CONCEPT TESTING
Testing creative concepts for community videos

Introduction

Concept testing is part of the video production process to ensure that the content is appropriate for the local context, especially when a program will be carried out in nonhomogeneous regions and/or formative research cannot be conducted. Concept testing is similar to product testing: it consists of mocking up and presenting story ideas to the public and using their reactions and feedback to inform the final product. It involves working directly with community beneficiaries to choose the most appropriate scenarios for different video themes. After concept testing, the production team uses the results to develop the final storyline, while ensuring technical accuracy by referencing the key information from the Package of Practices (POP).

CONCEPT TESTING HELPS TO IDENTIFY:

- Scenarios and emotions that have the most impact.

- The most convincing characters.

- The elements that might convince viewers to adopt certain behaviors.

- The advantages of behavior change.

- Potential barriers to behavior change.

- The most feasible small, doable actions for your audience.

THE STEPS:

1. Using the POP as reference, develop three storyline concepts for the chosen theme (3–5 sequential drawings for each concept).

2. Practice presenting these concepts before visiting the target community.

3. Print copies of the Concept Testing Guide to help with facilitation and to take notes.

4. Present and evaluate the proposed concepts to the community. It is best to present in location that is quiet, indoors, and free of distraction. This area should be similar to the areas in the intervention villages where the videos will be shown.

5. Concept testing should be done with a maximum of 10–12 people who represent the intervention's target group. Ideally, the discussions should take place with a single target group at a time. If time doesn't allow for this, it is possible to mix different groups of people, as long as individuals feel comfortable expressing their opinions and any group vote is held anonymously.

6. After concept testing, fill out the Concept Testing Report for each group (page 4).

What Does a Concept Look Like?

A community video concept is presented as drawings on paper. These drawings convey a primary storyline, involving characters, a problem, and a solution. Details beyond the primary storyline should be avoided; a concept is more concise and has fewer details than a full storyboard. Each concept should contain no more than 3 to 5 drawings. The concept should include humor and emotions to develop an engaging storyline.

PRESENTING AND TESTING CONCEPTS WITHIN THE COMMUNITY

Instructions

1. Decide in advance who will facilitate the discussion, who will take notes, and who will be responsible for organizing the group and the concepts. At least three people should conduct the concept testing.

2. Use the Concept Testing Guide (see below) for small-group discussions.

3. Be careful not to make value judgements; remain neutral while the participants comment on the concept. Participants must feel free to express their ideas and opinions. Encourage those who remain silent to share their ideas as well.

4. Feel free to deepen the discussion, especially if participants are enthusiastic about a specific topic. However, the facilitator should ensure that the discussion remains relevant to the main subject.

5. If participants have questions that are not related to the video, tell them that you will respond to them later.

6. Take notes during the concept test, without including too much detail. Try to capture the main ideas without recording everything verbatim. Pay close attention to reactions to certain sequences and questions.

7. After conducting concept testing, meet as a group and make sure to complete the concept testing report.

THE CONCEPT TESTING GUIDE

Introduction

"Thank you all for agreeing to participate in this discussion today. My name is (name), and I work for (project). My colleagues are (name) and (name). We are going to ask you to look at a few drawings that show three stories about a specific theme and to share your ideas with the group. My colleague will take notes to gather the ideas that are shared. These notes will remain confidential, so please share your thoughts, feelings, and ideas freely; we would like your sincere reactions about the drawings and the dialogues, since all responses are good responses. This will help make the videos more interesting for everyone. We will remain together for one to two hours at most. Do you have any questions? May we begin?"

FOR EACH CONCEPT, SHOW THE 3–5 DRAWINGS (ONE-BY- ONE)

1. Explain that the drawings tell a story that we want to show in a video. Describe the characters, actions/activities, and emotions in each drawing.

2. Ask: *"What is your opinion? What do you think of it?"* Record their answers.

3. *"What is the message of this story? What are your feelings about this message?"*

4. *"What is the key behavior demonstrated in this story?"*

5. *"Do you think this is possible? Could you do it?"*

6. Ask them to expand on this *("Why?")*

7. Collect the drawings after the presentation of each concept before beginning the next.

SELECTING THE PREFERRED CONCEPT

1   Tape each concept, one after the other, to a wall or place them on the ground. Briefly explain each concept to ensure that everyone understands the key messages of the three different stories/concepts.

2. Explain which small, doable actions we would like to promote with the concepts that we have presented. Ask: *"What concept is the most convincing (or which do you like the most) for the adoption of these actions?"* Ask: *"Why?"*

3. Explain to the participants that they will now vote and that each person must choose his/her favorite concept. Clarify that this is an individual choice, not a group decision.

4. To reduce group influence on the vote, ask participants to turn around and close their eyes. This will prevent them from copying each other or feeling obliged to vote for the same concept as their neighbors.

TESTING THE SELECTED CONCEPT

For each behavior in the selected concept, ask:
   "What is the character doing?"
   "What does it mean when the character says/does this?"
   "Do you believe this?"
   Ask them to expand on this *("Why?")*

For each advantage of the selected concept identified, ask:
   "What do you think of it?"
   "What is this character trying to say?"
   "Do you believe this?"
   Ask them to expand on this *("Why?")*

For the story of the selected concept, ask:
   "How can we improve this story?"
   "How can we make this more appealing to you and your neighbors?"
   "How would you like this story to end?"

Concept Testing Report

Theme of the POP: _____ **Team (organizations):**_____

Facilitator: _____ **Note-taker:** _____

Date : _____ **Region :** _____ **Village :** _____

Participants : _____ **Number of women:** _____ **Number of men:** _____

Number of concepts tested: _____

Concept selected: _____

Why? _____

Behaviors promoted in the POP by the selected concept	Barriers identified	Advantages identified
1)		
2)		
3)		
4)		

Concept changes suggested by the group (include emotions such as sadness, joy, pride, etc.):

_____

_____

Suggested ending:

_____

_____