

**ONLINE FOCUS GROUPS TO TEST CREATIVE CONCEPTS TO REDUCE MARIJUANA  
IMPAIRED DRIVING  
DISCUSSION GUIDE  
DRAFT**

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**Research Goal**

The National Highway Traffic Safety Administration (NHTSA) is responsible for keeping people safe on America's roadways. Its mission is to save lives, prevent injuries and reduce economic costs due to road traffic crashes through education, research, safety standards and enforcement activity.

In certain cases, States look at things differently than the federal government. The DEA still classifies marijuana as a schedule 1 substance-drugs with no currently accepted medical use and a high potential for abuse. But in some states, laws regarding marijuana possession and use have changed and marijuana has been legalized. NHTSA is conducting qualitative research to evaluate advertising concepts designed to educate males ages 18- to 34-years-old of the consequences of driving after using marijuana/cannabis products. Knowledge gained from this research will improve NHTSA's ability to deliver effective communications to influence people to not to drive after they have consumed marijuana/cannabis products by highlighting the active enforcement of DUI laws in communities nationwide.

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

This online 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 communications programs designed to reduce the number of traffic-related injuries and deaths. 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**. Your participation today in this collection of information is estimated to average 75 minutes, including the time for reviewing instructions. 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 SE, Washington, DC, 20590.

**Welcome and introductions**

**Q1. When you are driving a vehicle, what are some of the things that help make you feel safe?**

**Q2. And what are some of the things that make you feel unsafe or concerned?**

**NOTES TO MODERATOR:** *Transition to discussion about advertising concepts. Because the concepts will be presented in an early format, it will be helpful to show respondents an example of a concept and the final commercial that came from it. Therefore, show “DEJA VU” concept, then finished commercial. This will help respondents be accustomed to mentally linking a concept iteration with a finished version.*

*Then proceed to each of the four concepts. Label/refer to each as “L,” “M,” “P” and “O” to avoid potential bias that could be associated with each concept’s internal name.*

*“L” will be “What’s the Difference?”*

*“M” will be “Play by Play”*

*“P” will be “In Wonderland”*

*“O” will be “I Can Tell”*

*Each group will evaluate four concepts and the order of presentation will rotate between groups, so no particular concept is always shown first or last.*

**Concept Rotation**

1. English—Monday 6 p.m.—LMPO
2. English—Monday 8 p.m.— MLPO
3. English—Tuesday 6 p.m.—OLMP
4. English—Tuesday 8 p.m.—MOPL
5. English—Wednesday 6 p.m.—LOMP
6. English—Wednesday 8 p.m.—POLM
7. English—Thursday 6 p.m.—LPOM
8. English—Thursday 8 p.m.—OPML
9. Spanish—Wednesday 6 p.m.—LOMP
10. Spanish —Wednesday 8 p.m.—POLM
11. Spanish —Thursday 6 p.m.—LPOM
12. Spanish —Thursday 8 p.m.—OPML

*After the warm-up, you will present each concept, share the link to the online workbook and ask participants to take a few minutes to complete the questions, then have a debrief discussion about the concept. After the debrief, you will move on to the next concept until all four have been reviewed and discussed. The group will end with some comparisons and a discussion about which concept is most effective at discouraging you from driving a vehicle after consuming marijuana/cannabis products.*

**EVALUATION OF INDIVIDUAL CONCEPTS [12 min per concept/60 min RUNNING TOTAL]**

- *Present first/next concept.*
- **After reviewing this concept, I would like each of you to complete an online form (we will do a separate form for each concept but will use the same link each time). Please take a few minutes to answer the questions on this form, and then we will discuss.**
- *REMIND PARTICIPANTS OF WHICH CONCEPT LETTER WE ARE USING AND THEN SHARE THE LINK. PARTICIPANTS WILL REUSE THE SAME LINK FOR EACH CONCEPT AND WILL NEED TO SPECIFY WHICH CONCEPT THEY ARE EVALUATING EACH TIME AND ENTER THEIR FIRST NAME AND LAST INITIAL.*
- *Provide the link to the concept worksheet (see page 5 for workbook activities).*
  - o **LINK TO BE CREATED ONCE GUIDE IS FINALIZED/APPROVED**

**DISCUSSION (after five minutes)**

**Q3. What was the main message of that concept?**

- **PROBE**—What are some of the elements that are most effective in conveying that message?

**Q4. Let’s talk about the grades...**

- **Let’s go one at a time**—tell me what grade you gave this concept and why
- **PROBE ON GRADES B–F:** What changes need to be made in order to make the concept more effective in conveying the message?

	<i>CONCEPT L WHAT’S THE DIFFERENCE?</i>	<i>CONCEPT M PLAY BY PLAY</i>	<i>CONCEPT P IN WONDERLAND</i>	<i>CONCEPT O I CAN TELL</i>
<i>GRADED A</i>				
<i>GRADED B</i>				
<i>GRADED C</i>				
<i>GRADED D</i>				
<i>GRADED F</i>				

**REPEAT FOR REMAINING CONCEPTS**

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**MEMORABLE ELEMENTS****[5 min/65 min RUNNING TOTAL]**

- Q5. Now thinking back to the four concepts we've reviewed—what sticks out in your mind as something that is memorable?**
- **PROBE: What makes it memorable?**

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**COMPARISON OF CONCEPTS****[5 min/70 min RUNNING TOTAL]****SHOW VISUAL OF ALL CONCEPTS**

<i>CONCEPT L</i> WHAT'S THE DIFFERENCE?	<i>CONCEPT M</i> PLAY BY PLAY	<i>CONCEPT P</i> IN WONDERLAND	<i>CONCEPT O</i> I CAN TELL
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- Q6. Which one of these concepts would be most likely to prevent you from driving after you have used marijuana by communicating that you can be arrested for driving under the influence of marijuana? (Pick one.)**
- **PROBE: Tell me what makes that concept most effective for you? Why?**

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**WRAP-UP & CLOSE****[5 min/75 min RUNNING TOTAL]**

Those are all the questions and activities we have planned for this evening. Do you have any questions, comments or other ideas you would like to share before we wrap up?

Thank you for your time this evening.

## **WORKBOOK ACTIVITIES**

*Link to online workbook (all respondents get the same link; use the same link for each concept)*

- **LINK TO BE CREATED ONCE GUIDE IS FINALIZED**

*NOTE: link can be reused; respondents will select the concept for which they are completing the form and enter their first name and last initial as an ID when they submit.*

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### **DISPLAY IMAGES OF CONCEPTS**

**Please select which concept you are evaluating.**

- Concept L
- Concept M
- Concept P
- Concept O

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**What do you like about this concept?**

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**What do you dislike about this concept?**

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**What is the main message that this concept is trying to convey?**

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**How effective is this concept at grabbing your attention?**

1. Not at all effective
2. Not too effective
3. Somewhat effective
4. Very effective
5. Extremely effective

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**Assuming the concept's main intent is to prevent you from driving after you have used marijuana by communicating that you can be arrested for driving under the influence of marijuana, what grade would you give this concept?**

1. A
2. B
3. C
4. D
5. F

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**Please enter your first name and last initial (e.g., John D.).**