

## **VERB's Formative Research Process**

The development of effective messaging depends on a deep understanding of the audience. VERB™ uses a qualitative inquiry process consisting of individual and small group interviews with the target audience in order to develop, test, and refine advertising messages. The first step in the process is exploratory research, which helps define a general communication strategy and is the basis for the development of creative briefs that articulate the advertising strategy and its themes. For the second step, we use the creative briefs to develop concepts that put the strategy into words and images that convey the core themes. These concepts are then tested, a process referred to as “concept testing.” Concept testing validates the communication strategy and aids in the selection of concepts that resonate strongly with the target audience, are acceptable, understandable, culturally appropriate, and motivating. Once the concepts are selected, rough versions of the ads are produced and tested in the third step, called “message testing” or “communication checks.” This final step confirms that the specific ad still resonates with the audience and identifies anything confusing or controversial in the ad.

This type of audience testing has been a critical component of the VERB™ campaign's development, driving the content, tone, and implementation of VERB ads and promotions. After each step in the process, the agency conducting the inquiry writes a report for the VERB team. Some of the reports of the first step have been posted on the campaign Web site (<http://www.cdc.gov/youthcampaign/research/resources.htm>). Here, we have assembled themes and materials from the second and third steps. This report describes our recruitment methodology and offers sample screening questionnaires and moderator guides used for testing with tweens, parents, and other adult influencers. Health communication practitioners can adapt these tools to assist them in developing more effective, culturally competent, and appropriate messages that encourage physical activity among youth.

Please Note: Qualitative investigation techniques have certain limitations. These investigations are exploratory in nature; that is, they are used to stimulate dialogue, elicit a range of responses, generate ideas, and drive message development. Because of the limited number of participants, unstructured questioning procedures, and the potential for one respondent's opinions to influence those of others, the formative testing findings reported here should not be considered conclusive or generalizable. The tools provided in this report were used to assist in the development of the VERB™ campaign. When using them within your community and situation, the tools should be viewed within the context of their limitations.

### **The Distinction between Concept Testing and Message Testing**

Throughout the phases of the VERB campaign, campaign planners used qualitative methods (e.g., focus groups, dyadic interviews, triadic interviews) to identify the concepts and messages that would resonate most strongly with the target audience and best promote physical activity. In concept testing, participants were presented with up to three different ideas for an ad campaign and asked to respond to a set of questions

about the ads themselves. Within each focus group or interview, the concepts presented and the ads within each concept were rotated to reduce order effect biases.

Campaign planners used the information gathered in the concept testing to assist in determining which concept to choose to produce for that phase of the campaign. Once produced, rough-cut versions were used in the message-testing stage. Message testing focused on assessing whether the audience interpreted the main message about physical activity as intended and identifying ways to improve the final version of the advertisement.

### **Recruitment**

For each round of qualitative testing, campaign planners considered which segments of the target audience were most appropriate to provide feedback. Once segmented, screening questionnaires were developed to facilitate recruitment for the qualitative investigation. Tween groups were typically segmented by sex (male, female) and age (9–10; 11–13). Parent groups were typically segmented by sex (male, female). Materials developed for specific racial and ethnic groups were tested with individuals in those groups. For example, materials designed for African American parents were tested among African American mothers and fathers.

Appendix A contains sample screening questionnaires (a sample screener for tweens is presented). Sample screeners for American Indian, Asian, and Hispanic or Latino parents and African American adult influencers of children are also presented. They are provided as an example of how segmentation criteria were operationalized. These questionnaires should be adapted to each user's situation and audience.

### **Moderator Guides**

The moderator guides for concept and message testing were designed to elicit feedback about the specific concepts and ads under consideration. Each guide gauged participants' initial reactions, likes and dislikes, perceived relevance of the main message, and perceptions of the ad's ability to motivate physical activity. Appendix B contains two sample moderator guides intended to demonstrate the typical process and questions used for concept and message testing by VERB™ in developing messages. One guide is specifically for tweens, and the other is specifically for parents. Each guide was developed based on principles of focus group practice.<sup>1</sup> Each section of the guide presents a question to address the underlying topic (e.g., "Overall reaction and message") with suggested question wording and probes. Moderators were given the flexibility to adapt questions to match the vernacular of participants in each focus group or interview, respond appropriately to the group dynamics, and add to the depth of information gathered through the process. Although this guide may be adapted, consideration needs to be given to its suitability as an instrument relative to the overall goals and research questions of projects for which it is being adapted.

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<sup>1</sup> For example, see David L. Morgan. *The Focus Group Guidebook*. Thousand Oaks, CA: Sage; 1998.

Of note, materials that had been developed in languages other than English were tested in these languages. For example, materials developed for Korean parents were tested in Korean. The moderator guide was translated accordingly.

*Sample Screening Questionnaire  
Tween General Market – Friendship Pairs  
Not intended for use without modification*

## Appendix A

### Sample Screening Questionnaires

*Below is a sample screening questionnaire used to recruit tweens to participate in concept testing of materials for the general market ad campaign. For this testing, we sought to identify tweens between ages 10 and 13, along with one of their friends, to participate in a 1-hour dyadic interview. Because the campaign would air in English, participants needed to be fluent English speakers. Although the questions in this screening questionnaire may be used, it is advisable to adapt the questions and termination criteria based on the specific needs of your project.*

VERB™

**SCREENING QUESTIONNAIRE FOR TWEENS  
FRIENDSHIP PAIRS**

NAME OF CHILD: \_\_\_\_\_

NAME OF PARENT: \_\_\_\_\_ PHONE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ CITY: \_\_\_\_\_

**ASK TO SPEAK TO PARENT OF CHILD IN HOUSEHOLD WHO IS CURRENTLY IN GRADES 5, 6, 7, OR 8. CHILDREN AGED 10–13 ARE TO BE PAIRED WITH A FRIEND.**

Hello, my name is \_\_ from \_\_. We are a consumer market research company interested in speaking to families who have children that are between the ages of 10 and 13 and who are currently in grades 5, 6, 7, or 8. Our topic is about what children like to do for fun. If you have a few minutes, we would like to talk to you and see whether your child might be interested in participating. We also have a few questions to ask your child after we talk with you.

May I speak to the child's mother, please? First, I have some general questions for you that should take just a few minutes. For my records, may I please have your name? [RECORD PARENT'S NAME ABOVE]

1. First of all, what is the preferred language spoken in your household?

\_\_\_\_\_ [TERMINATE IF NOT ENGLISH]

2. This project will involve the opinions of your child. How many, if any, sons/daughters do you have that are between the ages of 10– and 13, are in grades 5, 6, 7, or 8, and are currently living with you at home?

NUMBER: \_\_\_\_\_ [TERMINATE IF NONE]

3. Previous research has shown that people who work in particular fields may have different attitudes or feelings toward certain products, ideas, or concepts than people working in other fields. For this reason, for **each income earner** in your household, please tell me what type of company they work for (DO NOT NEED COMPANY NAME) and exactly what they do for that company. **[DO NOT READ LIST]**

	Type of Business	Job/Duties
Respondent:	_____	_____
Spouse/partner:	_____	_____
Other:	_____	_____

**DO NOT RECRUIT ANYONE FROM THE FOLLOWING LIST:**

- ✚ Advertising agency.
- ✚ Market research firm.
- ✚ Marketing department of a firm.
- ✚ Public relations or promotions firm.
- ✚ Radio, television, newspaper or other media.
- ✚ Law, medical, or health care professional.
- ✚ Government agency or department (local, state, or federal).
- ✚ Schoolteacher or coach.

**NOTE:** IF A GOVERNMENT AGENCY, ASK Q. 4.  
OTHERWISE, SKIP TO Q. 5.

4. You mentioned that you/other household member works for a government agency. Please tell me which agency and the type of work you/ he or she does?

\_\_\_\_\_

[TERMINATE IF RESPONDENT WORKS FOR A PUBLIC HEALTH DEPARTMENT OR A HEALTH-RELATED AGENCY.]

5. **ASK OF ALL:** When market research studies are conducted, it is sometimes important for us to talk with people who have already participated in a research study because they have experience talking about certain topics. Other times, it is important that we speak to people who haven't participated in any market research study.

When, if ever, was the last time your (CHILD OR CHILDREN AGES 10 – 13 participated in a market research study, such as a consumer interview or a group discussion, with us or with any other research company? **[DO NOT READ LIST]**

	Child 1	Child 2	Child 3
Within past 6 months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> – [TERMINATE]
More than 6 months ago	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> – [CONTINUE]
Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> – [SKIP TO Q. 7]

**[NOTE: NO PREVIOUS PARTICIPATION FOR CHILD WITHIN PAST 6 MONTHS.]**

6. What were the topics of the market research studies in which your (CHILD OR CHILDREN) have been involved? **[RECORD BELOW FOR EACH CHILD IN AGE GROUP]**

CHILD 1: \_\_\_\_\_ Anything else? \_\_\_\_\_

CHILD 2: \_\_\_\_\_ Anything else? \_\_\_\_\_

CHILD 3: \_\_\_\_\_ Anything else? \_\_\_\_\_

**[TERMINATE IF RESPONDENT IS UNABLE TO RECALL TOPIC(S) OR IF PREVIOUS PARTICIPATION IS ANYTHING RELATED TO ADVERTISING, HEALTH, OR CHILDREN'S ACTIVITIES/SPORTS/EXERCISE.]**

7. **ASK OF ALL:** I am going to read you several age categories. Please stop me when I reach the one in which your current age falls:

Younger than 30 – [TERMINATE]

30–39

40–54

55 or older [TERMINATE]

8. Which of the following best describes your child's heritage or ethnic background? [READ LIST AND RECORD BELOW]

- Caucasian
- African American
- Hispanic/Latino
- Asian American
- Native American
- Other

[QUOTA: RECRUIT A MIX]

9. Would you say that you are first, second or third generation or more living in the United States?

\_\_\_\_\_ [TERMINATE IF FIRST GENERATION]

[SKIP IF THIRD GENERATION OR LONGER TO Q.13]

10. [ASK ONLY OF SECOND GENERATION] How long have you lived in the United States?

\_\_\_\_\_ Years – [TERMINATE IF LESS THAN 15 YEARS]

11. How often do you do any of the following activities? Would you say you ... [READ ITEMS BELOW] ... very often, somewhat often, not often, or not at all?

	VERY OFTEN	SOMEWHAT OFTEN	NOT OFTEN	NOT AT ALL
Listen to music in your native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read newspapers, books, or magazines in your native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watch television in your native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**NOTE:** INTERVIEWEE MUST RESPOND "NOT OFTEN" OR "NOT AT ALL" TO AT LEAST ONE ACTIVITY ABOVE TO CONTINUE SURVEY.

12. How often do you speak your native language at home with your family?

- Very often [TERMINATE]
- Somewhat often [TERMINATE]
- Not often
- Not at all



13. **ASK OF ALL:** What is your total annual household income from all sources before taxes?

- < \$25,000 [TERMINATE]
- \$25,000 - 34,999
- \$35,000 - 54,999
- \$55,000 - 74,999 [TRY FOR A RANGE]
- \$75,000 - 99,999
- \$100,000 - 149,999
- ≥ \$150,000

14. What was the last level of school completed by each adult in your household?

	Mom	Dad
LESS THAN HIGH SCHOOL	<input type="checkbox"/>	<input type="checkbox"/> [TERMINATE]
HIGH SCHOOL	<input type="checkbox"/>	<input type="checkbox"/>
SOME COLLEGE/TECHNICAL SCHOOL	<input type="checkbox"/>	<input type="checkbox"/>
COLLEGE GRADUATE	<input type="checkbox"/>	<input type="checkbox"/>
POST GRADUATE	<input type="checkbox"/>	<input type="checkbox"/> – [TERMINATE ALL EXCEPT ASIAN]

15. Which of the following describes where you and your child currently live?

<input type="checkbox"/> City of Chicago/New York  <input type="checkbox"/> Suburb	[TRY FOR A MIX]
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16. Please tell me the first name, gender, age, grade, and school name of each of your children that are currently in grades 5, 6, 7, or 8. [RECORD RESPONSES BELOW]

	CHILD 1	CHILD 2	CHILD 3
FIRST NAME	_____	_____	_____
GENDER	_____	_____	_____
AGE	_____	_____	_____
GRADE	_____	_____	_____
SCHOOL	_____	_____	_____

[PLEASE TERMINATE IF YOUNGER THAN AGE 9. OLDER THAN AGE 13, OR HOME-SCHOOLED.]

**NOTE:** PLEASE DETERMINE AT THIS TIME WHICH CHILD WILL BE THE FOCUS OF THE SCREENING, AND REFER TO THAT CHILD BY NAME FROM THIS POINT ONWARDS.

17. I am going to read you a list of items. Please tell me which, if any, of the following you and your family own and use on a regular basis.

Television – [TERMINATE IF NO TV]

DVD Player

Computer with Internet access

DSL or cable modem

18. **FOR SELECTED CHILD, ASK:** What, if any, sport or team is (CHILD) a part of during or outside of the school year?

\_\_\_\_\_

19. How often does (he or she) participate?

\_\_\_\_\_

20. What, if any, type of physical activity lessons, such as karate, dance, gymnastics, golf, or tennis, does (CHILD) participate in during the school year?

\_\_\_\_\_

21. How often does (CHILD) have lessons in each?

\_\_\_\_\_

22. How many days during the last week did (CHILD) participate in free-time physical activity, such as roller blading, riding bikes, playing ball (not as part of an organized team), and swimming, skating, or running?

\_\_\_\_\_

23. Thinking about (CHILD) would you say that (he or she) would be comfortable discussing (his or her) opinions in a market research interview?

Yes, would be comfortable

No, would be too shy – [TERMINATE]

24. At this point, I would like to talk with (CHILD) and ask (him or her) a few questions.

**RECRUITER:** PLEASE ASK THE FOLLOWING QUESTIONS TO DETERMINE HOW TALKATIVE AND ARTICULATE THE CHILD IS. IT IS CRITICAL THAT WE SPEAK WITH KIDS WHO ARE COMFORTABLE EXPRESSING THEMSELVES WITH SOMEONE THEY ARE MEETING FOR THE FIRST TIME. PLEASE USE YOUR BEST JUDGMENT HERE AND RECRUIT ONLY KIDS THAT ARE THOUGHTFUL AND FREELY EXPRESS THEMSELVES IN A MANNER THAT IS RELEVANT TO THE TOPIC BEING DISCUSSED.

**WHEN CHILD IS ON THE PHONE, PLEASE INTRODUCE YOURSELF AND SAY:**

Hi! I was talking with your (PARENT) about some different kinds of things that kids your age sometimes like to do and now I'd like to ask you a few questions. There is no right or wrong answers to my questions. These are just some questions about your favorite things you like to do. So, please be very honest in your answers. If you are ready, let's begin.

25. My first question is how old are you?

\_\_\_\_\_

26. What grade will you be in next fall?

\_\_\_\_\_

27. What, if any, sports teams are you a part of during the school year?

\_\_\_\_\_

28. What, if any, type of physical activity lessons, such as karate, dance, gymnastics, golf, tennis, or swimming, are you part of during the school year?

\_\_\_\_\_

29. How many days during the last week did you participate in physical activity during your free time, such as roller blading, riding bikes, playing ball (not as part of a team), swimming, or skating?

\_\_\_\_\_

30. Now, I'd like you to think about something different for a few moments. What would you say is your most favorite way to spend a day—either during the school year or when you are on vacation?

**NOTE:** WE ARE LOOKING FOR ARTICULATE KIDS. PLEASE USE YOUR JUDGMENT IN CONSIDERING THE CHILD'S ANSWERS. IF THE CHILD CANNOT ANSWER THE QUESTION NOR HAS DIFFICULTY IN COMMUNICATING, PLEASE TERMINATE.

**ASK TO SPEAK TO PARENT AGAIN AND READ INVITATION:**

We would like to invite (CHILD) to participate in a market research project that will take place at our location/facility.

The discussion will last approximately **60 minutes** and will be held on (day, date, time).

Your child's opinion is very important to us and to thank (him or her) for participating, we would like to give (him or her) (insert incentive) at the end of the session.

To make (CHILD) more comfortable, we would like to invite a friend of your child's to participate with (him or her). Is there a friend you can refer me to who would like to do the study with your child? [PROBE FOR NAME AND PHONE NUMBER OF FRIEND. FRIEND MUST BE OF SAME GENDER.]

NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_

**ADVISE PARENT OF THE FOLLOWING:**

- Parent or guardian will be required to sign facility consent form allowing child's participation.
- Parent, ideally, will stay at facility while child participates in the discussion. However, if parent leaves, he or she must be reachable by cell phone or pager.
- Please ask respondent to arrive 10–15 minutes ahead of time.
- Explain that participants who arrive after their scheduled time will not be paid.
- Give location/directions.

*Below is a sample screening questionnaire used to recruit American Indian parents of children aged 9–13 years old to participate in message testing of materials for the American Indian–focused ad campaign. For this testing, we sought to identify American Indian parents of children aged 9–13 to participate in a 30-minute telephone focus group interview. Although the questions in this screening questionnaire may be used, it is advisable to adapt the questions and termination criteria based on the specific needs of your project.*

**VERB™**

**SCREENING QUESTIONNAIRE FOR AMERICAN INDIAN PARENTS  
TELEPHONE FOCUS GROUPS**

**RESEARCH PURPOSE**

The purpose of the VERB campaign is to get children (ages 9–13) to participate in positive, healthy activities instead of being sedentary, which could have negative physical repercussions (e.g., obesity, diabetes). The ads to be reviewed or discussed target American Indian parents and encourage them to get their children to become more physically active. This is one segment of a 5-year effort that includes American Indian, white, African American, Hispanic, and Asian American parents and children.

**TELEPHONE DISCUSSION SCHEDULE**

**SAMPLE GREETING:**

Hello, this is \_\_\_\_\_. I am calling today to invite you to participate in a telephone discussion with other parents in the area. We are talking with moms and dads who have children between the ages of 9 and 13. The topic is about children’s participation in activities such as team sports, clubs, and scouting as well as the various hobbies that children in these grades might have. Do you have a few minutes to answer some questions and see if you might be interested in participating?

**RECRUITING QUESTIONS:**

1. What is your occupation? \_\_\_\_\_

What is the occupation of any other adults who live in your household and who work outside the home  
\_\_\_\_\_

[NOTE: PLEASE DO NOT RECRUIT PARENTS WHO WORK IN FIELDS RELATED TO ADVERTISING, MARKETING, PUBLIC RELATIONS, MEDIA, LAW, MEDICINE, OR HEALTH CARE OR WHO ARE SCHOOL TEACHERS OR COACHES. IT IS OKAY TO RECRUIT PEOPLE WHO WORK FOR A GOVERNMENT AGENCY, BUT THEY SHOULD NOT WORK FOR THE INDIAN HEALTH SERVICE OR ANOTHER HEALTH DEPARTMENT.]

2. Do you have any children between the ages of 9 and 13 currently living at home?

Yes [ ]

No [ ] [NOT ELIGIBLE]

3. Are you the primary caregiver for that child?

- Yes  [ ]  
 No  [ ] [NOT ELIGIBLE]

[PARTICIPANT MUST BE PRIMARY CAREGIVER.  
 GRANDMOTHERS/GRANDFATHERS AND OTHER FEMALE/MALE  
 RELATIVES WHO ARE THE CHILD'S PRIMARY CAREGIVERS ARE  
 OKAY.]

4. Please tell me the first name, gender, age, and grade of each of your children ages 9 to 13. Also please tell me if they attend public or private school.

	Child 1	Child 2
First name	_____	_____
Gender	_____	_____
Age	_____	_____
Grade	_____	_____
Public or private?	_____	_____

[PLEASE DO NOT RECRUIT PARENTS WHO HAVE ENROLLED  
 THEIR CHILDREN IN PRIVATE SCHOOL OR WHO HOME SCHOOL  
 THEIR CHILD.]

5A. Is (CHILD) on a sports team during the school year or during the summer?

- Yes  [ ] [NOT ELIGIBLE]  
 No  [ ]

5B. How many physical activity lessons, such as karate, dance, gymnastics, or golf, is (CHILD) a part of during the school year or during the summer?

- 0—1  [ ]  
 > 1  [ ] [NOT ELIGIBLE]

5C. How many days during the past week did (CHILD) participate in free-time physical activity, such as roller blading, riding bikes, or playing basketball in the driveway?

- 0—5  [ ]  
 > 5  [ ] [NOT ELIGIBLE]

6. Are you currently an enrolled member of a tribal community?

- Yes  [ ]  
 No  [ ] [NOT ELIGIBLE]

Name of tribe(s): \_\_\_\_\_

(Parent must be enrolled member of tribal community.)

Sample Screening Questionnaire  
American Indian Parents – Telephone Focus Groups  
Not intended for use without modification

7. What was the last level of school completed by each adult in your household?
- |                               |                          |                |
|-------------------------------|--------------------------|----------------|
| Less than high school         | <input type="checkbox"/> |                |
| High school                   | <input type="checkbox"/> |                |
| Some college/technical school | <input type="checkbox"/> |                |
| College graduate              | <input type="checkbox"/> |                |
| Post graduate                 | <input type="checkbox"/> | [NOT ELIGIBLE] |
8. Is your total household income lower or higher than \$45,000?
- |        |                          |                |
|--------|--------------------------|----------------|
| Lower  | <input type="checkbox"/> |                |
| Higher | <input type="checkbox"/> | [NOT ELIGIBLE] |
9. I'm going to read you several age categories. Please stop me when I reach the one into which your current age falls.
- |               |                          |                |
|---------------|--------------------------|----------------|
| 29 or younger | <input type="checkbox"/> | [NOT ELIGIBLE] |
| 30–39         | <input type="checkbox"/> |                |
| 40–49         | <input type="checkbox"/> |                |
| 50 or older   | <input type="checkbox"/> |                |

**\*\*GROUP INVITATION \*\***

**IF NOT ELIGIBLE:** Thank you for answering these questions. At this time, we have already recruited the participants we need for this study who fit your criteria. If anyone cancels or is unable to participate, we will recontact you to see if you are still interested.

**IF ELIGIBLE:** Thank you for answering these questions. You are eligible and we would like to invite you to participate in this telephone discussion.

The discussion will last approximately **30 minutes** and will be held on (DATE) at (TIME). There will be two other (MOMS/DADS) also participating in the discussion. The discussion will be conducted by telephone and an operator will call to connect you to the discussion. The discussion will be recorded so that the discussion leader does not have to take notes during the call, but all of your responses will be confidential.

Your opinions are very important to us. To thank you for your time, we would like to give you \$50, which will be mailed to you after participating in the discussion.

Would you be interested in participating? [RECORD BELOW]

- |     |                          |                |
|-----|--------------------------|----------------|
| Yes | <input type="checkbox"/> |                |
| No  | <input type="checkbox"/> | [NOT ELIGIBLE] |

**INFORMATION FOR PARENTS:** Prior to the group discussion, you will be mailed materials to be reviewed during the telephone discussion. You do not need to review these materials beforehand.

**RECRUITER:** If the parent agrees to participate, obtain the telephone number where he or she would like to be reached for the group discussion the address where the materials can be sent. Please note: Materials will be sent by Federal Express and cannot be sent to a P.O. box address.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_



Below is a sample screening questionnaire used to recruit Asian American parents of children aged 9–13 to participate in concept or message testing for materials for the Asian American-focused ad campaign. For this testing, we sought to identify Asian American parents of children aged 9–13 to participate in a 1 hour telephone focus group interview. Because campaign ads would air in Korean, Vietnamese, Mandarin, and Cantonese, screening questionnaires and focus group interviews were conducted in these languages. Although the questions in this screening questionnaire may be used, it is advisable to adapt the questions and termination criteria based on the specific needs of your project.

VERB™

**SCREENING QUESTIONNAIRE FOR ASIAN AMERICAN PARENTS  
FOCUS GROUPS**

**ASIAN RESEARCH – QUALITATIVE SCREENER  
CONDUCTED IN KOREAN, VIETNAMESE, CANTONESE, OR MANDARIN**

PARENT NAME: \_\_\_\_\_  
ADDRESS: \_\_\_\_\_  
STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_ E-MAIL: \_\_\_\_\_  
PHONE (DAY): \_\_\_\_\_ (EVENING): \_\_\_\_\_

**\*\*\*ASK TO SPEAK TO MOM/DAD OF CHILD LIVING IN THE HOUSEHOLD WHO IS BETWEEN THE AGES OF 9 AND 13 AND WHO IS CURRENTLY IN GRADE 4, 5, 6, OR 7.\*\*\***

**FOR KOREAN GROUPS, MUST SPEAK WITH DAD.  
FOR ALL OTHER GROUPS, MUST SPEAK WITH MOM.**

Hello, I'm \_\_\_\_\_ from \_\_\_\_\_. We are talking with families who have children that are between the ages of 9 and 13 and are currently in grades 4, 5, 6, or 7. Our topic is about the children's participation in activities such as team sports, clubs, and scouting as well as the various hobbies that children in these grades have. If you have a few minutes, we'd like to talk with you and see if you might be interested in participating.

I have some general questions for you that should take just a few minutes. Let's get started with these questions.

For my record, may I please have your name?

\_\_\_\_\_  
[RECORD PARENT'S NAME]

RECORD IF SPEAKING TO . . . Male [ ] [OK FOR KOREAN GROUPS ONLY]  
Female [ ] [OK FOR ALL EXCEPT KOREAN GROUPS]

1A. Previous research has shown that people who work in particular fields may have different attitudes or feelings toward certain products, ideas, or concepts than people working in other fields. For this reason, for **each income earner** in your household, please tell me what type of company they work for [DO NOT NEED COMPANY NAME] and what exactly they do for that company. [RECORD RESPONSES BELOW. **DO NOT READ LIST.** ]

[IF YOU HAVE QUESTIONS ABOUT OCCUPATION, PLEASE CALL THOMAS TSENG. NOTE: IF RESPONDENT CHOOSES NOT TO GIVE NAME OF COMPANY THAT IS FINE AS LONG AS WE KNOW THE “TYPE OF BUSINESS” IT IS AND WHAT THE RESPONDENT DOES.]

	<u>Type of Business</u>	<u>Job Duties</u>
Respondent	_____	
Spouse/partner	_____	
Other	_____	

**INTERVIEWER: DO NOT RECRUIT ANYONE FROM THE FOLLOWING LIST:**

- Advertising agency.
- Marketing or marketing research firm or department.
- Public relations or promotions firm.
- Radio, television, newspaper, or other media.
- Law, medical, or health care professional.
- Government agency or department (local, state, or federal).
- Schoolteacher or coach.

**[NOTE: IF GOVERNMENT AGENCY → ASK Q. 1B]**

1B. You mentioned that you/other work for a government agency. Please tell me which agency/type of work that you/they do? [RECORD BELOW]

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[TERMINATE IF WORKING FOR A PUBLIC HEALTH DEPARTMENT OR HEALTH-RELATED AGENCY.]

2A. Do you have children who are currently in grades 4, 5, 6, or 7 currently living at home?

- Yes [ ]  
 No [ ] [TERMINATE]

2B. Are any of these children between the ages of 9 and 13?

- Yes [ ]  
 No [ ] [TERMINATE]

3. Please tell me the first name, gender, age, grade and school name of each of your children who are currently in grades 4, 5, 6, or 7. [RECORD RESPONSES BELOW]

	Child 1	Child 2	Child 3	Child 4
<b>First name:</b>				
Gender				
Age				
Grade				
School				

- **MUST HAVE CHILD BETWEEN THE AGES OF 9- AND 13 WHO IS CURRENTLY IN GRADE 4, 5, 6, OR 7.**
- **IF POSSIBLE, NO SAME SCHOOLS; OTHERWISE, NO MORE THAN TWO PARENTS WITH CHILDREN IN THE SAME SCHOOLS PER GROUP; NO HOME-SCHOOL RESPONDENTS; NO RELATIVES/FRIENDS.**
- **RECRUIT A MIX OF PARENTS OF BOYS AND GIRLS.**
- **DETERMINE WHICH CHILD WILL BE THE FOCUS OF SCREENING FROM THIS POINT AND REFER TO THAT CHILD BY NAME FOR REMAINING SCREENING PROCESS. RECORD NAME, GENDER, AND GRADE OF SELECTED CHILD.**

**FOR SELECTED CHILD BETWEEN THE AGES OF 9 AND 13 IN Q. 3, ASK:**

4A. What, if any, sports team(s) is (CHILD) a part of during the school year? During the summer?  
 [RECORD BELOW]

School year: \_\_\_\_\_  
 Summer: \_\_\_\_\_

[TERMINATE IF CHILD IS ON ANY SPORTS TEAM EITHER DURING THE SCHOOL YEAR OR DURING THE SUMMER. SEE QUOTAS BELOW FOR LOW-ACTIVITY KIDS.]

4B. What, if any, type of **physical activity lessons**, such as karate, dance, gymnastics, or golf is (CHILD) a part of during the school year? During the summer? [RECORD BELOW]

School year: \_\_\_\_\_  
 Summer: \_\_\_\_\_

4C. How many days during the last week did your (son or daughter) participate in free-time physical activity, such as rollerblading, riding bikes, or playing basketball in the driveway? [RECORD BELOW]

Number of Days; \_\_\_\_\_  
 [RECRUIT A MIX OF ACTIVITY LEVELS]

[RECRUITER: CONFIRM WITH PARENT CHILD’S LEVEL OF PARTICIPATION IN SPORTS TEAMS, LESSONS, AND FREE- TIME PHYSICAL ACTIVITY AS STATED ABOVE.]

**SAY:** Just so I have everything correct, your (SON/DAUGHTER)

- ( IS OR IS NOT) on a sports team [REFER TO Q. 4A]
- Participates in X lessons/other activities [REFER TO Q. 4B]
- Spent X days in free-time physical activity [REFER TO Q. 4C]

5A. When market research studies are conducted, it is sometimes important for us to talk with individuals who have already participated in a prior research study because they have experience talking about certain topics. Other times it is important that we talk with individuals who haven’t participated in a marketing research study.

When, if ever, was the last time you participated in a marketing research study, such as a consumer interview or a group discussion, either with us or with any other research company? **[DO NOT READ LIST]**

	PARENT	
Within the past 6 months	[ ]	[TERMINATE]
More than 6 months ago	[ ]	[ASK Q. 5B]
Never	[ ]	[SKIP TO Q. 6]

[QUOTA: NO PREVIOUS PARTICIPATION WITHIN PAST 6+ MONTHS OR NEVER.]

5B. What were the topics of the market research studies in which you have been involved?  
 [RECORD BELOW]

---

What else?

---

[TERMINATE IF RESPONDENT IS UNABLE TO RECALL TOPIC(S) OR IF PREVIOUS PARTICIPATION IS ANYTHING RELATED TO ADVERTISING, HEALTH, OR CHILDREN’S ACTIVITIES/SPORTS/EXERCISE.]

6. I’m going to read you several age categories. Please stop me when I reach the one into which your current age falls. [READ LIST AND RECORD BELOW]

- |               |     |             |
|---------------|-----|-------------|
| 20 or younger | [ ] | [TERMINATE] |
| 21–29         | [ ] | [TERMINATE] |
| 30–39         | [ ] |             |
| 40–49         | [ ] |             |
| 50–59         | [ ] | [TERMINATE] |
| 60 or older   | [ ] | [TERMINATE] |

[QUOTA: RECRUIT A MIX OF PARENTS BETWEEN THE AGES OF 30 AND 49.]

7A. Which of the following best describes your heritage or ethnic background? [READ LIST AND RECORD BELOW]

	Parent Ethnicity	
Chinese, speaks Mandarin	[ ]	[GO TO Q. 7B]
Chinese, speaks Cantonese	[ ]	[GO TO Q. 7D]
Korean	[ ]	[SKIP TO Q. 8]
Vietnamese	[ ]	[SKIP TO Q. 8]
Other:	[ ]	[TERMINATE]

**NOTE:** USE THIS QUESTION TO DETERMINE THE APPROPRIATE ETHNIC GROUP (SEE SCHEDULE). FOR MANDARIN-SPEAKING CHINESE, CONTINUE TO Q. 7B. FOR CANTONESE-SPEAKING CHINESE, GO TO Q. 7D. ALL OTHERS SKIP TO Q. 8.

7B. **ASK MANDARIN-SPEAKING CHINESE MOMS:** In which country were you born? [RECORD BELOW]

Taiwan	[ ]	[KEEP FOR MANDARIN-SPEAKING GROUP, SKIP TO Q. 8]
China	[ ]	[ASK Q. 7C]
Other:	[ ]	[TERMINATE]

7C. Is Mandarin your mother-tongue? [RECORD BELOW]

Yes	[ ]	[KEEP FOR MANDARIN-SPEAKING GROUP, GO TO Q. 8]
No	[ ]	[TERMINATE]

7D. **ASK CANTONESE-SPEAKING CHINESE MOMS:** In which country were you born? [RECORD BELOW]

Hong Kong	[ ]	> KEEP FOR CANTONESE-SPEAKING GROUP, SKIP TO Q. 8
China	[ ]	> ASK Q. 7D
Other:	[ ]	> TERMINATE

7E. Is Cantonese your mother-tongue? [RECORD BELOW]

Yes	[ ]	[FOR CANTONESE-SPEAKING GROUP, GO TO Q. 8]
No	[ ]	[TERMINATE]

8A. How long have you lived in the United States?

\_\_\_\_\_ [IF ≥ 15 YEARS, TERMINATE]

8B. How often do you do the following activities? Would you say, “Very often,” “Somewhat often,” “Not often,” or “Not at all”? [READ LIST AND RECORD BELOW]

	Very Often	Somewhat Often	Not Often	Not At All
Listen to music in your native language or culture				
Watch television programs in your native language or culture				
Read newspapers, magazines, or books in your native language or culture				

[QUOTA: MUST SAY “SOMEWHAT OFTEN” OR “VERY OFTEN” TO AT LEAST **ONE** ACTIVITY TO CONTINUE.]

8C. **FOR CHINESE, KOREAN, AND VIETNAMESE PARENTS:**

How often do you speak your native language at home with your family? [RECORD BELOW]

- Very often [ ] [CONTINUE]
- Somewhat often [ ] [TERMINATE]
- Not often [ ] [TERMINATE]
- Not at all [ ] [TERMINATE]

9A. Which of the following grouping includes your total household income? [READ LIST AND RECORD BELOW]

- < \$35,000 [ ]
- \$35,000 to \$54,999 [ ]
- \$55,000 to \$74,999 [ ]
- \$75,000 to \$89,999 [ ]
- ≥ \$90,000 [ ] [TERMINATE]

[QUOTA: RECRUIT A MIX OF INCOMES OF LESS THAN \$90,000.]

9B. What was the highest level of school you completed? [READ LIST AND RECORD BELOW]

	Parent	
Less than high school	[ ]	[TERMINATE]
High school	[ ]	[PARTICIPANT MUST SAY HIGH SCHOOL OR HIGHER]
Some college/technical School	[ ]	
College graduate	[ ]	
Post graduate	[ ]	

[QUOTA: RECRUIT A MIX OF EDUCATION LEVELS.]

10. Now let's think about something entirely different for a few minutes. If you could invite anyone, either living or not living, to dinner, who would you invite and why? [RECORD BELOW]

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What would you talk about?

---

**NOTE:** WE ARE LOOKING FOR ARTICULATE RESPONDENTS. PLEASE USE YOUR JUDGMENT IN CONSIDERING RESPONDENT'S ANSWERS. IF RESPONDENT CANNOT ANSWER THE QUESTION, HAS TROUBLE ANSWERING THE QUESTION, OR HAS DIFFICULTY IN COMMUNICATING, PLEASE TERMINATE.

**\*\* GROUP INVITATION \*\***

We would like to invite you to participate in a market research project that will take place at our location/facility.

The discussion will last approximately **60 minutes** and will be held on [INSERT DATE] at [INSERT TIME]. There will be three other MOMS/DADS (Dads for Korean groups only) also participating in the discussion.

Your opinions are very important to us. To thank you for participating, we would like to give you [INSERT \$ AMOUNT].

Would you be interested in participating in this study? [RECORD BELOW]

Yes [ ]  
No [ ] [TERMINATE]

Can we count on your attendance? [RECORD BELOW]

Yes [ ]  
No [ ] [TERMINATE]

**ADVISE PARENT OF THE FOLLOWING:**

- Respondent must arrive 10–15 minutes before the session time to check in.
- **EXPLAIN INCENTIVE:** Any arrivals after scheduled time WILL **NOT BE PAID**.
- Children may NOT be left in waiting area unattended/children are not allowed in focus group discussion.



Below is a sample screening questionnaire used to recruit Hispanic/Latino parents of children aged 9–13 to participate in concept or message testing for materials for the Hispanic-/Latino-focused ad campaign. For this testing, we sought to identify Hispanic or Latino parents of children aged 9–13 to participate in a 1 hour and 15 minute telephone focus group interview. Because campaign ads would air in Spanish screening questionnaires and focus group interviews were conducted in Spanish. Although the questions in this screening questionnaire may be used, it is advisable to adapt the questions and termination criteria based on the specific needs of your project.

**VERB™**  
**SCREENING QUESTIONNAIRE FOR HISPANIC/LATINO PARENTS**  
**FOCUS GROUPS**

**HISPANIC/LATINO YOUTH MEDIA – QUALITATIVE SCREENER**  
CONDUCTED IN SPANISH

PARENT NAME: \_\_\_\_\_  
ADDRESS: \_\_\_\_\_  
STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_ E-MAIL: \_\_\_\_\_  
PHONE (DAY): \_\_\_\_\_ (EVENING): \_\_\_\_\_

**\*\*\*ASK TO SPEAK TO MOM/DAD OF CHILD BETWEEN THE AGES OF 9 AND 13 WHO IS CURRENTLY IN GRADE 4, 5, 6, OR 7.\*\*\***

Hello, I'm \_\_\_\_\_ from \_\_\_\_\_. We are talking with families who have children that are between the ages of 9 and 13 and are currently in grades 4, 5, 6, or 7. Our topic is about the children's participation in activities such as team sports, clubs, and scouting as well as the various hobbies that children in these grades have. If you have a few minutes, we'd like to talk with you and see if you might be interested in participating.

I have some general questions for you that should take just a few minutes. Let's get started with these questions.

For my record, may I please have your name? \_\_\_\_\_

[RECORD PARENT'S FULL NAME]

RECORD IF SPEAKING TO . . . Male  [FOR DAD GROUPS, MUST SPEAK WITH DAD]  
Female  [FOR MOM GROUPS, MUST SPEAK WITH MOM]

**NOTE: IF MOM/DAD DOES NOT QUALIFY FOR GROUP AT SOME POINT DURING THE SCREENER, CHECK TO SEE IF THE OTHER PARENT WILL QUALIFY AND START SCREENER AGAIN WITH OTHER PARENT.]**

1A. What is the preferred language spoken in your household? [RECORD BELOW]  
English  [TERMINATE]  
Spanish  [CONTINUE]  
Both  [CONTINUE]

- 1B. Previous research has shown that people who work in particular fields may have different attitudes or feelings toward certain products, ideas, or concepts than people working in other fields. For this reason, for **each income earner** in your household, please tell me what type of company they work for [DO NOT NEED COMPANY NAME] and what exactly they do for that company. [RECORD RESPONSES BELOW. **DO NOT READ LIST BELOW.**]

[IF YOU HAVE QUESTIONS ABOUT OCCUPATION, PLEASE CALL WESTAT. NOTE: IF RESPONDENT CHOOSES NOT TO GIVE NAME OF COMPANY THAT IS FINE AS LONG AS WE KNOW THE “TYPE OF BUSINESS” IT IS AND WHAT THE RESPONDENT DOES.]

	<u>Type of Business</u>	<u>Job Duties</u>
Respondent:	_____	
Spouse/partner:	_____	
Other:	_____	

**INTERVIEWER: DO NOT RECRUIT ANYONE FROM THE FOLLOWING LIST:**

- Advertising agency.
- Marketing or marketing research firm or department.
- Public relations or promotions firm.
- Radio, television, newspaper, or other media.
- Law, medical, or health care professional.
- Government agency or department (local, state, or federal).
- Schoolteacher or coach.

**[NOTE: IF GOVERNMENT AGENCY → ASK Q. 1C]**

- 1C. You mentioned that you/other work for a government agency. Please tell me which agency/type of work that you/they do?  
 [RECORD] \_\_\_\_\_

[TERMINATE IF WORKING FOR A PUBLIC HEALTH DEPARTMENT OR HEALTH-RELATED AGENCY.]

- 2A. Do you have children who are in grades 4, 5, 6, or 7 and currently living at home?

Yes [ ]  
 No [ ] [TERMINATE]

- 2B. Are any of these children between the ages of 9 and 13?

Yes [ ]  
 No [ ] [TERMINATE]

Sample Screening Questionnaire  
 Hispanic or Latino Parents – Focus Groups  
 Not intended for use without modification

3. In what language do you feel most comfortable speaking to them?  
 English [ ] [TERMINATE]  
 Spanish [ ] [CONTINUE]  
 Both [ ] [CONTINUE]

4. Please tell me the first name, gender, age, grade and school name of each of your children who are currently in grades 4, 5, 6, or 7. [RECORD RESPONSES BELOW]

	Child 1	Child 2	Child 3	Child 4
First name:				
Gender:				
Age				
Grade:				
School:				
Public/private:				
Length of time child has lived in U.S.:				

- MUST HAVE CHILD BETWEEN THE AGES OF 9 AND 13 WHO IS CURRENTLY IN GRADE 4, 5, 6, OR 7.
- DETERMINE WHICH CHILD WILL BE THE FOCUS OF SCREENING FROM THIS POINT, AND REFER TO THAT CHILD BY NAME FOR REMAINING SCREENING PROCESS.
- NO PRIVATE SCHOOL, NO SAME SCHOOLS PER GROUP, NO HOME-SCHOOL RESPONDENTS, AND NO RELATIVES/FRIENDS.

**FOR SELECTED CHILD BETWEEN THE AGES OF 9 AND 13 IN Q. 4, ASK:**

- 5A.. What, if any, sports team(s) is (CHILD) a part of during the school year? During the summer?  
 [RECORD BELOW]

School year: \_\_\_\_\_  
 Summer: \_\_\_\_\_

[TERMINATE IF CHILD IS ON ANY SPORTS TEAM EITHER DURING THE SCHOOL YEAR OR DURING THE SUMMER. SEE QUOTAS BELOW FOR LOW-ACTIVITY KIDS.]

- 5B. What, if any, type of **physical activity lessons**, such as karate, dance, gymnastics, or golf is (CHILD) a part of during the school year? During the summer? [RECORD BELOW]

School year: \_\_\_\_\_  
 Summer: \_\_\_\_\_

- 5C. How many days during the last week did your (son or daughter) participate in free-time physical activity, such as rollerblading, riding bikes, or playing basketball in the driveway? [RECORD BELOW]

Number of Days; \_\_\_\_\_

[RECRUIT A MIX OF ACTIVITY LEVELS]

**RECRUITER:** CONFIRM WITH PARENT CHILD'S LEVEL OF PARTICIPATION IN SPORTS

TEAMS, LESSONS, AND FREE-TIME PHYSICAL ACTIVITY AS STATED ABOVE. **SAY:**

Just so I have everything correct, your (SON/DAUGHTER)

- Is or is not on a sports team [REFER TO Q. 5A]
- Participates in X lessons/other activities [REFER TO Q. 5B]
- Spent X days in free-time physical activity [REFER TO Q. 5C]

- 6A. When market research studies are conducted, it is sometimes important for us to talk with individuals who have already participated in a prior research study, because they have experience talking about certain topics. Other times it is important that we talk with individuals who haven't participated in a marketing research study.

When, if ever, was the last time you participated in a marketing research study, such as a consumer interview or a group discussion, either with us or with any other research company? **[DO NOT READ LIST]**

- |                          |     |                |
|--------------------------|-----|----------------|
| Within the past 6 months | [ ] | [TERMINATE]    |
| More than 6 months ago   | [ ] | [ASK Q. 6B]    |
| Never                    | [ ] | [SKIP TO Q. 7] |

[QUOTA: NO PAST PARTICIPATION WITHIN PAST 6+ MONTHS OR NEVER]

- 6B. What were the topics of the market research studies in which you have been involved? [RECORD BELOW]

---

What else?

---

[TERMINATE IF RESPONDENT IS UNABLE TO RECALL TOPIC(S) OR IF PREVIOUS PARTICIPATION IS ANYTHING RELATED TO ADVERTISING, HEALTH, OR CHILDREN'S ACTIVITIES/SPORTS/EXERCISE.]

7. I'm going to read you several age categories. Please stop me when I reach the one into which your current age falls. [READ LIST AND RECORD BELOW]

- |               |     |             |
|---------------|-----|-------------|
| 20 or younger | [ ] | [TERMINATE] |
| 21–29         | [ ] | [TERMINATE] |
| 30–39         | [ ] |             |
| 40–49         | [ ] |             |
| 50–59         | [ ] | [TERMINATE] |
| 60 or older   | [ ] | [TERMINATE] |

[QUOTA: TERMINATE IF 29 OR YOUNGER OR 50 OR OLDER.]

- 8A. Was (CHILD'S NAME) born in the U.S.? [RECORD BELOW]

Yes [ ]  
No, [ ] in what country? \_\_\_\_\_

- 8B. How long have you PERSONALLY been living in the U.S.? [RECORD BELOW]

- |                          |     |             |
|--------------------------|-----|-------------|
| Ever since you were born | [ ] |             |
| Less than 5 years        | [ ] | [TERMINATE] |
| 5 to 10 years            | [ ] |             |
| More than 10 years       | [ ] |             |

**[ONLY ASK Q. 8C IF PARENT WAS NOT BORN IN U.S.]**

8C. Where were you born? In what country? \_\_\_\_\_

**[ONLY ASK Q. 8D IF PARENT WAS BORN IN U.S.]**

8D. Tell me where your parents were born. [RECORD BELOW]

U.S.  (2<sup>nd</sup> generation parent)  
 Other country? Which one? \_\_\_\_\_  (1<sup>st</sup> generation parent)

8E. What is (YOUR/YOUR CHILD’S) ethnic background? [READ LIST AND RECORD BELOW]

	PARENT	CHILD
Mexican	<input type="checkbox"/>	<input type="checkbox"/>
Puerto Rican	<input type="checkbox"/>	<input type="checkbox"/>
Cuban	<input type="checkbox"/>	<input type="checkbox"/>
South American	<input type="checkbox"/>	<input type="checkbox"/>
Central American	<input type="checkbox"/>	<input type="checkbox"/>
Other ethnicity _____	<input type="checkbox"/>	<input type="checkbox"/>

[QUOTA: GET A MIX OF NATIONALITIES]

9. How often do you do the following activities? Would you say, “Very often,” “Somewhat often,” “Not often,” or “Not at all”? [READ LIST AND RECORD BELOW]

	Very Often	Somewh at Often	Not Often	Not At All
Listen to music in Spanish				
Watch television programs in Spanish				
Read newspapers, magazines or books in Spanish				

[QUOTA: MUST SAY “SOMEWHAT OFTEN” OR “VERY OFTEN” TO “READ NEWSPAPERS, MAGAZINES, OR BOOKS IN SPANISH” AND AT LEAST ONE OTHER ACTIVITY TO CONTINUE. IF NOT, TERMINATE. IF THIS REQUIREMENT IS TOO RESTRICTIVE AND WE ARE NOT LOCATING A SUFFICIENT NUMBER OF ELIGIBLE PARENTS, PLEASE CONTACT CLIENT IMMEDIATELY.]

10A. Which of the following best describes your employment status? [READ LIST AND RECORD BELOW]

- Working full-time [ ] [SKIP TO Q. 11]  
Working part-time [ ] [SKIP TO Q. 11]  
Non-working/stay at home [ ] [ASK Q. 10B]

10B. If not working, do you have a spouse working full- or part-time? [READ LIST AND RECORD BELOW]

- Yes [ ]  
No [ ] [TERMINATE]

11. Which of the following grouping includes your total household income? [READ LIST AND RECORD BELOW]

- < \$25,000 [ ] [TERMINATE]  
\$25,000 to \$30,999 [ ] [CONTINUE]  
\$31,000 to \$34,999 [ ] [CONTINUE]  
\$35,000 to \$39,999 [ ] [CONTINUE]  
\$40,000 to \$44,999 [ ] [CONTINUE]  
\$45,000 to \$49,999 [ ] [CONTINUE]  
\$50,000 to \$59,999 [ ] [CONTINUE]  
≥ \$60,000 [ ] [TERMINATE]

[QUOTA: RECRUIT A MIX OF INCOMES BETWEEN \$25,000 AND \$59,999 PER EACH SESSION]

12. What was the last level of school that you completed? [READ LIST AND RECORD BELOW]

- Less than high school [ ] [CONTINUE]  
High school [ ] [CONTINUE]  
Some college/technical school/associates degree [ ] [CONTINUE]  
College graduate [ ] [TERMINATE]  
Post graduate [ ] [TERMINATE]

[QUOTA: RECRUIT A MIX OF EDUCATIONAL BACKGROUNDS]

13. Describing your personality, would you say you are... [READ LIST AND RECORD BELOW]

- Very outgoing/social [ ] [CONTINUE]  
Somewhat outgoing/social [ ] [CONTINUE]  
Not very outgoing/social [ ] [TERMINATE]

14. Now I'd like you to think about something entirely different for a moment. What dreams do you have for your children's future? [RECORD BELOW]

---

**NOTE:** WE ARE LOOKING FOR ARTICULATE RESPONDENTS. PLEASE USE YOUR JUDGMENT IN CONSIDERING RESPONDENT'S ANSWERS. IF RESPONDENT CANNOT ANSWER THE QUESTION, HAS TROUBLE ANSWERING THE QUESTION, OR HAS DIFFICULTY IN COMMUNICATING, PLEASE TERMINATE.

**\*\* GO TO INVITATION \*\***  
**\*\* PARENT GROUPS INVITATION \*\***

Sample Screening Questionnaire  
Hispanic or Latino Parents – Focus Groups  
Not intended for use without modification

We would like to invite you to participate in a market research project that will take place at our location/facility.

The discussion will last approximately **75 minutes** and will be held on [INSERT DATE] at [INSERT TIME].

There will be 5-6 other moms/dads also participating in the discussion.

Your opinions are very important to us. To thank you for participating, we would like to give you [INSERT \$ AMOUNT].

Would you be interested in participating in this study? [RECORD BELOW]

Yes [ ]

No [ ] **[TERMINATE]**

Can we count on your attendance? [RECORD BELOW]

Yes [ ]

No [ ] **[TERMINATE]**

**ADVISE PARENT OF THE FOLLOWING:**

- Respondent must arrive 10–15 minutes before the session time to check in.
- **EXPLAIN INCENTIVE:** Any arrival after scheduled time of group WILL **NOT** BE PAID.
- Children may NOT be left in waiting area unattended/children are not allowed in parent focus group discussion.

*Below is a sample screening questionnaire used to recruit African American men to participate in message testing for materials for the African American–focused ad campaign. For this testing, we sought to identify African American men who were fathers of children aged 9–13 or who volunteered with children in this age group to participate in a 1 hour focus group interview. Although the questions in this screening questionnaire may be used, it is advisable to adapt the questions and termination criteria based on the specific needs of your project.*

**VERB™**  
**SCREENING QUESTIONNAIRE FOR AFRICAN AMERICAN FATHERS OR ADULT INFLUENCERS**  
**FOCUS GROUPS**

**AFRICAN AMERICAN YOUTH MEDIA – QUALITATIVE SCREENER – MALE INFLUENCERS**

PARENT NAME: \_\_\_\_\_  
ADDRESS: \_\_\_\_\_  
STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_ E-MAIL: \_\_\_\_\_  
PHONE (DAY): \_\_\_\_\_ (EVENING): \_\_\_\_\_

**\*\*\*ASK TO SPEAK TO MALE IN HOUSEHOLD WHO VOLUNTEERS WITH CHILDREN BETWEEN THE AGES OF 9 AND 13 WHO ARE CURRENTLY IN GRADES 4, 5, 6, OR 7.\*\*\***

Hello, I'm \_\_\_\_\_ from \_\_\_\_\_. We are talking with people who volunteer with children that are between the ages of 9 and 13 and are currently in grades 4, 5, 6, or 7. Our topic is about the children's participation in activities such as team sports, clubs, and scouting as well as the various hobbies that children in these grades have. If you have a few minutes, we'd like to talk with you and see if you might be interested in participating.

I have some general questions for you that should take just a few minutes. Let's get started with these questions.

1. For my record, may I please have your name? \_\_\_\_\_

[RECORD PARENT'S FULL NAME]

RECORD IF SPEAKING TO . . . Male [ ] [CONTINUE]  
Female [ ] [TERMINATE OR ASK TO SPEAK WITH MALE IN HOUSEHOLD WHO VOLUNTEERS WITH CHILDREN BETWEEN THE AGES OF 9 AND 13 OR SET UP TIME TO CALL BACK. ONCE SPEAKING TO MALE, INTRODUCE YOURSELF AND START SCREENER OVER.]

1A. What is the preferred language spoken in your household? [RECORD BELOW]  
\_\_\_\_\_ [MUST SAY "ENGLISH TO CONTINUE"]



2A. Do you do any volunteer work related to physical activity with children between the ages of 9 and 13 who are in grades 4, 5, 6, or 7? [RECORD BELOW]

Yes  [CONTINUE WITH Q. 2B]  
 No  [TERMINATE]

**NOTE:** WE WANT TO RECRUIT PARTICIPANTS THAT INFLUENCE CHILDREN'S PHYSICAL ACTIVITY PRIMARILY AS VOLUNTEERS. WE DO NOT WANT PROFESSIONAL COACHES OR RECREATION LEADERS. IF YOU HAVE ANY QUESTIONS ABOUT QUALIFICATIONS, PLEASE CALL \_\_\_\_\_.

2B. In what way are you involved with these children? [RECORD BELOW]

**NOTE:** KEEP IF PARTICIPANT PROVIDES PHYSICAL ACTIVITY OPPORTUNITIES OR ADVOCATES FOR PHYSICAL ACTIVITY, SUCH AS A COACH, TEACHER, YOUTH LEADER, OR PROGRAM ADMINISTRATOR. OTHERWISE, TERMINATE. IF YOU HAVE ANY QUESTIONS ABOUT QUALIFICATIONS, PLEASE CALL \_\_\_\_\_.

2C. Do you volunteer with boys or girls? [RECORD BELOW]

Boys  [RECRUIT A MIX OF PARTICIPANTS THAT WORK WITH BOYS AND  
 Girls  GIRLS]  
 Both

3A. Previous research has shown that people who work in particular fields may have different attitudes or feelings toward certain products, ideas, or concepts than people who work in other fields. For this reason, for **each income earner** in your household, please tell what type of company they work for [DO NOT NEED COMPANY NAME] and what exactly they do for that company. [RECORD RESPONSES BELOW. **DO NOT READ LIST.** ]

[IF YOU HAVE QUESTIONS ABOUT OCCUPATION, PLEASE CALL \_\_\_\_\_. **NOTE:** IF RESPONDENT CHOOSES NOT TO GIVE NAME OF COMPANY THAT IS FINE AS LONG AS WE KNOW THE "TYPE OF BUSINESS" IT IS AND WHAT THE RESPONDENT DOES.]

	<u>Type of Business</u>	<u>Job Duties</u>
Respondent:	_____	_____
Spouse/Partner:	_____	_____
Other:	_____	_____

**INTERVIEWER: DO NOT RECRUIT ANYONE FROM THE FOLLOWING LIST:**

- Advertising agency.
- Marketing or marketing research firm or department.
- Public relations or promotions firm.
- Radio, television, newspaper, or other media.
- Law, medical, or health care professional.
- Government agency or department (local, state, or federal).
- Schoolteacher or coach.

**[NOTE: IF GOVERNMENT AGENCY → ASK Q. 1C]**

- 3B. You mentioned that you/other work for a government agency. Please tell me which agency/type of work that you/they do? [RECORD BELOW]

---

[TERMINATE IF WORKING FOR A PUBLIC HEALTH DEPARTMENT OR HEALTH-RELATED AGENCY.]

4. What is your heritage or ethnic background? **[DO NOT READ LIST. RECORD BELOW]**  
African American or Black  [ ]  
Other:  [ ] [TERMINATE]

[QUOTA: MUST BE AFRICAN AMERICAN OR BLACK TO CONTINUE. FIRST GENERATION CARIBBEAN OR AFRICAN IMMIGRANTS ALSO QUALIFY.]

5. Do you have any children between the ages of 9 and 13 in grades 4, 5, 6, or 7 currently living at home?  
[RECORD BELOW]  
Yes  [ ]  
No  [ ]

- 6A. When market research studies are conducted, it is sometimes important for us to talk with individuals who have already participated in a prior research study, because they have experience talking about certain topics. Other times it is important that we talk with individuals who haven't participated in a marketing research study.

When, if ever, was the last time you participated in a marketing research study, such as a consumer interview or a group discussion, either with us or with any other research company? **[DO NOT READ LIST]**

- Within the past six months  [ ] [TERMINATE]  
More than 6 months ago  [ ] [ASK Q. 6B]  
Never  [ ] [SKIP TO Q. 7]

[QUOTA: NO PREVIOUS PARTICIPATION WITHIN PAST 6+ MONTHS OR NEVER]

- 6B. What were the topics of the market research studies in which you have been involved?  
[RECORD BELOW]

---

What else?

---

[TERMINATE IF RESPONDENT IS UNABLE TO RECALL TOPIC(S) OR IF PREVIOUS PARTICIPATION IS ANYTHING RELATED TO ADVERTISING, HEALTH, OR CHILDREN'S ACTIVITIES/SPORTS/EXERCISE.]

7. I'm going to read you several age categories. Please stop me when I reach the one into which your current age falls. [READ LIST AND RECORD BELOW]

24 or younger	[ ]	[TERMINATE]
25–29	[ ]	
30–39	[ ]	
40–49	[ ]	
50–59	[ ]	
60 or older	[ ]	[TERMINATE]

[QUOTA: RECRUIT A MIX OF PARTICIPANTS BETWEEN THE AGES OF 25 AND 59.]

8. Which of the following includes your total household income? [READ LIST AND RECORD BELOW]

< \$25,000	[ ]	[TERMINATE]
\$25,000 to \$39,999	[ ]	
\$40,000 to \$59,999	[ ]	
\$60,000 to \$74,999	[ ]	
≥ \$75,000	[ ]	

[QUOTA: RECRUIT A MIX OF INCOMES GREATER THAN \$25,000.]

9. Now let's think about something entirely different for a few minutes. If you could invite anyone, either living or not living, to dinner, who would you invite and why? [RECORD BELOW]

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What would you talk about?

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**NOTE:** WE ARE LOOKING FOR ARTICULATE RESPONDENTS. PLEASE USE YOUR JUDGMENT IN CONSIDERING RESPONDENT'S ANSWERS. IF RESPONDENT CANNOT ANSWER THE QUESTION, HAS TROUBLE ANSWERING THE QUESTION, OR HAS DIFFICULTY IN COMMUNICATING, PLEASE TERMINATE.

**\*\* GO TO INVITATION PAGE \*\***  
**\*\* INFLUENCER GROUP INVITATION \*\***

We would like to invite you to participate in a market research project that will take place at our location/facility.

The discussion will last approximately **60 minutes** and will be held on [INSERT DATE] at [INSERT TIME]. There will be 3 other people also participating in the discussion.

Your opinions are very important to us. To thank you for participating, we would like to give you [INSERT \$ AMOUNT].

Would you be interested in participating in this study? [RECORD BELOW]

Yes [ ]  
No [ ] [TERMINATE]

Can we count on your attendance? [RECORD BELOW]

Yes [ ]  
No [ ] [TERMINATE]

**ADVISE PARTICIPANT OF THE FOLLOWING:**

- Respondent must arrive 10–15 minutes before the session time to check in.
- **EXPLAIN INCENTIVE:** Any arrival after scheduled time of group WILL **NOT** BE PAID.
- Children may NOT be left in waiting area unattended/children are not allowed in mom focus group discussion.

Appendix B  
Sample Moderator Guides

**VERB™**  
**Sample Moderator Guide for Concept and Message Testing  
For Tween Materials**

*This moderator guide is intended as a sample to demonstrate the typical process and questions used for concept and message testing by VERB™ in developing messages specifically for tweens. The guide was developed based on principles of focus group practice (see David L. Morgan (1998) The Focus Group Guidebook. Thousand Oaks, CA: Sage.). Each section of this guide presents a question to address the underlying topic (e.g., “Overall reaction and message”) with suggested question wording and probes. Moderators were given the flexibility to adapt questions to match the vernacular of participants in each focus group or interview, to respond appropriately to the group dynamics, and to add to the depth of information gathered through the process. This guide is provided as a sample. Although this guide may be adapted, consideration needs to be given to the suitability of this instrument relative to the overall goals and research questions of projects for which it is being adapted.*

## 1. INTRODUCTION AND WARM-UP

- **Welcome:** Explain that the purpose of the research is to talk about new advertising ideas and to get participants’ reactions to them. We want to see what they think about different ads. Assure them that there are no right or wrong answers. We need to hear opinions from everybody, but they are always able to skip questions. All answers will be kept confidential. Some people who are interested in ideas that you have will be listening in on the other side of the mirror. [Ensure that consent procedures meet Human Subjects Committee requirements.]
- **Respondent introduction:** Your first name, things you like to do after school/Saturdays or another short, easy task to help get the participant comfortable talking to the group.

## 2. Ad ideas

**Explain process:** *I am going to show you some ideas for TV, radio, and print advertisements. They are not “finished” yet and may still have some changes made before they are made into commercials for TV or the radio or magazines – that’s where you come in! I need to get your opinions about three different ads, but we’ll look at them one at a time.*

- **Rotate presentation of ad ideas across groups.**
- **Present each television or radio ad twice before beginning discussion for each ad.**

### For each ad idea:

**Ask participant to write responses to the first questions about initial reactions.**

- **Overall reaction and message:**
  - What do you think is the main message or idea in this ad?
  - What gave you that idea?
  - What do you think of that message?
  - Are there any other messages you get from this ad?
  - Are these messages important to you?

- Why? If not, why is/are the message(s) not important to you? (Probe: top-of-mind impressions and overall appeal)
  - **Likes:**
    - What do you like about the ad? Why?
    - What is the best part of it?
    - Are there any words or phrases that you especially liked?
    - What, if anything, should they definitely keep in the ad?
  - **Dislikes:**
    - What, if anything, do you not like about the ad?
    - Is there anything confusing or hard to understand?
    - What could they do to improve this ad?
  - **Relevance:**
    - Who do you think this commercial is meant for?
    - Who is it talking to? (Probe: You? Other types of kids?)
    - Did it include activities that you do or would like to do? If not, what types of activities would you like to see included?
  - **Motivation:**
    - Does this ad make you want to do anything? If yes, what does it make you want to do?
    - What is it in the ad that makes you feel that way?
  - **Uniqueness:**
    - Does this ad remind you of other commercials/ads that you have seen before?
- GO BACK AND REPEAT QUESTIONS FOR OTHER AD IDEAS.**
- **Preference: Ask each participant to vote on which ad they liked best. Recap each of the concepts/ad ideas VERY BRIEFLY, if needed.**
    - Overall did you like these ideas/ads the same, or was there one that you liked better than the others? (Explore reasons why.)

**CHECK WITH OBSERVERS/STAFF FOR ADDITIONAL QUESTIONS.**

**THANK PARTICIPANTS FOR THEIR HELP AND CLOSE GROUP.**

**VERB™**  
**Sample Moderator Guide for Focus Groups with Parents**

*This moderator guide is intended as a sample to demonstrate the typical process and questions used for concept and message testing by VERB™ in developing messages specifically for parents of tweens. The guide was developed based on principles of focus group practice (see David L. Morgan (1998) The Focus Group Guidebook. Thousand Oaks, CA: Sage.). Each section of this guide presents a question to address the underlying topic (e.g., “Overall reaction and message”) with suggested question wording and probes. Moderators were given the flexibility to adapt questions to match the vernacular of participants in each focus group or interview, to respond appropriately to the group dynamics, and to add to the depth of information gathered through the process. This guide is provided as a sample. Although this guide may be adapted, consideration needs to be given to the suitability of this instrument relative to the overall goals and research questions of projects for which it is being adapted.*

## 1. INTRODUCTION AND WARM-UP

- **Welcome:** *The purpose of this study is to talk about new advertising ideas directed to parents like you who have kids in grades 4 through 7. We are interested in hearing what you think of these ideas. It is important for us to discuss your impression as a parent. There are no right or wrong answers. Know that your answers are confidential. We want to hear everyone’s opinion, but you don’t have to answer a question if you don’t want to. There are some people on the other side of the mirror who are interested in hearing your ideas. They are helping me by taking notes so that I don’t forget the important things you tell me. [Include all elements as required for Human Subjects approval.]*
- **Respondent introduction:** Your name, occupation, favorite hobby, ages of your kids. [After introductions, remind parents that for this group, we are interested in hearing their impressions as parents of 9- to 13-year olds.]

## 2. PARENT AD IDEAS

**Explain process:** *I am going to show you some television, radio, and print concepts directed at parents. They are ideas that are not “finished” yet and may still have some changes made before being made into radio or print ads—that’s where you come in! I need to hear what your impressions are as a parent of a 9- to 13-year-old. To finish the commercial, we will need to reproduce it with real actors.*

**Rotation:** For each group, rotate the order of the television, radio, and print ad ideas. There may be multiple ad ideas per concept. Rotate the concepts and ad ideas within concepts for each focus group.

**Note:** It is most important that we understand whether participants understand the message, think it is relevant to them, and are motivated to encourage their children to be more physically active. Less time can be spent probing on likes and dislikes for each ad idea since this information usually comes up in other parts of the discussion.



**3. FOR EACH AD IDEA:**

**SHOW FIRST AD IDEA AND ASK:**

- **Initial reactions:**
  - What do you think?
  - What is your first reaction?
  - What went through your mind as you were listening to this ad? (Probe: top-of-mind impressions and overall appeal)
- **Communication:**
  - What is the main message in this ad?
  - What gave you that idea?
  - How do you feel about that message?
  - What is the ad telling you as a parent?
  - Are there any other messages?
  - Did the message grab your attention? Why or why not?
- **Likes:**
  - What, if anything, do you like about the ad?
  - How does it make you feel as a parent?
- **Dislikes:**
  - What, if anything, do you not like about the ad?
  - Is there anything confusing or hard to understand?
  - Is there anything about this idea that turns you off, or upsets you, as a parent?

*Now we are going to see another radio ad that is similar to the one you just saw.*

**SHOW EACH SUBSEQUENT AD IDEA AND ASK:**

- **Initial reactions:**
  - What do you think?
  - What is your first reaction?
  - What went through your mind as you were listening to this ad? (Probe: top-of-mind impressions and overall appeal)
- **Communication:**
  - What is the main message in this ad?
  - What gave you that idea?
  - How do you feel about that message?
  - What is the ad telling you as a parent?
  - Are there any other messages?
  - Did the message grab your attention? Why or why not?

**REPEAT UNTIL ALL AD IDEAS FOR THAT CONCEPT HAVE BEEN SHOWN.**

**ONCE ALL AD IDEAS HAVE BEEN SHOWN, ASK PARTICIPANTS TO THINK ABOUT ALL AD IDEAS TOGETHER AND ASK:**

- **Relevance:**
  - Whom do you think this ad is meant for?
  - Whom is it talking to? (Probe: You? A particular type of parent? Families with certain types of kids?)
- **Motivation:**
  - After listening to this ad, what ideas does it give you for ways that parents/guardians can influence their kids?
  - What is it in the ad that makes you say that/feel that way?
  - Are these new ideas or do they reinforce things you are already doing? (Probe: Is this ad asking for you to be more active WITH your child, or is it asking for your child to be more active, or both?)
- 

**REPEAT FOR EACH CONCEPT.**

**3. Summary**

- Ask each participant to vote on which ad they liked best. Recap each of the concepts VERY BRIEFLY, if needed.
- Overall, did you like each idea the same or was there one you liked better than the other? (Explore for reason(s) why)

**CHECK WITH OBSERVERS/STAFF FOR ADDITIONAL QUESTIONS.**

**THANK PARENTS FOR THEIR HELP AND CLOSE GROUP.**