



The Strategic Counsel

POR-279-07

Contract # H1011-070028/001/CY

Contract Award Date: 2007-11-27

**Final Report
Final Testing of the 2007 Healthy Eating Ad
Campaign
(HC POR 07-50)**

Prepared for
Health Canada

por-rop@hc-sc.gc.ca

Gregg, Kelly, Sullivan & Woolstencroft:
The Strategic Counsel

www.thestrategiccounsel.com

March, 2008

21 St. Clair Avenue East
Suite 1100
Toronto, Ontario
M4T 1L9
Tel 416 975-4465
Fax 416 975-1883

60 George Street
Suite 205
Ottawa, Ontario
K1N 1J4
Tel 613 236-0296
Fax 613 236-1290

Prepared by
The Strategic Counsel
21 St. Clair Ave E., Ste. 1100
Toronto, Ontario M4T 1L9
Tel: (416) 975-4465 Fax: (416) 975-1883
Email: info@thestrategiccounsel.com
Website: www.thestrategiccounsel.com

Ce rapport est aussi disponible en français sur demande.



Table of Contents

I. Executive Summary	1
A. Research Background, Objectives and Methodology	2
B. Key Findings.....	3
1. Perceptions of Healthy Eating.....	3
2. Healthy Eating Ad Campaign Messages	4
3. Recommendations	6
II. Sommaire.....	13
A. Contexte, objectifs et méthodologie de l'étude	14
B. Principaux résultats	15
1. Perceptions d'une alimentation saine.....	15
2. Messages de la campagne publicitaire Mangez bien.....	17
3. Recommandations	19
III. Research Objectives and Methodology	25
A. Background and Objectives	26
B. Methodology	27
IV. Findings	28
A. Context: Perceptions of Healthy Eating	29
B. Evaluation of the New Healthy Eating TV Ad.....	31
1. Response, Impressions and Messages	31
2. Character Inclusion	34
3. Criticisms and Suggestions for Improvement.....	35
C. Evaluation of the New Healthy Eating Print Ad.....	37
D. Evaluation of the New Healthy Eating Web Banners.....	39
E. Evaluation of the New Healthy Eating Coupon	40
V. Appendix A – Recruiting Guides	43
A. English Recruiting Guide.....	44
B. French Recruiting Guide	47
VI. Appendix B – Moderator's Guides	52
A. English Moderator's Guide	53
B. English Participant Questionnaire	60
C. French Moderator's Guide	61
D. French Participant Questionnaire.....	68



I. Executive Summary



Executive Summary

A. Research Background, Objectives and Methodology

The Strategic Counsel is pleased to present this report on the findings from four focus groups held on December 5th and December 6th, 2007. The groups were commissioned by the Public Affairs, Consultation and Regions Branch (PACRB) of Health Canada in order to explore target audience responses to the final Healthy Eating campaign ad and accompanying creative materials.

Each year in Canada, more than 75 per cent of deaths result from four non-communicable diseases: cardiovascular, some forms of cancer, diabetes and osteoporosis. An unhealthy diet is a preventable risk factor in all of these illnesses. One of the measures taken by Health Canada to address this issue was to update and expand Canada's Food Guide to include recommendations on daily physical activity.

In addition, Health Canada implemented a mandatory nutrition labelling program for food packaging in 2005. Nutrition labels provide consumers with consistent, comparable information on the products they consume, and an understanding of nutrition labels enables Canadians to follow the healthy eating recommendations set out in the new Guide.

While Health Canada has identified a winning concept for the second phase of the Healthy Eating ad campaign, the final ad required testing to ensure that the messaging continues to resonate and encourage the adoption of healthier eating habits. As such, Health Canada engaged *The Strategic Counsel* to explore target audience responses to the final Healthy Eating ad and accompanying creative materials.

The primary objectives of the research were as follows:

- To evaluate the new healthy eating television ad and accompanying creative materials and determine if they are:
 - clear, credible and relevant with the segmented audiences;
 - appealing and appropriate to the cultural and emotional sensitivities of the audience;
 - memorable in the minds of the audience; and
 - able to motive the audience to action.

A total of four focus groups were conducted in two locations across Canada with parents of children aged 2-12 with incomes below \$40K (two groups) and parents of children aged 2-12 with incomes above \$40K (two groups). The groups were held in Toronto (in English) and Montréal (in French). The sessions each lasted approximately two hours, and each group included between eight and ten participants. Participants comprised a cross-section of the population by age, ethnicity, education and household income (within the categories noted above).



Executive Summary

The reader should note that the findings from focus groups are not statistically reliable and, unlike national surveys, cannot be extrapolated to the population at large. Nevertheless, focus groups are highly effective research tools for detecting subtleties in reactions and opinion. The findings that follow provide actionable direction concerning the Healthy Eating television ad and the accompanying creatives based on target audience responses to, and evaluations of, these promotional materials.

B. Key Findings

1. Perceptions of Healthy Eating

Common top-of-mind imagery associated with the notions of “healthy eating” and “healthier food choices” included, for the most part, specific types of food and food products:

- Fruits, vegetables and fish;
- A balanced diet;
- Foods that are not processed;
- Homemade meals;
- Foods that are low in sugar and or fat; and
- Canada’s Food Guide.

All of the groups were very engaged by the topic/theme of healthy eating. Participants observed the general trend of people becoming more health conscious, in part due to the large amount of media attention devoted to the subject. Participants are increasingly interested in the topic of healthier lifestyles, healthier eating and healthier food choices, and acknowledge that having children has served to improve their own eating habits.

While healthy eating is seen as a goal for families, parents are clearly challenged, some more so than others, in guiding their children toward healthier food choices. Barriers such as time pressures, budget and the presence of “other” no-so-healthy foods present challenges towards making healthy food choices.

With respect to healthy eating, many parents believed that if you don’t involve children in healthy food choices at a young age, it will often be much more difficult or even too late to start doing so as they reach their teens. Parents also see the need to teach their young children by example; *«On doit donner l’exemple que (manger sain) c’est bon»*.

Techniques or tactics identified by parents and used to encourage their children to make healthier choices included:

- Having healthy choices available to them
- Involving them in the selection of foods



Executive Summary

- Involving them in food preparation
- Making healthy foods look more inviting/entertaining – adding an element of fun to the meal
- Ensuring that children try something at least once before turning it down

When looking for information on the topic of healthy eating, participants most often cited the internet as a primary source of information. Canada's Food Guide was also mentioned. Health Canada was viewed as a trusted, credible and reliable source of this type of information. It should also be noted that individuals' search for information on nutrition was usually focused on a particular issue or question that arises, rather than general browsing on the subject.

While Health Canada is considered a credible and reliable information source, the specific type of information available on its website related to healthy eating was not widely known. Regardless there was much greater interest in the website as a source for information compared to the 1-800 number, which was perceived by the participants to be strictly an automated function and therefore of very limited use and an exercise in frustration.

Participants' comments suggest growing awareness of the Nutrition Facts tables found on food labels. Reliance on these tables for cues regarding healthy food choices also appears to be increasingly a more common shopping practice among consumers. Most participants indicated that they did in fact read labels on food products, and some indicated that they take care to examine and compare the Nutrition Facts table prior to making a selection among competing brands or various food items.

In this respect, the campaign is timely in that it can serve to reinforce the value of the information contained in the Nutrition Facts, and emphasize the importance of learning *how* to use the Nutrition Facts table in order to help consumers make healthier food choices.

2. Healthy Eating Ad Campaign Messages

The messages from the campaign were perceived by the participants as clear, credible and appropriate. They associate Health Canada with credibility, and perceived the campaign as targeted to parents and children like. The campaign's messages were generally perceived as effective yet subtle:

"I think they (the creative materials) are all really subtle, but get the message across. And if I saw all four (creative materials) in one day I still wouldn't think they were trying to shove the message down my throat, I would think they are trying to help."



Executive Summary

TV Ad

The TV ad was extremely well-received. Participants found the ad to be both “*engaging*” and “*heart-warming*.” They connected to the ad at both an emotional and cognitive level with respect to the messages of: reading the labels, educating your kids, taking the time to show your kids how to make healthy food choices, healthy eating, and teaching kids habits that will carry them through adulthood. The perceived messages of the TV ad are summarized in the table below and shown alongside noteworthy participant quotes:

TV Ad Messages	Supporting Quotes
Use the Nutrition Facts Table to make Informed Food Choices	<i>“Know what you are eating by learning how to read labels and nutrition information”</i> <i>“Learn what we put into our body by reading labels”</i> <i>“Health consciousness and how to look for information”</i> <i>« On a le choix de bien manger et de manger santé »</i> <i>“Be concerned about what you are eating”</i>
Involve Your Kids in Healthy Eating	<i>“Getting your kids to help make healthy choices”</i> <i>“Parents need to take an interest in what their kids are eating”</i> <i>“Involving kids”</i> <i>“Read nutrition label with child”</i>
Educate Your Kids about Healthy Eating	<i>“Educate your children about nutrition, let them make healthy choices and make it fun”</i> <i>“Show your kids how to read labels and nutritional information”</i> <i>“Educating yourself and your kids.”</i>
Take the Time to Eat Healthy	<i>“Eat healthy”</i> <i>“Take the time to read the Nutrition Facts table”</i> <i>“Take the time to go grocery shopping with your family”</i> <i>« Penser santé et prendre le temps de faire votre épicerie »</i> <i>“Taking the time to read labels”</i>
Healthy Eating Can Be Fun	<i>“That healthy eating can be fun”</i> <i>“Enjoy the experience (of shopping) with your kids”</i> <i>“Faire l’épicerie avec plaisir”</i>
Healthy Eating Habits are for Life	<i>“Eat healthy, good habits are for life”</i> <i>“Healthy eating, its for life”</i> <i>« Valeurs familiales concernant l’alimentation saine »</i>



Executive Summary

Print Ad

On balance, the reactions to the print ad were favourable. The Nutrition Facts table, the red arrows, and the picture at the top of the ad were the elements that most appealed to the participants. They also thought that the written information on the right-hand side of the ad was useful, and commented on how the arrows made the information of the ad easier to understand. Other positive aspects included the child's smiling face and her sport jersey. Participants noted an appreciation for the print ad focussing more on the "how" of the campaign; that is how to read the Nutrition Facts table in order to help them make healthy choices.

With respect to other locations or placements of the print ad, participants suggested subway cars, metro stations, metro newspapers and bus shelters. These other locations were those that were described by respondents as; "*somewhere where you have time to read it*".

Web Banners

When presented with the web banners, on balance participants favoured the shorter, more direct questions, and were attracted to their punchy, clear and simple nature and design. They found that, in general, the messages were similar to those found in the other promotional material.

The banners that were perceived as the least attractive and least attention grabbing were those that seemed complex and verbose.

Take-away Coupon

Participants noticed that these coupons, while conveying similar messages and themes regarding healthy eating and Nutrition Facts tables, did not strongly reinforce the branding of the other campaign materials. Participants also had the most suggestions for improvement for this promotion medium.

While participants thought that the concept of the take-away coupon was clear and easy to understand, they were unsure as to whether it would grab their attention on a shelf-front, or if they would read it in the store. They further commented that the text was generally small, and they also noted that when grocery shopping, they are often concerned with many other things rather than reading information like this.

3. Recommendations

While the overall reactions and feelings about the campaign were overwhelmingly positive, there were nonetheless suggestions and comments from participants intended to further improve each of the creative materials.



Executive Summary

Healthy Eating TV Ad

In relation to the tone of the ad, the type music selected for the ad was positively perceived. However, some found that while appealing, it was to some extent too loud and thus overpowering within the context of the ad. Furthermore, some participants in both the English and French groups commented that the voice-over at the end of the commercial was somewhat “nasal”, and possibly different from the voice at the beginning of the ad. Numerous participants indicated that they would have liked to hear the same voice throughout the ad.

With respect to the characters of the ad and their actions, participants commented that it would have made sense to have the daughter put the fruit she and her mother were handling into their grocery cart. Participants thought that this gesture would serve to add to the message of healthy eating choices. Participants expressed a preference for this option compared to the current ad’s depiction of the pair putting the fruit back onto the display shelf.

The majority of the remaining comments were concerned with the duration of the display of the 1-800 number and the website address. Participants felt that those items should be displayed on the screen for a longer period of time in order to grasp the information. This feeling was particularly strong regarding the website address and participants expressed considerably more interest in visiting the website versus calling the toll-free number.

Recommendations:

- Use the same voice-over throughout
- Lower the volume of the music
- Place chosen fruit into the grocery basket, rather than putting it back onto the shelf
- Include a more prominent web address

Healthy Eating Print Ad/Flyer

Concerning the context of the print ad, participants suggested having the background changed from the dairy section shown in the picture. According to participants, depicting either the produce section or an aisle of packaged foods would serve to further emphasize the ad’s messages of healthy food choices and the Nutrition Facts table. It was felt that the latter option in particular would more effectively, via the visual reference to packaged foods, enhance and reinforce the message about using the Nutrition Facts tables to make healthy choices among those types of grocery items with this information on the package.

The grocery bag pictured in the ad (shown in the bottom left corner) generated or led to associations with a Food Bank parcel among some participants. They suggested that a grocery cart would convey a clearer message and be a more direct tie-in to the TV ad.



Executive Summary

In addition, some participants were bothered by the fact that the top portion of the mother's head is missing from the frame.

The vast majority of participants felt that the red arrows shown in the ad were a very important element of the ad. They felt that readers would benefit from the arrows being even more strongly emphasized (e.g. bold) as a means of drawing the reader's attention, via these visual cues, more directly to them.

There were also further comments made with regards to the colour tones of the ad, as some participants felt the ad was "too red". While this reaction was not expressed by all respondents, it may nevertheless represent a design element worthy of further review.

Participants also voiced numerous suggestions as to where these ads could be placed. Suggestions included: bus or transit shelters, metro stations, on buses and in subways – all locations where participants indicated they would have some time to read the contents. There was considerable interest in being able to do more than simply scan the ads.

(Please refer to the following page for Recommendations)



Executive Summary

Recommendations: Those elements of the ad that were positively perceived by the participants are highlighted below in purple rectangles, and those that require improvement are highlighted in orange circles. Recommendations are summarized in the grey text boxes.

Other Recommendations:

- Address the overly red tone of the ad
- Place the ads in public transportation venues

Consider replacing the dairy background with the produce or cereal aisle

Show the mother in full view (e.g. rather than with head cut-off)

Further emphasize the arrows

Replace the grocery bag with a grocery cart

How do you make healthy food choices?

Nutrition labelling makes it easier.
A good way to make informed, healthy food choices is to follow Canada's Food Guide and check the nutrition information on food labels.
Whether it's the Nutrition Facts, the ingredient list or the nutrition claims on the label – you can use the information to compare products and make healthy choices for you and your family.
For more information go to:
1 800 O-CANADA
(1 800 622-6232)
healthy.canadians.gc.ca

Nutrition Facts	
Per 125 mL (87 g)	
	% Daily Value
Calories 80	
Fat 0.5 g	1 %
Saturated 0 g	0 %
Trans 0 g	0 %
Cholesterol 0 mg	0 %
Sodium 0 mg	0 %
Carbohydrate 16 g	8 %
Fibre 2 g	8 %
Sugars 2 g	
Protein 3 g	
Vitamin A 2 %	Vitamin C 10 %
Calcium 0 %	Iron 2 %

The Nutrition Facts table helps you choose.
Information is based on a specific amount of food. Compare this to the amount you eat.
Use the % Daily Value to see if a food has a little or a lot of a nutrient.
Choose products that contain less fat, saturated fat, trans fat, sugar and sodium.

Healthy Eating. It's for Life!

Canada

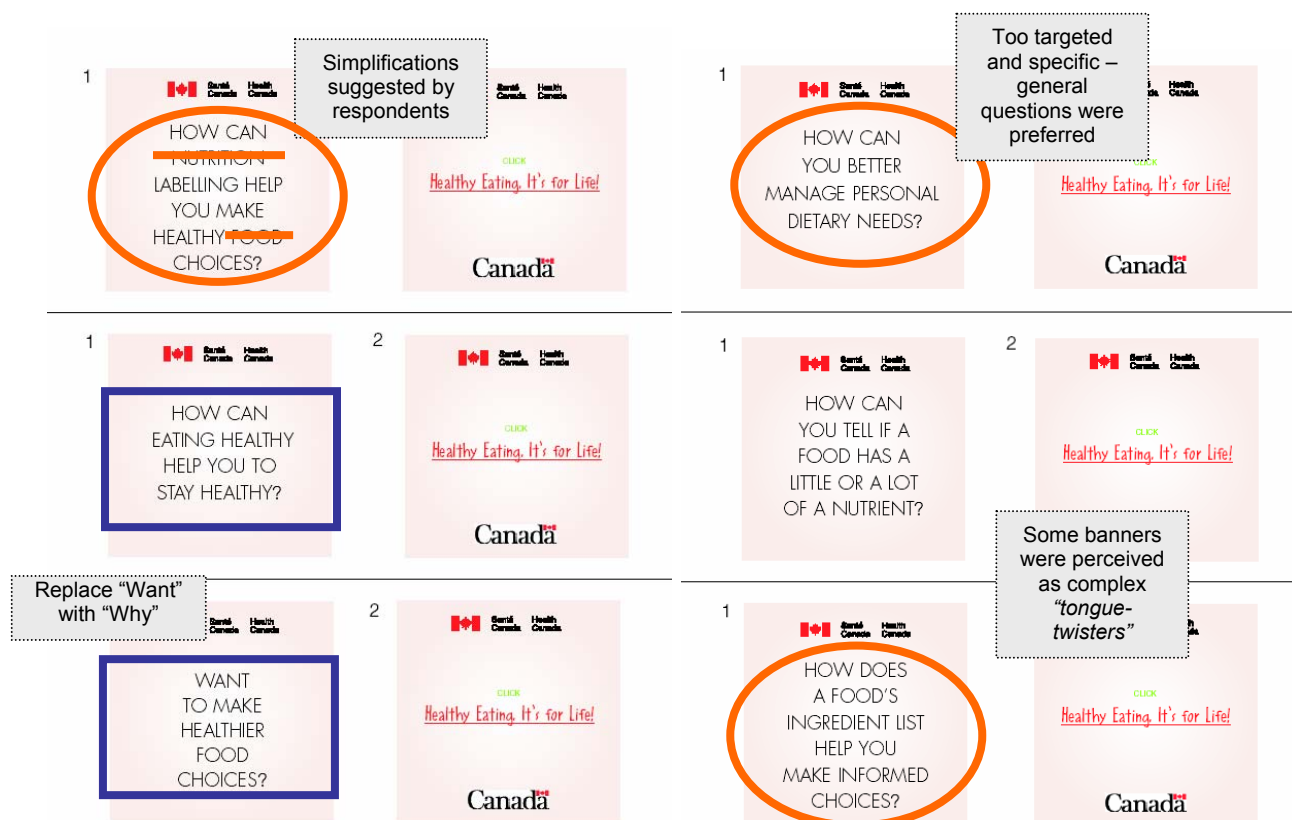
Executive Summary

Healthy Eating Web Banners

These banners were again well received; however participants did express their preference for simple and easy to understand statements. Some indicated that perhaps the question should be phrased in terms of “why” (e.g. Why make healthy food choices?), and agreed that the subsequent levels of the site should respond to the question “how”, and allow readers to explore the answers.

One particular banner was viewed as a specific sub-topic and, as such, not reflective of the way in which people generally use or search the Internet (e.g. “drilling down” from the general to the more specific).

Recommendations: Those elements of the ad that were positively perceived by the participants are highlighted in purple rectangles, and those that require improvement are highlighted in orange circles. Recommendations are depicted in grey text boxes.



Other Recommendations:

- Use simple, short and punchy questions
- Use questions broad enough to draw the viewer/reader onto the site, where they can then drill down (e.g. look for information on Nutrition Facts tables, nutrients, diets, etc.).



Executive Summary

Healthy Eating Take-away Coupon

Participants noted that these coupons, while addressing the same messages and themes of the other promotional materials, did not strongly reinforce the branding of the other campaign materials. Some participants suggested that re-introducing the picture of the mother/daughter on the coupon would help to tie this element to the other components of the campaign. It was also suggested that there be more emphasis on the Health Canada logo, the campaign slogan, and the word “free”; perhaps for the latter two components by means of a more prominent placement on the front side of the coupon.

The benefit of this coupon was understood by participants, however they were unsure as to whether this offering was enough to entice them to read or take the coupon. This perception stemmed from the idea that the coupon does not offer a useful takeaway; rather it relays a message and directs consumers to a website where they could get more information.

Recommendations: Those elements of the ad that were positively perceived by the participants are highlighted in purple rectangles, and those that require improvement are highlighted in orange circles. Recommendations are depicted in grey text boxes.

Further emphasize the Health Canada brand

Perceived as somewhat text heavy

Brand the coupon consistently with the other promotional elements of the campaign

Further emphasize the word “free” perhaps by front page placement

Further emphasize slogan, perhaps by front page placement

Nutrition Facts
(Per 125 mL (5.2 oz.))

Amount	% Daily Value
Calories 80	
Fat 0.5 g	1 %
Saturated 0 g + Trans 0 g	0 %
Cholesterol 0 mg	
Sodium 0 mg	0 %
Carbohydrate 18 g	6 %
Fibre 2 g	8 %
Sugars 2 g	
Protein 3 g	
Vitamin A 2 %	Vitamin C 10 %
Calcium 0 %	Iron 2 %

To get your **free** copy of Nutrition Facts click:
www.healthcanada.gc.ca/nutritionlabelling
or call 1 800 O-Canada (1 800 622-6232)

Healthy Eating. It's for Life!



Executive Summary

Other Recommendations:

- Fine-tune the coupon's benefits

MORE INFORMATION

Supplier Name: The Strategic Counsel
PWGSC Contact Number: H1011-070028/001/CY
Contract Award Date: 2007-11-27

To obtain more information on this study, please e-mail por-rop@hc-sc.gc.ca



II. Sommaire



Sommaire

A. Contexte, objectifs et méthodologie de l'étude

The Strategic Counsel est heureuse de présenter ce rapport des résultats de quatre groupes de discussion tenus les 5 et 6 décembre 2007. Les groupes étaient mandatés par la Direction générale des affaires publiques, de la consultation et des régions (DGAPCR) de Santé Canada afin d'explorer les réactions des audiences cibles à la version finale de la campagne publicitaire Mangez bien et au matériel créatif connexe.

Chaque année au Canada, plus de 75 pour cent des décès sont dus à quatre maladies non transmissibles : les maladies cardio-vasculaires, certaines formes de cancer, le diabète et l'ostéoporose. Un régime alimentaire nuisible à la santé constitue un facteur de risque évitable pour toutes ces maladies. Une des mesures prises par Santé Canada pour gérer ce problème a été de mettre à jour et d'enrichir le Guide alimentaire canadien afin d'inclure des recommandations sur l'activité physique quotidienne.

De plus, en 2005, Santé Canada a mis en oeuvre un programme d'étiquetage nutritionnel obligatoire pour les emballages de produits alimentaires. L'étiquetage nutritionnel fournit aux consommateurs des renseignements uniformes et comparables sur les produits qu'ils consomment, et une compréhension de cet étiquetage permet aux Canadiens de suivre les recommandations de saine alimentation énumérées dans le nouveau Guide.

Bien que Santé Canada ait identifié un concept gagnant pour la deuxième phase de la campagne publicitaire Mangez bien, la publicité finale devait être testée afin de s'assurer que le message continue de passer et encourage l'adoption d'habitudes alimentaires plus saines. Par conséquent, Santé Canada a mandaté *The Strategic Counsel* pour explorer les réactions des audiences cibles à la publicité finale Mangez bien et au matériel créatif connexe.

Les principaux objectifs de l'étude étaient de :

- Évaluer la nouvelle publicité télévisée Mangez bien et le matériel créatif connexe et déterminer s'ils sont :
 - Clairs, crédibles et pertinents pour les audiences visées;
 - Attrayants et appropriés aux sensibilités émotives et culturelles de l'audience;
 - Mémorables dans l'esprit de l'audience; et
 - Capables de motiver l'audience à passer à l'action.

Un total de quatre groupes de discussion a eu lieu à deux endroits au Canada avec des parents d'enfants âgés de 2 à 12 ans dont le revenu est inférieur à 40 000 \$ (deux groupes), et des parents d'enfants âgés de 2 à 12 ans dont le revenu est supérieur à 40 000 \$ (deux groupes). Les groupes de discussion ont eu lieu à



Sommaire

Toronto (en anglais) et à Montréal (en français). Les séances duraient environ deux heures chacune, et chaque groupe comprenait huit à dix participants. Ceux-ci représentaient une coupe transversale de la population par âge, ethnicité, scolarité et revenu du ménage (dans les catégories mentionnées précédemment).

Le lecteur doit prendre note que les résultats des groupes de discussion ne sont pas statistiquement fiables et que, contrairement aux sondages nationaux, ils ne peuvent être extrapolés pour l'ensemble de la population. Malgré tout, les groupes de discussion constituent des outils de recherche hautement efficaces pour détecter les subtilités des réactions et des opinions. Les constatations qui suivent donnent des orientations qui peuvent être mises en application pour la publicité télévisée Mangez bien et le matériel créatif connexe, car elles sont basées sur les réactions de l'audience cible et l'évaluation de ce matériel promotionnel.

B. Principaux résultats

1. Perceptions d'une alimentation saine

Les images associées aux notions « d'alimentation saine » et de « choix alimentaires plus sains » qui viennent à l'esprit le plus fréquemment comprennent surtout des types précis d'aliments et de produits alimentaires :

- Fruits, légumes et poissons;
- Régime alimentaire équilibré;
- Aliments non transformés;
- Repas préparés à la maison;
- Aliments faibles en sucre et en gras; et
- Guide alimentaire canadien

Tous les groupes ont été interpellés par le sujet ou le thème d'une alimentation saine. Les participants ont observé la tendance générale des gens à devenir plus soucieux de leur santé, surtout en raison de l'importante attention médiatique accordée au sujet. Les participants sont de plus en plus intéressés par les habitudes de vie plus saines, les habitudes alimentaires plus saines et les choix alimentaires plus sains, et reconnaissent que le fait d'avoir eu des enfants a permis d'améliorer leurs propres habitudes alimentaires.

Si une saine alimentation est perçue comme un objectif pour les familles, les parents font clairement face à des défis, certains plus que d'autres, pour guider leurs enfants vers des choix alimentaires plus sains. Les obstacles comme le manque de temps, le budget et la présence « d'autres » aliments pas aussi sains constituent des défis pour faire des choix alimentaires sains.



Sommaire

Pour ce qui est d'une saine alimentation, plusieurs parents croient que si vous ne faites pas participer les enfants à des choix alimentaires sains en bas âge, ce sera souvent beaucoup plus difficile ou même trop tard pour le faire lorsqu'ils sont adolescents. Les parents voient aussi le besoin d'enseigner à leurs jeunes enfants par l'exemple : «*On doit donner l'exemple que (manger sain) c'est bon*».

Les techniques ou tactiques identifiées par les parents et utilisées pour encourager leurs enfants à faire des choix alimentaires plus sains incluent :

- Avoir des choix alimentaires sains disponibles
- Les faire participer au choix des aliments
- Les faire participer à la préparation des aliments
- Rendre les choix alimentaires plus sains plus invitants / divertissants – ajouter un élément ludique au repas
- Veiller à ce que les enfants essaient quelque chose au moins une fois avant de le refuser

Lorsqu'ils cherchent de l'information au sujet d'une alimentation saine, les participants citent le plus souvent Internet comme principale source d'information. Le Guide alimentaire canadien a aussi été mentionné. Santé Canada était perçu comme une source fiable, crédible et digne de confiance pour ce type d'information. Fait à souligner, la recherche d'information sur la nutrition était habituellement orientée vers un problème particulier ou une question qui a surgi; il s'agissait rarement d'une recherche générale sur le sujet.

Si Santé Canada est perçu comme une source crédible et fiable, le type d'information précis disponible à son site Web à propos d'une alimentation saine n'était pas très connu. Malgré tout, le site Web suscitait beaucoup plus d'intérêt comme source d'information que le numéro 1 800 qui était perçu par les participants comme une fonction strictement automatisée et, par conséquent, très peu utile et plutôt frustrante.

Les commentaires des participants suggèrent une plus grande sensibilisation aux tableaux de la valeur nutritive qui se trouvent sur les étiquettes alimentaires. Se fier à ces tableaux pour des indices concernant les choix alimentaires sains semble aussi être une pratique de magasinage de plus en plus commune chez les consommateurs. La plupart des participants ont indiqué qu'ils lisaient les étiquettes sur les produits alimentaires, et certains ont indiqué qu'ils prenaient soin d'examiner et de comparer les tableaux pour faire leur choix parmi des marques concurrentes ou divers produits alimentaires.

À cet égard, la campagne arrive à point nommé, car elle peut renforcer la valeur de l'information contenue dans ces tableaux et mettre l'accent sur l'importance d'apprendre *comment* utiliser ces tableaux pour faire des choix alimentaires plus sains.



Sommaire

2. Messages de la campagne publicitaire Mangez bien

Les messages de la campagne étaient perçus par les participants comme clairs, crédibles et appropriés. Ils associent Santé Canada à la crédibilité et perçoivent la campagne comme ciblant les parents et les enfants. Les messages de la campagne étaient généralement perçus comme efficaces mais subtils :

“I think they (the creative materials) are all really subtle, but get the message across. And if I saw all four (creative materials) in one day I still wouldn’t think they were trying to shove the message down my throat, I would think they are trying to help.”

Publicité télévisée

La publicité télévisée a été extrêmement bien reçue. Les participants trouvaient la publicité « *charmante* » et « *chaleureuse* ». Ils s’identifiaient à la publicité tant au niveau émotif que cognitif pour les messages de : lire les étiquettes, éduquer ses enfants, prendre le temps de montrer à ses enfants comment faire des choix alimentaires sains, une alimentation saine et enseigner aux enfants des habitudes qu’ils garderont une fois adultes. Les messages perçus de la publicité télévisée sont résumés dans le tableau qui suit accompagnés de commentaires pertinents donnés par des participants :

Messages	Commentaires
Utiliser les tableaux de la valeur nutritive pour faire des choix alimentaires éclairés	<i>“Know what you are eating by learning how to read labels and nutrition information”</i> <i>“Learn what we put into our body by reading labels”</i> <i>“Health consciousness and how to look for information”</i> <i>« On a le choix de bien manger et de manger santé »</i> <i>“Be concerned about what you are eating”</i>
Faire participer ses enfants à une saine alimentation	<i>“Getting your kids to help make healthy choices”</i> <i>“Parents need to take an interest in what their kids are eating”</i> <i>“Involving kids”</i> <i>“Read nutrition label with child”</i>
Éduquer ses enfants au sujet d’une saine alimentation	<i>“Educate your children about nutrition, let them make healthy choices and make it fun”</i> <i>“Show your kids how to read labels and nutritional information”</i> <i>“Educating yourself and your kids.”</i>
Prendre le temps de manger sainement	<i>“Eat healthy”</i> <i>“Take the time to read the Nutrition Facts table”</i> <i>“Take the time to go grocery shopping with your family”</i> <i>« Penser santé et prendre le temps de faire votre épicerie »</i> <i>“Taking the time to read labels”</i>



Sommaire

Messages	Commentaires
Manger sainement peut être amusant	<i>"That healthy eating can be fun"</i> <i>"Enjoy the experience (of shopping) with your kids"</i> <i>"Faire l'épicerie avec plaisir"</i>
Les habitudes de saine alimentation sont pour la vie	<i>"Eat healthy, good habits are for life"</i> <i>"Healthy eating, its for life"</i> <i>« Valeurs familiales concernant l'alimentation saine »</i>

Publicité imprimée

Dans l'ensemble, les réactions à la publicité imprimée étaient favorables. Le tableau de la valeur nutritive, les flèches rouges et l'image en haut de la publicité étaient les éléments les plus attrayants pour les participants. Ils croyaient aussi que l'information écrite à droite de la publicité était utile, et ont émis des commentaires sur la façon dont les flèches rendent l'information plus facile à comprendre. Parmi les autres aspects positifs, il y a le visage souriant de l'enfant et son chandail de sport. Les participants ont souligné leur appréciation pour le fait que la publicité imprimée met l'accent davantage sur l'aspect « comment » de la campagne, c'est-à-dire comment lire le tableau de la valeur nutritive pour faire des choix plus sains.

Pour ce qui est des autres endroits où on pourrait retrouver la publicité imprimée, ou placements, les participants ont suggéré les voitures de métro, les stations de métro, les journaux dans le métro et les aribus. Ces autres endroits ont été décrits par les répondants comme : « *des endroits où on a le temps de les lire* ».

Bannières publicitaires sur le Web

Lorsqu'on leur a présenté les bannières Web, en général, les participants favorisaient les questions plus courtes et plus directes et étaient attirés par leur nature et leur conception dynamique, claires et simples. Ils trouvaient, qu'en général, les messages étaient semblables à ceux qu'on trouve dans les autres documents promotionnels.

Les bannières étaient perçues comme les publicités les moins attrayantes, et celles qui captent le moins l'attention étaient celles semblant être les plus complexes et les plus verbeuses.

Coupon en magasin

Les participants ont souligné que ces coupons, tout en présentant des messages et des thèmes semblables au sujet d'une saine alimentation et des tableaux de la valeur nutritive, ne renforçaient pas la stratégie de la



Sommaire

marque des autres éléments de la campagne. Les participants ont aussi émis le plus de suggestions d'amélioration pour ce volet de la promotion.

Bien que les participants croyaient que le concept du coupon en magasin de type « prenez-moi » était clair et facile à comprendre, ils étaient incertains s'il attirerait leur attention devant une tablette ou s'ils le liraient en magasin. Ils ont aussi mentionné que le texte était en général écrit petit et que, lorsqu'ils font leur épicerie, ils sont souvent préoccupés par de nombreuses autres choses que de lire de l'information comme celle-ci.

3. Recommandations

Bien que les réactions et les sentiments à l'égard de la campagne étaient extrêmement positifs, des participants ont tout de même fait des commentaires et des suggestions pour améliorer chacun des éléments.

Publicité télévisée Mangez bien

Pour ce qui est du ton de la publicité, le type de musique choisi a été positivement perçu. Toutefois, certains participants trouvaient que si la musique était attrayante, elle était aussi trop forte et prenait par conséquent trop d'espace dans le contexte. De plus, certains participants, tant dans les groupes francophones qu'anglophones, ont commenté que la voix hors champ à la fin de la publicité était quelque peu nasillarde et probablement différente de celle au début de la publicité. Plusieurs participants ont indiqué qu'ils auraient aimé entendre la même voix tout au long de la publicité.

Pour ce qui est des personnages de la publicité et de leurs gestes, les participants ont indiqué qu'il aurait été logique que la fillette place le fruit qu'elle et sa mère manipulaient dans leur chariot d'épicerie. Les participants croyaient que ce geste ajouterait au message des choix alimentaires sains. Les participants préféraient cette option à la version actuelle où les deux replacent le fruit sur l'étalage.

La majorité des autres commentaires portaient sur la durée d'affichage du numéro 1 800 et de l'adresse du site Web. Les participants trouvaient que ces éléments devraient être affichés à l'écran pour une plus longue période de temps afin que les gens retiennent l'information. Ce sentiment était particulièrement fort au sujet de l'adresse du site Web, et les participants étaient nettement plus intéressés à visiter le site Web qu'à appeler le numéro sans frais.

Recommandations :

- Utiliser la même voix hors champ tout le long
- Baisser le volume de la musique
- Placer le fruit choisi dans le panier d'épicerie, plutôt que de le remettre sur l'étalage



Sommaire

- Inclure une adresse Web plus visible

Publicité imprimée / circulaire Mangez bien

Au sujet du contexte de la publicité imprimée, les participants ont suggéré que l'arrière-plan qui présente actuellement la section des produits laitiers soit changé. Selon les participants, présenter la section des fruits et légumes frais ou une allée d'aliments emballés mettrait davantage l'accent sur les messages de saine alimentation et du tableau de la valeur nutritive de la publicité. Les participants croyaient que la deuxième option surtout, la référence visuelle à des aliments emballés, serait la plus efficace pour rehausser et renforcer le message de lire les tableaux de la valeur nutritive pour faire des choix alimentaires sains parmi les types de produits offerts à l'épicerie qui présentent ces données sur leur emballage.

Le sac d'épicerie représenté dans la publicité (en bas à gauche) a été associé à une banque alimentaire par certains participants. Ils ont suggéré qu'un chariot d'épicerie véhiculerait un message plus clair et serait un lien plus direct avec la publicité télévisée.

De plus, certains participants ont été ennuyés par le fait que le haut de la tête de la mère n'est pas dans le cadre.

La grande majorité des participants croyait que les flèches rouges présentes dans la publicité étaient un élément très important. Ils croyaient que les lecteurs tireraient profit de ce que les flèches soient encore plus accentuées (p.ex. en gras) pour attirer l'attention plus directement sur elles.

Il y a aussi eu d'autres commentaires au sujet des tonalités chromatiques de la publicité; certains participants trouvaient la publicité « trop rouge ». Si tous les répondants n'ont pas eu cette réaction, cet élément de design mériterait tout de même d'être revu.

Les participants ont aussi émis plusieurs suggestions quant aux endroits où cette publicité devrait être placée. Parmi les suggestions : autobus ou abribus, stations de métro, sur les autobus et métros, tous des endroits où les participants disaient qu'ils auraient le temps de lire le texte. Ils étaient très intéressés à pouvoir prendre davantage connaissance des publicités et non seulement avoir le temps d'y jeter un coup d'œil.

(Veuillez consulter la page suivante pour les Recommandations)



Sommaire

Recommandations : Les éléments de la publicité qui ont été positivement perçus par les participants sont soulignés dans les rectangles mauves ci-dessous, tandis que ceux qui doivent être améliorés sont indiqués dans les cercles orange. Les recommandations sont résumées dans les zones de texte grises.

Autres recommandations :

- Corriger la couleur trop rougeâtre de la publicité
- Placer les publicités dans des endroits liés au transport en commun

Envisager de remplacer l'arrière-plan de produits laitiers par la section des fruits et légumes frais ou celle des céréales

Montrer la mère au complet (et non avec le haut de la tête hors du cadre)

Comment faire de bons choix alimentaires?

L'étiquetage nutritionnel vous facilite la tâche.

En consultant le Guide alimentaire canadien et l'information nutritionnelle sur les étiquettes, vous ferez des choix sains et équilibrés.

Le tableau de la valeur nutritive vous aide à choisir.

L'information fournie est valable pour une quantité déterminée d'aliments. Comparez cette quantité à celle que vous consommez.

Vérifiez le pourcentage de la valeur quotidienne pour savoir si un aliment contient beaucoup ou peu d'un nutriment.

Optez pour des produits à faible teneur en lipides, en sucres et en sodium.

Pour en savoir plus :
1 800 O-CANADA
(1 800 622-6232)
canadiensante.gc.ca

Valeur nutritive par 125 mL (87)	
	% valeur quotidienne
Calories 80	
Lipides 0.5 g	1 %
saturés 0 g	0 %
+ trans 0 g	0 %
Cholestérol 0 mg	0 %
Sodium 0 mg	0 %
Glucides 18 g	3 %
Fibres 2 g	8 %
Sucres 2 g	
Protéines 3 g	
Vitamine A 2 %	Vitamine C 10 %
Calcium 0 %	Fer 2 %

Mettre davantage l'accent sur les flèches

Remplacer le sac d'épicerie par un chariot d'épicerie

Manger santé... pour la vie!

Canada



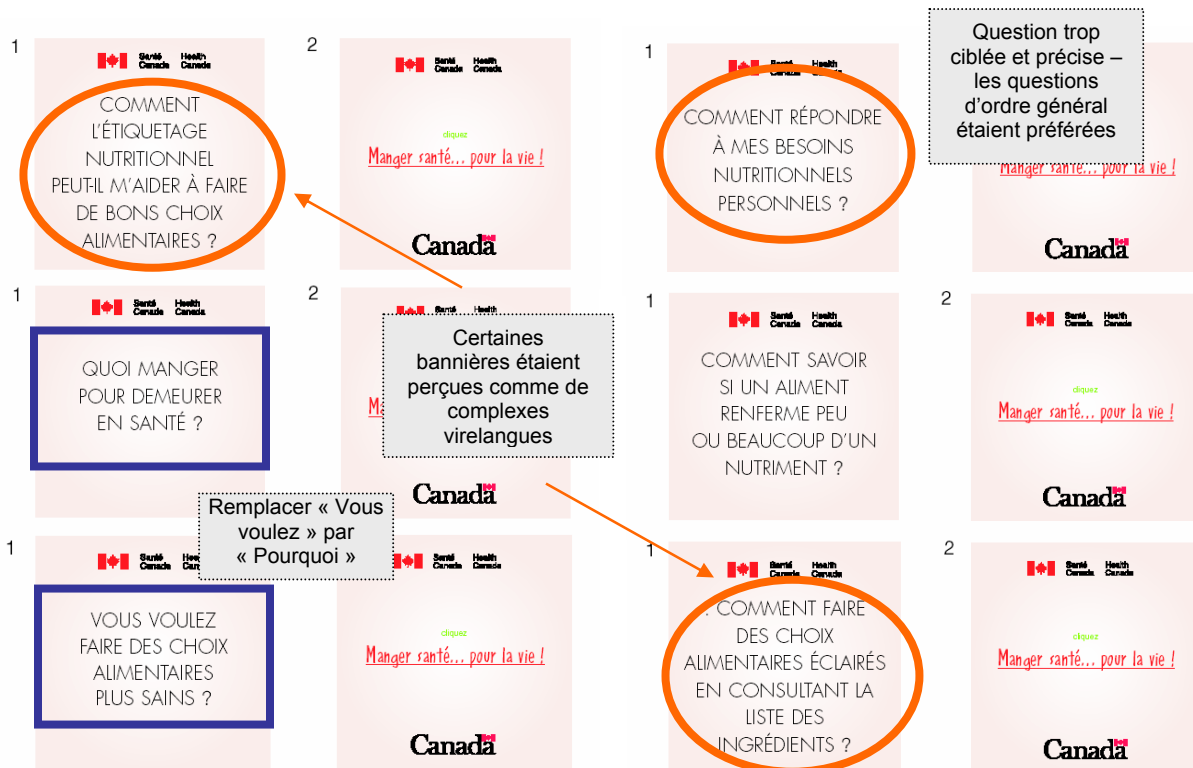
Sommaire

Bannières publicitaires sur le Web

Ces bannières ont été bien reçues, mais les participants ont exprimé leur préférence pour des énoncés simples et faciles à comprendre. Certains participants ont indiqué que la question devrait peut-être être formulée en termes de « pourquoi » (p.ex. Pourquoi faire des choix alimentaires sains?), et s'entendaient pour dire que les autres niveaux du site devraient répondre à la question « comment » et permettre aux lecteurs d'explorer les réponses.

Une bannière en particulier a été perçue comme un sous-sujet précis et, par conséquent, ne reflétant pas la façon dont les gens utilisent habituellement Internet ou y font des recherches (c.-à.-d. faire un zoom avant à partir d'un thème général vers des sujets plus précis).

Recommandations : Les éléments de la publicité qui ont été positivement perçus par les participants sont soulignés dans les rectangles mauves ci-dessous, tandis que ceux qui doivent être améliorés sont indiqués dans les cercles orange. Les recommandations sont résumées dans les zones de texte grises.



Autres recommandations :

- Utiliser des questions simples, courtes et dynamiques



Sommaire

- Utiliser des questions assez générales pour attirer le lecteur vers le site à partir d'où il peut faire un zoom avant (c.-à-d. rechercher de l'information sur les tableaux sur la valeur nutritive, les nutriments, les diètes, etc.

Coupon en magasin Mangez bien

Les participants ont souligné que ces coupons, tout en présentant des messages et des thèmes semblables au sujet d'une saine alimentation et des tableaux de la valeur nutritive, ne renforçaient pas la stratégie de la marque des autres éléments de la campagne. Certains participants ont suggéré que de remettre la photo de la mère et de sa fille sur le coupon contribuerait à lier cet élément aux autres composantes de la campagne. Il a aussi été suggéré qu'il y ait plus d'emphasis sur le logo de Santé Canada, le slogan de la campagne et le mot « gratuit ». Pour les deux derniers éléments, cet objectif pourrait être atteint en leur accordant une place plus importante sur le coupon.

Les avantages de ce coupon étaient compris par les participants, mais ils étaient incertains si cette offre était suffisante pour les encourager à lire ou à prendre le coupon. Cette perception découlait de l'idée que le coupon n'offre rien d'utile à emporter, mais présente plutôt un message et dirige les consommateurs vers un site Web où ils peuvent obtenir plus d'information.

Recommandations : Les éléments de la publicité qui ont été positivement perçus par les participants sont soulignés dans les rectangles mauves ci-dessous, tandis que ceux qui doivent être améliorés sont indiqués dans les cercles orange. Les recommandations sont résumées dans les zones de texte grises.



Sommaire

Le tableau de la valeur nutritive vous aide à choisir.

Saviez-vous que l'information fournie est valable pour une quantité déterminée d'aliments. Comparez cette quantité à celle que vous consommez.

Vérifiez le pourcentage de la valeur quotidienne pour savoir si un aliment renferme beaucoup ou peu d'un nutriment.

Comparez les tableaux pour choisir des produits à faible teneur en lipides, gras saturés et gras trans, en sucre et en sodium.

Valeur nutritive	
Quantité	% valeur quotidienne
Calories 80	
Lipides 0,5 g	1 %
saturés 0 g	0 %
trans 0 g	
Cholestérol 0 mg	
Sodium 0 mg	0 %
Glucides 18 g	6 %
Fibres 2 g	8 %
Sucres 2 g	
Protéines 3 g	
Vitamine A 2 %	Vitamine C 10 %
Calcium 0 %	Fer 2 %

Canada

Pour obtenir gratuitement le feuillet intitulé Le tableau de la valeur nutritive, rendez-vous au : www.santecanada.gc.ca/etiquetagenutritionnel ou composez le 1 800 O-CANADA (1 800 622-6232).

Manger santé... pour la vie !

Mettre davantage l'accent sur le mot « gratuitement », peut-être en le plaçant au recto

Mettre davantage l'accent sur le slogan, peut-être en le plaçant au recto

Autres recommandations :

- Peaufiner les avantages du coupon

INFORMATION SUPPLÉMENTAIRES

Nom du fournisseur : The Strategic Counsel
Numéro du contrat : H1011-070028/001/CY
Date du contrat : 2007-11-27

Pour obtenir de plus amples renseignements, veuillez envoyer un courriel à por-rop@hc-sc.gc.ca



III. Research Objectives and Methodology



Research Objectives and Methodology

A. Background and Objectives

An unhealthy diet is a preventable risk factor in four non-communicable diseases: cardiovascular, some forms of cancer, diabetes and osteoporosis. Each year in Canada, more than 75 per cent of deaths result from these illnesses. In 1998, the economic burden of a poor diet in Canada was estimated to be \$6.6 billion, including both direct and indirect costs (e.g. healthcare and lost productivity).

To address this issue, Health Canada expanded the content on the Health Canada website to include tips and tools about Healthy Eating. Canada's Food Guide was also updated and expanded to include recommendations on daily physical activity. By following this revised guide, the majority of Canadians will meet their nutrient needs, achieve and maintain a healthy body weight and reduce their risk of chronic diseases such as type 2 diabetes, heart disease, some types of cancer, and osteoporosis. Health Canada also implemented a mandatory nutrition labelling program for food packaging in 2005. These nutrition labels provide consumers with consistent, comparable information on the products they purchase and consume, and an understanding of these labels enables Canadians to follow the Food Guide recommendations and make informed food choices.

Following the launch of an ad focusing on nutrition messages and promoting the revised Guide in February 2007, Health Canada designed and tested initial concepts for a second phase of healthy eating ads. While a winning concept was identified, it was recommended that certain changes be made to strengthen the overall message of the ad, to tighten the focus of the ad and to broaden its overall appeal.

Testing the effectiveness of this final Healthy Eating ad with the target markets was essential to ensure that the messaging of the ad continued to resonate and encourage the adoption of healthier eating habits. As such, Health Canada engaged *The Strategic Counsel* to explore target audience responses to the final Healthy Eating ad and accompanying creative materials.

The objectives of this proposed research were:

- To evaluate the new healthy eating television ad and accompanying creatives and determine if they are:
 - clear, credible and relevant with the segmented audiences;
 - appealing and appropriate to the cultural and emotional sensitivities of the audience;
 - memorable in the minds of the audience; and
 - able to motivate the audience to action.



Research Objectives and Methodology

B. Methodology

A series of four focus groups were conducted in Toronto and Montréal from December 5th – 6th, 2007. The sessions were approximately two hours in duration and each group was comprised of between eight and ten participants. The focus groups in Montréal were conducted in French, and all of the other groups were conducted in English.

Focus groups in each city were conducted with two separate target audiences:

- Canadians with a household-income under \$40K
- Canadians with a household-income over \$40K

Recruiting specifications for each group also ensured that:

- Two-thirds of each group were women; and
- All participants were parents of children aged 2-12.

Apart from the above criteria, participants were recruited to reflect the general population in these respective regions, and included a mix of age, ethnicity, education and household income (within the categories noted above).

The focus groups were distributed as follows:

Location	Group Type	Language
Toronto	Canadians with a household-income under \$40K Canadians with a household-income over \$40K	English
Montréal	Canadians with a household-income under \$40K Canadians with a household-income over \$40K	French

An incentive of \$50 was paid to all participants.



IV. Findings



Findings

A. Context: Perceptions of Healthy Eating

When participants thought about the concepts of “healthy eating” and “healthier food choices”, some common top-of-mind imagery that was associated with these notions included: fruits, vegetables and fish, a balanced diet, foods that are not processed, homemade meals, foods that are low in sugar and or fat, and the Canada Food Guide. While portions were mentioned on occasion, it was generally specific types of food and food products (e.g. fruits and vegetables) that were most often thought of.

Participants observed the general trend of people becoming more health conscious, and acknowledged that they are more conscious of what they are eating now than they may have been in the past. While differences existed among participants as to their degree of knowledge about nutrition, ranging from fixation on a single issue to a much broader view of healthy eating, all groups were nonetheless very engaged by the topic/theme of healthy eating.

- The participants clearly demonstrated that they are increasingly interested in the topic of healthier lifestyles; with healthier eating and healthier food choices perceived as key aspects of this objective.
- Participants also mentioned the fact that their own personal eating habits have improved over time, and that having a child often makes one more conscious of one’s own eating habits; *«On doit donner l'exemple que (manger sain) c'est bon»*.
- There was also mention of much media attention towards healthy eating and healthy eating issues, mainly from sources such as T.V. and the news.

While healthy eating is seen as a goal for families, parents are clearly challenged, some more so than others, in guiding their children toward healthier food choices. Barriers to making healthy food choices include:

- **Time pressure:** Time pressures are a significant barrier. Parents’ greatest challenge is finding the time to do everything they should. Homemakers have more time to consider issues of nutrition if they’re so inclined, however, as the group discussions showed, working parents have difficulty regularly involving their children in the process of shopping for and preparing food, as much as they might wish to do so. Some participants also expressed concern with being able to provide an interesting variety of healthy meals for their family.

Budget: For many in these target groups, especially in the lower income groups, affordability remains a key concern both with respect to purchasing healthier food items and making healthy food choices.

While the lower income groups often felt that their budget constrained their food product choice and that healthier choices oftentimes implied a higher price tag, those in the higher income groups felt that cost was not necessarily a barrier to purchasing healthy foods (the exception was organic items).

Interestingly, in one higher income group there was a concern that any message about healthy eating and healthy food



Findings

choices might be almost immediately discounted or ignored by lower income groups who may feel that a healthy diet will cost more (e.g. fresh fruits and vegetables, organic foods, etc.).

- **Presence of “Other” Foods:** An additional challenge that was mentioned with regards to making healthy food choices was the unrelenting exposure to a wide variety of not-so-healthy food products, both in the store and in media. Parents thought that advertising, as well as peer pressure or influence, often drives children to seek out these other food options. Some participants also expressed concern with the availability of unhealthy options in places outside of the home (e.g. school, friend’s houses, etc.).

With respect to healthy eating, many parents believed that if you don’t involve children in healthy food choices at a young age, it will often be much more difficult or even too late to start doing so as they reach their teens. Also, apart from promoting healthier eating, a strong argument for getting the children involved in healthy choices, whether it is through grocery shopping, meal preparation or both, is that it creates family time.

Techniques or tactics that participants have employed to encourage their children to make healthier choices include:

- Having healthy choices available to them
- Involving them in the selection of foods
- Involving them in food preparation
- Making healthy foods look more inviting/entertaining – adding an element of fun to the meal
- Ensuring that children try something at least once before turning it down

While some participants noted that both parents shared the responsibilities of shopping and cooking, it was women that were most often cited as the person who primarily does both the shopping and the cooking for the family.

Participants indicated they are increasingly seeking out information about healthy eating and healthy food choices. As such, the practice of checking the Nutrition Facts table, appears to be more commonplace. Most participants indicated that they regularly read the labels on food products.

However, while participants are definitely familiar with the Nutrition Facts table, they do not necessarily know how to correctly or accurately interpret it; « *Je ne suis pas certaine de la valeur nutritive des produits* ». Additionally, there was some confusion surrounding the Nutrition Facts table due to a perceived lack of consistency in the terminology shown on the Nutrition Facts (e.g. the terms carbohydrate and glucose are sometimes used interchangeably and some associated the term “glucose” only with sugar).



Findings

Despite this confusion among some participants, many still indicated that they take care to examine and compare the Nutrition Facts table prior to making a selection among brands or food items.

When looking for information on the topic of healthy eating, participants most often cited the internet as a primary source of information. Canada's Food Guide was also mentioned. Health Canada was viewed as a trusted, credible and reliable source of this type of information. It should also be noted that individuals' search for information on nutrition is usually focused on a particular issue or question that arises, rather than general browsing on the subject.

While Health Canada is considered a credible and reliable information source, the specific type of information available on its website related to healthy eating was not widely known. However, regardless there was much greater interest in the website as a source for information compared to the 1-800 number, which was perceived by the participants to be strictly an automated function and therefore of very limited use and an exercise in frustration.

B. Evaluation of the New Healthy Eating TV Ad

1. Response, Impressions and Messages

Overall, participants' impressions of the ad were consistently positive. It was generally enjoyed for its upbeat, happy, light, and fun tone, and participants also appreciated the flow of the ad, which moved from the shopping experience to the home. Participants described this ad as; "engaging", "entertaining", "heart-warming" and having a certain "joie-de-vivre". During the ad viewing, numerous participants could be seen smiling at the screen, and bobbing their heads to the rhythm of the music. As one male participant spontaneously remarked after viewing the ad; «*Ben, c'est cute ça!* ».

Participants connected to the ad at both an emotional and cognitive level. They consistently remarked on the relationship and connection between the mother and daughter, and characterized this interaction as heart-warming and intimate. They were particularly drawn to this mother-daughter relationship; «*J'ai bien aimé la complicité mere-fille* », and felt that there was an intimacy to the ad that was created by this mother-daughter rapport. They also found both the mother and daughter characters appealing, and characterized the interaction between them as natural and as "every-day type behaviour".

Participants also had very positive comments of the daughter character in the ad. They stated that their kids are often attracted to commercials with other kids in them, and thought this would likely be the case with this TV ad as well. Participants often took notice of the fact that she was wearing a sports jersey, and thought that this aspect fit well with the overall ad.



Findings

The daughter character was specifically noted as the most well liked aspect of the ad on a number of occasions, and participants took pleasure in the significance of the child standing on her tip-toes reaching for an item:

« *La fille doit se mettre sur le bout des pieds; une curiosité positive* »

« *Ça montrait de bien choisir les aliments pour la croissance* »

Participants also commented positively on the symbolism of the daughter with her own shopping cart, and being involved in the food choices:

“I like the fact that not only did the mom have her own cart, but the little girl had her own cart and she was putting stuff in it too; she was shopping too”

« *Moi, ça m’a fait sourire* »

The significance of the stuffed animal in the ad was also noticed and appreciated by the majority of the participants. When the daughter was feeding her stuffed toy the piece of apple, the groups perceived this action of the child educating her toy as a metaphor for passing healthy eating habits from one generation onto another.

Overall, the messages contained in the TV ad were perceived as both clear and relevant by each of the groups. The cognitive “take-away” or messages from the TV ad as described by participants are summarized in the following table:

Primary Messages of the Healthy Eating TV Ad
• Use the Nutrition Facts table to guide healthy choices
• Involve your kids in healthy eating (e.g. shopping, preparing food)
• Show your kids how to make healthy food choices/Teach your kids about healthy eating
• Take the time with your family to eat healthy
• Healthy eating can be fun
• Healthy eating habits are for life

Participants also thought that this ad contained messages related to learning by doing; « *Quand on fait l’épicerie on doit aller avec eux (les enfants) et leur montrer les bons choix* ». In one instance, a participant described her reaction to the ad as one of “positive guilt”, in that it reminded her to take more time to enjoy the experience of shopping for food with her kids and to help educate them about healthier choices. Others agreed that the ad was a good reminder in this respect.



Findings

Participants generally found this ad to be motivating to a degree. They found that the ad encouraged them to read nutrition labels when shopping, and to stop a moment and think about what they are buying and question whether they could be making better food choices. This ad can be deemed a ‘sensitization’ tool, aimed at making consumers think about and question their food product choices:

“It was pretty simple, she was playing sports and eating good food, it almost made me want to go out and buy healthier food”

“The ad tells you what to look for; for healthy eating”

Overall, participants described the ad as memorable, and were certainly able to recall and comment upon many aspects from the ad after seeing it twice. Some of the aspects of the TV ad that participants indicated were most memorable included:

- Slogan: “Healthy eating – it’s for life!” / «Mangez santé...pour la vie! »
- Mother-daughter connection/relationship (empathy/intimacy/complicity)
- Nutrition Facts
- Reading the label
- Music
- Child being educated and involved in food choices
- Comparison of foods
- Having fun/enjoyment of the experience
- Toll free number
- Website

The website, however, was a more memorable aspect of the ad for some than it was for others. Among those participants who did notice the web URL, it was not clear whether or not they remembered the exact URL displayed on the screen (e.g. healthycanadians.ca). In numerous instances, participants remembered seeing a website and a phone number, but the exact website was not recalled, and the participants assumed that it simply said Health Canada’s general web address.

While most participants thought the ad targeted families, or parents of younger children, others took a broader stance and included “*everyone*” in the target audience. One participant thought the ad was specifically targeted to “*white, middle-class individuals*”, but this view was not echoed in other groups. Interestingly, a number of parents commented that the playful style of the ad would appeal to their children and that the message would be readily internalized.



Findings

Overall, participants were of the opinion that the messages relayed by the ad would appeal to both parents and children alike:

“I think both parent and kids will connect with the messages”

“I think it is good for both parents and children, because I don’t look at labels and things like that, and the ad reminds me that maybe I should.”

“I like the fact that the kid was dominating the commercial; my kids are going to be like ‘Ok, look what she is doing’.”

2. Character Inclusion

Based on verbal as well as non-verbal cues in the group discussions, it was clear that the pairing of the mother and daughter is critical to creating the “intimate” or “personal” atmosphere which draws the viewer in, establishes an emotional connection and contributes significantly to the ad’s appeal and overall effectiveness. As participants viewed the ad, their facial expressions and body language suggested a strongly positive reaction. Their comments indicated the ad’s appeal is rooted in an effective combination of realism in the present context (e.g. the mother-daughter shopping experience which reflects their own routine) and a sense of idealism or optimism about the future (e.g. the desire to impart healthy food choices/eating habits to the next generation as expressed by the child feeding a stuffed animal). Similarly, the ad effectively appeals to and balances the audience’s emotional and rational sensibilities.

The absence of a male figure was mentioned unprompted as a “missing element” of the ads by only three individual participants across all groups. Of note, one of the male participants who mentioned this issue unprompted, when later asked if adding a father figure would add to the effectiveness and messages of the ad, said that he thought the ad was good “*as is*” due to the special nature of the mother-daughter bond conveyed by the commercial.

While a few other participants noted that the addition of a father figure may show a more complete family, this opinion was concentrated in only one of the groups, and these two individuals nonetheless had an overall positive reaction to the ad when it was first shown. Given such comments, incorporating a male figure would appear contrived to participants. Indeed, given that the ad is aspirational more than realistic for some, the inclusion of a male figure could contribute to making the ad seem even less realistic and “too perfect.”



Findings

In the end, participants were not fixated on the issue of gender in the ad. Indeed, not one participant indicated that the ad's effectiveness would not necessarily be radically or even minimally improved by replacing the woman or daughter with a person of the opposite gender. Nor did anyone strongly prefer the addition of a male figure as a significant improvement.

Overall the discussion around this issue seemed somewhat forced, as if the moderator was attempting to create an issue where none really existed, and many participants kept coming back to their original position; *"I don't think it's necessary, but if you have to include a man he should be included at the outset of the ad."* It is noteworthy, however, that a number of participants expressed an expectation that the campaign would roll out several versions or variations of the ad that may include a father/daughter or father/son combination.

Given this reaction, it is the opinion of *The Strategic Counsel* that there should not be an attempt to incorporate a father figure into the current version of the television advertisement. The inclusion of a male counterpart or father figure would risk detracting from (or effectively undermining) the current flow, tone, style, and sense of intimacy and engagement with the ad, both with respect to the characters and the principal messages. However, some consideration should be given to incorporating a male figure, an adult or a young boy, in any future iterations of the campaign.

3. Criticisms and Suggestions for Improvement

While the response to the TV ad was overwhelmingly positive, there were a number of criticisms:

- While the music of the ad was generally positively perceived as both catchy and appealing to kids in particular, some found that it was too loud and thus overpowering within the context of the ad.
- Participants felt that the web site URL and 1-800 number were not displayed on screen for a sufficient period of time.

"It's good, but I think the caption time should be longer, it is a bit short"

- Some participants, in both the English and French groups, commented that the voice at the end of the commercial was somewhat nasal and possibly different from the voice used at the beginning of the ad.
- A few participants commented that the ad was "too idealistic"; *"For me it was a little unrealistic. When you walk into a grocery store with them (children), you are not surrounded by only healthy foods."* However, some respondents countered this sentiment:

"Of course it is unrealistic, but they are not trying to sell me something; they are trying to get me to do something, to give me some information. So they don't need to give me reality."

"I think it is real, with the kid involvement; you can imagine this with your own family"



Findings

- While participants generally related to the characters in the commercial, one participant raised the issue of a lack of diversity when prompted about missing elements of the commercial. This was not a widely held view, but was raised by a participant (of mixed heritage) who suggested that the ad could be more appealing for some with the inclusion of a more ethnic-looking family.
- Some participants in the groups mentioned that that ad was stereotypical. This point of contention was noted because the ad shows the mother doing the grocery shopping with her daughter. However, upon further discussion, the vast majority of participants noted that, in their families, typically the mother had most of the responsibility for grocery shopping and food preparation.

While the above noted criticisms were minimal compared to the positive feedback and comments that were voiced about the ad, participants did have some suggestions for improvement:

- Participants commented that it would be more effective to have the daughter put the fruit into the basket to encourage the message of healthy eating choices, as opposed to putting the fruit back onto the display shelf.
- There was some discussion that the segment showing the young girl reaching for the cereal box could have more clearly relayed the message about comparing items and making appropriate choices. Some felt that this was the ideal point in the commercial for the mother and daughter to compare Nutrition Facts, since cereal choice is often a point of contention between parents and kids.

Many felt that the most difficult challenge when shopping with their children is to get them to buy healthy cereal rather than sugar-coated, low nutritional value cereals.

- In one discussion around issues of affordability, some participants felt that the jars of pasta sauce used in the segment to show the mother and daughter comparing nutrition labels could be substituted for canned goods. Some felt that the products in jars were often the more expensive items, while those in cans seemed to symbolize more affordable food products. This, however, was not the consensus within the group.
- Participants expressed considerably more interest in visiting the website rather than calling the toll-free number. As such, it would be important that the new URL of this website be emphasized, perhaps by leaving it on screen for a longer period of time, or including a voice over in addition to showing the URL itself.



Findings

C. Evaluation of the New Healthy Eating Print Ad

Participants' attention to the print ad was initially directed at the Nutrition Facts table, in particular the red arrows showing an explanation of certain elements of the table and the picture at the top of the ad.

In its current form, many felt that the print ad would attract their attention simply due to their interest in learning more about the Nutrition Facts. The groups also commented that the written information indicated by that the arrows was useful, and specifically noted that the arrows helped them to navigate through the information and make it easier to understand.

- The red arrows piqued the participants' curiosity
- The red arrows were a cue for several participants that the ad provided the explanation they were looking for regarding specific aspects of the Nutrition Facts table.



The tagline in red also helped communicate the message, visually linking in with the red arrows.

While there was considerable interest in reading the ad's content, participants expressed a preference for outdoor ad locations over a traditional magazine print placement. Participants indicated that they would prefer to see the ad placed in subway cars and buses, in metro, subway or bus stations, and in the free Metro newspaper. They felt that these outdoor locations were places where they would be able to take the time to read the ad.

Participants also remarked that there should be a tie-in with the ad at the time that consumers are buying their groceries. Suggestions included inserting the ad into in-store flyers and/or placing it at the entrance to the stores alongside the flyers, either in hard-copy or on-screen as shoppers are arriving. Of note, these target groups seem to have little interest in magazines as effective vehicles for this ad. Point-of-purchase locations were designated by many participants as a more effective placement for this type of ad.

The theme of the print ad was perceived to be similar to that of the TV ad, but with particular emphasis and importance placed on the messages of consulting and comparing Nutrition Facts tables. Also, the print ad's messaging was very positively perceived due to its more instructional nature (e.g. showing consumers how to read and use the Nutrition Facts table).

Participants had a number of comments and suggestions for improving the print ads:



Findings

- Participants suggested having the mother and daughter in front of the produce section as opposed to the dairy section currently shown in the picture. Another option was to have them in an aisle of packaged foods, to further enhance the messages about using the nutrition labels to make healthy choices among these types of food (e.g. those with Nutrition Facts tables).
- Some participants did not like the fact that the top portion of the mother's head is missing from the frame.
- The arrows were felt to be a very important part of the ad and would benefit from being even further emphasized (e.g. bold) as a means of drawing the readers' attention more directly to them.
- Some participants felt that the ad was "*too red*". This may have been a factor of the quality of the color reproductions. Nevertheless, the ad should be reviewed with respect to more appropriate color balance and a marginal reduction in red tones used throughout.
- The ad was perceived as slightly text heavy by the French speaking groups, and the suggestion was made to include only key phrases that explained the nutrition labelling for the top two explanations found on the right-hand side of the page:
 - « Comparez cette quantité à celle que vous consommez » ;
 - « Savoir si un aliment contient beaucoup ou peu d'un nutriment ».
- Several participants perceived the product in the glass jar to be a more expensive food product item. It was suggested that a canned product might symbolize a more affordable food product.
- The grocery bag pictured in the ad created perceptions of a Food Bank parcel for some participants. Some suggested that a grocery cart would convey a clearer message and more directly tie-in with the TV ad.



Findings

D. Evaluation of the New Healthy Eating Web Banners

In general, those web banners deemed to be least effective or least preferred by participants were those that were described as “overly-wordy” or “tongue-twisters”:

- How does a food’s ingredient list help you make informed choices?
/Comment faire des choix alimentaires éclairés en consultant la liste des ingrédients?

“Too lengthy”

“Not simple”

“I had to read it twice so that I could get what it was trying to say”

“I don’t like how it is worded”

Further to this, one of the questions was viewed as a sub-topic and not the first level of query they would associate with the overall theme of the ad campaign. It was too specific for a first order query or question that would draw them in to the site. As such, this option for the web banner was not seen to be reflective of the way in which people generally use or search the Internet (e.g. moving from the general to the more specific), nor was it seen to target a broad or general audience:

- How can you better manage personal dietary needs? /Comment répondre à mes besoins nutritionnels personnels?

“It sounds geriatric.”

*“I was like f***off. I don’t have the time...it is challenging enough doing a lot of things; I have too many things to do, and ‘managing my personal dietary needs’? That is exhausting. When do I get the time for that?! ”*

When asked which of the web banners would be most effective at attracting their attention, participants in both the French and English groups favoured the simpler, more direct questions:

- Want to make healthier food choices? / Vous voulez faire des choix alimentaires plus sains ?

“Yes I do, tell me all about it”

“I think it catches your conscience. Because everyone constantly thinks, or knows that, they could be eating healthier and it sort of catches that consciousness inside of all of us. It would be a great thing to say ‘Ya, I should be doing it’. This is the one that makes it click”





Findings

- How can eating healthy help you to stay healthy? /Quoi manger pour demurer en santé?

“Because the ultimate goal is staying healthy”

“Straight and to the point”

Participants found these questions to be more appealing because of their short, punchy, clear and simple nature. In summary, the more positive reactions were to those versions that employed shorter texts, simple language and messages which were perceived to be speaking to participants at a personal level, yet broad enough to draw a larger audience in. Reflecting the natural pattern or sequence in which those browsing the web move from the general to the specific, participants felt a broad question would more effectively draw them in to drill down for more specific information on Nutrition Facts, food nutrients and diets. As an aside, some participants in the French groups also noted that the use of personal pronouns, (e.g. “vous”), might be more suited to targeting individuals rather than a generic question with no personal pronoun.

As an example, the question “Want to make healthier food choices?” prompted participants to think about the “how” and thus want to drill down further into the site to explore this and discover the answers. When respondents are prompted to think about the the question of “how,” they expect the subsequent levels of the web site to respond to this query. One participant also commented positively on the idea of knowing more and being able to respond to her children’s questions about healthy foods:

“For me I need to know more about the nutrient contents. I always say to my kids ‘Don’t eat that -that is not healthy’, and their question is ‘Why?’ Now I don’t know, but I want to be able to say because it has this and that and that.”

Participants very clearly noted the linkage between the banners and the other components of the campaign. However, they did also suggest that the web banner ads should incorporate a similar theme or image as the print ad and coupon, (e.g. include the mother and daughter image).

E. Evaluation of the New Healthy Eating Coupon

Participants noticed that these coupons, while addressing the same messages and themes regarding healthy eating and Nutrition Facts tables, did not strongly reinforce the branding of the other campaign materials. Suggestions were made that including the picture of the mother and daughter would help to create a visual pull and tie the coupon to the other components of the campaign:





Findings

“I see the TV ad, the internet and the print ad, all the colours – the red and the beige – but I don’t see the coupon fitting in. The picture of the child maybe should be on there or of the mother so we associate the child and the mother and everything flows.”

“Keep the image of the family consistent”

While the front of the coupon was generally perceived as text heavy, the Nutrition Facts table component and the red arrows were positively regarded by participants. On the back side of the coupon the word “free” did attract participants’ attention, and some felt this appeal should have more prominence and perhaps be more prominently shown on the front side of the coupon:

“I think the fact that you are trying to pass on the information about the free copy, then it should be on the front of the coupon.”

Participants also suggested placing greater emphasis on the slogan and the Health Canada logo, perhaps by locating the slogan on the front side of the coupon.

“The Health Canada [logo] is a good thing, it attracts you”

“I would have the government logo on the front side too”

“Make the slogan more prominent”

In addition, there was some discussion about the yellow colour of the coupon. While serving to make the coupon quite noticeable, it also tended to prompt associations with “no frills” or low-cost/sale items by participants in both the English and French groups. Some noted that they generally tend to associate the colour green more strongly with healthy eating, by comparison. Based on this discussion, there is a possibility that inaccurate, and possibly misdirected, associations may be made by consumers who view the coupon. At the very minimum, it is the one element of the creative materials examined that many participants felt was inconsistent with the general “look and feel” of the whole campaign.

Participants understood the benefit of this coupon, however they were unsure as to whether it was enough to entice them to read or take the coupon. This perception stemmed from the idea that the coupon does not offer a “useful” take-away such as a fact, dollar discount or recipe. Rather, the coupon relays information and a message that directs consumers to where they could get additional advice or information.



Findings

Participants were also uncertain about the most effective placement of the coupon, as some were not convinced that it belongs on a store shelf, next to specific products. Furthermore, participants noted that they are often rushed when grocery shopping and may not take the time to take the coupon and look at it while in they are in the store, thereby reducing its effectiveness in prompting consumers to make healthier food choices and use the Nutrition Facts table at the time they are making their selections. When prompted, participants in more than one group indicated that if there was no other reasonable alternative than to place the coupon on store shelves, they would recommend locating it somewhere in the vicinity of the staple goods sections of the store (e.g. bread, eggs, dairy or meat).

Ideally, participants felt the coupon should be positioned at the point of purchase or in a grocery flyer, the latter being a more appropriate reminder to consumers who are beginning their shopping rather than finalizing their grocery purchases at the cash. Another suggestion was to have the coupon placed on the back panel of the grocery cart's front basket so consumers would automatically see the coupon upon taking a cart and presumably grab a tear-away once they reached the cash.



V. Appendix A – Recruiting Guides



A. English Recruiting Guide

**Health Canada
Healthy Eating – Ad Test
Recruiting Script
FINAL – November 23rd, 2007**

Good morning/afternoon. My name is _____ and I am calling from *The Strategic Counsel* a national public opinion research firm. We would like to invite you to attend a discussion group that is being conducted on behalf of the Government of Canada.

Your participation is completely voluntary and all your answers are confidential. They will be used for research purposes only. We are simply interested in hearing your opinions – no attempt will be made to sell you anything. The format is a “round table” discussion led by a research professional. Any personal information that you share with us will remain confidential. Any reports that are produced from the series of discussion groups we are holding will not contain comments that are attributed to specific individuals. And, upon completion of the project, all reports will be made publicly available through the Library and Archives of Canada and the Library of Parliament.

But before we invite you to attend, we need to ask you a few questions to ensure that we get a good mix/variety of people in each of the groups. May I ask you a few questions?

YES - CONTINUE

NO - THANK AND TERMINATE

1. First, are you or is any member of your household or your immediate family employed in: Market Research, Advertising, Marketing, Public Relations, Any Media (print, radio, TV.), or Government, either at the federal, provincial or municipal level?

IF YES, THANK AND TERMINATE CALL

IF NO, CONTINUE

IF REFUSED, THANK AND TERMINATE CALL

2. Are you familiar with the concept of a focus group?

IF YES, CONTINUE

IF NO, EXPLAIN FOLLOWING “*a focus group consists of eight to ten participants and one moderator. During a two-hour session, participants are asked to discuss a wide range of issues related to the topic being examined.*”

3. How comfortable are you in expressing your views in public, reading written materials or looking at images projected onto a screen?

Very Comfortable

Somewhat Comfortable



Somewhat Uncomfortable (THANK & TERMINATE)

Very Uncomfortable (THANK & TERMINATE)

4. Have you participated in a focus group for which you received a sum of money?

YES NO – Skip to Q.5 and Continue

IF YES – How long ago was that? _____
(TERMINATE IF LESS THAN 12 MTHS)

How many have you been involved with? _____
(TERMINATE IF MORE THAN 3 FOCUS GROUPS)

Were any of these groups being conducted on behalf of the Government of Canada?
(IF YES, THANK AND TERMINATE)

5. Which of the following age categories do you fall into?

Under 18
18- 24
25-34
35-44
45-54
55-64
65-75
75 +

6. Are you a parent or guardian of children between the ages of two and twelve years?

YES - CONTINUE

NO - THANK AND TERMINATE

7. How old are your children? (select all that apply) (ENSURE GOOD REPRESENTATION OF PARENTS WITH CHILDREN FROM THESE VARIOUS AGE GROUPS).

2 – 4 years old
5 – 7 years old
8 – 10 years old
11– 12 years old

8. And, which of the following income categories would your annual **household** income for 2006 fall into? (ENSURE THAT EACH CITY HAS ONE LOW INCOME GROUP (UNDER \$40K) AND ONE MID TO HIGH INCOME GROUP (OVER \$40K). WITHIN EACH OF THESE CATEGORIES, TO THE EXTENT POSSIBLE, ENSURE MIX OF INCOME LEVELS.)

Under \$20,000	Lower income
\$20,000-\$29,999	Lower income
\$30,000-\$39,999	Lower income



\$40,000-\$49,999	Mid income
\$50,000-\$59,999	Mid income
\$60,000-\$69,999	Mid income
\$70,000-\$79,999	Mid income
\$80,000-\$89,999	Higher income
\$90,000-\$99,999	Higher income
\$100,000-\$124,999	Higher income
\$125,000 +	Higher income

9. What is the highest level of education that you have completed?

Have not completed high school
Completed high school
Some college
Completed college
Some university
Completed university (with undergraduate degree)
Post-graduate degree (current or completed)

10. And, what is your current occupation?

Student
Homemaker
Unemployed
Disability benefits
Retired
Management
Business, Finance, Administration
Sciences (Natural or Applied)
Health
Social Sciences, Education or Religion
Sales and Service
Arts, Culture, Recreation or Sport
Trades, Transport, Equipment Operators and Related Occupations
Processing, Manufacturing, Utilities
Other: Please specify _____

11. Record gender (ENSURE 2/3rds in each group are women)

Male
Female

I would like to invite you to attend this session on (give city particulars, dates and times):



SCHEDULE OF GROUPS

Date	Location	Facility	Language	Time of Groups
Wednesday, Dec. 5 th	Toronto	Metroline Research Group Inc. 704-110 Eglinton Avenue East Toronto, Ontario M4P 2Y1 Tel: (416)440-2885 Fax: (416)440-2801	English	5:30 p.m.
				7:30 p.m.
Thursday, Dec. 6 th	Montréal	Leger Marketing Suite 700 507 Place D'Armes Montréal, QC H2Y 2W8	French	5:30 p.m.
				7:30 p.m.

This is a firm commitment. If you envision anything preventing you from attending (either home- or work-related), please let me know now and we will keep your name for a future study.

General Recruitment Specs:

- All groups will be conducted in English, except for the Montréal groups, which will be conducted in French.
- Two-thirds (66%) of each group should be women
- Good representation of parents with children from various age categories between 2 and 12 years of age.
- Each city will have one group recruited from low-income households (under 40K/year) and one group with middle-to-high income households (40K/year and over).
- Good mix of occupations, age and educational attainment, with consideration to above specifications.

Incentive: \$50 in all locations

B. French Recruiting Guide

**Santé Canada
Alimentation saine – Test de la publicité
Script de recrutement
FINALE – Le 23 novembre 2007**

Bonjour / bonsoir, je suis _____ et je vous appelle de la part du *Strategic Counsel*, une firme nationale de sondage de l'opinion publique. Nous aimerions vous inviter à participer à un groupe de discussion pour le compte du gouvernement du Canada.

Votre participation est entièrement volontaire. Toutes vos réponses seront traitées de manière confidentielle, et elles ne seront utilisées qu'aux fins de cette recherche. Nous sommes tout simplement intéressés à



connaître votre opinion – en aucune façon n’essaierons-nous de vous vendre quoi que ce soit. Le format de la discussion est une table ronde menée par un professionnel de la recherche. Tous les renseignements personnels que vous nous communiquerez demeureront strictement confidentiels. Les rapports qui découleront de la série de groupes de discussion que nous organisons ne contiendront pas de commentaires attribués à des personnes précises. Une fois le projet de recherche complété, les rapports seront toutefois mis à la disposition du public via Bibliothèque et Archives Canada ainsi que la Bibliothèque du Parlement.

Mais avant de vous demander de participer, nous avons quelques questions à vous poser afin de nous assurer d’avoir un bon équilibre / une bonne variété de gens dans chaque groupe. Puis-je vous poser quelques questions ?

Oui - CONTINUER

Non – REMERCIER ET METTRE FIN À L’APPEL

1. Premièrement, est-ce que vous travaillez, ou est-ce qu’un membre de votre famille immédiate ou de votre ménage travaille dans le domaine des études de marché, de la publicité, du marketing, des relations publiques, dans les médias (journal, radio ou télévision), ou encore pour le gouvernement, que ce soit fédéral, provincial ou municipal ?

SI OUI, REMERCIER ET METTRE FIN À L’APPEL

SI NON, CONTINUER

SI REFUSE DE RÉPONDRE, REMERCIER ET METTRE FIN À L’APPEL

2. Connaissez-vous le concept d’un groupe de discussion?

SI OUI, CONTINUER

SI NON, EXPLIQUER : « *un groupe de discussion comprend de huit à dix participants et un modérateur. Durant une session d’une heure et demie, les participants sont invités à discuter de divers enjeux reliés au sujet sur lequel porte l’étude* ».

3. Dans quelle mesure êtes-vous à l’aise à l’idée d’exprimer vos opinions en public, de lire des documents sur papier ou de regarder des images projetées sur un écran ?

Très à l’aise

Plutôt à l’aise

Plutôt mal à l’aise

Très mal à l’aise

(REMERCIER ET METTRE FIN À L’APPEL)

(REMERCIER ET METTRE FIN À L’APPEL)

4. Avez-vous déjà participé à un groupe de discussion pour lequel vous avez reçu une somme d’argent ?

OUI NON – Passer à Q.5 et continuer

SI OUI – Il y a combien de temps de cela ? _____

(METTRE FIN À L’APPEL SI CELA FAIT MOINS DE 12 MOIS)

À combien de ces groupes avez-vous pris part au total ? _____

(METTRE FIN À L’APPEL SI PLUS DE 3 GROUPES DE DISCUSSION)



Est-ce qu'un ou plusieurs de ces groupes ont été tenus au nom du gouvernement du Canada ?
(SI OUI, REMERCIER ET METTRE FIN À L'APPEL)

5. Dans lequel des groupes d'âge suivants vous situez-vous ?

Moins de 18 ans
Entre 18 et 24 ans
Entre 25 et 34 ans
Entre 35 et 44 ans
Entre 45 et 54 ans
Entre 55 et 64 ans
Entre 65 et 75 ans
Plus de 75 ans

6. Êtes-vous le parent ou le tuteur d'un enfant âgé de deux à 12 ans?

Oui - CONTINUER

Non - REMERCIER ET METTRE FIN À L'APPEL

7. Quel âge ont vos enfants? (sélectionner toutes les réponses pertinentes) (S'ASSURER D'AVOIR UN BON ÉVENTAIL DE PARENTS AVEC DES ENFANTS DE CES DIVERS GROUPES D'ÂGE).

Entre 2 et 4 ans
Entre 5 et 7 ans
Entre 8 et 10 ans
11 ou 12 ans

8. Et dans laquelle des catégories de revenus suivantes se situe le revenu annuel de votre **ménage** pour l'année 2006 ? (S'ASSURER QU'IL Y A DANS CHAQUE VILLE UN GROUPE DE PARTICIPANTS À REVENU PLUS FAIBLE (MOINS DE 40 000 \$) ET UN GROUPE DE PARTICIPANTS À REVENU MOYEN À ÉLEVÉ (PLUS DE 40 000 \$). DANS CHACUN DE CES GROUPES, DANS LA MESURE DU POSSIBLE, S'ASSURER D'AVOIR UN ÉVENTAIL DE REVENUS.)

Moins de 20 000 \$

Entre 20 000 et 29 999 \$

Entre 30 000 et 39 999 \$

Revenu plus faible

Entre 40 000 et 49 999 \$

Entre 50 000 \$ et 59 999 \$

Entre 60 000 \$ et 69 999 \$

Entre 70 000 \$ et 79 999 \$

Revenu moyen

Entre 80 000 \$ et 89 999 \$

Entre 90 000 \$ et 99 999 \$

Entre 100 000 \$ et 124 999 \$

125 000 \$ +

Revenu plus élevé



9. Quel est le plus haut niveau de scolarité que vous ayez complété ?

Études secondaires non complétées
Diplôme d'études secondaires
Études collégiales en partie
Diplôme d'études collégiales
Études universitaires en partie
Diplôme universitaire (baccalauréat)
Maîtrise ou doctorat (en cours ou complété)

10. Et quelle est votre occupation courante ?

Étudiant-e
Homme ou femme au foyer
Sans emploi
Prestataire de rentes d'invalidité
Retraité-e
Gestion
Affaires, finance, administration
Sciences (naturelles ou appliquées)
Santé
Sciences sociales, éducation ou religion
Vente et services
Arts, culture, loisirs ou sport
Travail manuel, transport, opération de machinerie lourde et fonctions connexes
Transformation, fabrication, services publics
Autre : veuillez préciser _____

11. Noter le sexe (S'ASSURER QUE LES DEUX TIERS DE CHAQUE GROUPE SONT DES FEMMES)

Homme
Femme

J'aimerais vous inviter à participer à une session ayant lieu (dicter le lieu, la date et l'heure du groupe) :

HORAIRE DES GROUPES

Date	Ville	Endroit	Langue	Heure des groupes
Le mercredi 5 décembre	Toronto	Metroline Research Group Inc. 704-110 Eglinton Avenue East Toronto, Ontario M4P 2Y1 Tel: (416)440-2885 Fax: (416)440-2801	Anglais	17 h 30
				19 h 30
Le jeudi 6 décembre	Montréal	Leger Marketing Suite 700 507 Place D'Armes Montréal, QC H2Y 2W8	Français	17 h 30
				19 h 30



Ceci est un engagement ferme. Si vous prévoyez quoi que ce soit qui puisse vous empêcher d'être présent/présente (que ce soit relié à la maison ou au travail), veuillez s.v.p. me le mentionner dès maintenant et nous garderons votre nom pour une étude future.

Spécifications générales de recrutement :

- Tous les groupes se dérouleront en anglais, à l'exception de ceux de Montréal qui se dérouleront en français.
- Les deux tiers (66%) de chaque groupe doivent être des femmes.
- Bonne représentation de parents avec des enfants de diverses catégories d'âges entre 2 et 12 ans.
- Chaque ville aura un groupe composé de participants issus de ménages à plus faible revenu (moins de 40 000 \$ par année) et un groupe composé de participants issus de ménages à revenu moyen à élevé (40 000 \$ et plus par année).
- Bon éventail d'occupations, d'âges et de niveaux de scolarité, tout en tenant compte des spécifications précédentes.

Incitatif : 50 \$ pour tous les groupes



VI. Appendix B – Moderator’s Guides



A. English Moderator's Guide

Moderator's Guide Healthy Eating Ad Testing FINAL – December 4th, 2007

Introduction (5 minutes):

- Introduce moderator and welcome participants to the focus group.
 - As we indicated during the recruiting process, we are conducting focus group discussions on behalf of the Government of Canada. This evening's discussion will focus on health and, in particular, healthy eating habits. We are going to look at an advertisement that has been developed as well as some other promotional materials intended to promote the message of healthy eating. We'll review each of these concepts and discuss your reaction to them.
- The discussion will last approximately 2 hours. Feel free to excuse yourself during the session if necessary.
- Explanation re:
 - Audio/video-taping – The session is being video/audio-taped for analysis purposes, in case we need to double-check the proceedings against our notes. These video-tapes remain in our possession and will not be released to anyone without written consent from all participants.
 - One-way mirror – There are observers representing the government and the creative agency for the ads who will be watching the discussion from behind the glass.
 - Confidentiality – Please note that anything you say during these groups will be held in the strictest confidence. We do not attribute comments to specific people. Our report summarizes the findings from the groups but does not mention anyone by name. The report can be accessed through the Library of Parliament or Archives Canada or via the web site www.porr-rrop.gc.ca.
- Describe how a discussion group functions:
 - Discussion groups are designed to stimulate an open and honest discussion. My role as a moderator is to guide the discussion and encourage everyone to participate. Another function of the moderator is to ensure that the discussion stays on topic.
 - Your role is to answer questions and voice your opinions. We are looking for minority as well as majority opinion in a focus group, so don't hold back if you have a comment even if you feel your opinion may be different from others in the group. There may or may not be others who share your point of view. Everyone's opinion is important and should be respected.
 - I would also like to stress that there are no right or wrong answers. We are simply looking for your opinions and attitudes. It was not a prerequisite coming into the groups that you be an authority on health issues. This is not a test of your knowledge.
- Please note that the moderator is not an employee of the Government of Canada and may not be able to answer some of your questions.
- (Moderator introduces herself/himself). Participants should introduce themselves, using their first names only.



Warm-up/Context: Healthy eating (25 minutes)

- Before we look at the advertising concepts I'd like to get a better sense of what comes to mind when I talk about "healthy eating habits." So, when you think about healthy eating, what are the kinds of images or messages that come to mind? PROBE FOR:
 - Views on portion sizes
 - Types of foods we should be eating more of
 - Types of foods we should be eating less of
- Do you think that people are becoming more health conscious and more conscious of what they are eating?
 - If so, what is behind this trend?
- As a parent, what are some of the biggest challenges that you face in trying to make healthier food choices? PROBE FOR:
 - Making meals is a chore
 - Cost of fresh fruits and vegetables
 - Not enough time to prepare good meals all the time/Too rushed
 - So many products to choose from
 - Not sure about the nutritional value of products
 - Hard to get kids to eat healthy foods (issues re taste, etc.)
- How do you organize your meals in your household?
 - Who decides what your family will eat?
 - Who does most of the cooking or food preparation?
 - Who does the shopping?
 - How involved are your children in the shopping and food preparation?
- As a parent of young children, what are some of the things that you do (or could do) to get your kids more involved in making healthy food choices and eating healthier foods? PROBE FOR:
 - Getting family involved in preparation/doing it together
 - Shopping together
 - Making it fun
 - Family time



- If you wanted to get more information about healthy eating and healthy food choices, where would you go? What sources would you rely on most? PROBE FOR:
 - Canada Food Guide
 - Reading the nutrition information on labels (PROMPT: How many read nutrition information on food product labels? What do you look at? Is this something you have just started doing? If so, what has prompted you to do this?)
 - The Internet
 - Diet books
 - Magazines
 - Media stories
- To what extent do you rely on Health Canada or information from Health Canada for guidance on healthy eating habits?
 - Do you view Health Canada as a credible source for information on healthy eating and healthy food choices? Why/why not?



Today we will be looking at a couple of different advertisements that have been developed for television as well as for use on the Internet and in the grocery store. Please keep in mind that the ads are in close to, but not final form, so the idea is to get your reaction and input before they are finalized. The ordering of presentation of ads should be rotated in each group according to the following chart:

NOTE TO MODERATORS: TWO GROUPS ARE BEING CONDUCTED IN EACH CITY. TV, WEB AND PRINT ADS ARE TO BE ROTATED ACROSS LOCATIONS ACCORDING TO THE FOLLOWING SCHEDULE:

LOCATION	GROUP 1 – UNDER \$40K INCOME	GROUP 2 - \$40K + INCOME
Toronto	TV Web Print	Print TV Web
Montréal	Web TV Print	TV Print Web

Discussion of Overall Reaction to TV Ad (25 minutes)

MODERATOR WILL PRESENT THE TV EXECUTION. REPEAT. THE PARTICIPANTS WILL BE ASKED TO RATE ASPECTS OF THE AD ON A WORKSHEET: OVERALL IMPRESSION, MAIN MESSAGE, LIKES AND DISLIKES, RELEVANCE.



AFTER THE WORKSHEETS ARE COMPLETED INDIVIDUALLY, DISCUSSION OF THE AD WILL BEGIN IN LARGER GROUP.

- Before we discuss your reaction to the ad, I'd like you to jot down three specific things you remember about this ad. These could be words, phrases, colors, music, images or anything. What did you recall? MODERATOR TO RECORD ON FLIP CHART. 
- Overall, what is your reaction to this ad? What are your impressions of the ad? 
- What do you think the ad is trying to tell you? What is the main message that you take away from the ad? 
 - Is this message clear?
 - How believable is this message?
 - Is this a message that is relevant to you? Why or why not?
 - Can you connect personally with this ad? If yes, what specific aspects or parts of the ad do you connect with most? If no, why not?
 - Is this an important message? Why/why not?
 - Who do you think this ad is targeted to? Is it you or someone else? MODERATOR TO PROBE FOR SENSE AS TO AGE GROUP (E.G. PARENTS WITH YOUNGER/OLDER CHILDREN) THE AD IS TARGETED TO.
 - If you don't see yourself in this ad, is there any way that the ad could be altered so that it is more targeted to you?
- Do you find this ad motivating? What does it make you think about/do? Would you do anything as a result of seeing this ad? Explain. PROBE FOR: 
 - Does the ad motivate you to want to get more information about how to use nutrition information on food labels? How? (PROBE FOR: SOURCES OF INFORMATION, e.g. internet, web site, readings, Canada's Revised Food guide...)
 - Does the ad motivate you to alter your own or your family's shopping or eating habits? How?
- Now, how many would say they generally had a positive reaction to/liked this ad? RECORD 
- And, how many would say they generally had a negative reaction to/ disliked this ad? RECORD 
- What was it that you liked about the ad? Why? What was it that you disliked about it? Why?
 - PROMPT: people, music, does anything stick out in particular? 
- In general, did you find the ad believable/credible? Why or why not? 
- Would you change anything about the ad? Do you think anything is out of place, or doesn't work? 
- Is there anything you feel is missing from the ad which you think would make a noticeable improvement? Why? 



- PROMPT: If a father-figure was added to the ad, do you think that it would make any difference? How so? Would the additional of a father figure add to or detract from the overall ad? Why?
- REPLAY AD AS NECESSARY.

Discussion of TV Ad – Lead-in & Closing Messages (15 minutes)

- Now, I'd like to get your views on what is said in the ad.
- Do you remember what the voice said at the start of the ad? (MODERATOR TO COLLECT RESPONSES, THEN PROMPT WITH ACTUAL WORDING: *"To make wise food choices for you and your family, compare the nutrition information on food labels – healthy eating is worth it."*) 
 - What does that phrase tell you?
 - What underlying ideas is that phrase trying to convey?
 - Does it make sense to you in the context of the ad that you saw?
- Do you recall what the message at the end of the ad was? (MODERATOR TO COLLECT RESPONSES, THEN PROMPT WITH ACTUAL TEXT OF AUDIO, AND TEXT SHOWN) 
 - How effective is it in encouraging you to get more information?
 - What could be done to make it more effective?
- How many of you would use a 1-800 number or go to a web site to find out more about nutrition fact tables? 
 - What would you expect to find if you phoned this number or went to the web site?
- Do you remember who the sponsor of this ad is? 
- To what extent do you rely on Health Canada or information from Health Canada for guidance on healthy eating habits? 
 - Do you view Health Canada as a credible source for information on healthy eating and healthy food choices? Why/why not?

Discussion of Web Banner Ads (25 minutes)

- How many of you regularly use the internet to search for health information? 
 - And, how many of you have been to the Health Canada web site?
 - What kind of information have you been looking for on the Health Canada web site?

Now, I'm going to show you a series of six different web banner advertisements that have been designed to promote healthy eating. The difference between each is simply the question that is asked as a prompt for people to find out more. I'd like to get your reaction to the text or question.

WEB BANNER ADS TO SHOWN TO PARTICIPANTS SIMULTANEOUSLY. EACH BANNER SHOULD BE LABELLED WITH A NUMBER AS A UNIQUE IDENTIFIER.



- You will notice that each banner has a unique number. I'd like each of you to review each of the phrases/questions and write down on the paper in front of you the question that would be most effective at attracting your attention? 
- Now, I'd like you to jot down the number of the question that would be least likely or least effective at attracting your attention. 
- Discuss responses in large group. Which one of these questions would be most likely to grab your attention? Why? 
- And, which one would be least likely to grab your attention? Why? 
- Now, I'd like to go through some of the other statements and get your reaction to each.
MODERATOR TO WORK THROUGH EACH QUESTION ONE-BY-ONE.
 - What does/does not appeal to you about the way this question is worded? 
 - What do you think it means?
 - Is it asking a different question from some of the other questions? If so, how is it different?
 - ORDER BANNER ADS FROM MOST APPEALING/CLEAR/ATTENTION GRABBING TO LEAST APPEALING/CLEAR/ATTENTION GRABBING.
- When you look across each of these banner ads, are there any specific words or groupings of words that you find awkward or unappealing? Which ones? 
- If the idea is to encourage people to make healthier food choices, better understand nutrition labelling and more about the ingredients of the foods they eat, is there a better way of drawing people in? How would you word the question? BRAINSTORM AS LARGE GROUP TO COME UP WITH AN ALTERNATIVE, AS APPLICABLE. 

Discussion of Print (Flyer) Ad (15 minutes)

- Now, I'd like to show you a mock-up for an advertisement that you might see in a food or parenting magazine, or in a flyer with coupons for grocery shopping.
 - Do you think you would notice this ad? Why? 
 - What do you think about putting ads like this in magazines and grocery flyers? Is this a good/bad idea? Why? 
 - Would you take the time to read this ad?
 - Is it easy to read and understand? Why or why not? 
 - What do you think the ad is trying to achieve? 
 - Would this kind of an ad have any impact on the way you shop for food? 
 - What's your overall reaction to this ad? Do you react positively/negatively? Explain. 



- Would you change anything about this ad? If so, what? PROBE FOR:
 - Style
 - Color
 - Font size
 - Images
- What other locations might be appropriate for this kind of message? Where else would you recommend that ads like this be placed?



TENTATIVE: Discussion of In-Store Coupon

- Now, I'd like to show you a mock-up for a "take-one" type coupon that you might see in a grocery store on a shelf front while grocery shopping.
 - Do you think that you would notice this coupon while shopping? Why?
 - What do you think about putting coupons like this on shelf fronts in grocery stores? Is this a good/bad idea? Why?
 - Would you take one of these coupons?
 - Would you take the time to read this coupon?
 - Is it easy to read and understand? Why or why not?
 - Would you want to go to the website for the free download? Why/Why not?
 - Would you want to call the number for more information?
 - What do you think the coupon is trying to achieve?
 - What's your overall reaction to this coupon? Do you react positively/negatively? Explain.
 - What other locations might be appropriate for this kind of coupon? Where else would you recommend that coupons like this be placed?



Wrap-Up (10 minutes)

- Thinking now about the three different types of ads that you've seen (TV, Web Banner Ads, Flyer Ad), how well do you think the three ads work together as a campaign to encourage people to think more about healthy eating and healthy food choices? Elaborate.
- What do you view as the common element or elements across the series?
- Is there anything more that could be done to tie the campaign together? Explain.





- Do you have any final thoughts or recommendations regarding improvements to any of the ads that we have looked at tonight?



THANK PARTICIPANTS.

B. English Participant Questionnaire

- What is your overall impression of this ad? (Please circle the appropriate number where “1” means you do not like it at all and “7” means you like it a lot)

Do not like it at all						Like it a lot
1	2	3	4	5	6	7

- Please describe in your own words what you think the ad is trying to tell you. What is the main message of the ad?

- What is the one thing you liked best about the ad?

- What did you like least about the ad?

- How relevant is this ad to you personally? (Please circle the appropriate number where “1” means not at all relevant and “7” means extremely relevant)

Not at all relevant						Extremely relevant
1	2	3	4	5	6	7



C. French Moderator's Guide

Guide du modérateur Test des publicités pour une alimentation saine VERSION FINALE – Le 3 décembre 2007

Introduction (5 minutes) :

- Présentez le modérateur et souhaitez la bienvenue aux participants au groupe de discussion.
 - Comme nous l'avons mentionné lors du processus de recrutement, nous organisons des groupes de discussion pour le compte du gouvernement du Canada. La discussion de ce soir portera sur la santé, et plus précisément sur les habitudes alimentaires saines. Nous allons examiner une publicité et d'autres documents promotionnels qui ont été conçus pour promouvoir le message d'une saine alimentation. Nous allons passer chacun de ces concepts en revue et discuter de votre réaction à leur égard.
- La discussion durera environ deux heures. Au besoin, n'hésitez pas à sortir de la salle.
- Expliquez :
 - Enregistrement audio-vidéo - La séance sera enregistrée à des fins d'analyse si nous devons contrevérifier son compte-rendu avec nos notes. Ces bandes vidéo demeurent en notre possession et ne seront transmises à personne sans le consentement écrit de tous les participants.
 - Miroir sans tain – Des observateurs représentant le gouvernement et les agences qui ont conçu les publicités suivront le déroulement de la discussion de l'autre côté du miroir.
 - Confidentialité – Prenez note que tout ce que vous direz au cours de cette discussion demeurera confidentiel. Les auteurs des commentaires ne sont pas identifiés. Notre rapport résume les constatations des groupes, mais ne mentionne aucun nom. Le rapport sera accessible par l'entremise de Bibliothèque et Archives Canada ou du site Web www.porr-rop.gc.ca.
- Décrivez le fonctionnement d'un groupe de discussion.
 - Les groupes de discussion visent à stimuler une discussion ouverte et honnête. Mon rôle en tant que modérateur est de guider la discussion et d'encourager tout le monde à participer. Un des autres rôles du modérateur est de veiller à ce que la discussion ne s'éloigne pas du sujet.
 - Votre rôle est de répondre aux questions et de nous faire part de votre opinion. Nous tenons à connaître l'opinion de la majorité et de la minorité; ainsi, même si vous croyez que votre opinion diffère de celle des autres membres du groupe, faites-nous en part quand même. Qu'il y ait d'autres participants qui partagent votre point de vue ou non, votre opinion est importante et doit être respectée.
 - Je tiens aussi à préciser qu'il n'y a pas de bonnes ou de mauvaises réponses. Nous voulons simplement connaître votre opinion et comprendre votre attitude. Pour participer au groupe, il n'était pas nécessaire que vous soyez un expert en matière de santé. Ce n'est pas un contrôle de vos connaissances.
- Prenez note que le modérateur n'est pas à l'emploi du gouvernement du Canada et ne sera peut-être pas en mesure de répondre à certaines de vos questions.
- (Le modérateur / la modératrice se présente). Les participants doivent se présenter en ne disant que leur prénom.



Contexte : alimentation saine (25 minutes)

- Avant d'examiner les concepts publicitaires, j'aimerais avoir une meilleure idée de ce qui vous vient à l'esprit lorsque je parle « d'habitudes alimentaires saines ». Alors, lorsque vous pensez à une alimentation saine, quels genres d'images ou de messages vous viennent à l'esprit? Interrogez pour :
 - L'opinion sur la taille des portions
 - Les types d'aliments que les gens devraient manger plus
 - Les types d'aliments que les gens devraient manger moins
- Croyez-vous que les gens se préoccupent davantage de leur santé et sont plus conscients de ce qu'ils mangent?
 - Si c'est le cas, d'où vient cette tendance?
- En tant que parents, quels sont certains des plus grands défis auxquels vous faites face en essayant de faire des choix alimentaires plus sains? Interrogez pour :
 - Préparer les repas est une corvée
 - Coût des fruits et légumes frais
 - Manque de temps pour préparer de bons repas tout le temps
 - Trop pressé
 - Tant de produits parmi lesquels choisir
 - Incertain-e de la valeur nutritive des produits
 - Difficile de faire manger des aliments sains aux enfants (problèmes de goût, etc.)
- Comment organisez-vous les repas dans votre foyer?
 - Qui décide de ce que votre famille mangera?
 - Qui s'occupe surtout de la cuisine ou de la préparation des aliments?
 - Qui fait les emplettes?
 - À quel point vos enfants participent-ils aux emplettes et à la préparation des aliments?
- En tant que parent de jeunes enfants, qu'est-ce que vous faites (ou pourriez faire) pour que vos enfants fassent davantage de choix alimentaires sains et mangent des aliments plus sains? Interrogez pour :
 - Faire participer la famille à la préparation des repas/ le préparer ensemble
 - Faire les emplettes ensemble
 - Rendre l'activité amusante
 - Temps en famille
- Si vous désiriez plus d'information au sujet d'une alimentation saine et des choix alimentaires sains, où iriez-vous? À quelles sources vous fieriez-vous le plus? Interrogez pour :



- Guide alimentaire canadien
- Lire l'information nutritionnelle sur les étiquettes (Combien d'entre vous lisent l'information nutritionnelle sur les étiquettes des produits alimentaires? Que regardez-vous? Est-ce quelque chose que vous faites depuis peu? Si c'est le cas, qu'est-ce qui vous a poussé à le faire?)
- Internet
- Livres sur l'alimentation
- Magazines
- Reportages dans les médias
- Dans quelle mesure vous fiez-vous à Santé Canada ou à l'information émise par Santé Canada pour vous guider en matière d'habitudes alimentaires saines?
 - Percevez-vous Santé Canada comme une source d'information crédible quant à une alimentation saine et aux choix alimentaires sains? Pourquoi/Pourquoi pas?

Aujourd'hui, nous allons regarder quelques publicités qui ont été conçues pour la télévision, Internet et les épiceries. Veuillez garder à l'esprit que ces publicités ne sont pas sous leur forme finale. Le but est donc de voir votre réaction et de recueillir vos commentaires avant qu'elles ne soient finalisées. L'ordre de présentation des publicités devrait être renouvelé dans chaque groupe comme indiqué dans le tableau qui suit :

REMARQUE À L'INTENTION DES MODÉRATEURS : DEUX GROUPES SONT ORGANISÉS DANS CHAQUE VILLE. LES PUBLICITÉS POUR LA TÉLÉVISION, LE WEB ET LES MÉDIAS IMPRIMÉS DOIVENT ÊTRE RENOUVELÉES À CHAQUE ENDROIT COMME SUIT :

EMPLACEMENT	GROUPE 1 – REVENU INFÉRIEUR À 40 000 \$	GROUPE 2 - REVENU DE 40 000 \$ OU PLUS
Toronto	Télévision Web Imprimés	Imprimés Télévision Web
Montréal	Web Télévision Imprimés	Télévision Imprimés Web

Discussion à propos de la réaction générale à la publicité télévisée (25 minutes)

LE MODÉRATEUR PRÉSENTERA LE CONCEPT TÉLÉVISION. RÉPÉTEZ. LES PARTICIPANTS DEVONT NOTER DES ASPECTS DE LA PUBLICITÉ SUR UNE FEUILLE DE TRAVAIL : IMPRESSION GÉNÉRALE, MESSAGE PRINCIPAL, ASPECTS QUI PLAISENT ET DÉPLAISENT, PERTINENCE.



UNE FOIS LES FEUILLES DE TRAVAIL COMPLÉTÉES INDIVIDUELLEMENT, LA DISCUSSION À PROPOS DE LA PUBLICITÉ AURA LIEU EN PLUS GRAND GROUPE.

- Avant de discuter de votre réaction à la publicité, j'aimerais que vous écriviez trois choses précises dont vous vous souvenez à propos de cette publicité. Il peut s'agir de mots, de phrases, de couleurs, de musique, d'images ou de quoi que ce soit d'autre. De quoi vous souvenez-vous? LE MODÉRATEUR L'INSCRIT AU TABLEAU DE PAPIER.
- Dans l'ensemble, quelle est votre réaction à cette publicité? Quelles sont vos impressions de la publicité?
- Que croyez-vous que cette publicité essaie de vous communiquer? Quel est le message principal que vous retenez de la publicité?
 - Ce message est-il clair?
 - À quel point ce message est-il crédible?
 - Est-ce un message pertinent pour vous? Pourquoi ou pourquoi pas?
 - Cette publicité vous rejoint-elle personnellement? Si oui, quels aspects précis, ou parties de la publicité, vous rejoignent le plus? Si non, pourquoi pas?
 - Est-ce un message important? Pourquoi ou pourquoi pas?
 - À qui croyez-vous que cette publicité s'adresse? Est-ce vous ou quelqu'un d'autre? LE MODÉRATEUR INTERROGE POUR DÉTERMINER LE GROUPE D'ÂGE (P.EX. PARENTS AVEC DE JEUNES ENFANTS / DES ENFANTS PLUS ÂGÉS) QUE CIBLE LA PUBLICITÉ.
 - Si cette publicité ne vous rejoint pas, est-ce qu'elle pourrait être modifiée pour qu'elle s'adresse davantage à vous?
- Trouvez-vous cette publicité motivante? À quoi vous fait-elle penser? Qu'est-ce qu'elle vous fait faire? Feriez-vous quelque chose après avoir vu cette publicité? Expliquez. INTERROGEZ POUR :
 - Est-ce que la publicité vous motive à obtenir plus d'information au sujet de la façon d'utiliser l'information nutritionnelle qui se trouve sur les étiquettes des produits alimentaires? Comment? (INTERROGEZ POUR : SOURCES D'INFORMATION, p.ex. Internet, site Web, lectures, Guide alimentaire canadien révisé...)
 - Est-ce que la publicité vous motive à changer vos propres habitudes d'emplettes ou alimentaires ou celles de votre famille? Comment?
- Maintenant, combien d'entre vous diraient, qu'en général, ils ont eu une réaction positive à cette publicité/aimé cette publicité. INSCRIVEZ.
- Et combien d'entre vous diraient, qu'en général, ils ont eu une réaction négative à cette publicité/n'ont pas aimé cette publicité. INSCRIVEZ.
- Qu'est-ce que vous avez aimé de la publicité? Pourquoi? Qu'est-ce que vous n'avez pas aimé de la publicité? Pourquoi?



- INTERROGEZ : gens, musique, y a-t-il un aspect qui ressort en particulier?
- En général, avez-vous trouvé la publicité crédible? Pourquoi ou pourquoi pas?
- Changeriez-vous quelque chose dans la publicité? Croyez-vous que quelque chose n'a pas sa place, ou ne fonctionne pas?
- Selon vous, y a-t-il quelque chose qui manque à cette publicité et qui pourrait l'améliorer? Pourquoi / Comment ?
- SONDER : Si une figure paternelle était ajoutée à la publicité, pensez-vous que ça ferait une différence? Comment? Est-ce que l'addition d'une figure paternelle améliorerait ou diminuerait l'attrait général de la publicité?
- REPASSEZ LA PUBLICITÉ AU BESOIN.

Discussion au sujet de la publicité télévisée – Messages d'ouverture et de fermeture (15 minutes)

J'aimerais maintenant connaître votre opinion sur ce qui est dit dans la publicité. Vous souvenez-vous de ce qui est dit au début de la publicité? (Notez les réponses, puis interrogez avec la formulation exacte: *«Pour faire des bons choix pour toute la famille, consultez et comparez les étiquettes nutritionnelles des aliments – il est si bon de manger santé.»*)

- Qu'est-ce que cette phrase vous dit?
- Quelles idées sous-jacentes cette phrase essaie-t-elle de communiquer?
- Est-ce que cela a du sens pour vous dans le contexte de la publicité que vous avez vue?
- Vous souvenez-vous du message à la fin de la publicité? (Notez les réponses, puis interrogez avec le texte réel de l'audio et le texte affiché.)
 - À quel point est-ce efficace pour vous encourager à obtenir plus d'information?
 - Qu'est-ce qui pourrait être fait pour le rendre plus efficace?
- Combien d'entre vous utiliseraient le numéro 1 800 ou iraient au site Web pour obtenir plus d'information à propos des tableaux de données nutritives?
 - Que vous attendez-vous à trouver si vous téléphonz à ce numéro ou alliez au site Web?
- Vous souvenez-vous du commanditaire de cette publicité?
- À quel point vous fiez-vous à Santé Canada ou à l'information émise par Santé Canada pour vous guider en matière d'habitudes alimentaires saines?
 - Percevez-vous Santé Canada comme un source d'information crédible sur les habitudes alimentaires saines et les choix alimentaires sains? Pourquoi ou pourquoi pas?

Discussion à propos des bannières publicitaires sur le Web (25 minutes)

- Combien d'entre vous utilisent régulièrement Internet pour chercher de l'information à propos de la santé?
 - Et combien d'entre vous ont visité le site Web de Santé Canada?



- Quel genre d'information avez-vous cherché au site Web de Santé Canada?

Je vais maintenant vous montrer une série de six bannières publicitaires différentes destinées au Web et qui ont été conçues pour promouvoir une alimentation saine. La différence entre chacune d'entre elles est simplement la question posée pour inviter les gens à s'informer davantage. J'aimerais avoir votre réaction au texte ou à la question.

LES BANNIÈRES PUBLICITAIRES DOIVENT ÊTRE MONTRÉES AUX PARTICIPANTS SIMULTANÉMENT. CHAQUE BANNIÈRE DEVRAIT ÊTRE ÉTIQUETÉE AVEC UN NUMÉRO COMME IDENTIFIANT UNIQUE.

- Vous allez remarquer que chaque bannière comporte un numéro unique. J'aimerais que chacun d'entre vous examine chacune des phrases/questions et écrive sur le papier devant lui la question qui serait la plus efficace pour attirer votre attention?
- J'aimerais maintenant que vous écriviez le numéro de la question qui serait la moins susceptible d'attirer votre attention ou la moins efficace pour le faire.
- Discutez des réponses en grand groupe. Laquelle de ces questions serait la plus susceptible d'attirer votre attention? Pourquoi?
- Et laquelle serait la moins susceptible d'attirer votre attention? Pourquoi?
- J'aimerais maintenant passer au travers de quelques-uns des autres énoncés et obtenir votre réaction à chacun d'entre eux. LE MODÉRATEUR MENTIONNE CHAQUE QUESTION UNE À LA FOIS.
 - Qu'est-ce que vous trouvez attrayant ou non attrayant dans la façon dont la question est formulée?
 - Qu'est-ce que cela signifie selon vous?
 - Est-ce qu'elle pose une question différente de certaines des autres questions? Si c'est le cas, en quoi est-elle différente?
 - PLACEZ LES BANNIÈRES DE LA PLUS ATTRAYANTE, PLUS ÉVIDENTE, QUI ATTIRE LE PLUS L'ATTENTION À LA MOINS ATTRAYANTE, MOINS ÉVIDENTE ET QUI ATTIRE LE MOINS L'ATTENTION
- Lorsque vous regardez chacune de ces bannières publicitaires, y a-t-il des mots précis ou des groupes de mots que vous trouvez bizarres ou peu attrayants? Lesquels?
- Si l'idée est d'encourager les gens à faire des choix alimentaires plus sains, à mieux comprendre l'étiquetage nutritionnel et à en savoir davantage au sujet des ingrédients des aliments qu'ils mangent, y a-t-il une meilleure façon d'attirer leur attention? Comment formuleriez-vous la question? FAITES DU REMUE-MÉNINGES EN GRAND GROUPE AFIN DE TROUVER UNE FORMULATION DE RECHANGE, S'IL Y A LIEU.

Discussion à propos de la publicité imprimée (circulaire) (15 minutes)



- J'aimerais maintenant vous montrer une copie factice d'une publicité que vous pourriez voir dans un magazine sur la nutrition ou à l'intention des parents, ou encore dans une circulaire avec des bons de réduction pour des achats d'épicerie.
- Croyez-vous que vous remarqueriez cette publicité? Pourquoi?
- Que pensez-vous de placer des publicités comme celle-ci dans des magazines et des circulaires d'épicerie? Est-ce une bonne ou une mauvaise idée? Pourquoi?
- Prendriez-vous le temps de lire cette publicité?
 - Est-elle facile à lire et à comprendre? Pourquoi ou pourquoi pas?
- Qu'est-ce que la publicité essaie de faire d'après vous?
- Est-ce que ce type de publicité aurait un impact sur la façon dont vous magasinez des aliments?
- Quelle est votre réaction globale à cette publicité? Est-ce que vous réagissez positivement ou négativement? Expliquez.
- Changeriez-vous quelque chose à propos de cette publicité? Si c'est le cas, quoi? Interrogez pour :
 - Style
 - Couleur
 - Taille des caractères
 - Images
- Quels autres endroits pourraient être appropriés pour ce genre de message? Où ailleurs recommanderiez-vous de placer des publicités comme celle-ci?

PROVISOIRE : Discussion à propos du coupon en magasin

- J'aimerais maintenant vous montrer un modèle d'un type de coupon « prenez-moi » que vous pourriez voir dans une épicerie devant une tablette alors que vous magasinez.
- Croyez-vous que vous remarqueriez ce coupon en magasinant? Pourquoi?
- Que pensez-vous du fait de placer des coupons comme celui-ci sur le devant des tablettes des épiceries? Est-ce une bonne ou une mauvaise idée? Pourquoi?
- Prendriez-vous un de ces coupons?
- Prendriez-vous le temps de lire ce coupon?
 - Est-il facile à lire et à comprendre? Pourquoi ou pourquoi pas?
 - Voudriez-vous aller au site Web pour le téléchargement gratuit? Pourquoi ou pourquoi pas?
 - Voudriez-vous appeler le numéro pour avoir plus d'information?
- Qu'est-ce que ce coupon essaie de faire d'après vous?



- Quelle est votre réaction générale à ce coupon? Est-ce que vous réagissez positivement ou négativement? Expliquez.
- Quels autres endroits pourraient être appropriés pour ce genre de coupon? Où ailleurs recommanderiez-vous de placer des coupons comme celui-ci?

Conclusion (10 minutes)

- En pensant maintenant aux trois différents types de publicités que vous avez vus (télévision, bannière publicitaire, publicité dans circulaire), à quel point croyez-vous que ces trois publicités fonctionnent bien ensemble dans le cadre d'une campagne pour encourager les gens à penser davantage à une alimentation saine et à des choix alimentaires sains? Élaborez.
- Quel est, selon vous, l'élément ou les éléments commun(s) de la série?
- Y a-t-il autre chose à faire pour lier la campagne? Expliquez.
- Avez-vous d'autres commentaires ou recommandations à formuler au sujet des améliorations qui pourraient être apportées à n'importe laquelle des publicités que vous avez regardées ce soir?

REMERCIEZ LES PARTICIPANTS.

D. French Participant Questionnaire

1. Quelle est votre impression générale de cette publicité? (Veuillez encercler le nombre approprié, alors que « 1 » signifie que vous ne l'aimez pas du tout, et « 7 » que vous l'aimez beaucoup.)

Ne l'aime pas du tout						L'aime beaucoup
1	2	3	4	5	6	7

2. Veuillez décrire dans vos propres mots ce que vous pensez que la publicité essaie de vous communiquer. Quel est le message principal de la publicité?

3. Qu'est-ce que vous avez aimé le plus au sujet de la publicité?



4. Qu'est-ce que vous avez aimé le moins au sujet de la publicité?

5. À quel point cette publicité est-elle pertinente pour vous personnellement? (Veuillez encircler le nombre approprié alors que « 1 » signifie qu'elle n'est pas du tout pertinente et « 7 » qu'elle est extrêmement pertinente)

Pas du tout pertinente							Extrêmement pertinente
1	2	3	4	5	6	7	