

Healthy Eating Campaign Testing of Creative Concepts and Messages

Quantitative and Qualitative Findings

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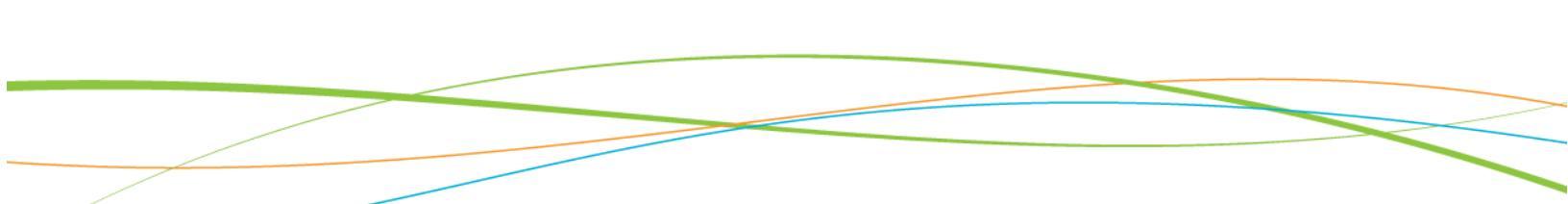


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Executive Summary

Harris/Decima is pleased to present this report to Health Canada summarizing the findings of quantitative and qualitative research conducted to assess materials for the Healthy Eating Campaign.

The Healthy Eating campaign will take place in 2013 and will involve a variety of outreach and promotional tactics.

The objective of this research was to test the various outreach and promotional components in advance of their public use to ensure that the creative concepts and messages foster awareness and acceptance by the target audience. This research will be used by Health Canada to develop creatives for a marketing campaign, planned for 2013, in support of departmental priorities to help Canadians improve their overall nutritional health. Moreover, this research will also assist the department in determining the effectiveness and appropriateness of the messaging and to ensure that the call-to-actions resonate with the intended audience. The total cost to conduct this research was \$75,199.35, including HST.

To meet these objectives, Harris/Decima conducted a two-part research program.

The **quantitative phase** consisted of an online survey using Harris/Decima's proprietary online panel. We conducted surveys with 1,800 parents of children aged 2-12 living at home. Surveys were conducted between June 28 and July 12, 2012 (in English and French) and took an average of 17 minutes to complete. MRIA guidelines preclude us from reporting a margin of error for online panel studies.

For this quantitative online survey, respondents were asked questions about their meal planning habits, grocery shopping, reading nutrition labels, and concern about sodium intake. They were then asked to examine and evaluate the various creatives in terms of general impression, clarity, and credibility.

The **qualitative phase** included focus groups conducted in three cities. Two groups were held in each of: Montreal (December 3, 2012, in French), Toronto (December 4, 2012, in English), and Calgary (December 5, 2012, in English). In each location, there were two focus group sessions: one session was held with parents of children aged 2 – 12 living at home with a medium to high socio-economic status, i.e. family income \$60K or higher and at least some post-secondary education (high SES), and one session was held with parents of children aged 2 – 12 living at home with a lower socio-economic status, i.e. family income less than \$60K and no post-secondary education (low SES).

The focus groups were conducted using a discussion guide that explored meal planning, grocery shopping, and restaurant habits before turning respondents' attention to the creatives. Participants examined each factsheet and print

creative, and then discussed the creative in terms of its design, its impact, its relevance, and its credibility.

The key findings from the quantitative and qualitative research are presented below.

Quantitative Findings

- **As a starting point, parents exhibit some positive behaviours with respect to reading labels.** Indeed, a small majority say that they read the Nutrition Facts table on a fairly regular basis. Moreover, they are reading them for a variety of nutritional information, including sodium. In fact, 30% of those surveyed say they *always* read the labels for sodium content, putting it in the same range as fats (32%), calories (30%), and slightly below sugars (35%), but substantially higher than fibre (19%), carbohydrates (19%), and calcium (7%).
- **Concern about sodium in the diet is modest.** The research indicates that about one in three parents surveyed are at least very concerned about the sodium content in their diet. The remainder tends to be modestly or not very concerned about it. This lack of concern about sodium intake poses a potential barrier to messaging; many may not be receptive to messages about sodium since they aren't concerned about it to begin with.
- **There is high potential to increase awareness and motivate a change in behaviour; most respondents are not set in their ways when it comes to sodium.** While 12% of respondents fall into the *disengaged* segment (low or no concern about sodium, low to no action with respect to reading NFts), and another 11% can be classified as *confidently convinced* (consistently read NFts for most nutrients), the remaining respondents had more varied levels of engagement in terms of reading NFts and their level of concern about sodium in their diet.
- **Generally speaking, the creatives tested resonated fairly well with participants.** Overall, participants provided neutral to positive favourable impressions and ratings on key creative aspects such as credibility, the appropriateness of the language, and conveying the right tone. In some cases, creatives were less effective at prompting new learnings or providing new information, suggesting that the creatives tested are reinforcing messages.
- **While the objective was to gather comprehensive insights into all concepts (rather than pick a “winning” concept), certain messages resonated stronger than others.** Specifically, messages that focused on sodium rather than general healthy eating appeared to make a stronger connection with participants than more generic messages.
- **The creatives appear to prompt action among those in all sodium concern and behaviour segments.** Even among the *disengaged* segment, the messages tested appear to resonate with some of this group. That said, the middle segment (i.e. *low hanging fruit*) appears to be the group where there may be the greatest gains in impacting knowledge and/or behaviour. This is likely because they are either moderately concerned, and sometimes already performing some desirable action.

- **Self-reported actions directly relate to the types of information participants receive from the message.** For instance, messages that participants thought focused on reading labels were likely to prompt an action of reading labels.
- **Generally speaking, few demographic differences are present.** In cases where they were present, women were more apt to be receptive to messages, as well as more likely to act as a result of the messages. Very few regional variations exist.

Qualitative Findings

- While all participants displayed some understanding of what constitutes healthy eating and most indicated taking at least some measures in trying to avoid unhealthy eating choices, **the level of dedication to this objective varied widely both across SES groups and within each group.**
- **There appeared to be contrasting levels of engagement between the two segments (low and high SES), suggesting that the differing levels of adoption and appreciation for healthy eating might require slightly different approaches.** High SES participants tended to be more advanced in their meal planning, and generally had a greater appetite for new suggestions. Low SES participants were often less advanced in healthy eating habits, and tended to describe barriers such as lifestyle and convenience that would handicap any communications about planning.
- **The two SES segments differed in behaviour when it comes to restaurants.** The range of restaurants frequented – whether full-serve, quick-serve or take-out – appeared much wider among the higher SES segment than among the lower SES. Regardless of SES, parents tended to describe their restaurant habits as self-forgiving – concern for seeking healthier choices takes a backseat to taste and the “treat” experience.
- **All three factsheets tested were considered modestly attractive, although not terribly eye-catching.** Within the category of government communications – which participants tended to consider relatively uninteresting as a whole – the factsheets appeared to slightly exceed expectations in terms of their design.
- **With respect to images, participants indicated a clear preference for photos with more than one person especially in the context of including the whole family in meal planning/choices.** This was a common reason why the images selected for two of the three factsheets were described as less effective than they could be. Participants offered fairly consistent observations on why these two images (for the *At Home* and *At the Grocery Store* factsheets) did not fit as well with the messaging as they should.
- **None of the creatives really fit with respondents’ pre-conceptions about healthy eating.** In the *At Home* execution, it was not always intuitively

accepted that meal planning leads to healthy eating. Similarly, planning was sometimes seen as a logical leap to link using a list for groceries with healthier eating. Further, there was some discussion about why factsheets about healthy eating include messages about saving time and money.

- **With respect to content, each factsheet certainly contained information that was considered valuable – either as a helpful reminder of wise behaviour or because it offered something new worth considering.** At the same time, each factsheet garnered consistent constructive criticism identifying ways particular messages could be improved.
- **Messages about meal planning and grocery shopping were more familiar and tended to be accepted as reasonable suggestions.** There were exceptions, such as polarized views on the desirability of including children in the planning or shopping processes.
- **In contrast, messages about planning for eating out or ordering in were not well-received by either SES group.** Many participants pointed out that going to a restaurant is a treat and an opportunity to do something special (i.e. eat what they want without feeling guilty). With the exception of research to avoid serious food allergies, the idea of conducting research online prior to eating out/ordering in order to choose healthier restaurant meals was not credible. Further, no one felt it realistic to ask servers to provide nutritional value information at full-service restaurants.
- **With the specific improvements that participants recommended, all three factsheets bear some potential for influencing behaviour,** particularly among those with an existing appetite for ensuring their children develop healthy eating habits.
- **Participants expected to see these factsheets on government websites (i.e. Health Canada), in doctor's offices, hospitals/medical facilities, pharmacies, on a bulletin board in a grocery store, or sent home with kids from school.**
- **The print ad was very well received in all groups.** It was felt to be a colourful, eye-catching creative with a message that was conveyed clearly and efficiently (in fact, the visual alone was regarded as very compelling). Participants felt that the characters were cute and they would appeal to both participants (parents) and their children.
- **Many indicated that the print ad would stimulate an interest in visiting the website for further information.** If they were to visit the website, participants readily offered a variety of elements that would be of interest and would tie into the creative well.

- **Within the context of overwhelmingly positive reactions to the print ad, there were a few constructive criticisms offered.** Few noticed the website address, indicating it is not visible and blends in because it is in the same blue font/colouring used throughout. Some suggested that the font size of the messages needs to be larger.
- **For the most part, the print ad was seen as something that ought to be placed as a poster in schools, parents' magazines, or in transit media such as bus shelters or in subway cars.** Some went so far as to say they would put it up on their fridge – an unusually strong reaction for any print ad, let alone for government communications of any sort.
- **Overall, these focus groups suggest that there is an appetite for messages in support of parents' efforts to improve eating behaviours in their household and instil long-term habits that will help their children be as healthy as possible.** This appetite is not consistent among all parents as there are clearly some who are much more inclined to take advantage of the information than others, but most do appreciate the encouragement and feel the federal government is an appropriate messenger.

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Harris/Decima Inc. certifies that the final deliverables comply with the political neutrality requirement in section 6.2.4 of the Procedures for Planning and Contracting Public Opinion Research in the Government of Canada.



Doug Anderson, Senior Vice President
Harris/Decima Inc.

Sommaire

Harris/Décima a le plaisir de remettre à Santé Canada le présent rapport qui récapitule les résultats de recherche quantitative et qualitative qui ont été menées pour évaluer le matériel destiné à la campagne de saine alimentation.

La campagne de saine alimentation se déroulera en 2013 et comprendra toute une gamme de tactiques de sensibilisation et de promotion.

L'objectif de cette recherche était de tester les divers éléments de sensibilisation et de promotion avant que le tout soit accessible à la population, de façon à s'assurer que les concepts et les messages créatifs favorisent la connaissance et l'acceptabilité du public cible. Santé Canada se servira de la recherche pour développer les concepts créatifs de la campagne de marketing qui est prévue pour 2013 et qui appuiera les priorités du ministère qui souhaite aider les Canadiens à améliorer leur santé nutritionnelle globale. En outre, cette recherche permettra au ministère de déterminer l'efficacité et la pertinence du message et de faire en sorte que les appels à l'action trouvent écho auprès du public visé. Le coût total de la recherche a été de 75 199,35 \$, TVH comprise.

Afin d'atteindre ces objectifs, Harris/Décima a mené un programme de recherche en deux volets.

Dans le cadre du **volet quantitatif**, un sondage Web a été effectué auprès des membres du panel en ligne exclusif de Harris/Décima. Harris/Décima a sondé 1 800 parents qui ont des enfants de 2 à 12 ans à la maison. Les sondages ont eu lieu du 28 juin au 12 juillet 2012 (en français et en anglais) et ont duré 17 minutes en moyenne. En vertu des lignes directrices de l'ARIM, il est impossible d'indiquer une marge d'erreur pour les études réalisées au moyen d'un panel en ligne.

Les répondants de ce sondage quantitatif en ligne devaient répondre à des questions au sujet de leurs habitudes en matière de planification des repas en plus de se pencher sur leurs achats à l'épicerie, la lecture de la valeur nutritive sur les étiquettes et leurs préoccupations quant à l'apport en sodium. Par la suite, ils devaient examiner les divers concepts créatifs et les évaluer en fonction de leur impression générale, de leur clarté et de leur crédibilité.

Dans le cadre du **volet qualitatif**, des groupes de discussion ont eu lieu dans trois villes. Deux groupes se sont déroulés dans chacune des villes suivantes : Montréal (le 3 décembre 2012, en français), Toronto (le 4 décembre 2012, en anglais) et Calgary (le 5 décembre 2012, en anglais). Il y a eu deux séances par ville : une séance réunissait des parents qui avaient des enfants de 2 à 12 ans à la maison et dont le statut socio-économique était moyen ou élevé, c'est-à-dire des parents qui avaient un revenu familial supérieur ou égal à 60 000 \$ et qui avaient au moins entrepris des études postsecondaires (SSE élevé), tandis que l'autre séance réunissait des parents qui avaient des enfants de 2 à 12 ans à la maison et dont le statut socio-économique était moins élevé,

c'est-à-dire des parents qui avaient un revenu familial inférieur à 60 000 \$ et qui n'avaient pas entrepris d'études postsecondaires (SSE faible).

Lors des groupes, le guide de discussion utilisé a permis d'explorer les habitudes des participants quant à la préparation des repas, aux achats à l'épicerie et aux restaurants avant de diriger leur attention vers les concepts créatifs. Les participants ont examiné chaque feuillet d'information et chaque document créatif imprimé et ont ensuite discuté de la conception, de l'impact, de la pertinence et de la crédibilité des concepts.

Les principaux résultats de la recherche quantitative et qualitative sont présentés ci-après.

Résultats du volet quantitatif de la recherche

- **Dès le départ, les parents font montre de certains comportements positifs concernant la lecture des étiquettes.** Une faible majorité d'entre eux affirment en effet qu'ils lisent assez régulièrement le tableau de la valeur nutritive. Ils le lisent en outre pour connaître divers renseignements nutritionnels, y compris la teneur en sodium. En fait, 30 % des personnes interrogées indiquent qu'elles lisent *toujours* les étiquettes pour connaître la teneur en sodium, ce qui confère au sodium sensiblement le même rang que les lipides (32 %) et les calories (30 %), un rang un peu plus bas que les sucres (35 %), mais un rang considérablement plus élevé que les fibres (19 %), les glucides (19 %) et le calcium (7 %).
- **La quantité de sodium dans l'alimentation préoccupe peu les gens.** La recherche révèle qu'environ un parent sondé sur trois est au moins très préoccupé par la teneur en sodium dans l'alimentation. Les autres sont généralement modérément ou pas très préoccupés à ce sujet. Ce manque de préoccupation pourrait s'avérer un obstacle au message véhiculé; de nombreuses personnes pourraient ne pas être réceptives aux messages sur le sodium étant donné que le sodium ne les préoccupe pas de prime abord.
- **Les possibilités de parvenir à sensibiliser davantage la population et à susciter un changement de comportement sont grandes, car la plupart des répondants n'ont pas d'opinion arrêtée sur le sodium.** Alors que 12 % des répondants se classent parmi les *désengagés* (préoccupation faible ou nulle à l'égard du sodium, lisent rarement ou jamais le tableau de la valeur nutritive) et que 11 % d'entre eux peuvent être classés parmi les gens *assurément convaincus* (lisent toujours les renseignements fournis dans le tableau de la valeur nutritive à propos de la majorité des nutriments), le niveau d'engagement des autres répondants varie davantage lorsqu'il est question de lire le tableau de la valeur nutritive et de se préoccuper de la quantité de sodium dans leur alimentation.
- **Dans l'ensemble, les concepts créatifs testés génèrent d'assez bonnes réactions chez les participants.** Globalement, les impressions et les évaluations des participants sont neutres ou favorables lorsqu'ils se prononcent sur les aspects clés des concepts tels que la crédibilité, l'utilisation du vocabulaire approprié et la justesse du ton. Dans certains cas, les concepts sont moins efficaces pour apprendre des choses ou fournir de nouveaux renseignements au public, ce qui laisse supposer que les concepts testés sont plutôt destinés à renforcer des messages.
- **Bien que les objectifs étaient d'obtenir des observations détaillées sur tous les concepts (et non de trouver un concept « gagnant »), certains messages sont mieux accueillis que d'autres.** Plus particulièrement, les messages qui portent précisément sur le sodium plutôt que sur l'alimentation saine en général semblent rejoindre les participants de plus près que les messages plus génériques.

- **Les concepts créatifs semblent inciter des répondants de tous les segments à prendre des mesures, quels que soient leurs préoccupations et leurs comportements par rapport au sodium.** Les messages testés semblent même trouver écho auprès de certains *désengagés*. Cela dit, les personnes du segment intermédiaire (c.-à-d. *celles qui sont les plus mûres pour un changement*) sont vraisemblablement celles auprès de qui les gains les plus importants pourraient être réalisés au chapitre des connaissances ou des comportements. Ceci s'explique probablement parce qu'elles sont déjà modérément préoccupées et qu'elles posent parfois certains gestes souhaitables.
- **Les mesures que les gens rapportent eux-mêmes avoir prises sont directement en lien avec les renseignements que les participants tirent du message.** Par exemple, lorsque les participants pensent que des messages portent sur la lecture des étiquettes, ces messages sont susceptibles d'inciter les gens à lire les étiquettes.
- **De façon générale, il existe peu de disparités démographiques.** Celles qui ressortent à l'occasion révèlent que les femmes sont plus sujettes à être réceptives aux messages et à faire quelque chose après avoir pris connaissance des messages. Les disparités régionales sont très peu nombreuses.

Résultats du volet qualitatif de la recherche

- Bien que tous les participants démontrent une certaine compréhension de ce qu'est une alimentation saine et que la plupart d'entre eux indiquent qu'ils prennent à tout le moins quelques mesures pour essayer d'éviter des choix alimentaires mauvais pour la santé, **le niveau d'implication envers cet objectif varie grandement tant au sein de tous les SSE que dans chaque groupe.**
- **Le niveau d'engagement des participants des deux segments (SSE faible et élevé) fait apparemment contraste, ce qui laisse supposer qu'à cause des niveaux d'adoption et d'appréciation divergents en matière de saine alimentation, des approches légèrement différentes sont peut-être de mise.** Les participants de SSE élevé sont habituellement rendus plus loin dans la planification des repas et ils sont généralement plus friands de nouvelles suggestions. Quant aux participants de SSE faible, ils semblent moins aptes à suivre de saines habitudes alimentaires et ils ont tendance à évoquer des obstacles comme le mode de vie et l'aspect pratique, qui entraveraient toute communication au sujet de la planification.
- **Les deux segments de SSE ont des comportements différents lorsqu'il est question de restaurants.** La gamme des établissements fréquentés – que ce soit des restaurants offrant le service complet, des restaurants rapides ou des comptoirs de commandes à apporter – semble beaucoup plus grande chez les participants de SSE plus élevé que chez ceux de SSE plus faible. Quel

que soit le SSE, les parents ont tendance à faire preuve d'indulgence envers eux-mêmes lorsqu'ils décrivent leurs habitudes au restaurant – le souci de faire des choix plus sains passe au second plan derrière le goût et l'envie de « se gâter ».

- **Les participants jugent les trois feuillets d'information modérément attrayants, même s'ils n'accrochent pas terriblement le regard.** Étant donné que ce sont des communications du gouvernement – que les participants considèrent en général comme plutôt inintéressantes dans l'ensemble –, les feuillets d'information semblent dépasser légèrement les attentes du point de vue de la conception.
- **En ce qui concerne les images, les participants ont une nette préférence pour les photos où l'on voit plus d'une personne, en particulier s'il est question d'inclure toute la famille dans la planification et le choix des repas.** Ils évoquent couramment cette raison pour expliquer pourquoi les images sélectionnées dans deux des trois feuillets sont moins efficaces qu'elles pourraient l'être. Les participants font assez souvent les mêmes observations pour expliquer pourquoi ces deux images (dans les feuillets *À la maison* et *À l'épicerie*) ne cadrent pas aussi bien qu'elles le devraient avec le message véhiculé.
- **Aucun des concepts créatifs ne cadre réellement avec les idées préconçues que les participants se font d'une saine alimentation.** Dans le feuillet *À la maison*, les participants n'admettent pas toujours spontanément que la planification des repas mène à une saine alimentation. De même, ils voient parfois la planification comme un saut logique qui associe utilisation d'une liste d'épicerie et saine alimentation. Les raisons pour lesquelles les feuillets d'information sur la saine alimentation comprennent des messages sur les économies de temps et argent font également surface dans les discussions.
- **En ce qui concerne le contenu, chaque feuillet d'information renferme assurément des renseignements jugés précieux – que ce soit parce qu'ils constituent des rappels utiles au sujet de comportements avisés ou parce qu'ils apportent quelque chose de nouveau qui mérite que l'on s'y attarde.** Par ailleurs, chaque feuillet fait régulièrement l'objet de critiques constructives et les participants indiquent diverses façons d'améliorer les messages.
- **Les messages sur la planification des repas et les achats d'épicerie sont plus familiers aux participants qui les perçoivent généralement comme des suggestions raisonnables.** Il y a toutefois des exceptions, notamment des opinions polarisées sur l'opportunité d'inclure les enfants dans les processus de planification et d'achat.
- **À l'opposé, les messages sur la planification des repas à l'extérieur ou des mets commandés ne sont pas bien reçus par aucun des groupes de SSE.** De nombreux participants indiquent qu'aller au restaurant est une gâterie et une occasion de faire quelque chose de spécial (c.-à-d. manger ce qu'ils

veulent sans se sentir coupables). Exception faite de recherches pour éviter de graves allergies alimentaires, l'idée d'effectuer une recherche en ligne pour choisir des repas plus sains avant de manger au restaurant ou de commander des mets n'est pas crédible. En outre, personne ne trouve réaliste de demander aux serveurs des restaurants offrant le service complet de leur fournir des renseignements sur la valeur nutritionnelle.

- **En tenant compte des améliorations précises recommandées par les participants, les trois feuillets d'information possèdent un certain potentiel pour influencer les comportements des gens**, particulièrement ceux qui souhaitent déjà s'assurer que leurs enfants contractent de saines habitudes alimentaires.
- **Les participants s'attendent à voir ces feuillets d'information sur les sites Web du gouvernement (p. ex. Santé Canada), dans les cabinets de médecin, dans les hôpitaux et les établissements de santé, dans les pharmacies, sur des babillards à l'épicerie ou dans les mains des enfants qui reviennent de l'école.**
- **Tous les groupes réservent un très bon accueil à la publicité imprimée.** Les participants sont d'avis que ce concept créatif est coloré et accroche le regard et que le message est véhiculé de façon claire et efficace (en fait, l'aspect visuel seul est considéré comme très intéressant). Les participants croient que les personnages sont mignons et qu'ils interpelleraient à la fois les participants (les parents) et leurs enfants.
- **De nombreux participants indiquent que la publicité imprimée donnerait le goût aux gens de visiter le site Web pour en savoir plus.** S'ils devaient effectivement visiter le site Web, les participants suggèrent d'emblée divers éléments qui seraient intéressants et qui cadreraient bien avec le concept créatif.
- **En dépit des réactions extrêmement positives suscitées par la publicité imprimée, les participants émettent quelques critiques constructives.** Peu d'entre eux remarquent l'adresse du site Web, ce qui signifie qu'elle n'est pas visible et qu'elle se fond avec le reste étant donné que la même police de caractère bleue (la même couleur) est utilisée partout. Certains suggèrent d'utiliser une police de caractères plus grosse pour les messages.
- **Dans l'ensemble, les participants pensent que la publicité imprimée devrait prendre la forme d'affiches dans les écoles, dans les magazines pour les parents ou dans les espaces médiatiques des transports en commun, par exemple les abribus et les wagons de métro.** Certains vont jusqu'à dire qu'ils placeraient la publicité sur leur réfrigérateur – une réaction grandement inusitée pour une publicité imprimée, encore plus pour toute communication du gouvernement.
- **Dans l'ensemble, ces groupes de discussion permettent de supposer que les gens désirent voir des messages qui appuient les efforts déployés par les parents pour améliorer les comportements alimentaires dans leur**

ménage et inculquer à leurs enfants des habitudes à long terme qui les aideront à être le plus en santé possible. Ce désir n'est pas constant chez tous les parents puisqu'il y en a manifestement qui sont beaucoup plus enclins que d'autres à profiter des renseignements offerts, mais la plupart sont sensibles aux encouragements prodigués et croient que le gouvernement fédéral est un bon messager.

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Harris/Décima certifie que les produits livrables finals sont conformes à l'exigence de neutralité politique décrite à la disposition 6.2.4 de la Procédure de planification et d'attribution de marchés de services de recherche sur l'opinion publique au sein du gouvernement du Canada nouvellement amendée.



Doug Anderson, vice-président principal
Harris/Décima Inc.

Introduction

Harris/Decima is pleased to present this report to Health Canada highlighting the findings from the Healthy Eating Campaign research study.

The Healthy Eating campaign will have a variety of outreach channels and promotional tactics.

Consistent with the requirements of the Communications Policy of the Government of Canada, research was required to test the Healthy Eating Awareness and Education Initiative's campaign materials aimed at Canadians to ensure that the materials were effective, appropriate, and best suited to accomplish the objective of developing a Healthy Eating campaign.

The objectives of this research were to test the creative concepts and messaging in advance of their public use to ensure that they foster awareness and acceptance in the target audience through the various outreach channels and promotional tactics. The specific objectives of the research were to explore:

- The degree to which the outreach and promotional material resonate with viewers;
- The clarity of the message according to viewers;
- Whether viewers feel called to action;
- The feelings of the viewers, as a result of viewing the outreach and promotional material;
- The degree to which viewers would feel compelled to pass on the information communicated to others; and,
- Where viewers expect to find this information.

To meet these objectives, Harris/Decima conducted a two-phased research program with both quantitative and qualitative research.

The **quantitative phase** consisted of an online survey using Harris/Decima's proprietary online panel, conducted with 1,800 parents of children aged 12 and under living in the home. Surveys were conducted between June 28 and July 12, 2012 (in English and French) and took an average of 17 minutes to complete.

The **qualitative phase** included three evenings of focus groups. Two groups were held in each of: Montreal (December 3, 2012, in French), Toronto (December 4, 2012), and Calgary (December 5, 2012). In each location, one session was held with parents of children aged 2 – 12 living at home with a medium to high socio-economic status (high SES), and one session was held with parents of children aged 2 – 12 living at home with a lower socio-economic status (low SES).

The detailed findings from this research are presented in subsequent chapters of this report. Appended to this report are the survey and focus group instruments (English and French) and detailed tabular tables (presented under separate cover).

Detailed Quantitative Findings

This quantitative portion of the report is divided into four sections. The first part presents an overview of participants' (Canadian parents) current behaviours with respect to reading the Nutrition Facts tables as well as participants' attitudes regarding sodium. The second part reviews participants' impressions of the creative concepts (story boards). This is followed by a discussion of the print ad. The last part examines the perceptions of parents on each of the six concept labels.

Initial Behaviours and Attitudes

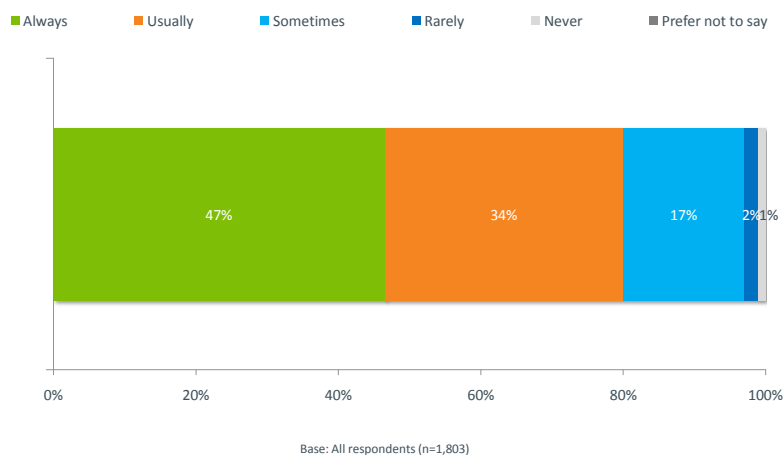
As a starting point in the survey, questions were asked to understand participants' current behaviour regarding reading Nutrition Facts tables (NFts) for a variety of nutritional information as well as assess participants' level of concern about sodium in their diet. These results will then be used to contextualize the findings from the creative concepts.

To begin, almost half of those surveyed say that they are always responsible for the grocery shopping in the household (47%). An additional 34% say they usually buy groceries and 17% say they sometimes are responsible for this task. Very few say they rarely (2%) or never (1%) have responsibility for buying groceries.

Frequency of Grocery Shopping for Household

Question 6

First, how often do you buy the groceries for your household?



As might be expected, there are some differences across demographics:

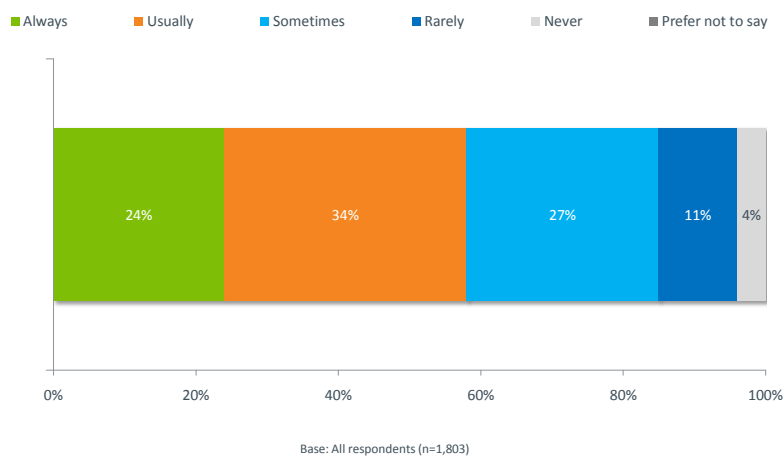
- Women are more than twice as likely as men to say they always perform this task (66% vs. 26%); and
- Those respondents 45 years of age and older are less apt to always undertake this activity in comparison to their younger counterparts (41% vs. 50%).

Participants are split on their likelihood to read the NFt when they first purchase a product. **Nearly six in ten (58%) say they always or usually read the NFt for new products. Others say they sometimes (27%), rarely (11%), or never (4%) read the NFt for new food purchases.**

Reading the Nutrition Facts Table on First-time Purchases

Question 7

The first time you purchase a food product, how often do you read the Nutrition Facts table on the package?



Again, there appears to be a relationship between frequency of reading the NFts and age and gender:

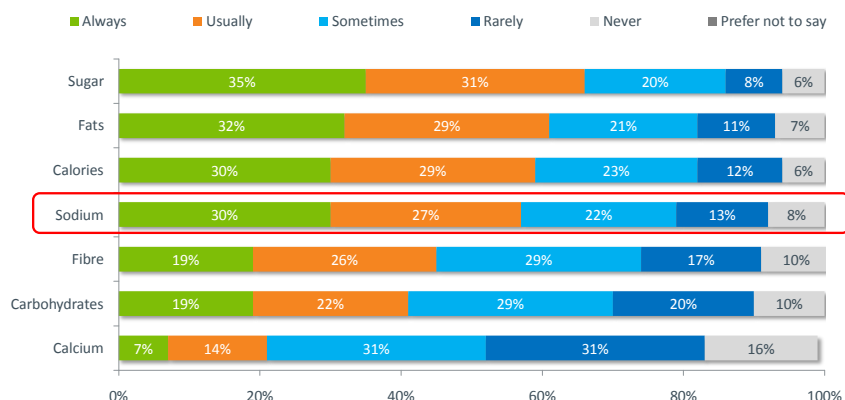
- Women are slightly more likely than men to say they always read the NFt (26% vs. 22%); and
- Those under 30 years of age are less likely than their older counterparts to always read the table (17% vs. 25%).

Participants look for a variety of information when reading the NFt on products. They are most apt to say they look for information about sugar (35% always and 31% usually) and least likely to seek out information about calcium (7% always and 14% usually).

Looking at Details in the Nutrition Facts Table

Question 8

For the food products you purchase, please tell me how often you typically look at the following information in the Nutrition Facts table? How about information on...



Base: All respondents (n=1,803)

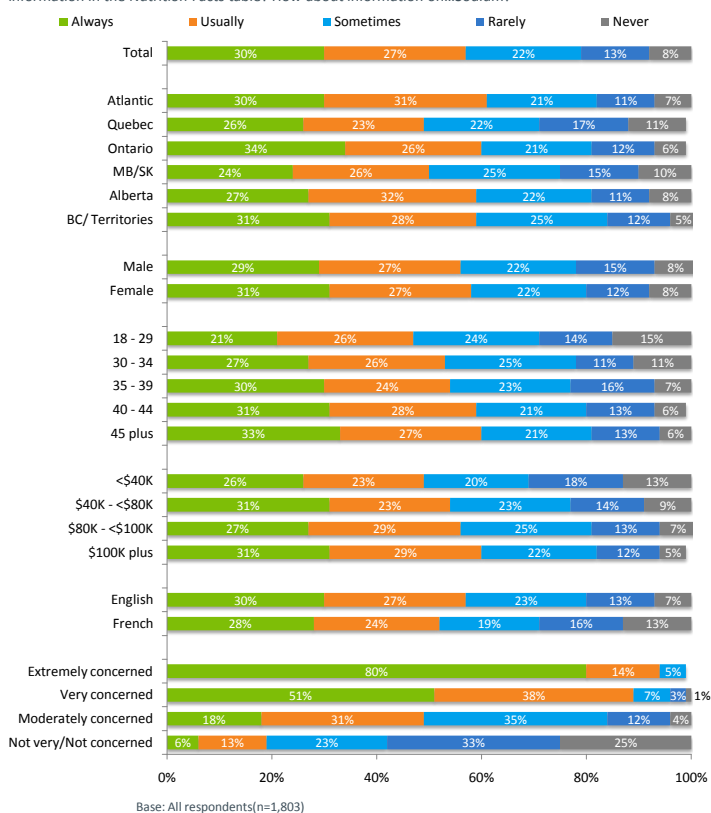
The results were combined from these questions to understand whether there is a group of participants who are consistently looking at the NFt for a variety of information. The results reveal that just over half (53%) say they always read the NFt for at least one piece of information, leaving a sizeable number who are not always reading them for at least one nutrient.

There are a few demographic differences to note among those who say they always look at the NFts for sodium:

- Those under the age of 30 are less likely than their older counterparts to always look at NFts for sodium (21% vs. 31%);
- Participants in households with at least four people are less apt to look for sodium-related information as compared to smaller households (28% vs. 35%);
- Parents in households where they and/or someone else has a chronic health condition in comparison to those who do not (41% vs. 26%); and
- Frequency of reading NFts for sodium decreases with the level of concern about sodium.

Looking at Nutrition Facts Table for Sodium

Q8D. For the food products you purchase, please tell me how often you typically look at the following information in the Nutrition Facts table? How about information on...Sodium?



Among those participants who say that they always look for at least one piece of information, the average number of pieces of information they say they always read is three.

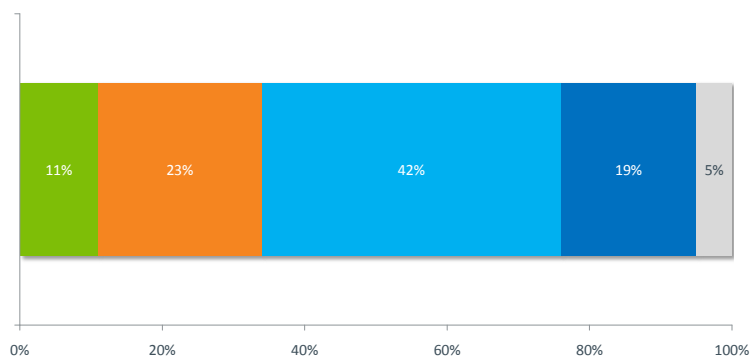
Participants have varying degrees of concern about sodium in their diet. About one in ten (11%) say they are extremely concerned and an additional two in ten (23%) say to be very concerned. The plurality say they are moderately concerned (42%) with the remainder saying they are not very (19%) or not at all concerned (5%) with sodium in their diet.

Concerns for Sodium in Diet

Question 9

How concerned are you about the amount of sodium in your diet?

■ Extremely concerned ■ Very concerned ■ Moderately concerned ■ Not very concerned ■ Not at all concerned ■ Prefer not to say

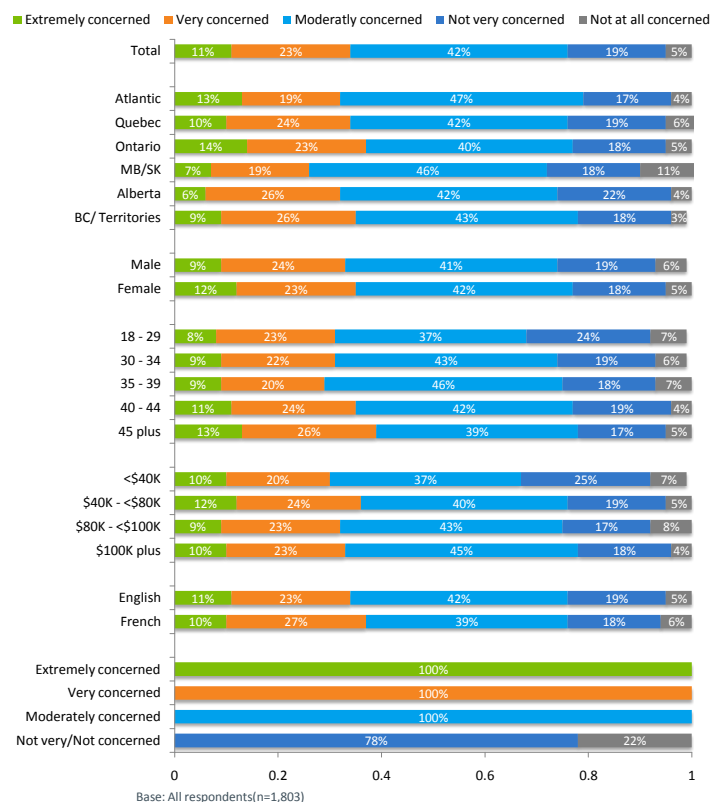


Base: All respondents (n=1,803)

There is a relationship between concern for sodium and self-reported chronic health conditions. Those who say they have a chronic health condition are almost twice as likely to report being extremely concerned about sodium levels compared to those without one (16% vs. 9%). In addition, those who are at least 45 years of age express more concern than their younger counterparts (39% extremely or very concerned vs. 32%). On the other end of the spectrum, participants in the lowest income bracket are less concerned than others about sodium in their diet (33% not very or not at all concerned among those with an income of less than \$40,000 vs. 23% for higher income brackets).

Concern about Sodium in Diet

Q9. How concerned are you about the amount of sodium in your diet?



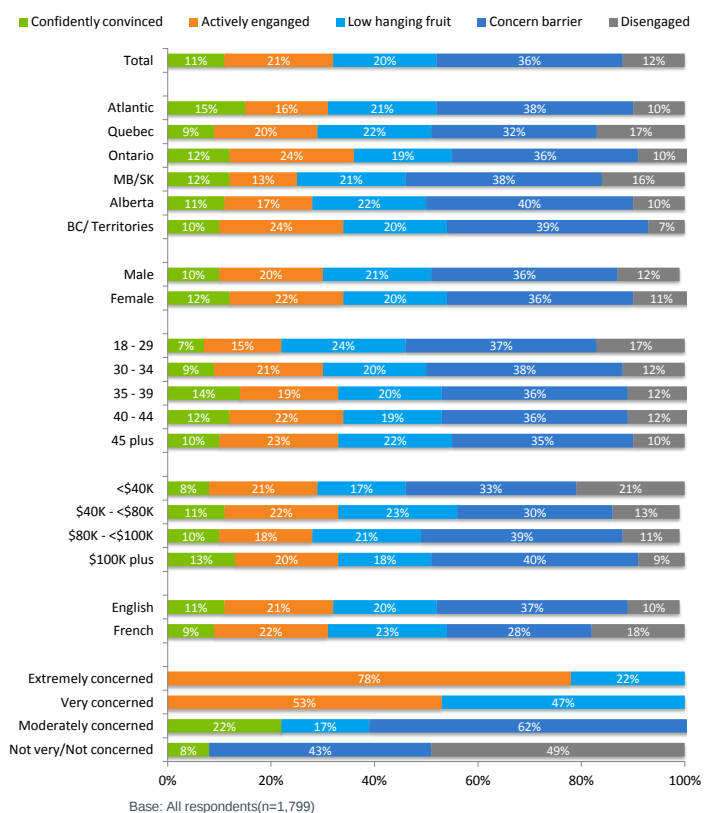
The results from contextual questions were combined to create an index to group participants into five categories. These groupings will be used to analyze the creatives in subsequent chapters of the report. The purpose of this exercise was to help identify groups where creatives and messages may resonate the strongest, and have the biggest, or smallest, impact on behaviours. For instance, those who are disengaged from the issue of sodium intake to begin with are probably the least likely to take action on the basis of the creative. Therefore the question becomes, which this research cannot answer: is it the creative or the initial mindset that is driving this?

Specifically, the index was created in two steps: first, the responses from Q7 (frequency of looking at NFTs) and Q8 (frequency of reading NFTs specifically for sodium) were combined. Once these variables were combined into one index, the third variable, level of concern with sodium, was overlayed to introduce an attitudinal component to the index. Based on this analysis, the following five groups were created.

Segment name	Proportion of sample (%)	Behaviour on reading labels	Level of concern about sodium
Disengaged	12%	Rarely or never reads NFts in general and for sodium specifically	Not very or not at all concerned about sodium
Barrier of concern	36%	Rarely or sometimes reads NFts in general and for sodium	Not very or not at all concerned about sodium
Low hanging fruit	20%	Rarely or sometimes reads NFts in general and for sodium	Moderately, very, or extremely concerned about sodium
Actively engaged	21%	Usually or always reads NFts in general and for sodium	Very or extremely concerned about sodium
Confidently convinced	11%	Usually or always reads NFts in general and for sodium	Moderately, not very or not at all concerned about sodium

As demonstrated below, there are a few demographic differences in the segments. Specifically, those under 30 (17% vs. 11%) and with a household income below \$40,000 (21% vs. 11%) are more likely to be disengaged than others.

Index Sum



The subsequent chapters of this report will incorporate analysis using these five segments.

The following sections provide the findings for all the materials tested in this survey. While a number of executions of the same type of concept were tested, the objective was not to pick a “winner” from each group. Rather, the objective was to test whether the concept was effective at conveying the message and prompting increased awareness, conveying new and important information, and perhaps a call-to-action (in some executions). Consequently, the results for each concept are presented individually, with no comparisons between each execution.

- One creative concept;
- One print concept; and
- Three labels.

They were also asked (open-ended) what the main message of the creative was, perceptions on specific components, and areas for improvement.

Creative Concept 1: Unhealthy Dinner



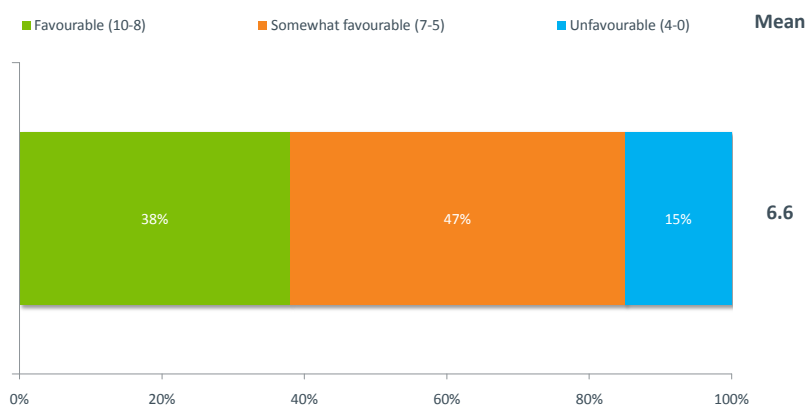
Overall Impression and Main Message

Overall impressions of this creative were quite positive. When grouped together, almost four in ten (38%) provide a rating of 8 or higher in terms of having a favourable impression. Almost half provide modest ratings of between 5 and 7 (47%) while fewer hold less favourable impressions (15% giving a rating between 0 and 4).

Overall Impression: Unhealthy Dinner Creative

Question 10

What is your overall impression of this creative?



Base: Those who saw the unhealthy dinner creative concept (n=901)

There are a few notable differences across demographics. Women are more likely than men to have a more favourable impression of this creative (42% vs. 33%). Meanwhile, those over the age of 45 are more apt to provide less favourable ratings compared to their younger counterparts (41% rating of 8 or higher vs. 31%).

There is also a relationship between level of concern about sodium in their diet and participants' impressions of this creative. Those who are not very or not at all concerned with sodium have less favourable impressions of the creative (42% rating 8 or higher vs. 24%).

Overall Impression: Unhealthy Dinner Story Board

Q10. What is your overall impression of this creative?



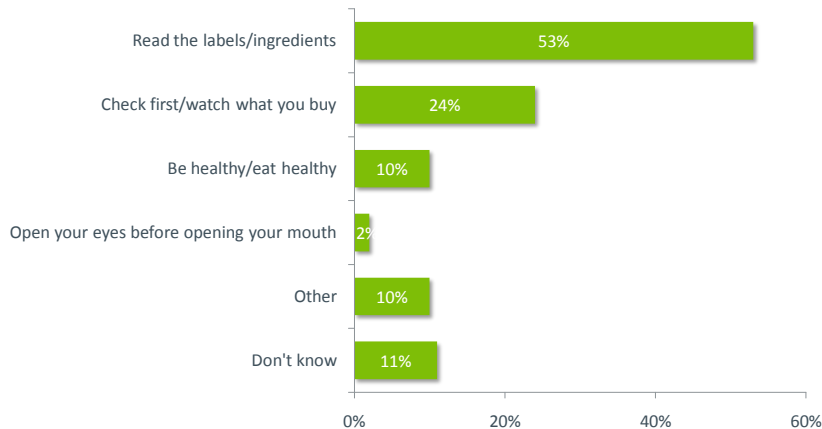
Just over half (53%) say that the main message they received from this concept relates to reading labels, ingredients or nutritional information before buying or eating food. Fewer believe that the creative gives a more generic message of checking first or watching what you eat (19%). Two percent specifically cite “open your eyes before you open your mouth” as the key message.

Main Message of Creative: Unhealthy Dinner

Responses shown if greater than 2%

Question 11

In your opinion, what is the creative trying to tell you, in other words, what is the main message?



Base: Those who saw the unhealthy dinner creative concept (n=901)

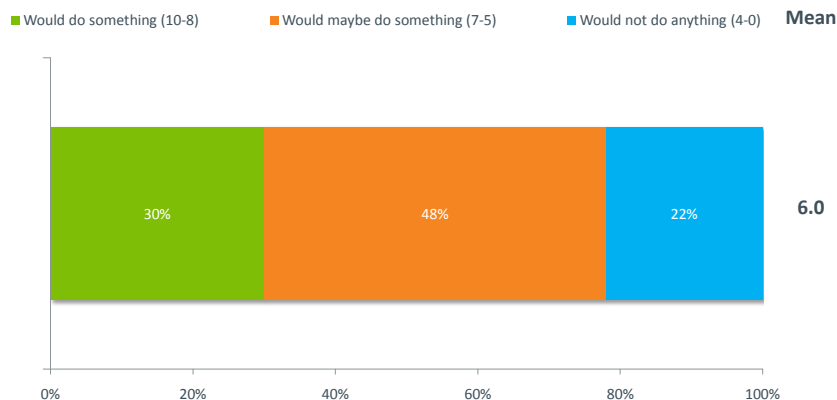
Likelihood of Taking Action

Thirty percent say that they will do something as a result of seeing this creative, including 9% who say they definitely would do something. Almost half (48%) provide modest ratings on likelihood of taking any action. Meanwhile, 22% say they are less likely to take action, including 5% who say that they definitely would not do anything.

Likelihood of Taking Action: Unhealthy Dinner Creative

Question 12

How likely would you be to do something as a result of seeing this creative?

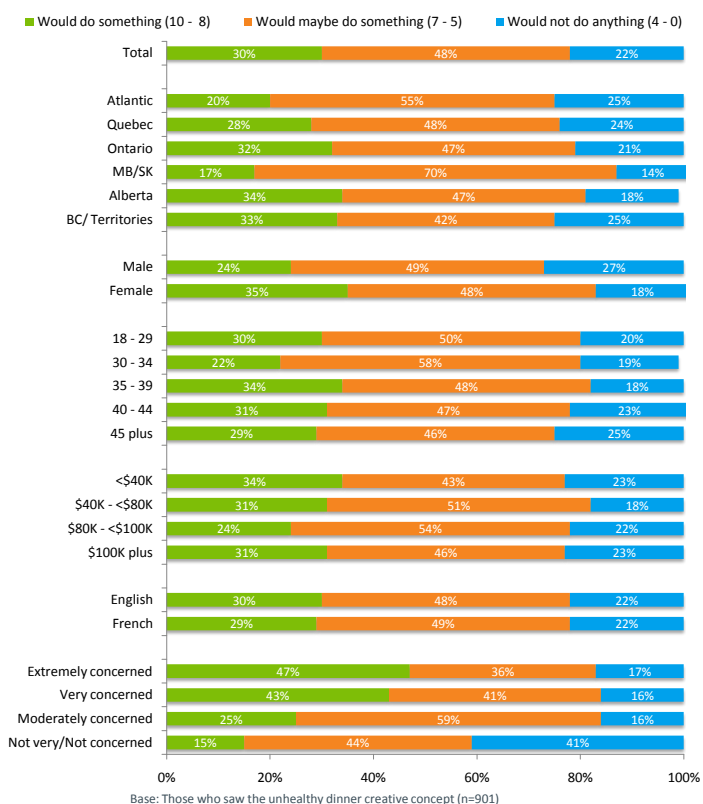


Base: Those who saw the unhealthy dinner creative concept (n=901)

There are some differences across region and gender. Specifically, those in Manitoba or Saskatchewan and men are less apt to say they would do something as a result of seeing this creative in comparison to others. As well, those who are least concerned about sodium in their diet are less likely to claim to take action.

Likelihood of Taking Action: Unhealthy Dinner

Q12. How likely would you be to do something as a result of seeing this creative?



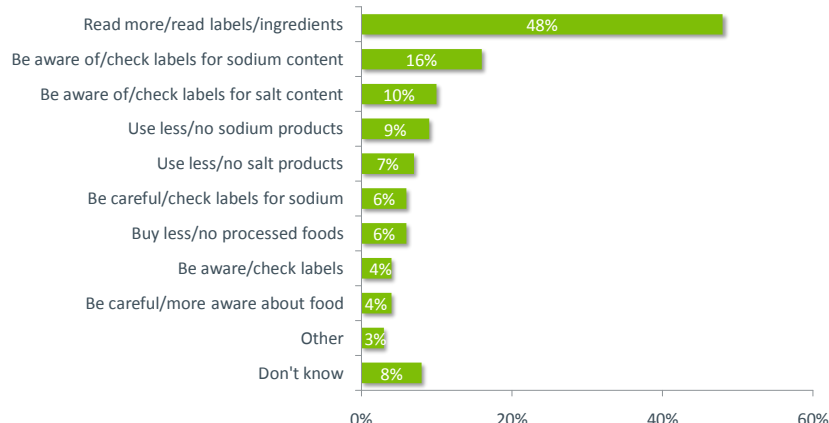
Among those who say they would take some action (a score of 5 or higher), the most common action to be taken would be to read labels more frequently. Fewer say the creative would prompt them to look specifically at labels for sodium content, or choose products with less sodium or salt. A number of other actions are cited by fewer participants.

Action Likely to Take: Unhealthy Dinner

Responses shown if greater than 3%

Question 13

What action would you take? Please be as specific as possible.



Base: Those who saw the unhealthy dinner creative concept and gave a score of at least 5 on likelihood to take action (n=608)

Those who are very concerned about their sodium intake are more apt than others to say they would use less salt or use products with less salt in them.

Perceptions of the creative

Participants were asked to rate the creative on a number of attributes using a scale of 0 to 10. Specifically, they were asked how well each of the attributes applies to the creative:

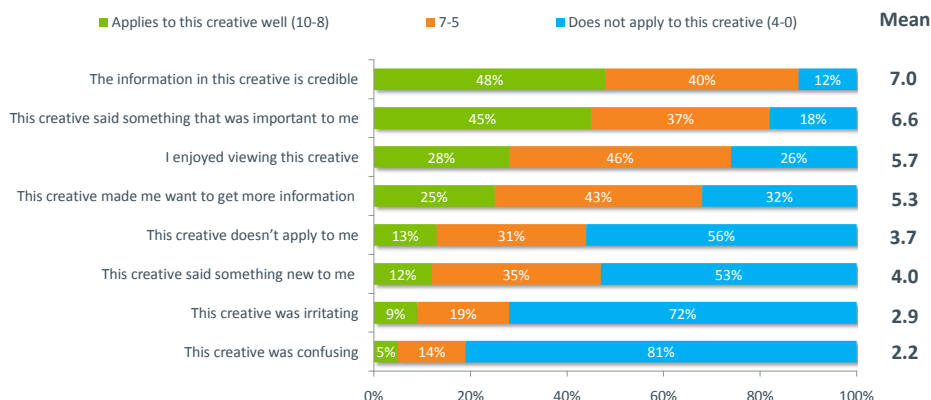
- The information in this creative is credible
- This creative said something that was important to me
- I enjoyed viewing this creative
- This creative made me want to get more information
- This creative doesn't apply to me
- This creative said something new to me
- This creative was irritating
- This creative was confusing

Participants are most apt to believe that the creative was credible (48% score 8 or higher) and that it said something that was important to me (45% with a score of 8 or higher). Similar proportions feel that they enjoyed viewing the creative (28%) and that it made them want to get more information (25%). At the other end of the spectrum, participants are least likely to feel that the creative was confusing (5%) or irritating (9%).

Opinions of Creative: Unhealthy Dinner

Question 14

In your opinion, how well do each of the following statements apply to the creative you have just seen?



Base: Those who saw the unhealthy dinner creative concept (n=901)

In general, women are more likely than men to feel that the following attributes apply well to the creative tested:

- The information in the creative is credible (52% vs. 45%);
- This information said something that was important to me (51% vs. 38%); and
- I enjoyed viewing this creative (31% vs. 23%).

There are also some differences among those who express a higher degree of concern (extremely or very concerned) with sodium. They are more apt to think the following applies well to the creative:

- The information in the creative is credible (57% vs. 44%);
- This information said something that was important to me (64% vs. 34%);
- I enjoyed viewing this creative (38% vs. 22%); and
- This creative made me want to get more information (35% vs. 19%).

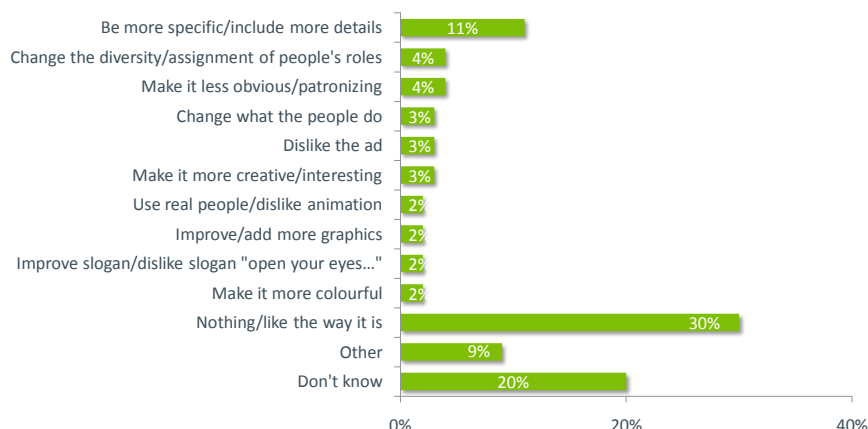
Participants mention a number of improvements to this creative. These include being more specific about what action to take or changing the roles, specifically gender, in the ad or what they do. For instance, showing the whole family or male figure preparing the meal. Noteworthy is that 30% do not think anything should be changed and another 20% do not know how they would change it.

Improvements Suggested: Unhealthy Dinner

Responses shown if greater than 3%

Question 15

What change would you make to improve this creative? Please be as specific as possible.



Base: Those who saw the unhealthy dinner creative concept (n=901)

Additional analysis was undertaken to derive a “composite” score for the creative. A step-wise analysis was conducted. As a starting point, participants qualified if they felt the creative was **relevant**, based on their responses to the following two questions:

- This ad said something that was important to me (score of 7 or higher); or
- This creative doesn't apply to me (score of 4 or lower).

Those who found the creative relevant were then categorized to determine **credibility**. This was based on the following question:

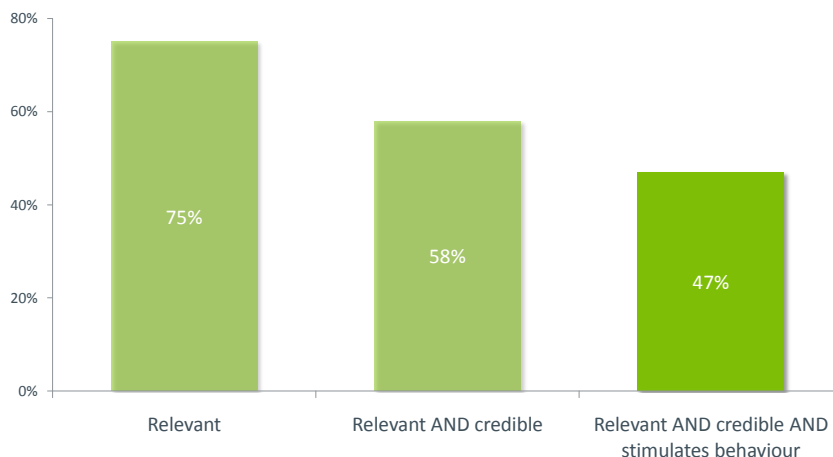
- The information in this creative is credible (score of 7 or higher).

Those who found the creative relevant and credible were then categorized to determine if it stimulates behaviour including getting more information or providing new information. This was based on the following questions:

- This creative said something new to me (score of 7 or higher); or
- This creative made me want to go get more information (score of 7 or higher); or
- How likely would you be to do something as a result of seeing this creative (score of 7 or higher)?

Based on this analysis, the following score for the creative tested was developed. This analysis reveals that almost half (47%) of those surveyed feel the creative met the tests of relevance, credibility, and the ability to prompt some new learning or behaviour.

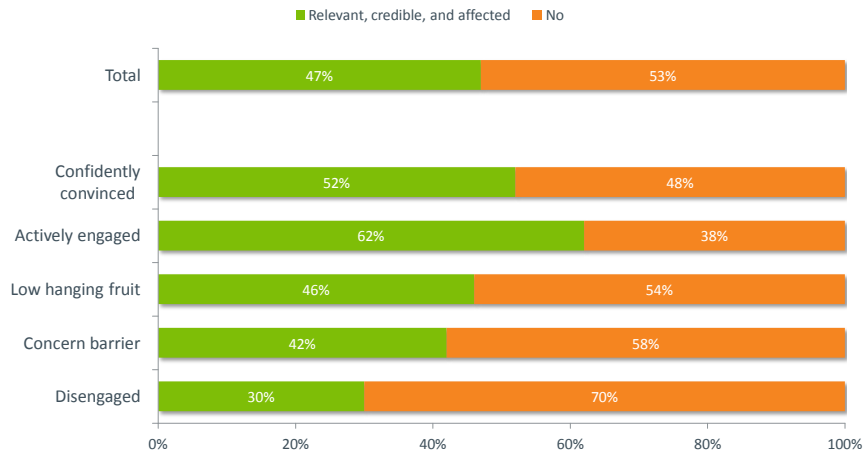
Composite Score: Unhealthy Dinner



Base: Those who saw the unhealthy dinner creative concept (n=901)

The composite scores were also analyzed by the segments that were developed (as discussed in an earlier chapter), to see if there were any differences. As the graph below demonstrates, there is a proportion in each segment that thinks the creative is relevant, credible, and would stimulate behaviour (affected). Interestingly, there is a proportion of participants in the disengaged segment (30%) who say the creative meets the test on these three elements. Perhaps not surprising is that the actively engaged group are most apt to say the creative met their needs in these criteria (62%).

Composite Score by Engagement Index: Unhealthy Dinner



Base: Those who saw the unhealthy dinner creative concept (n=901)

Creative Concept 2: Checkout



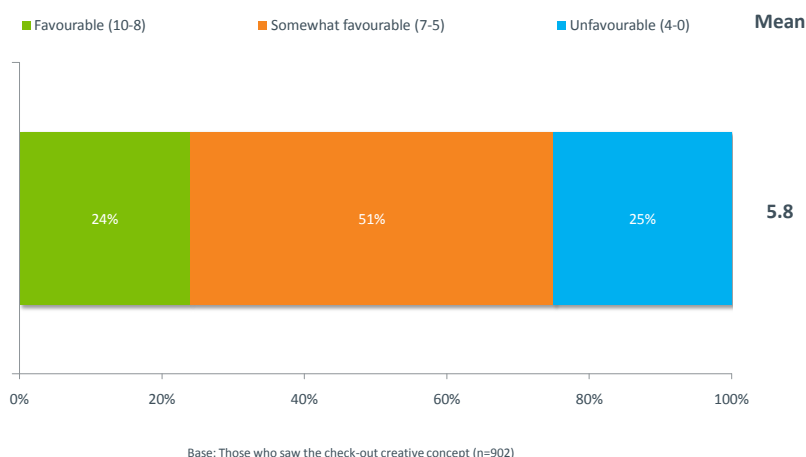
Overall Impression and Main Message

Similar proportions are either favourable or unfavourable in their impressions of this concept. About one in four (24%) participants has a very favourable impression of this creative, giving a rating of “8” or higher. On the other end of the spectrum, 25% say their impression is less than favourable (a rating between 0 and 4). The small majority say that their impression is muted, with 51% rating it between a 5 and 7.

Overall Impression: Check-out Creative

Question 16

What is your overall impression of this creative?



Impressions of this creative vary somewhat by age. Those between either 30 and 34 or 40 and 44 are more positive in their assessment than others. As well, those who are the most concerned about sodium in their diet are more apt to hold favourable impressions in comparison to those who are less concerned.

Overall Impression: Check-out

Q16. What is your overall impression of this creative?



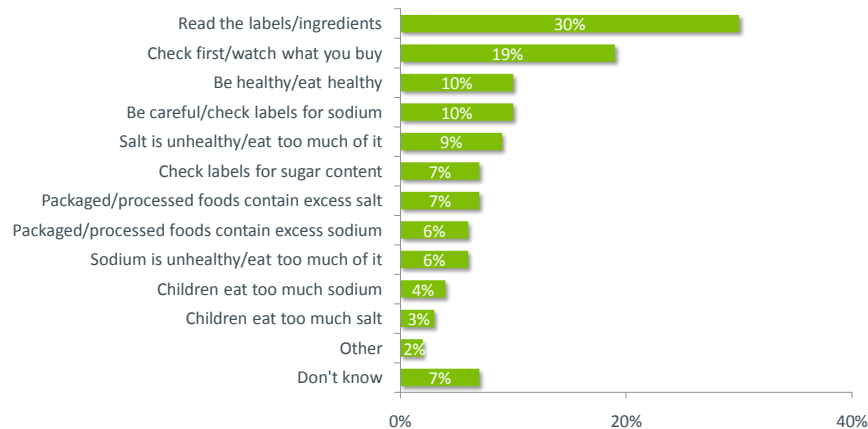
A number of messages were extracted from this creative. First, three in ten agree that it conveys a message of reading labels and ingredients before preparing or buying food. Others say that the creative focuses on reading labels specifically for salt or sodium, checking labels in general, and that salt/sodium is unhealthy. As the graph below indicates, a number of other messages were extracted by fewer participants.

Main Message of Creative: Check-out

Responses shown if greater than 3%

Question 11

In your opinion, what is the creative trying to tell you, in other words, what is the main message?



Base: Those who saw the check-out creative concept (n=902)

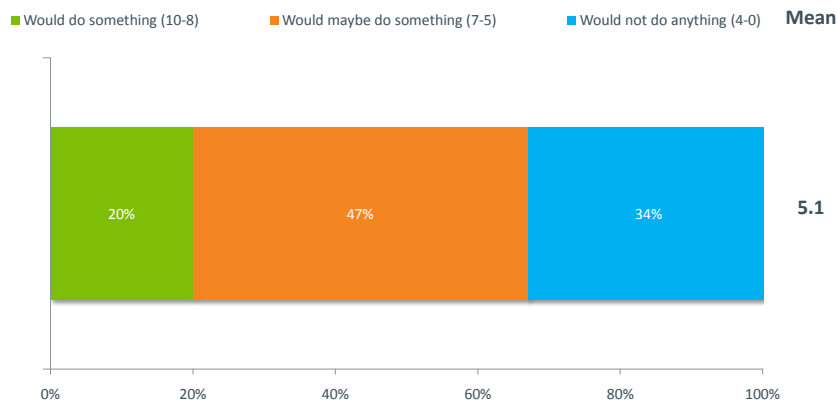
Likelihood of Taking Action

One in five (20%) say that they would be likely to take action as a result of seeing this concept, including 5% who say they “definitely would do something”. Almost half (47%) are less committed to taking action, providing a rating between 5 and 7, and the remainder are unlikely to do anything as a result of this creative (34%).

Likelihood of Taking Action: Check-out Creative

Question 18

How likely would you be to do something as a result of seeing this creative?

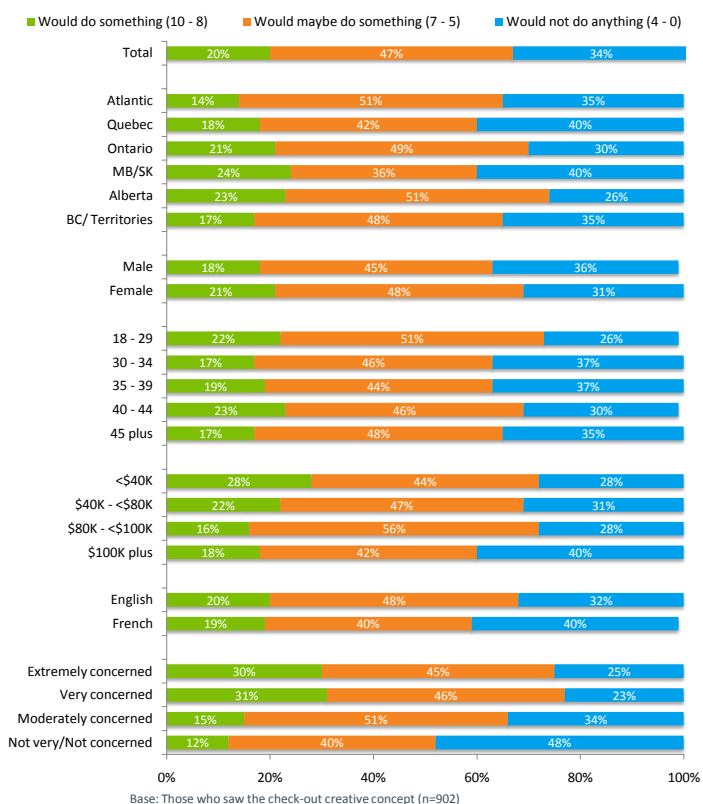


Base: Those who saw the check-out creative concept (n=902)

Perhaps not surprising, those who are less concerned about sodium levels in their diet are less apt to say they will take action as a result of viewing the creative. As well, the likelihood of taking action decreases as household income rises.

Likelihood of Taking Action: Check-out

Q18. How likely would you be to do something as a result of seeing this creative?

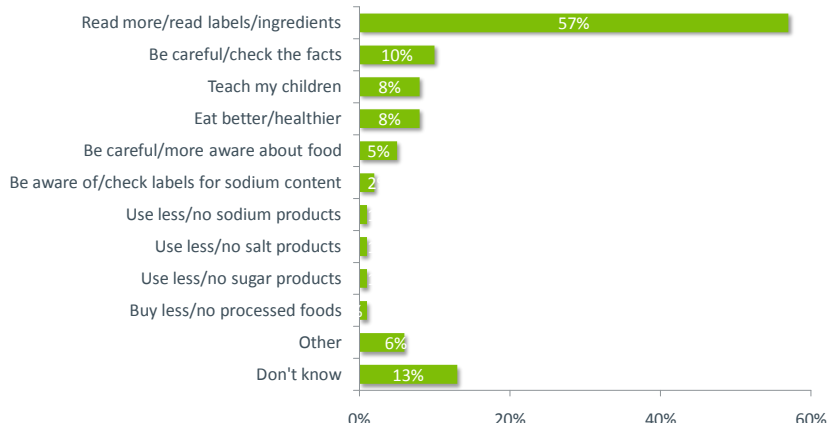


The actions Canadians are most likely to take relate strongly to the message that was extracted from the creative. Almost six in ten (57%) say that they would read more labels, ingredients or nutritional information. Similar proportions say they will be careful about sodium or check the facts (10%), eat better or healthier (8%), or teach their children (8%). A number of other actions are suggested by fewer participants.

Action Likely to Take: Check-out

Question 13

What action would you take? Please be as specific as possible.



Base: Those who saw the check-out creative concept and gave a score of at least 5 on likelihood to take action (n=608)

Perceptions of the creative

Similar to the previous creative, participants were asked to provide a rating on a number of attributes relative to this creative. Specifically, they were asked how well each of the attributes applies to the creative:

Participants are most apt to agree that the following applies well to the creative:

- The information provided in the creative is credible (33%); and
- The creative said something that was important to me (29%).

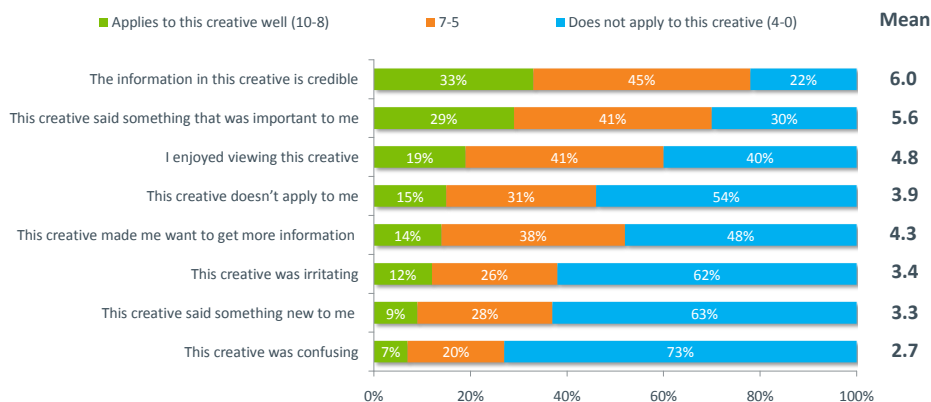
Fewer feel that the following statements apply well to the creative tested:

- I enjoyed viewing this creative (19%);
- This creative doesn't apply to me (15%);
- This creative made me want to get more information (14%); and
- This creative was irritating (12%).

Opinions of Creative: Check-out

Question 20

In your opinion, how well do each of the following statements apply to the creative you have just seen?



Base: Those who saw the check-out creative concept (n=902)

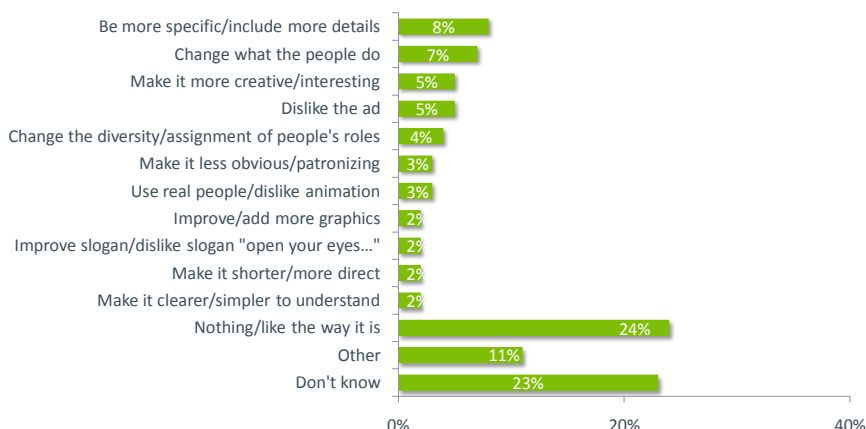
As the graph below illustrates, close to half of participants (47%) say that no changes are needed or that they don't know what they would change. Those who have suggestions to improve the creative indicate that they would be more specific such as include what the daily recommended value should be, change what people do or add to the creativity in the ad (i.e. have versions with both parents grocery shopping). There are a number of other suggestions given by fewer participants.

Improvements Suggested: Check-out

Responses shown if greater than 3%

Question 15

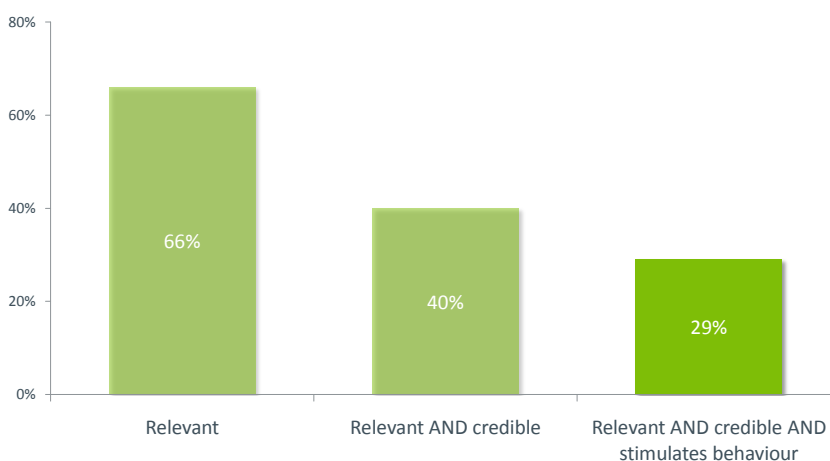
What change would you make to improve this creative? Please be as specific as possible.



Base: Those who saw the check-out creative concept (n=902)

The same analysis described under the “unhealthy dinner” findings was performed on the check-out creative. This analysis reveals that about three in ten (29%) believe that this creative is relevant, credible, and would stimulate action.

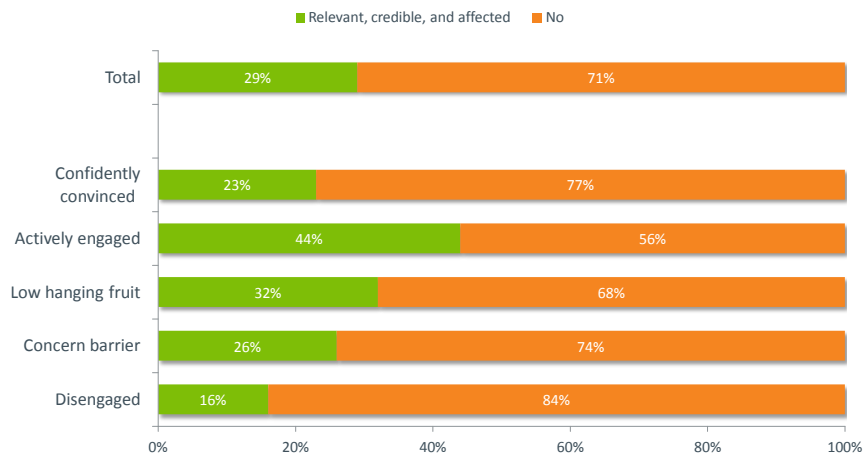
Composite Score: Checkout



Base: Those who saw the check-out creative concept (n=902)

Again, the findings were analyzed by segment, and there is some variation among respondents in their perceptions of the creative. As might be expected, the disengaged group is the least likely (16%) to be included in the composite score, whereas the actively engaged are the most apt (44%). The remaining groups provide scores between 23% and 32%.

Composite Score by Engagement Index: Check-out



Base: Those who saw the check-out creative concept (n=902)

Creative Concept: Print

Creative Concept 3: Print Concept

The following print ad was tested among all survey participants.



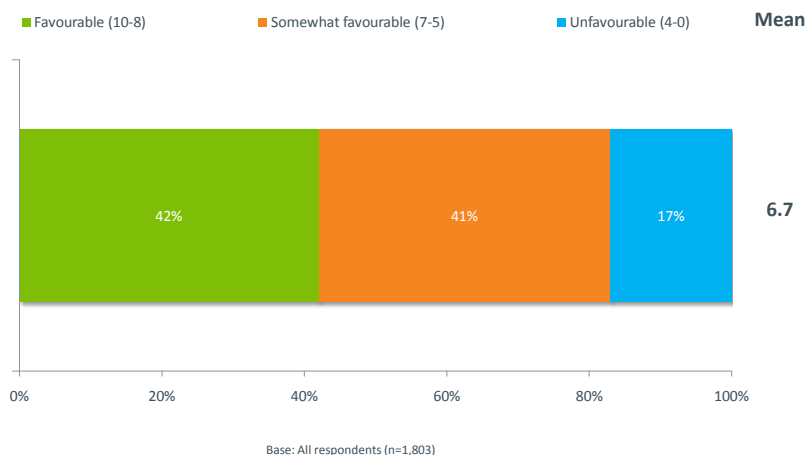
Overall Impression and Main Message

Overall impressions of this creative are quite positive, with over four in ten (41%) giving a rating of 8 or higher, including 12% who rate their impression a “10”. By contrast, fewer than one in five (17%) provide ratings that are less favourable (0 to 4), with few rating the creative either a zero or one. The remaining 41% provide somewhat neutral ratings, between five and seven on the eleven point scale.

Overall Impression: Salt Reduction Print Ad

Question 22

What is your overall impression of this creative?



Women are more likely than men to provide the highest rating possible (10 out of 10) on their impression (14% vs. 9%). Meanwhile, those with a chronic health condition are more favourable in their assessment in comparison to those without a chronic health condition (47% vs. 40%).

There is also a relationship between current behaviour relating to NfTs and concern about sodium in the diet. Those who say they always read the labels (49% vs. 39%) and are more concerned with sodium generally provide higher ratings on the print creative (51% vs. 37%).

Overall Impression: Print Concept

Q22. What is your overall impression of this creative?



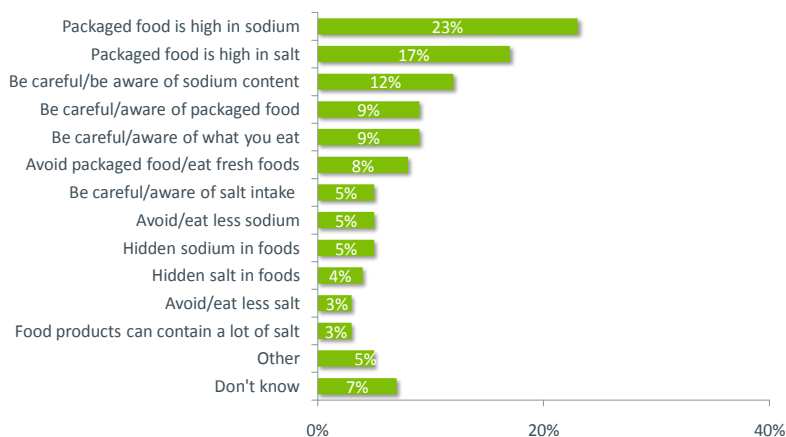
Almost four in ten say that the main message they received from this creative was that packaged food is high in sodium (23%) or salt (17%). Fewer say that they extracted a message to be careful or aware of sodium content or sodium intake (12%) or be aware and read labels (9%). A number of other messages were derived from this creative by fewer participants.

Main Message of Creative: Sodium Reduction Print

Responses shown if greater than 2%

Question 19

In your opinion, what is the creative trying to tell you, in other words, what is the main message?



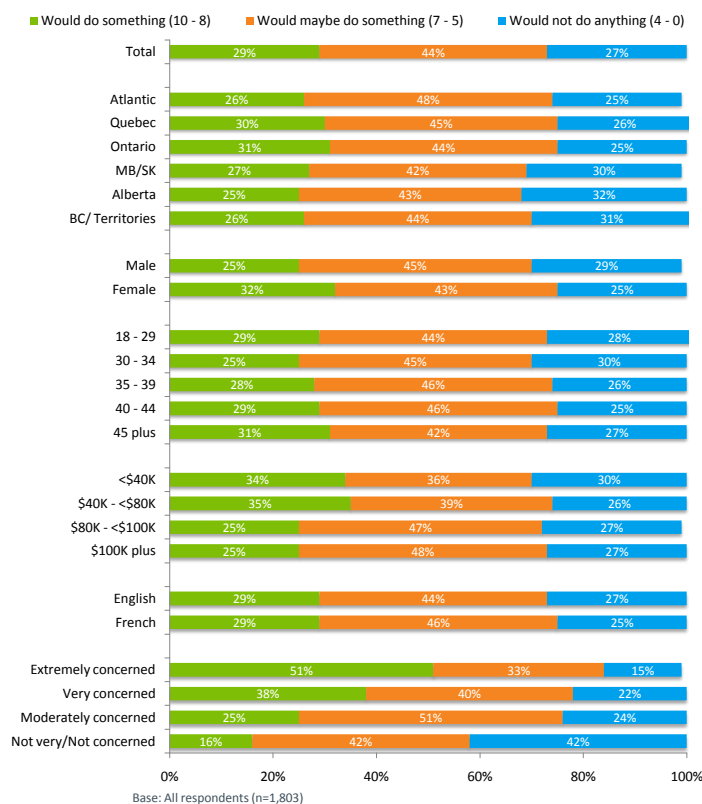
Base: All respondents (n=1,803)

Likelihood of Taking Action

Three in ten (29%) say that they would take action as a result of viewing this creative, including 9% who say they definitely would do something. The plurality (44%) would “maybe do something” providing a rating between 5 and 7. One in four (27%) are less likely to take action, including seven percent who say that they definitely would not do anything as a result of seeing this creative.

Likelihood of Taking Action: Print Concept

Q24. How likely would you be to do something as a result of seeing this creative?



Self-reported likelihood to act varies across demographics. Specifically, women (32% vs. 25% for men) and those with household incomes under \$80,000 (34% vs. 25% for households with incomes higher than \$80,000) are more apt to say that they will do something as a result of seeing this creative.

Those who are already taking action, such as reading NfTs, and are concerned about sodium are more likely to say they will take action as a result of seeing this creative.

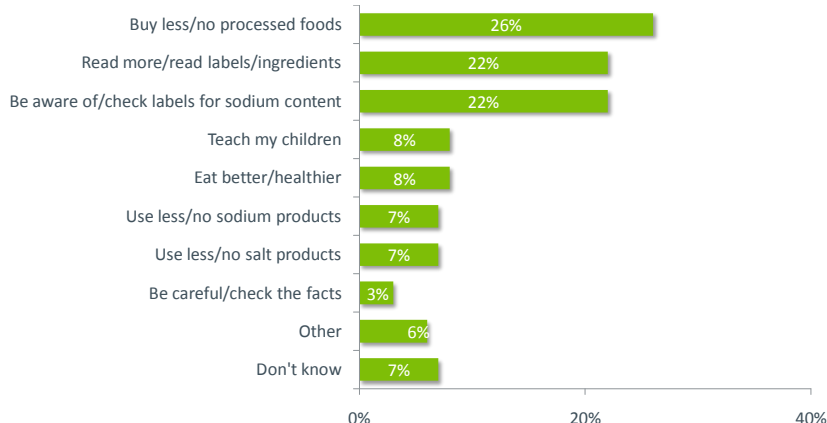
Actions participants are most likely to take include being more aware and checking labels for sodium (22%) or salt (6%) content, buying less or no

processed foods (26%) or reading more labels or ingredients (22%). Fewer say this creative will prompt them to use or choose products with less sodium (7%) or salt (7%). A number of other actions are suggested by fewer participants.

Action Likely to Take: Sodium Reduction Print

Question 19

What action would you take? Please be as specific as possible.



Base: Those who gave a score of at least 5 on likelihood to take action (n=1327)

Perceptions of the creative

Similar to the previous creatives, participants were asked to provide a rating on a number of attributes relative to this creative. Specifically, they were asked how well each of the attributes applies to the creative:

- The information in this creative is credible
- This creative said something that was important to me
- I enjoyed viewing this creative
- This creative made me want to get more information
- This creative said something new to me
- This creative doesn't apply to me
- This creative was confusing
- This creative was irritating

Participants are most apt to apply favourable ratings (a score of 8 or higher) to the following statements about the print ad:

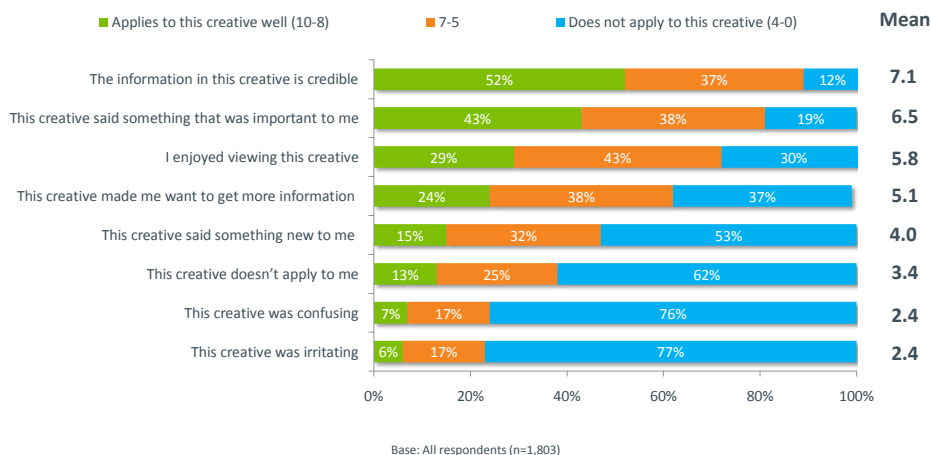
- The information in this creative is credible (52%); and
- This creative said something that was important to me (43%).

Participants are least likely to feel that the creative was irritating or confusing.

Opinions of Creative: Sodium Reduction Print

Question 26

In your opinion, how well do each of the following statements apply to the creative you have just seen?



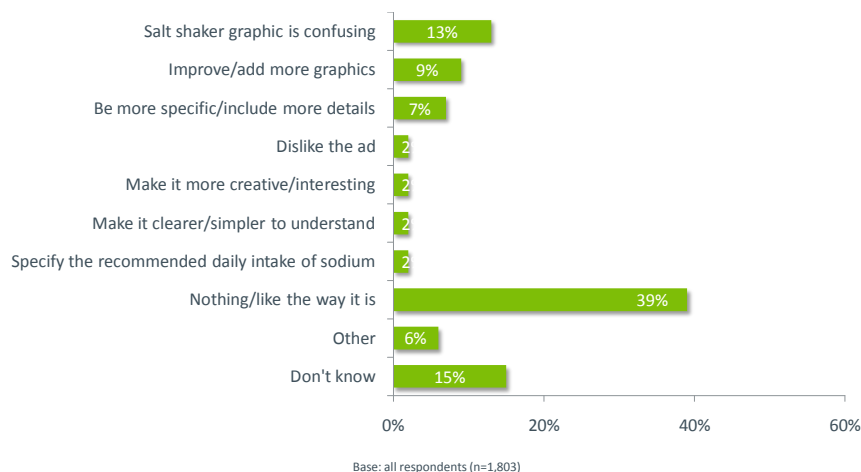
Over half of participants could not provide any suggestions on how to improve this creative. Among those that did, there were three primary suggestions/comments: The salt shaker graphic is confusing; graphics should be improved or more graphics added; the creative should include more details. A number of other suggestions are made by fewer participants.

Improvements Suggested: Sodium Reduction Print

Responses shown if greater than 1%

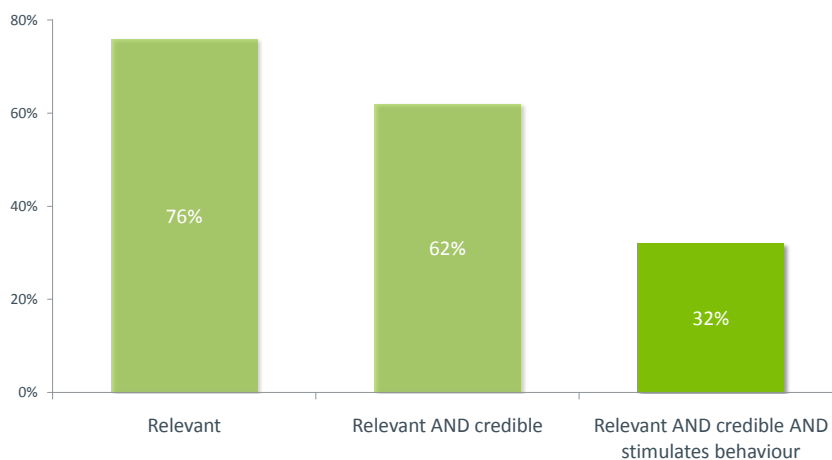
Question 21

What change would you make to improve this creative? Please be as specific as possible.



The same analysis described under the previous findings was performed on the check-out creative. This analysis reveals that about three in ten (32%) believe that this creative is relevant, credible, and would stimulate action.

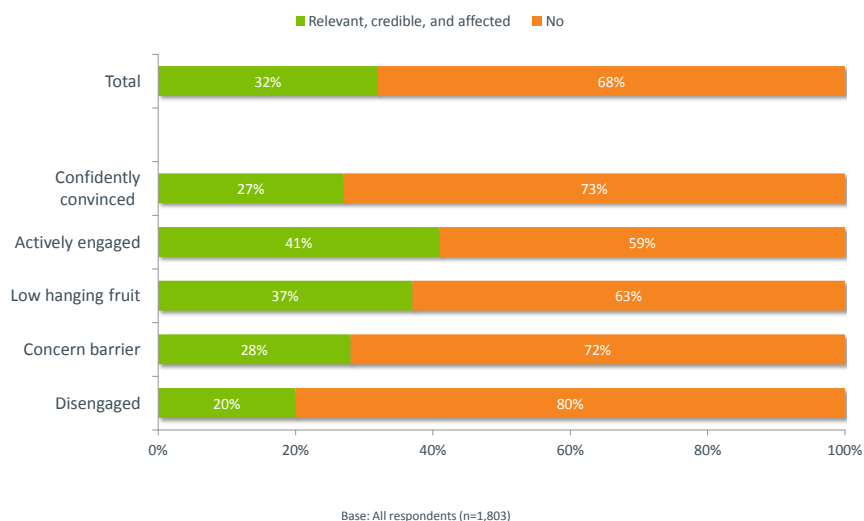
Composite Score: Print Concept



Base: All respondents (n=1,803)

As with the other concepts, the composite score was analyzed by the created segments. Again, the disengaged are the least likely to feel the creative met the three tests whereas the actively engaged are the most likely. Interestingly, the low hanging fruit – those who can be characterized as fence-sitters are higher than the average score. Specifically, almost four in ten in this category feel that the creative was relevant, credible, and would prompt new learnings or behaviour.

Composite Score by Engagement Index: Print



Creative Concept: Labels

As part of the creative testing, six labels were randomly shown to participants. Due to the number of labels being tested, participants were randomly shown three of the six labels and asked for their impressions. This yielded a minimum sample of 900 who evaluated each label.

Sodium Label 1: Without Knowing It...



Overall Impression and Main Message

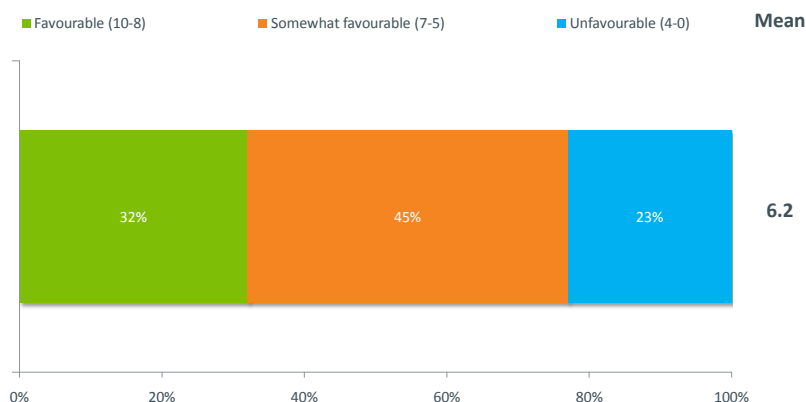
Close to one in three participants (32%) have a very favourable impression of this label, including 11% who provide the highest rating possible. Meanwhile, the plurality (45%) says their impression is somewhat favourable, with ratings between 5 and 7. The remaining 23% give this label lower ratings.

Perhaps not surprising, those who are more concerned about sodium tend to provide higher ratings (47% extremely or very concerned vs. 25% moderately concerned or less).

Overall Impression: Without Knowing It...

Question 31

What is your overall impression of this message?



Base: Those who saw Sodium Label 2 "Without knowing it..." (n=880)

Overall Impression: Without Knowing It

Q31. What is your overall impression of this creative?



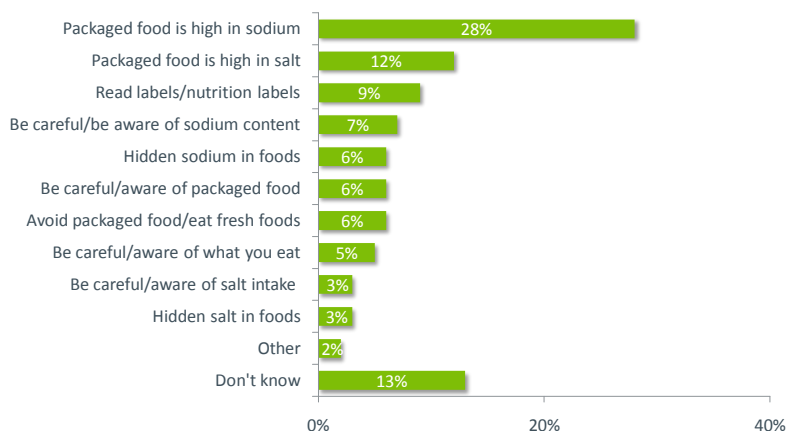
Participants extract two, but similar, main messages from this creative: packaged foods are high in sodium (28%) and that packaged foods are high in salt (12%). Fewer say the main message is to be careful about sodium or salt or that there can be more salt or sodium than you think in packaged foods. A number of other messages are perceived by fewer participants.

Main Message of Creative: Without Knowing It

Responses shown if greater than 2%

Question 23

In your opinion, what is the creative trying to tell you, in other words, what is the main message?



Base: Those who saw Sodium Label 2 "Without knowing it..." (n=880)

Perceptions of the label

Participants were asked the extent to which they agree with the following five statements for each label tested:

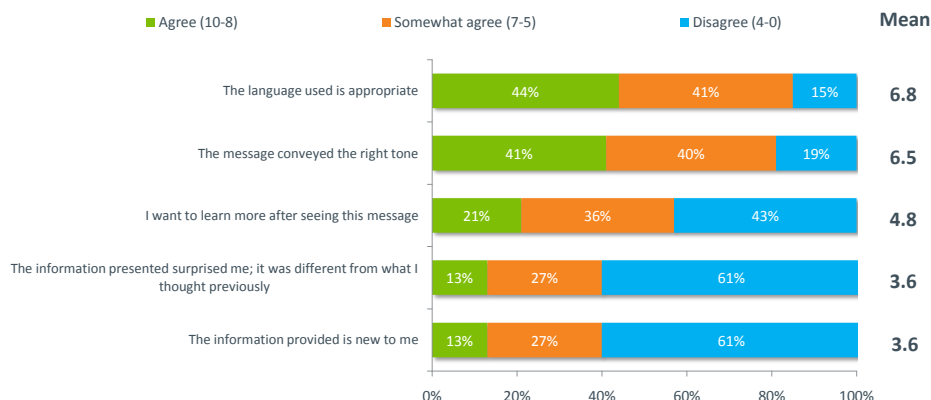
- The language used was appropriate
- The message conveyed the right tone
- The information provided is new to me
- The information presented surprised me; it was something different from what I thought previously
- I want to learn more after seeing this message

Four in ten strongly agree that the language used was appropriate and that the message conveyed the right tone (44% and 41% respectively). By contrast, participants are least likely to agree that the label presented information that surprised them or was new to them (both 13%).

Likelihood to Agree: Statements about Sodium Label

Question 33

To what extent would you agree or disagree with each of the following statements about the message you just saw. Please use a scale from 0 to 10 where 0 means you strongly disagree and 10 means you strongly agree.



Base: Those who saw Sodium Label 2 "Without knowing it..." (n=880)

Sodium Label 2: High Sodium Foods...



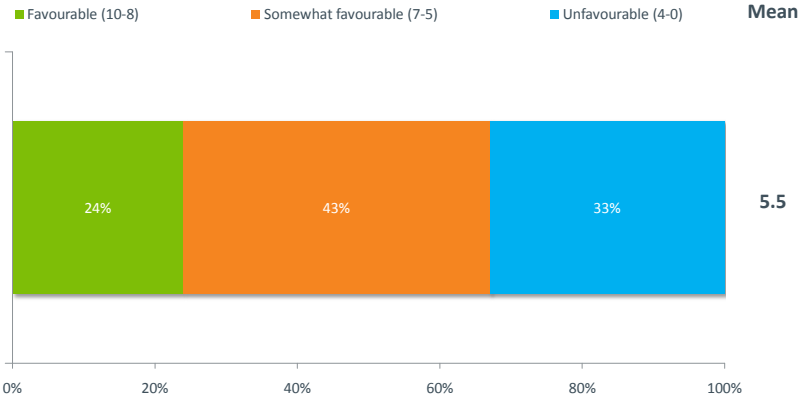
Overall Impression and Main Message

One in four participants are quite favourable about their impressions of this label. Meanwhile, the plurality is more neutral in their assessment of the label, with four in ten (43%) providing a rating between five and seven. The remaining participants are less positive (33%) in their views.

Those who are extremely concerned about sodium in their diet are more likely to have more favourable impressions of this creative (43% vs. 22%).

Overall Impression: High Sodium Foods...

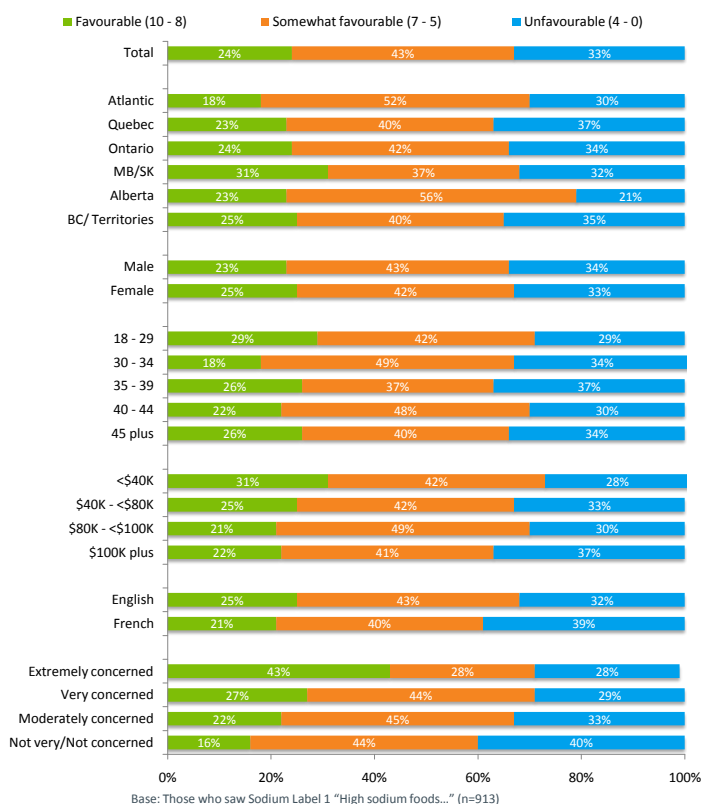
Question 28
What is your overall impression of this message?



Base: Those who saw Sodium Label 1 "High sodium foods..." (n=913)

Overall Impression: High Sodium Foods

Q28. What is your overall impression of this creative?



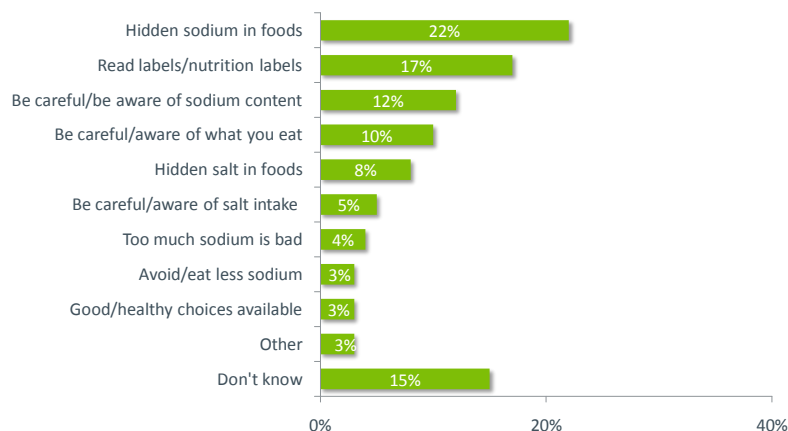
The main message received from this label relates primarily to watching sodium intake. Specifically, three in ten (30%) feel that the message says that sodium can be hidden in food products not necessarily where you think. Others believe that the message focuses on being aware of salt or sodium intake (17%), or generally about reading nutritional labels (17%). Fewer think the message is broader, such as being aware of what you eat (10%), or avoiding salt/sodium in general (5%).

Main Message of Creative: High Sodium Foods

Responses shown if greater than 2%

Question 23

In your opinion, what is the creative trying to tell you, in other words, what is the main message?



Base: Those who saw Sodium Label 1 "High sodium foods..." (n=913)

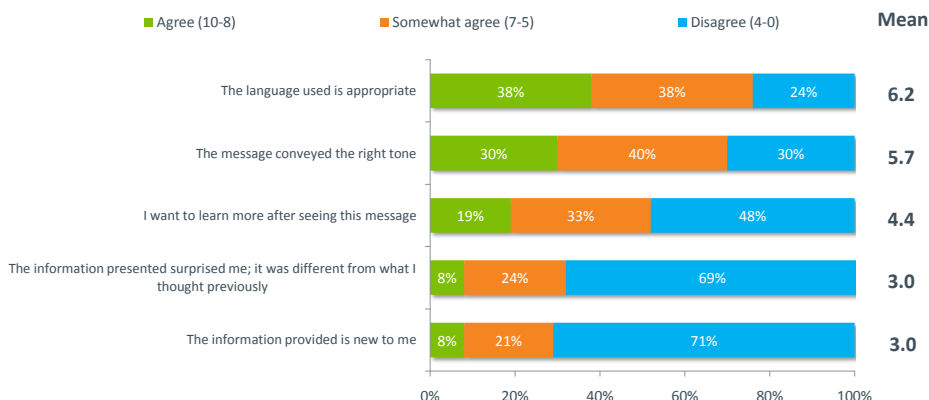
Perceptions of the label

Again, participants were asked their level of agreement with five statements about the creative tested. As noted with most of the labels, participants are most apt to agree that the language used is appropriate (38%) and that it conveys the right tone (30%). They are least likely to believe that the creative provided new information or that the information provided surprised them (both 8%).

Likelihood to Agree: Statements about Sodium Label

Question 30

To what extent would you agree or disagree with each of the following statements about the message you just saw. Please use a scale from 0 to 10 where 0 means you strongly disagree and 10 means you strongly agree.



Base: Those who saw Sodium Label 1 "High sodium foods..." (n=913)

Those under the age of 30 are more likely than their older counterparts to provide the highest rating that the language is appropriate (49% vs. 37%). Meanwhile, those who are concerned about sodium tend to provide higher ratings on the language, tone, and prompting to get more information after seeing the label.

Sodium Label 3: 90% of Young Children

Overall Impression and Main Message



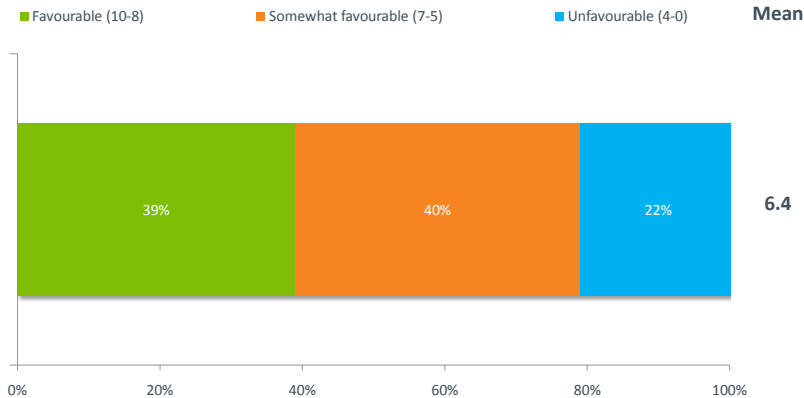
Overall impressions of this label are quite positive, with almost four in ten (39%) holding a very favourable impression (a score of 8 or higher) and a similar proportion providing softer ratings (40% rate it between 5 and 7). The remaining 22% hold less favourable impressions of this creative.

There are some demographic differences in terms of providing a rating of "10". These include:

- Women (16% vs. 12% of men);
- Participants in households with an income of less than \$40,000 (27% vs. 12%); and
- Those extremely concerned about sodium (39% vs. 11%).

Overall Impression: 90% of Young Children...

Question 34
What is your overall impression of this message?



Base: Those who saw Sodium Label 3 "90% of young children..." (n=920)

Overall Impression: 90% of Young Children

Q34. What is your overall impression of this creative?



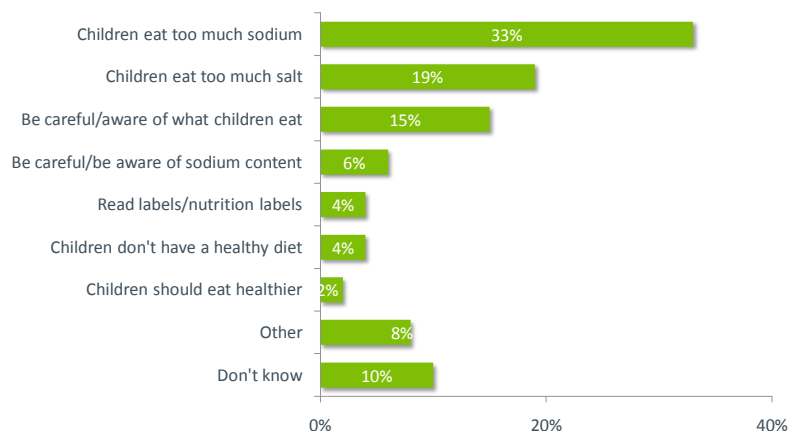
Over half of participants believe that the main message of this label is that children eat too much sodium (33%) or salt (19%). Significantly fewer say the message is to be careful or aware of what children are eating (15%), or to be aware of sodium intake in general (6%). A number of other messages are suggested by fewer participants.

Main Message of Creative: 90% of Young Children

Responses shown if greater than 2%

Question 23

In your opinion, what is the creative trying to tell you, in other words, what is the main message?



Base: Those who saw Sodium Label 3 "90% of young children..." (n=920)

Perceptions of the label

There is a high level of agreement among participants that the language used is appropriate and that the message conveys the right tone (48% and 42% respectively). Fewer say that this message provided information that was new, or surprising (both 21%).

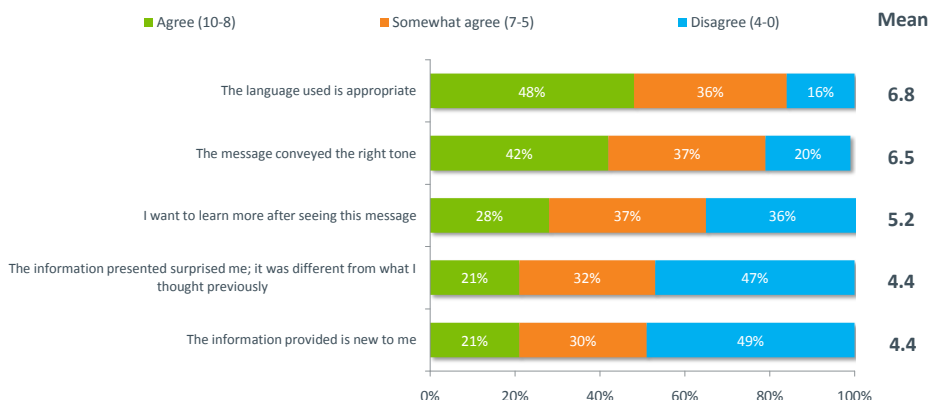
Women are more likely than men to agree with the following statements:

- The language is appropriate (52% vs. 43%);
- The message conveyed the right tone (47% vs. 37%); and
- I want to learn more after seeing this message (32% vs. 23%).

Likelihood to Agree: Statements about Sodium Label

Question 36

To what extent would you agree or disagree with each of the following statements about the message you just saw. Please use a scale from 0 to 10 where 0 means you strongly disagree and 10 means you strongly agree.



Base: Those who saw Sodium Label 3 "90% of young children..." (n=920)

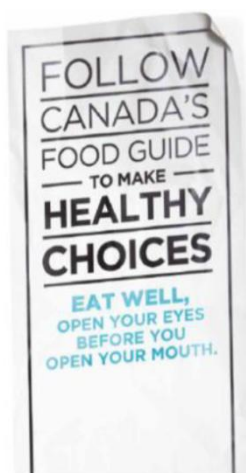
Healthy Eating Label 1: Follow Canada's Food Guide

Overall Impression and Main Message

Overall impressions of this label tend to be more neutral, with similar proportions rating it between 5 and 7 (40%) or between 0 and 4 (38%). Only one in five (22%) give this rating an eight or higher.

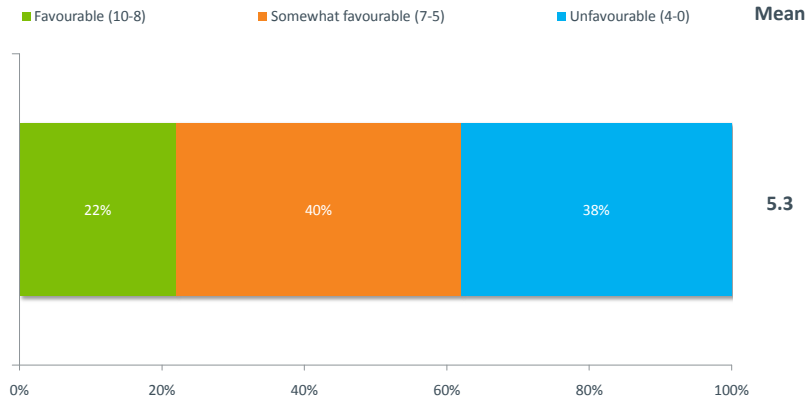
Some groups are more apt to provide more favourable ratings on this label, including:

- Women (29% vs. 16% for men);
- Those between 30 and 34 years or 40 and 44 years of age (30% vs. 19%);
- Those with a household income of less than \$80,000 (31% vs. 17%); and
- Those who are more concerned about sodium in their diet (28% vs. 19%).



Overall Impression: Follow Canada’s Food Guide

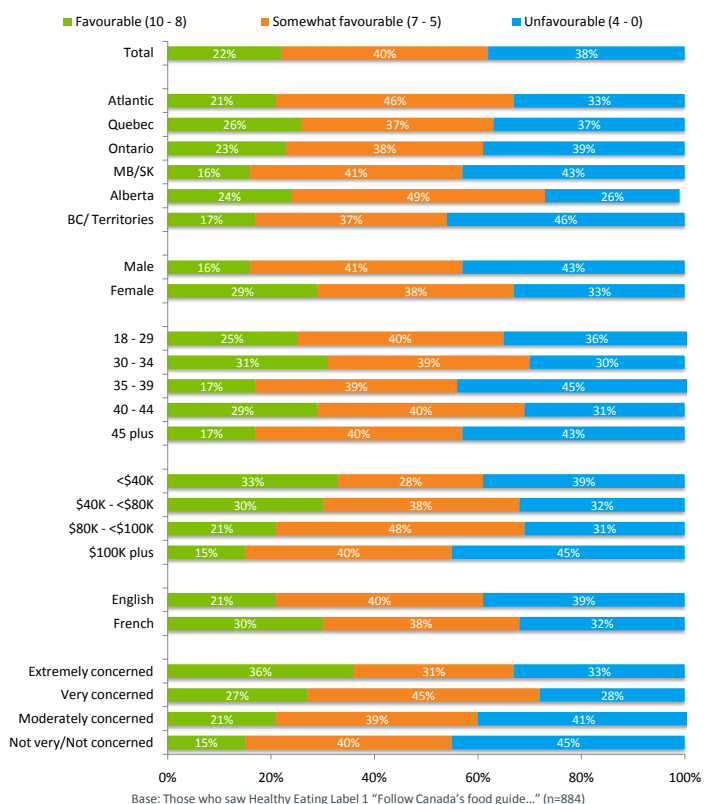
Question 37
What is your overall impression of this message?



Base: Those who saw Healthy Eating Label 1 "Follow Canada's food guide..." (n=884)

Overall Impression: Follow Canada's Food Guide

Q37. What is your overall impression of this creative?



Participants are most likely to extract two key messages from this label: Follow the Canada Food Guide (CFG) when eating or buying food (37%) and generally eat healthier (25%). Fewer perceived the message to read labels or nutrition charts (17%) or to be aware of what you eat (17%). A number of other messages were perceived by fewer participants.

Main Message of Creative: Follow Canada's Food Guide

Responses shown if greater than 2%

Question 23

In your opinion, what is the creative trying to tell you, in other words, what is the main message?



Base: Those who saw Healthy Eating Label 1 "Follow Canada's food guide..." (n=884)

Perceptions of the label

Participants are most apt to agree that the language used in this creative is appropriate (34% rate it an 8 or higher) and that it conveys the right tone (27%). Few agree that it presented information that surprised them or that they wanted to learn more about after seeing the ad (both 5%).

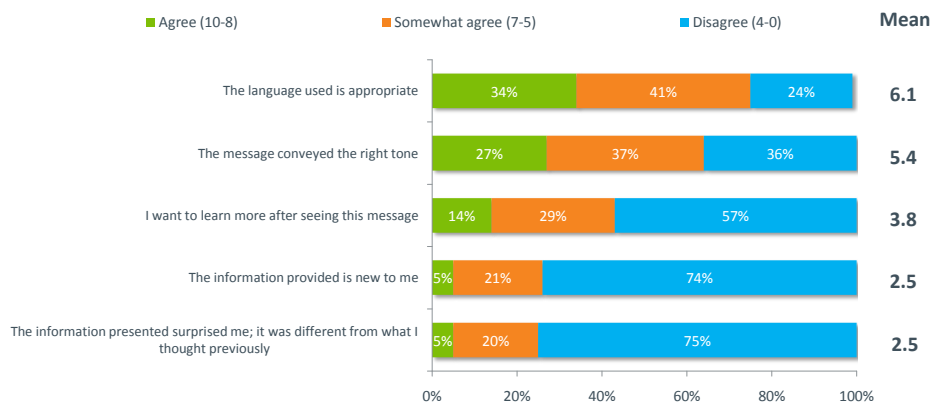
In general, women are more likely than men to agree with all the statements about this label with the exception of the following statement: The information presented surprised me; it was something different from what I thought previously. In this case, no difference by gender is observed. Other notable differences include:

- Agreement that the language used was appropriate decreases with education and household income;
- Those who are extremely or very concerned about sodium in their diet are more apt to agree with all the statements about the creative; and
- Participants with a chronic health condition are more likely to agree that the language is appropriate and that it conveyed the right tone.

Likelihood to Agree: Healthy Eating Label

Question 39

To what extent would you agree or disagree with each of the following statements about the message you just saw. Please use a scale from 0 to 10 where 0 means you strongly disagree and 10 means you strongly agree.



Base: Those who saw Healthy Eating Label 1 "Follow Canada's food guide..."
(n=884)

Healthy Eating Label 2: You Can Enjoy Eating Out...



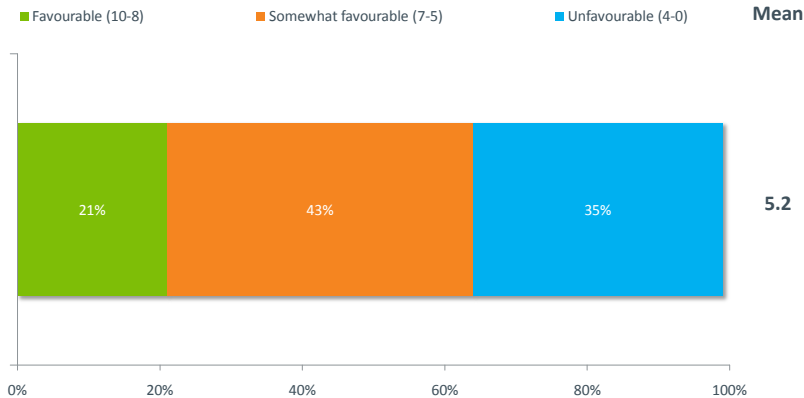
Overall Impression and Main Message

Ratings for this creative are similar to those for the previous one. Just one in five (21%) holds very favourable impressions of this creative, giving it a score of 8 or higher. The plurality (43%) provides soft ratings, between 5 and 7 and slightly fewer provide lower scores (35% provide a 0 to 4 rating).

Women are more likely than men to hold very favourable impressions of this creative (25% vs. 18%). Meanwhile, those with higher degrees of concern about sodium in their diet are more favourable in their assessment in comparison to those who are less concerned (29% vs. 18%).

Overall Impression: You Can Enjoy Eating Out...

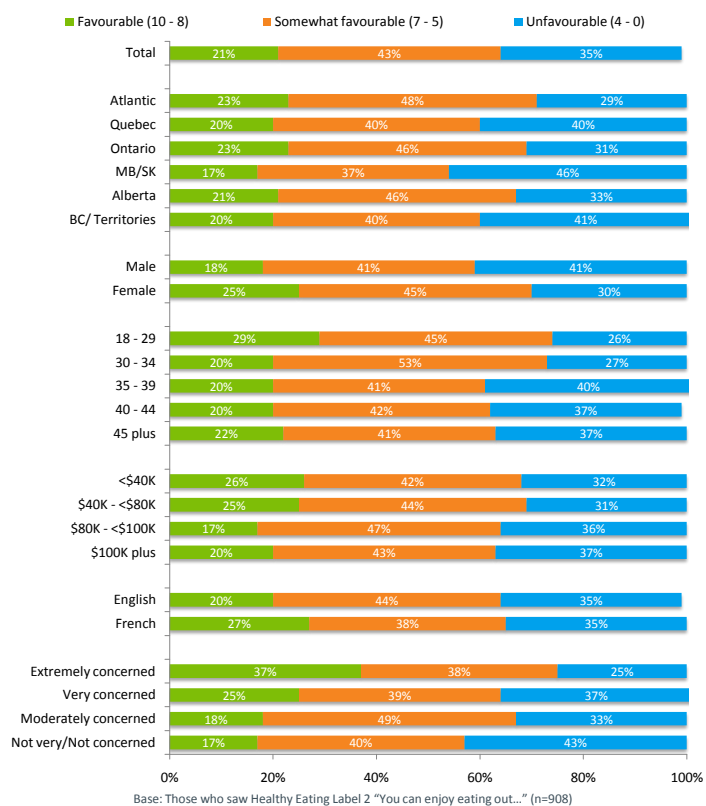
Question 40
What is your overall impression of this message?



Base: Those who saw Healthy Eating Label 2 "You can enjoy eating out..." (n=908)

Overall Impression: You Can Enjoy Eating Out

Q40. What is your overall impression of this creative?



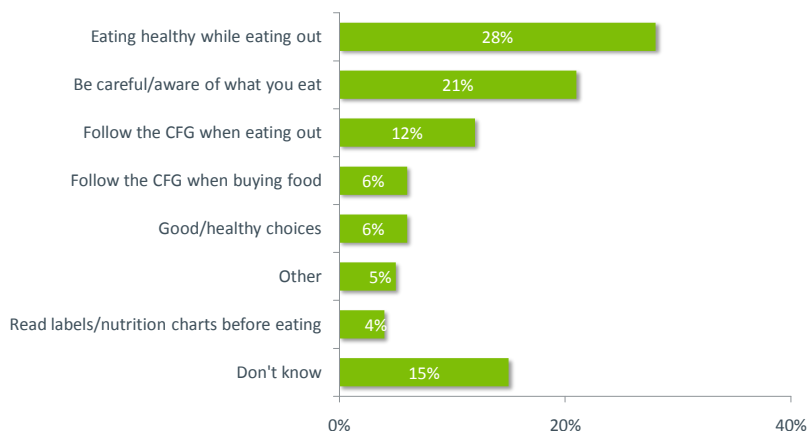
Participants are most apt to perceive a message of eating healthy while eating out from this creative (28%). Slightly fewer say the main message is about being careful or aware of what you eat (21%) or following the Canada Food Guide (12%). A number of other messages are noted by fewer participants.

Main Message of Creative: You Can Enjoy Eating Out

Responses shown if greater than 2%

Question 23

In your opinion, what is the creative trying to tell you, in other words, what is the main message?



Base: Those who saw Healthy Eating Label 2 "You can enjoy eating out..." (n=908)

Perceptions of the label

As with the previous label tested, participants were asked to rate the extent to which they agree with five statements about the label. The results reveal very similar patterns: participants are most apt to agree that the language used is appropriate and that the message conveys the right tone (33% and 28% respectively). Again, they are least likely to agree that the information provided is new and that the information presented surprised them (both 9%).

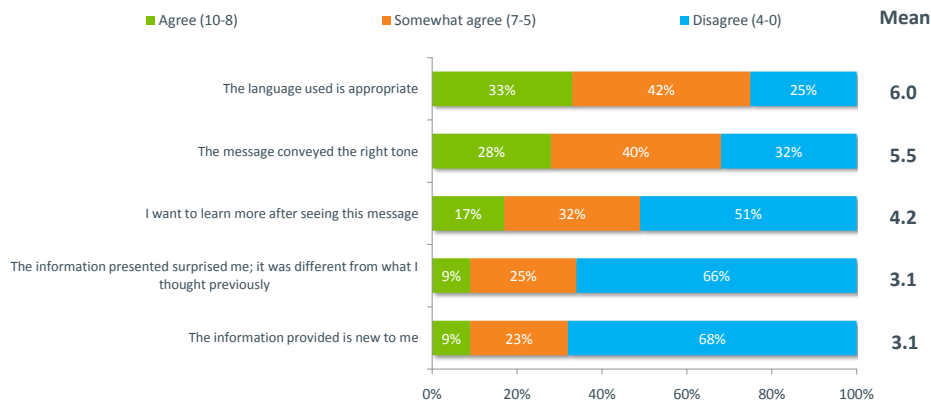
There are some differences in level of agreement by subgroups:

- Women are more likely than men to agree that the language used is appropriate (41% vs. 26%) and that it conveyed the right tone (34% vs. 22%).
- The level of agreement about the language and tone decreases with increased education and income.
- Those who are more concerned with sodium are more likely to agree about the language, tone, and that the creative made them want to seek more information.

Likelihood to Agree: Healthy Eating Label

Question 42

To what extent would you agree or disagree with each of the following statements about the message you just saw. Please use a scale from 0 to 10 where 0 means you strongly disagree and 10 means you strongly agree.



Base: Those who saw Healthy Eating Label 2 "You can enjoy eating out..." (n=908)

Healthy Eating Label 3: Look at the Nutrition Facts Table...

Overall Impression and Main Message



Overall impressions of this message were somewhat more favourable than the first two, with over one in four (27%) providing a rating of eight or higher. The plurality is somewhat positive in their assessment, with ratings between 5 and 7 (41%). Lastly, one in three give lower scores for this creative (32% provide a 0 to 4 rating).

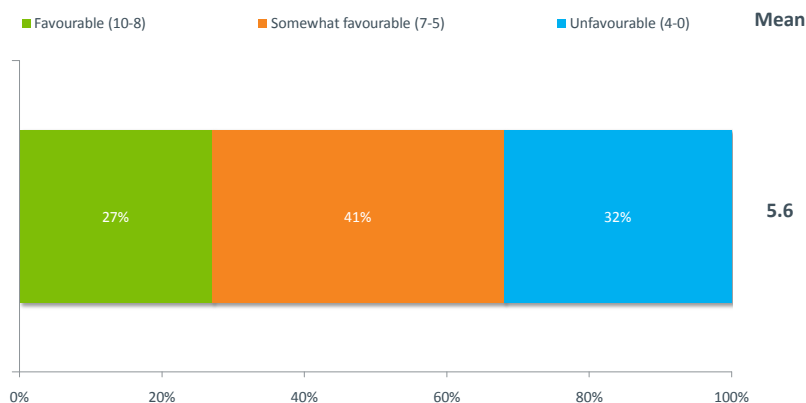
There are some differences in opinion across sub-groups:

- Women are more likely than men to have favourable impressions (31% vs. 24%);
- Those under the age of 30 hold more favourable views of this label as compared to older participants (41% vs. 26%);
- High income earners (household income of \$100,000 or more) are less likely to be very favourable in their impression of this creative (22% vs. 33%); and
- Those more concerned about sodium are more apt to be very favourable (40%) in their view whereas those who are moderately concerned are more apt to provide more neutral ratings (48%).

Overall Impression: Look at the Nutrition Facts Table...

Question 43

What is your overall impression of this message?



Base: Those who saw Healthy Eating Label 3 "Look at the Nutrition Facts table..." (n=904)

Overall Impression: Look at the Nutrition Facts Table

Q43. What is your overall impression of this creative?



Over half of participants say the main message of the label is to read labels or nutrition charts before buying or eating food (55%). Fewer say the primary message is to be careful or aware of what you eat (21%) or that the message was about making good or healthy choices or healthy eating in general both 3%). As the graph below illustrates, small numbers of participants identify a number of other messages.

Main Message of Creative: Look at the NFt

Responses shown if greater than 2%

Question 23

In your opinion, what is the creative trying to tell you, in other words, what is the main message?



Base: Those who saw Healthy Eating Label 3 "Look at the Nutrition Facts table..." (n=904)

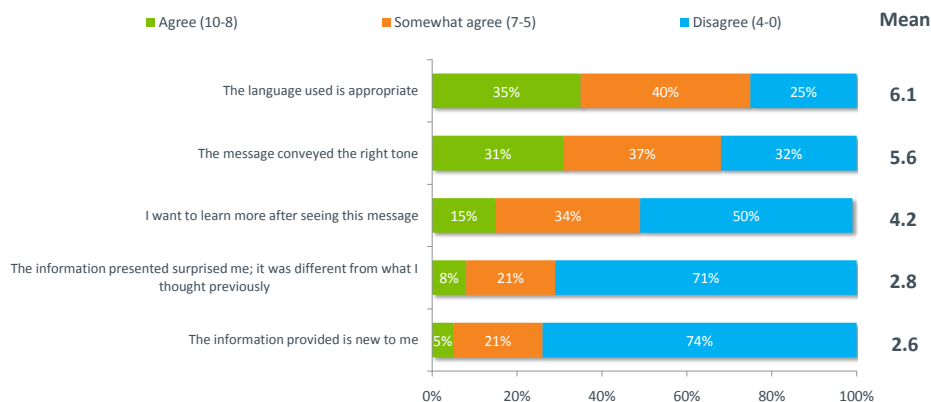
Perceptions of the label

As seen with the other labels tested, participants are most apt to agree that the language used in the label is appropriate and that the message conveyed the right tone (35% and 31% respectively). Again, they are least likely to agree that the information presented surprised them and that the information is new to them (8% and 5% respectively).

Likelihood to Agree: Healthy Eating Label

Question 45

To what extent would you agree or disagree with each of the following statements about the message you just saw. Please use a scale from 0 to 10 where 0 means you strongly disagree and 10 means you strongly agree.



Base: Those who saw Healthy Eating Label 3 "Look at the Nutrition Facts table..."
(n=904)

There are a few differences in opinion across demographics. Women are more likely to believe that the language was appropriate (39% vs. 32%). As well, those who are more concerned about the sodium in their diet are more likely to agree with the language and tone, as well as wanting to learn more information after seeing the creative.

Detailed Qualitative Findings

The qualitative portion of the report is divided into four sections. The first part presents an overview of focus group participants' current behaviours and healthy eating habits. The second part reviews participants' impressions to the factsheets. The third part explores reactions to the print ad. The final part explores suggestions and expectations around communications.

Healthy Eating Habits

While all participants displayed some understanding of what constitutes healthy eating and most indicated taking at least some measures in trying to avoid unhealthy eating choices, the level of dedication to this objective varied widely both across the two participant segments and within each group.

Parents in the high-SES groups more consistently described multiple habits adopted specifically to ensure they and their family were eating healthier meals. Some of the more uniformly adopted behaviours include shopping strategies that focus on fresh (unprocessed) foods, reading labels on packaged foods, checking flyers, collecting coupons, preparing lists, and including their children (especially older children) in their planning. Many buy in bulk or stock up on staples (freezers are full) so that they can incorporate healthy eating/planning into their lives AND save time and money. For them, the messages are generally credible and most are measures they feel they can readily incorporate into their lifestyles (except perhaps some of the suggestions on the eating out/restaurant fact sheet).

Among the parents in the lower SES groups, fewer were adopting healthy eating behaviours and most described behaviours that were admittedly not as healthy as even they might hope for. There were more parents among the lower SES groups who voluntarily mentioned barriers such as lack of time, transportation issues, family preference pressures and budgetary constraints that were difficult to overcome in the name of healthy eating.

There was more of a tendency among the lower SES participants to make choices based on lifestyle and be more reactive than proactive in their planning. Their comments suggested they more frequently eat out or order in, rarely prepare grocery lists, or menu plan in advance. They described a tendency to shop for 3 days at a time, rarely stocking up. They mentioned checking flyers/coupons periodically but were less inclined to plan around savings they see announced and rarely travel much to chase deals (i.e. multiple grocery stores). Incorporating their children in menu planning and grocery shopping was acknowledged as "ideal"; however, it was often depicted as a nuisance and to keep everyone satisfied, they indicated a preference to make menu choices with little input/guidance.

One other aspect that appeared quite different between the two segments was their behaviour when it comes to restaurants. The range of restaurants frequented – whether full-serve, quick-serve or take-out – appeared much wider among the higher SES segment than among the lower SES. Regardless, the behaviour when eating food purchased in these circumstances was fairly commonly described as self-forgiving. That is, when it comes to restaurants, concern for healthier choices was often a secondary concern for parents, who tend to consider restaurant foods a treat, even if they understand that these foods are not as healthy.

Virtually all parents were willing to hear suggestions for how they can help their children have healthier diets and develop better eating habits. For those who are more concerned about this already, there is an eager appetite for whatever tools and tips can help them advance further. For those who were less actively engaged in healthy eating behaviours, there was a more modest level of interest in receiving information. These findings were consistent across all three cities.

Creative Concept Testing: Factsheet Messages

To facilitate the evaluation of each factsheet, participants were presented with a colour copy of the factsheet as well as an accompanying worksheet that outlined each message on the factsheet. The factsheets were presented in randomized order in each group, to remove any ordering bias. As well, two additional messages were tested as part of the worksheet for the *At the Grocery Store* execution that were not included on the factsheet. Those two messages were:

- *Do a grocery cart makeover – fill it up with good food choices so you can eat healthy at home.*
- *Add more colour and crunch to your cart in the produce section.*

As part of the worksheet, participants were asked to complete two exercises. The first asked participants to rate the credibility of each message on a 0-10 scale where 10 signified *very credible* and 0 signified *not at all credible*. The second asked participants to rate each message on the power of the message to motivate them to take action. The scale was a 0-10 scale where 10 signified the message definitely would motivate them to find out more about health eating and 0 signified the message definitely would not motivate them to find out more about healthy eating.

For purposes of reporting, each factsheet will be discussed in turn as follows:

- First, we will summarize the overall findings.
- Second, we will present a colour coded visual illustrating the relative strength of each message and any specific wording positives or negatives. The colour coding was determined based on a combination of the scores and the focus group discussion.
- Third, we will present a summary of the tallied scores for each message with the specific advantages and disadvantages that stemmed from the discussion of each. In some instances, the tallies do not match the total number of participants (47). This is due to the fact that not all worksheets were returned completed in full. We tabulated the results for each message based on the total number of completed ratings. Further, in some instances, we made suggestions for minor wording changes or adjustments that could improve some messages; this was not done for all messages.
- Finally, we will discuss the key findings relating to the creative.

Factsheet #1: At Home



Eat Well

 **PLAN MEALS AND SNACKS AHEAD OF TIME AT HOME**

Plan it out	Keep good stuff in stock
- Plan all meals, including snacks. This will help to make healthy eating easier. - Plan your meals and snacks by using a piece of paper, a menu planner or your smartphone. - Keep a grocery list handy and add items as you run out. - Check weekly grocery store flyers and use coupons for cost-savings.	- Chop extra veggies and fruit when preparing dinner so you have some ready for snacks, lunches or dinner the next day. - Keep the cupboards stocked with healthier foods like brown rice, canned tuna, whole grain pasta and lower sodium canned vegetables and beans.

Get the family involved

- Involve the entire family in planning meals and snacks.
- Teach your children how to plan and prepare meals. This will help them develop lifelong healthy eating skills.
- Post your meal plan in the kitchen. Talk with each family member about how they can help out. Someone can prepare the food while someone else sets the table.
- Encourage family members to try a new food or recipe once in a while, or adapt a family favourite to make it healthier.

Learn more at: HealthyCanadians.gc.ca/eatwell








Overall Findings

The *At Home* factsheet contained some of the most helpful messages tested in the groups. Reactions to messages ranged from modest to highly positive: some messages were perceived as “helpful reminders,” while others were considered constructive new ideas that would be adopted by some of the most engaged parents. Almost all were seen as credible.

Of the ten messages that were included in this factsheet, 5 appeared to be messages that were fairly effective as-is, although there may be some redundancy among them. Three of the messages were about planning and two of them specifically mentioned making a list or some sort of record. It would seem that a single message highlighting possible options for making a plan may be sufficient.

The messages that suggested involving children were sometimes met with mixed reactions. While parents were typically in agreement that teaching children about healthy eating habits was a worthy objective, depending on the numbers, ages and attitudes of their respective children, the notion of including children was not always accepted as a realistic or desirable suggestion. The discussion suggested parents may be more likely to see how to involve their children in constructive and realistic ways if the tips were less broad and perhaps identified various age-appropriate ways to involve children.

At Home Messaging

	Plan all meals, including snacks. This will help to make healthy eating easier.	Strong as-is	
	Plan your meals and snacks by using a piece of paper, a menu planner or your smartphone.	Strong as-is	
	Keep a grocery list handy and add items as you run out.	Strong as-is	
	Check weekly grocery store flyers and use coupons for cost-savings.	Strong as-is	
	Involve the entire family in planning meals and snacks.	Potential	
May be problematic to include children	Teach your children how to plan and prepare meals. This will help them develop lifelong healthy eating skills.	Potential	Strong rationale
Unrealistic	Post your meal plan in the kitchen. Talk with each family member about how they can help out. Someone can prepare the food while someone else sets the table.	Potential	
May stop it from being a favourite	Encourage family members to try a new food or recipe once in a while, or adapt a family favourite to make it healthier.	Potential	Good suggestions
	Chop extra veggies and fruit when preparing dinner so you have some ready for snacks, lunches or dinner the next day.	Potential	
	Keep the cupboards stocked with healthier foods like brown rice, canned tuna, whole grain pasta and lower sodium canned vegetables and beans.	Potential	Seemed to recommend counter-intuitive/ unhealthy purchase

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Statement # 1:

Plan all meals, including snacks. This will help to make healthy eating easier.

This message tested well. It was felt to be credible, mostly common sense, not particularly new, and not anything that would be overly difficult to incorporate.

Credibility	Very credible (10)	11 of 46
Mean 7.78	Credible (7-9)	26 of 46
	Neither (4-6)	6 of 46
	Not all that credible (1-3)	3 of 46
	Not at all credible (0)	0 of 46
Motivation	Definitely would motivate (10)	7 of 46
Mean 6.85	Would motivate (7-9)	23 of 46
	Neither (4-6)	8 of 46
	Would not motivate (1-3)	7 of 46
	Definitely would not motivate (0)	1 of 46
Advantages	✓ Accepted as credible	
Disadvantages	✗ Potential limited due to over-simplicity, vagueness	

Statement # 2:

Plan your meals and snacks by using a piece of paper, a menu planner or your smartphone.

This was felt to be credible and mostly common sense. The suggestion of using a paper, menu planner or smartphone was a clear action to consider. Given the emphasis on planning meals and snacks (as in Statement #1), this was felt to be a little repetitive and redundant.

Credibility	Very credible (10)	8 of 46
Mean 6.98	Credible (7-9)	20 of 46
	Neither (4-6)	14 of 46
	Not all that credible (1-3)	2 of 46
	Not at all credible (0)	2 of 46
Motivation	Definitely would motivate (10)	5 of 46
Mean 5.33	Would motivate (7-9)	12 of 46
	Neither (4-6)	13 of 46
	Would not motivate (1-3)	12 of 46
	Definitely would not motivate (0)	4 of 46
Advantages	✓ Accepted as fairly credible, contains a clear action to consider	
Disadvantages	✗ Redundant message on planning	

Statement # 3:

Keep a grocery list handy and add items as you run out.

This message tested well. It was felt to be credible and relevant. Many try to keep a list handy; others have trouble finding the time. Those who criticized this message argued that keeping a list does not ensure you would be making healthy eating choices.

Credibility	Very credible (10)	12 of 46
Mean 7.35	Credible (7-9)	20 of 46
	Neither (4-6)	9 of 46
	Not all that credible (1-3)	3 of 46
	Not at all credible (0)	2 of 46
Motivation	Definitely would motivate (10)	5 of 46
Mean 5.33	Would motivate (7-9)	14 of 46
	Neither (4-6)	12 of 46
	Would not motivate (1-3)	10 of 46
	Definitely would not motivate (0)	5 of 46
Advantages	✓ Credible, realistic and relevant action suggested	
Disadvantages	✗ Not immediately accepted/recognized as a behaviour that leads to healthier eating	

Statement # 4:

Check weekly grocery store flyers and use coupons for cost-savings.

This was rated highest in terms of credibility (of all messages tested on all three factsheets). It was well received by both high and low SES. Most participants currently check weekly flyers and use coupons.

Credibility	Very credible (10)	23 of 46
Mean 8.54	Credible (7-9)	14 of 46
	Neither (4-6)	7 of 46
	Not all that credible (1-3)	2 of 46
	Not at all credible (0)	0 of 46
Motivation	Definitely would motivate (10)	21 of 46
Mean 7.46	Would motivate (7-9)	11 of 46
	Neither (4-6)	5 of 46
	Would not motivate (1-3)	8 of 46
	Definitely would not motivate (0)	1 of 46
Advantages	✓ Very credible, realistic action, welcome reminder	
Disadvantages	✗ None	

Statement # 5:

<i>Involve the entire family in planning meals and snacks.</i>		
<i>In theory this message tests well. Participants understand the importance of including the family, especially in the context of helping children learn healthy eating habits. However, in practice, involving the entire family in planning meals and snacks can make a simple chore, difficult. Factors such as the age of children, family members' food preferences, etc. can overcomplicate meal preparation.</i>		
Credibility Mean 6.43	Very credible (10)	7 of 46
	Credible (7-9)	19 of 46
	Neither (4-6)	14 of 46
	Not all that credible (1-3)	4 of 46
	Not at all credible (0)	2 of 46
Motivation Mean 6.57	Definitely would motivate (10)	9 of 46
	Would motivate (7-9)	17 of 46
	Neither (4-6)	13 of 46
	Would not motivate (1-3)	5 of 46
	Definitely would not motivate (0)	2 of 46
Advantages	✓ A dream situation for many, a few already making efforts and readily related	
Disadvantages	✗ Many identified barriers that would be impossible or unpleasant to remove – i.e., children too young to help, pressure from children (or spouses) to make meals LESS healthy	

Statement # 6:

<i>Teach your children how to plan and prepare meals. This will help them develop lifelong healthy eating skills.</i>		
<i>Again, no one could argue with the intent of this message. Participants want to help teach their children about healthy eating; however, there continues to be a sense that children's involvement in meal planning complicates more than facilitates.</i>		
Credibility	Very credible (10)	13 of 46
Mean 7.89	Credible (7-9)	25 of 46
	Neither (4-6)	5 of 46
	Not all that credible (1-3)	2 of 46
	Not at all credible (0)	1 of 46
Motivation	Definitely would motivate (10)	13 of 46
Mean 6.98	Would motivate (7-9)	16 of 46
	Neither (4-6)	9 of 46
	Would not motivate (1-3)	6 of 46
	Definitely would not motivate (0)	2 of 46
Advantages	✓ Laudable outcome to aim for, strong rationale	
Disadvantages	✗ Depending on age, methods for effective teaching varies widely	
<i>Suggested tweak</i>	<i>▪ Add age-specific language or tips to stimulate greater interest in more information</i>	

Statement # 7:

Post your meal plan in the kitchen. Talk with each family member about how they can help out. Someone can prepare the food while someone else sets the table.

Reaction to this message was generally lukewarm. Some parts worked better than others. The suggestion to divvy up the labour was realistic and a measure that is often incorporated into participants' lives now, although few could see how this tied into healthy eating. Posting a meal plan in the kitchen, on the other hand, was not felt to be realistic. Many participants decide on the day's meals that day. This also speaks to the challenges raised in Statements #5 and #6 around including children and family members in determining meal plans.

Credibility Mean 6.23	Very credible (10)	6 of 47
	Credible (7-9)	17 of 47
	Neither (4-6)	18 of 47
	Not all that credible (1-3)	4 of 47
	Not at all credible (0)	2 of 47
Motivation Mean 5.71	Definitely would motivate (10)	5 of 45
	Would motivate (7-9)	14 of 45
	Neither (4-6)	15 of 45
	Would not motivate (1-3)	8 of 45
	Definitely would not motivate (0)	3 of 45
Advantages	✓ Suggested actions clearly presented	
Disadvantages	✗ Posting a meal plan was rarely seen as a realistic action, the more helpful elements were reminders of doing one's fair share but this was not really seen as being about healthy eating	

Statement # 8:

Encourage family members to try a new food recipe once in a while, or adapt a family favourite to make it healthier.

Reaction to this message was generally positive, particularly as it relates to trying new food recipes. Most participants suggested that they often try to vary their meals by trying new recipes. However, the suggestion of adapting a family favourite was not all that well received. Participants argued it's a family favourite for a reason; and, you "don't mess around with a family favourite."

Credibility	Very credible (10)	16 of 47
Mean 8.00	Credible (7-9)	20 of 47
	Neither (4-6)	8 of 47
	Not all that credible (1-3)	3 of 47
	Not at all credible (0)	0 of 47
Motivation	Definitely would motivate (10)	12 of 45
Mean 7.38	Would motivate (7-9)	18 of 45
	Neither (4-6)	12 of 45
	Would not motivate (1-3)	3 of 45
	Definitely would not motivate (0)	0 of 45
Advantages	✓ Excellent suggestion to try new foods/recipes	
Disadvantages	✗ Changing a family favourite often seen as a problematic since it may make a favourite undesirable and therefore not eaten	
Suggested tweak	▪ Provide alternatives to make the family favourite more healthy without affecting essential characteristics (i.e., substituting milk for cream)	

Statement # 9:

Chop extra veggies and fruit when preparing dinner so you have some ready for snacks, lunches or dinner the next day.

This message met with resounding approval. Many are already doing this in their homes. Some leave chopped fruits/veggies at the ready in the fridge. Others chop fruits/veggies to have out while preparing dinner so when family is gathered, they have something healthy to munch on. The few who disliked this suggestion explained that for them it's a question of taste (i.e. they don't like the consistency of chopped fruits/veggies that sit in the fridge).

Credibility Mean 8.43	Very credible (10)	17 of 46
	Credible (7-9)	23 of 46
	Neither (4-6)	3 of 46
	Not all that credible (1-3)	3 of 46
	Not at all credible (0)	0 of 46
Motivation Mean 7.09	Definitely would motivate (10)	12 of 46
	Would motivate (7-9)	19 of 46
	Neither (4-6)	6 of 46
	Would not motivate (1-3)	9 of 46
	Definitely would not motivate (0)	0 of 46
Advantages	✓ Excellent suggestion, realistic, easily implemented ✓ Tested among the strongest...Most widely accepted ✓ Constructive, relates well to real circumstances and is easily acted upon	
Disadvantages	✗ None	

Statement # 10:

<i>Keep the cupboards stocked with healthier foods like brown rice, canned tuna, whole grain pasta and lower sodium canned vegetables and beans.</i>		
<i>The fundamental notion of stocking up on healthy foods is credible and a helpful suggestion. However, the confusion over the apparent contradiction in suggesting options that are widely seen as less healthy than is advised (i.e. canned tuna, canned vegetables, etc.) detracts from this message.</i>		
Credibility	Very credible (10)	15 of 46
Mean 8.15	Credible (7-9)	24 of 46
	Neither (4-6)	5 of 46
	Not all that credible (1-3)	2 of 46
	Not at all credible (0)	0 of 46
Motivation	Definitely would motivate (10)	12 of 46
Mean 6.83	Would motivate (7-9)	15 of 46
	Neither (4-6)	8 of 46
	Would not motivate (1-3)	11 of 46
	Definitely would not motivate (0)	0 of 46
Advantages	✓ Concept of stocking up on healthy foods is credible and a helpful suggestion	
Disadvantages	✗ Much confusion over the suggestion to stock up on canned tuna and canned vegetables which are considered less healthy	
<i>Suggested tweak</i>	<i>Focus exclusively on foods easily accepted as healthy or qualify canned/processed suggestions with “if you are purchasing canned food, choose low sodium options.”</i>	

Findings Relating to the Creative

As was the case with all three factsheets, the layout was seen as fairly clean and pleasant, if somewhat uninteresting and unlikely to catch one’s attention. Given that this is health information published by the federal government, the layout met or slightly exceeded a lower expectation that participants tend to have for such documents.

Reaction to the Eat Well box (on all three factsheets) was neutral; generally it went unnoticed. When directed to it, participants felt it was relevant and appropriate but that the size should be increased to make it more noticeable.

The kitchen setting in the image was not seen as terribly appealing with some describing it as stark, unused and perhaps indicating a level of wealth that distanced the character from the reader. Some pointed out that the picture didn’t include any family members despite that being a main feature of the text and several had difficulty understanding what she was doing with the tablet –

indicating that they were not immediately grasping that she was using the tablet to make her meal plan or grocery list.

With respect to the call to action, the overwhelming majority of participants did not notice the website address (on any of the three factsheets). When directed to it, participants explained that the layout (colour and style) so closely matched the rest of the factsheet that it did not stand out. In fact, many argued that the Health Canada logo was the most prominent feature of the bottom part of the factsheets given the colour of the logo (red Canada flag).

Reaction to the label, *Make Meal Plans to Help You Eat Healthier*, was lukewarm. Generally, the labels (on all three factsheets) did not garner much in the way of enthusiastic reaction one way or the other; in fact, they tended to go unnoticed. When directed to this particular label, participants felt it was appropriate and made sense. Those who criticized the label argued that the exercise of making a meal plan does not necessarily ensure that you eat healthier.

With some very specific improvements in the image selection and a few minor textual edits, the general consensus was that this factsheet had some potential to motivate participants to learn more.

At Home Creative

Summary: Not eye-catching, lacking colour, somewhat attractive

Kitchen too stark,
modern, affluent



No children, doesn't
relate to text

Unclear that she
was planning

 **PLAN MEALS AND SNACKS AHEAD OF TIME**
AT HOME

Plan it out	Keep good stuff in stock
- Plan all meals, including snacks. This will help to make healthy eating easier. - Plan your meals and snacks by using a piece of paper, a menu planner or your smartphone. - Keep a grocery list handy and add items as you run out. - Check weekly grocery store flyers and use coupons for cost savings.	- Chop extra veggies and fruit when preparing dinner so you have some ready for snacks, lunches or dinner the next day. - Keep the cupboards stocked with healthier foods like brown rice, canned tuna, white grain pasta and lower sodium canned vegetables and beans.

Get the family involved

- Involve the entire family in planning meals and snacks.
- Teach your children how to plan and prepare meals. This will help them develop lifelong healthy eating skills.
- Post your meal plan in the kitchen. Talk with each family member about how they can help out. Someone can prepare the food while someone else sets the table.
- Encourage family members to try a new food or recipe once in a while, or adapt a family favourite to make it healthier.

Learn more at: HealthyCanadians.gc.ca/eatwell

Appropriate, but
some felt it could
be misused



Factsheet #2: At the Grocery Store



Eat Well

 **USE A GROCERY LIST WHEN SHOPPING AT THE GROCERY STORE**

The more, the merrier!	Dare to compare
• Make grocery shopping a family affair. Be a positive role model and teach kids about healthy food choices. • Involve younger kids in choosing veggies and fruit and encourage older kids to read the Nutrition Facts table to help make healthier choices for your family.	• Give yourself time to check out new food products and to read Nutrition Facts tables. • Choose packaged foods that are healthier, like low sodium pasta sauce, lower fat cheese and whole grain pasta.

Shop smart

- Save time! A little planning before going to the grocery store helps you navigate aisles quickly.
- Plan healthy meals and snacks before you head to the store.
- Fill your cart with the healthiest choices from the four Food Groups – Vegetables and Fruit, Grain Products, Milk and Alternatives, and Meat and Alternatives.
- Using a list will help you keep your grocery budget under control.
- Don't shop when you're hungry. Have a nutritious snack before heading to the grocery store.

Learn more at: HealthyCanadians.gc.ca/eatwell



Overall Findings

The *At the Grocery Store* factsheet was perhaps the best-received of the three that were tested. Of the 11 messages included in this factsheet, six appeared to be strong enough in their current state to potentially stimulate some sort of behaviour. A few of the messages were among the strongest tested of all of the messages. This tended to be due to the fact they were either new to participants or were reminders of behaviours they had neglected or forgotten. Among the four messages that were seen as needing improvement, there were usually fairly clear indications as to their weaknesses and clear ways in which they could be improved. Indeed, three of the four weaker messages on this fact sheet included phrasing that participants tended to appreciate, proving there is value in editing these messages.

Given that some of the messages were similar to those presented in the *At Home* factsheet, it should not be surprising to see some similarities in terms of the challenges. For example, the idea of including children yielded the same mixture of reactions.

A few bristled at references made to Canada's Food Guide. It seemed that this slight negativity may have been related to a sense that the guide is not realistically a resource they are likely to rely upon. Participants explained that the Food Guide and four Food Groups have been ingrained in their conscious over time. Bear in mind, many feel they are already doing a lot to make healthier choices (i.e. only buying healthy foods, checking nutrition facts, preparing meal plans and lists, checking flyers and coupons, avoiding restaurants and take-out, etc.). For a small number of participants, the reference to Canada's Food Guide seemed unnecessary and may not be strengthening the message. For these people, the categorization of the four food groups was something with which they were familiar, but felt was a less relevant tool for them these days since they tended to look for nutritional elements rather than types of food.

The message about a grocery cart makeover was hard for many to assess because it was unclear what it meant. It has the potential to be an interesting and novel suggestion, provided people can understand and accept the process it implies.

What We Learned: At Grocery Store Messaging

	Save time! A little planning before going to the grocery store helps you navigate aisles quickly.	Strong as-is
	Plan healthy meals and snacks before you head to the store.	Strong as-is
	Using a list will help you keep your grocery budget under control.	Strong as-is
	Fill your cart with the healthiest choices from the four Food Groups - Vegetables and Fruit, Grain Products, Milk and Alternatives, and Meat and Alternatives.	Some lacked appreciation for Food Guide categorization
Some saw it as problematic to include children	Don't shop when you're hungry. Have a nutritious snack before heading to the grocery store.	Problematic text
	Make grocery shopping a family affair. Be a positive role model and teach kids about healthy food choices.	Potential
Good suggestion	Involve younger kids in choosing veggies and fruit and encourage older kids to read the Nutrition Facts table to help make healthier choices for your family.	Good suggestions
Unrealistic	Give yourself time to check out new food products and to read Nutrition Facts tables.	Unrealistic
	Choose packaged foods that are healthier, like low sodium pasta sauce, lower fat cheese and whole grain pasta.	Good suggestions
Mixed reaction	Do a grocery cart makeover - fill it up with good food choices so you can eat healthy at home.	Good objective
	Add more colour and crunch to your cart in the produce section.	Helpful text

Statement # 1:

Save time! A little planning before going to the grocery store helps you navigate aisles quickly.		
<i>This message tested fairly well. It was fairly common sense and something many are doing now. Some questioned how it relates to healthy eating.</i>		
Credibility	Very credible (10)	21 of 47
Mean 8.34	Credible (7-9)	18 of 47
	Neither (4-6)	6 of 47
	Not all that credible (1-3)	2 of 47
	Not at all credible (0)	0 of 47
Motivation	Definitely would motivate (10)	10 of 46
Mean 6.46	Would motivate (7-9)	17 of 46
	Neither (4-6)	7 of 46
	Would not motivate (1-3)	11 of 46
	Definitely would not motivate (0)	1 of 46
Advantages	✓ Common sense that may help reduce the time a chore takes	
Disadvantages	✗ Unclear how it relates to healthy eating and not seen as likely to save much time	

Statement # 2:

Plan healthy meals and snacks before you head to the store.		
<i>This message tested well. It was credible, realistic and sensible. Many are doing this now.</i>		
Credibility	Very credible (10)	12 of 47
Mean 7.98	Credible (7-9)	26 of 47
	Neither (4-6)	7 of 47
	Not all that credible (1-3)	2 of 47
	Not at all credible (0)	0 of 47
Motivation	Definitely would motivate (10)	10 of 46
Mean 7.22	Would motivate (7-9)	22 of 46
	Neither (4-6)	10 of 46
	Would not motivate (1-3)	4 of 46
	Definitely would not motivate (0)	0 of 46
Advantages	✓ Credible, realistic, sensible	
Disadvantages	✗ None	
Suggested tweak	▪ Being led to a resource with various examples may help people turn it into action	

Statement # 3:

<i>Using a list will help you keep your grocery budget under control.</i>		
<i>This message was felt to be important, relevant and credible (to both the high and low SES). Some questioned whether having a prepared list would impact on costs (i.e. depends on what's on the list, quantity of items, etc.).</i>		
Credibility	Very credible (10)	20 of 47
Mean 8.38	Credible (7-9)	20 of 47
	Neither (4-6)	4 of 47
	Not all that credible (1-3)	1 of 47
	Not at all credible (0)	2 of 47
Motivation	Definitely would motivate (10)	13 of 46
Mean 6.96	Would motivate (7-9)	14 of 46
	Neither (4-6)	14 of 46
	Would not motivate (1-3)	4 of 46
	Definitely would not motivate (0)	1 of 46
Advantages	✓ Important issue, relevant, credible	
Disadvantages	✗ Some felt the impact may be negligible	

Statement # 4:

<i>Fill your cart with the healthiest choices from the four Food Groups – Vegetables and Fruit, Grain Products, Milk and Alternatives, and Meat and Alternatives.</i>		
<i>Reaction to this message was generally positive. Filling your cart with healthy choices was a strong and helpful reminder. Reference to the four Food Groups does not enhance the credibility of this message and may be unnecessary.</i>		
Credibility	Very credible (10)	12 of 47
Mean 8.06	Credible (7-9)	31 of 47
	Neither (4-6)	3 of 47
	Not all that credible (1-3)	1 of 47
	Not at all credible (0)	0 of 47
Motivation	Definitely would motivate (10)	9 of 46
Mean 7.13	Would motivate (7-9)	22 of 46
	Neither (4-6)	12 of 46
	Would not motivate (1-3)	3 of 46
	Definitely would not motivate (0)	0 of 46
Advantages	✓ The positive reinforcement of filling the cart with healthy choices is strong and relevant	
Disadvantages	✗ Using the four Food Groups seemed to some to be overly basic, to others archaic, either way it may be unnecessary	

Statement # 5:

Don't shop when you're hungry. Have a nutritious snack before heading to the grocery store.

This message was felt to be credible and excellent advice. Many participants chuckled while reading this message (joking that shopping on an empty stomach leads to poor food choices and expensive grocery bills). While not necessarily new information, the majority appreciate the reminder.

Credibility	Very credible (10)	20 of 47
Mean 8.30	Credible (7-9)	20 of 47
	Neither (4-6)	4 of 47
	Not all that credible (1-3)	2 of 47
	Not at all credible (0)	1 of 47
Motivation	Definitely would motivate (10)	7 of 46
Mean 6.43	Would motivate (7-9)	17 of 46
	Neither (4-6)	13 of 46
	Would not motivate (1-3)	9 of 46
	Definitely would not motivate (0)	0 of 46
Advantages	✓ Excellent advice, helpful reminder that many felt was a tip they should remember more often	
Disadvantages	✗ None	

Statement # 6:

<i>Make grocery shopping a family affair. Be a positive role model and teach kids about healthy food choices.</i>		
<i>While most aspire to be a positive role model by teaching the importance of healthy food choices to their children, including children in grocery shopping was not an overly appealing concept to some participants.</i>		
Credibility	Very credible (10)	13 of 47
Mean 7.87	Credible (7-9)	23 of 47
	Neither (4-6)	9 of 47
	Not all that credible (1-3)	0 of 47
	Not at all credible (0)	2 of 47
Motivation	Definitely would motivate (10)	6 of 46
Mean 7.52	Would motivate (7-9)	31 of 46
	Neither (4-6)	5 of 46
	Would not motivate (1-3)	3 of 46
	Definitely would not motivate (0)	1 of 46
Advantages	✓ Being a positive role model was motivational for many parents	
Disadvantages	✗ Including children in grocery shopping was polarizing – realistic and welcome for some, unlikely, unpleasant and/or counter-productive for others	

Statement # 7:

Involve younger kids in choosing veggies and fruit and encourage older kids to read the Nutrition Facts table to help make healthier choices for your family.

Generally, participants understand that involving children will help them learn to make healthy eating choices; this is a good thing. Those who have included their children in grocery shopping, argue that in their experience, children are more likely to eat fruits/veggies if they are involved in choosing them. However, others steer away from the idea of including children in the grocery shopping. For some, grocery shopping is “alone time”. For others, grocery shopping is a chore that is complicated by the inclusion of children. The suggestion to encourage older kids to read Nutrition Facts was unrealistic.

Credibility Mean 7.98	Very credible (10)	13 of 47
	Credible (7-9)	26 of 47
	Neither (4-6)	6 of 47
	Not all that credible (1-3)	1 of 47
	Not at all credible (0)	1 of 47
Motivation Mean 7.15	Definitely would motivate (10)	5 of 46
	Would motivate (7-9)	28 of 46
	Neither (4-6)	7 of 46
	Would not motivate (1-3)	6 of 46
	Definitely would not motivate (0)	0 of 46
Advantages	✓ Having children choose vegetables and fruit seemed constructive and for some, a novel suggestion	
Disadvantages	✗ Nutrition facts table element met with mixed reactions	

Statement # 8:

Give yourself time to check out new food products and to read Nutrition Facts tables.

This message was met with generally neutral reaction. The concept of trying new foods is appealing although few welcome the idea of building in extra time at the grocery store to do this. Many already read the Nutrition Facts when evaluating products and welcome the reminder.

Credibility	Very credible (10)	8 of 47
Mean 6.72	Credible (7-9)	17 of 47
	Neither (4-6)	15 of 47
	Not all that credible (1-3)	7 of 47
	Not at all credible (0)	0 of 47
Motivation	Definitely would motivate (10)	6 of 46
Mean 6.26	Would motivate (7-9)	20 of 46
	Neither (4-6)	11 of 46
	Would not motivate (1-3)	7 of 46
	Definitely would not motivate (0)	2 of 46
Advantages	✓ Becoming familiar with new food products was a helpful suggestion	
Disadvantages	✗ It was seen as unrealistic that anyone would build in extra time specifically to do this	

Statement # 9:

Choose packaged foods that are healthier, like low sodium pasta sauce, lower fat cheese and whole grain pasta.

Reaction to this message was neutral to negative. Reference to low sodium options was a positive. The reference to packaged foods, however, was confusing and counter-intuitive. Most associate packaged food with non-healthy eating habits.

Credibility	Very credible (10)	6 of 47
Mean 6.81	Credible (7-9)	27 of 47
	Neither (4-6)	8 of 47
	Not all that credible (1-3)	3 of 47
	Not at all credible (0)	3 of 47
Motivation	Definitely would motivate (10)	5 of 46
Mean 6.26	Would motivate (7-9)	21 of 46
	Neither (4-6)	13 of 46
	Would not motivate (1-3)	4 of 46
	Definitely would not motivate (0)	3 of 46
Advantages	✓ Mention of low sodium	
Disadvantages	✗ Often misinterpreted and criticized as a counter-intuitive/ illogical suggestion to consume packaged foods	

Statement # 10:

Reminder: This message was not included on the factsheet but tested separately on the worksheet.

Do a grocery cart makeover - fill it up with good food choices so you can eat healthy at home.

This was a novel, fun message. Participants got a kick out of the idea of a grocery cart makeover. However, those who feel they currently fill their carts with healthy food choices (high SES in particular), question why they would makeover their grocery cart – “would I fill it with unhealthy choices?”

Credibility	Very credible (10)	8 of 46
Mean 6.78	Credible (7-9)	19 of 46
	Neither (4-6)	12 of 46
	Not all that credible (1-3)	6 of 46
	Not at all credible (0)	1 of 46
Motivation	Definitely would motivate (10)	7 of 45
Mean 6.53	Would motivate (7-9)	17 of 45
	Neither (4-6)	15 of 45
	Would not motivate (1-3)	6 of 45
	Definitely would not motivate (0)	0 of 45
Advantages	✓ Potentially novel, entertaining concept	
Disadvantages	✗ Unclear what this process would entail	

Statement # 11:

Reminder: This message was not included on the factsheet but tested separately on the worksheet.

Add more colour and crunch to your cart in the produce section.		
<i>Reaction to this message was generally positive. The reference to “colour and crunch” was appealing, easy to interpret and persuasive.</i>		
Credibility Mean 7.55	Very credible (10)	16 of 47
	Credible (7-9)	18 of 47
	Neither (4-6)	7 of 47
	Not all that credible (1-3)	6 of 47
	Not at all credible (0)	0 of 47
Motivation Mean 6.84	Definitely would motivate (10)	7 of 45
	Would motivate (7-9)	19 of 45
	Neither (4-6)	13 of 45
	Would not motivate (1-3)	6 of 45
	Definitely would not motivate (0)	0 of 45
Advantages	✓ The phrase “colour and crunch” was appealing and easy to interpret, enact	
Disadvantages	✗ None	

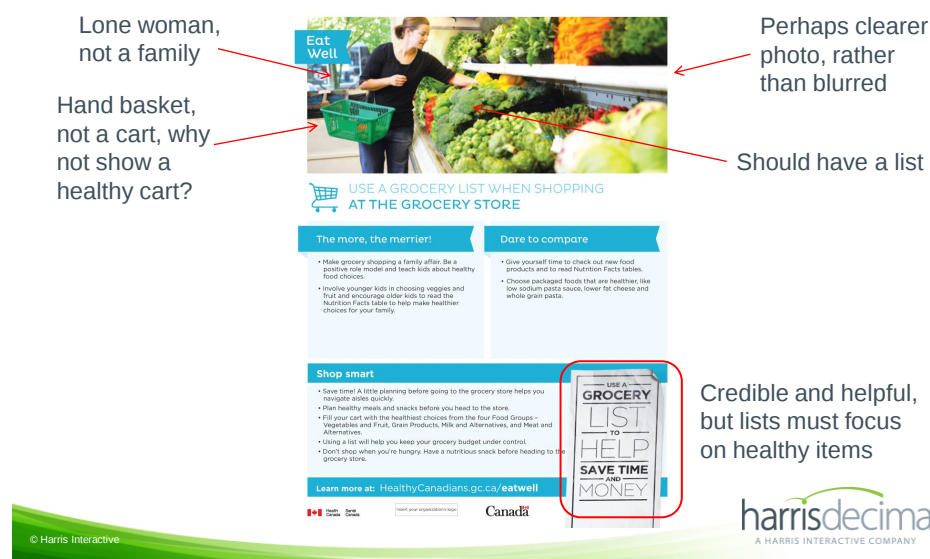
Findings Relating to the Creative

The image for *At the Grocery Store* was seen as colourful and eye-catching, but the photo was criticized for not properly supporting the valuable text below. For example, the lack of children present contradicted the advice in the text. Many noted that the woman in the photo was using a hand-basket and did not have a list in her hand which does not directly reflect the advice and content of the factsheet. As well, her basket could use more evidence of the “colour and crunch” and any other healthy choices recommended in the text.

When asked about the label, *Use a Grocery List to Help Save Time and Money*, some felt that lists must be constructed with healthy foods as the objective in order for them to realistically improve eating behaviour.

At the Grocery Store Creative

Summary: Fairly positive, colourful, eye-catching



The creative features a woman in a grocery store aisle, a shopping basket, and a list titled "USE A GROCERY LIST WHEN SHOPPING AT THE GROCERY STORE". The list includes sections: "The more, the merrier!", "Dare to compare", and "Shop smart". A red box highlights the list title and the "Shop smart" section.

Annotations:

- Lone woman, not a family
- Hand basket, not a cart, why not show a healthy cart?
- Perhaps clearer photo, rather than blurred
- Should have a list
- Credible and helpful, but lists must focus on healthy items

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Factsheet #3: When Eating Out



Eat Well

IOI CHECK FOR NUTRITION INFORMATION TO HELP MAKE HEALTHIER FOOD CHOICES WHEN EATING OUT

Know before you go	Do the little things that add up
- You can eat out with your family and eat well. Many places offer healthy options – the choice is yours. - Do your research and choose restaurants with healthier options. - Check menus online before you go out to eat. Plan what you're going to eat at the restaurant.	- Request nutrition information at the restaurant before ordering. - Choose foods with fewer calories and less fat, sugar and sodium. - Ask for gravy, sauces and salad dressing "on the side", and use only small amounts. - Make your order healthier by asking for extra veggies.

Keep your portions in check

- Be a positive role model by choosing healthy foods. Follow Canada's Food Guide and include the four Food Groups.
- Portions too big? Think about ordering a smaller portion, sharing your meal with someone, or taking some home.

Learn more at: HealthyCanadians.gc.ca/eatwell

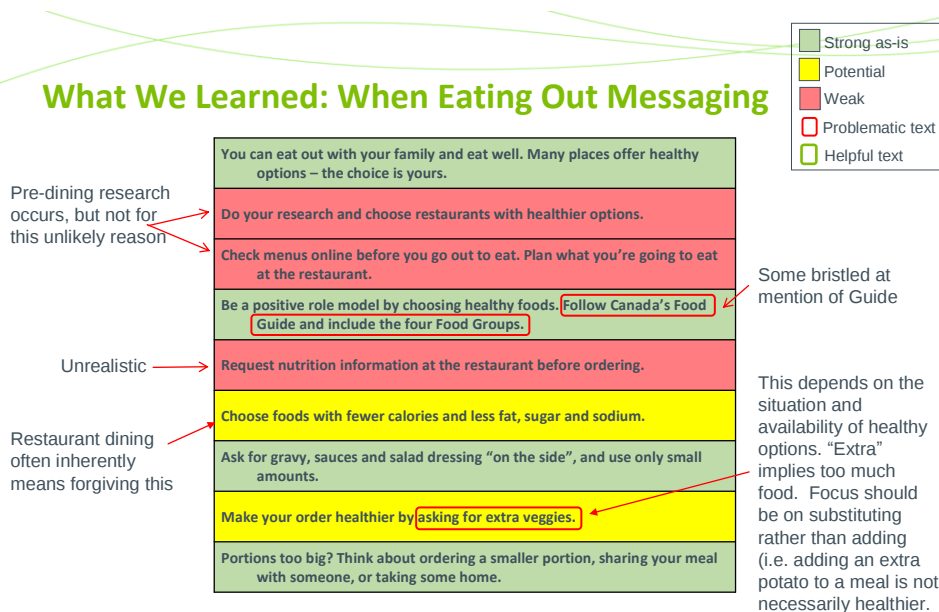


Overall Findings

Messages about planning for eating out or ordering in were not received all that well by either target audience. For those in the higher SES groups, the experience of going to a restaurant was described as a treat. Eating at a full-service restaurant – where they would admit their behaviour tends to deviate from their generally healthy behaviour – was described as relatively infrequent (once a month, even less frequent) and was often viewed as an experience and an opportunity for them to do something special (i.e. eat what they want without feeling guilty). In choosing restaurants, these participants have a much wider range of restaurants frequented ranging from full-serve to quick-serve. Given they dine out infrequently but view dining out as a treat, they will often select a restaurant based on the experience. They may choose a restaurant based on: a desire to try something new; having heard or read about a good restaurant, wanting to entertain friends or family, or simply as a reward or to satisfy a whim. The choice is never about selecting a healthy restaurant; in fact, they argued they eat healthier when they eat at home. For those in the lower SES groups, going to quick-serve or fast-food restaurants or ordering in was described as a more common occurrence and more often than not,

something they described as being driven by convenience (i.e. what's easiest, fastest, etc.). In choosing restaurants, these participants said they often choose based on what's closest or what meets with the least resistance within their families. Messages/suggestions to do research online prior to eating out/ordering were not all that credible among either segment. Beyond researching for life-threatening food allergy information, no one felt it was realistic to conduct research online specifically to determine the healthiness of the menu options and many question whether restaurants are equipped or have published nutritional information on their sites anyway. Some participants didn't feel it was realistic to ask for nutritional information in a restaurant setting. Suggestions about following Canada's Food Guide also lacked credibility with some participants. Some participants also took issues with messages about asking for extra items that seemed counter-intuitive if the goal is to eat fewer calories.

What We Learned: When Eating Out Messaging



Statement # 1:

You can eat out with your family and eat well. Many places offer healthy options – the choice is yours.

Generally positive reaction to this message and it is among the more credible of the messages tested on this factsheet. Most participants agree that in almost any restaurant today, you can make a healthy choice.

Credibility Mean 7.11	Very credible (10)	7 of 47
	Credible (7-9)	24 of 47
	Neither (4-6)	13 of 47
	Not all that credible (1-3)	3 of 47
	Not at all credible (0)	0 of 47
Motivation Mean 6.78	Definitely would motivate (10)	10 of 45
	Would motivate (7-9)	17 of 45
	Neither (4-6)	11 of 45
	Would not motivate (1-3)	7 of 45
	Definitely would not motivate (0)	0 of 45
Advantages	✓ Positive, encouraging, credible	
Disadvantages	✗ May not be seen as applying to all circumstances (many restaurants, particularly fast food, do not offer healthy options)	

Statement # 2:***Do your research and choose restaurants with healthier options.***

The suggestion to do research prior to choosing a restaurant was widely refuted. The overwhelming majority felt it was unrealistic. Those going to restaurants are going for a treat (high SES) or out of convenience (low SES). Those eating out for a treat, are comfortable making an unhealthy choice to treat themselves. Those eating out for convenience make their restaurant selection based on any number of factors (i.e. location, type of food, family members' preferences, price, etc.). Those who do research prior to choosing a restaurant do so for very explicit reasons: a family member has a food allergy or they want to ensure the restaurant offers an option a family member will enjoy (picky eater).

Credibility Mean 5.62	Very credible (10)	5 of 47
	Credible (7-9)	14 of 47
	Neither (4-6)	17 of 47
	Not all that credible (1-3)	6 of 47
	Not at all credible (0)	5 of 47
Motivation Mean 5.48	Definitely would motivate (10)	7 of 46
	Would motivate (7-9)	11 of 46
	Neither (4-6)	15 of 46
	Would not motivate (1-3)	9 of 46
	Definitely would not motivate (0)	4 of 46
Advantages	✓ Encouraging	
Disadvantages	✗ Unrealistic expectation	

Statement # 3:

Check menus online before you go out to eat. Plan what you're going to eat at the restaurant.

While this is a pragmatic suggestion, the overwhelming majority of participants dismissed the idea of doing research prior to selecting a restaurant for the same reasons outlined in Statement #2.

Credibility Mean 4.48	Very credible (10)	5 of 46
	Credible (7-9)	7 of 46
	Neither (4-6)	16 of 46
	Not all that credible (1-3)	11 of 46
	Not at all credible (0)	7 of 46
Motivation Mean 5.13	Definitely would motivate (10)	6 of 46
	Would motivate (7-9)	14 of 46
	Neither (4-6)	8 of 46
	Would not motivate (1-3)	10 of 46
	Definitely would not motivate (0)	8 of 46
Advantages	✓ Pragmatic	
Disadvantages	✗ Unrealistic, irrelevant	

Statement # 4:

Be a positive role model by choosing healthy foods. Follow Canada's Food Guide and include the four Food Groups.

The emphasis of being "a positive role model" continues to be persuasive. Referencing Canada's Food Guide and the four Food Groups does come across as slightly preachy and some participants question the relevance and credibility of these sources.

Credibility Mean 6.67	Very credible (10)	6 of 46
	Credible (7-9)	21 of 46
	Neither (4-6)	12 of 46
	Not all that credible (1-3)	5 of 46
	Not at all credible (0)	2 of 46
Motivation Mean 5.78	Definitely would motivate (10)	7 of 46
	Would motivate (7-9)	16 of 46
	Neither (4-6)	9 of 46
	Would not motivate (1-3)	9 of 46
	Definitely would not motivate (0)	5 of 46
Advantages	✓ Positive reinforcement of being a role model	
Disadvantages	✗ Referencing the Food Guide preachy and unrealistic	

Statement # 5:***Request nutrition information at the restaurant before ordering.***

This message met with overwhelmingly negative reaction. Participants laughed about whether servers would have that information at the ready or the time and inclination to explain the nutritional information of each dish in detail. Beyond this cynicism, some mentioned having seen nutritional information available in some fast food restaurants. Others mentioned having seen healthy choice icons displayed in menus.

Credibility Mean 3.67	Very credible (10)	2 of 46
	Credible (7-9)	6 of 46
	Neither (4-6)	14 of 46
	Not all that credible (1-3)	15 of 46
	Not at all credible (0)	9 of 46
Motivation Mean 3.52	Definitely would motivate (10)	3 of 46
	Would motivate (7-9)	5 of 46
	Neither (4-6)	13 of 46
	Would not motivate (1-3)	16 of 46
	Definitely would not motivate (0)	9 of 46
Advantages	✓ Stimulates thinking about nutritional values of restaurant meals	
Disadvantages	✗ Widely regarded as laughably unrealistic, in particular at full-service restaurants	

Statement # 6:

Choose foods with fewer calories and less fat, sugar and sodium.		
<i>While this message was encouraging and credible, it was sometimes at odds with the specific restaurant experience being sought (i.e. pardon to make an unhealthy eating choice).</i>		
Credibility	Very credible (10)	7 of 47
Mean 6.23	Credible (7-9)	17 of 47
	Neither (4-6)	16 of 47
	Not all that credible (1-3)	5 of 47
	Not at all credible (0)	2 of 47
Motivation	Definitely would motivate (10)	12 of 46
Mean 5.8	Would motivate (7-9)	8 of 46
	Neither (4-6)	15 of 46
	Would not motivate (1-3)	7 of 46
	Definitely would not motivate (0)	4 of 46
Advantages	✓ Encouraging, credible	
Disadvantages	✗ Within the context of excusing oneself of the treat of eating less healthy food, the advice is sometimes at odds with the specific experience being sought	

Statement # 7:

Ask for gravy, sauces and salad dressing “on the side”, and use only small amounts.		
<i>This was an excellent suggestion that the majority of participants have already put into practice. Participants explained that restaurants put way too much sauce/dressing on foods which impacts negatively on the flavour and texture of the food.</i>		
Credibility	Very credible (10)	8 of 46
Mean 7.17	Credible (7-9)	26 of 46
	Neither (4-6)	6 of 46
	Not all that credible (1-3)	4 of 46
	Not at all credible (0)	2 of 46
Motivation	Definitely would motivate (10)	10 of 45
Mean 6.22	Would motivate (7-9)	15 of 45
	Neither (4-6)	9 of 45
	Would not motivate (1-3)	9 of 45
	Definitely would not motivate (0)	2 of 45
Advantages	✓ Excellent suggestion that many already practice, although more for flavour than for health	
Disadvantages	✗ None	

Statement # 8:

<i>Make your order healthier by asking for extra veggies.</i>		
<i>The intent of the message is understood although the execution is flawed. The idea of adding anything “extra” to a meal implies the potential of having too much food (i.e. adding an extra potato is not seen as healthy). “Substituting” was felt to be more appropriate. Moreover, in some situations (i.e. fast food restaurants), this suggestion is flawed in that adding extra “veggies” could mean “fries”.</i>		
Credibility Mean 5.7	Very credible (10)	4 of 47
	Credible (7-9)	18 of 47
	Neither (4-6)	15 of 47
	Not all that credible (1-3)	5 of 47
	Not at all credible (0)	5 of 47
Motivation Mean 5.43	Definitely would motivate (10)	6 of 44
	Would motivate (7-9)	12 of 44
	Neither (4-6)	12 of 44
	Would not motivate (1-3)	9 of 44
	Definitely would not motivate (0)	5 of 44
Advantages	✓ Interesting/credible idea in the right situations	
Disadvantages	✗ Many situations cited where this is an unrealistic or even irrational choice (i.e., at fast-food restaurants “veggies” mean “fries”)	

Statement # 9:

Portions too big? Think about ordering a smaller portion, sharing your meal with someone, or taking some home.

This message was credible and realistic; many explained they do this now in terms of sharing a meal or taking food home. The idea of ordering a smaller portion was not all that realistic (particularly for some men who complained about the small portions in restaurants now).

Credibility	Very credible (10)	10 of 47
Mean 7.26	Credible (7-9)	23 of 47
	Neither (4-6)	9 of 47
	Not all that credible (1-3)	2 of 47
	Not at all credible (0)	3 of 47
Motivation	Definitely would motivate (10)	7 of 45
Mean 6.04	Would motivate (7-9)	16 of 45
	Neither (4-6)	12 of 45
	Would not motivate (1-3)	7 of 45
	Definitely would not motivate (0)	3 of 45
Advantages	✓ Credible, clear, realistic, fits current behaviour for many	
Disadvantages	✗ The notion of ordering smaller portions was less realistic	

Findings Relating to the Creative

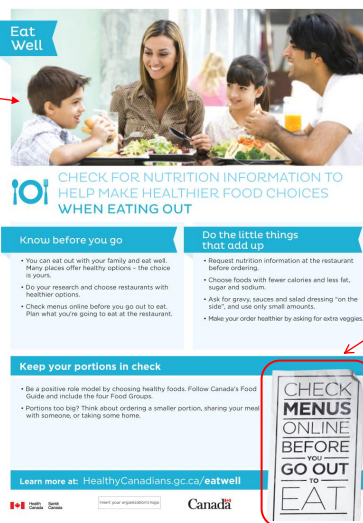
Of all the factsheets, *When Eating Out* included an image that was the most relevant to the participants and most likely to reinforce the messaging of the factsheet. The family was seen as attractive, joyful and obviously dining out. There was a suggestion that they perhaps be in the act of reviewing a menu to be more closely aligned with the text of the factsheet.

When directed to the label, *Check Menus Online Before You Go Out to Eat*, reaction was mostly negative; perhaps the most negative of all three labels. The majority felt that the label emphasized unrealistic behaviour. Again, participants argued they would not likely check menus before going to a restaurant because it contradicts the experience of going to a restaurant. For most, going to a restaurant or eating out is a treat or done out of convenience.

What We Learned: When Eating Out

Summary: Image good, family-oriented, positive, but content problematic

Why not be looking at menus?



Online research done prior to eating out would not be done to check restaurant menus for healthy eating options, but rather to ensure there are meals for those with food allergies, or that there would be something for everyone on the menu (picky eaters).

Creative Concept Testing: Print Creative



Overall Findings

The print ad was very well received in all groups. During the handout exercise, the scores for the overall impressions of the print ad were generally between 8 and 10 out of 10. It was credited with being colourful, eye-catching, and creative with a message that was conveyed clearly and efficiently (in fact, the visual alone was regarded as very compelling).

Participants felt that the characters were cute and they would appeal to children (although most argued the ad spoke to them as well). The main character looks fit/slim and healthy. The secondary character was seen as cute. Some wondered whether it was meant to be a pet or child, although this did not detract from the positive reaction. There was a suggestion to change the milk carton to something edible in keeping with the theme of the ad; cheese was offered as an alternative dairy product worth considering.

In spite of the overwhelmingly positive reaction to the ad, there were a few constructive criticisms offered. Few noticed the website address, indicating it is not visible and blends in because it is in the same blue font/colouring used

throughout. Some suggested that the font size of the messages needs to be larger.

When asked, some felt they would go to the website for further information. If they were to visit the website, participants readily offered a variety of elements that would be of interest and would tie into the creative well. These included:

- recipes;
- instructions on how to make these characters;
- more characters;
- tips on healthy eating;
- advice on recommended substitutions; and
- links to other information (i.e. other government or health organizations websites, Canada's Food Guide, etc.).

Interestingly, the Health Canada logo is more visible given the red colour in the flag.

Eat Well - Print Ad

The print ad tested very well; in fact, it received the most positively enthusiastic reaction of all of the materials tested. It was visually appealing and eye-catching. The overall main message was very easily and succinctly conveyed in the visual alone, although participants appreciated the reminders in the accompanying text.

Overall Impression	Very positive (10)	3 of 47
Mean 7.23	Positive (7-9)	32 of 47
	Neither (4-6)	10 of 47
	Negative (1-3)	1 of 47
	Very Negative (0)	1 of 47
Advantages	✓ Eye-catching, positive, stimulating, effective	
Disadvantages	✗ Font small	

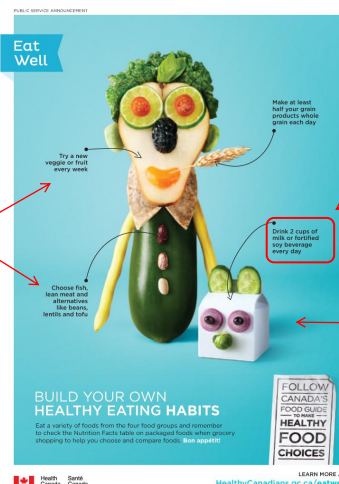
What We Learned: Print Ad

Summary: Very well received, eye-catching, positive, child-oriented but appealing to both parents and children

Characters interesting and fun, desire to see more executions/characters

Messages fairly good, but could be larger

Many voluntarily suggested school poster, transit ad placements



Some questioned that quantity of milk

Sidekick widely appreciated, suggested using cheese to fit with dairy message



Communications

To wrap up the groups, participants were asked to suggest any final tweaks to the materials and to discuss how they want to hear about these messages and from whom.

In addition to the various suggestions made throughout this report with respect to the factsheets and print ad, there were two overall comments worth noting:

- Participants in Montreal mentioned that messaging around the importance of drinking lots of water as part of healthy eating was missing in the materials. They argued that it is an important reminder that fits well within the context of these messages.
- In Calgary, there was a sense that the tone of the factsheets leaned more heavily on the side of a directive than would otherwise be preferred. This reaction was triggered in response to the labels on the factsheets, but was felt to be true of the messaging in general. Where the labels are concerned, participants suggested emphasizing the goal of each statement which they felt would help make it more suggestive than directive. For example:
 - “To Help You Eat Healthier, Make Meal Plans”
 - “To Help Save Time and Money, Use a Grocery List”
 - “Before You Go Out to Eat, Check Menus Online”

When asked to volunteer where they expected to see these materials, most participants believed the content, particularly the factsheets, was designed for a website (i.e. Health Canada, other government sites on nutrition/health, Canada's Food Guide, etc.). Many also expected they may find the factsheets at doctors' offices, at pharmacies, or sent home from school with their children.

It was generally anticipated that the print ad would be found in magazines, particularly those aimed at parents, or placed in transit shelters, on buses/subways or hanging on the walls of their children's schools. A good number of participants across all cities mentioned they would like to put this ad up on their fridge; an unusually strong reaction for any print ad, let alone for government communications of any sort.

When asked whether government sponsored ads on healthy eating habits were credible, most indicated feeling it is appropriate for Health Canada to do this kind of thing. Health Canada is a credible source of this type of information, felt to be an independent, non-biased organization, concerned with the health of Canadians. For those somewhat more skeptical of the federal government, partnering with dietitians and other non-government health organizations does lend more credibility. These findings were consistent in Quebec.

Conclusions and Recommendations

In summary, these focus groups suggested that there is an appetite for messages in support of parents' efforts to improve the eating behaviours in their household and instil long-term habits that will help their children be as healthy as possible.

This appetite is not consistent among all parents and there are clearly some who are much more inclined to take advantage of the information, but most do appreciate the encouragement and feel the federal government is an appropriate messenger. Those in the higher SES bracket are particularly receptive to this kind of messaging. Making healthy choices and eating well is important to them; in fact, most feel they are already doing a lot to make healthier eating choices for themselves and for their families. Those in the lower SES bracket are somewhat less receptive to this kind of messaging. While they agree with the main thrust of the messages and are open to suggestions on healthy eating, their lifestyles and situations (i.e. schedules, budgets, time, etc.) may not necessarily afford them the luxury to incorporate all of these suggestions. The more readily these messages can be easily adapted to fit their lifestyles, the easier healthy eating will be for them.

The print ad was clearly well-received and would likely be a fairly effective ad even without making any of the improvements that participants offered.

Indeed, the keen interest that some parents displayed in seeing more characters developed and in learning how to recreate such characters with their own children is something not commonly produced in focus groups for government communications.

The factsheets were met with less enthusiasm and tended to be regarded as relatively positive within the context of the relatively low expectations that people have of government communications.

That being said, each of the factsheets contained some information that was appreciated and bore the potential to either reinforce good behaviour or possibly stimulate the adoption of a new practice or the pursuit of additional information.

Selecting images that depict the behaviour recommended in the messaging appears to be a key improvement for unlocking the full potential of each factsheet. There was a clear preference for photos with more than one person especially in the context of including the whole family in meal planning/choices.

Messages about including children have the potential to be slightly polarizing without more nuanced or specific suggestions to demonstrate appreciation for the widely varying contexts of age and lifestyle. Participants consistently pointed out that the age of the child in question, the number of children in question and the behavioural dynamic of the family in question create

extremely different contexts and imply very different approaches for involving children. Health Canada may benefit from developing age-specific constructive suggestions for involving children in order to make the behaviour seem more realistic and likely to succeed.

Likewise, messages about restaurant experiences need to fit within the context of the experience. Given that most indicated that a restaurant experience is specifically designed to allow one the latitude to eat less healthy food than normal, the pursuit of information on healthier restaurant experiences appeared to be at odds with the intent. Some tips about restaurant dining were very well received, but others were seen as particularly unrealistic and undermined the overall effectiveness of the factsheet.

Finally, messages that include the notion of purchasing prepared packaged foods or any foods that people feel they have been told to avoid can cause confusion and detract from the credibility of the factsheet unless they are explained more clearly. For example, phrasing such as “if you decide to purchase prepared packaged foods, choose low-sodium options” would likely fit with what is felt to be Health Canada’s general guidance and provide a useful tip to improve a behaviour.

Appendix A: Quantitative Survey Methodology

Questionnaire Design

Harris/Decima worked with Health Canada to develop a questionnaire that fulfilled the research objectives. The survey was translated by Health Canada and provided to Harris/Decima upon completion. Once finalized by Health Canada, Health Canada's translation was completed using Harris/Decima's in-house translation department.

Sample Design and Selection

The sample was designed to conduct 1,800 surveys with parents with children aged 2-12 years. For this survey, more women were specifically targeted as they tend to be the primary care givers. The survey did not specifically target primary care givers.

Quotas were set for region and gender. Please see the table below for the distribution of completed surveys across the quotas set:

	Atlantic	QC	ON	MB/SK	AB	BC/Terr	Total
Male	50	145	255	40	65	93	648
Female	89	221	496	80	107	162	1155
Total	139	366	751	120	172	255	1,803

Sampling Procedures and Respondent Selection Procedures - Online

The online survey was completed with Harris/Decima's proprietary online panel, which is currently comprised of close to 140,000 active members. This represents our 12-month active sample, that is, those who have participated in/responded to an invitation for at least one survey in the past 12 months, or were recruited to the panel in the past 12 months.

Research has demonstrated that a well-crafted invitation can greatly improve response rates. Therefore an introductory email outlining the purpose of the research and identifying Harris/Decima Research as the neutral third party conducting the research was emailed to all names on the sample list, taken from Harris/Decima's proprietary panel. This invitation also included a direct link to the survey. As our panel members are pre-profiled, invitations were sent proportionally in order to obtain the desired number of completes per region/age/gender cell, based on estimated response rates.

To complete the online survey, the respondent either "clicked" on or typed-in the URL that was included as part of the invitation or reminder email they

received. The address took them directly to the Harris/Decima web location containing the survey. The location had a front page that provided information on the purpose of the study and encourages participation. The survey web site was accessible 24 hours a day, seven days a week from any web-enabled computer, and the survey was kept “live” from June 28 to July 12, 2012.

Survey Administration

The online survey was conducted in English and French from June 28 to July 12, 2012 using Harris/Decima’s Confrontit CAWI software. The average survey length was approximately 17 minutes.

Quality Controls

1. CAWI Fieldwork Quality & Procedures

For the online survey, the survey was conducted with Harris/Decima’s proprietary online panel.

As a part of our standard quality control evaluation, the following measures were undertaken:

- One in-survey quality question was used (respondent instruction), but no one was terminated for responding incorrectly.
- Harris/Decima recruits from a multitude of sources to ensure a balanced and representative panel, using both on-line and off-line recruitment practices in order to ensure a representative panel composition.
- Recruitment is typically done with double-opt-in, and respondents are automatically and seamlessly integrated with our database (resulting in a very little gap between opt-in and 1st survey invitation to increase panel participation).
- All websites are reviewed for content prior to ad placement and then are continuously reviewed for demographic makeup and quality. We do not utilize any blind affiliate networks or brokers to recruit our panel. Each recruitment source is carefully vetted through a rigorous interviewing and testing process.

During the data collection period and once fieldwork was completed, our internal processes included identifying cases where the interview length was unrealistically short, contradicted established facts or presented patterns of response deserving attention. As a result, we were able to determine whether a case needed be excluded from the final sample if necessary. All of these checks were performed manually and cleaned out of the data in the back end of the project.

2. Coding Procedures

The coding department reviewed the open-ended responses and created a numeric code list of common responses. Once a sufficient percentage of responses were identified, a tentative code list was sent to the consulting team for review and approval. The rough frequencies obtained from this exercise were used to develop a code list. Once the code list was approved, it was used to re-enter responses into 'hard-code' values that were analyzed.

Once coding was completed, another coder reviewed the responses to ensure accurate and consistent work. Harris/Decima aimed for less than 10% of responses under an 'other specify' code category, and created codes for any mentions that added up to 1% or more of total responses. The resulting data file was exported to the statistical package to quantify the responses for statistical analysis.

3. Data Cleaning

Harris/Decima analysts have considerable experience in cleaning data files, conducting statistical routines, producing tabular output, and weighting data to provide an accurate measure of the population as a whole.

The following were the basic steps taken when cleaning data files:

- Ensuring that all coded questions had updated codes and multiple mentions did not have duplicate codes;
- Creating all new variables as a result of programming;
- Confirming that all relevant variables were included in the data file;
- Carrying out a final frequency check (for out-of-range values) and created recodes where necessary;
- Verifying that variable names and question numbers matched the final version of the questionnaire; and
- Creating and verifying new variable creations (against source variables) as outlined in the analysis plan and performing a spell check on all variables.

It is also noteworthy that because the CAWI software controlled the questionnaire flow and data entry, data was quite clean from the outset.

4. Pre-test/Slow Start

The objectives of the slow start were to evaluate the clarity of the questions, and to ensure they were appropriately sequenced and yielded the required information. Before the slow start was launched, Harris/Decima's project team thoroughly examined the online appearance and functionality of the questionnaire. This is standard procedure for all Harris/Decima surveys, and proved to be a valuable tool to ensure that the survey was properly constructed and fully tested before going into full field.

Similar to a pre-test, Harris/Decima invited a handful of its panel members to complete the survey for the slow start. Once there was approximately 10 pre-test sessions completed in each language, Harris/Decima conducted a frequency check to ensure the survey was functioning properly. In addition, we conducted a de-briefing with the Health Canada Project Authority before fully launching the survey.

Slow starting of the questionnaire was conducted according to the Government of Canada Standards for pre-testing:

- It tested all components of the survey questionnaire that could influence data quality and respondent behaviour, including but not limited to the appearance and functionality of the survey.
- Before the survey was launched, it was agreed that a short series of questions to probe participants to provide input about their comprehension of and reaction to the questions would not be included.
- The socio-demographic characteristics of the targeted participants were approved by Health Canada before data collection began.
- Ten sessions were completed in both official languages for a total of 20 completed surveys.
- Slow start completions were included in the final dataset, since no change was made to the questionnaire based on the pre-test and is the same as the final questionnaire.
- As mentioned above, the slow start was documented and provided to Health Canada before the questionnaire was finalized.

Among all eligible respondents contacted, the rate of completion was 14 percent. Completion rate is calculated as the number of responding units (8,179), divided by the total of eligible numbers attempted (58,485).

Participation Rate

Disposition	Total
(a) Total number of sample units invited to participate	58,485
(b) Invalid - Undelivered	0
(U) Unresolved	
(g) Did not respond	49,624
(IS) In-scope - non-responding	
(e) Qualified respondent break-off	682
(R) In-scope - Responding units	
(f) Disqualified	6,161
(h) Quota filled	215
(d) Completed interviews	1,803
Completed interviews	1,803
Contact Rate = (R+IS)/(U+IS+R)	15.15%

Participation Rate = $R/(U+IS+R)$	13.98%
---	---------------

Non-Response Bias Data

The following table presents a profile of the final weighted and unweighted sample and how it compares to the Canadian population (18 years and over) on measured regional and demographic characteristics, based on the most recent (2006) census figures.

Characteristics	Sample Size (unweighted)	Unweighte d Sample % ¹	Weighte d Sample % ¹	2006 Census %
Province				
British Columbia	251	14	13	13
Alberta	172	10	10	10
Saskatchewan	52	3	3	3
Manitoba	68	4	4	4
Ontario	751	42	38	38
Quebec	366	20	24	24
New Brunswick	39	2	2	3
Prince Edward Island	13	1	1	<1
Nova Scotia	63	3	3	3
Newfoundland and Labrador	24	1	1	2
Territories	4	<1	<1	<1
Gender				
Male	648	36	48	48
Female	1155	64	52	52
Age group⁴				
18-34 years	417	23	21	28
35-54 years	1301	72	74	40
55 years plus	85	5	5	32
Education level²				
No certificate, diploma or degree	35	2	2 ³	20
High school certificate or equivalent	259	15	14 ³	25
Apprenticeship or trades certificate or diploma	71	4	4 ³	12
College, CEGEP or other non-university certificate or diploma	438	25	23 ³	19
University certificate, diploma or degree	974	55	57 ³	25
Household income²				
Under \$20,000	62	4	4	7 ⁴
\$20,000 to under \$40,000	187	12	11	18 ⁴

\$40,000 to under \$80,000	460	30	29	36 ⁴
\$80,000 and over	824	54	56	39 ⁴

¹ Among those providing valid responses.

² Excludes dk/na responses.

³ Census reports % among those 20+ years of age. The survey reports % all respondents 18+.

⁴ Based on all economic families, 2006 Census.

The survey was designed to specifically target parents of children age 12 or younger, which are typically younger than 55. Also, the survey targeted women as they tend to be the primary caretakers for children. As a result, the composition of the survey sample is not entirely consistent with the population on all dimensions listed.

Conclusion

A total of 1,803 surveys were completed. Of those, 1,546 were completed in English and 257 were completed in French. The average survey length was approximately 17 minutes.

Margin of Error

Respondents for this survey were selected from among those who have registered to participate in online surveys. Because the sampling frame only includes members of the online panel, the results of such surveys cannot be described as statistically representative of the target population. The data have been weighted to reflect the demographic composition of the general population by age, region and gender as described in the Weighting section. Because the sample is based on those who initially self-selected for participation [in the panel], MRIA guidelines preclude us from stating a margin of error for online panel surveys.

Appendix B: Survey Instruments for Quantitative Phase

English Questionnaire

Welcome and thank you for your interest in this study. Harris/Decima has been hired to administer an online survey on behalf of the Government of Canada. The purpose of the study is to gather Canadians' opinions on a marketing campaign.

This online survey will take about 12 minutes to complete. Your participation in the study is voluntary and completely confidential. All your answers will remain anonymous and will be combined with responses from all other participants. As a token of our appreciation for your participation, you will receive 100 HI points.

This survey has been registered with the National Survey Registration System. If you have any questions about the survey or if you encounter any difficulties, please e-mail us at research@harrisdecima.com.

This survey is also available in French.

Section 1 – Screener

First, we have a few questions to see if you qualify for this study.

1. Are you ...

1	Male	
2	Female	

2. In what year were you born? Please enter your response as a four-digit number (for example, 1977).

Year born _____

3. In which province or territory do you reside?

1	Newfoundland & Labrador	
2	Nova Scotia	
3	Prince Edward Island	
4	New Brunswick	
5	Quebec	
6	Ontario	

7	Manitoba	
8	Saskatchewan	
9	Alberta	
10	British Columbia	
11	Northwest Territories	
12	Nunavut	
13	Yukon	
14	Outside Canada	Thank and terminate

4. Do you or does anyone in your household work for any of the following employers?

1	A marketing research firm	If 'yes' to any, thank and terminate
2	A magazine or newspaper	
3	An advertising agency or graphic design firm	
4	A radio or television station	
5	A public relations company	
6	None of the above	Continue
9	Prefer not to say	Thank and terminate

5. Do you have any children age 12 and under living in your home?

1	Yes	Continue
2	No	Thank and terminate

Thank you! You qualify for this study.

Section 2 – Initial Attitudes (8 questions per participant)

6. First, how often do you buy the groceries for your household?

5	Always
4	Usually
3	Sometimes
2	Rarely
1	Never
9	Prefer not to say

7. The first time you purchase a food product, how often do you read the Nutrition Facts table on the package?

5	Always
4	Usually
3	Sometimes
2	Rarely
1	Never
9	Prefer not to say

8. For the food products you purchase, please tell me how often you typically look at the following information in the Nutrition Facts table? How about information on ... (Randomize)

	Always	Usually	Sometimes	Rarely	Never	Prefer not to say
Fats						
Calories						
Carbohydrates						
Sodium						
Sugar						
Calcium						
Fibre						

9. How concerned are you about the amount of sodium in your diet?

5	Extremely concerned
4	Very concerned
3	Moderately concerned
2	Not very concerned
1	Not at all concerned
9	Prefer not to say

Section 3 – Concepts Evaluation

CONCEPTS TO BE TESTED ARE AS FOLLOWS:

- Style Guide Concepts (2)
- Labels (6)
- Print concept (1)

ROTATION FOR CREATIVES

<i>Group A (n=900)</i>	<i>Group B (n=900)</i>
- <i>One story board</i> - <i>1 print ad</i> - <i>3 labels</i>	- <i>One story board</i> - <i>1 print ad</i> - <i>3 labels</i>

We will now show you a creative concept and ask for your feedback. You will be able to navigate back to the concept should you wish to see it again.

[INSERT CONCEPT ON A SEPARATE SCREEN]

[AFTER RESPONDENT HAS VIEWED THE CREATIVE]: Now, we would like you to answer a few questions about it.

ROTATE ORDER OF CONCEPTS PRESENTED AND ROTATE WITHIN EACH EXECUTION.

STYLE GUIDE CONCEPT QUESTIONS (2 CONCEPTS: EACH PARTICIPANT RECEIVES 1 SET OF QUESTIONS, TALLING 12 QUESTIONS)

10. What is your overall impression of this creative?

OVERALL IMPRESSION

Very unfavourable										Very favourable
0	1	2	3	4	5	6	7	8	9	10

11. In your opinion, what is this creative trying to tell you? In other words, what is the main message?

12. How likely would you be to do something as a result of seeing this creative?

Definitely would not do anything										Definitely would do something
0	1	2	3	4	5	6	7	8	9	10

13. IF Q12 IS 5 OR HIGHER: What action would you take? Please be as specific as possible.

14. In your opinion, how well do each of the following statements apply to the creative you have just seen? (RANDOMIZE)

Does not apply to this creative at all										Applies to this creative extremely well
0	1	2	3	4	5	6	7	8	9	10

- a. This creative was confusing
- b. This creative said something that was important to me
- c. This creative was irritating
- d. I enjoyed viewing this creative
- e. This creative made me want to get more information
- f. This creative said something new to me
- g. This creative doesn't apply to me
- h. The information in this creative is credible

15. What change would you make to improve this creative? Please be as specific as possible.

PRINT CONCEPT QUESTIONS (1 CONCEPT; EACH PARTICIPANT RECEIVES THE CONCEPT TOTALLING 6 QUESTIONS)

16. What is your overall impression of this creative?

OVERALL IMPRESSION

Very unfavourable										Very favourable
0	1	2	3	4	5	6	7	8	9	10

17. In your opinion, what is this creative trying to tell you? In other words, what is the main message?

18. How likely would you be to do something as a result of seeing this creative?

Definitely would not do anything										Definitely would do something
0	1	2	3	4	5	6	7	8	9	10

19. IF Q18 IS 5 OR HIGHER: What action would you take? Please be as specific as possible.

20. In your opinion, how well do each of the following statements apply to the creative you have just seen? (RANDOMIZE)

Does not apply to this creative at all										Applies to this creative extremely well
0	1	2	3	4	5	6	7	8	9	10

- a. This creative was confusing
- b. This creative said something that was important to me
- c. This creative was irritating
- d. I enjoyed viewing this creative
- e. This creative made me want to get more information
- f. This creative said something new to me
- g. This creative doesn't apply to me
- h. The information in this creative is credible.

21. What change would you make to improve this creative? Please be as specific as possible.

LABEL QUESTIONS (6 LABELS; EACH PARTICIPANT RECEIVES 3 LABELS TO REVIEW, TOTALLING 21 QUESTIONS)

22. What is your overall impression of this message?

Very unfavourable										Very favourable
0	1	2	3	4	5	6	7	8	9	10

23. In your opinion, what is this message trying to tell you? In other words, what is the main message?

24. To what extent would you agree or disagree with each of the following statements about the message you just saw. Please use a scale from 0 to 10 where 0 means you strongly disagree and 10 means you strongly agree. [PUT ON SAME SCREEN: ROTATE ORDER]

- a. The language used is appropriate
- b. The message conveyed the right tone
- c. The information provided is new to me
- d. The information presented surprised me; it was different from what I thought previously
- e. I want to learn more after seeing this message

Strongly disagree										Strongly agree
0	1	2	3	4	5	6	7	8	9	10

Section 4 – Demographics (ALL PARTICIPANTS, 8 QUESTIONS)

Finally, we have a few questions about yourself that will help us analyze the results of this survey.

25. Has a doctor, dietitian or nurse ever advised you or someone else in your household to reduce the sodium or salt in your diet because of a medical condition?

- Yes, myself
- Yes, someone else in my household
- Yes, both myself and someone else in my household
- No

26. Do you have a chronic health condition? A chronic health condition is expected to last or has already lasted 6 months or more and has been diagnosed by a health professional.

Yes

No

27. Which of the following diplomas or degrees have you completed? Please choose the highest diploma or degree completed.

None

High school diploma or equivalent

Registered Apprenticeship or other trades certificate or diploma

College, CEGEP or other non-university certificate or diploma

University degree, certificate or diploma

Post-graduate degree

Don't know

Prefer not to say

28. What language do you speak most often at home? [ACCEPT UP TO TWO RESPONSES]

English

French

Other

Prefer not to say

29. What is your marital status?

Single (never married)

Divorced

Separated

Married

Common law

Widow / Widower

Don't know

Prefer not to say

30. How many individuals, including yourself, currently live in your household?

— —

Prefer not to say

31. Which of the following categories best describes your total household income? That is, the total income of all persons in your household combined, before taxes.

Under \$20,000

\$20,000 to just under \$40,000

\$40,000 to just under \$60,000
\$60,000 to just under \$80,000
\$80,000 to just under \$100,000
\$100,000 to just under \$150,000
\$150,000 and above
Don't know
Prefer not to say

32. Would you identify yourself as Non-Aboriginal or of First Nations, Inuit, or Métis descent?

Non-Aboriginal
Aboriginal – First Nations
Aboriginal – Inuit
Aboriginal – Métis
Don't know/Refused

Thank you very much for your participation in this study!

French Questionnaire

Bienvenue et merci de l'intérêt que vous accordez à cette étude. Le gouvernement du Canada a retenu les services de Harris/Décima pour effectuer un sondage en ligne. L'objectif de l'étude est de recueillir l'opinion des Canadiens sur une campagne de marketing.

Il vous faudra environ 12 minutes pour répondre à ce sondage en ligne. Votre participation est volontaire et tout à fait confidentielle. Nous respecterons l'anonymat de vos réponses et nous les combinerons avec celles des autres participants. En guise de remerciement pour votre participation, vous recevrez 100 HI points.

Ce sondage est enregistré dans le système national d'enregistrement des sondages. Si vous avez des questions à propos du sondage ou si vous éprouvez des difficultés, veuillez nous faire parvenir un courriel à recherche@harrisdecima.com.

Ce sondage est également disponible en anglais.

Section 1 – Sélection

Nous avons tout d'abord quelques questions à vous poser pour déterminer si vous êtes admissible à ce sondage.

1. Êtes-vous ...

1	Un homme	
2	Une femme	

2. En quelle année êtes-vous né(e)? Entrez une année à quatre chiffres, par ex. 1977.

Année de naissance _____

3. Dans quelle province ou quel territoire résidez-vous actuellement?

1	Terre-Neuve-et-Labrador	
2	Nouvelle-Écosse	
3	Île-du-Prince-Édouard	
4	Nouveau-Brunswick	
5	Québec	
6	Ontario	
7	Manitoba	
8	Saskatchewan	

9	Alberta	
10	Colombie-Britannique	
11	Territoires du Nord-Ouest	
12	Nunavut	
13	Yukon	
14	Hors du Canada	Remerciez et terminez

4. Est-ce que vous, ou quelqu'un de votre ménage, travaillez pour l'un ou l'autre des employeurs suivants?

1	Une firme de recherche marketing	Si « oui » à l'une ou l'autre de ces options, remerciez et terminez
2	Un magazine ou un journal	
3	Une agence de publicité ou de graphisme	
4	Une chaîne de radio ou de télévision	
5	Une société de relations publiques	
6	Aucune de ces réponses	Continuez
9	Je préfère ne pas répondre / Pas de réponse	Remerciez et terminez

5. Y a-t-il des enfants de 12 ans ou moins qui vivent sous votre toit?

1	Oui	Continuez
2	Non	Remerciez et terminez

Merci! Vous êtes admissible à ce sondage.

Section 2 – Attitudes initiales (8 questions par participant)

6. À quelle fréquence faites-vous l'épicerie pour votre ménage?

5	Toujours
4	Habituellement
3	Parfois
2	Rarement
1	Jamais
9	Je préfère ne pas répondre

7. Lorsque vous achetez un produit alimentaire pour la première fois, à quelle fréquence lisez-vous le tableau de la valeur nutritive sur l'emballage?

5	Toujours
4	Habituellement
3	Parfois
2	Rarement
1	Jamais
9	Je préfère ne pas répondre

8. En ce qui concerne les aliments que vous achetez, veuillez indiquer à quelle fréquence vous regardez les renseignements suivants dans le tableau de la valeur nutritive. Qu'en est-il des renseignements sur...? (Randomize)

	Toujours	Habituellement	Parfois	Rarement	Jamais	Je préfère ne pas répondre
Les lipides						
Les calories						
Les glucides						
Le sodium						
Le sucre						
Le calcium						
Les fibres						

9. Dans quelle mesure êtes-vous préoccupé(e) par la quantité de sodium dans votre alimentation?

5	Extrêmement préoccupé(e)
4	Très préoccupé(e)
3	Modérément préoccupé(e)
2	Pas très préoccupé(e)
1	Pas du tout préoccupé(e)
9	Je préfère ne pas répondre

Section 3 – Évaluation des concepts

Nous allons maintenant vous présenter un concept et vous demander ce que vous en pensez. Vous aurez la possibilité de revenir au concept si vous souhaitez l'examiner de nouveau.

10. Quelle impression globale avez-vous de ce concept?

OVERALL IMPRESSION

Très défavorable										Très favorable
0	1	2	3	4	5	6	7	8	9	10

11. Selon vous, qu'est-ce que ce concept tente de vous dire? Autrement dit, quel est le message principal?

--

12. Quelle serait la probabilité que vous fassiez quelque chose parce que vous avez vu ce concept?

Je ne ferais certainement rien											Je ferais certainement quelque chose
0	1	2	3	4	5	6	7	8	9	10	

13. Si Q12 >= 5: Quelle mesure prendriez-vous? Veuillez être aussi précis(e) que possible.

--

14. À votre avis, dans quelle mesure chacun des énoncés suivants s'applique au concept que vous venez de voir? (RANDOMIZE)

Ne s'applique pas du tout au concept											S'applique extrêmement bien au concept
0	1	2	3	4	5	6	7	8	9	10	

- a. Ce concept prêtait à confusion
- b. Ce concept a dit quelque chose d'important pour moi
- c. Ce concept était irritant
- d. J'ai eu du plaisir à regarder ce concept
- e. Ce concept m'a donné envie d'obtenir de plus amples renseignements
- f. Ce concept m'a appris quelque chose de nouveau
- g. Ce concept ne s'applique pas à moi
- h. Les renseignements dans ce concept sont crédibles

15. Quel changement apporteriez-vous pour améliorer ce concept? Veuillez être aussi précis(e) que possible.

QUESTIONS SUR L'ANNONCE IMPRIMER

16. Quelle impression globale avez-vous de ce concept?

OVERALL IMPRESSION

Très défavorable										Très favorable
0	1	2	3	4	5	6	7	8	9	10

17. Selon vous, qu'est-ce que ce concept tente de vous dire? Autrement dit, quel est le message principal?

18. Quelle serait la probabilité que vous fassiez quelque chose parce que vous avez vu ce concept?

Je ne ferais certainement rien										Je ferais certainement quelque chose
0	1	2	3	4	5	6	7	8	9	10

19. Si Q18 >=5: Quelle mesure prendriez-vous? Veuillez être aussi précis(e) que possible.

20. À votre avis, dans quelle mesure chacun des énoncés suivants s'applique au concept que vous venez de voir? (RANDOMIZE)

Ne s'applique pas du tout au concept										S'applique extrêmement bien au concept
0	1	2	3	4	5	6	7	8	9	10

- i. Ce concept prêtait à confusion
- j. Ce concept a dit quelque chose d'important pour moi
- k. Ce concept était irritant
- l. J'ai eu du plaisir à regarder ce concept
- m. Ce concept m'a donné envie d'obtenir de plus amples renseignements
- n. Ce concept m'a appris quelque chose de nouveau
- o. Ce concept ne s'applique pas à moi
- p. Les renseignements dans ce concept sont crédibles

21. Quels changements apporteriez-vous pour améliorer ce concept? Veuillez être aussi précis(e) que possible.

QUESTIONS SUR LES ÉTIQUETTES (6 ÉTIQUETTES; CHAQUE PARTICIPANT EXAMINE 3 ÉTIQUETTES, SOIT 21 QUESTIONS EN TOUT)

22. Quelle impression globale avez-vous de ce message?

Très défavorable										Très favorable
0	1	2	3	4	5	6	7	8	9	10

23. Selon vous, qu'est-ce que ce message tente de vous dire? Autrement dit, quel est le message principal?

24. À quel point êtes-vous en accord ou en désaccord avec chacun des énoncés suivants au sujet du message que vous venez de voir? Veuillez répondre sur une échelle de 0 à 10 où 0 signifie fortement en désaccord et 10, fortement en accord. [PRÉSENTEZ SUR LE MÊME ÉCRAN : PRÉSENTEZ DE FAÇON ALÉATOIRE]

- a. Le vocabulaire utilisé est approprié
- b. Le message donne le ton juste
- c. Les renseignements fournis sont nouveaux pour moi
- d. Les renseignements présentés m'ont étonné(e); c'était différent de ce que je pensais auparavant
- e. Je veux m'informer davantage après avoir vu ce message

Fortement en désaccord										Fortement en accord
0	1	2	3	4	5	6	7	8	9	10

Section 4 – Questions démographiques (TOUS LES PARTICIPANTS, 8 QUESTIONS)

Pour terminer, nous vous poserons quelques questions à votre sujet. Vos réponses nous aideront à analyser les résultats de ce sondage.

25. Est-ce qu'un médecin, une diététicienne ou une infirmière a déjà conseillé à quelqu'un de votre ménage, que ce soit vous ou une autre personne, de réduire le sel ou le sodium dans son alimentation en raison d'un problème médical?

- Oui, moi-même
- Oui, une autre personne du ménage
- Oui, moi-même et une autre personne du ménage
- Non

26. Avez-vous un problème de santé chronique? Un problème de santé chronique dure 6 mois et plus ou dure déjà depuis au moins 6 mois et a été diagnostiqué par un professionnel de la santé.

- Oui
- Non

27. Lesquels des diplômes ou grades suivants avez-vous obtenus? Si vous plaît sélectionnez le plus haut diplôme ou grade complété.

Aucun
Diplôme ou attestation d'études secondaires
Apprenti inscrit ou autre certificat ou diplôme d'une école de métiers
Certificat ou diplôme d'un collège, d'un cégep ou d'un autre établissement non universitaire
Certificat ou diplôme universitaire
Diplôme d'études supérieures
Je ne sais pas
Je préfère ne pas répondre

28. Quelle langue parlez-vous le plus souvent à la maison? [ACCEPTEZ JUSQU'À DEUX RÉPONSES]

Anglais
Français
Autre
Je préfère ne pas répondre

29. Quel est votre état matrimonial?

Célibataire (jamais marié(e))
Divorcé(e)
Séparé(e)
Marié(e)
Conjoint(e) de fait
Veuf/Veuve
Je ne sais pas
Je préfère ne pas répondre

30. Vous y compris, combien de personnes vivent actuellement sous votre toit?

— —
Je préfère ne pas répondre

31. Laquelle des catégories suivantes décrit le mieux le revenu total de votre ménage, c'est-à-dire le total des revenus avant impôt de toutes les personnes qui habitent sous votre toit?

- Moins de 20 000 \$
- De 20 000 \$ à moins de 40 000 \$
- De 40 000 \$ à moins de 60 000 \$
- De 60 000 \$ à moins de 80 000 \$
- De 80 000 \$ à moins de 100 000 \$
- De 100 000 \$ à moins de 150 000 \$
- 150 000 \$ et plus
- Je ne sais pas
- Je préfère ne pas répondre

32. Êtes-vous non-autochtone ou descendant(e) d'un peuple des Premières Nations, inuit ou métis?

- Non-autochtone
- Autochtone – Premières Nations
- Autochtone – Inuit
- Autochtone – Métis
- Je ne sais pas/Je préfère ne pas répondre

Merci beaucoup d'avoir participé à ce sondage!

Appendix C: Focus Group Moderator Guide

English

Health Canada – Healthy Eating Concept/Message Testing

Focus Group Moderator's Guide

Final December 4 2012

INTRODUCTION

5 MINUTES

Welcome participants and explain the process:

- Moderator introduces him/herself and his/her role
- The role of moderator is to ask questions, make sure everyone has a chance to express themselves, keep track of the time, be objective/no special interest
- Role of participants: speak openly and frankly about opinions, remember that there are no wrong answers and no need to agree with each other
- Results are confidential and reported all together/individuals are not identified/participation is voluntary
- The length of the session
- Audio and video taping of the discussion, one-way mirror and colleagues viewing in the back room
- Turn off cell phones for the duration of the discussion
- Get participants to introduce themselves (first name only) and the number and ages of children living in the household.

Part 1: Eating Habits

10 MINUTES

I'd like to start by asking about meal planning.

- Do you plan meals right now? Quick show of hands
 - How easy or difficult is it to plan meals/snacks in advanced?
 - IF DIFFICULT: Why is it difficult?
- Now thinking about grocery shopping, do you think about what you're going to buy ahead of time when shopping?

- Use grocery lists? Use flyers?
- Now thinking about eating out, do you do any planning when you go to a sit-down restaurant, get take out or stop at the drive through?
 - IF YES: what steps do you take?

Part 2: Fact Sheet Message Testing

60 MINUTES

I would like to show you messages that have been developed about healthy eating. I am going to show you them one at a time.

On your sheet beside you, using a scale from 0 to 10 where 0 means not at all credible and 10 means very credible, I would like you to circle a score for how credible you think the message is. As well, please use a scale from 0 to 10 where 10 means it definitely motivates you to find out more about healthy eating and 0 means it definitely would NOT motivate you find out more about healthy eating.

NOTE FOR MODERATOR: ROTATE ORDER OF MESSAGES

Factsheet 1: Plan meals and snacks ahead of time.

AT HOME

- Did any of the messages have a **stronger** impact than others? Why?
 - Did any of the messages have a **weaker** impact than others? Why?
 - Are there some that are more realistic than others? Which ones?
 - Why / why not?
 - Do you have any other messages that you would add to this? What are they?
 - Looking at each of these, do you feel you could integrate them at home?
 - How easy or difficult are these to use at home?
 - IF DIFFICULT: Why would it be difficult?
 - How do you rate the message in the “label”: Make meal plans to help you save time and money”.
 - Do you find this credible why / why not?
 - Are there any other resources/tools you find helpful at home?
1. Plan all meals, including snacks. This will help to make healthy eating easier.
 2. Plan your meals and snacks by using a piece of paper, a menu planner or your smartphone.
 3. Keep a grocery list handy and add items as you run out.
 4. Check weekly grocery store flyers and use coupons for cost-savings.
 5. Involve the entire family in planning meals and snacks.

6. Teach your children how to plan and prepare meals. This will help them develop lifelong healthy eating skills.
7. Post your meal plan in the kitchen. Talk with each family member about how they can help out. Someone can prepare the food while someone else sets the table.
8. Encourage family members to try a new food or recipe once in a while, or adapt a family favourite to make it healthier
9. Chop extra veggies and fruit when preparing dinner so you have some ready for snacks, lunches or dinner the next day
10. Keep the cupboards stocked with healthier foods like brown rice, canned tuna, whole grain pasta and lower sodium canned vegetables and beans.

Additional probes (if time permits)

- What are your impressions of the message?
- What is your gut reaction to this main message?
 - o What is the first thing that comes to mind? Does it make sense? Is the message clear?
- Do you feel this message is credible? What rating did you give it for credibility? Why / why not?
- Is it relevant to you? Why / why not?
- What, if anything, would you do if you saw this?
- Does this message motivate you to eat healthier by planning meals/snacks ahead of time? What rating did you give it for this? Why / why not?
 - o What would you do?
- Is this message realistic? Why / why not?

Factsheet 2: Use a grocery list when shopping.

AT THE GROCERY STORE

- Did any of the messages have a **stronger** impact than others? Why?
- Did any of the messages have a **weaker** impact than others? Why?
- Looking at each of these, do you feel you could integrate them at the grocery store?
 - o How easy or difficult are these to use at the grocery store?
 - o IF DIFFICULT: Why would it be difficult?
- Are there some that are more realistic than others? Which ones?
 - o Why / why not?
- Do you have any others that you would add to this? What are they?

- How do you rate the message in the “label”: “Use a grocery list to help save time and money”.
 - o Do you find this credible? Why / Why not?
- Are there any other resources/tools you find helpful when at the grocery store?

1. Save time! A little planning before going to the grocery store helps you navigate aisles quickly.
2. Plan healthy meals and snacks before you head to the store.
3. Using a list will help you keep your grocery budget under control.
4. Fill your cart with the healthiest choices from the four Food Groups – Vegetables and Fruit, Grain Products, Milk and Alternatives, and Meat and Alternatives.
5. Don’t shop when you’re hungry. Have a nutritious snack before heading to the grocery store.
6. Make grocery shopping a family affair. Be a positive role model and teach kids about healthy food choices.
7. Involve younger kids in choosing veggies and fruit and encourage older kids to read the Nutrition Facts table to help make healthier choices for your family.
8. Give yourself time to check out new food products and to read Nutrition Facts tables.
9. Choose packaged foods that are healthier, like low sodium pasta sauce, lower fat cheese and whole grain pasta.
10. Do a grocery cart makeover – fill it up with good food choices so you can eat healthy at home.
11. Add more colour and crunch to your cart in the produce section.

Additional probes (if time permits)

- What are your impressions of the message?
- What is your gut reaction to this main message?
 - o What is the first thing that comes to mind? Does it make sense? Is the message clear?
- Do you feel this message is credible? What rating did you give it for credibility? Why / why not?
- Is it relevant to you? Why / why not?
- What, if anything, would you do if you saw this?
- Does this message motivate you to eat healthier by planning meals/snacks ahead of time? What rating did you give it for this? Why / why not?
 - o What would you do?

- Is this message realistic? Why / why not?

Factsheet 3: Check for nutrition information to make healthier food choices.
WHEN EATING OUT

- Did any of the messages have a **stronger** impact than others? Why?
 - Did any of the messages have a **weaker** impact than others? Why?
 - Looking at each of these, do you feel you could integrate them when eating out?
 - o How easy / difficult are the *messages* to use when eating out?
 - o IF DIFFICULT: Why would it be difficult?
 - Do you have any other *messages* that you would add to this? What are they?
 - Lastly, how do you rate the message in the “label”: “Check menus online before you go out to eat”. Do you find this credible, etc?
 - Are there any other resources/tools you find helpful when eating out?
1. You can eat out with your family and eat well. Many places offer healthy options – the choice is yours.
 2. Do your research and choose restaurants with healthier options.
 3. Check menus online before you go out to eat. Plan what you’re going to eat at the restaurant.
 4. Be a positive role model by choosing healthy foods. Follow Canada’s Food Guide and include the four Food Groups.
 5. Request nutrition information at the restaurant before ordering.
 6. Choose foods with fewer calories and less fat, sugar and sodium.
 7. Ask for gravy, sauces and salad dressing “on the side”, and use only small amounts.
 8. Make your order healthier by asking for extra veggies
 9. Portions too big? Think about ordering a smaller portion, sharing your meal with someone, or taking some home.

Additional probes (if time permits)

- What are your impressions of the message? Why do you say that?
- What is your gut reaction to this main message?
 - o What is the first thing that comes to mind? Does it make sense? Is the message clear?
- Do you feel this message is credible? Why / why not?
- Is it relevant to you? Why / why not?
- What, if anything, would you do if you saw this?

- Does this message motivate you to eat healthier by checking nutrition information when eating out? Why / why not?
 - o What would you do?
- Does this message make you want to learn more information? Why / why not?
 - o Where would you go to get more information?
- Are there some *messages* that are more realistic than others? Which ones?
 - o Why / why not?

AFTER REVIEWING ALL MESSAGES:

We've looked at three sheets and the discussion has been focused on the messages in them. I'd now like to ask a few questions about they layout.

- Looking at the finer details of the fact sheets, what do you think of the overall presentation?
 - o Layout?
 - o Colouring?
 - o Font?
 - o Copy?
 - o Photos used?
- Do you have any improvements that you would make to the fact sheet messaging or creative to make it more appealing?
 - o IF SUGGESTIONS ARE GIVEN: Why do you say that?

Part 3: Creative Concept Testing

20 MINUTES

I would now like to show you an ad and gauge your reaction to its potential impact and practicality for you and your family, and how relevant/understandable they are.

The messages are intended to provide general direction for healthy eating. Later, we will be looking at how we can communicate these healthy eating messages.

PRINT CREATIVE

I'm going to pass out a couple sheets of paper. One is the ad we're going to be talking about, and the other has a scale from 0 to 10. On your own, I want you to review the creative and rate your overall impression using the scale, where 0

means extremely negative and 10 means extremely positive. We'll discuss this as a group afterwards.

- What are your impressions of the creative? What rating did you give it? Why do you say that?
- What is this creative trying to tell you? (main message)
 - o What do you think about the tone of the message?
- Do you feel this message is credible? Why / why not?
- Does the message provide enough information? Why / why not?
 - o Is it too long/too short/right length?
- Is it relevant to you? Why / why not?
- How useful is this message to you?
 - o Does it say something to you? Why / why not?
- What are your impressions of the characters?
 - o What do you think of the main character?
 - o What is it that you like about that character? What don't you like about that character?
 - o What about the side-kick? What do you like / dislike about that character?
 - o What role do you think the characters have in conveying this message?
- How likely would you be to do something as a result of seeing this creative? Why is that?
 - o What would you do? / Why wouldn't you do anything?
- Did you notice the website address?
 - o No? Is there a need to make it more visible?
 - o Would you visit the website?
 - o What would you expect to find on the website?
- Looking at the finer details of the creative, what do you think of the overall presentation?
 - o Layout?
 - o Colouring?
 - o Font?
 - o Copy?
- Do you have any improvements that you would make to the messaging or creative to make it more appealing?

IF SUGGESTIONS ARE GIVEN: Why do you say that?

Part 4: Communications

10 MINUTES

- Where would you expect to find these messages?

- **PROMPT:**
 - Print? Where?
 - Online? Which websites?
 - TV? Which time frames?
 - Social Media? Which sites and how?
 - Transit ads?
- Who would you turn to for more information on healthy eating? **PROBE FOR TYPE OF ORGANIZATIONS.**
 - IF NOT MENTIONED: What about the Government of Canada?
- Do you feel that messages about healthy eating from the Government of Canada are credible? Do you trust them? Why / why not?
- How would you prefer to receive information on healthy eating? What medium? IF NOT MENTIONED PROBE THE FOLLOWING:
 - Face to face discussions at the grocery store. With who?
 - Displays in the grocery store
 - At restaurants
 - What type of information would you want?
 - TV
 - Print – where?
 - radio
 - Online – where?
 - Transit ads

What type of websites would you visit for information on healthy eating?

CONCLUSION

5 MINUTES

MODERATOR WILL GO BACK TO THE VIEWING ROOM TO SEE IF THERE ARE ANY ADDITIONAL QUESTIONS PRIOR TO CONCLUDING THE DISCUSSION.

- This concludes what we needed to cover tonight. We really appreciate you taking the time to come down here and share your opinion. Your input is very important and insightful.
- Don't forget to see our host before you leave to receive your incentive. Good night!
- **GROUP 1:** remind participants not to talk about the discussion to ensure second group doesn't have any "hints" coming in.

MESSAGES FOR TESTING

1. Almost everyone eats more sodium than is recommended.

2. Over 85% of men eat more than the upper tolerable level (UL) of sodium. Even before achieving the UL for sodium adverse health effects such as increase in blood pressure can occur..
3. Between 63% - 83% of women eat more than the UL of sodium.
4. Eating too much sodium can cause hypertension and possibly an early death.
5. Eating well can help you be more energetic and maintain a healthy weight.
6. Eating less sodium could help you live a longer life.
7. Cooking healthy meals can be quick and inexpensive.
8. Most children eat well above the amount of sodium they need:
 - a. More than 80% of teenage girls and 97% of teenage boys eat more than the UL of sodium.
 - b. More than 90% of children aged 4 to 8 eat more than the UL of sodium.
 - c. About 77% of children aged 1 to 3 eat more than the UL of sodium.
9. Kids don't do the grocery shopping – they need you to make the best choices for them, including buying foods that contain less sodium.
10. Many packaged foods and restaurant meals aimed at children are high in sodium.
11. Foods that don't taste salty can be high in sodium.
12. It all adds up! The foods we eat often through the day contribute to our high sodium intake.
13. An easy way to reduce your families' sodium intake is to read the food labels and choose the brand with less sodium!

French

Santé Canada – Alimentation saine - Évaluation concepts et de messages

Guide pour les groupes de discussion

Version définitive - le 3 decembre 2012

INTRODUCTION

5 MINUTES

Souhaitez la bienvenue aux participants et expliquez le déroulement de la séance :

- Le modérateur se présente et explique son rôle.
- Rôle du modérateur : poser des questions, veiller à ce que tous aient la chance de s'exprimer, s'assurer de respecter le temps alloué et être objectif/ne pas avoir de parti pris.
- Rôle des participants : parler ouvertement et exprimer leurs opinions en toute honnêteté. Il n'y a pas de mauvaise réponse et il n'est pas nécessaire que tous soient d'accord.
- Les résultats sont confidentiels et seront rapportés une fois compilés./Personne ne sera identifié./La participation est volontaire.
- La durée de la séance.
- Enregistrement audiovisuel de la discussion, miroir d'observation derrière lequel se trouvent des collègues.
- Il faut éteindre les téléphones cellulaires durant la discussion.
- Le modérateur demande aux participants de se présenter (prénom seulement) et de nous dire combien d'enfants vivent sous leur toit et l'âge de chacun.

Partie 1 : Habitudes alimentaires

10 MINUTES

- J'aimerais commencer par vous demander ce qui vous vient tout d'abord à l'esprit quand vous pensez à « manger sainement ». Planifiez-vous les repas actuellement? Si oui, veuillez lever la main.
- SI OUI: Comment vous y prenez-vous pour planifier un repas?
 - À quel point est-ce facile ou difficile de planifier les repas/collations à l'avance?
 - SI C'EST DIFFICILE : Pourquoi est-ce difficile?

- Maintenant en ce qui concerne l'épicerie, pensez-vous à l'avance à ce que vous allez acheter avant de vous rendre à l'épicerie?
 - o Utilisez-vous une liste d'épicerie? Consultez-vous les circulaires?
- Quand vous mangez à l'extérieur, planifiez-vous quoi que ce soit lorsque vous mangez au restaurant, achetez un mets pour apporter ou allez au service à l'auto?
 - o SI OUI: quelles mesures prenez-vous?

Partie 2 : Évaluation des concepts créatifs

20 MINUTES

J'aimerais maintenant vous montrer certaines publicités et évaluer vos réactions à l'égard de leur impact potentiel et de leur côté pratique pour vous et votre famille, et j'aimerais également savoir dans quelle mesure ils sont pertinents/compréhensibles.

Ces messages sont conçus pour donner des directives générales concernant l'alimentation saine. Nous verrons plus tard de quelle façon nous pouvons communiquer ces messages sur l'alimentation saine.

DOCUMENTS IMPRIMÉS

Je vais vous distribuer deux documents. L'un d'eux contient la publicité dont nous allons discuter et l'autre une échelle de 0 à 10. Je vous demanderai d'examiner la publicité et d'indiquer votre impression générale sur une échelle où 0 signifie que vous en avez une impression extrêmement négative et 10, une impression extrêmement positive. Nous en discuterons ensemble par la suite.

- Que pensez-vous de cette publicité? Quelle note lui avez-vous attribuée? Pourquoi cette note?
- Qu'est-ce que cette publicité tente de vous dire (message principal)?
 - o Que pensez-vous du ton employé dans le message?
- Ce message vous semble-t-il crédible? Pourquoi/Pourquoi pas?
- Le message donne-t-il suffisamment de renseignements? Pourquoi/Pourquoi pas?
 - o Est-il trop long/trop court/de la bonne longueur?
- Vous semble-t-il pertinent? Pourquoi/Pourquoi pas?
- Dans quelle mesure ce message peut-il vous être utile?
 - o Vous dit-il quelque chose? Pourquoi/Pourquoi pas?
- Quelles impressions vous donnent les personnages?
 - o Que pensez-vous du personnage principal?
 - o Qu'est-ce qui vous plaît/vous déplaît dans ce personnage?
 - o Que pensez-vous du personnage secondaire? Qu'est-ce qui vous plaît/vous déplaît dans ce personnage?
 - o Quel est le rôle des personnages dans la transmission du message?

- Quelle serait la probabilité que vous fassiez quoi que ce soit parce que vous avez vu cette publicité? Pourquoi
 - o Que feriez-vous? / Pourquoi ne feriez-vous rien?
- Avez-vous remarqué l'adresse du site Web?
 - o Non? Devrait-elle être plus visible?
 - o Visiteriez-vous ce site Web?
 - o Que vous attendez-vous à trouver sur ce site Web?
- Si vous examinez les fins détails de cette publicité, que pensez-vous de la présentation générale?
 - o De la mise en page?
 - o Des couleurs?
 - o Des polices utilisées?
 - o De son aspect global?
- Auriez-vous des améliorations à suggérer sur la formulation du message ou sur le contenu de la publicité afin de la rendre plus attrayante?
 - o SI LES PARTICIPANTS FONT DES SUGGESTIONS: Pour quelles raisons faites-vous ces suggestions?

Partie 3 : Évaluation des messages des feuillets d'information

60 MINUTES

J'aimerais maintenant vous montrer quelques messages concernant l'alimentation saine. Je vais vous les montrer un à la fois.

Sur la feuille devant vous, veuillez noter la crédibilité du message sur une échelle de 0 à 10, où 0 signifie pas du tout crédible et 10, très crédible en encerclant le bon chiffre. Je vous demanderai par la suite d'utiliser une autre échelle de 0 à 10, où 10 signifie que le message vous incite au plus haut point à en apprendre davantage sur l'alimentation saine et 0, que le message ne vous incite absolument pas en apprendre davantage sur l'alimentation saine.

NOTE AU MODÉRATEUR : ALTERNEZ L'ORDRE DE PRÉSENTATION DES MESSAGES

Feuille d'information 1: Planifier les repas et les collations.

À LA MAISON

- Que pensez-vous de ce message?
- Quelle est votre première réaction à l'égard de ce message principal?
 - o Qu'est-ce qui vous vient tout d'abord à l'esprit? Est-ce logique? Le message est-il clair?
- Trouvez-vous ce message crédible? Quelle note lui avez-vous attribuée pour la crédibilité? Pourquoi?

- Vous semble-t-il pertinent? Pourquoi/Pourquoi pas?
 - Le cas échéant, que feriez-vous en voyant ce message?
 - Ce message vous motive-t-il à manger plus sainement en planifiant les repas/collations à l'avance? Quelle note lui avez-vous attribuée pour la motivation? Pour quelles raisons?
 - o Quelles mesures pourriez-vous prendre?
 - Ce message vous semble-t-il réaliste? Pourquoi/Pourquoi pas?
-
1. Planifiez tous vos repas y compris vos collations. Cela facilitera l'adoption de saines habitudes alimentaires.
 2. Planifiez vos repas en utilisant un bout de papier, un planificateur de menus ou votre téléphone intelligent.
 3. Gardez une liste d'épicerie à portée de la main et inscrivez-y les aliments à acheter.
 4. Consultez les circulaires d'épiceries et utilisez les coupons pour faire des économies
 5. Impliquez toute la famille dans la planification des repas et des collations.
 6. Apprenez à vos enfants comment planifier et préparer les repas. Cela les aidera à développer des compétences alimentaires saines et durables.
 7. Affichez dans la cuisine votre plan de repas. Parlez-en avec tous les membres de la famille et voyez comment chacun peut contribuer. Les uns peuvent préparer la nourriture alors que les autres mettent la table.
 8. Encouragez les membres de votre famille à essayer de temps à autres de nouveaux aliments ou de nouvelles recettes, ou revampez une de vos recettes familiales préférées pour la rendre plus saine
 9. Coupez davantage de légumes et de fruits lorsque vous préparez le souper; vous en aurez ainsi assez pour des collations, pour les lunches ou pour le souper du lendemain.
 10. Gardez le garde-manger rempli d'aliments bons pour la santé, comme du riz brun, du thon en conserve, des pâtes à grains entiers et des conserves de légumes et de légumineuses à faible teneur en sodium.
-
- DEMANDER POUR CHACUNE DES SECTIONS: Certains *Trucs* vous semblent-ils plus réalistes que d'autres? Lesquels?
 - o Pourquoi/ Pourquoi pas?
 - Aimerez-vous ajouter d'autres messages à cette liste? Lesquels?

- À votre avis, pourriez-vous mettre en pratique *chacun* de ces trucs à la maison?
 - o En quoi ces trucs sont-ils faciles ou difficiles à suivre à la maison?
 - o SI DIFFICILES À SUIVRE : Pourquoi sont-ils difficiles à suivre?
- Quelle note accordez-vous au message de la vignette : « Planifier vos repas pour vous aider à économiser temps et argent ».
 - o Est-ce crédible pour vous? Pourquoi/Pourquoi pas?
- Y a-t-il d'autres ressources/outils qui vous aident à la maison?
- Certains messages ont-ils un impact plus **fort** que d'autres? Pourquoi?
- Certains messages ont-ils un impact plus **faible** que d'autres? Pourquoi?

Feuillet d'information 2 : Utiliser une liste d'épicerie lors de vos achats À L'ÉPICERIE

- Que pensez-vous de ce message?
- Quelle est votre première réaction à l'égard de ce message principal?
 - o Qu'est-ce qui vous vient tout d'abord à l'esprit? Est-ce logique? Le message est-il clair?
- Trouvez-vous ce message crédible? Quelle note lui avez-vous attribuée pour la crédibilité? Pour quelles raisons?
- Vous semble-t-il pertinent? Pourquoi/Pourquoi pas?
- Le cas échéant, que feriez-vous en voyant ce message?
- Ce message vous motive-t-il à favoriser une alimentation saine en planifiant les repas/collations à l'avance? Quelle note lui avez-vous attribuée pour la motivation? Pour quelles raisons?
 - o Quelles mesures pourriez-vous prendre?
- Ce message vous semble-t-il réaliste? Pourquoi/Pourquoi pas?
 1. Économisez du temps! Un peu de planification avant d'aller à l'épicerie vous aide à circuler rapidement à travers les allées.
 2. Planifiez des collations et des repas sains avant de vous rendre à l'épicerie.
 3. Remplissez votre panier avec les meilleurs choix santé provenant des quatre groupes alimentaires : Légumes et fruits, Produits céréaliers, Lait et substituts, Viandes et substituts.
 4. L'utilisation d'une liste vous aidera à mieux contrôler votre budget d'épicerie.
 5. Ne faites pas l'épicerie lorsque vous avez faim. Mangez une collation nutritive avant de vous rendre à l'épicerie.

6. L'épicerie, faites-en une affaire de famille. Ayez une influence positive et apprenez aux enfants à faire de bons choix alimentaires.
 7. Impliquez les jeunes enfants dans le choix des légumes et fruits, et encouragez les plus âgés à lire les tableaux de la valeur nutritive pour aider toute la famille à faire des choix alimentaires plus sains.
 8. Allouez-vous du temps pour lire le tableau de la valeur nutritive et pour découvrir de nouveaux aliments.
 9. Choisissez des aliments emballés plus sains, comme de la sauce à faible teneur en sodium pour les pâtes, du fromage faible en gras, et des pâtes à grains entiers.
 10. Transformez votre panier d'épicerie, et remplissez-le d'un bon choix d'aliments pour manger sainement à la maison.
 11. Ajouter davantage de couleur et de croquant dans votre chariot dans la section des fruits et légumes
- À votre avis, pourriez-vous mettre en pratique chacun de ces trucs à l'épicerie?
 - o En quoi ces *Trucs* sont-ils faciles ou difficiles à suivre à l'épicerie?
 - o SI DIFFICILES À SUIVRE : Pourquoi sont-ils difficiles à suivre?
 - Certains *Trucs* vous semblent-ils plus réalistes que d'autres? Lesquels?
 - o Pourquoi/ Pourquoi pas?
 - Aimerez-vous ajouter d'autres messages à cette liste? Lesquels?
 - Quelle note accordez-vous au message de la vignette : « *Utiliser une liste d'épicerie pour vous aider à économiser temps et argent* »
 - o Est-ce crédible pour vous? Pourquoi/Pourquoi pas?
 - Y a-t-il d'autres ressources/méthodes qui vous aident à l'épicerie?
 - Certains messages ont-ils un impact plus **fort** que d'autres? Pourquoi?
 - Certains messages ont-ils un impact plus **faible** que d'autres? Pourquoi?

Feuillet d'information 3 : Consulter l'information nutritionnelle pour faire des choix plus sains AU RESTO OU AILLEURS

- Que pensez-vous de ce message? Pourquoi dites-vous cela?
- Quelle est votre première réaction à l'égard de ce message principal?
 - o Qu'est-ce qui vous vient tout d'abord à l'esprit? Est-ce logique? Le message est-il clair?
- Trouvez-vous ce message crédible? Pourquoi/Pourquoi pas?
- Vous semble-t-il pertinent? Pourquoi/Pourquoi pas?
- Le cas échéant, que feriez-vous en voyant ce message?

- Ce message vous motive-t-il à manger plus sainement en vérifiant la valeur nutritive des aliments quand vous mangez à l'extérieur?
Pourquoi/Pourquoi pas?
 - o Quelles mesures pourriez-vous prendre?
 - Ce message vous donne-t-il envie d'en apprendre davantage? Pourquoi / Pourquoi pas?
 - o Où pourriez-vous trouver plus d'information?
 - Certains *messages* vous semblent-ils plus réalistes que d'autres? Lesquels?
 - Pourquoi/ Pourquoi pas?
1. Vous pouvez manger au restaurant avec votre famille tout en mangeant sainement. Plusieurs endroits offrent des options santé – le choix vous appartient.
 2. Faites vos recherches et optez pour des restaurants offrant des options plus saines.
 3. Consultez les menus en ligne avant de sortir, et planifiez à l'avance ce que vous mangerez.
 4. Au restaurant, demandez à voir l'information nutritionnelle avant de commander.
 5. Choisissez des plats contenant moins de calories, de gras, de sucre ou de sodium.
 6. Demandez à ce qu'on vous serve les sauces et vinaigrettes séparément, et utilisez-en seulement de petites quantités.
 7. Rendez votre repas plus sain en demandant une portion supplémentaire de légumes.
 8. Ayez une influence positive en choisissant des aliments sains. Suivez le Guide alimentaire canadien et optez pour des aliments provenant des quatre groupes alimentaires.
 9. Les portions sont trop grosses? Pensez à commander de petites portions, à partager votre repas avec quelqu'un ou à ramener de la nourriture à la maison.
- À votre avis, pourriez-vous mettre en pratique chacun de ces trucs quand vous mangez à l'extérieur?
 - o En quoi ces trucs sont-ils faciles ou difficiles à suivre quand vous mangez à l'extérieur?
 - o SI DIFFICILES À SUIVRE : Pourquoi sont-ils difficiles à suivre?
 - Aimerez-vous ajouter d'autres messages à cette liste? Lesquels?

- Enfin, comment évaluez-vous le message de la vignette : « *Consultez les menus en ligne avant de manger à l'extérieur* ». Trouvez-vous ce message crédible, etc.?
- Y a-t-il d'autres ressources/méthodes qui vous aident quand vous mangez à l'extérieur?
- Certains messages ont-ils un impact plus **fort** que d'autres? Pourquoi?
- Certains messages ont-ils un impact plus **faible** que d'autres? Pourquoi?

APRÈS AVOIR PASSÉ EN REVUE TOUS LES MESSAGES :

Nous avons examiné trois documents et discuté des messages qu'on y trouve. J'aimerais maintenant vous poser quelques questions à propos de la mise en page.

- Si vous examinez les fins détails de ces feuillets, que pensez-vous de la présentation générale?
 - o De la mise en page?
 - o Des couleurs?
 - o Des polices utilisées?
 - o De l'aspect global?
 - o Des photos utilisées?
- Auriez-vous des améliorations à suggérer sur la formulation des feuillets d'information ou des concepts afin de les rendre plus attrayants?
 - o SI LES PARTICIPANTS FONT DES SUGGESTIONS : Pour quelles raisons faites-vous ces suggestions?

Partie 4 : Communications

10 MINUTES

- Où vous attendez-vous à trouver ces messages?
- DEMANDEZ :
 - o Sur des documents imprimés? Lesquels?
 - o En ligne? Sur quels sites Web?
 - o À la télévision? Dans quelles cases horaires?
 - o Dans les médias sociaux? Sur quels sites et de quelle façon?
 - o Sur des publicités dans les transports en commun?
- Vers qui vous tourneriez-vous pour obtenir plus de renseignements sur l'alimentation saine? SONDEZ POUR CONNAÎTRE LES TYPES D'ORGANISATIONS.

- SI NON MENTIONNÉ PAR LES PARTICIPANTS : Qu'en est-il du gouvernement du Canada?
- À votre avis, les messages du gouvernement du Canada sur l'alimentation saine sont-ils crédibles? Leur faites-vous confiance? Pourquoi/Pourquoi pas?
- De quelle façon préféreriez-vous recevoir des renseignements sur l'alimentation saine? Par quel canal de distribution? SI LES PARTICIPANTS NE LES MENTIONNENT PAS, SONDEZ LES POINTS SUIVANTS :
 - Lors de rencontres à l'épicerie. Avec qui?
 - Affiches dans les épiceries
 - Dans les restaurants
 - Quels types de renseignements aimeriez-vous obtenir?
 - À la télévision
 - Dans des documents imprimés – Lesquels?
 - À la radio
 - En ligne – Sur quels sites?
 - Sur des publicités dans les transports en commun

Quel genre de sites Web visiteriez-vous pour trouver des renseignements sur l'alimentation saine?

CONCLUSION

10 MINUTES

AVANT DE CLORE LA DISCUSSION, LE MODÉRATEUR SE REND DANS LA SALLE D'OBSERVATION POUR VÉRIFIER SI LES CLIENTS ONT D'AUTRES QUESTIONS.

- Nous avons maintenant couvert tous les points que nous devons aborder ce soir. Nous vous sommes très reconnaissants de vous être déplacés et d'avoir pris le temps de nous faire part de vos opinions. Vos commentaires sont très importants et apportent un éclairage nouveau.
- Veuillez laisser tous les documents sur la table.
- N'oubliez pas de récupérer votre prime auprès de notre hôte/hôtesse avant de partir. Bonne soirée!

GROUPE 1 : rappelez aux participants de ne pas parler de la discussion afin de ne pas donner « d'indices » aux gens qui attendent pour prendre part au deuxième groupe.

Appendix D: Focus Group Recruitment Screener

English

Recruitment Screener
Health Canada Focus Groups December 2012
General Population
Project # CD11417

Questionnaire # _____ Date of Last Group _____
 # of previous groups _____

Montreal (French) Monday, December 3 Group 1: Parents: Med/High SES @ 5:30 pm \$80 Group 2: Parents: Low SES @ 7:30 pm \$80			Recruit: 12 for 8 to 10 show per group Honorarium: \$80 Study#: ###
Toronto Tuesday, December 4 Group 3: Parents : Med/High SES @ 5:30 pm \$80 Group 4: Parents Low SES @ 7:30 pm \$80			Definitions: Parents: Adults, with at least one child between the ages of 2 and 12. Low SES is adults with a family income of less than \$60k and no post secondary education.
Calgary Wednesday, December 5 Group 5: Parents : Med/High SES @ 5:30 pm \$80 Group 6: Parents Low SES @ 7:30 pm \$80			Aim for 2/3 of groups to be women.

Respondent's name: _____	Interviewer: _____
Respondent's phone #: _____ (home)	Date: _____
Respondent's phone #: _____ (work)	Validated: _____
Respondent's fax #: _____ sent? _____ or	Quality Central: _____
Respondent's e-mail : _____ sent? _____	On List: _____
Sample source (<i>circle</i>): panel random client referral	On Quotas: _____

Hello, my name is _____. I'm calling from Harris/Decima, a national public opinion research firm, on behalf of the Government of Canada. We're organizing a series of discussion groups to explore various issues of importance to the country.

Participation is voluntary. We are interested in hearing your opinions, no attempt will be made to sell you anything or change your point of view. The format is a "round table" discussion lead by a research professional. All opinions expressed will remain anonymous and views will be grouped together to ensure no particular individual can be identified.

EXPLAIN FOCUS GROUPS. About nine people like you will be taking part, all of them randomly recruited just like you. For their time, participants will receive an honorarium of \$80. But before we invite you to attend, we need to ask you a few questions to ensure that we get a good mix and variety of people. May I ask you a few questions?

Yes **CONTINUE**

No **ASK IF ANYONE ELSE IN THE HOUSEHOLD MIGHT BE INTERESTED**

IF NOT THANK AND TERMINATE

READ TO ALL: "This call may be monitored or audio taped for quality control and evaluation purposes."

ADDITIONAL CLARIFICATION IF NEEDED:

- to ensure that I (the interviewer) am reading the questions correctly and collecting your answers accurately;
- to assess my (the interviewer) work for performance evaluation;
- to ensure that the questionnaire is accurate/correct (i.e. evaluation of CATI programming and methodology – we’re asking the right questions to meet our clients’ research requirements – kind of like pre-testing).
- If the call is audio taped, it is only for the purposes of playback to the interviewer for a performance evaluation immediately after the interview is conducted or it can be used by the Project Manager/client to evaluate the questionnaire if they were unavailable at the time of the interview – all audio tapes are destroyed after the evaluation.

S1) Do you or any member of your household work...

	Yes	No
For a marketing research firm	1	2
For a magazine or newspaper, online or print	1	2
For a radio or television station	1	2
For a public relations company	1	2
In a public health or medical occupation	1	2
For the government, whether federal or provincial	1	2
For a food manufacturer	1	2
Advertising agency or graphic design firm	1	2
Online media company or blog writer	1	2

IF “YES” TO ANY OF THE ABOVE, THANK AND TERMINATE

S2) Are you a Canadian citizen at least 18 years old?

Yes	1	CONTINUE
No	2	THANK AND TERMINATE

S3) **DO NOT ASK – NOTE GENDER (target 2/3 women in each group)**

Male	1
Female	2

- S4) Have you ever attended a consumer group discussion, an interview or survey which was arranged in advance and for which you received a sum of money?

Yes	1	MAX. ½ PER GROUP
No	2	GO TO Q1

- S5) How long ago was it? _____

TERMINATE IF IN THE PAST 6 MONTHS

- S6) How many consumer discussion groups have you attended in the past 5 years?
- _____

TERMINATE IF MORE THAN 4 DISCUSSION GROUPS

- Q1a) Could you please tell me what age category you fall in to? Are you...

Under 18	0	THANK AND TERMINATE  ENSURE GOOD MIX PER GROUP
18-34 years	1	
35-44 years	2	
45-54 years	3	
55-64 years	4	
65+ years	5	
Refuse	9	

- Q1b) Do you have any children aged 2 - 12 living in your home?

Yes	QUALIFIES FOR GROUPS
-----	-----------------------------

No	THANK AND TERMINATE
----	----------------------------

Q2) What is your current employment status?

Working full-time	1	}	ENSURE GOOD MIX PER GROUP
Working part-time	2		
Self-employed	3		
Retired	4		
Unemployed	5		
Student	6		
Other	7		
DK/RF	99		

Q3) Which of the following categories best describes your total household income? That is, the total income of all persons in your household combined, before taxes [READ LIST]?

Under \$20,000	1	}	ENSURE GOOD MIX
\$20,000 to just under \$ 40,000	2		
\$40,000 to just under \$ 60,000	3		
\$60,000 to just under \$ 80,000	4		
\$80,000 to just under \$100,000	5		
\$100,000 to just under \$150,000	6		
\$150,000 and above	7		
DK/RF	99		

Q4) Could you please tell me what is the last level of education that you have completed?

Some high school only	1	}	1	ENSURE GOOD MIX
Completed high school	2			

Some College/University	3
Completed College/University	4
RF/DK	9

RECRUIT FOR GROUPS 1, 3, AND 5 IF Q3=4, 5, 6, OR 7 AND Q4=3, 4

RECRUIT FOR GROUPS 2, 4, AND 6 IF Q3=1, 2 OR 3 AND Q4=1, 2

Invitation

Q5) Great, you qualify for one of our focus group sessions. Would you be available to attend a focus group on **(DATE @ TIME)**? It will last approximately 2 hours.

Yes	1	CONTINUE
No	2	THANK AND TERMINATE
DK (do not read)	3	ARRANGE CALLBACK

Q6) Participants in group discussions are asked to voice their opinions and thoughts, how comfortable are you in voicing your opinions in front of others **(IF APPROPRIATE: In English/French)**? Are you (read list)

Very comfortable	1	MINIMUM	4	PER
GROUP				
Fairly comfortable	2			
Not very comfortable	3	THANK		AND
TERMINATE				
Very uncomfortable	4	THANK		AND
TERMINATE				

Q7) Sometimes participants are also asked to write out their answers to a questionnaire, read or watch a TV commercial during the discussion. Is there any reason why you could not participate? [READ IF NEEDED: I can assure you that everything written or discussed in the groups will remain confidential]

Yes	1	THANK & TERMINATE
No	2	

TERMINATE IF RESPONDENT OFFERS ANY REASON SUCH AS SIGHT OR HEARING PROBLEM, A WRITTEN OR VERBAL LANGUAGE PROBLEM, A CONCERN WITH NOT BEING ABLE TO COMMUNICATE EFFECTIVELY OR IF YOU HAVE A CONCERN.

As I mentioned earlier, the group discussion will take place the evening of, **DATE @ TIME for 2 hours** and participants will receive **\$80** for their time. To confirm, are you able to attend?

Yes	1	CONTINUE
No	2	THANK AND TERMINATE

Montreal (French)

Monday, December 3

Group 1: Parents: Med/High SES	@ 5:30 pm	\$80
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Group 2: Parents: Low SES	@ 7:30 pm	\$80
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Toronto

Tuesday, December 4

Group 3: Parents : Med/High SES	@ 5:30 pm	\$80
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Group 4: Parents Low SES	@ 7:30 pm	\$80
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Calgary

Wednesday, December 5

Group 5: Parents : Med/High SES	@ 5:30 pm	\$80
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Group 6: Parents Low SES	@ 7:30 pm	\$80
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Privacy Questions

Now I have a few questions that relate to privacy, your personal information and the research process. We will need your consent on a few issues that enable us to conduct our research. As I run through these questions, please feel free to ask me any questions you would like clarified.

- P1) First, we will be providing the hosting facility and session moderator with a list of respondents' names and profiles (screener responses) so that they can sign you into the group. Do we have your permission to do this? I assure you it will be kept strictly confidential.

Yes	1	GO TO P2
No	2	READ RESPONDENT INFO BELOW

READ ONLY IF SAYS NO AT P1. We need to provide the facility hosting the session and the moderator with the names and background of the people attending the focus group because only the individuals invited are allowed in the session and the facility and moderator must have this information for verification purposes. Please be assured that this information will be kept strictly confidential. **GO TO P1A**

- P1a) Now that I've explained this, do I have your permission to provide your name and profile to the facility?

Yes	1	GO TO P2
No	2	THANK & TERMINATE

- P2) As well, an audio and/or video tape of the group session will be produced for research purposes. The tapes will be used only by the research professional to assist in preparing a report on the research findings and will be destroyed once the report is completed.

Do you agree to be audio and/or video taped for research purposes only?

Yes	1	THANK & GO TO P3
No	2	READ RESPONDENT INFO BELOW

READ ONLY IF SAYS NO AT P2. It is necessary for the research process for us to audio/video tape the session as the researcher needs this material to complete the report. I assure you it is kept strictly confidential and it will be destroyed as when the research is complete. **GO TO P2A**

- P2a) Now that I've explained this, do I have your permission for audio/video taping?

Yes	1	THANK & GO TO P3
-----	---	-----------------------------

No 2 **THANK AND TERMINATE**

- P3) Each month FocusSearch submits the names of individuals that have participated in our focus groups to the Marketing Research and Intelligence Association Qualitative Central system (www.mria-arim.ca). Qualitative Central serves as a centralized database to review participation in qualitative research and focus groups. You will not be contacted for any reason whatsoever as a result of being on this list.
- Do we have your permission to submit your name and phone number to MRIA's Qualitative Central system?
- Yes 1 **THANK & GO TO INVITATION**
- No 2 **GO TO P3A**

P3a) **READ ONLY IF SAYS NO AT P3.** To participate in this focus group we must have your permission to add your name to the Qualitative Central system as it is the only way for us to ensure the integrity of the research process and track participation in qualitative research. The system is maintained by the industry body, the Professional Marketing Research Society, and is solely used to track your participation in qualitative research (such as focus groups). You will not be contacted for any reason whatsoever as a result of being on this list.

Now that I've explained this do I have your permission to add your name to our qualitative central list?

- Yes 1 **THANK & GO TO INVITATION**
- No 2 **THANK & TERMINATE**
-

• **AS REQUIRED, ADDITIONAL INFO FOR THE INTERVIEWER:**

• Please be assured that this information is kept confidential and is strictly accessed and used by professional market research firm to review participation and prevent "professional respondents" from attending sessions. Research firms participating in MRIA's Qualitative Central require your consent to be eligible to participate in the focus group - the system helps ensure the integrity of the research process.

• **AS REQUIRED, NOTE ABOUT MRIA:**

- The Marketing Research and Intelligence Association is a non-profit organization for marketing research professionals engaged in marketing, advertising, social, and political research. The Society's mission is to be the leader in promoting excellence in the practice of marketing and social research and in the value of market information.

Invitation:

Do you have a pen handy so that I can give you the address where the group will be held? It will be held at:

Montreal Opinion Search Inc. (Montreal) 1080 Côte du Beaver Hall, 4th Floor Montréal QC (Victoria Square)	Toronto Opinion Search Inc. 2345 Yonge Street, Suite 704 Toronto, ON (Yonge and Eglinton)
Calgary Qualitative Coordination Suite 120, 707 10th Avenue SW Off 10th Avenue, outside entrance (not through main building) Directions to Facility: S.W. Corner 10th Avenue and 6th Street S.W.	

We ask that you arrive fifteen minutes early to be sure you find parking, locate the facility and have time to check-in with the hosts. The hosts may be checking respondents' identification prior to the group, so please be sure to bring some personal identification with you (for example, a driver's license). If you require glasses for reading make sure you bring them with you as well.

As we are only inviting a small number of people, your participation is very important to us. If for some reason you are unable to attend, please call us so that we may get someone to replace you. You can reach us at **[1-800 NUMBER]** at our office. Please ask for **[NAME]**. Someone will call you the day before to remind you about the discussion.

So that we can call you to remind you about the focus group or contact you should there be any changes, can you please confirm your name and contact information for me? **[READ INFO WE HAVE AND CHANGE AS NECESSARY.]**

First name _____

Last Name _____

Email _____

Daytime phone number _____

Evening phone number _____

If the respondent refuses to give his/her first or last name or phone number please assure them that this information will be kept strictly confidential in accordance with the privacy law and that it is used strictly to contact them to confirm their attendance and to inform them of any changes to the focus group. If they still refuse THANK & TERMINATE.

French

Questionnaire de recrutement
Groupes de discussion de Santé Canada — Décembre 2012
Grand public
N° de projet : CD11417

Questionnaire n° _____ Date du dernier groupe _____
 Nombre de groupes antérieurs _____

Montréal (français)			Recrutez : 12 personnes par groupe pour que 8 à 10 d'entre elles se présentent Prime : 80 \$ Étude n° : ###
Le lundi 3 décembre			
Groupe 1 : Parents — SSE moyen/élevé	@ 17 h 30	80 \$	
Groupe 2 : Parents — SSE faible	@ 19 h 30	80 \$	
Toronto			
Le mardi 4 décembre			
Groupe 3 : Parents — SSE moyen/élevé	@ 17 h 30	80 \$	
Groupe 4 : Parents — SSE faible	@ 19 h 30	80 \$	

Calgary Le mercredi 5 décembre Groupe 5 : Parents — SSE moyen/élevé @ 17 h 30 80 \$ Groupe 6 : Parents — SSE faible @ 19 h 30 80 \$	Définitions : Parents : Adultes qui ont au moins un enfant de 2 à 12 ans. Les adultes de SSE faible ont un revenu familial inférieur à 60 000 \$ et n'ont pas fait d'études postsecondaires. Visez 2/3 de femmes dans chaque groupe.
Nom du répondant : _____ N° de téléphone du répondant : _____ (maison) N° de téléphone du répondant : _____ (travail) N° de télécopieur : _____ envoyé? ou Courriel du répondant : _____ envoyé? Source de l'échantillon (<i>encerclez</i>) : panel aléatoire client référence	Intervieweur : _____ Date : _____ Validé : _____ Fichiers centraux : _____ Listes : _____ Quotas : _____

Bonjour, je m'appelle _____. Je vous téléphone de Harris/Décima, une firme nationale de recherche sur l'opinion publique, pour le compte du gouvernement du Canada. Nous organisons des groupes de discussion pour explorer divers enjeux d'importance pour le pays.

La participation est volontaire. Nous désirons connaître votre opinion. Nous ne tenterons pas de vous vendre quoi que ce soit ou de vous faire changer d'avis. La discussion se déroulera sous forme de table ronde et sera animée par un professionnel de la recherche. Toutes les opinions exprimées demeureront anonymes et les points de vue seront regroupés de sorte qu'il sera impossible d'identifier qui que ce soit.

EXPLIQUEZ LES GROUPES DE DISCUSSION. Les groupes seront composés d'environ neuf personnes qui auront toutes été recrutées au téléphone de façon aléatoire. En guise de remerciement pour leur temps, les participants recevront une prime de 80 \$. Toutefois, avant de vous inviter à participer, je dois vous

poser quelques questions pour m'assurer de la diversité des participants. Puis-je poursuivre?

Oui **CONTINUEZ**

Non **DEMANDEZ SI UNE AUTRE PERSONNE DU MÉNAGE POURRAIT ÊTRE INTÉRESSÉE**

SI NON, REMERCIEZ ET TERMINEZ

LISEZ À TOUS : « Cet appel peut être écouté ou enregistré à des fins d'évaluation et de contrôle de la qualité. »

CLARIFICATIONS SUPPLÉMENTAIRES AU BESOIN :

- Pour s'assurer que je lise les questions correctement et que je recueille vos réponses avec précision;
- Pour évaluer mon rendement;
- Pour vérifier que le questionnaire est exact/correct (c.-à-d. évaluation de la programmation ITAO et de la méthodologie – s'assurer que nous posons les bonnes questions pour répondre aux exigences de nos clients en matière de recherche – comme un prétest);
- Si l'appel est enregistré, l'enregistrement sert uniquement à évaluer le travail de l'intervieweur et est écouté immédiatement après la fin de l'entrevue. S'ils étaient absents au moment de l'entrevue, le client et le gestionnaire de projet pourraient également écouter l'enregistrement. Tous les enregistrements sont détruits après l'évaluation.

S1) Est-ce que vous, ou un membre de votre ménage, travaillez...?

	Oui	Non
Pour une firme de recherche marketing	1	2
Pour un magazine ou un journal ou ligne ou imprimé	1	2
Pour une chaîne de radio ou de télévision	1	2
Pour une firme de relations publiques	1	2
Dans le domaine de la santé publique ou dans le domaine médical	1	2

Pour le gouvernement fédéral ou provincial	1	2
Pour un fabricant de produits alimentaires	1	2
Pour une agence de publicité ou de graphisme	1	2
Pour un média en ligne ou comme auteur(e) d'un blogue	1	2

SI « OUI » À L'UNE DE CES OPTIONS, REMERCIEZ ET TERMINEZ

S2) Êtes-vous citoyen(ne) canadien(ne) et âgé(e) d'au moins 18 ans?

Oui	1	CONTINUEZ
Non	2	REMERCIEZ ET TERMINEZ

S3) **NE DEMANDEZ PAS - NOTEZ LE SEXE (visez 2/3 de femmes dans chaque groupe)**

Homme	1
Femme	2

S4) Avez-vous déjà participé à un groupe discussion de consommateurs, à une entrevue ou à un sondage pour lequel vous avez été recruté(e) à l'avance et avez reçu une somme d'argent?

Oui	1	MAX. ⅓ PAR GROUPE
Non	2	PASSEZ À Q1

S5) Il y a combien de temps de cela? _____

TERMINEZ SI AU COURS DES 6 DERNIERS MOIS

S6) À combien de groupes de discussion de consommateurs avez-vous assisté au cours des 5 dernières années?

TERMINEZ SI PLUS DE 4 GROUPES DE DISCUSSION

Q1a) Auquel des groupes d'âge suivants appartenez-vous? Avez-vous...?

Moins de 18 ans	0	}	REMERCIEZ ET TERMINEZ
De 21 à 34 ans	1		BONNE DIVERSITÉ DANS CHAQUE GROUPE
De 35 à 44 ans	2		
De 45 à 54 ans	3		
De 55 à 64 ans	4		
65 ans et plus	5		
Refuse	9		

Q1b) Avez-vous des enfants de 2 à 12 ans qui vivent sous votre toit?

Oui	ADMISSIBLE AUX GROUPES
Non	REMERCIEZ ET TERMINEZ

Q2) Quelle est votre situation d'emploi actuelle?

Travailleur(euse) à temps plein	1	}	BONNE DIVERSITÉ DANS CHAQUE GROUPE
Travailleur(euse) à temps partiel	2		
Travailleur(euse) autonome	3		
Retraité(e)	4		
Sans emploi	5		
Étudiant(e)	6		
Autre	7		
NSP/RF	99		

- Q3) Laquelle des catégories suivantes décrit le mieux le revenu total de votre ménage, c'est-à-dire le total des revenus avant impôt de toutes les personnes habitant sous votre toit? [LISEZ LA LISTE]

Moins de 20 000 \$	1	}	BONNE DIVERSITÉ
De 20 000 \$ à moins de 40 000 \$	2		
De 40 000 \$ à moins de 60 000 \$	3		
De 60 000 \$ à moins de 80 000 \$	4		
De 80 000 \$ à moins de 100 000 \$	5		
De 100 000 \$ à moins de 150 000 \$	6		
150 000 \$ et plus	7		
NSP/RF	99		

- Q4) Pourriez-vous me dire quel est le plus haut niveau de scolarité que vous avez atteint?

Études secondaires non terminées	1	}	BONNE DIVERSITÉ
Études secondaires terminées	2		
Études collégiales/universitaires non terminées	3		
Études collégiales/universitaires terminées	4		
RF/NSP	9		

RECRUTEZ POUR LES GROUPES 1, 3 ET 5 SI Q3=4, 5, 6 OU 7 ET Q4=3, 4

RECRUTEZ POUR LES GROUPES 2, 4 ET 6 SI Q3=1, 2 OU 3 ET Q4=1, 2

Invitation

- Q5) Excellent, vous êtes admissible pour participer à l'une de nos séances. Seriez-vous disponible pour participer à un groupe de discussion d'environ 2 heures qui aura lieu le (**DATE À HEURE**)?

Oui	1	CONTINUEZ
Non	2	REMERCEZ ET TERMINEZ
NSP (ne lisez pas)	3	FIXEZ UN RAPPEL

- Q6) Nous demandons aux participants des groupes de discussion d'exprimer leurs opinions et de verbaliser leurs pensées. Dans quelle mesure êtes-vous à l'aise d'exprimer votre opinion **(AU BESOIN : en français/anglais)** devant d'autres personnes? Êtes-vous...? (lisez la liste)

Très à l'aise	1	MINIMUM 4 PAR GROUPE
Plutôt à l'aise	2	
Pas tellement à l'aise	3	REMERCIEZ ET TERMINEZ
Très mal à l'aise	4	REMERCIEZ ET TERMINEZ

- Q7) Les participants doivent parfois répondre par écrit à un questionnaire, lire ou regarder une publicité télévisée au cours de la discussion. Y a-t-il une raison qui vous empêcherait de participer? [LISEZ AU BESOIN : Je peux vous assurer de l'entière confidentialité de tout ce que vous écrirez et de tout ce qui sera discuté pendant les groupes]

Oui	1	REMERCIEZ ET TERMINEZ
Non	2	

TERMINEZ SI LE RÉPONDANT DONNE UNE RAISON COMME UN PROBLÈME DE LA VUE, DE L'OUÏE, D'ALPHABÉTISME, UNE PRÉOCCUPATION À NE PAS POUVOIR COMMUNIQUER EFFICACEMENT OU SI VOUS AVEZ UN DOUTE.

Comme je l'ai mentionné plus tôt, le groupe de discussion aura lieu en soirée le **DATE @ HEURE et durera 2 heures**. Les participants recevront une prime de **80 \$** en guise de remerciement pour le temps qu'ils nous auront accordé. Accepteriez-vous d'y participer?

Oui	1	CONTINUEZ
Non	2	REMERCIEZ ET TERMINEZ

Montréal (français)

Le lundi 3 décembre

Groupe 1 : Parents — SSE moyen/élevé @ 17 h 30 80 \$

Groupe 2 : Parents — SSE faible @ 19 h 30 80 \$

Toronto

Le mardi 4 décembre

Groupe 3 : Parents — SSE moyen/élevé @ 17 h 30 80 \$

Groupe 4 : Parents — SSE faible @ 19 h 30 80 \$

Calgary

Le mercredi 5 décembre

Groupe 5 : Parents — SSE moyen/élevé @ 17 h 30 80 \$

Groupe 6 : Parents — SSE faible @ 19 h 30 80 \$

Enjeux relatifs à la confidentialité

J'aurais maintenant quelques questions à vous poser à propos de la confidentialité, de vos renseignements personnels et du déroulement de la recherche. Nous devons obtenir votre permission par rapport à certains sujets pour pouvoir effectuer notre recherche. Lorsque je vous poserai ces questions, n'hésitez pas à me demander de les clarifier si vous en ressentez le besoin.

P1) Tout d'abord, nous fournirons une liste des noms et des profils (réponses au questionnaire) des participants aux hôtes et au modérateur, afin qu'ils puissent vous inscrire. Acceptez-vous que nous leur transmettions ces renseignements? Je peux vous assurer que ceux-ci demeureront strictement confidentiels.

Oui 1 **PASSEZ À P2**Non 2 **LISEZ L'INFORMATION SUIVANTE AU****RÉPONDANT**

LISEZ SEULEMENT SI RÉPOND « NON » À P1. Nous devons donner votre nom et votre profil aux hôtes et au modérateur, puisque seuls les gens qui sont invités à participer peuvent prendre part à la séance. Les

hôtes et le modérateur ont besoin de ces renseignements à des fins de vérification uniquement. Soyez assuré(e) que ces renseignements demeureront strictement confidentiels. **PASSEZ À P1A**

P1a) Maintenant que je vous ai expliqué cela, acceptez-vous que nous transmettions votre nom et votre profil aux hôtes et au modérateur?

- | | | |
|-----|---|------------------------------|
| Oui | 1 | PASSEZ À P2 |
| Non | 2 | REMERCIEZ ET TERMINEZ |

P2) Il y aura un enregistrement audiovisuel de la séance et celui-ci servira uniquement à des fins de recherche. L'enregistrement sera uniquement utilisé par un professionnel de la recherche pour préparer le rapport sur les résultats de la recherche. L'enregistrement sera détruit lorsque le rapport sera terminé.

Acceptez-vous qu'un enregistrement audiovisuel de la séance soit effectué uniquement à des fins de recherche?

- | | | |
|-----|---|--|
| Oui | 1 | REMERCIEZ ET PASSEZ À P3 |
| Non | 2 | LISEZ L'INFORMATION SUIVANTE AU |

RÉPONDANT

LISEZ SEULEMENT SI RÉPOND « NON » À P2. Malheureusement, nous devons faire un enregistrement audiovisuel de la séance puisque le professionnel de la recherche en a besoin pour rédiger son rapport. Je peux vous assurer que l'enregistrement demeurera strictement confidentiel et qu'il sera détruit dès que le rapport sera terminé. **PASSEZ À P2A**

P2a) Maintenant que je vous ai expliqué cela, acceptez-vous que nous fassions un enregistrement audiovisuel?

- | | | |
|-----|---|---------------------------------|
| Oui | 1 | REMERCIEZ ET PASSEZ À P3 |
| Non | 2 | REMERCIEZ ET TERMINEZ |

P3) Chaque mois, nous soumettons le nom des personnes qui ont participé à nos séances au Registre central de recherche qualitative de l'Association de la recherche et de l'intelligence marketing (www.mria-arim.ca). Le Registre central de recherche qualitative est une base de

données centrale qui vérifie la participation aux entrevues de recherches qualitatives. Personne ne communiquera avec vous parce que votre nom se trouve sur cette liste.

Nous permettez-vous de soumettre votre nom et votre numéro de téléphone au Registre central de recherche qualitative de l'ARIM?

- | | | |
|-----|---|---|
| Oui | 1 | REMERCIEZ ET PASSEZ À L'INVITATION |
| Non | 2 | PASSEZ À P3A |

P3a) **LISEZ SEULEMENT SI RÉPOND « NON » À P3.** Pour que vous puissiez participer à ce groupe de discussion, nous devons avoir votre permission pour ajouter votre nom au Registre central de recherche qualitative puisqu'il s'agit du seul moyen qui nous permet d'assurer l'intégrité du processus de recherche et de faire le suivi de la participation aux recherches qualitatives. Le système est tenu à jour par l'Association de la recherche et de l'intelligence marketing et il est uniquement utilisé pour faire le suivi de votre participation aux recherches qualitatives (comme les groupes de discussion). Personne ne communiquera avec vous parce que votre nom se trouve sur cette liste.

Maintenant que je vous ai expliqué cela, acceptez-vous que nous ajoutons votre nom au Registre central de recherche qualitative?

- | | | | |
|---|-----|---|---|
| • | Oui | 1 | REMERCIEZ ET PASSEZ À L'INVITATION |
| • | Non | 2 | REMERCIEZ ET TERMINEZ |
| • | | | |

AU BESOIN, RENSEIGNEMENTS SUPPLÉMENTAIRES POUR L'INTERVIEWEUR :

- Soyez assuré(e) que cette information demeurera confidentielle et seules les firmes de recherche marketing professionnelles pourront y accéder et l'utiliser pour vérifier la participation et empêcher les « répondants professionnels » de participer aux séances. Les firmes de recherche qui participent au Registre central de recherche qualitative de l'ARIM ont besoin de votre autorisation avant que vous ne soyez admissible à participer au groupe. Cette procédure contribue à assurer l'intégrité du processus de recherche

AU BESOIN, NOTE À PROPOS DE L'ARIM :

L'Association de la recherche et de l'intelligence marketing est un organisme à but non lucratif qui regroupe des professionnels de la recherche marketing impliqués dans le marketing, la publicité, les recherches sociales et politiques. La mission de l'Association est d'être le leader dans la promotion de l'excellence dans la pratique du marketing et des recherches sociales ainsi que dans la valeur de l'information sur les marchés.

Invitation:

Avez-vous un crayon à portée de la main pour prendre en note l'adresse de l'endroit où se tiendra le groupe de discussion? Il aura lieu à :

Montréal	Toronto
Opinion Search Inc. (Montréal) 1080, côte du Beaver Hall, 4 ^e étage Montréal (Québec) (square Victoria) Entrée : Lorsque vous entrez dans l'édifice, veuillez prendre l'ascenseur jusqu'au 4 ^e étage. Si vous arrivez de la station de métro Square-Victoria, veuillez prendre la sortie Beaver Hall. Vous pouvez entrer directement dans l'édifice à partir du métro. Directions : 3 rues au sud de la rue Ste-Catherine. Au coin de la rue Belmont et de la côte du Beaver Hall. Métro : Square- Victoria Stationnement : Dans la rue, municipal et adjacent. Directions depuis l'Aéroport-Trudeau : • Prenez l'autoroute 520 Ouest vers l'autoroute 20 Est. Continuez sur la 20 Est (qui devient l'autoroute Ville-Marie et ensuite l'autoroute 720 Est). • Prenez la sortie 3 – Centre-ville • Tournez à droite sur René-Lévesque • Tournez à droite sur la côte du Beaver Hall	Opinion Search Inc. 2345 Yonge Street, Suite 704 Toronto, ON (Yonge and Eglinton) Entry : Edison Building (1) Enter on Yonge Street. Take escalator up to elevator (2) Off Broadway underground parking, take Edison elevators Directions: 2nd block north of Eglinton, east side of Yonge between Roehampton and Broadway Avenues. South of the Shoppers Drug Market. Near the Eglinton subway station. Parking: Street, municipal and attached From Airport: Take Highway 401 East. Exit at Yonge Street. Go south on Yonge to just south of Broadway where parking is available (~25 minutes / 15km)

Calgary Qualitative Coordination Suite 120, 707 10th Avenue SW Off 10th Avenue, outside entrance (not through main building) Directions to Facility: S.W. Corner 10th Avenue and 6th Street S.W.	
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Nous vous demandons d'arriver quinze minutes avant l'heure prévue pour vous permettre de stationner votre voiture, de trouver l'endroit et de vous présenter à nos hôtes. Il est possible qu'on vous demande de vous identifier avant la tenue du groupe. Par conséquent, assurez-vous d'avoir une pièce d'identité sur vous (par exemple, un permis de conduire). De plus, si vous avez besoin de lunettes pour lire, veuillez les apporter.

Comme nous n'invitons qu'un petit nombre de personnes, votre participation est très importante pour nous. Si, pour une raison ou une autre vous ne pouvez pas vous présenter, veuillez nous en aviser pour que nous puissions vous remplacer. Vous pouvez nous joindre au **1-866-455-4336**. Demandez à parler à **Louise Tremblay**. Quelqu'un communiquera avec vous la veille du groupe de discussion pour confirmer votre présence.

Afin que nous puissions vous appeler pour confirmer votre présence ou pour vous informer si des changements survenaient, pourriez-vous me confirmer votre nom et vos coordonnées? **[LISEZ LES COORDONNÉES QUE NOUS AVONS ET MODIFIEZ-LES AU BESOIN.]**

Prénom _____

Nom de famille _____

Courriel _____

Numéro de téléphone le jour _____

Numéro de téléphone le soir _____

Si le répondant refuse de donner son prénom, son nom ou son numéro de téléphone, dites-lui que ces renseignements demeureront strictement confidentiels en vertu de la loi sur le respect de la vie privée et que ceux-ci seront uniquement utilisés pour le contacter afin de confirmer sa participation et pour l'informer de tout changement concernant l'entrevue. S'il refuse toujours, REMERCIEZ ET TERMINEZ.

Appendix E: Qualitative Creatives Tested

English

PUBLIC SERVICE ANNOUNCEMENT

Eat Well

Try a new veggie or fruit every week

Make at least half your grain products whole grain each day

Choose fish, lean meat and alternatives like beans, lentils and tofu

Drink 2 cups of milk or fortified soy beverage every day

BUILD YOUR OWN HEALTHY EATING HABITS

Eat a variety of foods from the four food groups and remember to check the Nutrition Facts table on packaged foods when grocery shopping to help you choose and compare foods. **Bon appétit!**

FOLLOW CANADA'S FOOD GUIDE TO MAKE HEALTHY FOOD CHOICES

LEARN MORE AT:
HealthyCanadians.gc.ca/eatwell

Health Canada Santé Canada



CHECK FOR NUTRITION INFORMATION TO HELP MAKE HEALTHIER FOOD CHOICES WHEN EATING OUT

Know before you go

- You can eat out with your family and eat well. Many places offer healthy options – the choice is yours.
- Do your research and choose restaurants with healthier options.
- Check menus online before you go out to eat. Plan what you're going to eat at the restaurant.

Do the little things that add up

- Request nutrition information at the restaurant before ordering.
- Choose foods with fewer calories and less fat, sugar and sodium.
- Ask for gravy, sauces and salad dressing "on the side", and use only small amounts.
- Make your order healthier by asking for extra veggies.

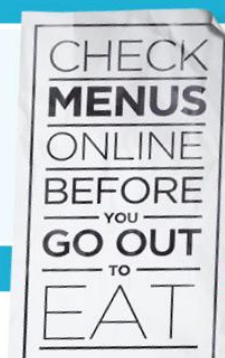
Keep your portions in check

- Be a positive role model by choosing healthy foods. Follow Canada's Food Guide and include the four Food Groups.
- Portions too big? Think about ordering a smaller portion, sharing your meal with someone, or taking some home.

Learn more at: HealthyCanadians.gc.ca/eatwell



Insert your organization's logo





USE A GROCERY LIST WHEN SHOPPING AT THE GROCERY STORE

The more, the merrier!

- Make grocery shopping a family affair. Be a positive role model and teach kids about healthy food choices.
- Involve younger kids in choosing veggies and fruit and encourage older kids to read the Nutrition Facts table to help make healthier choices for your family.

Dare to compare

- Give yourself time to check out new food products and to read Nutrition Facts tables.
- Choose packaged foods that are healthier, like low sodium pasta sauce, lower fat cheese and whole grain pasta.

Shop smart

- Save time! A little planning before going to the grocery store helps you navigate aisles quickly.
- Plan healthy meals and snacks before you head to the store.
- Fill your cart with the healthiest choices from the four Food Groups – Vegetables and Fruit, Grain Products, Milk and Alternatives, and Meat and Alternatives.
- Using a list will help you keep your grocery budget under control.
- Don't shop when you're hungry. Have a nutritious snack before heading to the grocery store.

Learn more at: HealthyCanadians.gc.ca/eatwell



Insert your organization's logo



Eat Well



PLAN MEALS AND SNACKS AHEAD OF TIME AT HOME

Plan it out

- Plan all meals, including snacks. This will help to make healthy eating easier.
- Plan your meals and snacks by using a piece of paper, a menu planner or your smartphone.
- Keep a grocery list handy and add items as you run out.
- Check weekly grocery store flyers and use coupons for cost-savings.

Keep good stuff in stock

- Chop extra veggies and fruit when preparing dinner so you have some ready for snacks, lunches or dinner the next day.
- Keep the cupboards stocked with healthier foods like brown rice, canned tuna, whole grain pasta and lower sodium canned vegetables and beans.

Get the family involved

- Involve the entire family in planning meals and snacks.
- Teach your children how to plan and prepare meals. This will help them develop lifelong healthy eating skills.
- Post your meal plan in the kitchen. Talk with each family member about how they can help out. Someone can prepare the food while someone else sets the table.
- Encourage family members to try a new food or recipe once in a while, or adapt a family favourite to make it healthier.

Learn more at: HealthyCanadians.gc.ca/eatwell



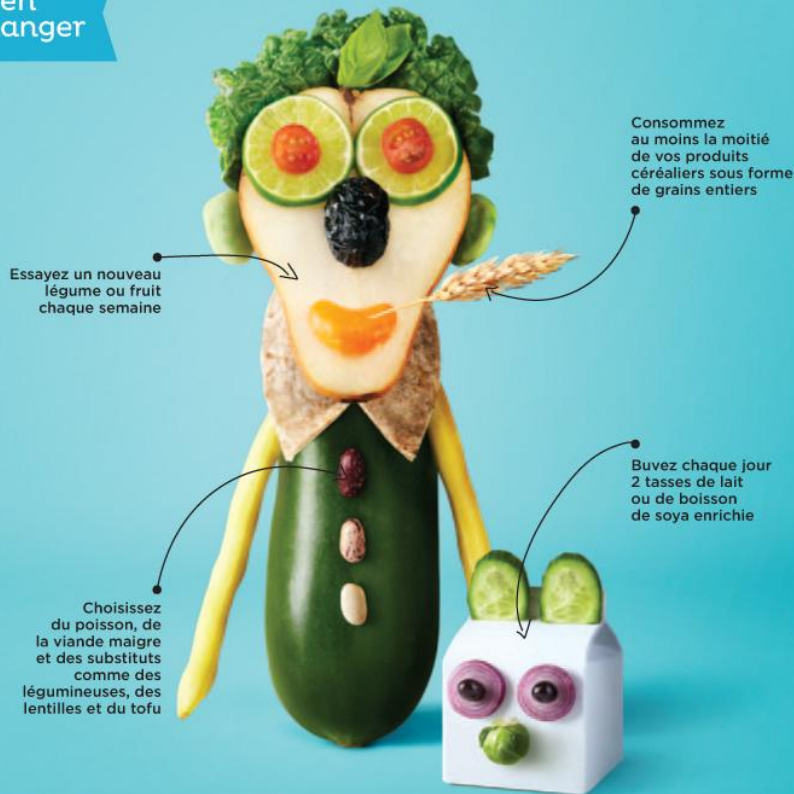
Insert your organization's logo



French

MESSAGE D'INTÉRÊT PUBLIC

**Bien
manger**



PERSONNALISEZ VOS SAINES HABITUDES ALIMENTAIRES

Consommez une variété d'aliments provenant des quatre groupes alimentaires et consultez le tableau de la valeur nutritive des produits emballés afin de pouvoir les comparer et les choisir judicieusement. **Bon appétit!**



APPRENEZ-EN PLUS À:
canadiensensante.gc.ca/bienmanger

**Bien
manger**



**CONSULTEZ L'INFORMATION NUTRITIONNELLE
POUR VOUS AIDER À FAIRE DES CHOIX ALIMEN-
TAIRES PLUS SAINS AU RESTO OU AILLEURS**

**Renseignez-vous
à l'avance**

- Vous pouvez manger au restaurant avec votre famille tout en mangeant sainement. Plusieurs endroits offrent des options santé – le choix vous appartient.
- Faites vos recherches et optez pour des restaurants offrant des options plus saines.
- Consultez les menus en ligne avant de sortir, et planifiez à l'avance ce que vous mangerez.

**Ces petits trucs
qui font la différence**

- Au restaurant, demandez à voir l'information nutritionnelle avant de commander.
- Choisissez des plats contenant moins de calories, de gras, de sucre ou de sodium.
- Demandez à ce qu'on vous serve les sauces et vinaigrettes séparément, et utilisez-en seulement de petites quantités.
- Rendez votre repas plus sain en demandant une portion supplémentaire de légumes.

Pensez qualité et quantité

- Ayez une influence positive en choisissant des aliments sains. Suivez le Guide alimentaire canadien et optez pour des aliments provenant des quatre groupes alimentaires.
- Les portions sont trop grosses? Pensez à commander de petites portions, à partager votre repas avec quelqu'un ou à ramener de la nourriture à la maison.

Pour en savoir plus: canadiensensante.gc.ca/bienmanger



Insérer votre logo d'entreprise



**Bien
manger**



UTILISEZ UNE LISTE D'ÉPICERIE LORS DE VOS ACHATS À L'ÉPICERIE

Plus on est, mieux c'est

- L'épicerie, faites-en une affaire de famille. Ayez une influence positive et apprenez aux enfants à faire de bons choix alimentaires.
- Impliquez les jeunes enfants dans le choix des légumes et fruits, et encouragez les plus âgés à lire les tableaux de la valeur nutritive pour aider toute la famille à faire des choix alimentaires plus sains.

Osez comparer

- Allouez-vous du temps pour lire le tableau de la valeur nutritive et pour découvrir de nouveaux aliments.
- Choisissez des aliments emballés plus sains, comme de la sauce à faible teneur en sodium pour les pâtes, du fromage faible en gras et des pâtes à grains entiers.

Achetez futé

- Économisez du temps! Un peu de planification avant d'aller à l'épicerie vous aide à circuler rapidement à travers les allées.
- Planifiez des collations et des repas sains avant de vous rendre à l'épicerie.
- Remplissez votre panier avec les meilleurs choix santé provenant des quatre groupes alimentaires : Légumes et fruits, Produits céréaliers, Lait et substituts, Viandes et substituts.
- L'utilisation d'une liste vous aidera à mieux contrôler votre budget d'épicerie.
- Ne faites pas l'épicerie lorsque vous avez faim. Mangez une collation nutritive avant de vous rendre au supermarché.

Pour en savoir plus: canadiensensante.gc.ca/bienmanger



Insérer votre logo d'entreprise



**Bien
manger**



PLANIFIEZ À L'AVANCE LES REPAS ET LES COLLATIONS À LA MAISON

Planifiez

- Planifiez tous vos repas y compris vos collations. Cela facilitera l'adoption de saines habitudes alimentaires.
- Planifiez vos repas en utilisant un bout de papier, un planificateur de menus ou votre téléphone intelligent.
- Gardez une liste d'épicerie à portée de la main et inscrivez-y les aliments à acheter.
- Consultez les circulaires d'épicerie et utilisez les coupons pour faire des économies.

Faites des réserves santé

- Coupez davantage de légumes et de fruits lorsque vous préparez le souper; vous en aurez ainsi assez pour des collations, pour les lunchs ou pour le souper du lendemain.
- Gardez le garde-manger rempli d'aliments bons pour la santé, comme du riz brun, du thon en conserve, des pâtes à grains entiers et des conserves de légumes et de légumineuses à faible teneur en sodium.

Impliquez toute la famille

- Impliquez toute la famille dans la planification des repas et des collations.
- Apprenez à vos enfants comment planifier et préparer les repas. Cela les aidera à développer des compétences alimentaires saines et durables.
- Affichez dans la cuisine votre plan de repas. Parlez-en avec tous les membres de la famille et voyez comment chacun peut contribuer. Les uns peuvent préparer la nourriture alors que les autres mettent la table.
- Encouragez les membres de votre famille à essayer de temps à autres de nouveaux aliments ou de nouvelles recettes, ou revamppez une de vos recettes familiales préférées pour la rendre plus saine.

Pour en savoir plus: canadiensensante.gc.ca/bienmanger



Insérer votre logo d'entreprise

