

**MODERATOR'S GUIDE FOR FOCUS GROUPS
TO ASSESS ADVERTISING CONCEPTS SUPPORTING
CLICK IT OR TICKET, 2012 CAMPAIGN**

NOTE TO MODERATOR: When group is fully assembled, read:

This focus group is being conducted to collect information that will help us better understand your opinions about an important highway safety issue.

A federal agency may not conduct or sponsor, and a person is not required to respond to, nor shall a person be subject to a penalty for failure to comply with a collection of information subject to the requirements of the Paperwork Reduction Act unless that collection of information displays a current valid OMB Control Number. The OMB Control Number for this information collection is 2127-0682. Public reporting for this collection of information is estimated to be approximately 75 minutes per response, including the time for reviewing instructions, completing and reviewing the collection of information. All responses to this collection of information are voluntary. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to: Information Collection Clearance Officer, National Highway Traffic Safety Administration, 1200 New Jersey Ave, S.E., Washington, DC, 20590

ADDITIONAL NOTE TO MODERATOR:

- *Disclose presence of observers and video-recording (in lieu of "note taking")*

"Warm-up" discussion topic:

What is the one thing about other drivers that annoys you the most?

Probe for brief explanation if response is just a few words

NOTES TO MODERATOR:

Transition to discussion about advertising ideas.

Explain that group will view four TV commercials dealing with seatbelt use.

Explain the animatics format of the commercials. Emphasize the point that the commercial in final form will not be animated.

To help respondents "calibrate" their minds for how the animatics version and final commercial are related, show an example; use "Invisible Cops" animatics and final commercial. Explain that these are just examples, and that they do not deal with seatbelts.

After showing demos, remind group that they'll see four different animatics spots that deal with seatbelts.

Hand-out first of four notes sheets (see next page for reference), and direct participants to briefly note their thoughts about each commercial after it has been shown, i.e., what they like, don't like, main thing(s) they thought about or remembered while seeing it, and a grade.

Show first commercial. They will be titled simply "A," "B," "C," and "D" to minimize any bias the commercials' names might lend. Order of presentation will be changed for each group, also to minimize bias. After first showing of each commercial, stop DVD for the participants' quick notes, then discussion.*

- * "(NHTSA reference name tbd)" will be titled "A"
- "(NHTSA reference name tbd)" will be titled "B"
- "(NHTSA reference name tbd)" will be titled "C"
- "(NHTSA reference name tbd)" will be titled "D"

(Hand out for each group member to independently comment on each commercial after it's shown the first time)

Notes for commercial "A" *(same sheets will be prepared and distributed for commercials "B," "C" and "D")*

Things you especially like about this commercial

Things you don't like about this commercial

The main thing that sticks out in your mind

Grade it. If the main message is, "Watch out! You are more likely than ever to get a ticket if you're not wearing your seatbelt." --- give it a grade of A, B, C, D or F:

Who graded this an “A?” “B?” --- etc. for all grades

NOTES TO MODERATOR:

For each of the highest and lowest grades, probe for reasons why

If commercial gets high grades from most participants, probe those who graded it “B” or “C” relative to, “What would need to be done to the commercial so that you might give it a higher grade?”

Obviously, the commercial’s main message is to warn people that chances of getting a ticket for not wearing a seatbelt are greater than ever. What one or two things in the commercial help convey that message?

What one or two things in this commercial really stick out in your mind?

Does the commercial remind you of anything you’ve seen or heard before?

NOTES TO MODERATOR:

Transition to discussion about additional advertising to go along with the TV commercial.

Present layouts of the various tactics; provide appropriate, brief descriptions.

What thoughts and opinions do you have about these additional ideas overall?

NOTES TO MODERATOR:

Guide discussion to ensure that comments are gathered about each of the various tactics. OK if respondents “bounce back-and-forth” among the ideas, as long as all tactics are given attention.

After appropriate probing and discussion, show TV commercial again

What other thoughts do you have about this whole idea as a campaign package?

NOTES TO MODERATOR:

Repeat the above steps for each of the other three campaign platforms, starting with the television commercial and grading exercise.

After all four platforms have been shown and discussed:

Consider the situation where police at both the local and state levels really step up ticketing of people not obeying seatbelt laws. Which one of these four campaign ideas would work best to promote that message? (probe for reasons/explanations)

(If time permits, check with observers for additional questions)