



Food Safety: Concept Refinement Research Discussion Guide

Caregivers of children 4-12 who are primary at-home food preparers

March 2011

Stimuli to Test: TBD

(particular lines of probing may vary based on specific creative executions and responses to creative. The goal of this session is to have a fluid, natural conversation about target's understanding of and thoughts about Food Safety, and motivations to improve their behaviors, as a result of exposure to the creative concepts)

Section I - Introduction:

- Explanation of research process – no wrong answers, independent researcher
- Room – one-way mirror, audio/videotape
- Introductions – name, bit about self

Section II - Presentation of Advertising Concepts and Sample Executions:

The moderator will first explain to respondents that the advertising they are about to see is still in development and that they will need to use a bit of imagination to visualize it in the 'real world.' The moderator will then begin taking them through each of the creative ideas and executions.

Exposure plan: The moderator will present a draft ad to the respondents. Respondents will then be asked to jot down their initial 'gut' reaction to the ads on a pad of paper. Additionally, they will be asked to write down the main idea of the advertising, as they understand it. The moderator will then begin posing questions in a conversational style, covering each of the key areas of questioning. The moderator will introduce additional draft ads of the same campaign – rotating tv script, radio script, etc. – and repeat the key lines of questioning. Throughout the course of the interviews, the moderator will solicit reactions to specific ads as well as the campaign as a whole. Each of the key question areas – Relevance, Tone/Feeling, Call-To-Action, Share-ability – will be covered as the moderator walks the respondents through each concept.

Respondents will be asked not to be ad critics – rather to focus on what the advertising makes them think and feel.

[Note to moderator – we're seeking to establish initial reactions to the creative to gauge respondent reaction and comprehension. We'd like to limit up-front discussion of the issue to avoid priming respondents, but after creative has been exposed the discussion should address respondents' general existing perceptions of food prep and risks from improperly prepared food – specifically how these existing beliefs are affected by seeing the creative.]

Section III - Reaction to Advertising:

General discussion

- So what did you think of this ad? What did you write down?
 - What made you think that?
- Is there anything that you especially like about the advertising? Probe.
- Is there anything that you dislike?
- What would you say is the main idea of the advertising? What point is it trying to make to you?
- What do you think about that idea? Is this main idea believable?
 - What about it makes it believable (or not)?

Relevance

- How does this idea relate to you and your life as a parent or caregiver?
- Does it appeal to you as a parent or caretaker?
 - Why or why not?
- Is this a new or different way to think about food preparation?
- Before today, how much of a concern was foodborne illness / poisoning to your family?
 - How did seeing these ads affect how you think about your cooking habits?
- Is there anything confusing or unclear about this main idea?

Tone / Feeling

- How does the advertising make you feel? (*LISTEN for personal relevance and comfort with the approach/topic*)
- What is the mood or feeling behind the advertising? (*Probe: is the advertising positive, encouraging, motivating, empowering?*)
- How do you feel about this mood and tone? Probe – do you like or appreciate it, why or why not. Ask around emotional appeal.
- How does this advertising fit in with what you do currently around this issue?
- Is this a new or different way to feel about making sure the food you prepare is safer than perhaps before seeing this ad? Probe – please explain.

Call-to-Action

- Overall, what do you think the advertising is asking you to do as a parent or caretaker?
 - Is this something you believe you can do? (Probe for ease/difficulty of this idea)
 - Is this realistic? Would you do something today? Or would you just think twice next time? Or would you just think about the message, and then most likely forget about it?
- The advertising features a line at the end – does anyone remember that line (*not a memory test, but to prompt the line (TBD), if it hasn't come up already*)?
 - What does that idea mean to you – (Listen for caregivers response)

Next Steps/Shareability

- Would you ever mention this advertising or talk about it with a friend or family member?
- If yes, how do you think you would do it? (Probe. Would you do it in person, send an email or text, or on a social site like Facebook or Twitter?)
- What would your friends or family members think about it?
- Where would you expect to see this type of advertising?

Repeat Section II and Section III for each creative campaign presented.

Section IV – Discussion of All Campaigns

Once all conceptual directions for the have been presented, the moderator will put all executions on the table and ask respondents to look at them as a group.

- Describe in your own words what you feel the overall message of this ad campaign is.
- Which campaign/ads express that message the best?
 - What about them is working well for you?
- In general, are there any words or images in the advertising that really stand out in a positive way? Have them circle anything that stands out. (Probe – why did you pick that, please explain).
- Have you seen an advertising campaign like this one before? If yes, please probe.
- Do you find this advertising campaign emotionally motivating overall? How so – what would you do/think as a result of seeing these materials?
 - What specifically about the advertising is creating these thoughts?
- Having seen this advertising, do you feel you are now motivated in any way to make a change in your daily life?
 - What would that be?
 - When would you make that change (how soon)?
- All of these advertisements feature a website — do you remember the name of the website?
 - Have you heard of this website before?
 - Would you go to the website?
 - What would you expect to find on the website?
 - What other websites or media would you expect to find out more on this topic? News stories?
- Who do you think this advertising campaign is coming from?
 - Aided or unaided, probe on whether knowing this is a government-supported campaign will affect their perceptions. Is this a positive or negative – does it change the way they think or feel about the advertising?

Section V – Wrap Up

Before finishing the groups, the moderator will check with the back room to see if there are any additional questions or areas to probe.