

Moderator Guide

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Paperwork Reduction Act Statement: This document is part of the information collected under the focus group portion of this information collection which includes understanding and answering the Check-In Survey, Brand Test Stimuli, Hip Hop Brand Test Survey [Versions A and B], Preliminary Creative Concept Testing Stimuli, Hip Hop Creative Concept Survey Spreadsheet, and the Moderator Guide documents. The public reporting burden for this portion of the collection of information has been estimated to average 90 minutes per response (the time estimated to understand the instructions, participate in the focus group, and answer the questions). Send comments regarding this burden estimate or any other aspects of this information collection, including suggestions for reducing burden, to PRASStaff@fda.hhs.gov.

Reviewer Note: Moderator instructions are in brackets. Probes are italicized. The Moderator Guide consists of all possible questions that researchers anticipate are relevant to ask. However, this does not mean that every question listed will definitely be asked. As per standard protocol for focus group research, researchers will allow the conversation to unfold naturally. Certain questions listed may no longer be asked because they may not be relevant to a particular discussion.

I. STUDY INTRODUCTION (5 Min)

1. Rules of the Group

[Moderator introduces study to all participants at same time once everyone is checked in and seated.]

Welcome and thank you for coming. My name is [insert moderator name] and I am the moderator of the focus group today. We also have [insert names of 2 research assistants] who will be helping out today, and we are all your research facilitators. I am going to give everyone an overview of what we will be doing for the next 85 minutes. Today we are going to look at a lot of logos and videos, talk about them, eat some snacks and have fun. At the end, you will each receive a \$25 VISA gift card as a token of our appreciation. It is like a credit card and you can use it anywhere that accepts VISA. How does that sound?

No one outside of the focus group participants and researchers will know what you said during the discussions. Your name is only collected during the check-in process. Your names are stored on a separate sheet of paper, which will not be associated with the focus group transcripts. Your full name will not be shared with me or other participants. Please do not share any private, personally identifiable, or inappropriate information during the discussion such as your name or address. Such comments will be removed from transcripts. We will not share information with anyone outside of the study unless it is necessary to protect you, or if it is required by law. Information you share about your tobacco-related attitudes, beliefs, and behaviors will not be shared with others, including your school, parent(s)/guardian(s), or peers. Your participation is voluntary and you have the right to withdraw from the group at any time without penalty.

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Also, we are in no way affiliated with your school. We are from a research and marketing company in California. Your school was just nice enough to let us do this here. So whatever you say to us stays with us. We literally leave town on [date]!

So now that you know what we are doing, I need everyone to tell me if you are willing to participate today. You see, it is kind of like a job. Here's the job, listen closely and let me know if you think you can and are willing to do it:

1. TALK! We want you to share what you are thinking. Your main job is to answer our questions and tell us what you think. If you have no opinion on something, that's ok too. There are no right or wrong answers!
2. Make sure to let everyone get a chance to talk. We want to hear from each person. So if you are talking a lot, let others talk for a little while.
3. Be nice to each other but be honest when you disagree—we need to hear your opinions. Our goal is not to get everyone to agree or disagree. It is about hearing each person's unique opinion.
4. Feel free to share openly and honestly, but respect that we all come from different backgrounds. Please do not share any personal or identifiable information, like your name. Please also respect the privacy of everyone here by not sharing what is said in this discussion.
5. Silence your cell phones, turn off your iPod, get headphones off your ears, etc. If your parents call, you can step out and quickly talk to them, but other than your parents, please don't text or answer calls or texts from other people.

2. Verbal Agreement to Audio Record

Before we begin, I would like to ask your permission to audio record this focus group. As I mentioned, all information from these focus groups will be kept private and protected, including the audio recording or any transcripts made from the audio recordings. Remember to remain anonymous by not saying your name at all during the group discussions. So, is it ok with you if we audio record the focus group?

[If not everyone in the room agrees, then do not audio record group activities; research assistants should take notes.]

Please feel free to grab a snack, and let's get started!

II. CHECK-IN SURVEY (15 Min)

1. OK, so when you checked-in earlier, you were given a folder. That folder should contain your Check-In Survey [hold up Check-In Survey for participants to see]. Please start by confirming that that survey contains a Unique ID on the top. If it does not, please let someone know now. If it already has your Unique ID on the top, please start completing the Check-In Survey.
2. Please do not write your name anywhere on the survey or on any of the other documents you will be filling out today. Let me know if you have any questions. Otherwise, please begin completing the survey and let one of us know when you're done.

[After each participant completes the Check-In Survey, research assistants should circulate and

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instruct participants to insert the completed survey upside down in the bottom of their Participant Folder.]

III. CAMPAIGN BRAND TESTING (15 Min)

[Four campaign brand ideas. For each group, all participants will see survey Version A or Version B and discuss brands and logos in that corresponding order.]

1. Brand Name Testing

Next, we're going to discuss various brand names and logos and ask you to give your opinions on them. In your folder, you should each have a Hip Hop Brand Test Survey Version [say A/B out loud so that it is recorded]. [hold up Hip Hop Brand Test Survey for participants to see]. Again, please start by confirming that the survey contains your Unique ID on the top. If it does not, please let someone know now. We're going to fill this out together, so please don't move ahead without receiving the OK from us.

Let's begin. We're developing a new Hip Hop brand and we want to get your opinions about it. Please be as honest as possible when filling out the survey. You may now turn the cover page and fill out page 2 of the survey. Please read the instructions and only fill out page 2. [Research assistants should circulate and make sure that all youth have completed the question before moving forward.]

Great. So, let's talk about your thoughts about the brand names you just saw.

- a. Which of the brand names do you like the best?
 - i. *What message(s) does that brand name convey?*
 - ii. *What did you think of it?*
 - iii. *Who is this brand name speaking to? Why do you think so?*
- b. Which of the brand names do you like the least?
 - i. *Why?*
- c. Do any of the brand names remind you of another brand you have seen or heard of?

2. Brand Logo Testing

a. 1st Brand Logo

Ok, you may now turn the cover page and fill out page 3 of the survey. Please read the instructions and only fill out page 3. [Research assistants should circulate and make sure that all youth have completed the question before moving forward.]

Great. So, let's talk about your thoughts about the logos you just saw.

- i. Which of the logos do you like the best?
 1. *What message(s) does the brand logo convey?*
 2. *What did you think of it?*
 3. *Who is this logo speaking to? Why?*
 4. *Does it convey a different message in this format than when you read the brand name in plain text?*
 5. *Do different logos (with the same name) speak to different people?*
- ii. Could you see yourself wearing a t-shirt with this logo on it?

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1. *Do you think your friends would wear clothing with this logo on it?*
- iii. Which of the logos do you like the least?
 1. *Why?*

b. 2nd Brand Logo

Ok, you may now turn the cover page and fill out page 4 of the survey. Please read the instructions and only fill out page 4. [Research assistants should circulate and make sure that all youth have completed the question before moving forward.]

Great. So, let's talk about your thoughts about the logos you just saw.

- i. Which of the logos do you like the best?
 1. *What message(s) does the brand logo convey?*
 2. *What did you think of it?*
 3. *Who is this logo speaking to? Why?*
 4. *Does it convey a different message in this format than when you read the brand name in plain text?*
 5. *Do different logos (with the same name) speak to different people?*
- ii. Could you see yourself wearing a t-shirt with this logo on it?
 1. *Do you think your friends would wear clothing with this logo on it?*
- iii. Which of the logos do you like the least?
 1. *Why?*

c. 3rd Brand Logo

Ok, you may now turn the cover page and fill out page 5 of the survey. Please read the instructions and only fill out page 5. [Research assistants should circulate and make sure that all youth have completed the question before moving forward.]

Great. So, let's talk about your thoughts about the logos you just saw.

- i. Which of the logos do you like the best?
 1. *What message(s) does the brand logo convey?*
 2. *What did you think of it?*
 3. *Who is this logo speaking to? Why?*
 4. *Does it convey a different message in this format than when you read the brand name in plain text?*
 5. *Do different logos (with the same name) speak to different people?*
- ii. Could you see yourself wearing a t-shirt with this logo on it?
 1. *Do you think your friends would wear clothing with this logo on it?*
- iii. Which of the logos do you like the least?
 1. *Why?*

d. 4th Brand Logo

Ok, you may now turn the cover page and fill out page 6 of the survey. Please read the instructions and only fill out page 6. [Research assistants should circulate and make sure that all youth have completed the question before moving forward.]

Great. So, let's talk about your thoughts about the logos you just saw.

- i. Which of the logos do you like the best?
 1. *What message(s) does the brand logo convey?*
 2. *What did you think of it?*
 3. *Who is this logo speaking to? Why?*

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4. *Does it convey a different message in this format than when you read the brand name in plain text?*
 5. *Do different logos (with the same name) speak to different people?*
 - ii. Could you see yourself wearing a t-shirt with this logo on it?
 1. *Do you think your friends would wear clothing with this logo on it?*
 - iii. Which of the logos do you like the least?
 1. *Why?*
- e. Overall Brand Logo Discussion
- Ok, you may now turn the cover page and fill out page 7 of the survey. Please read the instructions and only fill out page 7. [Research assistants should circulate and make sure that all youth have completed the question before moving forward.]

Great. So, let's talk about your thoughts about all of the logos you just saw.

- i. Out of the logos you just saw, which of the logos do you like the best?
 1. *Why?*
- ii. Which of the logos do you like the least?
 1. *Why?*
- iii. If you could change any of the logos in anyway, what would you change about it?
- iv. If you could combine one of the names with a different design to make it better, which would you combine?
- v. Is there anything else that you think would make it better?

IV. PRELIMINARY CONCEPT TESTING (50 Min)

[Six campaign video storyboards will be shown to each group. Ad concepts will be revealed one at a time in Version A or B. As ad concepts are exposed, respondents will be asked to rate their initial reaction to each item on the survey before the discussion for that ad concept starts.]

1. Great. Thanks for your feedback. Next, we're going to watch some videos and ask you to give your opinions. In your folder, you should each have a Hip Hop Creative Concept Survey [hold up Hip Hop Creative Concept Survey for participants to see]. Again, please start by confirming that the survey contains your Unique ID on the top. If it does not please let someone know now. We're going to fill this out together, so please don't move ahead without receiving the OK.
2. Now, one at a time, I'm going to show you the six concepts for new TV ads to convince Hip Hop youth to not smoke. These are not actual commercials, though, they are just ideas of what future commercials could look like. After our research with you and other teens, we plan to create the commercials that you and the other teens tell us are the best. So try not to get too caught up in the small details and focus on the overall idea. We are going to look at six different concepts and we want to know what you think about each of them. After I show you each concept, I will instruct you to fill out that section of the survey and once everyone is finished, we will discuss as a group. We will talk about each of them individually and then compare them to each other at the end. Please pay close attention because I can only play these concepts once. For reference during analysis, we are viewing Version [A/B].
 - a. 1st Video

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We're going to watch the first ad concept. [Research assistant should play video.]

Ok, you may now fill out the questions for Ad #1. Please read the instructions and only fill out Ad #1. [Research assistants should circulate and make sure that all youth have completed the items before moving forward.]

Great. So, let's talk about your thoughts about the ad concept you just saw. As a reminder, ad concepts are just ideas of what future commercials could look like.

- i. What is the message this ad concept is trying to convey?
 1. *Is this message interesting? Why/why not?*
 2. *Is this message realistic or believable? Why/why not?*
- ii. How did this ad concept make you feel?
- iii. What do you like about this concept?
- iv. What don't you like about this concept?
 1. *What would make it better?*
- v. Did you learn anything from this concept?
 1. *If yes, what did you learn?*
- vi. Is this concept relevant to you?
- vii. What do you think about the setting or situation in this concept?
- viii. Did this concept catch your attention?
 1. *If yes, what about it?*
 2. *If not, why not?*
- ix. What did you think about the tone or feeling of the ad concept?
 1. *Why/why not?*
- x. Was there anything that was confusing or didn't make sense?
- xi. How does this ad make you feel about smoking cigarettes?
 1. *Is that different than how you felt before viewing the ad?*
- xii. Do you think this ad would convince people your age to live tobacco free?
- xiii. Do you think you would talk about this ad with friends?
 1. *Would you share this ad with your friends if it was available online?*
- ii. Do you think this ad is directed to you and your friends?
 1. *Why/why not?*

b. 2nd Video

We're going to watch the second ad concept. [Research assistant plays video.]

Ok, now you may now fill out the questions for Ad #2. Please read the instructions and only fill out Ad #2. [Research assistants should circulate and make sure that all youth have completed the items before moving forward.]

Great. So, let's talk about your thoughts about the ad concept you just saw.

- i. What is the message this ad concept is trying to convey?
 1. *Is this message interesting? Why/why not?*
 2. *Is this message realistic or believable? Why/why not?*
- ii. How did this ad concept make you feel?
- iii. What do you like about this concept?
- iv. What don't you like about this concept?
 1. *What would make it better?*
- v. Did you learn anything from this concept?
 1. *If yes, what did you learn?*

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- vi. Is this concept relevant to you?
- vii. What do you think about the setting or situation in this concept?
- viii. Did this concept catch your attention?
 - 1. *If yes, what about it?*
 - 2. *If not, why not?*
- ix. What did you think about the tone or feeling of the ad concept?
- x. Was there anything that was confusing or didn't make sense?
- xi. How does this ad make you feel about smoking cigarettes?
 - 1. *Is that different than how you felt before?*
- xii. Do you think this ad would convince people your age to live tobacco free?
- xiii. Do you think you would talk about this ad with friends?
 - 1. *Would you share this ad with your friends if it was available online?*
- iii. Do you think this ad is directed to you and your friends?
 - 1. *Why/why not?*

c. 3rd Video

We're going to watch the third ad concept. [Research assistant plays video.]

Ok, now you may now fill out the questions for Ad #3. Please read the instructions and only fill out Ad #3. [Research assistants should circulate and make sure that all youth have completed the items before moving forward.]

Great. So, let's talk about your thoughts about the ad concept you just saw.

- i. What is the message this ad concept is trying to convey?
 - 1. *Is this message interesting? Why/why not?*
 - 2. *Is this message realistic or believable? Why/why not?*
- ii. How did this ad concept make you feel?
- iii. What do you like about this concept?
- iv. What don't you like about this concept?
 - 1. *What would make it better?*
- v. Did you learn anything from this concept?
 - 1. *If yes, what did you learn?*
- iv. Is this concept relevant to you?
- v. What do you think about the setting or situation in this concept?
- vi. Did this concept catch your attention?
 - 1. *If yes, what about it?*
 - 2. *If not, why not?*
- vii. What did you think about the tone or feeling of the ad concept?
- viii. Was there anything that was confusing or didn't make sense?
- ix. How does this ad make you feel about smoking cigarettes?
 - 1. *Is that different than how you felt before?*
- x. Do you think this ad would convince people your age to live tobacco free?
- xi. Do you think you would talk about this ad with friends?
 - 1. *Would you share this ad with your friends if it was available online?*
- xii. Do you think this ad is directed to you and your friends?
 - 1. *Why/why not?*

d. 4th Video

We're going to watch the fourth ad concept. [Research assistant plays video.]

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Ok, now you may now fill out the questions for Ad #4. Please read the instructions and only fill out Ad #4. [Research assistants should circulate and make sure that all youth have completed the items before moving forward.]

Great. So, let's talk about your thoughts about the ad concept you just saw.

- i. What is the message this ad concept is trying to convey?
 1. *Is this message interesting? Why/why not?*
 2. *Is this message realistic or believable? Why/why not?*
- ii. How did this ad concept make you feel?
- iii. What do you like about this concept?
- iv. What don't you like about this concept?
 1. *What would make it better?*
- v. Did you learn anything from this concept?
 1. *If yes, what did you learn?*
- vi. Is this concept relevant to you?
- vii. What do you think about the setting or situation in this concept?
- viii. Did this concept catch your attention?
 1. *If yes, what about it?*
 2. *If not, why not?*
- ix. What did you think about the tone or feeling of the ad concept?
- x. Was there anything that was confusing or didn't make sense?
- xi. How does this ad make you feel about smoking cigarettes?
 1. *Is that different than how you felt before?*
- xii. Do you think this ad would convince people your age to live tobacco free?
- xiii. Do you think you would talk about this ad with friends?
- xiv. Do you think this ad is directed to you and your friends?
 1. *Why/why not?*

e. 5th Video

We're going to watch the fifth ad concept. [Research assistant plays video.]

Ok, now you may now fill out the questions for Ad #5. Please read the instructions and only fill out Ad #5. [Research assistants should circulate and make sure that all youth have completed the items before moving forward.]

Great. So, let's talk about your thoughts about the ad concept you just saw.

- i. What is the message this ad concept is trying to convey?
 1. *Is this message interesting? Why/why not?*
 2. *Is this message realistic or believable? Why/why not?*
- ii. How did this ad concept make you feel?
- iii. What do you like about this concept?
- iv. What don't you like about this concept?
 1. *What would make it better?*
- v. Did you learn anything from this concept?
 1. *If yes, what did you learn?*
- vi. Is this concept relevant to you?
- vii. What do you think about the setting or situation in this concept?
- viii. Did this concept catch your attention?
 1. *If yes, what about it?*
 2. *If not, why not?*

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- ix. What did you think about the tone or feeling of the ad concept?
- x. Was there anything that was confusing or didn't make sense?
- xi. How does this ad make you feel about smoking cigarettes?
 - 1. *Is that different than how you felt before?*
- xii. Do you think this ad would convince people your age to live tobacco free?
- xiii. Do you think you would talk about this ad with friends?
 - 1. *Would you share this ad with your friends if it was available online?*
- xiv. Do you think this ad is directed to you and your friends?
 - 1. *Why/why not?*

f. 6th Video

We're going to watch the sixth ad concept. [Research assistant plays video.]

Ok, now you may now fill out the questions for Ad #6. Please read the instructions and only fill out Ad #6. [Research assistants should circulate and make sure that all youth have completed the items before moving forward.]

Great. So, let's talk about your thoughts about the ad concept you just saw.

- i. What is the message this ad concept is trying to convey?
 - 1. *Is this message interesting? Why/why not?*
 - 2. *Is this message realistic or believable? Why/why not?*
- ii. How did this ad concept make you feel?
- iii. What do you like about this concept?
- iv. What don't you like about this concept?
 - 1. *What would make it better?*
- v. Did you learn anything from this concept?
 - 1. *If yes, what did you learn?*
- vi. Is this concept relevant to you?
- vii. What do you think about the setting or situation in this concept?
- viii. Did this concept catch your attention?
 - 1. *If yes, what about it?*
 - 2. *If not, why not?*
- ix. What did you think about the tone or feeling of the ad concept?
- x. Was there anything that was confusing or didn't make sense?
- xi. How does this ad make you feel about smoking cigarettes?
 - 1. *Is that different than how you felt before?*
- xii. Do you think this ad would convince people your age to live tobacco free?
- xiii. Do you think you would talk about this ad with friends?
 - 1. *Would you share this ad with your friends if it was available online?*
- xiv. Do you think this ad is directed to you and your friends?
 - 1. *Why/why not?*

g. All Videos

Great, now that we have seen all of the videos, which did you like the most? Why?

V. CHECK OUT (5 Min)

1. Thank you for your time today. We appreciate you sharing your thoughts with us.
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2. Make sure that you collect all of your belongings and turn in your folder containing all of your completed worksheets from today. You can walk back to where you signed in to check out and collect your gift card. Thanks again!

[Have each participant check out by turning in their folder; make sure that all necessary documents are in the folder. Participant will sign in the Check Out Form indicating that they have received their \$25 Visa card incentive. For each focus group, there should only be one Check Out Form for administrative purposes. Upon completion of focus group, organize all completed documents. The team should have a complete folder for each participant.]