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Final Report

Help Your Child Stay Smoke-Free: A Guide to Protecting Your Child Against Tobacco Use

Focus Group Testing

Health Canada

March 2006

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Introduction

Decima Research Inc. is pleased to present the following report about focus groups on parents' perceptions of a new booklet *'Help Your Child Stay Smoke-Free: A Guide to Protecting Your Child Against Tobacco Use'*, on behalf of Health Canada.

The overall objective of the research is to evaluate the effectiveness of the Health Canada guide, from a messaging, language and design perspective. Specifically, the testing is intended to aid in determining the effectiveness, fit and appeal of the messages and the creative to the target audience. This will also include an examination of the motivational appeal of the guide vis à vis look and the effect of the material on participant's thinking and behaviour.

The specific objectives of the research were to evaluate and determine if the guide:

- Is credible and relevant with the segmented audiences;
- Appeals and is sensitive to the cultural and emotional sensitivities of the audiences;
- Has memorable impact in the minds of the audiences; and,
- Has the ability to motivate the audiences to action.

Decima conducted a series of 8 focus groups in four cities across Canada: Calgary (March 8), Montreal (March 14), Hamilton (March 21) and Halifax (March 22). The focus groups were conducted with two distinct audiences: smokers and non-smokers.

All of the participants were:

Adults aged 20-55

Parents with children under the age of 19 living in the home

Mix of gender, age, income and education

Mix of parents with children aged: '6 and under', '7 to 11', '12 to 14', and '15 to 19'

Decima Research designed and directed all elements of this phase including design, recruitment, moderation and analysis.

Finally, it should be noted that focus group research is a form of scientific, social, policy and public opinion research. As structured group interviews that proceed according to a careful research design and attention to the principles of group dynamics, focus groups should be distinguished from "discussion groups", "problem-solving groups", "buzz groups", or "brainstorming groups". They are not designed to help a group reach a consensus or to make decisions, but rather to elicit the full range of ideas, attitudes, experiences and opinions of a selected sample of participants on a defined topic. Because of the small numbers involved, the participants cannot be expected to be thoroughly representative in a statistical sense of the target population from which they are drawn, so the findings should be taken as directional, rather than statistically absolute in nature.

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Executive Summary

Impressions of Youth Smoking

Both smokers and non-smokers in the groups agree that the issue of youth smoking is a serious one. However, non-smokers generally feel that the problem of youth smoking is getting worse, whereas smokers were more likely to think that things were getting better, or at least remaining about the same as it has been over the past decade or longer.

Most of these parents had engaged in conversations with their kids about smoking and the dangers of smoking in the past. Non-smokers were more likely to have had “talks” that they have initiated about the dangers of smoking with their kids. The smokers indicated that in most cases, it was their kids who had “brought up” the subject with them. So the type of interaction that smokers have tended to have with their kids has not been the same as that which non-smokers have had, and have not generally involved the kind of parental support or advice as they might provide in terms of talking about other issues.

Few of the discussions that have occurred with kids about smoking have been with the aid of information or materials that parents have found. Parents indicate they use their usual parenting techniques to address these issues (like using encounters with a smoker to engage smaller kids, or “asking questions” about their friends and smoking to engage older kids).

It was clear that smokers feel a lot of discomfort initiating dialogue that involved telling their kids about the dangers of smoking. This discomfort is not because they don’t care about it – from what we heard, they care very much, and want to ensure their kids do not take up smoking. The bottom line is that they do not feel they have a leg to stand on in a conversation with their kids, so they tend not to talk about it, or change the subject if it comes up.

The Booklet

The booklet was very well received by most participants. Overall impressions ranged from very positive to moderately positive, and as discussions explored the specifics of the booklet, impressions tended to become more positive. Only four of the 80 participants in these 8 groups had an overall negative impression of this booklet.

Most importantly, the booklet was appealing to both non-smokers and smokers. Initially, it was more appealing to non-smokers than to smokers, as some of the smokers took issue with specific elements of the document. But as the discussions evolved with smokers, it was clear that the points they took issue with were more the exception than the rule, and that they acknowledged there were a lot of appealing elements in it.

For the most part, the document doesn't preach, judge or use guilt to make its point, it uses facts and information, which is a refreshing change for smokers. Smokers, many of whom wrote quotes like, "*here we go again*" as their initial impressions of what they would see, were in general pleasantly surprised at the content and tone of the document. They were also clear that the points being made were very effective and helpful.

While there were numerous suggestions made about ways that the booklet could be improved, the dominant view is that this booklet takes a new and refreshing approach to these issues, an approach that is very credible and genuinely helps parents deal with these issues. Most importantly, it is written in such a way that smokers find effective and constructive.

- **The booklet contains a lot of relevant, useful information.** Much of this information was seen as being new, fresh, relevant and helpful. Smokers in particular expressed a clear sense that the material could be of real, practical use. There were some elements that participants had seen before, but there were others that they had not, and some really worked well, because they were "grounded in reality". Participants

conveyed a sense that someone who was a parent, and might have been a smoker, had written this piece, which greatly enhanced its credibility.

- **The language was quite clear, easy to read.** The language was seen as being easy for all participants to understand. Many liked the emphasis on bullet points, which made the material even easier to consume.
- **The “ages and stages” approach was singled out as a very effective way of presenting the issues and information.** This approach had a dual effect, in that it also conveyed a sense that those who wrote it understood the practicalities of dealing with kids of different ages, and dealing with the difficulties smokers have in talking to their kids about the dangers of smoking. Other areas that were consistently singled out for their effectiveness were the “10 different ways” section, the “notes on transitions”, and the “if you are a smoker” sections.
- Discussions revealed that the way they would most likely use the booklet is in “chapters”. Few would read it cover to cover, as it is seen as being quite long. Rather, participants said they would be most likely to read the beginning, then turn to the section that is most relevant for their own kids’ ages.

While the visual qualities of the internal elements of the document yielded very positive reaction, participants did not find the cover appealing. Reaction to the internal visuals paralleled reaction to the content – a refreshing and positive impression overall, although there was some confusion about section breaks and colours. The criticism of the cover revolved around the fact that it wasn’t all that engaging (the way the internal content was), and therefore the booklet might not be picked up. More specifically, the front cover was labelled as “governmental”, which tended to reduce its appeal overall, and smokers specifically revealed that they might avoid reading it because they would expect to encounter the “judgemental, critical, tone” that they say they get from most government produced material when they opened it.

There were only a handful of issues that participants felt were missing from the document that would be usefully added. The suggested additions all came from smokers, and were specifically focused on issues that they had dealt with or run across personally. In particular, there were a few “myths” that they felt needed to get emphasis in the booklet. Indeed, the suggested myths were almost universally felt to be more important than the myths that were there. Those suggestions fell into four areas:

- **The idea of being able to quit anytime.**
- **Vanity – the implications for skin and teeth.**
- **The fact that lung cancer is not the only disease that someone who smokes is at higher incidence of getting.**
- **Gaining weight when you quit smoking.**

There were also some issues that were flagged as concerns about certain content and language in the booklet. They all revolve around certain points of data or messaging that they feel are not true, paint smokers in an unreasonably negative light, or are a significant “reach” in terms of communications. There are a few examples, but the one that is nearly universal is the suggestion that smoking correlates with illegal drug use and behaviour. This one is a very strong irritant to smokers, who feel that this attempts to paint them as worse than “bad people”; it attempts to paint them as criminals. They resent it, and it leads them to want to dismiss the entire document. The other concern was language that felt paternalistic or judgemental. The document has done well as minimizing this language, but there are places where the tone could be usefully adjusted.

Recommendations

We assume that smokers are the major target audience of this booklet and it is in this context that we make the following series of recommendations. Most of the recommendations will be equally applicable and helpful to both audiences, but non-smokers tended to not to express strong concerns or suggestions about the document (because they liked so many elements) whereas among smokers, there were elements they felt needed revision;

1. **Make the front cover more visually appealing, more in line with the internal visual qualities of the document.** It feels like “government” when the rest does not. Because we know that most things that feel like “government” are never opened, we think changing the cover would give a fighting chance for the booklet to be picked up and read.
2. **In terms of visuals, consider the following changes:**
 - a. Try and make the sections more colour consistent, so participants know what section they are in.
 - b. Change pictures to be more reflective of kids in those age groups (or at least targeted in those age groups). The main example is the picture on page 12, which participants think should be of a 5-6 year old.
3. **In terms of language/content, consider the following changes:**
 - a. Add myths about being able to quit anytime and weight gain when you quit smoking, and put them at or near the top of the list. Consider dropping Myth #5, or at least drop out the element about illegal drugs within that myth.
 - b. Move up the bullet points on the “facts pages” that are new and attention-grabbing to participants, like:
 - i. Youth who are exposed to both a family member and best friend who smoke have a 90% greater chance of smoking than youth who are not in the same situation on P. 4
 - ii. The average smoker may die 10 years earlier than an similar non-smoker on p. 10
 - iii. Many young people don’t know that smokeless tobacco is a dangerous alternative to cigarettes on P. 4

iv. The excessive cost of smoking on p. 32

- c. Add more references that juxtapose incidence rates between smokers and non-smokers, so smokers cannot rationalize their way out of accepting that data.
- d. Delete messages or soften language about smoking leading to criminal behaviour. So many of the other pieces of data and information in this piece work well to drive home the point, this point is clearly an irritant that leads them to dismiss everything...and it doesn't make the overall message any stronger.
- e. Put the website at the end of every section, or in the footer to the document as a whole. Many participants told us that they would use the document only for the particular age group their kids were at, so links for further information should be more widely used throughout the document.
- f. Keep the quiz, but make it clearer that the quiz is in the "under 6" section, and make the questions a little more difficult, more oriented to a 5-6 year old.
- g. Consider revising the text in section 1 of the booklet, in the introduction. We suggest first toning down or taking out the "you want to be a good role model" line, which irritates some smokers and is self-evident. Second, we suggest adding a sentence like *"If you are a smoker, this booklet provides some specific suggestions about how to talk to your kids about smoking, recognizing the circumstances that you face in conversations about smoking with your kids."*

Sommaire

Résumé

Le tabagisme chez les jeunes

Les fumeurs et les non-fumeurs sont d'avis que le tabagisme est un grave problème chez les jeunes. Cependant, les non-fumeurs ont généralement l'impression que le problème s'aggrave alors que les fumeurs ont plutôt l'impression qu'il diminue ou qu'il est stable depuis les dix dernières années.

La plupart des parents ont déjà parlé à leurs enfants des risques du tabagisme. Les non-fumeurs sont davantage susceptibles d'avoir déjà parlé des dangers du tabagisme à leurs enfants. Les fumeurs indiquent que ce sont souvent les enfants qui entament le dialogue avec eux à ce sujet. Les fumeurs et les non-fumeurs n'ont donc pas la même approche avec leurs enfants. En outre, les parents fumeurs offrent généralement moins de soutien et de conseils à leurs enfants par rapport au tabagisme qu'ils le font pour d'autres enjeux.

Peu de discussions sur le tabagisme se sont appuyées sur de l'information ou de la documentation qui traite de ce sujet. Les parents ont mentionné qu'ils recourent à leurs techniques habituelles pour échanger avec leurs enfants à propos du tabagisme (par exemple, ils saisissent l'occasion d'une rencontre avec un fumeur pour en parler avec leurs jeunes enfants ou ils « posent des questions » à leurs adolescents sur les comportements de leurs amis par rapport au tabac).

Il apparaît évident que les fumeurs sont mal à l'aise de parler de tabagisme à leurs enfants. Ce malaise ne provient toutefois pas de leur insouciance à l'endroit du tabagisme. D'après ce que nous avons entendu lors des discussions, ils s'en préoccupent beaucoup et ils veulent s'assurer que leurs enfants ne commencent pas à fumer. En bout de piste, comme ils croient manquer de crédibilité lorsqu'ils plaident contre le tabagisme, ils ont

tendance à éviter d'en parler ou à changer de sujet lorsqu'il surgit dans la conversation.

Le livret

La plupart des répondants ont très bien accueilli le livret. De prime abord, les impressions des répondants ont oscillé entre très positives et assez positives, mais au fur et à mesure des discussions plus en profondeur sur des éléments précis du livret, elles devenaient généralement de plus en plus positives. Les huit groupes ont rassemblé en tout quatre-vingts répondants et seulement quatre d'entre eux ont émis une opinion négative à l'égard du livret.

Mieux encore, le livret plaît aux non-fumeurs et aux fumeurs. Il plaît par contre davantage aux non-fumeurs qu'aux fumeurs, étant donné que ces derniers contestent quelques éléments contenus dans le document. Toutefois, en cours de discussion, il est devenu évident que les points critiqués par les fumeurs étaient davantage des exceptions qu'une règle générale et ils ont admis que le livret comportait de nombreux éléments intéressants.

Les fumeurs ont trouvé rafraîchissant que la majeure partie du document expose des faits et des renseignements plutôt que de prêcher, condamner ou culpabiliser. Plusieurs fumeurs ont noté, comme première impression du document : « *Et c'est reparti* ». Ils ont toutefois été agréablement surpris du contenu du document et du ton adopté. Ils ont également clairement indiqué que les questions soulevées étaient très pertinentes et utiles.

Même si les participants ont formulé de nombreuses suggestions pour améliorer le document, le point de vue qui domine est que le livret adopte une approche nouvelle et rafraîchissante pour parler du tabagisme. Cette approche très crédible aide véritablement les parents à prendre des mesures à l'égard du tabagisme. Mieux encore, le document est rédigé de sorte que même les fumeurs le trouvent efficace et constructif.

- **Le livret comporte beaucoup de renseignements pertinents et utiles.** Les répondants trouvent la plupart des renseignements nouveaux, rafraîchissants, pertinents et utiles. Les fumeurs, tout particulièrement, sont d'avis que les renseignements pourraient être mis en pratique. Le document compte aussi des éléments dont certaines personnes avaient déjà entendu parler, et d'autres qui sont très efficaces étant donné qu'ils sont « ancrés dans la réalité ». Les participants ont l'impression que le document a possiblement été rédigé par un parent, peut-être même par un fumeur, ce qui lui confère encore plus de crédibilité.
- **Le texte est clair et facile à lire.** Tous les répondants trouvent le vocabulaire utilisé clair et facile à comprendre. Bon nombre d'entre eux apprécient l'utilisation de puces, ce qui allège davantage la lecture.
- **L'approche des « Âges et étapes » s'est démarquée des autres et a été perçue comme une manière très efficace de présenter les faits et les renseignements.** Cette approche a un double effet : elle véhicule l'idée selon laquelle les rédacteurs ont compris ce qui se passe réellement lorsque l'on discute avec des jeunes d'âges différents et également qu'ils sont conscients des difficultés qu'éprouvent les fumeurs à parler des risques du tabac à leurs enfants. Les participants ont aussi souligné l'efficacité des sections « 10 façons », « Transitions » et « Vous fumez? ».
- Au cours des discussions, les participants ont indiqué qu'ils seraient davantage susceptibles de parcourir le livret « par chapitre ». Compte tenu de la longueur du document, peu d'entre eux le liraient d'un couvert à l'autre. Les gens ont mentionné qu'ils auraient plutôt tendance à lire le début du livret, pour ensuite passer directement à la section la plus pertinente selon l'âge de leurs enfants.

Les participants aiment la présentation visuelle des différentes parties du document. Par contre, la couverture ne les attire pas. Les opinions concernant la présentation visuelle vont de pair avec celles qui ont été exprimées pour le contenu : les impressions générales sont positives et

rafraîchissantes, même si les divisions du livret et les couleurs attribuées aux différentes sections ont créé un peu de confusion. Les participants ont critiqué la couverture qu'ils ne trouvent pas vraiment accrocheuse (alors que le contenu l'est) et ont souligné que cela pourrait faire en sorte que le livret passe inaperçu. Par exemple, selon les participants, la couverture fait « gouvernementale » et contribue à rendre le document moins attrayant. Les fumeurs, tout particulièrement, ont dit qu'il serait possible qu'ils évitent de le lire, car ils s'attendraient à retrouver, en le parcourant, le même « ton critique et réprobateur » adopté dans la plupart des documents conçus par le gouvernement.

Il n'y a que quelques renseignements qui ne figurent pas dans le document mais qui, selon les participants, mériteraient d'y être ajoutés. Les renseignements à ajouter ont tous été suggérés par des fumeurs. Ils sont issus de problèmes qu'ils ont eux-mêmes rencontrés ou surmontés. Les fumeurs croient qu'il faudrait souligner certains « mythes » dans le livret. À vrai dire, les participants ont presque toujours trouvé que les mythes soulevés lors des discussions étaient plus importants que ceux rapportés dans le livret. Les suggestions sont réparties en quatre domaines :

- **L'idée que l'on peut cesser de fumer n'importe quand.**
- **La vanité : les répercussions du tabagisme sur la peau et les dents.**
- **Le fait que le cancer du poumon n'est pas la seule maladie que les fumeurs sont plus à risque de contracter que les non-fumeurs.**
- **La prise de poids qui accompagne l'abandon du tabagisme.**

Les participants relèvent aussi des éléments qui les préoccupent concernant le contenu du livret et la langue utilisée. Toutes leurs préoccupations concernent les propos qui, selon eux, manquent de crédibilité, vont trop loin ou dépeignent les fumeurs de manière trop négative. Nous avons noté quelques exemples, mais celui partagé par la quasi-totalité des participants est le message qui établit un lien entre le tabagisme et la consommation de drogues. Ces propos irritent très fortement les fumeurs qui ont l'impression que l'objectif est de les présenter comme s'ils étaient de

« mauvaises personnes », presque des criminels. Ils se sentent insultés au point de renier le document au complet. L'autre préoccupation des participants concerne le ton qu'ils ont qualifié tantôt de paternaliste, tantôt de réprobateur. Le document est bien vulgarisé, mais à certains endroits, le ton pourrait être ajusté.

Recommandations

Nous tenons pour acquis que les fumeurs représentent le public cible de ce livret et c'est dans cette optique que nous formulons les recommandations suivantes. Il est à noter que la plupart des recommandations s'adressent tant aux fumeurs qu'aux non-fumeurs et pourront les aider. Toutefois, les non-fumeurs ont exprimé moins de grandes préoccupations à l'égard du document et ils ont formulé moins de suggestions (puisque bon nombre d'éléments leur ont plu) alors que les fumeurs ont plutôt eu l'impression qu'il y avait des éléments à améliorer.

1. **Rendre la couverture plus attrayante, mieux l'agencer aux qualités visuelles que l'on retrouve à l'intérieur du document.** La couverture « sent le gouvernement » alors que le reste du document donne une toute autre impression. Sachant que bien les documents « qui sentent le gouvernement » ne sont jamais lus, nous croyons qu'une nouvelle couverture donnerait de meilleures chances au livret d'attirer l'attention du public, et d'être lu.
2. **Sur le plan de la présentation visuelle, considérer les modifications suivantes :**
 - a. Essayer de rendre les sections plus constantes au niveau des couleurs, de façon à ce que les lecteurs puissent facilement se repérer dans le document.
 - b. Changer les photos de façon à ce qu'elles soient plus représentatives des groupes d'âge (du moins ceux que visent ces groupes d'âge). Le principal exemple est la photo à la page 12 : la

majeure partie des participants la remplaceraient par la photo d'un enfant de cinq ou six ans.

3. Sur le plan de la langue et du contenu, considérer les modifications suivantes :

- a. Ajouter des mythes, comme celui selon lequel on peut cesser de fumer n'importe quand et celui relatif à la prise de poids qui accompagne l'abandon du tabagisme, et les placer au début de la liste. Songer à supprimer le Mythe N°5, ou du moins, la partie qui évoque la consommation de drogues.
- b. Déplacer les faits évoqués (marqués d'une puce) dans les « pages qui présentent des faits » de façon à mettre en évidence ceux qui sont nouveaux et qui captent l'attention des répondants, par exemple :
 - i. « Les jeunes qui évoluent dans une famille où quelqu'un fume et dont le meilleur ami fait usage de tabac augmentent de 90 % leur risque de fumer par rapport aux jeunes qui ne sont pas dans la même situation » (page 4)
 - ii. « Le fumeur moyen peut mourir dix ans plus tôt qu'un non-fumeur comparable » (page 10)
 - iii. « Beaucoup de jeunes ignorent que le tabac sans fumée se révèle une solution de rechange dangereuse à la cigarette » (page 4)
 - iv. « Le coût excessif de la cigarette » (page 32)
- c. Ajouter des références pour mettre en parallèle les taux d'incidence entre les fumeurs et les non-fumeurs, afin d'empêcher les fumeurs d'esquiver les données rationnellement.

- d. Retirer les messages qui indiquent que le tabagisme mène à la criminalité ou les adoucir. Le livret comporte suffisamment de données et de renseignements pour que le message soit efficace et ces propos agacent certaines personnes, au point où elles renient tout le contenu du livret... Enfin, ces propos ne contribuent en rien à raffermir l'ensemble du message.
- e. Indiquer l'adresse du site Web à la fin de chaque section ou en bas de page. Bon nombre de participants ont mentionné qu'ils n'utiliseraient le document que pour les sections qui correspondent aux groupes d'âge de leurs enfants; il serait donc utile que les liens à consulter se retrouvent à plusieurs endroits dans le livret.
- f. Conserver le « Jeu-questionnaire des champions », mais faire en sorte que ce soit évident qu'il s'adresse aux « enfants de 6 ans et moins ». Les questions pourraient être plus difficiles et conçues pour les enfants de cinq ou six ans.
- g. Songer à réviser le texte de la section 1 du livret, l'introduction. La première suggestion serait d'alléger le ton ou de retirer la phrase « En étant un modèle de comportement positif et en adoptant de saines pratiques parentales ». Cette phrase froisse certains fumeurs et elle va de soi. La deuxième recommandation que nous souhaitons faire est d'ajouter une phrase, comme « Vous fumez? Vous trouverez dans ce livret des suggestions pour vous aider à parler efficacement de tabagisme avec vos enfants même si, en tant que fumeur, il est peut-être plus difficile pour vous d'aborder ce sujet ».

Key Findings

Youth Smoking

There are some notable and important contextual differences in the groups between smokers and non-smokers on issues associated with youth smoking, and smoking in general.

- **Both smokers and non-smokers agree that the issue of youth smoking is a serious one.**
- **Non-smokers generally feel that the problem of youth smoking is getting worse, whereas smokers were more likely to think that things were getting better, or at least remaining about the same as it has been over the past decade or longer.**
- **Non-smokers** have a perception that smoking is on the rise among young women and girls, which is making the problem more serious overall. Some also mentioned that they believed there is a growing problem with chewing tobacco among young men and boys.
- **Smokers** tend to feel that the incidence of smoking among youth is receding somewhat. This owes to a sense that their own kids are not smoking (and often pressuring them to quit) as well as a sense that they believe peer pressure among youth is not as strong as it might have been in the past. Some smokers do acknowledge a perception that the incidence of smoking among young girls may be growing.
- **Most of these parents had talked to their kids about smoking and the dangers of smoking in the past.** Non-smokers were more likely to have talked about the dangers of smoking with their kids. A few have not talked to their kids because they felt their kids were too young (4 and under), but otherwise most had discussed it, more than once in the past.

- **The smokers indicated that in most cases, it was their kids who had “brought up” the subject with them.** So the type of discussion that smokers have tended to have with their kids has not been the same kind of parental support or advice as they might provide in terms of talking about other issues. They tend to be on the defensive when they talk to their kids, which does not bode well for providing advice about the dangers of smoking. As we learned in these groups, it actually often bodes for the parents to avoid talking about the issue with their kids, even though they want to.

“I just don’t feel like I have much of a leg to stand on with my kids on this issue, so I tend not to talk about it, even though I want to”

- None of the participants (smokers or non-smokers) had sought out information or “tips” to try and talk to their kids about smoking. Most have tended to use their usual parenting techniques to communicate with their kids about smoking. Some participants brought up helpful techniques for kids of certain ages that might be usefully added to the report – these will be discussed in the specific sections.
- **It was clear that smokers feel a lot of discomfort talking to their kids about smoking.** This discomfort is not because they don’t care about it – from what we heard, they care very much, and want to ensure their kids do not take up smoking. The bottom line is that they do not feel they have a leg to stand on in a conversation with their kids, so they tend not to talk about it, or change the subject if it comes up.

The Booklet

A. Overall Appeal

The booklet was very well received by most participants. Overall impressions ranged from very positive to moderately positive, and as discussions explored the specifics of the booklet, impressions tended to become more positive. Only four of the 80 participants in these 8 groups had an overall negative impression of this booklet.

Most importantly, the booklet was appealing to both non-smokers and smokers. It was more appealing to non-smokers than to smokers, as many of the smokers took issue with specific elements of the document. But as the discussions evolved with smokers, it was clear that the points they took issue with were more the exception than the rule, and that there were a lot of appealing elements for smokers.

For the most part, the document doesn't preach, judge or use guilt to make its point, it uses facts and information, which is a refreshing change for smokers. Smokers, many of whom wrote quotes like *"here we go again"* as their initial impressions of what they would see were in general pleasantly surprised at the content and tone of the document.

While there were numerous suggestions made about ways that the booklet could be improved, the dominant view is that this booklet takes a new and refreshing approach to these issues, an approach that in many ways genuinely helps parents deal with these issues. Most importantly, it is written in such a way that smokers find effective and constructive.

"Normally, the first sign of a document like this, I just throw in the garbage....but this was different than the standard material that tells me that I am a bad parent and a bad person" - Smoker

B. Similarities and Differences: Smokers and Non-Smokers

Non-Smokers

Non-smokers in the groups were generally quite effusive about the booklet. Other than feeling that it was a bit long, or that the cover or the quiz might be changed, there were relatively few negative impressions or suggested additions to the guide.

Smokers

Smokers, having first-hand experience with smoking, offered more detailed impressions and suggestions for the booklet. Although overall their impressions were quite positive, there were more suggestions made in these groups about ways in which the materials could be improved.

In the main, smokers in the groups found the document a refreshing and positive piece, one that stood out from the other pieces they recalled seeing from government over the past several years.

They felt this way for several reasons:

1. To most participants, the document did not convey the sense that they were “bad parents” because they smoked, or suggest in other ways that they were “lesser” parents. This made them more willing to read through it;

“When I opened up my email and began to read this booklet, I thought here we go again, and wanted to press the delete button...but when I read through it, I thought it was extremely helpful.”

2. It provided constructive tips. Some had never had a tool like that, or had not thought of ideas in that sphere before.

3. It targeted their kids, who they are concerned will begin (or continue) smoking, which was a very unique approach compared to targeting adults who smoke, one that is widely embraced (because most are quite concerned that their kids will take up smoking).
4. It was true-to-life. Many described how the booklet actually described how they began smoking when they were young, the factors that led them to start smoking.
5. It had a “Trojan horse” effect on them. While the messaging was for their kids, some participants mentioned that some of the information contained in the document had a sobering effect on them personally.

C. Relevance

- The booklet contained a lot of relevant, useful information.

The information was seen as being new, fresh, relevant and helpful. Smokers in particular expressed a clear sense that the material could be of real, practical use. There were some elements that participants had seen before, but there were others that they had not, and some really worked well.



"I have never seen anything like this before.... I wish I had this 5 years ago" – smoker, with a 16 year old who smokes

"I'm glad the booklet talks about smokeless tobacco, because I think a lot of young boys who are athletes use this, and I'm not sure we as parents know how many kids do use it."

- Some examples of new, relevant information were:
 - Youth who are exposed to both a family member and best friend who smoke have a 90% greater chance of smoking than youth who are not in the same situation on page 6
 - The average smoker may die 10 years earlier than a similar non-smoker on page 12
 - Many young people don't know that smokeless tobacco is a dangerous alternative to cigarettes on page 6
 - The excessive cost of smoking on page 34
- There were some who felt that some of the material in the document was a bit "recycled", in that they had seen similar information in the past. However, this was more the exception than the rule. There was much

information that was new to participants, although it was often suggested that this information was buried in the document, and could usefully be given higher profile.

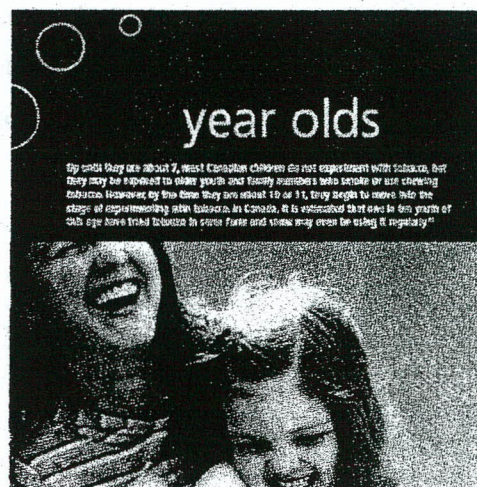
D. Clarity/Ease of Use

- **The language was quite clear, easy to read.** The language was seen as being easy for all participants to understand. Many liked the emphasis on bullet points, which made the material even easier to consume. Indeed, some felt that the booklet could go further than it does in terms of turning prose into bullet points. Others disagreed. Our view is that it probably strikes the right balance as it is.
- Discussions revealed that the way they would most likely use the booklet is in “chapters”. Few would read it cover to cover, as it is seen as being quite long. Rather, participants said they would be most likely to read the beginning, then turn to the section that is most relevant for their own kids’ ages.

E. Useful Elements of the Document

- **The “ages and stages” approach was singled out as a very effective way of breaking down the issues.** This approach had a dual effect, in that it also conveyed to participants a sense that those who wrote it understood the practicalities of dealing with kids of different ages, and dealing with the difficulties smokers have in talking to their kids about the dangers of smoking.
- Participants revealed that the book tended to draw them in, so after reading the section about their own kids, they would turn to the “next” age category their kids would be at. So the ages and stages breakdown had a secondary benefit of attracting participants to delve into the booklet and read more than they might have.

*"A parent must have
written this. A
bureaucrat didn't
write this"*

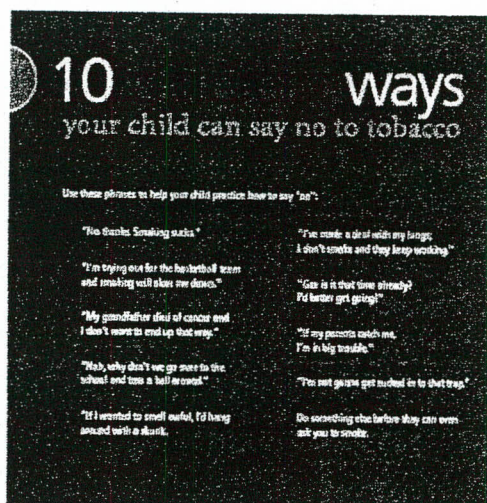


Other areas that were consistently singled out for their effectiveness were the "10 different ways" section, the "notes on transitions", and the "if you are a smoker" sections.

- **"10 Different ways"** goes to the heart of a key issue that they see kids having difficulty dealing with when it comes to smoking -- peer pressure. For the most part, they think that these could be usefully employed by kids to deal with peer pressure. Knowing that kids were actually used to suggest that list would add a further level of credibility to that particular part of the booklet.
- **Notes on transitions** is a section that provides helpful insight, which is helpful in dealing with these issues. But its major value is that it reflects a sense that the person writing the document knows some of the realities of parenting, that they connect with and respect.
- The **"If you are a smoker"** sections were among the most favourably received aspect of this document among smokers. Like the "10 different ways", it conveyed useful information to smokers about the things that they can say to their kids, reflecting the unique circumstances that they as smokers deal with in trying to talk to their kids. Moreover, it again reinforced the sense that those who were writing the document truly understood and recognized the difficulties faced by smoking parents, without conveying a sense of judging them or pigeonholing them as "bad

people". Indeed, some smokers suggested that this theme or section ought to be introduced right at the beginning of the booklet, in the introduction to the booklet. A sentence like *"If you are a smoker, this booklet provides some specific suggestions about how to talk to your kids about smoking, recognizing the circumstances that you face in conversations about smoking with your kids"* would work in this way.

- **The link to further information on the website was seen as potentially helpful.** However, because they tended to want to read the section in parts, rather than as a whole, they wanted to have the website link repeated more often in the document (ideally at the end of each of the ages and stages sections, or as a footer for the entire document)
- Finally, participants really liked the idea of starting to talk to their kids at a young age. Some felt that under 6 was too young, but most did not – and most smokers in particular felt that they wait too long to talk to their kids about smoking.



"It really got my interest, and as I read through it I felt like I wanted to read more, unlike the material I usually get on this subject, which I usually just throw away"

Participants felt that this booklet treats smokers as parental equals with non-smoking parents. It does not convey a tone of judging them, and that allows the content to get through to them.

E. Visual Appeal

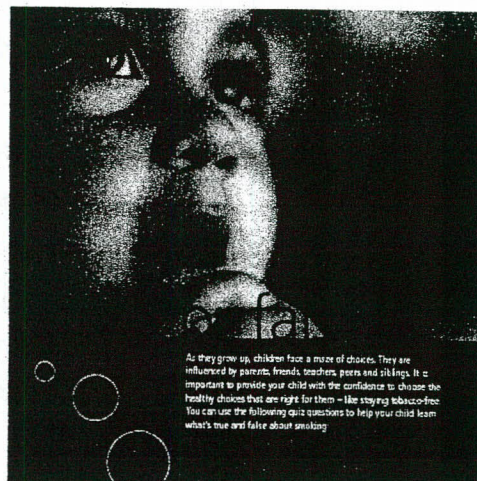
- **With the exception of the front cover, the booklet was very visually appealing overall.** Possibly the best comment about the visuals was;

“I’m surprised government did this – it is so much better than what I typically see”.

- **However, in almost all of the groups, participants indicated that they did not find the cover appealing.** The criticism of the cover revolved around the fact that it wasn’t all that engaging (the way the internal content was), and therefore might not be read. More specifically, the front cover was labelled as “governmental”, which tended to reduce its appeal overall, and smokers specifically revealed that they might avoid reading it because they would expect to encounter the “judgemental, critical, tone” that they say they get from most government produced material when they opened it. **There was a strongly expressed interest in taking the visual style that was found inside of the document and emulating it on the cover.**
- Although the document was visually appealing, there were areas of visual confusion, in that:
 - a. Colour changes were made often within sections, leading participants to be unsure as to where they were in the document (what section they were reading);
 - b. Some of the pictures didn’t seem to fit where they were placed – some talked about how the baby at the beginning of the under 6 category should really have a 5 or 6 year old, or how the hockey player in the 7-11 category looks like he is probably older than 11;
 - c. Sometimes participants had difficulty reading the fonts, specifically when black font was put on a dark blue background.

F. Other Issues

- The title was seen as being appealing, approaching the topic from an angle that participants (smokers in particular) had never seen before.
- Some felt the booklet was a bit on the long side, although that concern tended to abate once they started reading it.
- The “quiz” was arguably the least positively received aspect of the booklet. In truth, participants liked the idea of having a quiz; it was the content and format of this specific approach that they tend not to like. Some called it or insinuated that it was “hokey”. They felt that this section of questions could be made more relevant for a 5 or 6 year old, where they were better for a 2 or 3 year old as currently written.
- There were only a handful of issues that participants felt were missing from the document that would be usefully added. The suggested additions all came from smokers, and were specifically focused on issues that they had dealt with or run across personally. In particular, there were a few “myths” that they felt needed to get emphasis in the booklet. Indeed, the suggested myths were almost universally felt to be more important than the myths that were there. Those suggestions fell into three areas:



- **The idea of being able to quit anytime.** Almost to a person, smokers claimed that this is a really important, and not well-emphasized issue associated with youth smoking. Many spoke from personal experience (their own or their kids') when they talked about the importance of highlighting this myth. Data that emphasizes the average number of times it takes to quit for the average teen and average adult would be very helpful to reinforce the point.
- **Vanity – the implications for your skin and teeth.** It would be helpful to make some suggestions about how the reality is that the longer participants smoke, the more they look as if they have aged prematurely; *i.e. "Impacts of smoking don't just happen inside the body...they are on the outside too".*
- **The fact that lung cancer is not the only disease that someone who smokes is at higher incidence of getting.** Some talked about the fact that smoking correlates with higher incidence of a range of diseases as something that is important to convey, to make it more difficult for young smokers to rationalize their way into believing they won't be susceptible to lung cancer.
- **Gaining weight when you quit smoking.** This one is something that was raised in every group, and for some is connected with perceptions of smoking rising among young women. If there were a way to indicate that weight gain post-smoking is a myth (although many participants believed it was not a myth, but was real), it might be helpfully added to the list.
- **There were also some issues that were flagged as concerns about certain content in the booklet.** These concerns were always raised by smokers specifically, and they all revolve around certain points of data or messaging that they feel are not true, paint smokers in an unreasonably negative light, or are a significant "reach" in terms of communications. There are a few examples, but the one that is nearly universal is the suggestion that smoking correlates with illegal drug use and behaviour. This one is a very strong irritant to smokers, who feel that this attempts to

paint them as worse than “bad participants”; it attempts to paint them as criminals. They resent it, and it leads them to want to dismiss the entire document.

- **There were some concerns raised in certain groups about the tone of some of the text in the document.** Smokers flagged anything that smacked of being paternalistic or judgemental as an irritant. For example in the first section, the line *“you want to be a role model for your kids”* yielded concerns from some smokers. They felt that the point was obvious, and that main point the writers were trying to make with it was they want to suggest that smokers are not a good role model for their kids. Any language that is self-evident and has a paternalistic tone is likely to be felt to be problematic in this way.
- **The “other things you can do” section doesn’t work that well with smokers.** The suggestions are seen as being unnecessary because most of those measures are already in place, or have not been in place for decades (like banning tobacco companies from sponsoring events in schools). These kinds of points tend to undermine the overall credibility of the document, because it seems like the author is “out of touch” with what is happening.

Insights about Communicating with Smokers

The discussion, aided by the document, helped to foster a broader discussion of issues and insights about smokers. It enabled us to explore and reveal insights about how they feel about how society views them, the tone and approach government has used to convince them not to smoke, the role their parents played in smoking, and how these factors affect the way they deal with their kids regarding smoking issues. These insights are important to understand in the context of what they liked and disliked about the booklet.

- **Almost to a person, the smokers’ parents all smoked, and the only message they heard from their parents about smoking was “don’t**

smoke”...none of the participants recalled their parents having a constructive discussion with them about smoking. The approach their parents used was seen by them as hypocritical and ineffective, and a major reason why they smoke now.

- **Smokers in the groups felt that society has labelled them as “bad people”, and “bad parents”.** Many felt like pariahs, in their communities and in some cases in their households. This lead them to express a mix of feelings, including:
 - **Resentment.** Participants who smoked did not believe that the label was fair or reasonable; in that it essentially discounts or dismisses every other step they took to be good parents and good people.
 - **Depression/Anxiety.** There is a sense that they feel powerless to do anything about it, because they are addicted and simply cannot stop smoking.
 - **High sensitivity to criticism.** These participants stated that they go into documents like the guide looking for reasons to dismiss it, because they feel so much resentment and anxiety about the way they feel organizations have painted them.
 - **Smokers in the groups had high sensitivity to points that are a “reach” in communications.** The one that many talked about was the idea that smoking leads to the use of more serious illegal drugs. Again, they go into documents like this guide looking for these points, in order to dismiss the materials altogether.
 - **Discomfort talking to their kids about smoking.** Smokers in the groups did not feel they had a leg to stand on in a conversation with their kids, and they were loath to use the approach that their parents used on them. The result is usually one of the following:
 - **Silence**

- Attempts to change the subject if smoking comes up
- Anger

Smokers in the groups also had a strong propensity to look for ways to rationalize their behaviour. This propensity manifests itself in a number of ways, all of which serve as a means of “gaming out” what kinds of information and messages will have trouble connecting with them, and which ones have weight and leverage with them. Some examples:

- **Using anecdotal evidence to refute messages.** In several groups, smokers used the example of Christopher Reeve’s wife and the fact that she died of lung cancer without ever having smoked as an example that “anybody can die from lung cancer”; thereby suggesting that smoking isn’t any more risky for smokers than non-smokers. This line of thinking needs to be stopped in its tracks, and subtle changes in language can help to make that happen. From the discussion with smokers in the groups, two ways of addressing this could be:
 - **Juxtaposing incidence rates among smokers and non-smokers on issues.** Instead of saying that smokers have a higher likelihood to get a certain disease, make specific reference to how that incidence differs between non-smokers and smokers.
 - **Using slightly less definitive language to make key points.** “The data suggests XYZ will happen” is more effective than saying “this will happen”.
 - Another mentioned the idea that **genetics may play a role in whether people are susceptible to lung cancer**, that “if someone doesn’t have that gene, maybe they will be ok.” Again, this line of thinking should be refuted directly.

The one overarching insight that we gleaned from these groups is that communications should address the most common rationalizations that keep smokers in a state of denial or dismissal of the problem, but that the messaging cannot be delivered in a paternalistic, judgmental, or

overblown way. Many of these are addressed in the guide, but some could be further tweaked to improve their effect.

Conclusions and Recommendations

We assume that smokers are the major target audience of this booklet and it is in this context that we make the following series of recommendations. Most of the recommendations will be equally applicable and helpful to both audiences, but non-smokers tended to not to express strong concerns or suggestions about the document (because they liked so many elements) whereas among smokers, there were elements they felt needed revision.

Suggested changes:

1. **Make the front cover more visually appealing, more in line with the internal visual qualities of the document.** It feels like “government” when the rest does not. Because we believe that most things that feel like “government” are never opened, we think changing the cover would give a fighting chance for the booklet to be used.
2. **In terms of visuals, consider the following changes:**
 - Try and make the sections more colour consistent, so participants know what section they are in.
 - Change pictures to be more reflective of kids in those age groups (or at least targeted in those age groups). The main example is the picture on page 12, which participants think should be of a 5-6 year old.
3. **In terms of language/content, consider the following changes:**
 - Add myths about being able to quit anytime, vanity, and weight gain when you quit smoking, and put them at or near the top of the list. Consider dropping Myth #5, or at least drop out the element about illegal drugs within that myth.
 - Move up the bullet points on the “facts pages” that are new and attention-grabbing to participants, like:

- Youth who are exposed to both a family member and best friend who smoke have a 90% greater chance of smoking than youth who are not in the same situation on P. 6
- The average smoker may die 10 years earlier than an similar non-smoker on p. 10
- Many young participants don't know that smokeless tobacco is a dangerous alternative to cigarettes on P. 6
- The excessive cost of smoking on p. 32
- Add more references that juxtapose incidence rates between smokers and non-smokers.
- Delete messages or soften language about smoking leading to criminal behaviour. So many of the other pieces of data and information in this piece work well to drive home the point, this point is clearly an irritant that leads them to dismiss everything...and it doesn't make the overall message any stronger.
- Put the website at the end of every section, or in the footer to the document as a whole. Many participants told us that they would use the document only for the particular age group their kids were at, so links for further information should be more widely used throughout the document.
- Keep the quiz, but make it clearer that the quiz is in the "under 6" section, and make the questions a little more difficult, more oriented to a 5-6 year old.
- Consider revising the text in section 1 of the booklet, in the introduction to the booklet. We suggest first toning down or taking out the "you want to be a good role model" line, which irritates some smokers and is self-evident. Second, we suggest adding a sentence like *"If you are a smoker, this booklet provides some specific suggestions about how to talk to your kids about smoking,*

recognizing the circumstances that you face in conversations about smoking with your kids.”

**Appendix A: Moderator's Guide
(English and French)**



HC Smoking Communications

Focus Group Moderator's Guide

February 28, 2006

Introduction and Warm-up

The moderator will take a few minutes to go around the table and ask participants to introduce themselves, and will outline a few ground rules for the discussion:

- Want to ensure that participants share their views openly and honestly
- Ensure that everyone participates
- Want participants to talk about their views, not "other participants's views",
- No right or wrong answers
- Everyone's views are valid
- The moderator's job is to ensure that we hear from everyone., and that we stay on topic.
- The moderator has no stake in the results, so participants should feel free to express their views openly and honestly

The moderator will also point out that there is a one-way mirror, observers in the back, and audio/video taping, but ensure that all discussion is entirely confidential.

Overview

Thank you for agreeing to take a bit of time to review this document in advance of this discussion. By doing so, it will enable us to accomplish much more in this session than if we handed it out now.

1.
 - How serious a problem do you think smoking is among young participants?
- 2^{a,b}
 - Do you see ^{2a}this problem getting better, worse, or not changing? Why? _{2b}
- 3
 - What are some of the factors that lead young participants to start smoking?
- 4
 - Have you talked to your child about this before?
- 5
 - Have you sought out information on this topic before?
- 6
 - If so, where did you look for information?

8abc

- 8a 8b 8c
- What did you find? Was it useful? Why or why not?

Communications testing

Let's start with some overall impressions of the document.

9abcd

- 9a 9b 9c 9d
- What are your overall impressions of this document in terms of readability? Is it clear/easy to read, or not? If you were to rate the document overall on a scale of 1-5 where 1 is easy to read and 5 is difficult to read, what rating would you give it? Why?

10abcde

- 10a 10b 10c 10d 10e
- And what are your overall impressions in terms of content? Does it provide helpful information, or not? For whom do you think this is most helpful/least helpful? Using the same 1-5 scale, where 1 is very helpful and 5 is not at all helpful, what rating would you give it? Why?

11abcd

- 11a 11b 11c 11d
- And what are your overall impressions in terms of look and feel/visuals/layout? Is it visually appealing, or not? Using the same 1-5 scale, where 1 is very appealing and 5 is very unappealing, what rating would you give it? Why?

What I am going to now is go through the document section by section, again to gather your impressions of various elements.

Section 1 – Message to Parents

Let's look over this section, what I would like you to do is discuss:

12

- Is the information informative/helpful?

13ab

- 13a 13b
- Is it relevant? Credible?

14

- Is the tone appropriate?

15

- Is the information memorable?

Instruction for 16

Take a second to read it over again, and if you can use the pen/pencil you have and identify language/sentences/paragraphs that you think are particularly good or particularly bad in any of these areas.

16

Discuss.

Section 2 – “What Can I Do”

Let's look over this section, what I would like you to do is discuss:

- 17 • Is the information informative/helpful?
- 18^a • Is it relevant? Credible?
- 19 • Is the tone appropriate?
- 20 • Is the information memorable?
- 21 • Is the information “actionable”?

Instruction
for 22.

Take a second to read it over again, and if you can use the pen/pencil you have and identify language/sentences/paragraphs that you think are particularly good or particularly bad in any of these areas.

22 Discuss.

- 23^{abc} • What do you think of the “Fast Facts”? Which ones were surprising/new to you? Which ones were most relevant/gripping?
- 24^{abc} • What about the “Myths”? Which ones were surprising/new to you? Which ones were most relevant/gripping?

Section 3 – “What Can I Do”

Let's look over this section, what I would like you to do is discuss:

- 25 • Is the information informative/helpful?
- 26^{ab} • Is it relevant? Credible?
- 27 • Is the tone appropriate?
- 28 • Is the information memorable?
- 29^{abc} • What do you think of the “Know the Facts” page? Which ones were surprising/new to you? Which ones were most relevant/gripping?

Instruction
for 30

Take a second to read it over again, and if you can use the pen/pencil you have and identify language/sentences/paragraphs that you think are particularly good or particularly bad in any of these areas.

30 Discuss.

Section 4 – “Ages and Stages”

Let's look over this section, and again I would to discuss:

- 31 • Is the information informative/helpful?
- 32a 32b
32ab • Is it relevant? Credible?
- 33 • Is the tone appropriate?
- 34 • Is the information memorable?
- 35 • Is the information “actionable”?

Instruction
to 36

Take a second to read it over again, and if you can use the pen/pencil you have and identify language/sentences/paragraphs that you think are particularly good or particularly bad in any of these areas.

36 Discuss.

- 37a
37abcd • What do you think of the idea of breaking down the suggestions for communications to different age categories? Does this make sense/not? Are they the right categories? Is it good advice?
- 38 • What did you think if the “quiz” idea for communicating with small kids?
- 39 • Are the messages about “your child's point of view” the kinds of things you imagine kids of those age groups saying?
- 40a 40b
40abc • What do you think of the “10 Different ways” box for the kids 7-11? Do you think it will be helpful/not? Why?
- 41a 41b 41c
41abc • What do you think of the “how to talk to your 12-14 year old/15-19 year old about tobacco” boxes? Do you think it will be helpful/not? Why?

Section 5/6 – “Other things you can do” and Resources

Let's look over this section, and again I would to discuss:

- 42 • Is the information informative/helpful?
- 43a 43b
43ab • Is it relevant? Credible?



Santé Canada

Communications sur le tabagisme

Guide de modération

Version finale : 10 mars 2006

- 34 • Is the tone appropriate?
- 35 • Is the information memorable?
- 36 • Is the information "actionable"?
- 37ab • Are the resource links helpful/not? Are there other places you might suggest they include as resources?

38.

Take a second to read it over again, and if you can use the pen/pencil you have and identify language/sentences/paragraphs that you think are particularly good or particularly bad in any of these areas. Discuss.

Introduction et réchauffement

Le modérateur prendra quelques minutes pour faire un tour de table et demander aux participants de se présenter. Il mentionnera ensuite quelques règles de bases pour la discussion :

- Il doit faire en sorte que tous puissent exprimer leurs points de vue ouvertement et en toute honnêteté
- Il faut laisser la chance à tous de participer
- Il faut que chacun exprime son point de vue personnel et non celui « des autres »
- Il n'y a pas de bonnes ou de mauvaises réponses
- Tous les points de vue sont valables
- Le rôle du modérateur est de faire en sorte que tous puissent s'exprimer et que l'on ne s'égare pas dans des discussions futiles.
- Le modérateur n'a pas de parti pris et n'influencera pas les résultats. Les participants peuvent donc se sentir à l'aise d'exprimer leurs points de vue ouvertement et en toute honnêteté
- Le modérateur remercie les participants d'avoir lu le document avant la séance; cela leur permettra de couvrir les enjeux en 2 heures

Le modérateur informera ensuite les participants qu'il y a un miroir d'observation derrière lequel se trouvent certaines personnes et que l'on fera un enregistrement audio-vidéo de la discussion, mais les assurera également que toute la discussion demeurera confidentielle.

Distribuez la feuille d'évaluation du livret et demandez aux répondants de répondre aux questions (leurs impressions du livret)

Survol

Merci d'avoir pris connaissance du document avant la séance. Le temps que vous y avez déjà consacré nous permettra d'aller plus en profondeur au cours de la séance d'aujourd'hui.

- Selon vous, dans quelle mesure le tabagisme est-il un problème grave chez les jeunes?
- Croyez-vous que ce problème diminuera, s'aggravera ou qu'il demeurera le même? Pourquoi?
- Quels sont les facteurs qui incitent les jeunes à commencer à fumer?

- Avez-vous déjà parlé de tabagisme à votre enfant?
- Avez-vous déjà cherché des renseignements à ce sujet?
- Si oui, où avez-vous cherché des renseignements?
- Quels renseignements avez-vous trouvés? Étaient-ils utiles? Pourquoi? Pourquoi pas?

Évaluation des communications

Commençons par vos impressions générales sur le document.

- Dans l'ensemble, quelles sont vos impressions à l'égard de ce document? En utilisant l'échelle qui se trouve sur la feuille que je viens de vous remettre, diriez-vous que votre impression est très positive, assez positive, neutre, assez négative ou très négative? Pourquoi?
 - Le document est-il facile ou difficile à lire?
 - Les renseignements sont-ils utiles ou inutiles?
 - Le document est-il attrayant ou non?

Je vais maintenant revoir le document avec vous section par section et je vous demanderai vos impressions concernant certains éléments précis.

Qu'en pensez-vous?

- Est-elle informative et utile?
- Est-elle pertinente? Crédible?
- Le ton est-il approprié?
- Les renseignements sont-ils faciles à retenir?
- Les renseignements sont-ils faciles à mettre en pratique ou réalistes?
- Y a-t-il des renseignements que vous auriez aimé retrouver dans cette section ou que vous pensiez y retrouver et qui n'y figurent pas et qui, selon vous, mériteraient d'être ajoutés?

Section 1 – Message aux parents

Prenez le temps de lire cette section une deuxième fois. Je vous invite à utiliser votre crayon ou stylo pour souligner les passages (mots, phrases ou paragraphes) que vous trouvez particulièrement bons ou mauvais par rapport à ces éléments.

Qu'en pensez-vous?

Section 2 – « Que puis-je faire? »

Prenez le temps de lire cette section une deuxième fois. Je vous invite à utiliser votre crayon ou stylo pour souligner les passages (mots, phrases ou paragraphes) que vous trouvez particulièrement bons ou mauvais par rapport à ces éléments.

Qu'en pensez-vous?

Discussion.

- Que pensez des « Infovites »? Quels renseignements vous ont étonné(e) / sont nouveaux pour vous? Lesquels sont les plus pertinents / saisissants?
- Qu'en est-il des « Mythes N »? Quels mythes vous ont étonné(e) / sont nouveaux pour vous? Lesquels sont les plus pertinents / saisissants?
- Y a-t-il des renseignements que vous auriez aimé retrouver dans cette section ou que vous pensiez y retrouver et qui n'y figurent pas et qui, selon vous, mériteraient d'être ajoutés?

Section 3 – « Que puis-je faire? »

Prenez le temps de lire cette section une deuxième fois. Je vous invite à utiliser votre crayon ou stylo pour souligner les passages (mots, phrases ou paragraphes) que vous trouvez particulièrement bons ou mauvais par rapport à ces éléments.

Qu'en pensez-vous?

Discussion.

- Que pensez-vous de la page « Connaissez les faits »? Quels renseignements vous ont étonné(e) / sont nouveaux pour vous? Lesquels sont les plus pertinents / saisissants?

Section 4 – « Âges et étapes »

Il s'agit de la plus longue section du livret. Prenez donc 10 minutes pour la parcourir à nouveau. J'aimerais que nous discussions des mêmes éléments que pour les sections précédentes. J'aimerais également que vous : dégagiez vos impressions générales par rapport à cette section ainsi que vos impressions plus détaillées sur les parties qui se rapportent plus précisément à l'âge qu'ont vos enfants.

Prenez le temps de lire cette section une deuxième fois. Je vous invite à utiliser votre crayon ou stylo pour souligner les passages (mots, phrases ou paragraphes) que vous trouvez particulièrement bons ou mauvais par rapport à ces éléments.

Qu'en pensez-vous?

Discussion.

- Que pensez-vous de l'idée d'avoir séparé les suggestions de communications en fonction de l'âge des enfants? Est-ce logique? Les catégories sont-elles appropriées? Les conseils sont-ils bons?
- Que pensez-vous de l'idée du « Jeu-questionnaire des champions » pour communiquer avec les jeunes enfants?
- Les messages sous la rubrique « Point de vue de votre enfant » sont-ils représentatifs de ce que vous croyez que les enfants de ces groupes d'âges pourraient dire?
- Que pensez-vous du tableau « 10 façons » pour les enfants de 7 à 11 ans? Croyez-vous qu'il sera utile / inutile? Pourquoi?
- Que pensez-vous des tableaux « Comment parler du tabagisme aux enfants de 12 à 14 ans / à votre adolescent de 15 à 19 ans »? Croyez-vous qu'ils seront utiles / inutiles? Pourquoi?
- Y a-t-il des renseignements que vous auriez aimé retrouver dans cette section ou que vous pensiez y retrouver et qui n'y figurent pas et qui, selon vous, mériteraient d'être ajoutés?

Sections 5 et 6 – « Autres mesures à prendre » et ressources

Prenez le temps de lire cette section une deuxième fois. Je vous invite à utiliser votre crayon ou stylo pour souligner les passages (mots, phrases ou paragraphes) que vous trouvez particulièrement bons ou mauvais par rapport à ces éléments.

Discussion.

- Les liens vers des ressources sont-ils utiles / inutiles? Avez-vous d'autres ressources à suggérer?

**Appendix B: Recruitment Screener
(English and French)**

DECIMA Focus Group Screener Health Canada

Questionnaire: _____

Calgary:	Tuesday, March 8	@ 5:30 pm	1	\$75	Study #: Recruit 10 for 8 to show
	Tuesday, March 8	@ 7:30 pm	2	\$75	
Montreal:	Tuesday, March 14	@ 5:30 pm	1	\$75	
	Tuesday, March 14	@ 7:30 pm	2	\$75	
Hamilton:	Tuesday, March 21	@ 5:30 pm	1	\$75	
	Tuesday, March 21	@ 7:30 pm	2	\$75	
Halifax:	Wednesday, March 22	@ 5:30 pm	1	\$75	
	Wednesday, March 22	@ 7:30 pm	2	\$75	

Respondent's name: _____ Respondent's phone #: _____ (home) Respondent's phone #: _____ (work) Respondent's fax #: _____ sent? or Respondent's e-mail : _____ sent? Sample source (circle): focus dbase random referral	Interviewer: _____ Date : _____ Validated: _____ Central Files: _____ On List: _____ On Quotas: _____
---	--

SUMMARY OF AUDIENCES:
ALL PARTICIPANTS ARE:

Between the ages of 20-55

Parents with children under the age of 18 living in the home

Mix of gender, age, income and education

Mix of parents with children aged:

- '6 and under'
- '7 to 11'
- '12 to 14'
- '15 to 18'

Group 1: NON-SMOKERS

Group 2: SMOKERS

Hello, my name is _____. I'm calling from Decima Research, a national marketing research firm. We're organizing discussions on issues related to transportation, on behalf of the Government of Canada. Up to a dozen participants like yourself will be taking part, all of them randomly recruited by telephone just like you. For their time, participants will receive a gift 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/variety of participants. May I ask you a few questions?

Participation is voluntary and all your answers will be kept confidential and will be used for research purposes only. We are simply interested in hearing your opinions; no attempt will be made to sell you anything. The format is a "round table" discussion lead by a research professional.

Yes	1	CONTINUE
No	2	THANK & DISCONTINUE

I have a few questions to ask to see if you qualify for the groups.

1) Would you be available to attend a discussion group on the evening of **Day, Month, Date at Time?** (It will last about 2 hours and you will receive \$75.00 for your time)

YES	1	CONTINUE
NO	2	ASK FOR REFERRAL, THANK & TERMINATE

2) Have you ever attended a consumer group discussion, an interview or survey which was arranged in advance and for which you received a sum of money?

YES	1	MAX. ½ PER GROUP
NO	2	GO TO Q.6

3) How long ago was it? _____
TERMINATE IF IN THE PAST 6 MONTHS

4) What topics have you discussed?

IF MENTION ANYTHING RELATED TO GROUP TOPIC, THANK & TERMINATE

5) And how many such groups have you ever attended?

- | | | |
|-----------|---|------------------------------|
| 5 or less | 1 | CONTINUE |
| 6 or more | 2 | THANK & TERMINATE |

6) Do you or does anyone in your household work in any of the following areas:
(READ LIST)...

	<u>YES</u>	<u>NO</u>
Marketing Research/Marketing Department	1	2
Advertising	1	2
Media Organization (TV, Radio, Newspaper, Magazine)	1	2
Public Relations	1	2
ACTRA	1	2
Federal, provincial or municipal government	1	2
Tobacco industry	1	2

7) For the purposes of this project, we need to ensure that we are speaking with individuals in specific household compositions. Do you have any children living with you in your home?

- | | | |
|-----|---|----------------------------|
| Yes | 1 | CONTINUE |
| No | 2 | THANK AND TERMINATE |

8) How old are your children?

- | | | |
|-------------|---|--------------------------------------|
| 6 and under | 1 | |
| 7-11 | 2 | WE NEED A GOOD MIX OF PARENTS |
| 12-14 | 3 | WITH CHILDREN OF ALL AGES |
| 15-18 | 4 | |

9) And how old are you? Are you

- | | | |
|--------------|---|--------------------------------|
| 19 and under | 1 | THANK AND TERMINATE |
| 20-29 | 2 | |
| 30-39 | 3 | ENSURE GOOD MIX OF AGES |
| 40-49 | 4 | |
| 50-55 | 5 | |
| 56 and older | 6 | THANK AND TERMINATE |

10) Do you smoke cigarettes?

Yes	1	CONTINUE FOR GROUP 2
No	2	CONTINUE FOR GROUP 1

11) RESPONDENT'S GENDER (By observation, do not ask):

Male	1	50/50 SPLIT
Female	2	

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

Some high school or less	1	
Completed high school	2	
Some university/college	3	WE WOULD LIKE A MIX OF
Undergraduate university degree/college degree	4	EDUCATION
Graduate degree (Masters/Ph.D.)	5	
DK/RF	9	

13) And approximately what is your total household income before taxes? Is it....
(READ LIST)

\$20,000 and under	1	
\$20,001 - 35,000	2	
\$35,001 - 50,000	3	WE WOULD LIKE A MIX OF
\$50,001 - 65,000	4	INCOME RANGES
\$65,001 and up	5	
DK/RF	9	

Now I just have a couple "interpretive" questions to ask you.

The following questions are to access the respondent's "creative thinking". We'd like to make sure (as much as possible) that the participants are comfortable with contributing to the group.

14) Can you please tell me three other uses for a newspaper, other than the obvious (reading, advertisements)?

We're looking for things like sailor hats, bottom of birdcage, wrapping for fish, etc. If they seem to take an inordinate amount of time to respond to this question, they may not be comfortable in this focus group.

15) If a pair of Levi's came to life as a person, what kind of person would they be?

We need participants that can fairly easily attribute human characteristics to things like buildings, products, etc.

16) As I mentioned earlier, we are arranging a meeting in **City** on **Date, Month, Year and Time**. The discussions last about 2 hours and you will receive \$75.00 for your time. Would you be willing to attend?

Yes	1	
No	2	THANK & DISCONTINUE

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

Yes	1	THANK & TERMINATE
No	2	

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.

18) An audio and/or video tape of the group session will be produced for research purposes. The tapes will be used only by the research professional to assist in preparing a report on the research findings and will be destroyed once the report is completed.

Do you agree to be audio and/or video taped for research purposes only?

Yes	1	
No	2	READ RESPONDENT INFO BELOW

Unfortunately it is necessary for the research process for us to audio/video tape the session as the researcher needs this material to complete his report. I assure you it is kept strictly confidential and it will be destroyed when the research is complete.

Now that I've explained this, do I have your permission for audio/video taping?

Yes	1	
No	2	THANK & TERMINATE

Calgary:	Tuesday, March 8 @ 5:30 pm	1	\$75
	Tuesday, March 8 @ 7:30 pm	2	\$75
Montreal:	Tuesday, March 14 @ 5:30 pm	1	\$75
	Tuesday, March 14 @ 7:30 pm	2	\$75
Hamilton:	Tuesday, March 21 @ 5:30 pm	1	\$75
	Tuesday, March 21 @ 7:30 pm	2	\$75
Halifax:	Wednesday, March 22 @ 5:30 pm	1	\$75
	Wednesday, March 22 @ 7:30 pm	2	\$75

The meetings are taking place at:

INSERT FACILITY ADDRESSES

May I please get your name: **RECORD ON THE FRONT PAGE**

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 participants' identification prior to the group, so please be sure to bring some personal identification with you (for example, a driver's licence).

As we are only inviting a small number of participants, 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 **1-800-363-4229 x4045** at our office. Please ask for **Virginie Roux**. Someone will call you the day before to remind you about the discussion.

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? **[READ INFO WE HAVE AND CHANGE AS NECESSARY.]**

First name _____

Last Name _____

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**

Thank you very much for agreeing to be part of our discussion group!

**DÉCIMA – Recrutement de participants pour les groupes de discussion
Santé Canada**

Questionnaire : _____

CALGARY: Le mercredi 8 mars Groupe 1 : Non-fumeurs @ 17 h 30 1 75 \$ Groupe 2 : Fumeurs @ 19 h 30 2 75 \$				Recrutez 10 personnes par groupe Prime : 75 \$ N° de l'étude : 40071 Code d'interurbain : 045
MONTREAL: Le mardi 14 mars Groupe 3 : Non-fumeurs @ 17 h 30 3 75 \$ Groupe 4 : Fumeurs @ 19 h 30 4 75 \$				
HAMILTON: Le mardi 21 mars Groupe 5 : Non-fumeurs @ 17 h 30 5 75 \$ Groupe 6 : Fumeurs @ 19 h 30 6 75 \$				
HALIFAX: Le mercredi 22 mars Groupe 7 : Non-fumeurs @ 17 h 30 7 75 \$ Groupe 8 : Fumeurs @ 19 h 30 8 75 \$				
Nom du répondant : _____ N° de téléphone du répondant : _____ (maison) N° de téléphone du répondant : _____ (bureau) N° de télécopieur du répondant : _____ envoyé? ou Courriel du répondant : _____ envoyé? Source de l'échantillon (encerclez) : base de données aléatoire référence				Intervieweur : _____ Date : _____ Validé : _____ Fichiers centraux : _____ Sur liste : _____ Sur quotas : _____

Bonjour, je m'appelle _____. Je vous téléphone du Centre de recherche Décima, une firme nationale de recherche en marketing. Nous organisons des groupes de discussion sur des enjeux relatifs à la santé au nom du gouvernement du Canada. Une douzaine de personnes y participeront, chacune ayant été sélectionnée comme vous au hasard, par téléphone. En guise de remerciement pour le temps qu'ils nous auront accordé, les participants recevront une prime de 75 \$. Toutefois, avant de vous inviter à vous joindre à nous, j'aimerais vous poser quelques questions pour m'assurer que le groupe est composé d'une bonne variété de personnes. Puis-je vous poser quelques questions?

Oui **CONTINUEZ**

Non **DEMANDEZ SI QUELQU'UN D'AUTRE À LA MAISON SERAIT INTÉRESSÉ
SI NON, REMERCIEZ ET TERMINEZ**

Votre participation est volontaire. Toutes vos réponses demeureront strictement confidentielles et ne serviront qu'à des fins de recherche. Seules vos opinions comptent pour nous. Nous ne

tenterons pas de vous vendre quoi que ce soit. La discussion se déroulera sous forme de table ronde et sera dirigée par un professionnel de la recherche.

LISEZ À TOUS : « Cet appel peut être écouté ou enregistré à des fins d'évaluation ou de contrôle de la qualité. »

CLARIFICATIONS SUPPLÉMENTAIRES AU BESOIN :

- Pour s'assurer que je lise les questions correctement et que je recueille vos réponses avec précision;
- Pour évaluer mon rendement;
- Pour vérifier que le questionnaire est exact/correct (c.-à-d. évaluation de la programmation ITAO et de la méthodologie – s'assurer que nous posons les bonnes questions pour répondre aux exigences de nos clients en matière de recherche – comme un prétest).
- Si l'appel est enregistré, l'enregistrement sert uniquement à évaluer le travail de l'intervieweur et est écouté immédiatement après la fin de l'entrevue. Il peut également être utilisé par le gestionnaire de projet ou le client pour évaluer le questionnaire si ces personnes n'étaient pas disponibles au moment de l'entrevue. Tous les enregistrements sont détruits après l'évaluation.

- 1) Seriez-vous libre en soirée le jour, date, mois à heure pour participer à un groupe de discussion? (la séance durera environ 2 heures et vous recevrez 75 \$ en guise de remerciement pour votre temps)

Oui **CONTINUEZ**
Non **DEMANDEZ SI QUELQU'UN D'AUTRE SERAIT INTÉRESSÉ,
REMERCEZ ET TERMINEZ**

- 2) Avez-vous déjà participé à un groupe de discussion de consommateurs, à une entrevue ou à un sondage pour lesquels vous avez été recruté(e) à l'avance et avez reçu une somme d'argent?

OUI 1
NON 2 **PASSEZ À Q.6**

- 3) Il y a combien de temps? _____
TERMINEZ SI AU COURS DES 6 DERNIERS MOIS

- 4) Quel était l'objet de la discussion?

SI A RAPPORT AU GROUPE DE DISCUSSION QUE NOUS ORGANISONS, REMERCEZ ET TERMINEZ

- 5) Et à combien de groupes de ce genre avez-vous participé?

5 ou moins 1 **CONTINUEZ**
6 ou plus 2 **REMERCEZ ET TERMINEZ**

- 6) Est-ce que vous, ou quelqu'un d'autre à la maison, travaillez dans l'un ou l'autre des domaines suivants : (LISEZ LA LISTE)...

	<u>OUI</u>	<u>NON</u>	
Recherche en marketing/ Service de marketing	1	2	
Publicité	1	2	
Les médias (télévision, radio, journal, magazine)	1	2	TERMINEZ SI
Relations publiques	1	2	« OUI » À L'UN
ACTRA	1	2	OU L'AUTRE DE
Gouvernement fédéral ou			CES DOMAINES
provincial/administration municipale	1	2	
Industrie du tabac	1	2	

- 7) Pour les fins de ce projet, nous devons parler à des personnes dont la situation familiale correspond à des critères définis. Avez-vous des enfants qui vivent avec vous à la maison?

Oui	1	CONTINUEZ
Non	2	REMERCIEZ ET TERMINEZ

- 8) Quel âge ont vos enfants?

6 ans ou moins	1
De 7 à 11 ans	2
De 12 à 14 ans	3
De 15 à 18 ans	4

- 9) Et quel âge avez-vous? Avez-vous...

19 ans ou moins	1	REMERCIEZ ET TERMINEZ
De 20 à 29 ans	2	
De 30 à 39 ans	3	
De 40 à 49 ans	4	
De 50 à 55 ans	5	
56 ou plus	6	REMERCIEZ ET TERMINEZ

- 10) Est ce que vous fumez la cigarette...?

Tous les jours	1	CONTINUEZ POUR GROUPES 2, 4, 6, 8
Occasionnellement	2	CONTINUEZ POUR GROUPES 2, 4, 6, 8
Pas de tous	3	CONTINUEZ POUR GROUPES 1, 3, 5, 7

- 11) SEXE DU RÉPONDANT (par observation, ne le demandez pas):

Homme	1
Femme	2

- 12) Quel est le plus haut niveau de scolarité que vous avez atteint?

Études secondaires non terminées	1
Études secondaires terminées	2
Études collégiales ou universitaires non terminées	3
Études collégiales ou universitaires de premier cycle terminées	4
Études supérieures (maîtrise ou doctorat)	5
NSP/Refuse	9

- 13) Et quel est approximativement le revenu total de votre foyer avant impôt? Est-ce....
(LISEZ LA LISTE)

20 000 \$ ou moins	1
De 20 001\$ à 35 000 \$	2
De 35 001 \$ à 50 000 \$	3
De 50 001 \$ à 65 000 \$	4
65 001 \$ et plus	5
NSP/Refuse	9

Les prochaines questions font appel à votre imagination.

Les questions suivantes servent à évaluer la pensée créatrice du répondant. Nous voulons nous assurer (autant que possible) que les personnes seront à l'aise de participer au groupe.

- 14) Pouvez-vous me donner trois utilisations que l'on pourrait faire d'un journal, autres que celles qui sont évidentes (lecture, publicité)?

Nous cherchons des réponses comme faire un chapeau de marin, tapisser le fond d'une cage d'oiseaux, emballer du poisson, etc. Si le répondant prend trop de temps pour répondre à cette question, il est possible qu'il ne soit pas à l'aise dans le groupe de discussion.

- 17) Durant la discussion, il arrive qu'on demande aux participants d'écrire leurs réponses, de lire des documents ou de regarder une publicité télévisée. Y a-t-il une raison qui vous empêcherait de participer?

OUI..... 1 **REMERCIEZ ET TERMINEZ**
NON 2

TERMINEZ SI LE RÉPONDANT DONNE UNE RAISON COMME UN PROBLÈME DE L'OÛË, DE LA VUE, D'ALPHABÉTISME, UNE PRÉOCCUPATION À NE PAS POUVOIR COMMUNIQUER EFFICACEMENT OU SI VOUS AVEZ UN DOUTE.

Comme je vous l'ai dit, le groupe de discussion aura lieu en soirée, le jour, date, mois à heure et durera environ 2 heures. Accepteriez-vous d'y participer?

Oui
Non

1
2

REMERCIEZ ET TERMINEZ

CALGARY : Le mercredi 8 mars			
Groupe 1: Non-fumeurs	17 h 30	1	75 \$
Groupe 2: Fumeurs	19 h 30	2	75 \$
MONTREAL : le mardi 14 mars			
Groupe 3: Non-fumeurs	17 h 30	3	75 \$
Groupe 4: Fumeurs	19 h 30	4	75 \$
HAMILTON : le mardi 21 mars			
Groupe 5: Non-fumeurs	17 h 30	5	75 \$
Groupe 6: Fumeurs	19 h 30	6	75 \$
HALIFAX : le mercredi 22 mars			
Groupe 7: Non-fumeurs	17 h 30	7	75 \$
Groupe 8: Fumeurs	19 h 30	8	75 \$

ENJEUX RELATIFS À LA CONFIDENTIALITÉ

J'aurais maintenant quelques questions à vous poser à propos de la confidentialité, de vos renseignements personnels et du processus de recherche. Nous devons obtenir votre permission par rapport à certains sujets afin que nous puissions effectuer notre recherche. Lorsque je vous poserai ces questions, n'hésitez pas à me demander de les clarifier si vous en ressentez le besoin.

- P1) Tout d'abord, nous fournirons une liste des noms et des profils (réponses au questionnaire) des participants aux hôtes du groupe de discussion et au modérateur, afin qu'ils puissent vous inscrire au groupe. Acceptez-vous que nous leur transmettions ces renseignements? Je peux vous assurer que ceux-ci demeureront strictement confidentiels.

Oui
Non

1
2

PASSEZ À P2

LISEZ L'INFORMATION SUIVANTE AU RÉPONDANT

Malheureusement, nous devons donner votre nom et votre profil aux hôtes et au modérateur du groupe de discussion, puisque seuls les gens qui sont invités à participer peuvent prendre part à la discussion. Les hôtes et le modérateur ont besoin de ces renseignements à des fins de vérification uniquement. Soyez assuré(e) que ces renseignements demeureront strictement confidentiels. **PASSEZ À P1A**

- P1a) Maintenant que je vous ai expliqué cela, acceptez-vous que nous transmettions votre nom et votre profil aux hôtes et au modérateur du groupe de discussion?

Oui
Non

1
2

PASSEZ À P2

REMERCIEZ ET TERMINEZ

- P2) Il y aura un enregistrement audio/vidéo du groupe de discussion et celui-ci servira uniquement à des fins de recherche. Les enregistrements seront uniquement utilisés par un professionnel de la recherche pour préparer le rapport sur les résultats de la recherche. Les enregistrements seront détruits lorsque le rapport sera terminé.

Acceptez-vous qu'un enregistrement audio/vidéo du groupe de discussion soit effectué uniquement à des fins de recherche?

Oui
Non

1
2

REMERCIEZ ET PASSEZ À P3

LISEZ L'INFORMATION SUIVANTE AU RÉPONDANT

Malheureusement, nous devons faire un enregistrement audio/vidéo du groupe de discussion puisque le professionnel de la recherche a besoin de ce matériel pour rédiger son rapport. Je peux vous assurer que ces enregistrements demeureront strictement confidentiels et qu'ils seront détruits dès que le rapport sera terminé. **PASSEZ À P2A**

P2a) Maintenant que je vous ai expliqué cela, acceptez-vous que nous fassions un enregistrement audio/vidéo du groupe de discussion?

- | | | |
|-----|---|--------------------------|
| Oui | 1 | REMERCIEZ ET PASSEZ À P3 |
| Non | 2 | REMERCIEZ ET TERMINEZ |

P3) Chaque mois, FocusSearch soumet le nom des personnes qui ont participé à nos groupes de discussion au Registre central de recherche qualitative de l'Association de recherche et d'intelligence marketing (www.mria-arim.ca). Le Registre central de recherche qualitative est une base de données centrale qui vérifie la participation aux groupes de discussion de recherches qualitatives. Personne ne communiquera avec vous parce que votre nom se trouve sur cette liste.

Nous permettez-vous de soumettre votre nom et votre numéro de téléphone au Registre central de recherche qualitative de l'ARIM?

- | | | |
|-----|---|------------------------------------|
| Oui | 1 | REMERCIEZ ET PASSEZ À L'INVITATION |
| Non | 2 | PASSEZ À P3A |

P3a) Malheureusement, afin de participer à ce groupe de discussion nous devons avoir votre permission pour ajouter votre nom au Registre central de recherche qualitative puisqu'il s'agit du seul moyen qui nous permet d'assurer l'intégrité du processus de recherche et de faire le suivi de la participation aux recherches qualitatives. Le système est tenu à jour par l'Association de la Recherche et de l'Intelligence Marketing et il est uniquement utilisé pour faire le suivi de votre participation aux recherches qualitatives (comme les groupes de discussion). Personne ne communiquera avec vous parce que votre nom se trouve sur cette liste.

Maintenant que je vous ai expliqué cela, acceptez-vous que nous ajoutions votre nom à notre liste centrale de recherche qualitative?

- | | | |
|-----|---|-------------------------------------|
| Oui | 1 | REMERCIEZ ET PASSEZ À L' INVITATION |
| Non | 2 | REMERCIEZ ET TERMINEZ |

AU BESOIN, RENSEIGNEMENTS SUPPLÉMENTAIRES POUR L'INTERVIEWEUR :

Soyez assuré(e) que cette information demeurera confidentielle et seules les firmes d'études de marchés professionnelles pourront y accéder et l'utiliser pour vérifier la participation et empêcher les « répondants professionnels » de participer aux groupes. Les firmes de recherche qui participent au Registre central de recherche qualitative de l'ARIM ont besoin de votre autorisation avant que vous ne soyez admissible à participer au groupe de discussion – ce système aide à assurer l'intégrité du processus de recherche.

AU BESOIN, NOTE À PROPOS DE L'ARIM :

L'Association de recherche et d'intelligence marketing est un organisme à but non lucratif qui regroupe des professionnels de la recherche en marketing impliqués dans le marketing, la publicité, les recherches sociales et politiques. La mission de l'Association est d'être le leader dans la promotion de l'excellence dans la pratique du marketing et des recherches sociales ainsi que dans la valeur de l'information sur les marchés.

INVITATION

Avez-vous un crayon à portée de la main pour prendre en note l'adresse de l'endroit où se tiendra le groupe de discussion? Il aura lieu à :

Calgary Qualitative Coordination Adresse : 707, 10^e avenue Sud-Ouest, bureau 120, Calgary Directions pour vous rendre : l'entrée du bureau 120 est située sur la 10^e avenue. L'édifice est situé au coin de la 6^e rue Sud-Ouest et de la 10^e avenue Sud-Ouest Stationnement : dans les rues, municipal et intérieur.	Montréal OSI FocusSearch Adresse : 1080, côte du Beaver Hall, bureau 400, Montréal Directions pour vous rendre : l'entrée principale est située sur la côte du Beaver Hall. L'édifice est situé sur la côte du Beaver Hall, entre le boulevard René- Lévesque Ouest et la rue de la Gauchetière. Roulez vers l'Est sur le boulevard René- Lévesque Ouest jusqu'à la côte du Beaver Hall. Tournez à droite sur la côte du Beaver Hall. Stationnement : intérieur et dans les rues
Hamilton Laser Marketing Research Inc. Adresse : 201, rue James Sud, Hamilton Directions pour vous rendre : l'édifice est situé au coin de la rue James et de l'avenue Forest. L'entrée se trouve sur l'avenue Forest. Prenez l'autoroute 403 vers Hamilton. Prenez la sortie la Main Street Est, tournez à droite sur la rue James. Stationnement : dans les rues, municipal et intérieur.	Halifax Nucleus Strategy & Research Adresse : 1701, rue Hollis, bureau L108, édifice Founders Square, Halifax Directions pour vous rendre : entrez dans l'édifice Founders Square par l'entrée de la rue Hollis. Le bureau est situé dans le hall d'entrée principal (après 18 heures, veuillez entrer par les portes à l'extrême gauche sur la rue Hollis). L'édifice Founders Square est joint à l'hôtel Radisson et se trouve au coin des rues Hollis et Prince. Stationnement : dans les rues, municipal et intérieur.

La discussion durera environ **2 heures** et vous recevrez une prime de 75 \$ en guise de remerciement pour le temps que vous nous aurez accordé.

Nous vous demandons d'arriver quinze minutes avant l'heure prévue pour vous permettre de stationner votre voiture, de trouver nos bureaux et de vous présenter à nos hôtes. Il est possible que l'on vous demande de vous identifier avant la tenue du groupe de discussion. Par conséquent, assurez-vous d'avoir une pièce d'identité avec vous. (par exemple, un permis de conduire). De plus, si vous avez besoin de lunettes pour lire, veuillez les apporter avec vous.

PRIME POUR LES PERSONNES QUI ARRIVERONT À L'AVANCE : Il y aura un tirage environ 5 minutes avant le début de la séance. Toutes les personnes présentes lors du tirage courront la chance de gagner 25 \$ en plus de la prime qu'ils recevront.

Comme nous n'invitons qu'un petit nombre de personnes, votre participation est très importante pour nous. Si, pour une raison ou une autre vous ne pouvez pas vous présenter, veuillez nous en aviser pour que nous puissions vous remplacer. Vous pouvez nous joindre au **1 800 363-4229, poste 5068**. Demandez à parler à **Carol Smith**. Quelqu'un communiquera avec vous la veille du groupe de discussion pour confirmer votre présence.

Nous vous ferons parvenir une brochure et nous aimerions que vous la consultiez avant le groupe de discussion. Il s'agit d'une version préliminaire, c'est pourquoi nous vous prions de ne pas la divulguer à qui que ce soit. Pouvez-vous nous transmettre un exemplaire de cette brochure par courriel?

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NON	2

SI LE RÉPONDANT A UNE ADRESSE DE COURRIEL :

Pouvez-vous m'indiquer l'adresse de courriel à laquelle vous souhaitez recevoir la brochure?

Courriel _____

Vous recevrez le courriel et la brochure sous peu. Auriez-vous l'amabilité de répondre au courriel dès que vous le recevrez pour confirmer que vous l'avez bien et bien reçu?

VEUILLEZ RÉPÉTER L'ADRESSE DE COURRIEL (ÉPELEZ-LA) ET ASSUREZ-VOUS QU'ELLE EST ENTRÉE CORRECTEMENT.

SI LE RÉPONDANT N'A PAS D'ADRESSE DE COURRIEL (OU N'AURA PAS ACCÈS À SES COURRIELS AVANT LE GROUPE DE DISCUSSION) :

Pouvez-vous m'indiquer votre adresse à la maison afin que nous puissions vous faire parvenir la brochure?

Adresse _____

Appartement ou bureau _____

Ville _____

Province _____

Code postal _____

VEUILLEZ RÉPÉTER L'ADRESSE (ÉPELEZ-LA) ET ASSUREZ-VOUS QU'ELLE EST ENTRÉE CORRECTEMENT. DEMANDEZ S'IL Y A UN NUMÉRO D'APPARTEMENT OU DE BUREAU.

Afin que nous puissions vous appeler pour confirmer votre présence ou pour vous informer en cas de changements, pourriez-vous me confirmer votre nom et vos coordonnées? **[LISEZ LES COORDONNÉES QUE NOUS AVONS ET MODIFIEZ AU BESOIN.]**

Prénom _____

Nom de famille _____

Courriel _____

N° de téléphone le jour _____

N° de téléphone en soirée _____

Afin que nous puissions vous appeler pour confirmer votre présence ou pour vous informer si des changements survenaient, pourriez-vous me confirmer votre nom et vos coordonnées? **[LISEZ LES COORDONNÉES QUE NOUS AVONS ET MODIFIEZ AU BESOIN.]**

Prénom _____
Nom de famille _____
Courriel _____
N° de téléphone le jour _____
N° de téléphone en soirée _____

Si le répondant refuse de donner son prénom, son nom de famille ou son numéro de téléphone, assurez-le que ces renseignements demeureront strictement confidentiels en vertu de la *Loi sur la protection des renseignements personnels*. Ils ne seront utilisés que pour l'appeler pour confirmer sa présence ou pour l'informer de changements. S'il refuse, REMERCIEZ ET TERMINEZ