



# Online Child Sexual Exploitation Public Awareness Campaign

*Concept Testing Report*

## Prepared for Public Safety Canada

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# Online Child Sexual Exploitation Public Awareness Research: Concept Testing

## Focus Group Report

**Prepared for Public Safety Canada**

**Supplier name:** EKOS RESEARCH ASSOCIATES INC.

**Date:** January 2024

This public opinion research report presents the results of 12 focus groups conducted by EKOS Research Associates on behalf of Public Safety Canada. The research was conducted in December 2023.

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# SUMMARY

## A. BACKGROUND

The Government of Canada's National Strategy for the Protection of Children from Sexual Exploitation was launched in 2004 and expanded in 2009. In 2020, the Online Child Sexual Exploitation and Abuse: Voluntary Principles was released to provide a framework to combat online sexual crimes against children and coordinate action between governments and industry partners. Public Safety launched a national awareness campaign in March 2021 that focused on changing the attitudes and behaviours of Canadians on the subject of online child sexual exploitation, a reprehensible crime causing life-long harm and suffering to victims. According to the Public Safety website, online child sexual exploitation (OCSE) is defined as when children are tricked into seeing or participating in online encounters of a sexual nature. OCSE is one of the most disturbing public safety issues facing society today. It continues to harm past and present generations of children in Canada and abroad<sup>1</sup>.

The awareness campaign was renewed in the fall of 2022 to continue to increase awareness levels of OCSE by increasing public and parental understanding that children (persons under 18) who engage in sexting could be at risk of OCSE. Canada's Criminal Code serves to protect children from all forms of child pornography, the use of the internet to lure children, from sexual contact or touching, and the procurement of children for illicit sexual activity. Public Safety (PS) Canada has been leading the National Strategy.

The objective of the current research is to test a number of proposed concept for the newest iteration of the awareness campaign among parents of children 8 to 18.

## B. METHODOLOGY

Three concepts were tested in 12 online focus groups, which included participants from five different regions across the country. Participants logged onto a Zoom video meeting to generally discuss finding information for parents about online child sexual exploitation (OCSE) and subsequently viewed proposed animated storyboards to create a 30-second video as well as an associated website/social media static ads, for the three proposed concepts. They were asked to react to each concept in terms of overall impressions, tone, clarity of message and

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<sup>1</sup> <https://www.publicsafety.gc.ca/cnt/cntrng-crm/chld-sxl-xplttt-ntrnt/abt-nln-chld-sxl-xplttt-en.aspx>

perceived effectiveness of the approach in encouraging parents to research, plan and discuss OCSE with their children. They were also asked to provide a series of ratings for each concept along similar dimensions.

In eight of the 12 groups participants were recruited to represent a region, rather than one specific city. Eight participants were recruited to attend each discussion. In the remaining four of the 12 discussions, participants were recruited among parents living in Halifax or Vancouver, which were intended to be conducted in-person. In the end only the two Vancouver sessions were held in-person, while the sessions with Halifax residents were conducted online. The recruitment sample was drawn from among parents responding to an earlier survey on the same topic, conducted in September 2023, at which time respondents indicated a willingness to be re-contacted about the follow-up focus group discussions. The original sample source for the survey, as well as some added records of Halifax and Vancouver parents, was the *Probit* online panel. The recruitment screener is provided in Appendix A. Participants were selected from those who registered their interest in participating, based on the age of their child (8 – 13 or 14-18), region they live in (Eastern or Western Canada), gender of the child, and language. In total, 77 individuals participated in the concept testing discussions, of the 100 recruited. Discussions occurred between December 4 and 11, 2023.

**Table 1: Number of Participants per Region –  
Concept Testing Discussions**

<b>Region/Demographic</b>	<b># of Groups</b>	<b>Total # of Participants</b>
East/Ontario	5	38
West	5	31
Francophone	2	8

A focus group discussion guide (provided in Appendix B) was developed by EKOS in consultation with Public Safety, along with a rating sheet used to rate each concept to quantify the results and obtain an initial reaction from each participant prior to discussion. Ten of the groups were conducted in English, while the two groups held with residents of Quebec were conducted in French. Each focus group took roughly 90 minutes to conduct. Participants received an incentive of \$120 for their participation in the online discussions<sup>2</sup>. Video recordings, researchers’ notes and observations from the focus groups formed the basis for analysis and reporting of results.

<sup>2</sup> The incentive was \$140 for those recruited to attend in-person.

## C. KEY FINDINGS

A few overarching themes expressed about the campaign include:

- Parents view OCSE as a serious and increasing problem, especially as technology is evolving. Among the participants asked, most agreed that there is a significant and urgent need for the campaign and information to support parents, noting that it's important to generate awareness.
- Parents of younger children seem less likely to have started conversations with their kids, primarily because their children do not have their own devices and are monitored more intensively than older kids.
- Many parents said that they are aware of the dangers, and what to look out for. Some parents said they go by instinct and have not really looked or found suitable information about how to approach these conversations.
- Quite a few said that a campaign such as this one would remind them of the importance of having discussions.
- The added use of statistics was noted by many as adding power and urgency to the message.

### Views About Each Concept

Highlights of the testing of the three concepts are summarized below in terms of positive and negative reactions to each of the concepts.

#### Summary of Reactions to Concepts

Concepts	Positive Reactions	Negative Reactions
<u>Open-Closed</u>	<ul style="list-style-type: none"> <li>• Seen as simple, clear, direct and to the point. (It tells a clear story; talk to your kids, it's important".)</li> <li>• Whispering is ominous. You can easily understand the danger, which is captivating. It conveys urgency to respond.</li> <li>• Imagery sends a positive message - child alone in the dark, mother enters bringing light and end to the danger.</li> <li>• Scenario suggests child was not aware of the danger. Adds greater urgency.</li> </ul>	<ul style="list-style-type: none"> <li>• Did not garner attention for some (vanilla, would scroll by it).</li> <li>• Sends message that you need to be in constant contact with your kids (not feasible) in order to interrupt danger.</li> <li>• Scenario suggests something is already taking place, and thus it is too late.</li> <li>• Lacks context (why is mom coming in now? What was the trigger? What is the talk about?)</li> <li>• Needs to go farther (e.g., more explicit, heightened scare factor) in order to be impactful.</li> </ul>

Concepts	Positive Reactions	Negative Reactions
	<ul style="list-style-type: none"> <li>• <u>Suggestions</u>: visual queue of whispered content, possibly dispelled when mom enters. Added words from parent about why they want to talk (adds context) or that they prepared in advance.</li> </ul>	<ul style="list-style-type: none"> <li>• Perhaps points to singular focus on danger for girls? Towards moms intervening?</li> <li>• Laptop may not be the most realistic device for young child.</li> </ul>
<u>Someone Else Will</u>	<ul style="list-style-type: none"> <li>• Evokes the strongest fear factor. Conveys messages – it can happen in your own home, in short bursts of time.</li> <li>• Has a big reveal that makes it powerful. Grabs attention, motivating to go to website.</li> <li>• Use of statistics viewed as adding to the impact; emphasizing the urgency and importance.</li> <li>• Straightforward story for some.</li> <li>• <u>Suggestions</u>: show more history of chat over time. Review predator script for believability.</li> </ul>	<ul style="list-style-type: none"> <li>• Confusing for many. Difficult to visualize how this would be rendered in live action ad (how to make it obvious the predator is there but not there and why).</li> <li>• Needs clarity on who predator is posing as (e.g., age) and corresponding text (e.g., when I was your age).</li> <li>• Also sends the message that you need to be monitoring your kids/with them all the time to interrupt.</li> <li>• Needs more emphasis on call to action (talk to your kids, look for information).</li> </ul>
<u>Uncomplicate It</u>	<ul style="list-style-type: none"> <li>• Relatable for parents who are unsure about conversations (i.e. could see themselves in this scenario).</li> <li>• Sends clear message to have proactive conversations; “don’t delay”.</li> <li>• Reassuring message that there is information available to support planning and discussions.</li> <li>• Topics indicated on post it notes are informative.</li> <li>• Light-hearted tone grabs attention and makes a connection for some.</li> <li>• The scenario does not appear to suggest the child is “already in a dangerous situation”.</li> <li>• <u>Suggestions</u>: slower pace, more time showing post it notes, less over the top reaction from dad.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreted by quite a few as making fun of parents, particularly dads, who they feel are portrayed as “dumb” or “incompetent”.</li> <li>• There is not enough scare factor to be taken seriously or garner attention. (Some said light-hearted tone is not appropriate for the topic.)</li> <li>• Unrealistic or aggravating tone and pace. Seen as “over the top” (dad too panicky, music too much, pace too fast).</li> <li>• Weak ending (peters out). Insufficient on call to action.</li> </ul>

## **Ratings of Each Concept**

Participants were presented with the animated storyboard of the 30 second video for each of the three concepts. In each discussion, the scenario was described and subsequently played twice, at which point participants were asked to go to a ratings page to provide reactions to the concept before any discussion was held. The order of presenting the three concepts was changed from one discussion to the next. Participants were asked to provide reactions from weak to strong in terms of the clarity of the message, the ad's ability to capture their attention, its relevance, ability to send them looking for information, and overall.

Results suggest that the message is most clearly conveyed in Open-Closed, which is also given the highest rating in terms of ability to capture attention. Both Open-Closed and Someone Else Will are seen as relevant. Each of the three concepts received modest ratings with regard to the call to action to look for information. The Open-Closed concept received the highest overall rating. Having seen and discussed all three concepts, participants were asked to pick a preferred approach that is effective at having parents think about the issue and take action. In this case, the concept Someone Else Will was preferred by a small margin. Some of the participants who selected Open-Closed or Someone Else Will as their preferred choice said the other was a close second choice.

## **Wrap Up**

Uncomplicate It was seen as relatable to some, however, there is a significant risk of offending some parents, particularly fathers. The ad would require toning down (strong anxious reaction, pace of the ad, etc.) in order to be effective. The message that it is important to speak with kids, and the reassurance that there is information was nonetheless considered helpful for some.

Both Open-Closed and Someone Else Will feature the shock factor that many said is needed to command attention and motivate action. Open-Closed was preferred by some because it is a simple and straightforward story, that is easy to portray and understand. Those who preferred Someone Else Will, liked the stronger shock value of seeing luring in action "right in the living room". The portrayal of the predator in the room is, however, more difficult to convey, adding distraction for some, who had trouble "seeing" what was intended for the live action video even when presented with a description of the scenario before viewing it. Ultimately, either of these two concepts is likely to be effective at commanding attention and conveying the message.



## D. NOTE TO READERS

It should be kept in mind when reading this report that findings from the focus groups are qualitative in nature, designed to provide a richer context rather than to measure percentages of the target population. These results are not intended to be used to estimate the numeric proportion or number of individuals in the population who hold a particular opinion as they are not statistically projectable.

## E. POLITICAL NEUTRALITY CERTIFICATION

I hereby certify as Senior Officer of EKOS Research Associates Inc. that the deliverables fully comply with the Government of Canada political neutrality requirements outlined in the on Communications and Federal Identity and the Directive on the Management of Communications. 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 by:



Susan Galley (Vice President)

# DETAILED FINDINGS

## A. LOOKED FOR INFORMATION

A few participants were asked if they feel knowledgeable about OCSE and whether or not they have looked for information regarding OCSE, as well as the types of sources they rely on. Because of time constraints in group discussions, this section of the focus group guide was only asked in a few discussion groups or asked of only a few participants.

Among those who were asked, most parents said that they feel knowledgeable about the dangers that exist online for children. Many report that they have “open and honest” communication with their children in general and said that they have had discussions with their children about how to use technology in a safe manner. These parents often said that they have told their children to be careful of who they communicate with online and that they can come to them with any questions or concerns. This is particularly true of those with older children, as some parents with younger children do not yet have their own devices or are heavily supervised. A few parents said that their child is not receptive to hearing information about online dangers, is less receptive and even guarded when speaking with them about these issues.

Few parents said that they have looked for information or guidance on what to look out for regarding the potential dangers their children may encounter online, or about how to talk to their children about these dangers. Of those who have, this was typically information or sessions provided to parents or to students through the schools. Among these parents, most felt that the information was useful in opening a dialogue with their children. A few parents said that they have searched online for information, but not found any useful sources for talking to children about online dangers. Some parents said that guidance on what to talk to their children about, things to look out for, would be helpful in supporting future discussions.

## **B. IMPRESSIONS OF THE CAMPAIGN**

Most parents said that it makes sense for the Government of Canada, and specifically Public Safety, to be providing information and tools for parents to guide conversations with their kids about online child sexual exploitation and how to keep their kids safe. Parents perceive it to be a critical issue and important to raise awareness about the risks that children face online.

An ominous and fear-inducing tone was deemed appropriate by most parents, to reflect the seriousness of the topic. Many said they do not feel that the material presented is a sensitive topic or overly shocking in approach. Among those asked, some parents noted that they have been online most of their lives and very little would shock them. A few observed that their generation never received a talk from their parents about online dangers, and some guidance would be useful on how and when to approach the topic with their children. Views were somewhat divided on the value and appropriateness of using a more light-hearted tone as presented in one of the three concepts. Those who appreciated it said that they can relate to the character and situation of needing to prepare (i.e., parents are not alone). Others felt that a more serious and pressing tone is needed.

## C. CONCEPT TESTING

In each discussion, participants were presented with the animated storyboard of the 30 second video for each of the three concepts. In each discussion, the scenario was described and subsequently played twice, at which point participants were asked to go to a ratings page to provide reactions to the concept before any discussion was held. The order of presenting the three concepts was changed from one discussion to the next. Following the ratings, the approach to the 30 second video was discussed. Two mock ups of still image ads which might be seen on a website or social media post were then presented and discussed. A description of each concept, along with findings of the discussions are presented below. The ratings are presented in the next section.

### Someone Else

Someone Else begins with a boy sitting on a couch, looking at his phone. There are texting 'dings' and the start of a conversation as a man appears, saying, "hey, how are you feeling". Then, "I know things at school are tough right now", "I remember when I was your age, I had a hard time finding my crowd". The man continues, "I just want you to know that I'm here for you". The music starts to get more ominous, and the man says, "you can tell me anything, like if you are interested in anyone at school. The boy's screen displays the text that is read out loud in the man's voice, "I can even show you what kind of things they like". The conversation is interrupted, and the man disappears, with the boy's dad popping around the corner and saying, "Kids, time for dinner". The boy gets up from the couch to walk away, presumably for dinner. The text on the screen reads, "Reports of online child sexual exploitation have increased 31% since 2022", while the voice over says, "Have the online dangers talk with your kid before someone else does", and "Find ways to talk to your kids", with the website onscreen.

The static ads for Someone Else includes a GIF ad with the opening text "Online predators have tricks for talking to children". The GIF transitions to a frame with the words "Have the online dangers talk with your kids. Before someone else does" and the image of a father and daughter. The end image reads, "Find resources on what to say" with a button to Learn More. The social media ad has the statement of "815% increase in online child luring reports between 2018 and 2022 (Source: Cybertip.ca), and text from Safety Canada at the bottom. These ads are predominantly yellow, black with white.

### 30 second Video

Most participants said the video for Someone Else contained an impactful “shock factor” that grabs attention and instills fear, which they feel is needed to increase the likelihood that parents will take action. Some participants noted that the ad conveys the message that a child can be sitting in a shared space, such as the family room, and the contact with predators may be happening “under our noses”. Many said the ad would motivate them to talk with their children, even if they felt that they already have open communication with their children.

Some parents found the animated storyboard for the video confusing, particularly in early groups when the video was not prefaced with a description of what they will see. Specifically, it was not clear to some that the predator was not physically in the room or how this would be produced in a live action video. Some said that the lack of clarity about who the predator is, or is posing as, and that he was not actually in the room distracted them from appreciating the video or message. Others said that the initial perception that the adult (predator) is trusted and in the room makes for a startling reveal and sends a powerful message to parents.

Some participants felt that the dialogue highlights that the predator is posing as a trusted adult, demonstrating how grooming can start very innocuously and progresses slowly as they lure children toward greater threats. A few participants said that the phrases used by the predator did not seem realistic, or reflective of how kids would speak with each other; further highlighting the confusion about who the predator is posing as. A few others felt that the predator should be an adult posing as a younger peer to be more representative of common OCSE deceptions. A few suggested that having the full chat script displayed on screen would add to the clarity of the video. Having further clues of an ongoing history of communication between the child and predator were also suggested to add power regarding the nature of grooming and how it unfolds slowly, over time.

Some participants also appreciated that the child at risk is a boy, as girls are perceived to be most often targeted by predators and therefore a scenario involving a boy would be less obvious, and more likely to captivate parents of both boys and girls, having a greater impact as a result.

### Static Ads

Overall, the static ads for Someone Else were well received by participants. Most felt that the orange and black colouring commands attention and sends a message of warning or urgency. Many parents appreciated that the final frame of the GIF ad communicates that there are resources available and provides a button to learn more. As with all static ads, some participants said they would appreciate referencing a website as they may not feel comfortable

clicking on the ad, or to have the web address to source the material at a later date. Some parents, however, said that they appreciate having a button or link right in the ad, to provide easy access to the site, suggesting that both may have the widest reach.

The word “tricks” was viewed negatively by some participants, as it is associated with click bait ads such as “tips and tricks for a slimmer waistline”. A few also said that the word tricks seems too trivial for what is being described, suggesting tactics or strategies instead. Additionally, while a few participants identified with the image of the father and daughter in the second frame of the GIF ad, some others felt the image was too “stock” or that the dad himself looked like a predator.

This concept was the only one to incorporate statistics relating to the increase in reported OCSE. While only some participants noticed the statistic during the 30-second video without having it pointed out, many participants felt that the “815%” statistic in the social media ad is very powerful to highlight the significant proliferation and increase in reported exploitation of children. Most parents said that the very large percentage draws attention and creates “shock value” to take action in light of the increasing threat of OCSE. Some, particularly those who described them as “data” or “stats” people, said that they would question the accuracy of the exceptionally large percentage and that including the ‘raw’ numbers would be more impactful. Some others said that the large percentage is too abstract and using an alternative format of “has increased eight times” would be more understandable.

## **Open Closed**

Open & Closed starts with a child sitting in their bedroom in the dark, typing at their laptop. Overlapping whispers are heard faintly with phrases such as “what are you doing” “how old are you” “share a pic” and “what school do you go to”. There is a knock at the door, and the child says, “come in”. The mom enters and says “Hey love, what are you up to”. The daughter responds, “not much, just chatting”. The mom says “can we talk” and the child responds “sure”. The room gets lighter as the mom enters and sits on the bed. The script on screen and voice over indicates “Open conversations with your kids can close opportunities for predators”, then “Learn how to talk to your kids about Online child sexual exploitation” and displays the website.

The static ads for Open & Closed are predominantly yellow and black, with pink shading. The GIF begins by showing two texts from Thunderguy34091. The messages say “hey – wyd” and then “send me a pic! I wanna see what you look like”. The messages are then covered by an incoming call from Mom. The ad transitions to present the text “Open conversations with your

kids can close opportunities for predators.” The final image indicates “Talk to your kids about online dangers”, with a button to Learn More.

### 30 second Video

The Open & Closed video was seen by most participants as simple, clear and direct. The whispering at the beginning of the ad draws attention and sets an ominous tone, according to many participants. Some said that a sense of urgency is created in the ad because the child is being approached by predators. Some participants suggested that the ad would benefit from displaying the text of the whispering either on the laptop or as callout bubbles.

Many participants appreciated the visual tone of the video, showing a child in a darkened room, with light entering the room as the mom enters to talk. Likewise, some participants said that the child closing the laptop is a good visual aid, suggesting that they child is open to talking with the parent and the action is closing out predators. Conversely, a few interpreted this as the child closed the laptop because they were hiding something. However, some participants said it is unclear if the mom has entered the room to talk about OCSE or some other topic. Nor did it make the connection to the mom visiting the OSCE website in order to prepare for the talk. Additionally, it is not clear, according to a few participants, if the mom is aware that the child is communicating with predators or if the child is aware that she is engaging in dangerous activity.

Featuring a mom and daughter in this scenario was perceived by some participants as being too typical, with girls as the target of predators, and the mom responsible for talking with their child. A few participants, including dads, did see themselves in the ad, as their child is often in their bedroom, and they are welcomed into the room to talk. Some participants said that the child should be seen using another device such as a phone or tablet, rather than a laptop which some felt is not a likely device for a younger child to use.

### Static Ads

Many participants felt that the text of the GIF ad was clear and direct; that opening conversations with your kids can close opportunities for predators. A few parents said that the term “online dangers” is unclear and can be interpreted as the need to avoid viruses on their computer or financial scams. Further, the initial display of two text messages were deemed by some parents as too small, unclear in the term “wyd”, or lacking context. The incoming call from Mom seemed to be an unintentional interruption, according to some participants, rather than active communication by parents to keep their kids safe.

The social media post was also considered to feature a confusing image which many participants said they would not take the time to read in order to figure out what was being

said in the chats. The family chat was again interpreted by some participants to be an accidental interruption rather than a dialogue about OCSE, with a few participants perceiving that the message may be intended to make (or perceived as making) them feel guilty for not checking in with their kids during the day. Some participants said that the information paragraph from Public Safety Canada is too long, and they would not be likely to read the content, especially if they have to click 'more' in the post to display the text.

## **Uncomplicate It**

The 30 second ad for Uncomplicate It opens with a daughter walking upstairs, holding a phone or tablet. The parents are then shown in the living room on the couch. The dad starts sweating and stands to look at a series of post-it notes on the wall stating, "Talk to Olivia about online dangers", and then various notes such as, "Grooming", "Chat rooms", "Luring", "Capping", and "Video games". The mom is seen opening a laptop, and then both parents sit on the couch with the laptop. The OCSE website is shown and the voice over states "Having the online dangers talk doesn't have to be complicated". The ad ends with the parents sitting in the child's room, presumably to have a talk about OCSE, with the wording on screen and voice over stating "Learn more at [Canada.ca/child-exploitation](https://Canada.ca/child-exploitation)".

The static ads for Uncomplicate It have a colourful background of purple, pink, blue, green and yellow. The GIF opens with a blank search engine box. In the subsequent image, a search history containing six topics are visible, such as "risks for kids online", "what is luring", "how to keep kids safe online" and finally, in bold, "talking to kids about online safety". The final image states "Protecting your kids online doesn't have to be complicated" in large font, and a button to "Start the Conversation". The social media post displays the second image of the search history from the GIF ad, with the statement from Safety Canada that "Having the online dangers talk can feel overwhelming, but it doesn't have to be complicated. It starts with being open and honest about risks and finding ways to lessen them".

### 30 second Video

Some participants felt that this approach was successful in communicating a proactive approach to talking to children about OCSE. The parents in the ad knew that they should be talking to their daughter about OCSE and looked up information on how to do so. Further, this concept seemed to suggest a proactivity on the part of the parents, according to a few participants, since the scenario suggested that the daughter was not already in contact with predators. Some parents liked the use of key words presented visually through sticky notes, to help illustrate some of the concerns and topics when discussing OCSE. A few said they did not however, like using sticky notes in the style of an evidence board. A few participants said that



they could see themselves in the ad; discussing with the other parent and wondering how to best approach the topic of OCSE with their children.

Some parents did not like presenting the dad as the confused and bumbling father, and the mother as the serene and intelligent parent who solved a problem, which they characterized as a tired trope featured in commercials and shows. While some felt that this comedic stereotype was over the top, a few parents expressed a stronger dislike for the portrayed image of the “idiot parent”, presenting parents as inept, and the government as providing needed assistance. A few went so far as to say that their kids may also see these ads and did not need any further reasons to dismiss parents as uninformed.

Many participants said that the message of Uncomplicate It is clear; that the conversation does not have to be complicated and there are tools to help parents.

### Static Ads

Participants were generally less positive about the static ads for Uncomplicate It. For the GIF ad, many said that the first image with the blank search box was not needed and would cause them to lose attention right at the start. While some parents said they would not read the additional search queries, a few said they would be drawn to the last line about talking to kids about online safety, and others said that they found the search topics to be realistic, although fewer search questions might be better. A few parents again questioned what was meant by “online safety” arguing that the topic is broader than just OCSE. The final transition page in the GIF was received more favourably by some parents as a stand alone message that talking to their children does not have to be complicated. The button “Start the Conversation” was considered more motivating and clearer to some parents compared with the “Learn More” button in the other two concepts.

The social media post was viewed as confusing by some participants. They felt that without context, they would not know what the message was about and would not read the bottom caption. A few participants felt that the encouragement to be “open and honest” was not needed as they already have open communication with their children. Although a few parents said they liked the bright colours, some participants said they did not like the multi-coloured purple and pink colours of the static ads as they felt they were too light-hearted or may give visual cues that the ad is associated with the 2SLGBTQI+ community due to the use of rainbow colours.

## D. CONCEPT RATINGS

Participants were asked to provide reactions from weak to strong in terms of the clarity of the message, the ad's ability to capture their attention, its relevance, ability to send them looking for information, and overall. Results were collapsed according to ratings indicating the specific concept to be weak to moderate (rating it a 1, 2 or 3 out of 5), or strong (rating it a 4 or a 5). Results show that the message is clearest in Open-Closed, which is also given the highest rating in terms of garnering attention. Both Open-Closed and Someone Else Will are seen as relevant. Each of the three concepts received modest ratings with regard to the call to action to look for information.

Ultimately, Open-Closed received the highest overall rating when participants were rating a concept individually, keeping in mind that the ordering of presentation of the three concepts was rotated across the 12 sessions. Having seen and discussed all three concepts and asked to pick a preferred approach that is effective at having parents think about the issue and take action, the concept Someone Else Will was preferred by a small margin. Some of the participants who selected Open-Closed or Someone Else Will as their preferred choice said the other was a close second choice. Although 14 people chose Uncomplicate It as their preferred concept in terms of effectiveness, 10 attended one of two sessions suggesting more 'group think' for this concept. This also occurred for the other two concepts, but to a much lesser degree.

## E. TAKE AWAY

Uncomplicate it was seen as relatable to some, however, there is a significant risk of offending some parents, particularly fathers. The ad would require toning down (strong anxious reaction, pace of the ad, etc.) in order to be effective. The message that it is important to speak with kids, and the reassurance that there is information was nonetheless considered helpful for some.

Both Open-Closed and Someone Else Will feature the shock factor that many said is needed to command attention and motivate action. Open-Closed was preferred by some because it is a simple and straightforward story, that is easy to portray and understand. Those who preferred Someone Else Will, preferred the stronger shock value of seeing luring in action “right in the living room”. The portrayal of the predator in the room is, however, more difficult to convey, adding distraction for some, who had trouble “seeing” what was intended for the live action video even when presented with a description of the scenario before viewing it. Ultimately, either of these two concepts is likely to be effective at commanding attention and conveying the message.

As with most concept testing discussions, many participants said they would like to see combined elements of each concept presented. In this case:

- a stronger call to action to have proactive conversations with your kids, supported by advance research as presented in Uncomplicate it;
- The portrayal of danger and simple storyline of Open-Closed ; and
- A strong fear factor generated by the scenario, such as that provided by the reveal of a predator in the room, provided it can be conveyed clearly.



# APPENDIX A

## RECRUITMENT SCRIPT



## APPENDIX A: Recruitment Script

### WINTRO

Hello, my name is \_\_\_\_\_ from EKOS Research. May I speak with \_\_\_\_\_? In September you completed a survey on the topic of children's safety while online. In a second phase of this research we are conducting a series of small, discussions.

These 90-minute discussions will take <CALCTYPEB> between December 4th and December 11th in the evening. In each session, a small group of <CALCSIZE> participants will be asked to provide constructive feedback to help Public Safety by reviewing and discussing proposed approaches to the upcoming campaign. The sessions will be observed by representatives responsible for planning the campaign so that they can hear first-hand what Canadian parents think. Confidentiality and anonymity will be maintained throughout the research process. Participants will receive a <CALCINCENTIVE> incentive for their participation.

Are you potentially interested in participating?

Yes	1
No	2
REFUSED THANK AND TERMINATE	9

### Q1

In September you completed a survey on the topic of children's safety while online, and in it you indicated that you have one or more children between the ages of 8 and 18. Is that correct?

Yes	1
No	2
Don't recall	8
Prefer not to say	9

### Q1B [1,2]

<[Q1 is empty or Q1 = 2,8]We are leading a series of discussions to get feedback on several proposed approaches to an awareness campaign about children's safety when online on behalf of the Government of Canada.> Is your child or children between the ages of 8 and 13 or 14 and 18?

8 to 13 years of age	1
14 to 18 years of age	2
Neither	3
Prefer not to say	9

**Q2**

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

**Q2A**

Government of Canada

Yes	1
No	2

**Q2B**

An advertising agency

Yes	1
No	2

**Q2C**

A market research company

Yes	1
No	2

**Q2D**

The media (Print, Radio, TV, Internet)

Yes	1
No	2

**CALCQ2 (IF YES Q2A – Q2D, SKIPPED OUT)**

THNK2	1
Continue	2

**QPROV (WITH QVAN/QHAL, DETERMINES GROUPS OFFERED AND PIPED-IN TEXT FROM THIS POINT FORWARD)**

In which province or territory do you live?

British Columbia	1
Alberta	2
Saskatchewan	3
Manitoba	4
Ontario	5
Quebec	6
New Brunswick	7
Nova Scotia	8
Prince Edward Island	9
Newfoundland & Labrador	10
Yukon	11
Northwest Territories	12
Nunavut	13
Outside of Canada	99



**QVAN (WITH QPROV/QHAL, DETERMINES GROUPS OFFERED AND PIPED-IN TEXT FROM THIS POINT FORWARD)**

Do you live within the limits of the Metro Vancouver region?

Yes	1
No	2
Prefer not to say	9

**QHAL (WITH QPROV/QVAN, DETERMINES GROUPS OFFERED AND PIPED-IN TEXT FROM THIS POINT FORWARD)**

Do you live in, or close to the city of Halifax?

Yes	1
No	2
Prefer not to say	9

**QGENDR**

Record gender of respondent (DO NOT ASK)

Male	1
Female	2
Prefer to self-describe (specify):	3
Prefer not to say	4

**QETHN [1,8]**

Which of the following best describes the racial or ethnic community that you belong to? We recognize this list of racial or ethnic identifiers may not exactly match how you would describe yourself.

INTERVIEWER: Read list. Please select all that apply.

Black (African, Afro-Caribbean, African descent)	1
East/Southeast Asian (e.g. Chinese, Korean, Japanese, Taiwanese, Filipino, Vietnamese, Cambodian, Thai, Indonesian, other East/Southeast Asian descent)	2
Indigenous (First Nations, Métis and/or Inuit)	3
Latino/Latina (e.g. Latin American, Hispanic descent)	4
Middle Eastern and North African (e.g. Arab, Algerian, Egyptian, West Asian descent (e.g. Iranian, Israeli, Lebanese, Turkish, Kurdish)	5
South Asian (e.g., Afghan, Indian, Pakistani, Bangladeshi, Sri Lankan)	6
White (e.g., European, Caucasian)	7
Other, please specify:	77
Prefer not to say	99

**QEDUC**

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

INTERVIEWER: Read list if needed.

Grade 8 or less	1
Some high school	2
High School diploma or equivalent	3
Registered Apprenticeship or other trades certificate or diploma	4

College, CEGEP or other non-university certificate or diploma	5
University certificate or diploma below bachelor's level	6
Bachelor's degree	7
Post graduate degree above bachelor's level	8
Prefer not to answer	99

### **QINCOME**

Which of the following categories best describes your total household income? That is, the total income of all persons in your household, before taxes?

INTERVIEWER: Read list if needed.

Under \$20,000	1
\$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 \$120,000	6
\$120,000 to just under \$150,000	7
\$150,000 and above	8
Don't know / No answer	99

### **Q3**

Participants in these discussions will be asked to voice their opinions and thoughts in the discussion. How comfortable are you in voicing your opinions in front of others, in English ? Are you...

INTERVIEWER: Read list.

Very comfortable	1
Comfortable	2
Fairly comfortable	3
Not very comfortable	4
Very uncomfortable	5

### **Q3C**

Participants will be asked to read or view materials during the discussion. Is there any reason why you might have difficulty reading the materials or participating fully in the discussion?

Yes (please describe reason)	1
No	2

### **Q3D**

Is there anything that you would need assistance with, that we could provide in order for you to participate?

Yes (please specify)	1
No	2

#### Q4

Have you ever attended a focus group or one on one discussion for which you have received a sum of money?

Yes	1
No	2

#### Q5

*Yes, Q4*

When did you last attend one of these discussions that was sponsored by the Government of Canada?

Please specify :	77
Months	1
Years	2
Never	999

#### CALCQ5

Within last 6 months, thank and terminate	1
Continue	99

#### Q5B

*Yes, Q4 AND not never, Q5*

Have you attended 5 or more of these discussions that were sponsored by the Government of Canada?

Yes	1
No	2

#### QINFO

Would you be interested in participating in one of these discussions?

Yes	1
No	2
It depends on the date and time	3

#### QLANG

Would you prefer to participate in a discussion in English or in French?

English	1
French	2

#### QFOCUSA

<[PRESTRATE not = 14,15 and DEMOPRESTRATE not = 14,15 and ((QPROV = 1 and QVAN = 1) or (QPROV = 8 and QHAL = 1))]Based on your responses, you are also be eligible to participate in an in-person discussion for which participants will be paid \$140 to thank them for their time.[ELSE]> Replacements are not permitted. If you usually use reading glasses you should

make sure to have them with you as there will be some viewing of some images and reading of materials throughout the discussion.

Are you able to participate in the 90 minute discussion on...?

NOTE that times are listed as eastern standard time and may not necessarily be in your own time zone.

QHAL = 1 and Q1B = 1,2 and CG4 = 1

Wednesday, December 6 at 6:00 p.m. Atlantic Standard Time, at a meeting facility in downtown Halifax 4

QHAL = 1 and Q1B = 1,2 and CG5 = 1

Wednesday, December 6, 8:00 p.m. Atlantic Standard Time, at a meeting facility in downtown Halifax 5

QVAN = 1 and Q1B = 1,2 and CG11 = 1

Monday, December 11 at 6:00 p.m. Pacific Standard Time, at a meeting facility in downtown Vancouver 11

QVAN = 1 and Q1B = 1 and CG12 = 1

Monday, December 11 at 8:00 p.m. Pacific Standard Time, at a meeting facility in downtown Vancouver 12

Not available at any of these times 999

## QFOCUS

<[(PRESTRATE = 14,15 or DEMOPRESTRATE = 14,15) and QVAN not = 1 and QHAL not = 1]While you are not eligible for the in-person discussion, we would like to invite you to attend an online discussion for which participants will be paid \$120 to thank them for their time[ELSE]> Replacements are not permitted. If you usually use reading glasses you should make sure to have them with you as there will be some viewing of some images and reading of materials throughout the discussion.

Are you able to participate in the 90 minute discussion on...?

## QENGROUP

Group

Monday, December 4 at 6:30 p.m. eastern time, in English 1

Tuesday, December 5 at 6:30 p.m. eastern time, in English 2

Tuesday, December 5 at 8:30 p.m. eastern time in English 3

Wednesday, December 6 at 6:00 p.m. Atlantic Standard Time, at a meeting facility in downtown Halifax in English 4

Wednesday, December 6, 8:00 p.m. Atlantic Standard Time, at a meeting facility in downtown Halifax in English 5

Wednesday, December 6 at 8:30 p.m. eastern time in English 6

Thursday, December 7 at 6:30 p.m. eastern time in French 7

Thursday, December 7 at 8:30 p.m. eastern time in English 8

Monday, December 11 at 6:30 p.m. eastern time in English 9

Monday, December 11 at 6:30 p.m. eastern time in French 10

Monday, December 11 at 6:00 p.m. Pacific Standard Time, at a meeting facility in downtown Vancouver in English 11

Monday, December 11 at 8:00 p.m. Pacific Standard Time, at a meeting facility in downtown Vancouver in English 12

### **CALCQCHILDGEN (PIPED-IN BASED ON GROUP SELECTED AT "CALCQCHILDGEN")**

8 to 13	1
14 to 18	2

### **QCHILDGEN**

What gender does your child aged <CALCQCHILDGEN> identify as? If you have more than one child aged <CALCQCHILDGEN>, please answer for the oldest.

IF ASKED: We want to be sure to hear from a mix parents of male and female children in the discussions.

Male	1
Female	2
Prefer to self-describe:	3
Prefer not to say	4

### **CALCQ3B (PIPED-IN BASED ON GROUP SELECTED AT "CALCQ3B")**

attend an in-person meeting at a focus group facility	1
log onto a video conference website and if you use separate audio, also dial into a teleconference number, with a Canadian number provided	2

### **Q3B**

You will be asked to <CALCQ3B>. You will participate through a general discussion, as well as by viewing some materials shown to you throughout the discussion. Sessions will be recorded for research purposes only, but confidentiality and anonymity will be maintained.

### **CALCQFOCUSB (PIPED-IN BASED ON GROUP SELECTED AT "CALCQFOCUSB")**

arrive 10 minutes	1
log in 5 minutes	2

### **QFOCUSB**

We are asking that all participants <CALCQFOCUSB> prior to the start time of the session. Late arrivals may not be admitted to the discussion, nor would an incentive be received.

### **PH3**

At the start of the discussion you will be given some added details about the purpose and kinds of questions you will be going through. Basically, you and a handful of other parents will provide your thoughts and reactions to several ideas for ads the Government is considering for this campaign to increase awareness about children's safety online. This will be done through a guided conversation, section by section, and everyone will be asked to provide some opinions, although no one will be "put on the spot". And, remember, there are no right or wrong answers for this, it's just your opinion. You will not need to have any special knowledge to participate.

The discussion will be led by an experienced moderator and observed by officials responsible for planning the awareness campaign.

These discussions will take place in a secure and confidential environment. All personal identities will be protected. You will only be referred to by your first name. No one else in the discussion will know your identity. Anonymous excerpts or quotes from the discussion may be

included in the final aggregate report to illustrate the findings, but they will not be linked to any participant.

Are you comfortable with all of this?

Yes 1  
No (THANK AND TERMINATE) 2

### **QEQUIP**

If you have not used them recently, please check to make sure your audio and recording equipment, such as speakers and webcam, are working well before the day of the discussion group. You will not be able to participate without a working webcam and audio. Also, we are providing a Canadian call-in number for anyone without audio on their computer/tablet, but please be advised that it is not a toll-free number, although it may be in your province or region. This is all of the information and questions I have for you, so now, do you have any questions for me before the group discussion?

(Check to indicate statement read) 1

### **QCONSENT**

Now that we have gone through all of the details about what is involved in the group, that sessions will be observed and recorded, and what is being done to protect everyone's privacy and personal information, are you comfortable with participating in the discussion?

Yes 1  
No (THANK AND TERMINATE) 2

### **QTELE**

#### ***Text/phone***

We will give you a reminder telephone call and send an email to remind you and provide the link to the discussion a day or two prior to your group discussion.

<[APHONE is empty]What is the best telephone number to reach you?[ELSE]Is {\$\_telephone} the best telephone number at which to reach you?>

APHONE is not empty

Yes 1

<[APHONE is empty]Telephone number:[ELSE]No, please provide alternate phone number :> 2

### **QEMAIL**

#### ***Email***

<[AMAIL is not empty]Is AMAIL the best email address at which to send you an invitation to the discussion, with the secure link and 1-800 number?[ELSE]What is the best email address at which to send you an invitation to the discussion, with the secure link and 1-800 number?>

AMAIL is not empty

Yes 1

<[AMAIL is not empty]No, please provide alternate email :[ELSE]Email address :> 77

**PFNAME**

Please confirm the spelling of your first and last names: \_\_\_\_\_. Only your first name will be used in the discussion.

**PSETTRANSFER**

If you participate, your <CALCINCENTIVEB> honorarium will be sent by e-transfer within one week of participation, or if this is not possible, then by regular mail following the discussion. Would e-transfer to the email address <[AQEMAIL is not empty]AQEMAIL[ELSE]AMAIL> work for you?

- Yes 1
- No, please provide alternate email : 2
- No, prefer by regular mail 3

**PSMAIL**

May we have your mailing address?

Street address format: (apt #) - (Street #) (Street name) e.g. 102 - 359 Kent st.

Postal Box Number format: (PO BOX #) (Station info, if applicable) e.g. PO BOX 1004 STN MAIN

Rural Route format: (RR #) (Station info, if applicable) e.g. RR 6 STN MAIN

**CALCECONFIRM (PIPED-IN BASED ON GROUP SELECTED AT "CALCECONFIRM")**

discussions. We MUST first have the confirmation telephone call completed for you to participate in the discussion. 1

discussions, including the login instructions as well as the password protected link for the discussion. We MUST first have the confirmation telephone call completed or we will not be able to send you these details for you to participate in the discussion. 2

**ECONFIRM**

Confirmation of registration for group discussion | Confirmation d'inscription à la discussion de groupe

Dear AFNAME ALNAME,

This is to confirm that you are registered to attend a discussion taking place on <QENGROUP>.

We will call you to confirm by telephone and provide a few more details about the discussion, as well as answer any questions you may have. We will then send you an email reminder the day before the <CALCECONFIRM>

If you want to contact us about this group, please call EKOS Research, at 1-800-388-2873 or email <a href="mailto:focusgroups@ekos.com">focusgroups@ekos.com. You may also verify this research with the Research Verification Service operated by the Canadian Research Insights Council (CRIC) at <https://canadianresearchinsightscouncil.ca/rvs/home/> by entering project code 20231109-EK929.

Sessions will be recorded for research purposes only. EKOS Research Associates Inc. is committed to maintaining the security and privacy of the information we collect from the public, and we protect your personal information through appropriate physical, organizational and technological measures. For more information about our privacy practices, please read our Privacy Policy. For questions regarding access to personal information held by EKOS, the accuracy of this personal information, or complaints related to EKOS' privacy practices, please contact our Privacy Officer at [pobox@ekos.com](mailto:pobox@ekos.com).

Thank you for your registration.

Susan Galley  
Project Manager  
EKOS Research Associates, Inc.  
[www.ekos.com](http://www.ekos.com)

TOPIC

Registration for group discussion

## **THNK**

If you have any questions, please let us know by calling us toll-free at 1-800-388-2873 or by sending an e-mail to [focusgroups@ekos.com](mailto:focusgroups@ekos.com). Thank you for your cooperation and time.

## **THNK2**

### ***Screened-out***

Thank you for your cooperation! Based on the information you have provided, unfortunately you are not eligible to participate in this survey.



# **APPENDIX B**

## **CONCEPT TESTING DISCUSSION GUIDE**



## APPENDIX B: Concept Testing Discussion Guide

### 1. INTRODUCTION (5 MINUTES)

- I represent EKOS Research (reminder to only use first name of moderator and participants). These groups are being conducted for Public Safety Canada to explore reactions to some possible approaches used to tell Canadian parents about information resources available from the Government of Canada to help them keep children safe from the potential danger of online child sexual exploitation.
- This research will help the Government Canada plan communications activities designed to increase the awareness of Canadian parents about online children’s sexual exploitation.
- The purpose today is to talk about the types of communications materials that could be used in the awareness campaign, not to concentrate on actual literacy content. Our objective is to focus only on the communications aspect to explore how the message from this advertising will be received and understood by parents and other caregivers.
- This group is part of a series of focus groups taking place online with Canadians across the country. This session will last 90 minutes, and we’ll just quickly go over the format and “ground rules”:
  - ◇ Discussion is being recorded so I can listen to what everyone is saying and not worry too much about taking notes.
  - ◇ There are observers who have logged in from the Government of Canada and the ad agency developing the campaign so they can hear your opinions first-hand.
  - ◇ All comments are confidential.
  - ◇ Please do not take screen shots or make copies of the concepts shared today. They are for discussion purposes only, in draft form as you will see, and they are confidential.
  - ◇ There are no right or wrong answers here and no need for any expertise. We’re looking for reactions and opinions.
  - ◇ Please try to speak one at a time and be respectful of one another’s opinions.
  - ◇ It’s okay to disagree. Please speak up even if you think you’re the only one who feels a certain way. Everyone may have different experiences and different points of view.
- I’m going to raise some points for discussion, watch for time and make sure everyone has a chance to participate. We do not work for the Government of Canada.

- ▶ Please make sure that you are in a quiet place, free from distractions. We ask for your full attention for this time.

## 2. INTRODUCTIONS (5 MINUTES)

1. Let's start by going around the group. Please introduce yourself and tell us something about yourself (# and age of children, the part of the country you live in, etc).

## 3. UNDERSTANDING OCSE (10 MIN)

2. Do you feel you have the information you need to be able to look out for the potential dangers your children may encounter online?
  - a. Did you feel you need more information or guidance about what to look out for?
  - b. Have you looked for or get any information or advice?
  - c. Do you feel that you know where to turn to get information, or that it was difficult to know where to get reliable and trustworthy information on these issues?

Online child sexual exploitation (OCSE) is one of the most pressing and serious public safety issues in Canada, and internationally. This crime is on the rise and continues to increase significantly because of new technological advances. These technological advances—combined with low cost and anonymity—are contributing factors to this growing problem, allowing child sex offenders to easily recruit (luring and grooming) and coerce (sextortion) children.

## 4. CONCEPT TESTING (60 MIN, 15+/CONCEPT, 10 OVERALL)

The Online Child Sexual Exploitation awareness campaign aims to increase awareness among Canadians and parents in particular, about the scale of and types of methods used in OCSE, as well as engage them to think about, discuss and plan concrete actions they can take to help.

We are going to look at three different concepts or approaches that the Government of Canada is considering and get everyone's reaction to them. Your feedback will feed into developing some new communication material to be used in the campaign to help people become informed.

Again, remember that there are no right or wrong answers here. Everybody has an equally valid opinion.

Each of these concepts or approaches is currently at the development stage, so what we will look at is an animated storyboard mock-up of a 30 second video. So, it's not really what the video of the ad would look like, which would be shot with live actors, but it's meant to give us an idea of what they are

thinking about. Then you will go to a ratings page for the set so open your chat now and that is where you will find the links after each concept.

**Moderator: Show and go through each concept individually. Rotate order each time.**

**Open-Closed** – This takes place in a child’s bedroom where she is hearing or reading online chat through her laptop. We hear whisperings such as you are beautiful, how old are you, share a pic, and you hear words like shy. Then her mother comes into her room to speak with her.

**Someone Else Will** – We see a boy using his phone while sitting on a couch and someone older coming to sit next to him. We begin to understand through chat notifications and some texting that the person next to him is not actually, physically in the room, but engaging with the child online. They are posing as an older and supportive confident.

**Uncomplicate it** – We see a child going upstairs to her bedroom, while the father and mother are sitting downstairs. The father is worrying. The mother goes to a website, which they review together before going upstairs.

Before we start our discussion, take a minute to fill in a few ratings on the sheet and write down a few words on your initial reaction on the comments line on the ratings sheet.

3. What do you think of it? What is your first impression?
  - a. What do you like/not like about it?
  - b. Is the message or main point clear (e.g., the importance of parents knowing about the potential dangers of online activity for their children and knowing what to look out for, seeing Public Safety as a reliable and trustworthy source of information to assist parents)?
  - c. Is the tone of the material appropriate? Is it credible? Does it strike a chord with you or generally seem relevant?
  - d. What do you think of the images or characterization used? Is there anything that you don’t like?
  - e. Would it have you looking for information or going to the website? (Why or why not)

### Statics

So, now I want to show you some corresponding drafts of photo ads that would be part of the same campaign.

4. What do you think of these ads? What did you like or not like about them? What stood out?

### **AFTER PRESENTING ALL CONCEPTS:**

5. Thinking about these three different approaches, which one do you think is more effective (i.e., would have you thinking about practices to keep children safe online, and where to look for information to support this)?

- a. Which one would be more likely to have you go to the website or generally look for more information?
  - b. Which one would do the best job of getting parents to think about, discuss and plan for ways to keep their children safe?
6. Is there anything that would make it better or clearer, more relevant or more impactful as far as you are concerned?

## 6. IMPRESSION OF CAMPAIGN (5-10 MIN)

7. What do you think generally about this campaign and its objectives?
  - a. Does it seem to make sense to you to inform Canadian parents about online child sexual exploitation, and what to look for to keep their children safe?
  - b. About Public Safety as a reliable and trustworthy source for information to help parents in monitoring children's online activity, to keep them safe?
8. This may be a sensitive topic area for parents. How do you feel about a more serious and even ominous tone versus a more light-hearted tone?
  - a. Do you think one is more appropriate for this topic?
  - b. Do you think that parents will relate better to one or the other?
  - c. Which will be more likely to get the attention of parents? To have them go look for information to support conversations?

## 7. WRAP UP (2 MINUTES)

9. Is there anything that we haven't talked about or that you would like to add before we go?

**THANK YOU**

# APPENDIX C

## RATINGS SHEET





## APPENDIX C: Ratings Sheet

### RATINGS

---

#### Open & Closed

	WEAK	NEITHER WEAK NOR STRONG			STRONG
Clarity of the message – tells a clear story .....	1	2	3	4	5
Grabs my attention .....	1	2	3	4	5
Relevance - strikes a chord with me .....	1	2	3	4	5
Would have me look for information/go to the website	1	2	3	4	5
Overall .....	1	2	3	4	5

#### Comments:

---

#### Someone Else Will

	WEAK	NEITHER WEAK NOR STRONG			STRONG
Clarity of the message – tells a clear story .....	1	2	3	4	5
Grabs my attention .....	1	2	3	4	5
Relevance – strikes a chord with me .....	1	2	3	4	5
Would have me look for information/go to the website	1	2	3	4	5
Overall .....	1	2	3	4	5

#### Comments:

---

## Uncomplicate It

	WEAK	NEITHER WEAK NOR STRONG		STRONG	
Clarity of the message – tells a clear story .....	1	2	3	4	5
Grabs my attention .....	1	2	3	4	5
Relevance – strikes a chord with me .....	1	2	3	4	5
Would have me look for information/go to the website	1	2	3	4	5
Overall .....	1	2	3	4	5

### Comments:

---

## Preferred Concept

Which concept is the most effective at getting you to think about this issue and look for more information?

Open & Closed (Mom comes in to talk to daughter).....	1
Someone Else Will (Person luring child when dad walks in) .....	2
Uncomplicate It (Father & Mother getting ready for talk) .....	3
Unsure.....	4

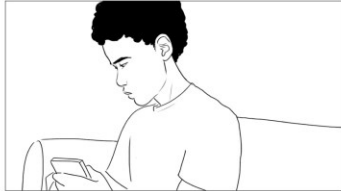
# APPENDIX D

## CONCEPTS

# CONCEPT A: SOMEONE ELSE WILL

## 30 second video storyboard

01-01



A boy is typing on his phone.

01-02



A man slides into frame, sitting beside the boy  
**MAN:** Hey, how're you feeling?  
 The boy continues to look at his phone and shrugs

01-03



**MAN:** I know that things at school are tough right now. I remember when I was your age, I had a hard time finding my crowd.

01-04



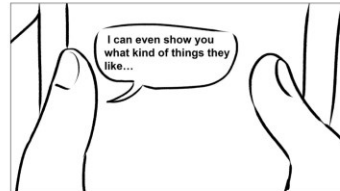
**MAN:** I just want you to know that I'm here for you.

01-05



**MAN:** You can tell me anything. Like if you're interested in anyone at school.  
 Camera pans from his phone to his face

02-01



**MAN:** I can even show you what kind of things they like...  
 The screen of the boy's phone reveals the conversation is happening as text messages.  
**DAD (OFFSCREEN):** Kids, it's time for dinner!

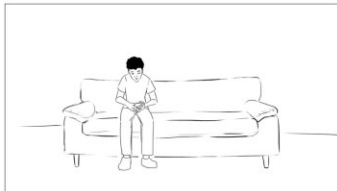
1

02-02



Dad looks from around the corner to get boy's attention

02-03



A wide shot reveals the boy on the couch, by himself.

03-01



**VO:** Have the online dangers talk with your kids, before someone else does.

04-01



**VO:** Find ways to talk to your kids at [Canada.ca/child-exploitation](https://Canada.ca/child-exploitation).

04-02



**Narration:**  
 A message from the Government of Canada.

2

# Static Ads

CONCEPT 1



CONCEPT 1



# CONCEPT B: UNCOMPLICATE IT

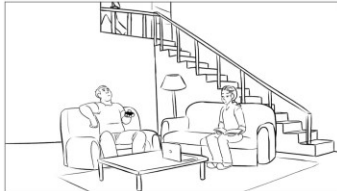
## 30 second video storyboard

01-01



Open on a shot of a teen walking up the stairs on her tablet.

01-02



Cut to her parents in the living room. The mom is reading but the dad is watching the daughter go into her room.

01-03



The father looks to the mother

01-04



Close up of father's face - a bead of sweat drips down it.

02-01



Close up of a post-it note on the wall that says "Plan: Talk to Olivia about Online Dangers".

02-02



Shot of dad from behind in front of the wall with post-it notes all over it. Notes saying: "Grooming" "Luring" "Capping?????" "Video games" "Chat rooms" "Be reliable" "Use cool slang?" and "Plan: Talk to Olivia about Online Dangers"

1

02-03



Mom reaching to get her laptop.

02-04



Close ups of different of a post-it notes on the wall. Notes saying: "Grooming" "Luring" "Capping?????" "Video games" "Chat rooms" "Be reliable" "Use cool slang?" and "Plan: Talk to Olivia about Online Dangers"

02-05



03-01



Dad slumped on the couch, exhausted. Mom shows him the laptop.

03-02



VO: Having the online dangers talk doesn't have to be complicated.  
Screen is on Canada.ca/child-exploitation.

03-03



Parents enter bedroom to sit with daughter.

2

04-01



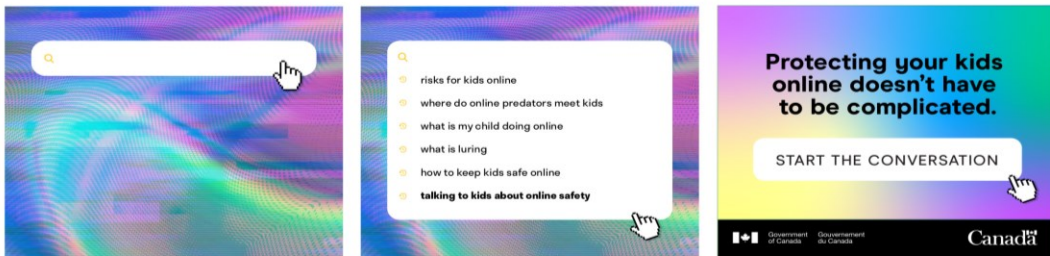
VO: Learn more at Canada.ca/child-exploitation.

04-01

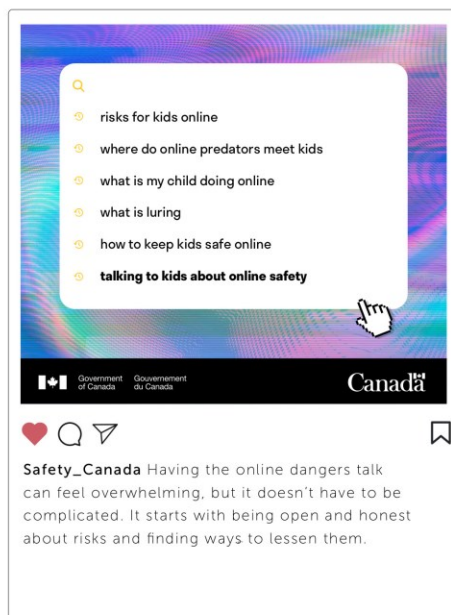


Narration: A message from the Government of Canada.

## Static Ads



CONCEPT 2



# CONCEPT C: OPEN/CLOSED

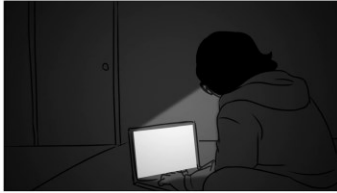
## 30 second video storyboard

01-01



Open on a teenager on their laptop in their room.

01-02



The lighting turns dark and creepy. As they scroll on their computer, we hear ominous music and sounds like groups of people whispering. There's a knock at the door.

**GIRL:** Come in.

01-03



**MOM:** Hey love. What are you up to?

02-01



**GIRL:** Not much, just chatting.

02-02



Mom walks over to sit on the bed. The girl shuts the laptop - as she does, the environment changes.

**MOM:** Can we talk?

**GIRL:** Sure.

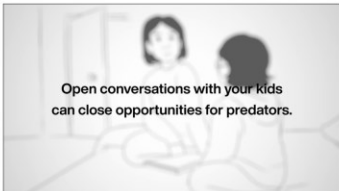
02-03



The room becomes bright and the ominous music and sounds come to a stop.

1

02-04



[Text on screen appears as the conversation proceeds in the background.]

**VO:** Open conversations with your kids can close opportunities for predators.

03-01



Learn how to talk to your kids about  
online child sexual exploitation at  
[Canada.ca/child-exploitation](https://Canada.ca/child-exploitation)

03-02



**Narration:**  
A message from the Government of Canada.

2



# STATIC ADS

CONCEPT 3



CONCEPT 3

**Safety\_Canada** Predators use kid-friendly games and apps to lure, groom, and exploit children. But the more your children know about online dangers, the safer they'll be. Have an open conversation with your kids to close opportunities for predators to take advantage.