

**MODERATOR'S GUIDE FOR FOCUS GROUPS
TO ASSESS ADVERTISING CONCEPTS SUPPORTING
2015 SEAT BELT ENFORCEMENT AND SOCIAL NORMING CAMPAIGNS
OMB# 2127-0682**

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.

This collection of information is voluntary and will be used for formative purposes only so that we may develop and evaluate programs designed to reduce the number of traffic-related injuries and deaths. Public reporting burden is estimated to average 75 minutes, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. We will not collect any personal information that would allow anyone to identify you. Please note that 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 generic control number for this collection is 2127-0682. 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, W51-316, 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 seat belt 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 seat belts.

After showing demos, remind group that they’ll see four different animatics spots that deal with seat belts.

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.*

- * “Not Just You” will be titled “A”
- “The Reason Why” will be titled “B”
- “Second Chance” will be titled “C”
- “You’re Not Alone on the Road” 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, "Wearing a seat belt is better than not wearing one." --- 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?”

Assume the idea’s main intent is to encourage people to always wear a seat belt. What one or two things in the idea help convey a message that would get people to do that?

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 campaign elements to go along with the TV commercial.

Present layouts of the various elements; 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 the local and state levels decide to step up ticketing of people not obeying seat belt laws. Which one of these four campaign ideas would work best to promote that enforcement-focused message? (probe for reasons/explanations)

NOTES TO MODERATOR:

As appropriate, and based on previous comments about law enforcement, transition to discussion about police enforcement. Question set-up and phrasing will need to be contingent on previous comments. Generally, however, inquire about ---

Compared to a year ago, how has police enforcement affected the ways people drive? Would you say police are more fair about driving enforcement, less fair, or about the same? And explain your reasons for your perspective about this.

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