



The Strategic Counsel

POR-508-06

**Final Report  
2007 HEALTHY EATING  
QUALITATIVE CONCEPT TESTING  
(HC POR 06-98)**

**March 2007**

Prepared for  
**Health Canada**  
Public Opinion Research Evaluation Division  
10<sup>th</sup> Floor, Room 1015A  
Jeanne Mance Building, Postal Locator 1910A  
Ottawa, Ontario K1A 0K9  
[por-rop@hc-sc.gc.ca](mailto:por-rop@hc-sc.gc.ca)

Ce rapport est aussi disponible en français sur demande

Gregg, Kelly, Sullivan & Woolstencroft:  
The Strategic Counsel

[www.thestrategiccounsel.com](http://www.thestrategiccounsel.com)

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

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

Contract Number: H1011-060089/001/CY  
Contract Date: March 12, 2007

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



## Table of Contents

---

<b>I. Executive Summary</b> .....	<b>3</b>
A. Background and Research Objectives.....	4
B. Research Design and Approach.....	4
C. Summary of Key Findings.....	5
D. Conclusions and Recommendations.....	7
<b>II. Sommaire</b> .....	<b>9</b>
A. Renseignements généraux et objectifs de l'étude.....	10
B. Conception et approche de recherche.....	10
C. Résumé des principales conclusions.....	11
D. Conclusions et recommandations.....	13
<b>III. Background and Objectives</b> .....	<b>15</b>
A. Background.....	16
B. Research Objectives.....	18
C. Research Design and Approach.....	18
<b>IV. Perceived Challenges to Eating Healthy Foods</b> .....	<b>20</b>
A. Definition of “Healthy Eating Habits”.....	21
B. Assessment of Own and Canadians’ Eating Habits.....	22
C. Challenges Associated with Healthy Eating.....	23
D. Information Sources.....	24
<b>V. Reactions to the “Road” Spot</b> .....	<b>26</b>
A. Overall Impressions of “Road”.....	27
B. Message Comprehension.....	29
C. Perceived Target Audience.....	30
D. Ability to Motivate Parents.....	30
E. Recommendations.....	31
<b>VI. Reactions to the “Kids in the Kitchen” Spot</b> .....	<b>32</b>
A. Overall Impressions of “Kids in the Kitchen”.....	33
B. Message Comprehension.....	35
C. Perceived Target Audience.....	35
D. Ability to Motivate Parents.....	36
E. Recommendations.....	36
<b>VII. Reactions to the “Mom &amp; Company” Spot</b> .....	<b>37</b>
A. Overall Impressions of “Mom & Company”.....	38
B. Message Comprehension.....	41
C. Perceived Target Audience.....	41
D. Ability to Motivate Parents.....	42
E. Recommendations.....	42



<b>VIII. Appendix: Research Instruments</b> .....	<b>44</b>
A. Recruiting Script.....	45
1. English Version.....	45
2. French Version.....	49
B. Moderator's Guide.....	54
1. English Version.....	54
2. French Version.....	59
C. Participant Questionnaire.....	64
1. English Version.....	64
2. French Version.....	68
D. Participant Grids.....	72
1. Vancouver.....	72
2. Toronto.....	72
3. Montreal.....	73
4. Halifax.....	73



## **I. Executive Summary**



## Executive Summary

---

### A. Background and Research Objectives

Each year in Canada, more than 75 per cent of deaths result from four groups of non-communicable diseases: cardiovascular, some forms of cancer, diabetes and osteoporosis. An unhealthy diet is a preventable risk factor in all of these illnesses. To address this issue, Health Canada has expanded the content on its website to include tips and tools about health eating, launched a mandatory nutrition labelling program for food packaging (2005), as well as updated and expanded Canada's Food Guide. In February 2007, television ads that focused on nutritional messages were aired to promote the new Food Guide. As a follow-up, Health Canada is designing a second phase of healthy eating ads that require testing.

For Phase Two, three creative executions intended for television have been developed. The purpose of this report is to outline the key findings and recommendations from a program of qualitative research that was undertaken to test the creative executions.

The objectives of the qualitative research were:

- To evaluate and determine if the new healthy eating creative concepts are:
  - clear, credible and relevant to the segmented audiences;
  - appealing and appropriate to the cultural and emotional sensitivities of the audience;
  - memorable in the minds of the audience;
  - able to motivate the audience to take appropriate actions; and
  - capable of mobilizing public support behind government action with the designated target audience;
- To determine which of the healthy eating concepts is most effective at reaching the target audience; and
- To elicit suggestions for potential changes to make the concepts more effective at reaching the target audience.

### B. Research Design and Approach

*The Strategic Counsel* undertook eight focus groups in four locations (2 groups per location): Vancouver, Toronto, Montreal and Halifax. The Montreal groups were conducted in French, and the groups in the other locations were conducted in English. All participants were parents of children between the age of 2 to 12, and two-thirds were women. One group among lower income Canadians (household income less than \$40,000 per year) and one group among middle to higher income Canadians (household income greater than \$40,000 per year) was conducted in each city. The groups were conducted between March 23<sup>rd</sup> and 27<sup>th</sup>, 2007.



## Executive Summary

---

Participants in the focus groups viewed a series of three concepts in “animatics” format. Animatics refers to a storyboard format, similar to a fast-paced slide show, in which graphic images or illustrations are presented in sequence with an accompanying voice over. The format incorporates preliminary drawings or photographs rather than live characters to illustrate the concept. As such, the concepts are not in their finished, polished, fully animated format. This was explained to participants prior to their viewing the concepts. Participants were encouraged, in viewing each of the concepts, to imagine how the scenes might look and feel with live characters, motion, appropriate timing and music.

### C. Summary of Key Findings

Each of the three executions tested possessed certain strengths and weaknesses. No single execution emerged as a clear winner on every one of the major dimensions along which it was evaluated: overall appeal and ability to capture attention, intended message recall, perceived target audience, and ability to motivate behaviour change with respect to healthy eating. If the executions are evaluated solely on their overall appeal and ability to capture attention, “Road” tended to be most effective in English Canada, and “Kids in the Kitchen” tended to work best in French Canada. However, if all of the evaluative dimensions are taken into account, “Mom & Company” appears to have the greatest impact and potential. This spot had strong, relevant message recall, powerful emotional and motivational appeal, it was believable, and many participants were able to relate personally to the concept. Although “Mom & Company” was generally not considered the most attention-grabbing and visually appealing of the three spots, it is likely that specific executional elements relating to the tone and images shown can be adjusted to broaden its appeal and strengthen its ability to capture attention.

The sections to follow summarize the overall impressions of each execution:

#### 1. “Road”

The “Road” spot held mixed appeal and tended to evoke both strong positive and strong negative reactions. Participants were either drawn to or turned off by the fact that animation (illustration) was the intended style. Those who found this execution appealing were especially captivated by the vivid colours of the rainbow, and the fun, active mood. Those who found it unappealing typically felt that it seemed dated, boring or “basic”. This view was most prevalent among participants in the lower-income groups in Vancouver and Montreal, but was evident among at least some people in all of the groups.



## Executive Summary

---

A number of participants recognized the link between the rainbow-like road and Canada's Food Guide. They tended to respond very favourably to the images of the family enjoying a cycling outing together and then sitting down for a meal. These positive feelings about family were then linked to healthy eating and exercise. Most participants felt that the "Road" spot conveyed a relatively straightforward and clear message: that choosing a range of foods from all of the food groups and staying active are both important for healthy eating and living. However, while a number of participants indicated that this spot grabbed their attention and conveyed a strong message, considerably fewer also said that it would motivate them to change their behaviour. Further, some participants tended to focus on the physical activity portrayed almost to the exclusion of picking up the message about health eating.

### 2. "Kids in the Kitchen"

Participants tended to respond quite favourably to the upbeat tone and energetic style of the "Kids in the Kitchen" spot. It was deemed the most "fun" of the three concepts, and was most preferred in three of the groups (both Vancouver groups and the lower-income Montreal group). However, this ad was also frequently criticized as unbelievable or unrealistic. While a number of participants connected to it on an aspirational level such that they felt more inspired to involve their children in meal preparation, the intended message (that healthy eating can be fun and easy) was sometimes lost to a perception that the spot was about having fun or encouraging kids to take greater initiative in the kitchen.

In addition to the tone, style and sense of fun, other elements of "Kids in the Kitchen" that participants found appealing were: the upbeat music, the diversity of the children, the variety of healthy foods, the images of kids interacting and playing a role in food preparation, and the non-traditional family roles (e.g., father in the kitchen). However, participants in every group offered consistent criticisms of this spot, including the lack of parental supervision and the lack of mess in the kitchen. These elements caused some to question the credibility of this ad.

### 3. "Mom & Company"

While overall, "Mom & Company" did not tend to be the most immediately attention-grabbing or appealing spot, participants related strongly to the concept that kids mimic their parents and thus it is important to act as good role-models with respect to healthy eating. This message is clearly and effectively communicated by "Mom & Company", and many participants absorbed it as a motivating call to action. Further, this spot was most effective at communicating the message that it is important to read the nutrition labels on food. Whereas initial recall of elements of the other spots tended to relate more to tone and style, recall of this ad was much more focussed on the concept and the message.



## Executive Summary

---

Almost all of the perceived strengths of “Mom & Company” related to the message and the ability of many participants to easily identify with the scenarios shown in the ad. Particular aspects that stood out in a positive way included: the girl feeding a carrot to her stuffed toy, the variety of foods shown, reading the labels, the grocery store setting, and the child’s voice-over at the end.

Notwithstanding how well the messages contained in “Mom & Company” resonated with participants, some aspects of the ad evoked criticism, especially the lack of parent/child and family interaction. Further, this spot was often characterized as “too simple”, “dull” or “boring”.

### D. Conclusions and Recommendations

Given the strong performance of “Mom & Company” on key evaluative dimensions of the advertising – strong message recall, powerful emotional appeal and personal connection, believability, and ability to speak to and motivate parents – it is recommended that this ad be developed, but with changes aimed at strengthening it and giving it broader appeal.

The following changes to “Mom & Company” are recommended:

#### **Use music, images, and activity to give this spot a more upbeat tone and vivid style.**

While many participants felt that “Mom & Company” was “boring” and “too simple”, they were attracted to the bright colours, action and tone of the other two spots. Incorporating some of these elements into “Mom & Company” would likely strengthen its appeal. This includes using upbeat music, bright colours (e.g., with the foods shown), and more activity (e.g., the way the foods are handled).

#### **Show more parent-child and family interaction.**

Participants expressed a clear desire to see interactions between the parents and children in this spot. Further, because they tended to be most drawn to the entire family images used in the “Road” spot, the appeal of “Mom & Company” could likely be enhanced by showing a greater range of family interactions. For instance, instead of showing the daughter alone in the car feeding her stuffed toy, she could be shown performing the same act while sitting at a dining or picnic table with her family.

#### **Show more foods and ensure that all of the foods are healthy choices.**

Most participants would have preferred to see a greater diversity of foods in this spot. It is critical to ensure that all of the foods shown are healthy choices (for instance, whole grains and fresh rather than packaged items).



## Executive Summary

---

**Show kids of varying ages and from diverse backgrounds, and ensure that the activities they engage in are age-appropriate.**

This spot will likely have broader appeal among Canadian parents with kids aged 2-12 if it shows kids from diverse ethnic backgrounds and of varying ages. However, the concept itself may limit opportunities because of one-parent/one-child. Some participants noted that the girl in the ad seemed too young to be reading labels; this lessens the credibility of the message. Thus, it is important to ensure that the activities shown are realistic and age-appropriate.

### MORE INFORMATION

Supplier Name: The Strategic Counsel  
PWGSC Contact Number: H1011-060089/001/CY  
Award Date: 2007-03-12

To obtain more information on this study, please e-mail [por-rop@hc-sc.gc.ca](mailto:por-rop@hc-sc.gc.ca)



## II. Sommaire



## Sommaire

---

### A. Renseignements généraux et objectifs de l'étude

Chaque année au Canada, plus de 75 % des décès proviennent de quatre groupes de maladies non transmissibles : la cardiopathie, certaines formes de cancer, le diabète et l'ostéoporose. La mauvaise alimentation est un facteur de risque évitable dans le cas de toutes ces maladies. Pour régler le problème, Santé Canada a élargi le contenu de son site Web en y incluant des conseils et des outils sur la saine alimentation et a lancé un programme d'étiquetage nutritionnel obligatoire pour l'emballage alimentaire (2005), en plus de réviser et d'élargir le Guide alimentaire canadien. En février 2007, le ministère a lancé une campagne de publicité à la télévision qui présentait des messages sur la nutrition afin de promouvoir le nouveau Guide alimentaire. Santé Canada a poursuivi en élaborant une deuxième phase d'annonces sur la saine alimentation qui doivent être mises à l'essai.

Pour la Phase deux, trois créations publicitaires destinées à la télévision ont été élaborées. Le présent rapport a pour objet d'énoncer les principales conclusions et recommandations d'un programme de recherche qualitative entrepris pour tester les créations publicitaires.

Les objectifs de la recherche qualitative étaient les suivants :

- Évaluer et déterminer si les nouveaux concepts sur la saine alimentation présentent les caractéristiques suivantes :
  - être clairs, crédibles et pertinents pour les auditoires segmentés;
  - être attirants et convenables pour les sensibilités culturelles et émotives de l'auditoire;
  - s'inscrire dans l'esprit de l'auditoire;
  - être capables de motiver l'auditoire à faire ce qui est convenable;
  - être capables de mobiliser le soutien public de l'action du gouvernement auprès de l'auditoire cible désigné.
- Déterminer lequel des concepts de saine alimentation est le plus efficace pour rejoindre l'auditoire cible.
- Susciter des suggestions de changements possibles pour rendre les concepts plus efficaces pour atteindre l'auditoire cible.

### B. Conception et approche de recherche

*The Strategic Counsel* a organisé huit groupes de discussion dans quatre endroits (deux groupes par endroits) : Vancouver, Toronto, Montréal et Halifax. Les groupes de Montréal ont été tenus en français et ceux des autres endroits en anglais. Tous les participants étaient des parents d'enfants de deux à douze ans;



## Sommaire

---

les deux tiers étaient des femmes. On a organisé dans chaque ville un groupe de personnes de faible revenu (revenu du ménage inférieur à 40 000 \$ par année) et un groupe de personnes de revenu moyen à élevé (revenu du ménage supérieur à 40 000 \$ par année). Les groupes ont eu lieu entre le 23 mars et le 27 mars 2007.

Les participants aux groupes de discussion ont visionné une série de trois concepts en format « animatique ». L'animatique est un format de scénario en images, semblable à un diaporama rapide, dans lequel des images graphiques ou des illustrations sont présentées en séquence avec une voix hors champ. Le format illustre le concept au moyen de dessins préliminaires et de photographies au lieu d'utiliser des personnages vivants. Ainsi, les concepts ne sont pas dans leur format fini, poli et entièrement animé. Cela a été expliqué aux participants avant de leur montrer les concepts. Les participants ont été encouragés à regarder chacun des concepts en imaginant ce que pourraient être les scènes avec des personnages vivants, du mouvement, un enchaînement convenable et de la musique.

### C. Résumé des principales conclusions

Chacun des trois modèles d'exécution testés avait des points forts et des points faibles. Aucune exécution particulière n'est ressortie comme la gagnante claire dans chacune des grandes dimensions où elle était évaluée : l'attrait général et la capacité de saisir l'attention, le message à retenir, l'auditoire cible perçu et la capacité de motiver le changement de comportement en matière de saine alimentation. Si les exécutions sont évaluées uniquement sur la base de l'attrait général et de la capacité de saisir l'attention, l'annonce « Route » avait tendance à être la plus efficace au Canada anglais et celle des « Enfants dans la cuisine » avait tendance à fonctionner le mieux au Canada français. Mais si toutes les dimensions d'évaluation sont prises en compte, « Maman et compagnie » semble avoir le plus d'incidence et présenter le plus de potentiel. Le message à retenir de cette annonce était fort et pertinent, son attrait émotif et son aspect motivationnel étaient puissants, elle était crédible, et un grand nombre de participants ont été touchés personnellement par le concept. Si « Maman et compagnie » n'était généralement pas considérée comme l'annonce qui captait le plus l'attention et qui était la plus attrayante visuellement des trois annonces, il serait probablement possible d'en ajuster les éléments spécifiques d'exécution qui se rapportent au ton et aux images présentées pour en élargir l'attrait et renforcer sa capacité de saisir l'attention.

Les sections qui suivent résument les impressions générales suscitées par chacun des concepts :

#### 1. « Route »

L'annonce « Route » présentait des attraits divers et avait tendance à susciter des réactions fortes, tant positives que négatives. Les participants étaient attirés ou rebutés par le style voulu d'animation



## Sommaire

---

(illustration). Les personnes qui trouvaient cette exécution attirante étaient particulièrement captivées par les couleurs vives de l'arc-en-ciel et l'humeur plaisante et active. Celles qui n'étaient pas attirées par cette annonce la trouvaient en général désuète, ennuyante ou « terre-à-terre ». Ce point de vue était le plus prévalent chez les personnes des groupes de faible revenu de Vancouver et de Montréal, mais il était évident chez au moins certaines personnes de tous les groupes.

Un certain nombre de personnes ont reconnu le lien entre la route comme un arc-en-ciel et le Guide alimentaire canadien. Elles avaient tendance à réagir très favorablement aux images de la famille qui avait du plaisir à faire de la bicyclette ensemble et qui s'assoit ensuite pour manger. Le lien entre ces sentiments positifs à l'égard de la famille et la saine alimentation et l'exercice était ensuite établi. La plupart des participants trouvaient que l'annonce « Route » transmettait un message relativement direct et clair : c'est-à-dire que choisir une gamme d'aliments de tous les groupes d'aliments et demeurer actif sont deux aspects importants de l'alimentation et de la vie saines. Mais si un certain nombre de personnes ont indiqué que cette annonce captait leur attention et transmettait un message fort, beaucoup moins ont aussi dit que cela les motiverait à modifier leur comportement. De plus, certaines personnes avaient tendance à se concentrer sur l'activité physique décrite, presque au point de ne pas saisir le message sur la saine alimentation.

### 2. « Enfants dans la cuisine »

Les participants avaient tendance à réagir très favorablement au ton enlevé et au style énergique de l'annonce « Enfants dans la cuisine ». Elle était considérée la plus « amusante » des trois concepts et était la préférée dans trois des groupes (les deux groupes de Vancouver et le groupe de faible revenu de Montréal). Mais cette annonce a toutefois été fréquemment critiquée parce qu'on la trouvait peu crédible ou irréaliste. Si un certain nombre de personnes l'ont trouvé inspirante en ce sens qu'elle leur a donné plus envie de faire participer leurs enfants à la préparation des repas, le message à retenir (c'est-à-dire que la saine alimentation peut être plaisante et facile) s'estompait parfois en faveur de la perception qu'il s'agissait d'une annonce sur le plaisir ou sur le fait d'encourager les enfants à prendre plus d'initiative dans la cuisine.

En plus du ton, du style et du sentiment de plaisir, les autres éléments de l'annonce « Enfants dans la cuisine » que les participants ont trouvé attirants étaient les suivants : la musique enlevée, la diversité des enfants, la variété des aliments sains, les images d'enfants qui interagissaient et qui jouaient un rôle dans la préparation des aliments, et les rôles familiaux non traditionnels (comme le père dans la cuisine). Mais cette annonce a fait l'objet de critiques constantes de participants de chaque groupe, concernant notamment le manque de supervision parentale et l'absence de fouillis dans la cuisine. Ce sont des éléments qui ont incité certaines personnes à mettre en doute la crédibilité de cette annonce.



## Sommaire

---

### 3. « Maman et compagnie »

Si, de façon générale, l'annonce « Maman et compagnie » n'avait pas tendance à être celle qui attirait le plus immédiatement l'attention ou qui était la plus attrayante, les participants étaient très sensibles à l'idée des enfants qui imitent leurs parents et au fait qu'il est donc important d'être de bons modèles à émuler en ce qui a trait à la saine alimentation. Ce message est communiqué clairement et efficacement par « Maman et compagnie » et un grand nombre de participants l'ont absorbé comme un message de motivation à agir. De plus, cette annonce était la plus efficace pour communiquer le message qu'il est important de lire l'étiquetage nutritionnel sur les emballages des aliments. Si le rappel initial des éléments des autres annonces avait tendance à porter plus sur le ton et le style, le rappel de cette annonce était plus centré sur le concept et le message.

Presque tous les points forts perçus de « Maman et compagnie » avaient trait au message et à la capacité d'un grand nombre de participants de s'identifier facilement aux scénarios présentés dans l'annonce. Les aspects particuliers qui ressortaient de façon positive incluaient ce qui suit : la fillette qui nourrit son jouet en peluche avec une carotte, la variété des aliments présentés, la lecture de l'étiquetage, le décor d'épicerie et la voix d'enfant hors champ à la fin.

Malgré la réaction positive des participants à l'égard des messages de « Maman et compagnie », certains aspects de l'annonce ont suscité des critiques, particulièrement le manque d'interaction parent/enfant et familiale. De plus, les participants ont souvent dit de cette annonce qu'elle était « trop simple », « plate » ou « ennuyante ».

### D. Conclusions et recommandations

Étant donné le rendement solide de « Maman et compagnie » dans les dimensions clés d'évaluation de la publicité – la force du message à retenir, l'attrait émotif puissant et le lien personnel, la crédibilité et la capacité de parler aux parents et de les motiver – il est recommandé de développer cette annonce, mais en la modifiant de façon à la renforcer et à en élargir l'attrait.

Les changements suivants sont recommandés pour « Maman et compagnie » :

**Utiliser de la musique, des images et de l'activité pour donner un ton plus enlevé et un style plus vivant à cette annonce.**

Si un grand nombre de participants trouvaient que « Maman et compagnie » était une annonce « ennuyante » et « trop simple », ils étaient attirés par les couleurs vives, l'action et le ton des deux autres



## Sommaire

---

annonces. L'intégration de certains de ces éléments dans « Maman et compagnie » en renforcerait probablement l'attrait. Il s'agit notamment d'utiliser de la musique enlevée, des couleurs vives (par exemple, avec les aliments présentés) et plus d'activité (par exemple dans la façon dont les aliments sont manipulés et traités).

### **Montrer plus d'interaction parent-enfant et famille.**

Les participants ont exprimé clairement le désir de voir des interactions entre les parents et les enfants dans cette annonce. En outre, parce que les participants avaient tendance à être plus attirés par toutes les images de famille utilisées dans l'annonce « Route », on pourrait probablement améliorer l'attrait de « Maman et compagnie » en montrant une palette plus grande d'interactions familiales. Par exemple, au lieu de montrer la petite fille seule dans l'auto en train de nourrir son jouet en peluche, on pourrait la montrer en train de faire la même chose assise à une table de salle à manger ou de pique-nique avec sa famille.

### **Présenter plus d'aliments et veiller à ce que tous les aliments soient des choix sains.**

La plupart des participants auraient préféré voir une plus grande diversité d'aliments dans cette annonce. Il est essentiel d'assurer que tous les aliments présentés sont des choix sains (par exemple des grains entiers et des articles frais plutôt qu'emballés).

### **Montrer des enfants dont les âges et les milieux varient et veiller à ce que les activités auxquelles ils se livrent concordent avec leur âge.**

Cette annonce aura probablement un attrait plus large pour les parents canadiens d'enfants de deux à douze ans si elle montre des enfants de divers milieux ethniques et dont les âges varient. Mais le concept lui-même pourrait limiter les possibilités (voir un parent/un enfant). Certains participants ont fait remarquer que la petite fille dans l'annonce semblait trop jeune pour lire l'étiquetage; cela affaiblit la crédibilité du message. Il est donc important de veiller à ce que les activités présentées soient réalistes et convenables pour l'âge des enfants.

## INFORMATION SUPPLÉMENTAIRE

Nom du fournisseur : The Strategic Counsel  
Numéro de contrat : H1011-060089/001/CY  
Date du contrat : 2007-03-12

Pour obtenir de plus amples renseignements, veuillez envoyer un courriel à [por-rop@hc-sc.gc.ca](mailto:por-rop@hc-sc.gc.ca)



### **III. Background and Objectives**



## Background and Objectives

---

### A. Background

Each year in Canada, more than 75 per cent of deaths result from four groups of non-communicable diseases: cardiovascular, some forms of cancer, diabetes and osteoporosis. An unhealthy diet is a preventable risk factor in all of these illnesses. In 1998, the economic burden of a poor diet in Canada was estimated to be \$6.6 billion. Direct costs amounted to \$1.3 billion and indirect costs (e.g. healthcare and lost productivity) contributed an additional \$5.3 billion.

To address this issue, Health Canada has expanded content on the Health Canada website that includes tips and tools about Healthy Eating, updated and expanded *Canada's Food Guide* (last revised in 1992) and in 2005 launched a mandatory nutrition labelling program for food packaging.

By following the new *Canada's Food Guide*, which includes recommendations on daily physical activity, most Canadians will meet their nutrient needs, achieve and maintain a healthy weight, and reduce their risk of chronic diseases such as type II diabetes, heart disease, some types of cancer, and osteoporosis. Nutrition labels provide consumers with consistent, comparable information on the products they consume. An understanding of nutrition labels will enable Canadians to follow the healthy eating recommendations set out in the revised Food Guide.

Health Canada initially developed materials in anticipation of an integrated Healthy Living and Sport Participation campaign that included messaging about healthy eating. Television ads were produced and tested but never launched. These were repurposed to focus on nutrition messages and promote the revised Food Guide, while messages related to sport participation were for the most part removed. These ads aired beginning in February 2007.

As a follow-up, Health Canada is designing a second phase of healthy eating ads and requires testing of the three concepts. Testing the effectiveness of the proposed concepts with the target market is essential in ensuring that the final ad resonates and encourages the adoption of healthier eating habits.

The overall purpose of the Healthy Eating campaign is to encourage and challenge Canadians to eat healthy and to be more physically active. Specific objectives are to:

- Build awareness for the Food Guide and other tools designed to provide the information needed to help people make healthy food choices;



## Background and Objectives

---

- Build awareness of the importance of understanding nutrition labelling and how to apply this knowledge; and
- Drive the audience to the Web, where they can obtain information, tools and tips to help them make healthy food choices.

For Phase Two, three creative executions for television have been developed to address the campaign objectives:

### 1. “Road”

In this animated spot, a cartoon or illustrated/animated family (mom, dad, daughter and son) is shown riding their bikes along a road that is also a rainbow. The perspective broadens to show that the rainbow represents the Food Guide, and giant versions of different kinds of food are displayed (e.g., bread, milk). The family stops to examine the nutrition label on a carton of milk. The spot ends by showing the mom holding a copy of the Food Guide and the family sitting and eating at a dining room table together. The visuals transition from animation to a shot the “real” family.

### 2. “Kids in the Kitchen”

In this spot, three kids from different ethnic backgrounds are shown having fun while preparing various types of foods in a kitchen. At the outset of the ad, a father-figure is shown opening a cupboard, and then leaving the kitchen. The kids dance and move in choreographed sequences while they cook. They prepare food and drink a smoothie. Near the end of the spot, one of the kids throws an apple to another one; this shot transitions to show the kids outside playing catch. The apple morphs into a baseball that is caught by the girl with a glove. Her father is standing behind and is also holding a baseball glove.

### 3. “Mom & Company”

This spot opens with an image of a mom and a daughter shopping in a grocery store. The camera perspective shows the daughter in the full frame. The upper half of the mom, including her face, is not shown (as if the images are from the child’s point of view). Both the mom and the daughter are pushing grocery carts (the daughter is pushing a child-sized one). Throughout the spot, the mom and the daughter perform the same actions, including examining the nutrition label on a carton of milk, squeezing a melon, and choosing between two brands of oatmeal. The scene then switches to images of a father and young son pushing grocery carts. A child’s voice speaks the tagline “Healthy eating. It’s for life”. The final live image shows the girl in the backseat of a car pretending to feed a carrot to her stuffed kangaroo.



## Background and Objectives

---

All three executions conclude with a voice-over that directs viewers to the website [www.healthycanadians.ca](http://www.healthycanadians.ca) for more information and/or to obtain a copy of the Food Guide with a corresponding visual superimposed. The spots conclude with the Government of Canada/Health Canada logo on a black background.

### B. Research Objectives

The research was intended to assess target audience response and reaction to three creative executions intended for television and designed to promote the Government of Canada's Healthy Eating campaign.

The proposed program of qualitative research is intended to address the following objectives:

- To evaluate new healthy eating concepts and determine if they are:
  - clear, credible and relevant with the segmented audiences;
  - appealing and appropriate to the cultural and emotional sensitivities of the audience;
  - memorable in the minds of the audience;
  - able to motivate the audience to action; and
  - capable of mobilizing public support behind government action with the designated target audience.
- To determine which of the healthy eating concepts is most effective at reaching the target audience; and
- To elicit suggestions for potential changes to make the concepts more effective at reaching the target audience.

### C. Research Design and Approach

The results discussed in this report are drawn from 8 focus groups (ranging in size from 7-8 participants per group) held with adult Canadians in four centers across Canada: Toronto, Montreal (in French), Halifax and Vancouver. Participants were selected to reflect the target audience for these initiatives. All participants were parents of children between the age of 2 to 12, and two-thirds were women. One group among lower income Canadians (household income less than \$40,000 per year) and one group among higher income Canadians (household income greater than \$40,000 per year) was conducted in each city.



## Background and Objectives

---

Each group discussion was two hours in length. The groups were held between March 23<sup>rd</sup> and March 27<sup>th</sup>, 2007.

The following table provides an outline of the composition and location of the focus groups.

Location	Groups	Language
Vancouver	One group recruited from households with incomes under \$40K One group recruited from households with incomes over \$40K	English
Toronto	One group recruited from households with incomes under \$40K One group recruited from households with incomes over \$40K	English
Montreal	One group recruited from households with incomes under \$40K One group recruited from households with incomes over \$40K	French
Halifax	One group recruited from households with incomes under \$40K One group recruited from households with incomes over \$40K	English



## **IV. Perceived Challenges to Eating Healthy Foods**



## Perceived Challenges to Eating Healthy Foods

---

### A. Definition of “Healthy Eating Habits”

At the outset of each group, participants were asked how they define “healthy eating habits”. The following characteristics of healthy eating were mentioned by some participants in most or all of the groups:

- **Variety/diversity of foods:** A number of participants commented on the importance of eating a balanced diet, and including choices from all of the food groups.
- **Healthy choices:** Participants commonly mentioned that healthy eating means making healthy choices, such as resisting junk and fast foods (“*having salad instead of fries*”), eating lots of fruits and vegetables, and choosing whole grain instead of white breads. A few participants in the higher income groups also mentioned organic foods as a healthy choice, noting that this was a fairly recent change for them:

*“For me most recently, trying to get more organic food, foods that are higher in fibre, whole wheat bread instead of white bread.”*

- **Positive behaviours around meals in the home:** Many participants associated healthy eating with habits like ensuring that their family sits down to eat together, eating most meals at home, not skipping meals, and choosing wise snacks. Some people also commented on the need to model and encourage good eating behaviours among their children: “*they have to see you eating it and enjoying it*”. This may include making healthy choices for themselves, and not keeping unhealthy foods in the home. For instance, one participant talked about buying treats such as chocolate for her daughter when they were on outings, but never giving her sweet items at home. Others also commented that healthy eating begins with grocery shopping and being conscious about what foods you bring into the home:

*“Really limiting what you have in the house, what’s available.”*

*“Making healthy choices when you grocery shop; you have to make conscious decisions.”*

- **Portion sizes:** Paying attention to portion sizes was commonly noted as an important element of healthy eating. This was often mentioned in tandem with observations about North American eating habits and lack of moderation.

While the above characteristics were noted in most groups, some other aspects of healthy eating were mentioned but with a little less frequency, such as limiting intake of sugar and salt, and combining good eating habits with exercise.



## Perceived Challenges to Eating Healthy Foods

---

### B. Assessment of Own and Canadians' Eating Habits

Although participants tended to give their own eating habits a passing grade (most claiming they at least try to abide by the characteristics of healthy eating they identified), they were typically more critical of Canadians' habits in general. Nonetheless, a few people who did admit that their own habits could improve also observed that having children caused them to examine their approach to eating, because they were aware of the need to be good role models. For instance, a father from Vancouver commented:

*"I actually was eating just garbage before the kids, and now with the kids I'm forced to start eating good food. It's been good for me."*

In assessing the eating habits of Canadians, a number of participants felt that we as a nation are "*becoming worse*". This worsening was most commonly attributed to impatient, busy lives, as well as lots of fast food and junk food:

*"(We are) one of the fattest nations."*

*"People are so busy."*

*"We're an instant culture; we want it on the table now."*

*"I know when I'm at my local grocery store and I'm looking at the person in line ahead, I see lots of pizza pops, pop..."*

Some participants who were immigrants to Canada (particularly in Toronto) compared North American habits to those prevalent in other countries and cultures, commenting that North Americans typically take a less healthy approach to cooking and eating. Overall, most participants believed that Canadians' eating habits can be improved. However, many also felt that people are being more health conscious, and that there is a greater awareness of the importance of healthy eating than in the past.



## Perceived Challenges to Eating Healthy Foods

---

### C. Challenges Associated with Healthy Eating

Asked how difficult they find it as a family to prepare and eat healthy foods, a majority of participants in all of the groups noted some common challenges. Foremost among these was time; a number of people commented on how difficult it is to get a healthy dinner on the table by a reasonable hour when they work and “don’t get home until 6 o’clock”. While this segment of participants highlighted the pressures they feel with respect to time and being rushed as well as the lack of quick and healthy meal options, the stay-at-home moms in the groups (and the men with wives who do not work outside the home) tended to counter this view by saying they feel no such pressure.

Another commonly mentioned challenge is the influences on children from outside of the home (e.g., friends, school) and advertising. Some participants noted that even if they are generally able to supervise the food their children eat at home, they still must contend with the impact of advertising, frequent requests for unhealthy snacks and lack of control over the food choices their children make at school and when with friends:

*“The kids see nothing but...a toy comes with this one.”*

*“My son wants ‘goodies’. He’ll cry and scream.”*

*“Even though we try to feed our kids healthy...  
they come home with (other things), what their friends are eating.”*

Related to this was the sentiment expressed by some participants from diverse ethnic backgrounds that it can be difficult to maintain a diet that focuses on traditional meals within the context of available Canadian food choices and influences. This issue was raised primarily in the Toronto groups:

*“It’s a bit challenging, multi-culturally. We are vegetarian and the kids are asking a lot of questions.  
They feel like they’re missing something.”*

*“It’s hard for me in this Western country. Eating habits are different.”*



## Perceived Challenges to Eating Healthy Foods

---

Some participants in every group commented that at least one of their children is a **picky eater**, and that it is a major challenge to get him or her to eat properly (especially vegetables). Modelling behaviour was mentioned again by a few people in this context, such that kids pick up on what their parents don't eat:

*“I am a vegetarian. It's hard to enforce my kids to eat meat when they see I'm not. And my husband only eats certain vegetables and certain fruits...my daughter is very picky about beef and... picky because my husband doesn't eat a lot of vegetables.”*

A few participants in the lower income groups (but overall not many) mentioned that **the cost of food** is a challenge. This was especially an issue for the single parents.

Asked what kinds of strategies they employ, as parents, to counter the challenges associated with ensuring that their children eat a healthy diet, participants mentioned a number of techniques. A few participants in almost every group said that they often “hide” vegetables in the meals they prepare, such as by cutting them into very small pieces, or mixing them into sauces and meat dishes. Participants were divided about whether they like to involve their kids in meal preparation. While some felt that this is a good strategy for encouraging healthy eating, others said that it makes it difficult to cook and it slows them down.

Overall though, participants were more likely than not to see value in involving their kids and trying to make meal preparation “*fun*”. Some participants also noted that they try to “*lead by example*”, maintain set meal times, and limit unhealthy snacking.

### D. Information Sources

**While few, if any, participants viewed Health Canada as an obvious source for information about healthy eating, many people did mention Canada's Food Guide as a useful source.** Further, a number of participants were aware of and had obtained a copy of the new Food Guide. Those with a copy of the Food Guide most commonly said that they got it from their doctor, and/or at the hospital.

**Other sources of information frequently mentioned by participants included the Internet (for instance, searching for recipes), magazines and newspapers, and family and friends.** Although participants generally felt that they have access to the kind of information they need, some noted that available resources are sometimes “*vague*” and/or lack detail: “*they don't tell you 'how to', they just say you need to eat these things*”. Consistent with this, some noted that they would like to be able to find more detailed information about recipes and portion sizes.



## Perceived Challenges to Eating Healthy Foods

---

Despite their lack of awareness of Health Canada as a source of information, most participants were open to obtaining information from Health Canada, especially from the website. Further, almost all participants believed that it is important for the Government of Canada to promote a healthy eating message. Asked what kinds of resources they would like made available from government sources, participants commonly mentioned recipes and “tips” about food preparation. Participants were divided about whether they would prefer to access such information online or in a hard-copy form, suggesting that both formats are needed. A number of participants commented that they would like to see more information about healthy eating available in schools.



## V. Reactions to the “Road” Spot



## Reactions to the “Road” Spot

---

The “Road” spot held mixed appeal; it tended to evoke both strong positive and strong negative reactions. For instance, while it was the most preferred concept in three of the groups, it was the least preferred in four of the others. Most participants felt that the “Road” spot conveyed a relatively straightforward and clear message: that choosing a range of foods from all the food groups and staying active are both important for healthy eating and living. However, while a number of participants indicated that this spot grabbed their attention and conveyed a strong message, considerably fewer also said that it would motivate them to change their behaviour.

### A. Overall Impressions of “Road”

Participants’ initial recall of the “Road” spot tended to focus on the animation, music, bright colours, rainbow, images of a family being active and having fun together, the diversity of foods, and the nutrition label on the milk carton that they stop to examine. A number of participants recalled the message telling viewers to visit the website for information about Canada’s Food Guide. Many participants felt that the overall intention of the ad is to encourage people to eat healthy and be active.

#### Perceived Strengths

As mentioned, reactions to the “Road” spot were quite mixed. Participants that found it appealing were especially drawn to the vivid colours and the fun, active mood. For instance, one person commented that the rainbow is a “happy” symbol. A number of participants recognized the link between the rainbow and the Food Guide. Other perceived strengths of this spot include:

- The happy, active family: Participants tended to respond very favourably to the images of a family enjoying a cycling outing together and then sitting down for a meal. This focus on the family seemed to make participants reflect on their own family situation (in this way, many could identify with the scenario in the ad) as well on the value of family togetherness in general. These immediate positive feelings about family were then linked to healthy eating and exercise:

*“I like the family unit. I’m proud that we’re a successful family. In my opinion that’s important. I liked that they were active, that they all sat down to eat together.”*

*“I could see myself in that commercial with my family, having fun, trying to eat healthy.”*

*“A happy family doing something fun together. Parents modeling a healthy, active lifestyle.”*

*«Tout y était: les jeunes, les parents, à vélo...  
et ça nous dit que les groupes alimentaires et l’activité physique vont bien ensemble.»*



## Reactions to the “Road” Spot

---

- The “retro” style animation: While participants were divided in their opinions about the “nostalgic” look and feel of the ad, those that did like it, liked it a lot. For some participants, it reminded them of a certain kind of public service ad or film that they used to be shown in school or that might have aired on television after school. For instance, one father in his early 30s said it reminded him of the “after school specials” that commonly aired during the 70s and 80s:

*“A 1970s feel. I liked it.”*

*«Ça a une allure dépassée, comme dans le bon vieux temps.»*

Other elements of this spot that evoked positive reactions from some participants included showing physical activity before eating, and the attention-catching perspectives that can be achieved with animation, such as showing food items that are much bigger than the people, or showing the family riding on a rainbow that expands to become the Food Guide itself. Some participants found this concept quite appealing.

### Perceived Weaknesses

At least a few participants in all of the groups (and in some cases, more) were critical of various elements of the “Road” spot. Initial negative reactions commonly centred on the music, which was described as “cheesy”, “boring” and “old-fashioned”. Despite being instructed to evaluate the more conceptual elements of the ad, some participants had difficulty getting past the music and the basic animation. Other criticisms that emerged consistently were:

- The loaf of white bread: The prominent image of a loaf of white bread was viewed as inconsistent with the message the ad is attempting to convey; a number of participants noted that images of whole grain breads would be more appropriate. This created a ridicule factor that detracted from the perceived credibility of the ad.
- The focus on only a few foods/food groups: Coupled with the criticism of the white bread was the observation that not all of the food groups are represented, and milk is given a starring role. A few participants commented that they do not drink milk, and others agreed that it would be better if other dairy products (for instance, soy milk) were also shown along with other food groups:

*“(Show) two different kinds of milk, or suggest there’s other ways to get calcium.  
It might make it more personal.”*

*“It would show that the Canada Food Guide is with the times.”*



## Reactions to the “Road” Spot

---

- The traditional-looking family: Although most participants were positive about the idea of showing family-oriented images, a number of people commented that the family appeared very traditional. For some this criticism was simply an observation, but for others this made it more difficult to connect with the message. Further, this also lessened the credibility of the ad. Some participants suggested showing images of several different and more diverse families:

*“That commercial is really ‘safe’. The typical family isn’t like that.  
A little too perfect, too goody-goody, too fake.”*

At least one female participant believed that the family dynamics in this spot were also too traditional (and not just the composition of the family), to the point of seeming sexist. She believed that the spot over-emphasizes the role of the mother as being the only one that cares about healthy eating: *“it’s really sexist, the woman is paying attention to the health guide, and the man didn’t care about the health guide.”* This perception did not appear to be widespread however.

- The “old-fashioned” style animation: As mentioned above, while some participants were quite drawn to the look of the animation, others criticized it as “too basic”, dated-looking, boring, and unappealing for kids. A significant number of participants said that they would prefer to see a more modern animation style.

The participants who found “Road” unappealing typically felt that it seemed a bit dated, boring or “basic” in general. This view was most prevalent among those in the lower-income groups in Vancouver and Montreal, but was evident among a number of participants in all of the groups.

### **B. Message Comprehension**

Participants picked up one or more of several messages that are conveyed by “Road”. Some people focussed on the literal message, conveyed at the end of the spot, to visit the website for more information about healthy eating and Canada’s Food Guide. Most participants commented that the key message is to eat healthy and stay active: *“healthy food for life and exercise”*. However, unlike with any of the other spots, a few participants focussed on the activity portrayed in the ad almost to the exclusion of picking up the message about healthy eating:

*“(The message is) to be active as a family.”*



## Reactions to the “Road” Spot

---

These participants also mentioned that the ad was most likely to motivate them to “*go outside and exercise*”. Further, at least a couple of participants in most of the groups appeared to take away the message that it is important to spend time together as a family. In this way, “Road” does not convey a single, strong message to the same extent as “Mom & Company”, for instance.

Participants tended to take away a few other, secondary messages from “Road” based on the conceptual elements of the spot. For instance, the images of different varieties of food reminded some participants of the importance of selecting foods from all of the food groups. Further, the prominent position of the milk carton label (with the father pointing to it), communicated the importance of reading nutrition labels. However, participants were more likely to focus on this message in the context of “Mom & Company.”

### C. Perceived Target Audience

Largely because of the animation and the bright colours, “Road” was typically perceived as aimed first at kids and second at families. Nobody believed that it is aimed solely at parents. Perceived target ages for the spot ranged from 2 to 14. For instance, while some participants thought that older kids would be attracted by the images of cycling, others thought that young children would be drawn in by the colours and animation. Some participants were generally unsure who the ad is intended for, and some also commented that parents would be more likely to pay attention to it if it was not animated. Many people felt that animation, by default, is aimed at children.

### D. Ability to Motivate Parents

As noted above, participants that focussed on the activity in the spot said it would motivate them to go outside and exercise. On the whole, however, while many participants found this ad appealing, they were less likely to indicate that they would find it motivating. Beyond feeling like it encourages them to exercise, participants were most likely to indicate that they would check the website:

*“I probably wouldn’t take any action, but my son would probably pester me to go to the website.”*

*“I’d probably go to the website, to compare it to our actual diet.”*



## Reactions to the “Road” Spot

---

However, levels of expressed commitment to take any action, even visiting the website, were relatively weak: “*it wouldn’t be the first on my list*”. While for some it reinforced a desire to enjoy family time more often or share more meals together, overall this ad was not a strong “call to action”.

### E. Recommendations

Many participants found the “Road” spot appealing, and especially liked the images of a happy, active family enjoying spending time together. If the ad is developed on the basis of its appeal and message recall, it is recommended that a greater diversity of foods be included on the rainbow, and that only healthy choices are shown (e.g., whole grain instead of white bread). However, given the lack of motivational appeal associated with this spot, it is likely not the strongest of the three executions.



## **VI. Reactions to the “Kids in the Kitchen” Spot**



## Reactions to the “Kids in the Kitchen” Spot

---

Participants tended to respond quite favourably to the upbeat tone and energetic style of the “Kids in the Kitchen” spot. It was deemed the most “fun” of the three concepts, and was most preferred in three of the groups (both Vancouver groups and the lower income Montreal group). However, this ad was also frequently criticized as unbelievable or unrealistic. A number of participants connected to it on an aspirational level, such that they felt more inspired to involve their children in meal preparation. Some participants also identified with it because they already do make an effort to have fun with their kids in the kitchen, and view this as a good strategy for encouraging healthy eating habits. However, the intended message (to encourage parents and children to make healthy food choices) was sometimes lost to the view that the spot was about having fun or encouraging kids to take greater initiative in the kitchen.

### A. Overall Impressions of “Kids in the Kitchen”

Initial impressions of the “Kids in the Kitchen” spot focussed primarily on the images of happy kids having fun in the kitchen by playing with and preparing a variety of colourful, healthy foods. Many participants were immediately drawn in by the upbeat, salsa-style music used in this ad; it set the tone and contributed to their overall impression that the ad was full of life, fun and energy: *«la musique est entraînante ; ça donne le goût de bouger»*.

#### Perceived Strengths

In addition to the tone and style as well as the sense of fun, other elements of the “Kids in the Kitchen” spot that participants tended to find appealing included:

- The diversity of the children: Often noted in contrast to the “Road” spot, many participants said that they liked that the kids in this ad were from diverse backgrounds.
- The variety of healthy foods: A number of participants commented favourably on the variety of foods shown in this spot, although some people noted that there was an emphasis on fruits and vegetables but no meat was shown.
- Kids interacting and playing a role in food preparation: While some participants believed that the kids in the ad had too much independence in the kitchen, others really liked the concept of kids taking a leading role in making decisions about healthy food choices:

*“Kids are able to make their own healthy choices.”*

*“Showing the kids that they should be taking initiative.”*



## Reactions to the “Kids in the Kitchen” Spot

---

- Non-traditional images: A few participants commented that they liked the fact that this spot showed a father with the kids instead of a mother. This was viewed as modern and progressive:

*“I really like that the dad was in the kitchen. It shows the world is changing.”*

A few participants also commented favourably on the image of the girl catching the ball at the end of the spot, rather than one of the boys.

### Perceived Weaknesses

Notwithstanding the generally positive reactions to the style and energy of “Kids in the Kitchen”, participants in almost every group offered consistent criticisms of this spot, some of which called into question its credibility. The most salient weaknesses of the ad are:

- The lack of parental supervision: A number of participants commented that the absence of adults in the kitchen for the whole time with the kids is at best, unrealistic, and at worst, irresponsible and unsafe. Participants noted that the father is shown only briefly at the beginning of the spot reaching for something from a cupboard, and then again at the end in the backyard playing catch. In the meantime, the kids are shown using the stove, and performing other tasks that many participants felt required supervision. This undermined the credibility of the ad.
- The lack of mess: Also viewed as unrealistic were the images of the kids juggling the food, cracking eggs, and flipping pancakes without creating any kind of mess. As such, many participants had a difficult time relating to this scenario. Thinking about their own kitchens, they could not imagine a similar situation:

*“Juggling the food...that would be a freaking nightmare!”*

*“My kids won’t do that.”*

In general, while many participants responded to the sense of fun in the ad, a number of people felt that the images were over-the-top, and the kids were having “*too much fun*”.



## Reactions to the “Kids in the Kitchen” Spot

---

- The jarring, choppy images (a function of the “animatics” style of presenting the concepts): Despite being instructed to focus on the concepts and the messages conveyed by the ads, participants tended to have a hard time getting past some of the choppy sequences in “Kids in the Kitchen”. For instance, some participants commented that the image of the milk carton label is jarring and out of place. Others mentioned that transition from the kitchen to the backyard at the end of the spot is awkward, as is the image of the apple morphing into a baseball:

*“Everything is in the kitchen and then suddenly outside.”*

*“I didn’t like the way they ended it, (with) the apple baseball.”*

### B. Message Comprehension

The “Kids in the Kitchen” spot conveyed a couple of key messages. A number of participants said that the main message is to eat healthy, especially by cooking with a variety of fresh foods. However, participants often seemed more likely to focus on the message that parents should involve their kids in food preparation, and/or give them more responsibility. For many, the prominence of this secondary message about kids in the kitchen overshadowed the intended primary focus on healthy eating:

*“I feel guilty that I don’t encourage the kids to help in the kitchen. They might enjoy doing more preparation. Maybe I don’t give them enough credit that they could do more of that stuff.”*

*“(The message is) getting kids involved in the kitchen.”*

*“Go to the kitchen with kids.”*

Further, despite the images of the nutritional label on the milk carton and the backyard game of catch, few participants took away any message about the importance of understanding nutrition labelling, or of exercise as part of a healthy lifestyle.

### C. Perceived Target Audience

Largely because of the absence of adults in “Kids of the Kitchen”, most participants believed that it is aimed at children aged 8-13: *“I personally think it’s targeted more toward the kids”*. To give the impression that it is also aimed at parents, participants commented that there would need to be a greater focus on parents in the kitchen. Further, some participants suggested that this ad would have broader appeal if kids were included from a greater range of ages. For instance, a few people commented that the spot would only grab the attention of kids close in age to those shown and/or parents of kids that age.



## Reactions to the “Kids in the Kitchen” Spot

---

### **D. Ability to Motivate Parents**

Consistent with the message take away, participants were most likely to indicate that this ad would motivate them to get their kids involved in the kitchen. However, in some respects, this call to action is “preaching to the converted”, particularly in light of some of the criticisms of the ad. For instance, the participants who already place value on involving their kids in meal preparation and who believe in making food fun for their kids as a strategy to encourage healthy eating were the ones who related most to this ad. Conversely, participants who viewed it as unrealistic were less likely to say that it would motivate them in any way.

### **E. Recommendations**

Notwithstanding the positive reactions to the tone and style of “Kids and in the Kitchen”, this spot was frequently criticized as unrealistic, and participants could not connect with it on a personal level in the same way they could with the other spots. Moreover, potential confusion about the intended message of this spot could detract from its ability to motivate parents. For these and other reasons outlined above, it holds less potential than the other executions, and is not recommended for further development.



## **VII. Reactions to the “Mom & Company” Spot**



## Reactions to the “Mom & Company” Spot

---

While overall, “Mom & Company” did not tend to be the most immediately attention-grabbing or appealing spot, participants related strongly to the concept that kids mimic their parents and thus it is important to act as good role-models with respect to healthy eating. This message is clearly and effectively communicated by “Mom & Company”, and many participants absorbed it as a motivating call to action.

### A. Overall Impressions of “Mom & Company”

Participants’ initial recall of the “Mom & Company” spot tended to focus on the images of the mom and daughter shopping, and the daughter mimicking her mother’s behaviour. In every group, participants talked about the role-modeling that is portrayed in this spot. A number of participants also focussed on the images of reading the nutritional labels. Whereas initial recall of the other spots tended to relate more to tone and style, recall of “Mom & Company” was much more focussed on the concept and the message.

#### Perceived Strengths

Almost all of the perceived strengths of “Mom & Company” related to the message and the ability of many participants to easily identify with the scenario shown in the ad. Aspects of the spot that stood out in a positive way for participants included:

- Reading the labels: Participants commonly noted that, of the three executions, this one was most effective at drawing attention to the value of reading nutrition labels:

*“It’s very descriptive. Pick your foods right. Check them.”*

- The girl feeding a carrot to her stuffed toy: This image clearly resonated with most participants. Not only was the mimicry perceived as believable, the message contained in this image was viewed as very important:

*“It’s dead on, very realistic, what’s going on inside her head.  
Feeding a stuffed animal equals feeding someone you care about.”*

*«J’ai surtout aimé la fin quand la petite fille mange une carotte et la partage avec son kangourou.»*

*“Girl at the end passing it on to her little dollie.  
She got the info her mom was trying to teach her.”*



## Reactions to the “Mom & Company” Spot

---

- Variety of foods shown: A number of participants commented on the different types of food that the mother and daughter examine, including milk, a melon, and cereal. While some felt that “Kids in the Kitchen” was more effective at highlighting the food, other participants noted that this spot demonstrates how to shop for it (e.g., squeezing the melon and reading the labels).
- Grocery store setting: Some participants in all groups commented favourably that the grocery store setting is good for conveying the message that healthy eating starts at the point of purchase:

*“I like that it’s set in a grocery store. Not only should you be teaching your kids what to eat, you should be teaching them where to buy it.”*

Moreover, this idea links to the discussion at the outset of each group, in which a number of participants talked about the importance of controlling the food that comes into the home.

- Child’s voice-over: A number of participants said they liked the child’s voice speaking the tagline “*Healthy eating. It’s for life*”. Further, the use of the child’s voice likely makes this tagline more memorable.

### Perceived Weaknesses

Notwithstanding how well the messages contained in “Mom & Company” resonated with participants, they were critical of a number of aspects of this ad. Overall, the ad tended to lack immediate appeal because it was perceived as “too simple”, “dull” or “boring”. The music and the animatics both played a role in this perception. Whereas the other two spots were alternatively viewed as bright and colourful, or fun and lively, “Mom & Company” lacked the same upbeat tone and style. One participant compared it to a “*Grade Eight video that you’d see in gym class*”. Further, while the broad message of the ad was interpreted as very believable (that kids pay attention to and mimic their parents’ behaviour), a number of participants thought that the girl’s behaviour was unrealistic for her age. For instance, participants commented that she was too young to be reading labels or even to be behaving that well in a grocery store:

*“I don’t think a child that young should be reading a label.”*

*“I try not to take the kids with me to the grocery store. It’s too stressful.”*

*“No kid is going to be smiling like that in an empty grocery store.”*



## Reactions to the “Mom & Company” Spot

---

Other commonly noted criticisms of the spot included:

- The lack of parent/child interaction: Participants pointed out that there is no interaction between the children and the parents in this spot, and that even when the girl looks up and smiles at her mother, the camera perspective does not allow the viewer to see the mother smile back. This was disconcerting for some participants and viewed as a missed opportunity:

*“When they are reading the carton, it could be a ‘teachable moment’.  
The mom and daughter could be interacting.”*

*“The sense of detachment between the parent and child...it’s the only thing that bothered me.”*

*“Great concept, but the no interaction thing ruined it for me.”*

Few participants picked up on the idea that the intention was to show the images from the child’s perspective. They would have preferred to be able to see the faces of the adults.

- Food choices: Some participants were critical of the focus on milk (apparent in all of the spots), and on the comparison between two “unhealthy” brands of hot cereal. As with the image of white bread in the “Road” spot, this detracted somewhat from the credibility of the message. A few participants also felt that a greater diversity of foods should be included.
- Prominence of reading nutritional labels: Some participants felt that this spot focussed too much on reading nutritional labels.
- Family dynamic: There were mixed opinions about the impact of showing a mother and daughter shopping together and then showing a father and son. Most participants felt that these images were realistic, in that children are most likely to model the behaviour of their same-sex parent, or that a daughter is most likely to be grocery shopping with her mother. While a few participants would have preferred less traditional images, this did not appear to be a major concern for most people. However, some participants commented that the father and son should be featured more prominently and not just quickly near the end:

*« C’est encore une mère et sa fille. Je n’ai pas remarqué le jeune garçon ».*



## Reactions to the “Mom & Company” Spot

---

### B. Message Comprehension

Message recall from “Mom & Company” was strong, but focussed primarily on the messages that children model the behaviours of their parents, and that it is important to read nutrition labels on foods. Participants were less likely to take away, as the overt message, that healthy eating is important; however, this was clearly embedded in their focus on the modelling behaviour and nutritional labels. For instance, some participants commented that this spot is intended to make parents think about their own eating and food purchasing habits because their kids are paying attention:

*“It’s trying to teach parents to read the labels.”*

*“Your kid is going to model you. Kids learn by example.”*

*«La publicité nous montre que nos habitudes vont aussi être celles de nos enfants.»*

*“Role-modeling is so much involved in how we’re creating an unhealthy society.”*

Another message that some participants gleaned from “Mom & Company” is importance of “starting early” with their kids with respect to developing healthy eating habits:

*“Keep the kids involved from the get go.”*

*“Teach them early.”*

Unlike with the other two spots, there is no message from “Mom & Company” about physical activity and exercise. For instance, just a couple of participants noted that the girl is wearing a track suit, and this was not linked to physical activity.

### C. Perceived Target Audience

Most participants believed that “Mom & Company” is aimed at parents, although some thought that it is aimed at children close in age to the girl featured in the ad. Relative to either “Road” or “Kids in the Kitchen”, participants were far more likely believe that this ad speaks to adults. A few participants commented that the spot is aimed more at mothers than at fathers, given the prominence of the mother and daughter compared to the quick shots of the father and son near the end. Also, some participants felt that appeal of this ad is narrower than the others, because only parents with a child of a similar age (7-8 years) would be likely to pay attention (a few participants made similar comments about “Kids in the Kitchen”).



## Reactions to the “Mom & Company” Spot

---

### D. Ability to Motivate Parents

The emotional appeal of the primary message conveyed by “Mom & Company” – that kids pay attention to and model the behaviour of their parents – coupled with the ability of many participants to relate personally to this spot, made it thought-provoking and motivating for many participants:

*“It reminded me of how I am as a parent.”*

*“I see myself in that.”*

Of the various messages conveyed by all three spots, the notion that children model the behaviour of their parents was clearly the most compelling, even profound, for participants. While by no means all participants indicated that this spot would motivate them to examine and/or change their eating habits, of the three executions, it appeared to have the greatest potential to motivate people. Some participants indicated that it would cause them to think more about making healthy choices, and some said that it would encourage them to obtain a copy of the Food Guide. Most agreed that it would cause them to think about the kinds of behaviours around food that they are passing to their children.

### E. Recommendations

A number of factors combine to make “Mom & Company” the most effective of the three spots tested: strong message recall, ability of participants to relate personally to the concept, powerful emotional appeal, believability, and motivational appeal. Although this spot was not the most attention-grabbing and visually appealing of the three spots, specific executional elements relating to the tone and the images shown can be adjusted to make it more appealing.

The following changes to “Mom & Company” are recommended to strengthen this spot and give it broader appeal:

#### **1. Use music, images, and activity to give this spot a more upbeat tone and vivid style.**

While many participants felt that “Mom & Company” was “boring” and “too simple”, they were attracted to the bright colours, action and tone of the other two spots. Incorporating some of these elements into “Mom & Company” would likely strengthen its appeal. This includes using upbeat music, bright colours (e.g., with the foods shown), and more activity (e.g., the way the foods are handled).



## Reactions to the “Mom & Company” Spot

---

### **2. Show more parent-child and family interaction.**

Participants expressed a clear preference to see interactions between the parents and children in this spot. Further, participants tended to be most drawn to the entire family images used in the “Road” spot. This suggests that the appeal of “Mom & Company” could be enhanced by using a greater range of family interactions. For instance, instead of showing the daughter alone in the car feeding her stuffed toy, she could be shown performing the same act while sitting at a dining table with her family.

### **3. Show more foods and ensure that all of the foods are healthy choices.**

Most participants would have preferred to see a greater diversity of foods in this spot. It is critical to ensure that all of the foods shown are healthy choices (for instance, whole grains and fresh rather than packaged items).

### **4. Show kids of varying ages and from diverse backgrounds, and ensure that the activities they engage in are age-appropriate.**

This spot will likely have broader appeal among Canadian parents with kids aged 2-12 if kids from a diversity of backgrounds and of varying ages are shown. Some participants noted that the girl in the ad seemed too young to be reading labels; this lessens the credibility of the message. Thus, it is important to ensure that the activities shown are realistic and age-appropriate.



## **VIII. Appendix: Research Instruments**



## Research Instruments

---

### A. Recruiting Script

#### 1. English Version

**Health Canada  
Healthy Eating – Concept Test  
Recruiting Script  
FINAL – March 14, 2007**

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

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

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

Yes - CONTINUE

No – THANK AND TERMINATE

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

IF YES, THANK AND TERMINATE CALL

IF NO, CONTINUE

IF REFUSED, THANK AND TERMINATE CALL

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

IF YES, CONTINUE

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



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

Very Comfortable

Somewhat Comfortable

Somewhat Uncomfortable (THANK & TERMINATE)

Very Uncomfortable (THANK & TERMINATE)

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

YES NO – Skip to Q.5 and Continue

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

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

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

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

Under 18

18- 24

25-34

35-44

45-54

55-64

65-75

75 +

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

Yes - CONTINUE

No - THANK AND TERMINATE

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

2 - 4 years old

5 – 7 years old

8 – 10 years old

11-12 years old



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

Under \$20,000	Lower income
\$20,000-\$29,999	Lower income
\$30,000-\$39,999	Lower income
\$40,000-\$49,999	Mid income
\$50,000-\$59,999	Mid income
\$60,000-\$69,999	Mid income
\$70,000-\$79,999	Mid income
\$80,000-\$89,999	Higher income
\$90,000-\$99,999	Higher income
\$100,000-\$124,999	Higher income
\$125,000 +	Higher income

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

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

10. And, what is your current occupation?

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



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

- Male
- Female

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

**SCHEDULE OF GROUPS**

Date	Location	Facility	Language	Time of Groups
Friday, Mar. 23 <sup>rd</sup>	Vancouver	TBD	English	5:30 p.m.
				7:30 p.m.
Monday, Mar. 26 <sup>th</sup>	Toronto	TBD	English	5:30 p.m.
				7:30 p.m.
Tuesday, Mar. 27 <sup>th</sup>	Montreal	TBD	French	5:30 p.m.
				7:30 p.m.
Tuesday, Mar. 27 <sup>th</sup>	Halifax	TBD	English	5:30 p.m.
				7:30 p.m.

\*Choice depending on availability of facility on this date. We will offer \$75 incentive for this set of groups, given they are being conducted on a Friday evening.

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

General Recruitment Specs:

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

Incentive: \$50 in all locations other than Vancouver/Edmonton where incentive of \$75 will be offered given that the group is being held on a Friday evening.



## 2. French Version

**Santé Canada**  
**Alimentation saine – Test du concept**  
**Script de recrutement**  
**FINAL – Le 14 mars 2007**

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

Votre participation est entièrement volontaire. Toutes vos réponses seront traitées de manière confidentielle, et elles ne seront utilisées qu'aux fins de cette recherche. Nous sommes tout simplement intéressés à connaître votre opinion – en aucune façon n'essaierons-nous de vous vendre quoi que ce soit. Le format de la discussion est une table ronde menée par un professionnel de la recherche. Tous les renseignements personnels que vous nous communiquerez demeureront strictement confidentiels. Les rapports qui découleront de la série de groupes de discussion que nous organisons ne contiendront pas de commentaires attribués à des personnes précises. Une fois le projet de recherche complété, les rapports seront toutefois mis à la disposition du public via Bibliothèque et Archives Canada ainsi que la Bibliothèque du Parlement.

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

Oui - CONTINUER

Non – REMERCIER ET METTRE FIN À L'APPEL

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

SI OUI, REMERCIER ET METTRE FIN À L'APPEL

SI NON, CONTINUER

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

13. Connaissez-vous le concept d'un groupe de discussion?

SI OUI, CONTINUER

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



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

Très à l'aise

Plutôt à l'aise

Plutôt mal à l'aise

Très mal à l'aise

(REMERCIER ET METTRE FIN À L'APPEL)

(REMERCIER ET METTRE FIN À L'APPEL)

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

OUI NON – Passer à Q.5 et continuer

**SI OUI** – Il y a combien de temps de cela ? \_\_\_\_\_

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

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

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

Est-ce qu'un ou plusieurs de ces groupes ont été tenus au nom du gouvernement du Canada ?

(SI OUI, REMERCIER ET METTRE FIN À L'APPEL)

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

Moins de 18 ans

Entre 18 et 24 ans

Entre 25 et 34 ans

Entre 35 et 44 ans

Entre 45 et 54 ans

Entre 55 et 64 ans

Entre 65 et 75 ans

Plus de 75 ans

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

Oui - CONTINUER

Non - REMERCIER ET METTRE FIN À L'APPEL



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

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

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

Moins de 20 000 \$	
Entre 20 000 et 29 999 \$	Revenu plus faible
Entre 30 000 et 39 999 \$	
Entre 40 000 et 49 999 \$	
Entre 50 000 \$ et 59 999 \$	
Entre 60 000 \$ et 69 999 \$	Revenu moyen
Entre 70 000 \$ et 79 999 \$	
Entre 80 000 \$ et 89 999 \$	
Entre 90 000 \$ et 99 999 \$	Revenu plus élevé
Entre 100 000 \$ et 124 999 \$	
125 000 \$ +	

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

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



21. Et quelle est votre occupation courante ?

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

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

- Homme
- Femme

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

### HORAIRE DES GROUPES

Date	Ville	Endroit	Langue	Heure des groupes
Le vendredi 23 mars	Vancouver	À confirmer	Anglais	17 h 30
				19 h 30
Le lundi 26 mars	Toronto		Anglais	17 h 30
				19 h 30
Le mardi 27 mars	Montréal		Français	17 h 30
				19 h 30
Le mardi 27 mars	Halifax		Anglais	17 h 30
				19 h 30

\*Dépend de la disponibilité des locaux à cette date. Nous offrirons un incitatif de 75 \$ pour ces groupes puisqu'ils ont lieu le vendredi soir.

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

#### Spécifications générales de recrutement :

- Tous les groupes se dérouleront en anglais, à l'exception de ceux de Montréal qui se dérouleront en français.
- Les deux tiers de chaque groupe doivent être des femmes.



- Bonne représentation de parents avec des enfants de diverses catégories d'âges entre 2 et 12 ans.
- Chaque ville aura un groupe composé de participants issus de ménages à plus faible revenu (moins de 40 000 \$ par année) et un groupe composé de participants issus de ménages à revenu moyen à élevé (40 000 \$ et plus par année).
- Bon éventail d'occupations, d'âges et de niveaux de scolarité, tout en tenant compte des spécifications précédentes.

Incitatif : 50 \$ pour tous les groupes, sauf ceux de Vancouver et d'Edmonton qui auront un incitatif de 75 \$ puisque ces groupes ont lieu un vendredi soir.



## **B. Moderator's Guide**

### **1. English Version**

#### **Moderator's Guide Healthy Eating Concept Testing FINAL GUIDE – March 20, 2007**

##### **A. Introduction (5 minutes):**

- Introduce moderator and welcome participants to the focus group.
  - As we indicated during the recruiting process, we are conducting focus group discussions on behalf of the Government of Canada. This evening's discussion will focus health and, in particular, healthy eating habits. We are going to look at a number of concepts that have been developed for an advertising campaign intended to promote the message of healthy eating. We'll review each of these concepts and discuss your reaction to them.
- The discussion will last approximately 2 hours. Feel free to excuse yourself during the session if necessary. The session is being video/audio-taped for analysis purposes, in case we need to double-check the proceedings against our notes. We do not attribute comments to specific people. All your comments are confidential.
- Explanation re: one-way mirror and observers.
- Describe how a discussion group functions.
  - Discussion groups are designed to stimulate an open and honest discussion. My role as a moderator is to guide the discussion and encourage everyone to participate. Another function of the moderator is to ensure that the discussion stays on topic.
  - Your role is to answer questions and voice your opinions. We are looking for minority as well as majority opinion in a focus group, so don't hold back if you have a comment even if you feel your opinion may be different from others in the group. There may or may not be others who share your point of view. Everyone's opinion is important and should be respected.
  - I would also like to stress that there are no right or wrong answers. We are simply looking for your opinions and attitudes. It was not a prerequisite coming into the groups that you be an authority on health issues. This is not a test of your knowledge.
- The moderator is not an employee of the Government of Canada and may not be able to answer some of your questions.
- (Moderator introduces herself/himself). Participants should introduce themselves, using their first names only and provide background on number/age of children at home.



**B. Warm-up/Context: Perceived Challenges to Eating Healthy Foods (25 minutes)**

- Before we look at the advertising concepts I'd like to get a better sense of what you define as "healthy eating habits." So, when I talk about the idea of healthy eating, what does that involve in your view? Probe for:
  - Views on portion sizes
  - Types of foods we should be eating more of
  - Types of foods we should be eating less of
- What do you think about Canadians' (and your own) eating habits generally? How would you rate them? Why do you say that? 
- Do you think that people are becoming more health conscious and more conscious of what they are eating? 
  - If so, what is behind this trend?
- And, generally, how difficult do you, as parents, find it to prepare and eat healthy foods with your children? What about for others? What are some of the biggest challenges that you/others face as parents in this regard? Probe for: 
  - Making meals is a chore
  - Cost of fresh fruits and vegetables
  - Not enough time to prepare good meals all the time
  - Too rushed
  - Hard to get kids to eat healthy foods (issues re taste, etc.)
- As a parent of young children, what are some of the things that you do in preparing foods/meals in order to get your kids to eat healthier foods? Probe for: 
  - Getting family involved in preparation/doing it together
  - Making it fun
  - Family time
- And, where do you get information about healthy eating? What sources of information do you go to? Probe for: 
  - Canada Food Guide
  - Reading the nutrition facts on labels
  - Diet books
  - Magazines
  - Media stories
- To what extent do you rely on Health Canada or information from Health Canada for guidance on healthy eating habits? 

Today we will be looking at a few different advertisements on some different topics. The ads are still in the conceptual stage so you will notice that they are in animated form. The idea is to give you a sense of what the ad will look like even though it is not in its finished, polished form. Please keep this in mind as you are viewing and evaluating them.



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

LOCATION	GROUP 1 – UNDER \$40K INCOME	GROUP 2 - \$40K + INCOME
Vancouver	Concept 1 Concept 2 Concept 3	Concept 2 Concept 3 Concept 1
Toronto	Concept 3 Concept 1 Concept 2	Concept 2 Concept 1 Concept 3
Halifax	Concept 2 Concept 1 Concept 3	Concept 1 Concept 3 Concept 2
Montreal	Concept 1 Concept 3 Concept 2	Concept 3 Concept 2 Concept 1

**C. Discussion of Overall Reaction to TV Ad (60 minutes – 20 minutes per ad)**

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

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

- Before we discuss your reaction to the ad, I'd like you to jot down three specific things you remember about this ad. These could be words, phrases, colors, music, images or anything. What did you recall? MODERATOR TO RECORD ON FLIP CHART. 
- Now, how many would say they generally liked this ad? RECORD. And, how many would say they generally disliked this ad? RECORD. 
- What is your overall reaction to this ad? What are your impressions of the ad? 
- What was it that you liked about the ad? Why? What was it that you disliked about it? Why?
  - PROMPT: people, music, does anything stick out in particular? 
  - **On animated concept probe specifically for any reaction to animation (positive or negative)**



- What do you think the ad is trying to tell you? What is the main message that you take away from the ad? Probe for:
  - Whether parents feel this is something they can do for their family 
  - Whether they see themselves as a role model for their families with respect to develop healthy eating habits
    - Is this a message that is relevant to you? Why or why not?
    - Is this an important message? Why/why not?
- Who do you think this ad is targeted to? Is it you or someone else? MODERATOR TO PROBE FOR SENSE AS TO AGE GROUP (E.G. PARENTS WITH YOUNGER/OLDER CHILDREN) THE AD IS TARGETED TO. 
  - If you don't see yourself in this ad, is there any way that the ad could be altered so that it is more targeted to you?
- What, if anything, is the ad telling you to do? What would you do as a result of seeing this ad? Anything? PROBE FOR: 
  - Does the ad motivate you to order a copy of "Canada's Revised Food Guide"? How?
  - Does the ad motivate you to alter your own or your family's eating/dietary habits? How?
  - Does it motivate you to think about eating a variety of foods?
  - Does it motivate you to read nutritional labels?
- In general, did you find the ad believable/credible? Why or why not? 
- Do you recall who is the sponsor of the ad? 
- Would you change anything about the ad? Do you think anything is out of place? Do you think that anything is missing? REPLAY AD AS NECESSARY. 
- What could be done to improve this ad? Probe for: 
  - Imagery, music, information, etc.

#### **D. Review of Three Concepts (20 minutes)**

- Now, let's look at the ads together. I'm going to play them again for you and I'd like you to rate each ad on the following criteria:
  - Which one grabs your attention the most? 
  - Which one is most effective at making you want to change how/what you eat and how/what your family eats?
- As I am showing them to you, please rate them on the sheet in your questionnaire package.

**MODERATOR TO SHOW ALL EXECUTIONS – POSSIBLY SEVERAL TIMES.**



- Moderator to discuss ratings. Probe for:
  - Which ad grabs your attention most?
    - How does it do that?
    - What is it about the ad that would grab your attention? 
  - Which one is most effective at making you change how/what you eat?
    - What is it about this ad that makes it so effective?
- Finally, if you had to choose one ad, which one do you like the most? Why?
  - What are the one or two things about this ad that you would absolutely NOT change? (e.g. things about or aspects of the ad that you would want to make sure the creative people keep in any future iterations of this ad) 
  - Is there anything that could be done to improve this ad?
    - Images
    - Narrative
- And, which one do you like the least? Why? 

**E. Wrap-Up (10 minutes)**

- To finish our discussion, overall how important do you think it is to eat healthy foods? 
- And, how do you feel about the Government of Canada promoting the healthy eating message? Is this something they should be doing? Why/why not? 
- What information do you need or want from the Government of Canada to help you/your family on the way to healthier eating? 
- Can you think of any specific tools that you could use as a parent or with your children that would help you to learn more about healthier eating habits and would encourage the habit of eating healthy foods in your children? Probe for:
  - Internet-based tools 
  - Publications
  - Advise (1-800 number)
- Do you have any final thoughts or recommendations regarding improvements to any of the ads that we have looked at tonight? 

**THANK PARTICIPANTS.**



## 2. French Version

### **Guide du modérateur Alimentation saine – Test du concept GUIDE FINAL – Le 20 mars 2007**

#### **F. Introduction (5 minutes) :**

- Présentez le modérateur et souhaitez la bienvenue aux participants du groupe de discussion.
  - Comme nous l'avons indiqué au cours du processus de recrutement, nous menons des groupes de discussion pour le compte du gouvernement du Canada. La discussion de ce soir portera sur la santé et, plus particulièrement, sur les habitudes alimentaires saines. Nous allons examiner un certain nombre de concepts qui ont été créés pour une campagne publicitaire visant à faire la promotion d'une alimentation saine. Nous allons examiner chacun de ces concepts et discuter de votre réaction.
- La discussion durera environ deux heures. Au besoin, n'hésitez pas à sortir de la salle. La séance sera enregistrée à des fins d'analyse si nous devons contrevérifier son compte-rendu avec nos notes. Votre nom ne sera jamais mentionné dans le rapport qui sera rédigé; vos commentaires sont donc confidentiels.
- Expliquez le miroir sans tain et les observateurs.
- Décrivez le fonctionnement d'un groupe de discussion.
  - Les groupes de discussion visent à stimuler une discussion ouverte et honnête. Mon rôle en tant que modérateur est de guider la discussion et d'encourager tout le monde à participer. Un des autres rôles du modérateur est de veiller à ce que la discussion ne s'éloigne pas du sujet.
  - Votre rôle est de répondre aux questions et de nous faire part de votre opinion. Nous tenons à connaître l'opinion de tous les participants; ainsi, même si vous croyez que votre opinion diffère de celle des autres membres du groupe, faites-nous en part quand même. Qu'il y ait d'autres participants qui partagent votre point de vue ou non, votre opinion est importante et doit être respectée.
  - Je tiens aussi à préciser qu'il n'y a pas de bonnes ou de mauvaises réponses. Nous voulons simplement connaître votre opinion et comprendre votre attitude. Vous n'avez pas à être un expert en matière de questions de santé, et ce n'est pas un contrôle de vos connaissances.
- Le modérateur n'est pas à l'emploi du gouvernement du Canada et ne sera peut-être pas en mesure de répondre à certaines de vos questions.
- (Le modérateur / la modératrice se présente). Les participants doivent se présenter, en ne disant que leur prénom et en précisant le nombre d'enfants qu'ils ont et leurs âges.

#### **G. Mise en train / Contexte : Défis perçus pour manger des aliments sains (25 minutes)**

- Avant de regarder les concepts publicitaires, j'aimerais avoir une meilleure idée de ce que vous appelez des « habitudes alimentaires saines ». Alors, lorsque je parle de l'idée d'une alimentation saine, qu'est-ce que cela signifie, selon vous? Interroger pour :
  - Point de vue sur la taille des portions
  - Types d'aliments que nous devrions manger plus



- Types d'aliments que nous devrions manger moins
- Que pensez-vous des habitudes alimentaires des Canadiens dans l'ensemble, et des vôtres? Comment les évalueriez-vous? Pourquoi dites-vous cela?
- Croyez-vous que les gens font plus attention à leur santé et à ce qu'ils mangent?
  - Si c'est le cas, que sous-tend cette tendance?
- Et, dans l'ensemble, à quel point trouvez-vous difficile, en tant que parents, de préparer et de manger des aliments sains avec vos enfants? Et avec d'autres personnes? Quels sont les plus grands défis auxquels vous faites face / d'autres font face en tant que parents à ce niveau? Interroger pour :
  - Préparer des repas est une corvée
  - Coût des fruits et légumes frais
  - Pas suffisamment de temps pour préparer de bons repas tout le temps
  - Trop pressé
  - Difficile de faire manger des aliments sains aux enfants (goût, etc.)
- En tant que parent de jeunes enfants, qu'est-ce que vous faites lors de la préparation des aliments / des repas pour que vos enfants mangent des aliments plus sains? Interroger pour :
  - Faire participer la famille à la préparation des repas / préparer les repas ensemble
  - Rendre la préparation des repas amusante
  - Temps en famille
- Et où vous informez-vous sur l'alimentation saine? Quelles sources d'information consultez-vous? Interroger pour :
  - Guide alimentaire canadien
  - Lire les renseignements nutritionnels sur les étiquettes
  - Livres de régimes alimentaires
  - Magazines
  - Reportages dans les médias
- Dans quelle mesure vous fiez-vous à Santé Canada ou à l'information provenant de Santé Canada pour vous guider en matière d'habitudes alimentaires saines?

Aujourd'hui, nous allons regarder quelques publicités sur des sujets différents. Les publicités sont encore à l'étape de la conception; vous remarquerez donc qu'elles sont sous forme de scénarios-maquettes. L'idée est de vous donner un aperçu de ce à quoi ressembleront les publicités, même si elles ne sont pas dans leur forme finie. Gardez cela à l'esprit en les regardant et en les évaluant.

**REMARQUE A L'INTENTION DES MODÉRATEURS : DEUX GROUPES DE DISCUSSION AURONT LIEU DANS CHAQUE VILLE. LES PUBLICITÉS TÉLÉVISÉES SERONT RENOUELÉES AU SEIN DES GROUPES COMME SUIT :**



EMPLACEMENT	GROUPE 1 – REVENU DE MOINS DE 40 000 \$	GROUPE 2 - REVENU DE 40 000 \$ OU PLUS
Vancouver	Concept 1 Concept 2 Concept 3	Concept 2 Concept 3 Concept 1
Toronto	Concept 3 Concept 1 Concept 2	Concept 2 Concept 1 Concept 3
Halifax	Concept 2 Concept 1 Concept 3	Concept 1 Concept 3 Concept 2
Montréal	Concept 1 Concept 3 Concept 2	Concept 3 Concept 2 Concept 1

**H. Discussion sur la réaction globale à la publicité télévisée (60 minutes – 20 minutes par publicité)**

LE MODÉRATEUR PRÉSENTE UNE MAQUETTE DE LA PUBLICITÉ TÉLÉVISÉE. RÉPÉTEZ. LES PARTICIPANTS DEVRONT ÉVALUER DES ASPECTS DE LA PUBLICITÉ SUR UNE FEUILLE DE TRAVAIL : IMPRESSION GÉNÉRALE, MESSAGE PRINCIPAL, ASPECTS PRÉFÉRÉS, MOINS AIMÉS, PERTINENCE.

UNE FOIS LES FEUILLES DE TRAVAIL REMPLIES INDIVIDUELLEMENT, LA DISCUSSION SUR LA PUBLICITÉ AURA LIEU EN GROUPES PLUS IMPORTANTS.

- Avant de discuter de votre réaction à la publicité, j’aimerais que vous écriviez trois choses précises dont vous souvenez au sujet de cette publicité. Il peut s’agir de mots, de phrases, de couleurs, d’images ou d’autre chose. De quoi vous souvenez-vous? LE MODÉRATEUR INSCRIT LES RÉPONSES SUR LE TABLEAU DE PAPIER.
- Et combien d’entre vous diraient que, dans l’ensemble, ils ont aimé cette publicité? INSCRIRE .Et combien d’entre vous diraient que, dans l’ensemble, ils n’ont pas aimé cette publicité? INSCRIRE.
- Quelle est votre réaction générale à cette publicité? Quelles sont vos impressions de la publicité?
- Qu’est-ce que vous avez aimé à propos de la publicité? Pourquoi? Qu’est-ce que vous n’avez pas aimé à propos de la publicité? Pourquoi?
  - DEMANDER : personnages, musique, est-ce que quelque chose en particulier ressort?
  - **Pour le concept animé, demander précisément les réactions à l’animation (positives ou négatives)**
- Qu’est-ce que vous croyez que la publicité essaie de vous dire? Quel est le principal message que vous reprenez de la publicité? Interroger pour :
  - Si les parents ont l’impression que c’est quelque chose qu’ils peuvent faire pour leur famille



- S'ils se perçoivent comme un modèle pour leur famille pour ce qui est de développer des habitudes alimentaires saines
    - Est-ce que ce message est pertinent pour vous? Pourquoi ou pourquoi pas?
    - Est-ce un message important? Pourquoi / Pourquoi pas?
  - Selon vous, qui cible cette publicité? Est-ce vous ou quelqu'un d'autre? **LE MODÉRATEUR INTERROGE POUR SAVOIR LE GROUPE D'ÂGE VISÉ PAR LA PUBLICITÉ (P.EX. PARENTS AVEC DE JEUNES ENFANTS / DES ENFANTS PLUS ÂGÉS).**
    - Si vous ne vous reconnaissez pas dans cette publicité, est-ce la publicité pourrait être modifiée pour s'adresser davantage à vous?
  - S'il y a lieu, qu'est-ce que la publicité vous dit de faire? Que feriez-vous après avoir vu cette publicité? Feriez-vous quelque chose? **INTERROGER POUR :**
    - Est-ce que la publicité vous motive à commander un exemplaire du *Guide alimentaire canadien* révisé? Comment?
    - Est-ce que la publicité vous motive à modifier vos habitudes alimentaires ou celles de votre famille? Comment?
    - Est-ce qu'elle vous motive à penser à aux portions?
    - Est-ce qu'elle vous motive à lire les étiquettes pour les renseignements nutritionnels?
  - En général, avez-vous trouvé la publicité vraisemblable / crédible? Pourquoi ou pourquoi not?
  - Vous souvenez-vous qui commandite la publicité?
  - Est-ce que vous changeriez quelque chose à propos de la publicité? Croyez-vous que quelque chose n'a pas sa place? Croyez-vous qu'il manque quelque chose? **REPASSER LA PUBLICITÉ, AU BESOIN.**
  - Qu'est-ce qui pourrait être fait pour améliorer cette publicité? Interroger pour :
    - Images, musique, information, etc.
- I. Revue des trois concepts (20 minutes)**
- Maintenant, regardons les publicités ensemble. Je vais vous les repasser et j'aimerais que vous évaluiez chaque publicité en fonction de ces critères :
    - Laquelle a le plus retenu votre attention?
    - Laquelle est la plus efficace pour vous encourager à changer comment vous et votre famille mangez et ce que vous mangez ?
  - Alors que je vous présente les publicités, veuillez les évaluer sur la feuille dans votre trousse de questionnaire.



LE MODÉRATEUR PRÉSENTE TOUTES LES PUBLICITÉS – PROBABLEMENT PLUSIEURS FOIS.

- Le modérateur discute des notes accordées. Interroger pour :
  - Quelle publicité retient votre attention le plus?
    - Comment y réussit-elle?
    - Pourquoi cette publicité retient-elle votre attention?
  - Laquelle est la plus efficace pour vous faire changer la façon dont vous mangez et ce que vous mangez?
    - Qu'est-ce qui rend cette publicité si efficace?
- Finalement, si vous deviez choisir une publicité, laquelle préférez-vous? Pourquoi?
  - Quels éléments, un ou deux, de cette publicité ne changeriez-vous absolument PAS? (p.ex. éléments ou aspects de la publicité que vous voudriez que les créatifs gardent pour les versions futures de la publicité)
  - Pourrait-on faire quelque chose pour améliorer cette publicité?
    - Images
    - Récit
- Et laquelle aimez-vous le moins? Pourquoi?

**J. Conclusion (10 minutes)**

- Pour terminer la discussion, dans l'ensemble, à quel point est-il important selon vous de manger des aliments sains?
- Et que pensez-vous du fait que le gouvernement du Canada fasse la promotion d'une saine alimentation? Est-ce quelque chose qu'il devrait faire? Pourquoi / pourquoi pas?
- De quelle information avez-vous besoin ou désirez-vous du gouvernement du Canada pour vous aider à améliorer vos habitudes alimentaires et celles de votre famille?
- Pouvez-vous penser à des outils précis que vous pourriez utiliser en tant que parent ou avec vos enfants qui vous aideraient à en apprendre davantage au sujet d'habitudes alimentaires plus saines et vous encourageraient à manger des aliments sains avec vos enfants? Interroger pour:
  - Outils articulés autour d'Internet
  - Publications
  - Conseils (numéro 1 800)
- Avez-vous des commentaires ou des suggestions à formuler pour améliorer les publicités que nous avons regardées ce soir?

**REMERCIER LES PARTICIPANTS.**



### C. Participant Questionnaire

#### 1. English Version

Group #: \_\_\_\_\_

Concept # 1

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

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

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

---



---



---

3. What is the one thing you liked best about the ad?

---



---



---

4. What did you like least about the ad?

---



---



---

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

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



Group #: \_\_\_\_\_

Concept # 2

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

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

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

---



---



---

8. What is the one thing you liked best about the ad?

---



---



---

9. What did you like least about the ad?

---



---



---

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

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



Group #: \_\_\_\_\_

Concept # 3

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

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

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

---



---



---

13. What is the one thing you liked best about the ad?

---



---



---

14. What did you like least about the ad?

---



---



---

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

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



### Overall Evaluation of Ads

<b><i>Please place an X in the column reflecting the ad that ...</i></b>	<b>Concept #1</b>	<b>Concept #2</b>	<b>Concept #3</b>
... grabs your attention the most			
... most clearly gets across the message about healthy eating			
... would motivate you to eat healthier and prepare healthier foods for your children			
... is the ad that you like the least			



**2. French Version**

N° de groupe : \_\_\_\_\_

Concept N° 1

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

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

17. Veuillez décrire en vos propres mots ce que vous pensez que la publicité essaie de vous dire. Quel est le principal message de la publicité?

---



---



---

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

---



---



---

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

---



---



---

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

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



N° de groupe : \_\_\_\_\_

Concept N° 2

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

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

22. Veuillez décrire en vos propres mots ce que vous pensez que la publicité essaie de vous dire. Quel est le principal message de la publicité?

---



---



---

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

---



---



---

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

---



---



---

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

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



N° de groupe : \_\_\_\_\_

Concept N° 3

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

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

27. Veuillez décrire en vos propres mots ce que vous pensez que la publicité essaie de vous dire. Quel est le principal message de la publicité?

---



---



---

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

---



---



---

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

---



---



---

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

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



## Évaluation globale des publicités

<b><i>Veillez inscrire un X dans la colonne reflétant la publicité qui...</i></b>	<b>Concept N° 1</b>	<b>Concept N° 2</b>	<b>Concept N° 3</b>
... attire votre attention le plus			
... transmet le plus clairement le message au sujet d'une alimentation saine			
... vous motiverait à manger plus sainement et à préparer des aliments plus sains pour vos enfants			
... est la publicité que vous aimez le moins			



## D. Participant Grids

### 1. Vancouver

3/23/2007 5:30 PM

Name	Age	Sex	Marital	Education	Income	Occupation	Sector	Ethnicity	Children	PP
	37	F	S	coll grad	20-30	massage therapist	health	Caucasian	8,11	1y
	30	F	CL	coll grad	30-40	s/e hair dresser	sales/service	Caucasian	2	v
	40	F	S	univ grad	30-40	banking dept. , hotel chain	service	Asian	9	4y
	24	F	M	some hs	<40	barista	sales/service	Caucasian	1,4	3y
	46	F	M	univ grad	30-40	sales, asst., retail chain	sales/service	East Indian	12	v
	30	F	S	some coll	20-30	unemp.	unemp.	Aboriginal	3,5,10	v
	25	F	S	some coll	20-30	homemaker	homemaker	Caucasian	3,5	1y
	27	F	S	some coll	20-30	youth worker	not-for-profit	Aboriginal	8	1y
	26	M	CL	hs	20-30	maintenance, hospital	service	Caucasian	3,8	2y
	46	M	S	coll grad	30-40	unemp.	former IT	Caucasian	2,6	1y

3/23/2007 7:30 PM

Name	Age	Sex	Marital	Education	Income	Occupation	Sector	Ethnicity	Children	PP
	39	F	W	some coll	80-90	homemaker	homemaker	Caucasian/part Aboriginal	7m,3	10y
	38	F	M	some univ	40-60	gym, fitness instructor	sales, service	Caucasian	3	1y
	47	F	M	hs	40-60	jewellery manuf.	sales/service	Asian	10	v
	28	F	M	some coll	60-80	homemaker/owner, small business	sales/service	Caucasian	1,7	v
	33	F	M	coll grad	90-100	claims officer, WCB	management	Caucasian	1,8	2y
	38	F	M	hs	40-60	park caretaker, municipality	trades	Caucasian	3	1y
	38	F	S	hs	40-50	bartender	sales/service	Caucasian	8,14	v
	38	F	M	univ grad	60-70	homemaker	homemaker	Asian	3,6,7	v
	36	M	S	some coll	60-70	cabinet maker	trades/manufacturing	Caucasian	2,5	6y
	31	M	CL	coll grad	40-60	policy analyst	not-for-profit	Aboriginal	12	4y

### 2. Toronto

3/26/2007 5:30 PM

Name	Age	Sex	Marital	Education	Income	Occupation	Sector	Ethnicity	Children	PP
	40	F	M	some hs	20-30	student, homemaker	student/homemaker	Aboriginal	4,8	v
	23	F	S	some hs	<20	homemaker	homemaker	Aboriginal	4m,2	v
	38	F	Sep.	coll grad	30-40	lab tech., research co.	sciences	Afro-Caribbean	4	v
	36	F	M	univ grad	30-40	waitress, hotel	sales and service	Serbian	2,6	v
	29	F	S	some coll	<20	student	student	Guyanese	3,5	v
	27	F	CL	coll grad	20-30	s/e children's writer	writer	West Indian	8,10	7y
	45	M	M	post grad	20-30	unemp., IT specialist	unemployed	Indian	4,7,11	v
	31	M	M	univ grad	<20	unemp. prev. engineer	unemployed	Chinese	3	v
	39	M	M	univ grad	20-30	engineer	manufacturing	Caucasian	1,3,5	v
	38	M	M	univ grad	30-40	medical tech., biotech. co.	health	Asian	10	v

3/26/2007 7:30 PM

Name	Age	Sex	Marital	Education	Income	Occupation	Sector	Ethnicity	Children	PP
	39	F	M	univ grad	41-60	lab tech., research co.	sciences	Afghani	5,12,13	v
	36	F	M	univ grad	80-90	homemaker	homemaker	Iranian	7m,3	3y
	39	F	M	univ grad	70-80	teacher & hairstylist	education	Icelandic	9,12,14	v
	38	F	M	univ grad	>125	financial advisor, bank	business, finance, administration	Serbian	2,3,9	v
	31	F	M	univ grad	70-80	admin., job search co.	social services	Caucasian	2,4	v
	49	F	M	univ grad	60-70	financial advisor, insurance co.	business, finance, administration	Serbian	9	v
	35	F	M	coll grad	80-90	admin., computer consult. co.	administration	Caucasian	3,9	v
	28	M	M	coll grad	90-100	computer technician, IT co.	sales and services	Canadian	4,5	v
	43	M	M	coll grad	90-100	csr, insurance co.	sales and services	Canadian	7	v
	47	M	M	coll grad	41-60	school bus driver	transportation	Bosnian	3	v



### 3. Montreal

3/27/2007 5:30 PM

Name	Age	Sex	Marital	Education	Income	Occupation	Sector	Ethnicity	Children	PP
	37	F	S	hs	20-30	homemaker	homemaker	French Canadian	6	v
	42	F	S	some univ	<20	homemaker	homemaker	French Canadian	10	3y
	29	F	CL	hs	30-40	hairstylist	sales and service	French Canadian	2,11	3y
	42	F	S	coll grad	30-40	event organization	business, administration	French Canadian	11	2y
	29	F	S	hs	30-40	secretary, contractual co.	business, administration	French Canadian	3,6,9	v
	29	F	CL	hs	30-40	support worker, nursing home	health	French Canadian	5	>1y
	28	F	CL	coll grad	30-40	csr, insurance co.	sales and service	French Canadian	7,8	v
	34	M	CL	hs	20-30	s/e renovator	renovation	French Canadian	3	v
	27	M	S	univ grad	20-30	csr, call center	sales and services	Tunisia	2	v
	40	M	D	univ grad	20-30	unemp., avionics	unemployed	Moroccan	5,6,10	v

3/27/2007 7:30 PM

Name	Age	Sex	Marital	Education	Income	Occupation	Sector	Ethnicity	Children	PP
	40	F	S	hs	41-60	homemaker	homemaker	Honduran	12,15	v
	30	F	CL	coll grad	70-80	s/e maintenance worker	sales and services	French Canadian	4	1y
	35	F	CL	univ grad	60-70	educator, community center	education	French Canadian	9	v
	40	F	CL	hs	41-60	s/e cleaning lady	sales and services	French Canadian	8	v
	29	F	M	coll grad	80-90	tech., aviation co.	technician	Guatemalan	10	>1y
	32	F	M	coll grad	41-60	secretary, construction co.	sales and services	Moroccan	2	v
	49	F	M	some coll	41-60	florist, flower shop	sales and services	French Canadian	11	>1y
	32	M	M	hs	41-60	s/e construction worker	trade	French Canadian	2,3,4,5,12	v
	41	M	M	coll grad	41-60	tech., telecom.	processing, manufacturing, utilities	French Canadian	11	v
	38	M	M	hs	41-60	roofer	trade	French Canadian	7,9	v

### 4. Halifax

3/27/2007 5:30 PM

Name	Age	Sex	Marital	Education	Income	Occupation	Sector	Ethnicity	Children	PP
	38	F	M	coll grad	20-30	homemaker	homemaker	Persian	9,13	v
	39	F	D	univ grad	20-30	kitchen help, nursing home	sales and service	Caucasian	8	>5y
	47	F	CL	some hs	20-30	p/t student, unemp.	student	Caucasian	7	>1y
	32	F	M	hs	30-40	homemaker	transportation	Caucasian	2,3,5,8,9,12	v
	34	F	S	hs	20-30	homemaker	homemaker	African Canadian	6,10	3y
	30	F	M	coll grad	20-30	homemaker	homemaker	Caucasian	2,5,6	v
	28	F	CL	some hs	20-30	homemaker	homemaker	Caucasian	4,8,9	1y
	37	F	S	some univ	20-30	homemaker, baby-sitter	homemaker	Caucasian	5	1y
	41	M	CL	some coll	20-30	server, restaurant	sales and service	Caucasian	4	v
	36	M	M	hs	30-40	s/e truck driver	transportation	Caucasian	4,6,10	v

3/27/2007 7:30 PM

Name	Age	Sex	Marital	Education	Income	Occupation	Sector	Ethnicity	Children	PP
	35	F	M	univ grad	60-70	on maternity, IT co.	business	Hispanic	1,3,5	v
	22	F	M	hs	60-70	csr, telecom. co.	sales and service	Canadian	6	v
	55	F	M	post grad	70-80	admin., NPO	business	Egyptian	12,16	v
	43	F	M	post grad	70-80	homemaker	homemaker	Caucasian	9	2y
	28	F	CL	coll grad	70-80	airline worker	business	Canadian	1m,2	5y
	41	F	M	univ grad	60-70	p/t cashier	sales and service	Rwandan	3,10,12	v
	35	F	M	univ grad	60-70	homemaker	homemaker	Caucasian	10,10	10y
	32	F	M	coll grad	60-70	receptionist, optical store	sales and service	Caucasian	3	v
	37	M	M	univ grad	60-70	job recruiter, private co.	business	Caucasian	1,4	v
	44	M	M	univ grad	70-80	s/e web designer	business	Caucasian	3,5	12y