Testing Promotional Materials for the Junior Canadian Rangers Programme

FINAL REPORT

Submitted to:

Christine Gauthier
Department of National Defence
Gauthier.CL2@forces.gc.ca

EKOS RESEARCH ASSOCIATES INC.
March 2008

EKOS RESEARCH ASSOCIATES

Ottawa Office
359 Kent Street, Suite 300
Ottawa, Ontario
K2P 0R6
Tel: (613) 235 7215
Fax: (613) 235 8498
E-mail: pobox@ekos.com

Toronto Office
480 University Avenue, Suite 1006
Toronto, Ontario
M5G 1V2
Tel: (416) 598 8002
Fax: (416) 598 2543
E-mail: toronto@ekos.com

Edmonton Office
9925 109th St. NW, Suite 606
Edmonton, Alberta
T5K 2J8
Tel: (780) 408 5225
Fax: (780) 408 5233
E-mail: edmonton@ekos.com

www.ekos.com

TABLE OF CONTENTS

EXECUTIVE SUMMARY

The Department of National Defence commissioned EKOS Research Associates to qualitatively test promotional materials for their Junior Canadian Rangers Programme. This included four design concepts for a poster and 29 photo images of Junior Canadian Rangers. Findings from the research are intended to direct the development of future promotional materials for the Programme.

A total of four focus groups were conducted with youth and two triads were conducted with parents of youth in two remote locations, including Yellowknife (on March 25th, 2008) and Iqaluit (on March 26th, 2008). Two of these focus groups were conducted with those from 12 to 15 years of age, while the remaining two were conducted with those 16 to 18 years of age. A total of 31 youth and seven parents participated in this research. Discussion surrounded mostly awareness and interest in the JCR Programme; reactions to the four possible poster designs; and, reactions to a range of photo images that might potentially be used to illustrate the JCR programme on the website and in other media. Additionally, youth participating in the focus groups were asked to discuss online features and tools that are of interest to young people in the 12 to 18 age range, which could be incorporated into JCR website to boost its appeal.

The following key findings and recommendations for improvement emerged from this study:

- Overall awareness of the JCR Programme is generally low in Yellowknife and Iqaluit, which points to a clear need for the development and dissemination of promotional materials.

- Participants considered the layouts for the JCRs Kaboom _1 poster and JCRs Bytown _2 poster to be the most visually appealing of all four posters. In particular, they liked the use of diagonal and horizontal lines to categorize images that were thought to "go together." Many also suggested that the use of brighter colours on the posters was more effective than darker colours for capturing attention.

- Strengths identified the four design concepts for posters related to making the Canadian Ranger crest and the words 'Junior Canadian Rangers' clearly visible, as well as providing a website address where further information is available.

- Weaknesses associated with the posters centred on the limited representation of ethnic diversity and northern regions, wasted space on the posters, overcrowding of images and any design features hindering visibility (e.g. the fading of images appearing in the foreground of the posters).

- Images receiving positive reactions from participants typically portrayed happy young people who could be identified as JCRs actively engaged in a variety of different activities. Some of these activities included a mix of learning new skills from instructors and applying learned skills, either with other JCRs or independently. The most popular images were found in the categories titled 'Instructor' and 'Settings'.

> Consideration should be given to portraying diversity in people featured in poster and images. Participants expected to see individuals from different ethnic groups (including Inuit), as well as an even proportion of JCRs in different age groups.

> Consideration should be given to either creating regional specific posters or developing posters that are representative of a variety of different remote locations in Canada. Participants noticed that the north was barely represented in the posters, making it somewhat difficult for northerners to relate to the context of the posters.

> There is a need to show a broader range of activities in posters and images of the JCRs, not only to encourage youth to participate, but also to accurately portray what they might experience as JCRs.

> Participants preferred to see youth in JCRs uniforms because it helped them to identify the young people in the pictures, while also reinforcing the Programme is being promoted.

> There is a need to increase the visibility of the words 'Junior Canadian Rangers' and the Canadian Rangers crest on posters.

> There is a need to provide a website address on all posters where additional information may be found.

> It was widely suggested that photo albums and video clips of JCRs be made available to individuals visiting the JCRs website. The purpose of these would be to show the variety of individuals, settings and activities that may be associated with the Programme.

> It was also suggested that a frequently asked questions section and quiz feature be made available. This would serve to raise increase knowledge and awareness of the JCRs.

> In light of the growing popularity of social networking, a number of youth suggested that the JCRs should create a facebook group.

1. INTRODUCTION

1.1 BACKGROUND

The Department of National Defence (DND) officially launched the Junior Canadian Rangers Programme in 1996. It serves to help strengthen remote Canadian communities by taking a responsible and practical approach with youth. Through this Programme adolescents and teens from the ages of 12 to 18 are encouraged to embrace culture and tradition, partake in a number of healthy activities, and develop a positive self-image. Approximately 3,300 youth in 111 remote locations across Canada belong to the JCRs.

JCRs have the opportunity the opportunity to get involved in a variety activities, such as hunting, fishing, living off the land, learning about native spirituality, local dialects, and traditional arts. They also develop Ranger skills, such as first aid and land navigation. Additionally, JCRs may partake in a number of civic-minded activities to benefit their communities. This Programme enables youth to gain a better understanding of Aboriginal culture, while also developing self-confidence and leadership skills.

Although JCRs wear a ranger-style uniform, they are neither Canadian Rangers, nor members of the Canadian Forces. JCRs benefit from the background and experience of the Canadian Rangers, as well as elders and other members of their community. Community support is one of the main themes of the JCR Programme. Joining is free of charge.

EKOS Research Associates was commissioned by DND to qualitatively test promotional materials for the JCRs. This included four design concepts for a poster and 29 images of JRCs. Findings from the research are intended to help guide the development of future promotional materials for the Programme. Within this context, the key suggestions presented in this report are based on the comments made by research participants in the focus groups with youth and triads with parents, as well as the observations of the moderator.

Specific research objectives included:

> Exploring general reactions to the posters and images presented;

> Identifying the most appealing posters and images;

> Isolating elements in posters and images that worked particularly well; and,

> Seeking general opinions related to marketing online to youth.

1.2   METHODOLOGY

The following approach was used to gather the input of research participants:

- EKOS Research Associates conducted four focus groups with youth and two triads with parents in two remote locations in Canada.

- Two focus groups with youth and a triad with parents took place in each centre, including in Yellowknife (on March 25th, 2008) and Iqaluit (on March 26th, 2008).

- Varying numbers of participants were recruited to participate in the discussions for each centre. Focus group sizes ranged from six to nine participants.

- A total of 31 youth and seven parents participated in this research.

- Each session was conducted in a conference facility equipped for audio recording.

- Participants were offered a $60 incentive for their time. The focus groups lasted 1.5 hours, while the triads lasted 45 minutes.

- Participants recruited generally met the following criteria:
  - ◇ Youth from 12 to 18 years of age and parents of youth in that age group;
  - ◇ Mix of ethnic backgrounds, including visible minorities and individuals from Aboriginal communities;
  - ◇ Some awareness of the JCR Programme; and,
  - ◇ Some youth who previously participated in programs for youth living in remote areas.

- To encourage more fruitful and meaningful discussion, youth were divided into one of two categories based on their age: those 12 to 15 years of age and 16 to 18 years of age.

1.3   A NOTE ON QUALITATIVE RESEARCH

It should be kept in mind when reading this report that these findings are drawn exclusively from qualitative research. While every effort is made to balance various demographic characteristics when recruiting participants, these groups (and therefore the findings drawn from them) may not be said to be representative of the larger population as a whole. While groups generally indicate appropriate directionality, they do not serve as a proxy for a fully representative quantitative methodology. For the reader's ease, these findings are depicted to some extent as definitive and "projectible". This is, however, true only for the universe represented by these participants.

2. DETAILED FINDINGS

Findings from the six discussion sessions held with youth and parents were divided into four thematic areas: awareness and four possible poster designs for the JCR programme; reaction to a range of photo images that might potentially be used to illustrate the JCR programme on the website and in other media; and possible content for the JCR website and more generally the type of website content that is of interest to young people in the 12 to 18 age range. The results are presented in the same thematic areas and order in this chapter.

2.1 PROGRAMMES FOR YOUTH IN REMOTE AREAS

It was common for participants in Yellowknife to have some difficulty identifying programmes for youth in remote communities. The younger group (12 to 15) generally had a higher awareness of these programmes than either the older teens or parents. When asked to discuss which programmes they had heard of, quite a few mentioned the Cadets. They also mentioned the Daring Lake Tundra Science Camp and the Side Door Youth Centre, which offers a activities for youth in Yellowknife.

Participants in Iqaluit had a greater awareness of programmes for youth in isolated areas. In addition to the Cadets, several had heard of the Start Right Stay Right Program, which allows youth in remote areas to get involved in a variety of sports (e.g., hockey), the Canadian Floor Masters, which offers free break dancing lessons for youth, and the UCAN Programme, which consists of workshops aimed at teaching youth peace building and mediation skills.

A number of participants had taken part in such programmes. There primary motivations were "to keep from being bored", "to learn something new and cool" and "for a chance to travel." Those who chose not to take part in these programmes often felt that they did not offer anything of personal interest to them.

Individuals from either location usually heard of these programs through their teachers, family members and friends. One explained: "It's not that we don't trust other sources, it's just that word of mouth travels much faster here."

2.2 THE JCRs PROGRAMME

Overall awareness of the JCRs Programme was low. While the majority knew that the Programme existed and that it involved "outdoorsy stuff", they often knew little else about it. In a few rare

cases, participants thought the JCRs acted as environmental stewards and protected northern lands against enemy attack. Few could distinguish the Canadian Rangers from JCRs.

Most had heard of the Programme via word of mouth from family and friends. Interestingly, some said they heard of it directly from Canadian Rangers: "I actually got a call from the Rangers to let me know that the Programme was available in Yellowknife", "I spoke to some Rangers and Junior Rangers on an airplane and found out about it that way" and "Sometimes Rangers come to visit Iqaluit and we talk to them, but they don't seem to stay for long." It should be noted that participants in Iqaluit were under the impression that the JCRs Programme was not available to them.

Participants reacted positively to the Programme after they were made aware of some of the details. The younger group often noted: "It sounds pretty fun", "I like that you could go fishing and hunting" and "it would be cool to camp in winter." The older teens seemed most interested in learning outdoors survival skills and opportunities for new experiences. Comments included "I would like to do stuff you wouldn't necessarily get to do with your friends and family" and "It would be great to know survival skills and not have to worry about skidooing out too far because you would know what to do if you got in trouble." Parents noted, "It's really good that it is free", "I like whatever keeps them out of trouble" and "It would be nice to have a formal system in place to allow elders to transfer knowledge about traditional ways to the younger generations." Almost all of the youth could picture themselves as JCRs.

Those who could not see themselves getting involved pointed to two major barriers. The most common barrier included lack of time. A number of those aged 16 to 18 have part time jobs or are already committed to certain extracurricular activities (e.g., hockey and curling) and did not think they had any free time in their schedules to commit to anything else. Another barrier is a basic lack of interest in the outdoors. A few participants remarked, "I am not an outdoorsy person", "I don't want to sleep in a tent" and "I find hunting and fishing boring."

Regardless of whether or not youth could picture themselves as JRCs, or parents could see their adolescents and teens joining, all could think of reasons why youth in their community might want to join. Some of the stronger points included that the Programme offers something new and interesting to do, as well as offering youth the opportunity to develop new skills that might be useful at present and in the future. The overwhelming majority identified potential for school credit (i.e., community service hours) as offering a definite pull to get involved. Participants also mentioned that being in the JCRs would look good on either a resume or college application. Additionally, a few teens in Yellowknife noted that scholarships offered through the JCR Programme might drive youth in their community to get involved.

2.3 IMPRESSIONS OF DESIGN CONCEPTS

a) Posters

Participants were asked about the kinds of images they would want to see on a poster to promote the JCRs Programme. Common responses were:

> *The Canadian Ranger crest:* Several wanted to see this because it is easily recognizable and would add credibility to the poster. It was not uncommon for them to see Canadian Rangers wearing the crest on their sweatshirt. "Most of us know what the Rangers logo looks like."

> *Youth having fun:* Individuals in every group noted that they wanted to see young people having a good time while doing activities. "If you show a bunch of youth just standing around in uniforms, kids won't look twice."

> *New experiences*: Many participants said it would be important to show young people having new and different experiences as JCRs. This would include everything from fun activities to Rangers teaching youth new skill (e.g., kids learning CPR and navigation).

> *Reaching goals*: A few said they would want to see JCRs reaching goals as a result of new skills they might have learned. "Maybe have a kid holding a gun with some big game" and "show youth doing stuff on their own that they might have learned from Rangers or elders."

> *Diversity:* All participants thought the poster should feature people of different ages, ethnic backgrounds and gender. Many felt that diversity exists in their own communities and believed it would be worth including on a poster. "Definitely have girls doing outdoorsy stuff so they know this is open to them" and "show people from different races having fun together and working as a team."

Participants were asked where they would expect to see posters promoting JCRs in their communities. They noted:

> Schools;

> Youth centers;

> Recreational facilities;

> Billboards and banners outside buildings; and

> In local grocery and convenience stores.

The design concepts for posters developed by DND were displayed to each group. At a first glance, the majority of participants found the posters JCRs Kaboom _1 and JCRs Bytown _2 to be the most attractive posters. The individual posters were then displayed before each group to allow for closer

examination. The moderator ensured that the order of presentation was rotated from one group to the next. Reactions to each poster are detailed below.

Poster #1: JCRs Kaboom_1

Poster #1 was considered an appropriate design because it offers an excellent snap shot of the Programme. It effectively illustrates that JCRs have fun outdoors in a variety of different settings, learn new skills and are trusted to do activities independently and safely (such as fishing and riding ATVs). Moreover, parents, younger and older felt it has a modern look and feel that would appeal to youth.

The poster's strengths revolved around the fact that it is very bright and attractive looking. The older teens and parents alike said they would take time to stop a look at this poster if they saw it on the street, because it is "really well done." Many remarked that a number of the images used on poster conveyed positive messages about the Programme. Several liked the young boy holding the large fish, for instance, because he appears "so happy" and "proud." Participants also liked the images in the middle triangle, because they suggest that the JCRs Programme is simultaneously about having a great time doing activities with others and learning practical skills.

A weakness that participants focused on the most about this poster was that it does not demonstrate diversity. A number of participants commented that the individuals in the picture all look young. They noted, "The poster makes it seem like this Programmes is only for kids" and "I don't see anyone on there my own age." Some also remarked that the poster features only Aboriginal youth. Participants asserted, "There is not much difference shown with race" and "the Programme is not just for Native kids, right?" Some of those in Iqaluit noticed that the Inuit are not represented. The poster, therefore, makes the JCRs appear somewhat exclusive.

A second area of weakness was related to context. A number of participants remarked that the images seemed to be taken mostly in the south as opposed to up in the north. Comments included "we don't have fish like that" and "some of the pictures seem a little bizarre to us because there are no trees here." Another weakness discussed was that the poster does not offer a web address or phone number. "It should tell us where to go to find out more."

Almost all said they liked the overall style of the poster. In particular, they liked the way rays are used to divide the different images: "It's like the rays group the pictures that are supposed to go together." Participants also liked the shade of green used because it complements the images. Several thought the font size could be larger, however, and that the Rangers crest could be enlarged. Neither was considered visible enough. "There is a lot of empty green space at the bottom—I think they could afford to make the letters bigger."

Both youth and parents alike noted that this poster would make them want to find out more about the Programme.

Poster #2: JCRs Bytown_1

Poster #2 was not considered appropriate because it does not have a contemporary look and feel. Parents did not think the poster would appeal to youth because it is neither "fresh-looking" nor "lively." A number of teens said they found the poster boring. A few also thought that the design of the poster reminded them of war. They said, "that looks like it should be in a war museum" and "it's like we might end up in Afghanistan if we join." A minority thought that the faded brown tone might have been purposefully used to emphasize the history and tradition of the Canadian Rangers: "Maybe it's to show that the Rangers are part of Canada's military history."

Parents said the poster's strength was that it depicts mentorship and group activities. Other strengths related to the size and style of the font used for 'Rangers', as well as the fact that the Canadian Rangers crest is very apparent. Not only did these elements attract the immediate attention of participants, but also effectively identify the group responsible for the Programme. Another strength was that the poster identifies a website where people can find out more about the JCRs.

One weakness associated with the poster was that it appears to emphasize fishing. The size of the boy with the fish, for instance, is much larger than any of the other images included. Moreover, the boy holding the fish and the group of people fishing are the only two images to appear in colour. Participants said that there seemed to be less focus on other activities, which may not be an accurate portrayal of the Programme. Another weakness noticed was that the individuals in the bottom right corner of the poster "don't look happy to be there." This was not though to give a positive impression of the Programme. Lack of diversity was mentioned again as a weakness.

As previously noted, the overall style of the poster was not well received. Participants did not like the way colour images were combined with background images in a sepia tone. They also did not like the layout of the page. Many found it odd to see images overcrowded in certain spaces and scarce in other spaces.

Many noted that this poster would not encourage them to find out more about the Programme. In fact, several stated that the poster was "just okay."

Poster #3: JCRs Kaboom_2

Participants were of the impression that Poster #3 was appropriately designed to tell people about the JCRs Programme because it illustrates a number of different activities that youth may have the opportunity to do if they joined the JCRs.

The main strength of the poster was that it effectively portrays a variety of activities and experiences: "It shows how you could do a lot of different stuff if you joined and that's really good." Another strength involved the size and style of the font used. Participants noted that 'Junior Canadian' is made visible and 'Rangers' is emphasized. Many said that 'Junior Canadian' is not particularly evident on any of

the other posters. Making all the words visible was thought to be very important because "it sets the JCR Programme apart from the Canadian Rangers."

Several participants felt that the poster's weaknesses were related to the general layout of images. In particular, the images included are not well blended. Participants suggested that the images at the bottom of the page are oddly assembled: "it's like a bunch of pictures were just all thrown together and not really organized in any way." They also did not like the use of fading in the poster. Participants remarked, "the kid in the hood is almost completely faded out" and "you can barely see the people fishing at the top of the poster because they are so washed out."

There were mixed reactions to the overall style of the poster. Some thought the colours worked well, while others took issue with certain specific aspects. Many participants found the large green area towards the top of the page problematic, for example. They considered it wasted space that could potentially distract anyone looking at the poster: "What is that supposed to be anyway?" "Is it a landscape or a whale?" and "I just don't understand why they would put that there." A few participants said they found the poster "too busy" because of the way so many images are crowded together towards the bottom of the page.

Half of participants said that this poster would make them want to find out more about the Programme.

Poster#4: JCRs Bytown_2

Poster #4 was considered appropriate because it points to a number of activities in the JCRs Programme. Moreover, both parents and youth found the poster to be visually appealing.

The poster's main strength was the fact that it displays images in a very attractive and organized manner. Participants liked the use of horizontal bars to divide the different categories of pictures. They said, "I like how everything to do with water is put together in the rectangle at the bottom", "the outdoor winter stuff is arranged together towards the top" and "I find this poster nice to look at." Participants also said that the word 'Rangers' and the crest are very apparent on the poster. Another strength was that the poster provides a website address.

The most pronounced weakness associated with this poster was, again, that it does not demonstrate diversity in people. Participants noted that it does not represent different remote regions across Canada. The majority of youth did not see themselves in the poster (in terms of age, race and location). Consequently, they thought it might give people looking at this poster the impression that the JCR Programme is only available to certain groups and not others. Participants suggested that the poster should show different kinds of people and adequately represent the north (e.g., "show people on a skidoo, or a dog sled, or even ice fishing").

Nearly all liked the overall style of the poster. Participants liked the shades of green and red used in the poster. They also liked the way half of the poster was in sepia tone and the other half was in colour: "this picture is not too dark and not too bright—it's just right." A few took notice of the map of the country at the top of the poster and thought it made for an interesting design effect. Additionally, the use of fading in the background was considered appropriate because it helps direct attention to the activities taking place in the images in the foreground.

All youth and parents alike noted that this poster would make them want to find out more about the Programme.

After having closely examined each of the four posters. Participants were asked to select their favourite poster of the bunch. JCRs Kaboom _1 was preferred by nearly three in four participants, while JCRs Bytown _2 was preferred by one in four.

b) Pictures

Participants were asked to examine 29 images of the JCRs and discuss their general preferences in relation to the different categories of images. The categories included: Groups, Individuals, Instructor, Landscape, Learning, Task, Setting, and Activity.

Groups:

A total of three images were included for the category 'Groups'. None of these were particularly well received. The first picture was of little interest because it fails to show JCRs in action. The latter two pictures were quickly dismissed because the individuals in the pictures "could be anyone." Other than one pair of JCRs pants, nothing seemed to identify the people in the pictures as JCRs. In addition, participants noted that the individuals featured in the pictures do not appear to be "doing anything cool."

Individuals:

The category 'Individuals' included four images. Two of these seemed to stand out for participants.

Parents and youth reacted very positively to the second image in this category. They liked the fact that a young girl is shown looking "sincerely happy" while wearing her JCR uniform and carrying a bunch of logs. Participants noted, "Whatever she's doing, it looks like she's having a really great time" and "I love her smile—it's so genuine." While many felt this image would be worth including on a website or a poster for the JCRs, some participants felt that it would be even better if other JCRs were shown having an equally good time beside the girl.

The overwhelming majority of youth also reacted positively to the third image in this category. Many were impressed by the size of the fish being held by the teen in the image. Participants noticed that

he is wearing his JCR uniform and that a Canadian Ranger's flag appears in the background. Many said they liked the setting in which the image was taken. They remarked, "it looks really peaceful there" and "he looks like he's living off the land." Participants said this image would be definitely worth including on a website for the JCRs because it positively depicts the lifestyle of JCRs.

The other images did not tend to stand out because they represent the every day. The close up of the girl smiling was considered somewhat pointless because she is neither identified as being a JCR nor is she actually pictured to be doing anything. The snow angel, while widely considered a nice looking image, seemed to have nothing to do with the JCRs.

Instructor:

A total of five images were included for the category 'Instructor.' Three of these appealed to participants.

The second picture was very popular with parents and youth because they felt it effectively depicts a Canadian Ranger teaching a teen some skills for winter camping. While participants could not decipher what exactly was happening in the picture, several felt like the setting represented something they would not typically get the chance to do. They noted, "It looks like they might be building an igloo" and " …whatever they might be doing, it looks cool and different." Participants thought this image would appeal to anyone with a sense of adventure.

Participants reacted positively to the third image because it clearly depicts a teen being taught how to read a map, by a Canadian Ranger. The picture was well received because the individual in the image appears interested in what he is learning and the instructor looks like "a nice guy." Many also viewed the fact that both individuals were in uniform as adding value to the image: "You can tell who is who because of the uniforms." Participants found this image was nice looking and thought it reflected a realistic aspect of the Programme.

The fifth image in the category was also well received. Participants felt this image stood out for a two different reasons. Firstly, a JCR is clearly depicted performing a task under the instruction of a Canadian Ranger. A parent noted, "The Ranger is not leading by example, he's actually letting the boy take charge." Participants felt that the image illustrated the hands-on aspect of the Programme, which is positive. Secondly, participants noticed that the picture did not only show Aboriginal youth. They felt that it was important to show the many different faces of JCRs. It is important to note that participants were not at all put off by the fact that an animal was being skinned in this image.

The other images did not appeal to participants because the individuals featured are not involved in any activities do not appear to be enjoying themselves.

Landscape:

Four images were included for this category. While participants said they found the images "pretty looking", none of these seemed particularly appealing. Other than a smaller picture of a motorized boat making its way downs a river, the images show neither JCRs nor any activities taking place. Participants said they would prefer to see JCRs doing activities against the landscapes.

Learning:

The category 'learning' consisted of four images. Only one of these tended to stand out for participants. The overwhelming majority found the second image very appealing because three JCRs appear to be working as a team and applying a skill they learned. Furthermore, the girls in the image look quite happy while skinning a fish. Participants felt that the image illustrated the hands-on aspect of the Programme, which is positive.

The other images did not appeal to participants because the JCRs featured did not look particularly happy or interested in the activities taking place. A few noted that the boy in the first image "is visibly bored." Many also felt that the girl in the third picture looks like she might be either "disgusted" or "scared" of the fish she is being handed.

Task:

Only two images were included for the category 'Task'. Of these images, the second was considered most appealing. A number of participants liked this image because they could identify with activity taking place. A few remarked, "I have done that before and it's really fun." Others liked the image because it portrayed an activity they might not otherwise have the opportunity to do. All said they would look at this picture if it appeared on a poster or website for JCRs. The other pictures included in this category were not considered to be very exciting.

Setting:

Three images were included for this category. Interestingly, all of these pictures seemed to stand out for participants.

Parents and youth reacted positively to the first image. They liked that the individuals featured in are almost all in uniform and look to be "having a great time together." Many participants said that the image suggests that joining the JCRs may help to forge new friendships.

The third image was extremely popular with participants. They liked that the individuals in the image are clearly identified as JCRs and liked that they are shown firing guns in unison against an impressive landscape. Parents commented that the individuals in the picture are equipped with safety equipment (i.e., for their ears). Younger and older groups remarked that the individuals shooting the guns in

the image appear "professional looking." All felt that this image should be included on either a poster or website for the JCRs.

The second image was perceived somewhat negatively by youth. Some of the noticed that the individual in the picture is wearing a 'Skin' hooded sweatshirt and took issue with this. They asserted, "I don't think they should show that…people might find it offensive"; "They have sent people home from school for wearing those kinds of hoodies"; and, "I don't want to see name brands when I look at pictures or posters for the JCRs…it's like what are they promoting?" Many suggested that the image could be improved by showing the teen in his JCR uniform.

Activity:

Five images were included for the category 'Activity'. Only two of these tended to appeal to participants.

The first image was well received because several participants found it important to portray JCRs doing drills. Discipline was assumed to be an important element of the Programme and many felt that drills realistically reflect this element. Participants were of the opinion that this image would show youth "what they might be in for" if they joined. It is interesting to note that no one was put off by the image of the drill.

There were mixed reactions to the young boy holding up the dead rabbit. Some participants reacted positively to this image because they assumed it represented a successful hunt. It was noted, "Maybe he got that game because of a Ranger skill he learned, like setting traps." These participants thought the image effectively illustrates a JCR living off the land and looking happy to have achieved his goal. Negative reactions to this image stemmed from the fact that it is not made clear how the rabbit was killed. A few participants were of the impression that "someone else could have hunted the rabbit and given it to the boy for a photo op." Others felt that an image featuring a dead rabbit bleeding from the eye seemed "a little too gruesome for some kids."

The second and fourth image were not considered appealing because the youth appearing in the pictures were not identified as being JCRs. Participants asserted once again, "They could be anyone!" A few felt that the fourth image was uninteresting because the JCR did not look to be enjoying herself.

Overall, participants were not surprised by any of the images in any of the categories. The majority of the images seemed to meet with their expectations. When asked if anything seemed to be missing, several participants said they wanted to see more pictures reflecting their specific regions. While they appreciated the images of other regions, they though that images of JCRs in the north would give them a better sense of what they could expect if they joined the Programme.

As was the case with the posters, participants wanted to see more diversity in the ethnic backgrounds of the JCRs in the images. They noticed, once again, that there was more representation of

Aboriginal youth than any other group. A few felt this might give the wrong impression that the programme is only for Aboriginal youth.

Some participants remarked that they did not see any images pertaining to native spirituality or traditional arts. They noted that this aspect of the Programme should definitely be portrayed because it may encourage youth to get involved and parents to tell youth about the Programme.

2.4   THE JCRs WEBSITE

It was common for youth to say they visited a number of website on a regular basis. Almost all went online at least once a day, for instance, for one to three hours. They typically visited websites such as facebook, bebo, MSN, YouTube and addictinggames.com. Several spent their time chatting with friends, looking at photo galleries and videos, reading fun facts, doing quizzes (i.e., on facebook), as well as playing games.

Participants made a number of recommendations about how some of these elements could be incorporated into the JCRs website to boost its general appeal. Some suggested that JCRs website could offer links to photo albums for different participating communities, and show pictures of JCRs in a number of settings doing a variety of activities. Several also suggested that a video section could be made available on the site to show JCRs in actions. Youth said they would be most interested in a format similar to that used for YouTube. This might include a rating system, numbers of views recorded and feature to allow videos to be easily sent to others.

In addition to online galleries and videos, participants suggested that a frequently asked questions section and quizzes made available on the JCRs website. They felt that a frequently asked questions section would help provide visitor to the site with a better sense of the Programme. Participants also suggested that the site could offer a quiz to test knowledge of the JCRs. The quiz could be designed to supply correct answers to the questions that are answered incorrectly.

Finally, several teens suggested that the JCRs should create a facebook group. Through this group, the JCRs could share brochures, photos, videos of the week, schedules of upcoming events and connect with members. The group could be made public to enable anyone to join (e.g., JCRs and their friends). The management of this site could be controlled to allow only appointed administrators to post content, while allowing all members to see the information posted. Older teens suggested that developing a facebook group for the JCRs would help increase awareness of the Programme among youth and draw attention to the JCR website.

3. CONCLUSIONS AND RECOMMENDATIONS

Research revealed that overall awareness of the JCR Programme is generally low in Yellowknife and Iqaluit. Participants seemed to know very little about the JCRs, other than the fact that they take part in a variety of activities outdoors. The purpose of the JCRs was not known. Both parents and youth responded very positively to the ideas behind the Programme after being made aware of some of the main details. This suggests a clear need to increase overall awareness of the JCRs.

Design concepts for JCRs Kaboom _1 poster and JCRs Bytown _2 poster tested particularly well. Participants considered the layout of these posters to be the most visually appealing of the four posters. In particular, they liked the use of diagonal and horizontal lines to categorize images that were thought to "go together." Many also suggested that the use of brighter colours on the posters was more effective than darker colours to capture attention.

General strengths were identified throughout the group of posters. One of these surrounded making the Canadian Ranger crest and the words 'Junior Canadian Rangers' clearly visible. This was thought to be important for the purposes of identifying the group responsible for the Programme. Another strength was that it provided a website address. Almost all participants expected to see a website specified on all the posters.

Weaknesses associated with the posters centred on the limited representation of ethnic diversity and northern regions. Showing only Aboriginal youth in a given age group was also considered problematic. Participants thought it was important for youth to see more than one group represented in the poster, in order to be able to identify with it. Other weaknesses related to wasted space on the posters, overcrowding of images and any design features that hindered visibility (e.g. the fading of images appearing in the foreground of the posters).

Images receiving positive reactions from participants typically portrayed happy young people who were clearly identifiable as JCRs actively engaged in a variety of different activities. Some of these activities included a mix of learning new skills from instructors and applying learned skills, either with other JCRs or independently. The most popular images were found in the categories titled 'Instructor' and 'Settings'.

Participants noticed that diversity in the ethnic backgrounds was not portrayed frequently enough in the images and also noticed images pertaining to native spirituality or traditional arts were not included.

A number of recommendations for posters and images emerge from this research:

› Consideration should be given to portraying diversity in people featured in poster and images.

◇ Participants expected to see number of individuals from different ethnic groups (including Inuit).

◇ Many also expected to see an even proportion of JCRs in different age groups.

› Consideration should be given to either creating regional specific posters or poster that are representative of a variety of different remote locations in Canada.

◇ Many felt that the north was barely represented in the posters. This made it somewhat difficult for northerners to relate the activities and settings portrayed in posters (i.e. "We don't have trees here").

› There is a need to show a broader range of activities in posters and images of the JCRs.

◇ Images selected for posters should reflect the full experience of the JCR (including drills, common ranger tasks, amusing activities, working with other, community work, native spirituality and traditional arts).

◇ Youth liked seeing a broad range of activities that they might not otherwise have the opportunity to do with their family and friends.

› There is a need to show youth wearing their JCRs uniforms.

◇ Participants preferred to see youth in JCRs uniforms because it helped them to identify the young people in the pictures, while also reinforcing which programme is being promoted.

› There is a need to increase the visibility of the words 'Junior Canadian Rangers' and the Canadian Rangers crest on posters.

◇ It was noted that the JCRs stand out on the poster to differentiate the Programme from the Canadian Rangers Programme.

◇ Many believed it was important to ensure that the Ranger crest is visible because it is widely recognized and adds credibility to the poster.

› There is a need to provide a website address on posters where additional information may be found.

◇ Participants expected each poster to point to a website where they could find out more about the Programme.

Participants pointed to a number of different tools and features that could be incorporated into the JCRs website to boost its appeal to youth. It was widely suggested that photo albums and video clips of JCRs be made available to individuals visiting the website. The purpose of these would be to show the variety of individuals, settings and activities that may be associated with the Programme. It was also suggested that a frequently asked questions (FAQs) section and quiz feature be made available. This would serve to raise increase knowledge and awareness of the JCRs. In light of the growing popularity of social networking, a number of youth suggested that the JCRs should create a facebook group. This could function to share information with members, increase awareness of the Programme and disseminate information in a manner that would effectively reach youth.

APPENDIX A
SCREENER

15771 - RANGER

Respondent Name: _____

Home Phone #: _____

Business Phone #: _____

GROUP: _____ **RECRUITER:** _____

City	Type of Group	Time and Date
Yellowknife	Group 1 – Youth 14-15 (English) – recruit 11	March 25, 5-6:30pm
	Group 2 –Youth 16-18 (English) – recruit 11	March 25, 6:30-8:00pm
	Group 3 – Parents (Triad) (English) – recruit 5	March 25, 8:00-8:45 pm
Iqualuit	Group 4 – Youth 14-15 (English) – recruit 11	March 26, 5-6:30pm
	Group 5 –Youth 16-18 (English) – recruit 11	March 26, 6:30-8:00pm
	Group 6 – Parents (Triad) (English) – recruit 5	March 26, 8:00-8:45 pm

Hello, my name is _____ from EKOS Research, a Canadian public opinion research company. We are conducting a study on behalf of the Government of Canada. The study involves a series of group discussions with youth who are between the ages of 14 and 18, and in a separate group, parents of youth. The group would look at some possible ideas for communicating a government youth programme in northern communities. This programme is called the Junior Canadian Rangers. The purpose of these discussions is to discuss what people know about the program and what images it brings to mind, and how best to communicate information about the program to youth in the north. You would be looking at some pictures and talking about ideas on how to best represent the program. It should be easy and a lot of fun. Your child's participation in the research is completely voluntary and your decision allow your child to participate or not will not affect any dealings you or your child may have with EKOS Research. All information collected, used and/or disclosed will be used for research purposes only and administered as per the requirements of the Privacy Act. You or your child will also be asked to sign a waiver to acknowledge that your child may be audio and/or video taped during the session. The session will last a maximum of 1.5 hours and your child will receive a cash honorarium as a thank you for attending the session. May we have your permission to ask your child some further questions to see if you he / she fits in our study?

Yes…………………………………..1
No…………………………………2 – **THANK AND TERMINATE**

INDICATE CHILD'S GENDER: Male………………………………..1
Female………………………….2

Your participation is completely voluntary. By answering these questions, you will help the government improve the way it communicates the programme to youth in northern communities and help improve the programme. The information is being collected under the authority of the Privacy Act and other applicable privacy laws. The full names of participants will not be provided to the government or any other third party. Also, the government will only receive the final results of the study in the form of a report, which will contain non-identifying aggregate information. May I continue? **(If "no", thank and terminate)**

Yes…………………………………..1
No…………………………………2 – **THANK AND TERMINATE**

INDICATE: Male………………………………1| – **TRY FOR A MIX**
Female………………………….2|

1b   Participants in interviews are asked to voice their opinions and thoughts, how comfortable are you, in voicing your opinions in front of others in **English/ French?**   Are you….

            Very Comfortable……………………………1
            Fairly Comfortable…………………………..2
            Comfortable……………………………………3
            Not Very Comfortable………………………4 – **THANK AND TERMINATE**
            Very Uncomfortable…………………………5 – **THANK AND TERMINATE**

2. May I please have your age? (enter age → if 14-15, must obtain parental consent)

Under 14 years…………………..1 – **TERMINATE – CONTINUE WITH PARENT FOR ADULT GROUPS**
14 – 15 years…………………….2 – YOUTH GROUPS 1 & 4
16 – 18 years……………….…..3 – YOUTH GROUPS 2 & 5
19 – 29 years…………………….4| - PARENT GROUPS 3 & 6
30 – 39 years…………………….5|
40 – 49 years…………………….6|
50 years or more ………………..7|

            *** RECRUITER PLEASE NOTE ONLY ONE PER HOUSEHOLD EITHER YOUTH OR PARENT
***
            ASK YOUTH

5b.   IF YOUTH – Are you in school? If yes, what grade are you in?

IF YOUTH
Are you currently working?
Part- time…………………..1
Full-time……………………2
Not working………………..3

ASK ALL

7.   Have you ever heard of the Junior Canadian Rangers?

            Yes ……………………………….……………1
            No ………………………………………………..2

8.   Do you know anyone who is in or ever was in the Junior Canadian Rangers?

Yes……………………………………………1
            No………………………………………….....2

9.   IF YES- Who is that?

            Me/my child ………………………………………………….………......…1
            Someone else (specify – friend/neighbour/other family/acquaintance) …2 → try to recruit the Junior
Ranger as well

10.   And have you ever participated in any other youth programs such as the cadets or scouts/guides?
→ try for 2 or 3 per group

            Yes …………………………1- try for 2 or 3 per group
            No…………………………2

11a.   Have you ever attended a focus group or one to one discussion for which you have received a sum of money, here or elsewhere?

        Yes…………………………………………1 – **MAX (50%) PER GROUP**
        No…………………………………………...2 – **SKIP TO Q. 13**

11b.   When did you last attend one of these discussions?

        _____
        TERMINATE IF IN THE PAST 6 MONTHS

11c.   How many focus group or one –to-one discussions have you attended in the past 5 years?

        _____
        IF MORE THAN 5 – THANK AND TERMINATE

NOTE: IF RESPONDENT OFFERS ANY REASON SUCH AS SIGHT OR HEARING PROBLEM, A WRITTEN OR VERBAL LANGUAGE PROBLEM, A CONCERN WITH NOT BEING ABLE TO COMMUNICATE EFFECTIVELY – THANK AND TERMINATE

IMPORTANT:

INVITATION: YOUTH UNDER 16 YEARS

( ) ASK PARENTS
We need you to sign a parental consent document prior to your child's attendance at his or her focus group. Where may we send this document? We must have this document either brought to the facility with your child or faxed to us prior to the group, if we do not have this consent form your child will NOT be permitted to attend and will NOT be paid.

Fax: _____

Email: _____

Parents Name: _____

The **focus group** is 1 ½ hours in length, but we are asking that all participants arrive 10 minutes prior to the start time of the session. Are you able to be at the facility 10 minutes prior to the session time?

 Yes.......1
 No........2 – **TERMINATE**

The **triad** is 45 minutes in length, but we are asking that all participants arrive 10 minutes prior to the start time of the session. Are you able to be at the research facility 10 minutes prior to the session time?

 Yes.......1
 No........2 – **TERMINATE**

The group discussion will last approximately 1.5 hours and we offer each participant a $60.00 cash gift as a token of our appreciation. I should also tell you that the groups will be audio - taped for research purposes and members of the research team will be observing the discussion from an adjoining room. Everything you say will be kept confidential.
[ ] CHECK TO INDICATE YOU HAVE READ THE STATEMENT TO THE RESPONDENT.

City	Type of Group	Time and Date
Yellowknife	Group 1 – Youth 14-15 (English) – recruit 11	March 25, 5-6:30pm
	Group 2 –Youth 16-18 (English) – recruit 11	March 25, 6:30-8:00pm
	Group 3 – Parents (Triad) (English) – recruit 5	March 25, 8:00-8:45 pm
Thunder Bay	Group 4 – Youth 14-15 (English) – recruit 11	March 26, 5-6:30pm
	Group 5 –Youth 16-18 (English) – recruit 11	March 26, 6:30-8:00pm
	Group 6 – Parents (Triad) (English) – recruit 5	March 26, 8:00-8:45 pm

LOCATIONS:
March 25th
The Explorer Hotel
4825 - 49th Avenue
Yellowknife, NWT
X1A 2R3 Canada
Ph:(867) 873-3531

March 26th
Frobisher Inn
PO Box 4209, Iqaluit NU
X0A0H0 Canada
Ph:(867) 979-2222

APPENDIX B
MODERATORS' GUIDES

JUNIOR CANADIAN RANGERS PROGRAMME

MODERATOR'S GUIDE (DRAFT)

YOUTH

DRAFT

MARCH 17ND, 2008

INTRODUCTION (5 MINUTES)

Explanation of format and "ground rules":

> Purpose of the discussion.

> Discussion is being audio taped for research purposes.

> All comments are confidential.

> Please try to speak one at a time. There aren't any right or wrong answers to the things we'll be talking about — we're just looking for your honest opinions.

> It's okay to disagree. Please speak up even if you think you're the only one who feels a certain way about an issue.

> Moderator's role: raise issues for discussion, watch for time and make sure everyone has a chance to participate.

> Participant introductions: Your first name only and what you like to do in your free time.

> Questions?

1. WARM-UP (5 MINUTES)

1. Have you ever read, heard or seen anything about programs and activities for people in your age group living in more remote areas? If so, what have you heard about? What kind of program is it (i.e., what activities do they do)?

2. And where did you hear about it?

   - Friends/parents/word of mouth

   - In school

   - Local radio shows? Television shows?

   - Website (which one?)

   - Magazines?

   - Other?

   - Which of these sources of information would you trust the most? Why do you say that?

3. Have you ever participated in any programs like this? Which ones? What did you want to get involved in a program like that? What was your reason when you joined? What do you like about it?

2. AWARENESS OF AND INTEREST IN THE JCR PROGRAMME (20 MINUTES)

4. Have you ever heard of the Junior Canadian Rangers (JCR) Programme? If so, what have you heard and where did you get this information?

   - Have you ever heard of the Canadian Rangers? What is the difference between the Canadian Rangers and the Junior Canadian Rangers Programme?

[Moderator fills in gaps in participants' basic knowledge of the Programme:

The JCR Programme was officially launched in 1996. It aims to strengthen more remote and isolated Canadian communities by offering a responsible and practical youth Programme that embraces culture and tradition, promotes healthy living and positive self-image, and reflects the military pride of the Canadian Rangers.

Although you will wear a Ranger-style uniform, you are not a Canadian Ranger or a member of the Canadian Forces. Junior Canadian Rangers benefit, however, from the background and

experience of the Canadian Rangers, the elders and the members of the local communities who will provide you with challenging experiences and activities. Community support is on of the main themes of the JCR Programme. Joining is free of charge.

By joining the JCR Programme, you could enjoy a variety of activities, including hunting, fishing, living off the land, and learning about native spirituality, local dialects and traditional arts. You will also learn Ranger skills such as first aid and navigation on the land. In addition, you may take part in citizenship activities, learn about healthy living and acquire other useful life skills. These activities will help you gain a better understanding of your culture while developing self-confidence and leadership skills.

Right now there are over 3,300 JCRs in 111 remote and isolated communities across Canada. Many of these youth are Aboriginal and speak a language other than English or French.]

5. What do you think about a Programme like that for kids your age? Is it a good idea or not? Would it work for some kids and not others? Could you picture yourself joining the JCRs? Why or why not?

6. For those of you who can't picture yourselves getting involved, what would be the main thing holding you back?

7. Can you think of any reasons why people your age in your community might want to get involved? What might be some advantages of a Programme like this?

    › Meet new people?

    › Offers something new and interesting to do?

    › Learn new skills that may come in handy, either right now or in the future?

    › Get cool stuff?

    › Help out your community?

    › Keep you from being bored

    › Get school credit for it? Put it on a college application as an activity/interest?

    › Other?

8. How interested are you in finding out more about a Programme like this? Why is that?

3. IMPRESSION OF DESIGN CONCEPTS (30 MINUTES)

9. Now that we have an idea of the JCR Programme, let's say we were to design a poster to promote it. Let's start with the images or pictures. What kind of pictures would you want to see, that would promote this Programme in a positive way for you? What would be the most important things to get across to people about this Programme that you'd want to show or talk about in the poster?

   › Teens doing activities outside as a group (e.g., canoeing, hiking, hunting and fishing)?

   › Teens being taught new skills (e.g., by Canadian Rangers and/or elders)?

   › Different groups of people (i.e., age, race and gender)?

10. Where would you expect to see a poster like this?

    › At school?

    › At your local community centre?

    › Banners outside local stores?

    › Other?

I am now going to show you four designs that the Department of National Defence has created to promote awareness of the JCR Programme. [Moderator posts all four posters on a white board and asks participants for general feedback]

11. At a first glance, which of these posters do you like most?

[Moderator rotates order of posters shown to each group. A color print out of the first poster is distributed to each participant.]

12. Now let's take a closer at Poster #1. Please take some time to look at the poster in detail:

    › Does this design seem appropriate to tell people about the JCR Programme? Why or why not?

    › What are its strengths, weaknesses?

    › What do you like, dislike?
        ◇ Overall style?
        ◇ Font size?
        ◇ Layout?
        ◇ Content?
        ◇ Graphics?

- What do you think about the use of white space compared to the use of colour?
    - Too much/too little colour?

- Are these colours right for this design?
    - Cold colours versus warm colours

- Do you like the photos?
    - Are there too many pictures, or just the right amount?
    - What do the pictures say about the Programme?

- Would a poster like this make you want to find out more about the Programme?

[Moderator repeats these questions for poster #2, #3 and #4]

13. Now that we have taken a closer look at each poster, please tell me which was your favorite and why.

4.   IMPRESSION OF PICTURES (15 MINUTES)

I would like to take some time to show you some pictures that have been taken of the JCRs. These pictures could be either used in posters (such as the ones we just examined) or on the website. [Moderator displays the complete series of pictures to participants on a white board.]

14. Please take some time to look at each picture:

- Are any of these pictures radically different from what you might have expected to see? If so, which ones? Is that a good thing or a bad thing? Why?

- Which of these pictures do you like most? Why?

- Which of these pictures do you like least? Why?

- Should any other types of pictures be included? What?

5.   JCR WEBSITE (15 MINUTES)

In the time that we have left, I'd like to get your opinion on how best to let people like you know about this Programme on their website.

15. Do you generally visit a lot of websites on the Internet or not much?

16. What kind of sites do you go to? What kind of activities are there on those sites and what do you spend most of your time doing (looking at pictures, reading information, chatting, playing games, etc.,)? What web activities do you talk about with your friends?

17. Generally speaking, what kinds of functions or tools do you like to use when you are visiting websites?

   › Fun Facts, FAQs and Quizzes?

   › Personal stories?

   › Online galleries?

   › Video options (like You Tube)?

   › Podcasts and blogs

   › Online chat, social networking

   › Games?

   › Other?

18. Could any of these activities, tools or functions be incorporated into the JRC website? For a website that tells people about the JRC's what kind of activities do you think would be good to capture people's interest? What tools or functions would you want to see on there?

6.   WRAP-UP (2 MINUTES)

19. Do you have anything to add before we end our discussion?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

JUNIOR CANADIAN RANGERS PROGRAMME

MODERATOR'S GUIDE (DRAFT)

PARENTS

DRAFT

MARCH 17ND, 2008

INTRODUCTION (2 MINUTES)

Explanation of format and "ground rules":

> Purpose of the discussion.

> Discussion is being audio taped for research purposes.

> All comments are confidential.

> Please try to speak one at a time. There aren't any right or wrong answers to the things we'll be talking about — we're just looking for your honest opinions.

> It's okay to disagree. Please speak up even if you think you're the only one who feels a certain way about an issue.

> Moderator's role: raise issues for discussion, watch for time and make sure everyone has a chance to participate.

> Participant introductions: Your first name only, the number of children you have and their ages.

> Questions?

1. AWARENESS OF AND INTEREST IN THE JCR PROGRAMME (10 MINUTES)

1. Have you ever read, heard or seen anything about programs and activities for youth living in more remote areas? If so, what have you heard and where did you get this information?

2. Have you ever heard of the Junior Canadian Rangers (JCR) Programme? If so, what have you heard and where did you get this information?

[Moderator fills in gaps in participants' basic knowledge of the Programme

The JCR Programme was officially launched in 1996. It aims to strengthen more remote and isolated Canadian communities by offering a responsible and practical youth Programme that embraces culture and tradition, promotes healthy living and positive self-image, and reflects the military pride of the Canadian Rangers.

Although you will wear a Ranger-style uniform, you are not a Canadian Ranger or a member of the Canadian Forces. Junior Canadian Rangers benefit, however, from the background and experience of the Canadian Rangers, the elders and the members of the local communities who will provide you with challenging experiences and activities. Community support is on of the main themes of the JCR Programme. Joining is free of charge.

By joining the JCR Programme, you could enjoy a variety of activities, including hunting, fishing, living off the land, and learning about native spirituality, local dialects and traditional arts. You will also learn Ranger skills such as first aid and navigation on the land. In addition, you may take part in citizenship activities, learn about healthy living and acquire other useful life skills. These activities will help you gain a better understanding of your culture while developing self-confidence and leadership skills.

Right now there are over 3,300 JCRs in 111 remote and isolated communities across Canada. Many of these youth are Aboriginal and speak a language other than English or French.]

3. What do you think about a Programme like that for teens? Is it a good idea or not? Would it work for some and not others? Could you picture your teen joining the JCRs? Why or why not?

4. For those of you who can't picture your teen getting involved, what would be the main thing holding them back?

5. Can you think of any reasons why youth in your community might want to get involved? What might be some advantages of a Programme like this?

 › Meet new people?

 › Offers something new and interesting to do?

 › Learn new skills that may come in handy, either right now or in the future?

 › Get cool stuff?

 › Help out your community?

 › Keep you from being bored

 › Get school credit for it? Put it on a college application as an activity/interest?

 › Other?

6. How interested are you, as a parent, in finding out more about programs like this? Why is that?

2. IMPRESSION OF DESIGN CONCEPTS (30 MINUTES)

7. Now that we have an idea of the JCR Programme, let's say we were to design a poster to promote it. Let's start with the images or pictures. What kind of pictures would you want to see, that would promote this Programme in a positive way for you? What would be the most important things to get across to people about this Programme that you'd want to show or talk about in the poster?

 › Teens doing activities outside as a group (e.g., canoeing, hiking, hunting and fishing)?

 › Teens being taught new skills (e.g., by Canadian Rangers and/or elders)?

 › Different groups of people (i.e., age, race and gender)?

8. Where would you expect to see a poster like this?

 › At school?

 › At your local community centre?

 › Banners outside local stores?

 › Other?

I am now going to show you four designs that the Department of National Defence has created to promote awareness of the JCR Programme. [Moderator posts all four posters on a white board and asks participants for general feedback]

9. At a first glance, which of these posters do you like most?

[Moderator rotates order of posters shown to each group. A color print out of the first poster is distributed to each participant.]

10. Now let's take a closer at Poster #1. Please take some time to look at the poster in detail:

> Does this design seem appropriate to tell people about the JCR Programme? Why or why not?

> What are its strengths, weaknesses?

> What do you like, dislike?
    ◇ Overall style?
    ◇ Font size?
    ◇ Layout?
    ◇ Content?
    ◇ Graphics?

> What do you think about the use of white space compared to the use of colour?
    ◇ Too much/too little colour?

> Are these colours right for this design?
    ◇ Cold colours versus warm colours

> Do you like the photos?
    ◇ Are there too many pictures, or just the right amount?
    ◇ What do the pictures say about the Programme?

> Would a poster like this make you want to find out more about the Programme?

[Moderator repeats these questions for poster #2, #3 and #4]

11. Now that we have taken a closer look at each poster, please tell me which was your favorite and why.

I would like to take some time to show you some pictures that have been taken of the JCRs. These pictures could be either used in posters (such as the ones we just examined) or on the website. [Moderator displays the complete series of pictures to participants on a white board.]

12. Please take some time to look at each picture:

> Are any of these pictures radically different from what you might have expected to see? If so, which ones? Is that a good thing or a bad thing? Why?

> Which of these pictures do you like most? Why?

> Which of these pictures do you like least? Why?

> Should any other types of pictures be included? What?

3.   WRAP-UP (3 MINUTES)

13. What would be the best way to let your teen know about this Programme?

> In school?

> Local radio shows? Television shows?

> Magazines?

> Online?

> Other?

14. What might they find most appealing in an online environment?

> Fun Facts, FAQs and Quizzes?

> Personal stories?

> Online galleries?

> Video options (like You Tube)?

> Podcasts and blogs

> Online chat, social networking

> Games?

> Other?

15. Do you have anything to add before we end our discussion?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION
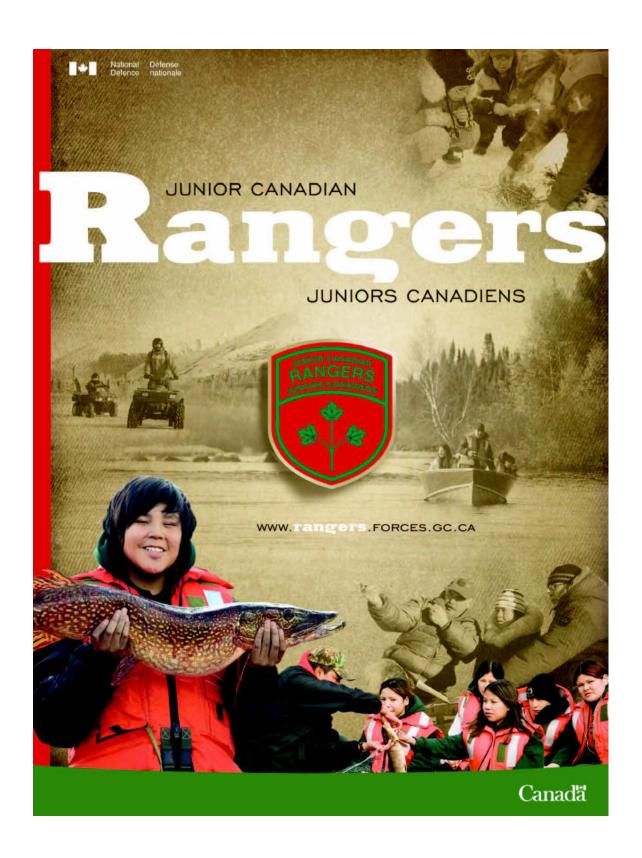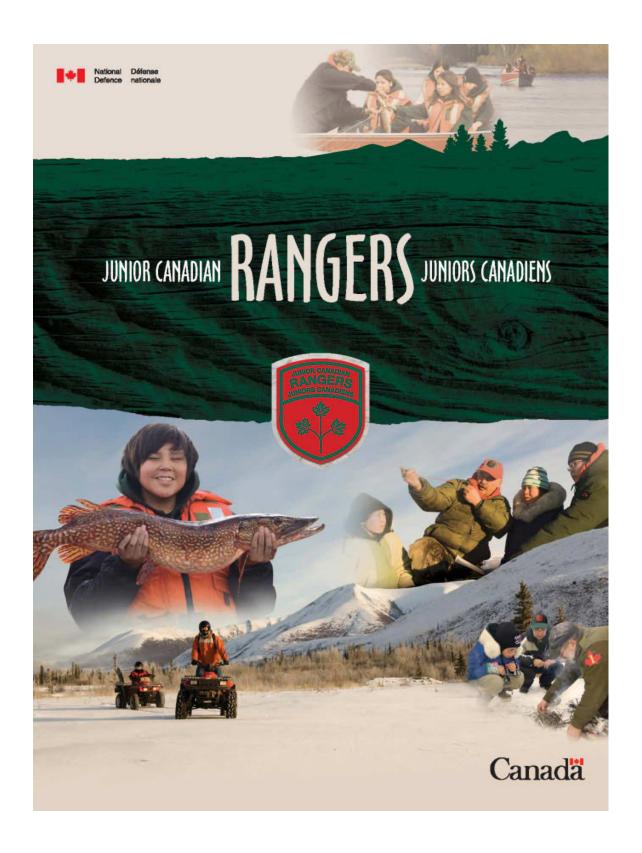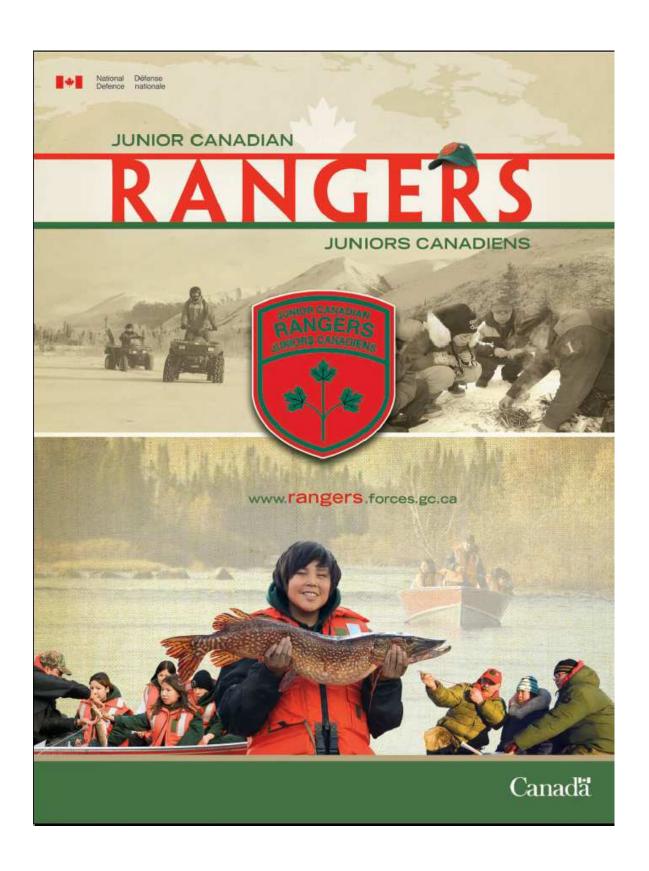
APPENDIX C
DESIGN CONCEPTS

JUNIOR CANADIAN

RANGERS

JUNIORS CANADIENS

Junior Canadian Rangers

Photos for Focus Groups

Groups

portrait vs. candid

1

2

3

Individuals

portrait vs. candid

6

7

Instructor

Landscape

15

16

Learning

19

Task

Setting

Indoor vs. outdoor

Activity

Regimental vs. traditional

27

28

29