

## Final Focus Group Discussion Guide

*The plan is to get reactions to the entire piece first and determine which components of the message stand out, what the main take-away message is. Then we will look at each of the 5 sections and analyze them in detail.*

[Warm up questions]

- A. What was the most recent household paint job you did?
- B. Where did you buy the paint?
- C. How did you determine how much paint to buy? Did the store staff help you with this?
- D. Did you have any left over? What did you do with it?

[Distribute Public Education Document – “Use the 3 R’s when you buy paint” **Also, hold up the National Paint Coatings 4 color brochure as an example of graphic design.**] I am passing out a document for you to read. We will be talking about the content of the document. When it is printed, it will be a colorful, pleasing graphic design, perhaps something like the one I am holding up. So don’t focus on the look of the piece, but on the content as you read it.

[Return document to moderator. *This is to identify what stood out, without being able to reference the document.* Then write on a separate sheet of paper:]

Message #1 – The main message you got from the document

Message #2 – The second most important message you got

Message #3 – The third most important message you got

1. What is your first reaction to this piece?
2. What do you think is the main message of this piece? What is it asking you to do?
3. What is the second most important message?
4. What is the third most important message?
5. If you were at a store buying paint and saw this flier, would you be likely to read it before you purchased your paint? Why or why not?
  - A. Does it convey the message to read it and use it before making your paint purchasing decision? Why or why not?
  - B. Do you think it would influence how much paint you decided to buy? Why?
  - C. What would make it more likely to get you to read it and consider it in deciding how much paint to buy?
6. *This is asked unaided by the document, to see what motivators, if any, had an impact.* Based on this piece, what is the reason or reasons you should do what they recommend? What are the motivators used in the piece?
  - A. After reading this piece, do you think it’s a good thing or a bad thing to have leftover paint after you finish a household painting job? Let’s assume you will keep a little for

touch-ups. Why might it be good to have leftover paint? Why might it be bad to have leftover paint?

- B. What are the motivators this piece uses to get people to do what they are asking you to do?
- C. Are these reasons that would motivate you to do what they ask?
- D. What other reasons might be more effective in motivating you to act?
- E. Do you know if it is legal or illegal to put leftover paint in the trash?
- F. If it is illegal, would you be less likely to put paint in the trash if the piece mentioned that fact?

*{They may say environment, save money by buying correct amount, storage space, safety, cost to tax payers, etc.}*

[Pass out the document again. Suggest participants imagine it as a two-sided flier with pleasing graphic design and color.]

7. If you picked up this flier, what would you do with it? Again, we are focusing on the content, not the graphic design or look of the piece.

- A. Would you be likely to read it? Why or why not?
- B. Would you read it all the way through? Why or why not?
- C. Which parts would you be most likely to read? Why?
- D. Would you keep it? Why or why not?
- E. [If necessary, repeat some of the questions from #5 again while they are looking at the document.]

[Focus their attention on each section one by one, then ask the following questions for each section:]

Write down the main message of this section, in one or two sentences. Then discuss.

8. What is the message?

9. Do you understand the message?

- A. What, if anything, is hard to understand or confusing?
- B. What would make it easier to understand?
- C. Are there any words that are unfamiliar or that you aren't quite sure what they mean?

10. Is it believable?

- A. Why or why not?
- B. What would make it more believable?

11. Is there enough detail to figure out what you should do?

Message 1 (Buy Correct Amount):

- A. Would you use one of these paint calculators? Why or why not?
- B. Which would you use? Why?
- C. Are they easy to understand? Why or why not?

- D. What might make them better?
- E. Would you go to the website? Why or why not?

Message 2 (Store Paint to Keep it Fresh):

- A. Are you clear on what a safe location would be for storing your paint?

Message 3 (Reuse):

- A. Would you know how and where to donate paint?

Message 4 (Recycle and Proper Disposal):

- A. Is it clear how to dispose of paint properly?
- B. What would be a convenient way for you to dispose of or recycle paint?  
Where would you expect to be able to take your leftover paint for disposal or recycling? {possible responses: hardware store, hazardous waste facility}
- C. Do you know what a Household Hazardous Waste facility is?
- D. Would you know where to find a HHW site in this area? How would you know?

12. What will you do next time you buy and use paint?

- A. Would you do what the message asks you to do?
- B. Why or why not?

Message 1: Would you try to buy the correct amount of paint for the job? Why or why not?

Message 2: Would you store paint the way they suggest? Why or why not?

Message 3: Would you try to use up or give away your leftover paint? Why or why not?

Message 4: Would you reuse or recycle your paint?

Would you go to the website or call the 800 number? Why or why not?

Would you take it to a Household Hazardous Waste collection site? Why or why not?

13. Is the message compelling? Would it influence your behavior?

- A. Why or why not?
- B. What makes it compelling/motivating?
- C. What is the reason they are asking you to (buy correct amount, store properly, dispose properly, etc.)?
- D. What might make it more motivating?

14. Do you need more information in order to act upon this message? What information do you need?

15. What media would you most likely pay attention to when thinking about buying paint?

Probes:

- Flier at store
- Shelf talker
- Public service message on radio
- Public service message on TV
- Articles in newspaper
- Advertisement in newspaper or magazine
- Billboard

16. This is an opportunity to quickly test the ads (“What will you do with the space?”, Van Gogh’s legacy)

- A. What is your first reaction to the ad?
- B. What is its message?
- C. What do you like about the ad?
- D. What do you not like?
- E. Would it catch your attention?
- F. Is it understandable?
- G. Since you’ve read and understood the previous document, do you think the ads clearly convey the messages in that document?
- H. Would it motivate you to action?

17. Have you ever heard of recycled paint?

- A. What is your reaction to recycled paint?
- B. Would you buy it? Why or why not?
- C. What would be the pros of recycled paint?
- D. What would be the cons?

18. Have you ever heard of Green Seal certified recycled content paint?

- A. If yes, what do you think it means?
- B. I’m going to read you a definition of Green Seal certification. If recycled paint has the Green Seal certification that means it has been evaluated for environmental merit and industry performance and is certified to perform just as well as “virgin” paint. Do you understand this statement as it is worded?
- C. Can you paraphrase what it means?
- D. Is there anything that is hard to understand?
- E. Would you be more or less likely to buy recycled paint if it had the Green Seal certifying its quality and safety?

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