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Report
FOCUS TESTING OF CREATIVES FOR THE
NUTRITION FACTS EDUCATION INITIATIVE
(HC POR 09-16)

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I. Executive Summary



Executive Summary

The Strategic Counsel is pleased to present this report on the findings from a series of focus groups which were undertaken to obtain feedback on various elements of an educational campaign developed to raise awareness of and explain the “Percent Daily Value” (%DV) information contained in Nutrition Facts tables.

The research was commissioned through Health Canada, although the education initiative is a collaboration between Health Canada and Food and Consumer Products Canada (FCPC), Canada’s national trade association for the food industry. The total value of the contract is \$59,214.75 (including GST). The total cost for the completion of this research study is \$54,615.29 (including GST).

The Strategic Counsel certifies that this report and all final deliverables associated with this research project comply with the political neutrality requirement in Section 6.2.4 of the Communications Policy Public Opinion Research (POR) Procedures (June 2009).

A. Overview of Research Objectives and Methodology

Health Canada has been actively engaged in educating Canadians on nutrition labelling since the voluntary nutrition labelling system was adopted in 1988. The department increased its nutrition labelling education efforts following the introduction of mandatory nutrition labelling regulations in 2003, and has been successful in raising Canadians’ awareness of the Nutrition Facts table (NfT) shown on pre-packaged food products.

Now that widespread awareness of the Nutrition Facts table has been achieved, the necessity of an education initiative to increase consumers’ self-efficacy in using the Nutrition Facts table so that they can make more informed food choices has become evident. A number of previous reports and consumer research recommends that Health Canada engage multisectoral partners in educating Canadians about nutrition labelling. Thus, FCPC was identified as a partner to engage in this Nutrition Facts Education Initiative.

A significant amount of research on the use of the Nutrition Facts table in Canada has been conducted that offers direction to this Nutrition Facts Education Initiative. This research points to several consumer challenges related to food label use, including low motivation and trust, confusion with the %DV and serving size, and poor knowledge of the requirements for calories and nutrients. New messages, delivered through a variety of channels, that address these issues are required if the Nutrition Facts table is to reach its potential in assisting Canadians in making informed food choices.

The first year of a potential national education initiative would focus on better explaining percent daily values and serving sizes. The collaboration could lead to the creation and launch of a national education initiative that would include on-package, in-store, national media and public relations, to reach Canadian consumers with practical messages of learning and application. In order to ensure that the education



campaign is clear and has the intended impact, Health Canada needed to test prospective creative elements for the on-package portion of this campaign with the target audience.

This research study examined the clarity, impact and appropriateness of several creative concepts designed to promote the Nutrition Facts Education Initiative messaging via the television, print, on-package and web mediums. Specific objectives of the focus groups included assessing:

- the preferred creative format and content to ensure that it is both visually appealing and informative;
- the clarity of the content to ensure that it is understandable to Canadians with various backgrounds and socioeconomic statuses;
- the motivational capacity of the messaging, in terms of encouraging behaviour change
- the credibility of the content and whether or not the information is believable; and
- the perceived relevance of the creative approaches and the on-package/web information with the audience, to determine if the target groups are being addressed in an appropriate fashion.

A series of eight focus groups were undertaken, each two hours in length, in four major Canadian urban centers: Toronto, St. John's, Montreal (in French) and Calgary. The groups targeted Canadians aged 18 years and older who identified themselves as the primary grocery shopper and/or mostly responsible for meal preparation in their household in addition to indicating that they referred to the Nutrition Facts table to some extent when making purchase decisions. Beyond this, reasonable efforts were made to obtain a cross-section of the population by age (with a focus on those aged 19 to 54 years), gender (with a slight skew towards women with children at home), marital status, occupation, ethnicity, education and household income. The full recruiting specifications are shown in Appendix A. All groups were conducted between February 1st, 2010 and February 3rd, 2010.

B. Key Findings

The main findings from the series of groups are outlined below.

1. General Comments and Contextual Findings

It is clear that nutrition and healthy eating is an issue that interests consumers and it is one on which they are highly engaged. From comments offered by participants, consumers appear to pay much more attention to the information found in the NFt that pertains to calories, fat, sodium and other nutrients such as vitamins and are focusing principally on the left side of the NFt, while virtually ignoring all the information in the right-hand column (the %DV).

When the subject of the discussion turned more directly to the notion of %DV, commentary heard in this qualitative research suggested that there is considerable confusion around what %DV is and how to interpret this information. There is a wide spectrum in levels of understanding, from those who feel very



knowledgeable and comfortable to those who have no idea what it means in the context of the other information in the NFt. Even those who say they fully understand what %DV is and how to use this information are not in fact entirely clear, as further discussion revealed.

Importantly, the %DV aspect of the information found in the NFt is not the only part of the table that is cause for confusion among consumers. Consumers are also perplexed by information relating to serving sizes (which often don't seem to be realistic). The combination of various base measures for nutrients (grams, mg, %) in the NFt seems to make the table appear more complicated and confusing. In essence, consumers feel that a bit of mathematical wizardry is required to sort through what the information means in terms of how much of the product they should reasonably ingest. Many participants would also like guidance as to what “good/bad” nutrients are, and the thresholds that define what is a little and a lot of such nutrients.

Given that the above two points reflect the current state of consumer understanding, the campaign narrative, as it is now structured, assumes consumers are at a point of awareness of and/or interest in using the %DV information that is well beyond where they are presently mentally situated. Simply put, comments from participants suggest that, because there is scant attention paid to the %DV information in the NFt, there is little understanding as to why this should be the focus of an advertising campaign and questioning regarding what added insight or guidance the campaign offers. There needs to be a stronger statement of benefit to the consumer as to why the %DV information is helpful before attempting to explain how to understand and use the information.

Furthermore, beyond addressing the main issue for consumers as noted in the above point (i.e. why should I pay attention to %DV?), the campaign fails to adequately engage consumers, connect with them and, most importantly, to establish relevance. Many participants' commented they are attuned to and highly interested in messages about healthy eating (they know they should be eating healthier foods and they want more information and guidance to help them choose the right products). However, this is not clearly, directly and adequately stated as the premise of the campaign and, as a result, all of the elements (tv, print and on-package) underperform against participants' expectations with respect to establishing a strong point of connection with or “issue relevance” to consumers.

As an aside, and based on the general feedback across all eight groups, it is also possible that one of the main hurdles for this campaign (and another possible reason why the campaign may not be engaging the target audience to the extent that one might expect/hope) is rooted in, for lack of a better term, a “specific-general” mental disconnect. The information shown in the NFt is very specific (18%, 2 tbsps, 110 calories, etc.), while the campaign messaging is fairly general (use the %DV to find out if a product has a lot or a little of the nutrients you want more of/less of). So, while consumers have been asked to pay attention to the details and are clearly now starting to work through the information on the left side of the NFt, the campaign promotes a more general message which is effectively to use the %DV as guidance. Typically, in terms of how we process information, it's often easier to transition from the general to the more specific. By



contrast, here we are asking consumers to make a shift (possibly a leap) from the specifics to the general, which is perhaps a bit counterintuitive. In developing a narrative that flows in a more counterintuitive direction, it's important that the segue be a fluid one and it may be the case that additional cues are required (i.e. messaging and/or visual cues, to assist consumers in making the appropriate links/connections).

Fundamentally, the campaign needs to address the following key questions:

1. Why should I pay attention to %DV?
2. What additional information is %DV going to give me, beyond or in combination with the other information found in the NFt?
3. What does it mean, and how should I interpret it?
4. How can I use this information to make more informed, healthy food choices?

Different elements of the campaign may be more or less effective addressing each of the above questions, but the campaign as a whole, taking all elements into consideration, should adequately respond to these issues.

2. On-Package Information: Balancing Information/Content with Consumers' Ability to Process

None of the options, from the large on-package copy through to the very small on-package copy, were highly successful in helping consumers to understand what %DV is and how to use this information. Certainly, the shorter versions did nothing to either highlight the %DV, other than the %DV logo which drew participants' attention to this item because of its bright red colour.

Some participants suggested that "if people don't know what percentages are already, this is not going to help them." While some participants felt that the addition of statements such as "%DV is expressed on a scale of 0 to 100%" and "a food that provides 20% DV of a certain nutrient contains less of that nutrient ..." started to explain the notion, others felt that these statements were still inadequate in addressing the fundamental misunderstanding regarding %DV.

Most felt that, to accurately interpret the %DV, consumers will need more personalized, customized information. They questioned for whom the information shown on the packages has been calculated. For example, is it based on a man/woman of average size/weight, etc.? Their key questions were: "What is this based on? What is the reference point?"

Furthermore, many participants indicated that they would be highly unlikely to read the dense text shown in the options under consideration for use on larger and medium-sized packages.

The main recommendations stemming from a discussion of the various on-package options are the following:



- Keep it simple – less text, more use of bullet points and/or other formats to ensure the information stands out, more visual cues, and more visual linkages between the NfT, %DV and the information contained in the text.
- Employ friendly language – the combination of technical and friendly language in the same piece can appear somewhat disjointed and lacks fluidity;
- Highlight the web site – on all options, participants were most interested in the web site. Virtually all participants said they don't expect a lot of substance/content on packages (indeed it turns them off), but they like/want web sites where they can go for more (and more detailed) information.
- Show examples – where possible, provide an example rather than a lengthy explanation.
- Avoid redundancies/repetitive information – much of the information, especially in the longer text options is repetitive. The key information is as follows:
 - You're an informed shopper (i.e. acknowledging that consumers are and want to make more informed choices);
 - Using %DV makes comparing products and choosing from many brands a lot easier;
 - Look for products that have more of the nutrients you want more of by choosing products with a higher %DV for those nutrients. For example, a food that provides 40%DV of a certain nutrient has more than one that provides 20% of that same nutrient;
 - It's not more complicated than that;
 - If you want to know more about %DV, how to eat healthier and choose healthier foods, go to dailyvalue.ca.

Expectations as to what might be found on a web site were much higher and the example of web text that was shown to participants fell quite short of this expectation. Participants generally felt that a web site should provide more personalized information, interactive features, lists of “good” and “bad” nutrients, definitions of terms and items like trans fats, etc., as well as tables and charts and information on the health benefits associated with healthier eating habits (including how to develop better eating habits) along with the consequences of poor eating habits.

3. Muted Reaction to the Two Television and Print Concepts: Consumers Aren't There Yet

Neither of the two ads clearly hits the mark and, across all the groups, there was no strong consensus as to which of the two options was most effective at grabbing participants' attention, raising awareness of %DV and explaining what it is. That said, the “Calculator-head” concept, with some revisions, could form the basis of a workable creative approach. Overall, its main strength is that the calculator head is jarring and serves to demand or command the attention of the viewing audience. At the same time, as currently conceptualized, this specific element of the creative is off-putting, unrealistic and possibly a bit insulting or offensive to some.



The calculator in place of the woman's head is too much of a stretch for many participants. It also, unintentionally, promotes a message of "this is complicated" and the first blush reaction of some participants is to view the ad as being about product pricing rather than about nutrient value. Participants recommended that the calculator idea could be equally effective, and more aesthetically acceptable, as a "thought bubble" with a stronger visual link to the NFt, rather than completely replacing the woman's head.

Most participants can relate to the feeling of confusion around reading the NFt, but the notion of comparing products is not integrated strongly enough into this concept to underscore the dual messages of "make healthier choices" and "eat healthier" which many participants saw as the ultimate goal of the campaign.

The "Pick-me" television ad, while in some ways easier for participants to relate to, didn't effectively promote the message of healthy eating and, while catchy in the early going, would be unlikely to sustain a viewer's attention for the full duration. Participants also criticized the concept as being too "low brow," "juvenile," "not savvy," "cartoonish" (i.e. the talking food products) and lacking in dynamism (i.e. action). The print version of this concept was even more problematic. The visual element was described as being too busy ("there's a lot going on") while at the same time being too static. The notion of comparing products isn't adequately supported by the visual, especially given the number of products shown, all of which are asking the reader to "pick me." This leads to some confusion as to whether the comparison is between products within category or across categories.





Of note, however, are the comments with respect to the headlines on the print ads. While "Confused?" generated some negative reaction as it seemed to be implying that shoppers are confused and don't know what they're doing (somewhat insulting), "Go ahead, pick one" was viewed slightly more positively because the phrasing was "task-oriented" and presented a challenge to shoppers.

Ultimately, from a creative standpoint, any ad that is produced should incorporate and balance, both visually and through the messaging, both notions of confusion (there's a lot of information on the NFt ... what should you be paying attention to?) and comparison (how do you decide between products? ... here's what you need to know in order to compare and choose the healthier option). This reflects the reality and experience of shoppers.



4. The Taglines: Hitting an Appropriate Motivational and Aspirational Note

Participants were asked for their comments on and reaction to four possible taglines, as follows:

 DAILY VALUE	Use the Percent Daily Value (% DV) to understand if a product has a lot of a nutrient or a little of a nutrient. Learn more at dailyvalue.ca
 DAILY VALUE	Use the Percent Daily Value (% DV) to understand if a product has a lot of a nutrient or a little of a nutrient. A great way to help you make informed food choices. Learn more at dailyvalue.ca
 DAILY VALUE	Use the Percent Daily Value (% DV) to understand if a product has a lot of a nutrient or a little of a nutrient. Compare products! Learn more at dailyvalue.ca
 DAILY VALUE	Use the Percent Daily Value (% DV) to understand if a product has a lot of a nutrient or a little of a nutrient. Choose products with less saturated and trans fats, and sodium. Learn more at dailyvalue.ca

There was mixed reaction to the taglines and no strong consensus as to which one of the four was preferred, motivating or seen as the strongest “call to action” other than that the first option (the simplest) was not a strong preference in any of the groups.

“A great way to help you make informed choices” was well received because many consumers do want to be, and see themselves as being, more informed shoppers. Suggestions were offered to expand the phrase to include “informed healthy food choices.” Again, this underscores the mental connection that consumers are making to the notion of developing “healthier eating habits.”

“Compare products!” generated moderate enthusiasm because it was viewed as motivating and it succinctly reinforced the message that the %DV information helps consumers to compare – a typical shopper’s dilemma.

Finally, “Choose products with less saturated and trans fats, and sodium” was favourably reviewed by some participants mainly because it clearly spells out what consumers should avoid.

5. The %DV Icon: A Reasonably Strong Visual Symbol with Associative Properties

Most participants preferred the “%” logo over the “+/-“ logo, although, to be fair, the former logo was one that participants had seen repeatedly throughout the series of television and print ads, on-package



information and taglines tested. As such, repeated exposure, in context, may have predisposed them toward making this choice.

The “+/-“ logo was viewed as “too medical” looking and while it suggested “balance,” it wasn’t necessarily associated with the notion of “more/less.”

Neither was the “%” logo outstanding in its ability to visually get across the idea of “more of some nutrients, less of others.” This idea clearly works better when the middle bar is shaded. The arrows at both ends are confusing, especially in its static format and participants were unclear, even seeing it in conjunction with the NFt, whether they would automatically understand what it represents, other than a percentage. Given this, it may be advisable to revert to a more standard-looking “%” symbol or some stylized, but more recognizable version of this symbol.

MORE INFORMATION

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II. Sommaire



Sommaire

The Strategic Counsel est heureux de présenter le présent rapport sur les constats tirés d'une série de consultations auprès de groupes de discussion formés dans le but d'obtenir une rétroaction sur divers éléments d'une campagne d'éducation visant à sensibiliser davantage les consommateurs et à leur expliquer comment utiliser l'information fournie par le « pourcentage de la valeur quotidienne » (% VQ) figurant aux tableaux de la valeur nutritive

La recherche a été effectuée à la demande de Santé Canada, même si l'initiative d'éducation est le fruit d'une collaboration entre Santé Canada et Produits alimentaires et de consommation du Canada (PACC), l'association commerciale nationale de l'industrie alimentaire au Canada. La valeur totale du contrat est de 59 214,75 \$ (TPS incluse). Le coût de la réalisation de cette étude de recherche s'élève à 54,615.29 \$ (TPS incluse).

The Strategic Counsel certifie que le présent rapport ainsi que tous les éléments livrables associés au projet de recherche satisfont à l'exigence de neutralité politique de l'article 6.2.4 de la *Procédure de planification et d'attribution de marchés de services de recherche sur l'opinion publique des Procédures de la Politique de communication du gouvernement du Canada* (juin 2009).

A. Aperçu des objectifs de recherche et méthodologie

Santé Canada s'est engagé activement dans l'éducation des Canadiennes et des Canadiens sur l'étiquetage nutritionnel depuis que le système volontaire d'étiquetage nutritionnel a été mis en place en 1988. Le ministère a accentué ses efforts en matière d'éducation sur l'étiquetage nutritionnel suite aux règlements sur l'étiquetage nutritionnel obligatoire de 2003. Il a ainsi réussi à sensibiliser la population canadienne au tableau de la valeur nutritive (tVN) qui apparaît sur les aliments préemballés.

L'étape de sensibilisation des consommateurs en général au tableau de la valeur nutritive est maintenant franchie. Il est de toute évidence devenu nécessaire de lancer une initiative d'éducation visant à accroître l'autoefficacité des consommateurs qui consultent le tableau de la valeur nutritive de telle sorte qu'ils puissent effectuer des choix alimentaires plus éclairés. Un certain nombre de rapports antérieurs et d'études de consommation recommandent à Santé Canada d'assurer la participation de partenaires multisectoriels à l'éducation des Canadiennes et des Canadiens en matière d'étiquetage nutritionnel. PACC a donc été choisi comme partenaire pour participer à cette initiative d'éducation sur la valeur nutritive.

Un nombre appréciable d'études menées au pays sur l'utilisation du tableau de la valeur nutritive au Canada fournissent des balises à cette initiative d'éducation sur la valeur nutritive. Ces études soulèvent plusieurs des défis auxquels font face les consommateurs dans l'utilisation de l'étiquette alimentaire. Ils sont, entre autres, peu motivés et peu confiants, sont confus face au % VQ et à la quantité d'aliment suggérée et ont une connaissance limitée des leurs besoins en calories et en nutriments. Il est nécessaire de livrer, au moyen de différentes voies de communication, des messages-clés qui abordent les problèmes mentionnés ci-dessus



afin que le tableau de la valeur nutritive devienne vraiment un outil pour aider les Canadiennes et les Canadiens à effectuer des choix alimentaires éclairés.

La première année d'une éventuelle initiative nationale d'éducation serait consacrée à expliquer comment utiliser le % de la valeur quotidienne et ce que sont les quantités d'aliments (portions). La collaboration pourrait mener à la création et au lancement d'une initiative nationale d'éducation qui comporterait des messages éducatifs et concrets d'ordre pratique à l'intention des consommateurs canadiens diffusés sur les emballages, en magasin, par les médias nationaux et par les relations publiques. Santé Canada avait besoin de tester auprès du public cible les créations publicitaires développées pour livrer ces messages éducatifs afin de s'assurer qu'ils soient clairs et aient l'effet escompté.

Dans la présente étude, nous avons testé la clarté, l'impact et la pertinence de plusieurs concepts créatifs de l'initiative visant à promouvoir les messages éducatifs conçus pour la télévision, l'imprimé, les emballages d'aliments et le Web. Les rencontres avec des groupes de discussion avaient, entre autres, pour objectifs spécifiques d'évaluer :

- le contenu et le format de la création publicitaire préférée afin de s'assurer qu'elle est à la fois visuellement attrayante et informative;
- la clarté du contenu afin de s'assurer que des Canadiennes et des Canadiens venant d'horizons et de statuts socioéconomiques différents le comprennent;
- la capacité du message à motiver les consommateurs, en termes d'encouragement à changer de comportement;
- la crédibilité du contenu et la vraisemblance de l'information; et
- si les informations conçues pour les emballages alimentaires et le Web sont perçues comme étant pertinentes auprès du public, afin de déterminer si les groupes cibles sont abordés de manière appropriée.

Huit groupes de discussion ont été formés. Les rencontres de deux heures chacune se sont tenues dans quatre grands centres urbains canadiens : Toronto, St. John's, Montréal (en français) et Calgary. Les participants ciblés étaient des personnes âgées de 18 ans et plus s'identifiant comme étant l'acheteur principal à l'épicerie et/ou le plus souvent responsable de la préparation des repas au sein de leur ménage et ayant indiqué qu'ils avaient consulté dans une certaine mesure le tableau de la valeur nutritive avant de prendre la décision d'acheter certains produits. Des efforts raisonnables ont aussi été faits pour obtenir un échantillon représentatif de la population en termes d'âge (l'accent ayant été mis sur les personnes âgées entre 19 et 54 ans), de sexe (avec une légère distribution asymétrique en faveur des femmes ayant des enfants à la maison), d'état matrimonial, d'emploi, d'ethnicité, d'éducation et de revenu du ménage. Tous les critères de sélection se trouvent à l'annexe A. Toutes les rencontres ont eu lieu entre le 1^{er} et le 3 février 2010.



B. Principaux constats

Les principaux constats de la série de rencontres avec les groupes de discussion sont exposés ci-dessous.

1. Commentaires généraux et constats contextuels

Il appert que les consommateurs s'intéressent à la nutrition et à l'alimentation saine et prennent cette question très au sérieux. Selon les commentaires formulés par les participants, il semble que les consommateurs prêtent une attention particulière à l'information fournie par le tVN sur les calories, les lipides, le sodium et d'autres nutriments, telles les vitamines. Ils se concentrent principalement sur l'information inscrite du côté gauche du tVN tout en ignorant pratiquement toute l'information contenue dans la colonne de droite (le % VQ).

Les commentaires entendus dans le cadre de cette recherche qualitative lorsque la discussion a porté plus spécifiquement sur le % VQ, semblent indiquer qu'une confusion considérable entoure la notion de % VQ et son interprétation. Il existe une grande variation dans le degré de compréhension. Il y a les personnes qui se sentent bien informées et très à l'aise avec cette notion et celles qui n'ont aucune idée de ce qu'elle signifie en regard de l'information additionnelle fournie par le tVN. Une discussion plus poussée a révélé que même celles qui disent pleinement comprendre ce qu'est le % VQ et savoir comment l'utiliser n'en ont pas une idée tout à fait claire.

Il est important de noter que le % VQ n'est pas le seul aspect de l'information fournie dans le tVN qui est source de confusion parmi les consommateurs. L'information sur les quantités d'aliment (qui semblent souvent irréalistes) laisse aussi les consommateurs perplexes. La combinaison de plusieurs unités de mesure pour les nutriments (grammes, mg, %) dans le tVN semble rendre le tableau plus compliqué et déconcertant pour les consommateurs. Les consommateurs sentent qu'un peu de génie mathématique est nécessaire pour décortiquer ce que signifie l'information fournie en termes de consommation raisonnable du produit. Plusieurs participants aimeraient aussi qu'on les renseigne sur les bons et les mauvais nutriments et sur les seuils qui déterminent des apports faibles ou grands de ces nutriments.

Étant donné que les deux points ci-dessus reflètent l'état de compréhension actuel des consommateurs, force est d'admettre que la structure narrative actuelle de la campagne d'éducation suppose que les consommateurs présentent un degré de sensibilisation et/ou d'intérêt quant à l'utilisation de l'information du % VQ bien au-delà de celui où ils se situent actuellement. Bref, les commentaires des participants indiquent qu'ils comprennent difficilement pourquoi une campagne d'éducation devrait mettre l'accent sur l'information fournie par le % VQ dans le tVN alors qu'ils y prêtent peu d'attention et qu'ils se demandent ce que la campagne d'éducation apporte de plus en termes d'éclaircissements ou d'aide. Il est nécessaire de faire valoir davantage auprès des consommateurs l'utilité de l'information fournie par le % VQ avant d'essayer d'expliquer comment comprendre et utiliser cette information.



De plus, au-delà de traiter de la question principale soulevée par les consommateurs tel que mentionné ci-dessus (c.-à-d. pourquoi devrais-je prêter attention au % VQ ?), la campagne ne parvient pas adéquatement à susciter la participation des consommateurs, à les intéresser et plus important encore, à établir sa pertinence. Plusieurs participants ont indiqué qu'ils étaient réceptifs et hautement intéressés aux messages sur la saine alimentation (ils savent qu'ils devraient consommer des aliments plus sains et ils veulent plus d'information et de conseils pour les aider à choisir les bons produits). Toutefois, cela n'est pas mentionné de façon claire, directe et adéquate comme étant le fondement de la campagne. Il en découle que tous les éléments (pour la télévision, l'imprimé et l'emballage) déçoivent les attentes des participants parce qu'ils ne réussissent pas à toucher significativement les consommateurs ou à démontrer la « pertinence de l'enjeu » pour eux.

Entre parenthèses, si on se base sur la rétroaction générale obtenue des huit groupes, il est aussi possible qu'un des obstacles principaux de cette campagne (et une autre raison possible pour laquelle la campagne n'incite pas l'engagement du public cible comme l'on aurait espéré) provienne du fait, à défaut d'un meilleur terme, dans un clivage mental entre « le particulier et le général ». L'information présentée dans le tVN est très précise (18 %, 2 cuillères à soupe, 110 calories, etc.), alors que le message de la campagne est assez général (utilisez le % VQ pour découvrir si un produit contient beaucoup ou peu des nutriments dont vous désirez augmenter ou diminuer la consommation). Alors qu'on a auparavant incité les consommateurs à porter attention aux détails et qu'ils commencent maintenant à décortiquer l'information se trouvant du côté gauche du tVN, la campagne promet un message plus général qui est d'utiliser le % VQ pour guider leurs choix. Habituellement, la manière dont nous traitons l'information nous permet plus facilement d'effectuer la transition du général au particulier. En revanche, dans cette campagne, nous demandons aux consommateurs de passer (possiblement de sauter) du particulier au général, ce qui est peut-être un peu contre-intuitif. Lorsqu'on conçoit un flux narratif qui tend à être contre-intuitif, il est important que la transition soit fluide et il y a peut-être lieu d'ajouter des repères (c.-à-d. des messages ou des repères visuels pour aider les consommateurs à faire les liens appropriés).

Fondamentalement, la campagne doit aborder les questions clés suivantes :

1. Pourquoi dois-je prêter attention au % VQ ?
2. Quelle information additionnelle me fournira le % VQ, seul ou combiné aux autres informations qu'on retrouve dans le tVN ?
3. Qu'est-ce que cela veut dire et comment dois-je l'interpréter ?
4. Comment puis-je utiliser cette information pour faire des choix éclairés d'aliments sains ?

Différents éléments de la campagne peuvent aborder plus ou moins efficacement les questions ci-dessus, mais la campagne dans son ensemble, en tenant compte de tous les éléments, devrait répondre adéquatement à ces questions.



2. Information sur les emballages : nécessité de faire concorder l'information à la capacité des consommateurs à la traiter

Aucune des options, des longs textes aux très courts textes sur les différents types d'emballage, n'a vraiment réussi à aider les consommateurs à comprendre ce qu'est le % VQ et comment l'utiliser. Certes, sur les versions les plus courtes l'accent mis sur le % VQ se réduit au logo qui a attiré l'attention des participants par sa couleur rouge vif.

Certains participants ont indiqué que « si les gens ne savaient pas déjà ce qu'étaient les pourcentages, cela ne les aiderait pas ». Alors que certains d'entre eux pensaient que d'ajouter des énoncés tels que « % VQ est exprimé sur une échelle de 0 à 100 % » et « un aliment qui fournit 20 % VQ d'un certain nutriment contient moins de ce nutriment ... » amorçait une explication de la notion de % VQ, d'autres pensaient que ces énoncés restaient inadéquats pour pallier à la méconnaissance fondamentale du % VQ.

La plupart étaient d'avis que pour interpréter le % VQ avec précision, les consommateurs auront besoin de données plus personnalisées et mieux adaptées. Ils ont voulu savoir pour qui les pourcentages fournis sur les emballages avaient été calculés. Par exemple, s'était-on basé sur un homme ou une femme de taille et de poids moyens, etc. ? Leurs questions clés étaient : « Sur quoi se base-t-on ? Quel est le point de référence ? »

De plus, plusieurs participants ont indiqué qu'il serait très peu probable qu'ils lisent le texte dense qu'on retrouve dans les options à l'étude pour utilisation sur les emballages de taille moyenne et grande.

Les recommandations principales découlant d'une discussion sur les différentes options pour les emballages sont les suivantes :

- rechercher la simplicité – moins de texte, davantage de puces et/ou d'autres mises en forme pour s'assurer que l'information ressort bien, plus de repères visuels et plus de liens visuels entre le tVN, le % VQ et l'information contenue dans le texte;
- utiliser un langage convivial – l'utilisation d'un langage convivial et d'un langage technique sur un même texte de l'emballage peut créer un manque de cohérence et de fluidité;
- mettre en évidence le site Web – dans toutes les options, ce qui a le plus intéressé les membres des groupes c'est le site Web. Pratiquement toutes les personnes ont dit qu'elles ne s'attendent pas à beaucoup de substance ou de contenu sur les emballages (en fait, ça les rebute), mais ils aiment et veulent des sites Web qu'ils peuvent consulter afin d'obtenir des informations plus abondantes (et plus détaillées);
- donner des exemples – lorsque possible, apporter un exemple plutôt que de fournir une longue explication;
- éviter les redondances ou l'information répétitive – beaucoup de renseignements, particulièrement dans les options contenant des textes plus longs, sont répétitifs. L'information clé est la suivante :



- vous êtes un acheteur éclairé (c.-à-d. reconnaître que les consommateurs font et veulent faire des choix éclairés);
- utiliser le % VQ facilite grandement la comparaison entre les produits et entre les marques;
- rechercher des produits qui contiennent davantage des nutriments que vous voulez consommer en choisissant des produits dont le % VQ est plus élevé pour ces nutriments. Par exemple, un aliment qui fournit 40 % VQ d'un certain nutriment en contient plus qu'un aliment qui fournit 20 % du même nutriment;
- c'est aussi simple que cela;
- si vous désirez vous renseigner davantage sur le % VQ, apprendre comment manger plus sainement et comment choisir des aliments plus sains, consultez « valeurquotidienne.ca ».

Les attentes des participants étaient beaucoup plus élevées quant au contenu d'un site Web et l'exemple de texte Web qui leur a été présenté n'était pas à la hauteur. En général, les participants pensaient qu'un site Web devait fournir une information plus personnalisée, comporter des fonctions interactives, des listes de « bons » et « mauvais » nutriments, des définitions de termes et d'éléments, tels les gras trans, etc., ainsi que des tableaux, des chartes et des informations sur les bienfaits pour la santé d'habitudes alimentaires plus saines (et sur les moyens à prendre pour créer de meilleures habitudes alimentaires) et les conséquences sur la santé de mauvaises habitudes alimentaires.

3. Réaction mitigée aux deux concepts télévisuels et imprimés : les consommateurs ne sont pas encore prêts

Aucune des deux publicités n'a tapé dans le mille. Aucun consensus ne s'est dégagé des groupes quant à laquelle des deux options était la plus efficace pour capter l'attention des participants, les sensibiliser davantage au % VQ et leur expliquer ce que c'était. Ceci étant dit, on pourrait se baser sur le concept de « la tête-calculatrice » quelque peu modifié dans une démarche créative exploitable. Dans l'ensemble, sa force principale réside en ce que la « tête-calculatrice » saute aux yeux et sert à capter et garder l'attention des téléspectateurs. En même temps, toutefois, tel que présentement conceptualisé, cet élément spécifique de la création publicitaire est rebutant, irréaliste et possiblement un peu insultant ou choquant pour certains.

Plusieurs participants ont trouvé trop exagéré de remplacer la tête d'une femme par une calculatrice. Cet élément envoie aussi, involontairement, le message « ceci est compliqué ». À première vue, certains participants pensaient qu'il s'agissait d'une annonce sur l'établissement du prix de produits plutôt que sur la valeur nutritive. Les participants ont recommandé d'utiliser une bulle comportant un fort lien visuel avec le tVN plutôt que de remplacer complètement la tête de la femme. De cette façon, l'idée de la calculatrice pourrait être tout aussi efficace et serait esthétiquement plus acceptable.

La plupart des participants peuvent se sentir perplexe à la lecture du tVN, mais la notion de comparaison de produits n'est pas suffisamment intégrée dans ce concept pour promouvoir le double message de « faire des



choix plus sains » et de « manger plus sainement », ce que plusieurs participants considéraient être le but ultime de la campagne.

L'annonce télévisuelle « Choisis-moi », même si elle trouve un plus grand écho chez les consommateurs, n'a pas efficacement promu le message d'une alimentation saine. Même si elle est accrocheuse au départ, elle ne réussira probablement pas à retenir l'attention du téléspectateur jusqu'à la fin. Les participants ont aussi critiqué le concept estimant qu'il était trop « primaire », « enfantin », « sans bon sens », faisait trop « bande dessinée » (c.-à-d. des denrées alimentaires qui parlent) et manquait de dynamisme (c.-à-d. d'action). La version imprimée de ce concept posait encore plus de problèmes. L'élément visuel a été décrit comme trop chargé (« il y a beaucoup de choses à voir ») tout en étant trop statique. Le visuel ne rend pas adéquatement la notion de comparaison de produits, surtout si l'on tient compte du nombre de produits montrés qui disent tous au lecteur « choisis-moi ». Cela porte à confusion à savoir si la comparaison se fait entre les produits d'une même catégorie ou entre produits de différentes catégories.





Les commentaires sur les titres des annonces imprimées sont toutefois dignes d'intérêt. Alors que « Mêlée ? » a provoqué des réactions négatives parce qu'il semblait impliquer que les acheteurs sont mêlés et ne savent pas ce qu'ils font (un peu insultant), « Vas-y, choisis-en un » a été perçu un peu plus positivement parce que la locution était axée sur la tâche et posait un défi aux acheteurs.

Finalement, d'un point de vue créatif, toute annonce produite devrait présenter un équilibre tant dans le visuel que dans le message et incorporer les notions de confusion (il y a beaucoup d'information sur le tVN ... à quoi devriez-vous porter attention ?) et de comparaison (comment départager les produits ? ... voici ce que vous devez savoir pour comparer et choisir l'option la plus saine). Cela reflète la réalité des acheteurs et leur expérience.



4. Les slogans : toucher la corde sensible de la motivation et de l'aspiration

On a demandé aux participants de donner leur opinion et leur rétroaction sur les quatre slogans possibles ci-dessous :

	Utiliser le pourcentage de la valeur quotidienne (% VQ) pour vérifier si un produit contient beaucoup ou peu d'un nutriment. Pour vous renseigner davantage, consultez valeurquotidienne.ca
	Utilisez le pourcentage de la valeur quotidienne (% VQ) pour vérifier si un produit contient beaucoup ou peu d'un nutriment. Une bonne façon de vous aider à faire des choix alimentaires éclairés. Pour vous renseigner davantage, consultez valeurquotidienne.ca
	Utilisez le pourcentage de la valeur quotidienne (% VQ) pour vérifier si un produit contient beaucoup ou peu d'un nutriment. Comparez les produits! Pour vous renseigner davantage, consultez valeurquotidienne.ca
	Utilisez le pourcentage de la valeur quotidienne (% VQ) pour vérifier si un produit contient beaucoup ou peu d'un nutriment. Choisissez des produits contenant moins de gras saturés et trans et moins de sodium. Pour vous renseigner davantage, consultez valeurquotidienne.ca

Les slogans ont provoqué des réactions mitigées parmi les participants. Il n'y a pas eu de consensus fort quant à savoir lequel des quatre était le préféré, était motivant ou perçu comme l'invitation la plus forte à passer à l'action. Aucun groupe n'a fortement préféré la première option (la plus simple).

« Une bonne façon de vous aider à faire des choix éclairés » a été bien reçu parce que plusieurs consommateurs veulent être des acheteurs avertis et se voir comme tels. Des suggestions ont été formulées pour allonger la phrase et y incorporer le segment « choix éclairés d'aliments sains ». Encore une fois, cela souligne le lien que les consommateurs font avec la notion de développer « de saines habitudes alimentaires ».

« Comparez les produits! » a suscité un enthousiasme modéré parce qu'on le considérait comme motivant et qu'il renforçait le message selon lequel le % VQ aide les consommateurs à comparer – un dilemme typique des acheteurs.



Finalement, « Choisissez des produits contenant moins de gras saturés et trans et moins de sodium » a reçu un accueil favorable de certains participants principalement parce qu'il indique clairement ce que le consommateur doit éviter.

5. L'icône % VQ : un symbole visuel assez fort aux propriétés associatives

La plupart des participants ont préféré le logo « % » au logo « +/- ». Il faut toutefois mentionner que le premier logo est celui que les participants ont vu à maintes reprises dans les séries d'annonces pour la télévision, l'imprimé, l'emballage et dans les slogans. Une telle exposition répétée, dans ce contexte, peut les avoir prédisposés à effectuer ce choix.

Ils ont trouvé que le logo « +/- » donnait une impression « trop médicale » et même s'il suggérait l'équilibre, il n'était pas nécessairement associé à la notion de « plus/moins ».

Le logo « % » ne s'est pas non plus démarqué par sa capacité visuelle à rendre l'idée de « plus de certains nutriments, moins d'autres nutriments ». Cette idée est nettement mieux rendue lorsque la ligne du milieu est ombrée. Les flèches aux deux extrémités portent à confusion, particulièrement dans son format statique. Les participants n'étaient pas certains que même en le voyant avec le tVN, ils comprendraient automatiquement ce qu'il représentait à part un pourcentage. De ce fait, il serait peut-être plus indiqué de revenir à un symbole « % » d'apparence plus standard ou de concevoir une version stylisée, mais reconnaissable de ce symbole.

POUR PLUS D'INFORMATION

Nom du fournisseur : The Strategic Counsel
Numéro de contrat TPSGC : HT372-090015/001/CY
Date d'attribution : 2010-01-18

Pour obtenir de plus amples informations sur cette étude, veuillez nous faire parvenir un courriel à l'adresse « por-rop@hc-sc.gc.ca »



III. Research Objectives and Methodology



Research Objectives and Methodology

A. Research Objectives

Health Canada has been actively engaged in educating Canadians on nutrition labelling since the voluntary nutrition labelling system was adopted in 1988. The department increased its nutrition labelling education efforts following the introduction of mandatory nutrition labelling regulations in 2003, and has been successful in raising Canadians' awareness of the Nutrition Facts table shown on many packaged food products.

Now that widespread awareness of the Nutrition Facts table has been achieved, the necessity of an education initiative to increase consumers' self-efficacy in using the Nutrition Facts table so that they can make more informed food choices has become evident. A number of previous reports and consumer research recommends that Health Canada engage multisectoral partners in educating Canadians about nutrition labelling. Thus, FCPC was identified as a partner to engage in this Nutrition Facts education initiative.

A significant amount of research on the use of the Nutrition Facts table in Canada has been conducted that offers direction to this Nutrition Facts education initiative. This research points to several consumer challenges related to food label use, including low motivation and trust, confusion with the %DV and serving size, and poor knowledge of the requirements for calories and nutrients. New messages, delivered through a variety of channels, that address these issues are required if the Nutrition Facts table is to reach its potential in assisting Canadians in making informed food choices.

The first year of a potential national education initiative would focus on better explaining percent daily values and serving sizes. The collaboration may lead to the creation and launch of a national education initiative that includes on-package, in-store, national media and public relations, to reach Canadian consumers with practical messages of learning and application. In order to ensure that this education campaign is clear and has the intended impact, Health Canada needed to test prospective creative elements for the on-package portion of this campaign with the target audience.

This research study examined the clarity, impact and appropriateness of several creative concepts designed to promote the Nutrition Facts Education Initiative messaging via the television, print, on-package and web mediums. Specific objectives of the focus groups included assessing:

- the preferred creative format and content to ensure that it is both visually appealing and informative;
- the clarity of the content to ensure that it is understandable to Canadians with various backgrounds and socioeconomic statuses;
- the motivational capacity of the messaging, in terms of encouraging behaviour change
- the credibility of the content and whether or not the information is believable; and



- the perceived relevance of the creative approaches and the on-package/web information with the audience, to determine if the target groups are being addressed in an appropriate fashion.

B. Methodology

A series of eight focus groups were undertaken in four major Canadian urban centers: Toronto, St. John’s, Montreal (in French) and Calgary. The fieldwork was conducted between February 1st and 3rd, 2010, according to the chart below.

Date	Location	Language	Time of Groups	No. of Participants per Group*
Monday, Feb. 1 st	Toronto, Ontario	English	5:30	9
			7:30	10
Tuesday, Feb. 2 nd	St. John’s, Newfoundland	English	5:30	8
			7:30	5
Wednesday, Feb. 3 rd	Calgary, Alberta	English	5:30	8
			7:30	7
Wednesday, Feb. 3 rd	Montreal, Quebec	French	5:30	10
			7:30	9

*The number shown represents the actual number of participants who attended each group. A maximum of ten participants were recruited with the expectation that between eight and ten participants would attend each group.

1. Recruiting Specifications

The groups targeted Canadians who were aged 18 years and older and residing in the above-noted centers, or in the vicinity of these centers. In addition, recruitment was undertaken to ensure all groups comprised the following:

- Those who identified themselves as the primary grocery shopper and/or mostly responsible for meal preparation in their household;
- Individuals who referenced the Nutrition Facts table (NFt) to some extent when purchasing a product for the first time (i.e. excluding those who said they “never” referred to the NFt); and
- A cross-section of the population by age (with a focus on those aged 19 to 54 years), gender (with a slight skew towards women with children at home – approximately a 60/40 split), marital status, occupation, ethnicity, education and household income.

The full recruiting specifications are detailed in the Recruiting Script (English and French) provided in Appendix A of this document.



Participants were intentionally told very little about the nature or purpose of the groups, other than that they were being organized by *The Strategic Counsel* on behalf of the Government of Canada, so as to avoid the possibility that participants might “prepare” for the group discussions. As such, participants arrived at the groups without having done any background research on the topic and thus the discussions regarding their views of the NfT and the creative concepts very much reflected their “top-of-mind” reactions, as opposed to a more studied perspective.

All participants were offered a \$70 incentive. This is a standard industry practice. The honorarium is offered to compensate participants both for their time as well as for any parking or other costs (i.e. childcare, transit costs) that may be incurred as a result of their attendance at the group.

2. The Focus Group Discussion

As per Government of Canada and Market Research and Intelligence Association (MRIA) guidelines and requirements, all participants were duly informed of the purpose, nature and format of the groups within the first five minutes of the discussion as well as of the involvement of industry via Food and Consumer Products of Canada, the trade association representing the food industry across Canada.

Similarly, at the time of the discussions, participants were made aware of confidentiality provisions in addition to the specific features and set-up of the focus group facility (i.e. video-taping and observers). All participants were requested to sign a consent form permitting the facility to video-tape the proceedings solely for the purpose of allowing The Strategic Counsel to review discussions and incorporate comments, without attribution, in a report on the findings.

All discussions were two hours in length. The agenda, including all questions and probes used to elicit participants’ opinions on the topics and materials under review, is included as Appendix B.

C. A Note to the Reader: Interpreting Findings From Qualitative Research

Unlike most quantitative research (e.g. telephone surveys), the findings from qualitative research cannot be extrapolated to the broader target population with any degree of statistical validity. While participants are recruited in a manner that takes into account representation by gender, age and occupation, among other demographic characteristics, the groups nevertheless cannot be positioned as representative of the larger population.

However, qualitative research provides other benefits to researchers, as well as to those in policy, program, communications and marketing areas. In particular, when the research is exploratory in nature or when creative materials are being presented to participants, qualitative research provides the kind of semi-structured, informal setting which allows for an in-depth discussion that is often rich and revealing in insight. The discussion format allows participants to react and respond in their own words rather than being limited to choosing between set response categories as is typically the format used in survey research.



While the findings from qualitative research cannot be projected with accuracy to the broader target population, they do offer solid guidance and direction. The analysis that follows provides readers with a sense of broad patterns across all the groups as well as unique or interesting comments among specific groups or particular respondents, where such comments are deemed to be useful advice with respect to advancing the objectives of the research.

Readers are cautioned that these findings represent the views of up to 10 participants in each of the eight groups conducted, for a total of 66 participants.



IV. Main Findings



Main Findings

A. Use of and Comfort Level with the Nutrition Facts table

While all participants to the focus groups were recruited on the basis of having indicated that they do refer, even if rarely, to the Nutrition Facts table (NFt) on occasions when they are purchasing a product for the first time (see the Recruiting Script in Appendix A), participants were nevertheless asked more directly at the outset of discussions how regularly they use the NFt. As expected, responses ran the gamut from infrequently to most of the time, with the majority of participants saying they do so at least sometimes or often.

Most refer to the NFt while in the store, at the time of purchase, primarily to compare the nutritional content of a product between brands within a product category. Rarely, if ever, does it appear to be the case, according to participants, that the consumer would consult the NFt post-purchase or once the product is in use at home. Furthermore, participants commented that the information on the NFt is important both for themselves, but particularly for their families, as they attempt to choose healthier options and instill healthier eating habits within their households. In particular, mothers of young children and infants were somewhat more vocal than others about their reliance on the NFt to help them select healthier options.

Participants mentioned a range of products for which they are more likely to consult the NFt, as well as a number for which they are or would be less inclined to do so. These are listed in the chart on the next page. It should be noted that responses to this question suggest that many participants refer to the NFt on a wide range of what might be considered “staple” goods, including packaged foods, frozen foods, canned food, and pre-prepared meals, while they are somewhat less likely to pay much attention to the relative nutritional make-up of “snack” products and some dessert items. As a number of comments seemed to suggest, consumers generally understand which products are more/less healthy and, when they purchase those that fall in the “less healthy” category, they do so knowingly and thus don’t need to (or want to) consult the NFt. For the most part, in these instances, the decision has already been made to purchase the item, regardless of what the information on the NFt might indicate about the relative health benefits associated with the product or between products within the category.

Many participants noted that they would be more likely to consult the NFt on products they were purchasing for the first time, while they rarely, if ever, referred to the table for products that they had been purchasing over a long period of time. This suggests that many consumers tend to disregard the NFt for those products which are included in their regular grocery order, while new products on the market are more likely to be scrutinized for their nutritional value.



Interestingly, products such as milk appear in both columns in the table below (i.e. a product for which some participants said they would be more likely to consult the NFt as well as for which others indicated they would be less likely to do so). For many, milk is a standard grocery item, presumed to have obvious health benefits and, as such, there is no need to consult the NFt. For others, the increasing number of options with respect to milk products (i.e. soy, fortified, etc.), gives them pause to consider the relative merits of competitive brands.

More Likely to Consult the NFt for the Following Types of Products ...	Less Likely to Consult the NFt for the Following Types of Products ...
Cereal	Desserts (ice cream)
Soups	Milk
Salad dressing	
Dairy products (milk, yogurt)	
Crackers	
Energy Bars	
Baby food	
Vegetable sprays	

When asked to describe their general comfort level with using the information contained on the NFt, about as many participants indicated they were fairly comfortable as said they were not that comfortable. Typically, in each group, at least one or two participants indicated they were very confused by the information shown on the NFt and had difficulty interpreting what it meant. Although little time was spent on this issue, the brief discussion yielded a number of common questions and/or criticisms about the NFt as follows:

- Providing measurement of nutrient value based on suggested or recommended serving size – a number of participants suggested that the serving size shown on the NFt was unrealistic (i.e. likely too small), while others suggested that it would be more useful to provide the nutrient content for the entire package, rather than per serving size.
- Varying bases or references for different nutrients – participants found it generally confusing to understand the overall nutritional value of a product when measurements for different nutrients were provided on different base levels (i.e. grams, mg, %). The combination of different references makes it challenging to interpret the information.



- How does one know how much is good/bad – one of the key questions raised by participants was regarding what level with respect to specific nutrients could be considered good or bad in terms of nutrient value. In other words, what is the threshold for a particular nutrient over which it might be too much of that nutrient or, alternatively, under which the product could be deemed to contain an insufficient amount of that nutrient to receive any health benefit? Many participants would like some guidance on this question.

B. Key Information on the NFt

The discussions underscored that, at least at this time, participants are almost exclusively focusing on those items or nutrients listed on the left side of the NFt, while virtually ignoring the information on the right. In particular, fibre, sodium, sugar and fat content are the nutrients which participants said they were most interested in when choosing packaged food items. Others also mentioned that took note of the caloric content, and some, albeit very few, specifically focused on vitamin and mineral content.

Nutrition Facts			
Per 2 slices (64 g)			
Amount	% Daily Value		
Calories 140			
Fat 1.5 g	2 %		
Saturated 0.3 g + Trans 0.5 g	4 %		
Cholesterol 0 mg			
Sodium 290 mg	12 %		
Carbohydrate 26 g	9 %		
Fibre 3 g	12 %		
Sugars 2 g			
Protein 5 g			
Vitamin A	0 %	Vitamin C	0 %
Calcium	4 %	Iron	10 %

On a top-of-mind basis, it is interesting in the context of positioning the creative and messaging for a campaign aimed at raising awareness and understanding of % Daily Value, that not one participant across all the groups acknowledged on an unprompted basis that they referred to the %DV information associated with each nutrient when comparing products or brands. Further questioning on participants' use of and response to the NFt revealed that many participants appear to be in the early stages of absorbing and processing the information on the left side of the chart and using it to help them make better (and healthier) food choices. Moreover, as they are now starting to look more closely at the information in the NFt, increased awareness and familiarity has prompted a number of questions, as noted in the previous section, regarding how to interpret this information. As consumers are not entirely clear on how to read and interpret the information found on the left side of the chart, it is perhaps not unreasonable to assume that they may in fact be adopting



an active strategy, even if perhaps subconsciously, to avoid or overlook the information pertaining to %DV in order to simplify the decision-making process and to reduce any further confusion.

Comments from the focus groups seem to suggest that the current view of participants is that the %DV information in the NfT doesn't necessarily add significant additional value with respect to assisting them in understanding the relative nutritional benefit of various products. It appears that confusion with respect to %DV exists on two levels: many participants' remarks indicated they were both uncertain as to how to interpret the %DV information on its own, as well as in the context of the other information appearing on the table.

C. Reaction to Proposed On-Package Information

As part of the campaign to educate on the use of the %DV information in the NfT and to explain how consumers could use this information in making their food purchase decisions, a series of short informational pieces have been developed, of varying lengths, for use on packages. Four variations, ranging from very short (for use on smaller products) to longer (for use on larger products where more space would be available on the package), along with a possible information piece for use on the Web, were shown to participants. They were asked to review each and provide feedback with respect to the extent to which these explanations added some value to their current understanding of %DV.

Some general reaction and comments offered by participants during the course of this discussion are relevant, regardless of the size of package or length of the on-package explanation, as follows:

- Participants paid most attention to the %DV icon. The red symbol is what caught people's eye and it is clear that the symbol itself will serve to denote "new" information on the package. Participants' reactions suggest that, at the very least, the icon had the effect of reminding them to check the %DV when looking at the NfT. Notably, throughout this part of the discussion, and the subsequent review of related advertising creative, it was apparent that %DV or % Daily Value are not commonly used terms in discussions about food, nutrient value or comparisons between products. It is simply not a term that has, as yet, gained popular status even among those who seem to be well informed and interested in nutrition. It is also noteworthy that participants tend to use terms such as % daily requirement or % daily value intake, rather than % daily value, when talking about this notion.
- Secondly, many participants indicated that they noted the dailyvalue.ca website in all the descriptions provided. It is clear from their reaction that many consumers would expect to log onto a website for more detailed information (they would not expect/nor desire detailed information on the package). As such, it is important that the reference to the website be a prominent feature of any on-package information as the consumers' eye is likely to search for this information and record it before they process any other related information on the package. Given this tendency, there is also an imperative to ensure that URL's employ key words that are likely to be retained by consumers because they are easy to recall, relevant and link to the subject matter. In this case, the dailyvalue.ca website address appears to adequately fill these requirements.




- For the most part, consumers are unlikely to read dense text, particularly anything longer than a few sentences. To the extent possible, the main information needs to be compressed into a few short, compact, compelling sentences, preferably laid out in a manner which facilitates quick absorption and processing (i.e. bullet points and/or visual cues). A number of participants felt that the information, particularly that shown on the longer texts, was redundant and repetitive, adding little additional benefit by way of helping consumers to understand how to read and interpret the %DV column. Participants also suggested that examples in place of lengthy explanations would be of greater use in helping them to understand how to read the %DV information. Explanations incorporating examples, or applications of the information, are most certainly expected to be available on the website.
- Many participants suggested the use of arrows or some other “linking” visual cue to promote a stronger association between the NfT itself, the %DV symbol, the percentages shown in the right hand column of the NfT, and the explanation provided. Currently, the format offers no visual assistance to the consumer in this regard. By contrast, particularly with the longer texts, the information as it is currently displayed, looks onerous and not particularly user-friendly, especially given that most consumers refer to the NfT when they are in-store and are usually somewhat time pressured. While not an explicit suggestion emanating from the groups, it may be helpful to highlight the %DV column in the NfT using both color and a line demarcating that particular column and visually separating it from the information to the left. Arrows or other graphic markers that help focus the consumers’ attention on the %DV in the NfT and linking it to specific information found in the texts, would be useful. At the same time, some caution would have to be taken to ensure that the on-package copy does not appear to be commenting, either negatively or positively, on the nutritional value of the particular product.
- Explanations need to balance a number of issues:
 - Simplicity and ease of reading/understanding with sufficient explanation, particularly given low levels of understanding at this point;
 - Consumer friendly language with appropriate references to information of a more technical nature (i.e. explaining what the %DV is, how to read this information and how to use it); and
 - An encouraging tone, without being condescending. This is perhaps the most delicate balancing act as participants were quick to take offence to any intimation that they may not be making adequate choices for themselves and their families or, in the case of the %DV information, that they may not understand the concept of percentages (i.e. “if people don’t know that percentages are based on a scale of 0 to 100, this won’t help them”).
- Finally, all of the on-package options as well as the web text prompted other questions about the %DV information. In particular, participants were most interested in knowing what the daily recommended value was for specific nutrients. For example, if a product contains 18% fat, participants wanted to know whether that was high, moderate or low, and, whether there was a specific amount or threshold for this nutrient that they should not exceed on a daily basis. Participants quickly questioned on what basis the percentages were calculated. They wondered whether the percentages reflect the daily value for a person of particular age, size and weight and, as such, how this information was directly applicable or relevant to them.



Specific comments pertaining to each of the four lengths of text as well as the website text follow.

1. Package Copy – Very Small Option

Nutrition Facts	
Per 2 Tbsp (30 g)	
Amount	% Daily Value
Calories 110	
Fat 11 g	18 %
Saturated 3 g + Trans 0.3 g	16 %
Cholesterol 20 mg	
Sodium 310 mg	13 %
Carbohydrate 2 g	1 %
Fibre 0 g	0 %
Sugars 1 g	
Protein 1 g	
Vitamin A 2 %	Vitamin C 0 %
Calcium 2 %	Iron 0 %




Make choosing a food product easier by using the % daily value information in the Nutrition Facts table.
A collaboration of Food and Consumer Products of Canada, participating companies, and Health Canada.”

Not surprisingly, comments were minimal with respect to this option. Most participants focused on the icon as well as the information contained in the text box in which the icon appears and, specifically, the website address. Otherwise, they found there was very little added value in the text (shown above) and it served little purpose other than to alert consumers to the %DV information. However, it was not necessarily effective in triggering participants to begin to work through how the %DV information would assist them in choosing between products.

2. Package Copy – Small Option

Nutrition Facts	
Per 2 Tbsp (30 g)	
Amount	% Daily Value
Calories 110	
Fat 11 g	18 %
Saturated 3 g + Trans 0.3 g	16 %
Cholesterol 20 mg	
Sodium 310 mg	13 %
Carbohydrate 2 g	1 %
Fibre 0 g	0 %
Sugars 1 g	
Protein 1 g	
Vitamin A 2 %	Vitamin C 0 %
Calcium 2 %	Iron 0 %



Make choosing a food product easier by using the % Daily Value information in the Nutrition Facts table.

The % Daily Value is expressed on a scale from 0 to 100% so you can easily know if that food contains a lot of the nutrients you want more of and/or a little of the nutrients you want less of. This is helpful when you are choosing a product or deciding between two or more food products.

Learn more at dailyvalue.ca


A collaboration of Food and Consumer Products of Canada, participating companies, and Health Canada.

There was mixed reaction to the information contained in the above text. While some participants found the reference to the scale of 0 to 100% was helpful in getting them to think about %DV in this way (i.e. the higher the percentage, the more of the nutrient contained in the product), others seemed somewhat offended by the notion that an explanation of percentages was required. Nevertheless, this explanation did serve to reinforce three key concepts or notions – %DV is based on a scale of 0 to 100%, the information helps you to know if there are more/less of the nutrients you want, and the information helps you to compare and make choices – which are critical to initiating broader public awareness and understanding of the %DV information on the NFt.



3. Package Copy – Medium Option

Nutrition Facts	
Per 2 Tbsp (30 g)	
Amount	% Daily Value
Calories 110	
Fat 11 g	18 %
Saturated 3 g	6 %
+ Trans 0.3 g	0 %
Cholesterol 20 mg	4 %
Sodium 310 mg	13 %
Carbohydrate 2 g	1 %
Fibre 0 g	0 %
Sugars 1 g	2 %
Protein 1 g	2 %
Vitamin A 2 %	Vitamin C 0 %
Calcium 2 %	Iron 0 %



Make choosing a food product easier by using the % Daily Value information in the Nutrition Facts table that appears on this product and all pre-packaged food products.

The % Daily Value is expressed on a scale from 0 to 100%. So you can evaluate any product and more easily make the choice that is right for you or your family. No complicated math required.

Here’s how. By looking at the %DV you can easily know if that food contains a lot of the nutrients you want more of and/or a little of the nutrients you want less of. This is helpful when you are choosing a product or deciding between two or more food products.

Learn more at dailyvalue.ca

A collaboration of Food and Consumer Products of Canada, participating companies, and Health Canada.”

While some participants continued to stress the value of linking the %DV information with the ideas of choice and comparison, as in the previous small package option, at this point in reviewing the various texts, many began to point out redundancies in the information provided. Some participants also suggested that the information in the medium and longer versions began to sound a bit “like a sales pitch.” Reactions were mixed as to the effectiveness of statements like “no complicated math required.” While some appreciated the emphasis on simplicity, others saw the inclusion of such statements as condescending. As noted above, such reactions underline the delicate task of writing copy for broad audiences with a range of levels of language/technical skills and familiarity with the NFt in a way that is motivating without sounding lecturing or juvenile.


Interestingly, as the discussion progressed, in some groups, particularly in Newfoundland, participants commented that the term “nutrient” tends to have positive associations. This arose in the context of the statement that %DV helps consumers to know if a food contains a lot or a little of nutrients that consumers might want more or less of. As a result, there was considerable confusion as to why one would want less of a nutrient, as the assumption was that more of something that is good for you should yield positive benefits.

As an aside, and perhaps a minor, but important point, participants found it somewhat confusing to see % Daily Value written out in full and abbreviated to %DV in the same text. The suggestion was made that a consistent approach should be taken throughout. The reference to %DV was also viewed as “confusing to the eye” in the sense that the abbreviation is meaningless and could tend to throw the reader off.



4. Package Copy – Large Option

Nutrition Facts	
Per 2 Tbsp (30 g)	
Amount	% Daily Value
Calories 110	
Fat 11 g	18 %
Saturated 3 g	6 %
+ Trans 0.3 g	
Cholesterol 20 mg	
Sodium 310 mg	13 %
Carbohydrate 2 g	1 %
Fibre 0 g	0 %
Sugars 1 g	
Protein 1 g	
Vitamin A 2 %	Vitamin C 0 %
Calcium 2 %	Iron 0 %



Make choosing a food product easier by using the % daily value information in the Nutrition Facts table that appears on this product and all pre-packaged food products.

The % Daily Value is expressed on a scale from 0 to 100%. Use it on any product to make the choice that is right for you or your family. No math required.

Here’s how. By looking at the %DV you can easily know if that food contains a lot of the nutrients you want more of - such as calcium, iron and fibre and a little of the nutrients you want less of – such as total fat, saturated and trans fats and sodium. This is helpful when you are choosing a product or deciding between two food products. For instance, a food that provides 20% Daily Value of a certain nutrient contains less of that nutrient than a food with a similar serving size with 40% Daily Value of the nutrient.

Eating well benefits everyone. Using the Nutrition Facts table helps you make informed food choices.

Learn more at dailyvalue.ca

A collaboration of Food and Consumer Products of Canada, participating companies, and Health Canada.

Many of the same comments offered in reviewing the medium option were pertinent in the review of the large option. In assessing the information provided, participants offered comments such as “wordy,” “confusing,” and “obvious” to describe their reaction. Again, as in the other options, the information did not directly address the key question of what the recommended %DV is.

Nevertheless, the two added sentences in this option were viewed as perhaps the most informative ones overall. The direct comparison between the two products (i.e. 20% versus 40%) was viewed as clear and useful by most participants. Others also appreciated the reminder that “eating well benefits everyone” and that “using the NFt can help you make more informed choices” although this was not a unanimous sentiment. Some felt these additional reminders were “obvious” and redundant.

5. Web Text

Participants had vastly higher expectations as to what information, in relation to %DV, should be contained on a website. Fundamentally, many felt that the web text, as with the four options for on-package copy, did not adequately address three key questions:

- What does % Daily Value mean?
- Why should I, as a consumer, pay attention to % Daily Value?
- What does it tell me? How do I use this information?

The most helpful information contained on the web text presented to participants was the inclusion of a reference to “nutrients you want more of such as calcium, iron and fibre” as well as those “you want less of



such as saturated and trans fats and sodium.” Participants liked the added precision of references to specific nutrients denoted as good (those you want more of) and bad (those you want less of) as it responded to questions raised earlier, in some groups in particular, regarding what should be avoided versus what consumers should be seeking when selecting food products and/or between brands. For example, in the St. John’s group where the discussion and confusion regarding the term nutrient was raised, this reference served to clarify the fact that nutrients could be viewed in both a positive and a negative light.

Beyond this, however, participants responded with ambivalence or somewhat negatively to the information contained in the web text. Most found the information added little or nothing to what they were already gleaning (or guessing) from the NfT and they felt much of it was repetitive “filler.” Participants felt that the web site should contain the following:

- Examples showing how %DV is used or could be used;
- A calculator so that consumers could input their own information and personalize or customize a diet that would indicate what their optimal daily value intake of specific nutrients would be;
- Other interactive features;
- Lists of good and bad nutrients;
- Definitions of nutrients such as trans fats;
- Various tables and charts with more information on nutrition;
- Information on the health benefits associated with healthier eating habits; and
- Links to other healthy eating/nutritional websites.

D. Reaction to Advertising Concepts

Participants were exposed to two advertising concepts. For purposes of analysis, the concepts are referred to as “Pick-me” and “Calculator-head.” Each concept was developed for both print and television. In the first set of groups conducted in Toronto, participants assessed the television concepts prior to reviewing the print concepts, while in all other groups the print concepts were tested first. The ordering (i.e. television followed by print versus print followed by television) appeared to have little effect on participants’ overall preference of one concept over another, but showing the print ads first did appear to have a slightly positive impact in helping participants to better understand the purpose of the advertising campaign.

In each group, the ordering of the concepts, for both the television and print ads, was purposely alternated so as not to bias participants toward one concept (i.e. the first or last one seen) over another. Given that much of the feedback regarding on-package copy applies to the text of each of the print ads, the analysis of the reaction to each concept, detailed below, combines the feedback for the both the print and television components of each concept and focuses more on reaction to the visual or creative elements.



1. Summary Feedback

Overall, neither of the two concepts generated enormous enthusiasm. The feedback, when examined across all the groups conducted, did not point to a clear “winner.” This rather muted reaction to the advertising was almost certainly a result of low engagement on the part of participants with the notion of %DV, as noted in the earlier sections of this report. In the end, there was no strong preference for one advertising concept over another and almost as many participants favoured the “Pick-me” concept as did the “Calculator-head” concept, when asked to indicate which one of the two concepts they preferred overall.

However, when the feedback from focus groups is analysed with respect to how well each of the concepts performed on several key indicators with respect to ad effectiveness, including the ability to effectively grab audience attention, sustainability, impact, message retention and relevance, there appears to be some basis for further development of the “Calculator-head” concept, with clear direction for a number of modifications to that concept. A full assessment of each of the concepts, detailing their main strengths and weaknesses, is provided below.

It is clear, based on participant feedback, that the “Calculator-head” concept draws more from the sense of confusion consumers feel when attempting to interpret the information found on the Nutrition Facts table relative to a particular product, while the “Pick-me” concept has been developed to address the increasingly common behaviour of referring to the NFt to help consumers compare between products. Ideally, and ultimately, an effective advertising and educational campaign will incorporate and delicately balance these two notions – the attitude of confusion AND the behaviour of comparison shopping – as these accurately reflect the state of mind of consumers particularly as they are still coming to grips with interpreting and processing the information shown on the NFt.

The table below summarizes the relative effectiveness of each of the concepts on five key performance measures, using a “three-star” rating system.



Ad Effectiveness – Summary Report Card by Concept*

Overall effectiveness with respect to ...	Calculator-head Concept	Pick-me Concept
Grabbing audience attention	★ ★ ★	★
Sustaining audience attention	★ ★	
Message Takeaway/Retention	★	★
Personal Relevance/Connection	★ ★	★ ★
Overall Impact	★	★

* Note that these ratings are based on a qualitative analysis of participant feedback and commentary and do not represent any cumulative or aggregated responses on the part of participants to specific questions on each of these measures.

2. Message Takeaway and Retention

While both ads raised awareness of the %DV, neither ad did so in a way that brought clarity to participants regarding what %DV means or how to use this information. As one participant mentioned, reflecting a feeling that appeared to be fairly widespread in the groups, “I’m still not clear up how the %DV symbol helps clear up the confusion” of the Nutrition Facts table. Another participant commented, in reference to both ads, “it tells you that the %DV will make it easy, but it doesn’t explain or show you.”

For the most part, the general learning or message left with most participants focused more on the use of the Nutrition Facts table, the ideas of healthy eating and making healthy choices, with the information about the %DV and/or using the %DV to help in this task being viewed as more of a secondary message. A number of participants commented that they were simply not clear on what the main message was. Notably, very few participants immediately and accurately linked the notion of %DV with the idea of “a lot or a little of a nutrient.” Those who did draw mainly from the text and weren’t necessarily clear as to how the visual supported this idea.

Participants were asked to complete a short questionnaire after viewing each of the television concepts and briefly reviewing each of the print concepts which included providing some feedback on the key learning from the ad. The questionnaire is provided in the Appendix to this report and a summary of the feedback from this exercise is provided in the table below.



Key Learning/Main Message by Concept

	Calculator-head Concept	Pick-me Concept
Print Ads	<ul style="list-style-type: none"> • Choices • %DV/%DV will help you to decipher the nutritional facts • Use %DV to understand nutritional value in products • Use % instead of looking at grams • Something about math/number crunching/calculations • Pay attention to the nutrition in the food you eat/read the nutritional facts • Consumers do get confused when shopping 	<ul style="list-style-type: none"> • Choices/Decisions • Pay more attention to the nutrition charts • I can make better choices • There are choices • Every food wants you to “pick it” • You have to read the information to know why to pick one product over another • Using %DV will put you in control • Pick a product based on %DV • A lot of a nutrient or a little
Television Ads	<ul style="list-style-type: none"> • Something about an arrow (up/down) • Making health food choices • Reading the NFT is confusing • Something about an arrow (increasing/decreasing), and that it will help consumers to understand • Understanding %DV • % is the most important information when grocery shopping • Using %DV helps clear up confusion from the chart • Look at %DV ... it’s easy to understand • Use % DV to find out if a little or a lot of certain nutrients • Daily Value will help you to make better choices among the products that you buy • You can figure out how to compare two products using %DV • Using %DV will make life easier • Sometimes %DV can be confusing ... go to the website • Educate yourself on %DV and go to the website 	<ul style="list-style-type: none"> • Companies want you to choose products by using the information on the NFT • Something about the NFT • %DV • Using the %DV helps you to make more logical rather than emotional food choices • Using %DV helps you to make better choices • Don’t give in to temptation before you read the %DV • Something about helping consumers make the right choices • Go to %dailyvalue.ca • Learn about %DV from the website • You have choices, and can make better ones by using the NFT • There is a difference between products • Make informed decisions



- Participants felt there were too many products referred to in both the tv and print modes for this concept, but particularly in the latter. This was an issue for two reasons:
 - First, the number of products resulted in a very busy visual which, along with the text below, also made the entire print ad seem very heavy and dense. Many participants remarked that the ad was “too busy” and there was “too much to read.” The latter remark was also applicable to the other concept; and
 - Second, some participants became confused as to whether the idea was to compare between two or more products in the same category or between products across categories and, as a result, the message was somewhat diluted. A number of participants suggested that reducing the number of products shown would help to focus the message more clearly for audiences.
- The concept was described as “childish,” “juvenile” and “amateur.” One participant captured the overall reaction in this respect as “it looks like an educational ad with no flare.”
- Some participants indicated that the “idea (of this ad) doesn’t work as well (as the other concept). The illustration is not catchy at all.” For a number of participants, the visual employed on the print version of the ad was confusing and did not effectively relay or reinforce, through visual means, the message in the text. Still others seemed to suggest that the wide range of inanimate products (albeit whispering “pick-me” to the consumer), and the absence of any human figure, in the print version of this ad, combined to lower their overall interest.
- A common criticism of the television ad was this it would not likely sustain the viewer’s attention for the duration. The ad lacked a certain degree of dynamism or action necessary to keep viewers engaged and attuned to the message. Some participants described the ad as “boring.”
- The “pick-me” refrain, while seemingly accurately capturing the sense of hyper-marketing felt by consumers, was described as “annoying” by a number of participants. In particular, the repetitive nature of the refrain drew negative commentary from some participants. In this vein, participants commented that, while the ad seemed “humorous at first, it quickly became irritating.” A number of participants remarked that the idea of “talking food” seemed “juvenile” and “unrealistic.”
- Moreover, another key drawback of the repeated “pick-me” refrain was “the implication that one product is better” than another, a subliminal message to which many participants responded negatively.



4. Reaction to the Calculator-Head Concept



The jarring nature of the decapitated female shopper shown in both the television and print versions of this advertising concept was simultaneously the main strength as well as the principal weakness of this ad. The calculator head immediately captured participants’ attention and made them curious to know why the shopper was being presented as part human, part machine. In this respect, this concept was eye-catching and would effectively capture an adequate “share of eyeballs,” a key performance indicator for any advertising campaign. In addition, some participants commented that while they didn’t necessarily “relate to the calculator head at first ... it made sense” after seeing the entire ad.

By the same token, however, this same creative element provoked substantial criticism and negativity. In fact, participants were more animated and vocal in their criticism of this particular aspect of this ad

than they were of any particular aspect or feature of the “Pick-me” concept. Many participants were easily and quickly put off by the visual of a decapitated shopper, describing it as “creepy.” As such, the general sense of repulsion toward the visual tended to reduce overall message effectiveness. To address this issue, participants suggested incorporating a slightly modified visual cue, although still using the calculator as an effective visual component to reflect consumer confusion and the notion that shoppers are often expected to do some on-the-spot mathematical calculations when referring to the NFt (i.e. by using a thought bubble containing a calculator or a close-up of the interior of the woman’s head showing a calculator going “haywire”). For some, it was also not necessarily completely apparent, without further explanation, that the machine was a calculator and not a computer.

Main Strengths

The key strengths of this concept were as follows:

- The calculator in place of the woman’s head served to effectively grab participants’ attention. Participants were curious to know what the ad was about. As described by some participants, the creative approach was “quirky.” A number of participants found the print version of this concept to be “more eye-catching” as compared to the “Pick-me” concept.
- The ad effectively leveraged the sense of confusion that shoppers feel with respect to interpreting the information on the NFt and, in particular, the mental calculations required to understand how much of a desired nutrient is contained in the amount of the product that will likely be consumed (often different from the serving size shown on the NFt). A second level of calculations is usually undertaken as consumers attempt to understand how much of a particular nutrient should be reasonably consumed on a



daily basis, across the spectrum of food products that will be consumed. Of note, those participants who acknowledge being confused by the NFt at the outset of the groups tended to respond more favourably to this ad over the “Pick-me” concept and, as such, this creative approach seems to be more effective with respect to its impact on a primary target audience.

- In addition, the print version of this concept in particular appeared to do a better job of drawing viewer attention to the Nutrition Facts table which was featured much more prominently compared to the print version of the “Pick-me” concept.

Main Weaknesses

The main weaknesses of this concept were as follows:

- The visual reference to a calculator had strong, initial associations to the notion of price comparisons rather than comparisons of products based on the relative nutrition value, using the NFt. As such, this concept did not necessarily forge a strong or direct enough link between the notion of confusion, calculations and the NFt. This could be rectified via more direct linkages, through visual and/or verbal cues, between the calculator and the NFt.
- As noted above, the calculator visual, while having tremendous shock value in terms of capturing initial audience attention, was aesthetically and viscerally disconcerting for many participants. Many participants described it as “disturbing” and noted that they had “trouble relating to it.” As noted above, this could be addressed by using the calculator visual in a less jarring manner.
- Some participants were put off by the slightly “offensive” tone of this concept. While many participants admit to being confused, they don’t necessarily want to be portrayed in such an overt manner as being so. A number of participants felt the concept was less than subtle in positioning consumers as “ignorant” or “uneducated” and this was particularly reinforced in the print version of this concept by the headline which poses the question: “Confused?” The suggestion was put forward that the title of the print ad should more accurately read “Confused about nutritional content?” or something to that effect.
- In a related point, participants’ comments underscored the creative/copy challenge of reflecting consumers’ sense of confusion while speaking to them in a more sophisticated manner, despite the fact that it is very clear, by their own admission in many cases, that the notion of %DV is not well understood.
- Some participants expressed concern about the seeming lack of men included in this concept, with the underlying subtext that only women shoppers would be confused or perplexed by the NFt, an assumption that they felt was both false and demeaning to women. As some participants said, “men shop too!” While not a common criticism, some participants were slightly offended that the female in the print ad happened to be blonde, thereby reinforcing the idea of the “ditzzy” or “ignorant/confused” blonde.

Additional comments pertaining to both versions of the print ad were as follows:



- Many found that both print ads were too dense, there was too much reading, the font was too small and the web site wasn't featured prominently enough. Most participants indicated that they "scan, don't read" and are interested in quickly identifying a website where they can go (and would expect) to find more information on a topic. Thus, the main points of the ad need to be precisely and concisely explained in a visual format that is both eye-catching easy to read, along with providing compelling and relevant information.
- A number of participants suggested that the Nutrition Facts table should be "blown up" in size such this it is a more prominent visual cue to attract the readers' attention and draw them into the ad. Given that many shoppers are now paying more attention to the NFt, a larger chart, with highlighted percentages and links to the %DV icon, could help to reinforce the message for consumers.

E. Reaction to the Taglines

In the final portion of the focus group discussions, participants were show four possible taglines that could be used in conjunction with the %DV icon in promotional and educational materials on this topic. While there was insufficient time to thoroughly vet the four taglines, participants did provide a quick assessment of each in terms of there effectiveness in underscoring the "call to action" for consumers and motivating them to go to the website.

A brief summary of the feedback received with respect to each tagline is provided below.



Use the Percent Daily Value (% DV) to understand if a product has a lot of a nutrient or a little of a nutrient. [Learn more at dailyvalue.ca](http://dailyvalue.ca)

In the context of the four taglines shown to participants, this option was not well received as it did not offer a motivational or aspirational message that would encourage someone to seek out more information on the website.



Use the Percent Daily Value (% DV) to see if a product has a lot or a little of a nutrient. A great way to help you make informed food choices. [Learn more at dailyvalue.ca](http://dailyvalue.ca)

Of the four taglines tested, this variation, along with the next one (shown below) garnered some support principally due to the focus on making "informed" choices. Participants did suggest that, in the vein of making informed choices, perhaps more emphasis could be put on making "healthy" choices in order to underscore the real benefit for consumers.



DAILY VALUE

Use the Percent Daily Value (% DV) to see if a product has a lot or a little of a nutrient. Compare products! [Learn more at dailyvalue.ca](http://dailyvalue.ca)

The inclusion of the statement “compare products” was seen by some as offering a motivation, or possibly a challenge, to consumers to do just that and this additional phrase appeared to work effectively with the television and print concepts which participants had just reviewed. On a cautionary note, although generally well received by participants, this phrase could be seen as “less informational and more of a sales pitch” by some.



DAILY VALUE

Use the Percent Daily Value (% DV) to see if a product has a lot or a little of a nutrient. Choose products with less saturated and trans fats, and sodium. [Learn more at dailyvalue.ca](http://dailyvalue.ca)

While receiving modest levels of support, principally because participants felt it was helpful to directly point out nutrients which consumers should actively look to reduce in their food intake, some participants found this option a bit wordy and not terribly inspirational.

F. Comparison of the %DV Icons



DAILY VALUE

Throughout the course of the discussion, participants were exposed to only one of two possible icons developed to graphically symbolize the %DV item found on the Nutrition Facts table. In this respect, obtaining their views on a second option towards the end of the discussions did not provide a “clean” reading regarding the relative extent to which each was an effective visual representation of the notion of %DV.



DAILY VALUE

Nevertheless, the feedback was useful and there was strong consensus around one of the two options – the variation on the percentage sign.

The use of a percentage sign, versus the +/- symbol, more effectively relays the notion of percentages, which is the underlying concept for %DV. For many participants, a sense of balance in nutrients one might want more/less of, was also fairly effectively portrayed via the percentage symbol. At the same time, this double-ended arrow was confusing and, without benefit of a properly animated version showing the rising/falling arrow along with accompanying voice-over to emphasize “more/less” of nutrients, many participants did not grasp the reasoning behind the arrow pointing up and down simultaneously. There were also some suggestions made that a more realistic, somewhat stylized percentage symbol could be more effective as the current version “looks like o’s or cheerios” rather than an actual percentage sign.



The Strategic Counsel

The +/- symbol yielded spontaneous comparisons to “something medical.” Moreover, in some groups, comments suggested that there was some confusion as to whether the + symbol referred to something positive in general or to the notion of “more.”



Appendix A: Recruiting Scripts



Recruiting Script (English)

Health Canada: Testing of Creatives for the Nutrition Facts Education Initiative FINAL – January 19, 2010

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

Generally Comfortable

Generally Uncomfortable (THANK & TERMINATE)

Very Uncomfortable (THANK & TERMINATE)

4. I am going to read you 4 statements. Please let me know which one most accurately reflects your role in your household: ENSURE GOOD MIX OF A, B AND C

- a. I am the person who is most responsible for grocery shopping



- b. I am the person who is most responsible for meal preparation
 - c. I am the person who is most responsible for both
 - d. I am not primarily responsible for either grocery shopping or food preparation (IF “D”, ASK TO SPEAK TO SOMEONE WHO HAS RESPONSIBILITY FOR FOOD PURCHASE/MEAL PREP; IF NOT POSSIBLE, THANK AND TERMINATE)
5. Continuing to think about your food shopping, when purchasing a pre-packaged food for the first time, how often do you look at the white Nutrition Facts table on the package? Do you look at it... ENSURE MIX OF A,B,C.
 - a. Regularly
 - b. Occasionally
 - c. Seldom
 - d. Never (THANK AND TERMINATE)
6. Have you participated in a focus group for which you received a sum of money?
YES NO – Skip to Q.8 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)
7. Which of the following age categories do you fall into? ENSURE GOOD MIX OF AGES.

Under 18 (IF YES, THANK AND TERMINATE)
19-24
25-34
35-44
45-55
55+ (THANK AND TERMINATE)
8. Are you a parent or guardian of children, 18 years of age or younger living in your household?
ENSURE THAT AT LEAST 1/2 OF EACH GROUP IS COMPRISED OF MOTHERS WITH CHILDREN UNDER THE AGE OF 18 IN THEIR HOUSEHOLD

YES – CONTINUE
NO – SKIP TO Q 11
9. How old are your children? (select all that apply) ENSURE MIX

0-2 years old
3– 4 years old
5 – 7 years old
8 – 10 years old



11– 12 years old
13-15 years old
16-17 years old

10. And, which of the following income categories would your annual **household** income for 2009 fall into? ENSURE A MIX OF INCOMES

Under \$40,000
\$40,000 - just under \$70,000
\$70,000 – just under \$100,000
\$100,000 or more

11. What is the highest level of education that you have completed? ENSURE MIX OF EDUCATION

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)

12. What is your marital status? ENSURE GOOD MIX OF MARITAL STATUS – E.G. SINGLE PARENT AND DUAL PARENT HOUSEHOLDS)

Single parent
Married
Common-law
Divorced
Separated
Widowed

13. 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 _____

14. To which ethnic or cultural group did your ancestors belong? *DO NOT READ LIST ... ACCEPT ALL THAT APPLY AND ENSURE GOOD MIX WITHIN GROUPS TO THE EXTENT POSSIBLE.*

- a. Western European (e.g. British, Irish, Scottish, Welsh, French, German, Italian, Dutch, Portuguese, Spanish)
- b. Eastern European (e.g. Ukranian, Polish)
- c. French Canadian (ex. Quebecois, Franco-Ontarian, Franco-Manitoba, Acadian)
- d. Jewish
- e. Other European (e.g. Russian, Scandanavian, Greek)
- f. Asian (e.g. Chinese, Japanese, Korean, Vietnamese, Cambodian, Thai, Malaysian, Filipino, East Indian, Sri Lankan, Pakistani)
- g. Middle Eastern (e.g. Palestinian, Iraqi, Iranian, Afghani, Kurdish)
- h. African (ex. Moroccan, Algerian, Tunisian, Libyan, Egyptian, Somali, Sudanese, Ethiopian, Ghanaian)
- i. Caribbean, West Indian, South or Latin American (e.g. Mexican, Salvadoran, Brazilian, Chilean, Haitian, Cuban, Dominican)
- j. Aboriginal (e.g. North American Indian, Metis, Inuit, Mohawk, Cree, etc.)
- k. Canadian
- l. American/U.S.A.
- m. Other (Please Specify)

15. Record gender (AIM FOR 60% FEMALE/40% MALE DISTRIBUTION)

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
Monday, Feb. 1 st	Toronto	TBD	English	5:30 7:30
Tuesday, Feb. 2 nd	St. John's	TBD	English	5:30 7:30
Wednesday, Feb. 3 rd	Calgary	TBD	English	5:30 7:30
Wednesday, Feb. 3 rd	Montreal	TBD	French	5:30 7:30

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:



The Strategic Counsel

- All groups will be conducted in English, except for the Montreal groups, which will be conducted in French.
- Targeted group: Mothers aged 19-54 with children under age 18 living in household. A minimum of one-half of participants in each group will comprise Mothers with children under the age of 18 living at home.
 - Primary food shoppers/meal preparation/both
- 60 (female) / 40 (male) gender split

Incentive: \$70 in all locations

Recruit up to 10 participants for each group to ensure attendance of between 8 and 10 for each group.



Recruiting Script (French)

Santé Canada : Mise à l'essai de créations publicitaires pour l'Initiative d'éducation sur la valeur nutritive
FINAL – 19 janvier 2010

Bonjour. Mon nom est _____ et je téléphone pour *The Strategic Counsel*, une entreprise nationale de recherche sur l'opinion publique. Nous aimerions vous inviter à participer à une discussion de groupe organisée pour le compte du gouvernement du Canada.

Votre participation est entièrement volontaire. Toutes vos réponses demeureront confidentielles et serviront uniquement à des fins de recherche. Nous voulons simplement connaître vos opinions – personne ne tentera de vous vendre quoi que ce soit. La séance prendra la forme d'une « table ronde » animée par un professionnel de la recherche. Tous les renseignements personnels que vous nous fournirez demeureront confidentiels. Tous les rapports qui seront produits à la suite des discussions de groupes ne contiendront aucun commentaire qui pourrait être attribué à un individu en particulier. À la fin du projet, tous les rapports seront publiquement accessibles à Bibliothèque et Archives Canada et à la Bibliothèque du Parlement.

Avant de vous inviter, nous aimerions vous poser quelques questions pour nous assurer d'avoir une bonne représentation dans chacun des groupes. Pourrais-je vous poser quelques questions?

OUI - CONTINUEZ

NON – REMERCIEZ L'INTERLOCUTEUR ET METTEZ FIN À L'APPEL.

16. Tout d'abord, est-ce que vous ou d'autres membres de votre ménage ou de votre famille immédiate travaillez dans l'industrie de l'étude de marché, de la publicité, du marketing, des relations publiques, des médias (journaux, radio, télévision) ou pour le gouvernement, que ce soit à l'échelle fédérale, provinciale ou municipale?

SI OUI, REMERCIEZ L'INTERLOCUTEUR ET METTEZ FIN À L'APPEL.

SI NON, CONTINUEZ.

SI L'INTERLOCUTEUR REFUSE DE RÉPONDRE, REMERCIEZ-LE ET METTEZ FIN À L'APPEL.

17. Êtes-vous familier(ère) avec le concept de groupe de discussion?

SI OUI, CONTINUEZ.

SI NON, EXPLIQUEZ COMME SUIV : « *Un groupe de discussion est un groupe composé de huit à dix participants et d'un modérateur. Durant deux heures, les participants sont invités à discuter de plusieurs sujets sur un thème donné.* »

18. Dans quelle mesure seriez-vous à l'aise d'exprimer vos opinions en public, à lire du matériel imprimé ou à regarder des images projetées sur un écran?

Très à l'aise

Plutôt à l'aise

Plutôt mal à l'aise (REMERCIEZ L'INTERLOCUTEUR ET METTEZ FIN À L'APPEL.)

Très mal à l'aise (REMERCIEZ L'INTERLOCUTEUR ET METTEZ FIN À L'APPEL.)



19. Je vais vous lire quatre énoncés. Dites-moi lequel décrit le mieux votre rôle au sein du ménage.
RECRUTEZ UN BON MÉLANGE DE A, B ET C.
- a. C'est moi qui s'occupe principalement de faire l'épicerie.
 - b. C'est moi qui s'occupe principalement de préparer les repas.
 - c. C'est moi qui s'occupe principalement de faire les deux.
 - d. Ce n'est pas moi qui s'occupe principalement de faire l'épicerie ou de préparer les repas.
(SI « D », DEMANDEZ À PARLER À LA PERSONNE QUI S'OCCUPE PRINCIPALEMENT DE FAIRE L'ÉPICERIE/PRÉPARER LES REPAS. SI CE N'EST PAS POSSIBLE, REMERCIEZ L'INTERLOCUTEUR ET METTEZ FIN À L'APPEL.)
20. Toujours en ce qui concerne l'épicerie, quand vous achetez un aliment pré-emballé pour la première fois, à quelle fréquence consultez-vous le tableau de valeur nutritive sur l'emballage? Diriez-vous que vous le faites...RECRUTEZ UN MÉLANGE DE A, B ET C.
- a. Régulièrement
 - b. Occasionnellement
 - c. Rarement
 - d. Jamais (REMERCIEZ L'INTERLOCUTEUR ET METTEZ FIN À L'APPEL.)
21. Avez-vous déjà fait partie d'un groupe de discussion pour lequel vous avez reçu un montant d'argent?
- OUI NON – Passez à la Q.8 et continuez.
- SI OUI** – À quand cela remonte-t-il? _____
(S'IL Y A MOINS DE 12 MOIS, METTEZ FIN À L'APPEL.)
- De combien de ces groupes avez-vous fait partie? _____
(SI PLUS DE 3, METTEZ FIN À L'APPEL.)
- Est-ce que l'une ou l'autre de ces séances était menée pour le compte du gouvernement du Canada?
(SI OUI, REMERCIEZ L'INTERLOCUTEUR ET METTEZ FIN À L'APPEL.)
22. À quel groupe d'âge appartenez-vous? RECRUTEZ DES PARTICIPANTS DE CHAQUE GROUPE.
- Mois de 18 ans (SI OUI, REMERCIEZ L'INTERLOCUTEUR ET METTEZ FIN À L'APPEL.)
- 19-24 ans
- 25-34 ans
- 35-44 ans
- 45-55 ans
- 55 ans et plus (REMERCIEZ L'INTERLOCUTEUR ET METTEZ FIN À L'APPEL.)



23. Êtes-vous le parent ou le tuteur d'un enfant de 18 ans ou moins qui habite chez vous?
RECRUTEZ UN GROUPE COMPOSÉ D'AU MOINS 50 % DE MÈRES D'ENFANTS DE MOINS DE 18 ANS QUI HABITENT À LA MAISON
- OUI – CONTINUEZ
NON – PASSEZ À LA Q 11.
24. Quel âge ont vos enfants? (Cochez tout ce qui s'applique.) RECRUTEZ DES PARTICIPANTS DE CHAQUE GROUPE.
- 0-2 ans
3- 4 ans
5 - 7 ans
8 - 10 ans
11- 12 ans
13-15 ans
16-17 ans
25. Laquelle de ces catégories décrit le mieux le revenu annuel de votre **ménage** en 2009?
RECRUTEZ DES PARTICIPANTS DE CHAQUE GROUPE.
- Moins de 40 000 \$
40 000 \$ à moins de 70 000 \$
70 000 \$ à moins de 100 000 \$
100 000 \$ ou plus
26. Quel est le plus haut niveau de scolarité que vous avez atteint? RECRUTEZ DES PARTICIPANTS DE CHAQUE GROUPE.
- Études secondaires incomplètes
Diplôme d'études secondaires
Études collégiales incomplètes
Diplôme d'études collégiales
Études universitaires incomplètes
Diplôme d'études universitaires (grade de premier cycle)
Diplôme d'études supérieures (en cours ou terminé)
27. Quel est votre état matrimonial? RECRUTEZ DES PARTICIPANTS DE CHAQUE GROUPE – P. EX., CHEFS DE FAMILLE MONOPARENTALE ET MÉNAGES À DEUX PARENTS.)
- Chef de famille monoparentale
Marié(e)
Conjoint(e) de fait
Divorcé(e)
Séparé(e)
Veuf/veuve
28. Quelle est votre situation d'emploi actuelle?



- Étudiant(e)
- Personne au foyer
- Sans emploi
- Bénéficiaire de prestation d'invalidité
- Retraité(e)
- Gestion
- Affaires, finances, administration
- Sciences (naturelles ou appliquées)
- Santé
- Sciences sociales, éducation ou religion
- Vente et service
- Arts, culture, sports ou loisirs
- Commerce, transport, conducteur d'équipement et professions connexes
- Transformation, fabrication, services publics
- Autre – Veuillez préciser : _____

29. À quel groupe ethnique ou culturel appartenait vos ancêtres? *NE LISEZ PAS LA LISTE. ACCEPTEZ TOUT CE QUI S'APPLIQUE. EN AUTANT QUE POSSIBLE, RECRUTEZ DES PARTICIPANTS DE CHAQUE GROUPE.*

- n. Européens de l'Ouest (p. ex., Anglais, Irlandais, Écossais, Gallois, Français, Allemands, Italiens, Néerlandais, Portugais, Espagnols)
- o. Européens de l'Est (p. ex., Ukrainiens, Polonais)
- p. Canadiens français (p. ex., Québécois, Franco-ontariens, Franco-manitobains)
- q. Juifs
- r. Autres Européens (p. ex., Russes, Scandinaves, Grecs)
- s. Asiatiques (p. ex., Chinois, Japonais, Coréens, Vietnamiens, Cambodgiens, Thaïlandais, Malaysiens, Philippins, Indiens d'Asie, Sri Lankais, Pakistanais)
- t. Du Moyen-Orient (p. ex., Palestiniens, Irakiens, Iraniens, Afghans, Kurdes)
- u. Africains (p. ex., Marocains, Algériens, Tunisiens, Libyens, Égyptiens, Somaliens, Soudanais, Éthiopiens, Ghanéens)
- v. Antillais, Sud-Américains ou Latino-Américains (p. ex., Mexicains, Salvadoriens, Brésiliens, Chiliens, Haïtiens, Cubains, Dominicains)
- w. Autochtones (p. ex., Indiens de l'Amérique du Nord, Métis, Inuits, Mohawk, Cris, etc.)
- x. Canadiens
- y. Américains (États-Unis)
- z. Autre (veuillez préciser)

30. Notez le sexe (ESSAYEZ DE RECRUTER 60 % DE FEMMES ET 40 % D'HOMMES.)

- Homme
- Femme

J'aimerais vous inviter à participer à la séance à (ville, date et heure).

HORAIRE DES GROUPES

Date	Ville	Adresse	Langue	Heure
------	-------	---------	--------	-------



Lundi 1 ^{er} février	Toronto	À déterminer	Anglais	17 h 30
				19 h 30
Mardi 2 février	St. John's	À déterminer	Anglais	17 h 30
				19 h 30
Mercredi 3 février	Calgary	À déterminer	Anglais	17 h 30
				19 h 30
Mercredi 3 février	Montréal	À déterminer	Anglais	17 h 30
				19 h 30

Il s'agit d'un engagement ferme. Si vous prévoyez un empêchement quelconque (personnel ou professionnel), veuillez m'en informer maintenant et nous conserverons vos coordonnées pour une étude future.

Spécifications générales pour le recrutement :

- Toutes les séances se dérouleront en anglais, sauf à Montréal, où elles auront lieu en français.
- Groupes cibles : Les mères âgées entre 19 et 54 ans qui ont des enfants de moins de 18 ans à la maison. Au moins la moitié des participants de chaque groupe doivent être des mères avec des enfants de moins de 18 ans à la maison.
 - Principaux responsables de l'épicerie/préparation des repas/les deux
- Ratio de 60 femmes pour 40 hommes

Prime : 70 \$ dans toutes les villes

Recrutez jusqu'à dix (10) participants dans chaque groupe pour s'assurer que nous aurons entre huit (8) et dix (10) participants présents.



Appendix B : Moderator's Guide



Moderator's Guide (English)

Health Canada Nutrition Facts Creative Testing Moderator's Guide FINAL – Feb. 2nd, 2010

Introduction (10 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 a collaborative group that includes the Government of Canada and industry.
 - We'll be looking at some materials that have been developed to better explain the nutrition facts tables that you have probably seen displayed on the packaging of many food items. But, first I'd like to brief you on how a focus group works, for those of you who haven't attended one before.
- The discussion will last approximately 2 hours. Feel free to excuse yourself during the session if necessary.
- Explanation re:
 - Audio/video-taping – The session is being video/audio-taped for analysis purposes, in case we need to double-check the proceedings against our notes. These video-tapes remain in our possession and will not be released to anyone without written consent from all participants. Can I confirm that all of you have signed the consent form permitting us to videotape the proceedings?
 - One-way mirror – There are observers behind the glass who represent the government and others who are working either directly or indirectly on the materials we'll be discussing.
 - Confidentiality – Please note that anything you say during these groups will be held in the strictest confidence. We do not attribute comments to specific people. Our report summarizes the findings from the groups, but does not mention anyone by name. The results will be grouped together and reported on as a whole, rather than on a group-by-group basis. And, it can be accessed through the Library of Parliament or Archives Canada.
- 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 and on time.
 - 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 wrong answers. We are simply looking for your opinions and attitudes. This is not a test of your knowledge. We did not expect you to do anything in preparation for this group.
- Please note that the moderator is not an employee of the Government of Canada and may not be able to answer some of your questions about the program we will be discussing. If important questions do come up over the course of the group, we will try to get answers for you before you leave. **(NOTE TO MODERATORS: PARTICIPANTS SHOULD BE INFORMED AT THE END OF THE GROUP (ESPECIALLY IF THERE ARE QUESTIONS) THAT MANY OF THE ANSWERS CAN BE**



FOUND AT www.healthcanada.gc.ca/nutritionlabelling, A GOVERNMENT OF CANADA WEBSITE). IMPORTANT: DO NOT REVEAL THIS URL BEFORE TESTING REACTION TO THE SCRIPTS.

- (Moderator introduces herself/himself). Participants should introduce themselves, using their first names only.

NOTE TO MODERATOR: RECRUITING SPECS AIMED FOR A 60/40 FEMALE/MALE SPLIT. HOWEVER, THE PRINCIPAL TARGET AUDIENCE FOR THIS CAMPAIGN IS WOMEN WITH CHILDREN. IN THE COURSE OF THE DISCUSSIONS, PLEASE BE SURE TO FOCUS MORE SO ON OBTAINING THE VIEWS/REACTIONS OF THESE PARTICIPANTS. MEN, WHO ARE THE PRINCIPAL GROCERY SHOPPERS, WITH CHILDREN ARE ALSO A KEY TARGET GROUP. OF LESSER CONCERN ARE SINGLE MEN.

Section 1: Warm-up (10 minutes)

- First, how many of you regularly look at the nutrition facts tables (NFt) on food products at the time that you are making your purchases? SHOW PARTICIPANTS EXAMPLE OF GENERIC COPY OF NFt AS A PROMPT. SHOW OF HANDS OF THOSE WHO SAY THEY DO REFER TO THE NFt. Probe for:
 - How often do you use the NFt? Would you say that you consult it rarely, sometimes, often, always?
 - Do you typically look at the NFt in the store or at home?
 - And, are you looking at it mostly for yourself or for your family?
- Are there particular types of products that you are more inclined to refer to the nutrition facts table than others? Probe for:
 - What kinds of products are you more likely to consult the nutrition facts tables? RECORD ON FLIP CHART.
 - What kinds of products are you less likely to consult the nutrition facts tables? RECORD ON FLIP CHART.
- From your recollection, what information on the nutrition facts table are you most interested in?
- How comfortable would you say you are in using the nutrition facts tables? Would you say you are very comfortable, somewhat comfortable, not too comfortable or not at all comfortable with using the nutrition facts table? Explain, particularly for those who are not at all through to somewhat comfortable. Probe for:
 - Do you feel that you fully understand the information shown on the NFt? Is there anything about the information provided on the table or the way that it is displayed that you find difficult to understand or use? If so, what is it? RECORD ON FLIP CHART.



This evening we will be looking at a couple of different advertisements that have been developed for television and the print media to explain the nutrition facts table, as well as some approaches for use on packages. We'll start by looking at the on-package display panels first.

Section 2: Discussion of On-Package Concepts (25 minutes)

I'm going to put a number of mock products on the table each of which displays the nutrition facts table. Please have a look at these.

- Is this what you are used to seeing in terms of the Nutrition Facts Table and related information? Is there anything different?
- IF ICON IDENTIFIED, ASK: What is the point of this icon? What is it telling you? Probe for:
 - How do you interpret this symbol?
 - And, together, what do the symbol and the tagline mean?
 - How many of you would go to the web site referred to here? If so, what specifically would prompt you to do that? If not, why not?
 - And, who or what organization or organizations put this symbol on the product?

KEEP MOCK PACKAGES ON TABLE IN ORDER TO REFER TO AS YOU ARE GOING THROUGH OPTIONS FOR DISPLAY OF INFO ON % DV. Now, I'd like to get a bit more detailed feedback from you on the use of the symbol. I have four concepts for on-package displays of the information regarding the %Daily Value that I would like you to look at and evaluate, plus some information that is intended for use on the web site. I'm going to put them all in front of you. I just want you to have a look at them first. You'll notice that there are four possible options of the explanation ... one for large packages, one for medium size packages, one for small packages and one for very small packages. The last page shows the web text – let's leave that aside for the moment. So, the idea is that the information needs to be adapted as the space on some packages is more or less restricted. For example, you can imagine that there would be more space available on a cereal box than there would be on a package of gum (as you can see from the mock products in front of you). The intention of this information is simply to remind consumers about the %DV, what it is and how it should be used. You'll notice that there is not a huge difference between the options. I simply want to get a sense of how much information you need on the package to help explain the %DV and whether what is here is helpful.

Let's start with the smaller package option (D) first. Have a read through this information.

- First, tell me what information here is most important for you? What is the key thing that you take away?
- Altogether, is this too much information/too little? Explain. Probe for:



- Do you find this helpful? Probe for:
- Does it add any value beyond the information that you have on packaging currently? If so, how? If not, why not?
 - Is it clear?
- Is there anything missing?
 - Is it easy to read?
- Should the font be larger/smaller? What about the placement?
- Could it be simplified? How?
 - What's extraneous or redundant, if anything?

REPEAT FOR THE OTHER THREE ON-PACKAGE OPTIONS (C, B, A, THEN WEB TEXT, IN THAT ORDER)

- Now, looking at all four on-package options + the web text, what information is MOST important or really key to helping you understand how to use the %DV information? What should definitely appear on each of the options (or at least as many as possible given space restrictions), regardless of the size. RECORD ON FLIP CHART. Probe for:
 - Are there one or two statements here that you think are really key and should be included on all packaging? Which one/ones? Why? What does that add to your understanding?
 - Does this information help you to understand what the %DV is?
 - Does this make it easier for you to use the %DV information shown on the NFt?

We're going to move on now to look at a couple of advertising concepts for television and print. Please keep in mind that these ads are currently in the early stages of development so you will have to use your imagination, at least to some extent, to picture how they might look/sound once they are complete. The idea is to get your reaction and input before they are finalized. PRESENTATION OF CONCEPTS SHOULD BE ROTATED IN EACH GROUP ACCORDING TO THE FOLLOWING CHART:

NOTE TO MODERATORS: TWO GROUPS ARE BEING CONDUCTED IN EACH CITY. MODERATOR TO ROTATE ORDER IN WHICH ADS ARE SHOWN (I.E. CALCULATOR HEAD/PICK ME OR PICK ME/CALCULATOR HEAD) FOR EACH OF THE TV AND PRINT CONCEPTS.

IN ALL GROUPS, PRINT AD WILL BE EVALUATED FIRST, FOLLOWED BY TV.



Section 3: Discussion of Reaction to Print Ads (25 minutes)

Now, I'm going to show you two advertisements that have been developed for the print medium. I have a short worksheet for you to fill out as you are reviewing each. MODERATOR TO HAND OUT SET OF WORKSHEETS, FACE SIDE DOWN. Please keep your worksheets face side down for the moment. HAND OUT FIRST AD AND GIVE PARTICIPANTS APPROXIMATELY 30 SECONDS TO READ THE AD.

Now, please turn the ad over (face side down). I just want to get a first quick take on the ad as if you were scanning a paper or magazine and came across it. What jumped out at you, if anything? Please write down THREE things you recall about this ad ... it could be anything (a color, a word, an image, etc.).

Now, I'm going to give you a bit more time to read the ad thoroughly. ASK PARTICIPANTS TO TURN THE AD BACK OVER (FACE SIDE UP). I'd like you to use the red pen in front of you to cross things out that you don't like about the ad and the blue pen to circle things that you do like or that are positive about the ad. Please take a moment to do this.

ONCE THIS EXERCISE IS COMPLETE, ASK PARTICIPANTS TO TURN OVER WORKSHEETS AND RESPOND TO QUESTIONS. ONCE FINISHED, RESUME DISCUSSION IN LARGE GROUP.

- First, how many of you would take notice of this ad if you saw it in a magazine or newspaper? Why/why not?
 - What stands out most for you? What 3 things did you recall when you first saw the ad? What had you written on your paper?
 - If nothing necessarily stood out for you, can you try to explain to me why it's just not grabbing your attention?
- Ok, let's go into a bit more detail ... what are all the things/features/aspects of this ad that you like most or found most appealing (i.e. the things you circled in blue)? Describe. Anything else?
- What did you find least appealing about this ad (i.e. the things you crossed out in red)? Anything else?
- For you, what was the main learning from this ad?
- And, how good a job does this ad do, considering both the visuals and the text, at explaining the %DV.? Elaborate.
- Do you have any other suggestions on how to improve this ad? Probe for:
 - Colors
 - Layout
 - Text (font size)
 - Content



- Placement/proportion of text, visual, and tagline

REPEAT FOR SECOND PRINT AD.

- So, now as we did for the tv ads, I'd like you to evaluate and compare the two.
 - Did the ads help you identify the nutrients you want? Why/why not? Some of you may also have noticed that the "Pick me" ad includes a sentence that specifically spells out "the nutrients you want more of ... such as calcium, iron and fibre." How many of you noticed this? Does this information help or not? Explain.
 - So, which one does the best job of getting your attention ... making you pay attention to the ad? Which one are you most likely to notice. Why? RECORD ON FLIP CHART.
 - And, now, which one does the best job of explaining (both through the visuals and the narration) the %DV? RECORD ON FLIP CHART. Exactly, how does it do that?
 - Which one does a better job of prompting you to go to the web site? RECORD ON FLIP CHART. Exactly how does it do that?
- IF RESPONSES TO ABOVE TWO QUESTIONS ARE NOT CONSISTENT, ASK: What could be done to with one or the other of these ads to create a concept that effectively addresses each of these objectives. DISCUSS.
- MODERATOR TO ADJUST QUESTION WORDING DEPENDING ON RESPONSES TO ABOVE THREE QUESTIONS. Is there anything specifically that is detracting from the ad that seems to do the best job of meeting these two objectives that should be addressed in order to make it more effective?
- Finally, when you see these print ads along with the tv ads ... do the print and television ads work well together? Do you see a common theme/message between the two? How, if at all, could a stronger link between the print and the tv be forged? DISCUSS.

Section 3: Discussion of Reaction to Television Concepts (25 minutes)

Now, I have two television ads that I would like to show you. Again, I want to stress that these are in the early stages of development. What you'll see is an "animated" version of the television ad (that is using cartoon style drawings). Along with the visuals you will hear a narrator or what's known as a "voice-over" explaining the idea behind the concept to help you imagine what it would be like in its finished form. The narrator will explain the sequence, what you will see and what you would hear along with each of the visuals. Before we discuss your reaction as a group, I'll get you to fill out a short questionnaire with your individual reaction to each concept. I'm going to pass out a worksheet. Please keep it face down until you've had a chance to listen to the tv ad once. Then, I'll play the DVD again and you can answer the questions on your worksheet.



MODERATOR TO PLAY DVD OF FIRST CONCEPT. Before I ask you to complete your short questionnaires, I have two quick questions for you:

- First, using the paper and pen in front of you write down three things you remember about this ad ... it could be anything from words, phrases, images, etc.
- Second, what do you think is the point of this ad? In a couple of words or a short sentence, please jot down what you think the main message of this ad is.

Ok, now let's just set this aside for a minute and we'll discuss your answers to these questions a bit later. I want to show you the ad again and play the DVD for you. PLAY. Now, please turn over your worksheet and answer the questions on the sheet titled (MODERATOR TO REFER PARTICIPANTS TO SHEET WITH TITLE MATCHING AD). GIVE PARTICIPANTS A FEW MINUTES TO COMPLETE. RESUME DISCUSSION IN LARGE GROUP.

- So, keeping in mind this is not in its finished form, if you saw this ad on television, do you think it would catch your attention? Why/why not?
 - What specifically about the ad makes you pay attention to it?
 - What three things did you write down earlier that you remembered when I played the ad for the first time? MODERATOR TO RECORD ON FLIP CHART.
 - And, how did you describe the look/feel/style of this ad? What words or phrases would you use to describe the look/feel/style? GENERATE LIST
- Overall, what is your reaction to this ad? What are your impressions of the ad?
 - Now, how many would say they generally had a positive reaction to/liked this ad? RECORD. What specifically did you like? What works in this ad?
 - And, how many would say they generally had a negative reaction to/disliked this ad? RECORD. What specifically bothered you? What doesn't work in this ad?
- Now, what do you think the ad is trying to tell you? In a few words, tell me what the main take-away from this ad is ... for you what is the key learning? EXPLAIN.
 - How clearly does this ad explain the %DV?
 - Is there anything that could be done, either visually or through the voice-over to explain the %DV more clearly? If so, what? MODERATOR TO PLAY AD ONE MORE TIME IF NECESSARY DURING THIS PART OF DISCUSSION.
- When you are watching/listening to this ad, are you personally connecting with it? I want to know if this ad is speaking directly to you and/or whether you can see yourself in this ad? Why/why not? Probe for:



- If you don't really see yourself in this ad, could something more be done to make it more relevant to you? Again, think about the visuals, the setting, the experience that it is recreating as well as the information provided in the voice-over.
- Would you change anything about the ad? Is there anything else you would suggest to improve this ad? Probe for:
 - Particularly for those who said this ad didn't really catch their attention and/or they didn't really like it, what more, if anything, could be done to increase the appeal of the ad or to make it more "catchy?"

REPEAT FOR SECOND TV CONCEPT.

- So, now we've had a chance to see and evaluate the two concepts. I'd like to get a reading of the concepts on four measures:
 - First, which one does the best job of getting your attention ... making you pay attention to the ad? RECORD ON FLIP CHART.
 - Which one really speaks to you ... that is best reflects your shopping experience and how you feel when you are selecting products and using the nutrition facts table? RECORD ON FLIP CHART.
 - And, now, which one does the best job of explaining (both through the visuals and the narration) the %DV? RECORD ON FLIP CHART. And, exactly how does it do that?
 - Which one does a better job of prompting you to go to the web site? RECORD ON FLIP CHART. Exactly how does it do that?
- IF RESPONSES TO ABOVE THREE QUESTIONS ARE NOT CONSISTENT, ASK: What could be done to with one or the other of these ads to create a concept that effectively addresses each of these three objectives. DISCUSS.
- MODERATOR TO ADJUST QUESTION WORDING DEPENDING ON RESPONSES TO ABOVE THREE QUESTIONS. Finally, is there anything specifically that is detracting from the ad that seems to do the best job of meeting all three (or at least two of these) objectives that should be addressed in order to make it more effective?

Section 5 – Reaction to Tagline/Descriptor & Icon (10 minutes)

There are two more quick items I'd like to get your opinion on. MODERATOR TO HAND OUT SHEET SHOWING FOUR OPTIONS FOR THE TAGLINE/DESCRIPTOR. This is what we call a tagline ... a few words and an image that would appear beside the nutrition facts table or on advertising or promotional material regarding the nutrition facts table and the %DV. The intention of these taglines is simply to remind



consumers about the %DV, what it is and how it should be used. You'll notice that the first line of each tagline is identical. It is the second that varies for each option.

- Is there value in adding a phrase such as “a great way to help you make informed choices?” What value does this add to your understanding/motivation to use the NFt and the %DV information? Explain.
- What about “compare products?” What value does this add to your understanding/motivation to use the NFt and the %DV information? Explain.
- What about “choose products with less saturated and trans fats, and sodium?” Explain.
- Which ONE of these four do you prefer? SHOW OF HANDS. RECORD. DISCUSS BRIEFLY.

Now, very quickly, I'd like to get your reaction to a possible variation of the icon/image that you have seen this evening associated with the %DV concept. By now, you are quite familiar with the percentage symbol, but I want to show you another option. SHOW PARTICIPANTS BOARDS OF TWO OPTIONS (% AND +/-).

- What does the percentage symbol say to you/mean to you? If you were to see this, in combination with the Nutrition Facts Table, what would the symbol say to you? What does it add to your understanding of the NFt?
- What does the +/- symbol say to you/mean to you?
- Which ONE does a better job of symbolizing the concept of “more/less of certain nutrients”? SHOW OF HANDS. How does it do that exactly?
- Do you have a preference for one over the other, keeping in mind that the symbol is intended as a reminder of the % Daily Value concept?

Section 6 - Wrap-up (15 minutes)

- So, you've now seen two concepts for a tv ad, two for a print ad, four options for on-package display of information, some web text, taglines and two options for an icon to represent the %DV concept. Overall, how helpful do you think these will be in explaining the %DV to consumers? Explain.
- Realistically, how many of you would go to the web site mentioned in the ads, on packages and in the tagline we've just looked at for more information? What kind of information would you be looking for?
 - And, in the end, do you think it's important for the Government of Canada to be working with food manufacturers to provide consumers with this type of information? Why/why not?
 - Other than on-package displays, television and print advertisements, are there other ways or means to provide more information to consumers about the nutrition facts table and the %DV concept?
LIST.

THANK PARTICIPANTS.



Moderator's Guide (French)

Tests créatifs sur la valeur nutritive effectués par Santé Canada Guide du modérateur FINALE –1 février 2010

Présentation (10 minutes)

- Le modérateur se présente et souhaite la bienvenue aux participants au groupe de discussion.
 - Comme nous l'avons indiqué lors du processus de recrutement, nous menons des discussions de groupe au nom d'un groupe de collaboration composé du gouvernement du Canada et de l'industrie.
 - Nous examinerons du matériel publicitaire qui a été conçu afin de mieux expliquer les tableaux de la valeur nutritive que vous avez probablement vus sur l'emballage de nombreux aliments. Pour commencer, j'aimerais vous expliquer comment fonctionne un groupe de discussion pour ceux qui en sont à leur première expérience.
- La discussion durera environ deux heures. Vous pouvez cependant y mettre fin à tout moment.
- Explications des aspects suivants :
 - Enregistrement vidéo et audio – La séance est enregistrée sur bande magnétoscopique ou sonore aux fins d'analyse au cas où nous aurions besoin de vérifier ce qui s'est dit par rapport aux notes prises. Ces enregistrements sur bande magnétoscopique demeureront en notre possession et ne seront divulgués à personne sans un consentement écrit de tous les participants. Avez-vous tous signé le formulaire de consentement nous permettant d'enregistrer les discussions sur bande magnétoscopique?
 - Verre Argus – Des observateurs se trouvent derrière le verre et représentent le gouvernement et d'autres personnes qui travaillent directement ou indirectement sur le matériel dont nous discuterons.
 - Confidentialité – Tout ce que vous direz dans le cadre de ces groupes sera strictement confidentiel. Les commentaires ne viseront personne en particulier. Notre rapport résume les conclusions auxquelles les groupes sont arrivés sans mentionner le nom de participants. Les résultats seront regroupés et rapportés dans leur ensemble plutôt que groupe par groupe. Vous pourrez les obtenir à la Bibliothèque du Parlement au auprès d'Archives Canada.
- Fonctionnement des groupes de discussion :
 - Les groupes de discussion sont conçus pour susciter des discussions franches et honnêtes. Mon rôle en tant que modérateur consiste à diriger les discussions et à encourager tout le monde à participer. De plus, je dois veiller à ce que les discussions ne dérapent pas et ne dépassent pas le temps prévu.
 - Votre rôle consiste à répondre aux questions et à exprimer votre opinion. Dans un groupe de discussion, tant les opinions minoritaires que les opinions majoritaires comptent. N'hésitez donc pas à nous faire part de votre opinion même si vous la croyez divergente de celle des autres participants. Il se peut que votre opinion ne soit pas partagée. Par contre, l'opinion de tous compte et doit être respectée.
 - J'aimerais aussi préciser qu'il n'y a pas de mauvaises réponses. Nous souhaitons seulement connaître votre opinion et votre position. Nous ne sommes pas ici pour tester vos connaissances, et nous ne nous attendions pas à ce que vous vous prépariez avant de participer à ce groupe.
- Veuillez prendre note que le modérateur n'est pas un employé du gouvernement du Canada. Il se peut donc qu'il ne puisse répondre à certaines de vos questions à propos du programme qui fera l'objet de



discussions. Si des questions importantes sont posées pendant la séance, nous tenterons d'y répondre avant la fin de la séance. **(NOTE AUX MODÉRATEURS : À LA FIN DE LA SÉANCE, VOUS DEVREZ DIRE AUX PARTICIPANTS, SURTOUT SI DES QUESTIONS VOUS SONT POSÉES, QU'ILS TROUVERONT BEAUCOUP DE RÉPONSES AU <http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/index-fra.php>, UN SITE WEB DU GOUVERNEMENT DU CANADA. IMPORTANT : NE RÉVÉLEZ PAS CETTE URL AVANT D'AVOIR LES COMMENTAIRES SUR LE MATÉRIEL.)**

- (Le modérateur se présente.) Les participants se présentent en ne mentionnant que leur prénom.

Section 1 : Questions générales (10 minutes)

- Premièrement, combien d'entre vous consultez régulièrement, au magasin, les tableaux de la valeur nutritive (TVN) sur l'étiquette des produits alimentaires? MONTREZ AUX PARTICIPANTS UNE COPIE GÉNÉRIQUE DE TVN. DEMANDEZ À CEUX QUI DISENT CONSULTER LE TVN DE LEVER LEUR MAIN. Sondez :
 - À quelle fréquence consultez-vous le TVN? Diriez-vous que vous le consultez rarement, parfois, souvent ou toujours?
 - Consultez-vous habituellement le TVN au magasin ou à la maison?
- Y a-t-il des types de produits en particulier pour lesquels vous êtes plus portés à vérifier les TVN? Sondez :
 - Pour quels types de produits êtes-vous plus portés à consulter les TVN? INSCRIRE SUR LE TABLEAU DE PAPIER.
 - Pour quels types de produits êtes-vous moins portés à consulter les TVN? INSCRIRE SUR LE TABLEAU DE PAPIER.
- Quelle est l'information sur les TVN qui vous intéresse le plus?
- Selon vous, dans quelle mesure pouvez-vous interpréter les TVN? Êtes-vous très bien capable, un peu capable, plus ou moins capable ou aucunement capable d'interpréter les TVN? Veuillez expliquer, particulièrement pour ceux qui se situent entre « un peu capable » et « aucunement capable ». Sondez :
 - Croyez-vous très bien comprendre l'information se trouvant dans le TVN? Trouvez-vous difficiles à comprendre ou à interpréter les renseignements des tableaux ou la façon dont ils sont affichés? Si oui, veuillez préciser? INSCRIRE SUR LE TABLEAU DE PAPIER.

Ce soir, nous examinerons quelques annonces qui ont été conçues pour la télévision et les médias imprimés afin d'expliquer les TVN ainsi que quelques approches adoptées aux fins d'utilisation sur les emballages. Nous commencerons par regarder les aires d'affichage sur les emballages.



Section 2 : Discussion sur les concepts d'emballage (25 minutes)

Voici de nombreux produits fictifs sur lesquels se trouve un TVN. Veuillez les examiner. Croyez-vous que ces tableaux sont différents ou similaires par rapport à ce que vous voyez sur les étiquettes en magasin? Combien d'entre vous croyez qu'ils sont similaires? Combien d'entre vous croyez qu'ils sont différents? Sondez :

- En quoi sont-ils différents? Qu'avez-vous remarqué?
- SI UN PICTOGRAMME EST MENTIONNÉ, POSEZ LA QUESTION SUIVANTE : Quel est le but de ce pictogramme? Que signifie-t-il selon vous? Sondez :
 - Comment interprétez-vous ce symbole?
 - Et, ensemble, que signifient le symbole et le slogan?
 - Combien parmi vous consulteriez le site Web mentionné ici? Si vous faites partie de ceux qui consulteraient le site Web, qu'est-ce qui vous inciterait à le faire? Si vous faites partie de ceux qui ne consulteraient pas le site Web, pourquoi ne le feriez-vous pas?
 - Finalement, quelle personne ou quel organisme appose ce symbole sur le produit?

J'aimerais maintenant connaître un peu plus ce que vous pensez de l'utilisation de ce symbole. J'ai quatre concepts d'affichage de renseignements sur les emballages pour le pourcentage de la valeur quotidienne que j'aimerais que vous examiniez et évaluiez. Les voici. Commencez par les regarder. Vous remarquerez qu'il y a quatre options possibles d'affichage... une pour les emballages de grande taille, une pour les emballages de taille moyenne, une pour les emballages de petite taille et une pour les emballages de très petite taille. Alors, le but ici est d'adapter l'information selon l'espace disponible sur les emballages. Par exemple, il y a plus d'espace sur une boîte de céréales que sur un paquet de gommes à mâcher. Cette information n'a pour but que d'indiquer aux consommateurs le pourcentage de la valeur quotidienne, ce que c'est et comment il doit être interprété. Vous remarquerez qu'il n'y a pas une grande différence entre les options.

Commençons par l'option pour les emballages de grande taille. Prenez le temps de lire cette information.

- Premièrement, dites-moi quelle est, selon vous, l'information la plus importante? Quel est l'élément clé que vous en retenir?
- L'étiquette contient-elle trop ou pas assez d'information? Veuillez expliquer. Sondez :
 - Trouvez-vous l'information utile? Sondez :
- Cette information renseigne-t-elle davantage que l'information qui se trouve habituellement sur les emballages? Si oui, veuillez préciser? Si non, pourquoi?
 - Est-elle claire?



- Manque-t-il quelque chose?
 - Est-elle facile à lire?
- La police devrait-elle être plus petite ou plus grosse? Que pensez-vous de l'endroit où se trouve l'information?
- Pourrait-elle être simplifiée? Comment?
 - Y a-t-il des éléments non pertinents ou redondants? Si oui, quels sont-ils?

VEUILLEZ RÉPÉTER POUR LES TROIS AUTRES OPTIONS D'EMBALLAGE

- Maintenant que vous avez examiné les quatre options d'emballage, quelle est l'information LA PLUS importante ou indispensable pour comprendre comment interpréter l'information sur le pourcentage de la valeur quotidienne? Qu'est-ce qui devrait absolument se trouver sur chacune des options (ou, au moins, mentionner autant d'éléments que possible selon l'espace disponible), peu importe la taille de l'emballage? INSCRIRE SUR LE TABLEAU DE PAPIER. Sondez :
 - Cette information vous aide-t-elle à comprendre en quoi consiste le pourcentage de la valeur quotidienne?
 - Cette information vous aide-t-elle à mieux interpréter l'information sur le pourcentage de la valeur quotidienne qui se trouve dans le TVN?

Nous examinerons maintenant quelques concepts publicitaires pour la télévision et, ensuite, pour les médias imprimés. N'oubliez pas que ces annonces ne sont pas encore au point. Vous devrez donc faire preuve d'imagination, du moins dans une certaine mesure, pour vous imaginer de quoi elles auront l'air une fois qu'elles seront terminées. Le but est de connaître votre réaction et vos commentaires avant de les terminer. VEUILLEZ ALTERNER LA PRÉSENTATION DES CONCEPTS ENTRE LES GROUPES SELON LE TABLEAU SUIVANT :

NOTE AUX MODÉRATEURS : DEUX GROUPES SONT ORGANISÉS DANS CHAQUE VILLE. LE MODÉRATEUR DOIT ALTERNER L'ORDRE DE PRÉSENTATION DES ANNONCES (C.-À-D., Calculatrice en tête/Choisis- moi! OU Choisis-moi!/Calculatrice en tête) POUR CHACUN DES CONCEPTS TÉLÉVISÉS ET IMPRIMÉS. **ANNONCE « PICK ME ».**

POUR TOUS LES GROUPES, NOUS PROCÉDERONS À L'ÉVALUATION DES ANNONCES TÉLÉVISÉES EN PREMIER, SUIVIE DES ANNONCES IMPRIMÉES.

Section 3 : Discussion sur la réaction aux concepts télévisés (25 minutes)



Maintenant, je vais vous montrer deux annonces télévisées. Je tiens encore à préciser que ces annonces ne sont pas encore terminées. Ce que vous verrez est une version « animée » de l'annonce télévisée (sous forme d'illustrations caricaturales). En plus des images, vous entendrez le narrateur ou ce qui est appelé une « voix hors champ » qui explique l'idée derrière le concept afin de vous aider à imaginer de ce que l'annonce aura l'air une fois qu'elle sera terminée. Le narrateur expliquera la séquence, ce que vous verrez et ce que vous entendrez en même temps que défileront les images. Avant de discuter de votre réaction en groupe, j'aimerais que vous remplissiez un court questionnaire pour connaître votre propre réaction par rapport à chaque concept. Voici une feuille de travail. Ne la retournez qu'après avoir écouté l'annonce télévisée une première fois. Ensuite, je vous ferai visionner le DVD une autre fois et vous pourrez répondre aux questions qui se trouvent sur la feuille.

LE MODÉRATEUR FAIT JOUER LE DVD DU PREMIER CONCEPT. Avant que vous remplissiez le court questionnaire, j'ai deux petites questions à vous poser :

- Premièrement, prenez le crayon et la feuille qui se trouvent devant vous et inscrivez trois éléments que vous vous souvenez après avoir vu cette annonce... ce peut être n'importe quoi, des mots, des phrases, des images, etc.
- Deuxièmement, selon vous, quel est le but de cette annonce? En quelques mots ou en une phrase, veuillez inscrire ce que vous croyez être le principal message de cette annonce.

Bon, pour l'instant, mettons tout cela de côté. Nous discuterons de vos réponses un peu plus tard. Je veux vous montrer encore une fois l'annonce et vous faire visionner le DVD. FAITES JOUER LE DVD.

Maintenant, veuillez retourner cette feuille et répondre aux questions (LE MODÉRATEUR INDIQUE AUX PARTICIPANTS LA FEUILLE QUI CORRESPOND À L'ANNONCE). ACCORDEZ QUELQUES MINUTES AUX PARTICIPANTS POUR RÉPONDRE AUX QUESTIONS ET REPRENEZ ENSUITE LA DISCUSSION EN GROUPE.

- Alors, tout en gardant en tête que l'annonce n'est pas encore au point, si vous aviez vu cette annonce à la télévision, aurait-elle attiré votre attention? Si oui, pourquoi? Si non, pourquoi?
 - Plus précisément, qu'est-ce qui aurait attiré votre attention?
 - Quels sont les trois éléments que vous avez écrits plus tôt et dont vous vous êtes souvenus lorsque j'ai fait jouer l'annonce pour la première fois? LE MODÉRATEUR DOIT INSCRIRE LES RÉPONSES SUR LE TABLEAU DE PAPIER.
- Comment décririez-vous l'aspect, la convivialité et le style de cette annonce? Quels mots ou quelles phrases utiliseriez-vous pour décrire l'aspect, la convivialité et le style de cette annonce? DRESSEZ UNE LISTE.
- Dans l'ensemble, quelle est votre réaction à cette annonce? Quelles sont vos impressions au sujet de cette annonce?



- Maintenant, combien d’entre vous avez eu, en général, une réaction positive ou avez aimé cette annonce? NOTEZ. Qu’avez-vous aimé en particulier? En quoi cette annonce est-elle efficace?
- Combien d’entre vous avez eu, en général, une réaction négative ou n’avez pas aimé cette annonce? NOTEZ. Qu’est-ce qui vous a particulièrement dérangé? Qu’est-ce qui ne va pas avec cette annonce?
- Maintenant, quel message croyez-vous que cette annonce tente de vous envoyer? En quelques mots, quel est l’élément principal que l’on retient de cette annonce? Selon vous, quel est le message clé de cette annonce? EXPLIQUEZ.
 - Dans quelle mesure l’annonce explique-t-elle clairement le pourcentage de la valeur quotidienne?
 - Que pourrait-on faire, soit par l’entremise d’images ou de la voix hors champ, pour expliquer plus clairement le pourcentage de la valeur quotidienne? LE MODÉRATEUR FAIT JOUER L’ANNONCE UNE AUTRE FOIS, SI NÉCESSAIRE, AU COURS DE CETTE PARTIE DE DISCUSSION.
- Lorsque vous visionnez ou écoutez cette annonce, vous sentez-vous personnellement touché? Je veux savoir si cette annonce vous touche directement ou si vous arrivez à vous imaginer dans cette annonce. Si oui, pourquoi? Si non, pourquoi? Sondez :
 - Si cette annonce vous laisse indifférent, que pourrait-on faire pour que vous vous sentiez plus concerné? Là encore, pensez aux images, au décor, à l’expérience que recrée l’annonce ainsi que l’information donnée par la voix hors champ.
- Apporтерiez-vous des modifications à l’annonce? Que suggèreriez-vous pour améliorer cette annonce? Sondez :
 - Les participants qui ont dit que l’annonce n’avait pas vraiment attiré leur attention ou qui ont dit ne pas aimer l’annonce, que pourrait-on faire de plus, s’il y a lieu, pour accroître l’attrait de l’annonce ou la rendre plus accrocheuse?

RÉPÉTEZ POUR LE DEUXIÈME CONCEPT TÉLÉVISÉ.

- Alors, maintenant que nous avons visionné et évalué les deux concepts, j’aimerais savoir ce que vous pensez des concepts en vous posant les quatre questions suivantes :
 - Quel concept attire le mieux votre attention... fait en sorte que vous accordez de l’attention à l’annonce? INSCRIRE SUR LE TABLEAU DE PAPIER.
 - Quel concept vous touche le plus... celui qui reflète le mieux votre expérience de magasinage et la façon dont vous vous sentez lorsque vous choisissez des produits et interprétez le tableau de la valeur nutritive? INSCRIRE SUR LE TABLEAU DE PAPIER.



- Ensuite, quel est le concept qui explique le mieux le pourcentage de la valeur quotidienne (par les images et la narration)? INSCRIRE SUR LE TABLEAU DE PAPIER. De quelle manière précisément y arrive-t-il?
- Quel concept vous incite le plus à visiter le site Web? INSCRIRE SUR LE TABLEAU DE PAPIER. De quelle manière précisément y arrive-t-il?
- SI LES RÉPONSES AUX TROIS QUESTIONS CI-DESSUS NE SONT PAS COHÉRENTES, POSEZ CETTE QUESTION : Que pourrait-on faire, avec cette annonce ou bien avec l'autre annonce, pour créer un concept qui permettrait d'atteindre efficacement chacun de ces trois objectifs? DISCUSSION.
- LE MODÉRATEUR DOIT ADAPTER LA FORMULATION DES QUESTIONS SELON LES RÉPONSES AUX TROIS QUESTIONS CI-DESSUS. Enfin, qu'est-ce qui empêche l'annonce d'atteindre les trois objectifs (ou, du moins, deux d'entre eux) et qui pourrait être rectifié afin d'accroître son efficacité?

Section 4 : Discussion sur la réaction aux annonces imprimées (25 minutes)

Maintenant, je vais vous montrer deux annonces qui ont été conçues pour les médias imprimés. Voici la feuille que vous devrez remplir au moment d'évaluer les annonces. LE MODÉRATEUR DISTRIBUE LES FEUILLES EN LES RETOURNANT. Ne retournez pas tout de suite vos feuilles. IL DISTRIBUE LA PREMIÈRE ANNONCE ET ALLOUE ENVIRON 30 SECONDES AUX PARTICIPANTS POUR LA LIRE.

NOTE AUX MODÉRATEURS : SI CHAQUE ANNONCE IMPRIMÉE COMPTE UNE ICÔNE DIFFÉRENTE, DITES AUX PARTICIPANTS DE NE PAS EN TENIR COMPTE POUR LE MOMENT ET QUE VOUS DISCUTEREZ DE L'IMAGE QU'ILS PRÉFÈRENT DANS QUELQUES MINUTES.

Maintenant, retournez l'annonce. Je veux seulement connaître votre première impression comme si vous aviez vu l'annonce dans un journal ou un magazine. Qu'est-ce qui vous a sauté aux yeux? Écrivez TROIS éléments que vous vous souvenez d'avoir vus, peu importe ce que c'est (une couleur, un mot, une image, etc.).

Maintenant, je vais vous donner un peu plus de temps pour lire l'annonce attentivement. DITES AUX PARTICIPANTS DE REGARDER L'ANNONCE. J'aimerais que vous biffiez les éléments que vous n'aimez pas avec le style rouge et que vous encercliez les éléments que vous aimez ou les éléments positifs avec le stylo bleu. Je vous laisse quelques minutes pour faire l'exercice.

UNE FOIS QUE L'EXERCICE EST TERMINÉ, DITES AUX PARTICIPANTS DE RETOURNER LES FEUILLES ET DE RÉPONDRE AUX QUESTIONS. DÈS QU'ILS ONT TERMINÉ, REPRENEZ LA DISCUSSION EN GROUPE.

- Combien d'entre vous auraient remarqué cette annonce si vous l'aviez vue dans un magazine ou un journal? Pourquoi l'auriez-vous remarquée? Pourquoi ne l'auriez-vous pas remarquée?



- D’après vous, quels sont les éléments qui ressortaient le plus de cette annonce? Quels sont les trois éléments dont vous vous êtes souvenus lorsque vous avez vu l’annonce pour la première fois? Qu’aviez-vous écrit sur votre feuille?
- Si, selon vous, rien en particulier n’est ressorti de cette annonce, pouvez-vous m’expliquer pourquoi l’annonce n’a pas attiré votre attention?
- Bon, allons un peu plus en détail... quels sont les aspects, caractéristiques ou choses que vous avez les plus aimés ou que vous avez trouvés les plus attrayants (c.-à-d., les éléments que vous avez encerclés en bleu)? Veuillez décrire. Quoi d’autre?
- Quels éléments à propos de cette annonce avez-vous trouvés les moins attrayants (c.-à-d., les éléments que vous avez biffés en rouge)? Quoi d’autre?
- Selon vous, quel est le message clé de cette annonce?
- Qu’est-ce qui fait que cette annonce explique bien le pourcentage de la valeur quotidienne, en prenant en considération les images et le texte? Expliquez.
- Avez-vous d’autres suggestions à formuler pour améliorer cette annonce? Sondez :
 - Couleurs
 - Mise en page
 - Texte (taille de la police)
 - Contenu
 - Disposition et proportion du texte, des images et du slogan

RÉPÉTEZ POUR LA DEUXIÈME ANNONCE IMPRIMÉE.

- Bon, comme nous l’avons fait pour les annonces télévisées, j’aimerais que vous évaluiez et compariez ces deux annonces.
 - SI CHAQUE ANNONCE IMPRIMÉE COMPTE UNE ICÔNE DIFFÉRENTE, DEMANDEZ CECI : Vous avez probablement remarqué que, bien que les annonces télévisées et quelques concepts d’emballage que nous avons regardés portent une icône qui ressemble à un symbole de pourcentage, les deux annonces imprimées comptent deux symboles différents, le deuxième étant le symbole +/-.
 - Que croyez-vous que le symbole +/- signifie?
 - Que croyez-vous que le symbole de pourcentage signifie?
 - Lequel préférez-vous? Veuillez expliquer. Sondez :
 - LEQUEL représente le mieux le concept « quantité inférieure ou supérieure de certains éléments nutritifs »? VOTE À MAIN LEVÉE. Comment y arrive-t-il?



- Les annonces vous ont-elles aidé à trouver les éléments nutritifs que vous voulez consommer? Si oui, pourquoi? Si non, pourquoi? Certains d’entre vous ont peut-être aussi remarqué que l’annonce « Choisis-moi! » comprend une phrase qui dit explicitement ceci : « un pourcentage plus élevé d’éléments nutritifs que vous voulez consommer, comme le calcium, le fer et les fibres. » Combien d’entre vous avez remarqué cette phrase? Cette information est-elle utile? Veuillez expliquer.
- Alors, quel concept attire le mieux votre attention... fait en sorte que vous accordez de l’attention à l’annonce? Quel concept êtes-vous le plus susceptible de remarquer? Pourquoi? INSCRIRE SUR LE TABLEAU DE PAPIER.
- Quel est le concept qui explique le mieux le pourcentage de la valeur quotidienne (par les images et la narration)? INSCRIRE SUR LE TABLEAU DE PAPIER. De quelle manière précisément y arrive-t-il?
- Quel concept vous incite le plus à visiter le site Web? INSCRIRE SUR LE TABLEAU DE PAPIER. De quelle manière précisément y arrive-t-il?
- SI LES RÉPONSES AUX DEUX QUESTIONS CI-DESSUS NE SONT PAS COHÉRENTES, POSEZ LA QUESTION SUIVANTE : Que pourrait-on faire, avec cette annonce ou bien avec l’autre annonce, pour créer un concept qui permettrait d’atteindre efficacement chacun de ces objectifs? DISCUSSION.
- LE MODÉRATEUR DOIT ADAPTER LA FORMULATION DES QUESTIONS SELON LES RÉPONSES AUX TROIS QUESTIONS CI-DESSUS. Enfin, qu’est-ce qui empêche l’annonce d’atteindre ces deux objectifs et qui pourrait être rectifié afin d’accroître son efficacité?
- Enfin, maintenant que vous avez vu les annonces imprimées ainsi que les annonces télévisées, trouvez-vous qu’elles se complètent bien? Y voyez-vous un message ou un thème commun entre les deux? De quelle manière pourrait-on renforcer le lien entre les annonces imprimées et les annonces télévisées? DISCUSSION.

Section 5 : Réaction au slogan et au descripteur (et aussi à l’icône si elle n’a pas fait l’objet de discussions dans la section des annonces imprimées) (10 minutes)

J’aimerais connaître votre opinion sur un dernier élément. LE MODÉRATEUR DISTRIBUE UNE FEUILLE QUI MONTRE QUATRE OPTIONS POUR LE SLOGAN ET LE DESCRIPTEUR. Voici ce que nous appelons un slogan... quelques mots et une image qui apparaissent à côté du tableau de la valeur nutritive ou sur le matériel publicitaire ou promotionnel touchant le tableau de la valeur nutritive et le pourcentage de la valeur quotidienne. Ces slogans ont seulement pour but de rappeler aux consommateurs le pourcentage de la valeur quotidienne, ce que c’est et comment il devrait être interprété. Vous remarquerez que la première ligne de chaque slogan est identique. C’est la deuxième ligne qui varie selon les options.

- Devrait-on ajouter la phrase suivante : « Une excellente façon de vous aider à faire des choix éclairés »? En quoi cette phrase vous aiderait-elle à comprendre ou vous inciterait-elle à consulter le TVN et le pourcentage de la valeur quotidienne? Veuillez expliquer.
- Que diriez-vous si nous comparions des produits? Cette comparaison vous aiderait-elle à comprendre ou vous inciterait-elle à consulter le TVN et le pourcentage de la valeur quotidienne? Veuillez expliquer.
- Que diriez-vous de : « Choisissez des produits qui ont une faible teneur en gras saturés, en gras trans et en sodium »? Veuillez expliquer.



- LAQUELLE de ces idées préférez-vous? VOTE À MAIN LEVÉE. NOTEZ. DISCUTEZ BRIÈVEMENT.

SI CELA N’A PAS ÉTÉ DISCUTÉ DANS LA SECTION DES ANNONCES IMPRIMÉES, DEMANDEZ CE QUI SUIVIT : Très rapidement, j’aimerais savoir ce que vous pensez de possibles modifications à l’icône et à l’image que vous avez vues ce soir et qui étaient associées au concept du pourcentage de la valeur quotidienne. Maintenant que vous connaissez bien le symbole de pourcentage, je vais vous montrer une autre option. MONTREZ AUX PARTICIPANTS LES TABLEAUX DES DEUX OPTIONS (% ET +/-).

-
- Que croyez-vous que le symbole +/- signifie?
 - Que croyez-vous que le symbole de pourcentage signifie?
 - Lequel préférez-vous? Veuillez expliquer. Sondez :
 - LEQUEL représente le mieux le concept « quantité inférieure ou supérieure de certains éléments nutritifs »? VOTE À MAIN LEVÉE. Comment y arrive-t-il?

Section 6 : Récapitulation (15 minutes)

- Alors, vous avez vu deux concepts pour une annonce télévisée, deux concepts pour une annonce imprimée, quatre options pour l’affichage de l’information sur les emballages et quelques slogans. Dans l’ensemble, dans quelle mesure ce que je viens d’énumérer sera-t-il utile pour expliquer aux consommateurs le pourcentage de la valeur quotidienne? Veuillez expliquer.
- Bien honnêtement, combien d’entre vous visiteraient le site Web mentionné dans les annonces, sur les emballages et dans le slogan que nous venons de regarder pour obtenir un complément d’information? Quels types de renseignements chercheriez-vous?
- En fin de compte, croyez-vous qu’il est important que le gouvernement du Canada collabore avec les fabricants de produits alimentaires pour donner ce genre d’information aux consommateurs? Si oui, pourquoi? Si non, pourquoi?
- À part les affiches sur les emballages ainsi que les annonces imprimées et télévisées, y aurait-il d’autres façons de renseigner davantage les consommateurs sur le tableau de la valeur nutritive et le pourcentage de la valeur quotidienne? DRESSEZ UNE LISTE.
- Après avoir discuté pendant deux heures du tableau de la valeur nutritive, quels autres aspects ou renseignements se trouvant sur le tableau devraient, selon vous, être mieux expliqués?

REMERCIEZ LES PARTICIPANTS.



Participant Worksheets (English)

“PICK ME” TV AD

1. What is your initial reaction to 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. What, if anything, caught your attention about this ad? Please write down up to three things in the space below (i.e. visual images, words, etc.).

- a.
- b.
- c.

3. What is the key learning for you from this ad? Please write in the space below.

4. How would you describe the look/feel/style of this of ad? Please jot down a few words in the space below that summarize the look/feel of the ads.

5. Was there anything you didn't like about this ad (i.e. anything that bothered you or that you responded negatively too)? Please list in the space below.

6. Thinking about the visuals and the voice-over, how would you rate this ad in terms of clearly explaining the %DV (per cent daily value) information found on the nutrition facts table? (Please circle the appropriate number where “1” means you do not like it at all and “7” means you like it a lot)

Does a poor
job of
explaining

Neither
excellent/n
or poor

Does an
excellent job of
explaining

1	2	3	4	5	6	7
---	---	---	---	---	---	---

“CALCULATOR HEAD” TV AD



1. What is your initial reaction to 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. What, if anything, caught your attention about this ad? Please write down up to three things in the space below (i.e. visual images, words, etc.).

- a.
- b.
- c.

3. What is the key learning for you from this ad? Please write in the space below.

4. How would you describe the look/feel/style of this of ad? Please jot down a few words in the space below that summarize the look/feel of the ads.

5. Was there anything you didn't like about this ad (i.e. anything that bothered you or that you responded negatively too)? Please list in the space below.

6. Thinking about the visuals and the voice-over, how would you rate this ad in terms of clearly explaining the %DV (per cent daily value) information found on the nutrition facts table? (Please circle the appropriate number where “1” means you do not like it at all and “7” means you like it a lot)

Does a poor job of explaining		Neither excellent/n or poor			Does an excellent job of explaining	
1	2	3	4	5	6	7



“PICK ME” PRINT AD

1. Overall, how visually appealing would you say this ad is? (Please circle the appropriate number where “1” means you do not like it at all and “7” means you like it a lot)

Not appealing
at all

Very appealing

1	2	3	4	5	6	7
---	---	---	---	---	---	---

2. Please circle the number on the scales below that best represents your assessment of how this ad rates on each of these measures.

1.....2.....3.....4.....5.....6.....7

Not enough information

Too much information

1.....2.....3.....4.....5.....6.....7

Not very eye-catching

Eye-catching

1.....2.....3.....4.....5.....6.....7

Boring

Interesting

1.....2.....3.....4.....5.....6.....7

Typical government ad

Not a typical government ad

1.....2.....3.....4.....5.....6.....7

I can't relate to it

I can relate to it

3. What is the key learning for you from this ad?

4. Please identify **THREE** things that you find most appealing about this ad?

- a.
- b.
- c.

5. Please identify **THREE** things that you find least appealing or off-putting?

- a.
- b.
- c.



6. Thinking about the images and the text, how would you rate this ad in terms of clearly explaining the %DV (per cent daily value) information found on the nutrition facts table? (Please circle the appropriate number where “1” means you do not like it at all and “7” means you like it a lot)

Does a poor job of explaining			Neither excellent/n or poor			Does an excellent job of explaining
1	2	3	4	5	6	7



“CALCULATOR HEAD” PRINT AD

1. Overall, how visually appealing would you say this ad is? (Please circle the appropriate number where “1” means you do not like it at all and “7” means you like it a lot)

Not appealing
at all

Very appealing

1	2	3	4	5	6	7
---	---	---	---	---	---	---

2. Please circle the number on the scales below that best represents your assessment of how this ad rates on each of these measures.

1.....2.....3.....4.....5.....6.....7
Not enough information

Too much information

1.....2.....3.....4.....5.....6.....7
Not very eye-catching

Eye-catching

1.....2.....3.....4.....5.....6.....7
Boring

Interesting

1.....2.....3.....4.....5.....6.....7
Typical government ad

Not a typical government ad

1.....2.....3.....4.....5.....6.....7
I can't relate to it

I can relate to it

3. What is the key learning for you from this ad?

4. Please identify **THREE** things that you find most appealing about this ad?

- a.
- b.
- c.

5. Please identify **THREE** things that you find least appealing or off-putting?

- a.
- b.
- c.



6. Thinking about the images and the text, how would you rate this ad in terms of clearly explaining the %DV (per cent daily value) information found on the nutrition facts table? (Please circle the appropriate number where “1” means you do not like it at all and “7” means you like it a lot)

Does a poor job of explaining			Neither excellent/n or poor			Does an excellent job of explaining
1	2	3	4	5	6	7



Participant Worksheets (French)

ANNONCE TÉLÉVISÉE « Choisis-moi ! »

1. Quelle a été votre première réaction lorsque vous avez vu cette annonce? (Veuillez encercler le chiffre approprié, « 1 » signifiant que vous ne l'avez pas du tout aimée et « 7 », que vous l'avez beaucoup aimée.)

Pas du tout aimée							Beaucoup aimée
1	2	3	4	5	6	7	

2. Qu'est-ce qui a attiré votre attention dans cette annonce? Veuillez indiquer au plus trois éléments dans l'espace ci-dessous (c.-à-d., images, mots, etc.).

- a.
- b.
- c.

3. Selon vous, quel est le message clé de cette annonce? Veuillez indiquer votre réponse ci-dessous.

4. Comment décririez-vous l'aspect, la convivialité et le style de cette annonce? Veuillez résumer ci-dessous en quelques mots l'aspect et la convivialité de l'annonce.

5. Qu'est-ce que vous n'avez pas aimé à propos de cette annonce (c.-à-d., quelque chose qui vous a dérangé ou à laquelle vous avez réagi négativement)? Veuillez dresser une liste dans l'espace ci-dessous.

6. Pensez aux images et à la voix hors champ et dites comment vous classeriez cette annonce pour ce qui est de la clarté de l'explication de l'information sur le pourcentage de la valeur quotidienne qui se trouve dans le tableau de la valeur nutritive. (Veuillez encercler le chiffre approprié, « 1 » signifiant que l'explication n'est pas claire et « 7 », que l'explication est très claire.)



Explication pas claire		Aucun commentaire			Explication très claire	
1	2	3	4	5	6	7



ANNONCE TÉLÉVISÉE « Calculatrice en tête »

1. Quelle a été votre première réaction lorsque vous avez vu cette annonce? (Veuillez encercler le chiffre approprié, « 1 » signifiant que vous ne l'avez pas du tout aimée et « 7 », que vous l'avez beaucoup aimée.)

Pas du tout aimée							Beaucoup aimée
1	2	3	4	5	6	7	

2. Qu'est-ce qui a attiré votre attention dans cette annonce? Veuillez indiquer au plus trois éléments dans l'espace ci-dessous (c.-à-d., images, mots, etc.).

- a.
- b.
- c.

3. Selon vous, quel est le message clé de cette annonce? Veuillez indiquer votre réponse ci-dessous.

4. Comment décririez-vous l'aspect, la convivialité et le style de cette annonce? Veuillez résumer ci-dessous en quelques mots l'aspect et la convivialité de l'annonce.

5. Qu'est-ce que vous n'avez pas aimé à propos de cette annonce (c.-à-d., quelque chose qui vous a dérangé ou à laquelle vous avez réagi négativement)? Veuillez dresser une liste dans l'espace ci-dessous.

6. Pensez aux images et à la voix hors champ et dites comment vous classeriez cette annonce pour ce qui est de la clarté de l'explication de l'information sur le pourcentage de la valeur quotidienne qui se trouve dans le tableau de la valeur nutritive. (Veuillez encercler le chiffre approprié, « 1 » signifiant que l'explication n'est pas claire et « 7 », que l'explication est très claire.)

Explication pas claire	Aucun commentaire	Explication très claire



1	2	3	4	5	6	7
---	---	---	---	---	---	---



ANNONCE IMPRIMÉE « Choisis-moi ! »

1. Dans l'ensemble, dans quelle mesure cette annonce est-elle attrayante visuellement? (Veuillez encercler le chiffre approprié, « 1 » signifiant que vous ne la trouvez aucunement attrayante et « 7 », que vous la trouvez très attrayante.)

Aucunement attrayante							Très attrayante	
1	2	3	4	5	6	7		

2. Veuillez encercler le chiffre sur l'échelle ci-dessous qui représente le mieux votre évaluation de la manière dont cette annonce se classe en ce qui concerne les facteurs suivants :

1.....2.....3.....4.....5.....6.....7
 Pas assez d'information

Trop d'information

1.....2.....3.....4.....5.....6.....7
 Pas très accrocheuse

Accrocheuse

1.....2.....3.....4.....5.....6.....7
 Ennuyante

Intéressante

1.....2.....3.....4.....5.....6.....7
 Annonce typique du gouvernement

Annonce non typique du gouvernement

1.....2.....3.....4.....5.....6.....7
 Elle ne me touche pas

Elle me touche

3. Selon vous, quel est le message clé de cette annonce?

4. Veuillez indiquer les **TROIS** éléments que vous trouvez les plus attrayants dans cette annonce?

- a.
- b.
- c.



5. Veuillez indiquer les **TROIS** éléments que vous trouvez les moins attrayants ou les plus dissuasifs dans cette annonce?

a.

b.

c.

6. Pensez aux images et au texte et dites comment vous classeriez cette annonce pour ce qui est de la clarté de l'explication de l'information sur le pourcentage de la valeur quotidienne qui se trouve dans le tableau de la valeur nutritive. (Veuillez encercler le chiffre approprié, « 1 » signifiant que l'explication n'est pas claire et « 7 », que l'explication est très claire.)

Explication pas claire	Aucun commentaire					Explication très claire
1	2	3	4	5	6	7



ANNONCE IMPRIMÉE « Calculatrice en tête »

1. Dans l'ensemble, dans quelle mesure cette annonce est-elle attrayante visuellement? (Veuillez encercler le chiffre approprié, « 1 » signifiant que vous ne la trouvez aucunement attrayante et « 7 », que vous la trouvez très attrayante.)

Aucunement attrayante							Très attrayante	
1	2	3	4	5	6	7		

2. Veuillez encercler le chiffre sur l'échelle ci-dessous qui représente le mieux votre évaluation de la manière dont cette annonce se classe en ce qui concerne les facteurs suivants :

1.....2.....3.....4.....5.....6.....7
 Pas assez d'information

Trop d'information

1.....2.....3.....4.....5.....6.....7
 Pas très accrocheuse

Accrocheuse

1.....2.....3.....4.....5.....6.....7
 Ennuyante

Intéressante

1.....2.....3.....4.....5.....6.....7
 Annonce typique du gouvernement

Annonce non typique du gouvernement

1.....2.....3.....4.....5.....6.....7
 Elle ne me touche pas

Elle me touche

3. Selon vous, quel est le message clé de cette annonce?

4. Veuillez indiquer les **TROIS** éléments que vous trouvez les plus attrayants dans cette annonce?

- a.
- b.
- c.



5. Veuillez indiquer les **TROIS** éléments que vous trouvez les moins attrayants ou les plus dissuasifs dans cette annonce?

a.

b.

c.

6. Pensez aux images et au texte et dites comment vous classeriez cette annonce pour ce qui est de la clarté de l'explication de l'information sur le pourcentage de la valeur quotidienne qui se trouve dans le tableau de la valeur nutritive. (Veuillez encercler le chiffre approprié, « 1 » signifiant que l'explication n'est pas claire et « 7 », que l'explication est très claire.)

Explication pas claire	Aucun commentaire					Explication très claire
1	2	3	4	5	6	7