Testing of Messages and Tips on Healthy Eating and Healthy Weights, with a Focus on Food Skills: Knowledge and Planning Components

Final Report

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Introduction

Background

Food choice and consumption patterns have transitioned in recent years to an increase in processed, prepared and convenience foods. Consumption patterns can be characterized as being higher in energy density, total fat, saturated fat, added sodium and sugar, and simple carbohydrates. Additionally, the consumption of vegetables and fruits, whole grains and legumes has decreased. As well, there is a lack of transference of basic cooking and food preparation skills.

In regards to amount of food (serving size), consumers have difficulty comparing nutrition information if the amount they eat is different than the serving size on the Nutrition Facts table (NFt). Studies show that consumers using the NFt have difficulty adjusting nutrient amounts (both grams and % Daily Value) when they consume more or less than the stated serving size of a product (Ascentum, 2009; Grunert and Wills, 2007; Morestin, 2011; Rothman 2006).

In 2010, Health Canada launched the Healthy Eating Awareness and Education Initiative with three goals in mind:

1) improving Canadians' awareness, knowledge and understanding of healthy eating (including Eating Well with Canada's Food Guide, nutrition labelling, sodium reduction, and food skills), to help inform better food choices;
2) improving Canadians' overall nutritional health while decreasing their risk of nutrition-related chronic diseases; and
3) supporting and promoting healthy eating in collaboration with stakeholders from various sectors, such as government, industry, NGOs and media.

The Initiative takes a phased approach, with elements grounded in the healthy eating guidance of the Food Guide. The three phases of the Initiative include: Phase 1: Healthy Eating & Nutrition Labelling, Phase 2: Healthy Eating & Sodium Reduction, Phase 3: Healthy Eating and Healthy Weights with a focus on Food Skills.

At this time, Health Canada is currently focusing on the third phase of the Initiative: *Healthy Eating and Healthy Weights,* with a focus on *Food Skills*. The goal of this phase is to increase awareness, understanding and application of food skills among Canadians. Food skills are defined as a set of skills that are necessary to provide and prepare safe, nutritious and culturally acceptable meals for all members of one's household (adapted from Vanderkooy, 2010).

These skills (Vanderkooy, 2010) are defined as including the following:

- Knowledge (i.e. about food, nutrition literacy, label-reading, food safety);
- Planning (i.e. organizing meals, food preparation on a budget, teaching food skills to children);
- Mechanical techniques (i.e. preparing meals, chopping/mixing, cooking, following recipes);

- Conceptualizing food (i.e. creative use of leftovers, adjusting recipes; and); and
- Food perception (using your senses – texture, taste, etc.).

More specifically, the focus of the current research is on the 'knowledge' and 'planning' components of food skills.

Research Goals and Objectives

Health Canada wished to obtain feedback on the food skills messages and tips for use in the Healthy Eating Awareness and Education Initiative, Phase 3. The messages will be used for various outreach channels. Feedback from the research is required to assist in fine-tuning and improving the messages, thus ensuring that information disseminated by Health Canada is pertinent and useful to the target audience.

Based on this premise, specific objectives of the research included:

- To evaluate messages and tips on food skills, specifically the 'knowledge' and 'planning' components of food skills, and to determine if messages are:
    - clear, credible, relevant and of value to the audience;
    - appealing and appropriate to the cultural and emotional sensitivities of the audience;
    - memorable in the minds of the audience;
    - utilizing the right tone; and
    - able to motivate the audience to take personal actions.
- To elicit suggestions for potential changes to make the messages more effective at reaching the target audience.
- To gather what other information would be needed to help educate consumers about food skills.

Research Methodology

To achieve the study objectives, a total of eight (8) in-person focus groups were conducted from March 25th to 28th, 2013. Specifically, two English focus groups were held in each of Toronto (ON), Vancouver (BC), Halifax (NS) and two French focus groups were conducted in Montreal (QC). These cities represent a cross-section of larger urban centres across Canada. The target audience included Canadian citizen adults 18 - 69 years who are parents of children 2 to 12 years old living at home. In each location, one group included parents who have a lower socio-economic status (low SES), while the second group included parents who have a medium to high socio-economic status (high SES). Across groups, participants were responsible for the grocery shopping and/or food preparation and storage in their household. These segments were profiled based on education and income, as follows:

Low SES: Household income of less than $60,000 annually and some college or technical training achieved, at the most.

High SES: Household income of at least $60,000 annually and have completed college, technical training or university.

For this study, government employees, those in advertising, public relations, communications, marketing research industries, and media representatives were excluded from the study. Additionally, those working in the public health/medical sector and food manufacturing were also excluded. A mix of employment status and occupation were represented in each group.

For each group, a total of 12 individuals were recruited with the goal of having at least 8-10 participants. Each participant received a monetary incentive based on market requirements ($75 in Vancouver, Montreal, and Halifax and $85 in Toronto) in appreciation of their time. Recruitment was conducted using a mix of telephone random and panel calling, as well as referrals. Discussions were conducted during the evening hours, and each one lasted approximately two (2) hours.

This report presents the study findings, including an executive summary, a series of conclusions and recommendations drawn from the analysis, and a detailed account of the feedback received during the group discussions. Working documents are appended to the report, including the recruitment screener (Appendix A), the moderator's guide (Appendix B), and the print ad reviewed (Appendix C). Where deemed relevant, participants' quotes have been inserted in the detailed analysis section of the report. Note that the verbatim quotes are shown, and that the translation was conducted to ensure the meaning of the comment remained, and thus, may not be literal at times.

The total cost of this project, including applicable taxes, was $53,695.89.

Context of Qualitative Research

Qualitative discussions are intended as moderator-directed, informal, non-threatening discussions with participants whose characteristics, habits and attitudes are considered relevant to the topic of discussion. The primary benefits of individual or group qualitative discussions are that they allow for in-depth probing with qualifying participants on behavioural habits, usage patterns, perceptions and attitudes related to the subject matter. This type of discussion allows for flexibility in exploring other areas that may be pertinent to the investigation. Qualitative research allows for a more complete understanding of the segment, given that the thoughts or feelings are expressed in the participants' "own language" and at their "own levels of passion." Qualitative techniques are used in marketing research as a means of developing insight and direction, rather than collecting quantitatively precise data or absolute measures.

Political Neutrality Certification

I hereby certify as Senior Officer of Corporate Research Associates Inc. that the deliverables fully comply with the Government of Canada political neutrality requirements outlined in the *Communications Policy* of the Government of Canada and Procedures for Planning and Contracting Public Opinion Research. Specifically, the deliverables do not include information on electoral voting intentions, political party preferences, standings with the electorate or ratings of the performance of a political party or its leaders.

Signed 

Executive Summary

Corporate Research Associates Inc.
Contract Number: HT372-123682/001/CY
Contract Date: 2013-02-13

Corporate Research Associates Inc. (CRA) undertook the ***Testing of Messages and Tips on Healthy Eating and Healthy Weights, with a Focus on Food Skills: Knowledge and Planning Components*** on behalf of Health Canada. The study aimed to assess parents' reactions to a series of messages and tips and one print ad, particularly in terms of relevance, clarity, credibility, comprehension, memorability, and motivation. Eight focus groups were conducted from March 25th to 28th, 2013 with adults who are parents of children 2 to 12 years old living at home. Groups were held in Toronto (ON), Vancouver (BC), Halifax (NS), and Montreal (QC). In each location, one group included individuals of lower socio-economic status (low SES) and one group with those of medium to higher socio-economic status (high SES), as defined by household income and education level. Each group discussion lasted approximately two hours. Note, it warrants mention that during each focus group, the tested messages and statements were presented in a consistent order for ease of flow and in natural season progression. This could potentially introduce order bias to the study. The total cost of this project, including applicable taxes, was $53,695.89.

The following presents a summary of key findings of the study.

Grocery Shopping and Meal Planning

Findings show that grocery shopping and meal planning habits vary across parents, from those who are well prepared to others who make impulsive decisions onsite. Some kept a running list of items to purchase and complement their list based on weekly meal requirements, or items on sale, prior to going to the grocery store. At times, these parents also visited multiple retailers to take advantage of sales. Cost was definitely a consideration for low SES parents in determining what they purchase and where they shop. Reflective of greater price sensitivity, these parents also made greater use of flyers than high SES parents, and were more likely to stock foods when on sale. By contrast, high SES parents were more inclined to visit the grocery store multiple times a week and to make impulse decisions regarding what to eat.

Regardless of planning habits, parents were clearly open to new ideas and embrace any suggestions that would help them create healthier meals for their family, while being considerate of both financial and time constraints. Shopping with children was not preferred by parents, as it was seen as a potential source of frustration and more time consuming than shopping alone.

Findings suggest the importance of introducing additional or alternative tips, and ideas specific to making grocery shopping efficient, specifically by introducing novel ideas to save time and make healthier choices. CRA believes that additional advice could include organizing the grocery list contents

based on where the items are found in the store; spending most of the grocery budget and time on the outskirt areas of the grocery store, where produce, meat, dairy and grains are found; comparing the Nutrition Facts tables when choosing packaged goods; reading the list of ingredients on packaged goods, knowing they are listed based on their relative content level; looking for coupons at the grocery store entrance or online ; buying products in bulk to save money; and shopping with a list while taking advantage of in-store sales.

When at the store, some parents look at product labels, particularly for foods that have not been purchased before. The list of ingredients, where the product originates, and the Nutrition Facts tables are primary sources of package information. Some look for things such as salt, sugar, fibre, fat, and MSG content, though few report looking at the serving size on the Nutrition Facts table. Parents do not measure foods they serve, regardless of whether they serve foods on the table for each to help themselves, or if they plate everyone's foods. However, nearly all base their food consumption on personal hunger, and parents encourage their children to adopt similar behaviours.

Approaches to meal planning are also varied, with some organizing their weekly menu in advance, while others decide what to eat on a daily basis. Many parents involve children in meal selection, at least once in a while. Few resources were mentioned to assist with meal planning, other than the Internet in general, advice from others, and in a few instances, Weight Watchers. Of note, while parents have heard of Canada's Food Guide, they exhibited limited knowledge of its content, and very few across locations used its guidelines when planning meals.

Overall Reactions to Messages and Tips Tested

Study results suggest that for the most part, the tested food skills messages and tips were viewed positively, both in terms of relevance and understandability. All parents clearly communicated that meal planning prior to grocery shopping is helpful to save time, and facilitates healthier eating habits. While the messages appeared effective at providing actionable ideas, results confirm that across the messages, food ideas (both selection and preparation) should be more specific, particularly for foods that are less familiar or commonly known. CRA believes that some of the ideas that could be considered include sprinkling pomegranate seeds on salads or yogurts; specifying that hummus is made with chickpeas; and adding rinsed canned beans to homemade vegetable soups. Further, the nutritional benefits of these foods' should be highlighted when relevant. Listing familiar foods is appreciated as a reminder, but efforts should be made to provide new ideas of how to serve them. Care must also be taken when listing food ideas. The number of ideas in each statement should be limited for greater impact.

Findings from the study suggest that there is merit in rewording some of the messages to emphasize meal planning and preparation as an enjoyable family activity. This approach will likely introduce the concepts that planning can be simple and easily achievable, as well as resulting in healthier eating habits.

Summer Messages

The summer messages were well-received, considered easy to understand, appealing and actionable. Few modifications are required. Overall, these messages were deemed engaging, positive, informal, light, and playful, likely due to each statement being introduced through a question. These messages were generally viewed as relevant, credible, compelling, and make sense to parents. More varied opinions were offered with the message's ability to encourage changes in behaviour.

While the message of saving time to enjoy family summer activities was appealing to parents across groups, most recognized that food planning and preparation can be time consuming, thus questioning the real time saving value associated with planning. Many pointed out that washing and cutting up vegetables and fruits and preparing homemade snacks can be time consuming, rather than freeing up time. This was especially the case when it was not a current practice, and would require a change in behaviour. Opinions were influenced by the amount of time a parent spent on food preparation, regardless of socio-economic status. This resulted in a lively discussion in each of these groups on the real time-saving benefits of preparing vegetables and fruits for grab-and-go homemade snacks, rather than buying packaged goods to allow for more family time. As a result, in many of the groups, particularly in Montreal, parents questioned the messages' intent. However, the idea of introducing healthier eating habits did resonate across groups, and was apparent in most of the summer messages. That being said, the messages should emphasize that meal planning and grocery shopping for healthy eating can be an enjoyable family activity in itself, a concept highly appealing to parents. The consideration of the four food groups from Canada's Food Guide, and that eating healthy can be economical were viewed as secondary messages. The tone of the messages was viewed as friendly and engaging.

Despite positive feedback regarding the statements, the % Daily Value (DV) message was particularly problematic. The concept itself was deemed too complex to be explained in a short paragraph, specifically in terms of properly explaining the value of "a little" or "a lot" across nutrients. Some felt strongly that this message (particularly % DV) was of little value given that it lacked relevance to them personally. Nonetheless, there is merit in continuing to educate parents about the % DV given that many do rely on the Nutrition Facts tables when purchasing packaged goods, to varying degrees. Other areas of messaging that need reconsideration include the suggestion to bring frozen foods when camping, as well as better explaining less familiar foods (e.g. kale) by providing usage information and their nutritional benefits.

Back to School Messages

The back to school messages which included food ideas for snacks and healthy lunches were well-liked, although they may be ineffective at encouraging the consumption of less familiar foods. Specifically, listing food ideas was considered inspirational. Although parents mentioned already serving many of the foods listed, they liked to be reminded of their different options. The messages clearly suggested to parents that planning helps to adopt healthier eating habits, as well as reduce stress associated with the back to school period. The tone was perceived as friendly and helpful by English-

speaking participants (although comments were made to use less directive statements and include a more encouraging tone), while French-speaking participants felt the messages positioned back to school and cooking as stressful. This was likely due to the use of words such as “stress” and “panic”, as well as the directive statement structure. Nonetheless, overall the messages were well rated on common sense, personal relevance, motivation, and credibility.

Suggested improvements from participants included: ensuring statements are actionable and present innovative ideas; reducing the number of food ideas listed in any given paragraph to make each one more memorable; adding recommendations for homemade dips and sauces; including advice on how to involve children in meal planning; positioning ready-to-use produce as introducing more variety and limiting food waste; recommending homogenized milk for younger children; and providing ideas on how to incorporate less commonly used foods.

Holiday Messages

Parents believed that the holiday messages did not recognize traditions associated with seasonal meals and as such, lacked personal appeal and relevance. While parents embraced the message of healthy eating, they considered the holidays a time when food indulgence is a common practice, and an integral part of the festive atmosphere. As such, there is merit in embracing tradition and speaking of how to *improve* the nutritional value of traditional dishes rather than implying their *replacement* with healthier alternatives, thus eliminating the ‘preachy’ tone currently felt by parents. CRA believes that based on findings, tips could be developed to help parents modify their holiday favourites into healthier versions, like cooking a skinless turkey breast in the oven, using lower-fat alternatives to cream in mashed potatoes, baking low-fat, low-sugar cookies (using maple syrup and fruit purees or yogurt as alternatives to sugar and fat), and serving alcohol-free fruit punches.

The intent should be to recognize traditional foods, while at the same time encouraging healthier eating habits. Care must be taken not to qualify traditional foods negatively or judgmentally (e.g., decadent), but rather in a factual manner (e.g., calorific, rich). That said, participants appreciated that the holiday messages, as written, encourage spending time as a family and endorse their suggestion to consume more vegetables and fruits specifically.

Selected statements should be reviewed to ensure they align with parents’ schedule and habits during the holiday season, including better establishing the usefulness of Canada’s Food Guide for actionable nutritional guidelines, providing healthy snack recommendations for ‘on the go’ occasions (e.g. considering that food is normally offered when visiting friends or relatives), and suggesting homemade gifts that are better aligned with traditional holiday offerings. Given the time constraint associated with the holidays, parents expressed a desire for advice on how to optimize their grocery shopping trips, ideas on cooking healthier with staple ingredients, and suggestions of healthier food alternative that can be used for last minute meals or impromptu visits (e.g., frozen vegetables and fruits; nuts).

Serving Size Messages

The serving size (Part 1) messages were deemed as clearly communicating that the amount of food eaten (portion size) has an impact on people's health. These messages were well-received although mixed opinions were offered with respect to credibility, motivational appeal, personal relevance, and the ability to encourage action. Most appealing to parents was the messages' ability to convey simple and realistic ideas on how to watch portion sizes. This reaction is not surprising given that some of the advice, such as 'eyeballing' foods, reflect how parents currently determine the amount of foods to eat. At the same time, a desire was expressed for other types of advice, including how to recognize and manage the signs of hunger (so as not to over eat) and what proportion each food group should have in relation to one another. These additional recommendations are most important, as parents do not measure their foods and encourage second servings if desired, whether they serve dishes at the table or plate the foods.

Parents were, however, more critical of the Serving size (Part 2) messages, particularly as the series did not properly explain the need for three food measurement concepts (Food Guide serving size, Nutrition Facts table serving size and portion size) nor did it explain the relationship between all three. The confusion may result from parents not relying on any measuring method right now, and not seeing a need for specific measurements. In essence, parents need to be made aware of the benefits of understanding each type of 'serving size' and how to use them to their advantage. Perhaps as a result, parents' attention seemed less on the clarity of the definitions and more on the relevance of each. Overall, however, the descriptions appeared to effectively describe the food measurements.

These messages resulted in a critical discussion of Canada's Food Guide, particularly for its suggestion or implication that one recommendation applies to a broad age group. Questions were raised regarding the practical relevance of guidelines provided, and as a result, most parents indicated not relying on this tool. These results suggest some positioning may be required to ensure that readers understand that Canada's Food Guide considers other factors (e.g. age, activity levels, etc.) when contemplating any individual's healthy eating pattern. In addition, direction on where to access information on Canada's Food Guide is needed.

Print Advertisement

The print ad was well liked and deemed relevant and attractive. Parents felt the ad clearly communicated to parents and children alike the importance of healthy eating and physical activity during the summer time. Parents liked the print ad shown for the way it presents a healthy lifestyle in a light-hearted way. The visual was perceived as effectively communicating the message of adopting healthy eating and encouraging physical activity during the summer. While this message was also reflected in the text, the headings presented too many competing messages (i.e., too many headings displayed in different formats). Further, the paragraph on % Daily Value was not closely aligned with the perceived message of the print ad, and was considered unclear. Finally, care must be taken in final vegetable / fruit selection for the ad, ensuring that it accurately portrays the summer season and does not include imagery that could be distract to the ad's intended message (e.g. use of vegetables that could be misconstrued as male anatomy).

Sommaire

Corporate Research Associates Inc.
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Corporate Research Associates Inc. (CRA) a mené la ***Mise à l'essai de messages et de conseils sur une alimentation saine et le poids santé, en mettant l'accent sur les compétences alimentaires : les connaissances et les éléments de planification,*** au nom de Santé Canada. L'étude visait à évaluer les réactions des parents à une série de messages et de conseils, ainsi qu'à une publicité imprimée, surtout en ce qui a trait à leur pertinence, à leur clarté, à leur crédibilité, à leur compréhension et à leur caractère mémorable et motivant. Les huit (8) groupes de discussion qui se sont tenus du 25 au 28 mars 2013, à Toronto (Ontario), à Vancouver (Colombie-Britannique), à Halifax (Nouvelle-Écosse) et à Montréal (Québec), étaient composés de parents d'enfants âgés de 2 à 12 ans vivant à la maison. Dans chacune des villes, un groupe était formé de personnes de faible statut socio-économique et un autre se composait de personnes d'un statut socio-économique élevé, selon le revenu du ménage et le niveau de scolarité. Chaque discussion de groupe a duré environ deux heures. Il est bon de mentionner que, pendant chaque discussion, les messages et les énoncés mis à l'essai ont été présentés dans un ordre cohérent afin d'assurer la fluidité et de suivre le cours normal des saisons. Cette méthode pourrait toutefois présenter un risque de partialité à l'étude. À noter que les dépenses totales du projet s'élèvent à 53 695,89 $ (taxes applicables comprises).

Vous trouverez ci-dessous le sommaire des principales conclusions de l'étude.

Achats à l'épicerie et planification des repas

Les conclusions démontrent que les habitudes d'achats à l'épicerie et de planification des repas varient, de parents qui sont bien préparés en passant par d'autres qui prennent des décisions impulsives sur place. Avant d'aller à l'épicerie, quelques parents avaient une liste d'articles à acheter qu'ils ont complétée selon les besoins de leurs repas de la semaine ou les articles en solde. Parfois, ces parents se sont aussi rendus chez de nombreux détaillants afin de profiter des soldes. Donc, le prix était assurément un facteur dont tenaient compte les parents de faible statut socio-économique au moment de décider ce qu'ils achètent et où aller. Ces parents, sensibles aux prix élevés, ont aussi fait un plus grand usage des feuillets que les parents de statut socio-économique élevé, et étaient plus enclins à accumuler la nourriture en solde. Quant aux parents de statut socio-économique élevé, ils étaient, au contraire, davantage portés à aller à l'épicerie de nombreuses fois par semaine et à décider de manière impulsive ce qu'ils mangeraient.

Peu importe les habitudes de planification, les parents étaient, de toute évidence, ouverts à de nouvelles idées et accueillaient toute suggestion qui les aiderait à apprêter des repas meilleurs pour la santé, tout en tenant compte des contraintes de temps et d'argent. Par ailleurs, les parents préféraient aller seuls à l'épicerie, plutôt que d'emmener les enfants, car ils y voyaient là une source possible de frustration et une perte de temps.

Les conclusions illustrent aussi l'importance de suggérer d'autres conseils et idées pour faire l'épicerie de manière efficace, particulièrement de nouvelles idées pour gagner du temps et faire des choix meilleurs pour la santé. Selon la CRA, on pourrait en plus suggérer d'établir une liste d'épicerie en fonction de l'emplacement des articles dans le magasin; de passer la majeure partie du temps et de l'argent dans les rayons ceinturant l'épicerie, où se trouvent notamment la viande, les produits laitiers, les produits céréaliers et les légumes et les fruits; de comparer les tableaux de la valeur nutritive au moment de choisir des produits emballés; de lire la liste des ingrédients figurant sur ces produits, sachant qu'ils sont énumérés selon leur teneur; de se procurer des coupons à l'entrée du magasin ou en ligne; d'acheter des produits en grosse quantité pour économiser de l'argent; et d'utiliser une liste tout en profitant des soldes en magasin.

Une fois à l'épicerie, certains parents lisent les étiquettes des produits, surtout ceux qu'ils n'ont jamais achetés. La liste des ingrédients, le pays d'origine du produit et le tableau de la valeur nutritive sont les principales sources d'information. Certains parents cherchent aussi à connaître la teneur en sel, en sucre, en fibres, en gras et en glutamate de sodium (M.S.G.), bien que peu aient affirmé jeter un coup d'œil à la portion figurant sur le tableau de la valeur nutritive. Les parents ne pèsent pas la nourriture qu'ils servent, peu importe que ce soit dans des assiettes séparées ou dans des assiettes communes dans lesquelles chacun puise. Toutefois, presque l'ensemble des parents détermine les portions en fonction de leur faim. Ils encouragent d'ailleurs leurs enfants à faire de même.

Les méthodes de planification des repas variaient également : certains parents élaborent leur menu hebdomadaire d'avance tandis que d'autres décident quoi manger au jour le jour. Bon nombre de parents laissent les enfants participer au choix du menu, ne serait-ce que de temps à autre. Mis à part l'Internet, les conseils d'autres personnes et, dans certains cas Weight Watchers, peu de ressources utiles à la planification des repas ont été mentionnées. Soulignons que, même si les parents ont entendu parler du Guide alimentaire canadien, ils n'en avaient qu'une connaissance limitée de son contenu et très peu d'entre eux, dans toutes les villes, ont suivi les lignes directrices qui y figurent au moment de planifier leurs repas.

Réactions générales aux messages et aux conseils mis à l'essai

Les résultats de l'étude suggèrent que les messages et les conseils sur les compétences alimentaires ont, en grande partie, été perçus positivement, tant sur leur pertinence que sur la facilité à les comprendre. Tous les parents ont clairement fait savoir que la planification des repas et de l'épicerie permet de gagner du temps et facilite l'adoption d'habitudes alimentaires plus saines. Même si les messages semblent avoir efficacement suggéré des idées réalisables, les résultats confirment que dans chacun d'eux, les idées d'aliments (pour la sélection et la préparation) doivent être plus précises, surtout pour les aliments qui sont moins connus. Selon la CRA, il pourrait s'agir d'idées comme de parsemer les yogourts ou les salades de pépins de grenades; de préciser que le houmous est fait de pois chiches; et d'ajouter des fèves en conserve rincées dans les soupes aux légumes maison. Les bienfaits nutritionnels de ces aliments devraient en plus être soulignés, s'il y a lieu. De plus, les parents ont aimé l'idée d'une liste des aliments connus comme outil de rappel, mais il faut s'efforcer d'en suggérer de nouvelles sur la

façon d'apprêter ces aliments. Il faut aussi prêter une attention particulière au moment de dresser une liste d'idées d'aliments. Pour un effet optimal, le nombre d'idées dans chaque énoncé doit être limité.

Les conclusions de l'étude suggèrent aussi qu'il serait avantageux de reformuler certains messages afin de mettre l'accent sur la préparation et la planification des repas comme étant une activité familiale agréable. Cette approche introduira probablement l'idée que la planification peut être une étape simple et facile à accomplir, et qu'elle favorise l'adoption d'habitudes alimentaires plus saines.

Messages de l'été

Les messages de l'été ont été bien reçus, et les parents les ont trouvés faciles à comprendre, accrocheurs et réalisables. En fait, seulement quelques modifications devront être apportées. Dans l'ensemble, les parents ont jugé ces messages engageants, positifs, familiers, simples et amusants, ce qui est probablement attribuable à la présentation de chaque énoncé par une question. Ils ont généralement été perçus comme pertinents, crédibles, intéressants et porteurs de sens. Les parents avaient des opinions plus partagées sur la capacité des messages à amener un changement du comportement.

Les parents de tous les groupes ont trouvé accrocheur le message sur la façon de gagner du temps afin de profiter des activités estivales avec la famille. Cependant, la plupart d'entre eux ont reconnu que la planification et la préparation des repas peuvent demander trop de temps, remettant ainsi en question la valeur réelle d'économie de temps qui y est associée. Bon nombre d'entre eux ont même souligné que la préparation des fruits, des légumes et des collations maison gruge du temps au lieu de nous en faire gagner. C'était particulièrement le cas pour ceux qui n'avaient pas l'habitude de préparer les aliments, ce qui nécessiterait un changement de comportement. Peu importe le statut socio-économique, le temps qu'un parent a passé à préparer les aliments a eu une influence sur les opinions. ce qui a donné lieu, dans chacun des groupes, à de vives discussions sur les gains réels de temps à préparer des fruits et des légumes pour collations à emporter, au lieu d'acheter des produits emballés et ainsi passer plus de temps en famille. Dans de nombreux groupes, particulièrement à Montréal, les parents ont par conséquent remis en question l'intention des messages. Tous les groupes ont toutefois été interpellés par l'idée d'instaurer des habitudes alimentaires plus saines, une idée clairement exprimée dans la plupart des messages de l'été. Cela dit, les messages devraient insister sur le fait que faire l'épicerie et préparer des repas santé peuvent être, en soi, des activités familiales agréables, une idée que les parents trouvent d'ailleurs très attrayante. Ceux-ci ont par ailleurs jugé secondaires les messages sur les quatre groupes du Guide alimentaire canadien et sur le fait que manger santé peut être économique. Selon les parents, les messages étaient amicaux et engageants.

Malgré les commentaires positifs sur les énoncés, le message sur les % de la valeur quotidienne (% VQ) s'est particulièrement avéré problématique. Le concept en soi a été jugé difficile à expliquer en un court paragraphe, surtout pour ce qui était de définir correctement la valeur des termes « un peu » et « beaucoup » pour tous les éléments nutritifs. Certains parents étaient même persuadés que le message sur les % de la valeur quotidienne (% VQ) en particulier avait peu de valeur, puisqu'il n'était pas pertinent pour eux. Néanmoins, il serait avantageux de poursuivre l'éducation des parents à ce sujet,

puisque bon nombre d'entre eux se fient, de façon différente, aux tableaux de la valeur nutritive au moment d'acheter des produits emballés. Dans les messages, il faut aussi reconsidérer d'autres points comme celui de suggérer d'apporter des aliments congelés en camping et celui d'être plus clair au sujet des aliments moins connus (p. ex. le chou frisé) en fournissant des renseignements sur leur utilisation et leurs bienfaits nutritionnels.

Messages de la rentrée scolaire

Les messages de la rentrée scolaire, notamment ceux offrant des idées de collations et de boîtes à lunch santé, ont été bien appréciés, bien qu'ils ne soient probablement pas efficaces pour ce qui est d'encourager la consommation d'aliments moins connus.

Plus particulièrement, les parents ont trouvé très inspirante la liste d'idées d'aliments. Même s'ils ont mentionné déjà servir bon nombre des aliments énumérés, ils ont aimé que cette liste leur rappelle leurs différentes options. Les messages ont clairement fait savoir aux parents que la planification aide à adopter des habitudes alimentaires plus saines et à réduire le stress de la rentrée scolaire. Les participants anglophones ont trouvé le ton amical et efficace (même s'il y a eu des commentaires selon lesquels il faudrait utiliser des énoncés moins autoritaires et un ton plus encourageant). Les participants francophones ont, quant à eux, jugé que les messages rendaient stressantes la rentrée scolaire et la préparation des aliments. C'était probablement attribuable à l'utilisation de mots comme « stress » et « panique » ainsi qu'à la structure autoritaire des énoncés. Dans l'ensemble, néanmoins, les messages ont obtenu une bonne note pour leur bon sens, leur pertinence propre à chacun, leur motivation et leur crédibilité.

Les participants ont suggéré les améliorations suivantes : s'assurer que les énoncés sont réalisables et offrent des idées novatrices; réduire le nombre d'idées d'aliments énumérées dans un paragraphe donné afin de rendre chaque idée plus mémorable; ajouter des suggestions de trempettes et de sauces maison; inclure des conseils sur la façon d'impliquer les enfants à la planification des repas; présenter les produits prêts à consommer en indiquant qu'ils offrent plus de variété et limitent le gaspillage; recommander le lait homogénéisé aux jeunes enfants; et suggérer des idées sur la façon d'intégrer des aliments moins utilisés.

Messages pour les Fêtes

Les parents ont trouvé que les messages pour les Fêtes n'ont pas tenu compte des repas traditionnels et, par conséquent, n'étaient pas très accrocheurs ni pertinents. Même si les parents ont apprécié les messages sur une alimentation saine, ils croient que la période de Fêtes est un moment où l'on est habituellement plus indulgent à l'égard de la nourriture, ce qui contribue à l'ambiance festive. Ainsi, il serait avantageux d'intégrer les traditions et de parler des façons *d'améliorer* la valeur nutritionnelle des repas des Fêtes, au lieu de suggérer de les *remplacer* par des choix plus sains, éliminant du coup le ton « moralisateur » que perçoivent actuellement les parents. La CRA croit, selon les conclusions, qu'il serait possible d'offrir des conseils visant à aider les parents à modifier leurs repas préférés des Fêtes pour en faire des versions plus saines, comme cuire une poitrine de dinde au four sans la peau, utiliser un autre

ingrédient plus faible en gras que la crème dans la purée de pommes de terre, cuisiner des biscuits faibles en gras et en sucre (remplacer le sucre et le gras par du sirop d'érable et une compote de fruits ou du yogourt) et servir des punchs aux fruits sans alcool.

L'intention devrait donc être de tenir compte des repas traditionnels tout en favorisant l'adoption d'habitudes alimentaires plus saines. Il faut d'ailleurs faire attention de ne pas parler des repas traditionnels négativement ni de porter de jugement (p. ex., ces repas sont décadents), mais plutôt d'établir les faits (p. ex., la teneur en calories et en gras). Cela dit, les participants ont aimé que les messages pour les Fêtes, tels qu'ils sont écrits, encouragent les personnes à passer plus de temps en famille, et ils acceptent la suggestion de consommer plus de fruits et de légumes, en particulier.

Il faudrait aussi revoir certains énoncés pour s'assurer qu'ils sont adaptés à l'horaire et aux habitudes des parents pendant la période des Fêtes. Il faudrait notamment mieux expliquer l'utilité du Guide alimentaire canadien et de ses lignes directrices réalistes en matière de nutrition, fournir des suggestions de collations saines quand on est sur la route (p. ex., tenir compte que nos amis ou nos parents nous offrent généralement à manger lorsqu'on les visite) et suggérer des cadeaux faits maison qui correspondent mieux aux cadeaux traditionnels des Fêtes. Vu la contrainte de temps associée à la période des Fêtes, les parents ont souhaité obtenir des conseils sur la façon d'optimiser leurs visites à l'épicerie, des idées de repas plus sains cuisinés avec des ingrédients de base et des suggestions d'aliments plus sains qui peuvent servir à préparer des repas de dernière minute ou imprévus (p. ex., des fruits et légumes congelés et des noix).

Messages sur les portions

Selon les parents, les messages sur les portions (Partie 1) indiquaient clairement que la quantité de nourriture consommée (portion) a un effet sur la santé des personnes. Ces messages, quoique bien reçus, ont suscité des opinions partagées quant à leur crédibilité, à leur caractère incitatif, à leur pertinence propre à chacun et à leur capacité à encourager l'action. Les messages ont quand même su communiquer des idées simples et réalisables sur la façon de bien surveiller les portions, et c'est ce que les parents ont trouvé le plus intéressant. Cette réaction n'est pas surprenante, puisque certains conseils, comme d'évaluer les portions « d'un coup d'œil », indiquent comment les parents déterminent aujourd'hui la quantité de nourriture à manger. Par la même occasion, des parents ont exprimé le souhait d'obtenir d'autres types de conseils, notamment sur la façon de reconnaître et de gérer les signes de la faim (pour éviter de trop manger) et sur les proportions de chaque groupe alimentaire, les uns par rapport aux autres. Ces autres conseils sont les plus importants, car les parents ne pèsent pas leur nourriture et encouragent les deuxièmes assiettées, au besoin, que la nourriture soit servie dans des plats séparés ou dans des plats communs disposés sur la table.

Toutefois, les parents ont été plus critiques à l'égard des messages sur les portions de la partie 2, surtout parce que les séries ne définissaient pas clairement le besoin d'utiliser trois concepts de mesure de la nourriture (portions du Guide alimentaire, portions du tableau de la valeur nutritive et les portions) ni n'établissaient le lien entre les trois. La confusion peut être occasionnée par des parents qui n'utilisent actuellement aucune méthode de mesure et qui n'y voient aucune nécessité de mesurer la

nourriture avec précision. Essentiellement, les parents doivent connaître les avantages de comprendre chaque type de « portion » et savoir comment en tirer profit. C'est peut-être ce qui a amené les parents à prêter moins d'attention à la clarté des définitions et plus à la pertinence de chacune d'elles. Dans l'ensemble, les descriptions semblaient toutefois rendre bien compte des mesures de la nourriture.

Ces messages ont provoqué des discussions critiques sur le Guide alimentaire canadien, en particulier parce que ses suggestions s'adressent à un groupe d'âge étendu. Des questions ont d'ailleurs été soulevées concernant le caractère pratique des lignes directrices énoncées. Résultat : la plupart des parents ont affirmé ne pas se fier à cet outil. Par conséquent, il pourrait s'avérer nécessaire d'adopter un positionnement pour s'assurer que les lecteurs comprennent que le Guide alimentaire canadien tient compte d'autres facteurs (comme l'âge et l'activité physique) pour tout modèle de saine alimentation individuel envisagé. Il faut également indiquer où accéder aux renseignements du Guide alimentaire canadien.

Publicité imprimée

Les parents ont bien aimé la publicité imprimée et l'ont trouvée pertinente et attrayante. Selon eux, elle indiquait clairement aux parents comme aux enfants l'importance d'une saine alimentation et de l'activité physique pendant l'été. Ils ont aimé la façon dont elle illustrait de manière amusante un style de vie sain. On a également trouvé que le visuel véhiculait efficacement le message d'adopter de saines habitudes alimentaires et d'encourager l'activité physique pendant l'été. Même si le message a également été repris dans le texte, les titres lançaient trop de messages contradictoires (c.-à-d. trop de titres affichés dans différents formats). De plus, le paragraphe sur les % de la valeur quotidienne ne cadrait pas parfaitement avec le message perçu de la publicité imprimée et il n'était pas clair. Enfin, il faut prêter une attention particulière à la sélection des fruits et des légumes pour la publicité, et s'assurer que cette dernière représente bien la saison estivale et qu'elle ne contient aucune image susceptible de détourner le sens du message de la publicité (p. ex., l'utilisation d'un légume que l'on pourrait confondre avec une partie de l'anatomie masculine).

Detailed Analysis

Meal Planning and Grocery Shopping

Grocery shopping and meal planning habits vary across groups of parents.

Grocery Shopping Planning

To begin the discussion, parents were asked about their family's grocery shopping and meal planning habits. Parents reported varied preparedness levels prior to shopping for groceries. Regardless of their socio-economic status, some parents were well prepared and entered the grocery store list in hand while others were more likely to determine what to purchase only once at the grocery store.

A variety of factors were identified as considerations when planning grocery shopping, with each having various degrees of importance among parents of both SES groups. Some indicated that they review their pantry and fridge contents before preparing a list of foods to purchase. Others reported that they keep a list posted on their fridge where any family member records items they need or have run out of. This list, in turn, becomes the basis for their grocery list. Many others indicated that they regularly flip through the flyers to assist them in identifying foods on sale they could buy and to determine where they should go to purchase items.

Overall, while some parents did plan their grocery shopping trips, fewer considered what to buy based on weekly meal planning, but rather developed their menu based on foods that are on sale. For the most part, participants indicated that they are "creatures of habit" and typically buy the same core items week to week, as they know what their family members like and what they will eat.

At the store, many parents stated that they look at the food products' labels, paying particular attention to the list of ingredients, where the product originates, and the Nutrition Facts table. That being said, no one who participated in the focus testing reported looking at the serving size on the Nutrition Facts table. The need to look at labels appeared to be most often driven by a food allergy or intolerance in the family, rather than by general health concerns. Nonetheless, some indicated that they look specifically for such things as salt and sugar content, package size / volume (to determine best value), fibre, saturated fat and MSG. Others intentionally avoided products that have an excessive amount of ingredients that are not natural or are heavily processed.

> *"As a general rule of thumb, I stay away from products that include anything that I can't pronounce." Low SES*

Of note, it was suggested among some low SES parents that they shop with their children mostly when they have to, rather than by choice. Shopping alone was viewed as the best way to avoid unnecessary expenses and a struggle in food choices, as well as to speed up the process. By contrast, some high SES parents indicated involving their children when shopping for foods.

Meal Planning

Approaches to meal planning were also varied as described by parents. While some determined a weekly meal plan ahead of time, others decided what will be on the menu just hours prior to each meal. Yet others mentioned building their menu based on foods that are on sale, either from information available in flyers or onsite at the grocery store. Nearly no one mentioned making meal plans at the very last minute. Once again, participants consistently reported that their meal planning varies little week to week, and that they often stick to family favourites.

Of note, many parents involved their children in meal selection, either every day or at least once every few days. Some parents mentioned that by doing so, they ensured their children will eat the meal they have chosen without complaining.

Serving Size

By far, parents indicated they do not accurately measure the foods they, or their family, consume and do not consider portion sizes. Instead, they mentioned relying on signs of hunger to determine the quantity of foods they will consume. In fact, many indicated that their food intake varies daily based on their level of activity.

At meal time, some parents placed foods directly on the table for everyone to help themselves, while others preferred to serve foods directly on everyone's plates. These parents mentioned that they determined the amount of foods to serve each person based on personal hunger or, for young children, based on their judgment of how much they will eat. Most, however, simply ask others how much they would like to eat. Across groups, parents consistently reported that they encouraged their children to help themselves to seconds once they have finished their initial helping, if they are still hungry. Many parents felt strongly that children's hunger levels vary depending on whether or not they are in a growth spurt and based on their physical activity levels. With that in mind, many parents believed that children should not be discouraged from eating more if they are hungry.

Resources

When asked what resources they relied on to assist with healthy eating, many parents mentioned looking up recipes on the Internet and getting advice from others (particularly friends and family members) via word of mouth. Very few across locations used Canada's Food Guide regularly, or expressed a great familiarity with its content, although nearly all were aware of the tool's existence. Resources mentioned to assist with food measurement also included Weight Watchers.

Summer Messages

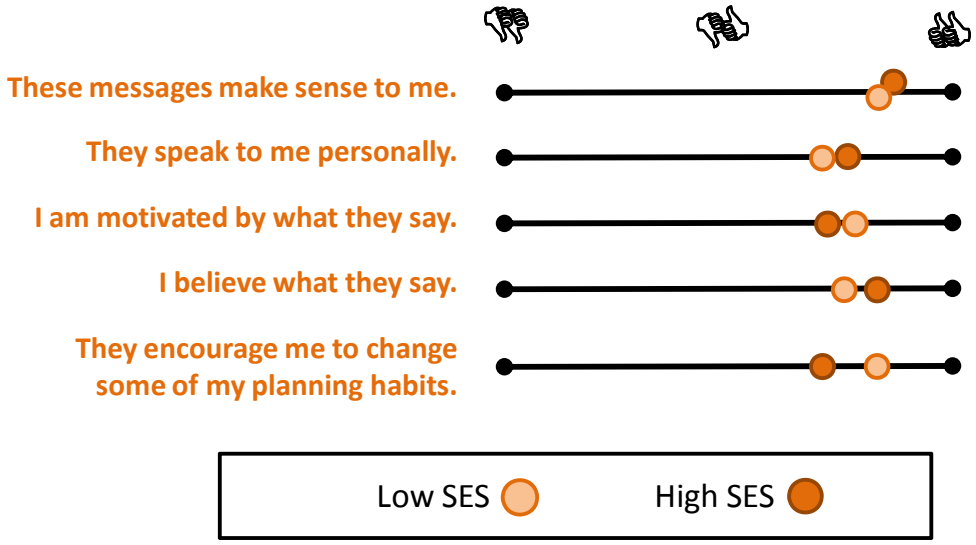
The summer messages were well-received, considered easy to understand and appealing. Few modifications are required.

Parents were first presented with a series of messages themed for the summer season. The messages were reviewed together as a group, with the moderator reading them out loud while each parent read simultaneously. Following the review, parents were asked to complete an individual exercise to capture their top of mind impression, after which a group discussion ensued. The following sections discuss parents' feedback to this series of messages.

Overall Impressions

Summer messages were generally well-received. For the most part, these messages were deemed clear, easy to understand, and effective at reminding parents that certain actions help to achieve an effective balance between healthy eating and meal preparation. The provision of concrete examples was appreciated and considered very directional for some (e.g. keep water handy), even if only as a reminder of actions currently undertaken.

Following the review of the summer messages, and before the group discussion, parents were asked to complete an individual exercise to capture their top-of-mind reactions. The first exercise asked that parents select an image of thumbs on a scale provided, ranging from two thumbs up to two thumbs down, that best represented their level of agreement or disagreement with five statements. The chart below illustrates the opinions of most parents by target audience on each of the statements listed. Note that throughout this report, the charts are intended to provide a global sense of where participants' opinions stand collectively rather than a measurable result.



As shown in the chart, parents' opinions were generally favourable with respect to the summer messages, particularly as it related to relevance and common sense. Opinions were similar across both audiences with respect to the messages' common sense, credibility, and self-reflected ability to encourage behavioural changes. By contrast, parents in the high SES groups were more likely to say that the messages spoke to them personally. Finally, parents in the low SES groups tended to express more diversified opinions regarding the messages' ability to motivate them than did those in the high SES groups.

Message and Tone

Parents across groups and locations consistently identified that summer messages inferred that planning will help consumers free up time to enjoy summer activities, and can be cost effective. Planning is also viewed as helping consumers make healthier food choices, specifically in terms of introducing more vegetables and fruits, as well as experimenting with new or less known foods. The messages also clearly suggested that a little planning can go a long way, and that including the whole family in meal preparation can be an enjoyable, shared activity.

> *"The message I am getting out of this is that planning ahead and having a meal plan can cut down on time and you can still eat healthy." Low SES*

> *"Healthy eating as a family can be easy and fun. You can work healthy eating into your summer activities." Low SES*

> *"It encourages me to eat healthier; more fruits and veggies and also to drink water." High SES*

> *"I am encouraged to incorporate healthy snacks into my summer vacation. I can plan and prepare 50 percent of my family's meals the day before." High SES*

A secondary message that transpired was to include foods from the four food groups, as defined by Canada's Food Guide. In addition, some parents picked up on the advice to have a bottle of water handy as a reminder to drink more water. To a lesser extent, parents believed that the message is an invitation to increase children's participation in meal planning and preparation. This was more often mentioned by parents in the high SES group.

> *"It is saying to get your kids involved in planning and picking out your foods." High SES*

In some instances, parents were left with the impression that eating healthy can be economical, based on what this series of messages communicated.

> *"Grocery shopping and cooking can be fun and easy if you plan ahead and involve everyone. It also saves money." Low SES*

Although attractive, the idea of planning meals to free up time for family summer activities was not deemed realistic by some parents, across groups. In fact, most parents concurred that planning and

preparing healthy foods and snacks takes more time than purchasing ready-made packaged goods. Many pointed out that washing and cutting up vegetables and fruits and preparing homemade snacks can be time consuming, rather than freeing up time. This was especially the case when it was not a current practice, and would require a change in behaviour. As a result, in many of the groups, particularly in Montreal, parents questioned the messages' intent. That said, across groups and locations parents liked the notion of spending more time with their children and engaging in meal preparation and planning as a family.

Despite these limitations, the messages were deemed engaging, positive, informal, light and playful. The composition of most of the summer messages – namely short statements combining a question and a follow up response – may explain the resulting tone. It is worth noting that a few parents indicated that they liked the manner in which statements began with a question, as it grabs their attention in a respectful manner.

Comments Specific to Each Message

The following section presents parents' reactions to each series of summer messages tested. In addition, CRA's recommendations are provided for improvement (under 'Action Items'), based on the analysis of comments received.

Summer: Retailer

***Message*:**
Plan ahead to make healthy eating a breeze this summer. Plan ahead to free up time for fun!

- Hitting the road? Pack the four food groups, like whole grain crackers, bite-size veggies, cheese cubes and nuts.
- Barbecuing tonight? Put extra veggies, fish, tofu or lean meat on the grill for tomorrow's lunch.
- Compare the % Daily Value (% DV) of your summer favorites like sauces, dressings and condiments. 5% DV or less is a little. 15 % DV or more is a lot.

***Message*:**
Planifiez à l'avance pour manger sainement cet été. Vous aurez plus de temps pour vous amuser !

- Vous partez en voyage ? Emportez des aliments des quatre groupes : des craquelins à grains entiers, des bâtonnets de légumes, des cubes de fromage, et des noix.
- Un souper barbecue ? Profitez-en pour faire griller des légumes, du poisson, du tofu ou de la viande maigre pour votre dîner du lendemain.
- Comparez les % de la valeur quotidienne affichés sur vos produits alimentaires favoris de l'été, comme les sauces, vinaigrettes et condiments; 5 % VQ ou moins, c'est peu; 15 % VQ ou plus, c'est beaucoup.

Overall, positive opinions were expressed with respect to this message. The idea of making time for fun was highly appealing to parents, despite some expressing doubts that the time spent on planning and preparation would actually leave time for leisure activities. One parent in Montreal believed that the expression "planifiez à l'avance" (plan ahead) is a pleonasm, given that planning is always conducted before (i.e., ahead) an activity happens. Another participant in Montreal mentioned that referring to barbecuing for dinner ("souper") was too specific and the statement should be broadened to speak of meals in general, thus including barbecued lunches.

The message regarding the % Daily Value (DV) was confusing to most parents as it requires them to stop and think about the concept, and to make calculations. In fact, across groups, this was the one message within all summer messages that proved most problematic.

> *"I'm not going to look at a label and scrutinize the % DV. This isn't realistic." High SES*

Specifically, the concept of % DV was not well understood by many parents, thus requiring additional explanation. While parents were aware that they need to look for products with low salt, fat, and sugar content, but with high protein and fibre, the terms "a little" and "a lot" were clearly confusing. To some parents, the confusion resulted from their general understanding of the term "little" as something to favour and the term "a lot" associated with something to avoid. As such, the message was understood by some as encouraging consumers to look for small % DV across nutrients while avoiding foods with high % DV, regardless of nutrient. While confusion disappeared after parents had a chance to think about the concept for a few minutes, it was believed that the message could be clarified. In a few groups, parents indicated that they do not rely on % DV, as they perceive the requirements varied depending on each person's metabolism, body makeup, and level of activity. One participant questioned the reliability or credibility of the % DV given that in their mind it was not based on recommended amounts.

> *"Who's daily value? This is based on a maximum allowable amount not a recommended percent daily value for an individual. It's not credible." High SES*

Many parents questioned why sauces, dressings and condiments were identified as 'summer favorites', when in fact they are not readily associated with the warm season. It was believed that referencing packaged foods in general instead of identifying specific foods would simplify the message without losing its meaning.

Suggestions were made to introduce the concept of reading the list of ingredients on product labels, as well as providing guidelines on what to look for. One parent mentioned that the message could suggest selecting the foods with the shortest ingredient list, as an example, as they are deemed healthier. Other parents noted that consumers should be advised to choose packaged foods with ingredients they are familiar with or 'can pronounce'.

CRA's Recommended Action Items:

- *Reconsider inclusion of the % DV messaging or, at very least, redesign the message around the % DV for increased clarity; and*
- *Consider introducing the concept of reading the list of ingredients on food products' labels as a guideline for making healthier choices. Findings also suggest the need for continued education in how to interpret information found on food packaging to assist with food choices.*

Summer: Planning at Home

***Message*:**
Make healthy eating a breeze this summer by planning your meals and snacks.

- Heading off to the lake or going camping? Plan out your meals, cook and freeze your dinners, and heat up at the camp site. This will give you more time to play!
- Keep a refillable bottle of water handy. Water is the perfect drink on a hot summer day.

***Message*:**
Planifiez vos repas et collations pour manger sainement, sans tracas, cet été.

- Vous partez au chalet ou au camping ? Planifiez vos repas; préparez vos soupers à l'avance et faites-les congeler. Vous n'aurez qu'à les réchauffer au camping. Cela vous laissera plus de temps pour vous amuser !
- Gardez une bouteille d'eau à portée de la main. L'eau est la boisson parfaite lors d'une chaude journée d'été.

This message elicited mixed reactions. While a few parents liked the idea of preparing meals before going camping, most others believed that the pleasures of camping or going to the cottage included cooking onsite. Many parents were put off by the suggestion of cooking and freezing their dinner prior to going camping, to be reheated at the campsite, and did not consider this to be a realistic suggestion or something they would actually contemplate. For most, a cook-off by the camp fire is an integral part of camping, as is a family barbecue at the cottage. Both largely contribute to the appeal of these activities.

Parents generally appreciated the advice to keep a refillable bottle of water handy during summer activities. This statement was deemed short, easy to read, and easily actionable.

CRA's Recommended Action Items:

- *Reconsider messaging that exclusively suggests a frozen meal be considered for camping. Recommend some advance food preparation for camping or cottage trips to save time (e.g., marinate meat in preparation for the trip; precook rice or pasta).*

***Message*:**

Have more time to enjoy the outdoors by whipping up simple meals and snacks with little prep work.

- Going on a day trip or road trip? Plan to take power snacks to fuel your trip. Think fruits, veggie sticks, homemade trail mix (dried fruit, whole grain cereal, and nuts), homemade muffins, popcorn, yogurt, hard-boiled eggs, and sandwiches (e.g. peanut butter, cheese, tuna, salmon). Use ice packs to keep cold foods cold.
- Short on time? Throw together a quick and easy bean salad with lower sodium canned beans, corn and a whole grain like quinoa or brown rice. Add diced sweet peppers and sliced oranges for some natural sweetness.
- Serve up a no-cook platter: bite-sized tomatoes, cucumber slices, pieces of broccoli and cauliflower, carrot sticks, mini whole grain pitas, hummus, and cubes of cheese.

***Message*:**

Ayez plus de temps pour profiter de la nature en planifiant des repas et collations faciles à préparer.

- Vous partez pour la journée ou sur la route ? Planifiez des collations énergisantes pour bien profiter de votre voyage. Apportez des fruits, des bâtonnets de légumes, un mélange de randonnée maison (fruits séchés, céréales à grains entiers, noix), des muffins maison, du popcorn, du yogourt, des œufs durs ou des sandwiches (p. ex. beurre d'arachide, fromage, thon, saumon). Utilisez des blocs réfrigérants pour conserver vos aliments au froid.
- Vous manquez de temps ? Préparez rapidement une salade de haricots avec des haricots rouges ou blancs et du maïs en conserve faible en sodium et des grains entiers, comme du quinoa ou du riz brun. Ajoutez des poivrons en dés et des tranches d'orange pour une touche sucrée naturelle.
- Servez un plateau d'aliments non cuits : sections de tomates, tranches de concombre, morceaux de brocoli et de chou-fleur, bâtonnets de carottes, mini pitas à grains entiers, houmous et cubes de fromage.

Parents appreciated that this message introduced examples of foods that can easily be prepared and packed for snacks or meals. Although parents were familiar with nearly all of the foods listed, they liked the reminders. That being said, it was believed that these types of suggestions are only inspirational and memorable if there are few provided in each paragraph, or if a list is limited to only one or two of the bullet point statements.

Regarding the foods identified, parents were pleased to see some that are less familiar to them, such as quinoa and hummus. However, a few parents were not familiar with quinoa and mentioned that the statements do not provide enough information on what it might entail. While they were familiar to parents, some of the other foods listed were clearly unappealing to children according to their parents, including canned beans, and to a lesser extent, hard-boiled eggs. These parents' reactions were to avoid such foods despite suggestions to serve them. The messages were deemed as not clearly establishing the benefits of introducing new or less appealing foods. Given the positive reactions to hummus by those parents aware of this dish, there may be merit in informing parents that it is a healthy alternative made with chickpeas, further reinforcing the health benefits of serving this dish. Additionally, clear suggestions could be provided on how to introduce beans and hard-boiled eggs in familiar or favourite summer dishes, thus slowly introducing these foods into family meals.

The recommendation to use an ice pack to keep cold foods cold appeared unnecessary to some parents, as they believed it was common sense. In a few instances, parents suggested that advice be added to freeze water bottles to use as ice packs and later on as drinking water when thawed (however this is not a Health Canada recommendation).

The suggestion of serving a no-cook platter was pleasing to parents, though most indicated that this is something they already do. Although eliciting positive reactions, this statement is lackluster and less likely to be memorable as a result.

CRA's Recommended Action Items:

- *Streamline the message by providing fewer food suggestions within each of the bullet point statements, or by limiting the foods listed to only one or two of the three statements;*
- *Consider informing parents that hummus is made of pureed chickpeas;*
- *Provide additional information regarding the health benefits and preparation ideas of less familiar foods such as quinoa and hummus;*
- *Provide suggestions on how to integrate less commonly used foods, such as beans and hard-boiled eggs, into familiar summer dishes (e.g., green, potato, or pasta salads; veggie burgers); and*
- *To grab parents' attention, speak of less familiar foods (e.g., snap peas; guacamole or tzatziki as dips) or food presentation ideas (e.g., arranging the platter content in a flower or rainbow design; raw veggie kabobs and dips; serving dips in hollowed peppers) for a no-cook platter. The possibility of learning new information or tips will render messages more appealing to parents.*

***Message*:**
Spend quality family time by planning meals together.

- Ask your children to help plan and pack a picnic. Include foods from the four food groups.

***Message*:**
Passez du temps de qualité en famille en planifiant vos repas tous ensemble.

- Demandez à vos enfants de vous aider à planifier et emballer un pique-nique. Incluez des aliments des quatre groupes alimentaires.

This message was well-received and parents fully endorsed involving their children in meal planning and preparation. The idea of spending time together as a family was clearly most appealing. Nonetheless, the statement was considered by a few parents as informational more so than inspirational, as it provides limited suggestions of how to involve kids in meal planning activities, as well as being too broad in the advice provided.

CRA's Recommended Action Items:

- *Provide more specific suggestions of how to involve children in meal planning activities (e.g., plan a picnic with your children and ask them to select what foods to bring).*

Summer: Shopping at the Grocery Store

***Message*:**
Save time and money at the grocery store.
- Zip through the aisles using your grocery list.
- Save money by sticking to your list. This will help you cut down on impulse buys.

***Message* :**
Économisez du temps et de l'argent à l'épicerie.
- Parcourez les allées en regardant votre liste d'épicerie.
- Respectez votre liste pour économiser de l'argent. Vous réduirez ainsi les achats impulsifs.

The concept of saving time and money at the grocery store was highly appealing to parents, particularly those in the low SES group. That being said, many parents criticized the advice to "zip through the aisles using your grocery list" as being too simplistic. This was especially the case of parents who do not currently plan their grocery store visits, or those that shop with other family members. Additionally, across group types, the combined notion of engaging the family in food planning and zipping through the store was considered unrealistic, given children's tendencies to stop to consider appealing food packages along the way.

> *"There is nothing zippy about grocery shopping with children." Low SES*

In some instances, parents, particularly those in the high SES group, did not endorse the advice presented in the second bullet point, as it implies to them that impulse purchases are unhealthy. For them, this ignored the value of taking advantage of in-store sales. Additionally, across groups and locations, a few parents noted that despite using a grocery list, they often decided to purchase additional or alternative foods when at the store, if those were on sale. As such, the message to "save money by sticking to your list" was viewed as inconsistent.

A few parents in the Halifax higher SES group mentioned that the message should encourage consumers to spend most of their grocery shopping time in the outskirt areas of grocery stores, where produce, meat, and dairy products are available, thus limiting their time spent in the centre aisles where packaged goods are found.

CRA's Recommended Action Items:

- *Acknowledge that impulse purchases can be healthy and economical (i.e., Save money by sticking to your list while taking advantage of in-store sales. This will help you cut down on unnecessary or unhealthy impulse buys); and*
- *Eliminate the reference to zipping through the aisles; or reword to suggest that grocery shopping can be more quickly completed if the grocery list is ordered based on where food is found in the store.*

***Message*:**
Make grocery shopping a family field trip.

- Visit a grocery store or farmer's market to explore the summer's supply of fresh vegetables and fruits.
- Feed your kids' curiosity by letting them choose a new vegetable or fruit.

***Message* :**
Transformez vos achats à l'épicerie en excursion familiale.

- Rendez-vous dans une épicerie ou un marché de producteurs pour explorer la variété estivale de légumes et fruits frais.
- Comblez la curiosité de vos enfants en les laissant choisir de nouveaux légumes ou fruits.

Mixed opinions were expressed regarding the idea of shopping with children. To some parents, particularly those in the lower SES groups, grocery shopping with children is a stressful event, as kids are constantly demanding the purchase of unhealthy foods. Many parents felt that shopping with children often resulted in a longer and more expensive trip to the grocery store. Others, especially those in the high SES groups, supported the idea, particularly as it relates to introducing local produce to children when visiting farmers' markets, as well as using these trips to discuss where foods come from. Positive reactions in that regard were more evident in the high SES groups.

Some parents, of both high and low SES groups, embraced the notion of engaging their child to choose a new vegetable or fruit (particularly through a visit to a farmer's market). However, others were not comfortable asking their children to choose a new vegetable or fruit given their restricted financial situation. It was perceived by a few parents in some of the low SES groups that leaving the choice completely open may lead to children selecting an expensive fruit or vegetable beyond what parents are prepared to pay. It was suggested that parents present a limited choice of items to children (e.g., three or four), while leaving the final decision with them. Nonetheless, some parents, however, considered the idea of visiting a farmer's market to be memorable, a learning opportunity, and an action they would take away from the message.

CRA's Recommended Action Items:

- *Reword the statement in the second bullet point to suggest that parents limit their children's choice of items, while still allowing them to be part of the decision-making.*

Other Recommendations

Parents shared a number of additional suggestions for messages themed around the summer months that would be more memorable to them. Specific recommendations included:

- Prepare healthy smoothies as a nutritious snack or light meal alternative that can include some of the four food groups;
- Grow or plant your own garden;
- Provide insight on how to make better food choices when eating out or purchasing prepared foods to eat during summer activities;

- Suggest that buying foods in bulk is economical and uses less packaging; and
- Recommend that homemade dips and dressings for salads can easily be put together, and that basic homemade dressings (oil and balsamic vinegar) may be a healthier alternative to store-bought dressings.

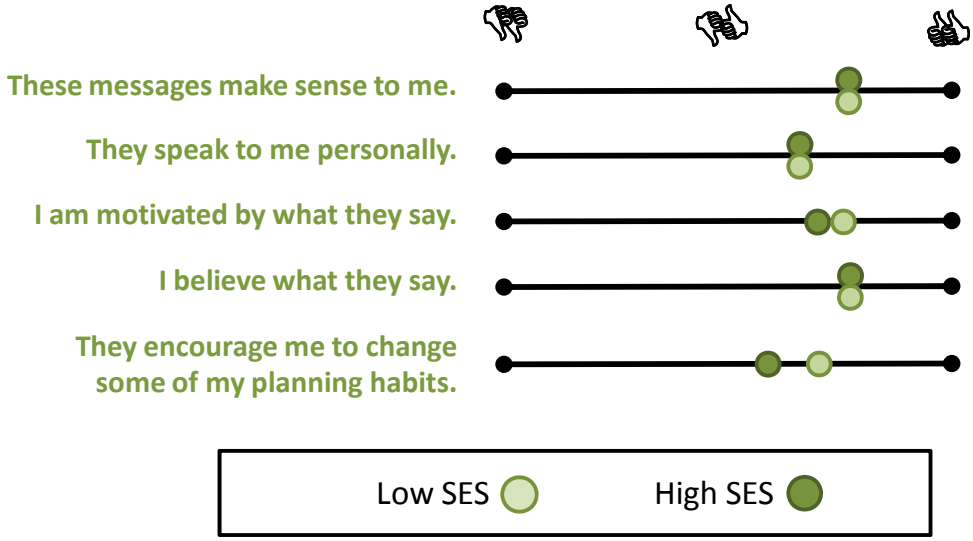
Back to School Messages

The back to school messages which included food ideas for snacks and healthy lunches were well liked, although they may be ineffective at encouraging the consumption of selected foods.

Overall Impressions

Back to School Messages generally elicited positive feedback. Overall this set of messages was well-received and considered to be helpful, offering good ideas and effectively positioning the concept of planning together as a family. While parents generally believed that the messages were well suited for back to school, a few in the higher SES Montreal group were of the opinion that these statements could apply at any time of the school year. Others, however, appreciated the suggestion that planning meals and snacks during school time is economical and helpful in reducing stress when schedules are busy.

Following the review of the back to school messages, and before the group discussion, parents were once again asked to complete an individual exercise to capture their top-of-mind reactions. The first exercise asked parents to select an image of thumbs on a scale (ranging from two thumbs up to two thumbs down) that best represented their level of agreement or disagreement with five statements. Parents' ratings have been summarized in the table below based on the target audience. Note that the chart below illustrates the opinions of most parents across locations within a particular segment, and are not intended to reflect accurate measures.



Overall, opinions were highly consistent across audiences, with positive reactions expressed when assessing the messages' common sense, personal relevance, motivational factor, and credibility. More moderate opinions were expressed with respect to the messages' ability to encourage parents to change some of their planning habits, though overall reactions remained neutral to positive.

Message and Tone

For the most part, the intent of these messages was viewed as helping parents ensure that school lunches and snacks include healthy foods, and that planning can assist in doing so. Planning was also presented as a good way to reduce stress during this busy time of the year.

> *"I feel these messages are trying to convey healthy choices, while giving tips to prepare in advance to reduce stress. I also feel some of the tips are good to make you realize that there are healthy choices that are just as convenient as some unhealthy grab and go choices if you just put some thought into it!" Low SES*

> *"Healthy lunches should be part of the school day and can be an easy thing to prepare with some simple planning." High SES*

> *"Planning reduces stress – both financial and emotional." Low SES*

Additionally, many parents picked up on the suggestions to use leftovers as an easy and different alternative for school lunches that are quick to prepare.

> *"Use things you already have such as leftovers to make a new and improved meal." Low SES*

Once again, planning was also positioned as a way to eat healthy and economically. That being said, a few parents in the Halifax low SES group were under the impression that the set of messages was aimed at middle to upper class consumers, given that some tips appeared expensive (e.g., ready-to-use produce).

> *"Look for deals. Check flyers for things on sale." Low SES*

> *"Raising a family to eat healthy on a budget with coupons and flyers." High SES*

Finally, a few parents viewed these messages as encouraging them to involve their children in the meal planning and preparation process, and teaching them how to make healthy choices.

> *"Plan ahead and involve kids in planning of school lunches. Easy to prepare and grab foods will help save time. There are lots of lunches and snack ideas provided." High SES*

> *"Teaching kids the importance of healthy eating and conveying to make snacks as opposed to pre-bought [store-bought] ones that are less nutritional." Low SES*

For the most part, English-speaking parents perceived the tone to be informative and friendly, providing positive, helpful and economical suggestions, although comments were made to use less directive statements and include language such as "try this". By contrast, French-speaking participants, especially those in the high SES group, felt the tone of the messages was pressuring as they spoke of avoiding

panic ('panique' in the text) and stress (verbatim in the text), which are feelings not necessarily associated with the back to school period. These feelings may have been exacerbated by the use of directive statements that are perceived as more forceful than the questioning approach used in the summer messages. One Montreal parent suggested introducing some humour in the tone, while many others recommended highlighting the pleasures of food purchase and meal planning as a family activity. Overall, French-speaking participants expressed a desire for messages that better conveyed pleasure in general associated with food-related activities.

Comments Specific to Each Message

The following section provides feedback regarding each of the messages tested as part of the Back to School series. In addition, CRA recommendations are provided for improvement (under 'Action Items'), based on the analysis of comments received.

Back to School Planning: at Home

***Message*:**

Beat the back to school rush. Make healthy eating easy by planning your meals and snacks.

- Create a meal plan based on what foods you already have, what's on sale and your budget. Include foods from the four food groups in Canada's Food Guide.
- Flip through grocery store flyers to take advantage of specials and use coupons to save money on healthier foods.
- Get recipe ideas from magazines, cookbooks and online sites.
- Think about your family's schedule, sports and other activities. Having a list of fast and easy healthy meal ideas will come in handy.

***Message*:**

Évitez la panique de la rentrée scolaire. Simplifiez-vous la tâche en planifiant vos repas et collations.

- Préparez vos menus en tenant compte des aliments que vous avez déjà, des aliments offerts à rabais et de votre budget. Incluez des aliments des quatre groupes du Guide alimentaire canadien.
- Parcourez les circulaires des épiceries pour profiter des rabais. Faites des économies en utilisant les coupons offerts pour des aliments plus sains.
- Trouvez des idées de recettes dans des magazines, des livres de recettes ou dans Internet.
- Tenez compte de l'horaire de votre famille, de la pratique des sports ou d'autres activités. La préparation d'une liste de repas sains, faciles et rapides à préparer, vous simplifiera la tâche.

Although parents recognized the importance of including foods from the four food groups, they questioned the reference to Canada's Food Guide. Specifically, familiarity with the Food Guide was mixed, and usage was low. Some parents were under the impression that the first message in this series was aimed at promoting the publication more so than highlighting the importance of including foods from the four food groups.

While parents were very receptive to the notion of finding savings (and looked in flyers for such deals), many parents in the lower SES group did not believe healthy foods were often on sale, or that coupons for such foods were readily available. Some, in fact, indicated that coupons were most often available

for packaged goods or processed food that offered lower nutritional value. As such, this message was not viewed as realistic to some. In most instances, these parents believed that eating healthy is an expensive alternative.

The recommendation to get recipe ideas from magazines, cookbooks and online sites was often deemed too simplistic and familiar, thus acting as a reminder more so than encouraging them to take action. Indeed, parents indicated they already make use of these tools and as such, do not see the value of being reminded to do something they already do. That being said, they welcome suggestions to expand the resources relied upon for food ideas, by being provided new or unique recommendations or specific reference materials.

Similarly, the advice under the last bullet point appeared obvious, thus unnecessary to some parents in the Montreal high SES group.

CRA's Recommended Action Items:

- *Provide ideas or examples of reference materials and online resources where parents can find inspiration for healthy eating (e.g., government or not-for-profit resources / links). Alternatively, suggest borrowing cookbooks from the library, exchanging best recipes with friends/relatives, or using the Internet by typing the names of ingredients on hand in a search engine for quick recipe ideas;*
- *Suggest to keep a list of fast and easy healthy meal ideas in print format (e.g., in a three ring binder in the kitchen or online using a recipe database or phone/tablet application). Suggest classifying recipes in order for quick access (e.g., in alphabetical order, by season, by main ingredient, by execution time);*
- *Recommend making lunches the night before; and*
- *Recommend cutting up extra vegetables when cooking dinner, so they are ready to pack for a lunch time snack.*

***Message*:**
Take the stress out of mealtimes by cooking ahead and being creative with leftovers.

- Reinvent leftovers. Use extra cooked salmon for a quick lunch sandwich. Leftover chicken is great for a homemade chicken noodle soup with whole grain noodles and frozen peas and carrots. Top baked sweet potatoes with leftover chili. Whip up an omelette with leftover cooked vegetables. Stuff a whole grain pita pocket with last night's chickpeas and shredded carrot salad. Make a soup with leftover stir-fry, or put it in a wrap.
- Hard boil eggs on the weekend. They will keep for a few days with the shell on. Pair them up with your favourite vegetable for a fast snack or lunch.
- Stock up on easy to grab snacks: cut up vegetables and fruit, lower fat yogurt, high fibre granola bar and unsalted soy nuts.

***Message* :**
Diminuez le stress entourant les repas en cuisinant à l'avance. Faites preuve de créativité dans l'utilisation des restes.

- Réinventez les restes. Préparez rapidement un sandwich pour le dîner avec des restes de saumon cuit. Utilisez des restes de poulet, des nouilles à grains entiers, des petits pois et des carottes surgelés pour préparer une délicieuse soupe au poulet maison. Garnissez des patates douces cuites au four de restes de chili. Préparez une omelette avec des restes de légumes cuits. Remplissez une pochette pita à grains entiers de restes de salade de pois chiches et de carottes râpées de la veille. Préparez une soupe ou un wrap avec des restes de sauté de légumes.
- Faites cuire des œufs durs pendant la fin de semaine; ils se conserveront pendant quelques jours dans leur coquille. Accompagnez-les de vos légumes favoris pour préparer rapidement un repas ou une collation.
- Faites provision de collations facile à emporter : légumes coupés, fruits, yogourt faible en matières grasses, barres de céréales riches en fibres, noix de soya non salées.

The idea of reinventing leftovers was highly appealing to parents for quick and interesting lunches. In fact, many parents indicated they already packaged last night's supper as lunches from time to time. Despite the concept itself being appealing, the description was viewed as cumbersome and unmemorable, as there are too many ideas listed and too many details provided. Nonetheless, parents indicated they look to be inspired in how they serve leftovers so the inclusion of ideas in this message was viewed as useful.

> *"There are too many words. If some were written like a question, like, 'Why not try this', instead of 'go for, choose, buy'. This way, it sounds more like an option." Low SES*

> *"The wrap was a great idea that I hadn't thought of." High SES*

Some parents in Vancouver and Toronto found the concept of sending leftovers for lunches unappealing and unattractive to their children. Others in Montreal and Halifax mentioned that some schools are not equipped with microwave ovens and that food restrictions apply to protect those with allergies, thus limiting the variety of leftovers that can be eaten as school lunches. Finally, a few parents in Montreal did not find the word "restes" appealing and suggested it be replaced with "restants".

In Toronto, a few High SES parents considered granola bars to be "junk food disguised as healthy". A number of parents in Vancouver and Toronto (across group types) felt that focus on low or lower fat yogurt was unnecessary for children.

> *"Kids need fat –why the focus on lower fat?" Low SES*

Other advice included in this message was deemed appropriate, although many parents indicated they would not prepare hard-boiled eggs on the weekend to be used during the week, because of their family's taste.

CRA's Recommended Action Items:

- *Streamline the list of ideas on using leftovers for lunches to make each one more memorable.*

***Message*:**
Teach your kids important life skills by planning meals as a family.

- Get kids to help in different ways: check flyers for healthier foods on sale, help write the grocery list, check the fridge and cupboards, or put together a folder of favourite recipes.
- School lunches stressing you out? Plan them out with your kids. Fill whole grain tortilla wraps with roast turkey, chicken, or hummus; add crunch with shredded carrots, lettuce, or pepper strips. Pack chili or baked beans with a side of veggies and dip. Place whole grain crackers, cheese, veggies and fruit in a divided container. Save time by packing up last night's leftovers for lunch.

***Message* :**
Aidez vos enfants à acquérir des compétences de vie en planifiant les repas en famille.

- Demandez à vos enfants de vous aider de différentes façons : parcourez les circulaires pour trouver des aliments plus sains offerts à rabais, préparez ensemble la liste d'épicerie, vérifiez le contenu du réfrigérateur et des armoires ou rassemblez vos recettes préférées dans un cartable.
- Les boîtes à lunch vous stressent ? Planifiez-les avec vos enfants. Remplissez des wraps de tortillas à grains entiers de dinde rôtie, de poulet ou d'houmous; ajoutez des carottes râpées, de la laitue ou des languettes de poivrons pour une touche croustillante. Mettez des haricots au four ou du chili dans la boîte à lunch; accompagnez-les de légumes crus et d'une trempette. Ajoutez des craquelins à grains entiers, du fromage, des légumes et des fruits dans un contenant compartimenté. Utilisez les restes de la veille pour économiser du temps.

Parents readily embraced involving their children in food choices. For the most part, parents mentioned currently involving their children in food planning and preparation, although to varying degrees. While the suggestions provided were generally liked, a few parents questioned the relevance of having children flip through flyers as they are considered advertisements. At the same time, an obvious suggestion expressed by a few parents was to involve children in healthy food choices or meal planning. Including children in discussions on healthy eating and healthy choices was deemed important and worthwhile. At the same time, having children involved in school lunch preparation was well-received and considered an influencing factor in children being more receptive to their lunches. In fact, some parents mentioned that asking their children what they would like to eat at school ensures they will consume what has been packed for them.

One parent in the high SES Montreal group questioned the use of the expression, “compétences de vie”, as it is not readily used in everyday language, and recommended using the concept of “apprentissage” in its place.

Baked beans and chili were not viewed as appropriate lunches by a few parents in selected locations for school-aged kids, for a variety of reasons such as lack of appeal among their children and not having access to microwaves at school. Many of the French-speaking parents were unsure of the meaning of “haricots au four” and did not readily associate it with baked beans.

As noted with earlier messages, parents mentioned again that while they appreciated having lists of ideas provided in the messages, listing too many ideas make each one less memorable and dilutes the importance of each one. The overall message is less memorable as a result. Apart from the suggestions provided, it was mentioned that an additional tip could be to make homemade dips, thus making vegetables more appealing to children, while limiting the fat content.

CRA’s Recommended Action Items:

- *Advise parents to involve children in planning the family’s menus;*
- *Use a more commonly recognizable French name for baked beans;*
- *List fewer ideas for school lunches within the same paragraph to make each one more memorable; and*
- *Recommend making homemade dips as a healthier alternative to store-bought versions. Serving a dip may also make vegetables more appealing to children.*

Back to School Planning: at the Grocery Store

***Message*:**
Save time and money at the grocery store.

- Save time in the produce section with ready-to-use vegetables and fruit such as bagged green salad, broccoli slaw, cut-up squash, sliced mushrooms, chunks of melon and pineapple.

***Message* :**
Économisez du temps et de l’argent à l’épicerie.

- Visez l’économie de temps dans la section des légumes et fruits en achetant des produits prêts à utiliser : salades vertes en sac, brocoli râpé, courge coupée, champignons tranchés, morceaux de melon ou d’ananas.

Ready-to-use produce were considered expensive. For many parents, bagged green salad and other pre-washed and prepared vegetables and fruits were considered more expensive to purchase than ready-to-use produce. To a few parents in Montreal, these foods also present a higher risk of contamination, thus requiring them to be washed again at home, and lower nutritional value. Some parents in the high SES across locations also perceived these types of foods as less environmentally friendly given that they are packaged. It was also mentioned, though to a much lesser extent, that bagged lettuce comes in a large quantity, thus increasing the likelihood of food waste if it is not all consumed.

To enhance credibility and relevance, it was recommended to shift the focus from cost saving to the idea that ready-to-use foods introduce more variety (i.e., by purchasing fruits or vegetable trays that includes a small quantity of a variety of produce rather than having to purchase larger quantities of the same items when unprepared) while minimizing food waste, with perhaps the resulting effect to be less expensive overall.

CRA's Recommended Action Items:

- *Position ready-to-use produce as a means to introduce food variety (with fruit and vegetable trays) as well as minimizing food waste. While there is a perception that this type of food is more expensive upfront, reducing food waste may result in a less expensive alternative.*

***Message*:**
Dare to compare and make healthier food choices.

- Get a calcium kick with milk (skim, 1% or 2%), and lower fat yogurts and cheeses. Fortified soy beverages are also a good choice.
- Get a fibre and protein boost with chickpeas, kidney beans and lentils. Choose the lower sodium versions.
- Go for healthier dips and spreads: all natural nut butters, hummus, guacamole, yogurt or bean dip.
- Choose fish such as salmon and trout. Canned sardines and lower sodium canned tuna and salmon are also great buys.
- Buy lean and extra lean ground meats such as beef, chicken and turkey.

***Message* :**
Osez comparer pour choisir des aliments plus sains.

- Faites le plein de calcium en achetant du lait (écrémé, 1 % ou 2 %), des yogourts et des fromages faibles en matières grasses. Les boissons de soya enrichies représentent aussi un bon choix.
- Faites provision de pois chiches, de haricots secs et de lentilles pour augmenter votre apport de fibres et de protéines. Choisissez des produits plus faibles en sodium.
- Recherchez des trempettes et tartinades plus saines : beurres de noix naturels, houmous, guacamole, yogourt ou trempette de haricots secs.
- Choisissez du poisson, comme le saumon ou la truite. Les sardines en conserve, de même que le thon et le saumon en conserve faibles en sodium, représentent de très bons achats.
- Achetez des viandes hachées maigres et extra-maigres, comme du bœuf, du poulet ou de la dinde.

Questions were raised with respect to the message to offer lower fat milk (skim, 1% or 2%). Parents readily acknowledged the importance of milk to their family's diet, but many criticized the suggestion of offering children low fat milk (skim or 1%). Consistently, parents indicated that 2% M.F. or homogenized milk is best for children, providing essential fats for growing youth. Additionally, the message was deemed contradictory with suggestions to eat low fat cheese, a food considered by parents as much higher in fat than homogenized milk (which the message implies to avoid).

In Toronto, some high SES parents took exception to the way that soy beverages were presented as a potential alternative. To them, soy milk was considered a regular and accepted product and not an exception or unfamiliar alternative. They felt the messaging presented it as something that is not the norm.

"The way they speak of soy milk dates these messages. Soy is a norm today." High SES

The recommendation to include chickpeas, kidney beans and lentils was viewed as unappealing, primarily given parents' perceptions that their children will not eat such foods. That being said, many indicated that hummus was a favourite in their home, suggesting that giving serving ideas may help introduce less popular foods. Likewise, canned sardines and fish were considered unappealing and inappropriate for lunches given the smell that would be involved. When considering sardines it was felt that information on how to use this food may be required.

For the most part, recommended foods were all familiar to parents despite varying levels of appeal. That being said, one Montreal parent was not familiar with guacamole.

CRA's Recommended Action Items:

- *Consider changing the reference to milk to: "… lower fat milk…" or milk in general, rather than specifying the % M.F. content;*
- *Provide ideas on how to incorporate less commonly used foods (e.g., beans, lentils, canned fish) into favourite dishes;*
- *Inform parents that hummus is a healthy dip or spread alternative and that it is made with chickpeas; and*
- *Recommend to make homemade dips and spreads as a healthy alternative.*

Other Recommendations

Parents shared a number of additional suggestions for messages themed around the back to school period that would have appeal and relevance to them. Specific recommendations included:

- Suggest that parents plan their weekly meals as a family;
- Recommend that special dinners or occasions be planned around a theme, for a more fun way to involve children in meal planning;
- Suggest to arrange foods creatively, in different shapes or designs;
- Cut up extra vegetables the night before so they are ready to pack for lunch snacks;
- Consider the notion of smoothies as a healthy snack; and
- Provide ideas of garnishes, sauces, dressings, marinades, and dips as ways to enhance healthy foods' flavor and appeal.

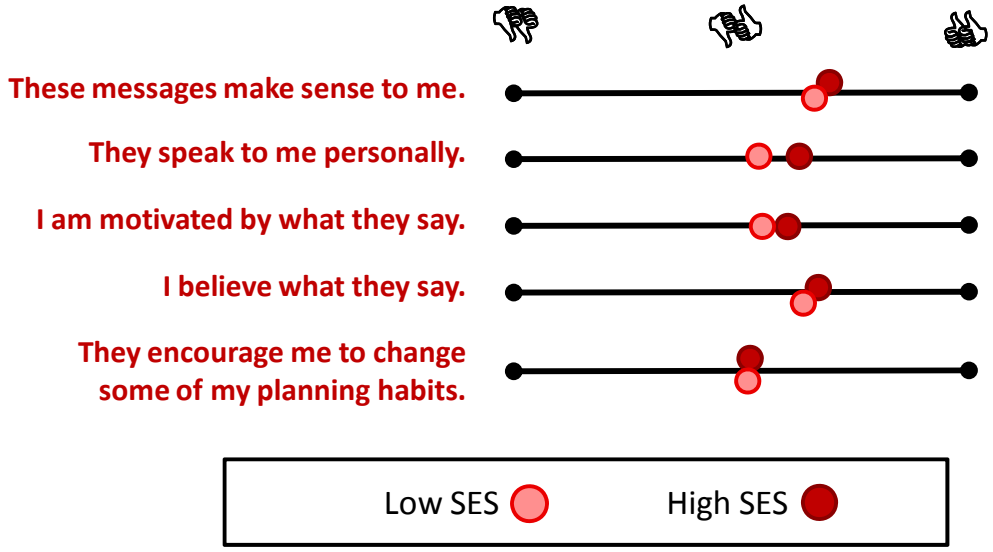
Holiday Messages

The holiday messages did not recognize the traditions associated with seasonal meals and as such lacked appeal and relevance to the target audience.

Overall Impressions

Mixed opinions were offered with respect to the holiday messages' appeal and relevance. Overall, this series of messages was welcomed, although considered lacking relevance to food purchase and consumption behaviours during that time of year. Some parents felt these messages were a little more 'preachy' than the others, and accordingly they were less attractive.

Following the review of the holiday messages, and before the group discussion, parents were once again asked to complete an individual exercise to capture their top-of-mind reactions. The first exercise asked that parents select an image of thumbs on a scale (ranging from two thumbs up to two thumbs down) provided that best represented their level of agreement or disagreement with five statements. Parents' ratings have been summarized in the chart below based on the target audience.



Parents' critical views of the holiday messages were reflected in their overall opinions of these messages on a number of factors, despite remaining neutral or marginally positive for the most part. Specifically, ratings were neutral or marginally positive across audiences with respect to the messages' personal relevance and self-reflected ability to encourage behavioural changes. This opinion was also expressed by high SES parents in relation to the messages' credibility and motivational factor. By contrast, low SES parents were less likely to be motivated by these messages, but they were more likely to believe what they say. Finally, mixed opinions were offered by low SES parents with the messages making sense to them, while opinions were more favourable in that regard among high SES parents.

Message and Tone

Although the intent of these messages was clearly to motivate healthy eating habits during the holiday season, parents were critical that messaging did not recognize the traditions associated with seasonal meals. Across locations, these messages were criticized for not recognizing strong and widespread traditions associated with holiday eating, and ignoring the importance of traditions during the holiday season. While there is reference to "heavy foods" it does not speak to a traditional Christmas dinner nor does it recognize the types of foods traditionally exchanged (e.g., cookies).

> *"They are asking you to try to change traditions: making healthier choices instead of high fat foods." Low SES*

> *"This is very unrealistic. It does not even mention that the ideas are to complement existing traditions. It misses the traditions of the holiday." High SES*

To some parents, however, the messages invited them to balance "heavy" foods traditionally consumed at that time of the year, with healthier alternatives. In addition, they viewed the messages as encouraging them to consider foods not consumed at other times during the year, and to positively think of adapting traditions. It was suggested to provide ideas of how to prepare traditional foods in a healthier way, as well as provide suggestions of healthy alternatives that can be cooked up with pantry supplies.

> *"They give you tips to eat healthy over the holidays. Plan ahead to ensure healthy foods are available. Find a balance between sweet and decadent foods and healthy foods." High SES*

> *"The holidays can also include new foods or dishes that you may not necessarily have throughout the year. The holidays can include extra healthy dishes." High SES*

> *"It's conveying plan holiday meals that are healthy in nature. Change it up and don't take the route that because it's the holiday you can eat whatever you want." Low SES*

Secondary messages included to buy vegetables and fruits in season and to incorporate more vegetables and fruits in the family's meal plan. Some also believed that the messages enticed parents to spend time as a family, as well as reducing the stress levels felt at this time of year.

Comments Specific to Each Message

The following section provides feedback regarding each of the messages tested as part of the holiday series. In addition, CRA recommendations are provided for improvement (under 'Action Items'), based on the analysis of comments received.

Holiday Planning: at Home

***Message*:**
Help make the holidays run smoothly by planning your meals and snacks.

- Use Canada's Food Guide to make a list of fast and easy meal ideas that your family likes to eat. A few ideas: eggs with salad or sautéed greens and a whole grain English muffin; or a quick quesadilla with black beans, salsa, low-fat cheese in a whole grain tortilla and a side salad.
- Have healthy snacks on hand so they're easy to grab while you're rushing from one holiday gathering to the next. Try cut up vegetables and fruit, unsalted nuts and soy nuts, lower fat yogurt, hummus and whole grain pita, homemade trail mix, or a hardboiled egg.

***Message* :**
Planifiez vos repas et collations pour vous faciliter la tâche pendant la période des fêtes.

- Utilisez le Guide alimentaire canadien pour dresser une liste de repas faciles et rapides à préparer en tenant compte des goûts de votre famille. Voici quelques suggestions : œufs durs avec une salade ou des légumes verts sautés et un muffin anglais à grains entiers; quésadilla préparée avec des haricots noirs, de la salsa, du fromage faible en matières grasses et une tortilla à grains entiers, accompagnée d'une salade.
- Ayez toujours des collations saines à portée de la main pour vous simplifier la tâche lorsque vous courez d'une réception à l'autre pendant les fêtes : légumes ou fruits coupés, noix ou des noix de soya non salées, yogourt faible en matières grasses, houmous avec pain pita à grains entiers, mélange de randonnée maison ou œufs durs.

Once again, parents reiterated that the initial advice of referring to Canada's Food Guide was not practical; as mentioned earlier in this report, the majority of them did not perceive the tool as relevant. Further, it was unclear how using the Food Guide would provide additional benefits to choosing foods more so than using common sense or other resources. It was mentioned in Montreal and Vancouver that a reference should be provided in these messages to inform consumers where they can access Canada's Food Guide.

Other ideas presented that were not particularly well-received across low and high SES parents included the notion of packing food for when you visit others, as it was considered rude and inappropriate. Additionally, given the amount of foods consumed during this time of year, on-the-road snacks were viewed by some parents as not always essential given that food is usually offered when visiting friends or relatives. By comparison, it was felt that suggestions of eating smaller portions or grabbing a snack before you go, to curb your appetite, might be more appropriate. This advice was particularly appealing to parents of young children who indicated not leaving the house without snacks at any given time during the year.

A few parents in Vancouver felt there was merit in putting the need for balanced eating during the holidays in perspective.

> *"They should tell us why this is important. Something like, 'the average Canadian gains an average of 6 pounds every holiday season'. That makes us take note and make change."*
> *High SES*

While for the most part, foods referred to in this message were familiar to parents, a few in the low SES Montreal group were unaware of quesadillas and soy nuts.

CRA's Recommended Action Items:

- *Provide reference where parents can access Canada's Food Guide;*
- *Recommend that parents opt for unsalted nuts as an alternative to various salty snacks currently served (e.g., cracker and chips);*
- *Promote eating smaller portions given the amount of snacking and excessive eating over the holidays; and*
- *Consider putting the importance of healthy eating during the holidays in context.*

***Message*:**
The holidays are a perfect time to connect as a family. Create new holiday food traditions together.

- Pick a new vegetable recipe to make together. The food skills your children learn will stay with them for life.
- Spend quality time with your kids by packing healthy food gifts together. Fill mason jars with dried fruit and nuts, or lentil soup mix to give to friends and neighbours.

***Message* :**
Les fêtes sont l'occasion idéale pour resserrer les liens familiaux. Créez ensemble de nouvelles traditions des fêtes.

- Trouvez une nouvelle recette de légumes à préparer ensemble. Vos enfants pourront ainsi acquérir des compétences culinaires qui leur serviront pendant toute la vie.
- Passez du temps de qualité avec vos enfants en préparant des cadeaux santé avec eux. Remplissez des pots de verre d'un mélange de noix et fruits séchés ou de soupe aux lentilles pour les donner aux amis ou voisins.

The idea of creating new traditions was appealing to some parents, although many suggested that the message implied that new traditions should *replace* old ones rather than *complement* them.

While few comments were provided with respect to the tip under the first bullet point, one parent in Halifax mentioned that their extended family had adapted the holiday traditions a few years ago by organizing a family potluck for which this parent, along with their children, created a salad every year. Perhaps building on this comment, recommendations could include adapting old favourites in addition to creating new dishes.

Although parents concurred that homemade gift giving was common during the holidays and, to some, it was part of their traditions, the suggestions provided in this message were not viewed as appealing or quick to execute. More specifically, the suggestion to fill mason jars with dried fruits and nuts was appreciated, though it was not viewed by some parents as an appealing alternative to the more festive box of chocolate or homemade cookies. At the same time, the suggestion to give away lentil soup mix to friends and neighbors was deemed complicated, unappealing and inappropriate, as parents understood the gift to be the soup itself rather than the dry-goods mix that will be the base for the soup. As such, some believed the preparation entailed canning techniques.

CRA's Recommended Action Items:

- *Reword the message to suggest new traditions should be added to existing ones;*
- *Reword the homemade gift tip to clearly state "…dry-good mix for lentil soup" for added clarity or reconsider inclusion of such an example; and*
- *Provide additional festive ideas for homemade gifts (e.g. homemade trail mix, healthy Christmas cookies, etc.).*

***Message*:**
Balance out decadent holiday foods with colourful vegetables and fruit when hosting a meal.

- Start off your meal with a steaming bowl of vegetable soup. Whip up a roasted butternut squash soup or sweet potato and carrot soup.
- Give vegetable side dishes star power. Using fresh or frozen vegetables, serve roasted carrots and parsnips, steamed green beans with lemon and herbs, baked butternut or acorn squash with a dusting of Parmesan cheese, sautéed kale or collard greens, herb-roasted mushrooms, or a spinach salad sprinkled with pomegranate seeds.
- Serve small portions of rich desserts and lay out a fruit platter filled with seasonal fruits such as clementines, pomegranates, figs and pears.

***Message* :**
Lors de vos réceptions des fêtes, établissez un équilibre entre les mets très riches et les légumes et fruits colorés.

- Commencez votre repas avec un bol de soupe aux légumes fumant. Préparez un potage de courge butternut rôtie ou de patates douces et carottes.
- Donnez la vedette aux légumes d'accompagnement. Utilisez des légumes frais ou surgelés pour préparer des carottes et panais rôtis, des haricots verts au citron et fines herbes, de la courge butternut ou poivrée au four saupoudrée de fromage parmesan, du chou vert ou du chou frisé sauté, des champignons rôtis aux fines herbes ou une salade d'épinards parsemée de graines de grenade.
- Réduisez les portions de desserts riches. Préparez une assiette de fruits de saison : clémentines, grenades, figues et poires.

Although this message speaks of current holiday foods, it presents traditional foods in a negative light, by qualifying such foods as "decadent". In fact, a few parents were under the impression that the message deliberately dismissed the rich foods loved during this time of the year, rather than acknowledging its integral part into celebrations.

For some parents, the idea to start a meal with a soup is appealing, as well as being an easy way to introduce more vegetable in a traditional meal, with minimal change. Others, however, mentioned that putting together a soup is more complicated than what is implied in the statement (i.e., "whip up"), and was not a normal practice in their home. A few others in Halifax suggested that root vegetable soups were often cream based, thus considered less healthy.

The idea to give prominence to vegetables was welcomed, though ideas provided did not always resonate with parents. Further, many parents stated that the message would not be memorable, as they already serve many of the dishes listed. Additionally, parents generally liked the reference to frozen vegetables, as they view them as a healthy, convenient, and less expensive alternative to fresh produce.

What they liked most was that it reflected their reality. As such, they asked for additional suggestions of how to use frozen vegetables in a more festive way.

In Montreal, one parent had never heard of parsnips, though most parents across groups and locations were familiar with the foods listed in this message.

CRA's Recommended Action Items:

- *Change the word "decadent" to "rich" which is viewed by parents as less offensive; and*
- *Provide ideas on how to present a platter of vegetables in a more festive way (e.g., set up to represent a snowman or serving green, red, and white vegetables together).*

Holiday Planning: at the Grocery Store

***Message*:**
Use a grocery list to keep your holiday costs under control.

***Message* :**
Utilisez une liste d'épicerie pour respecter votre budget pendant les fêtes.

This message was deemed less useful by some parents across both audiences (low and high SES) as they did not grocery shop using a list, particularly during the holiday season. The advice also appeared to have limited impact, on its own, with a few parents wondering why it is necessary. Further, as mentioned earlier in this report, some parents felt that limiting purchases to listed items may in fact prove more expensive than remaining flexible to take advantage of in-store sales.

Nonetheless, it was widely recognized that adding planning strategies to assist with holiday food shopping was beneficial. In fact, suggestions were made to provide additional time-saving strategies when grocery shopping, as time is often in short supply during the holiday season. Tips recommended by parents could include organizing grocery lists based on where foods are located in the store and stocking up on healthy and practical food options – such as frozen vegetables and fruits– for impromptu visitors.

CRA's Recommended Action Items:

- *Provide additional tips on efficient grocery shopping during the holidays; and*
- *Give ideas of healthy foods that can be stocked up for impromptu visitors (e.g., frozen fruits; nuts; cut-up vegetables).*

***Message*:**
Fill your cart with colour and crunch to balance out rich holiday food.

- Go for dark green vegetables like broccoli, spinach, and kale. Reach for orange vegetables like carrots, sweet potatoes and winter squash.
- Enjoy seasonal produce such as pomegranates, cranberries, citrus fruits and root vegetables like carrots and parsnips.

***Message* :**
Ajoutez de la couleur et du croquant à votre panier d'épicerie pour compenser les mets riches.

- Choisissez des légumes vert foncé, comme le brocoli, les épinards et le chou frisé, ainsi que des légumes orangés, comme les carottes, les patates douces et la courge d'hiver.
- Savourez les produits de saison, comme les grenades, les canneberges, les agrumes et certains légumes racines, comme les carottes et le panais.

Parents recognized the need for increasing dark green and orange vegetable consumption, but were looking for new ways to serve these vegetables. While the idea of increasing dark green and orange vegetable consumption was appealing to parents, the tips provided in the message did not offer actionable ideas of how to integrate more of these vegetables in holiday meals. This was deemed even more important for less known or used vegetables, like kale. Of note, a few parents in the low SES Halifax group indicated that they had not heard of kale before.

The idea of incorporating more seasonal vegetables and fruits was appealing to many parents, as was the notion of adding colour and crunch. Parents also felt that suggestions of how to present a more colourful and healthy table would be useful.

CRA's Recommended Action Items:

- *Provide tips on how to use less known fruits and vegetables, like kale, pomegranates, and cranberries; and*
- *Suggest mixing vegetables to provide a colourful presentation at the holiday table.*

Other Recommendations

Parents shared a number of additional suggestions for messages themed around the holiday season that would have appeal and relevance to them. Specific recommendations included:

- Explain the reasons parents should create new traditions or alter their eating habits during the holidays (e.g., to eat healthier foods, to prevent excessive weight gain);
- Mention foods that are typically eaten during the holidays (e.g., turkey and stews) and how they can be adapted to become healthier;
- Compare the nutritional value of "old" and "revisited" traditional foods;
- Offer new, healthier suggestions on ways to cook traditional foods (making gravy healthier, healthier Christmas baking, stuffing alternatives or stuffing with a new 'twist');

- Provide suggestions on how to make traditional foods healthier, such as mashed potatoes (e.g., using lower fat milk and margarine instead of cream and butter; or by combining potatoes and parsnips or sweet potatoes together for increased health benefits), turkey (e.g., removing the skin before serving; cooking a skinless turkey breast; or putting together stuffing that mostly includes vegetables); and
- Include tips on how to make grocery shopping more efficient during the holidays. While these messages are relevant year-round, the holidays are viewed by parents as a busy period during which prepared and packaged foods are relied upon as a time-saving alternative.

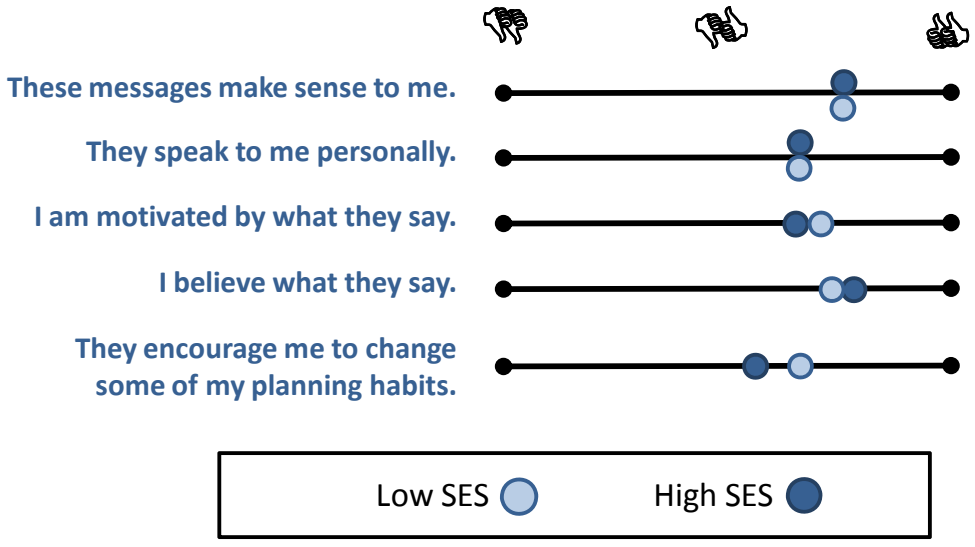
Serving Size Messages

While the serving size messages (Part 1) were deemed relevant and actionable, the need for three distinct food serving size concepts (Serving Size Messages Part 2) confused parents.

Overall Impressions

The last series of messages reviewed consisted of key points regarding the amount of foods to be consumed. The messages were presented in two parts; the first section introduced a series of statements to assist consumers in assessing portion sizes of foods they consume, while the second part helped define three types of food serving sizes (or portion sizes), for reference purposes.
In general, the serving size messages (Part 1) were deemed relevant to families' lives, by providing actionable guidelines that are not too strict. Parents were asked to rate the messages reviewed based on the extent to which it aligned with a number of statements, as shown in the following chart. Opinions were captured using a scale ranging from two thumbs down to two thumbs up.

As shown in the chart below, ratings of these messages (Part 1) were more varied across parents, despite remaining positive overall. Across audiences, the messages were viewed as making sense, though to varying degrees, as shown in the chart. Further, a variety of opinions were expressed regarding the messages' personal relevance, motivational factor, and ability to encourage change, despite ratings still being mostly positive on these attributes. Finally, high SES parents were more likely than low SES parents to believe what the messages are saying.



Parents were more critical with respect to the messages in Part 2, as they did not clearly understand the need for three distinct food serving concepts to be used when measuring food servings.

Message and Tone

Parents understood the intent of this series of messages to remind consumers that the amount of foods consumed also has an impact on healthy eating. Further, the messages were seen as providing simple and easy to use guidelines for portion control.

> *"Be aware of serving sizes. Make sure to eat enough but not too much." High SES*

> *"I feel the message is to pay more attention when serving and not to overdo the amounts you are eating and to make simple changes to control your portions." Low SES*
> *"The message is that consumption does not necessarily equate to intake." Low SES*
> *"Portion amounts (and not just the food you're eating) are an important factor in weight management." High SES*

> *"Diminuer nos portions pour éviter un gain de poids." (Reduce portions to avoid gaining weight.) Low SES*

Many parents also noted that the reference to Canada's Food Guide implied the importance of basing food consumptions on these specific guidelines.

> *"Follow Canada's Food Guide to make good choices for your daily intake of foods and for portions." High SES*

> *"It is saying that by using Canada's Food Guide and using portion control, you can maintain a healthy weight." High SES*

Despite some criticisms, most parents viewed the message as short, simple, and presenting options that are easily actionable. That being said, in a few instances, parents believed that advice on portion control was irrelevant given everyone's different metabolism or health concerns.

> *"For some people, their bodies will gain or lose weight regardless [of portion control]." Low SES*

> *"J'ai des enfants et moi-même qui font de l'anémie et si je consommais tous les produits laitiers je contribuerais à cette anémie. Je ne pense pas que le Guide alimentaire s'applique à tous le monde." (My children and I are anemic and if we consumed the required dairy products, it would contribute to our anemia. I don't think the Food Guide is applicable to everyone.) High SES*

Comments Specific to Each Message

The following section provides feedback regarding each of the messages tested as part of the Serving Size (Part 1 and 2) series. In addition, CRA recommendations are provided for improvement (under 'Action Items'), based on the analysis of comments received.

Serving Size (Part 1)

***Message*:**

One of the most important decisions we make about food is how much to eat. Eating the right amount of food, by following Canada's Food Guide, is one way to help you maintain a healthy weight. Eating portions that are too large may mean getting too many calories, which can lead to weight gain.

Tips to watch your portion sizes:

- Find out how much you should eat each day using Canada's Food Guide. Try to eat that amount of food on most days.
- Try to get good at "eyeballing" food portions, and knowing how much is in a Food Guide Serving. To help you practice, use measuring cups and spoons.
- Put food on a plate rather than eating out of the container. This will help you keep track of how much you're eating.
- Use smaller sized plates rather than large dinner plates. The same goes for using smaller bowls, spoons and cups. Studies show you'll eat less.

Message :

L'une des plus importantes décisions entourant l'alimentation réside dans la quantité à consommer. La consommation d'une quantité appropriée d'aliments, en suivant le Guide alimentaire canadien, favorise le maintien d'un poids santé. La consommation de portions excessives peut fournir un excès de calories qui entraîne un gain de poids.

Trucs pour surveiller vos portions :

- Vérifiez la quantité d'aliments que vous devriez consommer chaque jour à l'aide du Guide alimentaire canadien. Essayez de consommer cette quantité la plupart du temps.
- Habituez-vous à évaluer « d'un coup d'œil » les portions que vous consommez et à comparer celles-ci aux portions du Guide alimentaire. Utilisez des tasses et cuillers à mesurer pour vous entraîner.
- Mettez les aliments dans votre assiette plutôt que de manger à même le contenant. Cela vous permettra de prendre conscience des quantités consommées.
- Utilisez de plus petites assiettes, bols, cuillers et tasses plutôt que les formats réguliers. Des études ont démontré que vous aurez ainsi tendance à manger moins.

Mixed reactions were expressed with respect to the reference to Canada's Food Guide to assess portion size. To some parents, the Guide is simply a tool that can provide concrete advice. For many others,

however, the Food Guide does not effectively address varying physical conditions (e.g., age, fitness, illness, metabolism), thus it is not considered an appropriate reference for them. It was suggested to add a note saying that the Food Guide is applicable "to most" or "in most cases". Some, in fact, considered the Food Guide to be ineffective in its advice because of the sheer volume of food it recommended should be eaten every day.

> *"It does not take other variables into consideration [like metabolism, genetics, activity levels, etc.] which makes it irrelevant." Low SES*

> *"Show me why I should trust it! Why should I have faith in it?" High SES*

> *"The Food Guide is just a guide. If I was to follow that I would be overweight. I would be eating way too much for my build and body size." Low SES*

Many parents liked the method of "eyeballing" the amount of foods, likely because it represented their current way of measuring food served. They would not, however, measure foods to "train" themselves to eyeball portions using measuring cups and spoons. Instead, it was suggested to make reference to serving spoons currently used (teaspoon, tablespoon, and ladle) as measuring tools that could be more easily used than more formal measuring devices.

> *"These messages are telling me something I can actually employ." High SES*

Most parents believed that eating food on a plate rather than from the container was a given and as such, the advice was not necessary. However, in Vancouver some felt that was an important consideration that warranted mention.

The message regarding the use of smaller dishes was well liked, with some expressing a desire to follow this tip in the future. It was further suggested to add visuals to illustrate food type proportions on a plate, providing a visual cue of how much of each food type should be consumed, in relation to the others. It was also mentioned that the message is valid for single servings only.

> *"Provide more visual examples of serving sizes and be less wordy. Perhaps the [food] pyramid [could be illustrated] or divide the plate by one quarter proteins and half vegetables. Things like that." High SES*

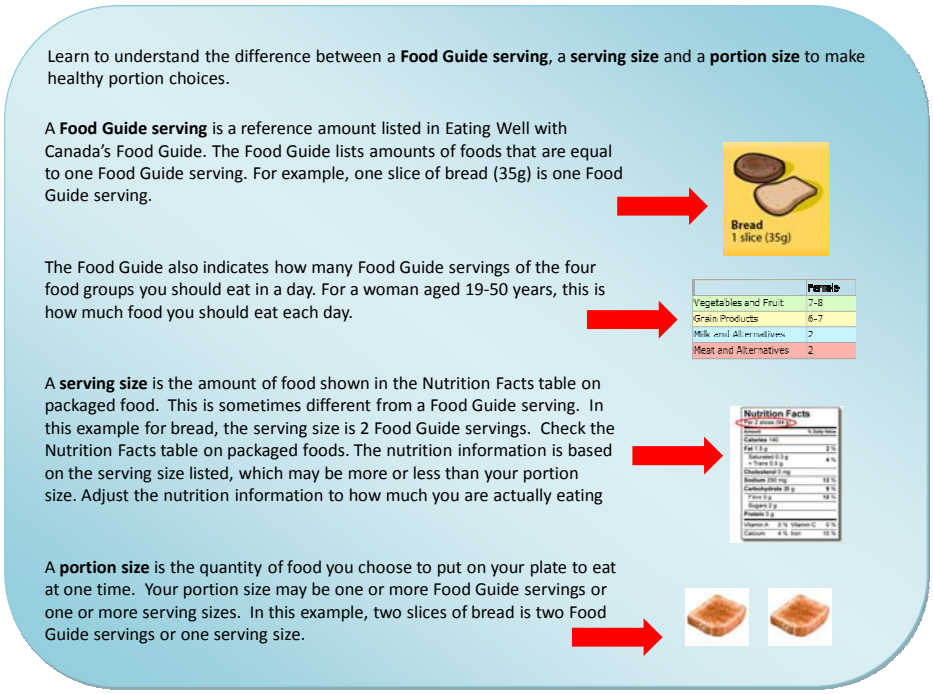
Finally, a number of parents suggested to speak of other methods to determine how much food to consume, including recognizing the signs of hunger. It was also noted that the message should reiterate that food quality is as important as food quantity in adopting healthy eating habits. Some also suggested that the message should underscore the importance of drinking water and its role in not overeating.

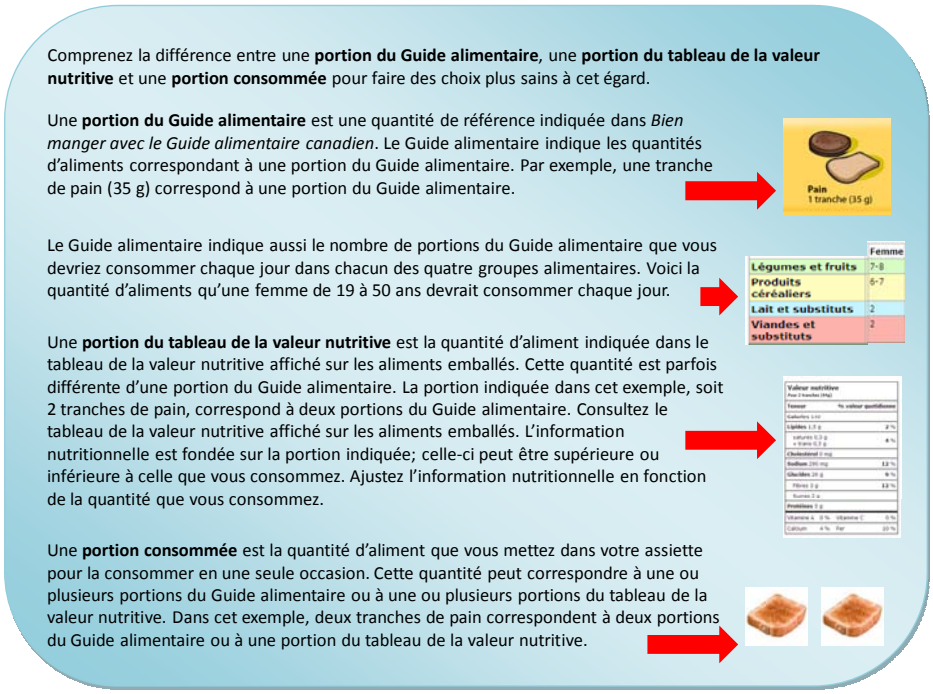
> *"This focuses on how much you should eat, not so much what you should eat. I don't think it's a quantity issue as much as it's the quality of what you eat, and understanding when too much is too much." Low SES*

CRA's Recommended Action Items:

- *Suggest that Canada's Food Guide provides general guidelines that are applicable most of the time;*
- *Add a visual to illustrate the concepts of portion sizes, using familiar references (e.g., plates and utensils; foods);*
- *Address second servings and how it impacts the amount of foods consumed; and*
- *Include a tip that speaks of consuming foods based on the level of hunger (e.g., wait 20 minutes before the second serving; eat slowly; stop eating when full).*

Serving Size (Part 2)





While for the most part, the definitions of a Food Guide serving, a serving size, and a portion size were understood, the need for three different food measurement concepts was unclear. This document did not explain why three measurements concepts are used. As such, the introduction should clearly indicate that every day, consumers come across different concepts of food measurements and understanding those are important to assist in their food choices.

In Toronto and Vancouver, some participants across groups indicated that the serving size information was problematic for them because they felt the nutritional value presented is not always referenced consistently with the type of weight or volume measurement on the products they buy. Specifically, the serving size referenced on the package is not necessarily equivalent with what a person would actually eat. Many indicated that they were not comfortable calculating the conversion to the weighting or serving size on the package.

> *"I buy in pounds, but the labels speak to grams. It creates confusion." High SES*

> *"The serving size is often not the same as what is on the front of the box. It should be the same as on the package." Low SES*

Further, the relationship between all three concepts was not well understood and was felt to be overwhelming by many. The messages presented were generally considered to be too generic, vague, and long. The confusion may arise from the fact that parents do not readily rely on a set food measurement method (i.e. CFG serving size or NFt serving size) to assess the amount of food they eat, but instead use their judgment or physical signs of hunger to determine the amount of foods. In many instances, parents also questioned the relevance of the number of servings recommended by Canada's

Food Guide, particularly given the varying degree of physical activities across age groups, and a lack of apparent consideration for such things as an individual's metabolism, dietary restrictions or body make-up.

It was also mentioned in both Halifax groups that the explanations are at times convoluted, taking a long approach to explain something simple. As an example, a portion size is described as, "…may be one or more Food Guide servings or one or more serving sizes", when it may be simpler to say, "… may be larger or smaller than a Food Guide serving or a serving size". Or alternatively, the wording could be simplified by saying, "…may or may not be equal to a Food Guide serving or a serving size".

Across locations, a few participants questioned if it was correct to assume that people are familiar with Canada's Food Guide. During discussion, a number of participants mentioned that easy access to the Guide was needed, as well as a clear reference on how the Food Guide is relevant to lifestyles today. A few participants thought development of a YouTube video might be helpful in explaining how and why it is important.

> *"These messages assume that the general public knows about the Canada Food Guide. That is wrong! I haven't looked at it in years, and don't even know where to get it." High SES*

In both Toronto and Vancouver, participants across groups took exception to the reference that a woman aged 19-50 years should eat a specific amount of food each day. This, in fact, exemplified why they were so critical of Canada's Food Guide, as it implies the same food consumption for adults by gender, regardless of an individual's personal circumstances.

> *"There is no way that a 19 year old aerobics instructor should eat the same as a 50 year old office worker. It's wrong to generalize like that and makes me disregard what they say." High SES*

> *"Everyone's body works differently. Everybody is different. Somewhere they need to recognize that." Low SES*

In Halifax, one parent mentioned that the confusion between concepts may also have been exacerbated by the use of the terms "serving" either as a qualifier (i.e., Food Guide *serving*) or as the measurement itself (i.e., *serving* size), rather than having a single meaning. It was believed that the qualifiers (i.e., "serving" and "size") in the concept names "Serving" and "Portion" could be removed for increased simplicity.

One Montreal parent mentioned that the Nutrition Facts table should include an additional column to reference the Food Guide serving, thus simplifying consumers' reference material.

CRA's Recommended Action Items:

- *Streamline the definition of the three food serving size concepts, particularly how they relate to each other;*

- *Provide direction as to where the public can access the Food Guide;*
- *Consider development of a YouTube video that presents the Food Guide using more current media; and*
- *Include tips on how to assess appetite.*

Print Advertisement

The print ad concept was well-received across audiences and effectively communicates the importance of a healthy lifestyle.

To finish up the discussion, parents were asked to comment on a print advertisement under development as an example of how the messages reviewed would be communicated to consumers.

Overall Impressions

Parents across socio-economic groups considered the print ad to be creative, attention-getting, memorable and relevant to parents in general. They also believed the ad would be appealing to their children. Reactions were positive and recommended changes were minimal.

Message

The message associated with the ad was healthy eating and active living during the summer. Both the visual and the text were viewed as working together to reinforce the messages of eating healthy foods and being physically active during the summer. Nonetheless, reference to barbecuing and to the % Daily Value in the written message were not represented in the image itself. Having the image and the text aligned would strengthen the intended message. In some instances, parents believed that the image implied eating more vegetables and fruits rather than balancing their diet across food groups based on recommended proportions.

Additionally, some felt that the image could be more closely seasonally aligned by using produce that are more readily associated with summer (e.g., watermelon as the basket instead of a pumpkin, no scarf). In Vancouver and Montreal, a number of parents felt caution must be taken to ensure that any vegetable used is not problematic in displaying any body part that could draw negative attention or discussion. In particular, it was felt the bicycle seat was a poor choice as it could be mistaken for a male body part. One mother felt the face was too "ghostly" white in the image, and could be misconstrued as scary by some children.

Further, it was felt that having the image primarily illustrating vegetables and fruits did not properly convey the message of including all four food groups from Canada's Food Guide. In addition, some felt that having water included in the picture was important.

Many parents felt that there were too many competing messages in the copy section, presenting too much information. Specifically, the message regarding the % Daily Value was viewed as lacking relevance to the main message of healthy eating and exercising during the summer months by planning well. Additionally, the ad introduced too many examples, with some indicating they would not take the time to read through the messages.

In some instances, parents believed that the headline should be more visually pronounced to clearly introduce the message and grab readers' attention. This could be achieved by using larger and bolder font, as well as shortening the title. Finally, it was suggested that the sub-heading, "Eat Well" be changed to "Eat Healthy", thus further reinforcing the ad's main message.

Many parents believed the ad presented too many competing headlines (Eat Well, Plan Ahead to Make…, Plan Ahead to Free up Time…), with each repeating a similar message. It was felt that having fewer, more succinct headlines (rather than multiple sub-headings), would improve readability, comprehension and message retention.

Target Audience

Based on the image itself, the print ad concept was viewed by parents attending the discussions as appealing to both parents and children alike. Most parents concurred that children would find the visual intriguing, perhaps wanting to identify the various foods used to create the characters, with the result of generating discussions with their parents. In both Vancouver and Toronto, a number of participants felt the concept reminded them of the "Veggie Tales" cartoon, which was something their children were familiar with.

Parents also believed that the message itself is clearly targeting adults, and that the image is serious enough to grab their attention while still being playful.

Suggestions

Parents shared a number of additional suggestions for making the concept more impactful, including:

- Reconsider inclusion of the % DV messaging;
- Reduce the number of headlines, and make headline messaging more succinct;
- Do not design the bike seat as illustrated;
- Remove the scarf to be more seasonally aligned with summer;
- Consider inclusion of a watermelon for a basket, rather than a pumpkin for seasonal relevance;
- Include messaging on the four food groups, including stronger visual cues; and
- Consider inclusion of a water bottle in the image.

Appendix A:
Recruitment Screener
(English and French)

POR-12-04 Recruitment Screener FINAL - February 26, 2013
Testing of Messages and Tips on Healthy Eating and Healthy Weights, With a Focus on Food Skills

First Name:_____ Last Name: _____

Tel. (H):_____ Tel. (W):_____

Tel. (C): _____

Group 1 2 3 4 5 6 7 8

Toronto, ON (ENGLISH) – FIRST LOCATION

Date: Monday March 25, 2013
Time: Group 1: 6:00 – Low SES
Group 2: 8:00pm – High SES

Location: **Consumer Vision**
2 Bloor Street West, 3rd Floor
Tel: (416) 967-1596

Vancouver, BC (ENGLISH)

Date: Tuesday March 26, 2013
Time: Group 3: 6:00pm – Low SES
Group 4: 8:00pm – High SES

Location: **CRC**
1398 West 7th Avenue
Tel: (604) 714-5900

Montreal, QC (FRENCH)

Date: Wednesday March 27, 2013
Time: Group 5: 6:00pm – Low SES
Group 6: 8:00pm – High SES

Location: **MBA Recherche**
1470 Peel Street, Suite 800
Tel: (514) 284-9644

Halifax, NS (ENGLISH)

Date: Thursday March 28, 2013
Time: Group 7: 6:00pm – Low SES
Group 8: 8:00pm – High SES

Location: **Corporate Research Associates**
7071 Bayers Rd Suite 5001
Tel: (902) 493-3820

SPECIFICATIONS SUMMARY

- 8 groups, 4 locations
- Recruit 12 per group
- **Groups 1, 3, 5 & 7 – LOW SES:**
  - Household income of less than $60k per year
  - No or some post-secondary education
- **Groups 2, 4, 6 & 8 – HIGH SES:**
  - Household income of $60k or more per year
  - Post-secondary education completed
- Aim for mix of adult age in each group
- Parents of children 2-12 living with them at home.
- Never been to a group regarding Health, Nutrition, Physical Activity
- Able to take part in written/visual exercises
- Comfortable sharing opinion

Hello, my name is____ and I am with Corporate Research Associates, a public opinion and market research firm. Today I am calling on behalf of the Government of Canada. We are conducting a study on **issues related to health** and we would like to speak with someone in your household who is 18 years of age or older. Would you be that person? ***(IF NO, ASK FOR SOMEONE ELSE AND REPEAT. IF YES, CONTINUE)***

In the near future, we will be conducting small group discussions lead by a research professional, and are looking to include a variety of participants. Those who are eligible and do take part in the group discussion will receive [$75 in Halifax, Montreal, Vancouver / $85 in Toronto] in appreciation for their time. We are looking for a good variety of participants to take part in these discussions. May I ask you a few quick

questions please to see if you are the type of participant we are looking for? This information will remain completely confidential and you are free to opt out at any time. Thank you.

Gender (By Observation):

Female	1	**Recruit 7-8**
Male	2	**Recruit 4-5**

1. To begin, are you a Canadian citizen at least 18 years old?

Yes	1	
No	2	**THANK & TERMINATE**

2. Have you ever attended a small group discussion for which you received a sum of money?

Yes	1	**CONTINUE** - **Recruit NO MORE than 5 per group**
No	2	**SKIP TO Q6**

3. What was the subject of the group(s)? _____

IF THEY HAVE BEEN TO A GROUP ON HEALTH/NUTRITION/PHYSICAL ACTIVITY, THANK & TERMINATE

4. When was the last time you attended a group discussion? _____

IF THEY HAVE BEEN TO A GROUP IN THE PAST 6 MONTHS, THANK & TERMINATE

5. How many group discussions have you attended in the past 10 years? _____

IF THEY HAVE BEEN TO 3 OR MORE GROUPS IN THE PAST 10 YEARS, THANK & TERMINATE

Now I have a few questions regarding your current situation…

6. Do you have a child or children 2 to 12 years old living in your home?

Yes	1	**CONTINUE**
No	2	**THANK & TERMINATE**

7. Are you or is anyone in your household <u>currently</u> employed or <u>have ever been</u> employed in any of the following types of industries…?

	Currently	Ever Been
Marketing or Market Research	1	1
Public relations	2	2
Advertising or graphic design	3	3
Media (TV, Radio, Newspaper, Internet, Magazines)	4	4
Online media or blog writer	5	5
Public health (including nutrition) or medical sector	6	6
Government – provincial or federal	7	7
Food manufacturing	8	8

IF YES TO ANY OF THE ABOVE, THANK AND TERMINATE

8. Are you currently …?

Employed full time	1	**AIM FOR A MIX**
Employed part-time	2	
Self-employed	3	
A homemaker	4	
Unemployed	5	
Retired	6	
A student	7	

9. If employed, ask… What is your current occupation? _____
TERMINATE IF SIMILAR OCCUPATIONS AS IN Q7

10. If retired, what was your occupation prior to retirement? _____
TERMINATE IF SIMILAR OCCUPATIONS AS IN Q7

11. Which of the following best describes your total household net income last year? That is, the total income of all persons in your household combined, before taxes. Would you say…?

Up to $20,000	1	**CONSIDER FOR GROUPS 1, 3, 5, 7 (LOW SES)**
At least $20,000 but less than $40,000	2	
At least $40,000 but less than $60,000	3	
At least $60,000 but less than $80,000	4	**CONSIDER FOR GROUPS 2, 4, 6, 8 (HIGH SES)**
At least $80,000 but less than $100,000	5	
At least $100,000 but less than $150,000	6	
At least $150,000 or more	7	
Don't know/refused	8	**THANK & TERMINATE**

12. What is the highest level of education you have <u>finished</u>?

Elementary	1	**CONSIDER FOR GROUPS 1, 3, 5, 7 (LOW SES)**
Some High School/Vocational	2	
Completed High School	3	
Some College / Technical Training	4	
Completed College / Technical Training	5	**CONSIDER FOR GROUPS 2, 4, 6, 8 (HIGH SES)**
Some University	6	
Completed University	7	
Refused	8	**THANK & TERMINATE**

13. Into which of the following age groups do you fall? Are you…?

Less than 18	1	**THANK & TERMINATE**
18-29	2	**MIN 7 PER GROUP**
30-39	3	
40-49	4	
50-59	5	**MAX 3 PER GROUP**
60-69	6	
70 and over	7	**THANK & TERMINATE**

AIM FOR A MIX OF AGE IN EACH GROUP

INVITATION

Based on your profile, we would like to invite you to take part in a follow-up small group discussion sometimes known as a focus group. As you may know, focus groups are used as research tools to gather information on a particular subject matter; in this case, issues related to health in general. The focus group will be at **[TIME]** PM, on **[DATE]**. The discussion will consist of about 10 people and will be very informal. This group will last approximately two hours, refreshments will be served and you will receive [$75 in Montreal, Vancouver, Halifax / $85 in Toronto] after the discussion, as a thank you for your time.

14. Would you be interested in attending?

Yes	1	**Continue**
No	2	**THANK & TERMINATE**

The discussion you will be participating in will be audio and video recorded for use by the research team only. Please be assured your comments and responses are strictly confidential.

15. Are you comfortable with the discussion being audio and video recorded?

Yes	1	**Continue**
No	2	**THANK & TERMINATE**

The discussion will take place in a focus group room that is equipped with a one-way mirror for observation, allowing members from the research team to observe the discussion while it is happening.

16. Would this be a problem for you?

Yes	1	**THANK & TERMINATE**
No	2	**Continue**

17. Participants <u>WILL</u> be asked to read materials <u>AND</u> write out responses. Is it possible for you to take part in these activities in English (French) without assistance during the group discussion?

Yes	1	**Continue**
No	2	**THANK & TERMINATE**

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.

18. Since participants in focus groups are asked to express their thoughts and opinions freely in an informal setting with others, we'd like to know how comfortable you are with such an exercise. Would you say you are…?

Very comfortable	1	**Continue**
Comfortable	2	**Continue**
Not very comfortable	3	**Thank & Terminate**
Not at all comfortable	4	**Thank & terminate**

19. As I mentioned earlier…the focus group will take place the evening of **[DATE]** at **[TIME]** for 2 hours. It will be held at **[LOCATION]**. Just to confirm, are you able to attend?

Yes	1	**Continue**
No	2	**THANK & TERMINATE**

We ask everyone who is participating in the focus group to bring along a piece of I.D., picture if possible. Please also bring with you reading glasses or anything else that you need to read with or actively take part in the discussion.

As these are small groups and with even one person missing, the overall success of the group may be affected, I would ask that once you have decided to attend that you make every effort to do so. In the event you are unable to attend, please call_____ (collect) at _____as soon as possible in order that a replacement may be found.

Please also arrive 15 minutes prior to the starting time to be sure you find parking, locate the facility and have time to check-in with the hosts. **The discussion begins promptly at [TIME]**. Anyone arriving after **[TIME]** will NOT be able to take part in the discussion and will NOT receive the [$75 in Halifax, Montreal, Vancouver / $85 in Toronto] incentive.

20. Someone will call you the day before the focus group to remind you about the discussion. What would be the best number to reach you at during the daytime or evening on **[DAY BEFORE FOCUS GROUP]**?

RECORD BEST TELEPHONE NUMBERS: ***DAYTIME:*** _____
EVENING: _____

21. And what would be the best number to reach you during the daytime the day of the focus group, in case there are any last minute changes regarding the focus group?

RECORD BEST DAYTIME TELEPHONE NUMBERS: _____

Thank you for your interest! We look forward to hearing your opinions on **[DATE]**.

Attention Recruiters

1. Recruit 12 per group
2. CHECK QUOTAS
3. Ensure participant has a good speaking (overall responses) ability-If in doubt, DO NOT INVITE
4. Do not put names on profile sheet unless you have a firm commitment.
5. Repeat the date, time and location before hanging up.

Confirming – DAY BEFORE GROUP

1. Confirm in person with the participant the day prior to the group– do not leave a message
2. Confirm all key qualifying questions
3. Verify time location (ask if they are familiar)
4. Ask them to bring reading glasses or anything else they need to read and/or take part in the discussion (such as hearing aid)
5. Remind them to arrive 15 minutes prior to the start time

POR-12-04 Question de recrutement, version Finale
Mise à l'essai de messages et de conseils sur une alimentation saine et un poids santé, en mettant l'accent sur les compétences alimentaires

Prénom : _____ Nom : _____

Tél. (Domicile) :_____ Tél. (Travail) :_____

Tél. (Cell) : _____

Groupe 5 6

Montréal, QC (FRANÇAIS)
Date : Le mercredi 27 mars 2013
Heure : Groupe 5 : 18 h – SSÉ inférieur
Groupe 6 : 20 h – SSÉ supérieur

Emplacement : MBA Recherche
1470, rue Peel, bureau 800
Tel: (514) 284-9644

SOMMAIRE DES EXIGENCES	
• 8 groupes, 4 emplacements • 12 recrues par groupe • **Groupes 1, 3, 5 et 7 – SSÉ inférieur :** o Revenu familial inférieur à 60 000 $ par année o Aucune ou peu d'études post-secondaires • **Groupes 2, 4, 6 et 8 – SSÉ supérieur :** o Revenu familial de 60 000 $ ou plus par année o Études post-secondaires terminées	• Viser un assortiment d'âges d'adulte pour chaque groupe. • Parents d'enfants de 2 à 12 ans vivant avec eux à la maison. • N'a jamais fait partie d'un groupe concernant la santé, la nutrition et l'activité physique. • Ils sont aptes à participer à des exercices écrits ou visuels. • À l'aise à partager ses opinions..

Bonjour, je m'appelle ____ et je travaille pour Corporate Research Associates, une société d'étude de marché et de sondage d'opinion publique. Je vous appelle aujourd'hui de la part du gouvernement du Canada. Nous menons une étude sur **les préoccupations en matière de santé** et nous aimerions parler à un membre de votre foyer qui a 18 ans ou plus. Êtes-vous l'une de ces personnes? ***(SI CE N'EST PAS LE CAS, DEMANDER DE PARLER À QUELQU'UN D'AUTRE ET RÉPÉTER. SI C'EST LE CAS, CONTINUER)***

Prochainement, nous allons mener des discussions en petits groupes dirigées par un professionnel de la recherche et nous désirons inclure une variété de participants. Ceux qui sont admissibles et qui participeront aux discussions de groupe recevront [75 $] en reconnaissance de leur temps. Nous recherchons une bonne variété de participants pour prendre part à ces discussions. Puis-je vous poser quelques questions très brèves pour voir si vous faites partie du type de participant que nous recherchons? Ces renseignements demeureront strictement confidentiels et vous êtes libre de refuser de participer en tout temps. Merci.

Sexe (par observation)

Femme.....1 **Recruter 7 à 8**
Masculin .....2 **Recruter 4 à 5**

1. Pour commencer, êtes-vous un citoyen canadien et avez-vous 18 ans et plus?

   Oui 1
   Non ..... 2 **REMERCIER ET TERMINER**

2. Avez-vous déjà participé à une discussion en petits groupes pour laquelle vous avez été rémunéré?

   Oui ..... 1 **CONTINUER - Recruter MAX de 5 par groupe**
   Non ..... 2 **PASSER À LA Q6**

3. Quel était le ou les sujets discutés? _____

   SI LA PERSONNE A PARTICIPÉ À UN GROUPE SUR LA SANTÉ/LA NUTRITION/L'ACTIVITÉ PHYSIQUE, REMERCIER ET TERMINER

4. Quand était la dernière fois que vous avez participé à une discussion de groupe ? _____

   SI LE RÉPONDANT A PARTICIPÉ À UN GROUPE AU COURS DES SIX DERNIERS MOIS, REMERCIER ET TERMINER

5. À combien de discussions de groupe avez-vous participé au cours des 10 dernières années?

   _____

   SI LA PERSONNE A PARTICIPÉ À TROIS GROUPES OU PLUS AU COURS DES DIX DERNIÈRES ANNÉES, LA REMERCIER ET TERMINER L'ENTREVUE.

J'aimerais maintenant vous poser quelques questions sur votre situation actuelle…

6. Avez-vous un ou des enfants âgés entre 2 et 12 ans qui vivent avec vous?

   Oui ..... 1 **CONTINUER**
   Non ..... 2 **REMERCIER ET TERMINER L'ENTREVUE**

7. Parmi les membres de votre foyer, y compris vous-même, y a-t-il quelqu'un qui travaille actuellement ou qui a déjà travaillé dans l'un des secteurs suivants?

	Travaille actuellement	A déjà travaillé
Marketing ou études de marché	1	1
Relations publiques	2	2
Publicité ou graphisme	3	3
Médias (télévision, radio, journaux, Internet, magazines)	4	4
Média en ligne ou blogueur	5	5
Santé publique (incluant la nutrition) ou secteur médical	6	6
Gouvernement - provincial ou fédéral	7	7
Fabrication de produits alimentaires	8	8

SI LA RÉPONSE À L'UNE DES OPTIONS CI-DESSUS EST « OUI », REMERCIER ET TERMINER L'ENTREVUE

8. Êtes-vous actuellement...?

Employé à temps plein	1	**RECHERCHER UN MÉLANGE**
Employé à temps partiel	2	
Travailleur autonome	3	
Personne au foyer	4	
Sans emploi	5	
Retraité(e)	6	
Étudiant(e)	7	

9. Si le répondant est employé, demander… Quel est votre poste actuel? _____

TERMINER L'ENTREVUE SI LA PROFESSION EST SEMBLABLE À L'UNE DE CELLES DE LA Q7.

10. Si la personne est retraitée, demander : Quelle était votre profession avant de prendre votre retraite?

_____

TERMINER L'ENTREVUE SI LA PROFESSION EST SEMBLABLE À L'UNE DE CELLES DE LA Q7.

11. Parmi les catégories suivantes, laquelle décrit le mieux le revenu net total de votre foyer l'année dernière? C'est-à-dire, le revenu total combiné de toutes les personnes de votre foyer, avant impôt. Serait-ce...?

20 000 $ et moins	1	**À CONSIDÉRER POUR LES GROUPES 1, 3, 5 ET 7 (SSÉ INFÉRIEUR)**
Au moins 20 000 $, mais moins de 40 000 $	2	
Au moins 40 000 $, mais moins de 60 000 $	3	
Au moins 60 000 $, mais moins de 80 000 $	4	**À CONSIDÉRER POUR LES GROUPES 2, 4, 6 ET 8 (SSÉ SUPÉRIEUR)**
Au moins 80 000 $, mais moins de 100 000 $	5	
Au moins 100 000 $, mais moins de 150 000 $	6	
150 000 $ et plus	7	
Ne sais pas / Refus	8	**REMERCIER ET TERMINER**

12. Quel est le plus haut niveau de scolarité que vous avez atteint?

Primaire	1	**À CONSIDÉRER POUR LES GROUPES 1, 3, 5 ET 7 (SSÉ INFÉRIEUR)**
Études secondaires ou formation professionnelle non terminées	2	
Secondaire	3	
Quelques cours collégiaux / Formation technique	4	
Études collégiales ou formation technique	5	**À CONSIDÉRER POUR LES GROUPES 2, 4, 6 ET 8 (SSÉ SUPÉRIEUR)**
Études universitaires non terminées	6	
Diplôme universitaire	7	
Refus	8	**REMERCIER ET TERMINER**

13. Dans laquelle des catégories d'âge suivantes vous situez-vous? Avez-vous actuellement….?

Moins de 18 ans	1	**REMERCIER ET TERMINER**
Entre 18 et 29 ans	2	**MINIMUM DE 7 PAR GROUPE**
Entre 30 et 39 ans	3	
Entre 40 et 49 ans	4	
Entre 50 et 59 ans	5	**MAXIMUM DE 3 PAR GROUPE**
Entre 60 et 69 ans	6	
70 et plus	7	**REMERCIER ET TERMINER**

RECHERCHER UN ASSORTIMENT D'ÂGES POUR CHAQUE GROUPE

INVITATION

En raison de votre profil, nous aimerions vous inviter à prendre part à une discussion de suivi en petits groupes qu'on appelle parfois groupes de discussion. Comme vous le savez peut-être, les groupes de discussion servent d'outils de recherche pour recueillir des renseignements sur un sujet précis. Dans le cas qui nous intéresse, il s'agit d'éléments liés à la santé en général. Le groupe de discussion se réunira à **[HEURE] h**, le **[DATE]**. Environ dix personnes participeront à la discussion, qui sera informel. Cette discussion durera environ deux heures. Des rafraîchissements seront servis et vous recevrez [75 $] après la discussion, en guise de remerciement pour votre temps.

14. Êtes-vous intéressé(e) à participer?

Oui	1	**Continuer**
Non	2	**REMERCIER ET TERMINER**

La discussion à laquelle vous participerez sera enregistrée en format audio et vidéo aux fins d'une utilisation par l'équipe de recherche uniquement. Soyez assuré que vos commentaires et réponses demeureront strictement confidentiels.

15. Êtes-vous à l'aise avec le fait que la discussion soit enregistrée en formats audio et vidéo?

Oui	1	**Continuer**
Non	2	**REMERCIER ET TERMINER**

La discussion aura lieu dans une pièce consacrée aux groupes de discussion dotée d'un miroir sans tain (qui permet de voir d'un seul côté). L'équipe de recherche pourra ainsi observer la discussion pendant qu'elle se déroule.

16. Cela vous pose-t-il problème?

Oui	1	**REMERCIER ET TERMINER**
Non	2	**Continuer**

17. Les participants DEVRONT lire des textes ET inscrire des réponses. Êtes-vous en mesure de participer à de telles activités en français sans aide pendant le groupe de discussion?

Oui	1	**Continuer**
Non	2	**REMERCIER ET TERMINER L'ENTREVUE**

TERMINER SI LA PERSONNE QUI RÉPOND FAIT PART D'UNE RAISON TELLE QUE PROBLÈME D'OUÏE OU DE VUE, DE LANGAGE ÉCRIT OU VERBAL, D'UNE CRAINTE DE NE POUVOIR ÊTRE CAPABLE DE COMMUNIQUER EFFICACEMENT, OU SI VOUS-MÊME AVEZ UNE PRÉOCCUPATION.

18. Les participants des groupes de discussion doivent exprimer leurs pensées et leur opinion de manière libre et dans un contexte informel avec d'autres personnes. À quel point êtes-vous à l'aise avec un tel exercice? Êtes-vous...

Tout à fait à l'aise	1	**Continuer**
À l'aise	2	**Continuer**
Pas vraiment à l'aise	3	**Remercier et terminer l'entrevue**
Pas du tout à l'aise	4	**Remercier et terminer l'entrevue**

19. Comme je l'ai mentionné plus tôt… la discussion aura lieu en soirée, le **[DATE]** à **[TIME]** et durera deux heures. Elle se déroulera au **[LOCATION]**. Afin de confirmer, serez-vous capable d'y participer?

Oui	1	**Continuer**
Non	2	**REMERCIER ET TERMINER L'ENTREVUE**

Nous demandons à tous ceux qui participent au groupe de discussion d'apporter une pièce d'identité avec photo si possible. N'oubliez pas vos lunettes de lecture ou tout ce dont vous pourriez avoir besoin pour lire ou pour participer à la discussion.

Puisqu'il s'agit de petits groupes, le succès pourrait être compromis si une des personnes invitées manquait à l'appel. C'est pourquoi je vous demande, si vous avez décidé de participer, de faire tout votre possible pour y assister. Si jamais vous étiez dans l'impossibilité de participer, veuillez communiquer avec _____ (appel à frais virés) au _____ dès que possible afin que nous puissions trouver un autre participant pour vous remplacer.

Assurez-vous d'arriver 15 minutes avant l'heure de début afin de pouvoir trouver un stationnement et l'endroit, et avoir le temps de vous présenter aux animateurs. **La discussion commencera exactement à [HEURE]**. Toute personne arrivant après **[TIME]** NE POURRA prendre part à la discussion et NE RECEVRA PAS le montant de [75 $] en récompense.

20. Quelqu'un vous appellera le jour précédant la rencontre pour vous rappeler de vous rendre à la discussion. À quel numéro pouvons-nous vous joindre pendant le jour ou la soirée le **[DATE PRÉCÉDENT LA DISCUSSION]**?

INSCRIRE LES NUMÉROS DE TÉLÉPHONE : ***JOUR :*** _____
SOIRÉE : _____

21. Et quel serait le numéro pour vous joindre au cours de la journée où se tiendra la discussion, s'il y avait des changements de dernière minute concernant le groupe de discussion?

INSCRIRE LES NUMÉROS DE TÉLÉPHONE DE JOUR : _____

Merci de votre intérêt! Nous avons hâte de connaître vos pensées et vos opinions le **[DATE]**.

Avis aux recruteurs :

1. 12 recrues par groupe
2. VÉRIFIER LES QUOTAS.
3. Assurez-vous que chaque participant a de bonnes habiletés d'expression orale – En cas de doute, NE PAS L'INVITER.
4. Ne pas inscrire pas les noms sur la feuille de profils à moins d'avoir obtenu un engagement ferme.
5. Confirmer la date, l'heure et l'endroit avant de raccrocher.

Confirmation – LA VEILLE DE LA DISCUSSION

1. Confirmez en personne avec le participant – ne laissez pas de message.
2. Confirmer toutes les questions clés d'admissibilité.
3. Confirmez l'heure et l'endroit (demandez aux répondants s'ils connaissent l'endroit).
4. Demandez-leur d'apporter leurs lunettes ou tout autre article dont ils ont besoin pour lire ou pour prendre part à la discussion (comme une prothèse auditive).
5. Demander aux participants d'arriver 15 minutes à l'avance.

Appendix B:
Moderator's Guide
(English and French)

FINAL Moderator's Guide – March 22, 2013

POR-12-04, Testing of Messages and Tips on Healthy Eating and Healthy Weights,
With a Focus on Food Skills - Knowledge and Planning Components of Food Skills

Study Objectives (Confidential - not to be shared with participants)

1. *To evaluate messages and tips on food skills, specifically the 'knowledge' and 'planning' components of food skills and determine if messages are:*
    a. *clear, credible, relevant and of value to the audience;*
    b. *appealing and appropriate to the cultural and emotional sensitivities of the audience;*
    c. *memorable in the minds of the audience;*
    d. *utilizing the right tone; and*
    e. *able to motivate the audience to take personal actions.*
2. *To elicit suggestions for potential changes to make the messages more effective at reaching the target audience.*
3. *To gather what other information would be needed to help educate consumers about food skills.*

Introduction/Paperwork/Warm-up **5 minutes**

- **Welcome** - Intro self, role as moderator.
- **Explain purpose** – Today we are going to talk about food shopping, preparation and storing, as well as meal planning.
- **Study sponsor**: Government of Canada (observers in backroom/remotely)
- **Explain process** – 2 hours; no break; interested in personal opinions; no wrong answers; need to understand agreement/disagreement; recording session; talk one at a time; confidentiality / anonymity; voluntary participation; nothing you will say will affect your dealings with the Government of Canada.
- **Participant introductions** - first name; who lives in your house (PROBE for number of children and age); your favourite food.

Planning Habits **10 minutes**

I would like to begin by talking about your meal planning habits.

Discuss, as a group:

- How, if at all, do you plan for your grocery store visit?
- At the store, do you look at the products' labels?
    - What do you look for? What is important for you?
- Do you plan your family's meals?
    - What factors do you consider when planning meals? What's most important? ***PROBE:*** cost; speed of preparation; ease of preparation; health; taste; allergies; family preferences;
- Who is involved in planning and preparing meals in your household? What is everyone's role?
- How do you determine how much to eat?
- Where do you get advice or ideas to help you with meal planning?
    - What is most useful to you?

Messages	**85 minutes**

I would like to show you four sets of messages that have been developed about eating habits. We will look at them one at a time.

Moderator distributes 1 set of messages (including sub-bullets/tips) at a time to participants, review, ask to complete the individual exercise, and discuss as a group before moving on to the next message. Rotate presentation order across groups to minimize bias.

Individual Exercise #1-4 – As you read each message, highlight in green what speaks to you personally or grabs your attention and highlight in pink what is confusing or requires more explanation. After you have read through, take a moment to jot down your thoughts on what you have read:

1) For each statement listed regarding the message, circle the image that best represents your level of personal agreement with the statements:
    - This message makes sense to me
    - It speaks to me personally
    - I am motivated by what it says
    - I believe what it says
    - It encourages me to change some of my planning habits.
2) Then, summarize in your own words what this is trying to communicate.

Discuss, as a group, following each exercise:

- What is your overall impression of these messages? Likes / dislikes?
- What immediately grabbed your attention (green highlights)? Why?
- What is less relevant to you personally? Why?
- What are they trying to communicate?
- How do you feel about what they are saying? ***PROBE:*** guilt; motivation; bored; urged; informed
- How would you describe the tone?
- Is this credible? Are suggestions provided realistic?
- Is anything confusing (pink highlights)?
- Does it make you think about your own planning habits? How so?
- What have you learned from this message?
- What would you remember most? Why?
- What, if anything, would you do with this information?
- ***Messages 1-3:*** What other advice or messages would inspire you to reflect on your own habits during the [summer time/back to school period/holiday season]?
- ***Message 4:*** What other advice or message would also inform you about serving sizes?
    - To what extent do these messages explain what a serving size is? And the difference with portion size and food guide service size?
    - Are these tips usable day-to-day? Why/why not?

Message 4 Part 2: I would like to show you additional information regarding the serving sizes. ***Moderator distributes Serving Size Part 2 description to each participant.*** Let's read this together.

- What do you think of the level of details provided?
- What, if anything, have you learned from these messages?
- Is anything confusing?
- Do these examples add to your understanding of the previous messages (in Serving Size – part 1), or do you find they offer unnecessary information?
- How, if at all, would you use these advices?

Repeat individual exercise and group discussion for each set of messages, one at a time.

Messages:

1. Summer: Retailers Message & Planning at Home & Shopping at the Grocery Store
2. Back to School Planning: At Home & At the Grocery Store
3. Holiday Planning: At Home & At the Grocery Store
4. Serving Size Part 1 (present Part 2 subsequent to Part 1 discussion)

After all messages have been reviewed…

Individual Exercise #5 - Now that we have looked at all of the messages, please take a moment to jot down what message speaks to you the most personally and which one speaks to you the least. Then jot down why you have that opinion. I will give you a few minutes to do so. ***Moderator goes in back room for feedback***

Discuss, as a group, following the exercise:

- Which message did you choose? Why?

Print Advertisement Concept	**10 minutes**

The messages we have looked at today may be used in print advertisements. For the last part of our discussion tonight, I would like to show you one example of what it might look like.

Moderator shows / distributes copy of print ad to participants.

Discuss, as a group:

- What is your overall impression of this ad? Likes / dislikes?
- Who is this ad for – someone like you or someone different?
  - What would make it more compelling to you personally?
- What does the image communicate?
  - How, if at all, does it relate to the text?
- Is anything confusing? If so, how can it be improved?

Individual Exercise #6 – To conclude our discussion, please take a moment to jot down your advice on ways these messages should be communicated to people like you. I will give you a few minutes to do so. ***Moderator goes in back room for feedback***

This concludes our discussion. In the interest of time, I will review your recommendations on my own.

Thanks & Closure	**5 minutes**

On behalf of the Government of Canada, thank you for your participation. Please leave all of the papers behind and see the hostess on your way out to receive the incentive. ***GROUP 1:*** Please do not discuss tonight's topic with the next set of participants after leaving this room. This is most important as there is another group waiting for me outside.

Exercise #1: SUMMER	
This message makes sense to me.	
It speaks to me personally.	
I am motivated by what it says.	
I believe what it says.	
It encourages me to change some of my planning habits.	

Message: _____

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Exercise #2: BACK TO SCHOOL	
This message makes sense to me.	
It speaks to me personally.	
I am motivated by what it says.	
I believe what it says.	
It encourages me to change some of my planning habits.	

Message: _____

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Exercise #3: HOLIDAYS

This message makes sense to me.	
It speaks to me personally.	
I am motivated by what it says.	
I believe what it says.	
It encourages me to change some of my planning habits.	

Message: _____

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Exercise #4: PORTION SIZE

This message makes sense to me.	
It speaks to me personally.	
I am motivated by what it says.	
I believe what it says.	
It encourages me to change some of my planning habits.	

Message: _____

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Exercise #5

_____ _____

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Version FINALE - Guide de l'animateur – 25 mars 2013

POR-12-04, Mise à l'essai de messages et de conseils sur une alimentation saine et un poids santé, en mettant l'accent sur les compétences alimentaires – Les connaissances et éléments de planifications des compétences alimentaires.

Objectifs de l'étude (Confidentiel - ne pas en informer les participants)

1. *Évaluer les messages et les conseils portant sur les compétences alimentaires, particulièrement «les connaissances et les éléments de planification des compétences alimentaires » et déterminer si les messages sont :*
    a. *clairs, crédibles, pertinents et s'ils ont une valeur pour le public;*
    b. *attrayants et appropriés compte tenu des sensibilités culturelles et émotionnelles du public;*
    c. *mémorables dans l'esprit du public;*
    d. *énoncés sur le bon ton;*
    e. *capables de motiver le public à passer à l'action.*
2. *Solliciter des suggestions de changements potentiels à apporter aux messages afin de toucher plus efficacement le groupe cible.*
3. *Recueillir d'autres renseignements qui seraient nécessaires pour aider à informer les consommateurs à propos des connaissances en alimentation.*

Introduction, paperasserie et mise en train **5 minutes**

- **Accueil** : Présentez-vous et décrivez votre rôle en tant qu'animateur.
- **Expliquer le but** – Aujourd'hui nous allons parler de l'achat de nourriture, de la préparation et du rangement, ainsi que de la planification des repas.
- **Commanditaire de l'étude** : Gouvernement du Canada (observateurs à huis clos/à distance)
- **Expliquer le processus** – durée de 2 heures; aucune pause; nous sommes intéressés par votre opinion personnelle; il n'y a pas de mauvaise réponse; nous devons comprendre les accords et désaccords; session enregistrée, parler chacun son tour; commentaires confidentiels et anonymes; participation volontaire; rien de ce qui sera dit n'aura d'incidence sur votre relation avec le gouvernement du Canada.
- **Présentation des participants** – prénom; personnes qui partagent leur domicile (DEMANDER le nombre d'enfants et leur âge); aliments préférés.

Habitudes de planification **10 minutes**

J'aimerais commencer par parler de vos habitudes concernant la planification des repas.

Discussion en groupe :

- S'il y a lieu, comment planifiez-vous votre visite à l'épicerie?
- À l'épicerie, regardez-vous les étiquettes des produits?
    - Que cherchez-vous? Qu'est-ce qui est important pour vous?
- Planifiez-vous les repas de votre famille?
    - De quels facteurs tenez-vous compte dans la planification de vos repas? Qu'est-ce qui importe le plus? ***APPROFONDIR :*** coût; préparation rapide; facilité de préparation; santé; goût; allergies; préférences familiales.
- Qui est impliqué dans la planification et la préparation des repas dans votre foyer? Quel est le rôle de chacun?
- Comment déterminez-vous quelle quantité manger?
- Où obtenez-vous des conseils ou des idées pour vous aider dans la planification de vos repas?
    - Qu'est-ce qui est le plus pratique pour vous?

Messages	**85 minutes**

J'aimerais vous montrer quatre groupes de messages qui ont été élaborés concernant les habitudes alimentaires. Nous les lirons l'un après l'autre.

L'animateur distribue <u>un groupe de messages (incluant les points/conseils) à la fois</u> aux participants, le passe en revue, demande de faire l'exercice individuel et discute en groupe avant de passer au message suivant. Changez l'ordre des présentations entre les groupes pour éviter toute partialité.

Exercice individuel n^{o} 1-4 – À mesure que vous lisez chaque message, surlignez en vert ce qui vous concerne personnellement ou ce qui attire votre attention, et surlignez en rose ce qui crée de la confusion ou qui nécessite plus d'explications. Après avoir lu le tout, prenez un moment pour noter vos pensées sur ce que vous avez lu :

1) Pour chaque énoncé mentionné concernant le message, encerclez l'image qui représente le mieux votre degré d'accord ou de désaccord avec les énoncés :
    - Selon moi, ce message fait du sens
    - Il me touche personnellement
    - Je suis motivé par ce qu'il dit
    - Je crois ce qui est dit
    - Il m'encourage à modifier certaines de mes habitudes de planification.
2) Résumez ensuite dans vos propres mots ce que le message essaie de communiquer.

<u>Discutez en groupe, après chaque exercice :</u>

- Quelles sont vos impressions globales à propos de ces messages? Aime / Aime moins?
- Qu'est-ce qui a immédiatement attiré votre attention (éléments surlignés en vert)? Pourquoi?
- Qu'est-ce qui est moins pertinent pour vous personnellement? Pourquoi?
- Qu'essai-t-on de communiquer?
- Comment vous sentez-vous par rapport à ce qui est dit? ***APPROFONDIR :*** culpabilité, motivation; ennui; sentiment d'urgence; informé
- Comment décririez-vous leur ton?
- Est-ce crédible? Les suggestions données sont-elles réalistes?
- Y a-t-il quelque chose qui manque de clarté (éléments surlignés en rose)?
- Est-ce que ces messages vous font penser à vos propres habitudes de planification? De quelle façon?
- Qu'avez-vous appris par ce message?
- Qu'est-ce qui est le plus mémorable? Pourquoi?
- Le cas échéant, que feriez-vous avec cette information?
- ***Messages 1-3 :*** Quels autres conseils ou messages vous ferait réfléchir à vos propres habitudes au cours de [l'été/la rentrée scolaire/la saison des Fêtes]?
- ***Message 4 :*** Quel autre conseil ou message vous donnerait de l'information sur les portions?
    - À quel degré ces messages expliquent-ils ce qu'est une portion? Et la différence avec une portion du tableau de la valeur nutritive et une portion du Guide alimentaire?
    - Ces directives peuvent-elles être utilisées quotidiennement? Pourquoi/Pourquoi pas?

  Message 4, 2^{e} partie : J'aimerais vous donner des renseignements supplémentaires sur les portions. ***L'animateur distribue la 2^{e} partie de la description des portions à chaque participant.*** Lisons ensemble.

- Que pensez-vous du niveau de détail donné?
- Le cas échéant, qu'est-ce que ces messages vous ont appris?
- Y a-t-il quelque chose qui pourrait porter à confusion?
- Est-ce que ces exemples aident à la compréhension des messages précédents (Description des portions 1e partie), ou donnent-ils de l'information non essentielle?
- Le cas échéant, comment utiliseriez-vous ces conseils?

Répétez l'exercice individuel et la discussion de groupe pour chaque groupe de messages, un à la fois.

Messages :

1. Été : Détaillants + Planification à la maison + Achats à l'épicerie
2. Planification pour la rentrée scolaire : À la maison et à l'épicerie
3. Planification des Fêtes : À la maison et à l'épicerie
4. La Portion 1re partie (présentez la 2e partie après la discussion de la 1re partie)

Après l'analyse de tous les messages :

Exercice individuel no 5 - Maintenant que nous avons passé en revue tous les messages, veuillez prendre un moment pour noter lequel des messages vous touche le plus personnellement et celui qui vous touche le moins. Ensuite, expliquez les raisons de votre opinion. Je vais vous donner quelques minutes pour ce faire. ***L'animateur se retire dans la salle d'observation pour récolter les commentaires.***

Discussion en groupe après l'exercice :

- Quel message avez-vous choisi? Pourquoi?

Concept de publicité imprimée	**10 minutes**

Les messages que nous avons étudiés aujourd'hui pourraient être utilisés dans de la publicité imprimée. Pour la dernière partie de notre discussion ce soir, j'aimerais vous montrer un exemple de ce qu'elle pourrait avoir l'air.

L'animateur montre / distribue un exemple de publicité imprimée aux participants.

Discussion en groupe :

- Quelles sont vos impressions globales de cette publicité? Aimé / Moins aimé?
- À qui s'adresse-t-on avec cette publicité - quelqu'un comme vous ou quelqu'un de différent?
    - Qu'est-ce qui la rendrait plus intéressante pour vous personnellement?
- Que suggère l'image?
    - En quoi se rapporte-t-elle au texte?
- Y a-t-il quelque chose qui porte à confusion? Le cas échéant, comment pourrait-elle être améliorée?

Exercice individuel no 6 – Pour conclure notre discussion, veuillez prendre un moment pour noter vos conseils sur la façon dont ces messages pourraient être communiqués à des gens comme vous. Je vais vous donner quelques minutes pour ce faire. ***L'animateur se retire dans la salle d'observation pour récolter les commentaires.***

C'est ce qui conclut notre discussion. Pour gagner du temps, j'examinerai vos recommandations plus tard.

Remerciements et clôture	**5 minutes**

Au nom du gouvernement du Canada, je vous remercie de votre participation. Veuillez laisser tous les papiers ici et allez voir l'hôtesse en sortant pour recevoir votre récompense. ***GROUPE 1 :*** Veuillez ne pas discuter du sujet de ce soir avec le prochain groupe de participants après avoir quitté la pièce. C'est très important car il y a un autre groupe qui m'attend à l'extérieur.

Exercice n° 1

Selon moi, ce message fait du sens.	
Il me touche personnellement.	
Je suis motivé par ce qu'il dit.	
Je crois ce qui est dit.	
Il m'encourage à modifier certaines de mes habitudes de planification.	

Message : _____

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Exercice n° 2

Selon moi, ce message fait du sens.	
Il me touche personnellement.	
Je suis motivé par ce qu'il dit.	
Je crois ce qui est dit.	
Il m'encourage à modifier certaines de mes habitudes de planification.	

Message : _____

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Exercice n° 3	
Selon moi, ce message fait du sens.	
Il me touche personnellement.	
Je suis motivé par ce qu'il dit.	
Je crois ce qui est dit.	
Il m'encourage à modifier certaines de mes habitudes de planification.	

Message : _____

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Exercice n° 4	
Selon moi, ce message fait du sens.	
Il me touche personnellement.	
Je suis motivé par ce qu'il dit.	
Je crois ce qui est dit.	
Il m'encourage à modifier certaines de mes habitudes de planification.	

Message : _____

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Exercice 5

Appendix C:
Materials Tested
(English and French)

SUMMER: RETAILERS

Plan ahead to make healthy eating a breeze this summer. Plan ahead to free up time for fun!

- Hitting the road? Pack the four food groups, like whole grain crackers, bite-size veggies, cheese cubes and nuts.
- Barbecuing tonight? Put extra veggies, fish, tofu or lean meat on the grill for tomorrow's lunch.
- Compare the % Daily Value (% DV) of your summer favorites like sauces, dressings and condiments. 5% DV or less is a little. 15 % DV or more is a lot.

SUMMER: PLANNING AT HOME

Make healthy eating a breeze this summer by planning your meals and snacks.

- Heading off to the lake or going camping? Plan out your meals, cook and freeze your dinners, and heat up at the camp site. This will give you more time to play!
- Keep a refillable bottle of water handy. Water is the perfect drink on a hot summer day.

Have more time to enjoy the outdoors by whipping up simple meals and snacks with little prep work.

- Going on a day trip or road trip? Plan to take power snacks to fuel your trip. Think fruits, veggie sticks, homemade trail mix (dried fruit, whole grain cereal, and nuts), homemade muffins, popcorn, yogurt, hard-boiled eggs, and sandwiches (e.g. peanut butter, cheese, tuna, salmon). Use ice packs to keep cold foods cold.
- Short on time? Throw together a quick and easy bean salad with lower sodium canned beans, corn and a whole grain like quinoa or brown rice. Add diced sweet peppers and sliced oranges for some natural sweetness.
- Serve up a no-cook platter: bite-sized tomatoes, cucumber slices, pieces of broccoli and cauliflower, carrot sticks, mini whole grain pitas, hummus, and cubes of cheese.

Spend quality family time by planning meals together.

- Ask your children to help plan and pack a picnic. Include foods from the four food groups.

SUMMER: SHOPPING AT THE GROCERY STORE

Save time and money at the grocery store.

- Zip through the aisles using your grocery list.
- Save money by sticking to your list. This will help you cut down on impulse buys.

Make grocery shopping a family field trip.

- Visit a grocery store or farmer's market to explore the summer's supply of fresh vegetables and fruits.
- Feed your kids' curiosity by letting them choose a new vegetable or fruit.

BACK TO SCHOOL PLANNING: AT HOME

Beat the back-to-school rush. Make healthy eating easy by planning your meals and snacks.

- Create a meal plan based on what foods you already have, what's on sale and your budget. Include foods from the four food groups in Canada's Food Guide.
- Flip through grocery store flyers to take advantage of specials and use coupons to save money on healthier foods.
- Get recipe ideas from magazines, cookbooks and online sites.
- Think about your family's schedule, sports and other activities. Having a list of fast and easy healthy meal ideas will come in handy.

Take the stress out of mealtimes by cooking ahead and being creative with leftovers.

- Reinvent leftovers. Use extra cooked salmon for a quick lunch sandwich. Leftover chicken is great for a homemade chicken noodle soup with whole grain noodles and frozen peas and carrots. Top baked sweet potatoes with leftover chili. Whip up an omelette with leftover cooked vegetables. Stuff a whole grain pita pocket with last night's chickpeas and shredded carrot salad. Make a soup with leftover stir-fry, or put it in a wrap.
- Hard boil eggs on the weekend. They will keep for a few days with the shell on. Pair them up with your favourite vegetable for a fast snack or lunch.
- Stock up on easy to grab snacks: cut up vegetables and fruit, lower fat yogurt, high fibre granola bar and unsalted soy nuts.

Teach your kids important life skills by planning meals as a family.

- Get kids to help in different ways: check flyers for healthier foods on sale, help write the grocery list, check the fridge and cupboards, or put together a folder of favourite recipes.
- School lunches stressing you out? Plan them out with your kids. Fill whole grain tortilla wraps with roast turkey, chicken, or hummus; add crunch with shredded carrots, lettuce, or pepper strips. Pack chili or baked beans with a side of veggies and dip. Place whole grain crackers, cheese, veggies and fruit in a divided container. Save time by packing up last night's leftovers for lunch.

BACK TO SCHOOL PLANNING: AT THE GROCERY STORE

Save time and money at the grocery store.

- Save time in the produce section with ready-to-use vegetables and fruit such as bagged green salad, broccoli slaw, cut-up squash, sliced mushrooms, chunks of melon and pineapple.

Dare to compare and make healthier food choices.

- Get a calcium kick with milk (skim, 1% or 2%), and lower fat yogurts and cheeses. Fortified soy beverages are also a good choice.
- Get a fibre and protein boost with chickpeas, kidney beans and lentils. Choose the lower sodium versions.
- Go for healthier dips and spreads: all natural nut butters, hummus, guacamole, yogurt or bean dip.
- Choose fish such as salmon and trout. Canned sardines and lower sodium canned tuna and salmon are also great buys.
- Buy lean and extra lean ground meats such as beef, chicken and turkey.

HOLIDAY PLANNING: AT HOME

Help make the holidays run smoothly by planning your meals and snacks.

- Use Canada's Food Guide to make a list of fast and easy meal ideas that your family likes to eat. A few ideas: eggs with salad or sautéed greens and a whole grain English muffin; or a quick quesadilla with black beans, salsa, low-fat cheese in a whole grain tortilla and a side salad.
- Have healthy snacks on hand so they're easy to grab while you're rushing from one holiday gathering to the next. Try cut up vegetables and fruit, unsalted nuts and soy nuts, lower fat yogurt, hummus and whole grain pita, homemade trail mix, or a hardboiled egg.

The holidays are a perfect time to connect as a family. Create new holiday food traditions together.

- Pick a new vegetable recipe to make together. The food skills your children learn will stay with them for life.
- Spend quality time with your kids by packing healthy food gifts together. Fill mason jars with dried fruit and nuts, or lentil soup mix to give to friends and neighbours.

Balance out decadent holiday foods with colourful vegetables and fruit when hosting a meal.

- Start off your meal with a steaming bowl of vegetable soup. Whip up a roasted butternut squash soup or sweet potato and carrot soup.
- Give vegetable side dishes star power. Using fresh or frozen vegetables, serve roasted carrots and parsnips, steamed green beans with lemon and herbs, baked butternut or acorn squash with a dusting of Parmesan cheese, sautéed kale or collard greens, herb-roasted mushrooms, or a spinach salad sprinkled with pomegranate seeds.
- Serve small portions of rich desserts and lay out a fruit platter filled with seasonal fruits such as clementines, pomegranates, figs and pears.

HOLIDAY PLANNING: AT THE GROCERY STORE

Use a grocery list to keep your holiday costs under control.

Fill your cart with colour and crunch to balance out rich holiday food.

- Go for dark green vegetables like broccoli, spinach, and kale. Reach for orange vegetables like carrots, sweet potatoes and winter squash.
- Enjoy seasonal produce such as pomegranates, cranberries, citrus fruits and root vegetables like carrots and parsnips.

SERVING SIZE – PART 1

- One of the most important decisions we make about food is how much to eat. Eating the right amount of food, by following Canada's Food Guide, is one way to help you maintain a healthy weight. Eating portions that are too large may mean getting too many calories, which can lead to weight gain.

Tips to watch your portion sizes:

- Find out how much you should eat each day using Canada's Food Guide. Try to eat that amount of food on most days.
- Try to get good at "eyeballing" food portions, and knowing how much is in a Food Guide Serving. To help you practice, use measuring cups and spoons.
- Put food on a plate rather than eating out of the container. This will help you keep track of how much you're eating.
- Use smaller sized plates rather than large dinner plates. The same goes for using smaller bowls, spoons and cups. Studies show you'll eat less.

SERVING SIZE – PART 2

Learn to understand the difference between a **Food Guide serving**, a **serving size** and a **portion size** to make healthy portion choices.

- A **Food Guide serving** is a reference amount listed in *Eating Well with Canada's Food Guide*. The Food Guide lists amounts of foods that are equal to one Food Guide serving. For example, one slice of bread (35 g) is one Food Guide serving.

The Food Guide also indicates how many Food Guide servings of the four food groups you should eat in a day.

For a woman aged 19-50 years, this is how much food you should eat each day.

	Female
Vegetables and Fruit	7-8
Grain Products	6-7
Milk and Alternatives	2
Meat and Alternatives	2

- A **serving size** is the amount of food shown in the Nutrition Facts table on packaged food. This is sometimes different from a Food Guide serving. In this example for bread, the serving size is 2 Food Guide servings. Check the Nutrition Facts table on packaged foods. The nutrition information is based on the serving size listed, which may be more or less than your portion size. Adjust the nutrition information to how much you are actually eating.

- A **portion size** is the quantity of food you choose to put on your plate to eat at one time. Your portion size may be one or more Food Guide servings or one or more serving sizes. In this example, two slices of bread is two Food Guide servings or one serving size.

Eat Well

PLAN AHEAD TO MAKE HEALTHY EATING A BREEZE THIS SUMMER.

Hitting the road? Pack the four food groups, like whole grain crackers, bite-size veggies, cheese cubes and nuts.

Barbecuing tonight? Put extra veggies, fish, tofu or lean meat on the grill for tomorrow's lunch.

Compare the % Daily Value (% DV) of your summer favourites like sauces, dressings and condiments. 5% DV or less is **a little**. 15 % DV or more is **a lot**.

PLAN AHEAD TO FREE UP TIME FOR FUN!

Health Canada Santé Canada

Canada

MORE HEALTHY EATING TIPS AT:
HealthyCanadians.gc.ca/eatwell

ÉTÉ : DÉTAILLANTS

Planifiez à l'avance pour manger sainement cet été. Vous aurez plus de temps pour vous amuser!

- Vous partez en voyage? Emportez des aliments des quatre groupes alimentaires: des craquelins à grains entiers, des bâtonnets de légumes, des cubes de fromage et des noix.
- Un souper barbecue? Profitez-en pour faire griller des légumes, du poisson, du tofu ou de la viande maigre pour votre dîner du lendemain.
- Comparez les % de la valeur quotidienne (% VQ) affichés sur vos produits alimentaires favoris de l'été, comme les sauces, vinaigrettes et condiments; 5 % VQ ou moins, c'est peu; 15 % VQ ou plus, c'est beaucoup.

ÉTÉ : PLANIFICATION À LA MAISON

Planifiez vos repas et collations pour manger sainement, sans tracas, cet été.

- Vous partez au bord du lac ou au camping ? Planifiez vos repas; préparez vos soupers à l'avance et faites-les congeler. Vous n'aurez qu'à les réchauffer une fois sur place. Cela vous laissera plus de temps pour vous amuser!
- Gardez une bouteille d'eau à portée de la main. L'eau est la boisson parfaite par une chaude journée d'été.

Ayez plus de temps pour profiter de la nature en concoctant des repas et des collations qui se préparent rapidement.

- Vous partez pour la journée ou prenez la route? Planifiez des collations énergisantes pour bien profiter de votre voyage. Apportez des fruits, des bâtonnets de légumes, un mélange de fruits séchés, de céréales à grains entiers et de noix fait maison, des muffins maison, du popcorn, du yogourt, des œufs durs ou des sandwiches (beurre d'arachide, fromage, thon ou saumon). Utilisez des blocs réfrigérants pour conserver vos aliments au froid.
- Vous manquez de temps? Préparez rapidement une salade composée de haricots secs en conserve faibles en sodium, de maïs et des grains entiers, comme du quinoa ou du riz brun. Ajoutez des poivrons en dés et des tranches d'orange pour une touche sucrée naturelle.
- Servez un plateau d'aliments non cuits : morceaux de tomates, de brocoli et de chou-fleur, tranches de concombre, bâtonnets de carottes, mini pitas à grains entiers, houmous et cubes de fromage.

Passez du temps de qualité en famille en planifiant vos repas tous ensemble.

- Demandez à vos enfants de vous aider à planifier et à emballer un pique-nique. Choisissez des aliments des quatre groupes alimentaires.

ÉTÉ : ACHATS À L'ÉPICERIE

Gagnez du temps et économisez de l'argent à l'épicerie.

- Parcourez les allées en regardant votre liste d'épicerie pour gagner du temps.
- Tenez-vous-en à votre liste pour économiser de l'argent. Cela vous évitera de faire des achats impulsifs.

Transformez vos achats à l'épicerie en excursion familiale.

- Allez à l'épicerie ou au marché fermier pour découvrir les récoltes de l'été.
- Comblez la curiosité de vos enfants en les laissant choisir de nouveaux légumes ou fruits.

PLANIFICATION POUR LA RENTRÉE SCOLAIRE : À LA MAISON

Évitez la panique de la rentrée scolaire. Simplifiez-vous la tâche en planifiant vos repas et vos collations.

- Préparez vos menus en fonction des aliments que vous avez sous la main, des rabais offerts et de votre budget. Incorporez des aliments des quatre groupes du Guide alimentaire canadien.
- Parcourez les circulaires des épiceries et utilisez les coupons pour acheter des aliments sains à prix réduit.
- Trouvez des idées de recettes dans des magazines, des livres de recettes ou sur l'internet.
- Tenez compte de l'horaire, des sports et des autres activités de votre famille. Dressez une liste de repas sains qui se préparent rapidement vous simplifiera la tâche.

Diminuez le stress entourant les repas en cuisinant à l'avance et en utilisant les restes de façon créative.

- Réinventez les restes. Préparez rapidement un sandwich pour le dîner avec des restes de saumon cuit. Utilisez des restes de poulet, des nouilles à grains entiers, des petits pois et des carottes surgelés pour préparer une délicieuse soupe au poulet maison. Garnissez des patates douces cuites au four de restes de chili. Faites une omelette avec des restes de légumes cuits. Remplissez une pochette pita à grains entiers de restes de salade de pois chiches et de carottes râpées de la veille. Préparez une soupe ou un « wrap » avec des restes de sauté de légumes.
- Faites cuire des œufs durs pendant la fin de semaine; ils se conserveront pendant quelques jours dans leur coquille. Accompagnez-les de vos légumes favoris pour préparer rapidement un repas ou une collation.
- Faites provision de collations faciles à emporter : légumes coupés, fruits, yogourt faible en matières grasses, barres de céréales riches en fibres et noix de soya non salées.

Aidez vos enfants à acquérir des compétences de vie en planifiant les repas en famille.

- Demandez à vos enfants de vous aider de différentes façons : parcourez les circulaires pour trouver des aliments sains offerts à rabais, préparez ensemble la liste d'épicerie, vérifiez le contenu du réfrigérateur et des armoires ou rassemblez vos recettes préférées dans un cartable.
- Les boîtes à lunch vous stressent ? Planifiez-les avec vos enfants. Remplissez des tortillas à grains entiers de dinde rôtie, de poulet ou d'houmous; ajoutez des carottes râpées, de la laitue ou des languettes de poivrons pour une touche croquante. Mettez des haricots secs au four ou du chili dans la boîte à lunch; accompagnez-les de légumes crus et d'une trempette. Ajoutez des craquelins à grains entiers, du fromage, des légumes et des fruits dans un contenant compartimenté. Utilisez les restes de la veille pour gagner du temps.

PLANIFICATION POUR LA RENTRÉE SCOLAIRE : À L'ÉPICERIE

Gagnez du temps et économisez de l'argent à l'épicerie.

- Cherchez à gagner du temps dans la section des légumes et fruits en achetant des produits prêts à utiliser : salades vertes en sac, brocoli râpé, courge coupée, champignons tranchés, morceaux de melon ou d'ananas.

Osez comparer pour choisir des aliments plus sains.

- Faites le plein de calcium en achetant du lait (écrémé, 1 % ou 2 %), des yogourts et des fromages faibles en matières grasses. Les boissons de soya enrichies représentent aussi un bon choix.
- Faites provision de pois chiches, de haricots secs et de lentilles pour augmenter votre apport de fibres et de protéines. Choisissez des produits plus faibles en sodium.
- Recherchez des trempettes et tartinades plus saines : beurres de noix naturels, houmous, guacamole, yogourt ou trempette de haricots secs.
- Choisissez du poisson comme le saumon ou la truite. Les sardines en conserve, de même que le thon et le saumon en conserve faibles en sodium, représentent de très bons achats.
- Achetez des viandes hachées maigres et extra-maigres, comme du bœuf, du poulet ou de la dinde.

PLANIFICATION DES FÊTES : À LA MAISON

Planifiez vos repas et vos collations pour vous faciliter la tâche pendant la période des fêtes.

- Utilisez le Guide alimentaire canadien pour dresser une liste de repas faciles qui se préparent rapidement en tenant compte des goûts de votre famille. Voici quelques suggestions : œufs durs avec une salade ou des légumes verts sautés et un muffin anglais à grains entiers; quésadilla préparée avec des haricots noirs, de la salsa, du fromage faible en matières grasses et une tortilla à grains entiers, accompagnée d'une salade.
- Ayez toujours des collations saines sous la main pour vous simplifier la tâche lorsque vous courez d'une réception à l'autre pendant les fêtes : légumes ou fruits coupés, noix ou des noix de soya non salées, yogourt faible en matières grasses, houmous avec pain pita à grains entiers, mélange de randonnée maison ou œufs durs.

Les fêtes sont l'occasion idéale pour resserrer les liens familiaux. Créez ensemble de nouvelles traditions des fêtes.

- Trouvez une nouvelle recette de légumes à préparer ensemble. Vos enfants pourront ainsi acquérir des compétences alimentaires qui leur serviront pendant toute la vie.
- Passez du temps de qualité avec vos enfants en préparant des cadeaux santé avec eux. Remplissez des pots de verre d'un mélange de noix et de fruits séchés ou de soupe aux lentilles pour les donner aux amis ou voisins.

Lorsque vous recevez aux fêtes, servez des légumes et fruits colorés pour faire contrepoids aux mets très riches.

- Commencez votre repas par un bol de soupe aux légumes fumant. Préparez un potage de courge butternut rôtie ou de patates douces et carottes.
- Donnez la vedette aux légumes d'accompagnement. Utilisez des légumes frais ou surgelés pour préparer des carottes et des panais rôtis, des haricots verts cuits à la vapeur et parfumés au citron et aux fines herbes, de la courge butternut ou poivrée au four saupoudrée de fromage parmesan, du chou vert ou du chou frisé sauté, des champignons rôtis aux fines herbes ou une salade d'épinards parsemée de graines de grenade.
- Réduisez les portions de desserts riches. Préparez une assiette de fruits de saison : clémentines, grenades, figues et poires.

PLANIFICATION DES FÊTES : À L'ÉPICERIE

Utilisez une liste d'épicerie pour limiter vos dépenses pendant les fêtes.

Ajoutez de la couleur et du croquant à votre panier d'épicerie pour compenser les mets riches.

- Choisissez des légumes vert foncé, comme le brocoli, les épinards et le chou frisé, ainsi que des légumes orangés, comme les carottes, les patates douces et la courge d'hiver.
- Savourez les produits de saison, comme les grenades, les canneberges, les agrumes et certains légumes racines, comme les carottes et le panais.

LA PORTION – partie 1

Une des décisions les plus importantes que nous prenons au sujet de l'alimentation concerne la quantité à manger. Consommer la bonne quantité d'aliments, en suivant le Guide alimentaire canadien, favorise le maintien d'un poids santé. La consommation de portions excessives peut fournir un excès de calories pouvant entraîner un gain de poids.

Trucs pour surveiller vos portions

- Vérifiez la quantité d'aliments que vous devriez consommer chaque jour en consultant le Guide alimentaire canadien. Essayez de consommer cette quantité la plupart du temps.
- Habituez-vous à évaluer « d'un coup d'œil » les portions que vous consommez et à les comparer aux portions du Guide alimentaire. Utilisez des tasses et des cuillers à mesurer pour vous entraîner.
- Mettez les aliments dans votre assiette plutôt que de manger directement du contenant. Cela vous permettra de prendre conscience des quantités consommées.
- Utilisez des assiettes, des bols, des cuillers et des tasses de plus petite taille. Des études ont démontré que vous mangerez moins.

LA PORTION – partie 2

Apprenez la différence entre une **portion du Guide alimentaire**, une **portion du tableau de la valeur nutritive** et une **portion consommée** pour faire des choix plus sains à cet égard.

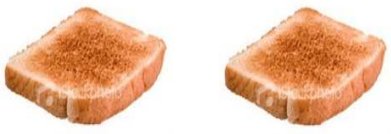
- Une **portion du Guide alimentaire** est une quantité de référence indiquée dans *Bien manger avec le Guide alimentaire canadien*. Le Guide alimentaire indique les quantités d'aliments correspondant à une portion. Par exemple, une tranche de pain (35 g) équivaut à une portion du Guide alimentaire.
  Le Guide alimentaire indique aussi le nombre de portions que vous devriez consommer chaque jour pour chacun des quatre groupes alimentaires.
  Voici la quantité d'aliments qu'une femme de 19 à 50 ans devrait consommer chaque jour.

	Femme
Légumes et fruits	7-8
Produits céréaliers	6-7
Lait et substituts	2
Viandes et substituts	2

- Une **portion du tableau de la valeur nutritive** est la quantité d'aliment indiquée dans le tableau de la valeur nutritive figurant sur les aliments emballés. Cette quantité ne correspond pas toujours à une portion du Guide alimentaire.
  La portion indiquée dans cet exemple, soit 2 tranches de pain, correspond à deux portions du Guide alimentaire. Consultez le tableau de la valeur nutritive affiché sur les aliments emballés.
  L'information nutritionnelle est fondée sur la portion indiquée, qui peut être plus grande ou plus petite que celle que vous consommez. Il faut ajuster l'information nutritionnelle en conséquence.

Valeur nutritive Pour 2 tranches (64g)	
Teneur	**% valeur quotidienne**
Calories 140	
Lipides 1,5 g	**2** %
saturés 0,3 g + trans 0,5 g	**4** %
Cholestérol 0 mg	
Sodium 290 mg	**12** %
Glucides 26 g	**9** %
Fibres 3 g	**12** %
Sucres 2 g	
Protéines 5 g	
Vitamine A 0 %	Vitamine C 0 %
Calcium 4 %	Fer 10 %

- Une **portion consommée** est la quantité d'aliment que vous mettez dans votre assiette pour la consommer en une seule occasion. Cette quantité peut correspondre à une ou à plus d'une portion du Guide alimentaire ou du tableau de la valeur nutritive. Dans cet exemple, deux tranches de pain correspondent à deux portions du Guide alimentaire et à une portion du tableau de la valeur nutritive.



Bien manger

PLANIFIEZ À L'AVANCE POUR MANGER SAINEMENT CET ÉTÉ.

Vous partez en voyage ? Emportez des aliments des quatre groupes alimentaires : des craquelins à grains entiers, des bâtonnets de légumes, des cubes de fromage et des noix.

Un souper barbecue ? Profitez-en pour faire griller des légumes, du poisson, du tofu ou de la viande maigre pour votre dîner du lendemain.

Comparez les % de la valeur quotidienne (% VQ) affichés sur vos produits alimentaires favoris de l'été, comme les sauces, vinaigrettes et condiments. 5 % VQ ou moins, **c'est peu** ; 15 % VQ ou plus, **c'est beaucoup**.

PLANIFIEZ
À L'AVANCE
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