



# Environment and Climate Change Canada

## Nature Legacy Advertising Campaign

Pre and Post ACET and Concept Testing  
July 2019

**Prepared for:**

Environment and Climate Change Canada  
Supplier Name: Quorus Consulting Group Inc.  
Contract Award Date: December 21, 2018  
Delivery Date: July 2019  
Contract Amount (incl. HST): \$77,519.70  
Contract #: KOA34-190909/001/CY  
POR Number: 098-18

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## Political Neutrality Certification

I hereby certify as Senior Officer of Quorus Consulting Group Inc. that the deliverables fully comply with the Government of Canada political neutrality requirements outlined in the [Policy on Communications and Federal Identity](#) and the [Directive on the Management of Communications - Appendix C](#).

Specifically, the deliverables do not include information on electoral voting intentions, political party preferences, standings with the electorate or ratings of the performance of a political party or its leaders.

Signed:

A handwritten signature in black ink, appearing to read "Rick Nadeau", is written over a light gray, textured rectangular background.

Rick Nadeau, President  
Quorus Consulting Group Inc.

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# Executive Summary

## Research Purpose and Objectives

Canada has committed that by the end of 2020, at least 17% of terrestrial areas and inland water and 10% of coastal and marine areas will be conserved through networks of protected areas and other effective area-based conservation measures. The Nature Legacy, as described in Budget 2018, will help Canada achieve that 17%. The overarching objective of its 18 targets is the conservation and sustainable use of biodiversity. This includes engaging Canadians in action for nature conservation and focusing on sustainability in the natural resources sectors of forestry, fisheries, agriculture, and aquaculture. All of the research associated with the Nature Legacy project will benefit Canadians by means of improved communications.

Quorus conducted qualitative research through a series of focus groups to obtain feedback from specific target audiences on concepts and messaging being considered for various advertising platforms, formats and channels. The research also included an online survey to evaluate the ad campaign before and after it was launched.

## Summary of Focus Group Findings

The research involved two distinct waves of qualitative research, a pre-campaign (Phase 1) and a post-campaign (Phase 2), covering two distinct series of ads. The first wave tested the campaign ads, while the second tested ads dedicated to public engagement that solicited social media participation. At the beginning of the sessions, participants were explained the purpose of the research, the number of concepts to test, and the media that would be tested in each concept. General comments that emerged from the pre-campaign concepts A, B and C include:

- Participants liked seeing animals in the images, as most represent Canada (polar bears, moose/caribou, salmon) and some could be endangered. Images of Canadian fauna were an obvious representation of nature for participants.
- None of the concepts showed the current state of the Canadian environment or how the environment is getting worse. It is generally seen as a “safe” campaign.
- The majority of participants did not find the message or the call to action consistently clear since they did not always know what they were supposed to do after seeing the ads. Many mentioned the message was to protect the environment, yet many did not understand how to do that beyond picking up garbage or beyond what they already do to protect the environment.
- Most were left with the impression that they must go to the website to find out more about how to protect the environment. While many agreed it was good to increase awareness of the need to protect the environment, many would have preferred if the ads more explicitly showed how to protect the environment.

- No one seemed to like the font being sideways in the pillars. Most pillar ads were seen as having too much text and too big a font and were considered crowded due to having both official languages covering most of the pictures. Some also felt the text was so short the message was even less clear.
- While none of the participants said they will remember any of the videos if these are shown during the previews in a movie theatre, a few participants said watching it in the movie theatre as well as other places could spark their curiosity to try to find more information or search the link.
- The majority of participants felt they would skip the videos if they were shown before their YouTube videos, since that is what they typically do for all ads.
- The Government of Canada wordmark reassured most participants that the advertising was for a legitimate initiative. Many felt the government would either be the only one able to make a difference in protecting the environment or that they do have a large role to play.
- Unanimously, participants did not understand what the “17% of Canada” meant or what “doubling the protection” represented, and in the end, they were not sure what the government is doing other than “something.”
- In the end, participants were asked to rate each concept in terms of the content and overall presentation of all elements, as well as select the one that most effectively communicated the objectives to: 1) encourage them to take part activities to protect our land, oceans and species; and 2) encourage them to experience nature by learning and participating in conservation efforts through learning tools and activities, such as by visiting the website or visiting a National Wildlife Area that is open to the public or a National Park. Concept A was the preferred concept for focus group participants, and was perceived as the one that most effectively conveyed the campaign objectives.
- Taglines to be used for the campaign’s hashtags were also tested in all focus groups. The tagline “Our Nature” and “Protecting Nature” were equally preferred, while “Canada’s Nature Legacy” was the least preferred.

### *Evaluation of Concept A*

Overall, concept A was very well received by participants. The message was clear, and images were, overall, well received, with participants finding the concept engaging and encouraging to protect the environment.

Participants seemed to recognize two messages when looking at all the elements from this concept:

- a) We (Canadians) have to protect the environment
- b) The government is doing something to protect the environment

Several aspects of this campaign were well received by participants, including:

- Overall, the images were nice and crisp, therefore appealing and eye catching. Many found the images bright and positive.
- The polar bears were considered a nice representation of Canadian fauna.
- The text seemed simple and transmitted a message without crowding too many words into a small space, particularly the posters where the main words were bigger and “bolder” compared to other concepts.
- “It’s in our nature” and #OurNature (as seen in the concepts below) were well received since they effectively assign responsibility to Canadians to protect Canadian nature.
- Many participants could relate to taking a picture or a video of themselves with the background of where they are when on nature outings or travelling, to show others in social media where they are. As such, most liked the image of the man in the mountains taking a video of himself.
- While the call to action was not clear across all concepts, concept A seemed to convey a more straightforward message. Most participants found the text used more engaging in terms of getting them to protect nature.
- Although considered too overwhelming for a few participants, most seemed to like the energy and the strong beat of the music heard in the video.

Compared to Concepts B and C, participants had fewer suggestions for improvement when it came to Concept A. The most common suggestions focused on the following:

- Participants felt the need to include more people to reduce the potential for confusion with tourism ads, and to show people involved in protecting nature.
- The text “We’re **doubling** the protection of Canada’s lands and oceans” in the digital mural and the video was confusing. To improve clarity and minimize concerns, a point of reference was needed.
- The white drawings (icons) either went unnoticed or added limited value.

### *Evaluation of Concept B*

Concept B was not the most preferred concept and received a mix of positive and negative feedback. Particularly for this concept, the text referring to “17% of Canada” created a lot of confusion. Participants understood one main message when looking at all the elements from Concept B: that the Federal Government wanted people to be aware of its efforts to protect the environment.

Although it was not the preferred concept overall, Concept B was praised for the following:

- Having young children in the pictures. The picture of a girl touching the tree stood out to many participants, it was perceived as protecting the girl, who represents future generations, and who appears to take ownership of the tree and its protection.

- Participants often felt the call to action was to protect nature, but felt they were left with no information on how to do that.
- Participants liked that not all the images were winter images, suggesting a better balance across the different seasons in Canada.

Elements of this campaign that participants felt could be improved included:

- Some participants did not like the semi-transparent blue panel on the side of each poster, as it weakened the visual and symbolic impact of the image.
- Participants were also critical of other images where it was uncertain to them what the people were doing, such as the pillar image of two people looking at what appears to be their smartphone.
- The text “Be a part of Canada.ca/nature-legacy” didn’t resonate with anyone.
- The “**17% of Canada**” text was meaningless and confusing:
  - Everyone, almost unanimously, needed a reference point, i.e. How much was protected before? It is going from what number to what number?
  - Many doubted how much 17% really was - it was hard to understand how much land that represented.
  - Some wondered where this land is exactly – because if it is just moving the “borders” on protected land that is remote and inaccessible, it is not that meaningful for some participants.
  - Some participants in Montreal felt 17% was too low – that we need to aim higher.

### *Evaluation of Concept C*

Concept C was not the most preferred concept and received a mix of positive and negative feedback. Notably, the text referring to “17% of Canada” created a lot of confusion among participants.

Participants identified three main messages from Concept C:

- We rely on the environment.
- The federal government wants people to be aware of its efforts to protect the environment.
- We need to do something to protect the environment.

Positive elements identified in the concept include the following:

- The images used in this concept seemed to have a better balance of seasons (winter and spring / white and green), as well as a balance in terms of featuring nature and people.
- The text that is highlighted with the coloured blocks in the posters helps the reader understand the image selection, as well as what is being protected or needs protection: water, climate, wildlife, land. Although this did not seem to work for the pillars.



- One of the preferred images included the woman making a heart shape with her hands in front of a nice landscape.
- The last text “Find out how you can help at [Canada.ca/protecting-nature](https://Canada.ca/protecting-nature)” made it clear to everyone that this was the call to action.

Elements that were not welcomed in this concept included the following:

- Some felt the ad was only a general, friendly reminder that it is important to protect the environment rather than an ad compelling people to take any specific action.
- Participants with no children did not feel the ad was for them when referring to “our kids” or “our grandkids” and felt this could be replaced by “future generations”.
- A few felt the ad was condescending and a bit juvenile since it uses very simple language to remind us what the environment is about and how important it is to us, for some this message was unnecessary.
- Participants felt overall the images were showing more people doing activities not connected with protecting nature.

As per the concepts tested in Phase 2, many themes were common for both concept A and B:

- It seemed clear that the message of the ads in both concepts was to be outdoors and protect nature as participants generally understood the impact that sharing pictures in social media could have on the objective of getting people outdoors and protecting nature. Therefore, participants expected to see more beautiful pictures of landscapes in Canada and Canadian wildlife, as well as people interacting with nature or with each other in front of beautiful Canadian landscapes.
- The instructions on how to participate in the contest were clear in both concepts. However, less text was preferable.
- Participants “saw themselves” in both concepts and agreed these ads targeted all Canadians, pointing out how both concepts effectively capture Canada’s multiculturalism.
- The ads in both concepts seemed to show only one “green” season, while the preference was to see at least one picture showing Canada’s winter.
- The hashtag #OurNature was deemed a good way to see the pictures of others protecting nature, but not necessarily about participating in a photo contest.
- In terms of the video storyboard, those active in social media platforms saw themselves clicking on the posts to either watch the video or find more information about the post, more so for Concept B.
- Concept B was the preferred concept of the two presented in this phase, the combination of images with people interacting with nature, natural landscapes, and actions to protect the environment made this concept stand out. There were, however, items identified to be corrected

to make it a better ad. For example, adding more images of people doing something to take care of the environment, or using brighter images.

### *Focus Group Methodology*

All research work was conducted in accordance with the professional standards established by the Government of Canada Public Opinion Research Standards, as follows:

- The first qualitative phase involved four focus groups (a combination of online and in-facility focus groups) to test Nature Legacy ads across Canada before the launch of the campaign. Professional focus group facilities were used in three cities: Halifax, NS, Vancouver, BC, and Montreal, QC; one online focus group included participants in Alberta, Saskatchewan and Manitoba.
- After the initial campaign was launched, a second qualitative phase involving one online focus group including participants from a mix of provinces across Canada was conducted to test another Nature Legacy ad campaign which included a photo contest.
- Across all focus groups, a total of 39 individuals participated.
- Each focus group lasted two hours and all focus groups were moderated by senior Quorus researchers.
- The pre-campaign launch focus group tested three concepts promoting the Nature Legacy initiative each consisting of several media including:
  - a) A social media carousel,
  - b) Large posters for seabus public transportation,
  - c) A digital mural ad,
  - d) Pilar ads for a train station, and,
  - e) A 30-second video.
- Concepts from this wave of focus groups were randomized and shown in different order for each group.
- The second phase of focus group tested two concepts promoting a Nature Legacy photo contest, each consisting of several media including:
  - a) A social media carousel,
  - b) A Twitter post,
  - c) A video storyboard, and,
  - d) A large poster to be used in bus shelters.

#### **Qualitative Research Disclaimer**

Qualitative research seeks to develop insight and direction rather than quantitatively projectable measures. The purpose is not to generate “statistics” but to hear the full range of opinions on a topic, understand the language participants use, gauge degrees of passion and engagement and to leverage the power of the group to inspire ideas. Participants are encouraged to voice their opinions, irrespective of whether or not that view is shared by others.

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

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

### *ACET Methodology*

- The quantitative phase involved the Advertising Campaign Evaluation Tool (ACET) to complete a pre-advertising campaign survey and a post-advertising campaign survey for the Nature Legacy initiative. The design of the survey instruments relied on a set of standard Advertising Campaign Evaluation survey questions provided by Environment and Climate Change Canada's Project Authority.
- For the pre-campaign survey, a total of 1,005 surveys were completed with Canadians between February 22<sup>nd</sup> and March 3<sup>rd</sup>, 2019. For the post-campaign survey, a total of 1,037 surveys were completed with Canadians between June 20<sup>th</sup> and June 28<sup>th</sup>, 2019.
- Because of the non-probability sampling nature of online panels, a valid margin of error cannot be calculated. The data reported was weighed to replicate actual population distributions by province, age, and gender, within Canada according to the most recent Census data.

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## Detailed Results

## Introduction

The \$1.3 billion to protect Canada's nature legacy, announced in Budget 2018 is the biggest investment in nature conservation for Canada. Canada has committed that by the end of 2020, at least 17% of terrestrial areas and inland water and 10% of coastal and marine areas will be conserved through networks of protected areas and other effective area-based conservation measures. The Nature Legacy, as described in Budget 2018, will help Canada achieve that 17%. In conjunction with the Oceans Protections Plan, the Nature Legacy will ensure healthier habitats for species at risk and improve biodiversity on Canada's land and marine environments.

The \$1.3 billion budget/2018 investment will also contribute \$500 million over five years to nature; to support the conservation of Canada's ecosystems, landscapes and biodiversity, including species at risk. Partnerships with corporate, not-for-profit, provincial, territorial and other partners will leverage at least an additional \$500M in matching contributions, bringing more than \$1 billion for conservation. In collaboration with partners, the Canada Nature Fund will make it possible to secure private land, support efforts by provincial and territorial governments, indigenous peoples, and other partners in species protection and recovery efforts, and help build Indigenous capacity to conserve land and species, for our benefit and the benefit of future generations.

To this end, Environment and Climate Change Canada (ECCC) planned an advertising campaign that consisted of three distinct components targeting the public, funding applicants and indigenous communities:

- **1st component - Public:** Help Canadians to learn and participate more in the protection and conservation of land, species, and biodiversity by referring them to our learning tools and activities (website and others). In addition, encourage Canadians to visit National Parks and National Wildlife Areas (NWAs) that are open to the public, as well as encourage them to donate ecologically sensitive land through the Ecological Gifts program. This campaign will increase interest in conservation from Canadians towards our natural environment.
- **2nd component - Funding Applicants:** Encourage qualified organizations (corporate, not-for-profit, including Indigenous organizations, provincial, territorial, and other partners) to apply for the new \$500 million Canada Nature Fund and other related funding programs and encourage co-funders, including philanthropic organizations, to increase their conservation investments.
- **3rd component - Indigenous:** Promote Indigenous Nature Funding opportunities such as the Indigenous Guardian Program, the Aboriginal Fund for Species at Risk (AFSAR), and the Challenge Fund.

Quorus conducted qualitative and quantitative research through a series of focus groups to obtain feedback from specific target audiences on concepts and messaging being considered for various advertising platforms, formats and channels, as well as an online survey to evaluate the ad campaign before and after it was launched.

The objectives of the quantitative research were as follows:

- To determine if people have seen the advertisements associated with the campaign;
- To determine where the ads have been seen;
- To measure recall of specific elements of the campaign (including donation and partnership opportunities and recall of the Government of Canada);
- To identify attitudinal changes as a result of the advertising campaign; and,
- To measure views on the importance of conserving nature and involvement in the protection and conservation of natural spaces and wildlife.

The main objective of the qualitative research was to test the effectiveness of the concepts in order to refine concepts and disaster check among the target groups. Specific research objectives included, but were not limited to the following:

- To evaluate each of the concepts and determine if the content is:
  - clearly understood by the audience
  - credible, relevant and of value to the audience
  - appealing and appropriate to the audience
  - memorable in the minds of the audience
  - utilizing the right tone, and,
  - able to motivate the audience to take action(s).
- To evaluate other potential messaging and communication materials related to Nature Legacy;
- To elicit suggestions for potential changes to ensure the messages and products resonate with the target audience.

## Methodology

The research consisted of quantitative and qualitative methodologies. The quantitative phase used the Advertising Campaign Evaluation Tool (ACET) to complete a pre-advertising campaign survey and a post-advertising campaign survey for the Nature Legacy initiative. The first

qualitative phase involved a combination of online and in-facility focus groups to test Nature Legacy ads across Canada before the launch of the campaign. After the initial campaign was launched, a second qualitative phase involving one online focus group was conducted to test another Nature Legacy ad campaign which included a photo contest.

## Quantitative Research – Phase 1– Pre-Campaign Online Survey

All research work was conducted in accordance with the professional standards established by the Government of Canada POR Standards, as follows:

- Respondents were invited from an online panel of Canadians, allowing for national representation. The target population for the online survey broadly consisted of the following segments, some of which overlap:
  - Canadians 16+
  - Canadian Families (i.e. individuals living in a household with at least one child 16 years or younger still living at home)
- The design of the survey instruments relied on a set of standard Advertising Campaign Evaluation survey questions (ACET) provided by the Environment and Climate Change Canada’s Project Authority. The pre-campaign survey included eleven (11) baseline questions specific to the Nature Legacy campaign. Quorus collaborated with Environment and Climate Change Canada to finalize the survey instrument by providing survey design consultation to modify questions, ensuring quotas established were reflected in the screening section of the questionnaires, ensuring that the research objectives were addressed, that plain language was used, and that the questionnaire had an easy flow for respondents.
- Respondents had the choice to complete the interview in English or French.
- For the pre-campaign survey, a total of 1,005 surveys were completed with Canadians between February 22nd and March 3rd, 2019. This time frame included a soft launch of 24 surveys to ensure the programming worked properly, the results from which were included in the final data file.
- Because of the non-probability sampling nature of online panels, a valid margin of error cannot be calculated.
- The data reported was weighed to replicate actual population distributions by province, age, and gender, within Canada according to the most recent Census data.

The results from this online survey are available through a series of data tables provided under separate cover.

## Quantitative Research – Phase 1– Post-Campaign Online Survey

All research work was conducted in accordance with the professional standards established by the Government of Canada POR Standards, as follows:

- Respondents were invited from an online panel of Canadians, allowing for national representation. The target population for the online survey broadly consisted of the following segments, some of which overlap:
  - Canadians 16+
  - Canadian Families (i.e. individuals living in a household with at least one child 16 years or younger still living at home)
- The design of the survey instruments relied on a set of standard Advertising Campaign Evaluation survey questions provided by the Environment and Climate Change Canada's Project Authority. The post-campaign survey included 15 questions specific to the Nature Legacy campaign. Quorus collaborated with Environment and Climate Change Canada to finalize the survey instrument by providing survey design consultation to modify questions, ensuring quotas established were reflected in the screening section of the questionnaires, ensuring that the research objectives were addressed, that plain language was used, and that the questionnaire had an easy flow for respondents.
- Respondents had the choice to complete the interview in English or French.
- For the post-campaign survey, a total of 1,037 surveys were completed with Canadians between June 20<sup>th</sup> and June 28<sup>th</sup>, 2019. This time frame included a soft launch of 50 surveys to ensure the programming worked properly, the results from which were included in the final data file.
- Because of the non-probability sampling nature of online panels, a valid margin of error cannot be calculated.
- The data reported was weighed to replicate actual population distributions by province, age, and gender, within Canada according to the most recent Census data.

The results from this online survey are available through a series of data tables provided under separate cover.

## Qualitative Research – Phase 2 – Focus Groups

The qualitative phase consisted of a total of three in-facility and two online focus groups, with four of the sessions held pre-campaign launch and one session held after the initial launch of the campaign.



Quorus designed and translated the recruitment screener and the moderation guide for this study.

The target population for the focus groups consisted of adult Canadians at least 18 years old. Participants invited to participate were randomly recruited by telephone from the general public. In the design of the recruitment screener, specific questions were inserted to clearly identify whether participants qualify for the research program and to ensure a good representation of men and women and ages.

Quorus recruited 10 participants to achieve 8-10 participants per focus group and recruited participants were offered an honorarium of \$75.00 for their participation. Furthermore:

- All recruitment was conducted in the participant's official language of choice, English and French, as appropriate.
- Upon request, participants were informed on how they can access the research findings.
- Upon request, participants were provided Quorus' privacy policy.
- Recruitment confirmed each participant's ability to speak, understand, read and write in the language in which the session was to be conducted.
- Participants were informed of their rights under the Privacy and Access to Information Acts and ensured that those rights would be protected throughout the research process. This includes: informing them of the purpose of the research; identifying both the sponsoring department or agency and research supplier; informing participants that the study will be made available to the public 6 months after field completion through Library and Archives Canada and informing them that their participation in the study is voluntary and the information provided will be administered according to the requirements of the Privacy Act.

At the recruitment stage and at the beginning of each focus group, participants were informed that the research was for the Government of Canada. Participants were also informed of audio/video recording of the focus group sessions, in addition to the presence of Environment and Climate Change Canada observers. Quorus ensured that prior consent was obtained at the recruitment stage and before participants entered the focus group room or participated in the online groups.

Five focus groups were held in a focus group facility or using an online platform that allowed the client team to observe the sessions. Professional focus group facilities were used in three cities: Halifax, NS, Vancouver, BC, and Montreal, QC. Across all focus groups, a total of 39 individuals participated.

Each focus group lasted two hours and all focus groups were moderated by senior Quorus researchers.

The pre-campaign launch focus group testing consisted of four (4) focus groups, with a mix of three traditional in-person sessions and one online focus group. Three concepts promoting the Nature Legacy initiative were tested (A, B, and C) each consisting of several media including:

- f) A social media carousel
- g) Large posters for seabus public transportation
- h) A digital mural ad
- i) Pilar ads for a train station
- j) A 30-second video

Concepts from this wave of focus groups were randomized and shown in different order for each group, as follows:

**Session 1 (Halifax): A, B, C**  
**Session 2 (Vancouver): B, C, A**  
**Session 3 (Online): C, A, B**  
**Session 4 (Montreal): B, A, C**

The second phase of focus group testing consisted of one online focus group (1) with participants across Canada. Two concepts promoting a Nature Legacy photo contest were tested (A and B) each consisting of several media including:

- e) A social media carousel
- f) A Twitter post
- g) A video storyboard, and,
- h) A large poster to be used in bus shelters

The locations and dates of the sessions are presented in the grid below:

| Location  | Format      | Language | Participants | Date             |
|---|-------------|----------|--------------|------------------|
| <b>Phase 1</b>  |             |          |              |                  |
| 1. Halifax, NS  | In-facility | English  | 7            | January 21, 2019 |
| 2. Vancouver, BC                                      | In-facility | English  | 7            | January 22, 2019 |
| 3. Participants in Alberta, Saskatchewan and Manitoba | Online      | English  | 8            | January 24, 2019 |
| 4. Montreal, QC                                       | In-facility | French   | 8            | January 26, 2019 |
| <b>Phase 2</b>  |             |          |              |                  |
| 5. Participants from a mix of provinces across Canada | Online      | English  | 9            | March 19, 2019   |
| <b>Total</b>  | -           | -        | <b>39</b>    |                  |

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## Qualitative Research Results

### Phase 1 (Pre-Campaign Focus Groups)

At the beginning of the sessions, participants were explained the purpose of the research and the number of concepts to test, as well as the media that would be tested in each concept.

#### Common Feedback Across All Ad Concepts

Participants provided feedback on the use images, the call to action, other design aspects like the fonts used, the Government of Canada's role as well as the clarity of the messaging. General comments that were common across campaign A, B and C are listed below. Specific feedback for each of the three campaigns is provided afterwards.

- Participants liked seeing animals in the images, as most represent Canada (polar bears, moose/caribou, salmon) and some could be endangered. Images of Canadian fauna were an obvious representation of nature for participants, effectively capturing the main theme of the campaign. A few did not like the image of polar bears fighting, they preferred to see more friendly images of animals.



- None of the concepts showed the current state of the Canadian environment or how the environment is getting worse. It is generally seen as a "safe" campaign. Participants would like to see more dramatic (or realistic) images of the current state of the environment to get their attention and to better convey a sense of urgency.

*"I would do something if I see a photo of ocean filled with garbage - something realistic."*

*"It shows Canada in beautiful images - everything is great here, there is nothing negative that I need to protect."*

*“The photos should be halved [showing current state], and the other half should show what we want it to look like.”*

- The majority of participants did not find the message or the call to action consistently clear. There was general agreement on certain elements such as images, music, and pace. However, the call to action was not consistently clear since participants did not always know what they were supposed to do after seeing the ads. Many mentioned understanding the message was to protect the environment, yet many did not understand how to do that beyond picking up garbage (as shown in some of the ads) or beyond what they already do to protect the environment (i.e. avoiding littering, avoiding running the water tap unnecessarily, etc.). A few mentioned the message was limited to creating awareness of the environmental crisis and highlighting the government’s efforts to protect it. Some were not certain about the level of effort needed to further protect the environment or what they could do to further protect it.

*“The photos look so perfect and the government is already doubling the protection...what do I need to do?”*

- Most participants were left with the impression that they must go to the website to find out more about how to protect the environment. While many agreed it was good to increase awareness of the need to protect the environment, many would have preferred if the ads more explicitly showed how to protect the environment instead of directing Canadians to go to the website to find out. This added to the uncertainty of what the call to action was and how to act.

*“It seems too optimistic and does not tell me to protect the environment”.*

- No one seemed to like the font being sideways in the pillars. Most pillar ads were seen as having too much text and too big a font and were considered crowded due to having both official languages covering most of the pictures. Some also felt the text was so short the message was even less clear.

*“Pillar ads have a lot of text... we need a quick point of reference...”*

- While none of the participants said they will remember any of the videos if these are shown during the previews in a movie theatre, a few participants said watching it in the movie theatre as well as other places (public transit, social media, YouTube) could spark their curiosity to try to find more information or search the link. One participant said he would click on the video if it were on social media, but not on the carousel ads.

*“If they keep on coming repeatedly, they might catch my attention”.*

- The majority of participants felt they would skip the videos if they were shown before their YouTube videos, since that is what they typically do for all ads. Some said they would

have to watch it since sometimes there is no choice to skip the videos. Ultimately though, even those most interested in the campaign and in protecting the environment felt that when they are about to watch a YouTube video, they are focused on that video and probably won't pay much attention to whatever ad is featured beforehand.

*"If it just pops up and I don't know what it is about, I will skip it, I want to get to my video."*

*"[I would] skip it, my intention is to watch the YouTube."*

- The Government of Canada wordmark reassured most participants that the advertising was for a legitimate initiative. Many felt the government would either be the only one able to make a difference in protecting the environment or that they do have a large role to play. A few participants expected government ads to be boring, however most found these were well done and easily identified as being sponsored by the Government of Canada given its wordmark is identifiable in all ads.

*"It's going to really make it clear that the government is actually serious in doing something about it."*

- Unanimously, participants did not understand what the "17% of Canada" meant or what "doubling the protection" represented, and in the end, they were not sure what the government is doing other than "something." In light of this, participants are looking to the ads to showcase a bit more of what the Government has been doing or will be doing to protect the environment.

*"What is 17% ...17% of everything of species, nature, land?"*

*"What is 17%? It says protecting species and then 17%, that's confusing. It was bothersome not to understand. It was too ambiguous."*

*"What does 'doubling' mean? Are they doubling collecting trash cans?"*

*"It is doubling here? It's like bragging but where is the substance?"*

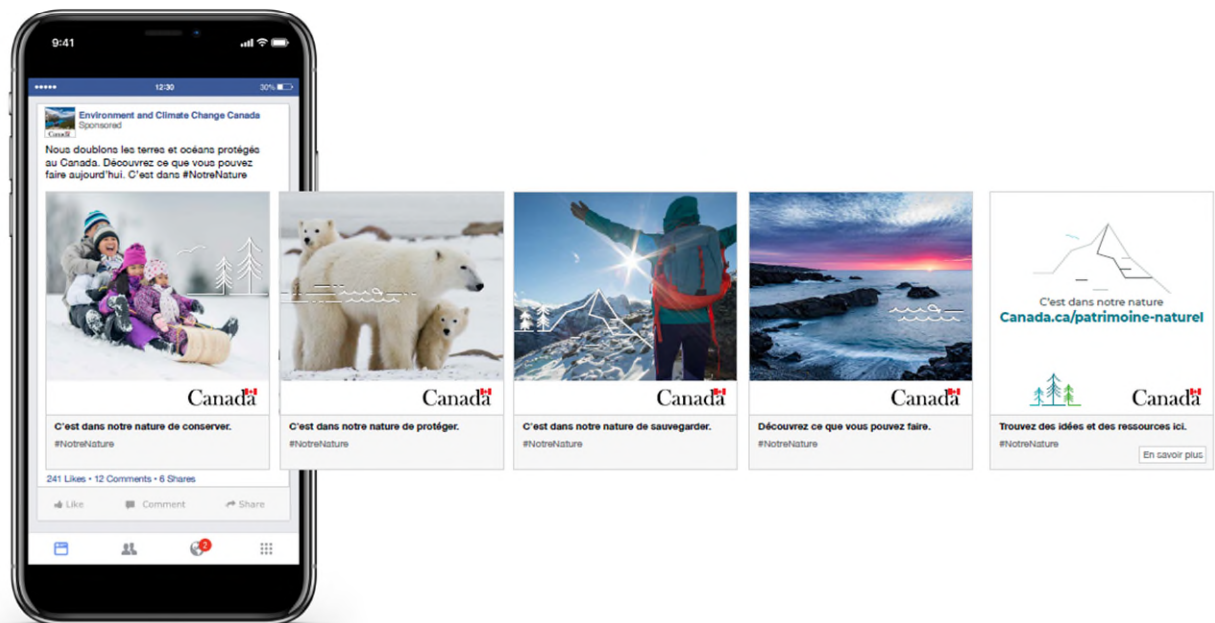
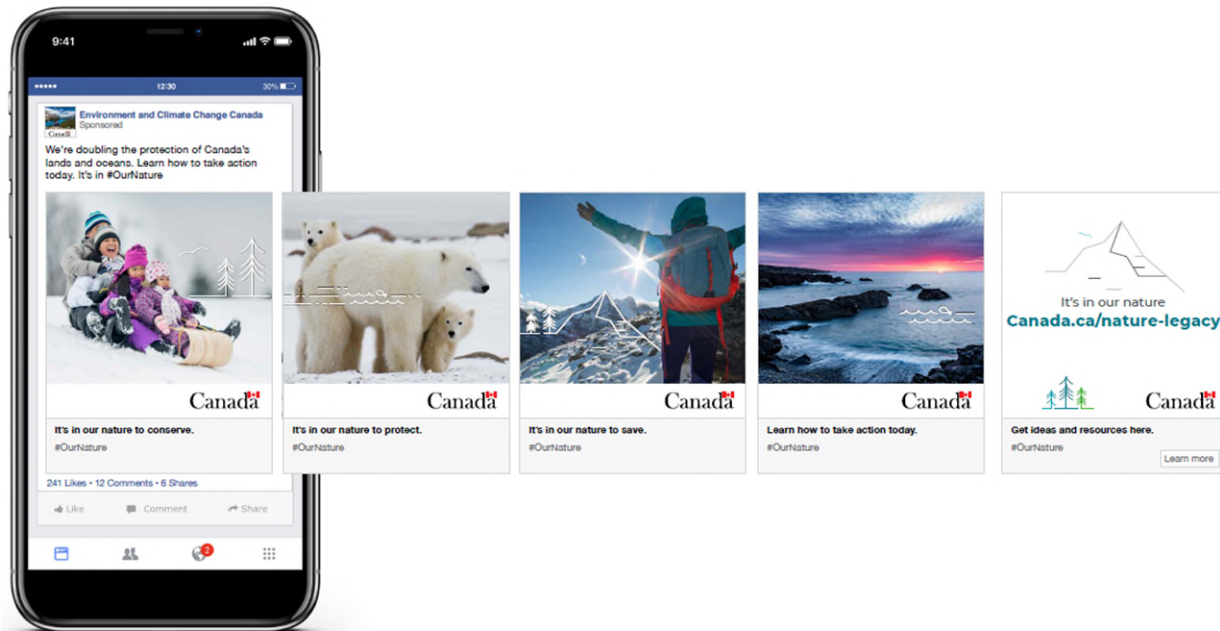
*"They say doubling the protection, what does doubling mean? I am curious what we are doing to protect."*

*"What are you doing when doubling the effort, are you putting more laws?"*

## Evaluation of Concept A

Overall, concept A was very well received by participants. The message was clear, and images were, overall, well received, with participants finding the concept engaging and encouraging to protect the environment. In addition to the video, the following are the media ads tested for this concept:

### a) Facebook / social media carousel ad



b) Posters for seabus public transportation

Concept A — Vancouver Seabus Posters — Public Campaign



Concept A — Affichage extérieur - Vancouver — Grand public



c) Digital mural





d) Pilar ads for a train station



Participants seemed to recognize two messages when looking at all the elements from this concept:

- a) We (Canadians) have to protect the environment
- b) The government is doing something to protect the environment

Several aspects of this campaign were well received by participants, including:

- Overall, the images were nice and crisp, therefore appealing and eye catching. Many found the images bright and positive.
- The polar bears were considered a nice representation of Canadian fauna.
- The text seemed simple and transmitted a message without crowding too many words into a small space, particularly the posters where the main words were bigger and “bolder” compared to other concepts.

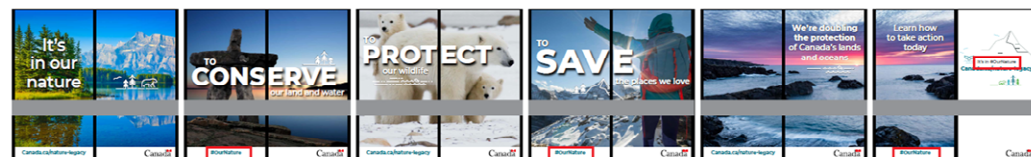
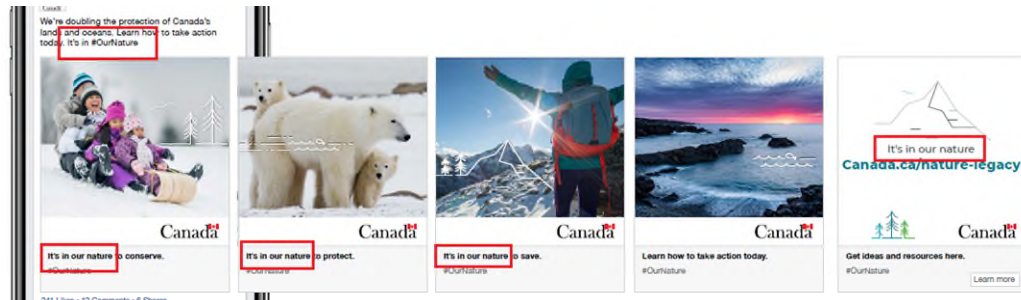
Concept A — Vancouver Salish Waters — Public Campaign



Concept A — Affichage extérieur — Vancouver — Grand public



- “It’s in our nature” and #OurNature (as seen in the concepts below) were well received since they effectively assign responsibility to Canadians to protect Canadian nature.



- Many participants could relate to taking a picture or a video of themselves with the background of where they are when on nature outings or travelling, to show others in social media where they are. As such, most liked the image of the man in the mountains taking a video of himself.
- While the call to action was not clear across all concepts, concept A seemed to convey a more straightforward message. Most participants found the text used more engaging in terms of getting them to protect nature. Rather than just referring to nature, the text invites people to take action by discovering what they can do: conserve, protect and save. A few participants in each group said they would click on the link from social media.



- Although considered too overwhelming for a few participants, most seemed to like the energy and the strong beat of the music heard in the video. A few were confused by the sudden stop of the music thinking it was the end of the video.

Compared to Concepts B and C, participants had fewer suggestions for improvement when it came to Concept A. The most common suggestions focused on the following:

- As much as participants appreciated seeing Canadian fauna in all concepts, some did not like seeing polar bears fighting in concept A, and thought it would be better to see typical Canadian animals in a more peaceful setting or context.



- The images used seemed to include mostly animals and landscapes and too few people. Participants felt the need to include more people to reduce the potential for confusion with tourism ads, and to show people involved in protecting nature. This was particularly felt for the OOH advertisements in which less people are shown.
- Some participants felt the images used included too many images of winter, particularly in the social media ads, posters and digital mural - featuring beautiful pictures that include other seasons could be used.

*“It’s all winter in posters, but video is spring”.*

- Some felt the images should include all parts of the country – for instance, in the Prairies group, participants felt these images were from Western Canada and no Prairies images were included.

*“There are no canola fields, not enough images of the Prairies.”*

- As mentioned earlier, the text “We’re **doubling** the protection of Canada’s lands and oceans” in the digital mural and the video was confusing for a lot of participants. This raised the question in all groups of: “What was it originally? Maybe it’s not that much to start with.” To improve clarity and minimize concerns, a point of reference was needed.

In addition, some participants in Vancouver and the Prairies were concerned about the fiscal implications of the government doubling efforts to protect nature, raising the question: “How much is that going to cost the government/me/taxpayers?”



**We're doubling  
the protection  
of Canada's lands  
and oceans**

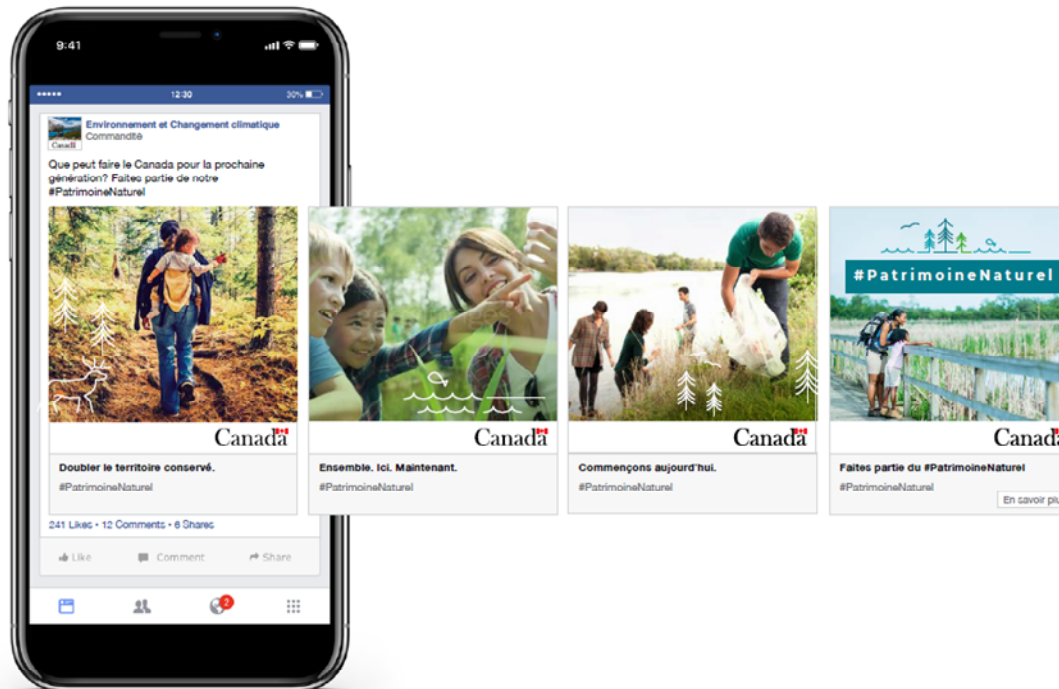
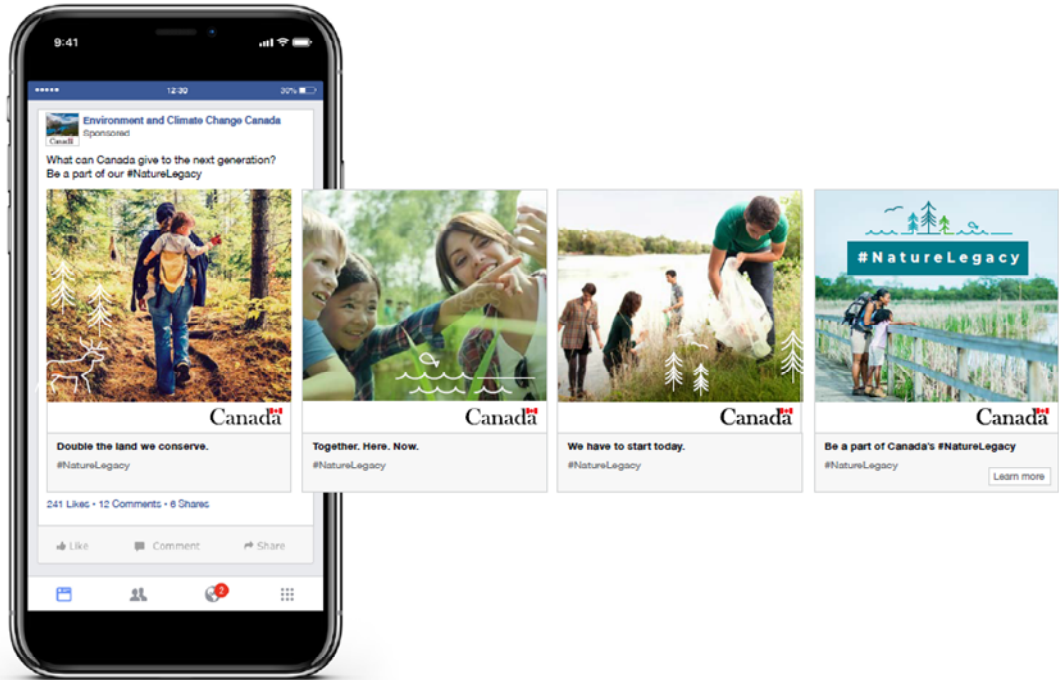
- In general, the white drawings (icons) didn't seem to add any value. Some participants didn't like them or felt they were at times too much for the image, particularly the pillars that seemed to be already too busy. Furthermore, some participants did not seem to notice the drawings at all. While only a few mentioned liking them, there was no strong objection to using them.



## Evaluation of Concept B

Concept B was not the most preferred concept and received a mix of positive and negative feedback. Particularly for this concept, the text referring to “17% of Canada” created a lot of confusion. In addition to the video, the following are the media ads tested for this concept:

### a) Facebook / social media carrousel ad



a) Posters for seabus public transportation

Concept B — Vancouver English Seabus Posters — Public Campaign



b) Digital mural



c) Pilar ads for a train station



Participants understood one main message when looking at all the elements from Concept B: that the Federal Government wanted people to be aware of its efforts to protect the environment.

Although it was not the preferred concept overall, Concept B was praised for the following:

- Having young children in the pictures was appealing for participants with young children in their family. They felt these ads spoke to them. Many mentioned these pictures also speak to the next generation taking care of our environment.

*“The pictures were relatable, kids and future made me think.”*

- The picture of the girl touching the tree stood out to many participants given the contrast of colours that the red hat provides with the light green. The image was perceived as protecting the girl, who represents future generations, and who appears to take ownership of the tree and its protection.



- Participants often felt the call to action in all ads was to protect nature, but felt they were left with no information on how to do that. In this concept, the picture of people picking up garbage stood out in all groups, as it shows an example of what can be done to protect the environment. It is proactive imagery.

*“Image of picking garbage give me a sense of what this campaign is about, protecting the land. None of the other images show that.”*

- Animals were seen as a good representation of nature – for instance, the image of the caribou got the attention of many and was seen as a good image for the purpose of the concept.
- Participants liked that not all the images were winter images, and in fact, some mentioned there was too much green, suggesting a better balance of colours across the different seasons in Canada.



- The music of the video for this concept was considered a bit more dramatic and seemed to touch or get the attention of some participants in the right way.

*“Music was sad but there was some hope that there is something we can do.”*

*“The music and images made me feel inspirational, good, necessary and important, motivated.”*

Elements of this campaign that participants felt could be improved included:

- As in Concept A, some participants felt the icons (i.e. white line drawings) did not add any value.
- Some participants did not like the semi-transparent blue panel on the side of each poster. They felt it weakened the visual and symbolic impact of the image even though the panel was somewhat transparent. While this panel was also used in other media, posters seemed to be criticized more in this respect.

Concept B – Vancouver English Seabus Posters – Public Campaign





- The positioning of the link and hashtag in the posters was not considered ideal. Being at ground level and too small to notice, some felt it would go unnoticed when they're walking in a busy place such as areas of public transportation. One participant suggested replacing these with QR codes to help accessing the link faster while others simply suggested changing the positioning of the link to a more visible part of the poster.



- The image of the girl in the pond in the mural seemed confusing to many participants. Most could not figure out what she was doing due to the semi-transparent panel on the right. In addition, the girl's facial expression did not seem positive either. Some thought the girl was picking up garbage, others thought she was picking tadpoles or some other thing. Participants did not think this image was good to use in the advertisements since the image itself as well as the message it is trying to convey were both unclear.



- Similarly, other images that were not clear in terms of what the people in it were doing were not well perceived.

That was the case with one of the pillar images featuring two people looking at what appears to be their smartphone, but it is not clear where they are or what they are doing. Some participants did not see how people looking at their smartphone even fit in the overall theme of protecting nature.

Another example is the social media and video image where a woman is showing a container to two children – participants were left wondering what was in the container. Lastly, the image where a woman and a girl are pointing at something in nature that cannot be seen by the viewer of the ad caused confusion.



- The text “Be a part of Canada.ca/nature-legacy” didn’t resonate with anyone. No participants felt this could encourage them to do anything in particular. The reaction was either indifference or dislike.



- The “**17% of Canada**” text was unclear, meaningless and confusing for all participants as follows:
  - Everyone, almost unanimously, needed a reference point, i.e. How much was protected before? It is going from what number to what number?
  - Many doubted how much 17% really was, it was hard to understand how much land that represented. One group said a real comparison to something everyone understands would be better, i.e. “the size of Saskatchewan”.
  - Some wondered where this land is exactly – because if it is just moving the “borders” on protected land that is remote and inaccessible, it is not that meaningful for some participants.
  - Some participants in Montreal felt 17% was too low – that we need to aim higher.



*“What is 17%? 17% of everything of species, nature, land?”*

*“It says protecting species and then 17%, it’s confusing.”*

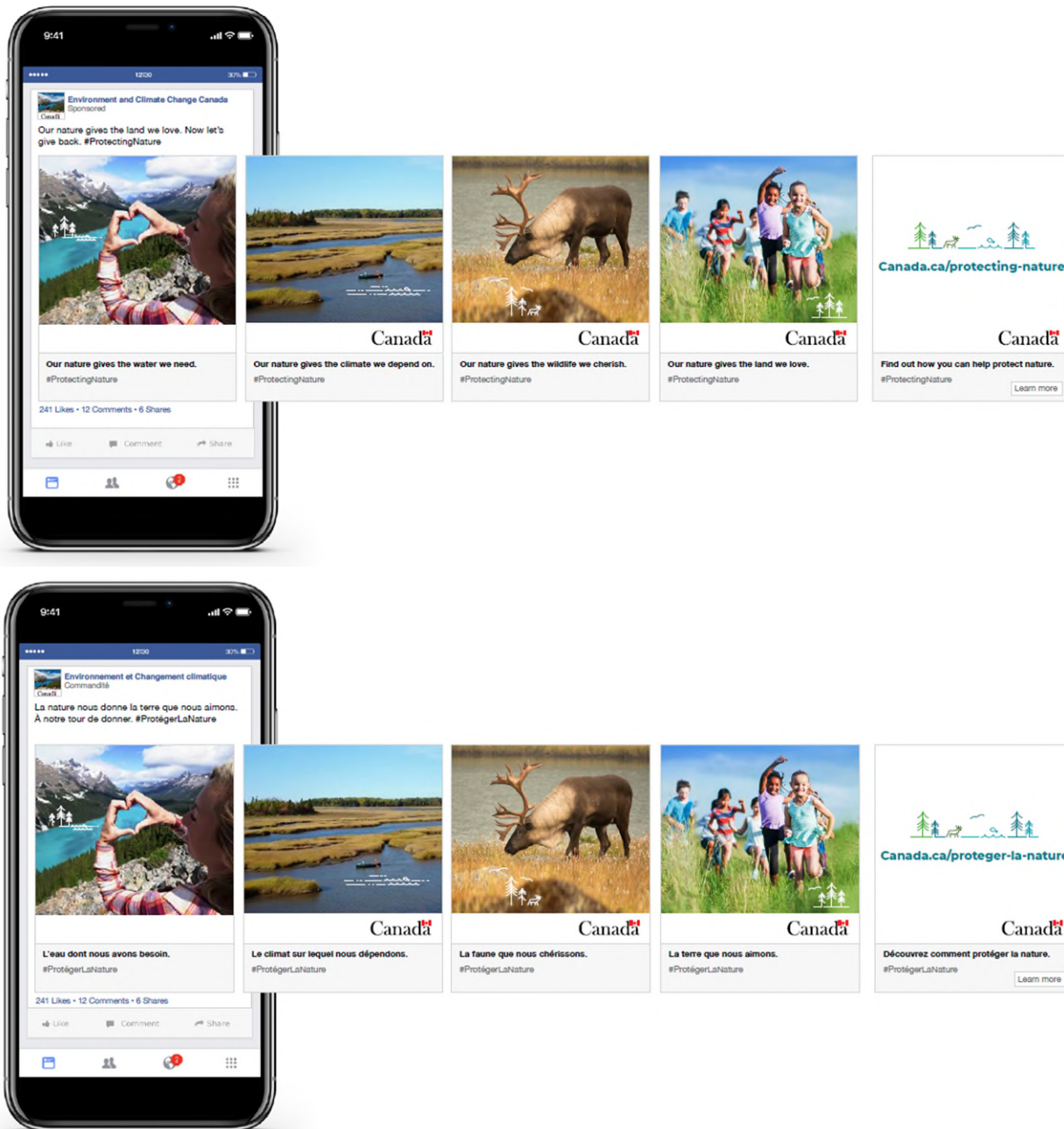
*“17% protecting the species but there are no photos of animals.”*

*“Using 17% - showing numbers is good to put but there is not enough information.”*

## Evaluation of Concept C

Concept C was not the most preferred concept and received a mix of positive and negative feedback. Notably, the text referring to “17% of Canada” created a lot of confusion among participants. In addition to the video, the following are the media elements tested for this concept:

### a) Facebook / social media carousel ad



b) Posters for seabus public transportation

Concept C – Vancouver English Seabus Posters – Public Campaign



c) Digital mural

**À notre tour  
de donner pour  
nos enfants et nos  
petits-enfants**

**#ProtégerLaNature**

**Now let's give  
back for our kids  
and grandkids**

**#ProtectingNature**

**Découvrez ce que  
vous pouvez faire**  
[Canada.ca/protéger-la-nature](https://Canada.ca/protéger-la-nature)

**Find out  
how you can help**  
[Canada.ca/protecting-nature](https://Canada.ca/protecting-nature)

d) Pilar ads for a train station



Participants identified three main messages from Concept C:

- We rely on the environment.
- The federal government wants people to be aware of its efforts to protect the environment.
- We need to do something to protect the environment.

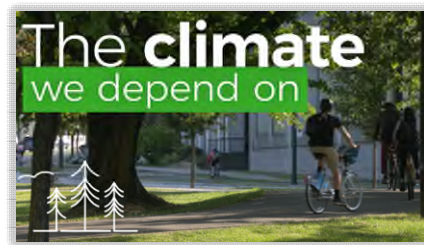
Positive elements identified in the concept include the following:

- The images used in this concept seemed to have a better balance of seasons (winter and spring / white and green), as well as a balance in terms of featuring nature and people.
- The text that is highlighted with the coloured blocks in the posters helps the reader understand the image selection, as well as what is being protected or needs protection: water, climate, wildlife, land.



- The video includes images featuring both landscapes and regular activities in urban centres (biking in a park, being in a green area, kids running outside), making it, as a

whole, more relatable to their lives. Some mentioned not going on a regular basis to the Arctic, to the top of a mountain, etc., while the video seemed more realistic in terms of how nature is integrated in their lives' regular activities.



- One of the preferred images included the woman making a heart shape with her hands in front of a nice landscape. As in Concept A, this was considered a common action for participants: take a picture or video of themselves in nature, or make a heart shape with hands, both actions seemed to be trendy and appealing. In addition, the caribou and the kids running had a lot of appeal.



- Similar to concept A, the text in the images was considered simple and clear. Not too many words were used to transmit simple, short messages. Overall, the text was clear and so was the call to action. The last text "Find out how you can help at [Canada.ca/protecting-nature](https://Canada.ca/protecting-nature)" made it clear to everyone that this was the call to action – click on or go to the link to find out how to help protect nature.
- The music in the video seemed to be a good balance between dramatic and up-beat, and most participants liked it.



Elements that were not welcomed for this concept included the following:

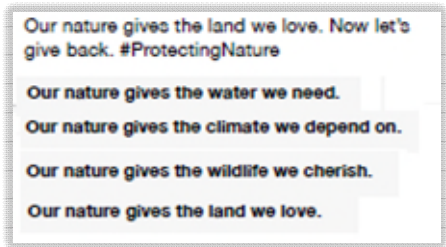
- Some felt the ad was only a general, friendly reminder that it is important to protect the environment rather than an ad compelling people to take any specific action.

*“I think it was trying to make us more aware, to make the environment better for the future generations.”*

- Participants with no children did not feel the ad was for them when referring to “our kids” or “our grandkids” and felt this could be replaced by “future generations”.

*“I didn’t feel much there were nice images but there wasn’t anything grabbing, no emotional grab because I don’t have kids and grandkids.”*

- A few felt the ad was condescending and a bit juvenile since it uses very simple language to remind us what the environment is about and how important it is to us. Participants are not interested in being reminded that the environment is important – they already know this. They want to be informed about what the government is doing about it and what specific actions they, as citizens, can do over and above what they are already doing. Social media carousel ads footer “Our Nature gives...” seemed to sound odd, the suggested wording was “Nature gives”.



- Participants felt overall the images were showing more people doing things like biking, canoeing or running, however these activities were not connected with doing something to protect nature. The bolding of certain words in the pillars seemed to cover too much of the image, making it hard to read and hard to see the image in the background.





## Overall Ratings

Participants were asked to rate each concept in terms of the content and overall presentation of all elements. Once they had seen all concepts, they were asked to indicate which concept they preferred, as well as the one that most effectively communicated the following objectives:

- Encourage them to take part activities to protect our land, oceans and species
- Encourage them to experience nature by learning and participating in conservation efforts through learning tools and activities, such as by visiting the website or visiting a National Wildlife Area that is open to the public or a National Park.

Concept A was the preferred concept for focus group participants. The overall ratings for each concept also show higher performance scores for concept A. Similarly, this concept was perceived as the one that most effectively conveyed the campaign objectives.

Taglines to be used for the campaign’s hashtags were also tested in all focus groups. The tagline “Our Nature” and “Protecting Nature” were equally preferred, while “Canada’s Nature Legacy” was the least preferred. All ratings and counts are shown in the tables below (**NOTE: These results are not statistically meaningful and should be considered directional in nature**).

| COUNTS FOR EACH CONCEPT |         |   |   |         |    |   |         |   |   |         |   |   |       |     |    |
|-------------------------|---------|---|---|---------|----|---|---------|---|---|---------|---|---|-------|-----|----|
| CONCEPT                 | GROUP 1 |   |   | GROUP 2 |    |   | GROUP 3 |   |   | GROUP 4 |   |   | TOTAL |     |    |
|                         | A       | B | C | A       | B  | C | A       | B | C | A       | B | C | A     | B   | C  |
| Preferred               | 6.5     | 4 | 4 | 2       | 0  | 4 | 7       | 0 | 1 | 6       | 1 | 1 | 21.5  | 5   | 10 |
| Effective – Objective 1 | 0       | 3 | 4 | 2       | 1  | 5 | 7       | 1 | 1 | 6       | 1 | 1 | 15    | 6   | 11 |
| Effective – Objective 2 | 3       | 3 | 0 | 3       | .5 | 2 | 6       | 2 | 0 | 7       | 0 | 1 | 19    | 5.5 | 3  |

| PREFERRED TAGLINE      |         |         |         |         |       |
|------------------------|---------|---------|---------|---------|-------|
|                        | GROUP 1 | GROUP 2 | GROUP 3 | GROUP 4 | TOTAL |
| Our Nature             | 4       | 3       | 1       | 5       | 13    |
| Protecting Nature      | 2       | 3       | 6       | 2       | 13    |
| Canada’s Nature Legacy | 0       | 1       | 1       | 1       | 3     |

| RATINGS FOR EACH CONCEPT IN TERMS OF CONTENT AND OVERALL PRESENTATION |           |     |   |   |           |   |   |   |           |     |   |   |
|---|-----------|-----|---|---|-----------|---|---|---|-----------|-----|---|---|
|   | CONCEPT A |     |   |   | CONCEPT B |   |   |   | CONCEPT C |     |   |   |
|   | GROUP     |     |   |   | GROUP     |   |   |   | GROUP     |     |   |   |
|   | 1         | 2   | 3 | 4 | 1         | 2 | 3 | 4 | 1         | 2   | 3 | 4 |
| Participant 1   | 9         | 8   | 8 | 5 | 7         | 6 | 6 | 3 | 8         | 9   | 8 | 6 |
| Participant 2   | 7         | 8   | 9 | 5 | 6         | 6 | 4 | 8 | 5         | 7   | 8 | 2 |
| Participant 3   | 6         | 8   | 6 | 8 | 7         | 6 | 7 | 7 | 5         | 7   | 5 | 5 |
| Participant 4   | 7         | 8   | 6 | 6 | 8         | 8 | 8 | 6 | 5         | 7   | 9 | 5 |
| Participant 5   | 8         | 7.5 | 8 | 6 | 7         | 7 | 6 | 8 | 8         | 8.5 | 6 | 6 |
| Participant 6   | 8         | 5   | 9 | 6 | 6         | 8 | 7 | 7 | 9         | 9   | 8 | 3 |
| Participant 7   | 10        | 9   | 9 | 9 | 8         | 6 | 8 | 8 | 10        | 7   | 6 | 9 |
| Participant 8   |           |     | 8 | 6 |           |   | 7 | 8 |           |     | 6 | 5 |
| Average   | 8         | 8   | 8 | 6 | 7         | 7 | 7 | 7 | 7         | 8   | 7 | 5 |
| Average   | 7.5       |     |   |   | 7         |   |   |   | 6.75      |     |   |   |

## Phase 2 (Post-Campaign Launch Focus Group)

Similar to Phase 1, participants were explained the purpose of the research and that there would be two concepts to test (Concepts A and B), as well as the media that would be tested in each concept.

### Common Themes Across Both Concepts

General comments that were common across campaign A and B are listed below. Specific feedback for each of the two campaigns is provided afterwards.

- It seemed clear that the message of the ads in both concepts was to be outdoors and protect nature. Taking a picture of these actions and participating in the contest was not mentioned as being part of the main message, but participants generally understood the impact that sharing pictures in social media could have on the objective of getting people outdoors and protecting nature.

Based on this understanding, participants expected to see more beautiful pictures of landscapes in Canada (i.e. mountains, oceans on either the East or West coast, or rivers), and Canadian wildlife. Participants also seemed to believe it was essential that the pictures featuring Canadian landscapes also include people interacting with nature (flora or fauna) or with each other in front of beautiful landscapes. All agreed it was important to show both landscapes/wildlife and people.

*"I find a little boring for what Canada has to offer, we have mountains, the rock formations- there are so many things to see so I found this ad a little boring."*

*"I am from Alberta but there is no coast shown in the images."*

*"Include more pictures - different parks and wildlife."*

- The instructions on how to participate in the contest were clear in both concepts. However, participants would prefer to have less text as several admitted that they would not read it if it is too long.



- Participants "saw themselves" in both concepts and agreed these ads targeted all Canadians, pointing out how both concepts effectively capture Canada's multiculturalism,

which was important to participants. A few participants felt the ads could also target tourists by involving them in the protection effort by sharing their pictures when visiting.

*"It's all of Canada- it is a beautiful country, everyone is welcome, we are so lucky.  
All Canadians."*

*"I think it's all Canadians, I like that it is multicultural- there are so many  
cultures."*

- The ads in both concepts seemed to show only one "green" season. Participants would like to see more images of all four seasons, or at least one picture showing Canada's winter.

*"[lower score] because winter scene is missing."*

*"[I will remember] the greenery from this ad."*

- While the content of the images were generally liked by participants, most found the images overall to be somewhat dull or needing more brightness.

*"Not a single beautiful scenery- even if they threw one in, it will help."*

*"Images have a dull colour tone."*

- The hashtag #OurNature was deemed a good way to see the pictures of others protecting nature, but not necessarily about participating in a photo contest.

*"If you put #OurNature, you get an opportunity to see all those places."*

- In terms of the video storyboard, while most participants did not seem to be heavy Twitter users, those active in other social media platforms (such as Instagram or Facebook) saw themselves clicking on the posts to either watch the video or find more information about the post, more so from Concept B.

*"I would click, two girls are already in motion, they are taking you to things- it's  
interesting to find out where they are going to. I would click on it."*

*"I agree- I will definitely click, it looks way better than first one."*

- A few participants didn't like the white line drawings in the ads, feeling they did not add much to the message, and suggested showing the name of the place where the picture is taken instead.

*"We could leave the drawings out, this one is much better than the first one."*

*"They should add which place is it- Nova Scotia, Alberta etc."*

## Evaluation of Concept A

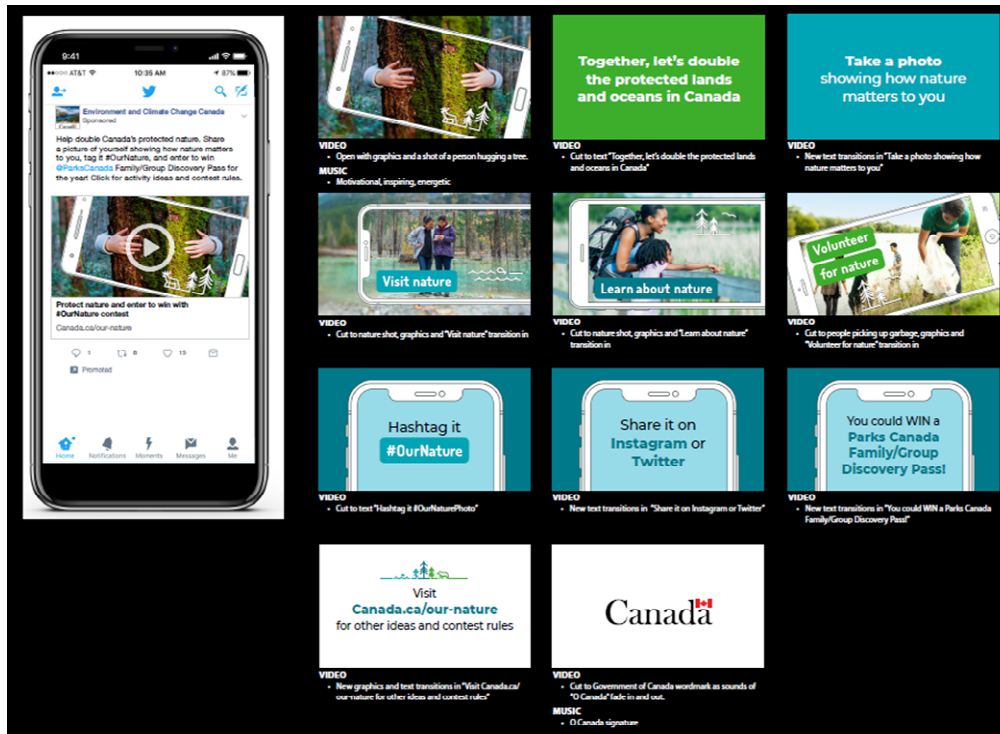
Concept A was not the most preferred concept from the two presented for this phase. , yet it had positive comments for some elements as listed on the following pages.

The following media ads were tested for this concept:

### a) A social media carrousel



### b) A Twitter post and video storyboard



c) A large poster to be used in bus shelters



Several elements of this Concept were liked by respondents, including the following specific aspects of the images and text used:

- Overall, participants felt the concept inspires viewers to go outdoors and protect nature. This was also seen as the main call to action.

*“I think they are trying to get people out of the house.”*

*“Getting people out in family setting, away from the computer.”*

- The tree-hugging image used for the video opening on Twitter was very well received as it nicely showed caring for nature. However, most participants would have preferred seeing the face of the person hugging the tree.
- The image of people picking up garbage was effective in showing how to protect nature, and it would encourage participants to protect nature more than they already do.
- The call to hashtag the picture in social media stood out (frame 7 in storyboard) and was well perceived.
- The poster was seen as clearly showing how to protect nature because of the picture of people picking up garbage. It seemed clear and obvious.

- Several participants agreed using the word “showing” rather than “enjoying” in the social media post was better for the purpose of protecting nature:
  - “Show a picture of yourself showing how nature matters to you” in concept A vs. “Focus on how you’re enjoying nature” in concept B.

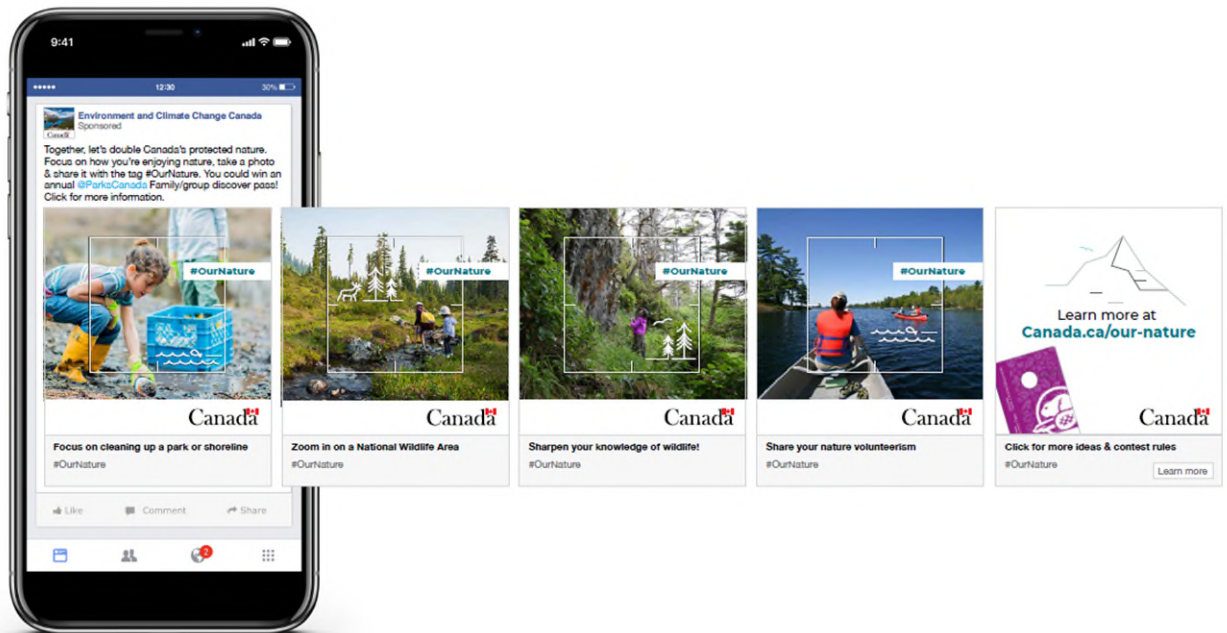
The main suggestions for improvement included the following:

- Participants would like to see more of the background landscape surrounding the people in the pictures, as most images of these images do not show any spectacular background behind them. They saw this as a missed opportunity to showcase the beauty of Canadian landscapes worth protecting. Participants preferred if pictures of people looking at a phone or pointing at something the viewer can’t see could be avoided. This was seen as the main drawback of the concept.
- A negative connotation of “tree-huggers” among older participants came out in regard to the picture of a person hugging a tree, although they did not seem to be influenced by it in the overall appreciation of the concept.
- Regarding participant likelihood to click on the social media posts after seeing the ads for this concept, there was not an overwhelming reaction to click on them, nor to try to look for more information if they were to see the poster.
- One participant felt the protection of nature was only displayed by picking up garbage, however other forms of protecting the environment such as recycling could be used. She felt images of how Canadians recycle could inspire other nations to do so as well.
- Only one participant seemed to notice the call to help “*double the protected lands and oceans in Canada*” from the video storyboard.

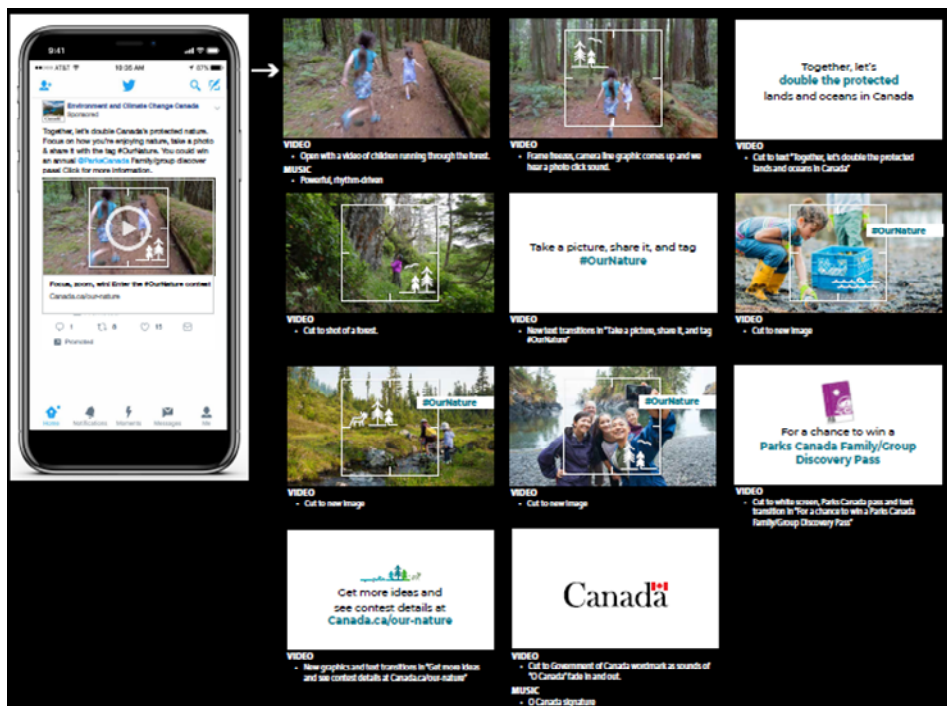
## Evaluation of Concept B

Concept B was the preferred concept of the two presented in this phase, the combination of images with people interacting with nature, natural landscapes, and actions to protect the environment made this concept stand out. There were, however, items identified to be corrected to make it a better ad. The following media ads were tested for this concept:

### a) A social media carousel



### b) A Twitter post and video storyboard



c) A large poster to be used in bus shelters



This concept was preferred over Concept A, mainly because it includes images with a variety of spectacular scenery, as well as people interacting with nature. Specific findings included:

- Overall, the concept was described as more inspiring, catchy, and encouraging to either click on the posts, or participate in the photo contest.
- First reactions to the pictures used for the Facebook carousel were very positive, mostly because participants can see more of the landscape where the picture was taken, i.e. a person in the kayak on a lake, the person looking at the tree instead of hugging it without being able to see their face, while still seeing a girl picking up garbage. The combination of all these elements was successful in getting almost instant approval of the images.
- Most participants agreed this concept would entice them more than Concept A to click on the posts in social media, because of the reasons listed in the previous point.
- The poster was liked much more than the poster in Concept A due to the diversity of pictures of Canada, colours, landscapes and brightness used, along with the clear message to take a picture and participate in the photo contest.

*"Poster tells the story really quick it takes your interest really fast."*



*“You can picture yourself in there - selfies and beautiful pictures - you can actually join the contest so it’s a little bit more inspiring.”*

- The picture of the girl picking up garbage had more impact than showing older people picking up garbage since it not only shows the importance of protecting the environment but also how not protecting it will have an impact on future generations.
- The picture of people taking a selfie in front of a nice landscape resonated a lot with participants, as it seemed to address many of the weaknesses identified in Concept A: show more of the landscape, show people interacting in the outdoors, and taking a selfie – an action many participants identified with.
- The idea of showing a video of girls running in the woods was well perceived as a way to interact with nature, and would encourage some participants to click on the link.

*“I would click, two girls are already in motion, they are taking you to things – it’d be interesting to find out where they are going to. I would click on it.”*

- The camera frame used for this concept was well received by most participants, and felt it highlighted it is a photo contest. Also a few felt the camera frame was allowing to see more of the picture given that the lines are not thick and discretely show the idea of a camera lens. However, the frame of a smartphone in concept A was not particularly criticized.
- Overall, participants agreed it was better to have a balance of images showing pictures of Canadian landscapes, but also of people interacting with nature, not limiting the images to landscapes or to people. Participants felt both elements were needed to invite viewers to go out and convey a sense of interaction with nature.

*“People should be in it [the image] if the government wants us to do something. Having just one thing is not a good idea. Having both in the picture, it shows there is a reason why people are out there.”*

According to participants, Concept B could be improved in the following ways:

- A few participants felt the only picture that encouraged viewers to take care of the environment was the girl picking up garbage.
- Overall, the images were still dull, despite showing more of the landscape where the pictures were taken. Brighter images with better resolution were expected for the final products.
- While most felt more encouraged to click on the social media post of this concept to watch the video, a were unsure they would watch it until the end, simply because they typically don’t watch a full advertising video when in social media.

## Overall Ratings

Similar to the process followed for the focus groups in Phase 1, participants were asked to rate each concept in terms of content and overall presentation of all elements. Once they had seen all concepts, they were asked to indicate which concept they preferred, as well as which one most effectively communicated the following objective:

- Inviting people to show how they are conserving and protecting our nature by participating in a photo contest.

Concept B was the preferred concept for focus group participants. Similarly, this concept was seen as the one that most effectively conveyed the campaign objective. All ratings and counts are shown in the tables below (**NOTE: These results are not statistically meaningful and should be considered directional in nature**).

| <b><u>RATINGS FOR EACH CONCEPT IN TERMS OF CONTENT AND OVERALL PRESENTATION</u></b> |                |          |
|---|----------------|----------|
|   | <b>CONCEPT</b> |          |
|   | <b>A</b>       | <b>B</b> |
| <b>Participant 1</b>  | -              | 7-8      |
| <b>Participant 2</b>  | 6              | 9        |
| <b>Participant 3</b>  | 6              | 8        |
| <b>Participant 4</b>  | 4              | 7        |
| <b>Participant 5</b>  | 7-8            | 9        |
| <b>Participant 6</b>  | 7              | 9        |
| <b>Participant 7</b>  | 5              | 7        |
| <b>Participant 8</b>  | 6              | 8        |
| <b>Participant 9</b>  | 6              | 8        |
| <b>Average</b>  | <b>6</b>       | <b>8</b> |
| <b>Preferred</b>  | <b>0</b>       | <b>9</b> |
| <b>Most Effective for Research Objective</b>  | <b>1</b>       | <b>8</b> |

# Appendix

## Questionnaires

### ADVERTISING CAMPAIGN EVALUATION TOOL BASELINE SURVEY

To be conducted before the ads are run in the media.

#### INTRODUCTION

Thank you for taking the time to complete this survey dealing with current issues of interest to Canadians. Si vous préférez répondre au sondage en français, veuillez cliquer sur [français](#) [SWITCH TO FRENCH VERSION].

Your participation is voluntary and your responses will be kept entirely confidential. The survey takes about 5 minutes to complete.

[START SURVEY](#)

[Click here](#) if you wish to verify the authenticity of this survey. To view our privacy policy, [click here](#).

If you require any technical assistance, please contact XXX.

a) Does anyone in your household work for any of the following organizations?

#### SELECT ALL THAT APPLY

- a marketing research firm
- a magazine or newspaper
- an advertising agency or graphic design firm
- a political party
- a radio or television station
- a public relations company
- the federal or provincial government
- none of these organizations

IF "NONE OF THESE ORGANIZATIONS" CONTINUE, OTHERWISE THANK AND TERMINATE.

b) Are you...

- male
- female

c) In what year were you born?

YYYY

ADMISSIBLE RANGE 1900-2003  
IF > 2003, THANK AND TERMINATE  
ASK D IF QUESTION C IS LEFT BLANK

d) In which of the following age categories do you belong?

**SELECT ONE ONLY**

- less than 16 years old
- 16 to 17
- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 or older

**IF "LESS THAN 16 YEARS OLD" OR "BLANK", THANK AND TERMINATE**

In which province or territory do you live?

**SELECT ONE ONLY**

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland and Labrador
- Northwest Territories
- Nova Scotia
- Nunavut
- Ontario
- Prince Edward Island
- Quebec
- Saskatchewan
- Yukon

**IF NO PROVINCE OR TERRITORY IS SELECTED, THANK AND TERMINATE**

**CORE QUESTIONS**

**ASK ALL RESPONDENTS**

**Q1:**

Over the past three weeks, have you seen, read or heard any advertising from the Government of Canada?

- yes
- no

**=> GO TO T1A**

**Q2:**

Think about the most recent ad from the Government of Canada that comes to mind. Where have you seen, read or heard this ad?

**SELECT ALL THAT APPLY**

- cinema
- Facebook
- Internet website
- magazines
- newspaper (daily)
- newspaper (weekly or community)
- outdoor billboards

- pamphlet or brochure in the mail
- posters
- public transit (bus or subway)
- radio
- television
- Twitter
- YouTube
- Instagram
- LinkedIn
- Snapchat
- Spotify
- Other, specify \_\_\_\_\_

**Q3:**

What do you remember about this ad?

**Q4:**

How did you know that it was an ad from the Government of Canada?

**CAMPAIGN SPECIFIC QUESTIONS**

**ASK ALL RESPONDENTS**

**T1A:**

Over the past three weeks, have you seen, read or heard any Government of Canada advertising about conserving and protecting Canada's nature?

- Yes
- No                      => GO TO T1D

**T1B:**

Where have you seen, read or heard Government of Canada advertisements about conserving and protecting Canada's nature?

**SELECT ALL THAT APPLY**

- cinema
- Facebook
- Internet website
- Magazines (print or online)
- newspaper (daily)
- newspaper (weekly or community)
- outdoor billboards
- pamphlet or brochure in the mail
- posters

- public transit (seabus or train station)
- radio
- television
- Twitter
- YouTube
- Instagram
- LinkedIn
- Snapchat
- Spotify
- Other, specify \_\_\_\_\_

**T1C:**

What do you remember about this ad?

**ASK ALL RESPONDENTS**

**T1DA. To what extent do you agree or disagree with the following statement: the Government of Canada is taking an active role in the conservation and protection of Canada’s natural environment.**

- 1 – Strongly disagree
- 5 - Strongly agree

**T1DB. As part of Canada’s Nature Legacy program, Canada has committed to conserving at least 17% of its *terrestrial areas and inland water* and 10% of its marine and coastal areas by 2020. Have you heard about this?**

- Yes
- No
- Don’t know
- Prefer not to say

**T1DC. Are you aware of Canada’s Nature Legacy funding programs to protect Canada’s ecosystems, landscapes and biodiversity including species at risk?**

- Yes
- No
- Don’t Know
- Prefer not to say

**T1DD. How likely are you to take part in any of the following activities in the next 6 months? RANDOMIZE**

|   | Unlikely |   |   |   | Very Likely |
|---|----------|---|---|---|-------------|
| a) Visit a Government of Canada website to learn more about how you can help to conserve and protect nature | 1        | 2 | 3 | 4 | 5           |
| b) Participate in conservation activities   | 1        | 2 | 3 | 4 | 5           |
| c) Spend time in a National Wildlife area   | 1        | 2 | 3 | 4 | 5           |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| d) Visit a National Park   | 1 | 2 | 3 | 4 | 5 |
| e) Make conserving and protecting nature a personal priority       | 1 | 2 | 3 | 4 | 5 |
| f) Volunteer with a nature conservation or protection organization | 1 | 2 | 3 | 4 | 5 |
| g) Share online a personal moment of you experiencing nature       | 1 | 2 | 3 | 4 | 5 |
| h) Apply for nature related funding                                | 1 | 2 | 3 | 4 | 5 |

**T1DE.** To what extent do you agree or disagree with the following statements? **RANDOMIZE**

|   |                   |   |   |   |                |
|---|-------------------|---|---|---|----------------|
|   | Strongly disagree |   |   |   | Strongly agree |
| a) If you had the opportunity, you would spend more time outside in nature.                         | 1                 | 2 | 3 | 4 | 5              |
| b) When you have spare time or when you are on vacation, you make an effort to connect with nature. | 1                 | 2 | 3 | 4 | 5              |
| c) Connecting with nature is an important part of your lifestyle.                                   | 1                 | 2 | 3 | 4 | 5              |

**T1E.** How would you rate your knowledge of nature conservation and protection activities?

1 – Not at all knowledgeable  
5 - Very knowledgeable

**T1G.** How would you rate your level of interest in nature conservation and protection activities?

1 - Not at all interested  
5 - Very interested

**T1H.** How would you rate your level of awareness of Government of Canada nature conservation and protection activities?

1 – Not at all aware  
5 - Very aware

**PRETEST QUESTIONS [TO BE REMOVED AFTER COMPLETING PRETEST]:**

P1. Overall, how would you rate the extent to which the questions in this survey were easy to understand? Please use a scale from 0 to 10 where 0 means “very difficult”, and 10 means “very easy”.

P2. [IF P1 IS LESS THAN 8] Please tell us why you gave this rating to the survey. What specific words or questions did you find difficult to understand?

## DEMOGRAPHIC QUESTIONS

**D1:**

Which of the following categories best describes your current employment status? Are you...

**SELECT ONE ONLY**

- working full-time (30 or more hours per week)
- working part-time (less than 30 hours per week)
- self-employed
- unemployed, but looking for work
- a student attending school full-time
- retired
- not in the workforce (Full-time homemaker or unemployed but not looking for work)
- other employment status

**D2:**

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

**SELECT ONE ONLY**

- grade 8 or less
- some high school
- high school diploma or equivalent
- registered Apprenticeship or other trades certificate or diploma
- college, CEGEP or other non-university certificate or diploma
- university certificate or diploma below bachelor's level
- bachelor's degree
- postgraduate degree above bachelor's level

**D3:**

Are there any children under the age of 18 currently living in your household?

- yes
- no

**D4:**

Which of the following categories best describes your total annual household income, including income from all household members, before taxes are deducted?

**SELECT ONE ONLY**

- under \$20,000
- between \$20,000 and \$40,000
- between \$40,000 and \$60,000
- between \$60,000 and \$80,000
- between \$80,000 and \$100,000
- between \$100,000 and \$150,000
- \$150,000 and above
- prefer not to say



**D5:**

Where were you born?

- born in Canada
- born outside Canada

→ Specify the country:

**ASK IF D5=BORN OUTSIDE CANADA**

**D6:**

In what year did you first move to Canada?

YYYY

**ADMISSIBLE RANGE: 1900-2019**

**D7:**

What is the language you first learned at home as a child and still understand?

**SELECT UP TO TWO**

- English
- French
- Other language, specify \_\_\_\_\_

**D8:**

Please indicate whether you belong to any of the following indigenous groups:

- a. First Nations, which includes Status and Non-Status
- b. Métis
- c. Inuk or Inuit

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

**D9: [IF YES TO ANY IN PREVIOUS QUESTION, ASK:]**

Do you live...

|                                     |   |
|-------------------------------------|---|
| On Reserve                          | 1 |
| In a Metis settlement               | 2 |
| In an Inuit nunangat                | 3 |
| None of the above (please describe) | 4 |

**That concludes the survey. This survey was conducted on behalf of Environment and Climate Change 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 answer this survey, it is greatly appreciated.**

## ADVERTISING CAMPAIGN EVALUATION TOOL POST-CAMPAIGN SURVEY

To be conducted after the ads have been run in the media.

### INTRODUCTION

Thank you for taking the time to complete this survey dealing with current issues of interest to Canadians. Si vous préférez répondre au sondage en français, veuillez cliquer sur [français \[SWITCH TO FRENCH VERSION\]](#).

Your participation is voluntary and your responses will be kept entirely confidential. The survey takes about 5 minutes to complete.

[START SURVEY](#)

[Click here](#) if you wish to verify the authenticity of this survey. To view our privacy policy, [click here](#).

If you require any technical assistance, please contact XXX.

a) Does anyone in your household work for any of the following organizations?

#### SELECT ALL THAT APPLY

- a marketing research firm
- a magazine or newspaper
- an advertising agency or graphic design firm
- a political party
- a radio or television station
- a public relations company
- the federal or provincial government
- none of these organizations

IF "NONE OF THESE ORGANIZATIONS" CONTINUE, OTHERWISE THANK AND TERMINATE.

b) Are you...

- male
- female

c) In what year were you born?

YYYY

ADMISSIBLE RANGE 1900-2003

IF > 2003, THANK AND TERMINATE

ASK D IF QUESTION C IS LEFT BLANK

d) In which of the following age categories do you belong?

#### SELECT ONE ONLY

- less than 16 years old
- 16 to 17
- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 or older

IF "LESS THAN 16 YEARS OLD" OR "BLANK", THANK AND TERMINATE

In which province or territory do you live?

**SELECT ONE ONLY**

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland and Labrador
- Northwest Territories
- Nova Scotia
- Nunavut
- Ontario
- Prince Edward Island
- Quebec
- Saskatchewan
- Yukon

IF NO PROVINCE OR TERRITORY IS SELECTED, THANK AND TERMINATE

#### CORE QUESTIONS

**ASK ALL RESPONDENTS**

**Q1:**

Over the past three weeks, have you seen, read or heard any advertising from the Government of Canada?

- yes
- no

=> GO TO T1A

**Q2:**

Think about the most recent ad from the Government of Canada that comes to mind. Where have you seen, read or heard this ad?

**SELECT ALL THAT APPLY**

- cinema
- Facebook
- Internet website
- magazines
- newspaper (daily)
- newspaper (weekly or community)
- outdoor billboards
- pamphlet or brochure in the mail
- public transit (bus or subway)
- radio
- television
- Twitter
- YouTube
- Instagram
- LinkedIn
- Snapchat
- Spotify
- Other, specify \_\_\_\_\_

**Q3:**

What do you remember about this ad?

**Q4:**

How did you know that it was an ad from the Government of Canada?

**CAMPAIGN SPECIFIC QUESTIONS**

**ASK ALL RESPONDENTS**

**T1A:**

Over the past three weeks, have you seen, read or heard any Government of Canada advertising about conserving and protecting Canada's nature?

- Yes
- No

**=> GO TO T1D**

**T1B:**

Where have you seen, read or heard this ad about conserving and protecting Canada's nature?

**SELECT ALL THAT APPLY**

- cinema
- Facebook
- Internet website
- Magazines (print or online)
- newspaper (daily)
- newspaper (weekly or community)
- outdoor billboards
- pamphlet or brochure in the mail
- public transit (seabus or train station)
- radio
- television
- Twitter
- YouTube
- Instagram
- LinkedIn
- Snapchat
- Spotify
- Other, specify \_\_\_\_\_

**T1C:**

What do you remember about this ad?

**ASK ALL RESPONDENTS**

**T1DA. To what extent do you agree or disagree with the following statement: the Government of Canada is taking an active role in the conservation and protection of Canada’s natural environment.**

- 1 – Strongly disagree
- 5 - Strongly agree

**T1DB. As part of Canada’s Nature Legacy program, Canada has committed to conserving at least 17% of its *terrestrial areas and inland water* and 10% of its marine and coastal areas by 2020. Have you heard about this?**

- Yes
- No
- Don’t know
- Prefer not to say

**T1DC. Are you aware of Canada’s Nature Legacy funding programs to protect Canada’s ecosystems, landscapes and biodiversity including species at risk?**

- Yes
- No
- Don’t know
- Prefer not to say

**T1DD. How likely are you to take part in any of the following activities in the next 6 months? **RANDOMIZE****

|   | Unlikely |   |   |   | Very Likely |
|---|----------|---|---|---|-------------|
| a) Visit a Government of Canada website to learn more about how you can help to conserve and protect nature | 1        | 2 | 3 | 4 | 5           |
| b) Participate in conservation activities   | 1        | 2 | 3 | 4 | 5           |
| c) Spend time in a National Wildlife area   | 1        | 2 | 3 | 4 | 5           |
| d) Visit a National Park  | 1        | 2 | 3 | 4 | 5           |
| e) Make conserving and protecting nature a personal priority  | 1        | 2 | 3 | 4 | 5           |
| f) Volunteer with a nature conservation or protection organization  | 1        | 2 | 3 | 4 | 5           |
| g) Share online a personal moment of you experiencing nature  | 1        | 2 | 3 | 4 | 5           |
| h) Apply for nature related funding   | 1        | 2 | 3 | 4 | 5           |

**T1DE. To what extent do you agree or disagree with the following statements? **RANDOMIZE****

|   | Strongly disagree |   |   |   | Strongly agree |
|---|-------------------|---|---|---|----------------|
| a) If you had the opportunity, you would spend more time outside in nature.                         | 1                 | 2 | 3 | 4 | 5              |
| b) When you have spare time or when you are on vacation, you make an effort to connect with nature. | 1                 | 2 | 3 | 4 | 5              |
| c) Connecting with nature is an important part of your lifestyle.                                   | 1                 | 2 | 3 | 4 | 5              |

**T1E. How would you rate your knowledge of nature conservation and protection activities?**

- 1 – Not at all knowledgeable
- 5 - Very knowledgeable

**T1G. How would you rate your level of interest in nature conservation and protection activities?**

- 1 - Not at all interested
- 5 - Very interested

**T1H. How would you rate your level of awareness of Government of Canada nature conservation and protection activities?**

- 1 – Not at all aware
- 5 - Very aware

**T1I:**

Here are some ads that have recently been broadcast on various media. Click here to watch.

**[INSERT VIDEO, PRINT AND RADIO ADS]**

**[CLICK TO GO TO THE NEXT PAGE]**

Over the past few months, have you seen, read or heard any of these ads?

- yes
- no

**=> GO TO T1J**

**T1Ia:**

Where have you seen, read or heard these ads?

**SELECT ALL THAT APPLY**

- cinema
- Facebook
- Internet website
- magazines
- newspaper (daily)
- newspaper (weekly or community)
- outdoor billboards
- pamphlet or brochure in the mail
- public transit (bus or subway)
- radio
- television
- Twitter
- YouTube
- Instagram
- LinkedIn
- Snapchat
- Spotify
- Other, specify \_\_\_\_\_

**T1J:**

What do you think is the main point these ads are trying to get across?

**T1K:**

Please indicate your level of agreement with the following statements about these ads?

**RANDOMIZE STATEMENTS**

|  | 1<br>Strongly<br>Disagree | 2                     | 3                     | 4                     | 5<br>Strongly<br>Agree |
|--|---------------------------|-----------------------|-----------------------|-----------------------|------------------------|
| These ads catch my attention   | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |
| These ads are relevant to me   | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |
| These ads are difficult to follow  | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |
| These ads do not favour one political party over another   | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |
| These ads talk about an important topic  | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |
| These ads provide new information  | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |
| These ads clearly convey that the Government of Canada is taking an active role in the conservation and protection of Canada's natural environment | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**DEMOGRAPHIC QUESTIONS****D1:**

Which of the following categories best describes your current employment status? Are you...

**SELECT ONE ONLY**

- working full-time (30 or more hours per week)
- working part-time (less than 30 hours per week)
- self-employed
- unemployed, but looking for work
- a student attending school full-time
- retired
- not in the workforce (Full-time homemaker or unemployed but not looking for work)
- other employment status

**D2:**

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

**SELECT ONE ONLY**

- grade 8 or less
- some high school
- high school diploma or equivalent
- registered Apprenticeship or other trades certificate or diploma
- college, CEGEP or other non-university certificate or diploma
- university certificate or diploma below bachelor's level
- bachelor's degree
- postgraduate degree above bachelor's level

**D3:**

Are there any children under the age of 18 currently living in your household?

- yes
- no

**D4:**

Which of the following categories best describes your total annual household income, including income from all household members, before taxes are deducted?

**SELECT ONE ONLY**

- under \$20,000
- between \$20,000 and \$40,000
- between \$40,000 and \$60,000
- between \$60,000 and \$80,000
- between \$80,000 and \$100,000
- between \$100,000 and \$150,000
- \$150,000 and above
- prefer not to say

**D5:**

Where were you born?

- born in Canada
- born outside Canada  
    ↳ Specify the country:

**ASK IF D5=BORN OUTSIDE CANADA**

**D6:**

In what year did you first move to Canada?

YYYY

**ADMISSIBLE RANGE: 1900-2019**

**D7:**

What is the language you first learned at home as a child and still understand?

**SELECT UP TO TWO**

- English
- French
- Other language, specify \_\_\_\_\_

**D8:**

Please indicate whether you belong to any of the following indigenous groups:

- a. First Nations, which includes Status and Non-Status
- b. Métis
- c. Inuk or Inuit

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



D9: [IF YES TO ANY IN PREVIOUS QUESTION, ASK:]

Do you live...

|                                     |   |
|-------------------------------------|---|
| On Reserve                          | 1 |
| In a Metis settlement               | 2 |
| In an Inuit nunangat                | 3 |
| None of the above (please describe) | 4 |

**That concludes the survey. This survey was conducted on behalf of Environment and Climate Change 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 answer this survey, it is greatly appreciated.**

## Recruitment Screener Environment and Climate Change Canada 2019

**Questionnaire # \_\_\_\_\_**

|  |  |
|--|--|
| <p><b>NOTE: All times are stated in local area time unless specified otherwise</b></p> <p><b>1. Halifax, NS [IN-FACILITY]</b><br/> Monday, January 21, 2019<br/> Group 1: Gen Pop, 18+ - English @ 6:00 pm \$75</p> <p><b>2. Vancouver, BC [IN-FACILITY]</b><br/> Tuesday, January 22, 2019<br/> Group 2: Gen Pop, 18+ - English @ 6:00 pm \$75</p> <p><b>3. AB, SK &amp; MB [ONLINE]</b><br/> Thursday, January 24, 2019<br/> Group 3: Gen Pop, 18+ - English @ 8:00 pm (EST) \$75</p> <p><b>4. Montreal, QC [IN-FACILITY]</b><br/> Saturday, January 26, 2019<br/> Group 4: Gen Pop, 18+ - French @ 1:00 pm \$75</p> <p><b>5. Pan-Canadian [ONLINE]</b><br/> Tuesday, March 19, 2019<br/> Group 5: Gen Pop, 18+ - English @ 8:00 pm (EST) \$75</p> | <p>Recruit: 10 for 8 to show per group</p> <p>Honorarium: <b>\$75</b></p>  |
| <p>Respondent's name: _____</p> <p>Respondent's phone #: _____ (home)</p> <p>Respondent's phone #: _____ (work)</p> <p>Respondent's fax #: _____ sent? _____ or</p> <p>Respondent's e-mail : _____ sent? _____</p> <p>Sample source (<i>circle</i>): panel      random      client      referral</p>   | <p>Interviewer: _____</p> <p>Date: _____</p> <p>Validated: _____</p> <p>Quality Central: _____</p> <p>On List: _____</p> <p>On Quotas: _____</p> |

Hello/Bonjour, my name is \_\_\_\_\_. Would you prefer to continue in English or French? /  
Préférez-vous continuer en anglais ou en français?

**[INTERVIEWER NOTE: FOR ENGLISH GROUPS, IF PARTICIPANT WOULD PREFER TO CONTINUE IN FRENCH, PLEASE RESPOND WITH, "Malheureusement, nous recherchons des gens qui parlent anglais pour participer à ces groupes de discussion. Nous vous remercions de votre intérêt." FOR FRENCH GROUP, IF PARTICIPANT WOULD PREFER TO CONTINUE IN ENGLISH, PLEASE RESPOND WITH, "Unfortunately, we are looking for people who speak French to participate in this discussion group. We thank you for your interest."]**

I'm calling from Quorus Consulting Group, a national public opinion research firm. We're organizing a series of discussion groups on behalf of the Government of Canada to discuss new programs and initiatives that are being considered.

**IF GROUPS 1,2 or 4:** Participation is voluntary. No attempt will be made to sell you anything or change your point of view. The format is a "round table" discussion lead by a research professional. All opinions expressed will remain anonymous, views will be grouped together to ensure no particular individual can be identified and the research will be conducted in accordance with laws designed to protect your privacy.

**IF GROUPS 3 or 5:** Participation is voluntary. No attempt will be made to sell you anything or change your point of view. The format is an online discussion lead by a research professional. All opinions expressed will remain anonymous, views will be grouped together to ensure no particular individual can be identified and the research will be conducted in accordance with laws designed to protect your privacy.

**[INTERVIEWER NOTE: IF ASKED ABOUT PRIVACY LAWS, SAY: "The information collected through the research is subject to the provisions of the *Privacy Act*, legislation of the Government of Canada, and to the provisions of relevant provincial privacy legislation."]**

**EXPLAIN FOCUS GROUPS.** About ten people like you will be taking part, all of them randomly recruited just like you. For their time, participants will receive an honorarium of \$75.00. But before we invite you to attend, we need to ask you a few questions to ensure that we get a good mix and variety of people. May I ask you a few questions?

Yes    **CONTINUE**  
No     **THANK AND TERMINATE**

Q1) Do you or any member of your household or immediate family, work in any of the following fields? **READ LIST:**

|   | <b>YES</b> | <b>NO</b> |
|---|------------|-----------|
| Market Research or Marketing                            | 1          | 2         |
| Public Relations or Media (TV, Print)                   | 1          | 2         |
| Advertising and communications                          | 1          | 2         |
| A political party                                       | 1          | 2         |
| A federal or provincial government department or agency | 1          | 2         |

**IF “YES” TO ANY OF THE ABOVE, THANK AND TERMINATE**

**ASK ALL**

Q2) Could you please tell me what age category you fall in to? Are you...

|             |   |   |                            |   |   |                            |   |
|-------------|---|---|----------------------------|---|---|----------------------------|---|
| Under 18    | 0 | } | <b>THANK AND TERMINATE</b> |   |   |                            |   |
| 18-24 years | 1 |   | }                          |   |   |                            |   |
| 25-34 years | 2 |   |                            | } |   |                            |   |
| 35-44 years | 3 |   |                            |   | } | <b>ENSURE GOOD MIX PER</b> |   |
| 45-54 years | 4 |   |                            |   |   | }                          |   |
| 55-64 years | 5 |   |                            |   |   |                            | } |
| 65+ years   | 6 | } |                            |   |   |                            |   |
| Refuse      | 9 |   | }                          |   |   |                            |   |

Q3) Could you please tell me what is the last level of education that you have completed?

|                              |   |   |               |                 |                  |   |
|------------------------------|---|---|---------------|-----------------|------------------|---|
| Some high school             | 1 | } | <b>ENSURE</b> |                 |                  |   |
| Completed high school        | 2 |   | }             | <b>GOOD MIX</b> |                  |   |
| Some College/University      | 3 |   |               | }               | <b>PER GROUP</b> |   |
| Completed College/University | 4 |   |               |                 | }                |   |
| RF/DK                        | 9 |   |               |                 |                  | } |
|                              |   | } |               |                 |                  |   |

Q4) What is your current employment status?

|                   |   |
|-------------------|---|
| Working full-time | 1 |
| Working part-time | 2 |
| Self-employed     | 3 |
| Retired           | 4 |

|                       |   |                          |
|-----------------------|---|--------------------------|
| Currently not working | 5 | } <b>MAX 3 PER GROUP</b> |
| Student               | 6 |                          |
| Other                 | 7 |                          |
| DK/RF                 | 9 |                          |

Q5) [IF EMPLOYED/RETIRED] What is/was your current/past occupation?  
 \_\_\_\_\_ **(PLEASE SPECIFY)**

Q6) Which of the following categories best describes your total household income? That is, the total income of all persons in your household combined, before taxes **[READ LIST]**?

|                                   |    |                                    |
|-----------------------------------|----|------------------------------------|
| Under \$20,000                    | 1  | } <b>ENSURE GOOD MIX PER GROUP</b> |
| \$20,000 to just under \$ 40,000  | 2  |                                    |
| \$40,000 to just under \$ 60,000  | 3  |                                    |
| \$60,000 to just under \$ 80,000  | 4  |                                    |
| \$80,000 to just under \$100,000  | 5  |                                    |
| \$100,000 to just under \$150,000 | 6  |                                    |
| \$150,000 and above               | 7  |                                    |
| DK/RF                             | 99 |                                    |

Q7) To what extent do you agree or disagree with the following statements.

- If you had the opportunity, you would spend more time outside in nature.
- When you have spare time or when you are on vacation, you make an effort to connect with nature.
- Connecting with nature is an important part of your lifestyle.

|                            |   |
|----------------------------|---|
| Strongly agree             | 1 |
| Somewhat agree             | 2 |
| Neither agree nor disagree | 3 |
| Somewhat disagree          | 4 |
| Strongly disagree          | 5 |

**[CONSIDER THOSE WHO ANSWER “STRONGLY AGREE” OR “SOMEWHAT AGREE” TO AT LEAST TWO OF THE STATEMENTS AS A NATURE ENTHUSIAST – RECRUIT 7 PER GROUP]**

Q8) **DO NOT ASK – NOTE GENDER**

|        |   |                             |
|--------|---|-----------------------------|
| Male   | 1 | } <b>ENSURE 50-50 SPLIT</b> |
| Female | 2 |                             |

Q9) Are you an Indigenous person, that is, First Nations, Métis or Inuk (Inuit)? First Nations includes Status and Non-Status Indians.

|     |   |                                |
|-----|---|--------------------------------|
| Yes | 1 | <b>RANDOMLY RECRUIT ACROSS</b> |
| No  | 2 | <b>ALL SESSIONS</b>            |

Q10) **FOR GROUP 5:** In what province or territory do you live? **[DO NOT READ LIST]**

|                       |    |                    |
|-----------------------|----|--------------------|
| Newfoundland          | 1  |                    |
| Prince Edward Island  | 2  |                    |
| Nova Scotia           | 3  |                    |
| New Brunswick         | 4  |                    |
| Quebec                | 5  |                    |
| Ontario               | 6  | <b>RECRUIT MIX</b> |
| Manitoba              | 7  |                    |
| Saskatchewan          | 8  |                    |
| Alberta               | 9  |                    |
| British Columbia      | 10 |                    |
| Yukon                 | 11 |                    |
| Northwest Territories | 12 |                    |
| Nunavut               | 13 |                    |

Q11) **FOR GROUP 3:** In what province or territory do you live? **[DO NOT READ LIST]**

|              |   |                                   |
|--------------|---|-----------------------------------|
| Alberta      | 1 | <b>RECRUIT MIX – TRY FOR EVEN</b> |
| Saskatchewan | 2 | <b>SPLIT</b>                      |
| Manitoba     | 3 |                                   |

Q12) If you won a million dollars what would be the first two things you would do with the money? **(MUST HAVE TWO RESPONSES TO ACCEPT. TERMINATE IF FLIPPANT, COMBATIVE OR EXHIBITS DIFFICULTY IN RESPONDING)**

Q13) Have you ever attended a group discussion or an interview which was arranged in advance and for which you received a sum of money for your participation?

|     |   |                         |
|-----|---|-------------------------|
| Yes | 1 | <b>MAX. 5 PER GROUP</b> |
| No  | 2 | <b>GO TO INVITATION</b> |

Q14) How long ago was it? \_\_\_\_\_

**TERMINATE IF IN THE PAST 6 MONTHS**

Q15) How many consumer discussion groups have you attended in the past 5 years?

|              |                  |
|--------------|------------------|
| _____        |                  |
| Fewer than 5 |                  |
| 5 or more    | <b>TERMINATE</b> |

**ASK FOR IN-FACILITY SESSIONS ONLY**

Q16. Sometimes participants are also asked to write out their answers on a questionnaire. Is there any reason why you could not participate? If you need glasses to read, please remember to bring them. (Add hearing impairment.)

|     |                  |
|-----|------------------|
| Yes | <b>TERMINATE</b> |
| No  |                  |

**TERMINATE IF RESPONDENT OFFERS ANY REASON SUCH AS SIGHT OR HEARING PROBLEM, A WRITTEN OR VERBAL LANGUAGE PROBLEM, A CONCERN WITH NOT BEING ABLE TO COMMUNICATE EFFECTIVELY OR IF YOU HAVE A CONCERN.**

### Invitation

As I mentioned earlier, the group discussion will take place the evening of, **DATE @ TIME for 2 hours** and participants will receive **\$75.00** for their time.

**IF GROUPS 1, 2 4:** Would you be willing to attend?

**IF GROUPS 3 OR 5:** The focus groups will be held using an online web conferencing platform with other participants of a similar profile as yours, located throughout Canada. Would you be willing to attend?

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

### PRIVACY QUESTIONS

**IF IN GROUPS 1, 2, 4:** Thank you for agreeing to take part in our sessions. We will be providing your name to the facility so that they can sign you in and check your ID when you arrive. The groups will be audio and /or videotaped for the researchers to use when doing their reporting, please note these materials will not be used for any other purpose and will be destroyed once the project is fully completed.

**IF IN GROUPS 3 OR 5:** Thank you for agreeing to take part in our sessions. The groups will be audio recorded for the researchers to use when doing their reporting, please note these recordings will not be used for any other purpose and will be destroyed once the project is fully completed.

P1) Do you agree with this?

|     |   |   |
|-----|---|---|
| Yes | 1 | <b>GO TO INVITE</b>   |
| No  | 2 | <b>ASK FOLLOW UP SO THAT YOU CAN EXPLAIN AND ATTEMPT TO CONVERT THE RECRUIT. IF STILL A REFUSAL, LOG THE CALL APPROPRIATELY</b> |

P1a) Can you please tell me which item is causing you concern?

**IF POSSIBLE TRY TO ADDRESS THEIR CONCERN IF NOT THANK AND TERMINATE**

- |                           |   |             |
|---------------------------|---|-------------|
| Provided Name to facility | 1 | <b>NQP1</b> |
| Audio taping              | 2 | <b>NQP2</b> |
| Video taping              | 3 | <b>NQP3</b> |

**Invitation for onsite sessions:**

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

|   |   |
|---|---|
| <b>1. Halifax, NS</b><br><br>MQO<br>1883 Upper Water St, 4 <sup>th</sup> floor<br>Halifax, NS B3J 1S9 | <b>4. Montreal, QC</b><br><br>CRC<br>1610 Rue Ste Catherine<br>Montreal, QC H3H 2S2 |
| <b>2. Vancouver, BC</b><br><br>CRC Research Inc.<br>1398 West 7th Avenue<br>Vancouver, BC V6H 3W5     |   |

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

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

Someone will call you the day before to remind you about the session. So that we can call you to remind you about the focus group or contact you should there be any changes, can you please confirm your name and contact information for me?



First name: \_\_\_\_\_  
 Last Name: \_\_\_\_\_  
 Daytime phone number: \_\_\_\_\_  
 Evening phone number: \_\_\_\_\_

***If the respondent refuses to give his/her first or last name or phone number please assure them that this information will be kept strictly confidential in accordance with the privacy law and that it is used strictly to contact them to confirm their attendance and to inform them of any changes to the focus group. If they still refuse THANK & TERMINATE.***

**Invitation for online sessions:**

|   |  |
|---|--|
| <p><b>3. AB, SK &amp; MB</b><br/>ONLINE LINK:</p> | <p><b>5. PAN-CANADIAN</b><br/>ONLINE LINK:</p> |
|---|--|

To conduct the session, we will be using a screen-sharing application called GoToMeeting.com, as well as a telephone conferencing call. **We will need to send you by email the instructions to connect.** The use of a computer is necessary since the moderator will want to show material to participants to get their reactions – that will be an important part of the discussion.

We recommend that you click on the link we will send you a few days prior to your session to make sure you can access the online meeting that has been setup and repeat these steps at least 10 to 15 minutes prior to your session.

So that we can contact you to remind you about the focus group or in case there are any changes, can you please confirm your name and contact information for me?  
**[READ INFO AND CHANGE AS NECESSARY.]**

First name \_\_\_\_\_  
 Last Name \_\_\_\_\_  
 Email \_\_\_\_\_  
 Day time phone number \_\_\_\_\_  
 Night time phone number \_\_\_\_\_

***If the respondent refuses to give his/her first or last name or phone number please assure them that this information will be kept strictly confidential in accordance with the privacy law and that it is used strictly to contact them to confirm their attendance and to inform them of any changes to the focus group. If they still refuse THANK & TERMINATE.***

## Phase 1 Moderation Guide

### Moderation Guide ECCC Nature Legacy Creative Testing

#### 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. Everyone has their own preference, in terms of colors, look and feel, etc., so 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 points 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 the Government of Canada regarding new programs and initiatives that are being considered.

**FOR IN-FACILITY SESSIONS:** 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 advertisement concepts that have been developed to inform Canadians of some new initiatives being rolled out. These are materials that will be used for a national advertising campaign from Environment and Climate Change Canada.

I want to emphasize that these concepts are drafts at this stage and have not been finalized.

I am going to be sharing with you the materials that have been developed so far. At each stage, there are several materials in different formats (print, online/social media, video), and I will be asking you to comment on what you think about each of these items at the same time. When we look at these, I would like to focus on both the message or content of the ad and the overall presentation (the creative work and the look).

We will be looking at 3 advertising campaign concepts, and I will ask you the same questions for each of the 3 campaigns.

**Randomize concepts for each group as follows:**

**Session 1 (Halifax): A, B, C**

**Session 2 (Vancouver): B, C, A**

**Session 3 (Online): C, A, B**

**Session 4 (Montreal): B, A, C**

## Concept A (30 minutes)

This is the first advertising campaign concept. The materials we are going to be looking at include **[TEST SHOWING ALL MATERIALS IN FIRST GROUP. IF IT IS NOT TOO MUCH INFORMATION CONTINUE SHOWING ALL MATERIALS TO ALL GROUPS, OTHERWISE JUST SHOW THE ONES THAT ARE RELEVANT FOR THE CITY WHERE THE GROUP IS TAKING PLACE]:**

- A **Social media** ad - Social media ads will be used for Facebook, Instagram, and Twitter
- The **Mural** ad will be used at train stations. These ads are essentially illuminated digital posters (electronic posters).
- **Pillar** ads will be used at a train station as well. Picture large columns covered with a series of ads.
- Large **posters** will be used in public transportation. This is a series of about 10 posters on each side of a tunnel.
- A **30-sec. video** that will be used in different platforms: 1) in movie theatres; in the previews just before the movie. This ad will be shown in the same language of the movie. 2) in YouTube, just before viewing a video.

**FOR MODERATOR'S REFERENCE, THE ADS THAT WILL BE SHOWN IN EACH CITY ARE:**

- **HALIFAX:**
  - Social media ad,
  - 30-second video
  - public transit poster,
  - Electronic posters (Mural) and Pillar ads

- **VANCOUVER: (Only if timing was tight in 1<sup>st</sup> group)**
  - Social media ad,
  - public transit poster,
  - 30-second video
- **ONLINE: (Only if timing was tight in 1<sup>st</sup> group)**
  - Social media ad,
  - 30-second video
- **MONTREAL: (Only if timing was tight in 1<sup>st</sup> group)**
  - Social media ad,
  - Electronic posters (Mural),
  - Pillar ads,
  - 30-second video

**ALL ADS FORMATS FROM EACH OF THE CONCEPTS ARE SHOWN ONE AT A TIME, ONE AFTER ANOTHER.**

**FOR IN-PERSON GROUPS:** I will ask you to start by answering these few questions, and then we will discuss. There is no need to spend more than 5 minutes on this, just jot down your first impressions. **DISTRIBUTE WRITTEN EXERCISE.**

**FOR ONLINE GROUP:** I will ask you to start by answering a few questions I will show you on the screen, using the pen and paper we asked to have handy for the session, but don't say your responses out loud yet, we will discuss right after you write down your answers. There is no need to spend more than 5 minutes on this, just jot down your first impressions. **SHOW QUESTIONS ON SCREEN.**

**DISCUSS ANSWERS IN EXERCISE.**

- In a few words, how did you feel after seeing this advertising campaign?
- What was the one thing you saw that stood out the most or was most memorable?
- In your own words, what is these ads trying to tell us – what is the main message?
- What do you think this advertising campaign is trying to achieve?
- On a scale from 1 to 10, how would you rate the advertising campaign overall in terms of the content and overall presentation of all elements? **PROBE WHY THEY GAVE THAT RATING.**

Is there anything new for you in the message, something you did not know before?

Who do you feel this advertising campaign is targeting?

**SHOW OF HANDS** – how many feel the advertising campaign is targeting you or Canadians like you? ...and if not you, then who is that ad targeting? Why do you say that?

Does it get your attention? Is it memorable? Why or why not?

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?

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?

Would this advertising campaign make you want to:

- Protect nature any more than you already do?
- Support government efforts to protect nature more than you already do?
- Take action in any other way? How?

Specific to the video ad

- What would you do if you saw this at a movie theatre?
  - **PROBE:** Would it make you want to find out more?
- What would you do if you saw this on YouTube before a video?
  - **PROBE:** Would it make you want to click on it to find out more? Would you skip the ad?

If you saw the posters, electronic posters (mural) or pillar ads while passing by on your way to getting to work, school, or when using public transit, what would you do?

Specific to the Social Media ad - what if you had seen this online when on Facebook, Instagram or Twitter? Would you click on the ad to find out more?

How could this advertising campaign be improved?

- Is there anything you would change from these ads to make them better?
- Is there anything that turned you off from this advertising campaign?

Do the ads look like a Government of Canada campaign?

- What makes it / doesn't make it look like it? What does that mean to you?

Which images in the advertisement are the most memorable/did you like the best?

- Show individual frames

Which images in the advertisement are the least memorable/did you like the least?

- Show individual frames

Which words or phrases in the advertisement are the most memorable/did you like the best?

Which words or phrases in the advertisement are the least memorable/did you like the least?

Any other comments?

## Concept B (30 minutes)

This is the second concept for the advertising campaign. We will be looking at the same type of materials but with a different concept. So, again, we have a **Social media** ad, electronic poster ( **Mural**) ad, **Pillar** ads, **public transit posters**, and a **30-sec. video**.

**ALL ADS FORMATS FROM EACH OF THE CONCEPTS ARE SHOWN ONE AT A TIME, ONE AFTER ANOTHER.**

**FOR IN-PERSON GROUPS:** I will ask you to start by answering these few questions, and then we will discuss. There is no need to spend more than 5 minutes on this, just jot down your first impressions.

**DISTRIBUTE WRITTEN EXERCISE.**

**FOR ONLINE GROUP:** I will ask you to start by answering a few questions I will show you on the screen, using the pen and paper we asked to have handy for the session, but don't say your responses out loud yet, we will discuss right after you write down your answers. There is no need to spend more than 5 minutes on this, just jot down your first impressions.

**SHOW QUESTIONS ON SCREEN.**

**DISCUSS ANSWERS IN EXERCISE.**

- In a few words, how did you feel after seeing this advertising campaign?
- What was the one thing you saw that stood out the most or was most memorable?
- In your own words, what are these ads trying to tell us – what is the main message?
- What do you think this advertising campaign is trying to achieve?
- On a scale from 1 to 10, how would you rate the advertising campaign overall in terms of the content and overall presentation of all elements? **PROBE WHY THEY GAVE THAT RATING.**

Is there anything new for you in the message, something you did not know before?

Who do you feel these ads are targeting?

**SHOW OF HANDS** – how many feel the campaign ads are targeting you or Canadians like you? ...and if not you, then who is that ad targeting? Why do you say that?

Does it get your attention? Is it memorable? Why or why not?

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?

What, if anything, is 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?

Would this advertising campaign make you want to:

- Protect nature any more than you already do?
- Support government efforts to protect nature more than you already do?
- Take action in any other way? How?

Specific to the video ad

- What would you do if you saw this on at a movie theatre?
  - **PROBE:** Would it make you want to find out more?
- What would you do if you saw this on YouTube before a video?
  - **PROBE:** Would it make you want to click on it to find out more?

If you saw the posters, electronic posters (mural) or pillar ads while passing by on your way to getting to work, school, or when using public transit, what would you do?

Specific to the Social Media ad - what if you had seen this online when on Facebook, Instagram or Twitter? Would you click on the ad to find out more?

How could this advertising campaign be improved?

- Is there anything you would change from these ads to make them better?
- Is there anything that turned you off from this campaign?

Do the ads look like a Government of Canada campaign?

- What makes it / doesn't make it look like it? What does that mean to you?

Which images in the advertisement are the most memorable/did you like the best?

- Show individual frames

Which images in the advertisement are the least memorable/did you like the least?

- Show individual frames

Which words or phrases in the advertisement are the most memorable/did you like the best?

Which words or phrases in the advertisement are the least memorable/did you like the least?

Any other comments?

### Concept C (30 minutes)

This is the third concept for the advertising campaign. We will be looking at the same type of materials but with a different concept. So, again, we have a **Social media** ad, electronic posters (**Mural**) ad, **Pillar** ads, **public transit posters**, and a **30-sec. video**.

**ALL ADS FROM THE CAMPAIGN ARE SHOWN ONE AT A TIME, ONE AFTER ANOTHER.**

**FOR IN-PERSON GROUPS:** I will ask you to start by answering these few questions, and then we will discuss. There is no need to spend more than 5 minutes on this, just jot down your first impressions.  
**DISTRIBUTE WRITTEN EXERCISE.**

**FOR ONLINE GROUP:** I will ask you to start by answering a few questions I will show you on the screen, using the pen and paper we asked to have handy for the session, but don't say your responses out loud yet, we will discuss right after you write down your answers. There is no need to spend more than 5 minutes on this, just jot down your first impressions.

**SHOW QUESTIONS ON SCREEN.**

**DISCUSS ANSWERS IN EXERCISE.**

- In a few words, how did you feel after seeing this advertising campaign?
- What was the one thing you saw that stood out the most or was most memorable?
- In your own words, what is these ads trying to tell us – what is the main message?
- What do you think this advertising campaign is trying to achieve?
- On a scale from 1 to 10, how would you rate the advertising campaign overall in terms of the content and overall presentation of all elements? **PROBE WHY THEY GAVE THAT RATING.**

Is there anything new for you in the message, something you did not know before?

Who do you feel this advertising campaign is targeting?

**SHOW OF HANDS** – how many feel the advertising campaign is targeting you or Canadians like you? ...and if not you, then who is that ad targeting? Why do you say that?



Does it get your attention? Is it memorable? Why or why not?

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?

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

Would this advertising campaign make you want to:

- Protect nature any more than you already do?
- Support government efforts to protect nature more than you already do?
- Take action in any other way? How?

Specific to the video ad

- What would you do if you saw this on at a movie theatre?
  - **PROBE:** Would it make you want to find out more?
- What would you do if you saw this on YouTube before a video?
  - **PROBE:** Would it make you want to click on it to find out more?

If you saw the posters, electronic posters (mural) or pillar ads while passing by on your way to getting to work, school, or when using public transit, what would you do?

Specific to the Social Media ad - what if you had seen this online when on Facebook, Instagram or Twitter?  
Would you click on the ad to find out more?

How could this advertising campaign be improved?

- Is there anything you would change from these ads to make them better?
- Is there anything that turned you off from this advertising campaign?

Do the ads look like a Government of Canada campaign?

- What makes it / doesn't make it look like it? What does that mean to you?

Which images in the advertisement are the most memorable/did you like the best?

- Show individual frames

Which images in the advertisement are the least memorable/did you like the least?

- Show individual frames

Which words or phrases in the advertisement are the most memorable/did you like the best?

Which words or phrases in the advertisement are the least memorable/did you like the least?

Any other comments?

## Ad Comparison (10 minutes)

We have seen and discussed 3 concepts for the advertising campaign. I'll show you again all 3, for a final rating. **SHOW ALL MATERIALS FOR EACH CAMPAIGN.**

- How many here would give **campaign A** a thumbs-up? **COUNT ON FLIPCHART**
- How many here would give **campaign B** a thumbs-up? **COUNT ON FLIPCHART**
- How many here would give **campaign C** a thumbs-up? **COUNT ON FLIPCHART**
  
- If you could only choose one advertising campaign, which one is most effective in terms of *encouraging you to take part in activities to protect our land, oceans and wildlife?* **PROBE FOR ADS WITHIN CONCEPT.** Why would you say that?
  
- And again, if you could only choose one advertising campaign, which one is most effective in terms of encouraging you to *experience nature by learning and participating in conservation efforts through learning tools and activities, such as by visiting the website or visiting a National Wildlife Area that is open to the public or a National Park?* **PROBE FOR ADS WITHIN CONCEPT.** Why would you say that?
  
- Each of the advertising concepts uses a different tagline. Which of the following words most inspire you to pay attention to this advertising and to care about nature?
  - "Our Nature"
  - "Protecting Nature"
  - "Canada's Nature Legacy"

## 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?

What advice, if any, would you have for the Government of Canada to make these ads more effective when it comes to informing Canadians about Canada's Nature Legacy?

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

**ON BEHALF OF THE GOVERNMENT OF CANADA, THANK YOU FOR YOUR PARTICIPATION**

## Phase 2 Moderation Guide

### Moderation Guide ECCC Nature Legacy Creative Testing

#### 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. Everyone has their own preference, in terms of colors, look and feel, etc., so 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 points 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 the Government of Canada regarding new programs and initiatives that are being considered.

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 advertisement concepts that have been developed to inform Canadians of some new initiatives being rolled out. These are materials that will be used for a national advertising campaign from Environment and Climate Change Canada. These creatives are the continuation of the Nature Legacy campaign that has been running since February in digital platforms and in OOH (Montreal, Vancouver, Toronto)

I want to emphasize that these concepts are drafts at this stage and have not been finalized.

I am going to be sharing with you the materials that have been developed so far. At each stage, there are several materials in different formats (print, online/social media, video storyboard), and I will be asking you to comment on what you think about each of these items at the same time. When we look at these, I would like to focus on both the message or content of the ad and the overall presentation (the creative work and the look).

## Session 5 (Pan Canadian): A, B

### Concept A (30 minutes)

This is the first advertising campaign concept. The materials we are going to be looking at include:

- A **Facebook and Instagram** post
- A **Twitter** post and video storyboard – The video to show on Twitter is not finalized yet, however we have what is called a storyboard, which is the series of images that will make up the video. I will show them to you with a description of how these will be displayed to form the video.
- A large **poster** that will be used in public transportation (a bus shelter).

**ALL ADS FORMATS FROM EACH OF THE CONCEPTS ARE SHOWN ONE AT A TIME, ONE AFTER ANOTHER.**

I will ask you to start by answering a few questions I will show you on the screen, using the pen and paper we asked to have handy for the session, but don't say your responses out loud yet, we will discuss right after you write down your answers. There is no need to spend more than 5 minutes on this, just jot down your first impressions. **SHOW QUESTIONS ON SCREEN.**

**DISCUSS ANSWERS IN EXERCISE.**

- In a few words, how did you feel after seeing this advertising campaign?
- What was the one thing you saw that stood out the most or was most memorable?
- In your own words, what is these ads trying to tell us – what is the main message?
- What do you think this advertising campaign is trying to achieve?
- On a scale from 1 to 10, how would you rate the advertising campaign overall in terms of the content and overall presentation of all elements? **PROBE WHY THEY GAVE THAT RATING.**

Is there anything new for you in the message, something you did not know before?

Who do you feel this advertising campaign is targeting?

How many feel the advertising campaign is targeting you or Canadians like you? ...and if not you, then who is that ad targeting? Why do you say that?

Does it get your attention? Is it memorable? Why or why not?

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?

Which words or phrases in the advertisement are the most memorable/did you like the best?

Which words or phrases in the advertisement are the least memorable/did you like the least?

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?

Would this advertising campaign make you want to:

- Protect nature any more than you already do?
- Support government efforts to protect nature more than you already do?
- Take action in any other way? How?

Specific to the video ad

- What would you do if you saw this on Twitter?
  - **PROBE**: Would it make you want to find out more?
- 

Which images in the advertisements are the most memorable/did you like the best?

Which images in the advertisements are the least memorable/did you like the least?

If you saw the posters or bus shelter ads, while passing by on your way to getting to work, school, or when using public transit, what would you do?

Specific to the Social Media ad - what if you had seen this online when on Facebook, Instagram or Twitter? Would you click on the ad to find out more?

How could this advertising campaign be improved?

- Is there anything you would change from these ads to make them better? **PROBE FOR IMAGES**
- Is there anything that turned you off from this advertising campaign? **PROBE FOR IMAGES**

Do the ads look like a Government of Canada campaign?

- What makes it / doesn't make it look like it? What does that mean to you?

Any other comments?

## Concept B (30 minutes)

This is the second advertising campaign concept.

We will be looking at the same type of materials but with a different concept. So, again, we have a **Facebook** ad, a **Twitter** ad and **video storyboard**, and a **poster** for a bus shelter.

**ALL ADS FROM THE CAMPAIGN ARE SHOWN ONE AT A TIME, ONE AFTER ANOTHER.**

I will ask you to start by answering a few questions I will show you on the screen, using the pen and paper we asked to have handy for the session, but don't say your responses out loud yet, we will discuss right after you write down your answers. There is no need to spend more than 5 minutes on this, just jot down your first impressions. **SHOW QUESTIONS ON SCREEN.**

**DISCUSS ANSWERS IN EXERCISE.**

- In a few words, how did you feel after seeing this advertising campaign?
- What was the one thing you saw that stood out the most or was most memorable?
- In your own words, what is these ads trying to tell us – what is the main message?
- What do you think this advertising campaign is trying to achieve?
- On a scale from 1 to 10, how would you rate the advertising campaign overall in terms of the content and overall presentation of all elements? **PROBE WHY THEY GAVE THAT RATING.**

Is there anything new for you in the message, something you did not know before?

Who do you feel this advertising campaign is targeting?

How many feel the advertising campaign is targeting you or Canadians like you? ...and if not you, then who is that ad targeting? Why do you say that?

Does it get your attention? Is it memorable? Why or why not?

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?

Which words or phrases in the advertisement are the most memorable/did you like the best?

Which words or phrases in the advertisement are the least memorable/did you like the least?

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?

Would this advertising campaign make you want to:

- Protect nature any more than you already do?
- Support government efforts to protect nature more than you already do?
- Take action in any other way? How?

Specific to the video ad

- What would you do if you saw this on Twitter?

- **PROBE:** Would it make you want to find out more?

Which images in the advertisements are the most memorable/did you like the best?

Which images in the advertisements are the least memorable/did you like the least?

If you saw the posters or bus shelter ads while passing by on your way to getting to work, school, or when using public transit, what would you do?

Specific to the Social Media ad - what if you had seen this online when on Facebook, Instagram or Twitter? Would you click on the ad to find out more?

How could this advertising campaign be improved?

- Is there anything you would change from these ads to make them better? **PROBE FOR IMAGES**
- Is there anything that turned you off from this advertising campaign? **PROBE FOR IMAGES**

Do the ads look like a Government of Canada campaign?

- What makes it / doesn't make it look like it? What does that mean to you?

Any other comments?

## Ad Comparison (10 minutes)

### SESSIONS 5:

- How many here would give **campaign A** a thumbs-up? **COUNT ON FLIPCHART**
- How many here would give **campaign B** a thumbs-up? **COUNT ON FLIPCHART**
- If you could only choose one advertising campaign, which one is most effective in terms of *inviting people to show how they are conserving and protecting our nature by participating in a photo contest*? **PROBE FOR ADS WITHIN CONCEPT.** Why would 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?

What advice, if any, would you have for the Government of Canada to make these ads more effective when it comes to informing Canadians about Canada's Nature Legacy?

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

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