a number of minor issues regarding the KnowZone trivia game that could be improved. These relate specifically to the link to the game, to the game's introduction page, the design of the game, to the questions themselves and to the possibility of awarding prizes.

Placement on the webpage

As most participants are drawn to the left-hand menu, the KnowZone trivia game has considerably lower visibility as compared to other items on this webpage. Also, some participants note that the trivia game does not have a graphic like some of the other "feature buttons" (e.g., flag, loonie, etc.). A few also mention that the wording could be changed to read: Play KnowZone Trivia Game.

Game Introduction page

When participants access this page, for their most part, all their attention is fixed on the "Play Now" button and they see little else on the page, including the instructions.

With that in mind, this introduction page could be simplified by shortening and rewording the instructions placing both the "Leader Board" and "Contest Rules" buttons on a second page.

Design of the Game

Participants like the design of the game. The different sections are clear, and as such, the game is easy to play.

La limite de temps c'est très stressant. Il faut lire vite!

While participants do like the "encouragement box" on the right-hand side of the game, few notice it until it is pointed out. Note that one participant did not like the "Someone's not awake" line.

Maybe they should give you the chance to read the question, then show the possible answers and start the clock.

Most participants like the countdown clock and feel that it makes the game more competitive. However, many complain that the clock counted down too fast, turning the game into a "speed-reading contest" rather than a knowledge contest. Others think that the speed of the clock is just right.

Mais je mettrais quelques questions faciles pour encourager les gens.

Also, many participants, not having read the instructions, fail to understand the link between the number on the countdown clock and the number of points awarded for a correct answer.

As for the questions themselves, most participants agree that they are the right level of difficulty. Some note that they are pleasantly surprised to find that the game is challenging as they had expected that a game on a federal government website would be easy.

However, many raise the point that they would like to see the answers to the questions, with some saying it is very unlikely they would comb the website to find the answers. Having not read the instruction, few know that the reason the answers are not given is that it is possible to participate in a contest.

On devrait donner les réponses... ça me surprendrai si les gens iraient chercher les réponses.

Sometimes the questions use a negative structure. Some respondents find that these types of questions are difficult understand and answer, particularly when under time pressure. (e.g., "Which of the following will not help families reduce their energy consumption? 1)Turning off tap while brushing teeth, 2) Turning off TV when not in use, 3) Taking a quick shower instead of a bath, 4) Washing clothes in cold water, 5) Keeping the thermostat at 19° C. The questions with this structure should be revised.

Thanks for Playing/Game Over page

Similar to the Game Introduction page, the Thanks for Playing/Game Over page could benefit from simplification. Some participants feel that the "Leader Board" and "Contest Rules" should be located on this page. Also, the "Yes/No" and "Submit" buttons should be located below the area that prompts players to enter their personal information.

At this point, a few participants note that they would like to see the option to "send this to a friend". Few notice that this option is available on a following page. This "Tell a friend" link allows users to send an e-card about the One-Tonne Challenge in general rather than the game specifically. However, it is planned that this will link directly to the game in the near future. On the same page, the "Play Again" page should link directly to the first game page rather than back to the introduction page.

Prizes

In general, participants react positively to the suggestion of a contest and prizes for the KnowZone trivia game. The possibility of winning prizes could have an impact on both the amount of time spent on the website and the likelihood of repeat visits.

In terms of asking for participants to submit personal information to participate in the contest, it will be important to remember that many Canadians are reluctant to do so. The information asked for should be kept to a minimum.

For the most part, participants are of the opinion that prizes should be awarded in a random draw rather than according to the highest score. Also, many feel that awarding a greater number of smaller value prizes is far superior to awarding few of larger value. Participants expect that the prizes will be related to the subject matter of the website (for example, compact fluorescent light bulbs) and agree that this is appropriate.

They should give prizes like light bulbs or programmable thermostats.

Figure 6: The KnowZone Trivia Game



The KnowZone Trivia Game

The KnowZone button should be changed to read: "Play the KnowZone Trivia Game". It could also use a graphic.

1. Very few will take the time to read the rules. These should be simplified.
2. The "Leader Board" and "Contest Rules" should be moved off this page.
3. The question wording is sometimes confusing.
4. Not all participants understand the link between the time left on the clock and the number of points awarded.
5. Few have the time to look at these graphics or read the text.
6. The "Submit" button should appear below the personal information boxes.
7. Very few would agree to submitting their personal information to appear on the leader board.
8. The "Play Again" button should take players directly to the game, rather than the introduction page.
9. The "Tell a Friend" link should link to the KnowZone game rather than the Challenge.
10. The "Leader Board" could list leaders in each province.

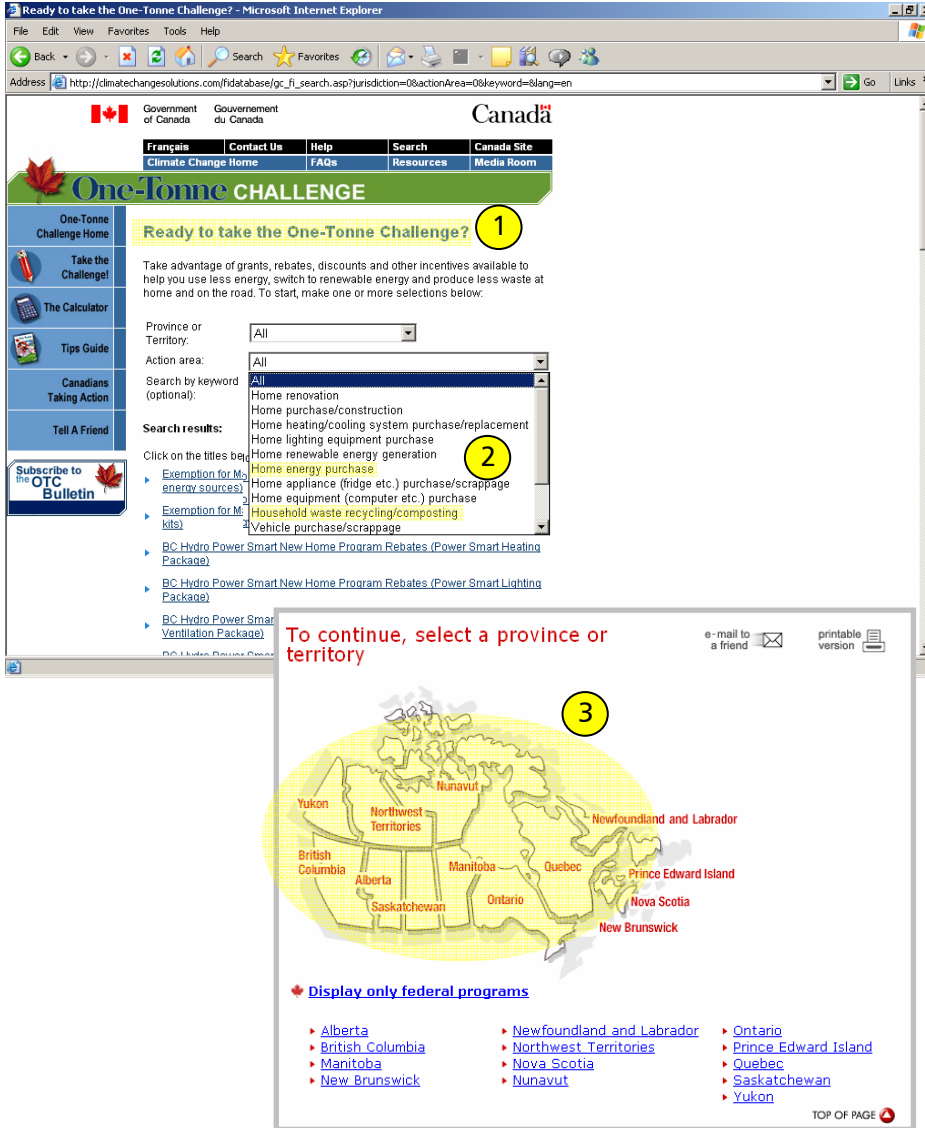
3.6 Incentives and Rebates

The “Incentive and Rebates” page is particularly well-received by users. In fact, many participants point out that this is the type of information that they would readily search for on this type of website. As such, increasing the visibility of this link, possibly by adding “Incentives and Rebates” as an option on the left-hand, should be considered.

In general, participants understand the functionality of the pages and can use them with ease. Most are familiar with this type of design. That being said, some struggle with the functionality and expose a number of areas where the “Incentives and Rebates” page could be retooled to improve usability.

- The title of the pages in French, “Encouragements and remises” leads to significant confusion as many French language participants do not know what these terms mean in this circumstance. The alternative “Rabais et incitatifs financiers” or “Économies et subventions” may be considerably clearer and more to the point. **Le titre n’est pas très clair. Moi je mettrais “Économies et subventions”.**
- The heading “Ready to take the One-Tonne Challenge?” does not seem to reflect the content of the page. This could be changed to read, simply “Incentive and Rebates”.
- When it comes to searching for incentives and rebates on this page, many participants fail to notice the dropdown menu and thus some of the returned programs may have not been applicable because they are not available in their province. While not a huge problem now because there are relatively few programs in the listings, it could become a larger issue with expansion. In that case, the pages could be redesigned to prompt users to select their province on a map and then continue searching. While this adds another page of programming it can substantially simplify the searching experience.
- The words “Action area” cause confusion. Many do not know the meaning of these terms. The alternative, “Type of Program” is consistent with the French.
- There is also room to streamline the number of categories. While there may be plans to include more programs in the future, there are a number of categories which include no programs.
 - Home energy purchase
 - Household waste recycling / composting
 - Vehicle rental
 - Vehicle fuel purchase
- Also, as many categories have relatively few items, it may be possible to consolidate them.

Figure 7: Incentives and Rebates Page



Incentives and Rebates

1. Heading "Ready to take the One-Tonne Challenge?" does not seem right. This could be changed to "Incentives and Rebates".
2. The page could be simplified by omitting the "Action area" categories that do not have any related programs.
3. A clickable map could simplify usability of these pages.

3.7 Tracking Progress

Most participants agree that they would like to see a feature on the website where they could track their progress with the One-Tonne Challenge. As such, they would like to be able to save their reduction plan online and be able to come back to it at a later date.

Also, many agree that they would also like to see the number of Canadians that are participating in the Challenge and their success so far. They agree that this would encourage them to get involved and possibly participate in the Challenge. This counter should be included on the pledge page as it would, in a way, explain the reason why it is necessary to submit personal information when signing up to join the Challenge.

I'd like to know how many people in my region are doing this.

There is no consensus on what a "credible" number of Canadians participating could be. Suggestions range from 10,000 to more than 1 million. Many do stress that it is important to see a regional breakdown in order to find out how many people in their province or city are taking part.

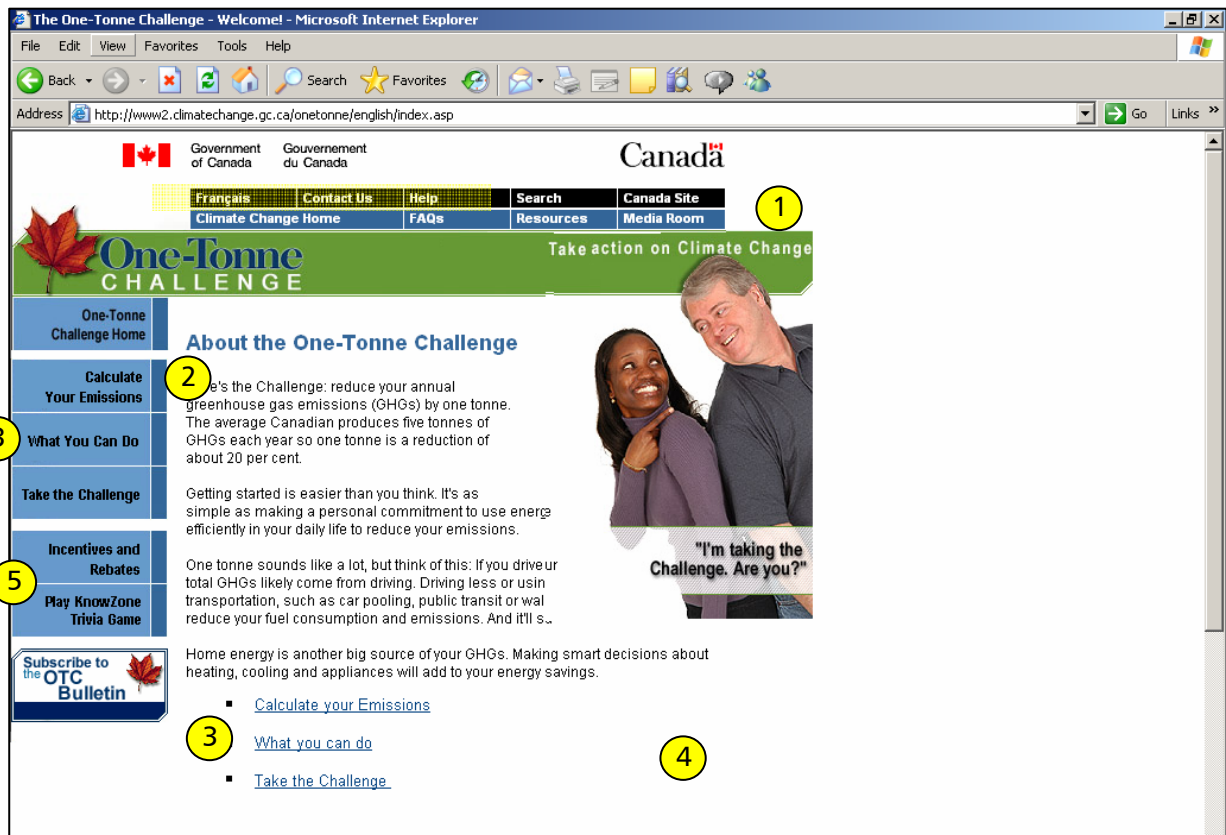
4.0 Conclusions and Suggestions

Research findings point to the following main conclusions:

1. There is a need for the OTC website to put more emphasis on the context in order to situate visitors and give them a reason to explore the website and participate in the Challenge (i.e., why they should get involved).
 - The homepage could include additional (but brief) information on climate change and on greenhouse gases, how they are produced and their effect on the environment. In this regard, some negative messaging may be beneficial to get Canadians to think more about the issues.
 - In including this additional contextual information, it will be important to re-examine the way in which the OTC website is integrated and linked to background information contained on the Climate Change website.
 - The concept of the One-Tonne Challenge could be explained in more detail to help visitors concretize the concept of one-tonne of greenhouse gasses.
 - The premise that the Challenge encourages Canadians to reduce their GHG emissions by a tonne on top of the things they are already doing could be stressed.
 - Additional context could also be given to individual tools. For example, the “Create my Reduction Plan” tool could include more information on what the process is all about and the HTML version of the “Tips Guide” could contain some of the information included in the print version.
2. At many steps in the navigation of the OTC website, there are a number of different choices and paths to take and a clear path is lacking. This is particularly true when first starting out on the website and in the Tips Guide section. Also there is significant overlap between the functionality of certain tools (e.g., visitors can calculate their reductions in the Calculator section in a way which is similar to the “Create my Reduction Plan” tool). As such, there is a need to simplify the website, ensure that there is little to no overlap between the tools and ensure that visitors are “walked through” the website. Focus groups findings point to the following path making sense (see Figure 8):
 - First, engage visitors on the main page, tell them what the issues and the Challenge are and why they are important (Homepage, About Section);
 - Next, prompt visitors to calculate their current emissions or to know the average emissions of a person living in their province (Calculator or averages);
 - Then, inform participants of what they can do to reduce their emissions (Create my Reduction Plan, Read the Tips Guide, Animated Tips).
 - Finally, encourage them to participate complete the pledge form.

3. There are two different areas that prompt visitors to enter their personal information. The first is the pledge form. As many visitors arrive at this page before having a good understanding of the Challenge or how to reduce their GHG, they are likely to bypass it — they will not feel compelled to submit their personal information knowing little about the reason for them to do so. The second is the Trivia Game which prompts players to enter personal information to post their high score. Visitors are also unlikely to enter personal information at this point because they do not see the necessity and, not having read the instructions of the game, do not know that there is a contest. In both these cases, the rationale should be given before asking participants to submit personal information. Including a counted of Canadians participating in the Challenge may also give context in this respect.
4. For many, the “Incentives and Rebates” section will be among the most interesting as many are only likely to make changes to their habits and lifestyle if it will be reflected on their utility bills or in their pocketbook. As such, more prominence should be given to this section, possibly on the left-hand navigation bar. Also, as money is a big motivator, the potential to save money should be stressed in relevant areas in the Tips Guide as well.
5. The KnowZone trivia game and Animated Tips are both seen as fun and entertaining features of this website. As such, more prominence should also be given to these items. For example, one of the Animated Tips should be featured on the first level or on a second level page. The selected Tip could be rotated every month or so. As for the KnowZone trivia game, a link to it could be included in the left-hand menu. Showcasing these two fun elements will help add to the appeal of the website. This part of the left-hand menu could be visually separate or a different colour to draw attention to it (see Figure 8).

Figure 8: Suggestions for One-Tonne Challenge Homepage



Suggestions

1. Consider expanding the website horizontally to add more space if possible (see www.canadabenefits.ca).
2. Add more context to the issues and the Challenge.
3. Outline a clear path to follow.
4. Reduce the clutter on the homepage.
5. Add key items to the left-navigation bar.

Appendix A: Screeners

A1: Screener English

Hello, I'm _____ from EKOS Research. We are conducting research for the federal government. We are telephoning to invite individuals to attend a group discussion on climate change and other environmental issues. Providing information is voluntary, and your decision whether or not to participate will not affect any dealings you may have with the government. The full names of participants will not be provided to the government or any other third party. The information collected in this research is collected under the authority of the Privacy Act. Is there anyone in your household with whom I may speak? Are you interested in attending the group discussion?

Yes 1
 No 2

=> IF NO, DISCONTINUE. IF YES REINTRODUCE YOURSELF IF NECESSARY

INDICATE:

Male 1 5 PER GROUP
 Female 2 5 PER GROUP

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

	(Employed)		(Ever)	
	No	Yes	No	Yes
Market Research	()	()	()	()
Marketing	()	()	()	()
Public Relations	()	()	()	()
Any Media (Print, Radio, TV)	()	()	()	()
A member of ACTRA	()	()	()	()
Advertising	()	()	()	()
Federal Government	()	()	()	()
Provincial Government	()	()	()	()
Web designers	()	()	()	()
Internet / Web Manufacturer, Wholesaler, Retailer or distributor	()	()	()	()

IF YES TO ANY OF THE ABOVE=> DISCONTINUE

2. Could you please tell me do you currently?

Own and drive a vehicle	Yes	No
Own your own home	Yes	No
Have Internet access at home or work	Yes	No

ALL MUST MENTION THAT THEY HAVE INTERNET ACCESS AT HOME OR WORK
 8 MUST MENTION THAT THEY CURRENTLY OWN A HOME AND ARE A VEHICLE DRIVER
 4 ARE EITHER A VEHICLE DRIVER OR HOME OWNER

3. How interested are you in environmental issues, very interested, somewhat interested, not very interested or not at all interested?

- Very interested..... 1
- Somewhat interested 2
- Not very interested..... 3 TERMINATE
- Not at all interested 4 TERMINATE

4. How comfortable and experienced are you using the Web to search for information?

- Very comfortable 1
- Comfortable 2
- Reasonably comfortable..... 3 TERMINATE
- Not at all comfortable..... 4 TERMINATE

5. On average, how often do you use the Internet either at home or elsewhere for personal and work related activities?

- Daily/almost daily..... 1
- At least once a week..... 2
- At least once a month..... 3 TERMINATE

6. You will be using a computer and reading different materials in the focus group discussion. Is there any reason that you could not participate?

- Yes 1 TERMINATE
- No 2

7. We have been asked to group participants by age. So that we may do this accurately, may I have your age in years please? _____ WRITE IN

- Under 25 years 1 TERMINATE
- 25 – 34 years..... 2
- 35 – 44 years..... 3
- 45 – 54 years..... 4
- 55 – 64 years..... 5
- 65 or older 6 MAX. 1 PER GROUP

8. Are you working (CHECK QUOTAS)?

- Full Time (35 hrs. +) ()
- Part Time (under 35 hrs.) ()
- Unemployed () MAX. 1 PER GROUP
- Homemaker () MAX. 2 PER GROUP
- Student () MAX. 1 PER GROUP
- Retired () TERMINATE

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

- Under \$35,000 1 MAX. 1 PER GROUP
- \$35,000 - \$39,999 2 ENSURE A GOOD SPREAD
- \$40,000 - \$55,000 3
- \$55,001 - \$90,000 4
- \$90,001 and over 5

10. Could you please tell me what is the last level of education that you have completed?

- Some High School only 1 TERMINATE
- Completed High School 2 ENSURE A GOOD SPREAD
- Some College/University 3
- Completed College/University .. 4

11. How many people currently live in your household?

_____ SPECIFY – ENSURE A GOOD SPREAD IN EACH GROUP

12. What language do you speak normally at home?

- English 1
- French 2 GROUPS 3, 4 –MUST MENTION
- Other _____ 3

13. The next couple of questions deal with your imagination. Have a little fun with these questions and feel free to answer in anyway as there are no incorrect answers.

- a. You must create a new game called back pack. Describe the game and how it would be played.
- b. Please tell me a song title to describe the kind of day you're having today?

- Answers spontaneously ()
- Very sure of himself/herself ()
- Enthusiastic ()
- Carries on a good conversation ()

NOTE: PAY EXTRA ATTENTION TO RESPONDENTS ANSWERS - LOOK FOR A COMPLEX ANSWER. ANSWERS SHOULD ALSO BE CREATIVE AND NOT JUST ANSWERS. LOOK FOR IMAGINATION AND A SENSE OF CREATIVITY/PARTICIPATION.

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

- Yes 1
- No 2 (SKIP TO Q.11)

IF YES ASK:

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

TERMINATE IF IN THE PAST 6 MONTHS

16. How many focus groups or one-to-one discussions have you attended in the past 5 years?

(SPECIFY) IF MORE THAN 5, TERMINATE.

17. Would you please tell me the topics discussed?

IF GOVERNMENT ISSUES - TERMINATE

18. Have you been invited to attend another of these group discussions or interviews in the near future?

- Yes 1 TERMINATE
- No 2

19. Sometimes participants are also asked to write out their answers on a questionnaire during the discussion. Is there any reason why you could not participate?

- Yes 1 TERMINATE
- No 2

NOTE: 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.

IMPORTANT:

The session is 2 hours in length, but we are asking that all participants arrive 10 minutes prior to the start time of the session. Are you able to be at the research facility 10 minutes prior to the session time?

Yes 1
No.....2 TERMINATE

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

The group discussion will last approximately two hours and we offer each participant a \$50.00 cash gift as a token of our appreciation. I should also tell you that the groups will be audio - taped for research purposes and members of the research team will be observing the discussion from an adjoining room. Everything you say will be kept confidential.

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

TIME: 2 HOURS

A2: Screener French

Bonjour/Bonsoir, mon nom est _____ de Québec Recherches. Nous menons une étude pour le gouvernement fédéral. Nous appelons pour inviter des personnes à participer à un groupe de discussion sur le changement de climat et autres questions sur l'environnement. Votre participation à cette recherche est entièrement volontaire et votre décision de participer ou non n'affectera pas quelconque accord que vous puissiez avoir avec le gouvernement. Les noms au complet des participants ne seront pas révélés au gouvernement ni à toute autre tierce partie. Tous les renseignements recueillis serviront à des fins de recherche uniquement et seront traités conformément aux exigences de la Loi sur la protection des renseignements personnels. Puis-je parler à quelqu'un du foyer ? Seriez-vous intéressé à participer à ce groupe de discussion ?

Oui 1
 Non 2

(SI NON, TERMINEZ. SI OUI REITRODUISEZ-VOUS SI NÉCESSAIRE.)

INDIQUEZ:

Homme 1 5 PAR GROUPE
 Femme 2 5 PAR GROUPE

1. Est-ce que vous-même ou un membre de votre foyer ou de votre famille immédiate travaillez ou avez déjà travaillé dans l'un des domaines suivants :

	(Travaillé)		(Déjà)	
	Non	Oui	Non	Oui
Études de marché	()	()	()	()
Marketing	()	()	()	()
Relations publiques	()	()	()	()
Médias (radio, TV, presse)	()	()	()	()
Membre de l'ACTRA / l'UDA	()	()	()	()
Publicité	()	()	()	()
Gouvernement fédéral	()	()	()	()
Gouvernement provincial	()	()	()	()
Concepteurs de site Internet	()	()	()	()
Manufacturier, grossiste, détaillant ou distributeur d'Internet/web	()	()	()	()

SI OUI À N'IMPORTE QUEL DOMAINE CI-HAUT – TERMINEZ

2. Présentement, est-ce que vous ?

Possédez et conduisez un véhicule	Oui	Non
Possédez votre propre maison	Oui	Non
Avez accès à Internet à la maison ou au travail	Oui	Non

TOUS MENTIONNENT AVOIR ACCÈS À L'INTERNET À LA MAISON OU AU TRAVAIL
 7 PAR GROUPE DOIVENT MENTIONNER POSSÉDER UNE MAISON ET CONDUCTEUR
 D'UN VÉHICULE
 3 PAR GROUPE POSSÈDENT UN DES DEUX SOIT UN VÉHICULE OU UNE MAISON

3. À quelle point êtes-vous intéressé sur les questions environnementaux, très intéressé, assez intéressé, pas très intéressé ou pas du tout intéressé ?

- Très intéressé 1
- Assez intéressé..... 2
- Pas très intéressé..... 3 **TERMINEZ**
- Pas du tout intéressé..... 4 **TERMINEZ**

4. À quel point êtes-vous confortable et expérimenté à utiliser l'Internet pour chercher de l'information ?

- Très confortable..... 1
- Confortable 2
- Raisonnement confortable.. 3 **TERMINEZ**
- Pas du tout confortable..... 4 **TERMINEZ**

5. En moyenne, à quelle fréquence utilisez-vous Internet que ce soit chez vous ou à tout autre endroit, pour vos activités personnelles ou reliées au travail?

- Quotidiennement/presque quotidiennement.... 1
- Au moins une fois par semaine..... 2
- Au moins une fois par mois..... 3 **TERMINEZ**

6. Vous utiliserez une souris et vous lirez différents matériaux pendant le groupe de discussion. Y a-t-il une raison qui vous empêcherait d'y participer ?

- Oui 1 **TERMINEZ**
- Non 2

7. Nous devons regrouper les participants par groupe d'âge. Pour ce faire, pourrais-je avoir votre âge exact s.v.p. _____ **INSCRIVEZ**

- Moins de 25 ans 1 **TERMINEZ**
- 25 à 34 ans 2
- 35 à 44 ans 3
- 45 à 54 ans 4
- 55 à 64 ans 5
- 65 ans ou plus 6 **MAX. 1 PAR GROUPE**

8. Quel est votre état civil?

- Marié/conjoint de fait..... 1
- Célibataire/sép/divorcé/veuf 2

9. Travaillez-vous (VÉRIFIEZ LES QUOTAS)?

- Temps plein (35 hrs +) ()
- Temps partiel (moins de 35 hrs) ()
- Sans emploi () **MAX. 1 PAR GROUPE**

- Femme au foyer () MAX. 2 PAR GROUPE
- Étudiant () MAX. 1 PAR GROUPE
- Retraité () TERMINEZ

10. Quelle est votre occupation actuelle ?

TYPE D'EMPLOI TYPE DE COMPAGNIE

SI MARIÉ / CONJOINT, DEMANDEZ : QUELLE EST L'OCCUPATION DE VOTRE CONJOINT ?

TYPE D'EMPLOI TYPE DE COMPAGNIE

11. Puisque nous devons parler à des personnes de toute provenance, laquelle des catégories suivantes représenterait le mieux le total de votre revenu annuel PERSONNEL? Serait-ce...

- Moins de 35,000\$ 1 MAX. 1 PAR GROUPE
- 35,000\$ - 39,999\$. 2 ASSUREZ UN BON PARTAGE
- 40,000\$ - 55,000\$ 3
- 55,001\$ - 90,000\$ 4
- 91,001\$ et plus 5

12. Pourriez-vous me dire quel serait le dernier niveau de scolarité que vous avez complété?

- Secondaire en partie seulement 1 TERMINEZ
- Secondaire complété 2 ASSUREZ UN BON PARTAGE
- Collégial / Université en partie 3
- Collégial / Université complété 4

13. En vous incluant, combien de personnes habitent présentement dans votre foyer ?

_____ PRÉCISEZ

ASSUREZ UN BON PARTAGE DANS CHAQUE GROUPE

Quelle langue parlez-vous normalement à la maison?

- Anglais 1
- Français 2
- Autre _____ 3

14. Les prochaines questions porteront sur votre imagination. Sentez-vous libre de répondre de la façon que vous voulez. Il n'y a pas de bonnes ou de mauvaises réponses.

Vous devez créer un nouveau jeu appelé 'Sac à dos'. Décrivez le jeu et comment il sera joué

Veillez me donner un titre de chanson qui décrirait la sorte de journée que vous passez?

RÉPOND DE FAÇON SPONTANÉE
TRÈS SÛRE DE LUI OU D'ELLE-MÊME
ENTHOUSIASTE
ENTREPREND UNE BONNE CONVERSATION

NOTE: PORTEZ UNE ATTENTION SPÉCIALE AUX RÉPONSES DES RÉPONDANTS - RECHERCHEZ UNE RÉPONSE COMPLEXE. LES RÉPONSES DOIVENT ÊTRE CRÉATIVES ET NON PAS DES RÉPONSES JUSTE POUR RÉPONDRE SEULEMENT. CHERCHEZ POUR DE L'IMAGINATION ET LEUR SENS DE CRÉATIVITÉ OU PARTICIPATION.

15. Avez-vous déjà participé à un groupe de discussion ou une entrevue face-à-face pour lequel vous avez reçu une somme d'argent, ici ou tout autre endroit?

Oui..... 1
Non.....2 (PASSEZ À LA Q.7E)

SI OUI, DEMANDEZ :
À quand remonte votre dernière participation?

(TERMINEZ SI AU COURS DES 6 DERNIÈRES MOIS)

16. À combien de groupe de discussions ou d'entrevue face-à-face avez-vous participé au cours des 5 dernières années?

(PRÉCISEZ)

SI PLUS DE 5, TERMINEZ

17. Pouvez-vous me dire le(s) sujet(s) discuté(s)?

SI GOUVERNEMENT - TERMINEZ

18. Êtes-vous invité à participer à un autre de ces groupes de discussion ou entrevue prochainement ?

Oui 1 - TERMINEZ
Non.....2

19. Parfois, nous demandons aux participants de répondre à un questionnaire par écrit pendant la discussion. Y a-t-il une raison pour laquelle vous ne pourriez pas y participer?

Oui.....1 - TERMINEZ

Non.....2

TERMINEZ SI LE RÉPONDANT OFFRE UNE RAISON TEL QU'UN PROBLÈME VISUEL OU AUDITIF, UN PROBLÈME DE LANGUE PARLÉE OU ÉCRITE, UNE PRÉOCCUPATION QUANT À SA CAPACITÉ DE COMMUNIQUER ÉFFICACEMENT.

IMPORTANT:

La session dure 2 heures, mais nous demandons aux participants d'arriver 10 minutes à l'avance. Êtes-vous en mesure de vous présenter 10 minutes à l'avance?

Oui.....1

Non.....2 - TERMINEZ

J'aimerais vous inviter à un groupe de discussion le:

MARDI
2 NOVEMBRE
À 17 H 30
MONTREAL

MARDI
2 NOVEMBRE
19 H 30
MONTREAL

Le groupe de discussion va durer approximativement 2 heures et on offre à chaque participant 50.00\$ en guise de remerciement pour leur participation. Je dois aussi mentionner que les groupes seront enregistrés sur bande sonore pour des fins de recherche et les membres de l'équipe de recherche feront une observation de la discussion d'une salle voisine. Tout ce que vous allez dire restera confidentiel.

[] COCHEZ POUR INDIQUER QUE VOUS AVEZ LU CET ÉNONCÉ AU RÉPONDANT

DURÉE: 2 HEURES

LIEU:

GROUPES 3 & 4
HEAD QUARTERS
1610, rue Ste-Catherine ouest
Bureau 410
Montréal
1.514.938.4323
Télécopieur: 938.1181

Appendix B: Moderator Guides

B1: Guide English

Environment Canada

One-Tonne Challenge Website Testing

Moderator's Guide

In order to facilitate the discussion, as participants arrive before the group, they will be asked to look over the One-Tonne Challenge promotional flyer.

1.0 Introduction (5 minutes)

- Purpose of the study and focus group;
- Observation, audio recording and confidentiality;
- Explanation of format, “ground rules” and role of moderator; and
- Participant introductions (i.e., first name and nature of employment/stage of study, type of work interested in obtaining, etc.).

2.0 The One-Tonne Challenge Flyer (10 minutes)

As I mentioned at the outset, today we will be taking a look at the Government of Canada's One-Tonne Challenge website. But before we explore the website, let's take a few moments to discuss the One-Tonne Challenge promotional flyer.

- Had anybody heard of the One-Tonne Challenge before today?

You each got a chance to look over the One-Tonne Challenge flyer. What did you think? [Moderator goes around the table asking each participant for their first impressions of the flyer].

- Do you understand what the One-Tonne Challenge is? Do you understand what you are being asked to do through this Challenge?
- Did you notice that the flyer directs you to visit the Climate Change website? [If no] Why do you think you missed it?
- Why do you think the flyer is directing you to the website? What kind of information do you expect to find on the website?
 - The Guide to the One-Tonne Challenge?
 - Do you think the website will give you the information and tools necessary to get started on the One-Tonne Challenge?
 - Do you expect there to be anything else on the website?

3.0 Overall Impressions of the Website (20 min.)

Next we are going to take a look at the One-Tonne Challenge website. Please open up your laptops (Internet browser home page is set to the One-Tonne Challenge testing website URL). Take five minutes to explore the website, clicking on the things that you find interesting.

Before you get started, you should know that this website is still under development and for the purposes of testing this evening, some features of the website have been disabled (such as “The Calculator”).

[Moderator walks around the room to observe where participants are clicking and take notes].

- What are your first impressions of the website?
 - What is this website all about? What kind of things can you do on this website?
 - Do you find it interesting? Informative? Fun?
 - If you happened upon this website while Internet surfing at home, how likely would you be to spend some more time exploring it? Why?

- What elements first caught your attention? Where did you click? [Moderator asks each participant to tell where they first clicked on the website and what elements interested them].
 - What did you see first on the website?
 - Where did you click first on the website?
 - If you had a few more minutes, where would you explore next?

- How is this website organized?
 - What are the different sections on the page?
 - How are things grouped? Does this organization of elements make sense to you?

4.0 Tips Guide (30 minutes)

The first specific element of the website that we are going to take a look at is the Tips Guide. Did anybody happen upon the Tips Guide when we were first navigating the website? [If not already mentioned].

- What do you think this Tips Guide is all about?
- What kind of information will you find in the Tips Guide?

Moderator asks participants to click “Tips Guide” in the left-hand menu and to take a minute to look at the Tips Guide introduction page.

- From what you can see here, what is the Tips Guide all about?
- Where would you go from here? [Moderator prompts participants to name the different places they could proceed to enter the Tips Guide (i.e., “reading the Guide”, “Create my reduction plan now”, “Tips to get started”, Other links, etc.)]
 - Where would you try first? Why?
 - What is the difference between the different options?

Reading the Guide (10 out of 30 minutes)

- First, let’s click on “reading the Guide”. Take a few minutes to navigate this section of the website.
 - What is the Guide all about?
 - What do you think of the way it is organized (At Home, On the Road)?
 - What about the subcategories? Do they make sense? Is there anything you are unclear about?
 - Take a minute to click on one of the subcategories. Is that what you expected?
 - What happens when you click on “More information”? Is that what you expected?
 - What about the One-Tonne Challenge Resources? What are these? What happens when you click on one of the links? What do you think of this?

Create my reduction plan now (15 out of 30 minutes)

- Let's go back to the Tips Guide Introduction page and now we'll explore the "Create my reduction plan now" section. Take a few minutes to create your own reduction plan by checking off the things that you would be willing to do (or are already doing).
- [Moderator goes around room observing participants creating their reduction plan].
- What do you think of this feature "Create your own reduction plan"? PROBE:
 - How is this different from the Tips Guide we looked at earlier?
 - Was the plan easy to complete?
 - What are the two columns: "Could do it" and "Already doing it"?
 - What happens when you click "Update my reduction plan now"?
 - What do you think is the difference between "Tips I could do" and "Tips I'm already using"?
- Let's go through an example together. Moderator directs participants to click on 1) Tips Guide, 2) Create my own reduction plan, 3) At Home/One the road, 4) *See list below.*

HALIFAX	Heating your space
MONTREAL	Household waste and recycling
TORONTO	Water heating and use
CALGARY	Maintain your vehicle
VANCOUVER	Outside maintenance

- Let's go through each of the items and complete the plan together. Then let's click "Update my reduction plan" [MODERATOR: Make sure to click at least one "Already doing it" box].
 - What do you think of the "Reduction Plan"?
 - What about the Reduction Plan "ruler"? Is it clear by how much you have reduced your emissions? Is it clear how much more you need to reduce to reach one tonne?

- What about the feedback text? “Like many Canadians, you have already taken steps to conserve resources and protect the environment....”
 - What is that text all about? Why do you think it appears? It’s talking about steps you have already taken, why? Is the reason behind this clear?
 - Do you find this text encouraging?
 - Is this enough recognition for the steps taken to reduce emissions? Would you like to see any other kinds of recognition? Like what?

- What if there were other areas where you would be willing to reduce your emissions, like your car and driving habits for example, how would you go about adding “Tips on the Road” to your reduction plan?
 - [If not mentioned] Did anybody see the “Add more tips” link?
 - What do you think of this?
 - Would you be likely to go through all the different areas to see where you could reduce your GhG emissions?

- Would you be likely to print out a copy of your plan?
 - How would you go about doing this?

5.0 **Animated “Tips to get started” (20 minutes)**

Next we’re going to take a look at the “Tips to get started”.

There are a few different animated tips on this page. We don’t have enough time tonight to go through them all, so we’re only going to look at two of them.

Let’s look at them together on the big screen:

HALIFAX	1. Life passing you by?	2. Cold enough for you?
MONTREAL	1. Life is not a highway	2. Want a bright idea?
TORONTO	1. All revved up and nowhere to go	2. Is it hot in here or is it just me?
CALGARY	1. Drive smarter, live larger	2. A star is born
VANCOUVER	1. Bend under pressure	2. Think inside the box

- First impressions
- Likes dislikes
- Was the message (or tip) clear?
- Is it clear how you can take action?

What do you think of the animated tips overall?

- What do you think of having animation like this on this type of website?
- What do you think of the animations? Fun? Interesting? Childish?
- Do these tips encourage you to take action?
- Would you be likely to look at all of them, or just a few?

6.0 The KnowZone Trivia Game (20 minutes)

Next we're going to click on "Play KnowZone Trivia". But before we do:

- What do you think this is?
- What do you expect to find when you click?

Let's all "Play KnowZone Trivia" now. What is this? Take a few minutes to play the trivia game.

- What did you think of the questions?
- What about the level of difficulty?
- What about the time clock?
- Who do you think this game is aimed at? Is this something you would play?
- Did you notice that the correct answers were not given? What do you think of that?
- What about the pictures and text in the right hand box? What do you think?
- Did you notice the leader board? Would you be likely to post your score to it?

As part of the KnowZone, they are thinking of promoting contests. The contests would encourage visitors to participate in the trivia game for a chance to win related prizes such as a energy efficient light bulbs from the Home Depot.

- Would you be interested in participating in the contest? Why/why not?
- What about the prizes, what sort of prizes would encourage you to participate?
- What about the idea of a prize of energy efficient light bulbs? Is this a good idea? A bad idea?

7.0 Incentives and Rebates (10 minutes)

The next part of the website that we are going to take a look at is the “Incentives and Rebates”. Did anyone see a reference to this on any of the pages we have seen so far? Where?

- What do you think “Incentives and Rebates” will be about? What kind of information will you find there?
- Before we click on “Incentives and Rebates” we are going to go through a short scenario together. You will find the description of this scenario on your hand-out. [Moderator reads scenario aloud as participants read along].

HALIFAX	You want to get rid of an old car. Is there a program to help you?
MONTREAL	You want to use less hot water in your home. Is there a program to help you?
TORONTO	You’ve just bought a programmable thermostat. Can you get a rebate?
CALGARY	Is there a rebate for renovating to improve the energy efficiency of your house?
VANCOUVER	You want to get rid of an old refrigerator. Is there a program to help you?

Try to find information in the “Incentives and Rebates” section about...

- Did you find the information you were looking for? Why? Why not?
- Was it easy to find?
- What do you think of the way information is organized?
- Is there anything you would do to improve this section of the website?
- What do you think of the name “Incentives and Rebates”? Does it get your attention?

8.0 Concluding Questions (5 minutes)

Let's come back for a minute to the organization of the website. Now that we have seen some of the different elements of the website, what do you think of the way the website is organized?

- Does it make sense?
- Would you be able to find all the of the different elements that we looked at?
- Would you be likely to click on the different elements? Why/why not?

Is there anything else you would like to add before we end our discussion?

Thank you very much for your participation and your time.

B2: Guide French

Environnement Canada

Test du site Web Le défi d'une tonne

Guide du modérateur

Pour faciliter la discussion, à mesure qu'ils arrivent les participants seront invités à parcourir le dépliant promotionnel touchant Le défi d'une tonne.

1.0 Introduction (5 minutes)

- But de l'étude et de la discussion de groupe;
- Observation, enregistrement sonore et confidentialité;
- Explication du format, «règles de base» et rôle du modérateur;
- Présentation des participants (prénom et nature de l'emploi/étape des études, genre de travail intéressé à obtenir, etc.).

2.0 Dépliant sur Le Défi d'une tonne (10 minutes)

Comme je l'ai mentionné tout à l'heure, nous allons examiner aujourd'hui le site Web du gouvernement du Canada intitulé Le défi d'une tonne. Mais avant de procéder, prenons un moment pour discuter du dépliant promotionnel sur Le défi d'une tonne.

- Quelqu'un d'entre vous avait-il entendu parler du Défi d'une tonne avant aujourd'hui?

Vous avez tous pu jeter un coup d'oeil au dépliant sur Le défi d'une tonne. Qu'est-ce que vous en avez pensé? [Le modérateur fait un tour de table pour obtenir de chaque participant ses premières impressions sur le dépliant.]

- Comprenez-vous en quoi consiste le Défi d'une tonne? Comprenez-vous ce que ce défi vous invite à faire?
- Avez-vous remarqué que le dépliant vous demande de consulter le site Web Changements climatiques? [Si non] Pourquoi est-ce que ça vous a échappé, selon vous?
- Selon vous, pourquoi le dépliant vous demande-t-il d'aller voir ce site Web? Quelle sorte d'information vous attendez-vous à trouver sur ce site?
 - Le Guide du défi d'une tonne?
 - Pensez-vous trouver sur le site Web l'information et les outils nécessaires pour commencer à relever le défi d'une tonne?
 - Vous attendez-vous à trouver quoi que ce soit d'autre sur le site Web?

3.0 Impressions générales du site Web (20 minutes)

Allons voir maintenant le site Web Le défi d'une tonne. Ouvrez vos portables (la page d'accueil du fureteur est réglée à l'adresse URL du test du site Web Le défi d'une tonne). Prenez cinq minutes pour explorer le site Web, en cliquant aux endroits qui vous semblent intéressants.

Avant de commencer, je dois préciser que le site Web est en développement et que, pour le test de ce soir, certaines options du site (comme «Le calculateur») ont été désactivées.

[Le modérateur se promène pour observer sur quoi cliquent les participants et prendre des notes.]

- Quelles sont vos premières impressions du site Web?
 - En quoi consiste ce site Web? Quelles sont les choses que vous pouvez faire sur ce site?
 - Le trouvez-vous intéressant? Informatif? Amusant?
 - Si vous tombiez sur ce site Web en naviguant sur Internet à la maison, quelle est la probabilité que vous passiez un peu de temps à l'explorer? Pourquoi?
- Quels sont les éléments qui ont d'abord attiré votre attention? Où avez-vous cliqué? [Le modérateur demande à chaque participant à quel endroit il a d'abord cliqué sur le site et quels éléments l'ont intéressé.]
 - Qu'est-ce que vous avez vu en premier sur le site Web?
 - Où avez-vous cliqué en premier sur le site Web?
 - Si vous aviez disposé de quelques minutes de plus, qu'est-ce que vous auriez exploré ensuite?
- Comment ce site Web est-il organisé?
- Quelles sont les différentes sections de la page?
- Comment les sujets sont-ils groupés? Cette organisation des éléments vous semble-t-elle logique?

4.0 Guide des conseils (30 minutes)

Le premier élément du site Web que nous allons examiner en détails est le Guide des conseils. Quelqu'un est-il tombé sur le Guide des conseils en naviguant pour la première fois sur le site Web? [Si ça n'a pas déjà été mentionné.]

- D'après vous, en quoi consiste ce Guide des conseils?
- Quelle sorte d'information allez-vous trouver dans le Guide des conseils?

Le modérateur demande aux participants de cliquer sur «Guide des conseils» dans le menu de gauche et de prendre un instant pour regarder la page d'introduction du Guide des conseils.

- D'après ce que vous pouvez voir, en quoi consiste le Guide des conseils?
- Où iriez-vous à partir d'ici? [Le modérateur demande aux participants de nommer les divers endroits par lesquels ils pourraient passer pour entrer dans le Guide des conseils (c.-à-d., «lisant le Guide», «Créer mon plan de réduction maintenant», «Conseils pour vous aider à commencer», d'autres liens, etc.]

- Par où commenceriez-vous? Pourquoi?
- Quelle est la différence entre les diverses options?

Lire le Guide (10 des 30 minutes)

- Cliquons d'abord sur «lire le Guide». Prenez quelques instants pour naviguer dans cette section du site Web.
 - En quoi consiste le Guide?
 - Que pensez-vous de la façon dont il est organisé (À la maison, Sur la route)?
 - Que pensez-vous des sous-catégories? Sont-elles logiques? Y a-t-il quelque chose que vous ne saisissez pas?
 - Prenez une minute pour cliquer sur l'une des sous-catégories. Est-ce ce à quoi vous vous attendiez?
 - Qu'arrive-t-il si vous cliquez sur «Plus d'info»? Est-ce ce à quoi vous vous attendiez?
 - Passons aux Ressources du Défi d'une tonne? De quoi s'agit-il? Que se passe-t-il si vous cliquez sur l'un des liens? Qu'en pensez-vous?

Créez mon plan de réduction (15 des 30 minutes)

- Revenons à la page d'introduction du Guide des conseils et explorons maintenant la section «Créez mon plan de réduction». Prenez quelques minutes pour créer votre propre plan de réduction en cochant les choses que vous seriez prêt à faire (ou que vous faites déjà).
- [Le modérateur se promène et observe les participants en train de créer leur plan de réduction.]
- Que pensez-vous de cette option «Créez mon plan de réduction»?

APPROFONDIR:

- En quoi diffère-t-elle du Guide des conseils que nous avons exploré?
- Le plan était-il facile à remplir?
- En quoi consistent ces deux colonnes : «Je pourrais le faire» et «Je le fais déjà»?
- Qu'arrive-t-il si vous cliquez sur «Mettre à jour mon plan de réduction»?
- Selon vous, quelle est la différence entre « conseils que je pourrais suivre » et ce que vous «faites déjà»?
- Ensemble nous allons mettre un exemple en pratique. Le modérateur demande aux participants de cliquer sur 1) Guide des conseils, 2) Créez mon plan de réduction, 3) À la maison/sur la route, 4) voir la liste.

MONTREAL: déchets et recyclage

- Nous allons passer par chaque option et remplir le plan ensemble. Cliquons maintenant sur «Mettre à jour mon plan de réduction» [NOTE: Assurez-vous de cliquer au moins une fois dans la case «Je le fais déjà».]
 - Que pensez-vous du «Plan de réduction»?
 - Que pensez-vous de la «règle» du Plan de réduction? Voyez-vous clairement de combien vous avez réduit vos émissions? Voyez-vous clairement de combien vous devez encore les réduire pour atteindre une tonne?
- Que pensez-vous du texte qui s'adresse à vous? «Comme bien des Canadiennes et des Canadiens, vous avez déjà pris des mesures pour conserver les ressources et protéger l'environnement...»
 - Quel est le sens de ce texte? Pourquoi apparaît-il, selon vous? Il y est question de mesures que vous avez déjà prises, pourquoi? Sa raison d'être est-elle évidente?
 - Trouvez-vous ce texte encourageant?

- Est-ce qu'on vous témoigne suffisamment de reconnaissance pour les mesures que vous prenez en vue de réduire vos émissions? Aimerez-vous qu'il y ait d'autres formes de reconnaissance? Par exemple?
- Si vous étiez prêt à réduire vos émissions dans d'autres domaines, comme en ce qui concerne votre voiture et vos habitudes de conduire, que feriez-vous pour ajouter à votre plan de réduction des conseils «Sur la route»?
 - [Si ça n'a pas été mentionné] Quelqu'un a-t-il vu le lien «Ajoutez d'autres conseils»?
 - Qu'en pensez-vous?
- Seriez-vous porté à aller voir tous les domaines où vous pourriez réduire vos émissions de GES?
- Seriez-vous porté à imprimer votre plan?
 - Comment procéderiez-vous pour ce faire?

5.0 Animation «Conseils pour démarrer» (20 min.)

Jetons maintenant un coup d'oeil à «Conseils pour démarrer».

Cette page d'animation comporte différents conseils. Puisque nous n'aurons pas le temps ce soir de tous les regarder, nous allons en choisir deux.

Regardons les ensembles sur grand écran :

MONTREAL : « La vie n'est pas une autoroute » et « Une idée brillante avec ça ? »

- Premières impressions
- Choses qui vous ont plu, déplu
- Le message (ou conseil) est-il clair?
- Les mesures à prendre sont-elles évidentes?

Quelle est votre impression générale des conseils animés?

- Que pensez-vous d'une animation comme celle-là sur ce genre de site Web?
- Que pensez-vous des animations? Amusantes? Intéressantes? Enfantsines?

- Ces conseils vous incitent-ils à agir?
- Seriez-vous porté à regarder toutes les animations ou seulement quelques-unes?

6.0 Le jeu-questionnaire (20 minutes)

Nous allons maintenant cliquer dans la «Zone du savoir». Mais auparavant :

- Qu'en pensez-vous?
- À quoi vous attendez-vous en cliquant dans cette zone?

Entrons maintenant dans la «Zone du savoir». De quoi s'agit-il? Prenez un moment pour participer au jeu-questionnaire.

- Que pensez-vous des questions?
- Du niveau de difficulté?
- De l'horloge?
- Quelle est l'intention de ce jeu, d'après vous? Seriez-vous porté à y jouer?
- Avez-vous remarqué qu'on ne fournit pas les bonnes réponses? Qu'en pensez-vous?
- Que pensez-vous des images et du texte dans la case de droite?
- Avez-vous remarqué le tableau des meneurs? Seriez-vous porté à y inscrire votre score?

Il est question d'insérer dans la Zone du savoir la promotion de certains concours. Ces concours encourageraient les visiteurs à participer au jeu-questionnaire dans le but de remporter un prix contribuant à l'économie d'énergie, comme des ampoules écoénergétiques de chez Home Depot.

- Seriez-vous intéressé à participer à un concours de ce genre? Pourquoi/pourquoi pas?
- Qu'en est-il des prix? Quelle sorte de prix vous encourageraient à y participer?
- Que dites-vous, comme prix, de l'idée d'offrir des ampoules écoénergétiques? Est-ce une bonne idée? Une mauvaise idée?

7.0 Encouragements et remises (10 minutes)

La prochaine section du site Web que nous allons parcourir s'intitule «Encouragements et remises». Quelqu'un a-t-il vu ce titre sur l'une des pages que nous avons examinées jusqu'ici? À quel endroit?

- Que pensez-vous trouver dans «Encouragements et remises»? Quelle sorte de renseignements allez-vous y voir?
- Avant de cliquer sur «Encouragements et remises» nous allons exécuter ensemble un bref scénario. La description du scénario se trouve dans la documentation qu'on vous a remise. [Le modérateur lit le scénario à haute voix haute en même temps que les participants en font la lecture.]

MONTREAL : Vous aimeriez réduire votre consommation d'eau chaude à la maison. Est-ce qu'il a un programme qui vous aidera à économiser ?

Essayez de trouver dans la section «Encouragements et remises» de l'information sur ce sujet

- Avez-vous trouvé l'information que vous cherchiez? Pourquoi? Pourquoi pas?
- Était-elle facile à trouver?
- Que pensez-vous de la façon dont l'information est organisée?
- Auriez-vous des idées pour améliorer cette section du site Web?
- Que pensez-vous du titre «Encouragements et remises»? Est-ce qu'il attire votre attention?

8.0 Questions de la fin (5 minutes)

Revenons un instant sur l'organisation du site Web. Après avoir vu certains de ses éléments, que pensez-vous de la façon dont le site Web est organisé?

- Vous semble-t-elle logique?
- Seriez-vous capable de trouver chacun des éléments que nous venons d'examiner?
- Seriez-vous porté à cliquer sur ces divers éléments? Pourquoi/pourquoi pas?

[NOUVELLES QUESTIONS]

Seriez-vous intéressé à voir sur le site Web d'autres informations telles que une section qui vous permettrait de suivre votre progrès avec le défi ?

Est-ce que le site Web devrait inclure de l'information sur le nombre de Canadiens qui participent au défi et leurs succès à date ? Pourquoi / pourquoi pas ?

- Est-ce que ce serait intéressant ?
- Est-ce que cela aiderait aux Canadiens à réussir le défi ?

Seriez-vous aptes à recommander ce site à vos amis ? autres ? Pourquoi / pourquoi pas?

Y a-t-il quoi que ce soit que vous aimeriez ajouter avant de clore notre discussion?

Merci beaucoup de votre participation et de votre temps.