Cigarette Advertising Focus Groups Phase I Moderator's Guide

Outline

1. Introductions

2. Presentation of Examples of Cigarette

Ads

3. Discussion of Cigarette Advertising in General

4. Discussion of Warning Statements

5. Presentation and Discussion of First Set

6. Presentation and Discussion of Second Set

7. Presentation and Discussion of Third Set 8. Presentation and Discussion of Fourth

Set

9. Discussion of Similarities and Differences of the Winners

Materials:

3–5 Examples of Cigarette Ads (Relevant to this Age Group).

Sheets of Paper with 3 or 4 Possible Brief Statement Wordings. Each Participant Will Get Four of These During the Session.

1. Introductions

Summary:

Moderator and respondents introduce themselves to one another. Overall plan for the focus groups is discussed. "Today, we'll be looking and talking about some examples of cigarette advertising." Important points to emphasize in the introduction. We are not here to talk about whether you do or do not smoke. That's your business. Nothing you say in the group will get back to your parents or anyone else. We care about how cigarette advertising works, and we want to talk to people of your age to get a better idea of how they see and understand advertising.

2,3. Discussion of Cigarette Advertising: General

Materials:

Examples of cigarette ads on pasteboard displays are shown to the group and remain

on display throughout the session. "Here are some examples of cigarette advertising."

Have you seen these kinds of ads before? Where do you usually see them?

Do you notice anything different or special about cigarette ads compared to other kinds of products that are advertised, or are they basically the same as other ads?

What other kinds of ads do cigarette ads remind you of?

What kind of person is most likely to look at cigarette ads?

Who is not likely to pay much attention to these kinds of ads?

—The 3 ads are present at this point, but they are not the focus of the discussion. Smokers and non-smokers will almost certainly be brought up in this discussion, but we do not want participants to focus on their own behavior at this point.

—Warning statements are not cued by the moderator, but will probably come up in the discussion. Moderator needs to explore issues as they arise, but there is no need to focus on warning messages at this point.

—An important point here is to let people reveal their own *natural categories* about cigarette advertising and warning statements before the concept of "warning statements" is explicitly introduced. Do you think these 3 ads are different from each other, or are they basically the same? How are they different/same?

4. Discussion of Warning Messages

—The discussion is turned toward issues related to the warning statements, which may or may not have been discussed already. The moderator needs to explore the issues below without being repetitive or redundant with any previous discussion.

"Let's talk a little bit about the warning messages in the ads—which you may or may not have noticed."

—The moderator refers here to the Surgeon General's Warning statements in the ads as examples of warning messages.

Why are these messages there?

Do you think they work?

Why? Why not?

Who looks at these messages?

Who is supposed to look at these

messages?

When did you first notice that these messages were in cigarette advertising? What did you think when you first saw them?

How could you improve these kinds of messages?

5. Presentation of Set of Warning Messages

Materials: 81/2" X 11" pages, containing several different possible warning messages.

"The warning messages that we have seen so far are not the only possible warning messages. What I'd like to do now is show you possible wordings for warning statements and get your reactions to these. These messages could be used in cigarette advertisements in the same way as in the ads we have here today.

"Here are some possible wordings for warning statements."

—Each participant gets a sheet with examples of possible warning messages. The sets of possible warning messages will have to be determined. The intent is to present participants with a small number of statements they can compare and contrast rather than one at a time or in one big list. The selection of statements should take advantage of the ability to elicit direct comparisons.

Do you feel any of these statements is particularly good or bad? credible/not credible personally relevant/not relevant Why?

What does (pick one of the messages at a time/but get reactions to as many as you think are necessary) mean to you?

How would you describe the differences, if any, between these messages?

Would you be more likely to pay attention to some of these messages? Which ones? Why?

What sort of young person would be likely to pay/not pay attention to these messages?

Do they all have the same target audience? Which messages will appeal to which groups?

Which one(s) do you like best? (Get them to rate the messages and record consensus choice(s).) 6,7,8. Repeat the same discussion above for each new set of warning statements

9. Discussion of similarities and differences of the 4 winners.

"Here are the messages the group thought were best"

Are there other kinds of warning messages that we haven't included that you think should be in cigarette advertising? What would those be? Why do you think they would be good?

—moderator needs to include suggestions that are reasonably well received by the group as part of the final set of messages that will be discussed below.

How would you describe the differences, if any, between these messages?

Is there anything that these messages have in common that makes them superior to the other kinds of messages that did not make the final cut?

How would you describe the intended audiences for the different messages? Same? Different? Which messages appeal to what kinds of people?

Of all these messages, which one do you think is most likely to be effective? Why?

Which one(s) do you personally like the most?

At the end of the session, the participants will fill out a short outtake questionnaire that will contain some questions about smoking status, number of cigarettes smoked, brands smoked, and other relevant information.

Cigarette Advertising Focus Groups Phase II Moderator's Guide

Outline:

- 1. Introductions
- 2. Kids and Smoking
- 3. Information Piece
- 4. Cigarette Advertising
- 5. Warning Messages
- b. Warning Wessages

6. Presentation of New Warning Messages: Content

- 7. Size of Message
- 8. Position
- 9. Boundaries
- 10. Attribution
- 11. Icons
- 12. Summary
- Materials:

3–5 Examples of Cigarette Ads (Relevant to this Age Group).

Visuals Examples of Ads (Could Be Same Ads as Used Above) That Embody Various Format and Design Features That We Want to Evaluate—as Many as Needed.

1. Introductions

Summary:

A. Moderator and respondents introduce themselves to one another.

B. Overall plan for the focus groups is discussed:

Today, we want to talk about kids and smoking. Some of you may be smokers, but we're not here to talk about whether you smoke or not. That's your business.

But what we do care about is how kids in general think about smoking. In particular, we want to get a better idea of how kids in your age group think about smoking.

Nothing you say in the group will get back to your parents or anyone else. The best way