
Moderator Guide

Reviewer Note: Moderator instructions are in brackets. Probes are italicized. The Moderator Guide consists of 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. CHECK-IN SURVEY (7 min)

In the folder you were given, there is a survey called the Check-In Survey that you can start filling out now. Please do not write your name anywhere on the survey. Let me know if you have any questions. Otherwise, just let one of us know when you're done.

[After each participant completes the Check-In Survey, Moderator/Assistant should circulate and instruct participants to insert the completed survey upside down in the bottom of their Participant Folder.]

[At this time a full group introduction will be provided]

II. STUDY INTRODUCTION (3 Min)

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

Welcome and thank you for coming. My name is [insert moderator name] and I am helping with the discussion group today. We also have [assistants in the room] who will be helping out today. For today's discussion, we are going to watch some videos, talk about them, and eat some snacks. At the end, you will each receive \$25. How does that sound?

We also want to remind you that no one outside of the group will know what you said during the discussions. It is completely up to you whether or not you take part today and you have the right to leave the group at any time.

Before we begin, we have a few ground rules for the group:

1. We want you to share what you are thinking, so please don't be shy to tell us your opinion! 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. Don't make fun of others for their answers. But we also want you to 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 please do not share any personal information, like what school you go to. Please also respect the privacy of everyone here by not sharing what is said in this discussion outside of the group.
5. Please silence your cell phones, put your headphones away, 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 from other people during the discussion group.

1. Verbal Agreement to Audio Record

Also, I would like to double check that we have your permission to audio record this discussion group. We record it just to help us remember what you said later because we can't keep up with notes. So, is it ok with you if we audio record the group?

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

We'll also be live streaming our discussion privately for some of our colleagues who could not be here today and for a few staff members who are right next door. The video live stream will not be recorded and only a small group of people are able to access the stream. All information from the group will be kept private and protected and those watching won't be able to connect what you've said back to any other information about you.

III. CAMPAIGN BRAND TESTING (25 Min)

[Up to 4 campaign brand ideas. For each group, all respondents 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 Brand Test Survey Version [say A/B out loud so that it is recorded]. [hold up Brand Test Survey for respondents to see]. 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 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.

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

2. Brand Logo Testing

- a. [Repeat for each brand logo]

Ok, you may now turn the cover page and fill out page [X] of the survey. Please read the instructions and only fill out page [X].
[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?
 - a. *What message(s) does the brand logo convey?*
 - b. *What did you think of it?*
 - c. *Who is this logo speaking to? Why?*
 - d. *Does it convey a different message in this format than when you read the brand name in plain text?*
 - e. *Do different logos (with the same name) speak to different people?*
- II. Which of the logos do you like the least?
 - a. *Why?*

[Moderator follows process for each brand logo]

b. Overall Brand Logo Discussion

Ok, you may now turn the cover page and fill out page [X] of the survey. Please read the instructions and only fill out page [X].
[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?
 - a. *Why?*

- II. Which of the logos do you like the least?
 - a. 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?

c. Brand Tag Lines

These brands are actually for a tobacco prevention campaign designed for Native youth. Now I will read you a tagline to go with each brand name to hear your thoughts.

[Moderator says brand name followed by the tagline for each set of taglines]

- I. Which is your favorite?
 - a. Why?
- II. Which is your least favorite?
 - a. Why?
- III. With the tagline in mind, which brand do you like best?
 - a. *Did your opinion change? Why?*
- IV. Would you like to see any of the tag lines go with a different brand name? If yes, which taglines and brands would you combine?
 - a. Why?

d. Tobacco Brand Discussion

Now that you know that these brands are for a tobacco prevention campaign, I'd like to ask you about your opinions about the brands and logos again.

- V. Has your opinion changed on which brand and logo combination is best? If so, which brand and logo combination is your favorite?
 - a. Why?
- VI. Is there anything else that you think would make it better?

IV. CREATIVE CONCEPT TESTING (55 Min)

[Concepts will be revealed one at a time. As concepts are played, respondents will be asked to rate their initial reaction to each item on the Creative Concept Survey before the discussion for that concept begins.]

Now we're going to watch up to 6 different videos and ask you to give your opinions. In your folder, you should each have a Creative Concept Survey [hold up Creative Concept Survey for participants to see]. We're going to fill this out together, so please don't move ahead without receiving the OK.

Now, one at a time, I'm going to show you concepts for new TV ads about commercial tobacco. These are not actual commercials, though, they are just ideas of what future commercials could look like. After our research, we plan to create the commercials that you all tell us are the best. So try not to get too caught up in the small details and focus on the overall idea.

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 the concepts individually and then compare them to each other at the end. I'm going to play each one time so you can fill out the survey and we can talk about your initial thoughts about the concept. Then I'll play the concept one more time so you can catch anything you might have missed and we can discuss it a little more.

1. [Repeat for every concept]

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

Ok, you may now fill out the questions for Concept [X]. Please read the instructions and only fill out Concept [X]. [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 concept you just saw. As a reminder, these concepts are just cartoon ideas of what future commercials could look like. We'll film your favorites with real people later.

[Play concept a second time after getting initial reaction.]

- I. What is the message this concept is trying to convey?
 - a. *Is this message interesting? Why/why not?*
 - b. *Is this message realistic or believable? Why/why not?*
- II. How did this concept make you feel?
- III. What did you think about the tone or feeling of the concept?
- IV. What do you like about this concept?
- V. What don't you like about this concept?
 - a. *What would make it better?*
- VI. Did this concept catch your attention?
 - a. *If yes, what about it?*
 - b. *If not, why not?*
- VII. Did you learn anything from this concept?

- a. *If yes, what did you learn?*
- b. *Was anything surprising?*
- VIII. Was there anything that was confusing or didn't make sense?
- IX. How important do you think this message is?
- X. Is this concept relevant to you?
 - a. If yes, in what ways did it feel relevant to you?
 - b. If not, who do you think this ad is directed to?
- XI. What do you think about the setting or situation in this concept?
- XII. Do you think you would talk about this ad with friends?
 - a. *Would you share this concept with friends if it was available online? On social media?*
- XIII. How does this concept make you feel about smoking cigarettes?
 - a. *Is that different than how you felt before viewing the concept?*
- XIV. Do you think this concept would convince people your age not to smoke cigarettes?

Okay that's great feedback! Let's move on to the next ad.

[Moderator follows process for the remaining ads.]

[After playing all ads, moderator will engage participants in discussion about their overall favorite and least favorite concepts. Moderator will present a slide with screenshots of all concepts shown as a memory aid.]

- 2. Now that we've watched all the ads, I want to ask what you thought about them overall.
 - I. Which of these ads was most motivating to you personally? In what way?
 - II. Which of these ads gave you the best reason not to smoke cigarettes? Which ad did you like the most?
 - a. *Why?*
 - III. Which ad did you like the least?
 - a. *Why?*

V. CHECK OUT

Thank you for your time today. We appreciate you sharing your thoughts with us.

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. Thanks again!

[Have each participant check out by turning in their folder; make sure that all necessary documents are in the folder. Participant will initial the Participant Check

Out Form indicating that they have received their \$25 incentive and the adult who provided transportation for the participant will initial the Adult/Chaperone Check Out Form indicating that they have received their \$25 payment. For each discussion group, there should only be one Participant Check Out Form and one Adult/Chaperone Check Out Form for administrative purposes. Upon completion of group, organize all completed documents. The team should have a complete folder for each participant.]